



Profiles of partnerships between tribal education departments and local education agencies





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February 2012

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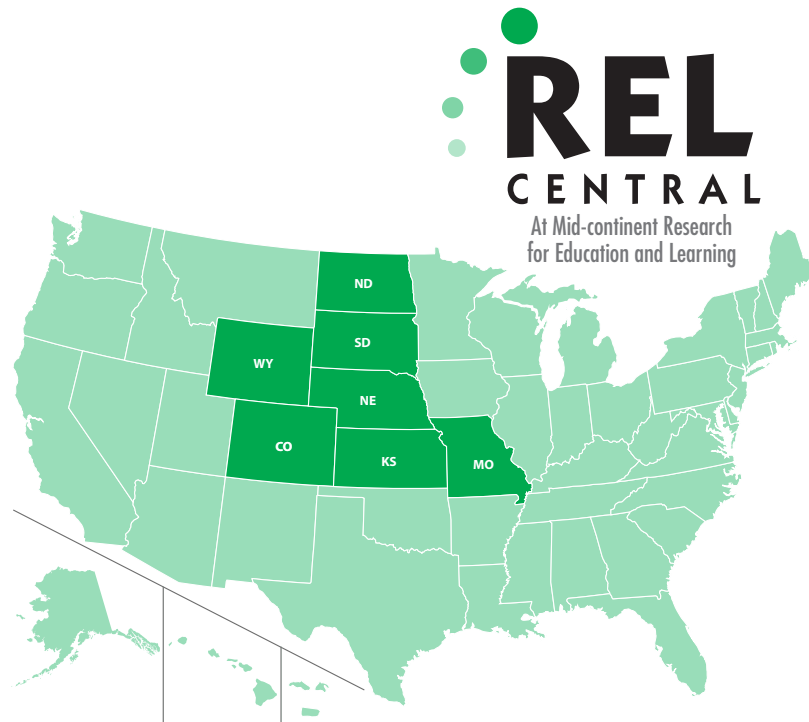
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Profiles of partnerships between tribal education departments and local education agencies

This study examines nine voluntary working relationships or partnerships between tribal education departments and local education agencies supporting American Indian students. Individual profiles describe how each partnership works, focusing primarily on collaborative activities intended to improve education outcomes for American Indian students.

In 2008/09, American Indian students accounted for 1.2 percent (585,884) of all K–12 students (49,265,572) in the United States and 1.9 percent (53,058) of students in the Central Region (2,808,282; National Center for Education Statistics 2010). Some American Indian students excel in school, but many struggle, as evidenced by high dropout rates (Faircloth and Tippeconnic 2010; Freeman and Fox 2005; National Caucus of Native American State Legislators 2008); high rates of absenteeism, suspension, and expulsion (Freeman and Fox 2005); and low academic performance (Freeman and Fox 2005; Grigg, Moran, and Kuang 2010; National Caucus of Native American State Legislators 2008; Nelson, Greenough, and Sage 2009). Indeed, improving the academic performance of these students is a national and regional concern.

Chief state school officers in the Central Region requested this study so that they can better

understand how tribal education departments (TEDs)—organizations overseeing American Indian education—work with local education agencies (school districts) to improve education outcomes for American Indian students. Responding to their request, this study examines nine voluntary working relationships or partnerships between TEDs and local education agencies supporting American Indian students, both in the Central Region and in other areas of the country. In individual profiles, the study describes how these partnerships work, focusing primarily on collaborative activities intended to improve education outcomes for American Indian students.

To produce the partnership profiles, interviews were conducted with representatives from the TEDs and their local education agency partners, and documents establishing or describing each partnership were analyzed.

Key findings include:

- All the TEDs received tribal funds for their partnership activities; all but one received federal or state funding as well.
- Interviewees for all the partnerships mentioned that face-to-face meetings were important for building and sustaining their partnerships.

- All the partnerships offered students a cultural or tribal language program; five partnerships also offered academic support in core subjects.
- Five partnerships focused on discipline or social and behavioral issues, such as truancy and student safety and behavior.
- Four partnerships offered an opportunity for participation in dual enrollment or early college programs.
- Three partnerships focused on parent involvement or support.
- In seven partnerships, the TED used memoranda of understanding, parent waivers, or releases to obtain data from local education agencies on student performance and behavior.
- In four partnerships, the stakeholders mentioned overcoming discrimination, mistrust, or rivalry in order to set and work on mutual goals for American Indian student success.

