



OREGON TRIBAL EARLY LEARNING ALLIANCE

A collaboration between the Department of Early Learning & Care and Oregon's Nine Tribal Nations

January 10, 2024 | 3:00 p.m. to 4:30 p.m. (Pacific)

Meeting Agenda:

Access to the OTELA meetings will be provided on the DELC website following each meeting, please visit the DELC Website to learn more. Only written testimony will be accepted. Please submit written comment formatted as a Word or PDF document to

dorianne.houser@delc.oregon.gov by Tuesday, January 9, 2024 at 12 p.m. PST

I. Welcome

Sandy Henry, Chair, Cow Creek Tribe Rep

II. Roll Call

Sonya Moody-Jurado, Co-Chair, Siletz Tribe Rep

III. Hiring and Introductions

Alyssa Chatterjee, DELC Director

- Staffing Update & Introductions
- Paulina Whitehat, Tribal Affairs Director
- Dana Castano, OTELA Liaison

IV. Tribal Early Learning Plan Actions/Outcomes (from AI/AN)

Sandy Henry, Chair, Cow Creek Tribe Rep

Alyssa Chatterjee, DELC Director

V. OTELA Grant Review

Karla Branson, Grant Manager, Early Learning Hubs, Coordinated Enrollment & OTELA

Dana Castano, OTELA Liaison

VI. Closing and Adjournment

Sandy Henry, Chair, Cow Creek Tribe Rep

The upcoming meeting schedule and materials from past meetings are posted online. A request for an interpreter for the hearing impaired or for accommodations for people with disabilities should be made to Dorianne Houser at 971-718-1910 or by email at Dorianne.Houser@delc.oregon.gov. Requests for accommodation should be made at least 48 hours in advance.

.OTELA Members:

SANDY HENRY, Chair, Cow Creek Tribe Rep

SONYA MOODY-JURADO, Co-Chair, Siletz Tribe Rep.

ANGELA BLACKWELL, Early Learning Council Rep.

JULIE SIESTREEM, LCIS Rep. & Coos, Lower Umpqua Siuslaw Tribe Rep.

JEMIAH WASSMAN, Coos, Lower Umpqua Siuslaw Tribe Rep.

VALERIE SWITZLER, Warm Springs Tribe Rep.

DIANE TEEMAN, Burns-Paiute Tribe Rep.

MICHAEL CHERRY, Grand Ronde Tribe Rep.

ANGELA FASANA, Grand Ronde Tribe Rep.

ALYSSA SEVERSON, Coquille Tribe Rep

KRISTINA SIMPSON, Coquille Tribe Rep.

JENNIFER JACKSON, Klamath Tribe Rep.

MELISSA MONTERO, Klamath Tribe Rep.

LLOYD COMMANDER, Confederated Tribes of the Umatilla Indian Reservation Rep.

ALISSA LANE-KANE, Siletz Tribe Rep.

(1) OPEN, Warm Springs Tribe Rep.

(1) OPEN, Confederated Tribes of the Umatilla Indian Reservation Rep

(1) OPEN, Burns-Paiute Tribe Rep.

(1) OPEN, Cow Creek Tribe Rep

AI/AN Student Success Plan Potential Early Learning Metrics Crosswalk

Items in red were added by Alyssa. Items in purple added by Jonas. All other content copy+pasted from September 2023 draft of ODE's AI/AN SSA Plan. Items in bold were added in the 11/15 TAC meeting. Items in green were discussed at the 1/9/24 TAC.

