



Representative Hoa Nguyen
Oregon House District 48

HB 3218 - Tribal Attendance Promising Practices (TAPP) Program
Study

2/26 House Committee on Education

Thank you, Chair, vice chair and members of the committee. For the record I am Sarah Arbuckle, Chief of Staff for State Representative Hoa Nguyen from District 48. Rep Nguyen is not able to attend this hearing today, however I am honored to share her written testimony for HB 3199—I will read Rep Nguyen’s testimony into the record now.

I am State Representative Hoa Nguyen, for House District 48, which includes outer Southeast Portland and North Clackamas County.

I am honored to testify in strong support of House Bill 3218, which directs the Legislative Commission on Indian Services and the Department of Education to study the expansion of the [Tribal Attendance Promising Practices \(TAPP\) grant program](#). As an educator committed to equitable access and student success, I have witnessed firsthand the transformative impact of culturally responsive educational programs on Indigenous students’ attendance and academic outcomes.

Chronic absenteeism disproportionately affects Native American students, often due to systemic barriers, historical trauma, and a lack of culturally affirming support structures in schools. According to research from the Oregon Department of Education, the TAPP program has significantly improved attendance rates for Native students by fostering stronger school-community connections, integrating Indigenous knowledge into learning environments, and supporting student well-being. Expanding this program would allow more students to benefit from these supports and ensure that educational opportunities are accessible across Oregon.

Studies, including the 2022 Oregon Indian Education Report, have shown that culturally grounded interventions, such as those embedded in the TAPP program, are among the most effective strategies for improving student engagement. Schools implementing TAPP have reported improved relationships between Native families and educators, higher attendance rates, and increased academic persistence. Investing in the expansion of this program is not just a policy decision; it is a commitment to equity and justice for Indigenous youth.

Recognizing the importance of Indigenous leadership in shaping this initiative, we have already begun the tribal consultation process to ensure that the study of TAPP expansion is conducted in collaboration with Oregon’s sovereign Tribal Nations. This

consultation includes developing culturally appropriate metrics that reflect tribal values, educational priorities, and definitions of success. By centering Indigenous perspectives in this research, we can ensure that any future recommendations align with the needs of Native students, families, and educators.

House Bill 3218 is a crucial step toward strengthening educational access and success for Native students in Oregon. By studying the potential expansion of TAPP, we are laying the groundwork for a future in which Indigenous students can thrive in school environments that honor their identities and cultures.

I respectfully urge the committee to support this legislation and to continue prioritizing policies that advance educational equity for all students.

Thank you for your time and consideration.