




# TAPP Family Advocate Monthly Space

November 6, 2025 - 12:30-2:30PM

- ✓ **Welcome! Please say hello to your colleagues in the chat.**
- ✓ **Rename yourself to your 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 November Monthly Meeting Arc

Tribal Attendance Promising Practices



**12:30-12:50**

TAPP Family Advocate Check In

**12:50-1:05**

Announcements and Reminders

**1:05-2:05**

Structured Work Time

**2:05 - 2:30**

Research-Based Deeper Dive into the  
topic of “Incentives”

# TAPP Family Advocate Check-In



Image by Paul Wilson, Klamath Tribes

- **Roll Call.**
- What is a highlight or celebration of the local tribe's culture or sovereignty do you want to uplift and celebrate to the group?

First video of a Chinook Salmon ascending the Keno Dam on September 24, 2025. <https://www.youtube.com/shorts/34j17WKdySk>

# Non-TAPP Related Announcements

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## **Just Released: [Uncovering Boarding Schools - Stories of Resistance and Resilience](#)**

Uncovering Boarding Schools: Stories of Resistance and Resilience" chronicles present-day efforts by Klamath tribal members to uncover the difficult and often hidden history of Indigenous children forced into government-sanctioned boarding schools—including some religious schools that were previously unknown—in order to bring about community reconciliation and healing.

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## **Group Discussion - Post Viewing**

- This video comes with discussion questions. They are linked [here](#). In the Speaker Notes, I have also adapted them for broader use with educators.

# Announcements / Reminders

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## Funding Updates

- \$200,000 for each site for the 25-27 biennium
- \$400,000 for each expansion site
  - Jefferson County 509J
  - Klamath County
  - Pendleton SD
  - Willamina SD

**There is no update from ODE  
Procurement of the availability of funds  
or a finalized TAPP Agreement for 25-27.**

## Initial Plan To-Do's

- Feedback
  - If you received feedback that asked you to resubmit the plan, please do so as soon as you can. Please do not resubmit it without connecting with the tribe(s).
- Revised Budget
  - Follow the directions sent via email to update the budget section to reflect a balanced budget for the \$200,000

# Announcements / Reminders

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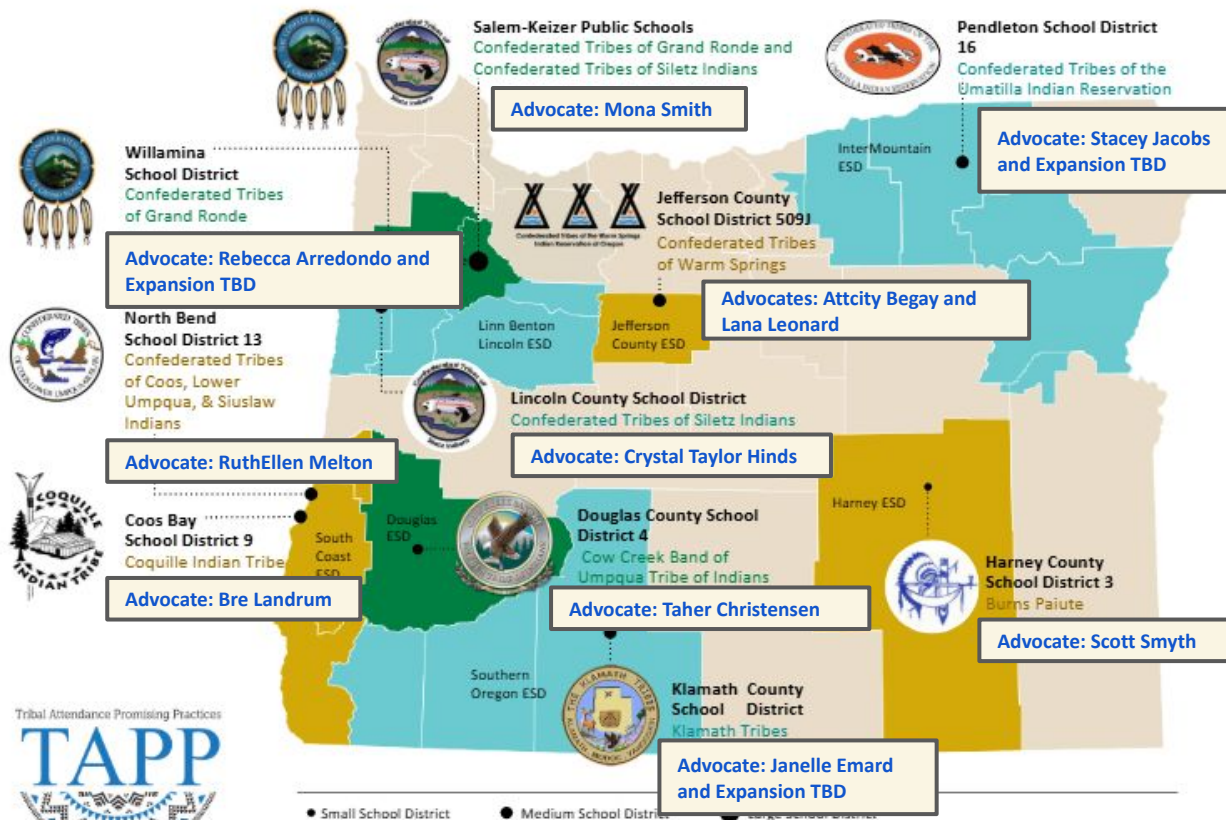
## TAPP Dashboard Update Time

