




TAPP Family Advocate Monthly Space

April 2, 2026 - 12:30-2:00PM

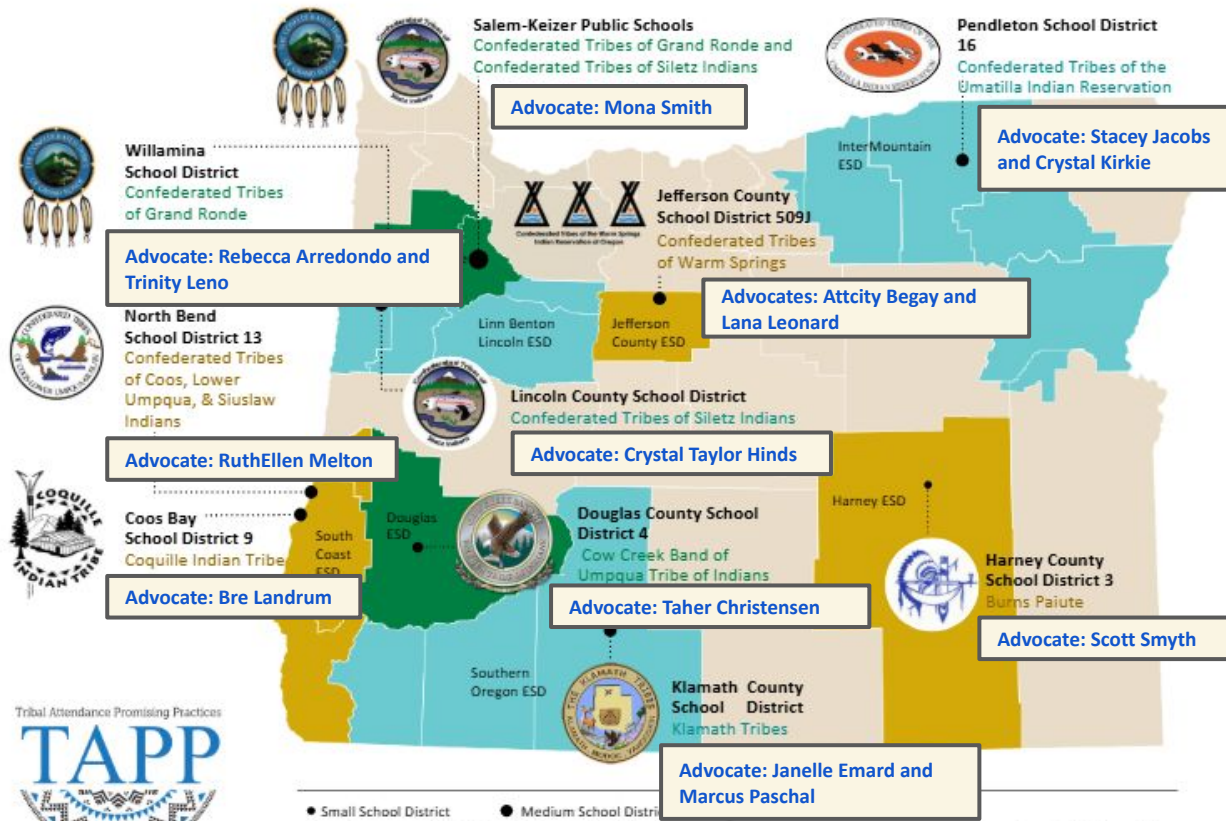
- ✓ **Pisa tabino! In Zoom, rename yourself to Name, school district initials, Tribal Partner(s), and pronouns.**
- ✓ **Materials Needed - Writing materials, water, snacks, etc.**

This monthly meeting is a sacred space for TAPP Family Advocates to –

- Be in community with other educators doing the same work
- Prevent isolation and burnout
- Grow our individual and collective capacities to lead systemic change

This space needs everyone to participate fully, be on camera to the greatest extent possible, and push yourself and one another to grow and lead in a good way. 

