Tribal Attendance Promising Practices

Presentation to the Senate Committee on Education

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)

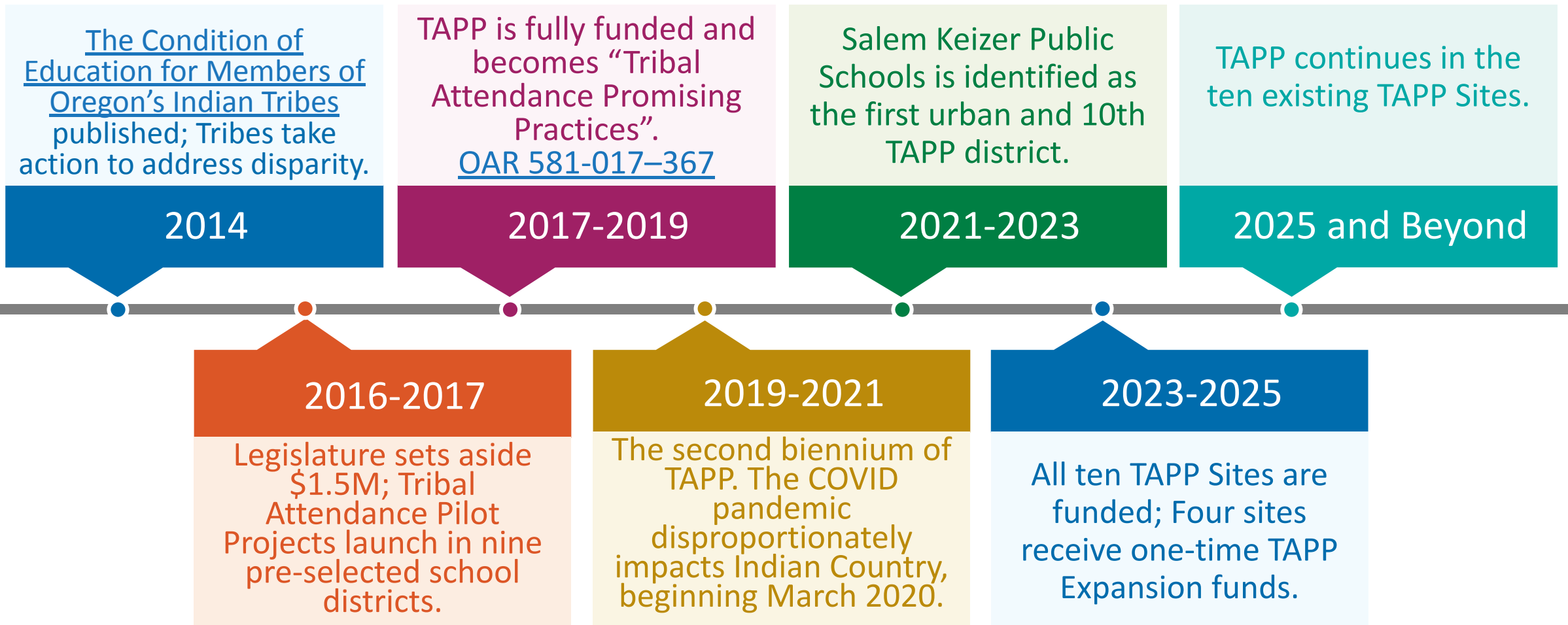# Our Agenda for this Morning

TAPP's History and Timeline

District Grantees and Students Impacted
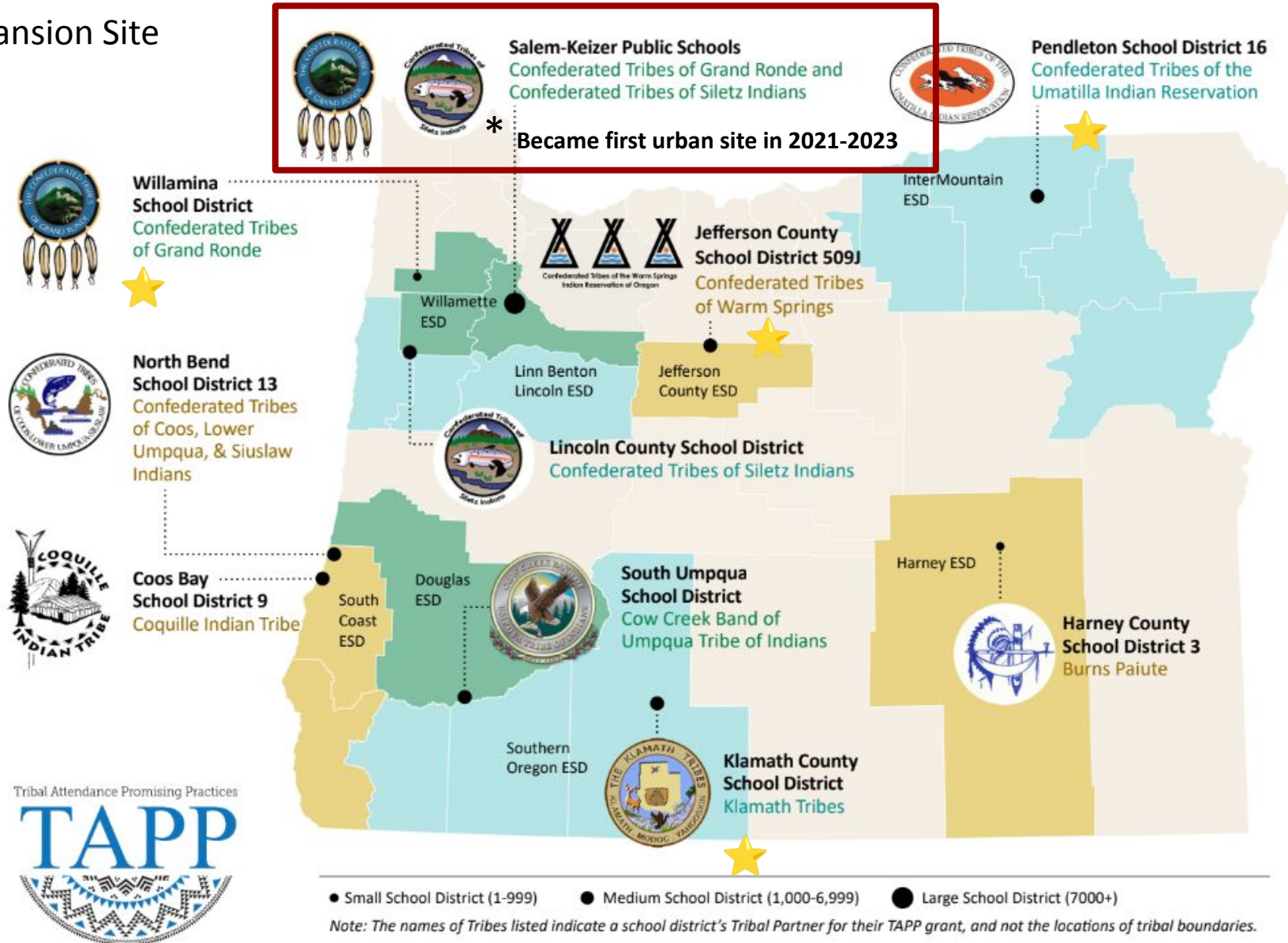
TAPP's Grant Requirements

Research-Based Approaches

Champion Tribal Languages

TAPP'S History and Timeline

The Condition of Education for Members of Oregon's Indian Tribes published; Tribes take action to address disparity.

2014

TAPP is fully funded and becomes "Tribal Attendance Promising Practices".
OAR 581-017–367

2017-2019

Salem Keizer Public Schools is identified as the first urban and 10th TAPP district.

2021-2023

TAPP continues in the ten existing TAPP Sites.

2025 and Beyond

2016-2017

Legislature sets aside $1.5M; Tribal Attendance Pilot Projects launch in nine pre-selected school districts.

2019-2021

The second biennium of TAPP. The COVID pandemic disproportionately impacts Indian Country, beginning March 2020.

2023-2025

All ten TAPP Sites are funded; Four sites receive one-time TAPP Expansion funds.

By the Numbers

Important Note: While the TAPP grant serves American Indian/Alaska Native students, a key grant requirement is that TAPP efforts must positively impact all students.

- A total of **61,543** students are enrolled in the ten TAPP districts.
- **2,228 AI/AN students** reside in them, which is **41% of the total AI/AN population of Oregon**.
- The number of American Indian and Alaska Native+ students is **6,425**.

