AMERICAN INDIAN EDUCATION: THE ROLE OF TRIBAL EDUCATION DEPARTMENTS

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Table of Contents

SUMMARY

This study describes the roles and responsibilities, organization, and funding of Tribal Education Departments (TEDs) in the Central Region states. Tribal education departments are departments within tribes responsible for supporting the education of tribal members, created by the sovereign governments of federally recognized American Indian tribes.

In a June 2008 meeting among the Central Region's chief state school officers, all six chiefs who have TEDs operating in their states (Colorado, Kansas, Nebraska, North Dakota, South Dakota, and Wyoming) expressed a need for more information about TEDs, possibilities for TED and State Education Agency (SEA) and/or Local Education Agency (LEA) partnerships, and the potential role of TEDs in improving American Indian education. Two of the chiefs had attended a May 2008 Indian Education Think Tank meeting of 36 tribal, state and federal educators, policymakers, researchers, and stakeholders from four Regional Comprehensive Centers (Mid-continent, North Central, Northwest, and Southwest), during which participants identified the need to expand the capacity of TEDs to improve American Indian education as a top priority.

To respond to this request, McREL compiled a list of questions about TEDs from Central Region chief state school officers. Data to answer these questions were obtained from publicly accessible documents, Internet searches, and searches of the ERIC database. In addition, nine informants were interviewed by phone in order to obtain additional descriptive information.

The study found that TEDs are authorized by federal legislation, but independently organized and supervised by the sovereign tribal governments of federally recognized American Indian tribes. TEDs are responsible for educating their tribal members, youth and adult, as dictated by their tribal governments and based on tribal needs and resources. Twenty-one TEDs and TED-like entities associated with federally-recognized American Indian tribes were identified in the Central Region states. Responsibilities, funding sources, operations, staff sizes, programs, services, and roles in *No Child Left Behind* initiatives vary among these TEDs. Examples of the programs and services provided by TEDs include: parenting skills workshops; parent involvement programs; early childhood education programs; child advocacy; achievement and graduation assistance; truancy prevention; cultural training for teachers; language and cultural instruction for tribal members; libraries or cultural centers; liaison services between families and schools; partnerships with state and local education agencies; and federal grants administration.

This report is intended to provide the chiefs in the Central Region and their staffs with an overview of TEDs in order to support their work in improving educational outcomes for American Indian students and facilitate partnerships, collaborations, and further research.

WHY THIS STUDY?

During a May 2008 Indian Education Think Tank an occasional meeting of 36 tribal, state and federal educators, policymakers, researchers, and stakeholders from four Regional Comprehensive Centers (Mid-continent, North Central, Northwest, and Southwest), participants identified the need to expand the capacity of Tribal Education Departments (TEDs) to improve American Indian education as a top priority. Before capacity building could be initiated, however, participants expressed the need to understand more about what TEDs are, how they operate, what programs and services they offer or could offer, where they are located, and whether and/or how they collaborate with local and state education agencies (LEAs and SEAs) to support American Indian education. Two chief state school officers from the Central Region states participated in this meeting.

Later, in a June 2008 meeting among the Central Region's chief state school officers, all six chiefs that have TEDs operating in their states (Colorado, Kansas, Nebraska, North Dakota, South Dakota, and Wyoming) expressed the need to learn more about TEDs, possibilities for TED and SEA or LEA partnerships, and the potential role of TEDs in improving American Indian education. Attendees at both of these meetings articulated an urgent need to improve American Indian student academic achievement in their jurisdictions and expressed their interest in better understanding how TEDs might serve as a partner with the SEA in improving American Indian education.

McREL developed four study questions to respond to the request.

1. How are Tribal Education Departments defined, authorized (mandates, statutes, laws), and funded?
2. What are the roles of Tribal Education Departments under the No Child Left Behind Act?
3. What services do Tribal Education Departments provide?
4. What policies or programs exist at federal, state, and local levels to enable the development of partnerships among Tribal Education Departments, State Education Agencies, and/or Local Education Agencies?

In January 2009, REL Central's Board members confirmed the importance of the study. This descriptive study is intended to provide information about TEDs and their operations to tribal, state and federal educators, policymakers, researchers, and stakeholders across the Central Region.

FINDINGS

Although any tribe can establish an education department, in this report we focus on TEDs that are associated with federally-recognized American Indian tribes. According to the Bureau of Indian Affairs' website, there are currently 562 federally recognized tribes in the United States.[1] In 2006, the Tribal Education Departments National Assembly (TEDNA) estimated that more than 125 federally-recognized tribes had some form of tribal education department (TEDNA, 2006, p. 55). Twenty-one federally-recognized tribes in the Central Region states were identified as having TEDs and/or TED-like entities. These are listed in Appendix B.

The findings of this study are organized around the four broad research questions. The data sources used for developing each response are identified in the individual research question findings and in Appendix A (for study methods, see Box 1; for a general overview of data sources used for each research question, see Box 2).

Data sources included 16 articles (indicated with an asterisk in the reference list), national websites, Central Region state websites, and websites of specific TEDs, found through extensive searches. Interviews with a purposive sample of nine informants were used to respond to information not found in published sources.

Findings by Research Question

How are Tribal Education Departments defined, authorized (statutes, mandates, laws), and funded?

Source articles and websites of two national organizations (Tribal Education Departments National Assembly (TEDNA) and the National Conference of State Legislatures (NCSL) provided information on the nature of TEDs, their authorization, and state TED policies and laws, as well as the source articles indicated above. State legislative actions, referenced as examples in the articles, were retrieved from state websites. Illustrative information about funding was reported by two of interviewees.

> **Box 1: Study methods**
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> To answer the study questions, REL Central conducted Internet searches, using key terms alone or in combination; for example, American Indian education, tribal education, or tribally controlled education. A Google search identified organizational websites including the Tribal Education Departments National Assembly (TEDNA), Bureau of Indian Affairs, National Indian Education Association (NIEA), Native American Rights Fund, Interwest Equity Assistance Center, and individual tribal education departments. In addition, the Google search identified 16 articles that met relevancy criteria for the study. A search of the ERIC database was also conducted (see Appendix A for a complete description of the data collection).
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> Nine confirmatory telephone interviews among individuals knowledgeable about TEDs and/or TED and SEA/LEA partnerships were conducted to obtain additional descriptive information and to augment and verify the information obtained earlier. Researchers also used member-checking to verify information contained in this report. Four of the individuals who were knowledgeable about TEDs and/or their relationships with state and local education agencies reviewed sections of this report to verify the accuracy of the descriptions provided. Additionally, researchers solicited a formal review of citations and interpretations of laws pertaining to Native Americans in this report from a staff attorney at the Native American Rights Fund, who also provides legal

Tribal education departments (TEDs) are departments within tribes responsible for supporting the education of tribal members, created by the sovereign governments of federally recognized American Indian tribes. Under federal law, sovereign tribal governments are independent political entities that can take action to protect the general health, safety and welfare of their members (Bowers, 2008b; TEDNA, 2006). Sovereign tribes also have an inherent right to regulate the education of their members. This tribal authority extends to its members regardless of whether they attend public, private or Bureau of Indian Education schools, either on or off the reservation (TEDNA, 2006).

TEDs may be called by a variety of different names, including tribal education office, education department, education office, education agency, education committee, resource center, higher education department/office/resource center, and department of education, among others (TEDNA, 2006). A TED may be organized as an executive department, administrative agency, education office, tribal council committee, or resource center (TEDNA, 2006). Laws or codes enacted by tribal governments and based on the tribe's needs and resources determine the kind of authority a TED has, its responsibility for tribal education, and the kinds of programs and services it provides to tribal members (TEDNA, 2006).[1] Full-text versions of tribal education codes for two Central Region tribes, the Oglala Lakota Sioux and Yankton Sioux, are available on the TEDNA website.[2]

TEDs may be created by either tribal government laws or tribal education codes (TEDNA, 2006). For example, in the Central Region, the Rosebud Sioux Tribe's tribal education code, enacted in October 1991, established its TED as an agency of the tribal government and empowered the TED to administer and enforce the code (RJS & Associates, Inc., 1999). The Yankton Sioux Tribe's tribal education code also includes language specifically providing for a TED. Within its code, it declares "A Department of Education is hereby established with the duty and power to Administer the Education Code and Regulations, unless such powers are otherwise delegated by Tribal law" (Yankton Sioux Tribe, 1995, Sec. 15-6-1a). The code goes on to provide for the hiring of a TED director and identifies the duties and powers of that director.

