



Building Partnerships with Tribal Educational Agencies (TEAs)

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Session Description

- Participants will gain knowledge and understanding on how to **identify, implement, evaluate, and sustain** effective engagement with Tribal Education Agencies (TEAs) for Indian Education.

1. **Identify Goals**
2. **Implement Strategies**
3. **Evaluate Results**
4. **Sustain Goals**
5. **Effectively Partner**



Session Objectives

- To learn the Every Student Succeeds Act definition of Tribal Education Agencies (TEA)
- To learn typical functions of TEAs
- To learn how to begin partnerships with TEAs
- To learn about “Covered Programs” within Tribal Consultation



Questions

- What is a Tribal Education Agency?
- Why is it important to partner with Tribal Education Agencies?



What is a Tribal Education Agency?

- As provided by the **Every Student Succeeds Act (ESSA)** a Tribal Education Agency (TEA) means the agency, department, or instrumentality of an Indian Tribe that is **primarily responsible for supporting tribal students' elementary and secondary education**. Sec. 6132(b)(3)
- Essentially TEAs have sovereign ability and official capacity to operate similar to State Education Agencies (SEAs) responsible for education, providing information, resources, and technical assistance on educational matters to schools and citizens within their respective jurisdictions.



Typical Functions of TEAs

Common Tribal Educational Agency Activities:

- Write grants (some grants may extend outside of K-12 education)
- Afterschool or Summer Enrichment workshops/activities
- Facing common obstacles of data driven decision making
- Leverage funding to increase participation and outcomes
- Organize family engagement nights/meetings
- Plan to support their student's K-12 goals and needs



Typical Functions of TEAs (continued)

- Directly administer education programs, formula grant programs
- Build capacity to coordinate and improve relationships with SEAs and LEAs
- Coordinate support in areas such as: data collection, analysis, monitoring, fiscal accountability, and other areas as needed
- Train and support SEA and LEA personnel in areas related to tribal history, language, or culture
- Other activities as deemed necessary



Diversity Among the TEAs

It is important to understand that each of the TEAs:

- have their own Educational Priorities or Goals
- vary in their total Full-Time Equivalents (FTEs)
- vary in their budgetary allocations (tribal v. federal funding)
- have their own service jurisdictions or determinations (Jurisdictions)
- have different size populations to consider (Pawnee v. Osage)
- have centralized or decentralized service structures (K-3 v. Higher Ed.)



Questions

- What are some examples of successes or challenges associated with partnering with Tribal Education Agencies?
- What are some important concepts that still require clarification in order to better understand Tribal Education Agencies?



Which TEA do I work with?

Connect with the **Office of American Indian Education** at the Oklahoma State Department of Education, and we will assist you in connecting to TEA(s) whose:

- Historical jurisdictions overlap with your LEA
- Tenured land is within a 50 mile radius of the farthest school site in your LEA
- Students “tribal citizens” comprise over 25% of your total AI/AN population



Questions

- When schools plan to partner with Tribal Education Agencies, where and how should they start?
- What are some challenges associated with outreach to Tribal Education Agencies?
- What do you need to make partnership with Tribal Education Agencies possible?



Research Contacts for Outreach

- TEA Curriculum Directors
- TEA Language Directors
- TEA Cultural Education Resource Organizations (CEROs)
- Title VI "Indian Education" Parent Committees
- Johnson O'Malley "JOM" Parent Committees



Identify Mutual Goals

- Make **specific goals** that target a discipline
- Think about how the goal can **close the achievement gap** by what % or x number of students
- **Think about the opportunity gap** that will challenge this goal
- Make **one goal** specifically about how both parties will commit to support the efforts to **promote equitable education** for AI/AN students
- Keep goals on a **two, three, or four year cycle** and **limit the total** number of goals to less than or equal to five.

Implement Mutual Goals

- Operationalize your goals with specific actions and estimate your outcomes, consider aligning with your district's Title VI EASIE Plan
- **Establish common understanding about:**
 - Academic growth achievement testing (OSTP)
 - Academic achievement gaps (needs analysis)
 - Common vocabulary (terms, acronyms, etc.)
 - Common understanding of the information systems, grading, standards
 - TEA's and LEA's internal and external capacities



Evaluate Mutual Goals

- Embrace gaps and transparency in systematic challenges
- Identify critical elements or implement “root-cause” analysis of the results
- Explore the possibility of integrating Culturally Responsive American Indian Resources into your educational units.
- Think about “sharing out” the results and challenges with families, parents, students, with the TEA as a host.



Sustain Partnership

- Keep in mind that 2-3 months before the end of the agreed-upon cycle, next cycle should **update partnership contacts** to ensure continued communication
- Establish a **bi-weekly schedule where parties meet for at least 30-45 minutes to implement goals**. Each party should consider what resources they bring to the table (pull out, push in, after school, planning period, etc.)



Partnership Becomes Collaboration during the Consultation Process

If your LEA **receives over \$40,000 in Title VI “Indian Education” formula grant funds or your American Indian enrollment is not less than 50%** of the total student enrollment, it is required by ESSA for your LEA to conduct an Open Tribal Consultation for:

- Title VI
- Title I Part A
- Title I Part C
- Title I Part D
- Title II Part A
- Title III Part A



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- Title IV Part A
- Title IV Part B
- Subpart 2 of Part B or Title V



Closing Thoughts

- TEAs can be partners for all Federal Title Formula Grants (e.g., Title IV.B “21st Century Community Learning Centers, etc.)
- TEAs can help improve how we target opportunity and achievement gaps that face enrolled American Indian students in our district.
- When establishing written agreements with TEAs, make sure to cover three basic principles (1) consultation, (2) collaboration, and (3) data sharing within compliance of the Family Educational Rights and Privacy Act of 1974 (FERPA).



Using Supportive Resources

- Oklahoma Indian Education Short Courses and Resources
 - <http://sde.ok.gov/sde/indian-education>
- Oklahoma Academic Standards (OAS)
 - <http://sde.ok.gov/sde/oklahoma-academic-standards>
- Research-Practice Partnership Toolkit
 - <http://researchandpractice.org/toolkit/>
- Indian Education Formula Grant Community of Practice (CoP)
 - <https://easie.grads360.org/#program>



Connect with My Office



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