Tribal Advisory Committee

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

Dec 13, 2023 | 3:00 p.m. to 4:30 p.m. (Pacific)

<u>Meeting Agenda:</u>

Access to the TAC 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, Dec 12, 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
   • Staffing Update
   • TAC Onboarding recommendations
   • TAC Summary Report (Jonas)

IV. **Tribal Early Learning Plan Actions/Outcomes (from AI/AN)**
   Sandy Henry, Chair, Cow Creek Tribe Rep
   • Review draft Tribal Early Learning Plan summary

V. **2024 Planning**
   Sandy Henry, Chair, Cow Creek Tribe Rep
   • 2024 schedule/meeting cadence

V. **Closing and Adjournment**
   Sandy Henry, Chair, Cow Creek Tribe Rep

.**TAC 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:	12/13/2023
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:
- 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
Sonya Moody-Jurado, Vice-Chair, Siletz Tribe Representative
Angela (Angie) Blackwell, Committee Member, Early Learning Council Representative, Grand Ronde Tribe Representative
Julie Siestreem, 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
Desiree Acosta, Coos, Lower Umpqua, Siuslaw Tribe Representative (for Jemiah)

DELC Team present:
Alyssa Chatterjee, DELC Director
Dori Houser, Tribal Affairs Coordinator
Dana Castano, TAC Liaison
Jonas Moses. DELC team

- Quorum Confirmed (At least 1 rep from 5/9 tribes) Yes, 5 of 9 tribes represented.

DELC Updates
Alyssa Chatterjee, DELC Director

Notes:
- **@Alyssa** - Staffing Update
  - Tribal Affairs Director, Paulina Whitehat and TAC Liaison, Dana Castano both starting on Jan 4th
  - Dana is the current Equity Fund Grant Manager, brings a good fiscal background which will help when we discuss the Tribal set-aside components
  - Paulina has been a researcher at UofO but with extensive experience working with Tribes in Oregon doing research and as a teach and was raised on the Navajo Nation.
  - **@AngelaB** – I am really pleased with Dana, I thin she will do great
  - **@Sandy** – I think we will be very pleased with Paulina, good energy and really well qualified. I was taken with her interview, it was good.
- **@Alyssa** - TAC onboarding recommendations?
  - We've reached April OIE to use what they've put together, so we are not re-creating anything. Of course, the G2G Consultation guide we've adopted from the OIE education cluster training will be part of the onboarding.
  - **@Sandy** - Recommends watching Broken Treaties as part of the onboarding
- **@Jonas** - TAC summary report
  - Jonas provides overview of the TAC Summary Report
    - Walks the TAC through each section of the report and how the content can be used / digested going forward
    - Report will be saved by DELC so TAC can access anytime
    - Report will continue to be updated
  - Report Content:
    - Key Dates and timeline
    - Monthly summary slides
    - Key Slides
      - Funding
      - Organization document
      - Branding

- RUO 2.0 feedback summary
  - Some edits still to be made, hyperlinks within report still need to be updated
  - **@Julie** – thank you for giving us this timeline, it's comprehensive,
  - Multiple thank yous from TAC members
  - **@Sandy** – where will this document live?
  - **@Jonas** – There will be an internal location as well as the public facing website
  - **@Alyssa** – We'll have our internal structures; most will be on the website. It will all be on the website. What we need to work on is how we will display it, make sure it's accessible, and get TAC input on docs that can be easily accessed.
  - **@Julie** – The reason we are moving to the DELC website is because it was duplication of effort? It won't be it's own thing
  - **@Alyssa** – Yes, TAC decided from a website perspective TAC won't have their own website but will rather store docs and information on the DELC website (have their own page). TAC has moved away from wanted another entity to be the TELH, due to G2G relationship / consultation. This was discussed in Oct, where you may have not been present Julie
  - **@Julie** – That's right, sorry I wasn't there
  - **@Alyssa** – that's okay, Sandy and Sonya let me know, but we are still exploring what that means, an entity doesn't seem like the path.
  - **@Julie** – Thank you for getting me up to speed.
  - **@Sonya** – no need to apologize, the structure of what the hub was supposed to be doesn't really fit anymore. Other agencies have groups like our TAC and they move really good. DELC has taken a step further.
  - **@Alyssa** – Is there anything we need to add to the document?
  - **@Sonya** – This is incredible, I think this is comprehensive, will be beneficial for tribal employees to take forward to our tribes, a lot of turnover in tribes so this will help get new joiners up to speed
  - **@Alyssa** – do see this document as something we continue to add to, so we can continue to track?
  - **@Sonya –** Yes