Box 2. Research Question Data Sources				
Research Questions	**Articles**	**Interviews**	**Web-sites**	**Legisla-tion**
How are TEDs defined, authorized (mandates, statutes, laws) and funded?	√	√	√	√
What are the roles of TEDs under NCLB?	√			
What services do TEDs provide?	√		√	
What policies or programs exist at federal, state, and local levels to enable the development of partnerships among TEDs, SEAs and/or LEAs?	√	√		

TEDs of sovereign tribes may implement education laws or codes governing tribal students on and off the reservation. They may assume full or partial responsibility for all aspects of American Indian education-related programs in tribal, federally-funded or state public schools; or may enter into mutual agreements with public school districts to provide programs and services (e.g., curriculum planning, parent liaisons, teacher training, dropout prevention, and cultural programs)

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[1] Copies of tribal education laws and codes are available in the Tribal Constitution and Code Collection at the National Indian Law Library in Boulder, Colorado. Information about the National Indian Law Library is available on the Native American Rights Fund website at http://www.narf.org/nill/index.htm.

to advance American Indian education (Bowers, 2008b; Red Owl, et al., 2000; RJS & Associates, Inc., 1999; TEDNA, 2006).

Each tribe dictates the roles and responsibilities for its individual TED in tribal laws and constitutions. In several states across the nation there are established roles for TEDs in individual public school systems (McCoy, 1998; National Conference of State Legislatures, 2009; Red Owl, et al., 2000). Red Owl, et al. (2000) provides examples of partnerships between TEDs and public schools in ten different states (Arizona, Florida, Minnesota, Montana, North Carolina, North Dakota, Oregon, South Dakota, Washington, and Wisconsin).

Although the federal government cannot create TEDs, it has supported them through legislation. Federal support for TEDs was first authorized in the Elementary and Secondary Education Act of 1965 (ESEA) and subsequently reauthorized by the Stafford Elementary and Secondary School Improvements Amendments of 1988 (25 USC §2024), the Indian Self-Determination and Education Assistance Act (25 USC §2010), the Improving America's Schools Act of 1994 (20 USC §7835), the Goals 2000: Educate America Act of 1994 (20 USC § 5894), and the No Child Left Behind Act of 2001 (20 USC §7455) (McCoy, 1999; McCoy, 2003; NIEA, 2008; TEDNA, n.d.).

States may create laws that govern the relationship of TEDs to American Indian education in areas such as cooperative agreements with tribes, curricula, programs, personnel, funding, education-related committees, scholarships, grants, and tuition (National Conference of State Legislatures, 2009; TEDNA, 2006). McCoy (2005) describes Minnesota's state law as assigning the care, management, and control of one of its public schools to the White Earth reservation tribal council, giving the tribal council the same powers and duties as a school board. The law also permits the tribal council to delegate powers and duties for the school's operation to its tribal education department.[3] In New Mexico, state law mandates that the state Department of Education "shall collaborate and coordinate efforts with the…tribal education departments, to facilitate the successful and seamless transition of American Indian students into post secondary education and training" (Indian Education Act, NM ST § 22-23A-4.1, 2003). Among the REL Central states, all but Missouri have state laws related to American Indian education, but none was found that specifically address tribal education departments (McCoy, 2005; National Conference of State Legislatures, 2009).

The manner and source of TED funding varies considerably. TEDs operate on tribal funding, grants, and federal program funding, and their capacity to provide services is determined by the amount of funding available. TEDs can administer federal programs such as the Johnson O'Malley (JOM) Program,[4] Head Start, scholarships, and after-school programs (Red Owl, et al., 2000; TEDNA, 2006). Information about funding was reported by two of the interviewees. The Chickasaw Nation, a tribe with ample economic resources, devotes more than ten million tribal dollars for education programs such as a sick childcare center, honor club, aviation and space academy, laptop scholarship, and language club (Bowers, 2008a). The Chickasaw Nation TED is operated using 70% tribal and 30% federal funds.[5] Conversely, the Oglala Sioux Tribe's TED is solely funded by a "right to work fee" that is paid by tribal and non-tribal individuals who work at schools and education-related entities located within the boundaries of the reservation.

The U.S. Department of the Interior and U.S. Department of Education are each authorized by Congress to directly fund TEDs, but thus far, no appropriations have been made by Congress (McCoy, 2003; National Indian Education Association, 2008; TEDNA, 2006).[6] TEDs are also eligible for direct grants under the English Language Acquisition, Language Enhancement and Academic Achievement Act, Grants and Subgrants for English Language Acquisition and Language Enhancement and Part B, Improving Language Instruction Educational Program, Program Development and Enhancement (TEDNA, 2006). Some provisions in the No Child Left Behind Act of 2001 (NCLB) encourage local education agencies that receive Title III subgrants to collaborate with TEDs (TEDNA, n.d.; TEDNA, 2006).

What are the roles of Tribal Education Departments under the No Child Left Behind Act?

The source articles for this question included documents that summarize No Child Left Behind legislation that specifically mentions TEDs and tribal education codes. According to these sources, TEDs are mentioned in fifteen federal law provisions within the following four Titles and associated Parts of NCLB (Bowers, 2008b; TEDNA, n.d.):

- Title I: Improving the Academic Achievement of the Disadvantaged; Part A: Improving Basic Programs Operated By Local Educational Agencies
- Title III: Language Instruction for Limited English Proficient and Immigrant Students; Part A: English Language Acquisition, Language Enhancement, and Academic Achievement Act; and Part B: Improving Language Instruction Educational Program
- Title VII: Indian, Native Hawaiian, and Alaska Native Education; Part A: Indian Education
- Title X: Repeals, Redesignations, and Amendments to Other Statutes; Part D: Native American Education Improvement.

Within these provisions, TEDs are included in the definition of "community based organizations" and are recognized as eligible to receive grant funds; able to accredit BIA (Bureau of Indian Affairs)-funded schools; and permitted to influence the assessments of those schools. Under Title I, Part A, Subpart 1, Section 1111(m)(3), a BIA-funded school that is accredited by a TED must use the TED's assessment of student achievement, provided the Secretary of the Interior has deemed that the assessment complies with NCLB (TEDNA, n.d.).

Aside from these specific provisions, TEDs can support the academic goals of NCLB in other ways. TEDs may operate in a capacity similar to local or state education agencies in that they can develop and administer educational policies, collect and analyze student data, set academic standards, create assessments and curricula, track student progress, administer special programs (e.g., parent involvement, tutoring, afterschool, truancy prevention, and graduation incentives), and provide teacher professional development (National Indian Education Association, 2008).

NCLB Title VII includes the goal of meeting the unique cultural and educational needs of American Indian students. Under this Title, TEDs may offer programs and services to tribal members that promote native language, history, culture and knowledge as one way believed to positively influence American Indian student academic achievement (TEDNA, 2006).

What services do Tribal Education Departments provide?

