

American Rescue Plan for Tribal Educational Agencies Tribal Consultation Questions

Section 11006(1) of the American Rescue Plan (ARP) provides \$20 million for “awards for Tribal Education Agencies (TEAs) for activities authorized under section 6121(c) of the Elementary and Secondary Education Act of 1965.” These awards are intended to support and promote the role of TEAs in public education.

1. Should the Department use the following definition for Tribal Educational Agency (TEA), which comes from the STEP program: “the agency, department, or instrumentality of an Indian Tribe that is primarily responsible for supporting tribal students’ elementary and secondary education”?
2. Are there other considerations for how TEA should be defined for this new grant program?
3. How long should the award performance period be? (e.g., 3-year, 4-year, or 5-year awards)
4. We are considering prioritizing from [the list of activities in ESEA § 6121\(c\)](#) for PreK-12 AI/AN students. Which two activities most interest your Tribal Nation?
 - i. Compensatory educational services such as tutoring or summer school
 - ii. Native language programs
 - iii. Counseling services
 - iv. Services to assist and encourage students to enter, remain in, or reenter school
 - v. Mental health services
 - vi. Pre-kindergarten programs
 - vii. Incorporation of culturally relevant pedagogy into local school curricula – via partnership with local schools
5. Should the Department prioritize novice applicants by including a competitive preference priority that allows for additional points (e.g., TEAs that have not received a previous grant from ED)?
6. How should the Department measure the success of these projects? (e.g., The number and percentage of participating students who demonstrate an increase in attendance rate; increase in graduation rate, improved academic performance; improved social, emotional and mental health; etc.)
7. Should the Department require grants to track measures such as graduation rate or student-level performance data? (yes/no)
 - a. If yes, should such tracking be for a longer term than the grant period, in which case budgets would include extra funds for data collection?
8. Should the Department require TEAs to enter into a written data sharing agreement with partner schools prior to submitting an application, to ensure those schools’ cooperation with the TEAs?
9. Is there anything else related to application requirements or program requirements that ED should consider?

State Tribal Education Partnership (STEP) Tribal Consultation Questions

The STEP program supports two different grant competitions, a 1-year program for Tribes to create TEAs, and a 3-year program to build capacity to coordinate and collaborate with State educational agencies (SEAs) and local educational agencies (LEAs).

1. Is your Tribal Nation more interested in a 1-year “startup” or a 3-year “capacity building” grant?
2. If you are interested in a STEP Grant, is your Tribal Nation more interested in working with a LEA, SEA, or both?
3. What do you think are the most important areas to target resources to ensure more effective partnerships with SEAs?

1-Year Program Questions

4. What work is needed to establish a TEA?
5. Is developing a Tribal education code necessary to establishing a TEA?
6. How much time is needed between getting a 1-year grant and having enough capacity to compete for a 3-year grant?
7. What activities or requirements do you think is important to prioritize for 1-year grants?

3-Year Program Questions

8. How should the Department define “capacity building” for established TEAs?
9. Is your Tribal Nation interested in developing, monitoring, and evaluating effective, culturally responsive practices with SEAs? (yes/no)
10. Is your Tribal Nation interested in developing, monitoring, and evaluating effective, culturally responsive practices with LEAs? (yes/no)
11. In what area would your Tribal Nation most like to receive training and support from the SEA or LEA:
 - a. Data collection and analysis
 - b. Grants management and monitoring
 - c. Fiscal accountability
12. Which, if any, of the following priorities would you like to see in the next competition:
 - a. TEAs with limited prior experience
 - b. TEAs who operate/authorize Tribal schools
 - c. TEAs who have at least 3 affected LEAs that engage in ESEA 8538¹ consultation
 - d. TEAs who are prior recipients of a STEP grant.

¹ Under section 8538, an affected LEA is one that either: 1) has 50 percent or more of its student enrollment made up of AI/AN students; or 2) received an Indian education formula grant under Title VI of the ESEA, as amended by the ESSA, in the previous fiscal year that exceeds \$40,000.