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

- TAPP Family Advocates serve over **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**.

TAPP's Grant Requirements

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). A full time **TAPP Family Advocate** is staffed to support AI/AN students through the implementation of these strategies designed around the following best practices:

- Recognizing good and improved attendance;
- Engaging students and families to assess challenges and develop solutions;
- Analyze attendance data and evaluate practices;
- Build systems and structures to providing personalized early intervention and outreach supports; and
- Development of programmatic responses to identified barriers as needed.
- Develop strategies to create a school-wide culture that is culturally responsive to AI/AN+ students, families, and the greater tribal community.

A Deeper Look at a TAPP Grant Requirement
The TAPP Site Team
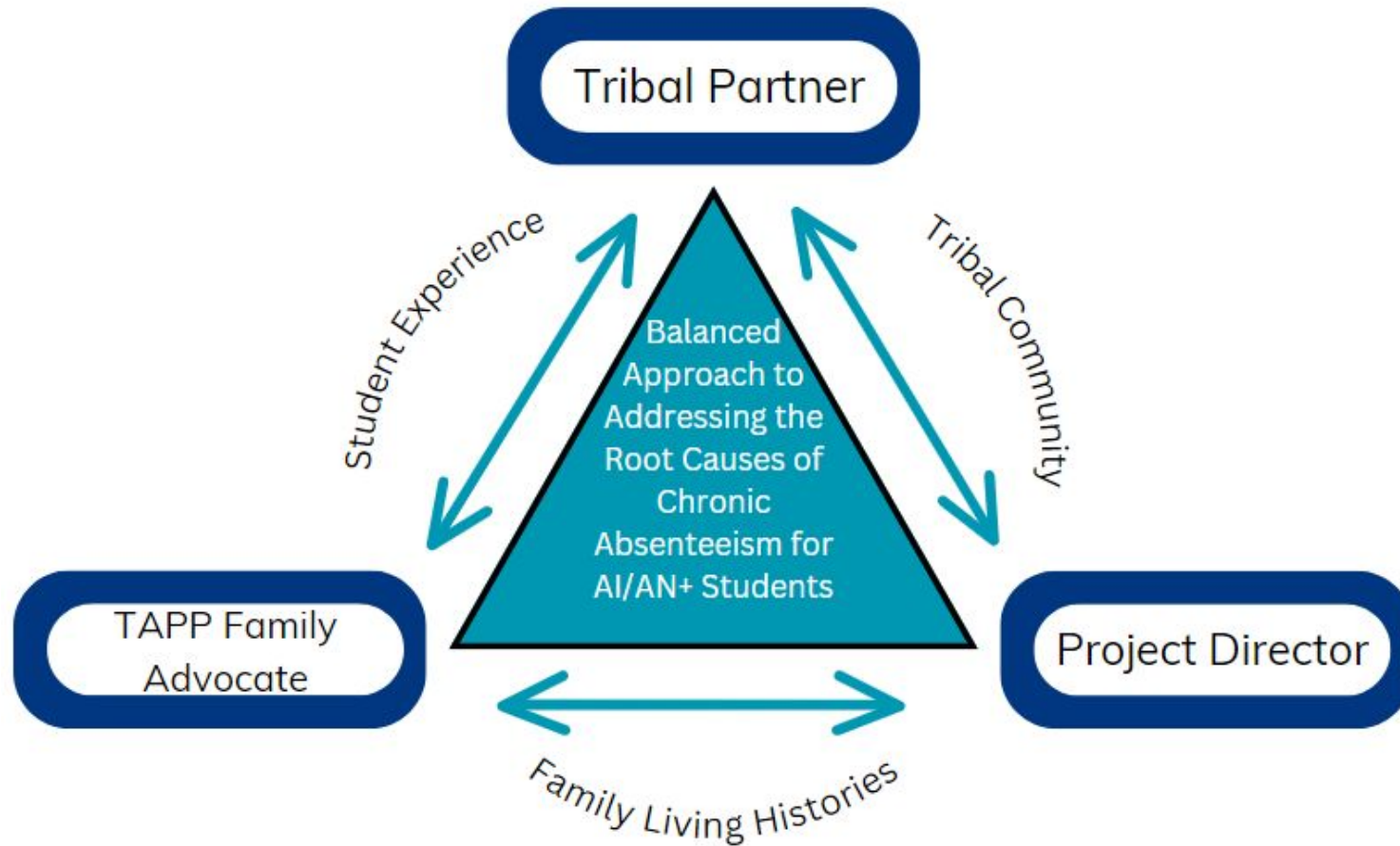
TAPP's Research-Based Approaches

Indigenizing the Attendance Works Framework -

If we have high levels of chronic absenteeism, it means a deterioration of those four foundational conditions. That must always be addressed FIRST.

