



Oregon Department of
**Early Learning
and Care**

Tribal Early Learning Plan and Fund: House Bill 2815-1

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Background on Tribal Hub & TAC



History of State-Offered Early Learning Funding for Tribes

- Original pilot for Preschool Promise limited to Early Learning Hubs
- Required Tribes to partner with their local Hub(s) to access funding
- No dedicated, flexible resource for Tribes to address identified early learning goals
- No consistent approach to working with Tribes within the Early Learning Division



Tribal Advisory Committee

- Established by HB 2055 in 2021; convening since October 2021
- Two representatives from each of the nine federally recognized Tribes in Oregon
- Advises the Early Learning Council on design of a Tribal Early Learning Hub, including:
- Delivery of early care and education services to the tribal communities of this state in a culturally specific manner
- Rules that prescribe the requirements



Office of Tribal Affairs

- Single point of contact for Tribal issues
- Training and professional growth for DELC leaders, personnel, and partners
- Tribal Consultation and Communication policy & process is under development
- Ensure DELC programs and services benefit Tribal communities and honors Tribal sovereignty and Tribal self-determination

Co-Developing HB 2815-1 with Tribes



Importance of Tribal Sovereignty & Tribal Self-Determination

- Tribal Sovereignty is the inherent authority of Tribes to govern themselves
- Encompasses the right of Tribes to make their own decisions about their culture, economy, education, and government, allowing Tribes to maintain their cultural identity, protect their lands, and determine their own futures

How the bill was created:

- As a recommendation from the Tribal Advisory Committee, in development in 2023
- In consultation with the Nine Federally Recognized Tribes in Oregon
- Brought forward by DELC on behalf of the Tribes & Tribal Advisory Committee

House Bill 2815-1



What the bill does:

- Establishes the Tribal Early Learning Plan and Fund
- Outlines Strategies & Objectives of the Tribal Early Learning Plan
- Creates the Oregon Tribal Early Learning Alliance (OTELA) advisory body and outlines its structure
- Establishes the Fund and Grant Program for Tribes, includes 5% DELC set-aside
 - *Note: GRB included \$4.75M recommended investment (\$4.5M for Tribes)*
- Defines DELC's Responsibilities (Tribal Consultation, Rulemaking, Administering the Fund, Developing and Implementing the Tribal Early Learning Plan)

Definitions



“Caregiver” means an individual who provides ongoing care for a plan child.

“Plan child” means a child enrolled in early childhood care or education programs who:

- (A) Is eight years of age or younger;
- (B) Is Native American or Alaska Native; and
- (C) Has experienced disproportionate results in early childhood care or education due to historical practices, as identified by the ELC by rule.

“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 eight years of age or younger.



Tribal Early Learning Plan Objectives

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

(b) Increase access for plan children 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 children.

