

Tribal Attendance Promising Practices

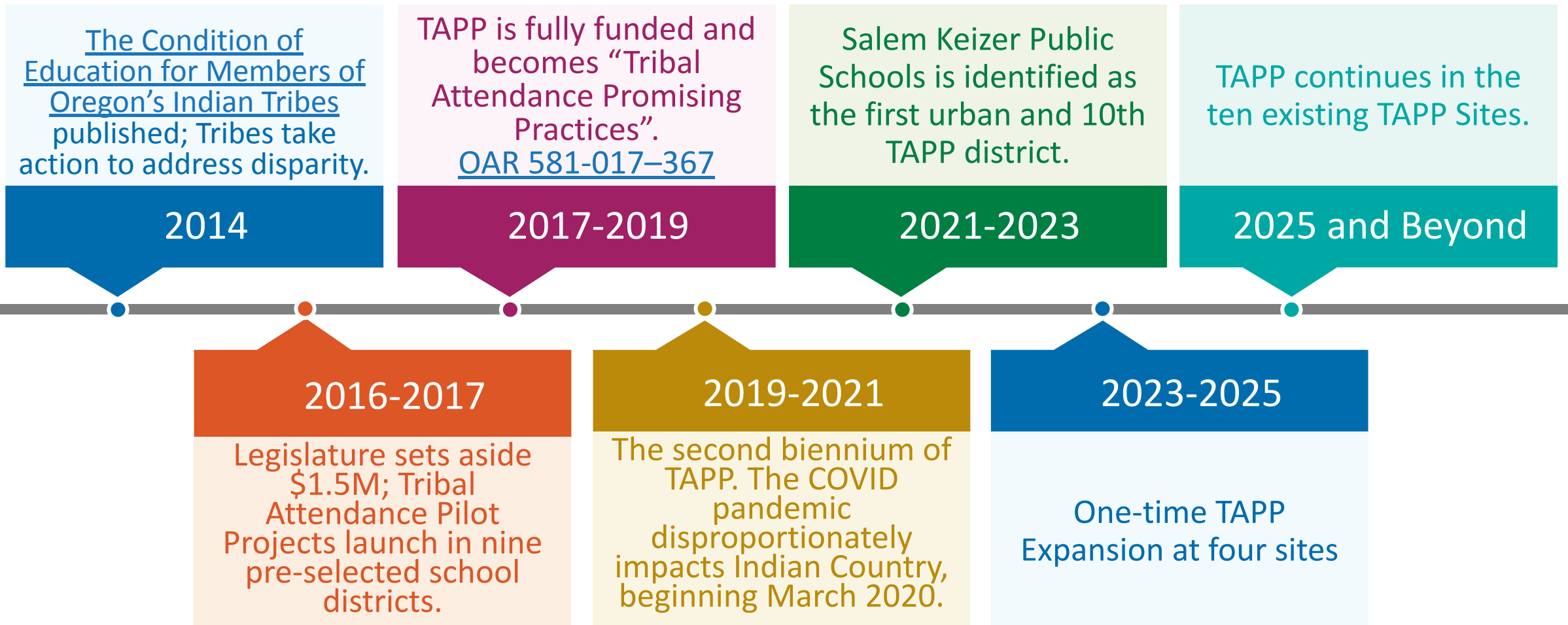


Tribal Attendance Promising Practices

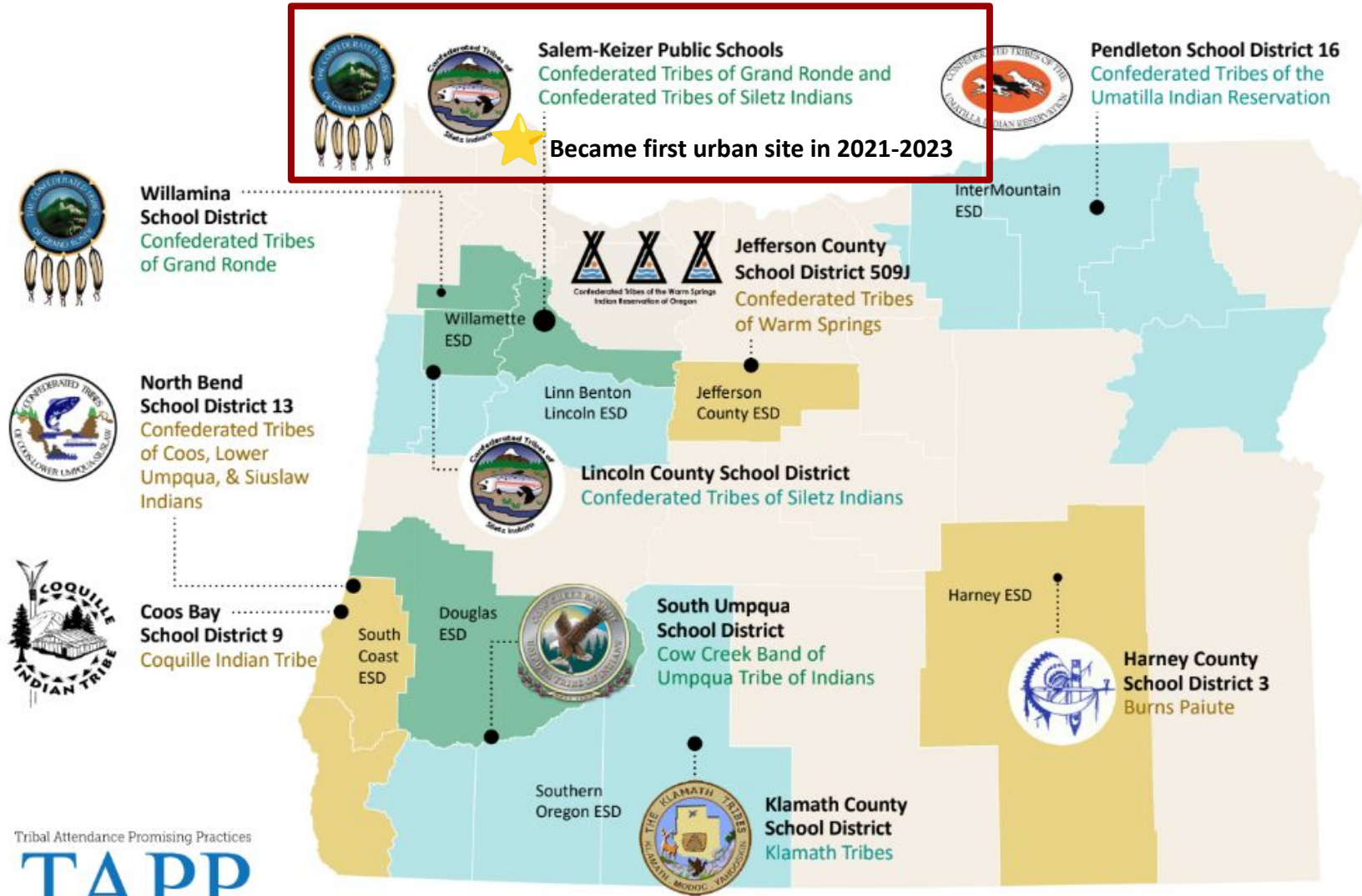
Presentation to the House Education Committee

Presented by April Campbell, Assistant Superintendent, Office of Indian Education, citizen of the Confederated Tribes of Grand Ronde; and Stacy Parrish, Indian Education Specialist, Office of Indian Education, member of the Klamath Tribes (Yahooskin Paiute)

TAPP'S History and Timeline



TAPP SCHOOL DISTRICTS AND TRIBAL PARTNERS






Salem-Keizer Public Schools
Confederated Tribes of Grand Ronde and
Confederated Tribes of Siletz Indians

★ Became first urban site in 2021-2023



Willamina School District
Confederated Tribes of Grand Ronde



North Bend School District 13
Confederated Tribes of Coos, Lower Umpqua, & Siuslaw Indians



Coos Bay School District 9
Coquille Indian Tribe



Lincoln County School District
Confederated Tribes of Siletz Indians



South Umpqua School District
Cow Creek Band of Umpqua Tribe of Indians



Klamath County School District
Klamath Tribes



Pendleton School District 16
Confederated Tribes of the Umatilla Indian Reservation



- Small School District (1-999)
- Medium School District (1,000-6,999)
- Large School District (7000+)

Note: The names of Tribes listed indicate a school district's Tribal Partner for their TAPP grant, and not the locations of tribal boundaries.

TAPP's Approach



Photo Courtesy of Washington Elementary School; Shows three students who earned a special TAPP Incentives

