

U.S. Department of Education
Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

Indian Demonstration Grants for Indian Children

CFDA # 84.299A

PR/Award # S299A160079

Grants.gov Tracking#: GRANT12175701

OMB No. 1810-0722, Expiration Date: 06/30/2018

Closing Date: May 31, 2016

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Nonresponsive

Application for Federal Assistance SF-424

| | | |
|--|--|--|
| * 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application | * 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision | * If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/> |
|--|--|--|

| | |
|--|--|
| * 3. Date Received: <input type="text" value="05/31/2016"/> | 4. Applicant Identifier: <input type="text"/> |
|--|--|

| | |
|--|---|
| 5a. Federal Entity Identifier: <input type="text"/> | 5b. Federal Award Identifier: <input type="text"/> |
|--|---|

State Use Only:

| | |
|---|---|
| 6. Date Received by State: <input type="text"/> | 7. State Application Identifier: <input type="text"/> |
|---|---|

8. APPLICANT INFORMATION:

| | |
|--|--|
| * a. Legal Name: <input type="text" value="Jefferson County School District 509-J"/> | |
| * b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="936000537"/> | * c. Organizational DUNS: <input type="text" value="0307827670000"/> |

d. Address:

| |
|--|
| * Street1: <input type="text" value="445 SE Buff Street"/> |
| Street2: <input type="text"/> |
| * City: <input type="text" value="Madras"/> |
| County/Parish: <input type="text"/> |
| * State: <input type="text" value="OR: Oregon"/> |
| Province: <input type="text"/> |
| * Country: <input type="text" value="USA: UNITED STATES"/> |
| * Zip / Postal Code: <input type="text" value="97741-1595"/> |

e. Organizational Unit:

| | |
|---------------------------------------|-------------------------------------|
| Department Name: <input type="text"/> | Division Name: <input type="text"/> |
|---------------------------------------|-------------------------------------|

f. Name and contact information of person to be contacted on matters involving this application:

| | |
|--|--|
| Prefix: <input type="text"/> | * First Name: <input type="text" value="Melinda"/> |
| Middle Name: <input type="text"/> | |
| * Last Name: <input type="text" value="Boyle"/> | |
| Suffix: <input type="text"/> | |
| Title: <input type="text" value="Director of Curriculum & Instruction"/> | |

| |
|---|
| Organizational Affiliation: <input type="text" value="Jefferson County School District 509-J"/> |
|---|

| | |
|---|---|
| * Telephone Number: <input type="text" value="541-475-6192"/> | Fax Number: <input type="text" value="541-475-6856"/> |
|---|---|

| |
|---|
| * Email: <input type="text" value="mboyle@509j.net"/> |
|---|

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.299

CFDA Title:

Indian Education -- Special Programs for Indian Children

*** 12. Funding Opportunity Number:**

ED-GRANTS-022916-002

* Title:

Office of Elementary and Secondary Education (OESE): Office of Indian Education (OIE): Indian Education Discretionary Grants Programs: Demonstration Grants for Indian Children Program CFDA Number 84.299A

13. Competition Identification Number:

84-299A2016-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Jefferson County School District 509-J in collaboration with the Confederated Tribes of Warm Springs.

Circle, Culture, and Learning Youth & Family Program

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

| | |
|---------------------|---|
| * a. Federal | <input type="text" value="998,308.76"/> |
| * b. Applicant | <input type="text" value="0.00"/> |
| * c. State | <input type="text" value="0.00"/> |
| * d. Local | <input type="text" value="0.00"/> |
| * e. Other | <input type="text" value="0.00"/> |
| * f. Program Income | <input type="text" value="0.00"/> |
| * g. TOTAL | <input type="text" value="998,308.76"/> |

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number:

Fax Number:

* Email:

* Signature of Authorized Representative:

* Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

| | |
|---|--|
| <p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Melinda Boyle</p> | <p>TITLE</p> <p>Director of Curriculum & Instruction</p> |
| <p>APPLICANT ORGANIZATION</p> <p>Jefferson County School District 509-J</p> | <p>DATE SUBMITTED</p> <p>05/31/2016</p> |

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

| | | |
|--|--|--|
| 1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance | 2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award | 3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change |
|--|--|--|

4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name: Jefferson County School District 509-J
* Street 1: 445 SE Buff Street Street 2:
* City: Madras State: OR: Oregon Zip: 97741
Congressional District, if known: OR-002

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

| | |
|--|---|
| 6. * Federal Department/Agency: US Department of Education | 7. * Federal Program Name/Description: Indian Education -- Special Programs for Indian Children CFDA Number, if applicable: 84.299 |
|--|---|

| | |
|--|---|
| 8. Federal Action Number, if known: | 9. Award Amount, if known: \$ |
|--|---|

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name n/a Middle Name
* Last Name n/a Suffix
* Street 1 Street 2
* City State Zip

b. Individual Performing Services (including address if different from No. 10a)

Prefix * First Name n/a Middle Name
* Last Name n/a Suffix
* Street 1 Street 2
* City State Zip

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: Melinda Boyle
* Name: Prefix * First Name Melinda Middle Name
* Last Name Boyle Suffix
Title: Director of Curriculum & Instruction Telephone No.: 541-475-6192 Date: 05/31/2016

Federal Use Only: Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S299A160079

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 03/31/2017

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

| | | | |
|-----------------------|----------------|-------------------|-----------------|
| GEPA Requirement .pdf | Add Attachment | Delete Attachment | View Attachment |
|-----------------------|----------------|-------------------|-----------------|

**Statement for Meeting General Education Provision Act (GEPA) Section 427 Requirement
Jefferson County School District *Circle, Culture and Learning Youth & Family Program***

The Jefferson County School District recognizes its legal and social obligation to ensure equitable access to and participation in the *Circle, Culture, and Learning Youth & Family Program* for students, families, teachers, and partners. Jefferson County is a diverse community; our school district population is a reflection of that diversity. The student population is comprised of 32% Hispanic, 36% Indian American, 30% White, and 2% other for a total population of 2,859 students. Poverty in the district is among the highest in the state, with a per capita income of \$21,997, which is 25% lower than the State of Oregon average. The child poverty rate, at 27%, is 10% higher than the federal average, and 9% higher than the state average. The district's average free and reduced lunch rate of 83% is almost double the state's average (44%). Much of Jefferson County and the entire Warm Springs Reservation have been identified by the census and DHS as being a "high poverty hotspot;" 73% of the region's families in poverty live in these areas. Adult basic literacy skills are low in Jefferson County, with 16% of adults lacking basic literacy skills, compared to 10% in the entire state. Additionally, 21% of families speak a language other than English at home.

The district and its partner agencies—Confederated Tribes of Warm Springs, Warm Springs Culture & Heritage Department, the Title VII, The Museum at Warm Springs, Let's Talk Diversity Coalition, George Fox University, and The University of Oregon--have durable, on-going and supporting community partnerships. Together, and with support from the district's Cultural Competency team, the JCSD and its partners will ensure culturally appropriate, timely, informative and welcoming communication with all participants and stakeholders. Not all families have legal residency; official forms from any governmental agency, including a school district, can provoke anxiety and suspicion. Providing communication through a myriad of partners ensures that the same messages are overlapping, informative and inviting. To best

**Statement for Meeting General Education Provision Act (GEPA) Section 427 Requirement
Jefferson County School District *Circle, Culture and Learning Youth & Family Program***

communicate with our Native community, low-income and isolated rural families, the district will seek guidance from our partnerships, as messaging may be in print, radio, flyer and through other communication methods the best meet this group's needs develop similar techniques with the appropriate partners and agencies.

Staff hired for this project will be hired on the basis of their literacy skills, as well as their understanding and ability to work with culturally diverse and other-abled students, families, staff and community members. Program partners will provide additional guidance as noted in the example above.

Lastly, individual student needs will be enhanced and strengthened through the development of these school-family-community programs. The management plan for the *Circle, Culture, and Learning Youth and Family Program* will use weekly, biweekly and monthly feedback from school leaders, program coordinators, and school staff to ensure successful completion of program goals and objectives. This district-wide focus on an accountability system ensures deeper attention to individual student needs. The focus consists of five key elements: Data-Driven Decision Making, Data Teams, Priority Standards, Common Formative Assessment, and Effective Teaching Strategies. Using the monthly scheduled two-hours-late starts, data teams discuss short-term goals for their students, brainstorm strategies to meet the needs of the students, establish assessment methods, and then work to best deliver intensive and appropriate learning opportunities for the students that do not meet standards.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Jefferson County School District 509-J

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Title:

* SIGNATURE:

* DATE:

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

The 1,021 American Indian students in remote, rural Jefferson County School District (JCSD) face significant in- and out-of-school barriers that impact their educational success. Serving 2,859 students, JCSD has the highest percentage of American Indian youth in the state, with 36% American Indian (AI), 32% Hispanic, 30% White, and 2% other. While the majority of AI youth attend the Warm Springs K-8 Academy, located on the Confederated Tribes of Warm Springs Indian Reservation, the county's only high school is located in the town of Madras, thus making the 8th-9th grade transition even more challenging for students. To foster American Indian students' school and college and career readiness, the JCSD *Circle, Culture and Learning Youth & Family Program* will work with a myriad of tribal, parent, university and community partners to develop a coordinated system of school, family and community supports. The two goals of this program are to a) increase college and career readiness for American Indian students and b) increase opportunities for family, tribal and community participation in students' education and career aspirations. Activities designed to address these needs are: 1) Development of a school-year morning and afternoon extended day program and a 2-week extended year program at the K-8 reservation school, to include targeted math and literacy instruction, tutoring and homework help, tribal-led cultural activities and sports/PE programming; 2) Teacher training and expanded implementation of AVID school-day, summer and family involvement programs; 3) Development of a 9th grade Freshman Summer Bridge program that includes AVID skill development, career-college education, and extracurricular activities designed to promote engagement to high school; 4) Creation of a Native Family University program that engages our partners to offer school, college and career readiness and cultural programming to all AI families and students. Outcomes of this project will include increasing student achievement, attendance, retention and graduation, reducing student dropout, and enhancing family-community partnerships and involvement.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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INDIAN EDUCATION DEMONSTRATION GRANT

Jefferson County School District 509-J

Circle, Culture and Learning Youth & Family Program

Table of Contents - Narrative

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Attachments:

- Signed Partnership Agreement
- Key Program Personnel Resumes
- Federal Registry, 2016 Rural Low Income Schools, Eligibility Form
- Oregon American Indian/Alaska Native State Plan
- Description of Defined Geographic Area
- Education Northwest Needs Assessment
- Evidence of Capacity
- Evidence of Involvement of Indian Tribes and Parents
- Demonstration of Research Base
- Demonstration of Continuing Activities
- Partnership Letters of Support
- Indirect Cost Rate Agreement

Need for Project

With a population of 22,666, Jefferson County, Oregon, encompasses an area larger than the state of Rhode Island. Included in the county's vast and remote geography are high deserts, two rivers, mountain and canyon lands, ranch and farm lands, four cities (the largest, Madras, is home to just over 6,100 people), several small unincorporated communities and one Indian reservation. The Confederated Tribes of Warm Springs Indian Reservation covers 1,006 square miles of northwest Jefferson County and is home to nearly 5,000 members of the Warm Springs, Wasco and Paiute tribal members. The diverse student population of the school district is comprised of 36% American Indian (AI), 32% Latino, 30% White, and 2% other, for a total population of 2,859. While the majority of AI youth attend the Warm Springs K-8 Academy, located on the reservation, the county's only high school is located in the town of Madras. Facing numerable in and out-of-school barriers, our American Indian students need powerful educational opportunities that engage and prepare them for a lifetime of academic success.

The 1,021 American Indian students in the Jefferson County School District face significant out-of-school barriers that impact their educational success; these barriers include cultural and geographic isolation, health and social issues, and poverty. Jefferson County is rural in nature, geographically isolated and culturally diverse. According to *2014 Census data*, over 20% of residents live in poverty; residents experience the second highest poverty level in the state. While Jefferson County's per capita income is \$21,997 (25% less than the state average), per capita income on the Warm Springs Reservation is significantly lower, only \$8,583 (307th out of 308 Oregon cities). The County's unemployment rate is currently 13.3% (33% higher than the state's at 8.9%), while unemployment on the Reservation is an astonishing 67% (WS Tribal Data System, 2013.) Residents' health status and well-being outcomes rank 32nd out of all 36 Oregon counties (County Health Rankings and

Roadmaps, 2012). On average, Oregon residents live 79 years, but Tribal members have an average life span of only 50.3 years. Tribal youth are affected by gang violence, domestic violence, sexual violence, illicit drug manufacturing, drug and alcohol abuse, and despair and disaffection for school and schooling. It is imperative that schools work with tribes, community partners and families to minimize these barriers and increase student opportunities for academic success (Jackson, Smith & Hill, 2003).

In addition to the out-of-school barriers facing our American Indian youth, there are numerable in-school barriers that disproportionately affect AI youth educational outcomes. The district's average free and reduced lunch rate of 83% is almost double the state's average of 44%. A majority of students' parents have not participated in college, and are unprepared for planning and supporting college-bound skills and tasks. In addition, many Indian youth face a difficult transition from schooling on the reservation to in-town, high school experiences. With opening the new Warm Springs K-8 Academy in fall of 2014, 15 new teachers were hired, comprising 35% of their staff. Not all teachers are trained in effective and culturally relevant pedagogy to support student success. Thirty-five (35) percent of our American Indian students suffer from chronic absenteeism (EcoNorthwest, 2014), missing 10 or more days of schooling. Last year, a majority of 9th grade students were not on track for graduation: only 33% of AI students were on track to graduate, compared to 50% for all students. Student performance data highlights the gaps between AI and all other students (see Figure 1, below.)

Fig. 1 Student Smarter Balanced Assessment (SBAC) Reading & Math Achievement and Graduation Data SY '14-15

| Group | Meets ES ELA 2014- 15 | Meets ES Math 2014-15 | Meets MS ELA 2014- 15 | Meets MS Math 2014- 15 | Meets HS ELA 2014- 15 | Meets HS Math 2014- 15 | 9th Gr. On Track* | Atten- dance 2014- 15 | Four- Year Cohort Grad Rate** |
|--------------|--|--|--|---|--|---|---|--|--|
| AI | 12.9% | 12.4% | 18.5% | 11.5% | 56.1% | 11.5% | 33% | 89.10% | 41.82% |
| His. | 26% | 11.8% | 48.1% | 14.9% | 48.6% | 10.3% | 57% | 92.1% | 62.86% |
| Wh. | 48.1% | 36% | 45.9% | 23.7% | 69.4% | 24% | 64% | 92% | 65.08% |

**On track = minimum 6 credits earned by end of 9th grade year*

*** (The four-year cohort graduation rate is the percentage of students in a cohort, adjusted for transfers into and out of the school, district, or state that graduate with a regular high school diploma within four years of entering high school. A cohort is composed of students who first started high school in a given school year.)*

Many of our AI students will not succeed educationally unless they receive extraordinary school, family and community support. An analysis of needs (data from Title VII parent groups, tribal officials, teachers, and families), as well as a review of the past three years of district achievement data, has created a demand for funding this project to allow targeted, extended and culturally-specific programs to enhance the educational success of Indian youth.

To foster American Indian students' school and college and career readiness, JCSD proposes the *Circle, Culture and Learning Youth & Family Program*. Collaborating with a myriad of tribal, parent, university and community partners, the *Circle, Culture and Learning*

Youth & Family Program will develop a coordinated system of school, family and community supports. The two goals of this program are to a) increase school, college and career readiness for American Indian students and b) increase opportunities for family, tribal and community participation in students' education and career aspirations. Activities designed to address these needs are: 1) Development of a school-year morning and afternoon extended day and 2-week extended year program at the K-8 reservation school, to include targeted math and literacy instruction, tutoring and homework help, tribal-led cultural activities and sports/PE programming; 2) Teacher training and expanded implementation of AVID in school-day, summer and family involvement programs; 3) Development of a 9th grade Summer Bridge program that includes AVID skill development, career-college education, and extracurricular activities designed to promote engagement to high school; 4) Creation of a monthly culturally-specific family involvement program that engages multiple tribal, university and community partners to offer school, college and career readiness and cultural programming to all AI families and students.

Opportunities to support students

After reviewing the data and needs analysis, as well as through on-going communications with tribal and parent partners, the following opportunities to support students have been identified and will be enhanced by the *Circle, Culture and Learning Youth & Family Program*:

- The vibrant Warm Springs Tribal Cultural and Heritage Program has built strong relationships with AI youth and families in the community. Partnering with this program will enlist recognized tribal leaders, elders and others to provide cultural and educational training, experiences and information to AI youth and their families.
- Strong linkages exist between JCSD and post-secondary institutions (Oregon State University,

the University of Oregon, George Fox University and Central Oregon Community College).

Nurturing, promoting and expanding open communication and partnerships with these institutions will strengthen AI students' school-to-college and career aspirations and activities.

- JCSD is implementing the new Oregon American Indian/Alaska Native Education State Plan. Developed over a 9-month collaborative process, American Indian/Alaska Native Advisory Panel members provided feedback and guidance on the Plan. Warm Springs tribal members Ardis Juelle Clark and Valerie Switzler, as well as JCSD Superintendent Rick Molitor, continue to be on the advisory panel. Plan objectives that align with the *Circle, Culture and Learning Youth & Family Program* include career-college readiness, effective teacher instruction, and building partnerships with tribes and parents.
- In conjunction with George Fox University, JCSD has developed an educational pathway, the *Grow Your Own Teacher* program. In this program--the only Bachelor of Arts in Education plus teaching credential program in the state--AI 11th and 12th grade students at Madras High School enter a teacher cadet program, receiving up to 15 high school/college credits concurrently. Upon graduation from high school, students attend Central Oregon Community College. After receiving their Associates degree, these AI students are guaranteed full-time employment at the district at the Warm Springs K-8 Academy. There they are partnered with a veteran teacher for two years, with whom they co-teach. George Fox University provides education courses, instruction, and supervision. After two years of co-teaching, AI youth can earn a Bachelor of Arts in Education Degree and their K-8 teaching license with an ELL endorsement.
- Extension of Family University programing. Designed by JCSD, Family University is an effective and culturally-specific Hispanic family involvement and education program that will

be redesigned to meet the specific needs of AI families and youth living on the Warm Springs reservation. To further family engagement, programs will be led by AI staff and leaders familiar to and trusted by district families. (Expanded information is in the following sections.)

- On-going emphasis on hiring of new district leadership with extensive experience and success in increasing achievement for low-performing and minority youth. The district has recently hired three new administrators (Ken Parshall, principal at Warm Springs K-8 Academy, and principal Mark Neffendorf and vice principal HD Weddel at Madras High School), each of whom has demonstrated success in student achievement through improving instruction, implementation of research-based curricula, targeted interventions for low-performing students, and development of strong school-family-community partnerships.

Existing local programs, policies, service providers

- Tribal council oversees management of \$16M budget that includes the Warm Springs Tribal Council, Cultural Resources, Tribal Court, Warm Springs Ventures, Warm Springs FAA UAS (Unmanned Aerial Systems) Test Range, Construction Enterprise, Youth Council, Wellness Center & Recreation and Warm Springs Credit Enterprise.
- Located on the Warm Springs Reservation since 2014, the Tribe and JCSD have co-funded the new Warm Springs K-8 School. The school replaced the old Warm Springs K-5 Elementary. The goal of the school is to provide students with a high quality education that is culturally relevant and grounded in the historical knowledge of the Warm Springs community. Academic and enrichment opportunities for students are high quality. These programs include athletics and Career and Technical Education (CTE). CTE serves *all* grades 3-12 students, with a focus on career field development and exploration. CTE programs include UAS

(drone) technology, agriculture, graphic technologies/printing, business, natural resource development and management, and manufacturing/construction industries. Upon promotion from the Warm Springs K-8 Academy, students attend the district high school in town, where expanded CTE programs are offered.

- Family University programming: Students and their families attend free evening classes that offer educational and cultural activities, as well as free childcare.

This proposal meets the **Absolute Priority** as it funds Native Youth Community Projects and meets **Competitive Preference Priority 1**, as the district is eligible under the Rural and Low-Income School program.

Quality of the Project Design

Defined Geographic Area: The area to be served is in the Jefferson County School District, with the majority of activities taking place at the Warm Springs K-8 Academy, located on the Confederated Tribes of Warm Springs Indian Reservation, located in rural Central Oregon. The Freshman Summer Bridge program will be held at Madras High School, located in Madras, the county seat of Jefferson County.

Scientific Research and Culturally Appropriate: In a comprehensive review of the literature of supports for Native American students, extending academic programs, active parent-community involvement through workshops and trainings, incorporating tribal cultural values and beliefs, and the use of small-group and one-on-one tutoring were among the most effective supports identified (*Menu of Possible Interventions for Native American Students*, ND). For example, AVID was chosen because of its proven success in improving academic outcomes and college-going behavior for multiple minority groups, as well as low-income and first-time college attending students. AVID also has a significant family involvement program. The Warm Springs Family

University program is based on a hugely successful Latino & Spanish-speaking family involvement program, and will be adapted by culturally-proficient educators to meet the unique needs of district AI families. All activities proposed in this project are based on scientifically researched and effective programming. These activities and programs have been proven to specifically meet the needs of AI youth and families. (Specific references are listed topically, below.)

Goal 1: Increase college and career readiness for American Indian students

Measurable objectives:

- 75% of students will participate in K-8 extended day programs
- 80% of promoted 8th graders will complete the Freshman Summer Bridge transition program
- 30% of students will participate in high school extracurricular activities
- Improve scores on state and local assessments by 25%
- Increase student attendance by 3%
- Increase number of 9th grade students on track to graduate (6 or more credits) by 30%
- Increase number of MS and HS teachers trained in AVID methodologies by 15% annually

Goal 2: Increase opportunities for family, tribal and community participation in students' education and career aspirations

Measurable objectives:

- Increase family engagement in school-family activities by 25%
- Expand college-and-career programs by 50%
- Increase partnerships offering cultural activities to students and families by 50%

Long-term outcomes of this project are:

- Reduce student dropout rate for AI Students from 6.5% to 4% (Oregon State Average Oregon Department of Education 4%, NCES 10.04%)
- Increase student graduation rate for AI students from 36.7% to 70% (Oregon State Average 72%, 46.95% NCES)
- Increase percent of AI elementary school students passing SBAC Reading 2014- 15 from 12.9% to 50% by June 2020.
- Increase percent of AI middle school students passing SBAC Reading 2014- 15 from 18.5% to 50% by June 2020.
- Increase percent of AI high School students passing SBAC Reading 2014-15 from 56.1% to 70% by June 2020.

To best meet the needs of AI students, JCSD and partners developed the program aspects that are listed in the following *Program Quality* sections, below. These elements are proposed based on the following process: a) extensive study of the data and needs assessment; b) communications and review of data and program needs with stakeholders (tribal members, school leaders/staff and AI families) via formal and informal activities; c) careful review of culturally appropriate programming to increase AI youth achievement and support college and career readiness; d) determination of student supports and partnership offerings and e) systematic “fit” of proposed programs into long-term and on-going district activities.

Extended Learning Opportunities: Extended Day and Extended School Year Programs

Extended learning addresses our AI students’ needs and benefits

When schools provide extended learning opportunities (ELO), they improve outcomes for *all* students. Extending the school day and extending the school year – offering targeted academic

and other programs – are two ways the *Circle, Culture and Learning Youth & Family Program* will increase AI student success and college readiness. For students whose achievement outcomes lag behind their successful peers – and especially for students in poverty - extended day programs play a critical role in bridging the achievement gap by increasing participants' academic success (Durlak and Weissberg, 2007). Effective extended day and extended year programs have a positive impact on students' grades and academic achievement, such as homework completion and testing outcomes. (Huang et al., 2005.) While extended day programs include and expand school-day instruction in core areas such as math and literacy, they may also include PE and arts programming (Redd et al., 2012) When held in summer, these programs mediate the effect of the summer learning loss that affects primarily low-income youth (Afterschool Alliance, 2014).

AI youth face significantly greater barriers and demonstrate poorer health outcomes than do their non-AI peers. An average of 8.5% of AI youth are obese as compared to 5.9% of white peers. Those numbers increase exponentially for low-income youth. Up to 29% of AI youth in Oregon face food insecurity. AI youth ages 10-19 are far more likely than any other racial/ethnic subgroup to experience Type II diabetes (Gordon & Oddo, 2012).

While the children of AI and economically disadvantaged families benefit the most from the extra educational and other services ELO provides, AI and poor youth actually have lower participation in ELO programs than do their white and middle class peers. One major barrier parents note, however, is cost, which 40% of Native American parents cited as the reason for their children's lack of participation in these programs (Afterschool Alliance, 2014). To ensure full participation, all JCSD extended learning opportunities will be at no-cost to participants.

The *Circle, Culture and Learning Youth & Family Program* ELOs have been developed to best meet the needs of the rural and largely tribal-based AI population in JCSD. All academic programming will be based on best practices and aligned to meet state standards. College and career readiness programs, and math and literacy intervention programs will be research-based.