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

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

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

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



Tribal Early Learning Plan Strategies

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

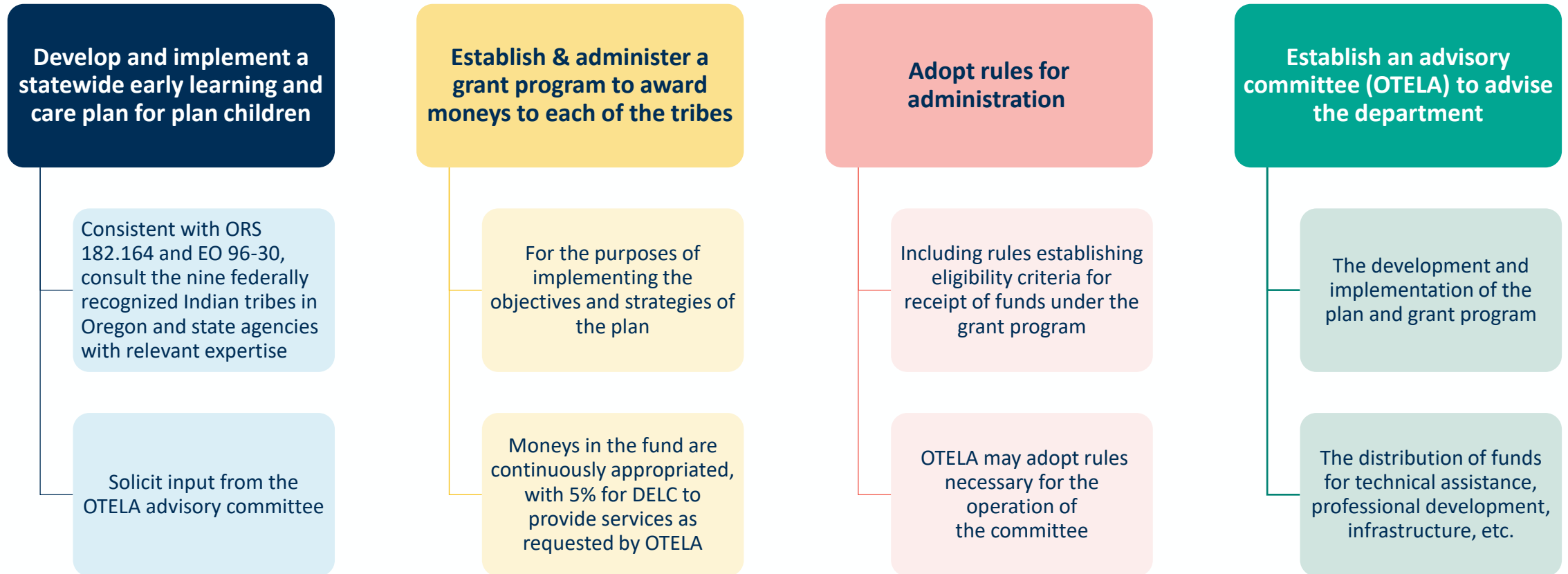
(b) Increase the number of educators or child care providers who are providing early childhood care or services to plan children.