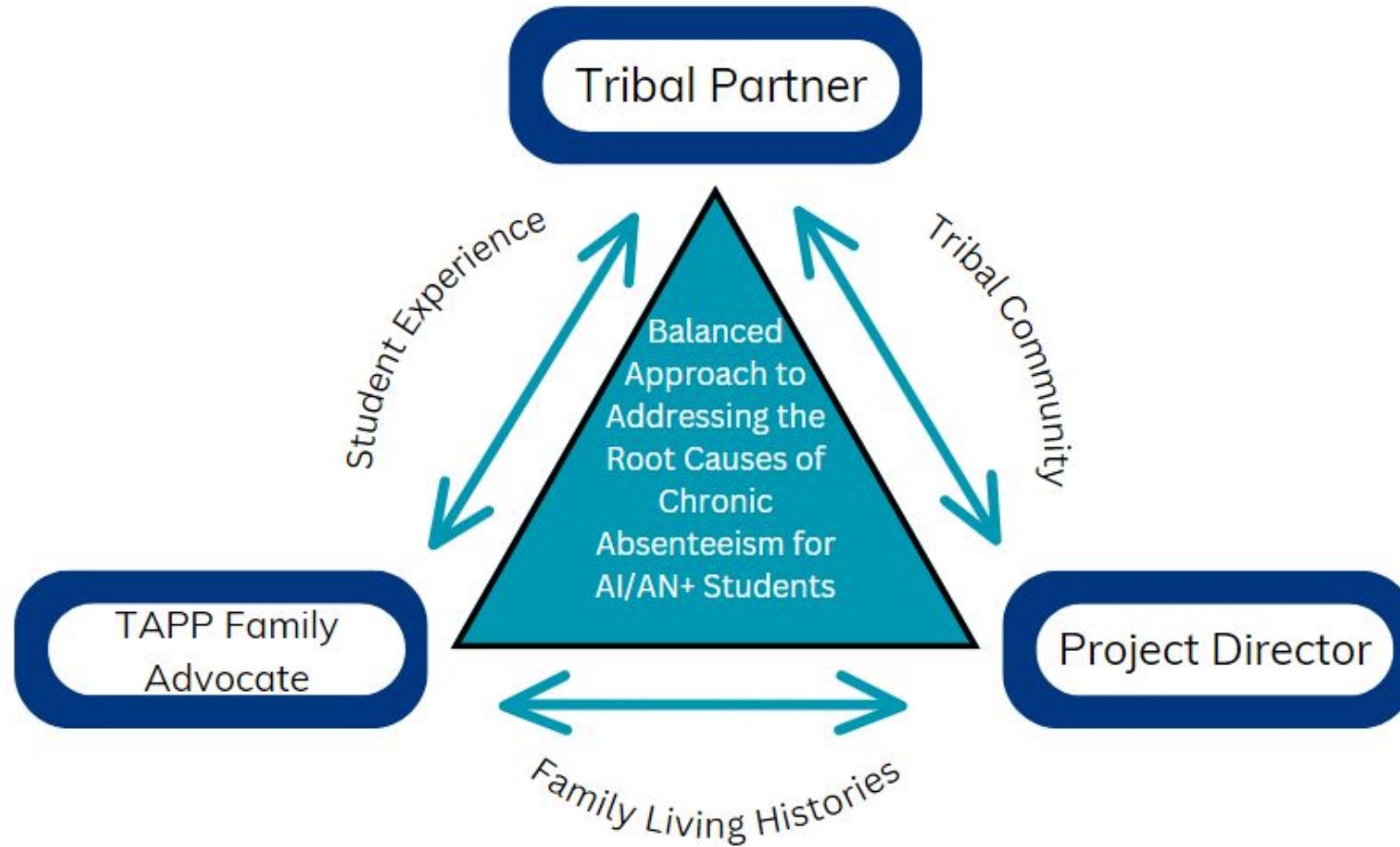
TAPP Sites **co-create a set of community-based strategies** for supporting attendance in partnership with the local tribe(s). Districts and Tribes select their direct student service strategy **based on student need and context**.

These strategies are designed around these five best practices:

- (a) Recognizing good and improved attendance;
- (b) Engaging students and parents in school culture;
- (c) Monitoring and reporting attendance data and practices;
- (d) Providing personalized early intervention and outreach supports; and
- (e) Development of programmatic responses to identified barriers as needed.

Intentional Design of the Grant

TAPP Site Team



Students Served

- TAPP funds *impact* **41% of the total AI/AN population of Oregon** - a total of **2,228 AI/AN students** reside in TAPP Districts. The total number of American Indian and Alaska Native+ students impacted is **6,425**.

Note: AI/AN+ refers to multi-racial AI/AN students or AI/AN students who also identify as Hispanic.

- Currently, TAPP Family Advocates are serving approximately **1,000 AI/AN students** *directly* across 35 schools. The total number of AI/AN+ students served directly by an advocate totals **1,734 students**.

Statewide Impact

Tribal Attendance Promising Practices



Currently, lessons learned from TAPP Districts are elevated and disseminated statewide in an effort to reduce chronic absenteeism and overcome barriers to regular attendance.

Our AI/AN Student Success Plan has aspirations to scale up these efforts statewide.

Pisa ii - Thank You for your time.

April Campbell - april.campbell@ode.oregon.gov

Stacy Parrish - stacy.parrish@ode.oregon.gov