

HB 3218 Findings and Recommendations

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Executive Summary

House Bill 3218 (HB 3218), enacted during the 2025 legislative session, directs the Oregon Department of Education (ODE), in conjunction with the Legislative Commission on Indian Services (LCIS), to study opportunities to expand the Tribal Attendance Promising Practices (TAPP) program. Specifically, the legislation calls for examining:

- 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 the state.

HB 3218 directs ODE to submit a report to the interim committees of the Legislative Assembly related to education, no later than September 15, 2026. This report includes a summary of the methodology, best practices, findings, and recommendations, including identifying any funding needed for implementation.

TAPP is a Tribal–state partnership created at the direction of the nine federally recognized Tribes in Oregon. The program exists because Tribes identified chronic absenteeism as a priority and codesigned a culturally grounded approach to supporting AI/AN+¹ students. As such, any expansion of TAPP must be Tribal-directed, consistent with Oregon’s government-to-government responsibilities and the foundational principle that each Tribe speaks for its own citizens and service area.

In implementing HB 3218, ODE conducted a multi-tiered, mixed-methods study that honors this foundational truth. The study examined where quantitative need exists across the state, but equally important, it examined where Tribes have identified readiness, interest, and capacity for expansion. Statewide quantitative data² included in this report serve legislative reporting requirements and are not intended to represent Tribal priorities unless explicitly named.

Some Tribal partners noted that when statewide need is identified, particularly in regions outside a single Tribal service area, Tribes may choose to collaborate or explore multi-Tribe approaches to support new TAPP expansion districts. One Tribal Partner recommended that districts have Title VI Indian Education programs in place prior to TAPP expansion, noting that

¹ American Indian/Alaska Native (AI/AN+) students—a term inclusive of AI/AN, multi-racial AI/AN, Hispanic AI/AN, and multiracial or Hispanic AI/AN students.

² The longitudinal 4-Year Cohort graduation rate, Regular Attender (RA) rate and RA gap, and student counts offer one lens into the educational conditions in TAPP communities and must be interpreted alongside Tribal knowledge and local context.

this programming strengthens district readiness for Tribal partnership and culturally grounded implementation.

The study draws on four primary components:

1. A quantitative review of AI/AN and AI/AN+ student populations and attendance patterns across current TAPP districts, Tribal-requested expansion areas, and additional districts with higher AI/AN+ enrollment.
2. A survey of Tribal partners and district staff, capturing perspectives on the need for expansion, preferred approaches, and capacity considerations.
3. A review of artifacts and documentation from FY23–25 expansion sites, identifying culturally grounded and relational conditions that support successful implementation.
4. A longitudinal analysis of attendance and graduation trends in TAPP districts over nine years.

Across these components, the following findings and recommendations emerged, reinforcing that TAPP’s effectiveness is rooted in Tribal partnership, cultural grounding, and relational work that cannot be replicated without Tribal leadership:

#	<i>Finding</i>
1	Longitudinal attendance and graduation trends show stability and improvement for AI/AN+ students in TAPP districts.
2	Tribal partners strongly support expansion but prioritize strengthening existing sites before expanding to additional locations.
3	Expansion site learnings show that TAPP is most effective when implemented as a relational, culturally grounded, and systemic approach.
4	Culturally grounded attendance support is a statewide need in Oregon, as AI/AN+ students are broadly distributed with notable presence in both rural and urban districts.

#	<i>Recommendation</i>
1	Support the conditions that make TAPP effective as expansion occurs.
2	Strengthen existing TAPP sites before expanding to new locations.
3	Expand to Tribal-requested districts and counties.
4	Explore expansion to additional high-AI/AN districts through Tribal consultation.

Taken together, these findings underscore a central conclusion: statewide data can highlight where need exists, but Tribes determine where expansion is appropriate. Expansion must therefore be paced and guided by Tribal direction and capacity.

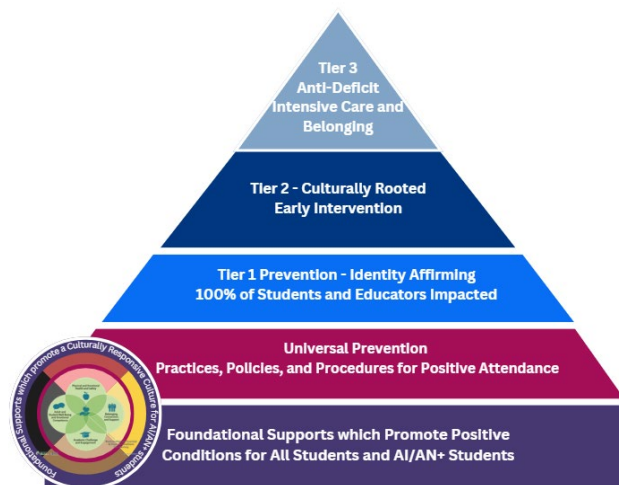
The recommendations in this report may proceed, in whole or in part, through legislative authorization, administrative rulemaking, and adoption by the State Board of Education.

Background and Purpose (HB 3218)

The Tribal Attendance Promising Practices (TAPP) program was created in response to the 2013 [*Condition of Education for Members of Oregon's Indian Tribes report*](#), which identified chronic absenteeism as a significant barrier to AI/AN student success. The nine federally recognized Tribes in Oregon developed a Policy Option Package that led to the creation of TAPP as a Tribal–state partnership designed to strengthen relationships between Tribes and the schools that serve AI/AN+ students. TAPP is governed by [OAR 581-017-0367](#), which outlines program requirements, Tribal partnership expectations, and district responsibilities. Each participating district receives funding to hire a full-time TAPP Family Advocate — a locally rooted staff member who collaborates with Tribal partners to support AI/AN+ students, address barriers such as transportation and basic needs, and foster culturally responsive school environments.³ A key grant requirement is for districts to develop and disseminate best practices district-wide in an effort to reduce Chronic Absenteeism and overcome barriers to regular attendance, benefitting all students.



TAPP's guiding frameworks draw from a decade of Tribal–district partnership and adapt two nationally recognized Attendance Works models: the Foundational Conditions for Learning and the Tiered Support Pyramid. Through years of collaboration with Tribes, TAPP expanded the national three-tier model into a culturally grounded Pyramid that reflects Tribal knowledge and the lived experiences of AI/AN+ students. The Pyramid emphasizes that strong attendance emerges from four foundational conditions — physical and



³ The TAPP program is funded on a per-site basis. Each participating district currently receives \$200,000 per biennium to operate a TAPP site staffed by one full-time TAPP Family Advocate. Expansion sites operating with two Advocates receive \$400,000 per biennium.

emotional safety, belonging and connection, academic challenge and engagement, and adult and student emotional intelligence and well-being — and that these conditions must be intentionally cultivated through site-based universal prevention. Universal prevention includes examining district policies and procedures to honor tribal educational sovereignty, centering care and empathy in attendance-response efforts, and elevating the voices of students and families to identify the root causes of chronic absenteeism.

