THOSE IN ATTENDANCE: Julian Guerrero, Channing Seikel, Chloe Roughface, Sydney Wahkinney, Dakarai Aarons, Abby Cohen, Lena, Nicole Bowman-Farrell, Norma Bixby, Lavinia Panizo, Quinton Roman Nose, Ruth McDaniel, Sam Morseau, Stanley Holder, Deborah Bordeaux, Gloria Sly, Melody McCoy, Leslie Harper, Jacob Tsotigh

Webinar Started: 1:00 Central Time

What are TEA/TEDs?

House Keeping Rules- Please stay muted until it is your time to speak, or it is time for questions

Presenter 1- Current Landscape of TEA/TEDs- Quinton Roman Nose- How many tribes have existing TEA/TEDS?
- There is no official count, but there are approximately around 200 TEA/TEDS—All depends on the tribe.

What are their primary roles and responsibilities?
- Essentially, it varies among each tribe. However, most can be summarized to the following: Consolidating administrative functions of ed programs, to establish major policies addressing education issues, to build capacity around managing tribal student data.

What challenges will be addressed by codifying education and practices?
- Increasing stakeholder buy-in and awareness from tribal government, recognizing the value of TEA/TEDs and funding its operation, coordinating individual education programs

Presenter 2- The Big Idea-Abigail Cohen with DQC: What does it mean to use data in service of student learning?
- DQC is Nat’l non-profit that strives to ensure that everyone with a stake in education—especially families and educators—can access and use quality student data to raise achievement for all students. We are the nation’s foremost organization advocating for effective data policy and use.

What is student data?
- It is much more than standardized test scores. Such as academic info, growth, grades, attendance, behavior, courses they’re taking, etc. (Please view recording for more info!)
Requirements for data: they need to be available, complete, relevant, secure, effective, communicate, support, improve- in order to get the most use out of the data.

Who uses student data?

- There are different types of data and the different types of data are available to different groups depending on what level that data is at ranging from schools, districts, state Depts of Ed, and US dept. of Ed.
- 3 types of data- personally identifiable information (PII), De-Identified Data, Aggregate Data.

How TED’s and TED Directors can utilize data:

Four policy priorities to make data work for students:

- Measure what matters, make data use possible, be transparent and earn trust, guarantee access and protect privacy.

Guiding principals: students are central; data systems are not enough, data needs to be tailored to the user, Data is used for different purposes, stakeholder engagement is critical.

4 Policy Priorities:

Measure what Matters: BE clear about what you want to achieve for students and have the data to ensure it gets done.

- Develop a set policy and practice Q’s
- Establish a governance body that has authority
- Design data systems that meet needs of community
- Develop, calculate and share

Make Data Use Possible: Provide teachers and leaders the flexibility, training, and support they need to answer their questions and take action

- Use the bully pulpit and allocate resources
- Create necessary policies, practices, and training

Be Transparent and Earn Trust: Ensure that every community understands how its schools and

Guarantee Access and Protect Privacy: Provide teachers and parents timely info on their students and make sure it is kept safe

- Establish clear and public processes to ensure that student data is private
- Provide stakeholders access to student-level data that meets their needs

Data 101- Q.A- If you are curious about the questions being asked/answered, please view our recording of this webinar on our YouTube page!

Presenter 2- Current Landscape of Collaboration between State Education Agencies or Local Education Agencies and Tribes- Melody McCoy-

Effective Strategies for Collaborations between SEAs or LEAs and Tribe:
Know the Law

Is there an applicable federal, state or tribal law, order or policy that might govern/apply to what you are trying to engage in or accomplish?

- Substantively and/or procedurally
  - Discuss and agree together

Effective Strategies for Collaboration between SEAs or LEAs and Tribes:

Use good resources

- National Indian Organizations- NCAI, NIEA, TEDNA
- Nat’l State Orgs- NCSL, CCSSO, NGA
  - Fed/State Agencies and Orgs

Effective Strategies for Collaboration between SEAs or LEAs and Tribe:

- Jointly develop a process/model
  - Take into account applicable law
    - Adopt principle/elements, strategies, and mechanisms
      - Adapt them to fit your needs

- Suggested Essential Principles or Elements:
  - Commit to cooperation
  - Act w mutual understands and respect
  - Communicate consistently and early on- don’t hold back
  - Be prepared and share relevant data and feedback
  - Agree on consensus-based decision making
  - Agree on process and accountability for addressing issues
  - Take steps to institutionalize relationships
  - Agree on ways best to sustain progress

- Suggested Effective Mechanisms:
  - Joint committees, task forces
  - MOAs, MOUs, and Protocols
  - Joint Events
  - Joint publicity and recognition
  - Joint training

- Unique Opportunities for Collaboration under the Every Student Succeeds Act (ESSA)
  - State plans for Title I Funding
  - Tribes in the state must be included
  - In timely and meaningful consultation
  - 20 U.S.C. § 6311 (a)(1)(A)
  - 34 C.F.R. § 200.15(a)(5)
  - State-Tribal Ed partnership Program
  - Tea Coordination and collab with SEAs and LEAs
  - To meet unique educational and culturally related academic needs of Indian students

For all ESSA programs:
LEAs must consult with local tribes on issues affecting AI/AN student

Examples of Collab between SEAs or LEAs and Tribes:

- Washington State- Tribal Education Compacts 2014
- Idaho- Nez Perce Tribe Step program agreement
- Wyoming American Indian Educational Program Act (2017)
- Minnesota Executive Order (2013) and Minnesota Department of Education Tribal Nations Consultation Policy (2014)

Presenter 4- Data Design- Sam Morseau:

Who has the data- LEA
Who wants the Data? SEA and FEA
Who needs the data? TEA/TEDs

644,000 Native students in the US k-12 system
- 90% in public schools, with only 10% in private schools

Government-to-Government consultation with Michigan’s Federally Recognized Tribes
- Michigan has 4 points: Integrated references to TEDS
- Committed to quarterly consultation between state and Tribes
- Committed to developing

Compelling Questions for SEA-TEAS- Available via our YouTube Channel

SWOT- Strength, Weaknesses, Opportunities, and Threats:
- S- Michigan’s top 10 in 10 vision, District Data, ISD Data, Unified Learning Mgt system, Tribal Language MOA
- W- Individual Student Data, Data reporting on small student population, reliable data on Native students, Title VI
- O- Data sharing agreements, Service Area reporting, ESSA tribal consultation, Digital badging micro-credentials,
- T- FERPA

Q/A Segment- if interested in hearing questions being asked, please visit our YouTube page to listen/watch the webinar!

Webinar Ended: 2:37 Central Time