Dana Castano joins the call

- **@Sandy** - We should probably introduce our new addition.
- **@Alyssa** – Yes, Dana do you want to introduce yourself?
- **@Dana** – Introduces herself.
- TAC Members welcome Dana

Tribal Early Learning Plan Actions/Outcomes (from AI/AN)
Sandy Henry, Chair, Cow Creek Tribe Rep

Notes:
- **@Alyssa** – sharing her screen to present the TEL plan crosswalk. I made a few updates to what we discussed last meeting. Per Sandy's request I created a separate tab to capture major programs and

their purpose, notes on who has access and noted if tribes are currently accessing. Hopefully this will help us identify funding sources and crosswalk the purpose of these programs with each of the metrics pulled from the AI/AN plan to get to the outcomes. What we talked about before was 2 paths, 1) how do we make sure programs includes funding specifically for tribes. Could mean the TAC or G2G cluster consulting on what % should be set aside for tribes (is it a specific % or sliding scale based on amount) 2) then what bodies of work really aren't captured by the funding streams and program structures within DELC, things that would be covered by a TEL fund, similar to some of the specific funds OIE has. We'll look at other department's set-aside models, to get a starting point. Once we can crosswalk these pieces we'll end up with a better sense of where we need to leverage investments in the future and where we need to look at program polices.

- Alyssa then goes over each of the programs on the list

DELC Programs			
Program	Purpose	Access Considerations	Tribal Access
Baby Promise	High quality infant toddler care (0-2)	Not statewide - 3 regions CCR&Rs	
Early Childhood Equity Fund	Kindergarten readiness, family support, tribal language preservation/revitalization	Not statewide - 18 counties	Yes
Employment Related Day Care	Increase child care access (0-12)	Voucher, not grant/contract	
Kindergarten Partnership & Innovation Fund	Kindergarten readiness & family support	Early Learning Hubs	
Oregon Prenatal to Kindergarten	State Head Start model (PN-3)	36 grantees	Yes Tribal Head Start (federal)
Preschool Promise	High quality preschool (3-5)		Yes
Relief Nurseries	Therapeutic support services (3-5)	Oregon Association of Relief Nurseries	

- **@Alyssa** - Would the TAC be interested in a breakdown of professional learning investments we are making, and if there are bodies of work the tribes would like to tap into? Or put in a tribal early learning fund. Any reflection at this point?
- **@Sandy** – the baby promise, it's not a priority funding for the legislature, but were going to start adding pressure to the legislature to fund it on a state level?
- **@Alyssa** - Yes, we've tried 3 times, it's currently funded with federal funds, not state dollars. Because it's not funded with state dollars there hasn't been resourcing to expand it beyond the 3 regions.
- **@Sandy** – You'll let us know as tribal entities when we should start putting pressure on our lobbyists / start making noise?
- **@Alyssa** - Yes
- **@Julie** - you said you've taken it to the legislature 3 times, is that 3 years or all in 1 year?
- **@Alyssa** - 3 legislative sessions
- **@Dana** – I noticed the Healthy Family Program isn't on the list, is there a reason for that?
- **@Alyssa** – No, I need to add it. Not intentional, just missed one.

Julie S has to drop from the call.