TAPP further refines the tiers of support to reflect Indigenous-centered approaches:

- **Tier 1: Identity-Affirming strategies** that build belonging, visibility, and cultural pride for AI/AN+ students across the school environment.
- **Tier 2: Culturally Rooted strategies** that deepen relationships with students and families through Tribal partnership, community knowledge, and culturally specific supports.
- **Tier 3: Anti-Deficit methods of care and belonging**, ensuring the most intensive supports reject deficit narratives and instead honor student strengths, family context, and cultural identity.

Together, these frameworks define TAPP's purpose: to create systemic, culturally grounded conditions that support regular attendance and academic success for AI/AN+ students, while positively impacting *all* students in a district.

HB 3218 builds on this purpose by examining how the program can be strengthened and expanded in ways that honor Tribal sovereignty. This study therefore considers not only where quantitative need exists, but also where Tribes identify readiness, capacity, and interest in expansion.

Methodology

The Oregon Department of Education (ODE), in collaboration with the Legislative Commission on Indian Services (LCIS), conducted a mixed-methods study to fulfill the requirements of HB 3218. The study was designed through a sovereignty-aligned lens, consistent with Oregon's government-to-government responsibilities, and grounded in a decade of partnership with the nine federally recognized Tribes in Oregon.

The study team included staff from the Office of Indian Education (OIE), Office of Education Innovation and Improvement (EII), and the Office of Research, Assessment, Data, Accountability, and Reporting (RADAR)). Engagement and feedback occurred through established statewide networks, including the Government-to-Government Education Cluster,

LCIS, and with the TAPP site teams, ensuring that Tribal partners, district leaders, and family advocates informed the findings and recommendations.

The study integrated four primary components:

- **Quantitative Data Review:** The quantitative review examined AI/AN and AI/AN+ student populations, attendance patterns, and geographic distribution across Oregon districts. Rather than evaluating the program, the purpose of this analysis was to identify where need exists. Three datasets were reviewed: (1) current TAPP districts indicating a need to increase funding and/or add new sites, (2) Tribal-requested expansion areas, and (3) additional districts with higher AI/AN or AI/AN+ enrollment. Shared themes emerged across the datasets.
- **Survey of Tribal and District Partners:** To understand partner perspectives on the need for TAPP expansion, ODE administered a survey to Tribal partners and district leadership in February 2026. Twenty-nine respondents participated, including representatives from Tribal Education Departments and district administrators. The survey gathered input on expansion priorities, capacity considerations, and preferred approaches to strengthening the program.
- **Longitudinal Data Analysis:** This component provides a nine-year review of attendance and graduation trends in TAPP districts. The purpose was to describe patterns and trends in student outcomes over time. These data offer one lens into the educational conditions in TAPP communities and must be interpreted alongside Tribal knowledge and local context.
- **Artifact Review of FY 23–25 Expansion Sites:** This component examined documents and reflections from four expansion districts to identify culturally grounded and relational practices, with drafts shared with family advocates to ensure accuracy of analysis.

Quantitative data were analyzed descriptively, and qualitative data were analyzed thematically. All data were interpreted through frameworks rooted in Tribal sovereignty and relational accountability, ensuring that Tribal perspectives were centered, local context was honored, and Western metrics were not interpreted without cultural grounding. This approach reflects TAPP’s longstanding commitment to responsibility, respect, reciprocity, and accountability while in partnership with Tribes.

Tribal Engagement as Interpretive Input

In addition to the four component analyses, ODE conducted engagement sessions with Tribal partners to ensure the survey was appropriate, adequate, and clear, and to gather interpretive

feedback on the draft findings and recommendations. This feedback validated and strengthened the interpretation of evidence and the recommendations, while ensuring the report continued to reflect Tribal perspectives. This approach reflects Oregon's government-to-government responsibilities and ensures that Tribal sovereignty and local context guide the study's recommendations.

The study acknowledges several limitations. Western metrics such as attendance and graduation rates do not capture relational or cultural dimensions of success, including trust, belonging, and community engagement. County-level student count data were used where Tribes identified regional needs, *though attendance rates were not averaged across multiple districts to preserve accuracy*. The study does not make causal claims about TAPP's impact; instead, it identifies patterns, conditions, and opportunities for expansion.

Together, these methods provide a rigorous, culturally responsive foundation for the findings and recommendations that follow.

Findings

The findings from all four evidence sources present a coherent picture of Tribal-directed opportunity and statewide need. Together, they show that AI/AN+ students experience persistent attendance disparities across Oregon; that TAPP’s culturally grounded approach is effective when implemented with fidelity; and in keeping with Oregon’s government-to-government responsibilities, any expansion must be Tribal-directed and must be aligned with Tribal capacity and priorities, even when the data show need in other parts of the state.

Although attendance rates in some TAPP districts remain lower than statewide averages, AI/AN and AI/AN+ students in TAPP communities show stability and improvement over time, including *graduation rates that now exceed statewide AI/AN+ averages*. These trends are consistent with the relational and cultural practices described by expansion sites and suggest that culturally grounded approaches support long-term improvement, even in communities facing significant structural barriers.

In alignment with the geographic and demographic patterns in the quantitative data, Tribal and district partners recognize the need for expansion and have identified preferred approaches for how expansion should be paced, capacity-aligned, and grounded in Tribal consultation. Further, while the quantitative findings identify where need exists, the expansion sites illustrate how culturally grounded school environments, Tribal partnership, relational advocacy, and community-rooted supports are conditions necessary to support improvement. Findings emphasize that strengthening existing sites is the top priority and that expansion requires systemic, culturally responsive conditions that take time and partnership to build. Most importantly, expansion must be Tribal-directed, capacity-aligned, and grounded in the relational and cultural conditions that make the program effective. This integrated interpretation directly informs the tiered, sovereignty-aligned recommendations that follow.

Finding 1: Longitudinal attendance and graduation trends show stability and improvement for AI/AN+ students in TAPP districts.

Impacts on Regular Attendance

After the COVID-19 pandemic, the attendance gap widened for “All Students”, but not for AI/AN or AI/AN+ students. Statewide attendance rebounded more quickly than in TAPP districts, with a widening gap for “All Students”. *AI/AN and AI/AN+ students in TAPP districts did not fall further behind their statewide peers and in some years, the gap narrowed*. This suggests stability for AI/AN students in TAPP communities during a period of statewide volatility. These

trends are shown in Table A1 in Appendix A, which provides nine years of attendance data comparing TAPP districts with statewide averages.