- Attendance Tracker
  - Must be updated before the TAPP Learning Series #2 by the Project Director.
- Strategy Tracking Log
  - This should be continuously updated by you, the TAPP Family Advocate. If there is more than one advocate and they serve a different school, they should maintain a separate log.
- Quarter/Trimester Data Reflection
  - Must be updated before the TAPP Learning Series #2 by the TAPP Site Team

## Upcoming TAPP Learning Series

- Confirm you have a calendar invite for Wednesday, November 19 from 12PM-2PM
- In the coming days, check in with the Project Director and the tribal partner(s) to remind them of it.

## 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.*



# Starting with some Work Time



Tiered Strategy Tracker - Root Causes and Dropdowns

# Tiered Strategy Tracker

1	Students in Tier 2 - What are common root causes for their chronic absenteeism?			Students in Tier 3 - What are common root causes for their chronic absenteeism?		
2	Root Cause #1	Root Cause #2	Root Cause #3	Root Cause #1	Root Cause #2	Root Cause #3
3						
4						
5						
6						
7						
8						
9	Strategy Name	Tiered Level this Most Addresses	What root cause is <i>most</i> being addressed by this strategy?			
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						
23						
24	Always add more rows as needed					
25	Type of Robust Collaboration that is Consistent and Ongoing or a Significant One-Time Event	Collaboration Name/Title	"Other" Description from Column A			
26						
27						
28						
29						
30						

## Tiered Strategy Tracker

### Students in Tier 2 and Tier 3

Students in Tier 2 - What are common root causes for their chronic absenteeism?		
Root Cause #1	Root Cause #2	Root Cause #3

Students in Tier 3 - What are common root causes for their chronic absenteeism?		
Root Cause #1	Root Cause #2	Root Cause #3

Based on your attendance monitoring so far, what are the common root causes of chronic absenteeism of students at Tier 2 and Tier 3?

- Consider the Street Data you are collecting from students and families
- Consider what you are learning from your school or district attendance, MTSS, EIS, RTI, etc. meetings
- Is your root cause strengths-based or does it reveal bias?

*Street Data cautions us to not jump into “solutions” before truly understanding the issue(s) at hand.*

# Root Cause Analysis Supports



## Street Data excerpts -

- Read page 86 to the first paragraph on page 87.

While you read, track the most important attributes of this stage as you “uncover” root causes of chronic absenteeism.