Source	Objective	Actions / Metrics	Collected?	Outcomes	Notes / Next Steps
Alyssa / OTELA Metrics	Improve tribal access to DELC programs??	Number of AI/AN children enrolled in publicly funded programs	Some		Review data collection methods Identify data infrastructure needs for consistent data collection - The work with OTELA was set on the shelf for now, correct? -Yes, that body of work has been paused, but we pulled a lot of that work forward and evaluated about how the group could move forward for early learning -The number of programs tribes should be added to this spreadsheet - Would it make sense to add the barriers as well as increase access? - It would be good to identify the 'why'
Alyssa / OTELA Metrics	Improve tribal access to DELC programs??	Number of AI/AN children suspended or expelled from child care or early learning programs	Some		Review data collection methods (PDG survey) Identify data infrastructure or funding needs for consistent data collection
AI / AN SSA Plan	Promote Tribal History / Shared History	•Every Early Learning Program in Oregon implements lesson plans on historically accurate, culturally embedded, place-based, contemporary, and developmentally appropriate AI/AN curriculum, assessment tools, and instructional materials by 2030.		•Students will receive teaching within THSH in pre-K and Kindergarten •Students will learn about Oregon Tribal History Shared History through lesson plan development by local federally recognized Tribes in Oregon.	Review DELC curriculum authority
AI / AN SSA Plan	Promote Tribal History / Shared History	•Educators (administrators, teachers, paraprofessionals, all support staff, school boards) will receive AI/AN culturally responsive professional learning that will cover the Essential Understandings of Native Americans in Oregon of Tribal History Shared History to allow for implementation of learning in pre-K and Kindergarten.		•Educators will be prepared to teach THSH	Review DELC professional learning plan and infrastructure
AI / AN SSA Plan	Improve Student Outcomes	•Increase access to high quality, community-based early learning programs which create and utilize culturally supportive environments to prepare AI/AN students for kindergarten.		•Children will be in programs which value their cultures, identities and employ successful strategies for student success.	Develop Tribal set-aside funding structure
AI / AN SSA Plan	Improve Student Outcomes	•Support systems and advocate for processes that establish the successful recruitment of AI/AN and AI/AN+ enrollment into early learning programs which are culturally responsive, inclusive and developmentally appropriate.		•AI/AN students will show improved successful educational outcomes and improved transitional outcomes.	
AI / AN SSA Plan	Improve Student Outcomes	•Ensure that all AI/AN and AI/AN+ students are correctly identified, as mentioned in Data Justice.		•AI/AN children in early childhood education are correctly identified.	Review current data collection methods and infrastructure -As a work group we need a code to identify AI/AN groups -Alyssa had mentioned that she was going to reach out to ELD to get an idea on what is collected is being collected
AI / AN SSA Plan	Improve Student Outcomes	•Create strong systems of support and intervention for students not on grade level.			Identify ODE vs DELC roles for intervention - The terminality on grade level might not be appropriate - Maybe we can change it so it's more appropriate for the age group that the tribes work alongside
AI / AN SSA Plan	Improve Student Outcomes	•Improve Graduation Rates for AI/AN Students		Possible outcome w/ teen parent graduation rates	Identify other early learning strategies/investments that have impacts on HS graduation rates -looking at OPK, home visitng, Teen Parent Program, programs that provide transportation and education for teen parents along w/ child care -immersion programs w/ set aside for language - tracking to promote increased funding - Add in some indicators that attaches the measurement of impact on our children -What are there other datapoints that DELC is receiving and can we pull those?
AI / AN SSA Plan	Building Capacity for Native Educators	•Building Capacity for Native Educators			Identify additional goals to support native educators (i.e., scholarships)
AI / AN SSA Plan	Building Capacity for Native Educators	•Increase recruitment and retention of AI/AN educators			Identify additional goals to increase number of native educators in early learning

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Source	Objective	Actions / Metrics	Collected?	Outcomes	Notes / Next Steps
AI / AN SSA Plan	Successful Ecosystem of Support: Tribal, Agency and External Partnerships	•Strengthen Partnerships with Internal and External Agencies			Could we create some kind of official document with the expectations that we have with our partnerships and the strengths of those relationships?
AI / AN SSA Plan	Successful Ecosystem of Support: Tribal, Agency and External Partnerships	•Support Government-to Government (G2G) relationships by building and sustaining meaningful relationships to encourage Tribal education sovereignty through cyclical consultation and communications involving high level strategies.		•Improved communication will create greater opportunities for community growth, focused activities and support from OIE for specific Tribal needs both currently and future needs through relationship building from ODE via OIE, CCL, CTE, HECC, EAC, YDC, DELC, TSPC, OTLA, Title VI programs, and other community partners. •Grant opportunities will continue to evolve with the changing needs of the nine federally recognized Tribes.	
		Add: IFSP identification for tracking when AI/AN students enter the K-12 system		Seeing if this matches up with the K-12 system - are they automatically receiving those supports	
OTELA Metrics / AI / AN SSA Plan	Support indigenous languages	Support Tribes in conducting needs assessments and identifying support needs and resources for existing Native Speakers and educational pathways to increase the numbers of licensed language teachers.		Increase the number of Native language speakers in each Tribe through support and opportunities.	
RUO 2.0	Support tribal families	Consult with Oregon Tribes to adopt culturally responsive and supportive home visiting services that meet the needs of Tribal communities (OHA, DELC, ODHS)			
Organization Document	Support tribal early learning providers	Track providers, waitlists, attendance			
Organization Document	Support tribal early learning providers	Track barriers, remove barriers			
Organization Document	Support tribal early learning providers	professional development for providers			
Organization Document	Support tribal early learning providers	Facilitate collaboration with other Tribes and Tribal providers			
RUO 2.0	Honor and recognize the sovereignty of the nine federally recognized Tribes within Oregon's borders and ensure strong government-to-government relationships to benefit Tribal communities.	Bring together all Tribal Affairs Coordinators across state agencies to coordinate work and align engagement strategies (HECC, OHA, ODE, ODHS, OHCS, DELC)			
RUO 2.0	Honor and recognize the sovereignty of the nine federally recognized Tribes within Oregon's borders and ensure strong government-to-government relationships to benefit Tribal communities.	Coordinate and streamline processes for Tribes to engage with agencies and access funding (DELC)			
RUO 2.0	Honor and recognize the sovereignty of the nine federally recognized Tribes within Oregon's borders and ensure strong government-to-government relationships to benefit Tribal communities.	Incorporate sovereignty into trainings for early childhood educators, especially in majority white institutions and organizations, to promote the respect and celebration of tribal culture (DELC, HECC)			