Across all years TAPP districts have lower regular attender rates than statewide averages. This pattern holds for “All Students,” “AI/AN,” and “AI/AN+” groups, reflecting broader structural inequities. Rural isolation, poverty, transportation barriers, and limited access to specialized services contribute to these disparities. These patterns are detailed in Table B2 in Appendix B, which presents multi-year Regular Attendance data for All Students and AI/AN+ students in TAPP districts.

Impacts on Graduation

Since initial implementation in 2016, AI/AN+ students in TAPP districts show stable, improving, and rising graduation rates that in some years exceed statewide AI/AN averages.

Table 1. Four-Year Graduation Rates for All Students and AI/AN+ Students in TAPP Districts and the State

Group	2017	Count	2021	Count	Most Recent Year 2024-25	Count
TAPP All Students	72%	5353	76.30%	5476	81.20%	5763
State All Students	76.70%	46155	80.60%	46283	83%	48563
TAPP AI/AN+	68.60%	598	71.50%	575	82.50%	604
State AI/AN+	71.20%	5055	74%	5055	78.80%	4459

As demonstrated in Table 1, *graduation rates in TAPP districts mirror statewide All-Student averages and exceed statewide AI/AN+ rates in 2024-25*, the most recent year of published data. These trends align with the systemic relational and cultural practices described by expansion sites and are consistent with the goals of TAPP to reduce, as well as TAPP’s impact on reducing Chronic Absenteeism and address overcoming barriers to attendance of all students through the dissemination of best practices.

Across the nine-year period:

- Graduation rates for AI/AN+ students steadily increased,

- The upward trend is consistent across multiple graduating cohorts, and
- By the Class of 2025, AI/AN+ graduation rates in TAPP districts exceed statewide AI/AN+ rates.

The students reflective of the most recent graduating class would have experienced the TAPP program almost their entire K-12 experience. The findings that AI/AN+ students in TAPP districts surpass statewide AI/AN+ averages is one of the strongest quantitative findings in this study and reflect the larger impacts of TAPP on Native student success (see Appendix C, Table C3 for longitudinal graduation rates for students in TAPP districts and statewide). Overall, these findings indicate positive momentum in communities served by TAPP. Appendix D, Table D4 can provide TAPP district-level data for longitudinal graduation rates of All Students and AI/AN+ students from 2017-2025.

Several TAPP expansion districts show meaningful post-COVID improvement in graduation outcomes, with some also demonstrating gains in attendance. Jefferson County 509J and Pendleton SD show sustained improvement in both attendance and graduation since the return to in-person learning. Klamath County SD maintains high graduation rates with stable attendance, while Willamina SD shows significant gains in graduation despite ongoing attendance challenges. These patterns suggest that expanded TAPP investment supports positive momentum in communities with high levels of need.

Table 2. Post-COVID AI/AN+ Regular Attender and AI/AN+ graduation trends in TAPP expansion districts.

Expansion District	Attendance Trend (2022 to Most Recent)	Graduation Trend (2022 to Most Recent)	Most Recent AI/AN+ Count
Jefferson County 509J	38.8% → 51.9%	77.9% → 87.2%	1019
Klamath County SD	65.6% → 66.3%	82% → 91.3%	1507
Pendleton SD	50.2% → 63%	71.2% → 81.4%	641
Willamina SD	54.4% → 39.2%	68.2% → 87.1%	249

Note: The 2021-2022 school year was selected because it was the first year districts returned to in-person learning.

Finding 2: Tribal partners strongly support expansion but prioritize strengthening existing sites before expanding to additional locations.

Survey responses show that Tribal partners overwhelmingly support expansion, with a clear preference to first increase funding for existing TAPP sites and add additional school sites within current TAPP districts. The full dataset is provided in Table E5 in Appendix E.

Table 3. Perceived Need for TAPP Expansion from Survey Data

Respondent Group	Yes	Not at This Time	Unsure
Tribal partners (<i>n</i> = 15)	14	1	0
School/district staff (<i>n</i> = 14)	11	3	0

When asked about preferred approaches to expansion, Tribal partners most frequently selected:

- Increasing funding for existing TAPP sites, and
- Adding additional sites within current TAPP districts.

Similarly, District respondents frequently selected “both”, reflecting recognition of need within their own districts as well as awareness of unmet need at existing TAPP sites. Across both Tribal and district survey respondents, capacity emerged as a central theme. Respondents noted that staffing shortages and limited administrative bandwidth may influence the pace and scope of expansion.

Advocate-to-Student Staffing Ratios in Current TAPP Districts

The findings from review of quantitative data reveal that current TAPP districts serve large AI/AN+ populations with limited staffing capacity, as reflected in the table below. Many existing TAPP sites serve hundreds of AI/AN+ students with a single Family Advocate. Lincoln County demonstrates the challenge: with a 1:187 caseload, the advocate is already stretched thin while serving under 30% of the AI/AN+ students in the district. This results in limited capacity for intensive outreach, reduced ability to provide tiered supports, and challenges sustaining district-wide attendance improvement.

Table 4. Advocate-to-student ratios at TAPP sites requesting expanded funding, additional sites, or both

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TAPP District	Ratio	Request	% of AI/AN+ Students Served
Coos Bay	1:269	Both	100%
Harney County SD 3	1:65	Add Sites	100%
Jefferson County 509J	1:242*	Both	47%
Klamath County	1:265*	Both	35%
Lincoln County	1:187	Both	29%
North Bend	1:56	Both	40%
Pendleton SD	1:159*	Both	49%
Salem-Keizer	1:123	Both	8%
Willamina SD	1:125*	Both	100%

**Sites with two advocates serve approximately double the number of students listed (ratios shown per advocate).*

Tribal-Requested Expansion Areas

The Tribal-requested expansion areas reflect sites identified by four Tribes as priorities for strengthening Tribal-school partnerships in new districts. Most districts in these areas already have infrastructure that aligns with TAPP implementation, and the majority show persistent multi-year gaps in Regular Attender rates between AI/AN and non-AI/AN students. These findings reinforce the recommendation to support existing TAPP sites first, followed by expansion to Tribal-requested areas where both need and Tribal interest are clearly present. Additional data on these expansion areas can be found in Table F6 of Appendix F.

Some Tribes identified expansion not only to specific districts but also to their broader service areas (e.g. Coos County, Lane County, etc). These service areas encompass multiple districts and therefore do not have a single attendance rate; they are included here to honor Tribal-requested geographic priorities while avoiding misrepresentation of district-level attendance data.