## Iceberg Protocol

- Revisit the next slide from Dec of 2024

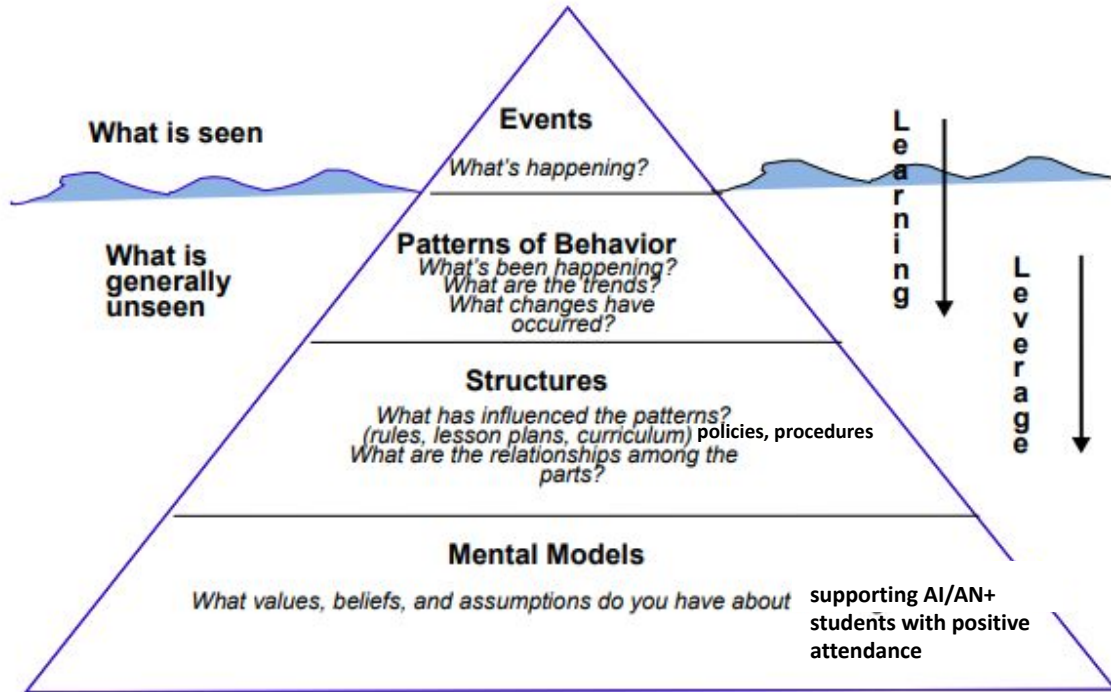
## Fishbone Diagram

- [Attendance Works video](#) about it (listen to 12:45 - 16:24)
- Know your data point (i.e. 27 students are attending <90-80%), “uncover” patterns, unpack each pattern asking “why” five times.

A Reminder about **Common Biases** toward Native youth

- See slide 13

# From Last December - The Iceberg Protocol



The [Iceberg Model](#) is a systems thinking tool designed to help an individual or group discover the patterns of behavior, supporting structures, and mental models that underlie a particular event – in our case – a particular Root Cause.

# Three Types of Bias-Based Beliefs

## Color Evasiveness

**Beliefs** - Color is not seen; cultural lived experiences are irrelevant (Bonilla-Silva, 2013 and Fergus, 2017)

### Impact

Leads to dismissal of assertions of systemic racism and systemic inequities which reinforces deficit thinking, poverty disciplining, and systemic inequities (Fergus, 2017)

Culture, values, practices of school members not a part of the dominant culture are devalued, marginalized, ignored and/or “problematic.” (The Continuum | CCPEP.ORG, n.d.)

## Deficit Thinking

**Beliefs** - Certain groups of students/families/cultures: do not care about their student’s academic performance and aren’t capable of high academic achievement.

### Impact

“Assumes a denial of values that supports education...[which] allows for abdication of [educators’] responsibility for connecting with students and families

Pygmalion Effect - If we as educators expect certain actions from certain students, we are more likely to treat them in such a way that can lead to the anticipated actions. The students’ actions do not necessarily occur because we were right, but rather because of an internalized attitude the student adopted about themselves as a result of the ways we consciously or subconsciously treated them.

