



OREGON TRIBAL EARLY LEARNING ALLIANCE

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

Nov 15, 2023 | 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, Nov 14, at 12 p.m. (pacific)

I. Welcome

Sandy Henry, Chair, Cow Creek Tribe Rep

II. Roll Call

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

III. DELC Updates

Alyssa Chatterjee, DELC Director

- Authority to establish G2G Ed Cluster subcommittee (Legislative statute).
- Public Hearing Requirements
- Staffing Update
- Summary Document

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

Sandy Henry, Chair, Cow Creek Tribe Rep

V. Closing and Adjournment

Sandy Henry, Chair, Cow Creek Tribe Rep

.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

Tribal Advisory Committee | Minutes

Project:	HB 2055 – Tribal Early Learning Hub	Meeting Date:	11/15/2023
Facilitator:	Sandy Henry & Sonya Moody-Jurado	Meeting Time:	3:00 PM to 4:30 PM PT
Minutes / Time:	Jonas Moses	Meeting Location:	Virtual / In-person

AGENDA ITEMS + NOTES:

Open & Welcoming

Sandy Henry, Chair, Cow Creek Tribe Rep; Sonya Moody-Jurado, Vice-Chair, Committee Member, Siletz Tribe Representative

Notes / Actions:

- Sonya provided welcoming words.

Roll Call

Sonya Moody-Jurado, Vice-Chair, Committee Member, Siletz Tribe Representative

Sandra (Sandy) Henry, Committee Chair, Cow Creek Tribe Representative – in and out

Sonya Moody-Jurado, Vice-Chair, Siletz Tribe Representative

Angela (Angie) Blackwell, Committee Member, Early Learning Council Representative

Julie Siestroom, Committee Member, Coos, Lower Umpqua, Siuslaw Tribe Representative

Diane Teeman, Committee Member, Burns-Paiute Tribe Representative

Michael Cherry, Committee Member, Grand Ronde Tribe Representative

Angela Fasana, Committee Member, Grand Ronde Tribe Representative

Alyssa Severson, Committee Member, Coquille Tribe Representative

Kristina Simpson, Committee Member, Coquille Tribe Representative

Jennifer Jackson, Committee Member, Klamath Tribe Representative

Melissa Montero, Committee Member, Klamath Tribe Representative

Lloyd Commander, Committee Member, Umatilla Tribe Representative

Valerie Switzler, Committee Member, Warm Springs Tribe Representative

Alissa Lane-Kane, Committee Member, Siletz Tribe Representative

Jemiah Wassman, Committee Member, Coos, Lower Umpqua, Siuslaw Tribe Representative

DELC Team present:

Alyssa Chatterjee, DELC Director
Dori Houser, Tribal Affairs Coordinator
Jonas Moses, DELC team

Notes:

- Quorum Confirmed (At least 1 rep from 5/9 tribes) **Yes, 8 tribes represented**
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DELC Updates

Alyssa Chatterjee, DELC Director

Notes:

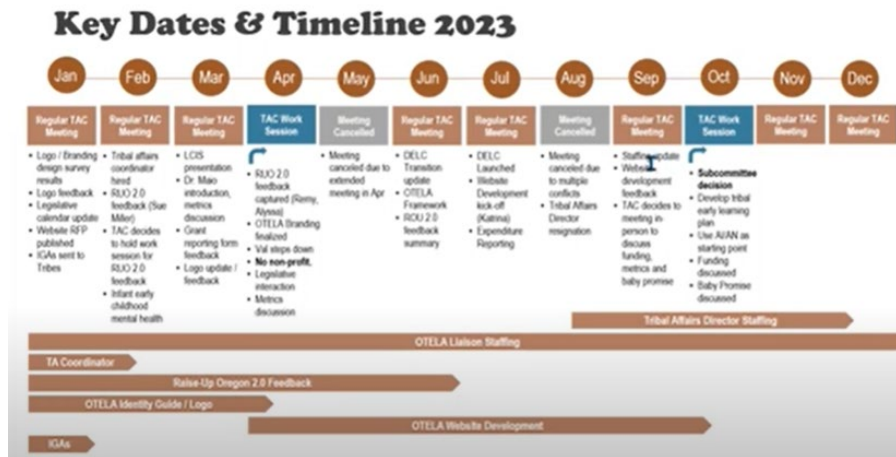
Authority to establish G2G Ed cluster subcommittee and develop tribal early learning success plan

