



Tribal Consultation Toolkit Information Session for ODE Employees

Presented by Stacy Parrish, Education Program Specialist II, Member of the
Klamath Tribes (Yahooskin Paiute)

**Please rename yourself to your first and last name and the initials
of your specific department.**

Office of Indian Education Staff



Photo courtesy of the Confederated Tribes of Siletz Indians

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Please visit [our website](#) for more information.

Consider your role within your department at ODE. How close are you to the work of supporting LEAs and our LEA Consortiums in the work of Tribal Consultation? Drop your number in the chat and briefly explain your scope.

1

Regular, Direct Support

I work side by side superintendents, district personnel, school leaders and classroom teachers

2

Indirect Support

I work to support those who support district and school staff; Site Visits are minimal

3

Policy and Practices

I rarely support LEAs or schools directly or indirectly, but the work of my department impacts our LEAs.

4

Internal Facing Only

My work serves ODE employees directly in a service, but I am an ally in this work.

Invitation for Reflection -

Here is an excerpt from [the memo from Dr. Williams](#)

“This toolkit is rooted in the belief that the voices of the nine federally recognized Tribes in Oregon in district school improvement planning are critical to improving outcomes and creating safe and welcoming learning environments where all students can thrive. Serving as an equity lever, consultation offers an opportunity to co-create school and district plans and establish and strengthen partnerships with Tribes throughout Oregon communities... We are requesting all affected school districts and consortia to evaluate their Tribal Consultation practices and recommit to implementing practices that align to the heart and spirit of Tribal Consultation uplifted in this new toolkit.”



**Regular, Direct
Support**

You carry the importance of this message and the responsibility to build capacity from an LEA's and Leader's context.



Indirect Support

You echo and reinforce the message and ensure tools and resources are provided in all of your efforts.



Policy and Practices

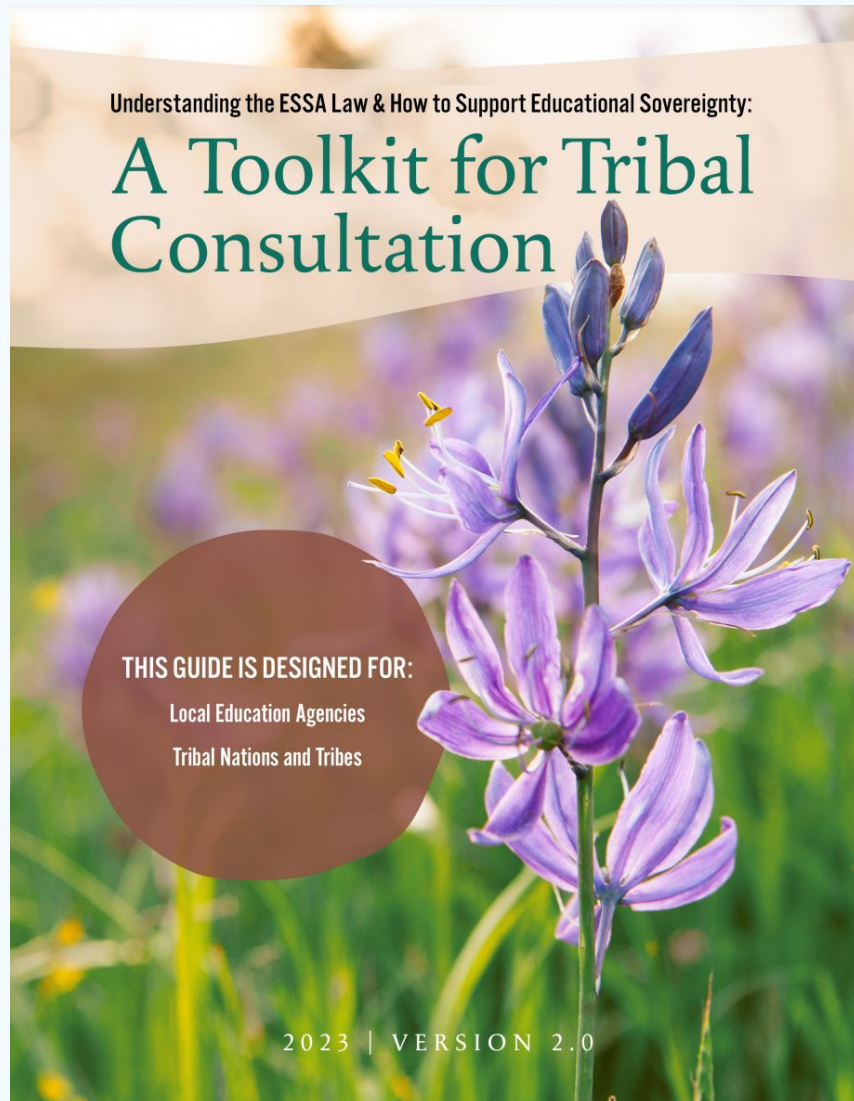
You help ensure accountability loops back to the Office of Indian Education, and in turn, transparency to the Tribes.