Table 5. AI/AN+ student concentrations and attendance gaps in Tribal-requested expansion areas

Expansion Areas	2025-2026 AI/AN+ Count	2024-2025 AI/AN RA Rate	2024-2025 Gap
Athena Weston	56	61.54%	-10.65%

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Expansion Areas	2025-2026 AI/AN+ Count	2024-2025 AI/AN RA Rate	2024-2025 Gap
Coos County**	734	—	---
Coquille	127	55.56%	2.23%
Curry County**	215	—	---
Douglas County**	849	—	---
Eugene 4J	1606	55.38%	-11.64%
Klamath Falls City Schools	451	38.71%	-18.90%
Lane County**	3247	—	---
Myrtle Point	57	41.18%	-20.80%
Powers School Districts	36	63.64%	1.82%
Siuslaw (Florence)	113	47.06%	-16.08%

**This indicates a Tribal service area; not a school district; attendance is not calculated so as not to misrepresent attendance rates.

Note: To align with public-facing attendance reporting, the gap represents the AI/AN Regular Attender rate only and not the AI/AN+ rate. Red indicates districts with negative gaps.

Finding 3: Expansion site learnings show that TAPP is most effective when implemented as a relational, culturally grounded, systemic approach.

Across the 2023–25 expansion sites—Klamath County School District, Jefferson County School District 509J, Pendleton School District, and Willamina School District—districts described significant shifts in school climate, belonging, and student engagement when TAPP practices were implemented with fidelity. These shifts were rooted in Tribal partnership, identity-affirming practices, culturally grounded supports, and anti-deficit approaches to tiered intervention. Expansion sites consistently emphasized that successful implementation was a systemic shift toward school environments where AI/AN+ students and families feel seen, valued, and connected, rather than an addition to a single staff role or strategy.

Relationality - Tribal Partnership as the Foundation

“The TAPP Family Advocate should not default to being “the” tribal liaison between the school district and the tribe. The work of the TAPP Family Advocate with tribes should supplement, not supplant, the efforts of a school or district to collaborate and be in good relations with a tribe” (TAPP Practices Resource).

Expansion sites emphasized that Tribal partnership is the foundation of TAPP. This relationship requires intentional cultivation, with districts demonstrating respect for Tribal sovereignty by

adjusting their practices to meet the needs and priorities of the Tribe. One Tribal partner noted the responsibility the Tribe takes as a “steady and firm educator” to school district staff about the history, culture, and family cultural norms of the tribe. “Accepting that as part of the role, [we] must consistently work to disarm implicit biases while compassionately collaborating and continuing to build a stronger bridge between the district and the Tribe.” Across sites, this distinction was evident in the depth and quality of collaboration, as districts and Tribal partners co-created educational experiences that reflected Tribal values, community priorities, and the needs of Tribal students.

Partnership with the Tribes helps schools continue evolving into more inclusive environments which are reflective of the AI/AN+ student and community culture through meaningful, community-rooted practices, including affinity groups for AI/AN+ students, Native-led community presentations, and collaboration with tribal education staff. Willamina School District described co-designing empathy interviews with the Confederated Tribes of Grand Ronde: “The Tribe was involved in all the events above, but the deepest collaboration this year was around empathy interviews. We had several planning sessions with our tribal partners in the Education Department--Youth Education Program Manager and Academic Advisors. We discussed and refined the questions we would use for our Family Voices Empathy Interviews, decided on the format for the interviews, which families would be invited and who would lead the interview sessions. The same was done for the AI/AN+ student empathy interview questions and format. Because of this collaboration, the empathy interviews happened this year!” This represents a shift from compliance-driven data use to relational, community-rooted inquiry.

Warm Springs K–8 Academy described how sustained partnership with the Confederated Tribes of Warm Springs’ Culture and Heritage Department enabled the expansion of a Native Language Program serving more than 245 students in K–8. Students received instruction in Kiksht, Numu, and Ichishkin, and language educators “teach far more than language—they integrate traditional knowledge and lifeways, community values, seasonal calendars, and cultural arts, songs, and dances.” This work reshaped the school’s cultural climate.

Similarly, Pendleton School District expanded Umatilla language instruction from kindergarten into first and second grade, noting that this has “contributed to a positive cultural shift.” Klamath County School District collaborated with the Klamath Tribes’ Language Department to ensure accurate spellings of Klamath, Modoc, and Yahooskin Paiute welcome words for updated signage across schools district-wide.

Culturally Grounded Professional Learning and Curriculum

Expansion sites highlighted the importance of professional development that deepens staff understanding of Tribal history, implicit bias, trauma-informed practices, and culturally responsive pedagogy. Districts partnered with Tribal education departments to co-design summer institutes, curriculum planning sessions, and Tribal History/Shared History implementation, including the implementation of tribe-specific curricula to supplement THSH.

Willamina School District collaborated with the Confederated Tribes of Grand Ronde to integrate place-based curriculum across grade levels. Staff also participated in “Being an Ally in Indian Country,” a training facilitated by the Native Wellness Institute. These efforts helped staff build shared language, shared expectations, and a common pedagogy rooted in respect for Tribal sovereignty and community knowledge.

Systemic Approaches

Expansion sites invested in intentional school ecosystem design, including murals by Tribal artists, Indigenous language signage, “word walls,” and daily announcements in Tribal languages. One site shared: “Daily announcements begin with ‘Good Morning’ in the Umatilla language and weekly a new Umatilla word is taught. Staff incorporate the Umatilla language daily in their classrooms.” These practices signal belonging and affirm identity, creating conditions where AI/AN+ students feel recognized and valued.

Across all expansion sites, TAPP Family Advocates played a central role in building trusting, culturally grounded relationships with students and families. Advocates engaged in home visits, coordinated with Tribal and community partners, and provided tiered supports addressing root causes of absenteeism—transportation, food insecurity, laundry access, mental health needs, and more. Family dinners, cultural gatherings, and student celebrations (VIP lunch seating, culture clubs, handwritten postcards, attendance trophies) were described as essential Tier 1 supports that build belonging and connection.

Teams, which included Advocates, administrators, counselors, Title VI Indian Education staff, and Tribal Education staff, met regularly to review attendance patterns, identify barriers, and coordinate supports. This approach combined quantitative data with community knowledge, ensuring that interventions were contextualized and culturally grounded. As one Family Advocate summarized: “The groundwork laid by TAPP continued to shape how we view attendance—not just as a number, but as a reflection of connection, trust, and inclusion.”

Systemic, Sustainable Shifts

Across expansion sites, the most consistent theme was that TAPP catalyzed a movement from isolated, individual efforts to districtwide, culturally responsive ecosystems. Sites emphasized the importance of centering culturally affirming practices, so they endure beyond individual staff or grant cycles. This included:

- Aligning district academic calendars for Tribal events
- Adjusting attendance coding to reflect cultural practices
- Embedding Tribal language and history into daily routines
- Ensuring district leadership—not just Advocates—maintain direct relationships with Tribes

These practices help schools respond to the lived realities of AI/AN+ students and families and create sustainable, sovereignty-aligned systems of support. Lessons from expansion sites underscored that successful implementation requires sustained partnership with Tribes, intentional system designs, and conditions that support relational, culturally grounded work, not just additional staffing.