TAPP School Districts and Tribal Partners



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 April Monthly Meeting Arc

Tribal Attendance Promising Practices



Will record
this for
Mona if
okay with
the group.

12:30-12:50

Meeting our Newest Advocate and
TAPP Family Advocate Check In

12:50-1:20

HB 3218 TAPP Expansion Study Update

1:20-2:00

Site and Learning Visit Share Out and
Questions/Answers

2:00-2:30

SB 315 Update and Open Forum

Meet our Newest TAPP Family Advocate

Trinity Leno

Willamina School District

Schools Served:

- Willamina Middle School
- Willamina High School

Tribal Partner: Confederated Tribes of
Grand Ronde

AI/AN+ Students Served: 141, 57% of all
AI/AN+ students in the District



TAPP Family Advocate Check-In

- **Roll Call.**
- Which traditional tool used by Oregon tribes best describes how you lead TAPP efforts in your respective schools.



Tribal Attendance Promising Practices



Will record this for
Mona if okay with the
group.

HB 3218 TAPP Expansion Study Update

HB 3218

Be It Enacted by the People of the State of Oregon:

SECTION 1. The Department of Education, in conjunction with the Commission on Indian Services, shall study the Tribal Attendance Promising Practices grant program. Specifically, the commission and the department ***shall study opportunities to expand the program including increases in funding to enable the program to serve more students at existing program locations, and increases in funding to facilitate the establishment of additional program locations throughout this state***. The commission and the department shall submit a report in the manner provided by ORS 192.245, and may include recommendations for legislation, to the interim committees of the Legislative Assembly related to education no later than September 15, 2026.

SECTION 2. Section 1 of this 2025 Act is repealed on January 2, 2027.

Key Components of the TAPP Expansion Study

Longitudinal Data Review

- Regular Attender and Graduation Rates

Survey Data

- Confirm perceived need for expansion at existing and new districts & funding needs (given to District leaders and Tribal Partners)

Qualitative Case Study

- To understand just “what” TAPP is; conditions to support its success

By the Numbers

- Students not served and perceived need (statewide and districts rec by Tribes)

**Legislative Report
Due Sept 2026**
Findings
Recommendations

Artifact Review

- Lessons learned from Expansion Sites
- Understand system-wide support and partnerships needed

TAPP Site and Learning Visit Updates

Purpose: To hear the different agendas being built from our
respective TAPP Sites

Hearing from Colleagues

Planning Tool

Whole Group Share Out -

What are the items the TAPP Site Team is considering including in the Site Visit and why. Please share with the group.

Spring TAPP Site Visit Planning Tool

Context: This year the TAPP Site Team will identify the focus for the visit based on their needs and/or an area of growth from the TAPP Frameworks they have been working on throughout the school year. The items below are meant to provide **examples** of activities, but does not reflect an exhaustive list of what a site team might do. The school district and tribal partner(s) should work together to determine what activities would most benefit the continued growth of their TAPP efforts.

Directions: 1) Use the table to build the TAPP Site Visit. Select as many agenda items needed which can also be done well between 8AM-5PM generally on the time allotted. 2) Then, use the [template](#) to build your agenda for the day. 3) Please send Stacy Stacy@oregon.gov a copy of the day's agenda no later than April 3. Share the agenda widely with anyone impacted by the TAPP Site Visit. A [sample agenda](#) is provided for you as a general guide.

Resources: [OIA Tools & Webinars](#)

Our TAPP Frameworks:

