

Preliminary Agreement &
Tribal Education Agency
Webinar
May 12, 2015

Disclaimer

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Welcome

Joyce Silverthorne

Director

Office of Indian Education

US Department of Education

Today's Speakers

- **Quinton Roman Nose**, Executive Director of TEDNA; Indian Education Consultant
- **Jacob Tsofigh**, Indian Education Technical Assistance Coordinator, University of Oklahoma Outreach
- **Ferlin Clark, Ph.D.** Former Assistant Secretary for Indian Education, New Mexico Public Education Department
- **Martin Reinhardt, Ph.D.** Associate Professor & Chair of Native American Studies, Northern Michigan University

Poll

What is your role?

- TEA representative
- SEA contact
- LEA administrator
- Community based organization representative
- Consultant
- Other

Webinar Goal

Applicants will understand who needs to sign the preliminary agreement and what the content of the agreement must contain.

Webinar Objectives

1. Learn about Tribal Education Agencies – their functions, purposes, and how they are the receipt of STEP funding.
2. Understand role of SEA and LEA in administering a federal formula program (this agreement exists between partners and within existing statute).
3. Understand how to come to agreement with partners, how each will interact (2-way) with one another (TEA, SEA, LEA), and what they are agreeing to.
4. Create new relationship in areas where antagonism previously existed.

Agenda

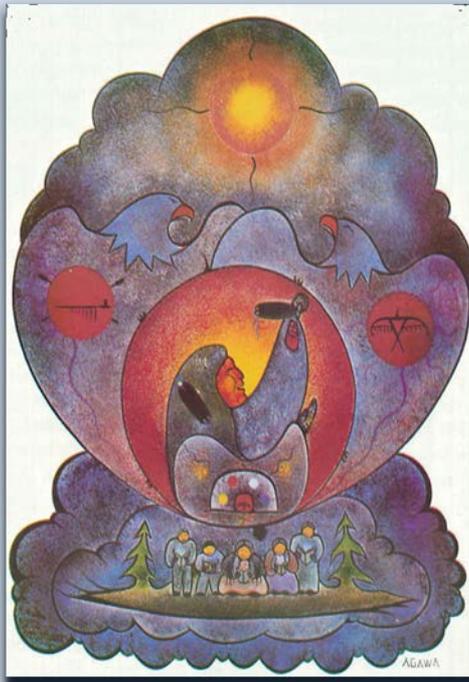
- Welcome & Introductions
- Background, Purpose, Deadlines
- Preliminary Agreements
 - Requirements
 - Roles and Responsibilities
 - Collaborative Partnerships
- Resources
- Closing

Poll

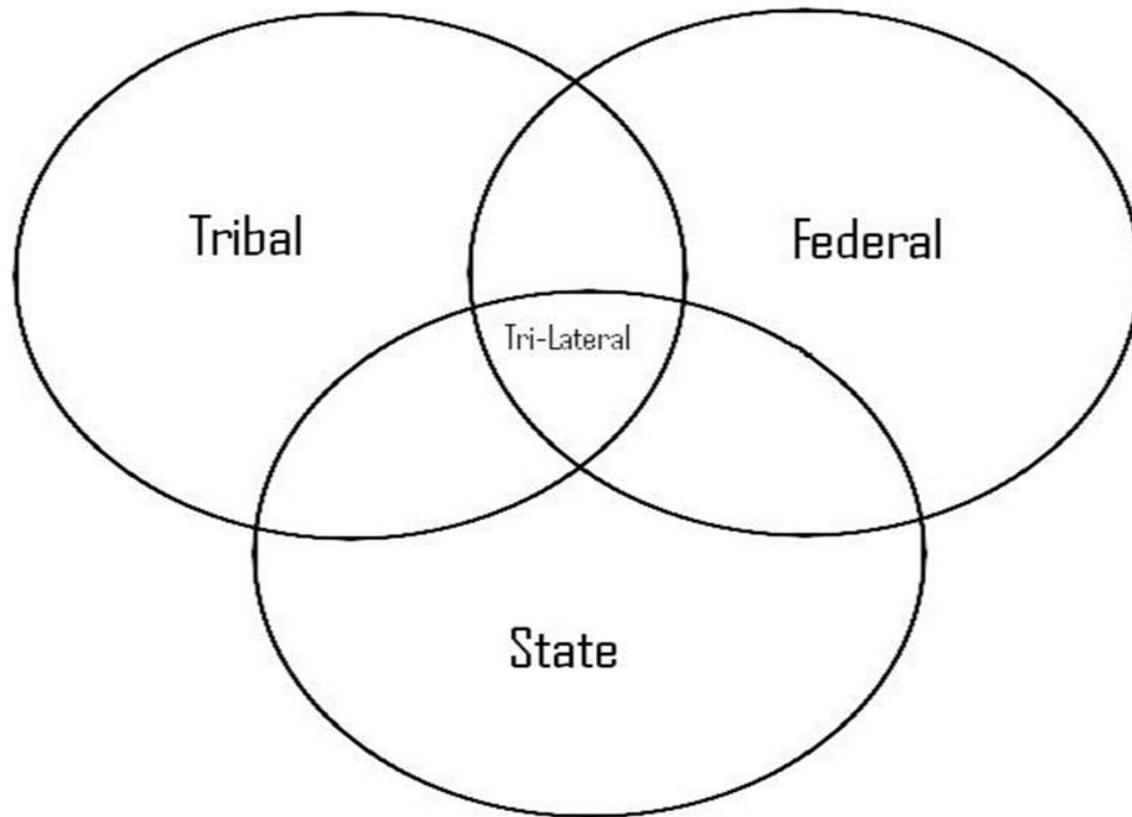
Under What Priority Will You Apply?