The data sources for this research question included five articles and the websites of 20 of the 21 TEDs in the Central Region. The source articles listed programs and services that may be provided by TEDs as follows: early childhood programs, standards or curricula development, assessments, graduation, attendance, dropout prevention, scholarships, parent involvement, teacher training; accrediting BIA-funded schools, vocational training, or higher education; operating schools, colleges, museums, libraries, or cultural centers; administering and evaluating federal contract and grant programs; maintaining and analyzing educational statistics on tribal members; serving as liaisons between tribes, governments, schools and families; enforcing tribal education laws; or offering culture and language instruction, substance abuse prevention, parenting skills workshops, and family intervention counseling (Bowers, 2008a; Bowers, 2008b; McCoy, 1998; Red Owl, et al., 2000; RJS & Associates, Inc., 1999; TEDNA, 2006).

Four Central Region tribes listed programs and services on their Websites (see Appendix B):

> 1) the Southern Ute Indian Tribe Education Center in Ignacio, Colorado oversees educational programs in six departments: library, recreation, adult education, Ute language and culture, tutoring and enrichment, and administration/higher education;
>
> 2) the Prairie Band Potawatomi Nation's TED in Mayeta, Kansas offers a range of educational programs, including parenting, parent involvement, Head Start and Early Head Start, childcare, leadership development for K-12 students via a Boys and Girls Club, and financial assistance for higher educational goals and adult education;
>
> 3) the Ponca Tribe of Nebraska's TED in Norfolk, Nebraska offers programs for tribal members in higher education, adult vocational training, general educational development including language and culture classes, graduate/post-graduate support, and youth initiatives including a Youth Ambassador Leadership Program; and
>
> 4) the Kickapoo Tribe of Kansas' Education Department in Horton, Kansas offers infant/toddler programs, Head Start, general tribal education programs, youth programs, and financial assistance for vocational training and higher education.

What policies or programs exist at federal, state, and local levels to enable the development of partnerships among Tribal Education Departments, State Education Agencies, and/or Local Education Agencies?

To respond to this question, researchers drew from Title VIII of NCLB, the source articles, and from the websites of the six states in the Central Region with large populations of American Indians. Examples of partnerships between LEAs and TEDs were obtained from the interviewees. Thus, these do not represent a systematic sample and should only be interpreted as examples. This section first describes federal policies, then SEA relationships with TEDs for the six states in the report, and finally provides examples of four groups efforts to establish partnerships and reports what little six of the nine interviewees knew about partnerships.

This question was seen as important because over 90% of American Indian students attend public schools. Thus tribes, states, and public schools have a mutual interest in working together to meet the needs of American Indian children (Bowers, 2008b). Especially in situations where tribal, state and local government jurisdictions overlap and are therefore blurred, TEDNA (2006) suggests that these governments work together to act in the best interest of each other and their communities.

At the federal level, provisions in Title VIII of NCLB require LEAs to involve tribes in planning and evaluating education in their school districts. In addition, there must be an established administrative complaint process for tribes who believe that LEAs are not in compliance with NCLB provisions. In the event that a tribe has delegated its education-related responsibilities to its TED, the LEAs would need to involve the TED, as a representative of the tribe, in planning, evaluation and complaint processes required by NCLB (TEDNA, 2006).

The nature of state education agency (SEA) relationships with TEDs varies across the country. A more formally structured TED might serve a role for its tribe similar to the role an SEA serves (NIEA, 2008; TEDNA, 2006. States' role in working with American Indian students, and therefore the degree to which their policies might foster partnerships with TEDs, varies across the Central Region states. State education departments in two Central Region states have American Indian Education Advisory Councils. A 2007 South Dakota law provides for both an Office of Indian Education established within the Department of Education and an Indian Education Advisory Council.[7] According to the law, "The Office of Indian Education shall support initiatives in order that South Dakota's students and public school instructional staff become aware of and gain an appreciation of South Dakota's unique American Indian culture" (SD HB 1290). The law directs the secretary of the Department of Education to appoint the Indian Education Advisory Council. The Council is comprised of 18-20 individuals, each serving three-year terms, who convene three or four times per year to address issues of American Indian education in public schools. State law dictates that, "The council shall consist of representatives of all nine tribes in South Dakota along with Native American educators from all parts of the state" (SD HB 1290). Although none of the present Advisory Council members is a TED director, the law adds, "The nine representatives of the tribes shall be appointed from nominations submitted by the tribal councils of each of the tribes" (SD HB 1290).[8]

The Nebraska Department of Education also works through its Native American Education Advisory Council. This Council is divided into three regions and meets regularly to advise the Department of Education in developing and implementing comprehensive policy and responsive programs. The Council also assists the Department in building tribal partnerships that support the needs of American Indian students.[9] The Council's priorities include developing curriculum and educational programs that incorporate the culture of American Indian tribes and families and encouraging families and tribal leadership to support schools and high levels of student achievement (Native American Education Advisory Council, 2003).

The North Dakota Department of Public Instruction provides a "Native American Education" resource page[10] on its website, which includes links to brief narratives about grants, programs,

state legislation, educational goals, and the condition of American Indian education in the state. According to this website, the state's American Indian education goals are presented as follows:

> 1) Promote the incorporation and use of culturally-responsive teaching strategies and materials that validate the cultural and linguistic identity of Native American children and adults;
>
> 2) Support pre-service and in-service education programs to promote greater understanding of the culturally and linguistically pedagogical needs of native learners and support, where necessary, the amendment of state certification requirements to assure the consideration of qualified teaching personnel;
>
> 3) Develop and promote culturally and linguistically appropriate standards for Native children and adults; and
>
> 4) Network across the educational community to advocate for native student and adult educational needs.

The state website directs the public to the North Dakota Indian Affairs Commission website[11] for further information.

The Colorado Department of Education does not have an established working relationship with the state's two tribes, the Southern Ute Indian Tribe in Ignacio and the Ute Mountain Ute Tribe in Towaoc. These TEDs are reported to have good relationships with their LEAs, meeting regularly throughout the year. The Department itself does not have policies or programs that support these relationships, however.

A search of the website for the Kansas State Department of Education[12] revealed little information specific to American Indian education except for clarifications regarding federal race and ethnicity reporting requirements. The Kansas state government's website mentions the Kansas Office of Native American Affairs with contact information and mentions the Joint Committee on State-Tribal Relations; however, no Internet homepages for these resources were located. Information about the Joint Committee on State-Tribal Relations located on a website of Kansas statutes[13] suggests that this committee focuses on issues related to tribal gaming compacts rather than American Indian education.

The Wyoming Department of Education website[14] revealed little information about American Indian education except for changes in federal race and ethnicity reporting requirements and data regarding American Indian student enrollment. The Wyoming state government's website mentions the Wyoming Indian Affairs Council and the Council's Select Committee on Tribal Relations; however, no Internet websites for these resources were located.

None of the data sources used in this study included a comprehensive description of how TEDs work with LEAs. While there are examples, there is no systematic review of these relationships, and therefore the examples provided here are illustrative but not necessarily representative. One such example provided by McCoy (1998, 1999) is the use of consortiums through which TEDs

may work with LEAs. The Oceti Sakowin Education Consortium (OSEC), located in South Dakota, is a nonprofit, membership-based coalition of entities including tribal college staff and education staff from nine reservations, as well as superintendents, principals, board members, and staff from 17 parochial, state, federal and tribal schools. OSEC works to bring TEDs, the SEA, and LEAs together for partnership opportunities in American Indian education. OSEC also provides services to schools on behalf of TEDs that individual TEDs cannot provide alone, such as special education services, professional development, school improvement, and technology planning and support.

As a second example, the Standing Rock Sioux Tribe in North Dakota facilitates TED-LEA partnerships. However, unlike OSEC this consortium is an informal organization associated with a single tribe and includes the Standing Rock Sioux Tribe's TED manager, the Bureau of Indian Education Line Officer, a tribal college president, and superintendents from seven local school districts. This organization meets regularly throughout the year; the meetings are typically attended by up to 25 members of the community (e.g., educators, school board members, and the general public). The organization helps to facilitate the TED's involvement with local schools in areas such as language and culture, state standards, school improvement, professional development, and teacher recruitment.

