



Oregon Department of
**Early Learning
and Care**

Tribal Advisory Committee Meeting

May 15, 2024



Agenda

- CCDF
- 4/9 TAC Meeting Follow-up
- Next Steps & Key Dates
- AI/AN Crosswalk
- Tribal Early Learning Plan/Fund
 - Clarification on language and intent





Feedback Opportunity: Child Care Development Fund State Plan: Fiscal Years 2025 – 2027

- The CCDF State Plan for Fiscal Years 2025-2027 is posted for public comment and review.
 - Due to the Administration for Children and Families on July 1, 2024, takes effect on October 1, 2024.
- Information session: May 15, 2024, 6-7pm via Zoom
- Public hearing: June 5, 2024, from 6-7pm via Zoom
 - Verbal public comments may be provided
 - Written comment may be provided via Email to DELC.CCDF@delc.oregon.gov or Form by 5pm on June 7, 2024



Follow-up from In-Person TAC Meeting

Answers to various questions asked during the meeting:

1. Question about \$150k:
 - Procurement rule; the DOJ threshold, used to be \$150k for legal sufficiency, but changed as of the first of this year to \$250k
2. Exact amount of the OTELA agreements: \$626,398
 - Each Tribe's award is \$69,599.77.
3. Spark Website: <https://oregonspark.org/spark-redesign/>
4. Find Child Care Oregon: <https://findchildcareoregon.org>
5. Timeline (next slide)



Next Steps and Key Dates

- 4/30/2024- Framework/placeholder request for what we envision for 2025 bill due *DONE*
- 6/17/2024- Placeholder language for 2025 bill due **this date was moved back by 1.5 months**
 - *This is where TAC's involvement is most critical! We have our May and June TAC meetings to finalize.*
- 10/25/2024- Bills returned to agencies
- 11/13/2024 - Agencies submit bill packets to DAS (bill, fiscal impact statement, 1 pager)
- 12/13/2024 - Presession filing deadline



AI/AN Crosswalk

- DELC Data Collection review complete
 - Columns D & E on AIAN Crosswalk Tab
 - Gaps exist (ex: DELC does not collect provider demographic data in current system)
 - Data reconciliation not always possible (ex. Unduplicated counts of children in programs)
- Is there data the Tribes collect which could fill in the gaps?
- Considerations for data sharing
 - Maintaining data sovereignty
 - DELC/Tribal data governance policies/processes alignment
 - MOUs, IGAs, etc.
 - Different for each Tribe



Tribal Early Learning Plan and Fund





Follow-up on Tribal Early Learning Plan and Fund

- Purpose of this activity is to seek clarification on terms and language intended from In-Person TAC Meeting
- The concepts presented herein are coming from the April TAC meeting
- This activity gives us the opportunity to discuss, further refine, and revise any specific verbiage, phrasing, or concepts

2(c)

Which phrasing option does TAC prefer?

Option 1

(C) When developing the plan, DELC shall consult with representatives from Tribal governments and from executive branch agencies who have formed government-to-government relations to focus on education and health and human services.

Option 2

(C) When developing the plan, DELC shall consult with representatives from Tribal governments and from executive branch agencies who have formed government-to-government relations to focus on early education and care.

3(b) Membership

OTELA Membership

What is the intention?

1. Tribes to provide a Tribal representative to serve on OTELA (although DELC would have to appoint)
2. OTELA would decide on membership of community members and education partners (although DELC would have to appoint)
3. Partner agencies would choose their representatives

3(b) Membership

Current Text

b) OTELA shall consist of members appointed by the Department:

- Tribally appointed representatives who shall be appointed by recommendation and in consultation with the nine federally recognized Indian tribes within Oregon's borders;
- Community members;
- Education partners;

Considerations for TAC

- Can choose to specify further in rule
- Thoughts on the language regarding tribally appointed?
- Does TAC want OTELA to be a set number of members?
- Does TAC want to specify "parents" in this group, or is members enough?
 - What if there are no parents on OTELA? If we leave it, a community member could suffice.

(4) Plan Objectives

Current Text

Improve student outcomes;

Alternative Text

- Improve kindergarten readiness and improve literacy and numeracy levels between kindergarten and grade three parents and caregivers, honoring language and culture;

(4) Plan Objectives

Previous Text

Support parents and caregivers;

Alternative Text

- 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 caregivers

5(a) Plan Strategies

Current Text

The Plan developed under this subject may address, but is not limited to, the following:

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;

Addition from In-Person Meeting

- **"Native American languages and Tribal History/Shared History"** was included based on the conversation at the April 9th TAC meeting
- Does TAC want to keep this addition?

5(a) Plan Strategies

Current text

Increase access to **Culturally Specific** Early Learning Programs for Tribal children

Question: Culturally Specific

- Does the definition of culturally specific work here?
- Do we want to keep culturally specific in the purpose or explore different language options?

5(a) Purpose - Culturally Specific

Definitions Relating to Culturally Specific

"Culturally specific methods" means programs and interventions that are designed by or adapted for members of the community served; reflect the values, beliefs, practices and worldviews of the community served; and provided in the preferred language of the community served.

"Culturally Specific Organization" means an organization that serves a particular cultural community and is primarily staffed and led by members of that community; these organizations demonstrate intimate knowledge of lived experience of the community, including but not limited to the impact of structural and individual racism or discrimination on the community; knowledge of specific disparities documented in the community and how that influences the structure of their program or service; ability to describe the community's cultural practices, health and safety beliefs/practices, positive cultural identity/pride/resilience, immigration dynamics, religious beliefs, etc. and how their services have been adapted to those cultural norms.

"Culturally Specific Early Learning Program" means a program that is designed to serve a particular cultural community and is primarily staffed and led by members of that community and designed by or adapted by members of the cultural community that it serves.

5(a) Plan Strategies

Current Text Increase access to **Culturally Specific** Early Learning Programs for Tribal children

If definitions of Culturally Specific do not align, which is better:

Alternative Text

Increase access to Early Learning Programs for Tribal children

(5)(2)(b) DELC Set-Aside

Current Text

DELC Office of Tribal Affairs retains a portion up to 5% of the Tribal Early Learning Fund to offer technical assistance, professional development, infrastructure, or other needs as requested through input from OTELA.

Questions

Does 5% and input from OTELA sound right?

(6) Strategies of the Plan

Current Text

Support Tribal early learning providers and educators' continuous quality improvement, including salary and professional development;

To Clarify:

Does support reference Technical Assistance and Professional Development support, or does it refer to providing resources?