DELIC Programs			
Program	Purpose	Access Considerations	Tribal Access
Baby Promise	High quality infant toddler care (0-2)	Not statewide - 3 regions CCR&Rs	Note: statewide access plans and Tribal role in expansion/lobbying
Early Childhood Equity Fund	Kindergarten readiness, family support, tribal language preservation/revitalization	Not statewide - 18 counties	Yes - 3 Cow Creek; Grand Ronde; Warm Springs
Employment Related Day Care	Increase child care access (0-12)	Voucher, not grant/contract	
Healthy Families Oregon	Evidence-based home visiting	Healthy Families America-accredited model	
Kindergarten Partnership & Innovation Fund	Kindergarten readiness & family support	Early Learning Hubs	
Oregon Prenatal to Kindergarten	State Head Start model (PN-5)	30 grantees (statewide)	Yes - <i>Grand Ronde</i> ; 1 interested -Tribal Head Start (federal)
Preschool Promise	High quality preschool (3-5)		Yes - 3 Cow Creek; Grand Ronde; Klamath
Relief Nurseries	Therapeutic support services (3-5)	Oregon Association of Relief Nurseries	

Other Funding Streams

Professional Learning strategies

OTELA Funding

OIE investments that cross over into 0-5

<p>Next Steps <i>(developed in 12.13.23 meeting)</i></p> <p>Add number of tribal grantees for each program (complete)</p> <p>Add professional learning strategies</p> <p>Note whether tribes would be eligible within current program structure and/or whether expansion methods would need to change (i.e. OPK)</p> <p>Crosswalk where existing programs/professional learning strategies intersect with AI/AN Metrics and Actions</p> <p>Identify gaps that a Tribal Early Learning Fund would be used</p> <p>Connect w/ OIE re: sharing how ODE funds are used to promote early learning w/ Tribes</p>

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Data Collection	Next Steps
Number of AI/AN children enrolled in publicly funded programs	Review data collection methods Identify data infrastructure needs for consistent data collection
Number of AI/AN children suspended or expelled from child care or early learning programs	Review data collection methods (PDG survey) Identify data infrastructure or funding needs for consistent data collection
Number of licensed AI/AN child care providers	Review data collection methods (CCRIS, PMP) Identify data infrastructure needs for consistent data collection
<i>Add more based on program funding options</i>	

致俄勒岡州所有家庭!



加入早教和保育部 (DELC) 的行列, 分享您對我們第一個機構戰略計畫的想法。

報名參加* zoom會議, 便有資格獲得 50 美元的補償

2024 年 1 月 24
日 下午 6:00
英語口譯



2024 年 1 月 25
日 下午 6:00
西班牙文專場



*須報名, 前80個家庭先到先得

您的想法對我們很重要。
我們想知道:

- ▲ 您認為 DELC 的優勢或最大貢獻是什麼?
- DELC 可以解決兒童和家庭哪些最迫切的需求?
- ◐ DELC 在支援早教和保育提供者方面可以做些什麼?
- ♥ 如果考慮 DELC 的使命、願景和價值觀, 您希望 DELC 在未來 2-3 年內做些什麼?



CALLING ALL OREGON FAMILIES!



Join the Department of Early Learning and Care (DELIC) to share your ideas for our first agency strategic plan.