- Priority 1: Experienced TEA
- Priority 2: Limited Experienced TEA
- Undecided

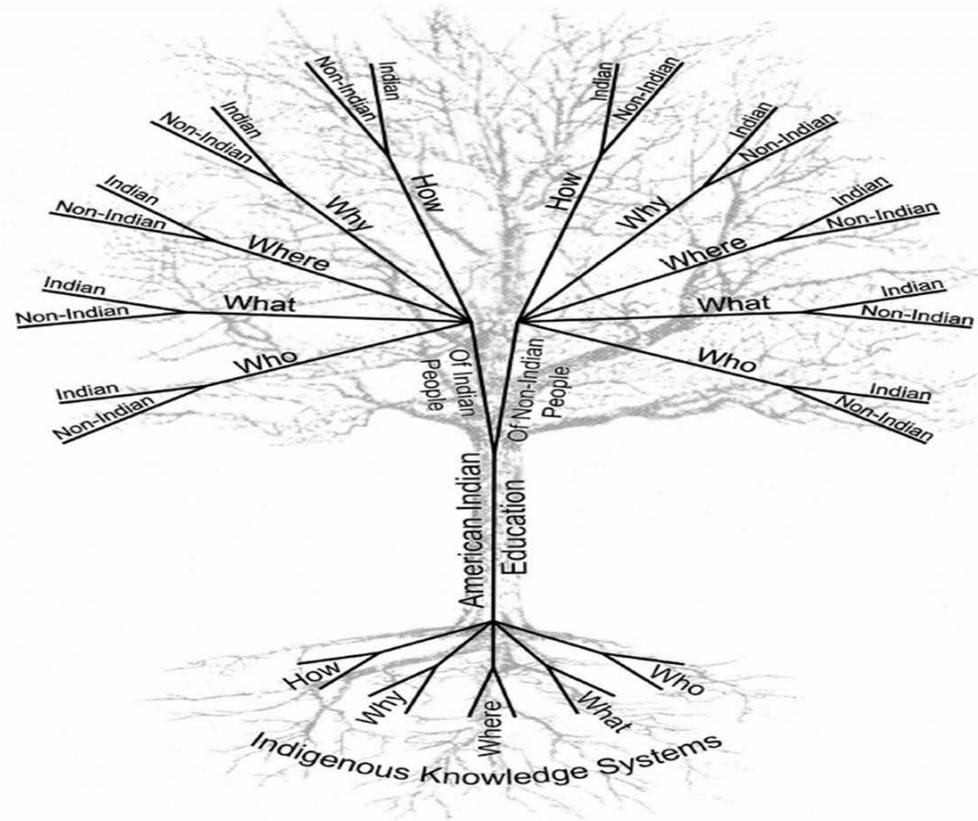
Importance of a Shared Vision



Tri-Lateral Responsibility for American Indian Education



The Branches and Roots of American Indian Education



Key Application Requirement

Certification from the tribe that the applicant is an eligible TEA

STEP - Key Dates

- Notice of Intent to Apply: **May 21, 2015**
- Application Deadline: **June 15, 2015**