Two additional examples were identified by three of the interviewees as TEDs that have established partnerships with SEAs and LEAs. Although they are not located in the Central Region states, TEDs from the Chickasaw Nation and the Confederated Salish & Kootenai Tribes of the Flathead Reservation were identified by three interviewees as examples of TEDs that have established partnerships with SEAs and LEAs.

Finally five interviewees acknowledged that they knew of interest among TEDs and SEAs and LEAs in establishing partnerships. When asked what interfered with partnering, these interviewees reported a lack of understanding on the part of TEDs, SEAs, or LEAs on how to negotiate through the others' systems in order to develop such partnerships.

Thus in response to this research question the researchers were able to identify federal provisions in one law, state policies regarding American Indian education in three of the six states in the Central Region, and four examples of efforts to establish state and local partnerships."

DISCUSSION

This report sought to answer four research questions about Tribal Education Departments in response to the informational needs of the chief state school officers in the six Central Region states in which TEDs operate. These questions elicited basic information about the roles and responsibilities of TEDs in supporting American Indian education. TEDs are independently organized and supervised by the sovereign tribal governments of federally recognized American Indian tribes, and are responsible for educating their tribal members, youth and adult, as dictated by their tribal governments based on tribal needs and resources. Responsibilities, funding sources, operations, staff sizes, programs, services, and roles in *No Child Left Behind* initiatives vary among the TEDs in the Central Region states. Programs and services are provided by TEDs in areas such as cultural preservation (e.g., tribal language, culture, and history), human education (e.g., birth to senior citizens), and individual/family economics and development. Twenty-

one TEDS or TED-like entities associated with federally-recognized American Indian tribes were identified in the Central Region states.

The chiefs were also interested in opportunities for developing TED and SEA and LEA partnerships in their states to support American Indian education. Interviewees were aware of opportunities from partnering but indicated that TEDs, SEAs, and LEAs lack awareness or understanding of each other and this interferes with partnering. At present the six states vary in policies that might support partnerships. Less is known about LEA and TED partnering.

LIMITATIONS OF THE STUDY

Much of the information contained in this report is based on publicly available data. Every effort was made to use data from the most credible sources available: government documents, primary sources of tribal laws and codes, and documents produced by legal entities. However, it is possible that other documents not in the public domain might have presented a different picture of TEDs. The great variation found among TEDs with regard to structure, purpose, and operation means that we are not able to describe a *typical* TED. There also are no established criteria for defining the essential elements of a TED. TED staff interviewed do not constitute a national, or even a regionally, representative, sample. Thus, the descriptions of TEDs provided in this report cannot be generalized to other TEDs in the Central Region states, nor to other TEDs across the nation.

As part of this study, REL Central created a directory of the 21 TEDs and TED-like entities in the Central Region states. Although it would have been useful to compile background information on each of the 21, only eleven had publicly available information about the TED's programs and services and this information did not follow a common format. Data collection for a description of the specific roles, responsibilities, jurisdictions, and decision-making powers of the 21 Central Region TEDs was not part of the request for this study. A future study could focus on fully describing the nature of TEDs within the geographic region.

FUTURE RESEARCH

This descriptive study provides an overview of TEDs operating in the REL Central region. However, additional research would be needed to identify organizational characteristics or programs and services that are effective in helping TEDs achieve their primary goal of assuring a quality education for American Indian students. Given the unique histories, cultures, and communities among tribes and the wide variability among the programs and services offered by TEDs, further research is needed to determine the effects of these contextual characteristics on TED-SEA/LEA partnerships and American Indian education. Findings from the nine interviews also suggest that the nature and success of TED-SEA/LEA partnerships may be influenced as much by issues of infrastructure and organization (e.g. agreements regarding jurisdictions, power-sharing, decision-making, and goals) as by the more intrinsic aspects of the partnerships themselves, such as the clarity of roles and the extent of open communication. Further study is needed to examine the elements that comprise successful TED-SEA and TED-LEA partnerships.

APPENDIX A

RESEARCH METHODS

The purpose of this study was to describe Tribal Education Departments (TEDs) operating in the Central Region, in response to requests from participants of an Indian Education Think Tank and the commissioners of education in the region. The chief state school officers of the regional states were not familiar with TEDs at the time this report was requested; consequently, a straightforward descriptive study was proposed. This report was initially prepared as a Technical Brief, for which no plan was required. At the request of our COR, we have revised the report as an *Issues & Answers* brief.

Four research questions guide the study:

1. How are Tribal Education Departments defined, authorized (mandates, statutes, laws), and funded?
2. What are the roles of Tribal Education Departments under the No Child Left Behind Act?
3. What services do Tribal Education Departments provide?
4. What policies or programs exist at federal, state, and local levels to enable the development of partnerships among Tribal Education Departments, State Education Agencies and/or Local Education Agencies?

This study was organized in several phases. During the first phase, REL Central compiled a list of detailed questions to guide data collection and facilitate an understanding of the roles and responsibilities of TEDs in the Central Region. In the second phase, REL Central searched for publically accessible documents relevant to the questions identified; during the third phase, REL Central selected a group of nine individuals to interview in order to fill gaps in the information from the documents. During the fourth and final phase, REL Central identified and compiled a directory of the 21 TEDs operating in the Central Region states.

Phase One: Identifying Key Issues

In order to provide a structure for data collection and reporting, REL Central opted to organize data collection around a list of key issues about TEDs, which originated from the field. These key issues, which were used to develop the research questions, were carefully chosen to provide basic knowledge about TEDs to Central Region educators, policymakers, and stakeholders. The issues were identified during two needs-sensing sessions that occurred in 2008; the research questions were later confirmed by the REL Central Board of Directors in January 2009. The first needs-sensing session occurred during a two-day Indian Education Think Tank meeting sponsored by the North Central Comprehensive Center in May 2008 and hosted by McREL. The Think Tank was attended by 36 tribal leaders and educators, state and federal educators, education specialists, policymakers, researchers, and stakeholders from four Regional Comprehensive Centers (Mid-continent, North Central, Northwest, and Southwest). During the first day of the Think Tank, participants identified a variety of key issues and needs in American Indian education, including the need to understand and expand the capacity of TEDs.

During the second day of the Think Tank, participants used Open Space Technology[2] (Owen, 2008) to prioritize the American Indian education issues from the previous day's discussions on which the Comprehensive Centers should focus attention and action. Of the top ten issues, "tribal education capacity building" and "tribal education departments" were first and second on the list, respectively. Participants decided, however, that before capacity building could begin, they first needed to fully understand what TEDs are, how they are authorized and funded, how they operate, who they serve, what programs and services they offer or could offer, where they are located, and how they might collaborate with local and state education agencies to improve American Indian education.

The second needs-sensing session occurred during a June 2008 meeting among the Central Region's chief state school officers. All six chiefs that have TEDs operating in their states (e.g., Colorado, Kansas, Nebraska, North Dakota, South Dakota, and Wyoming) identified the need to understand and engage their states' TEDs as a top priority. Chiefs expressed the need to know more about potential partnerships between TEDs and state and local agencies and their potential roles in improving American Indian education.

Phase Two: Obtaining and Using Publicly Available Data

From July through December 2008, REL Central researchers proceeded to examine the research questions by completing a search for publicly available data. To identify relevant organizations, REL Central conducted an Internet search using the Google search engine, using the following key terms alone or in combinations: American Indian education, tribal education, tribally controlled education, school, school community relationship, government school relationship, Indian controlled schools, Tribal Education Department, tribal education agency, Indian education center, tribal education code, and tribal sovereignty. The list was filtered using quotes, Boolean operators (e.g., AND or OR) as well as the "+" and "*" operators to include terms such as Indian, American Indian, or Native American; education; tribe or tribal; and department, committee, council or agency. The list was then filtered using the "-" operator to exclude websites such as opinion papers, blogs, testimonies, commercial products, and resumes and unrelated topics such as mascots, hazardous waste, renewable energy, environmental assessments, and military information.