- Physical and Emotional Health and Safety
- Belonging, Connection, and Support
- Academic Challenge and Engagement
- Adult and Student Well-Being and Emotional Competence

What does it mean to create school learning environments that are culturally responsive to <u>all</u> students <u>and</u> to American Indian /Alaska Native+ Students?
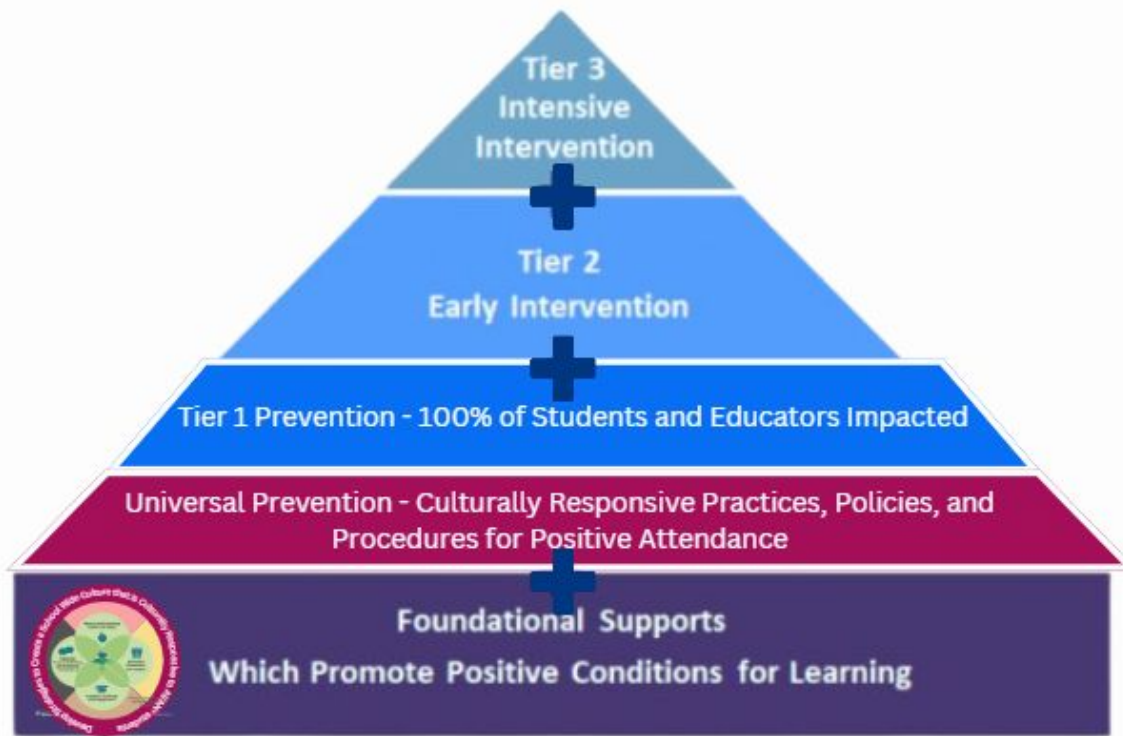
TAPP's Research-Based Approaches