Register for a zoom session and be eligible for \$50 in compensation*

January 24th, 2024
6:00 PM

English with Interpretation



January 25th, 2024

6:00 PM

Spanish Session



**Registration is required and is first come first serve for the first 80 families*

*Your thoughts are important to us.
We'd like to know:*

- ▲ What do you see as some of DELIC's strengths or greatest contributions?
- What are some of the most urgent needs for children and families that DELIC can address?
- ◐ What are some things DELIC can do to support early learning and care providers?
- ♥ Thinking about DELIC's mission, vision and values, what would you like to see DELIC do in the next 2-3 years?



ПРИЗЫВАЕМ ВСЕ СЕМЬИ ШТАТА ОРЕГОН!



Присоединяйтесь к Департаменту раннего обучения и ухода за детьми (DELIC), чтобы поделиться с нами своими идеями по разработке первого стратегического плана нашего ведомства.

Зарегистрируйтесь* на участие в заседании, которое будет проводиться в режиме Зум, и получите право на компенсацию в размере 50 долларов compensation

24 января 2024 года
в 18:00 часов

На английском языке с
переводом



25 января 2024 года
в 18:00 часов

Заседание будет проведено
на испанском языке



*Регистрация обязательна и проводится в порядке живой очереди для первых 80 семей

Ваше мнение очень важно для нас.

Мы хотели бы знать:

- ▲ В чем вы видите сильные стороны деятельности Департамента DELIC или его наибольший вклад в сферу ухода за детьми?
- Каковы некоторые из наиболее насущных потребностей детей и семей, которые DELIC может удовлетворить?
- ◐ Что может сделать DELIC для поддержки раннего обучения и поставщиков услуг по уходу?
- ♥ Чем, по вашему мнению, должен заниматься Департамент DELIC в ближайшие 2-3 года в соответствии с миссией, видением и ценностями Департамента DELIC?



¡LLAMADO A TODAS LAS FAMILIAS DE OREGÓN!



Únase al Departamento de Cuidado y Aprendizaje Temprano (DELTC) para compartir sus ideas para nuestro primer plan estratégico de la agencia.

Inscríbase en una sesión de Zoom y reciba una compensación de \$50. compensation*

24 de enero de 2024

6:00 PM

Inglés con interpretación



25 de enero de 2024

6:00 PM

Sesión en español



*La inscripción es obligatoria y se realiza por orden de llegada para las 80 primeras familias.

Sus opiniones son importantes para nosotros. Nos gustaría saber:

- ▲ ¿Cuáles considera que son los puntos fuertes o las mayores contribuciones del DELTC?
- ¿Cuáles son algunas de las necesidades más urgentes de los niños y las familias que el DELTC puede abordar?
- ◐ ¿Qué puede hacer el DELTC para apoyar a los proveedores de cuidado y aprendizaje temprano?
- ♥ Pensando en la misión, la visión y los valores del DELTC, ¿qué le gustaría que hiciera en los próximos 2-3 años?



KÊU GỌI TẤT CẢ CÁC GIẢ ĐÌNH Ở OREGON!



Hãy tham gia cùng Sở Chăm Sóc và Giáo Dục Mầm Non (DELIC) để chia sẻ ý tưởng của bạn về kế hoạch chiến lược đại lý đầu tiên của chúng tôi.

Đăng ký để tham gia buổi họp qua Zoom và đủ điều kiện nhận khoản bù đắp trị giá \$50*

Ngày 24 tháng 1 năm
2024
6 giờ chiều
Tiếng Anh có phiên dịch



Ngày 25 tháng 1 năm
2024
6 giờ chiều
Buổi họp bằng tiếng Tây Ban Nha



**Bạn cần đăng ký và chúng tôi ưu tiên 80 gia đình đầu tiên đăng ký trước*

*Ý kiến của bạn rất quan trọng đối với chúng tôi.
Chúng tôi muốn biết:*

- ▲ Bạn thấy một số điểm mạnh hoặc đóng góp lớn nhất của DELIC là gì?
- Một số nhu cầu cấp thiết nhất của trẻ em và gia đình mà DELIC có thể giải quyết là gì?
- ◐ DELIC có thể thực hiện một số hành động gì để hỗ trợ các nhà cung cấp dịch vụ chăm sóc và giáo dục mầm non?
- ♥ Khi nghĩ về sứ mệnh, tầm nhìn và giá trị của DELIC, bạn muốn thấy DELIC làm gì trong 2-3 năm tới?