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

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

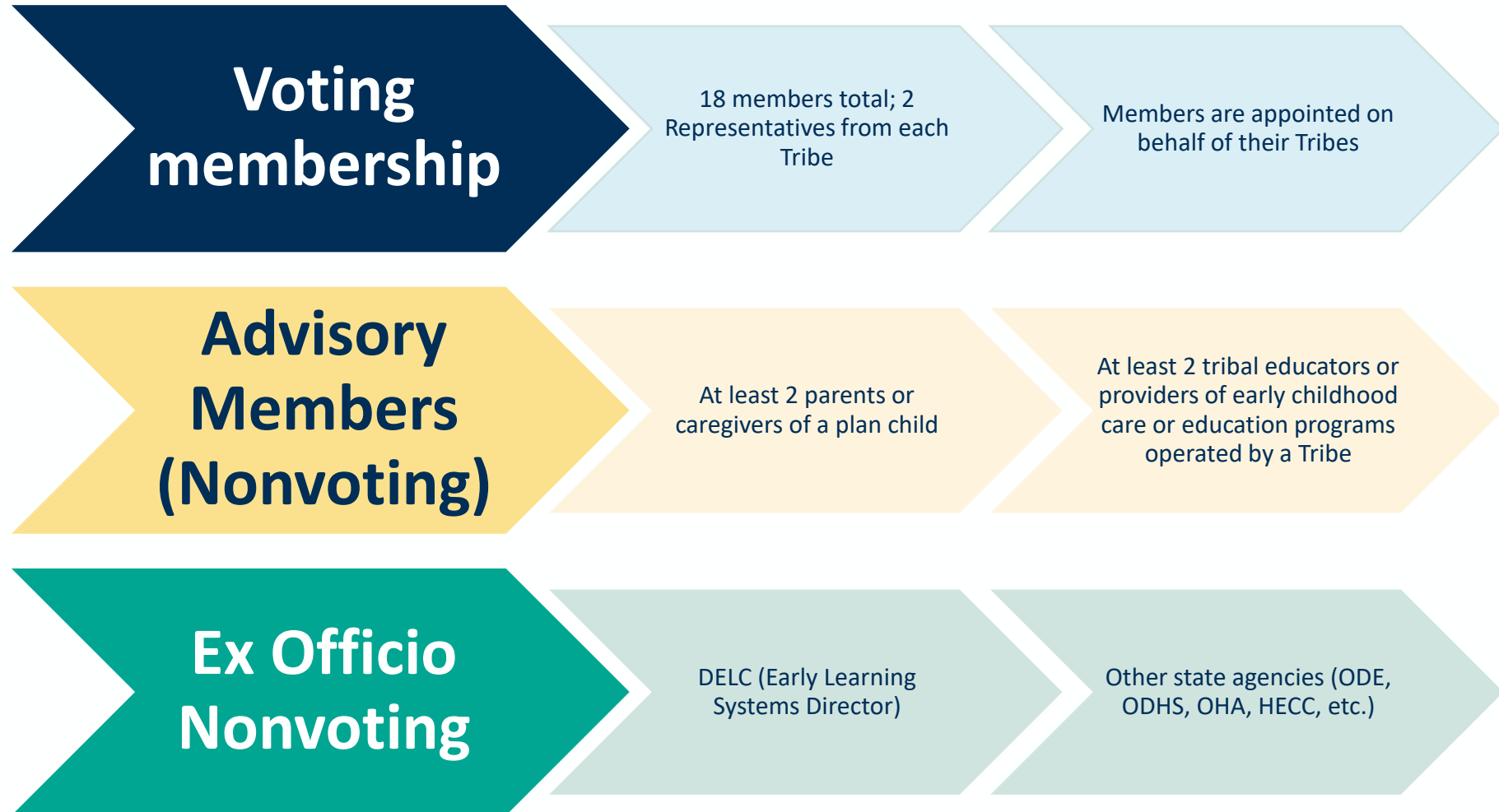
(e) Achieve any other outcomes identified by rule by the council in consultation with the nine federally recognized Indian tribes in Oregon.

DELC Responsibilities



Additional support provided from DELC's Tribal Consultation, facilitate & support OTELA meetings, additional Technical Assistance or contracting out as needed Office of Tribal Affairs:

OTELA Membership



OTELA Responsibilities



Advise DELC on the development and implementation of the Tribal Early Learning Plan and grant program

Advise DELC on the distribution of moneys for technical assistance, professional development, infrastructure or other support to plan children, caregivers, tribal educators, or tribes

Any other subject related to the delivery of culturally and linguistically appropriate early childhood care or education services to plan children

OTELA Decision Making Authority



Adopting rules necessary for operation

- Such as:
 - Determining term of office
 - Outlining member responsibilities (ex: Chair Structure)

Function of OTELA

- Evaluating DELC's administration of the Tribal Early Learning Plan
- Identifying additional resources or funding opportunities for the Office of Tribal Affairs to support

Grant Fund Distribution

- Funding formulas or other mechanisms
- Based on Tribal Decision

Why it Matters



Promotes Tribal Sovereignty and Tribal Self-Determination

Tribes can choose desired objectives and strategies to invest in based on their unique community needs

Upholds the formal, consultative government-to-government relationship between the Tribes and DELC

Flexible & Dedicated Ongoing Funding Stream

TELP allows Tribes to choose what their Early Learning and Care programs look like, which can include Tribal Language and Cultural Integration

Tribes often face competition in receiving grants, inconsistent funding streams, & long turn around times in executing agreements

Fills Funding Gaps in Tribal Programs Unsupported by Other State Funds

Allows investment in Early Learning and Care program capacity, both supporting the workforce while promoting positive outcomes for children

Tribes historically face more barriers in accessing State funding streams for Early Learning and Care programming

Questions?





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