ELO Program Specifics

During the course of this grant, the *Circle, Culture and Learning Youth & Family Program* will offer three targeted, culturally-specific ELO programs. These will include: a) two-week summer, extended school year for all Warm Springs K-8 Academy students, providing targeted, data-driven educational math and literacy support for underperforming AI students, b) a daily before-school morning Rise & Shine program, featuring Native language and cultural activities and a 15:1 ratio, and c) and an afternoon extended day program, taught by school-day teachers. The extended day program will address AI students' high academic need for remediation and mastery of core content. Added cultural activities in the afternoon program will foster engagement in the program, and more importantly, enhance cultural pride and understanding. Additionally, nutrition, PE and sports programs will engage students in activities that promote a healthy lifestyle, ameliorating some of the risk of obesity and diabetes that many AI youth face.

Key elements of ELO programs include:

- *Math and literacy tutoring and homework assistance.* With a focus on math and literacy, trained EAs and teachers will work with youth one-on-one and in small groups to master academic skills taught during the school day. Whenever possible, the same school-day staff will be hired to work with youth in the extended learning program.

- *Math and literacy interventions.* Using data-based decision making, staff will identify students not meeting math and literacy standards. These interventions will be focused to meet the needs of targeted students, using research-based curricula-- *Read 180* for middle school literacy, *Rewards* and *Phonics for Reading* for elementary literacy, and the *Eureka Math* program for all levels. Teachers will instruct small groups using school-day programs to provide help for struggling students, allowing students the necessary opportunities and time for increased practice and mastery of school-day content.
- *Health and wellness programs.* Supporting AI students' physical health was identified as a critical need through the needs assessment, as well as by the Executive Office of the President, in his 2015 report on indigenous youth. PE and sports offerings will rotate monthly. Activities will remediate AI students high risk for obesity and diabetes. Sports instruction will increase student play/physical activity time; enhance skill building; teach motivation, discipline, and teamwork; foster positive and appropriate communication and problem-solving; and, for interested youth, offer preparation for middle and high school sports teams. Lastly, to ensure youth have adequate nutrition, USDA meals and snacks will be provided daily.
- *Cultural activities.* Culturally relevant activities foster cultural pride, build relationships between youth and elders, connect youth to their tribal history, and encourage tribal identification. Cultural activities will be developed and finalized in conjunction with the Warm Springs Tribal Cultural and Heritage Program, which will staff these offerings to include Native Language, cultural arts, and other activities to be determined by tribal staff.

Fig. 2. Model of Extended Day offerings

| Extended Day Service | Number of AI Students to be Served | Sample Activities |
|---|---|---|
| Morning Rise & Shine (5 days/week x 32 weeks, 7:40 – 8:50 am) | 310 (50% of total student population) | <ul style="list-style-type: none"> • USDA breakfast • Arts education • Native Language education • Cultural Programs: Beading, Huckleberry Harvest. |
| After School Extended Day (5 days/week x 32 weeks, 3:30- 6:30 pm) | 310 (50% of total student population) | <ul style="list-style-type: none"> • USDA snack • Math and literacy tutoring & homework help • Literacy and math interventions • PE & sports (e.g. October = soccer skills and teamwork) • Cultural activities (e.g. May = Native plant month, activities include beginning pine basket-making and traditional medicinals) |

| | | |
|---|----------------------------------|---|
| Summer Extended Year (5 days/week x 2 weeks, 8:30 am – 3:30 pm) | 620 (100% of student population) | <ul style="list-style-type: none"> • USDA breakfast & snack • Literacy and math interventions • Native Arts programs • STEM science programming • ERC, life skills training, behavior support and other support programs as needed |
|---|----------------------------------|---|

Supporting the Transition from Middle to High School: The Freshman Summer Bridge Program

Dropout experts cite transition periods (e.g. the 8th-to-9th grade transition) as a critical time in AI youth’s school dis/engagement process. In JCSD, AI students face another out-of-school barrier: the transition from an almost-all Indian reservation school to a more diverse, in-town school. To add to these challenges, Warm Springs students live in an isolated, rural area, and face additional transportation times to attend class at Madras High School. Many Warm Springs high school students must ride the school bus for over two hours daily. Compelling, culturally relative and meaningful programs can compel and encourage AI students to overcome these barriers.

The President’s 2015 Executive Report, *Generation Indigenous: Increasing Support and Opportunity for Native Youth*, highlights several initiatives that increase educational and post-secondary opportunities for AI youth. Two key recommendations are to support the transition of AI youth from middle to high school, and to include exposing students to college opportunities.

The Freshman Summer Bridge Program will address these initiatives, by retaining AI youth who are at risk of disengaging from high school at the 8th-9th grade, in their reservation-to-town transition. Historically, 9% of AI students attending the Warm Springs schools have failed to make this critical transition, and instead, have dropped out or left school. JCSD leaders realize that this failure is systemic; hence the development of the 4-week Summer Bridge program.

Fig. 3 AI Student MS-HS Transition Outcomes

| American Indian Students Jefferson County 509-J | | | | | |
|--|------------------|----------------|------------------|-------------------------|----------------------------|
| Year | 8th Grade | Year | 9th Grade | Percent Retained | Percent Left School |
| 2009-10 | 78 | 2010-11 | 69 | 88% | 12% |
| 2010-11 | 92 | 2011-12 | 86 | 93% | 7% |
| 2011-12 | 91 | 2012-13 | 86 | 95% | 5% |
| 2012-13 | 86 | 2013-14 | 69 | 80% | 20% |
| 2013-14 | 100 | 2014-15 | 78 | 78% | 22% |
| 2014-15 | 69 | 2015-16 | 76 | 110% | -10% |
| Retention/Loss Eight to Ninth Grade | | | | 91% | 9% |

Activities of the Freshman Summer Bridge Program

The Summer Bridge program will run the month of August, and will serve all AI students who are promoted from 8th grade (approx. 65 students/year, or a total of 260 students). Students will participate in college- and career-readiness programs at Madras High School from 9:00 am-1:00 pm. Activities will include AVID curricula (see below), college readiness, and supports for

students to engage in athletic and other extracurricular activities each day after the Bridge program. To ensure adequate nutrition and health, students will be fed USDA breakfast, lunch and snack daily.

AVID: Effective Programming for High School and College Success

AVID curricula provides an effective foundation for high school and post-secondary skill development. AVID programs have been proven highly effective at preparing minority, low-income, and 1st generation college-going students for academic success. Teachers trained in AVID provide students with the social and academic supports necessary to increase motivation to stay in school. AVID curricula addresses writing, reading to learn, inquiry, organization skills, taking charge of one's own learning, and collaboration (Watt et al, 2002). University and college visits, another AVID component, provide AI students with an opportunity to experience college life, while envisioning themselves as college students. While AI youth attendance in JCSD has been chronically low, AVID has been demonstrated to improve student attendance (Watt et al., 2004), GPA and assessment outcomes (Watt et al., 2002)

Professional development that impacts teaching quality plays the single most significant role in educator effectiveness – especially those working with low-performing students who face multiple in- and out-of-school barriers to success. A key component critical to the educators who teach AI youth is the AVID Professional Development Summer Institute Training. While 85% of the current Warm Springs K-8 Academy teacher have received AVID training, the majority of other district middle and high school teachers have not. Funds from this proposal will be used to provide five teachers with AVID training each year, thus building capacity in the district with a total of 24 middle and high teachers trained over the four years of the grant.

School-Family-Community Partnerships to Increase Student Success

Students who are more successful at school and schooling have more supports and fewer barriers than do their less successful peers. AI youth, who face significant in- and out-of-school barriers, benefit substantially from strong, durable and intentional school-family-community partnerships. When youth are more supported and guided through systemic hurdles, they are more likely to achieve academic success, and are better able to attend and succeed in post-secondary programs. Key outcomes of the *Circle, Culture and Learning (CCL) Youth & Family Program* are to increase family engagement in school-family activities, and to strengthen and expand community partnerships offering student and family programs.

Family University

Family University is a JCSD program for K-12 families, offering free educational, parenting education, technology, athletic and cultural activities 4 days/week in the afternoon and evenings during the school year. While adults participate in the programs, school-age youth receive academic tutoring and arts instruction; pre-school aged youth receive free childcare. The program was originally created to serve Hispanic and Spanish-speaking families in 2011, utilizing culturally-specific strategies and content. AI families are invited to participate in the daily Family University programs offered in Madras.

Funding of this proposal will allow for creation of a new, culturally-specific Family University program at the Warm Springs K-8 Academy. Featuring offerings by tribal and partner agencies, the AI Family University will be offered 10 times over the course of the school year. These monthly programs (an expansion of the successful daily programs) will focus on three key areas: school readiness, college and career preparation, and AI-cultural activities. To teach

parents about enhancing their youth’s readiness for school and college, AVID content for parents will be integrated into monthly Family University events, as well as included in frequent home-school communications. University partners will present culturally-specific college and career planning (see *Aspirations* subsection, below.) Tribal partners – the Warm Springs Culture and Heritage program and the Warm Springs Museum – will plan, coordinate and offer monthly cultural events, arts and crafts for the entire family.

The data show a clear need for expanding Family University programs for middle school students in Jefferson County: In 2014-15, while 24% of participating families had middle school age students, only 7% of middle school youth attended Family University with their parents. A particular focus will be to increase the number of middle school youth who, with their parents, participate in the program.

Additional community events will further strengthen AI youth’s connection to school, schooling, their families and their community.

Below is a sample of JCSD’s Family University program offerings for Winter 2016.

Fig. 4. Sample Family University Program

| | | | | | |
|--------------|--------------|------------|----------------|--------------------|----------|
| Class | English | Adult | Math GED | Literacy | Computer |
| 6:00-7:30 pm | Conversation | Volleyball | Skill Building | GED Skill Building | Class |

JEFFERSON COUNTY SCHOOL DISTRICT 509-J

FAMILY UNIVERSITY WINTER TERM

Weekly Schedule

Monday: English Conversation with Elizabeth Hoelzel, 5:00-8:00 pm

Tuesday: Introduction Computers with So Chamberlain, Tuesday, 5:00-7:30 pm

Wednesday: Introduction Computers with So Chamberlain, Wednesday, 5:00-7:30 pm

Thursday: Introduction Computers with So Chamberlain, Thursday, 5:00-7:30 pm

Friday: Introduction Computers with So Chamberlain, Friday, 5:00-7:30 pm

• January 22
• February 28
• March 29
• May 22

Fresh English Conversation for Parents
Class and practice your English conversation skills with your friends and your children's teachers. This is an informal and fun way to practice the English language and learn to read, write, and speak English. Not beginning or advanced students.
January 9, 10:30-11:30 am
Carmel School
Chris Kessell

Math & Literacy Skill Building
Provide help for your more advanced math and literacy skills. The class will also help prepare you for a GED. Present required for students working towards a GED.
Tuesday
January 9, 6-8 pm
Hamilton Hatfield

Adult Literacy
Provide reading & your own personal assistance from our Reading Instructor Elizabeth Hoelzel. This class allows the Adult Literacy program.
February 29 - Mar 3
5:00 p.m. - 8:00 p.m.
Elizabeth Hoelzel

Child Care
Child care provided four days Thursday morning during class hours. Tuesday morning literacy enrichment program for students grades 9-12 welcome to participate in skills tutoring classes.

Introduction Computers
Get started on the Internet. The focus is how to apply Google Applications for email, communication, web browsing, and document sharing. The class will allow for individual explore time and questions.
Wednesday
January 9-May 29
5:00 pm - 7:30 pm
Rainier Hill

Family Zumba
Get fit with Zumba! Spend 45 minutes a week in a fun family friendly activity. Come in class dressed to rock and get motivated to bring home a family! Adult required to attend with children.
Wednesday
January 9-Mar 9
5:00-6:00 pm
Westside City
Angie Krieger

TO REGISTER FOR CLASSES CONTACT: So Chamberlain School District Office 475-8792

Aspirations and Planning for College and Career

Getting to college, and preparing for post-secondary coursework, as well as preparing for the *process* of college, can be a tremendous barrier for AI youth. As noted in the President’s *Indigenous Students* report, AI students need support in their aspirations and planning for college and career. The *Circle, Culture and Learning Youth & Family Program* will collaborate with two university partners to bring culturally- specific college and career planning programs to JCSD 8th – 12th grade AI students and their families. The University of Oregon’s *Native Opportunities* Program and the Oregon State University *Papalaxsimisha* program teach students and their families about high school graduation requirements, post-secondary education options, college preparation, and financing, including assistance with the FAFSA. To increase attendance, dinner and child care for younger siblings is provided. George Fox University has partnered with JCSD and Central Oregon Community College to offer the *Grow Your Own* AI Teacher Bachelor of

Arts Program/teacher credentialing program, which provides dual credit options, a high school teacher cadet program, and guaranteed full-time employment and co-teaching experiences to students who continue through the program. Graduates of the program receive the state's only Bachelor of Arts in Education degree, as well as earn a K-8 teaching certificate and ELL endorsement. Central Oregon Community College also provides guidance, technical assistance and extended career education through JCSD's CTE, STEM and other education and career programs.

The *Circle, Culture and Learning Youth & Family Program* Program will create wrap-around, on-going messaging and instruction for AI youth and families for college and career preparation in the following ways:

- AVID instruction integrated into school-day classes, extended day programs and the 2-week extended summer program
- Targeted AVID instruction and career and college preparation in the Freshman Summer Bridge program
- School readiness and college-career preparation tips will be routinely communicated to families through: the Principal's Letter, the school website, the school reader board, other home-school communications, the Title VII Parent Committee meetings, school conferences, Back-to-School night, and student performance events.

Quality of Project Personnel

Partners of this project have members among them that have participated in/led extensive cultural proficiency training and student achievement efforts, participated in tribal and Indian parent committees, are members of the Oregon and National Indian Education Associations, and

have attended the American Indian Education Association Conference. The district maintains open communication with the Confederated Tribes of Warm Springs through a variety of programs and activities. A tribal member, Laurie Danzuka, also serves as vice chair of the Jefferson County School Board. Other tribal members are actively engaged in this project, including Tribal Council Member and head of the tribal Culture and Heritage program Val Switzler and Carol Leone, Executive Director of the Warm Springs Museum. Two American Indian liaisons will support student and family programming and recruitment: Lana Rose Leonard and Ellison David. Two new AI family advocates are due to be hired this summer. The principal of the Warm Springs K-8 Academy is Ken Parshall, who has extensive success in turning around high poverty, low-performing schools in Oregon that serve large minority student populations. Mr. Parshall will devote [redacted] FTE of in-kind services to this project. The project director is Melinda Boyle, JCSD Director of Curriculum and Instruction and leader of the district Teaching and Learning Support Team. Ms. Boyle has extensive experience in academic supports for American Indian and low-performing youth, school leadership, program management and development, diversity/cultural competency and community-building. She will devote [redacted] FTE of in-kind services to this project. (For more information, see project staff resumes.)

Adequacy of Resources

Fig. 5 Partner Commitment to Project

| Partner | Commitment to Project | Costs |
|---------------------|--|-------|
| Confederated Tribes | Assistance with identification of culturally responsive curriculum that honors Native place, | None |

| | | |
|-------------------------------------|---|---------------|
| of Warm Springs | language, culture, and history, and builds connections with the local communities and tribe; encouragement of students to participate in math, science, and language arts acceleration, extended learning and extended school year, 9 th grade transition programs, and enrichment opportunities; participation in Community Partner Advisory Committee, quarterly grant meetings. | |
| Title VII Parent Group | Assistance with project activity recruitment and communications; yearly review and analysis of project data. | None |
| Tribal Culture and Heritage Program | Provision of staffing, supplies and language, culture and arts instruction for youth and family activities in extended day programs. | \$10,000/year |
| Warm Springs Museum | Arts activities for youth and families during extended learning and Family University activities. | None |
| Family University Program | Provision of culturally-specific staffing and instruction for youth and family for school & college-career readiness activities. | \$10,000 |

| | | |
|--|--|------|
| University of Oregon <i>Native Opportunities</i> Program | Provision of culturally-specific staffing and instruction for youth and family school & college-career readiness activities. | None |
| George Fox University's <i>Grow</i> <i>Your Own Co-</i> <i>Teaching Program</i> Warm Springs | Recruitment and education of 11 th and 12th grade AI students into a dual credit option program, leading to a BA in education, a K-8 teaching credential, and employment in the district. | None |
| Let's Talk Diversity Coalition | Funds the Oregon State University <i>Papalaxsimisha</i> program, which provides culturally-specific staffing and instruction for youth and family in dropout prevention & college-career readiness activities. | None |
| Oregon State University | Development of the <i>Papalaxsimisha</i> program funded by Let's Talk Diversity Coalition | None |

Quality of the Management Plan

The management plan for this project builds upon the research-based literacy models (Response to Instruction and Intervention, Oregon Literacy Framework, and Common Core State Standards) already implemented by the district. The Family University program— already established and successful in meeting its goals – will be expanded to offer on-site, culturally-specific monthly programs. These models and programs use rigorous data, and encourage

program refinement based on data and on-going feedback from staff, families, community participants and students. Strong community partnerships with the Warm Springs Tribal Council, Warm Springs Culture and Heritage Program, the Warm Springs Museum, Title VII parent groups, the University of Oregon, Oregon State University, Central Oregon Community College, George Fox University and the local Let’s Talk Diversity Coalition will be enhanced and strengthened through the development of these school-community programs. The management plan for the *Circle, Culture and Learning Youth & Family Program* will use weekly, biweekly and monthly feedback from school leaders and staff to ensure successful completion of program goals and objectives.

Fig. 6. Adequacy of plan to achieve objectives on time, clearly defined responsibilities, timelines and milestones

| Activity | Responsibility | Timelines | Milestone |
|---|--|------------------------------|--|
| Communication of new programs and timelines | JCSD leadership, tribe, Title VII parent group, JCSD staff & student leadership groups | Upon notice of grant funding | Tribal communication vehicles; school-parent & community communications including meetings, newsletters, monthly newspaper ad “Our Schools in Action”, websites, Facebook, |

| | | | |
|---|---|--|---|
| | | | and Twitter, etc. |
| Planning of of Family University, college- and career readiness programs, and tribal-sponsored activities | WS K-8 principal and district leaders, tribal partners, Family University, university partners, Title VII parents | May – July 2016 | Curricular outlines & plans, calendars of proposed events |
| Confirmation of Family University, college- and career readiness programs, and tribal-sponsored activities | JCSD principal, tribe, Family University, university partners | Upon notice of grant funding | Calendars of events |
| Development of informal assessments (e.g. Family University program evaluation survey, student Freshman Summer Bridge program survey, etc.) | WS K-8 principal & MHS principal and district leaders, with input from partners | May – Aug. 2016. Assessments may be refined upon review of each year- end evaluation results to ensure accessibility and data utility. | Informal assessments, program evaluation. |
| Implementation of Family | JCSD and partners | Sep. 2016, and monthly during | Family registrations, communications |

| | | | |
|---|---|---|--|
| University | | regular academic year – end of grant | materials, attendance, and annual evaluation of participants. |
| Hiring of staff for all <i>Circle, Culture and Learning Youth & Family</i> programs | JCSD HR department | Jobs posted upon notice of grant funding; hiring within 2 weeks of funding notice (except summer programs – hiring in May 2017) | Staff rosters |
| Planning and staff training for extended day AM and PM programs | WS K-8 principal, and district leader | <ul style="list-style-type: none"> • Planning: May- July, beginning 2016, Ys 1-4 • Staff training: Aug. of Ys 1-4 | Training curricula and notes |
| Implementation of extended day AM and PM programs | WS K-8 principal in collaboration with Tribal Culture and Heritage Department, and the Museum at | Sep. 2016 – end of grant | Curricula, calendar of events, communications materials, student registration materials |

| | | | |
|---|---|---|--|
| | Warm Springs. | | |
| Identification of students needing targeted math and literacy supports | Teachers, principal | June-Aug. 2016, and through on-going formative and summative assessments – end of grant | Student lists and data DIBELS Literacy and Mathematics Assessment SBAC ELA & Math Assessments |
| Planning and staff training for extended year and Freshman Transition Summer programs | WS K-8 principal and MHS principal, in collaboration with district leadership | <ul style="list-style-type: none"> • Planning: Jan – May 2017, on-going adjustments to meet student need and stakeholder feedback through end of grant • Training: May-June of Ys 1-4 | Training curricula and notes; formative and summative evaluation data to include DIBELS Math & Literacy Assessments |
| Implementation of extended year and Freshman Transition Summer programs | JCSD | Aug. 2017 and Aug. Ys 2-4 – end of grant | Curricula, calendar of events, communications |

| | | | |
|---|--|----------------------------|---|
| | | | materials, student registration materials ; formative and summative evaluation data to include DIBELS Math & Literacy Assessments |
| Teacher PD – AVID conference/training | 7 teachers in Y1 & Y2, 5 teachers in Y3 &4 teachers/year, 270 total over life as grant | Summers, Ys 1-4. | Teacher AVID curricula, teacher PD evaluations |
| Annual Needs Assessment focusing on cultural identify and awareness, increases in school attendance and academic achievement, and a decrease in dropout rate for American Indian students | Education Northwest Annual Title VII Review of Indian Education: | Annually Fall of Each Year | Annual evaluation report, with comparisons from baseline year of 2014-15 (Attached) |
| Administration of Parent, | Center for | Yearly, spring of | Annual evaluation |

| | | | |
|----------------------------------|---------------------------|-------------------------------|---|
| Student, and Staff Annual Survey | Educational Effectiveness | each year of the grant. | report, with comparison from base year of 2016. |
| Program reports | JCSD staff | Yearly, as required by grant. | Annual reports |

This project will collect both qualitative and quantitative data to give a deeper understanding of the factors that increase AI student school success and college and career readiness and success. The following data will be collected: Indicators of Basic Early Literacy Skills (DIBELS) literacy performance measures for K-6, Read 180's Scholastic Reading Inventory (SRI) for 7-8th grade, DIBELS math for K-5, Easy CBM for 6th-8th grade math, Family University program feedback, SBAC state math and literacy assessment data, school-community partner program evaluation, grade 9 student credits achieved, student participation in extracurricular activities, and staff AVID PD evaluations. Formative data (DIBELS, SRI and Easy CBM) will be collected quarterly, pre/post assessments conducted at the beginning and end of skill/professional development, evaluations at the end of programs, credits will be collected at the end of each term, and state performance assessment data will be collected once yearly. Annual needs assessment will be conducted by Education Northwest focusing on cultural identify and awareness, increases in school attendance and academic achievement, and a decrease in dropout rate for American Indian students. The results of the needs assessment will be presented to The Confederated Tribes and the Jefferson County School Board annually. Additional data collected will include events calendars, meeting notes, emails and face-to-face communications with staff, school leaders and community partners. As a rural school district,

JCSD and its partners have created a cohesive, responsive community that can respond quickly to specific needs and through data-based decision-making, the program's activities can be modified midstream to more effectively meet targeted goals and outcomes

Additionally, JCSD will survey parents, teachers, and students with the Educational Effectiveness Survey (EES). The EES survey identifies strengths and challenges related to the implementation of nine research-based characteristics of high-performing schools. EES data measures program outcomes related to focused professional development, supportive learning environments, leadership, high-quality teaching, and collaboration. The nine characteristics of high performing schools are:

1. A clear and shared focus
2. High standards and expectations for all students
3. Effective school leadership
4. High levels of collaboration and communication
5. Curriculum, instruction, and assessments aligned with state standards
6. Frequent monitoring of learning and teaching
7. Focused professional development
8. Supportive learning environment
9. High levels of family and community involvement

Extent to which tribes and parents have been involved in developing proposed activities

JCSD recognizes the critical role families, tribal leaders and AI programs hold in developing strong educational programs for AI youth. School district leaders collaborated extensively with AI leaders and representatives on the development of this proposal. Throughout April and May of 2016, on-going communications were held via numerous face-to-face

meetings, as well as in telephone and email communications. The groups who assisted in the development of this project included representatives from: the Confederated Tribe of Warm Springs Tribal Council, the Warm Springs Tribal Culture and Heritage program, the Warm Springs Museum, the Title VII Parent Group and Indian staff and Board members. (See the addendum Consortium Agreement and *Quality of Project Personnel* section for additional information.) As noted in the *Adequacy of Plan* and *Evaluation* sections, our AI partners will play a key role in on-going collection, review, analysis and dissemination of data, program findings and lessons learned along the way.

Building capacity and yielding results beyond project time

Given the incredible amount of in- and out-of-school barriers that AI youth face for school, college and career readiness, it is imperative that successful programs be shared with others. Results of this program will be shared with the Warm Springs Tribal groups. Utilizing tribal communication systems, as well as communication between our university partners--who have strong partnerships with all Oregon Indian programs--JCS D plans to share the results of the *Circle, Culture and Learning Youth & Family Program*, offering advice or assistance to other interested implementers. Additionally, JCS D leaders will share results and learnings of this program with state-wide educational leaders at Council for Oregon School Administrators (COSA) conferences and at other state-wide meetings, e.g. Title VII, Title I, School Improvement, etc. JCS D has the capacity to participate in a cross-site evaluation with other grantees and funders. JCS D leaders have extensive experience evaluating programs and disseminating results with other schools and districts.