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This study examines nine voluntary working relationships or partnerships between tribal education departments and local education agencies supporting American Indian students. Individual profiles describe how each partnership works, focusing primarily on collaborative activities intended to improve education outcomes for American Indian students.

WHY THIS STUDY?

In 2008/09, American Indian students accounted for 1.2 percent (585,884) of all K–12 students (49,265,572) in the United States and 1.9 percent (53,058) of students in the Central Region (2,808,282; National Center for Education Statistics 2010; table 1). Many American Indian students perform at levels below their peers, struggling to graduate or dropping out. Indeed, improving the academic performance of these students is a national and regional concern.

Chief state school officers in the Central Region, along with three state and tribal organizations in the region (the Mountain Plains Desert Collaborative, the Tribal Education Departments National Assembly, and the National Indian Education Association), requested this study to better understand how tribal education departments (TEDs) work with local education agencies (school districts) to improve education outcomes for American Indian students, such as higher graduation and achievement rates. (See box 1 for a brief description and history of TEDs.) Responding to this request, this study examines nine voluntary working relationships or partnerships between TEDs and local education agencies supporting American Indian students. In individual profiles, the study describes how each partnership

TABLE 1

American Indian student enrollment in Central Region states, 2008/09

State	Total students	American Indian students	
		Number	Percent
Colorado	818,443	9,494	1.2
Kansas	471,060	7,325	1.6
Missouri	917,871	4,052	0.4
Nebraska	292,590	5,015	1.7
North Dakota	94,728	8,705	9.2
South Dakota	126,429	15,390	12.2
Wyoming	87,161	3,077	3.5
Total	2,808,282	53,058	1.9

Source: Authors' analysis based on data from U.S. Department of Education (2010).

BOX 1

Tribal education departments

Tribal education departments (TEDs), created by the sovereign governments of American Indian tribes, oversee the early childhood education, K–12 education, higher education access, and adult education of tribe members. These departments trace their roots to 1965, when federal support was first authorized in the Elementary and Secondary Education Act,¹ but little information is available on their characteristics and operation. Two published reports are notable for their

contributions to this body of knowledge. The Native American Rights Fund (2000) examined governance issues stemming from the responsibility shared by tribal and state governments for public schools on reservations and for Bureau of Indian Education² schools, describing cooperative agreements between tribes and states and discussing the factors that sustained those relationships. Mackety et al. (2009) noted that the characteristics of TEDs varied widely and that local context likely played a key role in how each partnership was established and operated.

Notes

1. The Elementary and Secondary Education Act of 1965 was reauthorized by the Augustus F. Hawkins-Robert T. 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).
2. The Bureau of Indian Education is part of the U.S. Department of the Interior, not the U.S. Department of Education.

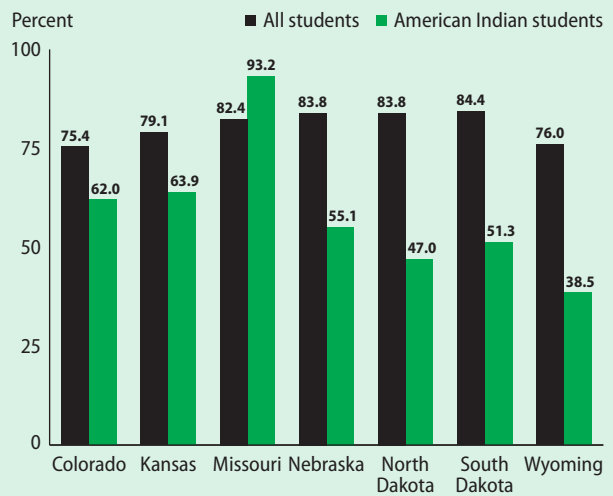
works, focusing primarily on collaborative activities intended to improve education outcomes for American Indian students.

American Indian student graduation, dropout, and achievement rates

Some American Indian students excel in school, but many struggle, as evidenced by high dropout rates (Faircloth and Tippeconnic 2010; Freeman and Fox 2005; National Caucus of Native American State Legislators 2008); high rates of absenteeism, suspension, and expulsion (Freeman and Fox 2005); and low academic performance (Freeman and Fox 2005; Grigg, Moran, and Kuang 2010; National Caucus of Native American State Legislators 2008; Nelson, Greenough, and Sage 2009).

Graduation. Both nationally and in the Central Region, American Indian students graduate from high school at rates lower than their peers in all other racial/ethnic subgroups.¹ American Indian student graduation rates in 2007/08 were lower than those of the overall student population in every Central Region state but Missouri (figure 1).

