



*Presentation to the Education Subcommittee of the
Joint Committee on Ways and Means*

*Office of Education Equity and
Indian Education Specialist*

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Oregon's Achievement Gap

- Only 1 out of 2 Native American, Black, and Limited English Proficient students will earn a high school diploma in four years compared to 70% of white students.
- At the Oregon Department of Education, we are committed to reversing these sobering statistics so all of Oregon's students can be successful and graduate to family-wage jobs.
- Currently there is no state General Fund dedicated to closing this achievement gap.

Office of Education Equity

- ✓ Assistant Superintendent (new - House Bill 3233)
- ✓ 3 Education Specialists dedicated to closing the achievement gap by improving the effectiveness of professional development (new- House Bill 3233)
- ✓ 1 Executive Support position (new - House Bill 3233)
- ✓ *1 Indian Education Specialist (new)*
- ✓ 2 Education Specialists dedicated to district technical assistance relating to ELL students and civil rights (new)
- ✓ 2.5 FTE currently dedicated to implementing federal ELL programs (Title III), Migrant Education (Title IC), and Civil Rights (Title VI)

Oregon Native American Youth

- ❑ The 2005-06, 2006-07 and 2007-08 four-year cohort graduation rates for Native American students in Oregon (51.7%, 50.3%, and 51.2%, respectively) fall far short of the 40/40/20 goal.
- ❑ There is also a disproportionately high dropout rate among Native American students in Oregon. While the Native American student population comprised 2.0% of the 2009-10 October enrollments for grades 9-12, they represented 4.1% of all dropouts that year.
- ❑ The most recent discipline data reveal Native American students receive a disproportionate number of days of suspension compared to the total student population.

Indian Education Specialist: Role

- ❑ **Tribes**: Collaborate with the nine federally recognized tribes through the government-to-government process to develop initiatives that benefit Native American students.
- ❑ **Curriculum**: Work with tribal leaders and other stakeholders to identify and develop curriculum that aligns to indigenous people's values, implements Oregon tribal history and fosters the teaching of the indigenous languages of Oregon tribes.
- ❑ **Educators**: Assist teachers in aligning instructional techniques to how Native American students learn based on culturally competent best practices.
- ❑ **Districts**: Assist districts in establishing relationships with local tribes to improve school districts' understanding of Native American culture and communities.

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- Government-to-Government Tribal Education Cluster
- Oregon Indian Coalition of Postsecondary Education (OICPSE)
- Oregon Indian Education Association
- The nine federally recognized tribes
- Along with elders and individuals who have worked in Indian Education for a number of years.