- **@Alyssa** – I consulted with DOJ on next steps given the thinking from OCT TAC meeting. There was a desire to shift TAC to a subcommittee of the G2G education cluster, and that we would be able to leverage the ODE AI/AN student success plan and use for DELC to create a tribal early learning success plan and use that to drive future investments. Related to that we talked about set-aside meaning two things, 1) that we would have a recommendation for a pot of funds (similar to the current tribal hub) which has a broad range of allowable uses 2) Would a funding model that would set aside % of funds for tribes of new investments. I have had some conversation about where we have the authority to make these changes and if they are in alignment with HB-2055. A couple of things, 1) the legislation is specific in that it names an entity to coordinate services, which is broadly understood as a body that has some authority and exists on its own. We would likely need to look at adjusting legislation to re-frame that definition of what a tribal early learning hub is, similarly, we can put together any report we like. For a tribal early learning success plan to be used as a vehicle for funding we would need that plan to be developed in statute. Both require us to consider legislative concepts, we have to continue convening the TAC, which focus is on the design of the TELH, we will need to continue to explore the scope and authority of the TAC and what will need to be amended in law, in order to shift to what was discussed last month.
 - **@JulieS** – Alyssa can you summarize in an email?
 - **@Alyssa** – Yes, can follow up with that. Can pull together current statute and what was discussed last month, then send around.
 - **@Sonya** – Can we stay like we are now, and have the authority from our tribes for decision making without moving to a non-profit? Or would we have to be responsible as fiscal managers for that? What does that look like?
 - **@Alyssa** – the TAC can continue meeting, the charge of the TAC to design what the early learning hub would be, we can continue to use this to space to discuss the goals, desires, outcomes for the tribal hub's purpose. We would need to work on an alternative path for funding in the future. A key goal of TAC was to lead to a request for a pot of funds, right now we have \$600k earmarked for the tribal hub work (which is not sufficient), if we were going to put together a request for several million dollars we would need a statutory amendment to

change what a tribal hub would be, or if there is even a need for a tribal hub? What I took away last month was that the idea for a tribal hub was generated years ago when program dollars were going to hubs, but since we moved away from that model there isn't necessary a benefit to a tribal hub since the tribes can access those dollars without a hub. So, it's more about making sure we have a pot of funding the tribes can leverage in alignment with tribal early learning goals. The TAC can continue meeting and refining the purpose of funds / goals, then hopefully find the legislative path to remove/redefine the tribal hub to put the tribes in a good position to use funds.

- **@Sonya** – Then this committee can still continue on with the plan that's developed similar to ODEs native advisory committee.
- **@Alyssa** – Exactly, we would just need to look at statute to make sure we reframe the purpose of the TAC to no longer be about the design of the hub, but rather to be about a success plan of some kind.
- **@JenniferJ** – I am still in favor of developing a tribal hub, I would rather work with a tribal hub then the regional hub because we lose information we can get from someone who works with tribes. I think we collaborate more effectively working with tribes.
- **@Alyssa** – That's helpful. One of things that was surfaced last month was if the TAC becomes a subcommittee of the G2G if that could be a way to share information and allow more frequent meeting. I don't know if that aligns with your hopes of what a tribal hub would do?
- **@JenniferJ** – with preschool promise I'd rather go through a tribal hub than working with someone else. I'd rather work with someone who has experience working with tribes.
- **@Alyssa** – thanks Jennifer. This is a good example of what the TAC is created to do, to unpack those pieces. We can continue to have conversations to identify roles and functions.
- **@Sonya** – if the hub was still under DELC most of us can continue, but if it's a private entity most tribal staff couldn't be involved, because its an independent hub. So while I would support that, you'd lose the tribes at the table.
- **@Alyssa** – I think we still need to unpack what an entity could look like. We could get guidance to see if there's a better term than "entity" . would be helpful to spend time on a future agenda getting at the service level conversation (what Jennifer was getting at). Our conversation the last couple of month was less on service delivery and more on coordination and tribal sovereignty.
- **Public Hearing Requirements**
 - **@Alyssa** – there are new public meeting requirement that into infect, and since this committee is advisory to the ELC the TAC is considered a public body, so we will be posting meeting materials to our website, also share public meeting notices with the pubic. Wanted to name this shift, the TAC will also not be able to engage in executive session because those are narrowly defined as personnel or legal matters, so you'll notice we removed it from the agenda. Happen to figure out if there is a better way we can support, but wanted to make you all aware of these changes we are working to implement since they took effect this Fall.
 - **@JulieS** - Can you send use the meeting requirements in email? The idea that we can't have executive sessions is kind of a big deal.
 - **@Alyssa** – Yes, can work on that. The ethics commission is working on a training as well.