FIGURE 1
Public high school freshman graduation rates in the Central Region, all students and American Indian students, 2007/08

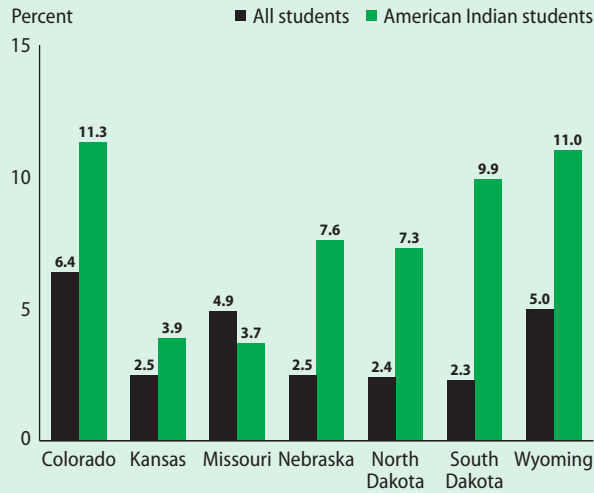


Note: The freshman graduation rate is an estimate of the number of diploma recipients in 2007/08 divided by the average membership of grade 8 in 2003/04, grade 9 in 2004/05, and grade 10 in 2005/06.

Source: Stillwell 2010.

Dropout. In five of the seven Central Region states, event dropout rates² among American Indian students in public schools in 2007/08 were two to four times higher than the state average for all students (figure 2).

FIGURE 2
Public high school event dropout rates in the Central Region, all students and American Indian students, 2007/08



Note: The event dropout rate is the number of dropouts in a given school year divided by the number of student enrollments in the same grade span at the beginning of that school year.

Source: Stillwell 2010.

Achievement. American Indian student achievement levels are lower than those of non-American Indian students. American Indian students perform an average of two to three grade levels below their White peers in reading and math (National Caucus of Native American State Legislators 2008). And nationally, in 2009, American Indian/Alaska Native students' National Assessment of Educational Progress scores in grades 4 and 8 reading and math were significantly lower than those of non-American Indian/Alaska Native students (table 2; Grigg, Moran, and Kuang 2010). Also in 2009, state-level score gaps between White students and American Indian/Alaska Native students were especially pronounced in North Dakota (except for grade 4 reading and math) and South Dakota, the two Central Region states with American Indian student populations large enough to identify these gaps at the state level (table 3; Grigg, Moran, and Kuang 2010).

TABLE 2
National percentile reading and math scores for grades 4 and 8 students on the National Assessment of Educational Progress, by American Indian/Alaska Native status, 2009

Percentile	Reading		Math	
	American Indian/Alaska Native students	Non-American Indian/Alaska Native students	American Indian/Alaska Native students	Non-American Indian/Alaska Native students
Grade 4				
Overall	204	221*	225	240*
10th	148	175*	186	202*
25th	178	199*	206	221*
50th	208	224*	226	241*
75th	232	246*	246	260*
90th	253	264*	262	275*
Grade 8				
Overall	251	264*	266	283*
10th	205	220*	217	236*
25th	229	244*	241	259*
50th	253	267*	268	284*
75th	276	288*	291	308*
90th	296	305*	313	329*

* Significantly different ($p < .05$) from American Indian/Alaska Native students, with adjustments for multiple comparisons.

Source: Grigg, Moran, and Kuang 2010.

TABLE 3

Mean score gaps between White students and American Indian/Alaska Native students in grades 4 and 8 on the National Assessment of Educational Progress, North Dakota and South Dakota, 2009

Grade and state	Reading score gap	Math score gap
Grade 4		
North Dakota	27	25
South Dakota	36*	30*
Grade 8		
North Dakota	29*	36*
South Dakota	31*	35*

* Significantly different ($p < .05$) from the national gap.

Source: Grigg, Moran, and Kuang 2010.

Research question

The following research question guided the study:

- How do TEDs in the Central Region partner with local education agencies to improve the academic achievement of American Indian students?

While the intention was to examine partnerships in the Central Region, there were not enough eligible and participating partnerships in the Central Region, so partnerships from other regions were also included. To produce profiles summarizing each partnership, interviews were conducted with representatives from the TEDs and their local education agency partners, and documents establishing or describing each partnership were analyzed. This study describes the partnerships' efforts to improve student academic outcomes; it does not evaluate the impacts of the efforts. (See box 2 for a brief description of the data and methods. See appendix A for more detail.)

