

Tribal Early Learning: Allowable Expenditures Guide

The purpose of this guide is to illustrate the proposed expenditures outlined in the Tribal Early Learning Plan and Fund, as well as illustrate the various ways tribes used the Oregon Tribal Early Learning Alliance (OTELA) Tribal Early Learning Hub (TELH) funding from 2021-2024.

Tribal Early Learning Plan and Fund – Allowable Expenditures	
<i>Note: The following is taken directly from the final proposed language for the Tribal Early Learning Plan and Fund legislation which was submitted by DELC on the Tribal Advisory Committee's behalf in June 2024 and is subject to change.</i>	
Desired allowable uses for the Tribal Early Learning Fund:	<p>The Plan developed and implemented under this section must address objectives which meet the educational, child care, and developmental needs and goals for Tribal children prenatal through age 8 and their families, which may include, but is not limited to, the following:</p> <ol style="list-style-type: none">(1) Improve Tribal access to DELC programs;(2) Promote Tribal History/Shared History;(3) Promote the progression of developmental milestones, honoring language and culture;(4) Improve kindergarten readiness and improve literacy and numeracy levels between kindergarten and grade three parents and caregivers, honoring language and culture;(5) Build Capacity for Tribal Early Learning Providers and Educators;(6) Support Native American language and culture revitalization and preservation;(7) Encourage and increase parental and familial engagement in Tribal children's educational, child care, and developmental plans;(8) Promote the capacity of programs to involve and engage Tribal parents/caregivers. <p>The Plan developed under this section may include, but is not limited to, the following strategies:</p> <ol style="list-style-type: none">(1) Increase access to Early Learning Programs, including but not limited to Culturally Specific Programs, for Tribal children;(2) 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;(3) Increase number of Tribal early education and care providers and educators;(4) Support Tribal early learning providers and educators' continuous quality improvement, including salary and professional development;

	<ul style="list-style-type: none"> (5) Prepare Tribal children for successful transitions, including into the K-12 system; (6) Support Tribal children experiencing disability and/or other challenges; (7) Encourage and increase parental and familial engagement in Tribal children's educational, child care, and developmental plans; (8) Promote the capacity of programs to involve and engage Tribal parents and caregivers
In addition:	The Department (DELC) shall retain a portion up to 5% of the Tribal Early Learning Fund to offer technical assistance, professional development, infrastructure, or other needs as requested through and advised by the OTELA.

Oregon Tribal Early Learning Alliance (OTELA) Tribal Early Learning Hub (TELH) 2021-2024

Specific activities outlined as allowable within Tribal Hub (OTELA) Agreement:	<ul style="list-style-type: none"> • Engagement within the Tribal Advisory Committee (TAC) and other sub-groups or committees created from this work • Goal setting and prioritization areas for TAC and OTELA • Determining the best organizational structure of the OTELA • Activities related to early learning and child care resources (including supplies, materials, professional development, subcontracts, indirect costs)
--	---

Examples of Expenditures from the Tribal Hub (OTELA) Agreements 2021-2023

Category	Expenditure
Materials and Supplies	<ul style="list-style-type: none"> • Office furniture, classroom furnishings, manipulatives, outdoor play equipment, food service equipment, consumable supplies • Native specific books and games • Supplies like supplies like fabric, leather, furs, small tools, rattles, drums, jingles, beading materials, dolls dressed in tribe-specific regalia • Book subscriptions (ex: Bookroo)
Professional Development	<ul style="list-style-type: none"> • Training modules, travel, and registration costs for educators to pursue training opportunities to further their career development in early childhood education and leadership • Covering costs for Professional Development including: <ul style="list-style-type: none"> ○ Conscious Discipline Institute ○ Child Development Associate Certificate Program ○ Training for education supervisors ○ Attending conferences, such as the Oregon Indian Education Association Conference
Inclusion	<ul style="list-style-type: none"> • Social-emotional, sensory/adaptive classroom materials • Enhance access to inclusive developmentally appropriate learning opportunities centered around social-emotional, self-regulation, and diverse options of sensory support
Operational Expenses	<ul style="list-style-type: none"> • Funding additional pre-k slots • Supplementing staff salaries and wages

	<ul style="list-style-type: none"> • Hiring staff (ex: cultural technologist, head start consultant, and experiential learning specialist) • Travel for staff, transportation for children • Contracts, consultants, or other professional services • Supplement existing food budget
Technology	<ul style="list-style-type: none"> • Tablets preloaded with literacy games and books, no internet connectivity required, for children ages 0-5 • Laptops for teachers
Programming and Community	<ul style="list-style-type: none"> • Provide informational materials and supplies regarding child care as a business • Community outreach including: <ul style="list-style-type: none"> ○ Culture camp ○ Family engagement nights ○ Events focused on cultural activities such as moccasin making, language, first foods, and more ○ Developing online content combining culture with STEM activities ○ Virtual learning workshops • Head Start Program Development • Strengthening existing programs including child care, head start, and other wrap around programs for tribal families with children 0-5
Other	<ul style="list-style-type: none"> • Playgrounds and outdoor spaces for early learning and child care programs <ul style="list-style-type: none"> ○ Including upgrades for health and safety, such as fencing • Remodel/renovation expenses <ul style="list-style-type: none"> ○ Non-capital expenditures only (i.e. projects cannot increase square footage, no planning expenses such as architectural drawings) • Vehicles to transport children to programming, such as school buses or vans