## Poverty Disciplining

**Beliefs** - Low-income students/families, particularly those experiencing generational poverty: Lack morals, good manners, and/or the ability to avoid self-destructive behavior, “Cannot follow directions”; Are less motivated or less inclined to succeed; Don’t take school seriously (Soss et al., 2011)

**Impact** - A tendency to look at and interact with students experiencing poverty through the lens of deficit-based thinking

Assumption that low-income students will be disruptive, disobedient and disrespectful (Payne, 2003)

Hyper Focused expectation that the poor students will act in a deviant way (Payne, 2003)

# Strategy to Tiered Level to Root Cause Connection

The purpose of this section evolving this year is because the biggest area of growth for TAPP districts is to ensure our tiered strategies are meeting the needs of students and their families.

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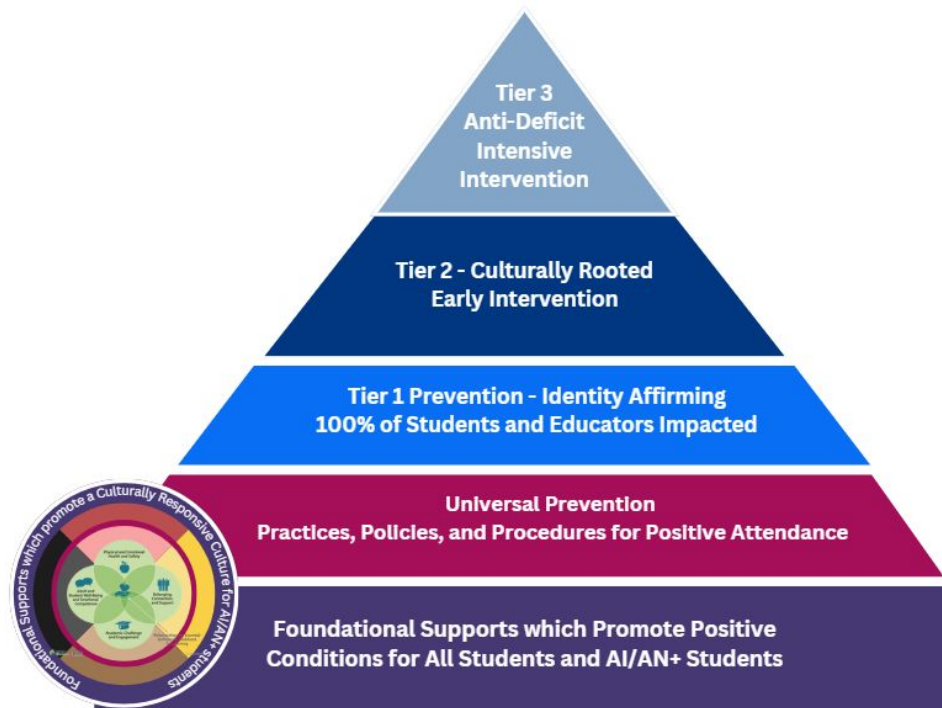
To what extent is there explicit alignment to one or more tiered strategies to an identified root cause?

Common examples from dashboards -

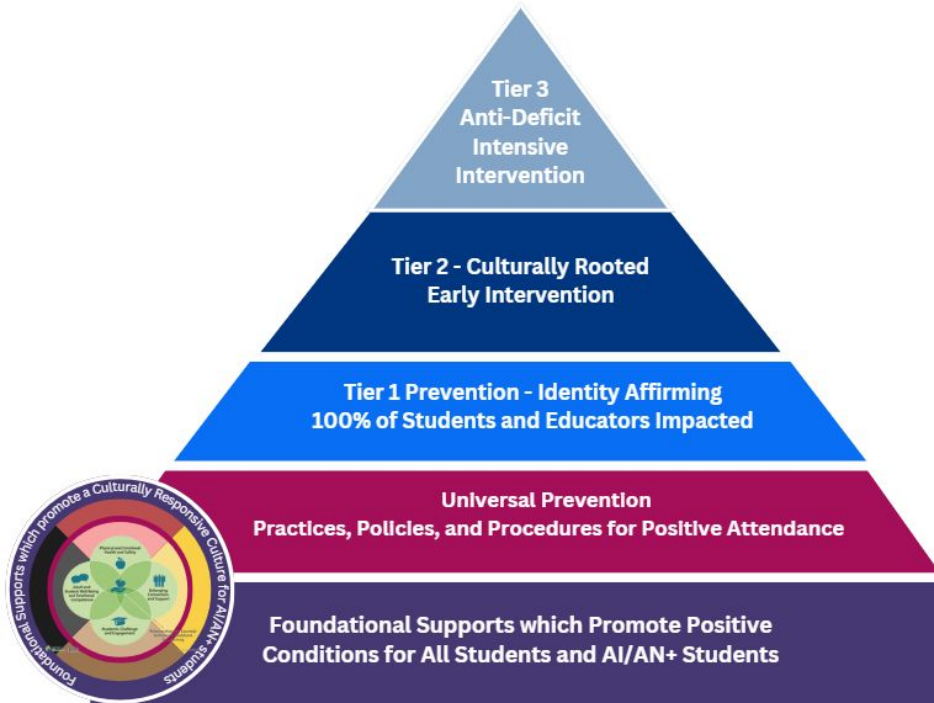
- Transportation challenges
- Medical issues or physical health challenges (chronic illness, repeated sickness)
- Custody Issues/Family Dynamics due to Divorce or volatile relationships