- **@Dana** – what about a case where ODE might get the funds, but it could also be supporting the 0-5 range. Example, the early literacy bill and set-aside for tribal language. Would we also do a set-aside for tribes from the funds DELC gets? In parallel with ODE.
- **@Alyssa** – There could be overlap, we need to track that get a fuller picture of where those dollars are.
- **@Angie** – do you know how many tribes are participating in OPK? Grand Ronde may be the only one.

- **@Alyssa** – You may be the only one, I'll make sure to add the numbers.
- **@Dana** – Confirms Grande Ronde is the only tribe participating.
- **@Angie** – think about how other tribes begin to access those funds. I know there are other tribes want to, sometimes there's no expansion dollars.
- **@Alyssa -** That's something I can note in here, expansion pathways.
- **@Dana** – something to consider – use unobligated dollars for tribes, if possible. It's something that has been discussed.
- **@Alyssa** - A possible next step, once we identify the funding streams / programs you are looking at. Then we can look at existing resources we can allocate in a different way, where we'd need to adjust the way we administer the program to help use figure out is this about having a % of existing funding streams or is this about having a pot of funds specifically for tribes.

- **Data components**:

Items in red were added by Alyssa. 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.

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

- **@Alyssa** – I'll get the next steps captured and sent out.

2024 Planning
Sandy Henry, Chair, Cow Creek Tribe Rep

Notes:
- **@Sandy** – We need to move forward with planning the 2024 schedule / meeting cadence. We do seem to accomplish more when we are face-to-face. I am open tot proposals to what that would look like. I recommend we continue to meet monthly for the first half of the year, then get together face-to-face once quarter, depending on the work that needs to be done. Should the Face-to-face coincides with the G2G?
- **@Sonya** – may not have time.
- **@Sandy** – maybe the month before we have face-to-face?
- **@Sonya** – You're recommending still meeting monthly?
- **@Sandy** - Yes, for awhile
- **@Sonya** - That could work, January could be virtual. Would the face-to-face still be hybrid?
- **@Sandy** - Yes, I think we have to.

- **@Sonya** – good that will help with quorum.
- **@Sandy –** So Feb and May face-to-face, then commit to monthly meetings until June, that gives a half a year with our 2 new staff members. Do the folks on call agree?
- TAC members on the call agree.

Dori raises a concern regarding scheduling logistics with the planning call

- **@Sandy** – the planning call may not be needed now that we have the 2 new staff members. Am I wrong
- **@Alyssa -** No, we'll need to go back and understand the LOE, we may need to figure out the agenda over email. May be helpful to do 1 planning meeting with the new staff, but I agree it may not be needed.
- **@Sonya** – I agree, their important, but we are getting more staff now.
- **@Alyssa** – Will the Feb and May meetings be in Salem? Or 1 in Portland? We can decide later too.
- TAC members are unsure
- **@Alyssa** – Okay, we can do a poll.

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Metric/Action	**Collected?**	**Outcome**	**Next Steps**
•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		**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**
Building Capacity for Native Educators			Identify additional goals to support native educators (i.e., scholarships)
Increase recruitment and retention of AI/AN educators			Identify additional goals to increase number of native educators in early learning
Strengthen Partnerships with Internal and External Agencies			
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	

DELC 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 *(add #)*
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 - 1 grantee, 1 interested Tribal Head Start (federal)
Preschool Promise	High quality preschool (3-5)		Yes *(add #)*
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

Next Steps *(developed in 12.13.23 meeting)*

Add number of tribal grantees for each program

Add professional learning strategies

Note whether tribes would be eligible within current program structure and/or whether expansion methods would need to change (i.e. OPK)

Crosswalk where existing programs/professional learning strategies intersect with AI/AN Metrics and Actions

Identify gaps that a Tribal Early Learning Fund would be used

Connect w/ OIE re: sharing how ODE funds are used to promote early learning w/ Tribes

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Add more based on program funding options	