**Synopsis of Virginia State Tribal Education Partnership**

**Development Project**

**October 1, 2019 – September 30, 2020**

This **Virginia State Tribal Education Partnership (STEP) Project** proposal is being submitted by the Tribal Education Departments National Assembly (TEDNA) on behalf of five federally-recognized Tribes in Virginia that do not have a Tribal Education Agency (TEA): Chickahominy Indian Tribe, Chickahominy Indian Tribe - Eastern Division, Monacan Indian Nation, Pamunkey Indian Tribe, and the Upper Mattaponi Indian Tribe. The **Virginia STEP Project** will establish the Virginia Tribal Consortium of participating federally recognized Tribes in the Commonwealth of Virginia and will build the capacity of that Consortium to:

1. serve as the Tribal Education Agency for the member Tribes,
2. promote Tribal self-determination in education among Tribes in Virginia,
3. improve the academic achievement of Indian children and youth, and
4. promote the coordination and collaboration of participating Tribes with the Virginia Department of Education (SEA - <http://www.doe.virginia.gov/>) and Local Educational Agencies (LEAs) to meet the unique educational and culturally related academic needs of Indian students.

Small Tribes in the Commonwealth of Virginia that have recently gained federal recognition are striving to develop the capacity to provide strong guidance and support for the education of their youth, families, and communities. A viable solution to increasing the capacity of small Tribes to support Tribal students’ elementary and secondary education begins with forming a Virginia Tribal Consortium to assist five federally-recognized Tribes in close proximity to one another (Beesley, et al., 2012; Bower, 2010; Mackety, Bachler, Barley, & Cicchinelli, 2009). Additional solutions that emerge from the collaborative work of the Virginia Tribal Consortium will benefit participating Tribes and serve as a replicable model for other Tribes in Virginia and the nation aspiring to implement a Tribal Education Agency to support Tribal students’ elementary and secondary education (Bureau of Indian Education Study Group, 2014; Downes, 2016; McCoy, nd; U.S. Department of Education, 2015).

To meet the requirements of grants under the State Tribal Education Partnership (STEP) Program (CFDA 84.415A) and to ensure that the Virginia Tribal Consortium is fully operational by the end of the grant period, TEDNA will manage the **Virginia STEP Project** and provide expertise on the formation and operation of Tribal Education Agencies. TEDNA will be joined in a resource partnership by the Native American Rights Fund (NARF) and the Academic Development Institute (ADI). The **Virginia STEP Project**, then, will consist of three resource organizations, each with specified roles, coordinated by TEDNA, assisting five Tribes to establish the Virginia Tribal Consortium to collaborate with the Virginia Department of Education (VDOE), Local Education Agencies (LEAs), and other education entities for the benefit of Tribal students in Virginia.

**Project Goals and Objectives**

**Goal 1**: Establish a **Virginia Tribal Consortium** to partner with the Virginia Department of Education (VDOE) and [xx] LEAs to promote Tribal self-determination in education, improve the academic achievement of Indian children and youth, promote coordination and collaboration with VDOE and LEAs, and meet the unique education and culturally related academic needs of Indian students.

* Objective 1.1 - Establish and build the operational capacity of a Consortium Board Objective 1.2 - Designate one full-time Tribal staff member to serve as an effective Consortium Coordinator
* Objective 1.3 - Enhance the capacity of the Consortium Coordinator and Board to engage with VDOE and LEAs
* Objective 1.4 - Increase the knowledge of the Consortium Coordinator, Board, VDOE, and LEAs about evidence-based strategies to influence the evolution of the Consortium’s culture to support continuous educational improvement

**Goal 2**: Produce a **Virginia Tribal Consortium** sanctioned education code that is informed by research on improving Indian student outcomes.

* Objective 2.1 - Increase the knowledge of the Consortium Coordinator, Board, VDOE, and LEAs about: (a) the Tribal Education Codes, (b) Tribal Consultation Policy, and (c) the sovereignty of Tribal Education Agencies (TEAs)
* Objective 2.2 - Align the Tribal sanctioned education code with Virginia Department of Education’s (VDOE) accountability program

**Goal 3**: Complete a Virginia Tribal Consortium Sovereignty Performance Management (SvPM) Plan and ongoing procedures to administer and coordinate the Consortium’s activities, manage its relationship and coordination with VDOE and LEAs that educate Tribal youth, deliver capacity-building services that the Consortium will provide for VDOE and the LEAs and capacity-building services that the VDOE and LEAs provide for the Consortium.