# TAPP's Tiered Pyramid of Supports



# Universal Prevention Deep Dive



## Universal Prevention Definitions:

**Practices** - are the strategic approaches and underlying principles that aim to reduce absences and improve attendance overall; for TAPP is relates to monitoring data, removing barriers, and delivering personalized interventions

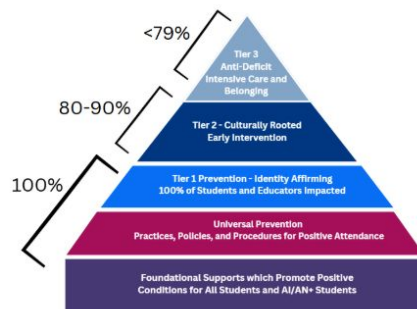
**Procedures** - are the operational details and daily tasks for inputting consistent attendance

**Policies** - a set of guidelines and rules that define a student's compulsory attendance requirements, including expectations for daily presence, tardiness, and excused vs. unexcused absences. It explains the reporting procedures for absences, accountability for excessive absenteeism, and the steps taken to support students and families in overcoming barriers to consistent attendance.

And remember - A tiered response system is **NOTHING** without **UNIVERSAL PREVENTION** – without effective, transparent, and consistent practices, policies, and procedures for positive attendance.

Answer this question in the chat —

A tiered response system is NOTHING without \_\_\_\_\_.



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# A Conversation about Incentives

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Research, AI/AN Students, and What to Do Instead

Take a moment to review the data below. Unmute and share your observations with this satellite data on the Regular Attender rates from SY24-25.



	Student Group	Student Count	Greater than 90%	90%- 80%	80% or less
Non TAPP	AIAN+	34681	58.4	24.8	16.8
TAPP	AIAN+	2377	54.4	27.7	17.8
Non TAPP	Total	506263	66.8	21.7	11.5
TAPP	Total	13592	56.3	25.8	18.0



What do we know, generally, about the root causes of chronic absenteeism in AI/AN+ students?

# Why Incentives Alone Aren't Enough

**Summary:** Incentives do not address the structural or cultural barriers that drive chronic absenteeism—especially in communities facing generational trauma, transportation inequities, or systemic mistrust

Here is [an excerpt](#) from Rethinking Chronic Absenteeism: Why Schools Can't Solve it Alone by Sarah Winchell Lenhoff and Jeremy Singer about the topic of “incentives”. [Here is the article](#) referenced in the excerpt.

Take a moment to read it and then we can come back as a group to discuss it.

# Why Incentives Might Not Work Long-Term for AI/AN Students

**Summary:** For AI/AN students, attendance challenges are rooted in **trust, relevance, and systemic access**, not motivation. Healing-centered, culturally grounded strategies—not prizes—rebuild engagement and belonging.

## *Understanding Context: Historical Trauma and Systemic Barriers*

**Historical Roots:** Chronic absenteeism among American Indian and Alaska Native (AI/AN) students is tied to the legacy of forced assimilation and boarding schools that broke trust between Native families and public education. Incentives cannot repair intergenerational harm or rebuild belonging.