The recommendations in the recommendations section reflect this evidence and align with HB 3218’s charge to identify opportunities to strengthen and expand TAPP.

Finding 4: Culturally grounded attendance support is a statewide need in Oregon, as AI/AN+ students are broadly distributed with notable presence in both rural and urban districts.

AI/AN+ students are present in nearly every district in the state. Concentrations are highest in current TAPP districts, Tribal-requested districts and counties, and large urban districts such as Portland, Beaverton, Hillsboro, Gresham-Barlow, and Reynolds. This distribution demonstrates that need is statewide, not limited to existing TAPP geographies.

Attendance gaps persist across all datasets. Across current TAPP districts, Tribal-requested areas, and additional high-AI/AN districts, AI/AN+ students have lower regular attender rates than district averages. Further, gaps are present in both urban and isolated rural districts as reflected in the table below. The distribution of AI/AN+ students across the state demonstrates that need is not isolated to any single region. The disparities reflect context-specific structural barriers and underscore the need for culturally grounded attendance supports across multiple geographies.

Table 6. AI/AN+ enrollment, AI/AN RA rate, and attendance gaps between non-AI/AN and AI/AN students in high-AI/AN districts not identified by Tribal partners

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District	2025-2026 AI/AN+	Title VI Program	2024-2025 AI/AN RA Rate	2024-2025 Gap
Beaverton	1665	YES	65.33%	-5.94%
Brookings Harbor*	178	NO	82%	9%
Douglas County SD 15*	22	NO	75%	5%
Dufur	40	YES	44%	-24%
Gresham-Barlow	1210	NO	33.77%	-25.94%
Hillsboro	2367	YES	60%	-8%
Hood River	587	YES	39.13%	-31.86%
Medford	463	YES	55.56%	-9.06%
North Wasco	721	YES	40.68%	-19.78%
Portland	1856	YES	35.33%	-32.15%
Reynolds	1304	YES	34.85%	-19.82%
Riddle*	27	NO	75%	-3%
Sheridan	149	YES	50.88%	-14.58%
South Wasco	22	YES	40%	-14%

**Districts marked with an asterisk fall within a service area a tribe has indicated need for TAPP expansion.*

Note: Districts included in Table 6 have either more than 100 AI/AN students, 10% or more AI/AN+ enrollment, or the district AI/AN enrollment is >3%. Furthermore, a “Yes” in the Title VI Program column indicates if a district has existing infrastructure to support TAPP due to the presence of a district or tribally run Title VI Indian Education program.

For more detailed information on these districts, please see Table G7 in Appendix G.

Recommendations

Recommendations 1–4 are designed as a connected sequence that builds toward sustainable and responsible, Tribal-directed expansion. Strengthening existing sites first provides the foundation for expansion to Tribal-requested areas, which in turn informs future exploration of additional high-AI/AN districts through consultation.

Across government-to-government engagement sessions, Tribal partners reinforced that strengthening existing TAPP sites is a prerequisite for expansion. They noted that current sites require adequate staffing, living wage compensation, and additional advocates where caseloads exceed capacity. Tribal partners also emphasized that culturally grounded support requires advocates with cultural knowledge, community connection, or demonstrated experience with AI/AN+ students, and that hiring processes should include Tribal engagement to ensure fit. Most importantly, Tribal Partners emphasized that expansion must follow Tribal direction and occur only through Tribal consultation.

Recommendation 1: Support the conditions that make TAPP effective as expansion occurs.

Expansion site learnings show that TAPP is most effective when districts have the relational, cultural, and structural conditions needed for Tribal-led, culturally grounded implementation. Tribal partners emphasized that these conditions include strong Tribal–district partnership and hiring processes that meaningfully involve Tribes, given the pivotal role of the Family Advocate in culturally grounded work. As expansion proceeds, the legislature may consider supporting districts and Tribal partners with additional resources that strengthen these conditions, such as Tribal-informed professional learning, time and structures for partnership, manageable Advocate caseloads, and flexibility for culturally responsive practices. These supports help ensure that expansion maintains the integrity of the model and long-term impact on AI/AN+ student success.

Recommendation 2: Strengthen existing TAPP sites before expanding to new locations.

Based on Tribal partner priorities and capacity considerations, the legislature should:

- Increase funding for existing TAPP sites
- Increase funding to support additional Family Advocate positions where the ratio of Advocate-to-student ratios are high

Survey data show that Tribal partners overwhelmingly expressed increasing funding for the current sites (e.g. staffing and program resources) before adding additional TAPP school sites in

the same district, and district respondents frequently selected “both”, reflecting recognition of need within their own districts as well as awareness of unmet need at current sites.

During engagement sessions, Tribal partners emphasized that strengthening existing sites includes increasing funding for current TAPP districts to support additional Family Advocate positions where student counts exceed capacity, ensuring living-wage compensation to retain qualified, licensed staff, and meaningfully involving tribes in hiring processes given the pivotal role of the Advocate.

The quantitative review supports the direction of Tribes to strengthen existing sites. Many current TAPP districts serve large AI/AN+ student populations with limited staffing—some with Advocate caseloads exceeding 1:200 and serving less than half of the AI/AN+ students in their district. These capacity constraints limit the ability to provide intensive outreach, sustain culturally responsive tiered practices, and have district-wide attendance impacts on all students. Strengthening existing sites with additional funding ensures that TAPP can operate with fidelity and impact before expansion occurs.

Cost Considerations

Non-expansion TAPP districts operate with a single Advocate despite serving large AI/AN+ student populations. Strengthening existing sites may include increasing funding to:

- Hire additional advocates to lower the staff to student ratios
- Expand school-wide culturally responsive practices and professional development
- Provide additional resources for tiered supports and family outreach

Estimated cost:

- \$250,000⁴ per district per biennium for a one-Advocate model; \$500,000 for a two-Advocate model
- Additional investment varies based on the number of existing sites choosing to expand capacity

⁴ Oregon’s average educator salary is \$81,657, according to the National Education Association’s [Educator Pay Data 2026 report](#). Based on the [2024 State of Oregon Salary & Benefits report](#), salary represents 72% of total compensation, meaning typical educator benefits equal approximately 39% of salary. Because 80% of TAPP Family Advocates are licensed educators, this statewide compensation profile provides a reasonable benchmark for estimating a competitive wage for a TAPP site with one licensed educator, allowing funds for programmatic expenses

Recommendation 3: Expand to Tribal-requested districts and counties.

Survey responses and engagement sessions show that Tribal partners strongly emphasize that expansion should occur in districts and counties identified by Tribes within their service areas. Four Tribal partners named specific locations where expansion is desired and feasible, and the quantitative review confirms these Tribal-requested areas serve substantial AI/AN+ student populations and, where attendance data are available, demonstrate persistent gaps between AI/AN and non-AI/AN Regular Attender rates (refer to Appendix F). Together, these findings reinforce that expansion should follow Tribal direction and occur in areas where both need *and* Tribal interest are clearly present.