Quality of the project evaluation

The data used to evaluate this program will be both qualitative and quantitative. Depending on the stated outcome, data collection instruments utilized will be research-based and a) commonly-used performance assessment, or b) developed in-house and with noted partners. The following data will be collected: DIBELS literacy performance measures for K-6, Read 180's Scholastic Reading Inventory (SRI) for 7-8th grade, DIBELS math assessment for K-5, Easy CBM assessment for 6th-8th grade math, Family University program feedback, SBAC state math and literacy assessment data, school-community partner program evaluation, 9th grade student credits achieved, student participation in extracurricular activities, and staff AVID PD evaluations. Formative data (DIBELS, SRI and Easy CBM) will be collected quarterly, pre/post assessments conducted at the beginning and end of skill/professional development, evaluations at the end of programs, credits will be collected at the end of each term, and state performance assessment data will be collected once yearly. The Center for Educational Effectiveness EES survey will be administered annually to parents, teachers, and students to identify strengths and challenges related to implementation of the nine research-based characteristics of high-performing schools. Additional data collected will include event calendars, meeting notes, emails and face-to-face communications with staff, school leaders and community partners.

Data and evaluation instruments. The data used to evaluate this program will be both qualitative and quantitative. Depending on the use, instruments used will be research-based and a) commonly-used literacy assessment, b) administered by outside agency (Education Northwest & Center for Educational Effectiveness), or c) developed in-house (e.g. surveys) and with noted partners and stakeholders.

Data collection and sharing. Data will be collected on all participating students, with the grades listed below. Data collection will be on-going and conducted by school staff and leaders;

results will be reviewed by program staff, principals and the project director, and shared monthly with school leaders during district leadership meetings. Data and results will be shared at least twice per year with all partner groups, allowing for flexible and responsive program decision-making.

Data to monitor progress and provide accountability. As a rural school district, JCSD and its partners have created a cohesive, responsive community that can respond quickly to specific needs. Thus, through data-based decision-making, the program's activities can be modified midstream to more effectively meet targeted goals and outcomes. Data collected will be shared with all stakeholders, and will be used to identify strengths and weaknesses of the program, support program changes, inform teachers and parents about AI students' school and college and career readiness, and inform school leaders, the Board and community partners about results of the program. The project team will collect the data; data will be reviewed and analyzed by the project director and coordinators—each of whom has extensive expertise in school/district program data analysis- incorporating feedback from partner agencies.

Expected outcomes are:

- 75% of students will participate in K-8 extended day programs
- 80% of promoted 8th graders will complete the 9th grade Summer Bridge transition program
- 30% of students will participate in high school extracurricular activities
- Improve scores on state and local assessments by 25%
- Increase student 9th grade retention by 30%
- Increase student attendance by 3%
- Increase number of 9th grade students on track to graduate (6 or more credits) by 30%

- Increase number of MS and HS teachers trained in AVID methodologies by 15% annually
- Increase family engagement in school-family activities by 25%
- Expand college-and-career programs by 50%
- Increase partnerships offering cultural activities to students and families by 50%

Long-term outcomes of this project are:

- Reduce student dropout rate for AI Students from 6.5% to 4% (Oregon State Average Oregon Department of Education 4%, NCES 10.04%)
- Increase student graduation rate for AI students from 36.7% to 70% (Oregon State Average 72%, 46.95% NCES)
- Increase percent of AI elementary school students passing Smarter Balanced Reading 2014-15 from 12.9% to 50% by June 2020.
- Increase percent of AI middle school students passing Smarter Balanced Reading 2014-15 from 18.5% to 50% by June 2020.
- Increase percent of AI high School students passing Smarter Balanced Reading 2014-15 from 56.1% to 70% by June 2020.

Other Attachment File(s)

* **Mandatory Other Attachment Filename:** Consortium Agreement & Interagency Agreement Confe

Add Mandatory Other Attachment

Delete Mandatory Other Attachment

View Mandatory Other Attachment

To add more "Other Attachment" attachments, please use the attachment buttons below.

Add Optional Other Attachment

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Withheld pursuant to exemption

Non Responsive

of the Freedom of Information and Privacy Act

Page 054 of 145

Withheld pursuant to exemption

Nonresponsive

of the Freedom of Information and Privacy Act



Jefferson County School District 509.J

Melinda Boyle <mboyle@509j.net>

Fwd: Jefferson County SD 509J (2053) Final 2016-2017 Indirect Rate

Martha Bewley <mbewley@509j.net>
 To: Melinda Boyle <mboyle@509j.net>

Thu, May 5, 2016 at 8:28 AM

----- Forwarded message -----

From: **Martha Bewley** <mbewley@509j.net>
 Date: Wed, Apr 6, 2016 at 10:21 AM
 Subject: Fwd: Jefferson County SD 509J (2053) Final 2016-2017 Indirect Rate
 To: Melinda Boyle <mboyle@509j.net>, LaRae Sullivan <lsullivan@509j.net>

FYI - Our indirect rate for next year will be 3.12%.

-Martha

----- Forwarded message -----

From: **Indirect Rate** <indirectrate.ode@state.or.us>
 Date: Wed, Apr 6, 2016 at 9:48 AM
 Subject: Jefferson County SD 509J (2053) Final 2016-2017 Indirect Rate
 To: BusMgr@509j.net
 Cc: julie.b.hansen@state.or.us

Dear LEA Business Manager,

Below you will find detail on the disposition of any adjustments you requested as well as the calculation of your final Federal Restricted Indirect Rate for this fiscal year.

Based on Education Department General Administrative Regulations (EDGAR) at 34 CFR 75.561(b) provides the flexibility for the USDOE to delegate the authority for Local Education Agency (LEA) indirect cost rate determination to the designated state education agency (SEA). State agencies are responsible for approving indirect cost rates for local agencies. ODE, as the authorized federal cognizant agency, approves all LEA Federal Indirect Cost Rates on an annual basis.

| Adjustment Detail | | | | | | | |
|---------------------------|----------|------------------------------------|-------------|-------------|--|--------------|----------------|
| Fund | Function | Object | Amount | Disposition | Reason | ODE Response | Classification |
| 100 General Fund | 2640 | 220 Social Security Administration | \$-5,222.03 | Accepted | Move HR Director from Indirect to Unallowed. | | Indirect |
| 200 Special Revenue Funds | 2520 | 111 Licensed Salaries | \$5,222.03 | Accepted | Reclassify Expenditure - System Auto Created | | Direct |
| 100 General Fund | 2640 | 230 Other Required Payroll Costs | \$-553.07 | Accepted | Move HR Director from | | Indirect |

| | | | | | | |
|---------------------------|------|---------------------------------------|---------------|----------|--|-------------|
| | | | | | Indirect to Unallowed. | |
| 200 Special Revenue Funds | 2520 | 111 Licensed Salaries | \$553.07 | Accepted | Reclassify Expenditure - System Auto Created | Direct |
| 100 General Fund | 2640 | 240 Contractual Employee Benefits | \$-13,960.23 | Accepted | Move HR Director from Indirect to Unallowed. | Indirect |
| 200 Special Revenue Funds | 2520 | 111 Licensed Salaries | \$13,960.23 | Accepted | Reclassify Expenditure - System Auto Created | Direct |
| 100 General Fund | 2520 | 650 Insurance and Judgments | \$-74,061.00 | Accepted | Move Insurance costs from Unallowed to Indirect. | Unallowable |
| 200 Special Revenue Funds | 2520 | 111 Licensed Salaries | \$74,061.00 | Accepted | Reclassify Expenditure - System Auto Created | Direct |
| 100 General Fund | 2540 | 650 Insurance and Judgments | \$-140,648.80 | Accepted | Move insurance costs from Unallowed to Indirect. | Unallowable |
| 200 Special Revenue Funds | 2520 | 111 Licensed Salaries | \$140,648.80 | Accepted | Reclassify Expenditure - System Auto Created | Direct |
| 100 General Fund | 2550 | 650 Insurance and Judgments | \$-23,970.20 | Accepted | Move insurance costs from Unallowed to Indirect. | Unallowable |
| 200 Special Revenue Funds | 2520 | 111 Licensed Salaries | \$23,970.20 | Accepted | Reclassify Expenditure - System Auto Created | Direct |
| 200 Special Revenue Funds | 1111 | 410 Consumable Supplies and Materials | \$-18,707.04 | Accepted | Remove student body funds from the calculation. | Direct |
| 200 Special Revenue Funds | 2520 | 111 Licensed Salaries | \$18,707.04 | Accepted | Reclassify Expenditure - System Auto Created | Direct |
| 200 Special Revenue Funds | 1111 | 640 Dues and Fees | \$-723.00 | Accepted | Remove student body funds from the calculation. | Direct |
| 200 Special Revenue Funds | 2520 | 111 Licensed Salaries | \$723.00 | Accepted | Reclassify Expenditure - System Auto Created | Direct |
| 200 Special | 1122 | | \$-31,310.08 | Accepted | Remove student body | Direct |

| Revenue Funds | | 410 Consumable Supplies and Materials | | | funds from the calculation. | |
|---------------------------|------|--|---------------|----------|---|----------|
| 200 Special Revenue Funds | 2520 | 111 Licensed Salaries | \$31,310.08 | Accepted | Reclassify Expenditure - System Auto Created | Direct |
| 200 Special Revenue Funds | 1132 | 410 Consumable Supplies and Materials | \$-255,466.67 | Accepted | Remove student body funds from the calculation. | Direct |
| 200 Special Revenue Funds | 2520 | 111 Licensed Salaries | \$255,466.67 | Accepted | Reclassify Expenditure - System Auto Created | Direct |
| 100 General Fund | 2520 | 113 Administrators | \$-104,655.60 | Accepted | Move CFO from Indirect to Unallowed. | Indirect |
| 200 Special Revenue Funds | 2520 | 111 Licensed Salaries | \$104,655.60 | Accepted | Reclassify Expenditure - System Auto Created | Direct |
| 100 General Fund | 2520 | 130 Additional Salary | \$-2,400.00 | Accepted | Move CFO from Indirect to Unallowed. | Indirect |
| 200 Special Revenue Funds | 2520 | 111 Licensed Salaries | \$2,400.00 | Accepted | Reclassify Expenditure - System Auto Created | Direct |
| 100 General Fund | 2520 | 210 Public Employees Retirement System | \$-25,899.08 | Accepted | Move CFO from Indirect to Unallowed. | Indirect |
| 200 Special Revenue Funds | 2520 | 111 Licensed Salaries | \$25,899.08 | Accepted | Reclassify Expenditure - System Auto Created | Direct |
| 100 General Fund | 2520 | 220 Social Security Administration | \$-7,998.42 | Accepted | Move CFO from Indirect to Unallowed. | Indirect |
| 200 Special Revenue Funds | 2520 | 111 Licensed Salaries | \$7,998.42 | Accepted | Reclassify Expenditure - System Auto Created | Direct |
| 100 General Fund | 2520 | 230 Other Required Payroll Costs | \$-913.90 | Accepted | Move CFO from Indirect to Unallowed. | Indirect |
| 200 Special Revenue Funds | 2520 | 111 Licensed Salaries | \$913.90 | Accepted | Reclassify Expenditure - System Auto Created | Direct |
| 100 General Fund | 2520 | 240 Contractual Employee Benefits | \$-25,661.62 | Accepted | Move CFO from Indirect to Unallowed. | Indirect |
| | 2520 | | \$25,661.62 | Accepted | | Direct |

| | | | | | | |
|------------------------------------|------|---|--------------|----------|---|----------|
| 200 Special Revenue Funds | | 111 Licensed Salaries | | | Reclassify Expenditure - System Auto Created | |
| 100 General Fund | 2640 | 113 Administrators | \$-63,314.54 | Accepted | Move HR Director from Indirect to Unallowed. | Indirect |
| 200 Special Revenue Funds | 2520 | 111 Licensed Salaries | \$63,314.54 | Accepted | Reclassify Expenditure - System Auto Created | Direct |
| 100 General Fund | 2640 | 130 Additional Salary | \$-6,000.00 | Accepted | Move HR Director from Indirect to Unallowed. | Indirect |
| 200 Special Revenue Funds | 2520 | 111 Licensed Salaries | \$6,000.00 | Accepted | Reclassify Expenditure - System Auto Created | Direct |
| 100 General Fund | 2640 | 210 Public Employees Retirement System | \$-18,618.94 | Accepted | Move HR Director from Indirect to Unallowed. | Indirect |
| 200 Special Revenue Funds | 2520 | 111 Licensed Salaries | \$18,618.94 | Accepted | Reclassify Expenditure - System Auto Created | Direct |

Your 2016-2017 Restricted Indirect Rate is: Indirect/(Unallowed + Direct) = Rate \$1,053,061.48/
 (\$737,531.28 + \$33,012,138.44) = 3.12%

--
 Martha Bewley
 Chief Financial Officer
 Jefferson County School District 509-J
 Jefferson County ESD
 541-475-6192

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 Martha Bewley
 Chief Financial Officer
 Jefferson County School District 509-J
 Jefferson County ESD
 541-475-6192

Jefferson County School District – Evidence of Involvement of Indian Tribes and Parents

JCSD recognizes the critical role families, tribal leaders and AI programs hold in developing strong educational programs for AI youth. The district maintains open communication with the Confederated Tribes of Warm Springs through a variety of programs and activities. School district leaders collaborated extensively with AI leaders and representatives on the development of this proposal. Throughout April and May of 2016, two-way and on-going communication was held via numerous face-to-face meetings, as well as in telephone and email communications. The groups who assisted in the development of this project included representatives from: the Confederated Tribe of Warm Springs Tribal Council, the Warm Springs Tribal Culture and Heritage program, the Warm Springs Museum, the Title VII Parent Group and Indian staff and Board members. A tribal member, Laurie Danzuka, also serves as vice chair of the Jefferson County School District. Other tribal members are actively engaged in this project, including Tribal Council Member Val Switzler and Carol Leone, Executive Director of the Warm Springs Museum. Three American Indian liaisons will support student and family programming and recruitment: Foster Kalama, Lana Rose Leonard and Ellison David. (See the MOA and *Quality of Project Personnel* for additional information.)

As noted in the *Adequacy of Plan* and *Evaluation* sections, our AI partners will play a key role in on-going development, collection, review, analysis and dissemination of data, program findings and lessons learned along the way. JCSD will collaborate with tribal partners in the collection of data. Data review and analysis will be routine, on-going, and through life of grant. Results will be shared through partner meetings and communications, and will be used routinely to respond to changes in program needs and/or directions.

Results of this program will be shared with AI partners and stakeholders in a variety of formal and informal ways:

Jefferson County School District – Evidence of Involvement of Indian Tribes and Parents

- Informal: meetings, phone conversations, emails, etc.
- Formal: presentations to partners and groups, School Board, through communications, and via conferences and inter-agency collaborations

Lastly, utilizing tribal communication systems, as well as communication between our university partners--who have strong partnerships with all Oregon Indian programs--JCSD plans to share the results of the *Circle, Culture and Learning Youth & Family Program* offering advice or assistance to other interested implementers.

Jefferson County School District – Demonstration of Research Basis

To ensure that AI students' skills, abilities and learning opportunities are maximized at every opportunity, the proposal for the *Circle, Culture and Learning Youth & Family Program* is based on scientific research. Relevant programs and communication methods are modified to be culturally appropriate for AI students, families and community members. These activities and programs have been proven to specifically meet the needs of AI youth and families.

In a comprehensive review of the literature of supports for AI/NA students, extending academic programs, active parent-community involvement through workshops and trainings, incorporating tribal cultural values and beliefs, and the use of small-group and one-on-one tutoring were among the effective supports identified (Menu of Possible Interventions for Native American Students, ND). The math and literacy programs used in the extended day and extended year aspects of this proposal are research-based and recognized in the educational world as effective for our targeted student population. Another program, AVID, was chosen because of its proven success in improving academic outcomes and college-going behavior for multiple minority groups, as well as low-income and first-time college attending students. AVID also has a significant family involvement program. The Family University program was initially based on a hugely successfully district Latino & Spanish-speaking family involvement program, and has been adapted by culturally-proficient educators to meet the unique needs of district AI families.

The Resource List, below, provides additional information for references cited in the narrative.

Resources

Jefferson County School District – Demonstration of Research Basis

America After 3PM: Afterschool Programs in Demand. Afterschool Alliance. (2014). Washington, D.C.

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Jefferson County School District 509-J Title VII Indian Education Program

2014–2015 Evaluation Report

February 2016

Jefferson County School District 509-J Title VII Indian Education Program

2014–2015 Evaluation Report

Manuel Vazquez
Phyllis Campbell Ault, Ed.D.

February 2016



About Education Northwest

Founded as a nonprofit corporation in 1966, Education Northwest builds capacity in schools, families, and communities through applied research and development.

Education Northwest conducted this evaluation at the request of the Jefferson County School District 509-J in Madras, Oregon, to examine the district's progress in achieving its Title VII objectives for the 2014–2015 school year. This report was prepared and submitted to the district and Title VII parent committee.

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Executive Summary

Jefferson County School District 509-J (JCSD) in Madras, Oregon annually receives funds as part of the U.S. Department of Education Indian Education Formula Grant Program. The purpose of this grant is to support local educational agencies in meeting the educational needs of American Indian and Alaska Native students. Each year, school districts throughout the nation apply for funds through a process that requires agencies to submit program objectives that inform how they will use these funds.

The JCSD Title VII Program established four objectives for Native American students during the 2014-2015 school year.

- Increase knowledge of cultural identity and awareness among elementary, middle and high school Native American students.
- Increase school attendance rate among elementary, middle and high school Native American students.
- Increase academic achievement among elementary, middle and high school Native American students.
- Decrease school dropout rate among high school Native American students.

The purpose of this report is to share findings related to an evaluation of the district's progress in meeting its program objectives. Evaluators utilized five data elements to examine this progress: absentee rates for Native American students in grades 1–12; chronic absenteeism for Native American students across all grade levels; reading and math proficiency rates for Native American students in grades 3–8 and 11; scores on the Kindergarten Assessment for incoming Native American kindergarten students; and dropout rates for Native American students in grades 9–12. Additionally, an in person focus group was conducted with parents Title VII staff members, administrators, and members of the Native American Community.

We found that:

1. Members of the focus group were optimistic about the progress that had been made to strengthen Native American cultural identity through the use of Title VII funds. However, participants recognized it is an ongoing struggle to sustain meaningful cultural activities at the middle and high school levels.
2. The absenteeism rate for Native American students in grades 1–12 during the 2014-2015 school year decreased from an average of 12 percent in the previous year to 10.9 percent of days absent. Decreases occurred across all grade levels and especially for middle school students.
3. Despite decreases in average rates of absenteeism, chronic absenteeism rates for Native American students across all grades was higher in JCSD compared to averages for Native American students statewide. Rates were especially high among high school students,

with nearly 50 percent of Native American high school students missing 90 percent or more of school days.

4. Proficiency rates in reading and math were lower for Native American JCSD students compared to state averages. High school English Language Arts (ELA) scores were nearly at the level of Native students statewide. Because this is a new assessment, these results represent a baseline, and no comparison to previous years was made.
5. Scores in the state's Kindergarten Assessment were lower in JCSD compared to state averages in the 2014–2015 school year. However, there were improvements among all components compared to the previous school year.
6. The proportion of students in grades 9–12 who dropped out of school in 2013–2014 was 10 percent. This rate is higher than the previous year, but lower than the previous four-year average.

The evaluation found many positive results in the district, even though JCSD Native American students are still performing below Native American students statewide on nearly all indicators. In 2014–2015, absenteeism rates decreased compared to the previous school year and were lower across all grade levels. Kindergarten Assessment scores increased across all content components compared to the previous year. The dropout rate was below the previous four-year average.

While Title VII funds likely contributed to these positive results, the evaluation cannot attribute these results exclusively to the district's use of Title VII funds. Title VII funds are only one source of supplemental funding to promote academic success for Native students. In combination with other initiatives, Title VII assisted the district with a variety of effort to improve Native education. The incremental improvements shown in 2014-2015 have the promise of better outcomes for Native American students in coming years.

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Introduction

The Jefferson County School District 509-J is located in central Oregon on and near the Warm Springs Indian Reservation. During the 2014–2015 school year, the district enrolled 923 Native American students, as documented by parent-submitted Title VII Student Eligibility Certification forms (506 forms). Native American students represent about 32 percent of the district's total enrollment of 2,866 students. Most Native American children begin their elementary education at Warm Springs Elementary School, where about 94 percent of the enrollment is Native American. When these children reach grade 9, they usually attend high school at Madras High School in Madras, where Native American students represent about 32 percent of the enrollment.

This report summarizes some of the outcomes and accomplishments of Jefferson County School District's Indian Education Program for the 2014–2015 school year. The Indian Education Program, supported by Title VII of the No Child Left Behind Act, addresses the needs of the district's Native American students through a team of certified instructors, and community liaisons at Warm Springs K-8 Academy and Madras High School. The U.S. Office of Indian Education grant supported these services, in part, in the amount of \$191,828.

Jefferson County School District 509-J (JCSD) contracted with Education Northwest to conduct an external evaluation of the program to determine the district's progress in achieving its objectives. JCSD maintained four objectives for the Title VII Program during the 2014–2015 school year:

- Increase knowledge of cultural identity and awareness among elementary, middle and high school Native American students.
- Increase school attendance rate among elementary, middle and high school Native American students.
- Increase academic achievement among elementary, middle and high school Native American students.
- Decrease school dropout rate among middle and high school Native American students.

To evaluate progress on these objectives, this evaluation examines the following data elements: absentee rates for Native American students in grades 1–12; chronic absenteeism for Native American students across all grade levels; reading and math proficiency rates for Native American students in grades 3–8 and 11; scores on the Kindergarten Assessment for incoming Native American kindergarten students; and dropout rates for Native American students in grades 9–12. Data was collected from JCSD and from public data available on the Oregon Department of Education website.

This report provides an overview of the overall performance of Native American students enrolled in the district, and the district's progress toward the program's four major goals.

Findings

Nationally, the purpose of Title VII is to improve education for Native American Students. The Jefferson County School District 509-J (JCSD) has four goals for the use of Title VII funds in its schools. This evaluation drew on a variety of data sources to examine JCSD's progress on the four goals. In this section of the evaluation report, we describe these data sources and findings related to each goal.

Goal 1: Increase knowledge of cultural identity and awareness among elementary, middle, and high school Native American students.

To explore this goal, we hosted an in-person focus group with parents of Madras High School students and members of the Native American community in Warm Springs. The purpose was to better understand the perception of members of the Native American community. There were five participants in the focus group, representing parents, Title VII-funded staff members, cultural activity providers, and representatives from the district's administration. Using a semi-structured protocol, participants were asked about successes and opportunities in each of the Title VII objectives for 2014–2015. Participants expressed optimism about the progress made so far but highlighted continued needs and persisting issues among Native American students.

Results

Members of the focus group were optimistic about the progress that had been made to strengthen Native American culture identity through the use of Title VII funds. The group unanimously agreed that cultural pride and identity are “really important” for Native students. However, participants recognized the struggle to sustain meaningful cultural activities at the middle and high school level.

The group discussed the value of aligning activities with the new *Oregon American Indian/Alaska Native Education State Plan 2015* and the opportunity to leverage expectations laid out in the plan to catalyze changes in the district. Parents cited an enrichment program that occurs before school that allows Warm Springs Academy students to participate in language and culture programs—such as traditional crafts—as a good example of how the school is supporting positive cultural identity. Participants noted that having this program before school allows parents to drop off students before they go to work, helping reduce the incidence of absences. Additionally, the before-school program provides academic support for students that may be struggling in their classes. At the same time that they are reinforcing cultural identity, these services are helping improve attendance and academic achievement.

At the high school level, mentoring provided by the community liaison has helped Native American students stay on track in terms of attendance. One participant asked, “What can we

change to make them *want* to be there?" The group discussed current opportunities to explore college and careers, and agreed more opportunities in this area would be beneficial.

Participants also discussed opportunities at the high school to reinforce cultural identity. They indicated that a Native American student club that promotes Native American culture would be a great service for Native American students to help increase cultural identity. Currently, there is no specific club solely dedicated to Native American students.

Although participants were mostly optimistic about progress made, they also expressed concern with the current state of finances in the tribal community as a major factor impacting Native American students. They explained that the recent drastic reduction in monthly per capita distribution payments was having a negative impact on families who depend on this income. For example, if a student misses the school bus, then it becomes difficult to go to school because it requires paying for public transportation or for gas to drive the student to school.

Goal 2: Increase school attendance rate among elementary, middle, and high school Native American students.

To address this goal, we examined absentee rates for Native American students among all grades over the last three years and we also examined chronic absenteeism rates. For both analyses we used school-level publically available data. In the past year, the rate of absenteeism for Native American students has decreased across all grade levels. Chronic absenteeism was higher than the state average, and was especially high among high school students.