Learning Arc for Today's Session

This session will –

- Offer an overview of the four main sections of the new Tribal Consultation toolkit from ODE;
- Breakdown the requirements of Tribal Consultation under federal law and consider the conditions which must be in place for it to be done well;
- Know the affected LEAs and LEA-Cs who are required to engage in Tribal Consultation based on their Title VI Part A, Indian Education Formula Grant award;
- Provide a space for Q and A

Find it on [our website.](#)



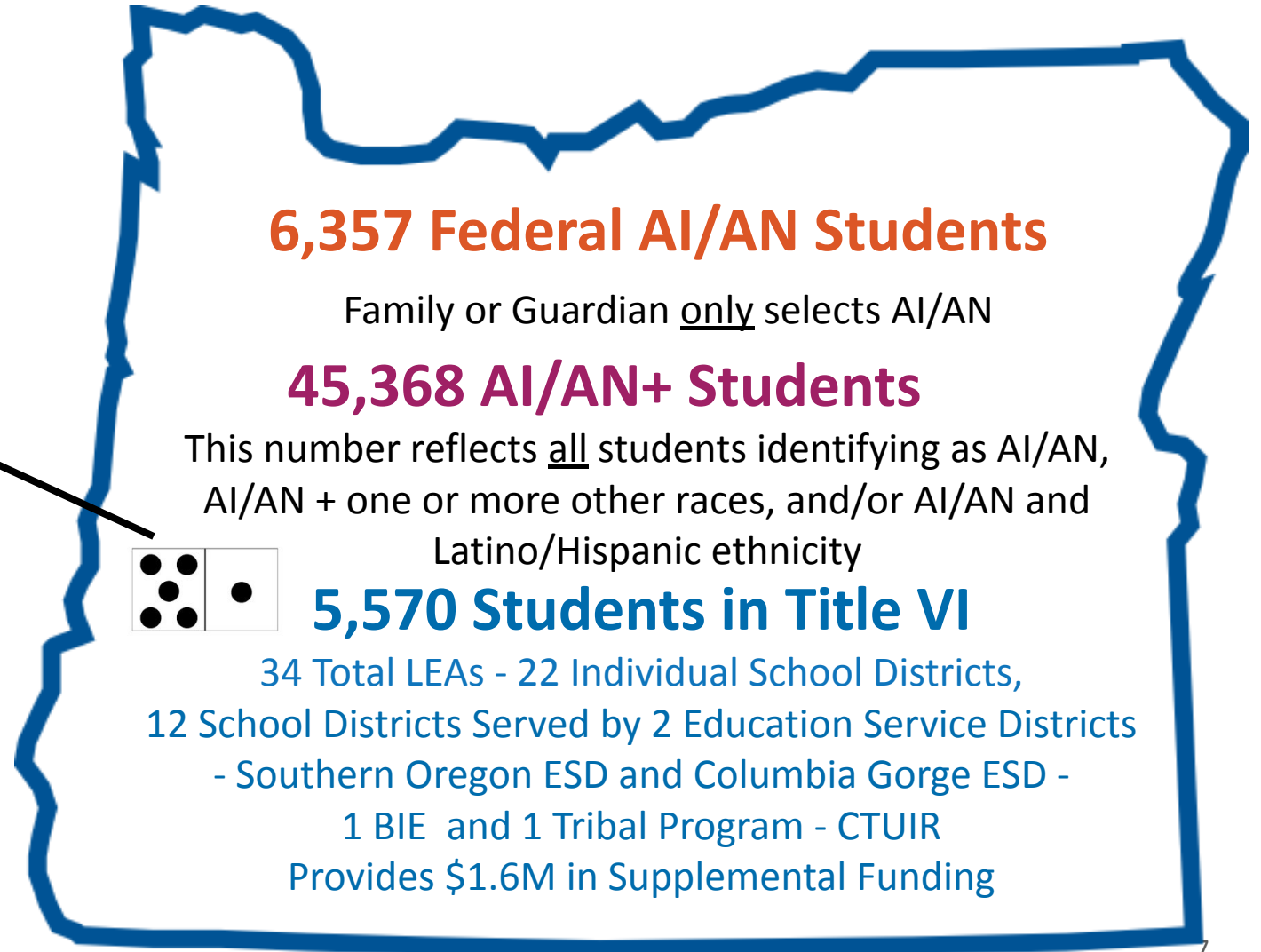
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OIE - Serving the Diaspora of our Native Students