These patterns also underscore both the scale of need and the alignment with Tribal-identified priorities. For example, districts such as Eugene 4J and Klamath Falls City Schools show double-digit attendance gaps alongside large AI/AN+ student populations.

Cost Considerations

Tribal partners identified several districts and counties for potential expansion. These areas have significant AI/AN+ student populations, documented attendance gaps, and alignment with Tribal service areas.

Estimated cost:

- \$250,000 per new site per biennium
- Total cost depends on the number of Tribal-requested sites implemented through consultation

Recommendation 4: Explore expansion to additional high-AI/AN districts through Tribal consultation.

Several districts not currently served by TAPP, including large urban and isolated rural districts, have high AI/AN+ enrollment and persistent attendance disparities. These districts represent future opportunities for expansion; however, in engagement sessions, Tribal partners emphasized that expansion beyond Tribal-requested areas must occur only through Tribal consultation and only after strengthening existing sites (Recommendation 2) and implementing Tribal-requested expansion (Recommendation 3).

One Tribal partner noted that districts should have a Title VI Indian Education formula grant program in place prior to being considered for TAPP expansion, as this staffing elevates district knowledge and support for tribal families. Tribal partners also shared that multi-Tribe

collaboration may be an effective model for supporting districts located within overlapping Tribal service areas, particularly where shared students and families would benefit from coordinated Tribal partnership.

ODE should engage Tribes in consultation to assess local capacity for expanding to these additional sites and determine readiness for phased expansion.

Cost Considerations

Expansion into these districts represents a future opportunity, contingent on:

- Tribal consultation
- District readiness
- Qualified staffing
- Multi-tribe collaboration
- Title VI Indian Education formula grant programming (*encouraged when recommended by a Tribe but not required for expansion*).

Estimated cost:

- \$250,000 per new site per biennium
- Total cost varies based on Tribal direction and statewide capacity

Cost Considerations for Implementation

Because expansion must be Tribal-directed and paced with Tribal and district capacity, this study does not recommend a specific number of new sites. Instead, the following cost ranges illustrate the potential investment required under different expansion scenarios aligned with the progressive recommendations.

Across recommendations 2-4, several factors influence cost:

- Staffing certified, licensed educators in the Advocate role
- Professional development needs for district-wide culturally responsive practices
- Tribal-District partnership capacity
- Broader structural inequities present in an area, increasing the need for additional investments in tiered supports

These factors underscore the importance of flexible funding models that allow districts and Tribes to adapt implementation to local context.

Summary

The cost of TAPP expansion depends on:

- Number of sites strengthened or added
- Tribal consultation
- Staff-to-Student ratios
- Expansion district readiness to implement TAPP as a relational, culturally grounded, systemic approach to addressing the root causes of chronic absenteeism
- Title VI Indian Education formula grant programming, for new expansion sites
(encouraged when recommended by a Tribe but not required for expansion).

The estimates provided in this section are intended to support legislative planning and do not represent commitments by Tribes or districts. Any expansion must occur through government-to-government consultation and reflect Tribal sovereignty, local context, and tribal capacity.

Conclusion

Taken together, the expansion site learnings show that TAPP is a systemic, relational, culturally grounded approach that reshapes school environments, strengthens Tribal-district partnerships, and builds conditions where AI/AN+ students can thrive. TAPP is not merely an attendance intervention. The voices of Tribal Partners, TAPP family advocates, and deep insights from current TAPP expansion sites underscore that strong implementation requires time, trust, partnership, and sustained investment. The most impactful practices are those rooted in Indigenous knowledge, community collaboration, and culturally affirming school ecosystems.

Appendix A. Longitudinal Attendance Trends

Table A1. Longitudinal attendance trends for TAPP districts and statewide averages, including All Students, AI/AN, and AI/AN+ groups

Group	2016-17	2017-18	2018-19	2020-21	2021-22	2022-23	2023-24	2024-25	TAPP vs State Average							
TAPP All Students	27179	27225	27210	27602	64073	63604	62190	60834								
	77.30%	77.20%	76.80%	64.70%	55.30%	55.00%	58.60%	59.60%	-3.00%	-2.30%	-2.80%	-7.10%	-8.70%	-6.90%	-7.10%	-6.90%
State All Students	548134	550240	551477	535692	524410	525208	522029	520023								
	80.30%	79.50%	79.60%	71.90%	63.90%	61.90%	65.70%	66.50%								
TAPP AI/AN	2459	2466	2349	2209	2401	2361	2287	2251								
	66.90%	69.70%	67.80%	49.60%	45.80%	50.60%	50.80%	52.70%	-2.40%	-0.60%	-1.70%	-5.50%	-2.70%	-0.20%	-2.00%	-1.40%
State AI/AN	7326	7082	6667	6142	5858	5927	5656	5516								
	69.40%	70.40%	69.40%	55.10%	48.50%	50.80%	52.80%	54.10%								
TAPP AI/AN+	5346	5378	5313	5148	6628	6566	6421	6325								
	73.00%	73.50%	72.50%	58.60%	51.40%	51.60%	54.00%	56.00%	-3.40%	-1.50%	-2.10%	-2.60%	-3.50%	-2.30%	-3.20%	-2.10%
State AI/AN+	55215	53154	50931	46219	42697	40751	38688	37051								
	76.30%	75.10%	74.60%	61.30%	54.90%	53.90%	57.20%	58.10%								

Appendix B. Longitudinal Regular Attender Rates

Table B2. Longitudinal Regular Attender rates for All Students and AI/AN+ students in TAPP districts.