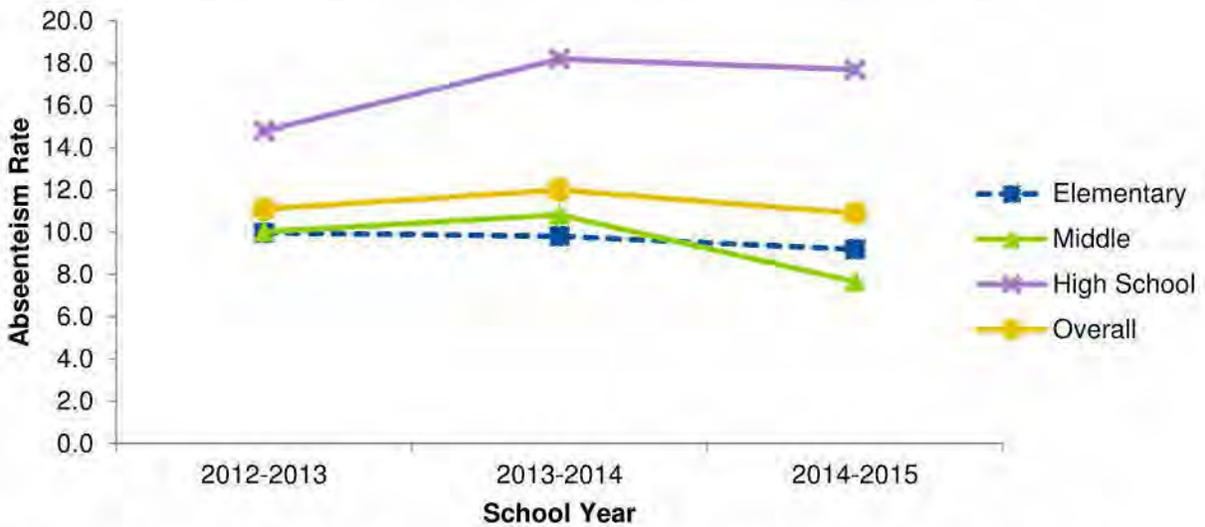
Results

We compared the annual average percent of school days absent (absenteeism rates) over the last three years for Native American students in elementary, middle, and high school. Figure 1 summarizes the absenteeism rate over time for Native American elementary, middle, and high school students in JCSD.

The overall absenteeism rate for Native American students in grades 1–12, measured in terms of the percentage of school days absent, decreased from 12 percent in the 2013–14 school year to 10.9 percent in 2014–2015. Compared to the previous years, there was a drop in the absenteeism rate across all grade levels. Middle school had the largest decrease (3.1 percentage points) while elementary and high school had more modest decreases (.6 and .5 percentage points, respectively).

In the 2014–2015 school year, high school students had the highest absenteeism rate, at 17.2 percent, while middle school students demonstrated the lowest, at 7.7 percent. Elementary students had a 9.8 absenteeism rate.

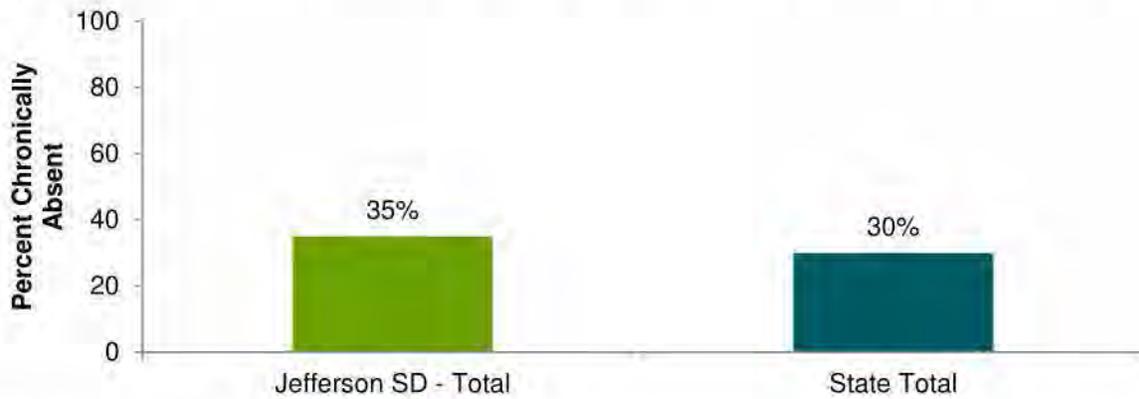
Figure 1
Trends in Native American Student Absenteeism Rates, by Grade Level



Source: Data provided by JCSD509-j and Oregon Department of Education web site, retrieved February 11, 2016, from: <http://www.ode.state.or.us/search/page/?id=471>

In Figure 2, we summarize chronic absenteeism rates, measured as students who do not attend 90 percent or more of school days, for Native American students in JCSD and Native American students statewide. JCSD students had an absenteeism rate that was five percentage points higher than the statewide average for Native American students.

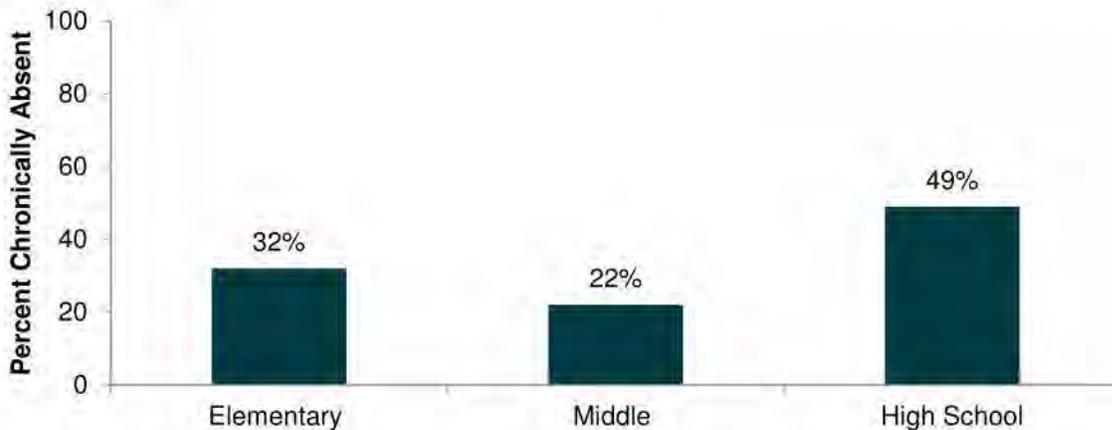
Figure 2
District and State Chronic Absenteeism Rate for Native American Students for the 2014–2015 School Year



Source: Data provided by JCSD509J

Analysis of absenteeism rates reveals differences among elementary, middle and high schools. In 2014-2015, nearly half of Native American high school students were chronically absent while elementary and middle schools had much lower rates. Lower chronic absenteeism rates in the elementary and middle school years are typical, though we did not have data to compare it to statewide averages by grade level.

Figure 3
District Chronic Absentee Rate by Grade Level for Native American Students in the 2014–2015 School Year



Source: Data provided by JCSD509J

Goal 3: Increase academic achievement among elementary, middle and high school Native American students.

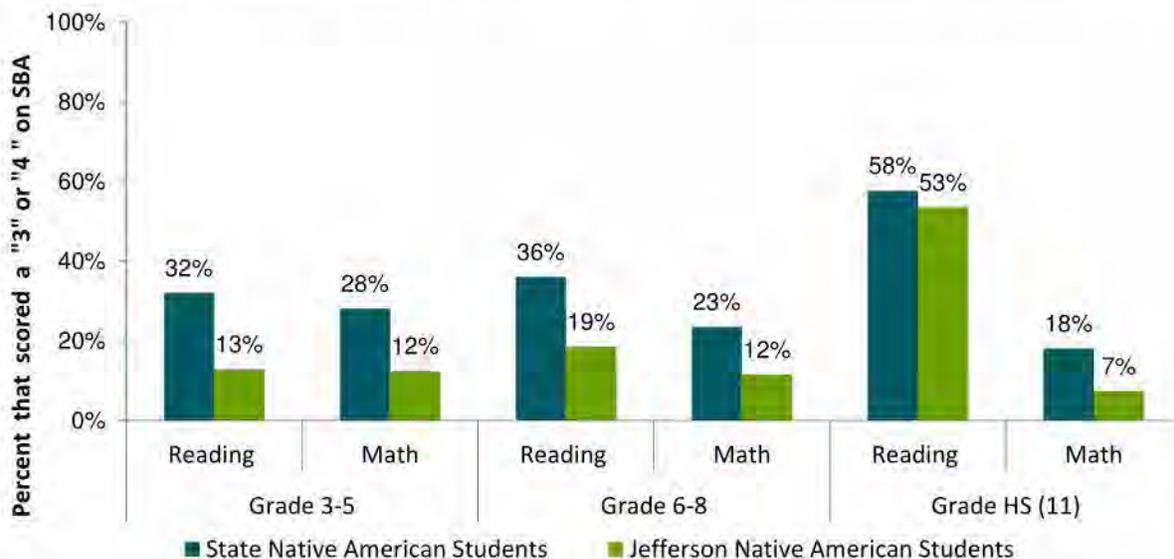
We examined reading and mathematics proficiency rates for Native American students in grades 3–8, and 11 as well as Kindergarten Assessment results. For both of proficiency rates and Kindergarten Assessments, we used school-level publically available data provided by JCSD or extracted from the Oregon Department of Education website. Math and reading proficiency rates and Kindergarten Assessment for JCSD Native American students were below the overall proficiency rates for Native American students statewide.

Results on the Oregon State Assessment

Prior to the 2014-2015 school year, Oregon students in grades 3, 5, 8, and 11 participated in the Oregon Assessment of Knowledge and Skills (OAKS). Beginning with the 2014–2015 school year, a new assessment—the Smarter Balanced Assessment (SBA)—was used to test students on the Common Core Standards. Students in grades 3–8 and 11 were included in the testing pool. The results of the exam placed students at four performance levels; students are meeting or exceeding standards if they score a “3” or “4” on the SBA. Because of the change in the exam, we will not compare performance on the OAKS with the SBA scores. Data presented here serve as baseline for comparisons with future SBA results.

Figure 4 presents SBA results for JCSD and statewide Native American students for the 2014–15 school year. Overall, the proficiency rates for Native American students in the district are lower across the board than the proficiency rates for Native American students statewide.

*Figure 4
Percent of Native American Students Scoring Level 3 or 4 in the Smarter Balanced Assessment in in 2014–2015, by Grade Level*



Source: Data provided by JCSD509J

The difference in district performance compared to the performance of the state's Native American students was more pronounced in the elementary and middle school grades. Proficiency rates in reading were 19 percentage points lower for elementary students, and 17.5 percentage points lower for middle school students. The difference in proficiency rates in math was not as pronounced as in reading, but was still lower for district Native American students. District performance in math was 15.7 percentage points lower for elementary grades and 12.0 percentage points lower in middle grades than for similar Native American students, statewide.

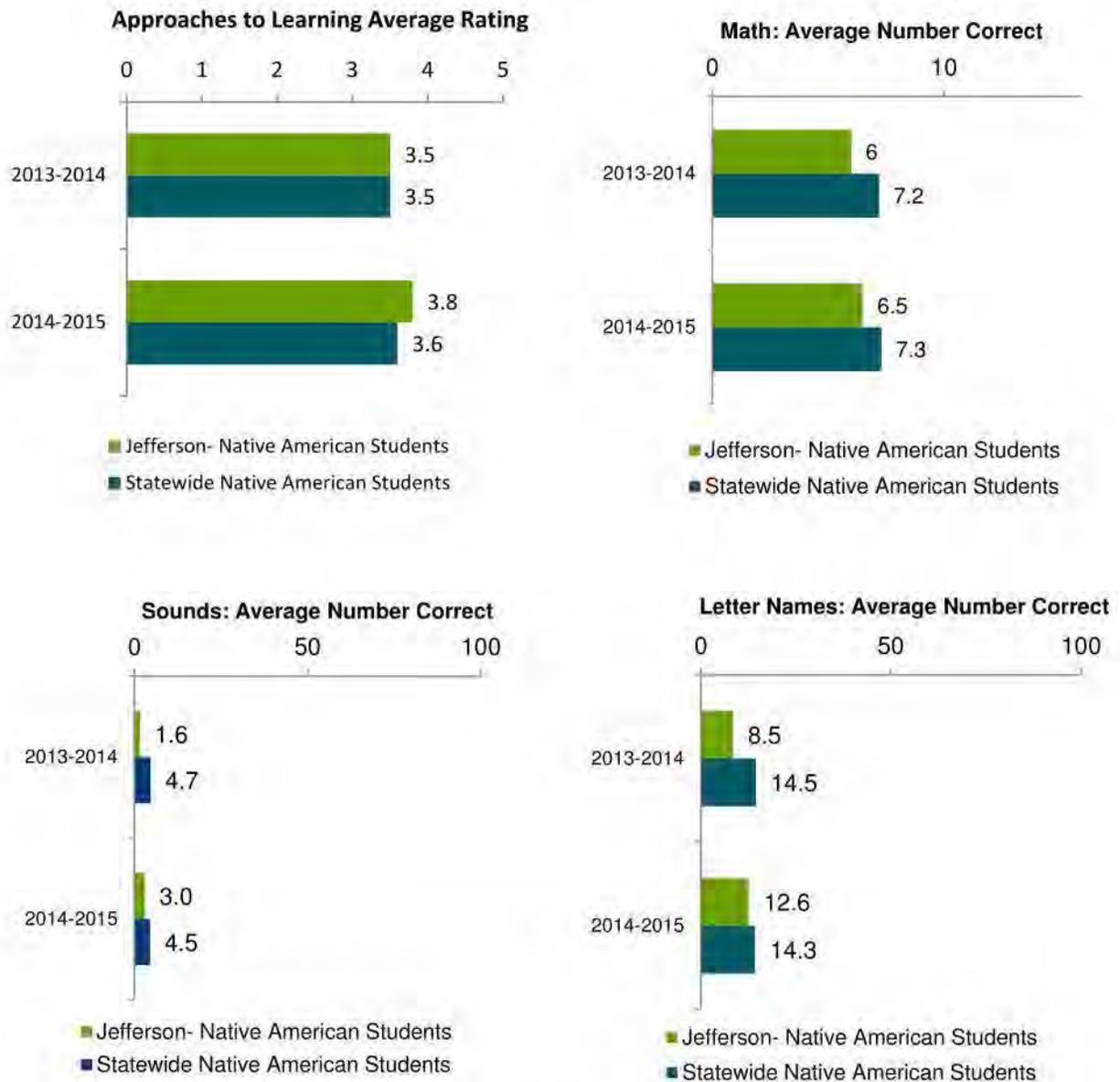
Although district Native American high school students had lower levels of proficiency compared to Native American high school students statewide, the difference was not as pronounced as in elementary and middle school. Among high school students, JCSD proficiency rates were 4.2 percentage points lower in reading and 10.8 percentage points lower in math. However, the district's Native American high school students' proficiency rates in mathematics were very low, with just 7 percent of students achieving a score of "3" or "4" on the SBA.

Results on the Kindergarten Assessment

Oregon began administering a Kindergarten Assessment (KA) for incoming kindergarten students beginning in the 2013-2014 school year. The state assesses incoming kindergarten students on Early Literacy, Early Math and Approaches to Learning during the first six weeks of school. The Early Literacy component measures how quickly and accurately students can produce letter names and letter sounds. The students are given a score of 0–100 in each section, demonstrating the number of letter names or sounds they are able to identify in one minute. The Early Math component assesses student knowledge in numbers and operations (i.e., simple addition, simple subtraction, counting, and number patterns). Students are given a score between 0-16, representing the number of items students answer correctly. The Approaches to Learning component measures teacher perceptions of student's self-regulation and interpersonal skills. Students receive a score of 1–5.

Figures 5 to 8 present the results of the district's KA compared to the state, over the last two years. Results from the 2014–2015 KA showed that Native American JCSD students performed slightly lower than Native American students statewide on most components of the exam. Compared to the state results, district students correctly answered about one item less in the math section. District students identified 1.5 sounds and about two letters fewer than statewide Native American students in Early Literacy. However, Native American JCSD students scored slightly higher (.2 points) on the Approaches to Learning component.

Figure 5: Average Ratings and Scores for District and State Native American Students on the Kindergarten Assessment



Source: Oregon Department of Education web site, retrieved February 11, 2016, from: <http://www.ode.state.or.us/search/page/?=3908>

Overall, in 2014–2015, JCSD Native American students demonstrated improvement across all components of the KA compared to the 2013–2014 school year. The largest increase occurred in the recognition of letter names—Native American students were able to recognize about four more letter names compared to the previous year’s cohort of kindergarteners. District performance also increased in sound recognition, Early Math and Approaches to Learning by 1.4, .5, and .3 points, respectively.

Goal 4: Decrease school dropout rate among Native American students.

To address this goal, we examined dropout rates for Native American students in grades 9 through 12. Over the last five years, there have been fluctuations in the dropout rate for high school students, but, generally, a downward trend. The percent of dropouts for the 2014–2015 school years was higher compared to the previous year, but lower than the four-year average.

Results

Evaluators collected dropout rate information for the 2014-2015 school year, and compared to the last four years. We calculated the number of students and the proportion of dropouts for each grade level, (summarized in Table 1 and displayed in Figure 9).

The annual dropout¹ rate in 2014–2015 for grades 9–12 was 10 percent, which is higher than the prior year (6.5%), but lower than the previous four-year average of 11.1 percent (2010–2011 through 2013–2014). The dropout rate has fluctuated over the last five years and reached a low of 6.5 percent in 2013-2014, but climbed right back up the following year. However, the dropout rate has not gone over the 2010–2011 rate (13.6%) and has demonstrated a general downward trend. The current dropout rate is 3.6 percentage points lower than five years ago.

Table 1
Summary of Native American Dropouts in Jefferson County School District 509-J

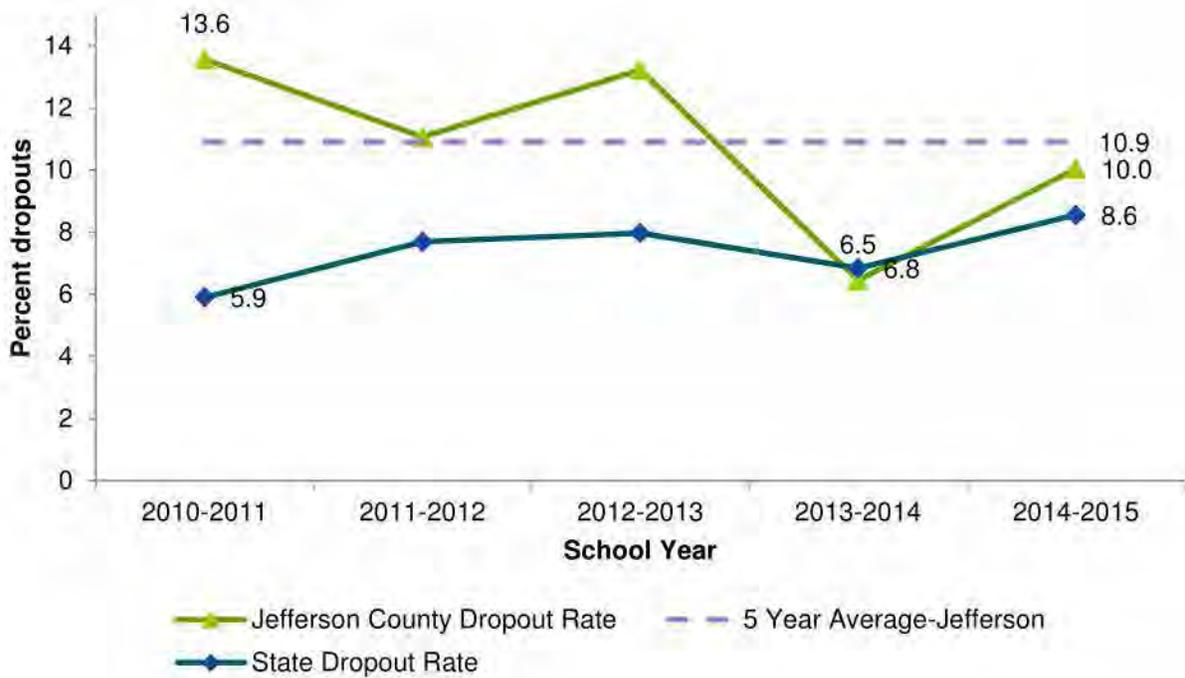
| Year | Grades 9-12 | | |
|----------------|--------------------|--------------------|------------------|
| | Number of Students | Number of Dropouts | Dropout Rate (%) |
| 2010-2011 | 236 | 32 | 13.6 |
| 2011-2012 | 235 | 26 | 11.1 |
| 2012-2013 | 227 | 30 | 13.2 |
| 2013-2014 | 217 | 14 | 6.5 |
| 2014-2015 | 259 | 26 | 10.0 |
| 5 year average | 235 | 26 | 10.9 |

Source: Oregon Department of Education web site, retrieved February 11, 2016, from: <http://www.ode.state.or.us/search/page/?id=1>

¹ Annual dropout rates are calculated by dividing the number of students in grades 9–12 that dropped out of school by total enrollment at the beginning of the school year.

For the 2014–2015 school year, the dropout rate for Native American students in JCSD was 1.4 percentage points higher than the dropout rate for Native American students statewide. Over the last five years, the JCSD rate has been higher all years except for 2013-2014, when the district rate dipped just below the state rate (6.5 percent compared to 6.8 percent). However, the differences in dropout rates have reduced over time and have been much lower in recent years. Five years ago Jefferson County had a rate that was 7.7 percentage points higher than the statewide dropout rate for Native American students, a much higher difference compared to the current difference in dropout rates (1.4 percentage points higher).

Figure 6: Trends In Dropout Rates for District and State Native American Students Over the Last Five Years



Source: Data provided by JCSD509-J and Oregon Department of Education web site, retrieved February 11, 2016, from: <http://www.ode.state.or.us/search/page/?id=1>

Summary

Annual data pertaining to each of the program goals for JCSD's Title VII program were collected during the 2014–2015 school year and were added to longitudinal data to show trends over time. We summarize the major findings, for the past year and longitudinally, below.

Goal 1: Increase knowledge of cultural identity and awareness among elementary, middle, and high school Native American students. Focus group participants expressed optimism about the impact of services being provided for Native American students. They also acknowledged there is still much progress to be made, opportunities for programming, and barriers to address.

Goal 2: Increase school attendance rate among elementary, middle, and high school Native American students. The overall absenteeism rate for Native American students in Jefferson County S.D. decreased from 12 to 10.9 percent, and there was a reduction across all grade levels compared to the previous year. Although there was improvement in attendance rates, chronic absenteeism was higher than the state average for Native American students.

Goal 3: Increase academic achievement among elementary, middle, and high school Native American students. On the new Smarter Balanced Assessment, JCSD Native American students scored lower across all grade levels and subjects compared to statewide Native American students. Because the SBA is a new assessment, it was not possible to examine trends in student achievement over time. However, data from the Kindergarten Assessment showed positive changes in Early Literacy, Early Math and Approaches to Learning for entering kindergarteners.

Goal 4: Decrease school dropout rate among middle and high school Native American students. Although the 2014-2015 school dropout rates for 9th-12th-graders increased, there has been a general downward trend over the last five years. While the Native student dropout rate in JCSD is still higher than the average for Native American students statewide, the difference has been decreasing over time. The district had a dropout rate 7.7 percentage points higher than the state in the 2010–2011 school year. In 2014-2015 it was only 1.4 percentage points higher.

During the 2014-2015 school year, the Title VII Program worked to improve student attendance, retention, and achievement, and to increase cultural identity. Even though JCSD Native American students are performing below Native American students statewide on nearly all indicators, there have been many positive results in the district. Absenteeism rates decreased by 1.1 percentage points compared to the previous school year and were lower across all grade levels. Kindergarten Assessment scores increased across all components compared to the previous year. While the dropout rate increased compared to the previous year, it was below the four-year average. Title VII funds are only one source of supplemental funding to promote academic success for Native students. In combination with other initiatives, incremental improvements shown in 2014–2015, have the promise of better outcomes for Native American students in coming years.

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Jefferson County School District – Evidence of Capacity

The project director is Melinda Boyle, JCSD Director of Curriculum and Instruction and leader of the district Teaching and Learning Support Team. Ms. Boyle has extensive experience in academic supports for American Indian and low-performing youth, school leadership, program management and development, diversity/cultural competency and community-building. The School Improvement Specialists from the Teaching and Learning Support team will collaborate and assist district leadership with extensive experience and success in increasing achievement for low-performing and minority youth. The district has recently hired three new administrators (Ken Parshall, principal at Warm Springs K-8 Academy, and principal Mark Neffendorf and vice principal HD Weddel at Madras High School), each of whom has demonstrated success in student achievement through improving instruction, implementation of research-based curricula, targeted interventions for low-performing students, and development of strong school-family-community partnerships.

Martha Bewley, the Chief Financial Officer for the Jefferson County School District, is responsible for budgets; receipt of revenues, investments and bonding; purchase orders (including quotes and bids); receiving goods and warehouse issue of certain supplies; payment of bills and employee reimbursements; payroll and employee benefits plans; all other property and liability insurance policies; grant funds accounting and monitoring; student accounting for state purposes; and annual audits. JCSD district currently administers several federal grants including, Title I, Title II, Title III, Title VI, and Title VII. Currently we have a Federal Elementary Counseling Grant.

Along with its partners, the Jefferson County School District plans to continue the activities and partnerships proposed in the *Circle, Culture and Learning Youth & Family Program*. These partnerships have been in existence for a number of years, and will continue

Jefferson County School District – Evidence of Capacity

into the future. All partners are highly committed to developing and continuing high quality programs for AI youth, as well as support for their families. The school district has an Interagency Agreement with the Confederated Tribes of Warm Springs--through June 30, 2021--that ensures cross-agency collaboration to address AI student education. Most projects resulting of these partnerships (e.g. the Family University, and programs with the four university partners) are of no-cost to the school district, thus ensuring continuation beyond the life of this grant. The district will continue to look at redistribution of general funds, as well as develop its donor base and pursue grant-writing opportunities to extend and augment the successful activities proposed in this grant.