* Objective 3.1 – Establish management and data systems and an internet presence
* Objective 3.2 - Increase the Consortium’s practical knowledge and skill in establishing and managing professional learning communities and support collaborative work environments

**Activities by Quarter (Goal.Objective.Activity)**

| **Timeframe** | **Activities**  | **Responsible Partner** | **Notes** |
| --- | --- | --- | --- |
| Q1 | 1.1.1 Convene meeting of Tribal leaders and VDOE | TEDNA | 11/18-19/19 |
| Q1 | 1,1.2 Meet with leadership of each Tribe | TEDNA |  |
| Q1 | 1.1.3 Hold the first monthly meeting of the Consortium Board  | TEDNA |  |
| Q1 | 1.1.4 Provide the Consortium Board with the TEA Governance Training  | TEDNA |  |
| Q1 | 3.1.1 Create an account and materials in the SvPM system for the Virginia Tribal Consortium | ADI |  |
| Q1 | 3.2.1 Include training on communication as part of TEA Governance Training | TEDNA |  |
|  |  |  |  |
| Q2 | 3.1.2 Train Coordinator to manage the SvPM system (SvPM Management Training) | ADI |  |
| Q2 | 3.2.3 Develop a website for the Virginia Tribal Consortium | ADI |  |
| Q2 | 3.3.4 Develop procedures for information exchange, including posts to the website | ADI |  |
| Q2 | 1.2.1 Develop & advertise a Board-approved position description for a Consortium Coordinator | TEDNA |  |
| Q2 | 1.2.2 Conduct a search and selection process with the Board to employ Consortium Coordinator | TEDNA |  |
| Q2 | 1.2.3 Provide the Consortium Coordinator with the TEA Management Training  | TEDNA |  |
| Q2 | 3.2.1 Include training on communication as part of TEA Management Training | TEDNA |  |
| Q2 | 1.3.1 Develop and provide the Board and Coordinator with two days of Virginia Education Resources Training | VDOE and TEDNA |  |
| Q2 | 1.3.2 Identify LEAs with significant numbers of Native students, especially those affiliated with member Tribes  | VDOE and TEDNA |  |
| Q2 | 1.3.3 Facilitate two meetings between the Consortium Coordinator and key personnel of identified LEAs  | TEDNA and VDOE |  |
| Q2 | 2.1.1 Provide a two two-day in-person Tribal Sovereignty and Education Code Trainingwith follow-up video conference meeting | NARF |  |
| Q2 | 2.1.2 Provide as part of the Tribal Sovereignty and Education Code Training**,** one day on the basic process of developing tribal education codes with a follow up video conference meeting  | NARF |  |
|  |  |  |  |
| Q3 | 1.4.1 Develop and provide for Consortium, VDOE, and LEAs, Educating Native Youth for Success training, including an initial day and a monthly virtual module  | ADI |  |
| Q3 | 1.4.2 Develop and provide for the Consortium, VDOE, and LEAs a Virginia Tribal Consortium Guidebookand PPT presentation on Tribal history, language, culture, and education issues related to Native students  | TEDNA and ADI |  |
|  |  |  |  |
| Q4 | 1.4.3 Develop with the resource partners a Virginia Tribal Consortium Outreach Seminarto be provided by the Consortium for VDOE, LEAs, and other education entities  | TEDNA |  |
| Q4 | 2.2.1 Convene a series of working meetings to align the Tribal sanctioned education code with the VDOE accountability program  | NARF and ADI |  |
| Q4 | 2.2.2 Develop a PPT presentation, materials about the aligned code and accountability program and post on Consortium website for access by Tribal members and VDOE and LEA personnel  | NARF and ADI |  |
| Q4 | 3.2.2 Develop a communication plan in the online Sovereignty Performance Management plan, with milestones, actions, procedures  | ADI and Board |  |
| Q4 | 3.2.3 Establish a professional learning community (PLC) including Tribal leaders, the Consortium Board, the Consortium Coordinator, VDOE designees, LEA designees, and representatives of education entities  | TEDNA |  |
| Q1, 2, 3 &4 | 3.2.4 Develop a narrative story describing the experience of the Project  | TCRI |  |