- **@Sonya** - Can we start the meeting early or stay late? Or is that defined as the whole meeting time.
- **@Alyssa** – it's less about the zoom meeting itself and more if you all as members of TAC are meeting to discuss topics related TAC you wouldn't be able to without it being a public meeting and provide notice. We'll provide support materials so we can do a training with you all as individuals and the TAC itself.
- **@JenniferJ** – so we can't meet on our own time and discuss topics related to this? Without it being a public hearing?
- **@Alyssa** – yes
- **@JenniferJ** - What was the whole point to even join this committee? I had to get authorization from my tribe to join this committee. When we vote on stuff how do we differentiate between a voting member and not?
- **@Alyssa** – Open to the public doesn't mean public participation. Virtually if the public wants to join, they can be attendees but not participate. The public can add written testimony, but we've never received any. So while it's open to the public, it doesn't mean they're allowed to participate in the conversation/vote, they just need access and see how the decision was made.
- **@JenniferJ** – It just seem restrictive to not allow tribal nations discuss things that affect them, without holding a public hearing.
- **@Alyssa** – We are adjusting as well. I do think this is unique because of the tribal nation component, and we are continuing to try and understand. As go forward we can determine whether it makes sense to be linked to the ELC, because you are not really advising ELC but rather DELC. DELC is not a public body and ELC is.
- **Staffing Update**
 - **@Alyssa** – we are making progress on recruiting, thanks to Sonya and Sandy for participating in recruitment. We have a great candidate pool and expect to have offers at the end of the month.
- **Summary Doc**
 - Jonas provides quick overview of TAC summary document. The document provides a summary of what has transpired with the TAC over the last 1.5 years.
 - **@Alyssa** – If folks have feedback let us know as put the document together.
 - Summary doc will be completed before Dec TAC meeting.



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

Sandy Henry, Chair, Cow Creek Tribe Rep

Notes:

- Alyssa shares spreadsheet she created.
 - Alyssa reviewed the draft AI/AN plan and pulled out any mentioned of early learning or language that felt like it would apply. Then put down some potential next steps for DELC.
 - **@Sonya** – can we put a metric about identifying kids that are on support plan? Maybe a better way to track once they enter the k-12 system?
 - Alyssa adds the note per Sonya.
 - **@Alyssa** – I’ll make sure this gets posted and we continue working on this.
 - **@Sonya** – If we wanted to track those emersion programs that some of the tribes have, that could lead to set aside funds for language programs. Something we may want to track or put as a goal.
 - Alyssa adds note.
 - **@Sonya** – would one of the positions we are hiring for be responsible for the work that’s wrapped into this plan?
 - **@Alyssa** – Yes

Plan to review plan in upcoming meetings.

Metric/Action	Collected?	Outcome	Next Steps
Number of AI/AN children enrolled in publicly funded programs	Some		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	Some		Review data collection methods (PDG survey) Identify data infrastructure or funding needs for consistent data collection
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
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
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
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.	
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
Create strong systems of support and intervention for students not on grade level.			Identify ODE vs DELC roles for intervention
Improve Graduation Rates for AI/AN Students			Identify other early learning strategies/investments that have impacts on HS graduation rates
Building Capacity for Native Educators			Identify additional goals to support native educators (i.e., scholarships)

Branding / Website:

Notes:

- **@Alyssa** – wanted to get consensus on branding and the website, whether we still need them. We have the branding, so if we ever decide we want to use it we can. The website we need to decide because we have a contract in place for the work. Last month the consensus was we don't need a website because the tribes already promote their own services, and that we can leverage DELC for the TAC information. Is that still the direction?
- **@Sonya** – did we discuss before that it would be separate from DELC it couldn't be on the state page right?
- **@Alyssa** – we are now part of the Oregon.gov so we don't where this would sit and meet state requirements.
- **@Sonya** – Would be great to have a website, but don't know how it will benefit. Who will update? Who will be the admin? Just trying to think what the benefit would be. Anyone else have any feedback?
- **@Angela** – I also share what Sonya is saying, I think I'm most worried about who will keep updated information on it. Can't all of the info be placed on the DELC website.
- **@Alyssa** – Yes. We could work with TAC on the content, it would be a lot easier for our staff to maintain the website. We wouldn't have to pay a contractor.
- **@Angela** – so what do we benefit if we have a separate webpage?
- **@Sonya** – I agree, but I love the logo and the colors
- **@Alyssa** – we have the logo and colors, if it does make sense for the branding we can do all of that.
- **@Sonya** – doesn't sound like we would need the website. I can't think of any reason.
- **@Angela** – I agree, I think we should pause and use DELCs website.
- **@Alyssa** – great, we will go forward with that direction. We'll follow up with the DELC/TAC webpage and the content needed.

A discussion on Dec meeting starts. TAC is deciding between in-person or zoom. Due to scheduling, TAC agrees to do a zoom meeting.