TAPP School Districts	All Students RA Rate							
	2016-17	2017-18	2018-19	2020-21	2021-22	2022-23	2023-24	2024-25
Coos Bay SD 9	73.70%	71.70%	71.70%	60.50%	49.00%	54.20%	61.10%	59.60%
North Bend SD 13	80.60%	79.70%	80.20%	65.20%	56.00%	55.40%	62.20%	64.30%
South Umpqua SD 19	74.70%	73.50%	74.50%	69.20%	59.10%	57.50%	57.90%	59.80%
Harney County SD 3	77.80%	80.00%	79.70%	73.30%	58.90%	60.30%	66.10%	62.30%
Jefferson County SD 509J	71.10%	75.50%	72.60%	53.00%	46.30%	55.50%	55.60%	58.70%
Klamath County SD	84.70%	82.60%	83.50%	82.00%	69.00%	67.50%	69.60%	69.00%
Lincoln County SD	71.10%	72.40%	69.80%	44.30%	55.50%	55.00%	59.30%	60.90%
Salem-Keizer SD 24J	72.10%	72.40%	73.80%	61.60%	53.40%	52.10%	56.00%	56.90%
Pendleton SD 16	81.10%	79.90%	80.40%	64.40%	58.60%	58.10%	59.80%	66.70%
Willamina SD 30J	70.20%	74.80%	76.70%	84.60%	57.00%	60.20%	56.70%	53.00%
TAPP School Districts	AI/AN+ RA Rate							
	2016-17	2017-18	2018-19	2020-21	2021-22	2022-23	2023-24	2024-25
Coos Bay SD 9	67.60%	65.10%	63.20%	49.20%	46.20%	45.50%	52.80%	54.00%
North Bend SD 13	74.90%	74.20%	74.60%	61.40%	50.40%	44.50%	52.80%	54.10%
South Umpqua SD 19	67.20%	68.90%	68.60%	70.40%	61.20%	57.90%	68.30%	63.00%
Harney County SD 3	67.70%	66.00%	61.50%	45.10%	35.20%	42.60%	41.50%	31.70%
Jefferson County SD 509J	65.30%	69.70%	65.00%	39.40%	38.80%	50.80%	47.40%	51.90%
Klamath County SD	84.30%	81.00%	82.80%	77.50%	65.60%	63.70%	66.30%	66.30%
Lincoln County SD	64.20%	66.70%	63.70%	35.20%	46.20%	43.50%	50.80%	51.80%
Salem-Keizer SD 24J	64.20%	62.30%	66.10%	54.80%	47.90%	44.50%	47.40%	51.30%
Pendleton SD 16	73.70%	74.90%	73.00%	54.80%	50.20%	51.70%	55.60%	63.00%
Willamina SD 30J	61.80%	71.70%	72.30%	84.20%	54.40%	55.40%	48.40%	39.20%

Note: Salem-Keizer received the TAPP grant beginning in 21-22

Appendix C. Longitudinal Graduation Rates

Table C3. Longitudinal graduation rates for All Students, AI/AN, and AI/AN+ students in TAPP districts and statewide, including cohort counts and TAPP–state gaps (2016–2025)

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	TAPP vs State Average							
TAPP All Students	72%	75.30%	76.70%	79.20%	76.30%	79.20%	78.20%	79.80%	81.20%	-4.7	-3.4	-3.3	-3.5	-4.3	-2.2	-3.1	-2 -1.8
	5353	5489	5375	5334	5476	5641	5549	5889	5763								
State All Students	76.70%	78.70%	80%	82.60%	80.60%	81.30%	81.30%	81.80%	83%								
	46155	46081	46162	45679	46283	46486	46371	47430	48563								
TAPP AI/AN	60.20%	63.60%	71.30%	71.90%	72.70%	72.30%	72.80%	79.30%	80.80%	1.1	-1.7	3.7	4.7	5.7	3.4	4.6	9.2 6.8
	249	258	258	203	227	213	217	232	239								
State AI/AN	59.10%	65.30%	67.70%	67.20%	67%	68.90%	68.20%	70.10%	74%								
	778	740	702	634	597	621	607	612	626								
TAPP AI/AN+	68.60%	68.10%	74.40%	75.80%	71.50%	74%	77%	76%	82.50%	-2.6	-5.7	-1.3	-1.8	-2.5	-3.5	0.2	-0.5 3.6
	598	564	606	549	575	572	569	572	604								
State AI/AN+	71.20%	73.80%	75.80%	77.60%	74%	77.50%	76.80%	76.60%	78.80%								
	5055	4972	5060	4765	4695	4616	4512	4360	4459								

Appendix D. District level Graduation Data

Table D4. District-level longitudinal graduation rates for All Students and AI/AN+ students in TAPP districts (2016–2025)

All Students Cohort Graduation Rate									
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Coos Bay SD 9	62.3	65.1	71.2	79.6	66.4	69.3	79.1	68.9	75.7
North Bend SD 13	49.6	55.1	54	58.9	61.1	67.7	65.3	72.4	70
South Umpqua SD 19	74.2	75.5	69.9	72.5	68.9	74.1	80.4	83.3	81.7
Harney County SD 3	86.9	81.2	95.8	85.5	86	64.3	40.7	76.1	76
Jefferson County SD 509J	71.7	77.5	77.9	84.6	84.8	88.6	87.3	91.5	91.7
Klamath County SD	77.9	79.2	82.4	83.9	78	80.4	79.9	82.5	86.7
Lincoln County SD	77.8	82	76.1	79.9	57.8	86.3	80	82	88.1
Salem-Keizer SD 24J	73.4	76.6	79.1	81	80.9	79.8	79.1	79.4	79.7
Pendleton SD 16	83	81	79.8	80.2	75.5	81.6	76.7	83.2	89.7
Willamina SD 30J	69.4	83.1	85.3	83.6	82.5	83.8	75.7	89.1	83.2
AI/AN+ Cohort Graduation Rate									
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Coos Bay SD 9	71.2	63.6	69.2	95.7	74.3	58.6	78.4	63	81.3
North Bend SD 13	58	50	70.6	50	67.4	67.6	75	78.8	72
South Umpqua SD 19	81.8	50 *		84.6 *		72.7	83.3 *		90.9
Harney County SD 3	*	*	*	*	70 *	*		45.5 *	
Jefferson County SD 509J	55.4	60.9	72.6	73.6	78.8	77.9	79.4	87.1	87.2
Klamath County SD	76.2	78.6	78.2	79.8	76.6	82	84	87.3	91.3
Lincoln County SD	72.4	75.9	65	86.3	51.6	84.4	73	67.4	88.7
Salem-Keizer SD 24J	67.7	64.2	72.8	70.7	68.8	67.9	75	61.9	74
Pendleton SD 16	66.7	72.2	77.8	75	78.1	71.2	74.3	81.7	81.4
Willamina SD 30J	69.6	81	90	81	83.3	68.2	70	83.3	87.1

Appendix E. Survey Results

Table E5. Detailed expansion requests, AI/AN+ student coverage, and advocate-to-student ratios across TAPP sites

TAPP District	Requester	Request Type	% Served	Ratio
Coos Bay	Tribe	Both	100%	1:269
Harney County SD 3	Tribe	Add Sites	100%	1:65
Jefferson County 509J	LEA	Both	47%	1:242*
Klamath County	LEA & Tribe	Both	35%	1:265*
Lincoln County	LEA	Both	29%	1:187
North Bend	LEA & Tribe	Both	40%	1:56
Pendleton SD	LEA & Tribe	Both	49%	1:159*
Salem-Keizer	LEA & Tribe	Both	8%	1:123
Willamina SD	LEA	Both	100%	1:125*

*Sites with two advocates serve approximately double the number of students listed (ratios shown per advocate).