Several separate Google searches were conducted using various combinations of the key terms, quotes and operators. For example, a search using only "American Indian education" (with the quotes), identified the National Indian Education Association, the American Indian Education Foundation, the Journal of American Indian Education, the American Indian Higher Education Consortium, the National Museum of the American Indian, the Bureau of Indian Affairs, the Bureau of Indian Education, and ERIC database descriptors among others. Adding the term "trib*" (without the quotes) identified the Native American Rights Fund and the National Indian Law Library. A new search using the terms "American Indian" and "Native American" (with the

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[2] Open Space Technology offers a method to run meetings of groups of any size. It represents a self-organizing process; participants construct the agenda and schedule during the meeting itself.

quotes), with the "OR" operator between them, plus the term "tribal education" (with the quotes) identified the Tribal Education Departments National Assembly (TEDNA), all of the Native American Rights Fund's Tribalizing Indian Education Series documents (e.g., McCoy, 1997, 1998, 1999, 2003, and 2005), a report (RJS & Associates, Inc., 1999), additional ERIC descriptors, and the Rosebud Sioux Tribe's TED website and Tribal Education Code. Changing the term "tribal education" to "tribal education department" (with the quotes) identified the National Congress of American Indians, TED directories on the National Indian Education Association and National Congress of American Indians websites, the Oceti Sakowin Education Consortium, more ERIC descriptors, twelve separate tribal education departments (including TEDs for the Ute Mountain Tribe in Colorado, and the Oglala Sioux Tribe in South Dakota), and many TED programs. Replacing the term "tribal education department" with the separate terms "education" and "department," (without the quotes) identified several SEA American Indian education offices, including those for Nebraska and South Dakota. This same search also identified several state offices of American Indian affairs.

The Google searches identified thousands of websites, with those most relevant to the key search terms presented first. In instances where thousands of sites were identified, researchers reviewed approximately the first 60 to 100 sites for relevancy, and then conducted a new search. After conducting approximately ten searches with combinations of the search terms, quotes, and operators, many of the same sites were appearing. After conducting 13 searches, no new sites were revealed, so the search was stopped. Researchers identified 241 websites of reports, articles, tribes, organizations, program descriptions, and presentations. From this list of 241 websites, researchers identified 72 websites that provided information relevant to the research questions. Fifty-nine of the 72 sites were web pages within the websites of thirteen organizations. For example, five separate websites were associated with TEDNA: one was the organization's home page and four were pages within the TEDNA website. Likewise, eleven links were associated with the Native American Rights Fund: one was the organization's home page; the remainder were web pages within the organization's website (five of the ten were reports relating to the organization's Tribalizing Indian Education Series documents). The following 13 organizational websites provided the most useful information for answering the study questions:

- American Indian Education Foundation
- American Indian Higher Education Consortium (AIHEC)
- Bureau of Indian Affairs
- Chickasaw Nation's Division of Education Services
- Interwest Equity Assistance Center[15]
- National Congress of American Indians (NCAI)
- National Indian Education Association (NIEA)
- Native American Rights Fund (NARF)
- Nebraska Department of Education
- Oceti Sakowin Education Consortium (OSEC)
- South Dakota Department of Education
- South Dakota GEAR-UP
- Tribal Education Departments National Assembly (TEDNA)

Of the remaining 169 websites, 118 were websites associated with 36 TEDs. Similar to the organizational websites mentioned above, several of the 118 websites were webpages within TED websites. For example, eight websites were associated with the Rosebud Sioux Tribe's TED, one was a home page and the remainder were pages within the Rosebud Sioux Tribe TED's website. Likewise, seven websites were associated with the Chickasaw Nation's TED, one was a home page and the remainder were pages within Chickasaw Nation's TED's website. Of the remaining 51 websites, 16 included documents (indicated with an asterisk in the References section) that provided useful information to answer the research questions (e.g., Bowers, 2008a; Cheyenne River Sioux Tribe, 1997; Indian Entities Recognized and Eligible To Receive Services From the United States Bureau of Indian Affairs, 2007; McCoy, 1997; McCoy, 1998; McCoy, 1999; McCoy, 2003; McCoy, 2005; National Indian Education Association, 2008; Native American Education Advisory Council, 2003; Red Owl, Hall, Havens, Puskarenko, Cannon, Martin, Juneau, Taylor, Sly, & McCoy, 2000; RJS & Associates, Inc., 1999; TEDNA, n.d.; TEDNA, 2004; TEDNA, 2006; Yankton Sioux Tribe, 1995). Of the remaining 35 websites, four (one home page and three webpages within the site) were associated with the "State Legislation Database on Native American Issues" Internet datafile (National Conference of State Legislatures, 2009). The final remaining 31 websites were discarded for the following reasons: 22 were unrelated websites that mentioned one or more of the organizations and articles already identified (e.g., the Native American Rights Fund was mentioned in the newsletters of three unrelated organizations); and nine were unrelated articles that cited one or more of the articles already identified.

Next, the ERIC, Wilson Select Plus, and Google Scholar databases were searched for articles, research reports, evaluations, and other studies specifically relating to tribal education departments. ERIC was the first article database that researchers explored. An initial ERIC search was conducted to include documents in which the key words "tribal education department" (with the quotes) appeared in any of the document sorting categories (e.g., identifier, descriptor, key word, title, abstract). This search produced four documents: one document was a professional development program for bilingual teachers, two documents were collections of subcommittee hearings from 1983 and 1992, and the final document was an evaluation of the Rosebud Sioux Tribal Education Department, which had already been identified in a the earlier Google Internet search (RJS & Associates, Inc, 1999). The ERIC search was then expanded to include a search of key words using other terms by which tribal education departments are known (e.g., office, division, agency, committee, resource center, and higher education department/office/resource center). These searches were separately conducted with the term "tribal" plus one of the other terms. Finally, two separate searches were conducted; one using the "tribal education code" and the second using "tribal education law." Only two additional relevant documents were produced from this search; both were from the non-peer-reviewed publication, *Tribal College*. The first document was a 1992 opinion paper similar to and predating the document evaluating the Rosebud Sioux tribal education department and code that had already been identified (RJS & Associates, Inc, 1999). The second document was a brief (one and one-half page) 1998 descriptive report on the role of tribal education codes for schools within a tribe's jurisdiction. Neither document produced any new information beyond what had already been obtained from the 16 documents already identified from the Google Internet search.

Google Scholar was the second database that researchers explored. An initial search was conducted to include documents in which the words "tribal education department" or "tribal educa-

tion code" (with the quotes and with the Boolean operator "OR") appeared in any of the document sorting categories (e.g., key word, title, abstract, citation, or text of full-text articles). This search identified 34 articles. Closer inspection revealed that six of the 34 articles were books on marginally-related topics (e.g., dictionaries or tribal bilingual programs); eight articles were from the Native American Rights Fund website and had already been previously identified in the Google Internet search; four articles were commentaries on court cases involving TEDs; two articles were documents from the National Indian Education Association's website, which had already been identified; four articles were project/grant reports; and ten articles were from articles on marginally-related topics that provided no new information. The ERIC search was then expanded to include a search of key words using other terms by which tribal education departments are known (e.g., office, division, agency, committee, resource center, and higher education department/office/resource center). These searches were separately conducted with the term "tribal" plus one of the other terms. A separate search was conducted using the term "tribal education law." These searches revealed 22 relevant articles, ten of which had been previously identified and the rest provided no new information.