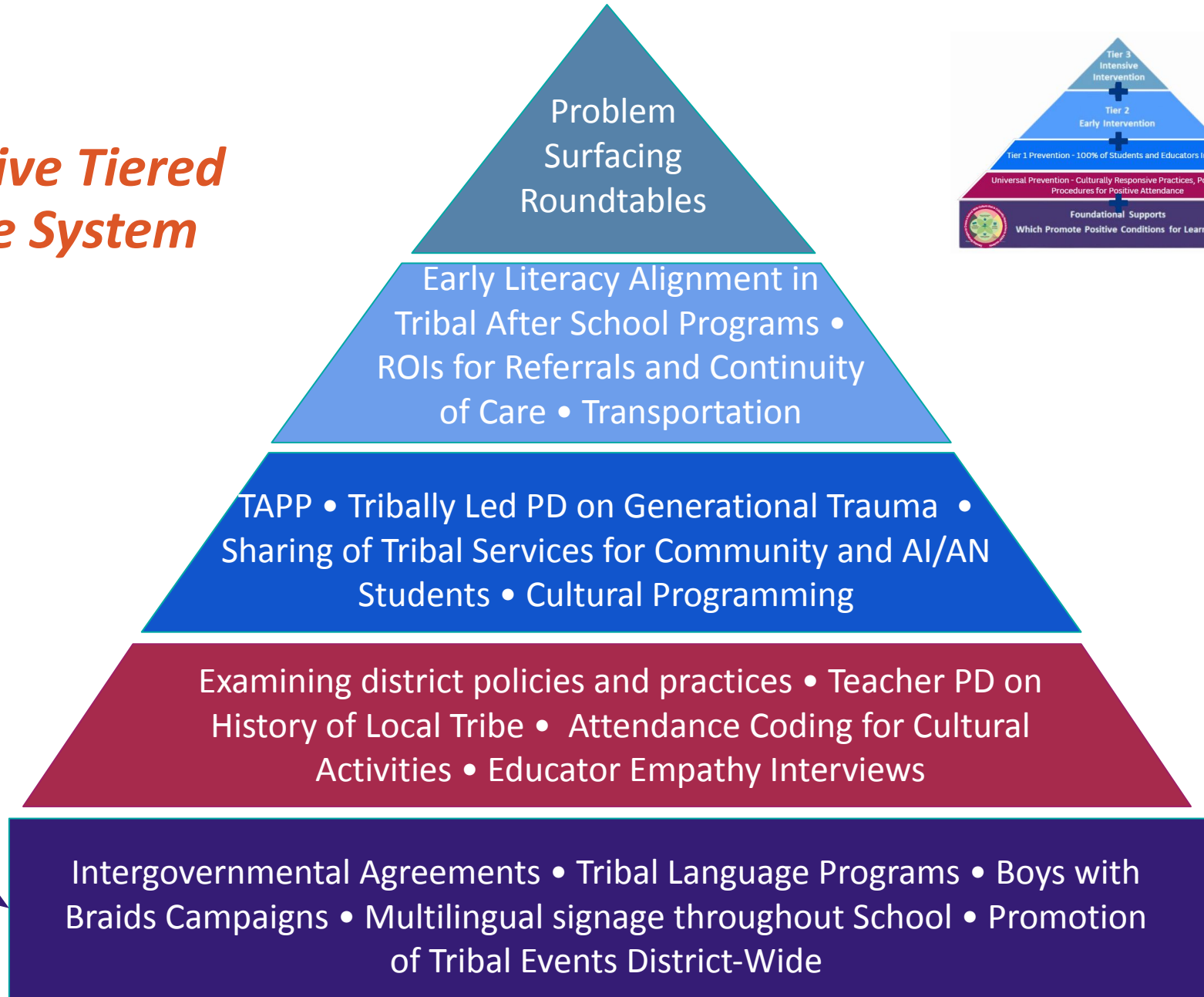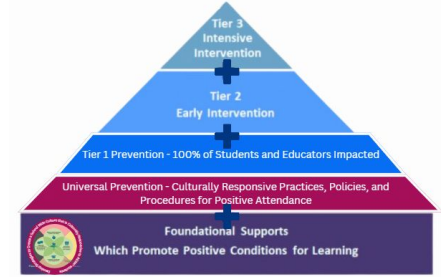**A Culturally Responsive Tiered Attendance Response System** -

What does it mean to co-create a culturally responsive tiered response system for attendance with a tribal partner and a school district? Each tier is intentionally developed in relation to:

- Build systems and structures to provide personalized early interventions and outreach;
- Develop programmatic responses to barriers;
- Engage students and families in community forums to assess challenges and develop solutions; and
- Recognize good and improved attendance