Title VI is the domino which falls to signal that an affected LEA or an LEA who is part of a consortium must engage in Tribal Consultation with any/all tribes with unceded, aboriginal lands within 50 miles of an LEA and LEA-C boundary – NOT merely “reservation boundaries”.
Section 4-A, FAQ, p. 37 of [Toolkit](#)

Federal AI/AN and State AI/AN+ based on 2022-23 Data / Title VI based on 2023-2024



What are the Tribal Consultation Requirements?

Consultation requirements under section 8538 of the ESEA, as amended by ESSA, require **affected local education agencies (LEAs) to consult with Indian tribes**, or those tribal organizations approved by the tribes located in the area served by the LEA, **prior to submitting a plan or application for covered programs**. This requirement is designed “to ensure timely and meaningful consultation on issues affecting American Indian and Alaska Native students.”

CRITERIA:

Title VI Indian Education Formula Grant >\$40,000 in previous fiscal year

OR

Has 50% or more of its student enrollment made up of AI/AN+*

Title VI Part A Formula Grant

AND

SEA Application
Integrated Guidance speaks to Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B; Title V, Part B, subpart 2; Title VI, Part A, subpart 1.

The consultation must be done “in a manner and in such a time that provides the opportunity for such appropriate officials from Indian tribes or tribal organizations to meaningfully and substantively contribute” to plans under covered programs. [ESSA FAQ Tribal Consultation Guidance](#)

As seen throughout the toolkit

CRITERIA:

What are the Meaningful and Ongoing Collaboration Requirements? Under Indian Parent Committee 6114(b)(7), LEAs complete at least one annual, documented good faith/due diligence meaningful collaboration effort in EASIE Application Part II OMB MAX Survey.

**Title VI Indian Education
Formula Grant <\$40,000**

**Title VI Part A
Formula Grant**

Typically, entities will initiate/invite Tribes to a meaningful consultation in October of the year preceding the spring application; then, applicants often actually hold the MC at least one month prior to the close of EASIE Part II, which would be – at the latest – approximately mid-April. These timelines will allow for adequate notification, processing, and reporting by the EASIE Part II deadline (typically midMay).

Resource for Tribal Consultation and M.O.C.

[Found on the EASIE Communities 360 site](#) > EASIE Part II > Program Documentation