PARTNERSHIP PROFILES

The partnerships between TEDs and local education agencies focused on the issues and needs of

their local contexts. Still, some needs were common across several partnerships. All the TEDs received tribal funds for their partnership activities, and all but one reported receiving federal or state funding. Interviewees from all the partnerships mentioned the importance of meetings for building and sustaining the relationship, and all the partnerships offered students a cultural or tribal language program (five partnerships also offered academic support in core subjects). Five partnerships focused on discipline or social and behavioral issues, such as truancy and school safety, while four offered a dual enrollment or early college opportunity. Three partnerships focused on parent involvement or support, and in seven, the TED obtained data on student performance and behavior through memoranda of understanding, parent waivers, or releases, enabling it to identify tribal students who need support. Finally, in four partnerships, the stakeholders mentioned overcoming discrimination, mistrust, or rivalry in order to set and work on mutual goals for American Indian student success.

Tribal education department of the Confederated Tribes of the Grand Ronde Community of Oregon and Willamina School District

- Local education agency: Willamina School District
- City, county, state: Willamina, Polk, Oregon
- Number of operational schools: 3
- Locale: Rural area on the fringe of a more urban area
- PreK–12 enrollment: 948
- American Indian/Alaska Native students: 242
- Full-time equivalent teachers: 52.9

Description and history. The Grand Ronde TED Youth Education Program and Willamina School District (Willamina) have been partners since 1999, though the Grand Ronde TED began offering education programs in 1987. Willamina and Grand Ronde began the partnership with meetings involving the school district, the tribal

BOX 2

Data and methodology

There were two eligibility criteria for this study: a tribal education department (TED) must have had a functioning partnership with a public school district, and the department and its local education agency must both have agreed to provide data within the data collection time-frame. The pool of eligible TEDs was initially created by selecting those in the Central Region reported in Mackety et al. (2009) to have a working relationship with a local education agency and adding those identified by the Tribal Education Departments National Assembly as having a local education partnership. Because there were not enough eligible and participating partnerships in the Central Region, partnerships from other regions were also included.

This study included four data sources: key informants at the TEDs, key informants at the partnering local education agencies, relevant documents that established the partnerships or described partnership activities (memoranda of

understanding, meeting notes, partnership agreements), and the National Center for Education Statistics Common Core of Data (for information on each local education agency; U.S. Department of Education 2010). Common Core of Data locale codes were used to categorize districts by location.

Key informants were identified for all partnerships, and informants for all but one partnership were interviewed.¹ Interview data were reviewed along with documentation of the partnerships and their education programs. Nine elements present across the partnerships were identified from this review: creation/history of the partnership, current nature of the partnership, funding for partnership activities, partnership programs, external factors that affect the partnership, shared access to student data, future directions of the partnership, perceived valuable aspects of the partnership, and challenges to the partnership. Interview data and relevant documentation were coded by these nine common elements to help retrieve and organize information for each partnership profile.

Each partnership profile provides:

- Information about the local education agency involved in the partnership, obtained from the 2008/09 Common Core of Data (National Center for Education Statistics 2010), including size and locale.
- A description of the origins and structure of the partnership.
- Information on how the TED is funded.
- A list of activities undertaken in partnership.
- An overview of whether and how the TED accesses data on its tribal students.
- Information on the partnership's goals.
- The interviewees' perspectives on the nature, history, and value of the partnership.

See appendix A for details.

Note

1. Eight interviews with local education agencies were scheduled, covering all nine partnerships; one agency was part of two partnerships, and both were discussed by a single agency official. One agency interview did not take place and could not be rescheduled; as a result, for one partnership, only the TED director was interviewed.

council, tribal community members, and other stakeholders. Today, the Willamina superintendent meets bimonthly with the TED director, and the staffs interact regularly. A tribal community member also serves as a nonvoting member of the Willamina school board. The TED provides student information release forms to the district, which Willamina forwards to students who identify as American Indian so that the TED can compile a list of Native students in the district twice a year.

Willamina and the Grand Ronde TED collaborate on a tribal in-service program for teachers in which tribal members address tribal history, tribal restoration efforts, and cultural issues. The Willamina superintendent reported that until the in-service program was established some district staff had never been to the tribal lands, even though some schools in the district are nearby. More recently, the district has faced a possible budget deficit, and school district representatives met with the tribe to discuss plans to respond.