A Closer Look -

A Culturally Responsive Tiered Attendance Response System

Problem Surfacing Roundtables

Early Literacy Alignment in Tribal After School Programs • ROIs for Referrals and Continuity of Care • Transportation

TAPP • Tribally Led PD on Generational Trauma • Sharing of Tribal Services for Community and AI/AN Students • Cultural Programming

Examining district policies and practices • Teacher PD on History of Local Tribe • Attendance Coding for Cultural Activities • Educator Empathy Interviews

Intergovernmental Agreements • Tribal Language Programs • Boys with Braids Campaigns • Multilingual signage throughout School • Promotion of Tribal Events District-Wide

TAPP's Research-Based Approaches

Data Driven Culture

Attendance Tracker:

- Track disaggregated attendance by the percentage of students at each Tiered Level each quarter or Trimester

Strategy Tracking Log:

- Reflect on the effectiveness of their strategies on addressing root causes

Data Justice Log:

- Adapted from the Coalition of Communities of Color, a means of analyzing qualitative and quantitative data to uplift community resiliency and strengths

| Root Cause #1	Root Cause #2	Root Cause #3	Root Cause #4
Transportation challenges. If students miss the bus, they are sometimes not able to make it to school do to living too far away from school to walk and either not having a working or availble vehicle, or gas being too expensive for the family's budget.	Students' feelings of belonging and inclusion at school.	Broken or weak relationship between the family and the school. Can stem from personal, generational, and/or historical trauma--past or present--impacting students' and families' view of/relationship with the school. Can sometimes be amplified by activities, comments, actions that have happened in the school involving staff or students. Can lead to decreased communicaiton/perceived involvment from families	Family physical and mental health, specifically how the adult's health impacts the children.

Type of School-Based Strategy	Strategy Name	What root cause is *most* being addressed by this strategy?	Date
Develop Programmatic Responses to Barriers	Family Advocates transporting students to school	Root Cause #1	Occasionally, as needed by students an families
Recognize Good and Improved Attendance	Monthly Attendance Inentives	Root Cause #2	Monthly

	Start of School to End of Quarter 1 or Trimester 1			
	"n" number	% >90	% <90 - >80	% <80
AI/AN+	72	82%	12%	6%
AI/AN	22	73%	23%	4%
Tribally Affiliated*	51			
Asian	0			
Black/African American	0			
Hispanic/Latino	20			
Multiracial	30			
Native Hawaiian/Pacific Islander	0			
White	0			

What community driven needs does TAPP make visible?	Transportation, Household troubles, being seen in school.
What community driven challenges does TAPP make visible?	Transportation or other obstacles for Youth and Families to get to and from school, at home challenges.
What community driven strengths does TAPP make visible?	Community togetherness, Families coming together when we held Bingo Nights and shared meals together to discuss ways to improve attendance at ▮▮▮ Families and households coming together to build the best foundation for youth to succeed.
In what ways does the TAPP data represent the AI/AN community?	within our ▮▮▮t really breaks down not only the overall attendance but also the chronic absenteeism for families and households, which assists us connecting with them and getting to the root cause.
In what ways is the TAPP data used to promote community self-determination?	I think ▮▮▮ works super well with families to set a plan and assist with the footing of those plans and families and households really flourish after those plans are set.

TAPP Asks Site Teams to Reflect Continuously On -

What is our data telling us about the strength of our **foundational conditions**?

