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Reference To

TEDNA/DQC Webinar- July 11, 2017

**DESC:**

Description

Recording of Meeting is available via our YouTube page. If you have any questions or comments, please email [chloe.roughface@tedna.org](mailto:chloe.roughface@tedna.org)

- 1 **THOSE IN ATTENDANCE: Julian Guerreo, Channing Seikel, Chloe Roughface, Sydney Wahkinney,**  
 2 **Dakarai Aarons, Abby Cohen, Lena, Nicole Bowman-Farrell, Norma Bixby, Lavinia Panizo, Quinton**  
 3 **Roman Nose, Ruth McDaniel, Sam Morseau, Stanley Holder, Deborah Bordeaux, Gloria Sly, Melody**  
 4 **Mccoy, Leslie Harper, Jacob Tsotigh**
- 5 **Webinar Started: 1:00 Central Time**
- 6 **Guerrero-**
- 7 **What are TEA/TEDs?:**
- 8 **House Keeping Rules-** Please stay muted until it is your time to speak, or it is time for questions
- 9 **Presenter 1- Current Landscape of TEA/TEDs- Quinton Roman Nose-** How many tribes have existing  
 10 TEA/TEDS?
- 11 - There is no official count, but there are approximately around 200 TEA/TEDS—All depends on  
 12 the tribe.
- 13 What are their primary roles and responsibilities?
- 14 - Essentially, it varies among each tribe. However, most can be summarized to the following:  
 15 Consolidating administrative functions of ed programs, to establish major policies addressing  
 16 education issues, to build capacity around managing tribal student data.
- 17 What challenges will be addressed by codifying education and practices?
- 18 - Increasing stakeholder buy-in and awareness from tribal government, recognizing the value of  
 19 TEA/TEDs and funding its operation, coordinating individual education programs
- 20 **Presenter 2- The Big Idea-Abigail Cohen with DQC:** What does it mean to use data in service of student  
 21 learning?
- 22 - DQC is Nat'l non-profit that strives to ensure that everyone with a stake in education—especially  
 23 families and educators—can access and use quality student data to raise achievement for all  
 24 students. We are the nation's foremost organization advocating for effective data policy and  
 25 use.
- 26 What is student data?
- 27 - It is much more than standardized test scores. Such as academic info, growth, grades,  
 28 attendance, behavior, courses they're taking, etc. (Please view recording for more info!)

29 - Requirements for data: they need to be available, complete, relevant, secure, effective,  
30 communicate, support, improve- in order to get the most use out of the data.

31 Who uses student data?

- 32 - There are different types of data and the different types of data are available to different groups  
33 depending on what level that data is at ranging from schools, districts, state Depts of Ed, and US  
34 dept. of Ed.
- 35 - 3 types of data- personally identifiable information (PII), De-Identified Data, Aggregate Data.

36 How TED's and TED Directors can utilize data:

37 Four policy priorities to make data work for students:

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

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

42 4 Policy Priorities:

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

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

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

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

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

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

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

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

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

62 Effective Strategies for Collaborations between SEAs or LEAs and Tribe:

- 63 - Know the Law
- 64 ○ Is there an applicable federal, state or tribal law, order or policy that might govern/apply
- 65 to what you are trying to engage in or accomplish?
- 66 ■ What does it (or what do they) require?
- 67 ● Substantively and/or procedurally
- 68 ○ Discuss and agree together

69 Effective Strategies for Collaboration between SEAs or LEAs and Tribes:

- 70 - Use good resources
- 71 ○ National Indian Organizations- NCAI, NIEA, TEDNA
- 72 ○ Nat'l State Orgs- NCSL, CCSSO, NGA
- 73 ■ Fed/State Agencies and Orgs

74 Effective Strategies for Collaboration between SEAs or LEAs and Tribe:

- 75 - Jointly develop a process/model
- 76 ○ Take into account applicable law
- 77 ■ Adopt principle/elements, strategies, and mechanisms
- 78 ● Adapt them to fit your needs

79 - Suggested Essential Principles or Elements:

- 80 ○ Commit to cooperation
- 81 ○ Act w mutual understands and respect
- 82 ○ Communicate consistently and early on- don't hold back
- 83 ○ Be prepared and share relevant data and feedback
- 84 ○ Agree on consensus-based decision making
- 85 ○ Agree on process and accountability for addressing issues
- 86 ○ Take steps to institutionalize relationships
- 87 ○ Agree on ways best to sustain progress

88 - Suggested Effective Mechanisms:

- 89 ○ Joint committees, task forces
- 90 ○ MOAs, MOUs, and Protocols
- 91 ○ Joint Events
- 92 ○ Joint publicity and recognition
- 93 ○ Joint training

94 - Unique Opportunities for Collaboration under the Every Student Succeeds Act (ESSA)

- 95 ○ State plans for Title I Funding
- 96 ○ Tribes in the state must be included
- 97 ○ In timely and meaningful consultation
- 98 ○ 20 U.S.C. § 6311 (a)(1)(A)
- 99 ○ 34 C.F.R. § 200.15(a)(5)
- 100 ○ State-Tribal Ed partnership Program
- 101 ○ Tea Coordination and collab with SEAs and LEAs
- 102 ○ To meet unique educational and culturally related academic needs of Indian students

103 -For all ESSA programs:

104 - LEAs must consult with local tribes on issues affecting AI/AN student

105 Examples of Collab between SEAs or LEAs and Tribes:

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

111 **Presenter 4- Data Design- Sam Morseau:**

112 Who has the data- LEA

113 Who wants the Data? SEA and FEA

114 Who needs the data? TEA/TEDs

115 644,000 Native students in the US k-12 system

- 116 - 90% in public schools, with only 10% in private schools

117 Government-to-Government consultation with Michigan's Federally Recognized Tribes

- 118 - Michigan has 4 points: Integrated references to TEDS
- 119 - Committed to quarterly consultation between state and Tribes
- 120 - Committed to developing

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

122 SWOT- Strength, Weaknesses, Opportunities, and Threats:

- 123 - S- Michigan's top 10 in 10 vision, District Data, ISD Data, Unified Learning Mgt system, Tribal
- 124 Language MOA
- 125 - W- Individual Student Data, Data reporting on small student population, reliable data on Native
- 126 students, Title VI
- 127 - O- Data sharing agreements, Service Area reporting, ESSA tribal consultation, Digital badging
- 128 micro-credentials,
- 129 - T- FERPA

130 Q/A Segment- if interested in hearing questions being asked, please visit our YouTube page to

131 listen/watch the webinar!

132 **Webinar Ended: 2:37 Central Time**