- *Reference:* Bear et al. (2019) – Historical trauma and systemic inequities are linked to health, attendance, and engagement disparities among Native youth.

**Systemic Inequities:** Many AI/AN students face barriers such as transportation issues, inadequate healthcare access, racialized discipline, and culturally irrelevant curriculum—conditions far beyond a student’s control.

- *Reference:* Freed & Samson (2004) – Chronic absenteeism reflects systemic failure in Native-serving schools, not student apathy.

**Cultural Mismatch:** Attendance incentives stem from Western behavioral frameworks that prioritize extrinsic motivation. Indigenous frameworks center *relational accountability, reciprocity, and collective success*, meaning extrinsic rewards may even undermine community-based values.

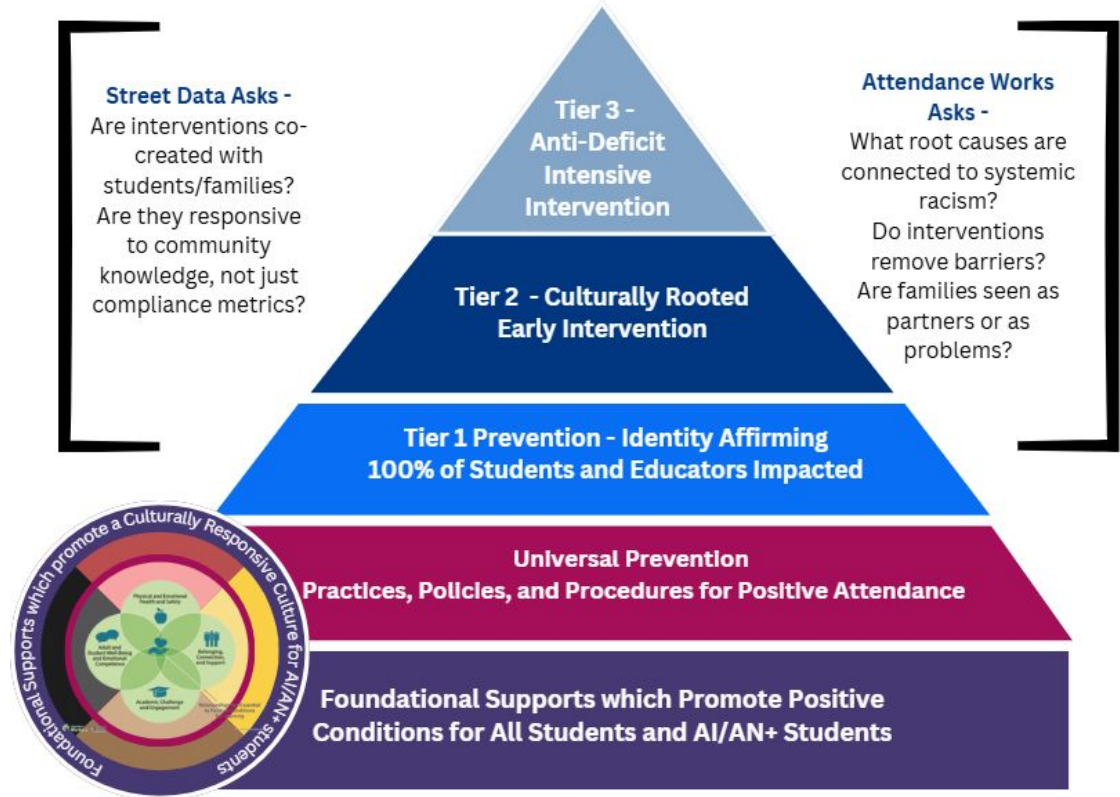
<b>What to Do Instead</b>	<b>Why It Matters</b>	<b>Implementation Tip</b>
Utilize Tiered Approaches	Addresses varying attendance barriers rather than one-size-fits-all rewards	Align tiered supports with the TAPP Pyramid
Identify and Reduce Barriers	Transportation, housing, health, substance abuse, divorce, family obligations often drive absenteeism	Collaborate with tribal partners, students, and families to address key barriers
Build Culturally Responsive Partnerships	Belonging and relevance matter more than prizes	Involve tribal partners, families, and knowledge keepers in the planning
Use Early Warning Data Systems and/or Collaborative Teams (attendance, MTSS, etc)	Enables timely, personalized interventions	Create systems to flag students at risk early
Focus on the Four Foundational Conditions for Positive learning	Students attend when they feel valued, safe, academically challenged, and when in the care of effective and regulated adults	If Chronic Absenteeism is high, you must tend to the Four Foundational Conditions
Reframe or Phase Down Incentives	Avoid signaling that attendance is transactional	Celebrate growth, effort, and community contribution instead
Sustain Supports Over Time	Relational work requires consistency and trust	Secure long-term funding for advocates and culturally anchored mentoring