The Wilson Select Plus database was the final database that researchers used to search for articles, research reports, evaluations, and other studies specifically relating to tribal education departments. Initial searches that separately searched for "tribal education department" or "tribal education code" or "tribal education law" (with the quotes) in any of the document categories (e.g., key word, descriptor, title, abstract, full text) produced no results. Next, the search was expanded to include other terms by which tribal education departments are known (e.g., office, division, agency, committee, resource center, and higher education department/office/resource center). These searches were separately conducted with the term "tribal" plus one of the other terms. These searches also produced no results. A final search was conducted using just the terms "tribal" and "education."Together with the "AND" operator. This search produced 184 articles. This list was filtered to include only documents in which "Native American" or "Indian" appeared in any of the document categories (e.g., key word, descriptor, title, abstract, full text). This filtering reduced the list from 184 articles to 83 articles. Of the 83 articles, 49 were specifically about tribal colleges, 19 about heritage language and immersion programs, and seven about boarding school experiences; none of these articles provided new information to answer the research questions. The remaining eight articles were on a variety of topics (e.g., culturally-based education, academic achievement, NCLB-related issues, and heritage identity), but none provided new information to answer the four research questions about TEDs.

In sum, the Google Internet search identified 13 organizational websites, 16 articles, 36 TED websites, and a searchable database on state legislation relating to American Indian issues, all of which were useful for answering the research questions . The ERIC search identified one useful article that had already been identified and the Google Scholar search identified ten articles that had already been identified. The Wilson Select Plus database produced no articles useful for answering the research questions about TEDs. The 16 articles used in this report are asterisked in the References section.

All of the sources (e.g., organizational websites and documents) used to provide data to answer the study questions were descriptive and nongeneralizable in nature. None of the documents used to answer the study questions was a research study. The only source that was a study was the ex-

ternal evaluation of the Rosebud Sioux tribal education department and code (RJS & Associates, Inc., 1999).[16] Because the purpose of this study is to describe TEDs and how they function, the absence of rigorous studies did not prohibit developing the report.

Phase Three: Obtaining and Using Interview Data

In the process of using the data from publicly available sources to answer the research questions, we discovered instances in which more clarifying information was needed. As a next step, we decided to conduct interviews to obtain information to provide more complete responses to the research questions, as well as to verify some aspects of the data already gathered. To conduct the interviews, REL Central identified instances in which more information was needed, and selected nine interviewees to contact. Interviewees were selected for "dissimilarity" rather than for "similarity" (Rubin & Rubin, 1995). The purpose of sampling for "dissimilarity" was to discuss the role of tribal education departments in American Indian education with interviewees from different backgrounds and settings (Rubin & Rubin, 1995). Ultimately, researchers selected four interviewees who could provide a TED perspective; two who could provide an SEA perspective; and three who could provide a perspective from non-tribal entities that work with TEDs.

Interviewees were identified using a snowball sampling technique, in which interviewees were selected based on the recommendations of individuals knowledgeable in the field (Fraenkel & Wallen, 2006). For the snowball sampling, the selection of interviewees was initially based on the recommendations of staff from NARF and TEDNA. In addition, directors from two TEDs which were presented as exemplary at the 2008 annual meeting of the U.S. Department of Education's Office of Indian Education in Rapid City, South Dakota (Bowers, 2008a) were each contacted for interviews. These two were selected because their TEDs were said to be well-established, used a diversity of funding sources, and had a full complement of programs. From these two interviewees two American Indian education coordinators from Central Region SEAs, two Central Region TED directors, and one individual associated with a non-tribal entity serving Central Region TEDs were identified.

All interviewees were then identified through publicly-available sources such as online directories and websites. They were contacted via either email or telephone; informed of the study; and invited to participate in a short one-on-one telephone interview (twenty minutes, on average). All nine individuals agreed to participate in the interview (see interview protocol in Appendix C). The same protocol was used for each of the nine interviewees, with the exception of questions that were not pertinent to individual interviewees' experience or background.

The two SEA American Indian education coordinators from the Central Region were asked about examples of SEA–TED partnerships that they were aware of or directly involved in, as well as the opportunities for future partnerships. Researchers next separately interviewed two of the individuals from entities serving TEDs. Both of these interviewees were sufficiently knowledgeable about TEDs to provide information regarding all of the identified research questions. Researchers next contacted the two TED directors from the Central Region states, one was from a North Dakota tribe and the other from a South Dakota tribe. Like the prior two interviewees, both of these two interviewees were sufficiently knowledgeable about TEDs to provide informa-

tion regarding all of the research questions. Additionally, information was elicited from these two TED directors regarding specific programs and services that their TEDs in particular provided to their tribal members, as well as how their TEDs were authorized, structured, staffed, and funded. Finally, researchers interviewed the last interviewee, who was associated with a non-tribal entity serving TEDs.

Researchers also used member-checking to verify information contained in this report. Four of the individuals who were knowledgeable about TEDs and/or their relationships with state and local education agencies reviewed sections of this report to verify the accuracy of the descriptions provided. Additionally, researchers solicited a formal review of citations and interpretations of laws pertaining to Native Americans in this report from a staff attorney at the Native American Rights Fund, who also provides legal counsel for TEDNA.

Phase Four: Compiling the Directory

In the final phase of the study, REL Central researchers compiled a directory of TEDs in the Central Region states that includes the names of tribes and TED offices, mailing addresses, and websites. We were unable to locate an existing directory that accurately provided this information for each of the Central Region TEDs; we therefore chose to compile our own directory using publicly available data from the Internet and other sources. First, data about Central Region tribes and their education departments were obtained from multiple sources to produce a list of potential TEDs. A Google Internet search was conducted using combinations of the following key words: tribal education, tribal education department, tribal education center, tribal government, education, tribal education programs, tribal education institution, tribal education system, tribal scholarship, directory, the names of individual tribes, and the names of individual states. The most useful sources that emerged included online directories from the National Indian Education Association,[17] Interwest Equity Assistance Center,[18] and the University of Northern Colorado.[19] Additional sources included the National Congress of American Indians,[20] American Indian Education Foundation,[21] the American Indian Heritage Foundation,[22] the Native American Rights Fund,[23] the Tribal Education Department National Assembly,[24] the North Dakota Indian Affairs Commission,[25] the South Dakota Office of Tribal Government Relations,[26] and individual tribes' websites (see Appendix B). This search identified 39 possible TEDs in Central Region states.

The second step in compiling the directory was to reduce the list to only those TEDs associated with federally recognized tribes. The current list of federally recognized tribes was obtained from the Department of the Interior, Bureau of Indian Affairs, *Federal Register* dated March 2007 (Indian Entities Recognized and Eligible To Receive Services From the United States Bureau of Indian Affairs, 2007). Filtering the list of 39 possible TEDS against the list of federally recognized tribes reduced the list to 21 TEDs in Central Region states.

The third step in compiling the directory involved verifying the 21 TED names, their tribe names, and their contact information against each of the indicated sources. In instances of missing or incomplete data, researchers used data from the most current sources and cross-checked them with tribal websites and online phone directories. Of the 21 Central Region TEDs, 20 had websites and of those, eleven provided mailing addresses and phone numbers. TED staff were

contacted directly by telephone in seven instances in which contact information could not be ve-rified via publicly available sources. These very brief follow-up telephone conversations were used only to verify address discrepancies, such as telephone numbers and mailing addresses. The result of this data collection and verification effort is the Directory of Central Region Tribal Education Departments (see Appendix B). This directory is accurate as of December 2008.

APPENDIX B
DIRECTORY OF CENTRAL REGIONAL TRIBAL EDUCATION DEPARTMENTS AND EXAMPLES OF SELECTED TEDS

The table below is a directory of TEDs and TED-like entities associated with federally-recognized tribes in the Central Region states as of December 2008. The Directory was prepared in response to the Central Region chief state school officers request for more information about TEDs in their states.