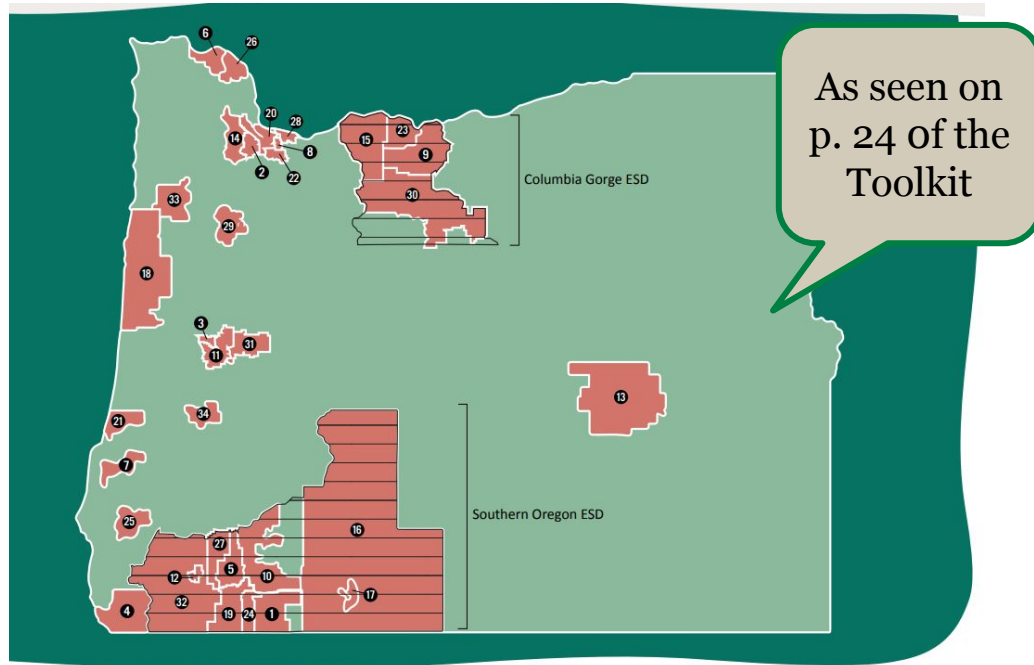
	Tribal Consultation: Covered Programs 8538	Meaningful and Ongoing Collaboration 6114(b)(7)	Open Consultation: Title VI Program 6114(c)(3)(C)	Indian Parent Committee Approval 6114(c)(4)
Summary	The consultation requirements under ESEA section 8538 apply to <i>affected</i> LEA(s) that educate AI/AN students. Affected LEAs are	For Indian Education Formula Grants, LEA and BIE-school applicants must describe the process used to <u>meaningfully</u>	The program must be developed in consultation with specified individuals. The hearing is an opportunity for all entities to understand the	For Indian Education Formula Grants, ESEA section 6114(c)(4) requires the program to be developed and approved by a parent

Direct Link to Chart -

<https://easie.communities.ed.gov/services/PDCService.svc/GetPDCDocumentFile?fileId=42574>

What is our Title VI Award Amount?

[ODE's Title VI Webpage](#) > "List of LEAs and LEA-Cs" > [Oregon FY 2023-2024 Awardees](#)



- | | | | |
|---------------------------|-------------------------------|-------------------------------|---------------------------------------|
| 1 Ashland SD 9 ♦ | 10 Eagle Point SD 9 ♦ | 19 Medford SD 549C ♦ | 28 Reynolds SD |
| 2 Beaverton SD 48J | 11 Eugene SD 4J | 20 Multnomah SD 1 | 29 Salem Keizer SD 24J |
| 3 Bethel SD 52 | 12 Grants Pass SD 7 ♦ | 21 North Bend SD 13 | 30 South Wasco County SD 1 • |
| 4 Brookings-Harbor SD 17C | 13 Harney County SD 3 | 22 North Clackamas SD 12 | 31 Springfield SD |
| 5 Central Point SD 6 ♦ | 14 Hillsboro SD 1J | 23 North Wasco County SD 21 • | 32 Three Rivers/Josephine County SD ♦ |
| 6 Clatskanie SD 6J | 15 Hood River County SD • | 24 Phoenix-Talent SD 4 ♦ | 33 Willamina SD 30J |
| 7 Coquille SD 8 | 16 Klamath County SD | 25 Powers SD 31 | 34 Yoncalla SD 32 |
| 8 David Douglas SD 40 | 17 Klamath Falls City Schools | 26 Rainier SD 13 | |
| 9 Dufur SD 29 • | 18 Lincoln County SD | 27 Rogue River SD 35 ♦ | |