**Key Project Initiatives**

Key initiatives for managing this Project and building the capacity of the Virginia Tribal Consortium to operate effectively at the conclusion of the one-year grant period are:

1. **TEA Governance** **Training—**three-day training for the Consortium Board and Start-Up Consultant, conducted by TEDNA with resource partners, covering the functions of a Tribal Education Agency including:
2. stakeholder engagement;
3. fiscal responsibilities;
4. oversight of personnel;
5. relationships with the VDOE, LEAs, and other relevant entities; and
6. potential Consortium-supported activities.
7. **TEA Management Training**---five-day training for the Start Up Consultant and again for the Consortium Coordinator, conducted by TEDNA and the resource partners, covering the management of a Tribal Education Agency, including:
8. financial management;
9. stakeholder communication;
10. hiring, onboarding, and mentoring new Tribal education staff; and
11. effective practices for scheduling, coordinating, and communicating with the Consortium’s Board and the member Tribes.
12. **Virginia Tribal Consortium Outreach Seminar**—a one-day initial meeting and six virtual modules enable the Consortium to educate VDOE, LEA, and related entities on Native American culture and education challenges and aspirations.
13. **Virginia Education Resources Training**—two-day training for the Consortium Board and Coordinator, conducted by VDOE, covering education resources provided by VDOE and other education entities, available funding, and grants management.
14. **SvPM Management Training**—two days of initial training followed by weekly virtual training for three months for the Consortium Coordinator to administer the SvPM (sovereignty performance management) system to create a Strategic Plan and track and report progress for the Project and, at the conclusion of the Project, for the Consortium.
15. **Educating Native Youth for Success**—a day of initial training for the Board and Coordinator and invited VDOE and LEA representatives, followed by a virtual module each month conducted on the day of the monthly Board meeting to build an understanding of the capabilities that contribute to students’ success in school and beyond school and the roles of schools, families, and communities in supporting the development of these capabilities.
16. **Tribal Sovereignty and Education Code Training**—two two-day trainings with follow-up video conference meetings for the Consortium Coordinator, Consortium Board, and invited VDOE and LEA representatives that orients them to: Tribal Education Codes, U.S. Department of Education’s Tribal Consultation Policy, the contribution of the Code and Policy to the sovereignty of Tribal Education Agencies (TEAs), and Tribal K-12 Education Governance in comparison to state and federal laws.
17. **Virginia Tribal Consortium Guidebook**—a key resource developed by the resource partners, accompanied by PPTs, including examples of practice to assist member Tribes in:
	1. Affiliating with and benefiting from relationships with the Virginia Department of Education and key education organizations;
	2. Establishing channels of communication with Local Education Agencies (LEAs) serving Native American students and providing the LEAs with information and education on culturally responsive teaching;
	3. Providing information and education to families to promote the school success of their children and to plan for post-secondary education; and
	4. Organizing and facilitating community groups to support the school success of Native youth.
18. **Virginia Tribal Consortium Website**—a website created by the Project to house information about the Consortium, provide for communication among Consortium members, house training modules, and serve as a portal to evidence-based resources provided by TEDNA, NARF, and ADI.
19. ***STEPs Taken: The Compelling Story of Small Tribes Establishing a Tribal Education Agency****.* This narrative documentation of the Project’s evolution to be developed by the Tuwaduq Cultural & Research Institute (TCRI), will inform the Project and provide a compelling story with teachings for other small Tribes seeking to unite in purpose to advance education.

**Virginia STEP Project Evaluation Questions, Responsible, Method, and Timeline**

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| --- | --- | --- | --- |
| **Evaluation Question** | **Responsible** | **Method** | **Timeline** |
| **Implementation Evaluation** |
| *1. Are budgets and personnel in place?*  | PI & Evaluator | Meetings/notes | Monthly |
| *2. Have activities started as planned?* | PI & Evaluator | Meetings/notes | Monthly |
| **Formative Evaluation** |
| *1. What is going well?* | Evaluator | Interviews, surveys | Quarterly |
| 2. *What needs improvement?* | Evaluator | Interviews, surveys  | Quarterly |
| **Summative Evaluation** |
| *1. Were objectives met?* | Evaluator | Interviews, documents  | Mid & End |
| *2. Were stakeholders satisfied with the products?* | Evaluator | Interviews, questionnaires | Mid & End |
| *3. Were unintended outcomes obtained?* | Evaluator | Interviews, questionnaires | Mid &End |