Willamina School District wants to expand its kindergarten Chinuk language program and wants the state to approve Chinuk as a second language, so that it can meet language requirements for high school graduation and college entrance

Willamina agreed to notify the tribe of meetings and activities affecting Native students, and the tribe agreed to notify the district of opportunities for all youth and to schedule student tribal events so that they do not conflict with school hours.

Funding. The Grand Ronde TED activities are funded by tribal money, the Johnson O'Malley program,³ and the Oregon Child Care

and Development Fund.

Activities. Grand Ronde TED and Willamina School District collaborate on the following K–12 activities:

- Five Grand Ronde TED staff members tutor or serve as teacher aides at elementary, middle, and high schools, focusing on at-risk tribal youth.
- The Grand Ronde TED provides a cultural specialist who works with students on tribal activities and with Willamina staff.
- Grand Ronde TED staff provide advocacy in Individualized Education Program meetings at Willamina schools and work with Willamina special education staff to serve students and families.
- Tribal students work on cultural education projects in Willamina computer laboratories.
- Tribal students work on literacy projects with the Willamina library.
- Willamina conducts mock job interviews, helps students build their resumes, and leads job readiness activities for the tribe's summer employment program.
- Willamina agreed to incorporate into the curriculum information on the confederated tribes

and Native people, though according to the Grand Ronde TED, the district is not yet using the K–5 curriculum that the tribe developed.

- The Grand Ronde TED sponsors a Native club at Willamina in which all students can participate.
- Willamina and the Grand Ronde TED offer a Chinuk Wawa Language Immersion approach to kindergarten in which students attend morning class and lunch at Willamina Elementary and then are transported by the tribe to the Grand Ronde agency for language instruction.⁴
- Willamina and the Grand Ronde TED offer a summer credit recovery program for Native students, for which the tribe pays, contracting with local teachers. Willamina gives transcript credit to students who complete the program requirements.
- The Grand Ronde TED and Willamina work together to offer college and career counseling and information on financial aid and scholarships to both Native and non-Native youth.

Access to student data. The Grand Ronde TED receives attendance tracking information from Willamina, as well as grade and test reports for students who have signed releases. The logic behind this data sharing is that if the Grand Ronde TED has information on students having difficulty, the tribe and the district can act together to help the students. To help the Grand Ronde TED acquire data waivers, Willamina provides the TED with lists of students who have self-identified as Native American and have signed an information release form.

Goals. Willamina wants to expand the kindergarten Chinuk language program and wants the state to approve Chinuk as a second language, so that it can meet language requirements for high school graduation and college entrance. Both the Grand Ronde TED and Willamina want to implement more local-oriented Native curricula on history and culture.

Perspectives on the partnership. The Grand Ronde TED director and Willamina’s superintendent both noted that their partnership had to overcome barriers from the past, such as the termination and restoration of the tribe’s federal recognition, which interrupted tribal activities and education funding. The TED director cited communication with Willamina (including data sharing) and Willamina’s openness to the tribe as a partner in supporting student learning as the most valuable aspect of the partnership. The superintendent said that the quality of the Grand Ronde TED’s staff, the focus on sharing information, and the willingness to leverage resources all help support Native students. The superintendent also said, however, that due to district financial difficulties, the middle school could close—a sensitive issue for the community and the partnership, because as the closest district school to tribal lands, its closure would require more travel for tribal students.

Hoopa Valley tribal education department and Klamath-Trinity Joint Unified School District

- Local education agency: Klamath-Trinity Joint Unified School District
- City, county, state: Hoopa, Humboldt, California
- Number of operational schools: 9
- Locale: Remote rural area
- PreK–12 enrollment: 1,054
- American Indian/Alaska Native students: 866
- Full-time equivalent teachers: 68.1

Description and history. The Hoopa Valley TED and the Klamath-Trinity Joint Unified School District (Klamath-Trinity) have been partners since the Hoopa Valley TED was chartered in 1980. The tribe began offering education services in 1976. However, the tribe and Klamath-Trinity have worked together since the 1930s, when the tribe donated the land on which the schools were built. TED representatives serve on the Klamath-Trinity Indian Policies and Procedures task force and the Strategic Planning Committee. The task force makes recommendations on the education of Native students (based on education data) and

reports annually on student performance and actions (based on the recommendations). As part of Klamath-Trinity policy, school board meetings include suggestions and recommendations on education programs from the task force. Hoopa Valley TED staff meet 5–10 times a month with the superintendent, the board, or key district personnel, and Klamath-Trinity ensures that a tribal member is on all new employee hiring panels.