♦ Southern Oregon ESD Consortium
• Columbia Gorge ESD Consortium

Tribal Consultation Required

- Ashland (LEA-C/SOESD)
- Bethel School District
- Brookings-Harbor 17C (*Previous fiscal year)
- Central Point (LEA-C/SOESD)
- Columbia Gorge ESD (*Previous fiscal year))
- Dufur (*Previous fiscal year)
- Eagle Point (LEA-C/SOESD)
- Eugene School District
- Grants Pass 7 (LEA-C/SOESD)
- Hood River (*Previous fiscal year)
- Jefferson County 509J (*Previous fiscal year)
- Klamath County School District
- Klamath Falls City Schools
- Lincoln County School District
- Medford 549C (LEA-C/SOESD)
- Multnomah - Portland Public Schools
- North Wasco SD 21 (*Previous fiscal year)
- Phoenix-Talent 4 (LEA-C/SOESD)
- Rogue River 35 (LEA-C/SOESD)
- Salem-Keizer
- Southern Oregon ESD
- South Wasco
- Springfield School District
- Three Rivers/Josephine County (LEA-C/SOESD)
- Willamina SD

Awardee info - [Title VI website](#)

SUBPART 1—FORMULA GRANTS TO LOCAL EDUCATIONAL AGENCIES SEC. 6111. [20 U.S.C. 7421]

It is the purpose of this subpart to support the efforts of local educational agencies, Indian tribes and organizations, and other entities in developing elementary school and secondary school programs for Indian students that are designed to—

1. meet the unique cultural, language, and educational needs of such students; and
2. ensure that all students meet the challenging State academic standards.



[Link to Legislation](#)

✓ Description of Comprehensive Program for AI/AN Students - 2,000 characters

✓ Coordination of Services for Professional Development - Describe the professional development opportunities that will be provided by your coordination of services to ensure that 1.) teachers and other school professionals who are new to the Indian community are prepared to work with Indian children, and 2.) all teachers who will be involved in programs assisted by this grant, have been properly trained to carry out such programs

✓ Dissemination of Assessment Data and method of dissemination to Indian Community and Parent Committee + what about the findings of your Needs Assessment?

✓ Description of Meaningful Collaboration with Tribes (2,000 characters)

✓ Grant Objectives and Proposed Project Objectives

✓ Use of Funds - 2,000 Characters

INTEGRATED GUIDANCE APPLICATION

NEEDS ASSESSMENT SUMMARY

(500 WORDS OR LESS)

Please offer a description of the comprehensive needs assessment process you engaged in and the high level results of that needs assessment. Include a description of the data sources you used and how that data informs equity-based decision making, including strategic planning and resource allocation.

WELL-ROUNDED EDUCATION

(250 WORDS OR LESS PER QUESTION)

ENGAGED COMMUNITY

(250 WORDS OR LESS PER QUESTION)

STRENGTHENED SYSTEMS AND CAPACITY

(250 WORDS OR LESS PER QUESTION)

PLAN SUMMARY

(500 WORDS OR LESS)

Your plan summary will help reviewers get quick context for your plan and the work ahead. In the coming months, you may also use this process to quickly explain to the community, local legislators, media, and other partners how you are braiding and blending these investments. Please share the exact needs or issues the investments will address as outlined in your four year plan and as it relates to the purposes stated in law for all applicable programs, and what processes you'll put in place to monitor progress toward addressing those needs.

ATTACHMENTS COMPLETING YOUR SUBMISSION

- Affirmation of Tribal Consultation

EQUITY ADVANCED

(250 WORDS OR LESS PER QUESTION)⁷⁰

- What strengths do you see in your district or school in terms of equity and access?
- What needs⁷¹ were identified in your district or school in terms of equity and access?
- Upload the equity lens or tool you used to inform and/or clarify your plan & budget. Describe how you used this tool in your planning.
- Describe the potential academic impact for all students AND focal student groups based on your use of funds in your plan.
- What barriers, risks or choices are being made that could impact the potential for focal students to meet the Longitudinal Performance Growth Targets you've drafted, or otherwise experience the support or changes you hope your plan causes?
 - What policies and procedures do you implement to ensure activities carried out by the district do not isolate or stigmatize children and youth navigating homelessness?