Additionally, beginning in 2016, the district is implementing Oregon's new *Indian Education Plan*. Elements of the plan include: enhanced partnerships, culturally relevant framework of best practices for AI students, college and career readiness programs, piloting of new AI attendance programs and climate surveys, AI-specific data analyses, AI hiring practices, and additional equity/AI-culturally specific PD and training for educators.

**Demonstration Grant for Indian Children Jefferson County Schools
Circle, Culture, and Learning Youth & Family Program - 48 months program
LOGIC MODEL**

| Current Conditions | Inputs Key Activities | Outputs (Direct result of activities) | Outcomes (Longer term behavioral change) | Impacts (4-7 year behavioral change) |
|---|--|--|--|---|
| <p>Needs/Barriers</p> <ul style="list-style-type: none"> • High poverty • Rural population living at distance from school • Culturally diverse population • AI student achievement rates below state and national average • AI high school graduation and rates below state average. • AI high school dropout rate above state average. • Students disengage in transition from K-8 reservation school to town high school • Low family involvement • Limited opportunities for cultural, athletic and educational activities outside of school time • | <p>1. Implementation of Extended Learning Opportunities:</p> <ul style="list-style-type: none"> • Offer before/after school programs: Rise & Shine <ul style="list-style-type: none"> ○ Cultural activities for students/families strengthen student—family-community engagement ○ Educational activities enhance Oregon Literacy Framework and Common Core State Standards ○ Athletic activities increase student health • Two week extended school year K-8, August, full enrollment of all students focusing on literacy and math. <p>2. School–Family-Community Engagement</p> <ul style="list-style-type: none"> • Develop culturally-specific | <ul style="list-style-type: none"> • 75% of students participate in K-8 before and/or after school programs • 100% of students participating in K-8 after school programs engage in cultural programming • 80% of 8th graders promoted complete summer transition program • 30% of cohort students participate in high school extracurricular activities by end of grant • Expand College and Career Programs by 50% • Increase partnership offering cultural activities to students and families by 50%. | <ul style="list-style-type: none"> • Improve K-8 Smarter Balanced, DIBELS, scores by 25% by end of grant • Increase student 9th grade retention by 30% period • Increase number of freshman on track (six or more credits) 30% by end of grant. • Increase family engagement in school-family activities by 25% by end of grant | <ul style="list-style-type: none"> • <i>Reduce student dropout rate for AI Students from 6.5% to 4%.</i> <p><i>(Oregon State Average 4%)</i></p> <ul style="list-style-type: none"> • <i>Increase student graduation rate for AI students from 36.7% to 70% (Oregon State Average 72%)</i> • <i>Increase percent of AI elementary school students passing Smarter Balanced Reading 2014- 15 from</i> |
| <p>Resources, Assets & Opportunities</p> | | | | |

**Demonstration Grant for Indian Children Jefferson County Schools
Circle, Culture, and Learning Youth & Family Program - 48 months program
LOGIC MODEL**

| | | | | |
|---|---|---|--|--|
| <ul style="list-style-type: none"> • Private and public community partners, including tribal partners and Title VII parent group • All staff trained in AVID • AVID strategies implemented at ES; to be extended into MS by end of grant • Strong leadership and staff support at all levels across district • Alignment with Common Core Standards and Oregon Literacy Framework • District-wide accountability system | <p>Family University program</p> <ul style="list-style-type: none"> • Develop college-career support program (AVID, OSU, UO, COCC) • School-family-community athletic/activity nights. • School-family-community cultural nights 1/month <p>3. Freshman transition program</p> <ul style="list-style-type: none"> • Provide 4 week summer bridge MS-HS program • College and Career Readiness Focus <ul style="list-style-type: none"> ○ AVID ○ College Field Trips for MS & HS Students. ○ AVID Professional Development for School Wide Model ○ MHS Futures Center | <ul style="list-style-type: none"> • 25% of families participate in Family University program(s) • 50% of families participate in school-family events. | <ul style="list-style-type: none"> • Expand college-career support program to MS & HS (AVID, OSU, UO, COCC) • Increase enduring partnerships offering cultural activities to students/families | <p><i>12.9% to 50% by June 2020.</i></p> <ul style="list-style-type: none"> • <i>Increase percent of AI middle school students passing Smarter Balanced Reading 2014- 15 from 18.5% to 50% by June 2020.</i> • <i>Increase percent of AI high School students passing Smarter Balanced Reading 2014- 15 from 56.1% to 70% by June 2020.</i> • <i>Increase American Indian Attendance from 89.10% in 2015- 16 to 92% by June 2020.</i> |
|---|---|---|--|--|

Eligibility

2014 Census Poverty Data by Local Educational Agency

NAME OF STATE: OREGON

| State | State Code | LEA Code | Name of Local Educational Agency (LEA) | Ages 5-17 Poverty | Ages 5-17 Population | Ages 5-17 Poverty Percentage | Total Population | Less than 20,000 Total Population |
|-------|------------|----------|--|-------------------|----------------------|------------------------------|------------------|-----------------------------------|
| OR | 41 | 4106120 | Harper School District 66 | 21 | 56 | 37.50% | 278 | Yes |
| OR | 41 | 4100019 | Harrisburg School District 7J | 179 | 1,066 | 16.79% | 5,247 | Yes |
| OR | 41 | 4106270 | Helix School District 1 | 17 | 104 | 16.35% | 437 | Yes |
| OR | 41 | 4106300 | Hermiston School District 8 | 1,124 | 5,257 | 21.38% | 27,077 | No |
| OR | 41 | 4100023 | Hillsboro School District 1J | 3,908 | 24,522 | 15.94% | 133,339 | No |
| OR | 41 | 4106510 | Hood River County School District 1 | 727 | 4,215 | 17.25% | 22,885 | No |
| OR | 41 | 4106600 | Huntington School District 16J | 14 | 60 | 23.33% | 535 | Yes |
| OR | 41 | 4106630 | Imbler School District 11 | 31 | 233 | 13.30% | 1,378 | Yes |
| OR | 41 | 4100047 | Ione School District 2 | 10 | 119 | 8.40% | 645 | Yes |
| OR | 41 | 4106740 | Jefferson County School District 509J | 902 | 3,071 | 29.37% | 16,367 | Yes |
| OR | 41 | 4106710 | Jefferson School District 14J | 296 | 1,181 | 25.06% | 6,499 | Yes |
| OR | 41 | 4106750 | Jewell School District 8 | 32 | 173 | 18.50% | 1,025 | Yes |
| OR | 41 | 4106780 | John Day School District 3 | 161 | 666 | 24.17% | 4,857 | Yes |
| OR | 41 | 4106820 | Jordan Valley School District 3 | 18 | 71 | 25.35% | 418 | Yes |
| OR | 41 | 4106870 | Joseph School District 6 | 77 | 228 | 33.77% | 2,072 | Yes |
| OR | 41 | 4106930 | Junction City School District 69 | 283 | 2,006 | 14.11% | 12,761 | Yes |
| OR | 41 | 4106960 | Juntura School District 12 | 7 | 20 | 35.00% | 115 | Yes |
| OR | 41 | 4107020 | Klamath County School District | 1,447 | 6,548 | 22.10% | 42,188 | No |
| OR | 41 | 4107080 | Klamath Falls City Schools | 1,166 | 3,581 | 32.56% | 23,267 | No |
| OR | 41 | 4100040 | Knappa School District 4 | 71 | 533 | 13.32% | 3,279 | Yes |
| OR | 41 | 4107200 | La Grande School District 1 | 595 | 2,587 | 23.00% | 16,954 | Yes |
| OR | 41 | 4107230 | Lake Oswego School District 7J | 541 | 7,358 | 7.35% | 42,668 | No |
| OR | 41 | 4107280 | Lakeview School District 7 | 185 | 709 | 26.09% | 5,178 | Yes |
| OR | 41 | 4107380 | Lebanon Community School District 9 | 1,233 | 4,842 | 25.46% | 29,456 | No |
| OR | 41 | 4107500 | Lincoln County School District | 1,604 | 5,602 | 28.63% | 46,567 | No |
| OR | 41 | 4107530 | Long Creek School District 17 | 9 | 50 | 18.00% | 383 | Yes |
| OR | 41 | 4107590 | Lowell School District 71 | 61 | 415 | 14.70% | 2,606 | Yes |
| OR | 41 | 4107710 | Mapleton School District 32 | 50 | 186 | 26.88% | 1,629 | Yes |
| OR | 41 | 4107740 | Marcola School District 79J | 29 | 232 | 12.50% | 1,933 | Yes |
| OR | 41 | 4107880 | McDermitt School District 51 | 5 | 12 | 41.67% | 98 | Yes |
| OR | 41 | 4107980 | McKenzie School District 68 | 71 | 273 | 26.01% | 2,308 | Yes |
| OR | 41 | 4108010 | McMinnville School District 40 | 1,672 | 7,176 | 23.30% | 40,649 | No |
| OR | 41 | 4108040 | Medford School District 549 | 3,269 | 14,188 | 23.04% | 87,450 | No |
| OR | 41 | 4108160 | Milton-Freewater School District 7 | 860 | 2,304 | 37.33% | 11,876 | Yes |
| OR | 41 | 4108280 | Mitchell School District 55 | 12 | 39 | 30.77% | 353 | Yes |
| OR | 41 | 4108310 | Molalla River School District 35 | 407 | 3,535 | 11.51% | 20,108 | No |
| OR | 41 | 4108430 | Monroe School District 1J | 116 | 512 | 22.66% | 3,177 | Yes |
| OR | 41 | 4108460 | Monument School District 8 | 14 | 72 | 19.44% | 420 | Yes |
| OR | 41 | 4108520 | Morrow School District 1 | 455 | 2,227 | 20.43% | 10,554 | Yes |

Melinda Boyle

727 NE Fir Lane
Madras, OR 97741
541.475.0596 or 541.279.1830
boyled@madras.net

"Melinda possess the interpersonal intelligence, people skills, and respectful common sense savvy to effectively inspire, problem solve, and lead people towards important goals.

--Dr. Kevin Feldman

"She has a great understanding of teaching and learning, but what sets Melinda apart from many of our other colleagues is her ability to lead."

--Pat Echinas

"Overall, Melinda's success springs from her intelligence, work ethic, and ability to bring disparate groups to consensus. In areas she supervises, personnel problems are quickly and positively resolved while maintaining support for her leadership. She is well liked as a supervisor and a colleague".

--Keith Johnson
Superintendent

OBJECTIVE:

Experienced and innovative instructional leader seeking the opportunity to make a difference in the lives of children in a rewarding administrative position

EDUCATION:

Lewis & Clark College • June 2006

- Continuing Administrators License

Oregon School Personnel Association • June 2004

- Human Resource Director Certification

Lewis & Clark College • August 2000

- Master of Arts in Teaching

Oregon State University • June 1982

- Bachelor of Science Business Education

PROFESSIONAL EXPERIENCE:

Director of Curriculum & Instruction

Jefferson County School District 509-J • July 2009 – Present

- Teaching & Learning Support Team Leader
 - Instructional Coaches
 - Quality Teaching
 - District & School Improvement
- Principal Big Muddy K-8 School
- New Teacher Induction & Mentoring Program
 - New Teacher Center Model
- Systems of Accountability
 - Data Driven Decision Making
 - District & School Data Teams
 - Priority Standards & Common Formative Assessments
 - Effective Instruction
 - 100% Engagement of Students
- Oregon Literacy Framework
- Professional Development Coordinator
- Curriculum Selection, Mapping, & Implementation
- Collaborative Transition to Common Core Standards
- Federal Programs Director, Title I, II, III, IV, VI
- School Improvement Grant District Director
- Family University
- Extended Learning: Acceleration, Summer School, After School Tutoring
- Teacher & Administrator Evaluation
- Grant Writing, Awarded Over \$2,000,000, 2013-2015
- District Assessment Coordinator
- Gift of Literacy, First Grade Celebration

"The term *"natural leader"* may seem a bit cliché, yet it truly describes the essence of Melinda's style in working with people. In her professional manner, she maintains a relaxed atmosphere, with an *open door policy*. Even though she often comes up with creative, innovative ideas, she readily seeks the opinions of others. Melinda pays attention to detail and conscientiously follows through. She treats everyone equally, and fairly, with dignity and respect. She has the innate ability to get people to work together on ideas and projects."

--Lynn Gassner
Counselor

"Melinda is a leader who leads with dignity and by her own example and has served to be an invaluable and inspiring influence in my professional and personal life. She has a deep and earnest desire for every student to have the best education, demonstrates an impeccable work ethic, and is an integral part of every team in which she participates. She is respected, trusted and valued by teachers, instructional coaches, administrators, community partners, and educational consultants."

--Susan Taylor
Instructional Coach

- **Presenter**
 - COSA, Principals Conference • October 2011 & 2012
 - COSA, Assessment Institute • August 2011 & 2012
 - The Turn Around: Our Road to Academic Success
 - An Academic Triathlon: The Race of a Lifetime
- **Oregon Department of Education Stakeholder Advisory Groups**
 - ESEA Flexibility Renewal 2015
 - District & School Accountability & Improvement 2014
 - Mentoring Program Standards 2014

Human Resource Director

Jefferson County School District 509-J • July 2004 – June 2009

- Management of Two Labor Agreements
- Recruitment, Staffing, & Hiring
- Training & Professional Development
- New Teacher Induction & Mentoring
- Collaborative Evaluation Program Development: A Journey of Continuous Growth
- Evaluation & Management of District Personnel
- Labor Negotiations & Relations
- Policy Awareness
 - Creation of Employee Handbook
- Leave Administration Including OFLA & FMLA
- Workmen's Compensation
- Transportation Department Director
- Facilitator of Supervisors Meetings
- Problem Solving & Working in Collaboration with Administrative Team

Jefferson County School District 509-J

Assistant Principal Madras High School • July 2002 – June 2004

Business Teacher, Madras High School • July 2001 – June 2002

Small Business Owner & Manager

Petals & Posey's Flowers & Gifts, Madras, Oregon • 1998-2003

Chief Financial Officer, Human Resource Director, Office Manager • 1983-1997

Cummings Transfer Co., Albany, Oregon

Management responsibility encompassed five corporations within the state of Oregon. Responsibilities included management of cash resources, accounts receivable and payable, payroll, general ledger, financial statements, technology, and related accounting and reporting for all locations. Human Resource director for 300 employees union and non-union, administered and monitored compliance with three bargaining unit contracts. Supervised safety committees, OSHA regulations, drug testing, and all areas of employment law, purchased and managed insurance, employee benefits, and workmen's compensation.

Community Organizations and Activities:

Jefferson County Rotary Club
Member 2004-Present
President 2009-2010

Soroptimist International
Member 1988-2004
Albany President, 1989-1990
Madras President, 1999-2001

Jefferson County Kids Club
Board of Directors, 1999-Present
Chair 2000-2001, Board of Governors

Jefferson County Education Council
Member 2011-Present

"Melinda: I just thought you should know that at our voluntary staff meeting on Wednesday, many positive things were said about you. People appreciate your open, supportive attitude and are willing to go the extra mile for you because they believe you would do the same for them. Thanks for being here!"
 --Sharon Brown
 Math Teacher
 Madras High School

"She has proven to not only me, but also the entire student body, that she really does care about our success and hopes we accomplish our dreams"
 "She has motivated me to strive for what I believe in and has really believed in me."
 --Phillip Villa
 Student
 Madras High School

"The trust and respect Mrs. Boyle has earned in our community shows her great ability to work with diverse populations that characterize our county. She has provided leadership and the "spark" to create and manage projects and programs, to build teams of volunteers, to communicate effectively—and to do it patiently and quickly."
 --Jodi Eagan
 Community Member

Community Honors:

Albany Junior First Citizen
 Albany Area Chamber of Commerce, 1994

Woman of the Year
 Soroptimist International of Albany, 1991

Member of the Year
 Jefferson County Rotary Club, 2012

Community Service Award
 Albany Boys and Girls Club, 1998

Boys and Girls Club of America
 Silver Medallion Award, 1992

Recent Learning:

- Leading for Learning, Chalkboard Project with University of Washington
- Response to Instruction and Intervention
- AVID Leadership
- Proficiency Based Teaching and Learning
- The Leadership and Learning Center
 - Data-Driven Decision Making for Results
 - Common Formative Assessments
 - Priority Standards
 - Power Strategies/Effective Teaching
 - 90/90/90 Schools Summit
 - Leadership Coaching
- Dr. Kevin Feldman, Adolescent Literacy & Engagement
- Jo Robinson, Elementary Reading
- Anita Archer, Direct Instruction Trainer of Trainers
- Charlotte Danielson, The Framework for Teacher Effectiveness
- Marsha Moyer, Educator Effectives, Administrator & Teacher Evaluation
- Robert Marzano, Formative Assessment and Standards-Based Grading
- New Teacher Center
 - Coaching & Observation & Setting Professional Goals
- Coaching Leaders to Attain Student Success (Class)
- Oregon Leadership Network Annual Conference
- Common Core State Standards
- CORE Leadership Summit

References:

Rick Molitor, Superintendent
 Jefferson County School District 509-J
 541-475-6192

Keith Johnson, Retired Superintendent
 Jefferson County School District 509-J
 503-704-8735

Deborah Hunt, Principal
 Madras Primary School
 541-460-2430

Tim Whitaker, Maintenance & Transportation
 Jefferson County School District 509-J
 541-460-1192

Mike Solso, Community Member, Rotarian
 541-815-2211

Rob Saxton, Deputy Superintendent
 Oregon Department of Education
 503-781-0454

Susan Taylor, School Improvement Specialist
 Jefferson County School District 509-J
 541-475-6192

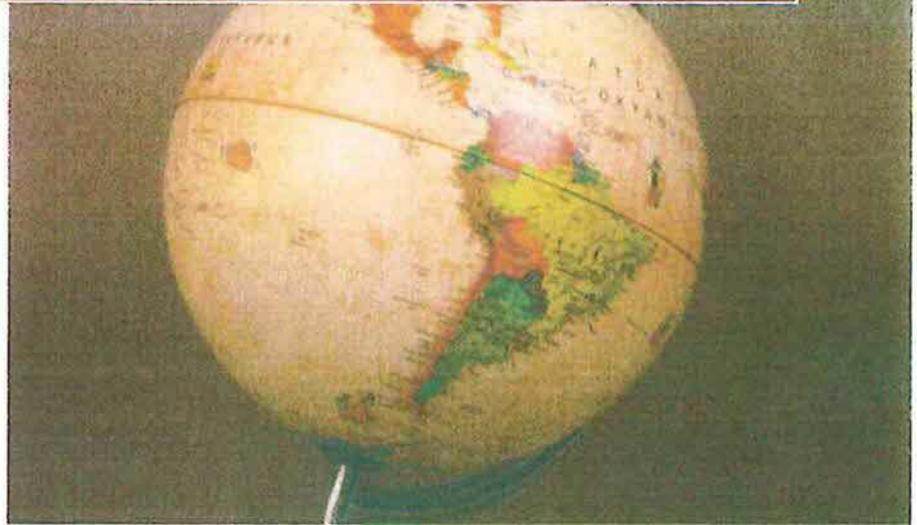
Rosalynn Jaeger, Principal
 Buff Intermediate School
 541-556-1962

Vicki Jenkins, Retired Principal
 State Leadership Coach
 541-410-9041

Pat Echanis, Principal
 Metolius Elementary School
 541-647-9493

2015

Ken Parshall



Portfolio of
Professional
Experience

(b)(6)

Education

- 1994-2005 **Lewis and Clark College**
Initial Administrator, Continuing Administrator and Initial Superintendent
Licensure
- 1987-1994 **Portland State University**
Masters of Science Degree, Exercise Science and Sports Studies
Standard Administrative and Initial Superintendent's Licensure
- 1981-1986 **Pacific University**
Bachelors of Science Degree, Physical Education/Math Endorsement

Administrative Experience

Assistant Superintendent of Human Resources
Salem-Keizer School District, Salem, Oregon.

July 1, 2013 to present

Major Accomplishments

- Revised hiring process for licensed teachers which allowed principals to hire more efficiently; more than doubling the percentage of openings filled by the end of June for the upcoming school year.
- Wrote a successful grant application for the Minority Pipeline Grant and established a pathway for bilingual support staff to obtain licensure as a teacher.
- Successfully bargained a contract with the Association of Salem-Keizer Support Professionals.
- Partnered with Western Oregon University to establish a bilingual teacher pathway for graduating seniors.
- Facilitator of a New Administrator Seminar (Monthly) for 26 new administrators from Salem-Keizer and neighboring school districts.

Principal, McKay High School

Salem-Keizer School District, Salem, Oregon

June, 2010 to June, 2013

Responsible for school improvement initiative, budget management, and school turnaround under Federal School Improvement Grant (SIG).

Major Accomplishments

- McKay posted the largest growth in students meeting/exceeding the state standards (OAKS) in both reading and math over a two year period for large high schools in Oregon.
- McKay posted the lowest drop-out rate in Oregon for schools larger than 750 students (0.16)
- Piloted LEGENDS teacher evaluation system and supported colleagues during district-wide implementation.
- Established a safe and orderly school environment for staff and students.
- Established a professional development plan and implemented weekly teacher training; focused on improving instruction and establishing a school wide culture of literacy.
- Established collaborative teacher teams, focused on curriculum/instruction/and assessment.
- Implemented common unit plans in all courses, school wide
- Planned and implemented Summer School (460 students in Summer of 2012)
- Planned and implemented August Academy week of professional development and collaborative teacher planning prior to the start of school.
- Developed a security plan, resulting in a safer school environment for students and staff.

Principal, McNary High School

Salem-Keizer S.D. Salem, OR.

July, 2003-June, 2010

Major Accomplishments:

- Led school to first "Outstanding" rating on Oregon School Report Card.
- Led school from lowest math scores in district to top math scores in district in three year period. (2003-2006)
- Led school from second lowest writing scores in district to top writing scores in district in three year period. (2003-2006)
- Led school to first "Outstanding" rating on the Oregon School Report Card.

Principal, Crook County High School

Crook County S.D. Prineville, OR.

July, 2000- June, 2003

Major Accomplishments:

- Led the school to our first "Outstanding" Rating on the Oregon School Report Card.
- Aligned curriculum standards, instruction, and assessment.

Principal, Crook County Middle School
Crook County School District, Prineville, OR. July, 1999- June, 2000

Major Accomplishment:

- o Aligned curriculum standards, instruction, and assessment.
- o Implemented behavior and academic intervention plan

Assistant Principal/Athletic Director, Crook County High School
Crook County School District, Prineville, OR July, 1998-June, 1999

Responsibilities:

- o Hiring, Observation, Evaluation of licensed and classified staff
- o Student management, special education, staff development
- o Facility management, athletic department budget and purchasing

Professional Organizations

- ASCD Association for Supervision & Curriculum Development
- NASSP National Association of Secondary School Administrators
- COSA Confederation of Oregon School Administrators
- OASSP Oregon Association of Secondary School Principals
- OSPA Oregon School Personnel Association

Selected Leadership Activities

- Oregon AVID Principal Leadership Collaborative Committee Member, 2011-2014
- State Advisory Board, Northwest Association of Accredited Schools Committee Member, 2002-2014
- Distinguished Leader Project (Chalkboard Project) And Center for Educational Leadership 2014-2015 participant
- Salem-Keizer PACE Committee (Professional Action Committee for Education) Committee Member, 2010-present
- Interest-based Bargaining Team Led District team in 2014, Member Salem-Keizer School District two other times.

| | |
|--|------------------------------------|
| Interest-based Bargaining Team Crook County School District | Member of District team in 1998-99 |
| Administrative Mentor | 2010-2013 |
| OSAA Delegate Assembly | Past Member |
| OSAA Championship Committee | Committee Member, 2002 |
| East Salem Rotary | Member, 2010-2014 |
| Keizer Rotary | Member, 2007-2010 |
| Keizer Leadership - Keizer Chamber | Member, Class of 2008 |
| Keizer Chamber of Commerce "No -Meth" | Committee member, 2004-2006 |
| Keizer Chamber of Commerce | Education Committee 2003-2010 |

Selected Professional Development

- **AdvanceEd External Review Chair Training**
(Leading Accreditation Site Visit Teams, Salem, OR)
- **Public Safety Education Association "Risk Management Training"**
(Organizational Risk Management)
- **Teachscape Inter-rater Reliability Training**
(Salem, OR)
- **Blended Coaching; New Teacher Center**
(Coaching School Leaders, Salem, OR)
- **Professional Learning Communities Training**
(Solution Tree, Richard and Rebecca Dufour)
- **Pyramid Response to Intervention Institute**
(Salem, OR)
- **Proficiency Overview Workshop**
(Business Education Compact, Salem, OR)
- **AVID Leadership for College Readiness**
(Leading College Readiness at high schools, Sacramento, CA)

- **National School Turnaround Conference**
(USDE, Chicago, Illinois)
- **McREL Leadership Training**
(Salem, OR)
- **Baldrige-based Approach to Organizational Learning**
(Central Oregon)
- **Gallop Teacher Perceiver Training (Certification)**
(Gallop Organization, Clackamas, OR)
- **Strategic Conversations with Teachers**
(Robyn Jackson, Mindsteps)

Selected Presentations

“A Turnaround School”

(Oregon Association of Latino Administrator Conference, Portland, OR, February, 2013).

