



Oregon Department of
**Early Learning
and Care**

TAC Meeting

September 30, 2024



Agenda

1. Welcome
2. Roll Call
3. Northwest Native Chamber:
Child Care Infrastructure Fund
Technical Assistance
4. October Scheduling
5. OTELA Updates
 - Tribal Funding Needs
 - Review draft
6. Closing and Adjournment





Northwest Native Chamber: Child Care Infrastructure Fund Technical Assistance

Point of Contact: Amber Faist, CCIFSupport@nwnc.org, Ph: (503) 894-4525



Timeline

- **Monday, September 30:**
 - September TAC Meeting
 - Tribes will inform DELC of their funding needs for the first biennium of the Tribal Early Learning Plan and Fund to inform the Governor's budget
 - Continue reviewing draft language
- **Thursday, October 3:**
 - Deadline for providing feedback on draft language
- **October TAC Meeting:**
 - Currently scheduled for October 9 from 3-4:30
 - Should we keep as is since draft was returned early?



Questions for TAC

1. Is there a better terminology than “plan student?” What would TAC suggest?
2. Does the new tribal educator language cover all purposes desired?
3. Would TAC like to define the chair structure in statute, or leave flexibility through rule?
4. Would TAC also like to change the language in the strategies section, section 4, to “shall” rather than “may” as this will impose a requirement for DELC to include the strategies in section 4 as part of the Tribal Early Learning Plan but would not require the tribes to implement those specific strategies.
5. Should agency representatives be mandatory? Or should it only be “shall include” for DELC representation and all the other agencies could be “may include”?
6. Regarding Section 1 (2) Membership:
 - Would TAC like to expand from “parent” to “parent or caregiver” to be more inclusive?
 - Is (2)(b) meant to require parents to have children already enrolled in an early childhood care or education program, or is it enough to be a parent or caregiver of a “plan student?” Acknowledging unique familial structures, does the parent also need to be AI/AN or only the child?
 - Is (2)(c) meant to refer to parents of AI/AN children, or parents who are AI/AN, or is it both? Does TAC approve of proposed language for inclusion in (b) and (c)?



Definitions Section

The definitions TAC created have been removed, though they are referenced throughout the text, and replaced with:

(1)(a) As used in this section, <<plan student>> means a child enrolled in early childhood care or education programs who:

(A) Is prenatal through age eight;

(B) Is an American Indian or Alaska Native; and

(C) Has experienced disproportionate results in early childhood care or education due to historical practices, as identified by the Early Learning Council by rule.

(b) <<Tribal educator>> means a teacher, child care provider, administrator or other school or child care employee who:

(A) Is Native American or Alaska Native; and

(B) Provides early childhood care or education services to any children prenatal through age eight.

Definitions



Original Plan Objectives

4) The Plan developed and implemented under this section must address objectives which meet the educational, child care, and developmental needs and goals for Tribal children prenatal through age 8 and their families, which may include, but is not limited to, the following:

- a) Improve Tribal access to DELC programs;
- b) Promote Tribal History/Shared History;
- c) Promote the progression of developmental milestones, honoring language and culture;
- d) Improve kindergarten readiness and improve literacy and numeracy levels between kindergarten and grade three parents and caregivers, honoring language and culture;
- e) Build Capacity for Tribal Early Learning Providers and Educators;
- f) Support Native American language and culture revitalization and preservation;
- g) Encourage and increase parental and familial engagement in Tribal children's educational, child care, and developmental plans;
- h) Promote the capacity of programs to involve and engage Tribal parents/caregivers.



Updated Plan Objectives

(3) The plan developed and implemented under this section, at minimum, must address the following objectives:

(a) Support the developmental, child care and educational needs and goals of plan students in a culturally appropriate manner.

(b) Increase access for plan students to early learning system resources and programs administered by the department.

(c) Support culturally responsive curricula that honor the Native American experience in Oregon, including tribal history, sovereignty issues, culture, treaty rights, government, socioeconomic experiences and current events.

(d) Improve early childhood development and kindergarten readiness for plan students.

(e) Increase literacy and numeracy levels for plan students between kindergarten and grade three.

(f) Provide education, training and professional development opportunities for educators and child care providers who serve plan students.

(g) Foster parental and familial engagement in the development and education of plan students.

(h) Support the preservation and revitalization of Native American language and culture in Oregon.