STEP Purpose (1)

- Promote increased collaboration between tribal education agencies (TEAs) and the State educational agencies (SEAs) and local educational agencies (LEAs) that serve students from the affected tribes

STEP Purpose (2)

- Build the capacity of TEAs to conduct certain administrative functions under certain Elementary and Secondary Education Act of 1965 (ESEA) formula grant programs for eligible schools, as determined by the TEA, SEA, and LEA

The Tribal Education Agencies (TEAs)

- STEP grant recipient
- Works with SEA, LEA, and their tribal leaders, educators, and community members
 - A designated Point Person to coordinate activities
- A Preliminary Agreement with SEA and LEAs identifying goals of the STEP
- Coordinates with SEA and LEA leadership to identify administrative functions
- Collaborates with SEA and LEA representative to secure approval of Preliminary Agreement

Questions

Please use the chat function of the webinar to direct questions to the webinar host during the presentation. Questions will be answered at the end of each section of the presentation.

During the Q&A period, if you prefer to ask a question verbally, please click the “raise your hand” icon on the top of the screen and you will be queued in the system. Once you have been unmuted, please state your name and organization and proceed to asking your question.

Preliminary Agreements

- Must be signed by all three parties, LEA, SEA and TEA
- Letters of Support WILL NOT be accepted in lieu of Preliminary Agreement signature

Preliminary Agreement

(a) Explanation of how parties will work collaboratively to:

(1) Administer selected ESEA formula grant programs in eligible schools;

(2) Cooperate on administering other educational programs or services as agreed to by the parties.

General Responsibilities: TEA

- Liaison with Tribal government
- Identify consultants for professional development on TEA structures and functions and management of student data
- Provide oversight on tribal education initiatives
- Provide insight and shared oversight on other programs impacting tribal students
- Identify consultants for teacher professional development on American Indian education
- Will be in receipt of STEP funding

General Responsibilities: SEA & LEA

SEA

- Liaison with state government
- Identify consultants for tribal professional development on SEA structures and functions and management of student data
- Provide oversight on state American Indian education programs
- Provide insight on other programs for tribal students

LEA

- Coordinate with data staff from school districts
- Identify consultants for tribal professional development on LEA structures and functions
- Coordinate professional development opportunities on American Indian education for teachers serving AI/AN students

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Preliminary Agreement

- (b) The **primary ESEA formula grant program(s) for which the TEA will assume SEA-type or LEA-type administrative functions;**
- (c) A description of the primary SEA- type or LEA-type **administrative functions that the TEA will assume;**

For example, SEA- & LEA-level responsibilities that a TEA might carry out through the STEP grant include:

- Developing a reservation-wide title I-A implementation plan in collaboration with the SEA
- Providing TA to LEAs on various topics related to the implementation of title I, such as TA on school improvement
- Working with the SEA on title II-A to develop teacher evaluation systems, provide training and support to teachers and school leaders, or provide TA to LEAs
- Assisting with development of job descriptions for teachers in schools receiving School Improvement Grant (SIG) funds

Eligible Formula Grant Programs

- (a) Improving Academic Achievement of the Disadvantaged (title I, part A)
<http://www2.ed.gov/programs/titleiparta/index.html>
- (b) School Improvement Grants (Section 1003(g))
<http://www2.ed.gov/programs/sif/index.html>
- (c) Migrant Education (title I, Part C)
<http://www2.ed.gov/programs/mep/index.html>
- (d) Neglected and Delinquent State Grants (title I, part D)
<http://www2.ed.gov/programs/titleipartd/index.html>
- (e) Improving Teacher Quality State Grants (title II, part A)
<http://www2.ed.gov/programs/teacherqual/index.html>
- (f) English Learner Education State Grants (title III, part A)
<http://www2.ed.gov/policy/elsec/leg/esea02/pg39.html>
- (g) 21st Century Community Learning Centers (title IV, part B)
<http://www2.ed.gov/policy/elsec/leg/esea02/pg55.html>
- (h) Indian Education Formula Grants (title VII, part A)
<http://www2.ed.gov/programs/indianformula/index.html>

Note: If you choose (h) you must also include one or more from (a) through (g)