“Closing the Achievement Gap: A Success Story”

(State Advisory Board for Accreditation Fall Conference Keynote, Salem, OR, November, 2012)

“School Improvement Planning; Focused on Literacy and Math”

(ODE, School Improvement Network Conference, October, 2012)

“Closing the Achievement Gap; A Success Story”

(Oregon Association of Latino Administrator Conference, Portland, OR, February, 2012)

“Math Workshops at the high school level”

(Confederation of Oregon School Administrator Conference, Seaside, OR, June, 2006)

Professional References

Dr. Sandy Husk, CEO AVID

San Diego, CA

Former Superintendent, Salem-Keizer School District

Salem, OR

Work: (931) 561-4656

(b)(6)

Ken Parshall

Gustavo Balderas, Superintendent
Ocean View School District
Huntington Beach, California

Work: (714) 847-2551

(b)(6)

Kelly Carlisle, Assistant Superintendent
Salem-Keizer School District
Salem, Oregon

Work: (503) 399-3002

(b)(6)

Kathleen Hanneman, Interim Director of High Schools
Salem-Keizer School District
Salem, Oregon

Work: (503) 399-2636

(b)(6)

Don Grotting, Superintendent
David-Douglas School District
Portland, Oregon

Work: (503) 308-0170

Christy Perry, Superintendent
Salem-Keizer School District
Salem, Oregon

Work: (503) 399-3001

Mark J. Neffendorf

(b)(6)

Education and certification

Continuing Administration Licensure, Lewis & Clark College, Portland, Oregon, 2006

Basic Administration Certification, Lewis & Clark College, Portland, Oregon, 2000

Masters of Arts in Teaching, Pacific University, Forest Grove, Oregon, 1984

Bachelors of Arts in Physical Education, Portland State University, Portland, Oregon, 1978

Employment History:

| | |
|--|--------------|
| Confederation of Oregon School Administrators Consulting and training of new administrators | 2015-present |
| Tigard High School, Tigard, Or. Principal | 2009-2015 |
| Bend Senior High School, Bend, Or. Principal | 2004-2009 |
| Scappoose High School, Scappoose, Or. Principal | 2002-2004 |
| Southridge High School, Beaverton, Or. Assistant Principal | 2000-2002 |
| Westview High School, Beaverton, Or. Administrative Assistant | 1996-2000 |
| Glencoe High School, Hillsboro, Or Physical Education Teacher | 1990-1996 |
| Evergreen Jr. High, Hillsboro, Or. Physical Education Teacher | 1981-1990 |
| Poynter Jr. High, Hillsboro, Or. Physical Education Teacher | 1978-1981 |

Related Areas of Administrative Experience

Leadership

District and Building Strategic Planning, Implementation and Evaluation
New Building Construction

Shared Decision-Making (site council, and curriculum leadership team)

Data-Driven Decision Making/Data Teams

IB Implementation

SLC Restructuring

Special Ed Redesign

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Programs

Smaller Learning Communities
International Baccalaureate Program
Student Advisories
Career Pathways
At Risk Intervention
Dropout Prevention and Recovery
TESA
Graduate Follow up Study
Explore/PLAN/ACT, 9-11 grade
Future Center and Mentoring Program
School Climate
Weekly School Improvement Activities
Student Services

Personnel

Certified and Classified Staff Hiring, Supervision and Evaluation
Building Staff Development, Inservice Training
Certified and Classified Collective Bargaining
Weekly School Improvement

Fiscal Management

General Fund Building
ASB and 231
Capital Projects for New Construction
Federal SLC Grant
Funds for IB implementation

Community Relations

Site Council
Booster Club
Information Nights
Parent-Teacher Conferences
Liaison with News Media
Monthly Parent Newsletter
Community Use of Facilities
School Websites

Related Trainings

Diversity Training
Critical Friends Group
CIM, CAM, PASS
Coalition of Essential Schools
Poverty in Education
Master Schedule Workshop
PAVTEC
CTE
Assessment Training
Smaller Learning Communities
IB Training
Making Standards Work
Data Driven Decision Making/Data Teams
School Emergency Response and Management
TESA
At-Risk Students
Teacher Evaluation

Professional Organizations

Confederation of Oregon School Administrators
National Association of Secondary School Principals
Association for Supervision and Curriculum Development
Oregon Athletic Coaches Association

State Committees

Oregon Leadership Network
OSAA Delegate Assembly

Awards

5 time Oregon Girls Basketball Coach of the Year

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Objective

To apply for the position of Superintendent of Sister School District

Experience

- Consultant for COSA** 2015
Responsibilities: Training beginning administrators
- Principal, Bend Senior High School** 2009 - 2014
Responsibilities: Leading the staff, students and community of Bend High.
- Assistant Principal, Bend Senior High School** 2005-2009
Responsibilities: Forecasting, Master Schedule building, Discipline, State Testing, Attendance, Staff Evaluations, Safety, CTE, SET, Curriculum Guide, ZAP, etc.
- Assistant Principal, Duniway Middle School** 2004-2005
Responsibilities: Safety Committee, Attendance, EBS, Discipline, 504 & Sped, Teacher Evaluations, Co-Curricular Activities
- Physical Education Instructor/Health Instructor/** 1992-2004
Asst. Activity Director: 1992-1994, Dean of students: 2001-2004, McMinnville High School
Responsibilities: Head Wrestling coach (1992-2001), Asst. Football Coach, Link Crew Leader, 504 Team, Vision Team, Selection Committee for VP and Principal, Mentor Program with high school and elementary school students (Bear Buddies), Staff Fitness Program, CAM Committee, EBS Committee, helped design and implement MHS Fitness Center
- Career Ed/Personal Finance/Business Law Instructor** 1990-1992
Bend Senior High School
Responsibilities: Asst. Wrestling Coach, Asst. Football Coach, Advisory of Fellowship of Christian Athletes
- Biology, Personal Finance/Business Law/Alt Ed Instructor** 1985-1992
Tigard High School
Responsibilities: Head Wrestling Coach, Asst. Football Coach, served with the Mastery Teaching Team (ITIP)
- Instructor of Education, Warner Pacific College** 1989-1990
Responsibilities: Directed student teachers, teaching education courses
- Career Education/Math Instructor, Twility Jr. High** 1980-1985
Responsibilities: Head Wrestling Coach (THS), Asst. Wrestling Coach, Asst. Football Coach, Asst. Softball Coach, Service Club Advisor

Physical Education/Biology Instructor, Neah-Kah-Nie High School

1979-1980

Responsibilities: Asst. Wrestling Coach, Asst. Football Coach, designed and implemented Special Education for the physically handicapped

Education

Lewis & Clark College, 2013

Portland, OR

Continuing Administrative Licensure

George Fox University

Newberg, OR

Initial Administration License, 2003

Post Graduate Work

Linfield College, Western Oregon University, City University, Oregon State University

Portland State University

Portland, OR

Masters of Education, 1984

Oregon State University

Corvallis, OR

Bachelor of Science, 1979

Additional Professional Activities/Awards/Honors

- **2014 State of Oregon Principal of the Year**
- **2010 Oregon CTE Administrator of the Year**
- **Principal of the Year, 2013-2014** - Bend LaPine School District, 4th largest school district in Oregon
- **Oregon Chapter of the National Wrestling Hall of Fame** - Inducted 2013
- **OSAA Delegate, 2009-2014** - Selected by Superintendents of the IMC
- **Teacher of the Year, 1996** - McMinnville Schools, presented by McMinnville Jaycees
- **Teacher of the Year, 1996** - Presented by the Consolidated Union (including Salem School District, McMinnville School District, and others)
- **4X Coach of the Year** - Selected by fellow coaches from the Metro League and the Pac 9 Leagues
- **Selected State Coach for All-Star Team** - Coached the Oregon USA Wrestling Team in Cuba
- **Teacher of the Year - Twilily Jr. High**
- **Outstanding Educator** - Tigard Jaycees
- **Team Chaplain** - Oregon State University Football Team
- **Team Chaplain** - Linfield Football Program
- **Oregon State University 3X Varsity Letter winner**

Related Training

- **Common Core Workshop**
- **RTI Training**
- **Feldman Training on Literacy**
- **Breaking Ranks I & II**
- **Small Learning Communities**
- **CTE National Conventlon**

- Power Standards Workshop
- Health & Safety Workshop
- Professional Learning Communities Workshop
- At-Risk Students
- Data Driven Decision Workshop
- Law Conference
- School Culture Workshop
- Master Schedule Workshop
- Teacher Evaluations
- Poverty Workshop
- Culture Building

Gena M. Bennett

(b)(6)

Professional Objective

To serve as an instructional leader who collaborates with staff, students and the community to provide an exceptional education that meets each student's needs and prepares them for a successful future.

Leadership Experience

Instructional Coach, Jefferson County Middle School 2011 – Present
Administrative Intern, Jefferson County Middle School & Madras High School 2015-2016
Guided Implementation of Response to Instruction and Intervention
Facilitated Staff Professional Development
AVID Site Coordinator
Curriculum and Programs Support and Data Analysis
Collaborated with School Leadership to Create Master Schedule

Teaching Experience

Jefferson County Middle School 2005-Present
Instructional Coach 2011-Present
6th Grade Self-Contained Regular Education Teacher 2009-2011
6th Grade Self-Contained Teacher in a Sheltered Language Classroom 2005-2009
Jefferson County Middle School Coordinator/Teacher Summer School, 6th-8th Grade 2013, 2014

EDUCATION

| | | |
|-------------------------------|--|------|
| University of Oregon | Initial Administrative Licensure Program | 2016 |
| George Fox University | Reading Endorsement Program | 2012 |
| Oregon State University | Masters of Science in Mathematics and Leadership | 2009 |
| Oregon State University | Masters of Arts in Teaching | 2005 |
| Oregon State University | Bachelor of Arts in Liberal Studies, Emphasis: Language Arts | 2004 |
| Linn Benton Community College | Associate of Science: Foreign Language, Spanish | 2004 |
| Linn Benton Community College | Associate of Science: Human Development and Family Sciences | 2004 |
| Linn Benton Community College | Associate of Arts: General Transfer Degree | 2004 |

LINCENSURE and CERTIFICATIONS

Initial Administrative License, eligible summer 2016
Oregon Professional Teaching License, 2015-2020
Foundational Mathematics PK-12
Elementary Multiple Subjects PK-12
English for Speakers of Other Languages PK-12
Reading Intervention PK-12

Trainer of Trainers for Explicit Instruction, Anita Archer, 2014
American Red Cross, First Aid, CPR, and EPI trained

ATTENDANCE & PARTICIPATION at PROFESSIONAL CONFERENCES

AVID Summer Institute, 2014 & 2015

National Equity Project, Coaching for Equity, 2015

New Teacher Center, Coaching & Mentoring Workshops, 2011-2016

Teacher Development Group Math Practices Workshop, 2013

ODE PLC Workshops, 2013-Present

Presented at COSA for JCSD 509J, 2012-2013

EdTech and ARRA Technology Grant Conferences, Portland, Oregon, 2009-2011

Teach American History Program Participant and Coach, Central Oregon, 2009-2011

Presented at Higher Education Cultural Competency Summit, PSU, April 2005

Presented at Oregon Association of Teacher Educator's Conference in Portland, Oregon, Feb. 2005

- Strand: Promoting Educational Equity through Social Justice

Presented at the 2nd Annual Oregon State University Social Change Conference, Feb. 2005

- Strand: Creating social change through social equity

MEMBERSHIP and COMMITTEES

Standards Based Grading Committee, Jefferson County School District 509J

RTII Implementation Committee, Jefferson County School District 509J

Math Committee, Jefferson County School District 509J

Student Led Conferences Committee, Jefferson County Middle School 509J

Attendance Team, Jefferson County Middle School 509J

Phi Theta Kappa

REFERENCES

Mr. Simon White
swhite@509j.net

Principal, Jefferson County Middle School

(b)(6)

Mrs. Melinda Boyle
mboyle@509j.net

Curriculum Director, Jefferson County School District 509J

(b)(6)

Mrs. Vicki Jenkins
vjenkins@509j.net

SIG Grant Coach, Oregon Department of Education

(b)(6)

Lonnie Henderson

(b)(6)

"One of Mr. Henderson's greatest strengths is his collaborative leadership style, which fosters a sense of belonging, being valued, listened to, and the knowledge that everyone is a part of the team."

Craig Morgan
Principal
Metolius Elementary School, Metolius, OR, JCSD 509J

"...In thinking about Mr. Henderson's attributes, I would have to say he is a team player, is dedicated, has an in-depth knowledge of curriculum, and he is very dependable."

Darryl Smith
Director of Human Resources and Operations
Jefferson County School District 509J, Madras, OR,

"Lonnie is the go-to person at our school. ...I have every confidence that Lonnie would make a great elementary principal."

Lark Earnest
Secretary
Metolius Elementary School, JCSD 509J

Education

University Of Oregon Eugene, OR.

- Master of Education, (2008)
- Initial Administrator (2008)

Western Oregon State College Monmouth, OR.

- Bachelor of Science in Elementary Education, (1985)
-

Licensure

State of Oregon

- Basic Administrative 2014- Present
 - Standard Elementary Education K-9 September 1985-Present
-

Professional Experience

Jefferson County School District 509J District Office

- School Improvement Specialist (2014-present)

Metolius Elementary School:

- Instructional Coach (2009-2014)
- Second Grade (1998-2009), Music (1998-2003), Fourth Grade (1993-1995)

Westside Elementary School:

- Second Grade (1997-1998), Fourth Grade (1995-1997)

Warm Springs Elementary:

- Second Grade, (1987-1993)

Coaching: Jefferson County School District 509-J

- Head Cross Country Coach, 1994-2006
 - Head Track Coach, 1997-2004
 - Assistant Track Coach, 1987-1997
-

Professional Affiliations

Madras Education Association, 1987-Present

- Grievance Chairman, 2000-2007
- Bargaining Co-Chairman, 1998-2004
- President, 1993-1994

Parent Teacher Association

- Member, Metolius Elementary PTA 1998-2014
 - Vice President, 2006-2007
-

Training

- Explicit Instruction Trainer With Anita Archer
 - Instructional Technology Strategies Conference
 - New Teacher Center@ UCSC
 - Leadership and Learning Center
 - CORE Leadership Summit
 - Jennifer Gingerich
 - Gary Killburg
 - Jo Robinson
 - Carol Dissen
 - Ann Arbogast
 - Anita Archer
 - Dr. Kevin Feldman
-

Community Involvement

- Member of Relay for Life Cancer Society Committee
 - Member of the Mac Dash Triathlon Committee
 - Member of Metolius Friends Community Church
 - Member of the Jefferson County Historical Society
-

Susan A. Taylor

Personal

Married, 2 children, ages 25 and 21.
Interests include spending time with family, camping, snowmobiling, gardening, and reading.

Education

Masters of Education, Lesley University, Cambridge Massachusetts, April 2007,
Integrated Teaching through the Arts

Bachelor of Science, Oregon State University, Corvallis Oregon
Major: Elementary Education Area of Concentration: Reading

Other Universities Attended:

Portland State University, Department of Continuing Education
Eastern Oregon University, Department of Continuing Education
Southern Oregon University, Department of Continuing Education

Professional Experience

School Improvement Specialist, Instructional Coach, Jefferson County School District, Madras, Oregon, Supervisor—Melinda Boyle
Fall 2013—present

Region 5 ESD Math Coach Coordinator, High Desert ESD,
Supervisor—Paul Andrews
Fall 2013—present

Instructional Technology Coach, Coordinator of Ed Tech Grants
Jefferson County School District, Madras Oregon, Supervisor—Melinda Boyle, Fall 2007-2013

Elementary Teacher, Buff Elementary School
Madras, Oregon, Fifth grade, Supervisor—Mrs. Marlys Alger
Fall 2005—present

Elementary Teacher, Madras Elementary School
Madras, Oregon, Fifth grade, Supervisors—Mr. Steve Johnson and Mr. Daryl Smith
Fall 2001—Spring 2005

Middle School Teacher, Culver Middle School
Culver, Oregon, Sixth grade, Supervisor—Mr. Phillip Fox
Fall 1993—Spring 1994 and Fall 1997—Spring 2001

Elementary Teacher, Culver Elementary School
Culver, Oregon, Fourth grade, Supervisor—Mr. John Thomas
Fall 1987-Spring 1993

**Accomplishments
And Extra Duties**

National Board Certified Teacher-Middle Childhood Generalist,
certified by the National Board For Professional Teaching
Standards on November 21, 2003

Recognized in the 2006-2007 edition of **Who's Who Among American
Teachers**

Co-Coordinator of District New Teacher Induction and Mentoring-
Jefferson County School District, 2013-present

Math PD Facilitator-Jefferson County School District, 2004-present

Technology PD Facilitator-Jefferson County School District, 2007-
present

District ELA Curriculum Committee Co-Leader-Jefferson County
School District, 2004-present

District Standards Based Grading Committee Member-Jefferson
County School District, 2015-present

Co-Head Teacher Responsible For Testing-Buff Elementary School,
2006-2007

Title-One Schoolwide Committee Member-Buff Elementary School,
2005-2007

Supervising Teacher of Student Teachers-George Fox University, 2004-
2007

Training

Explicit Instruction Anita Archer
ED-Tech Cohort Best Practices in Instructional Technology
Mentoring and Coaching Teachers New Teacher Center
Mentoring and Coaching Leadership and Learning Center
School Leadership CORE Leadership Summit
Math Best Practices Teacher Development Group

References

Melinda Boyle – Director of Curriculum, Jefferson County School District
375 SE Buff Street, Madras, Oregon

(b)(6)

Marlys Alger – Principal, Buff Elementary School
375 SE Buff Street, Madras, Oregon

(b)(6)

Darryl Smith – HR Director, Jefferson County School District
215 SE Buff Street, Madras, Oregon

(b)(6)

Consortium Agreement
 Demonstration Grant for Indian Children Program CFDA 84.299A
 2016-2020 Consortium Agreement



| | | |
|---|---|------------|
| Partner Organization: Confederated Tribes of Warm Springs | | |
| Contact Name: Caroline M. Cruz | Title: Health & Human Services, General Manager | |
| Address: 1233 Veterans Street, PO Box C | | |
| City: Warm Springs | State: Oregon | Zip: 97661 |
| Phone: (541) 553-3311 | | |

The members of this consortium enter into an agreement to provide the following educational opportunities to our youth:

Jefferson County School District 509-J:

- Implementation of the Oregon American Indian/Alaska Native Education Plan.
- Identification and implementation of culturally responsive curriculum that honors Native place, language, culture, and history, and builds connections with the local communities and tribe.
- Provide math, science, and language arts acceleration, extended learning, and enrichment opportunities.
- Provide an extended school year transition program focused on college and career readiness, and other academic/cultural activities, with participation for all American Indian students entering 9th grade.
- Provide monthly family, culture & education events.
- Work collaboratively with Tribal Education, Tribal Work Force Development, Tribal Culture and Heritage, Title VII Parent Committee, and students' families to create a support system for Native American Students.

Confederated Tribes of Warm Springs:

- Assist the District with identification of culturally responsive curriculum that honors Native place, language, culture, and history, and builds connections with the local communities and tribe.
- Encourage students to participate in math, science, and language arts acceleration, extended learning, and enrichment opportunities.
- Encourage students to attend the extended school year transition program at Madras High School focused on college and career readiness, and activities participation for all American Indian students entering 9th grade.
- Participate in Community Partner Advisory Committee quarterly grant meetings.
- Work collaboratively with the District and student families to create a support system for Native American Students.

Caroline M. Cruz Health & Human Services G.M.

Print Name of Authorized Agent Confederated Tribes of Warm Springs

Title

(b)(6)

Signature of Authorized Agent

5/12/16

Date



May 23, 2016

P.O Box 909
Warm Springs,
OR 97761

541.553.3331
Fax 541.553.3338

Board of Directors

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Vice President

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Executive Director

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Chief Delvis Heath Sr.

To the Selection Committee of the Demonstration Grant for Indian Children:

As the Executive Director of The Museum At Warm Springs, I am writing this letter of support for the Jefferson County School District's *Circle, Culture and Learning Youth & Family Program*. This program is being submitted by the district, in partnership with tribal, university and community partners. We are happy to be a collaborative partner in this project. The Confederated Tribes of Warm Springs' Tribal Museum program will work with the district to provide Native arts and cultural instruction to youth and families in these important programs.

Our museum is unique in many ways. We have one of the most complete artifact collections of any Native American museum in the country. Much of our collection details the culture and history of The Confederated Tribes of Warm Springs. Additionally, our museum offers live demonstrations by tribal members of the arts, history and culture. We also work closely with affiliated arts and culture organizations through the Central Oregon Arts and Culture Alliance to bring a variety of educational opportunities to the Warm Springs community. For example, last year, working through ACA and Caldera Youth Arts, we brought the international musical group "One Beat" to the Museum for a day of musical culture sharing.

I highly support the *Circle, Culture and Learning Youth & Family Program* and believe the implementation of this program will improve outcomes for Native youth. We look forward to working with the school district in support of all of our Native students and families.

(b)(6)

Carol Leone
Executive Director



May 15, 2016

To the Selection Committee of the Demonstration Grant for Indian Children:

As the Director of George Fox University's *Grow Your Own Co-Teaching Program*, located on the Warm Springs Tribal Reservation, I am writing this letter of support for Jefferson County School District's *Circle, Culture and Learning Youth & Family Program*. This program is being submitted by the district, in partnership with tribal, university and community partners. We are proud to be a collaborative partner in this endeavor.

The primary goal of the the *Circle, Culture and Learning Youth & Family Program* is to increase the college and career readiness of the district's 1,021 Native American students. To do so, Native students need to see and work with teachers like themselves. With the school district, and partner institution Central Oregon Community College, the *Grow Your Own Co-Teaching Program* recruits 11th and 12th grade Native students into a teaching cadet program. This program offers a dual credit option program at both the high school and the community college. Once students receive their AA, they return to the district, where they are guaranteed full employment. Here, they co-teach at the Warm Springs K-8 Academy, co-teaching for two years with a veteran teacher. The university provides on-going coursework and supervision, leading to a BA in education, a K-8 teaching credential, and an ELL endorsement.

We highly support the *Circle, Culture and Learning Youth & Family Program* and believe the implementation of this program will improve outcomes for Native youth, as well as provide useful data that can be used to increase academic achievement in schools serving youth throughout our country.

Respectfully,

(b)(6)

Katy Turpen
Assistant Professor ELED
George Fox University
kturpen@georgefox.edu
503-351-7744



May 15, 2016

**To: Selection Committee of the Demonstration Grant for Indian Children
Letter of Support**

Dear Selection Committee,

On behalf of the University of Oregon *Native Opportunities* Program, it is my distinct pleasure to write this letter of support for the Jefferson County School District's *Circle, Culture and Learning Youth & Family Program*. This program is being submitted by the district, in partnership with tribal, university and community partners. The University of Oregon's *Native Opportunities* program is proud to be a collaborative partner in this endeavor.

The primary goal of the *Circle, Culture and Learning Youth & Family Program* is to increase the college and career readiness of the district's 1,021 Native American students, 620 of whom attend the Warm Springs K-8 Academy. School, family and community support--as well as strong cultural ties--are critical factors in the academic success of Native youth. A secondary goal of this program is to increase schools-family-community partnerships and participation. The district will meet these goals through multiple extended, culturally-specific and research-based, collaborative programs. We believe this program will lead to students' increased achievement and engagement, as well as strong and long lasting partnerships between schools, families and the community.

The University of Oregon *Native Opportunities* program is committed to supporting the *Circle, Culture and Learning Youth & Family Program*. As noted in the grant proposal, we will visit the Warm Springs K-8 Academy to provide meaningful engagement regarding the process to pursue higher education in a family setting. Developed specifically to meet the needs of Native students and their families, *Native Opportunities* demystifies the college-preparation process by fostering relational trust between prospective and current UO Native students, and integrating Native family culture and values into the program offerings. Over the course of an evening, students and their families meet, share a meal, learn about college requirements, the college application process and the college scholarship processes, and receive help with FAFSA application or related questions. UO staff are available to assist students and families beyond the program should questions or concerns arise after our visit to the community. Additionally, families are invited to spend a day on the UO campus before the end of the academic year to further the conversation and relationship with faculty, staff and students.

I highly support the *Circle, Culture and Learning Youth & Family Program* and believe the implementation of this program will improve outcomes for Native youth, as well as provide useful data that can be used to increase academic achievement in schools serving youth throughout our country.

Most Sincerely

(b)(6)

Antonio Huerta, Outreach Manager
Division of Undergraduate Studies
T 541-346-1067 | F 541-346-6048



LET'S TALK DIVERSITY
COALITION

May 15, 2016

To the Selection Committee of the Demonstration Grant for Indian Children:

As the Director of the Let's Talk Diversity Coalition, I am writing this letter of support for the Jefferson County School District's *Circle, Culture and Learning Youth & Family Program*. This program is being submitted by the district, in partnership with tribal, university and community partners. Our program is proud to partner in this endeavor with the district.

The Let's Talk Diversity Coalition serves Jefferson County and the Confederated Tribes of Warm Springs in Oregon. It was started in 2008 to promote cross-cultural understanding and awareness through creating inclusive conversations in the community through offering diversity trainings and fostering dialogue about health equity.