CTE FOCUS

Taken directly from the [Section 4: Preview of the Integrated Application](#)

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AND

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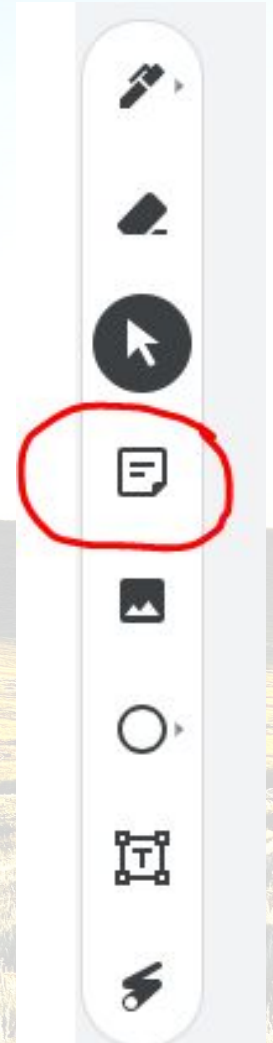
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As seen throughout the toolkit

Yesterday, districts and ESDs responded to this question -

For the next four minutes, use the Jamboard to capture all the things that come to your mind, which must be in place at the LEA (school district) or LEA-C (ESD Consortium) level for a tribe to even be able to meaningfully and substantially contribute to a District's Title VI application, specifically for the development of your comprehensive Indian Education program.

Please post ONE Sticky Note per response. Try to post at LEAST 5 responses per person.



Read the responses from yesterday's training.

- First, what do you notice about the responses?
- Then, what might be the approaches you would use to build an LEAs or a District Leader's capacity in this work based upon their reflections. Write one approach per Sticky Note.

Avoid generalizations and get specific.

1

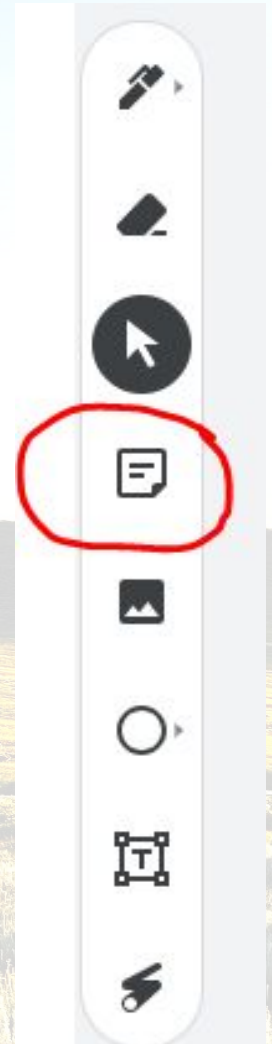
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2

Indirect Support

You echo and reinforce the message and ensure tools and resources are provided in all of your efforts.



INVOLVEMENT

vs.

CONSULTATION

- Delegated to “a” person
- The “What” is activities and events
- Focus is on completion of the task
- Communication is aligned to a deadline
- Illusion of input due to timing or control of narrative
- Relationship is transactional

- Priority of leadership - Superintendent and Board of Education
- The “What” is linked to learning and development
- Focus on collective responsibility and partnership
- Communication is two-way
- Focuses on collaborative practice
- Relationship is transformative

Dual Capacity-Building Framework - The Essential Conditions

Process Conditions

...are the day to day elements of effective practice

- Built on mutual trust
- Linked to learning and development
- Asset Based
- Culturally Responsive and Respectful
- Collaborative
- Interactive

Organizational Conditions

...provide the infrastructure for the process conditions to flourish and to sustain effective tribal consultation practices across an organization

- Systemic: Embraced by leadership across the organization
- Integrated: Embedded in all strategies
- Sustained: With Resources and Infrastructure

Next Steps from Today's Session

- ❑ With your department, calibrate on the messaging of the toolkit - grounding yourself in the “why” - and identify how you can all be champions of this work.
- ❑ For our 1's - Determine the tiered support you need from Stacy to build your capacity and the capacity of the educators you guide in your work
- ❑ When you are at the PSB, swing by the 4th floor OIE area for your Tribal Consultation stickers!
- ❑ Don't forget: Please ensure all published materials and resources making reference to the previous toolkit are updated with the new [Tribal Consultation Toolkit link](#) and also our new [Tribal Consultation webpage](#).



Pisa ii(eh)

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Book an Office Hours - [**Book time with STACY PARRISH * ODE**](#)

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