To Do: Use Dropdown to Identify Integrated Guidance Focus Area	Agenda Item	Description	Additional Guidance
N/A	REQUIRED The Hearing Meeting (District - March 31 - April 15) (30 min)	The TAPP Site Team, impacted school leadership, students (if applicable), and teacher leaders (if applicable) should gather for a virtual pre-meeting mid-March to early April to discuss the TAPP Site Visit plan for the visit.	Will take place via Zoom. When submitting your Agenda to Stacy, there is a section to include some ideal timings individuals can meet. She will do her best to accommodate that time.
Equity Advanced >	REQUIRED TAPP Site Team Share Out - sample (60 minutes max) This will be a substitute for the interim report with the exception of needing to include final attendance data through May 7 or end of year, based on the district's preference.	Meet as a TAPP Site Team (members joining virtually or fail) to share out on TAPP efforts and learning the school year.	Please make a copy of this slide deck . Follow the prompts for each slide to complete your slide deck. **TAPP Sites may share out any additional data, tools, or reflections during their share out. However, each district will need to use the slide deck as a minimum standard.
Equity Advanced >	EXAMPLE ITEM Observation of a team meeting (Approx 60 minutes)	The Office of Tribal Education would observe a team meeting and would provide feedback based on a "look for" the team has identified.	Example Team Meeting: <ul style="list-style-type: none"> • TAPP Meeting w/ Tribal Tribes(s) • School or District Attendance Meeting • MTSS, IES, or IET Meeting • Etc
Equity Advanced >	EXAMPLE ITEM	The TAPP Site Team invites a cross-section of (parent specific group) of	Sample Groups: <ul style="list-style-type: none"> • Educators

Learning Visits

Warm Springs - Tues, April 21 & Washington - Thurs April 23

What This Learning Site Can Show You	
Warm Springs K-8, Jefferson County 509J	Washington Elementary School, Pendleton SD
<ul style="list-style-type: none">● Cultural Integration into every day School-Wide Culture● Tribal Language programs incorporated throughout the school day in close partnership from the Confederated Tribes of Warm Springs● Early Literacy Practices - Classrooms in action and how to build the capacity and mindset of teachers to have high expectations for AI/AN students.● Increasing the number of Native Educators through targeted district investments● How to celebrate culture authentically to honor sovereignty – not as an "initiative" but as a sacred obligation to future generations.● This is an AVID site.	<ul style="list-style-type: none">● Cultural Integration into every day School-Wide Culture<ul style="list-style-type: none">○ Learn how the district partnered with CTUIR when building and designing the elementary school● Tribal Language programs incorporated throughout the day in close partnership from the Confederated Tribes of the Umatilla Indian Reservation● Reading Intervention Program - Use of data, small group structure, training educational assistants, etc.● School-wide rigorous classroom instruction● Learn how the tribally-led Title VI Indian Education program works collaboratively in the local schools to support tribal students. Visibility and representation are their superpowers!

SB315 Update and Open Forum

Traps and Tropes	Description - (This table is found in <i>Street Data: A Next General Model for Equity, Pedagogy, and School Transformation</i> by Shane Safir and Jamila Dugan)
Doing equity	Treating equity as series of tools, strategies, and compliance tasks versus a whole-person, whole-system change process linked to culture, identity, and healing
Siloing equity	Locating equity work in a separate and siloed policy, team, or body
Equity warrior	Nesting equity with a single champion and holder of the vision
Spray and pray equity	Engaging “equity experts” to drop in for a training with no ongoing plan for learning or capacity building
Navel-gazing equity	Keeping the equity work at the level of self-reflection and failing to penetrate the instructional core and/or school systems and structures (e.g., instructional planning, student tracking)
Structural equity	Redesigning systems and structures (e.g., master schedule) without investing in the deeper personal, interpersonal, and cultural shifts
Blanket equity	Investing in a program or curriculum rather than building the capacity of your people to address equity challenges as complex and ongoing places of inquiry
Tokenizing equity	Asking leaders of color to hold, drive, and symbolically represent equity without providing support and resources to thrive nor engaging the entire staff in the work
Superficial equity	Failing to take time to build equity-centered knowledge and fluency, leading to behavioral shifts without understanding deeper meaning or historical context
Boomerang equity	Investing time and resources to understand your equity challenges but reverting back to recycled, status quo solutions

“A trap is a mechanism or device designed to catch and retain. It offers a quick entry but does not allow exit. A trope is a recurring theme we've seen happen before, a cliché of sorts. Over our years as educators, we have found ourselves, and have watched others, unintentionally fall victim to the very circumstances we are trying to change—stepping into unsuspected traps and replaying oppressive tropes.” (Dugan, 2021)