Directory of Central Region Tribal Education Departments

State	Tribe	Office	Mailing Address	Phone	Website
CO	Southern Ute Indian Tribe	Education Center	PO Box 737 Ignacio, CO 81137	970-563-0100	http://www.southern-ute.nsn.us/education.html
CO	Ute Mountain Ute Tribe	Tribal Education Department	PO Box 29 Towaoc, CO 81334	970-565-3751	http://www.utemountainute.com/
KS	Kickapoo Tribe of Kansas	Tribal Education Department	1107 Goldfinch Road Horton, KS 66439	785-486-2627 877-864-2822	http://www.ktik-nsn.gov/education.htm
KS	Prairie Band Potawatomi Nation	Education Department	16281 "Q" Road Mayetta, KS 66509	785-966-2960	http://www.pbpindiantribe.com/education-and-childrens-programs.aspx
ND	Spirit Lake Dakotah Nation	Tribal Education Department	PO Box 359 Fort Totten, ND 58335	701-766-1738	http://www.spiritlakenation.com/index.htm
ND	Standing Rock Sioux Tribe	Tribal Education Department	PO Box D Fort Yates, ND 58538	701-854-7408	http://www.standingrock.org/
	Three Affiliated Tribes (Mandan, Hidatsa & Arikara Nation)	Tribal Education Department	404 Frontage Road New Town, ND 58763	701-627-4112 (higher educ.) 701-627-4113 (tribal educ.)	http://www.mhanation.com/main/contact.html
ND	Turtle Mountain Band of Chippewa Indians	Tribal Education Department	P.O. Box 900, Highway 5 West Belcourt, ND 58316	701-477-2600	http://www.tmbci.net/Education.html
NE	Omaha Tribe	Higher Education Department	PO Box 639 Macy, NE 68039	402-837-5357	
NE	Ponca Tribe of Nebraska	Department of Education	1800 Syracuse Avenue, Norfolk, NE 68701	402-371-8834	http://www.poncatribe-ne.org/departments_education.php
NE	Santee Sioux Tribe of Nebraska	Santee Higher Education Program	425 Frazier Avenue North, Suite 2 Niobrara, NE 68760-7219	402-857-2302	http://www.santeedakota.org/santee_sioux_tribe_of_nebraska.htm
SD	Cheyenne River Sioux Tribe	Education Services Department	P.O. Box 590 Eagle Butte, SD 57625	605-964-7882	http://www.sioux.org/crsthighered.html
SD	Crow Creek Sioux Tribe		PO Box 50 Ft. Thompson, SD 57339	605-245-2356	http://www.state.sd.us/oia/crow.asp
SD	Flandreau Santee Sioux Tribe	Agnes Ross Educational Center	P.O. Box 283 603 W. Broad Ave. Flandreau, SD 57028	605-997-2859	http://www.fsst.org/Agnesrossedu_main.html
SD	Lower Brule Sioux Tribe		187 Oyate Circle, Lower Brule, SD 57548	605-473-0561	http://www.lbst.org/newsite/home.htm
SD	Oglala Lakota Sioux	Tribal Education Department	PO Box 2070 Pine Ridge, SD 57770	605-867-6047 605-867-5821	http://home.comcast.net/~zebrec/index.html

State	Tribe	Office	Mailing Address	Phone	Website
SD	Rosebud Sioux Tribe	Tribal Education Department	PO Box 40 Rosebud, SD 57570	605-747-2833	http://www.gwtc.net/~rsted/
SD	Sisseton Wahpeton Sioux Tribe		P.O. Box 509, Route 2 Agency Village, SD 57262	605-698-3549	http://www.earthskyweb.com/sota.html
SD	Yankton Sioux Tribe	Tribal Education Office	PO Box 248 Marty, SD 57361	605-384-3997	http://www.state.sd.us/oia/yankton.asp
WY	Northern Arapaho Tribe	Tribal Education Department	PO Box 8480 Ethete, WY 82520	307-332-5286 307-332-2681	http://www.skypeopleed.org/
WY	Eastern Shoshone Tribe	Higher Education Department	PO Box 628 Fort Washakie, WY 82514	307-332-3538	http://www.easternshoshone.net/

Descriptions of Selected TEDs

Six interviewees suggested that the Rosebud Sioux Tribe's TED is a good example of an established TED within the Central Region. In the 1980s, after recognizing low attendance and achievement among Rosebud Sioux Tribe youth, the tribe engaged in four years of planning and data collection to determine how the tribe could improve education. In 1990, a Tribal Education Code was written and Tribal Education Department created to work with tribal schools, public high schools and federally funded American Indian education programs. The Code includes responsibilities such as reviewing school policies and budgets; monitoring and assessing schools and academic performance; recommending corrective practices; and overseeing the development of tribal curricula and education standards, tribal parental and community involvement programs, teacher training programs, and re-certification courses. The TED also serves as a liaison between parents, schools and the tribal government. An evaluation of the Rosebud Sioux Tribal Education Department's impact on American Indian education between the 1989–1990 and 1997–1998 school years revealed an increase in the graduation rate of students at both the tribal and largest non-tribal public schools serving the reservation (RJS & Associates, Inc., 1999); a 45 percent increase at the tribal St. Francis Indian School and a 24 percent increase at the public Todd County High School. The same tribal and non-tribal public schools experienced an eight percent and six percent improvement, respectively, in attendance during the same time period. The evaluation credits these performance improvements to the following Rosebud Sioux TED initiatives: the Truancy Intervention Project, the Lakota Language Renewal Project, a Tribal Individuals with Disabilities Act (IDEA) program, and a Tribal Parenting Education Program (RJS & Associates, Inc., 1999).

Although they are not located in the Central Region states, TEDs from the Chickasaw Nation and the Confederated Salish & Kootenai Tribes of the Flathead Reservation were identified as examples of successful TED capacity building at a presentation hosted by TEDNA for the U.S. Department of Education's Office of Indian Education (Bowers, 2008a). The Chickasaw Nation's Division of Education Services in Ada, Oklahoma is comprised of 154 employees in five departments (e.g., administration, child care, education, early childhood, and vocational rehabilitation).[27] It operates federally funded programs such as Head Start, which provides comprehensive education, health, nutrition, and parent involvement services to low-income children and their families, and the Johnson O'Malley program, which provides financial assistance to schools through the Bureau of Indian Affairs.

The Chickasaw Nation TED also offers a variety of additional programs such as a day care, an afterschool program, language and reading programs, the Sick Child Care Center, and the Chickasaw Nation Career Technology Program. Other educational programs offered to tribal members include the Chickasaw Honor Club for school-age students, college graduation incentives, scholarships and grants, Chickasaw Nation Aviation and Space Academy, Chickasaw Language Club for Kids (birth to 9 years), Johnson Space Camp, FIRST Robotics team, special needs assistance for school age children, an internship program, college testing services (e.g., for ACT and SAT college entrance exams), and job readiness programs. The majority of these programs are available to tribal citizens regardless of where they live; the exceptions to this policy are the Head Start and child care programs. Programs such as tribal higher education grants and scholarships and the Chickasaw Nation Career Technology Program do not have an income requirement, age restrictions, geographic restrictions, or blood quantum limitations;[28] however, participants must be Chickasaw and possess a Chickasaw Nation Citizenship Card.

The Confederated Salish & Kootenai Tribes of the Flathead Reservation in Pablo, Montana was also cited by six interviewees and TEDNA (Bowers, 2008a) as an example of an established TED. This TED supports educational efforts to help the tribe achieve a self-sufficient society and economy. Its programs include curriculum development (e.g., culturally-based curriculum and resources for reservation schools, library, educational videos, tribal-school events); higher education (e.g., vocational and higher ed. scholarships for enrolled tribal members); educational leadership (e.g., tribal, state and federal programs; annual events, education and funding assistance for reservation schools, monthly superintendent meetings); community empowerment (e.g., parent/student advocacy, IEP, and school liaison services; academic incentives; technical support; and parent involvement) (Bowers, 2008a).[29]

APPENDIX C
INTERVIEW PROTOCOL

NOTE: These telephone interviews are designed to verify and/or clarify data regarding educational programs and services associated with specific TEDs and/or regarding SEA and LEA relationships with TEDs. Prior to each interview, data will be obtained from publicly-available sources. The format for these interviews is illustrated below; however, the specific leads and probes asked may vary among interviews depending on interviewees' particular programs (e.g., TED, LEA, SEA, or other) and the quantity and accuracy of publicly-available data obtained prior to the interview. No more than nine individuals will be interviewed for the purpose of verifying programs and services associated with TEDs and/or regarding SEA and LEA relationships with TEDs. These interviews will last approximately ten to twenty minutes.