Original Plan Strategies

(5) The Plan developed under this section may include, but is not limited to, the following strategies:

- Increase access to Early Learning Programs, including but not limited to Culturally Specific Programs, for Tribal children;
- Support and elevate cultural and experiential early learning curriculum including Native American languages and Tribal History/Shared History, and improve access to resources in early learning and child care programs and services;
- Increase number of Tribal early education and care providers and educators;
- Support Tribal early learning providers and educators' continuous quality improvement, including salary and professional development;
- Prepare Tribal children for successful transitions, including into the K-12 system;
- Support Tribal children experiencing disability and/or other challenges;
- Encourage and increase parental and familial engagement in Tribal children's educational, child care, and developmental plans;
- Promote the capacity of programs to involve and engage Tribal parents and caregivers



Updated Plan Strategies

(4) The plan developed and implemented under this section may provide strategies to:

(a) Support cultural and experiential curriculum, including curriculum on Native American language and culture.

(b) Increase the number of educators or child care providers who are providing early childhood care or education services to plan students.

(c) Increase the number of tribal educators who are providing early childhood care or education services to children prenatal to age eight who are not plan students.

(d) Prepare plan students for successful transitions, including from prekindergarten through post-secondary education.

Revision to Membership

Original Language

In addition to the members appointed under subsections (3)(a)(A) and (3)(a)(B) of this section, the Department shall appoint to the OTELA nonvoting, ex officio members, including but not limited to:

The Early Learning System Director at the Oregon Department of Early Learning and Care, or their designee.

A representative of the Oregon Department of Education.

A representative of the Oregon Department of Human Services including Indian Child Welfare Act programs.

A representative of the Oregon Health Authority; and

A representative of the Higher Education Coordinating Commission.

New Language

(3)(a) In addition to the appointments made under subsection (2) of this section, the department shall appoint five nonvoting, ex-officio members as follows:

(A) One member who is the Early Learning System Director, or the designee of the director.

(B) One member who is a representative of the Oregon Department of Education.

(C) One member who is a representative of the Department of Human Services with expertise in the federal Indian Child Welfare Act (25 U.S.C. 1901 et seq.).

(D) One member who is a representative of the Oregon Health Authority.

(E) One member who is a representative of the Higher Education Coordinating Commission.

(b) In addition to the appointments made under paragraph (a) of this subsection, the department may appoint as a nonvoting, ex officio member a representative from any state agency.

Advisory Membership

Original Text

- The Department shall also appoint at minimum four (4) members who are recommended for appointment by OTELA as nonvoting, advisory members, who represent the following:
 - At least two parents of children enrolled in early childhood care and early childhood education programs, as identified by representatives of the nine federally recognized Indian tribes of this state; and
 - At least two providers of early learning or child care programs operated by a Tribe or serving Tribal children.

New Text

- b. At least two nonvoting members who are parents of children enrolled in early childhood care or education programs that are operated by members of a federally recognized Indian tribe in Oregon.
- c. At least two nonvoting members who are providers of early childhood care or education programs that are operated by a federally recognized Indian tribe in Oregon.

Possible adjustment in language:

“At least two nonvoting members who are either tribal educators or providers of early childhood care or education programs that are operated by a federally recognized Indian tribe in Oregon.”

Updated Membership

- (4) The advisory committee shall determine the term of office and responsibilities of its members and shall elect one of its members to serve as chairperson.
- (6) Official action by the advisory committee requires the approval of a majority of the voting members of the advisory committee.
- (7) If there is a vacancy for any cause, the department, in consultation with the nine federally recognized Indian tribes in Oregon, shall make an appointment to become effective immediately.
- (8) The advisory committee shall meet at the times and places specified by the call of the chairperson or of a majority of the voting members of the advisory committee.
- (9) The advisory committee may adopt rules necessary for the operation of the committee.

Tribal Funding Needs

Funding Amounts:

- **How much funding does each Tribe think they could spend in the 2025-2027 biennium?** Tribes will still have access to Birth Through Five Literacy, Preschool Promise, Early Childhood Equity, and potentially other program funding sources.
 - Example, two initial figures:
 - \$1,000,000
 - \$133,000
- Purpose: To inform the Governor's Recommended Budget considerations

Funding Distribution:

- In the past, equal distribution was used
- Each Tribe's funding needs and capacity vary regarding needs for the Tribal Early Learning Fund
- Doesn't need to be permanent, can readjust in future biennia (back to equal distribution, formula) or continue as needs-based



Questions?