Appendix F. Tribal-Requested Expansion Areas

Table F6. Indicators for Tribal-requested expansion areas, including size, AI/AN+ population, infrastructure, and attendance gaps.

Expansion Areas	2025-2026 District or County Size	2025- 2026 AI/AN+ Count	Title VI Program	2023-2024 District RA %	2023-2024 District AI/AN RA %	2023-2024 Gap	2024-2025 District RA %	2024-2025 District AI/AN RA %	2024-2025 Gap
Athena Weston	479	56	Yes*	68.30%	62.10%	-6.20%	72.19%	61.54%	-10.65%
Coos County**	7481	734	---	---	---	---	---	---	---
Coquille	1201	127	Yes*	48.30%	42.90%	-5.40%	53.33	55.56%	2.23%
Curry County**	1815	215	---	---	---	---	---	---	---
Douglas County**	13097	849	---	---	---	---	---	---	---
Eugene 4J	15666	1606	Yes*	64.60%	57.80%	-6.80%	67.02	55.38%	-11.64%
Klamath Falls City Schools	2581	451	Yes*	56.20%	34%	-22.20%	57.61	38.71%	-18.90%
Lane County**	41950	3247	---	---	---	---	---	---	---
Myrtle Point	547	57	No	55.40%	50%	-5.40%	61.98	41.18%	-20.80%
Powers School Districts	112	36	Yes*	79.40%	>95%	---	61.82	63.64%	1.82%
Siuslaw (Florence)	1178	113	No	67.90%	72.20%	4.30%	63.14	47.06%	-16.08%

* Indicates there is existing infrastructure to support TAPP due to the presence of a district or tribally run Indian Education program.

**This indicates a Tribal service area; not a school district.

Note: To align with public-facing attendance reporting, AI/AN Regular Attender rates are listed only and not AI/AN+ rates

Appendix G. Districts with High AI/AN+ Enrollment

Table G7. Districts with high AI/AN+ enrollment not identified by Tribal partners, including size, Title VI infrastructure, and attendance gaps

District	2025-2026 District Size	2025-2026 AI/AN+	Title VI Program	2023-2024 District RA %	2023-2024 District AI/AN RA %	2023-2024 Gap	2024-2025 District RA %	2024-2025 District AI/AN RA %	2024-2025 Gap
Beaverton	36959	1665	YES	71.70%	65.50%	-6.20%	71.27%	65.33%	-5.94%
Brookings Harbor*	1221	178	NO	69.30%	78%	9%	72.69%	82%	9%
Douglas County SD 15*	238	22	NO	62.10%	40%	-22%	69.90%	75%	5%
Dufur	359	40	YES	62.50%	24%	-39%	68.05%	44%	-24%
Gresham-Barlow	11357	1210	NO	59.50%	46.20%	-13.30%	59.71%	33.77%	-25.94%
Hillsboro	18521	2367	YES	69.60%	62.10%	-7.50%	68.18%	60%	-8%
Hood River	3744	587	YES	72.20%	43.30%	-28.90%	70.99%	39.13%	-31.86%
Medford	13602	463	YES	66%	55.80%	-10.20%	64.62%	55.56%	-9.06%
North Wasco	2847	721	YES	62%	57.80%	-4.20%	60.46%	40.68%	-19.78%
Portland	42623	1856	YES	63.10%	34.50%	-28.60%	67.48%	35.33%	-32.15%
Reynolds	9610	1304	YES	54.90%	27.10%	-27.80%	54.67%	34.85%	-19.82%
Riddle*	353	27	NO	62.50%	* ---		77.91%	75%	-3%
Sheridan	1023	149	YES	70.50%	69.80%	-0.70%	65.46%	50.88%	-14.58%
South Wasco	209	22	YES	52.20%	* ---		54.07%	40%	-14%

Note: Districts marked with an asterisk fall within a Tribal service area but were not specifically identified by Tribal partners for expansion.

Appendix H. Survey Instrument

TAPP Expansion Survey Draft

Thank you for taking a few minutes to complete this short survey.

Your input will help the Office of Indian Education (OIE) at the Oregon Department of Education understand what may be needed to responsibly and sustainably expand the Tribal Attendance Promising Practices (TAPP) initiative.

This survey is voluntary, anonymous, and will take about 3–5 minutes to complete.

No identifiable personal information is being collected. You may skip any question or exit at any time.

By participating, you are helping ensure that Tribal, school, and community perspectives guide future decisions about TAPP.

Thank you for your time, expertise, and partnership.

Consent

1. **Do you consent to participating in this survey?**
 - a. Yes
 - b. No (end of survey)

Background

2. **What is your connection to TAPP? (branching logic)**
 - a. Tribal partner
 - b. School/district staff
3. **Which TAPP site are you connected to?**
 - a. (dropdown of sites)
 - Coos Bay Public Schools
 - Douglas County SD4
 - Harney County SD3
 - Jefferson County 509J
 - Klamath County SD
 - Lincoln County SD
 - North Bend SD
 - Pendleton SD

Salem-Keizer Public Schools
Willamina SD

Expansion Need

4. School Districts: In your view, is there a need to expand TAPP in your district?
(Expansion may include increasing funding at existing sites or adding new locations.)

- a. Yes
- b. Not at this time
- c. Unsure

(If "Not at this time" is selected, an optional explanation prompt will appear.)

4a. If you selected "Not at this time," would you like to briefly share why?

Tribes: In your view, is there a need to expand TAPP in your service area? *(Expansion may include increasing funding at existing sites or adding new locations.)*

- a. Yes
- b. Not at this time
- c. Unsure

(If "Not at this time" is selected, an optional explanation prompt will appear.)

4a. If you selected "Not at this time," would you like to briefly share why?

Type of Expansion

5. School Districts: If TAPP were expanded within your district, which type of expansion would be most relevant for your community? (Only if Q4 = Yes)

- a. Increasing funding for the current site (e.g., staffing and program resources)
- b. Adding additional TAPP school site(s)
- c. Both

Tribes: If TAPP were expanded within your service area, which type of expansion would be most relevant for your community? (Only if Q4 = Yes)

- a. Increasing funding for the current site (e.g., staffing and program resources)
- b. Adding additional TAPP school site(s) in the current school district
- c. Adding additional TAPP school site(s) in new districts
- d. All of the above

5a. If you selected “adding additional TAPP school site(s) in new school districts,” which school districts are being considered? (Optional) (Q5a is shown only if Q5 = c or d)

Tribal Partner Branch

6. Based on your responses above, would your Tribe support moving forward with TAPP expansion at this time?

- a. Yes
- b. Not at this time

Thank you for completing this survey.

Your insights and time are deeply appreciated. Your responses will help inform thoughtful, responsible decisions about the future of TAPP and how expansion can best support students, families, schools, and Tribal communities.