## Zooming Out –

In the first 30 days, what are some needs arising for students who are falling in the Tier 2 or Tier 3 category?

To what extent are you able to meet those needs with existing tiers or are you needing to gather the team to plan new or different supports?

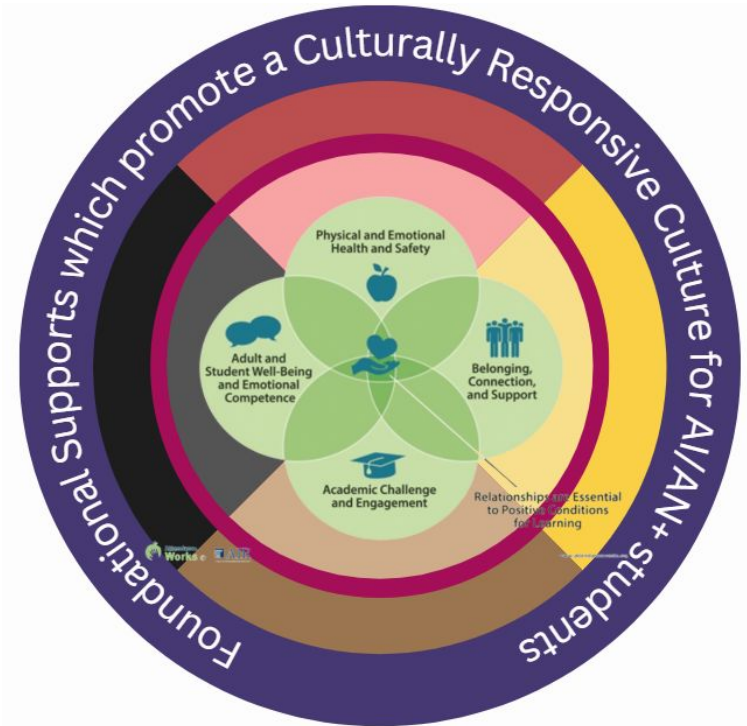


# Foundational Conditions

These [four foundational supports from Attendance Works](#) must be in place to create positive conditions for any student to learn.

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

**When high levels of chronic absenteeism are present, it can indicate a deterioration of these foundational supports.**

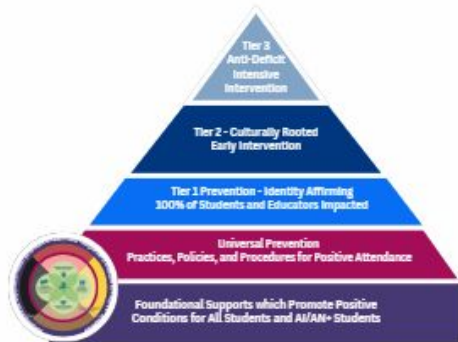


# ESSENTIAL QUESTION -

## Is a Proposed Intervention Culturally Responsive?

Scholars such as Hammond (*Culturally Responsive Teaching and the Brain*) and Khalifa (*Culturally Responsive School Leadership*) argue that MTSS often fails to account for systemic racism unless it explicitly integrates:

- **Identity-affirming Tier 1 practices** (e.g., relational trust, Native language, and land-based curriculum).
- **Culturally-rooted Tier 2 supports** (e.g., family advocates, mentoring with elders).
- **Anti-deficit Tier 3 approaches** that avoid pathologizing Native youth and instead address systemic barriers.





Text Parrish anytime at  
**971-208-0270**