For the proposed grant project, the Let's Talk Diversity Coalition will continue to provide staff support for the *Papalaxsimisha* program, which was developed in partnership between our coalition and Oregon State University. Our program utilizes a culturally relevant approach to educating 6-8th grade students and their families on high school graduation requirements, post-secondary education options, college preparation and financing, including assistance with the FAFSA.

The Coalition supports the *Circle, Culture and Learning Youth & Family Program* and believes the implementation of this program will improve outcomes for Native youth, as well as provide useful data that can be used to increase academic achievement in schools serving youth throughout our country.

Respectfully,

(b)(6)

Courtney Snead

Director

Let's Talk Diversity Coalition

Let's Talk Diversity Coalition is sponsored by



BestCare

PR/Award # S299A160079

Page e113

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- Exclusions
- Active Exclusions
- Inactive Exclusions
- Excluded Family Members

[RETURN TO SEARCH](#)

JEFFERSON COUNTY SCHOOL DISTRICT 509-J
 DUNS: 030782767 CAGE Code: 4LD96
 Status: Active

445 SE BUFF ST
 MADRAS, OR, 97741-1595,
 UNITED STATES

Expiration Date: 02/02/2017
 Purpose of Registration: All Awards

Points of Contact

Points of Contact

Current Record

[VIEW SELECTED RECORD](#)

Mandatory Points of Contact

Electronic Business POC

Title:
 First Name: MARTHA
 Middle Name:
 Last Name: BEWLEY
 US Phone: (541)475-6192
 Extension: 210
 NON US Phone:
 Notes:
 Address Line 1: 445 S.E. BUFF STREET
 City: MADRAS
 State/Province: OR
 Country: UNITED STATES
 ZIP/Postal Code: 97741

Government Business POC

Title:
 First Name: MARTHA
 Middle Name:
 Last Name: BEWLEY
 US Phone: (541)475-6192
 Extension: 210
 NON US Phone:
 Notes:
 Address Line 1: 445 S.E. BUFF STREET
 City: MADRAS
 State/Province: OR
 Country: UNITED STATES
 ZIP/Postal Code: 97741

Accounts Receivable POC

Optional Points of Contact

Government Business Alternate POC

Title:
 First Name: MARTHA
 Middle Name:
 Last Name: BEWLEY
 US Phone: (541)475-6192
 Extension: 210
 NON US Phone:
 Notes:
 Address Line 1: 445 S.E. BUFF STREET
 City: MADRAS
 State/Province: OR
 Country: UNITED STATES
 ZIP/Postal Code: 97741

Past Performance POC

| | |
|------------------|----------------------|
| Title: | |
| First Name: | DAN |
| Middle Name: | |
| Last Name: | CHAMNESS |
| US Phone: | (541)475-6192 |
| Extension: | 209 |
| NON US Phone: | |
| Notes: | |
| Address Line 1: | 445 S.E. BUFF STREET |
| City: | MADRAS |
| State/Province: | OR |
| Country: | UNITED STATES |
| ZIP/Postal Code: | 97741 |

Past Performance Alternate POC

| | |
|------------------|----------------------|
| Title: | |
| First Name: | DAN |
| Middle Name: | |
| Last Name: | CHAMNESS |
| US Phone: | (541)475-6192 |
| Extension: | 209 |
| NON US Phone: | |
| Notes: | |
| Address Line 1: | 445 S.E. BUFF STREET |
| City: | MADRAS |
| State/Province: | OR |
| Country: | UNITED STATES |
| ZIP/Postal Code: | 97741 |

Electronic Business Alternate POC

| | |
|------------------|----------------------|
| Title: | |
| First Name: | MARTHA |
| Middle Name: | |
| Last Name: | BEWLEY |
| US Phone: | (541)475-6192 |
| Extension: | 210 |
| NON US Phone: | |
| Notes: | |
| Address Line 1: | 445 S.E. BUFF STREET |
| City: | MADRAS |
| State/Province: | OR |
| Country: | UNITED STATES |
| ZIP/Postal Code: | 97741 |



Dated: August 5, 2010.
 Mark J. Musaus,
Acting Regional Director.
 [FR Doc. 2010-24668 Filed 9-30-10; 8:45 am]
 BILLING CODE 4310-55-P

DEPARTMENT OF THE INTERIOR

Bureau of Indian Affairs

Indian Entities Recognized and Eligible To Receive Services From the United States Bureau of Indian Affairs

AGENCY: Bureau of Indian Affairs, Interior.

ACTION: Notice.

SUMMARY: This notice publishes the current list of 564 tribal entities recognized and eligible for funding and services from the Bureau of Indian Affairs by virtue of their status as Indian tribes. The list is updated from the notice published on August 11, 2009 (74 FR 40218).

FOR FURTHER INFORMATION CONTACT: Elizabeth Colliflower, Bureau of Indian Affairs, Division of Tribal Government Services, Mail Stop 4513-MIB, 1849 C Street, NW., Washington, DC 20240. Telephone number: (202) 513-7641.

SUPPLEMENTARY INFORMATION: This notice is published pursuant to Section 104 of the Act of November 2, 1994 [Pub. L. 103-454; 108 Stat. 4791, 4792], and in exercise of authority delegated to the Assistant Secretary—Indian Affairs under 25 U.S.C. 2 and 9 and 209 DM 8.

Published below is a list of federally acknowledged tribes in the contiguous 48 states and in Alaska.

Amendments to the list include name changes and name corrections. To aid in identifying tribal name changes, the tribe's former name is included with the new tribal name. To aid in identifying corrections, the tribe's previously listed name is included with the tribal name. We will continue to list the tribe's former or previously listed name for several years before dropping the former or previously listed name from the list.

The listed entities are acknowledged to have the immunities and privileges available to other federally acknowledged Indian tribes by virtue of their government-to-government relationship with the United States as well as the responsibilities, powers, limitations and obligations of such tribes. We have continued the practice of listing the Alaska Native entities separately solely for the purpose of facilitating identification of them and reference to them given the large number of complex Native names.

Dated: September 22, 2010.
 Larry Echo Hawk,
Assistant Secretary—Indian Affairs.

Indian Tribal Entities Within the Contiguous 48 States Recognized and Eligible To Receive Services From the United States Bureau of Indian Affairs

Absentee-Shawnee Tribe of Indians of Oklahoma
 Agua Caliente Band of Cahuilla Indians of the Agua Caliente Indian Reservation, California
 Ak Chin Indian Community of the Maricopa (Ak Chin) Indian Reservation, Arizona
 Alabama-Coushatta Tribes of Texas
 Alabama-Quassarte Tribal Town, Oklahoma
 Alturas Indian Rancheria, California
 Apache Tribe of Oklahoma
 Arapahoe Tribe of the Wind River Reservation, Wyoming
 Aroostook Band of Micmac Indians of Maine
 Assiniboine and Sioux Tribes of the Fort Peck Indian Reservation, Montana
 Augustine Band of Cahuilla Indians, California (formerly the Augustine Band of Cahuilla Mission Indians of the Augustine Reservation)
 Bad River Band of the Lake Superior Tribe of Chippewa Indians of the Bad River Reservation, Wisconsin
 Bay Mills Indian Community, Michigan
 Bear River Band of the Rohnerville Rancheria, California
 Berry Creek Rancheria of Maidu Indians of California
 Big Lagoon Rancheria, California
 Big Pine Band of Owens Valley Paiute Shoshone Indians of the Big Pine Reservation, California
 Big Sandy Rancheria of Mono Indians of California
 Big Valley Band of Pomo Indians of the Big Valley Rancheria, California
 Blackfeet Tribe of the Blackfeet Indian Reservation of Montana
 Blue Lake Rancheria, California
 Bridgeport Paiute Indian Colony of California
 Buena Vista Rancheria of Me-Wuk Indians of California
 Burns Paiute Tribe of the Burns Paiute Indian Colony of Oregon
 Cabazon Band of Mission Indians, California
 Cachil DeHe Band of Wintun Indians of the Colusa Indian Community of the Colusa Rancheria, California
 Caddo Nation of Oklahoma
 Cahuilla Band of Mission Indians of the Cahuilla Reservation, California
 Cahto Indian Tribe of the Laytonville Rancheria, California
 California Valley Miwok Tribe, California
 Campo Band of Diegueno Mission Indians of the Campo Indian Reservation, California

Capitan Grande Band of Diegueno Mission Indians of California
 Barona Group of Capitan Grande Band of Mission Indians of the Barona Reservation, California
 Viejas (Baron Long) Group of Capitan Grande Band of Mission Indians of the Viejas Reservation, California
 Catawba Indian Nation (aka Catawba Tribe of South Carolina)
 Cayuga Nation of New York
 Cedarville Rancheria, California
 Chemehuevi Indian Tribe of the Chemehuevi Reservation, California
 Cher-Ae Heights Indian Community of the Trinidad Rancheria, California
 Cherokee Nation, Oklahoma
 Cheyenne and Arapaho Tribes, Oklahoma (formerly the Cheyenne-Arapaho Tribes of Oklahoma)
 Cheyenne River Sioux Tribe of the Cheyenne River Reservation, South Dakota
 Chickasaw Nation, Oklahoma
 Chicken Ranch Rancheria of Me-Wuk Indians of California
 Chippewa-Cree Indians of the Rocky Boy's Reservation, Montana
 Chitimacha Tribe of Louisiana
 Choctaw Nation of Oklahoma
 Citizen Potawatomi Nation, Oklahoma
 Cloverdale Rancheria of Pomo Indians of California
 Cocopah Tribe of Arizona
 Coeur D'Alene Tribe of the Coeur D'Alene Reservation, Idaho
 Cold Springs Rancheria of Mono Indians of California
 Colorado River Indian Tribes of the Colorado River Indian Reservation, Arizona and California
 Comanche Nation, Oklahoma
 Confederated Salish & Kootenai Tribes of the Flathead Reservation, Montana
 Confederated Tribes of the Chehalis Reservation, Washington
 Confederated Tribes of the Colville Reservation, Washington
 Confederated Tribes of the Coos, Lower Umpqua and Siuslaw Indians of Oregon
 Confederated Tribes of the Goshute Reservation, Nevada and Utah
 Confederated Tribes of the Grand Ronde Community of Oregon
 Confederated Tribes of Siletz Indians of Oregon (previously listed as the Confederated Tribes of the Siletz Reservation)
 Confederated Tribes of the Umatilla Reservation, Oregon
 Confederated Tribes of the Warm Springs Reservation of Oregon
 Confederated Tribes and Bands of the Yakama Nation, Washington
 Coquille Tribe of Oregon
 Cortina Indian Rancheria of Wintun Indians of California
 Coushatta Tribe of Louisiana

Oregon American Indian / Alaska Native Education State Plan 2015

Oregon Department of Education AI/AN Advisory Panel Members:

Angela Bowen, Confederated Tribes of Coos, Lower Umpqua & Siuslaw

Angie Morrill, The Klamath Tribes, University of Oregon

Ardis Juelle Clark, Confederated Tribes of Warm Springs

Brenda A. Frank, The Klamath Tribes

Chelsea Burns, Coquille Indian Tribe

Dawn Malliett, Springfield Title VII

Karen Kitchen, Portland Public Schools Title VII

Kelly LaChance, Bethel Consortium Title VII

Kerry Opie, Burns Paiute

Leilani Sabzalian, Springfield Title VII Program Parent Committee

Leslie Riggs, Confederated Tribes of Grand Ronde

Lynn Anderson, Siuslaw School District Title VII

Louise Wilmes, Beaverton School District Title VII

Matthew Morton, Native American Youth & Family Center

Michael Davis, Oregon State University

Nichole June Maher, Tlingit, Northwest Health Foundation

Ramona Halcomb, Confederated Tribes of the Umatilla Indian Reservation

Randy Stephen Woodley, George Fox University

Rick Molitor, Jefferson County School District

Robin Butterfield, Winnebago/Chippewa-Independent Contractor

Se-ah-dom Edmo, Oregon Indian Education Association

Shadiin Garcia, Laguna Pueblo, Oregon Education Investment Board

Sonya Moody-Jurado, Confederated Tribes of Siletz Indians

Tabitha Whitefoot, Yakama/Independent Contractor
Tammie Hunt, Cow Creek Band of Umpqua Tribe of Indians

Valerie Switzler, The Confederated Tribes of Warm Springs

Foreword

Over a nine-month collaborative process, the American Indian/Alaska Native Advisory Panel Members provided feedback and guidance in order to update the state's American Indian/Alaska Native State Plan. This plan is the product of that process and is a road map for state efforts to improve opportunities and outcomes for Native American youth in Oregon.

The plan includes 11 state educational objectives with accompanying strategies and measurable outcomes. These have all been revised and detailed by members of the American Indian / Alaska Native Advisory Panel to support the educational philosophy within American Indian / Alaskan Native communities.

The Plan aligns with the Oregon Department of Education's strategic goals and key efforts, including boosting attendance and graduation rates for American Indian / Alaska Native students, providing culturally relevant professional development for school district staff, increasing recruitment and retention of Native teachers, and implementing historically-accurate, culturally-embedded Native American curriculum and instructional materials across the K-12 system.

Over 20 years ago, the Oregon American Indian / Alaska Native Education State Plan was originally approved by members and educators within American Indian and Alaska Native communities, the State Board of Education, and staff of the Oregon Department of Education. The newly revised plan, outlined in the document below, honors this previous work and builds on that wisdom, while also being mindful of the changing educational landscape of Oregon.

We look forward to the implementation of this plan and the realization of a universal, equitable education for all our children.

LEARNERS: Every student graduates from high school and is ready for college, career, or civic life.

| Objectives | Strategies | Metrics & Milestones |
|--|---|--|
| <p>1. Increase graduation rates for AI/AN students to meet or exceed statewide average of all students.</p> | <p>Create campaign to elevate awareness of resources that are available to AI/AN students that could increase graduation rates.</p> <p>Partner with tribes and other stakeholders to identify and advocate culturally responsive approaches to increase graduation rates.</p> <p>Share and disseminate culturally relevant best practices and strategies for closing the opportunity gap for AI/AN students.</p> | <p>Annually ODE will initiate and communicate a campaign regarding resources that are available to AI/AN students and participate in large scale in-services that will increase graduation rates.</p> <p>ODE will partner with tribes and other stakeholders to identify and advocate for implementation in classrooms using culturally responsive approaches to increase graduation rates.</p> <p>ODE will provide a framework for districts to share and disseminate culturally relevant best practices and strategies specific to closing the opportunity gap for every AI/AN students.</p> |
| <p>2. Increase college or career readiness of AI/AN students to meet or exceed statewide average of all students. All AI/AN students will have the opportunity to graduate from HS with a minimum of</p> | <p>Encourage and incentivize districts to provide opportunities for AI/AN students to visit post-secondary institutions. Pursue funds to support a state-wide college access day for AI/AN students</p> <p>ODE will provide support to districts in implementing AI/AN culturally specific college and career readiness programs, services, and resources to every student beginning in third grade in order to create conditions for student engagement, leadership, and empowerment.</p> <p>ODE will coordinate with HECC to develop strategies to increase post-secondary exit to high-paying employment opportunities.</p> | <p>Identification of funds to target AI/AN student college and career readiness programs.</p> <p>Promotion of existing AI/AN college and career readiness opportunities on ODE website.</p> <p>HS college credit data (BY 2017) – ODE College & Career Readiness data – ODE Access & Affordability Initiative reports-HECC ODE’s College & Career Programs - ODE Career Readiness & Workforce</p> <p>Development data from HECC</p> <p>Middle School early warning data - ODE</p> |
| <p>3. Increase AI/AN attendance to meet or exceed statewide average for all students.</p> | <p>Chief Education Office will support a policy option package for funding to support a Tribal Attendance Pilot Program. The program would target schools in need of additional support to improve AI/AN attendance. Create a climate survey (a tripod survey for students, educators, and parents) in schools struggling with truancy of AI/AN students in order to identify barriers to attendance. Partner with Youth Development Division to leverage efforts of this program.</p> <p>In addition to lessons learned from pilot, research, identify and disseminate best practices, strategies, and tools for districts to adapt to their local contexts to improving attendance for all AI/AN students.</p> <p>ODE work with districts to convert cultural absences into credit earning opportunities.</p> | <p>Secure and distribute funding for pilot program – Chief Education Office/Legislature</p> <p>Disseminate funds and track progress – Chief Education Office/ODE</p> <p>Develop framework for districts to review absences related to cultural activities - ODE</p> <p>Attendance data - ODE</p> |

Educators: Every P-12 organization is led by an effective administrator, and every student is taught by an effective teacher.

| Objectives | Strategies | Metrics & Milestones |
|---|--|--|
| <p>4. Districts will recruit, hire, place and retain a minimum of 5% AI/AN educators (equally distributed among administrators, teachers, & support staff) or a percentage equal to the percentage of AI/AN</p> | <p>Diversify the hiring pool of AI/AN teacher candidates by:</p> <ol style="list-style-type: none"> 1. ODE encouraging districts to place job postings for teacher, administrative, and classified positions in Native specific media outlets, and 2. Creating an ODE resource page that provides resources, networks, and strategies for recruiting, hiring, and retaining AI/AN teachers, administrators, and classified staff <p>Offer place-based and general Professional Development to district HR offices and/or hiring panels on equitable hiring practices.</p> | <p>Oregon Educator Network (website)– ODE</p> <p>Professional Development offered– ODE</p> <p>Licensed educators data – TSPC</p> |
| <p>5. Ensure 100% of educators (administrators, teachers, support staff, school boards) receive AI/AN culturally responsive training at least once per academic year.</p> | <p>ODE will support districts in developing Equity Plans which will include providing AI/AN culturally responsive professional development opportunities for all staff at least once per year.</p> <p>ODE will create a list of appropriate AI/AN culturally responsive trainings which districts can access.</p> <p>Explore a partnership with TSPC to offer an Indigenous Educational Sovereignty Certificate that teachers can obtain through continuing education units. The certificate will include information on teaching about AI/AN people and effective teaching to AI/AN students.</p> | <p>Promote list of professional development training opportunities on ODE website.</p> <p>Develop IES Certificate – TSPC/ODE</p> <p>Equity Plan development – ODE (Equity Unit)</p> <p>AI/AN Educator data - TSPC</p> |
| <p>6. 100% of pre-service students completing Oregon Native American Teacher Preparation Programs (UO & PSU) will be recruited by an Oregon school or tribe.</p> | <p>ODE will connect with current Native Teacher prep programs at UO and PSU to assist with current outreach efforts and invite input on additional strategies to meet this objective.</p> <p>Identify funds to create Native American Educator hiring campaign.</p> <p>ODE work with districts to convert cultural absences into credit earning opportunities.</p> | <p>Outreach to PSU & UO – ODE</p> <p>Campaign funding & structure – Chief Education Office</p> <p>Continued work with the Oregon Educator Equity Act – ODE & Chief Education Office</p> <p>Oregon Educator Equity Act Report – Chief Education Office AI/AN Educator data - TSPC</p> |

Schools & Districts: Increase performance for all schools and districts in order to create systems of excellence across the state.

| Objectives | Strategies | Metrics & Milestones |
|--|---|--|
| <p>7. 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 that are developed in collaboration with local tribes and are aligned with the Common Core State Standards and state standards.</p> | <p>ODE will support efforts to develop legislative language which mandates implementation of (K-12) historically accurate, culturally embedded, place-based, contemporary, and developmentally appropriate AI/AN curriculum, assessment tools, and instructional materials.</p> <p>ODE will continue to collect AI/AN curriculum which is, or can be aligned to the Common Core.</p> <p>ODE will provide a framework for districts to share and disseminate culturally relevant best practices, strategies, and curriculum to successfully increase educational opportunities for AI/AN students.</p> <p>Continue efforts with Advisory Panel, Oregon Tribes, OIEA, and other AI/AN stakeholders to develop legislative language for the 2017 session – ODE & et al</p> | <p>Enrolled bill</p> <p>Utilization of SB 739 website to house information - ODE</p> |

Communities: Meaningfully engage elders, parents, stakeholders, and the larger community to help make Oregon’s schools the best in the country.

| Objectives | Strategies | Metrics & Milestones |
|--|--|--|
| <p>8. Chief Education Office, ODE, ELD, YDC, HECC, and TSPC will strategically invest and collaborate with Oregon’s federally recognized tribes, Native/Indian organizations, Title VII Programs, and AI/AN community programs to implement, support, and maintain culturally relevant family/parent engagement so that every AI/AN child will begin their educational journey ready to succeed.</p> | <p>Leverage and connect to existing engagement efforts (including social events, entertainment, science nights, open houses, and community clubs).</p> <p>Chief Education Office staff will convene the necessary agents to target funds for a minimum of 10 Native communities and tribes to support community driven “Community Conversations” (CC). Chief Education Office will improve student/ parental/ community engagement by establishing a cadre to facilitate “CC” and assist with the drafting of local “CC” action plans with strategies for improving engagement.</p> <p>Engagement efforts will be led by Chief Education Office and ODE et al.</p> <p>Utilize AI/AN Advisory Panel, Education Cluster (Government to Government), and other stakeholder groups to solicit best practices to engage community conversations – ODE & et al</p> | <p>Survey results collected and analyzed</p> |

ODE: Internal systems and processes support Equity Initiatives.

| Objectives | Strategies | Metrics & Milestones |
|---|---|---|
| <p>9. Create accurate identification criteria for who is counted as an AI/AN student and require districts to collect data.</p> | <p>Establish a task force that will use multiple definitions (i.e. Federal, Title VII, District, NCES, etc.) to create one “flagged” data set for all Oregon educational agencies to adopt.</p> <p>Develop a campaign to inform districts about the new data collection mandate.</p> | <p>Create task force – ODE & Chief Education Office to develop definition – Task Force</p> <p>Coordinate with ODE Data Team to create an AI/AN flag - ODE</p> <p>Disseminate to education agencies – Chief Education Office</p> |
| <p>10. Establish framework for accountability of implementation of the AI/AN State Plan.</p> | <p>ODE will report to the State Board of Education twice per year on the implementation efforts of the AI/AN Education State Plan.</p> <p>ODE will create an annual AI/AN report on progress of the AI/AN Education State Plan. Data to include: attendance; discipline; SPED; graduation rates; achievement; drop-out; post-secondary entrance; TAG rates; poverty (FRL); homeless; ELL/second language; and other data as available.</p> | <p>Annual Report – ODE</p> |
| <p>11. Continue to build internal ODE capacity by strengthening the organizational infrastructure and increasing staffing to increase support to schools, Title VII, Oregon Federally Recognized Tribes, and AI/AN communities.</p> | <p>Gather existing state Indian Education legislation to create a comprehensive Indian Education bill that would include increased resources dedicated to AI/AN education at ODE.</p> <p>Create Professional Development for ODE staff on the State Indian Education Plan (include cultural competency, sovereignty, Oregon Federally Recognized Tribes, and other identified trainings) to be offered to ODE staff and other educational agencies.</p> <p>Increase representation of AI/AN stakeholder input for programs and services offered through ODE (advisory boards, committees, hiring panels, etc.).</p> | <p>Connect with tribal government lobbyist and other AI/AN organizations to support efforts - ODE</p> <p>Training opportunities available to ODE staff - ODE</p> <p>AI/AN Indian Education Bi-annual & Annual Plan - ODE</p> |

Jefferson County School District – Description of Continuing Activities

Along with its partners, the Jefferson County School District plans to continue the activities and partnerships proposed in the *Circle, Culture and Learning Youth & Family Program*. These partnerships have been in existence for a number of years, and will continue into the future. All partners are highly committed to developing and continuing high quality programs for AI youth, as well as support for their families. The school district has an Interagency Agreement with the Confederated Tribes of Warm Springs--through June 30, 2021--that ensures cross-agency collaboration to address AI student education. Most projects resulting of these partnerships (e.g. the Family University, and programs with the four university partners) are of no-cost to the school district, thus ensuring continuation beyond the life of this grant. The district will continue to look at redistribution of general funds, as well as develop its donor base and pursue grant-writing opportunities to extend and augment the successful activities proposed in this grant.

Additionally, beginning in 2016, the district is implementing Oregon's new *Indian Education Plan*. Elements of the plan include: enhanced partnerships, culturally relevant framework of best practices for AI students, college and career readiness programs, piloting of new AI attendance programs and climate surveys, AI-specific data analyses, AI hiring practices, and additional equity/AI-culturally specific PD and training for educators.

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

To add more Budget Narrative attachments, please use the attachment buttons below.

Budget Narrative

Personnel

- a. Extended Year Teachers. (Entire WSK-8 teaching staff). Thirty-five (35) total. 10 days at 7 hours/day @ \$35/hour, based on the classified salary schedule for Jefferson County School District. Teaches the extended year program in August. Salary Y1=\$2,450 (each) Total Salary Y1=\$85,750.
- b. Extended Day (AM) Rise and Shine Teachers. (To be hired). Five (5) total. 45 hours @ \$35/hour, based on the salary schedule for Jefferson County School District. Provides ELO instruction, tutoring and homework support during the school year. Salary Y1=\$1,575. Total Salary Y1=\$7,875.
- c. Extended Day (PM) Teachers. (To be hired). Five (5) total. 45 hours @ \$35/hour, based on the salary schedule for Jefferson County School District. Provides ELO math and literacy instruction during the school year. Salary Y1=\$1,575. Total Salary Y1=\$7,875.
- d. Family University Instructors. (To be hired, number TBD depending on cohort need/schedule). Certified teachers, 171.5 hours of family (adult + youth) instruction @ \$35/hour based on certified extra duty salary schedule for Jefferson County School District with a 2.5% yearly salary increase built into the project. Total Y1 salary available = \$6,000.
- e. Summer Bridge Teachers (To be hired). Thirteen (13) teachers x 65 hours (21 days instruction <4 hours teaching + .5 hour prep each day> + 1 day pre-program prep) @ \$35/hour. Salary Y1= \$2,275 (each). Total Salary Y1=\$29,575.