Opening Comments and Introductions

Interviewer will introduce self by providing name and affiliation with the study.

Purpose of gathering

The purpose of our conversation is to verify information about programs associated with your tribal education department (or LEA/SEA programs that partner with TEDs), and to talk about the relationship between your TED and LEA or SEA.

Lead 1: Using publicly-available sources, I obtained the following information about your program.

Interviewer provides program title, briefly describes what is known about the program, and identifies the source of the data. Interviewer then asks any questions to clarify the program.

Probe 1: Is any of the information I provided incorrect?

Probe 2: [*If yes*] Please tell me what information is incorrect, and what about that information is incorrect.

Examples of the kind of information verified with this item include program purpose, organizational structure, funding sources, advisory council members and meetings, partners, clients served, and whether the program is still active.

Lead 2: [*for TED staff*]: Through this/these program(s), do you partner with any state or local education agencies?

Probe 1: [*If yes*] Please describe this/these partnership(s).

Probe 2: [*If no*] What are some of the reasons this/these program(s) don't partner with any state or local education agencies? Would you be interested in partnering with any state or local education agencies?

Probe 3: From your experience, what suggestions do you have for others interested in partnering with state and local education agencies?

Lead 2: [*for SEA and LEA/Other staff*]: Through this/these program(s), do you partner with any American Indian tribes or tribal education departments?

Probe 1: [*If yes*] Please describe this/these partnership(s).

Probe 2: [*If no*] What are some of the reasons this/these program(s) don't partner with any American Indian tribes or tribal education departments? Would you be interested in partnering with any American Indian tribes or tribal education departments?

Probe 3: From your experience, what suggestions do you have for others interested in partnering with American Indian tribes or tribal education departments?

Lead 3: Do I have permission to mention your program(s) in the report that McREL is preparing regarding tribal education departments?

Lead 4: Those are all of the questions that I have. Is there anything else that you'd like to ask or share?

Closing: Thank you for your time. Your comments are important and will help us prepare a report that will clarify the role of tribal education departments in advancing American Indian education.

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Notes

1 A federal document produced by the Bureau of Indian Affairs listing the names of 561 of the 562 federally-recognized tribes is available on the Internet at http://www.loc.gov/catdir/cpso/biaind.pdf.

2 Full-text version of tribal education codes for the Oglala Lakota Sioux and Yankton Sioux tribes are available on the Internet at http://www.tedna.org/resources/laws.htm#tribal.

3 This law is Minnesota's "Education Code: Pre-kindergarten - Grade 12; Chapter 128B, Pine Point School, § 128B.011. School governance and standards. Subdivision 1. Governance" as cited in McCoy (2005), p. 16.

4 According to federal legislation resulting from the Johnson-O'Malley Act of 1934 (as amended) the purpose of the act is to provide financial assistance to schools through the Bureau of Indian Affairs to meet the unique and specialized education needs of American Indian students. Schools receiving funds are required to have an elected governing body (such as a parent board or committee), that is empowered to identify students' needs, giving parents a say in their children's education.

5 Information about the Chickasaw Nation's Division of Education Services is available on the Internet at http://www.chickasaweducationservices.com/index_57.htm.

6 Congress authorized funding for tribal education departments in 1988 through the U.S. Department of the Interior, Bureau of Indian Affairs. Congress also authorized funding for tribal education departments in 1994 through the U.S. Department of Education. Both of these authorizations were retained in the No Child Left Behind Act of 2001.

7 Information about the South Dakota Department of Education's Indian Education Advisory Council is available on the Internet at http://doe.sd.gov/secretary/indianed/index.asp.

8 The full text of SD HB 1290 (2007) is available on the Internet at http://legis.state.sd.us/sessions/2007/1290.htm

9 Information about the Nebraska Department of Education's Native American Education Advisory Council is available on the Internet at http://www.nde.state.ne.us/NATIVEAMER/advisorycouncil.html.

10 The North Dakota Department of Public Instruction's Native American Education resource page is available on the Internet at http://www.dpi.state.nd.us/natived/index.shtm.

11 The North Dakota Indian Affairs Commission website is available on the Internet at http://www.nd.gov/indianaffairs.

12 The Kansas State Department of Education website is available on the Internet at http://www.ksde.org/.

13 Information about the Kansas statute regarding state-tribal relations is available on the Internet at http://kansasstatutes.lesterama.org/Chapter_46/Article_23/.

14 The Wyoming Department of Education website is available on the Internet at http://www.k12.wy.us/.

15 The Interwest Equity Assistance Center is no longer an active organization as of September 30, 2008. The website has been removed from the Internet.

16 This study, funded by the Carnegie Corporation, was guided by three evaluation questions: 1) What are the strengths and weaknesses of the [Rosebud Sioux Tribal Education] Code itself? 2) How well has the TED done at implementing the Code? And 3) What impact have the Code, its implementation, and the TED had upon the education of tribal students on and near the Reservation? A description of the methodology was not provided, although it appears that findings were based on historical documentation, public and tribal laws and policies, and student performance data.

[17] The National Indian Education Association's Tribal Education Directory is available on the Internet at http://www.niea.org/departments/.

[18] The Interwest Equity Assistance Center is no longer an active organization as of September 30, 2008. The website has been removed from the Internet.

[19] The University of Northern Colorado's Native American Student Services' Tribal Contacts directory available on the Internet at http://www.unco.edu/nass/tribal.html.

[20] The National Congress of American Indians' Tribal Directory is available on the Internet at http://www.ncai.org/Tribal-Directory.3.0.html.

[21] The American Indian Education Foundation's directory of tribal scholarships and their contact information is available on the Internet at http://www.nrcprograms.org/site/DocServer/pdf _NativeScholarshipsWeb.pdf?docID=122

[22] The American Indian Heritage Foundation's tribal directory is available on the Internet at http://www.indians.org/Resource/FedTribes99/f edtribes99.html.

[23] The Native American Rights Fund's Tribal Education Department and Directors directory dated October 2008 was received in printed form during the National Indian Education Association Annual Conference, October 2008, in Seattle, WA.

[24] The Tribal Education Department National Assembly's (TEDNA) 2008 Membership List is available on the Internet to TEDNA members at http://www.tedna.org/.

[25] The North Dakota Indian Affairs Commission's tribal nation's directory is available on the Internet at http://www.nd.gov/indianaffairs/?id=34&page= ND+Reservations.

[26] The South Dakota Office of Tribal Government Relation's tribal nation's directory is available on the Internet at http://www.state.sd.us/oia/tribes.asp.

[27] Information about programs and services offered by the Chickasaw Nation's Division of Education Services is available on the Internet at http://www.chickasaweducationservices.com/ind ex_57.htm.

[28] Blood quantum is used among American Indians by tribes and the federal government to quantify an individual's membership in one or more tribal groups. Blood quantum is determined by applying a mathematical formula based on a combination of pure-blood and non-pure-blood generations. In order to become a registered member of a federally recognized tribe, an individual must obtain a Certificate of Degree of Indian Blood from the Bureau of Indian Affairs, which certifies his/her degree of American Indian blood and his/her membership in a federally recognized tribe. An individual's access to programs and services for American Indians and tribal members is sometimes based on blood quantum.

[29] Information about the programs and services available from the ' Tribal Education department is available on the Internet at http://www.cskt.org/services/education.htm.