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Preliminary Agreement

(d) The **training** and other activities that the SEA or LEA, as appropriate, will provide **for the TEA** to gain the knowledge and skills needed to administer ESEA formula programs;

Preliminary Agreement

(e) The assistance that the TEA will provide to the SEA or LEA, as appropriate, to facilitate the project, such as **cultural competence training**;

For example, LEA-level responsibilities that a TEA may carry out through the STEP grant include:

- Assisting with development of job descriptions for teachers in schools receiving School Improvement Grant (SIG) funds
- Running an after-school program under the 21st Century Community Learning Centers program
- Conducting native language activities, summer programs for either students or teachers, or culturally-responsive curriculum development under title I-A
- Providing cultural competence training for staff under title II-A

Preliminary Agreement

- (f) **A statement concerning student data that—**
 - (1) **Acknowledges that access by the TEA** to data on students who are tribal members is important to building the capacity of the TEA, and, depending on the project design, may be one of the factors the Secretary considers in determining whether a grantee has made substantial progress in achieving the goals and objectives of the project for the purpose of making continuation awards; and
 - (2) **Commits the parties to making their best efforts to:**
 - (i) **Participate in training and technical assistance**, provided by or through the Department, on the requirements of Section 444 of the General Education Provisions Act (commonly referred to as the Family Educational Rights and Privacy Act, or FERPA) and on the possible ways in which the TEA could be provided access to tribal student data consistent with FERPA; and
 - (ii) **Reach agreement on and include as part of the Final Agreement** to be submitted during year 1 of the grant, **a provision on data sharing that is consistent with FERPA**, if data sharing is required by the project design;

Preliminary Agreement

- (g) The **names of at least one LEA and two or more eligible schools**, at least one of which must be a public school, that are expected to participate in the project;
- (h) An explanation of **how the STEP funds will be used** to build on existing activities or add new activities rather than replace tribal or other funds; and
- (i) **Signatures of the authorized representatives of the TEA, SEA, participating LEA(s), and any BIE-funded tribally controlled school** that is included in the project

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Resources

STEP Pre-Application Webinar April 30, 2015. Archived at:

<http://oie.manhattanstrategy.com/>

Tribalizing Indian Education – series by Melody McCoy, NARF

<http://www.narf.org/tribalizing-education/>

A Manual for Chief State School Officers and State Education Agencies

http://www.narf.org/nill/documents/manual_state_school.pdf

Recording of Education Northwest and TEDNA Webinar: STEP Program and Lessons Learned

<https://tribaleddepartmentsna.files.wordpress.com/2014/11/00052335.pdf>

Resources

Introduction to Tribal Education MOOC <http://tedna.org/introduction-to-tribal-education-massive-open-online-course-mooc/>

Reinhardt, M. and Maday, T. (2006). *Interdisciplinary Manual for American Indian Inclusion*. Retrieved from http://www.mn-indianed.org/MDE_AIE%20Summit%202014_AI%20Units_Indigenous%20Foods_Reinhardt_InclusionManual.pdf

Bowman-Farrell, N. (2015). Waapalaneexkweew. *Wunj iin Daaptoonaakanum Niiloona Eelaachiimwuyeengwu (Our Story from My Voice): Indigenous Educational Policy Development with Tribal Governments: A Case Study*. Dissertation in Educational Leadership and Policy Analysis. University of Wisconsin-Madison.

Announcement/OIE Resource

Federal Register April 16, 2015- State Tribal Education Partnership

<http://www.gpo.gov/fdsys/pkg/FR-2015-04-16/pdf/2015-08681.pdf>

STEP Frequently Asked Questions (FAQs)

<http://www2.ed.gov/programs/step/faq.html>

OIE Resource page

<http://www2.ed.gov/about/offices/list/oese/oie/index.html>

TA Webinar Series Archives

<http://oie.manhattanstrategy.com/>

Technical Assistance Webinar Series

TOPIC	DATE	TIME
STEP Pre-Application Process	Thursday, April 30	2:00 – 4:00 pm EDT
STEP preliminary agreements	Tuesday, May 12	2:00 – 4:00 pm EDT
NYCP Pre-Application Process	Thursday, May 14	1:00 – 3:00pm EDT
<u>FUTURE WEBINARS</u>		
STEP and NYCP: Comparing the two programs		
Needs Assessment and Data Analysis		
Developing community partnerships		
Program development: goals, measurable objectives, and strategies		

Thank You!

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