What is our data telling us about the effectiveness of our **Attendance Tiered Response Systems**?
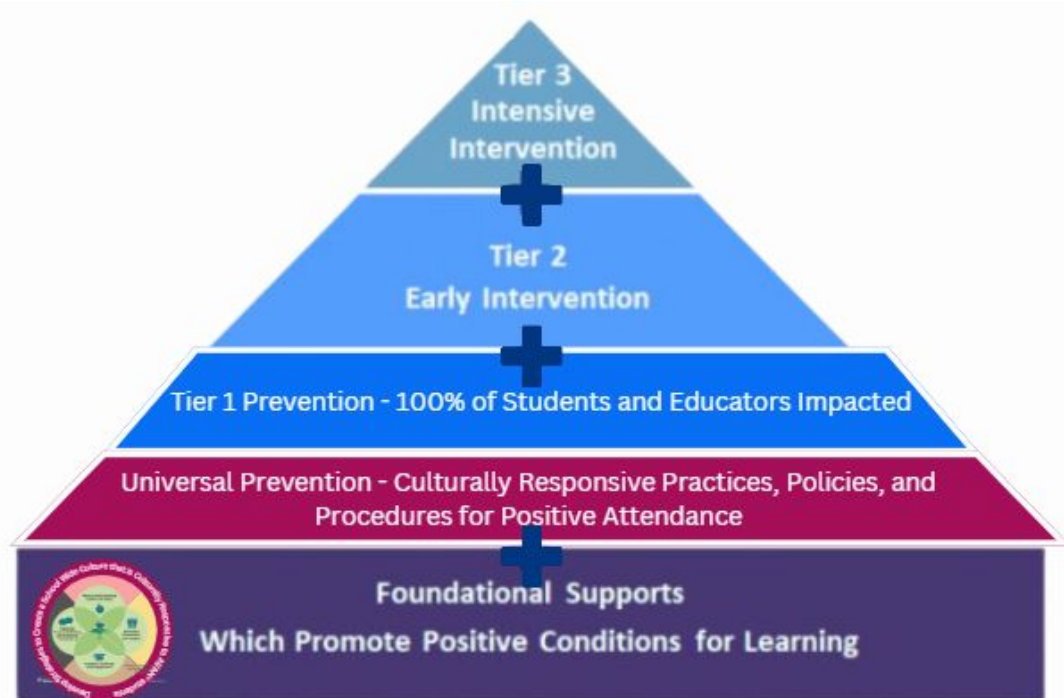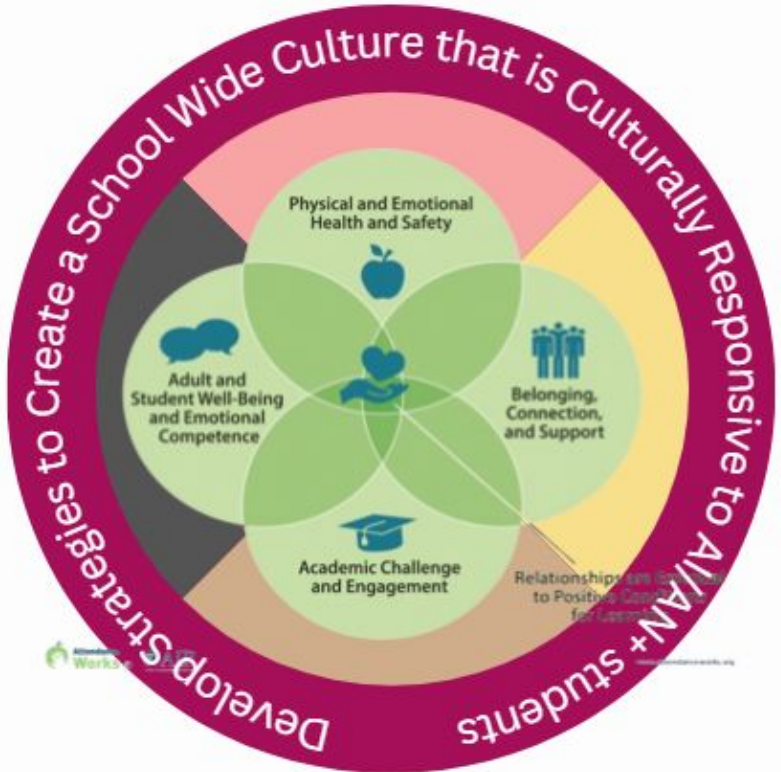
District Accountability

Throughout the Year

Professional Development:

- Monthly TAPP Family Advocate meetings
- Quarterly Professional Development for TAPP Site Teams

Data Reporting:

- District Dashboards (Attendance Tracker, Strategy Tracking Log, and Data Justice Logs)

Biannually

Fall and Spring Site Visits

- Emphasis on classroom observations and in-the-moment debriefs with the principal or instructional leader
- Educator and Student Empathy Interviews
- TAPP Site Team Data Share Outs

Formal Reports

- Initial, Interim, and Final

- Hayu masi and pisa ii -
Thank You for your time.
Questions?

April Campbell - april.campbell@ode.oregon.gov
Stacy Parrish - stacy.parrish@ode.oregon.gov