**The Five Virginia Tribes in Consortium**

The Chickahominy Indian Tribe (<http://www.chickahominytribe.org/>) have maintained their independence throughout this historical ordeal. In the early 1900s, the Tribe established the Samaria Baptist Church, bought land for Tribal use, built the Samaria School serving their children up to 8th grade, and funded construction, supplies, and teacher salaries out of donated funds and a tax on Chickahominy men. The Tribe's school was integrated in 1968 as a primary school for the county. The Chickahominy Indian Tribe is excited about the future. As America comes to terms with issues of sustainable lifestyle, responsible energy usage, and environmental stewardship, their ancient ways gain renewed respect and value. The vision of life in harmony with creation offers hope for a better future.

The Chickahominy Indian Tribe-Eastern Division (<http://www.cied.org/>). The Chickahominy Indian Tribe-Eastern Division has been steadfast in addressing the education needs of its membership. In 1910, the Tribe started a one-room schoolhouse called the Boulevard Indian School. In 1950, the tribal school was closed, and the children bused to the Samaria Indian School until 1967 when Virginia integrated its public school system. In the late 1970's, the Tribe was awarded a grant from the U.S. Department of Housing and Urban Development to buy two mobile homes to be used as office and classroom space, and an Administration for Native Americans grant was used for the purchase of office equipment and supplies.

Monacan Indian Nation (<https://www.monacannation.com/>). The Monacan Indian Nation’s commitment to educating its citizens is longstanding. In 1868, a parcel of land was donated for a meeting place for the Indian people. Originally, a wooden arbor served as the meeting place, and itinerant ministers began to hold Baptist and Methodist services there. Shortly thereafter, a log building was built, to be used for the meeting place. The new church served about 350 Indian people and later became the Indian mission school, which still stands at the foot of Bear Mountain registered as a national historic landmark. In the early 1900s, most of the Indian people were tenant farmers and working seasonally at the local fruit farms. In 1946 the owner of two fruit farms, which employed many of the Indian families, agreed to transport the children to school and church, and the Presbyterian Church formed a separate mission and school at Pedlar Mills. In 1963, the lack of available secondary education prompted the County to propose a $30,000 bond to build an Indian school for the mission community. The proposal was voted down, and 23 students applied for transfer to public schools. In Richmond, the applications were approved, and the old mission schoolhouse closed as its students entered public schooling for the first time. The Monacan Nation has made significant contributions to Virginia's history and development, and it continues to be strongly dedicated to the survival of Indian people in Virginia and throughout the hemisphere.

Pamunkey Indian Tribe (<http://pamunkey.org/>). The Pamunkey Indian Tribe is resolute in its commitment to education. The United States Department of the Interior announced final determination to acknowledge the Pamunkey Indian Tribe (Petitioner #323) as a federally recognized Indian tribe on July 2, 2015 with the effective decision date of January 28, 2016. The Tribe established Tribal Resource Center (TRC) with funding by an Administration for Native Americans Social and Economic Development Strategies Grant to research, write, facilitate, and manages grants. The TRC facilitates and funds training opportunities, provides information to tribal members on federal program opportunities, and non-tribal spouses/parents are invited to participate when they have children under the age of 18. The TRC can provide resources for various program areas in addition to Education (i.e., Administration, Economic Development, Cultural & Natural Resources, and Public Health & Safety).

Upper Mattaponi Indian Tribe (<https://umitribe.org/>). The Upper Mattaponi Tribe has a profound commitment to meet the education needs of its children. The Tribe has strong ties to Christianity and their community is centered around The Indian View Baptist Church, built in 1942. Next door to the church is the Sharon Indian School. Originally built in the early 1900’s, it was replaced with a more modern structure in the 1950’s. As the only public Indian school building in the state of Virginia, it now serves as the Tribal Center. Today the Upper Mattaponi own 32 acres of land and are a proud and humble people of strong character and values, with much optimism and hope for the future.