Jefferson County School District - Budget Narrative

- f. Summer Bridge Secretarial and Classified support. Two (2) staff x 65 hours @ \$13 /hour. Salary Y1= \$845. Total Salary Y1=\$1,690.
- g. Summer Bridge Custodial. One (1) custodian 200 hours @ 15 /hour. Salary Y1 = \$3,000
- h. Summer Bridge program planning, 7 teachers, \$200 each, Total = \$1400.

The following represents a summary of the four-year proposed budget for personnel expenses. Costs include 2.5% annual cost of living increase.

| Year 1 | Year 2 | Year 3 | Year 4 | Total |
|-----------|-----------|-----------|-----------|-----------|
| \$124,209 | \$127,314 | \$130,343 | \$133,602 | \$515,468 |

2. Fringe Benefits

The following represents a summary of the four-year proposed budget fringe benefits at 35%, which include employer payroll tax, health and dental insurance, 401K match.

| Year 1 | Year 2 | Year 3 | Year 4 | Total |
|----------|----------|----------|----------|-----------|
| \$42,802 | \$44,560 | \$45,492 | \$46,502 | \$179,356 |

3. Travel (includes airfare, hotel, meals and other fees)

- a. Travel to Washington, DC meetings, District program director and co-director. Two (2) @ \$1750 each. Total = \$3,500 yearly.

- b. Travel and registrations for total of 24 teachers taking AVID professional development. 7 teachers in Y1 & Y2, 5 teachers in Y3 &4 @ \$3,400/teacher.

| Year 1 | Year 2 | Year 3 | Year 4 | Total |
|----------|----------|----------|----------|----------|
| \$27,300 | \$27,300 | \$20,500 | \$20,500 | \$95,600 |

4. Equipment

- a. Computers, printers and printing supplies to support students’/ families FAFSA and college application, scholarship searches, and career learning.
 (Collaboration with new College and Career Development program.) Lap tops, 12 @ \$750 each = \$9,000 and printers, 2 @ \$500 each = \$1,000. Y1 = \$10,000.
 (Start up and one-time cost.)

| Year 1 | Year 2 | Year 3 | Year 4 | Total |
|-----------|--------|--------|--------|----------|
| \$10,000. | NA | NA | NA | \$10,000 |

5. Supplies

- a. Supplies (arts and language materials, printing supplies, food) for community events – Y1&Y2= \$10,000 Y3 = \$8,000, Y4 = 5,000.
- b. Curriculum, materials & supplies for Extended School Year program. TBD by teachers’ needs. Y1- 4 = \$5,930. Total = \$23,720.
- c. Curriculum, materials & supplies for AM Rise and Shine Extended School Day program. TBD by teachers’ needs. Y1- 4 = \$4,370. Total = \$17,480.

Jefferson County School District - Budget Narrative

- d. Curriculum, materials & supplies for PM Extended School Day program. TBD by teachers' needs. Y1- 4 = \$4,370. Total = \$17,480.
- e. Curriculum, materials & supplies for Family University programs. Y1- 4 = \$10,000. Total = \$40,000.
- f. Curriculum, materials & supplies for Freshman Summer Bridge program. Y1- 2 (only)= \$1,800. Total = \$3,600.

| Year 1 | Year 2 | Year 3 | Year 4 | Total |
|----------|----------|----------|----------|----------|
| \$26,470 | \$26,470 | \$22,670 | \$19,670 | \$95,280 |

6. Contractual

Native language, culture and arts programming for students and families, Culture & Heritage Dept. of the Warm Springs Tribes. \$10,000/year = \$40,000 total

| Year 1 | Year 2 | Year 3 | Year 4 | Total |
|----------|----------|----------|----------|----------|
| \$10,000 | \$10,000 | \$10,000 | \$10,000 | \$40,000 |

7. Construction

None

8. Other

- a. Transportation (students)
 - i. Summer Bridge program = \$3,600

Jefferson County School District - Budget Narrative

- b. College Visitations for AI students and families = \$5,000 for years Y1-3, \$3,000 for Y4.

| Year 1 | Year 2 | Year 3 | Year 4 | Total |
|---------|---------|---------|---------|----------|
| \$8,600 | \$8,600 | \$8,600 | \$6,600 | \$32,400 |

9. Total Direct Costs

The following represents a summary of the four-year proposed budget for total direct costs.

| Year 1 | Year 2 | Year 3 | Year 4 | Total |
|-----------|-----------|-----------|-----------|-----------|
| \$249,381 | \$244,244 | \$237,607 | \$236,873 | \$968,105 |

10. Total Indirect Costs

The following represents the two-year proposed budget for total indirect costs based on a federal-approved indirect cost rate of 3.12%

| Year 1 | Year 2 | Year 3 | Year 4 | Total |
|---------|---------|---------|---------|----------|
| \$7,781 | \$7,620 | \$7,413 | \$7,390 | \$30,204 |

11. Training Stipends

None

12. Total Costs for Project

v

Jefferson County School District - Budget Narrative

Listed below is a summary of the four-year proposed budget for the total costs for U.S. Department of Education Funds.

| Year 1 | Year 2 | Year 3 | Year 4 | Total |
|---------------|---------------|---------------|---------------|--------------|
| \$257,162 | \$251,864 | \$245,020 | \$244,263 | \$998,309 |

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

1. Project Director:

| | | | | |
|---------|-------------|--------------|------------|---------|
| Prefix: | First Name: | Middle Name: | Last Name: | Suffix: |
| | Melinda | | Boyle | |

Address:

| | |
|-----------|--------------------|
| Street1: | 445 SE Buff Street |
| Street2: | |
| City: | Madras |
| County: | |
| State: | OR: Oregon |
| Zip Code: | 97741 |
| Country: | USA: UNITED STATES |

| | |
|-------------------------------|-----------------------------|
| Phone Number (give area code) | Fax Number (give area code) |
| 541-475-6192 | 541-457-6856 |

Email Address:

| |
|-----------------|
| mboyle@509j.net |
|-----------------|

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

| |
|--|
| |
|--|

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

| | | | |
|--|----------------|-------------------|-----------------|
| | Add Attachment | Delete Attachment | View Attachment |
|--|----------------|-------------------|-----------------|

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 06/30/2017

Name of Institution/Organization

Jefferson County School District 509-J

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

| Budget Categories | Project Year 1 (a) | Project Year 2 (b) | Project Year 3 (c) | Project Year 4 (d) | Project Year 5 (e) | Total (f) |
|-----------------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|------------|
| 1. Personnel | 124,209.00 | 127,314.64 | 130,343.00 | 133,602.00 | | 515,468.64 |
| 2. Fringe Benefits | 42,802.00 | 44,560.12 | 45,492.00 | 46,502.00 | | 179,356.12 |
| 3. Travel | 27,300.00 | 27,300.00 | 20,500.00 | 20,500.00 | | 95,600.00 |
| 4. Equipment | 10,000.00 | | | | | 10,000.00 |
| 5. Supplies | 26,470.00 | 26,470.00 | 22,670.00 | 19,670.00 | | 95,280.00 |
| 6. Contractual | 10,000.00 | 10,000.00 | 10,000.00 | 10,000.00 | | 40,000.00 |
| 7. Construction | | | | | | |
| 8. Other | 8,600.00 | 8,600.00 | 8,600.00 | 6,600.00 | | 32,400.00 |
| 9. Total Direct Costs (lines 1-8) | 249,381.00 | 244,244.76 | 237,605.00 | 236,874.00 | | 968,104.76 |
| 10. Indirect Costs* | 7,781.00 | 7,620.00 | 7,413.00 | 7,390.00 | | 30,204.00 |
| 11. Training Stipends | | | | | | |
| 12. Total Costs (lines 9-11) | 257,162.00 | 251,864.76 | 245,018.00 | 244,264.00 | | 998,308.76 |

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2016 To: 06/30/2017 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is 3.12%.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
 Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.
PR/Award # S299A160079

| | | |
|--|---|--|
| Name of Institution/Organization Jefferson County School District 509-J | Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form. | |
|--|---|--|

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

| Budget Categories | Project Year 1 (a) | Project Year 2 (b) | Project Year 3 (c) | Project Year 4 (d) | Project Year 5 (e) | Total (f) |
|--------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------|
| 1. Personnel | | | | | | |
| 2. Fringe Benefits | | | | | | |
| 3. Travel | | | | | | |
| 4. Equipment | | | | | | |
| 5. Supplies | | | | | | |
| 6. Contractual | | | | | | |
| 7. Construction | | | | | | |
| 8. Other | | | | | | |
| 9. Total Direct Costs (lines 1-8) | | | | | | |
| 10. Indirect Costs | | | | | | |
| 11. Training Stipends | | | | | | |
| 12. Total Costs (lines 9-11) | | | | | | |

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

Consortium Agreement
 Demonstration Grant for Indian Children Program CFDA 84.299A
 2016-2020 Consortium Agreement



| | | |
|---|---|------------|
| Partner Organization: Confederated Tribes of Warm Springs | | |
| Contact Name: Caroline M. Cruz | Title: Health & Human Services, General Manager | |
| Address: 1233 Veterans Street, PO Box C | | |
| City: Warm Springs | State: Oregon | Zip: 97661 |
| Phone: (541) 553-3311 | | |

The members of this consortium enter into an agreement to provide the following educational -opportunities to our youth:

Jefferson County School District 509-J:

- Implementation of the Oregon American Indian/Alaska Native Education Plan.
- Identification and implementation of culturally responsive curriculum that honors Native place, language, culture, and history, and builds connections with the local communities and tribe.
- Provide math, science, and language arts acceleration, extended learning, and enrichment opportunities.
- Provide an extended school year transition program focused on college and career readiness, and other academic/cultural activities, with participation for all American Indian students entering 9th grade.
- Provide monthly family, culture & education events.
- Work collaboratively with Tribal Education, Tribal Work Force Development, Tribal Culture and Heritage, Title VII Parent Committee, and students' families to create a support system for Native American Students.

Confederated Tribes of Warm Springs:

- Assist the District with identification of culturally responsive curriculum that honors Native place, language, culture, and history, and builds connections with the local communities and tribe.
- Encourage students to participate in math, science, and language arts acceleration, extended learning, and enrichment opportunities.
- Encourage students to attend the extended school year transition program at Madras High School focused on college and career readiness, and activities participation for all American Indian students entering 9th grade.
- Participate in Community Partner Advisory Committee quarterly grant meetings.
- Work collaboratively with the District and student families to create a support system for Native American Students.

Caroline M. Cruz Health & Human Services G. M.

Print Name of Authorized Agent Confederated Tribes of Warm Springs

Title

(b)(6)

Signature of Authorized Agent

5/12/16

Date

INTERAGENCY EDUCATION AGREEMENT

Between

THE CONFEDERATED TRIBES OF WARM SPRINGS

And

JEFFERSON COUNTY SCHOOL DISTRICT 509-J

And

BUREAU OF INDIAN AFFAIRS



July 1, 2011

INTERAGENCY EDUCATION AGREEMENT

SIGNATORY PAGE

The objectives, guidelines, and agreements herein contained, and the document itself, have been reviewed and approved by the CTWS Council, the JCSD 509-J Board of Directors, and the Area Superintendent for the BIA of Warm Springs.

Signatory on behalf of the Confederated Tribes of the Warm Springs Reservation of Oregon;

Attest:

(b)(6)

Stanley 'Buck' Smith Jr., Chairman

Charles 'Jody' Calica, Secretary-Treasurer

Signatory on behalf of the Jefferson County School District, 509-J of Oregon;

Attest:

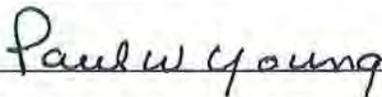
(b)(6)

Brad Holliday, Chairman



Rick Molitor, Superintendent

Signatory on behalf of the United States of America, Department of the Interior, Bureau of Indian Affairs;



Paul Young, Superintendent

INTERAGENCY EDUCATION AGREEMENT

Between

THE CONFEDERATED TRIBES OF WARM SPRINGS

And

JEFFERSON COUNTY SCHOOL DISTRICT 509-J

And

BUREAU OF INDIAN AFFAIRS

PREAMBLE

This Interagency Education Agreement, hereinafter called the IEA, has been prepared through the joint efforts of representatives of the Confederated Tribes of Warm Springs (the "CTWS"), the Jefferson County School District 509-J (the "JCSD 509-J"), and the United States of America Department of Interior through its Bureau of Indian Affairs (the "BIA").

I. BACKGROUND

The JCSD 509-J is a public local education association serving students in Jefferson and Wasco Counties. The JCSD 509-J service area encompasses approximately two-hundred and fifty (250) square miles. The JCSD 509-J provides education services for children entering kindergarten through 12th grade. As of July 1, 2011, there are seven schools located within JCSD 509-J: Warm Springs Elementary (K-5) located in Warm Springs; Madras Primary School (K-2), Buff Intermediate School (3-5), Jefferson County Middle School (6-8), and Madras High School (9-12) located in Madras; Metolius Elementary School (K-5) located in Metolius; and Big Muddy School (K-8) located by Antelope. The JCSD 509-J's current enrollment is approximately two-thousand eight hundred (2,800) students in grades K-12. The Native student enrollment in the JCSD 509-J is approximately thirty-three percent (33%).

The CTWS is comprised of three tribes including Warm Springs, Wasco, and Paiute. The Warm Springs reservation is home to more than 5,000 tribal members. Within the community, the Tribal government provides a variety of services, including education, public safety, utilities, health, resource management, business development and recreation. Many services not offered by the Tribal government are provided by locally-owned private businesses. The Tribal economy is based primarily on natural resources, including hydropower, forest products and ranching. Tourism and recreation also make important contributions.

The BIA is an agency of the United States of America under the Department of the Interior. The Bureau of Indian Affairs is charged with overseeing, protecting, and executing fundamental responsibilities owed by the government under virtue of various treaties along with the special trust obligation which the United States maintains with the Confederated Tribes of Warm Springs. This trust obligation occurs through the special nature of the government-to-government relationship between the United States of America and the Confederated Tribes of Warm Springs.

II. PURPOSE AND SCOPE

This IEA formalizes an established and collaborative relationship between the JCSD 509-J, the CTWS, and the BIA for the purpose of identifying a process to address the educational needs for Native American students attending school within the JCSD 509-J boundaries.

The JCSD, the CTWS, and the BIA recognize that under the terms of this document the primary legal responsibility of the delivery of public educational services for school age children eligible and enrolled in Kindergarten through grade twelve, are vested in the JCSD 509-J by the laws of the State of Oregon. By adopting this agreement, the parties also recognize the CTWS are fulfilling one of the goals common to its constitution, the Treaty of 1855, and its corporate charter: To establish and maintain, with the aid of the Federal Government, a form of home rule that shall promote the advancement and welfare of the members of the CTWS.

Furthermore, the parties also recognize the primary partners in this agreement are the CTWS and JCSD. However, the BIA is also a party in this interagency agreement as it continues its functions and performs its obligations established by law and described in this agreement.

It is mutually intended by the entities named that this IEA shall guide the interaction of these parties for all matters relating to educational services and materials for CTWS students in grades Kindergarten through grade 12 (K-12).

The purpose of this IEA is to define and establish a system of policies and procedures to ensure effective inter-governmental consultation, planning, and delivery of educational services for CTWS Students. Inherent in the acceptance of this IEA is a solemn pledge to adhere to the agreements herein contained. The expected outcome of these agreements will be the advancement of CTWS student performance to a level comparable with all students in the JCSD 509-J. This IEA is to provide a means to establish guidelines to monitor delivery of education services to CTWS students living within the boundaries of the JCSD 509-J. The guidelines in this agreement shall serve as a living document, subject to review and revision, to assess current student educational needs toward meeting the goals set forth by local, State, and Federal guidelines, and to provide direction and oversight toward bringing change as deemed necessary in the promotion of best practices for the education of Native American students.

An additional goal of this IEA is to promote a clear understanding of the roles, interests, and expectations of each agency for the education of Tribal students. This goal is to be obtained by joint consultation, planning, and open communication. Progress toward this goal will be measured annually by the consistency of objectives and results of each agency's annual and long-range goals and objectives.

Although this IEA has been given the most serious deliberations and discussion, it is a statement of mutual policy and intent, and is not intended to have the legally binding effect of a contract. The signing parties fully expect and agree that each entity shall voluntarily follow the letter and intent of this IEA so far as reasonably possible, and to the extent consistent with applicable agency, State, Tribal, and Federal constitutions, laws,

treaties, policies and rules. Furthermore, this IEA is not intended to either enlarge or diminish the legal obligations of the parties as they existed prior to the execution of this IEA, but is intended to set forth in a concise and coherent way the goals, policies, and obligations of the parties.

III. EFFECTIVE DATE AND PERIOD OF AGREEMENT

This IEA is effective upon signature of the authorized officials of the JCSD 509-J, the CTWS, and the BIA. This IEA will remain in effect until either party requests a change in status. A change in status may be requested by either party. Written notice shall be given to the other party before September, 1st of the current year for consideration of termination or a change in the relationship supported by this IEA for the following school year.

IV. REVIEW

This IEA must be reviewed no less than annually by the governing bodies, preferably by a joint meeting of the JCSD 509-J School Board and the CTWS Tribal Council. A joint report prepared by the CTWS Education Committee and JCSD 509-J Administration will be provided to both governing bodies.

Furthermore, this IEA shall be reviewed no less than quarterly by a joint meeting of representatives from educational partners affected by the agreement. The leading representative parties shall be made up of the CTWS Educational Committee with additional invited members as seen appropriate by the Education Committee and the 509-J Administrative Team with additional invited members as seen appropriate by the Superintendent. The BIA Superintendent, or designee, will also be represented at the meetings.

The purpose of the above listed review is to promote collaborative communication, agreement evaluation, possible modifications, and a final, yearly joint report to CTWS Tribal Council and the JCSD 509-J Board of Directors.

Furthermore, through joint agreement between the parties, a third party organization will be utilized to conduct a comprehensive review of the elements of this IEA, the BIA Lease # 4174 and associated Memorandum of Understanding. The selection of the third party evaluator will be in collaboration and approved through the CTWS Education Committee and JCSD 509-J Superintendent.

V. ELEMENTS OF THE AGREEMENT

A. Information Sharing

All parties involved understand the need to foster and improve communication between the JCSD 509-J and CTWS. Both parties share a vested interest in maintaining and sharing student demographic information on a regular basis that will facilitate successful outcomes for students. Parent permission and student information release forms will be updated annually and include release of information for support from CTWS Education Committee. The JCSD 509-J agrees to provide the CTWS with information as requested and available as per district policy, State and Federal laws. The JCSD 509-J agrees to provide timely and written notification of invitation to meetings, functions, and activities affecting the success of CTWS students who are jointly served by this IEA. The CTWS agrees to provide timely and written notification of events, opportunities, and activities coordinated by the CTWS in association with Tribal youth. The CTWS agrees to make every effort to schedule all student events at times that will not interfere with their attendance in school. The JCSD 509-J and the CTWS agree to work cooperatively to provide a variety of youth academic, wellness, and leadership activities for students. In order to form a better process of communication the JCSD 509-J Superintendent, the CTWS Education Committee Chair, and the BIA Superintendent will be the initial point of contact for issues pertaining to this IEA.

B. Quarterly Meetings

The quarterly meetings between the CTWS Education Committee and the JCSD 509-J Administration will include committees, groups, and individuals that work with CTWS students. The CTWS Education Committee and/or the JCSD 509-J Superintendent will invite members of the CTWS and JCSD 509-J as appropriate. Meeting agendas will be

created in collaboration between the CTWS Education Committee Chair and the JCSD 509-J Superintendent. Specific meeting topics will include but are not limited to the following;

- a. August: Start of School; Enrollment; Student Transitions, District Transfer Requests; and Native American Activities;
- b. November: Funding and Impact Aid; District/School/Student Progress; Parent Conferences and Involvement;
- c. February: MOU Review/Preparation for Report to Council and Board;
- d. May: Graduation; Curriculum Review; Discipline and Attendance.

C. Parent, Student and District Communication

The JCSD 509-J Superintendent and Administrators will be available, as requested through the CTWS Education Committee, for appointments in Warm Springs. Participation by CTWS members on district and school meetings, committees, boards and councils is encouraged and will be invited by the district and directed through the CTWS Education Committee.

D. CTWS and Native American Heritage

Scheduling events specific to CTWS and Native American Heritage is an important factor in education. Discussion and involvement of Native American culture will include but is not limited to;

- a. CTWS Annual Back-to-School Barbecue – August;
- b. Native American Heritage Month – November;
- c. Pi-Ume-Sha Treaty Days – June.

E. Curriculum

Textbooks and other instructional material adopted by the JCSD 509-J will be selected by the appropriate professional personnel in consultation with CTWS Education Committee. The input of CTWS parents, students and community will be encouraged through the CTWS Education Committee. The selection of the textbooks and educational

materials shall conform to JCSD policy. The following selection criteria will be used when selecting curriculum;

- a. Curriculum shall be free from racial bias and shall represent various cultures and ethnic, religious, and social groups objectively and accurately;
- b. Curriculum shall be free from sex bias and role-stereotyping;
- c. Curriculum shall be rigorous, challenging and readable at each grade level;
- d. Curriculum shall contain methodology and teaching strategies consistent with district education philosophies, values, goals, and planned courses of study;
- e. Curriculum shall be chosen to assure continuity and coordination to assist in transitions, K-12.

F. Parent Involvement

It is the understanding that parent involvement is a critical and vital component to student success in all the elements that have been identified. In order for parents to access Tribal assistance, Tribal Education Committee members must be allowed access to the specific student records. The committee will continue to advocate, recruit, and encourage parents to be active partners with the teachers and staff at their respective schools. The JCSD 509-J staff will promote parent access and support by directing questions and concerns through the CTWS Education Committee.

G. Student Monitoring, Progress and Assessment

It is recognized that student monitoring and assessment are products provided through State and Federal guidelines and regulations. Parent and student understanding of these guidelines and regulations is an important element of this IEA. It is the understanding and desire of the JCSD 509-J and the CTWS Education Committee to provide monitoring and assessment information to parents and students in a productive and supportive way. Student progress is reported at an individual level and CTWS Education Committee involvement will be available through the appropriate channels while following JCSD 509-J policies along with State and Federal requirements. School and district progress will be shared with CTWS Education Committee members to promote clarity in the understanding of the results. The JCSD 509-J administrators will communicate with the

CTWS Education Committee concerning assessment tools used with CTWS students. Input from the CTWS Education Committee will be used to maintain or make changes to instructional strategies that will best meet the outcome goals.

H. Student Transition

Collaboration between the JCSD 509-J and CTWS Education Committee will help facilitate transition goals and policies that promote best practices in the following areas;

- a. Early Childhood Education and CTWS sponsored preschool to Kindergarten;
- b. Elementary transition to Middle School
- c. Middle School to High School
- d. Middle School/High School to Alternative School
- e. High School/Alternative School to Post Secondary

I. Student Enrichment Opportunities and Support Services

Providing additional opportunities is recognized as a joint effort between the JCSD 509-J and the CTWS. Before and after school activities will be provided and supported by both the JCSD 509-J and the CTWS as deemed appropriate. Funding will be sought through multiple avenues such as, but not limited to, JCSD General Funds, CTWS Funding, Impact Aid, Grants, Title VII, and Johnson O'Malley funds. Support services provide by the JCSD 509-J is also recognized as an important element in the educational process. Consideration and support through collaborative channels will help support these efforts.

J. Lease # 4174 and Memorandum of Agreement

This IEA acknowledges the connection with the goals and direction provided in the Lease #4147 and accompanying Memorandum of Agreement (MOA). The MOA states, "...committed to work cooperatively as necessary during the renewal period to secure funding to upgrade and modernize the existing Warm Springs Elementary school facilities or to construct a new Warm Springs Elementary School building at a new location on the Reservation". Further discussion between the JCSD 509-J School Board and the CTWS Tribal Council has placed a short-term goal of creating a K-8 program on the Reservation within the next five (5) years, and a long-term goal of a K-12 system on the reservation. It

is the intent of this IEA to provide support and consideration for these goals. The collaboration and communication between the JCSD 509-J, the CTWS, and the BIA will be a critical element in promoting and working toward these goals.

VI. Conclusion

The collaboration and communication of the CTWS, the JCSD 509-J and BIA concerning this agreement is to provide a means to establish guidelines to monitor delivery of education services to CTWS students living within the boundaries of the JCSD 509-J. The guidelines in this agreement shall serve as a living document, subject to review and revision, to assess current student educational needs toward meeting the goals set forth by local, State, and Federal guidelines, and to provide direction and oversight toward bringing change as deemed necessary in the promotion of best practices for the education of Native American students.