Funding. Hoopa Valley TED activities are supported by tribal money and state and federal grants. Besides its K–12 programs, it administers early childhood programs, including Head Start, and higher education programs and vocational training—all part of its nearly \$5 million annual budget. About a fifth of the budget comes from tribal funding, and the remainder comes from grants. The tribe devotes funding from its forestry department and business enterprises to support education.

Activities. The Hoopa Valley TED and Klamath-Trinity collaborate on the following K–12 activities:

- The Hoopa Learning Center, funded by state, federal, and tribal money, supports Native student achievement by providing academic case-workers. The Hoopa Valley TED works closely with Klamath-Trinity to identify students who need academic support, and caseworkers then meet with teachers, students, and parents to identify the needs. The caseworkers help students develop education plans, goals, and strategies, and students sign a contract expressing their commitment to the effort. More than 90 percent of students working with caseworkers pass their classes.

The Hoopa Valley TED also provides cultural activities at the Learning Center, such as basketry, Hupa language

Hoopa Valley TED staff meet 5–10 times a month with the superintendent, the board, or key district personnel, and Klamath-Trinity ensures that a tribal member is on all new employee hiring panels

instruction, and tribal sports. The center allows community members to use its library and computers. The library contains the same materials used in Klamath-Trinity schools, thus giving students access to the required academic materials.

- The Hoopa Valley TED and Klamath-Trinity use federal funding to provide a cultural after-school program. Activities include hiking, making regalia, taking field trips, and storytelling with elders. Klamath-Trinity provides transportation to the Center for the program.
- The Hoopa Valley TED and Klamath-Trinity have developed a dual enrollment program for high school students. In the program, students can schedule their high school classes around college courses taken at the tribal college campus, accredited through College of the Redwoods. Klamath-Trinity works with students to ensure that they are ready for college courses, with the help of a U.S. Department of Education grant. Klamath-Trinity also works with Hoopa to align high school graduation requirements with college readiness expectations. Students completing the program earn an associate of arts degree when they graduate from high school.

The Klamath-Trinity School District superintendent wants to meet more often with the Hoopa Valley TED. The Hoopa Valley TED thinks the education process should align with the values, culture, language, pedagogy, and governance of the tribe and balance with the demands of contemporary education to ensure the tribe's sustainability

- The Hoopa Valley TED and Klamath-Trinity are working to provide more cultural awareness training for teachers in partnership with the Klamath-Trinity Title VII program. The partners have provided teachers with culturally relevant state standards, tribal background information, and classroom materials on tribal culture and history.
- The Hoopa Valley TED and Klamath-Trinity are revising school discipline policies so that in-school suspension is

preferred to at-home suspension, where students cannot learn or even access curricula. The partners are also working on parent involvement, conflict resolution, anti-bullying initiatives, anger management, and substance abuse reduction—along with different models of alternative education.

- The Hoopa Valley TED, working with Klamath-Trinity to implement Hupa language classes in public schools, developed the Hupa language teaching criteria and is responsible for submitting recommendations to the California Commission on Teacher Credentialing for teachers of the language. When teachers are approved, the commission issues them a Language Teacher Credential. In high school, students can take four years of Hupa, which meets California's requirements for college admissions.
- The Hoopa Valley TED supports Klamath-Trinity's summer school program (with tutors and mentors from the afterschool program and Hoopa Learning Center) and summer food program.

Access to student data. The Hoopa Valley TED receives from Klamath-Trinity aggregate data on Native student achievement, attendance, transfers, dropouts, discipline, and special education. However, the data also include students from two other area tribes. According to the Hoopa Valley TED director, it was thus difficult to use the data to examine the effectiveness of their programs and to conduct needs assessments. To ensure that data could serve the Hoopa Valley TED's needs, a mechanism to identify and track Hoopa tribal students was developed.⁵ The tribe independently gathers data on indicators of student performance, such as standardized test scores, grades, and other indicators of student success (attendance, discipline, and language).

Goals. The Klamath-Trinity superintendent wants to meet more often with the Hoopa Valley TED. The Hoopa Valley TED director expressed the

tribe's viewpoint that the education process should align with the values, culture, language, pedagogy, and governance of the tribe and balance with the demands of contemporary education to ensure the tribe's sustainability. The tribe would like to build a tribal school and college, but a tribal school would likely affect the partnership because some students who currently attend public school might instead choose the tribal school. A tribal college would give tribal students in Klamath-Trinity a local option for higher education.

Perspectives on the partnership. The Klamath-Trinity superintendent noted that, because the district is committed to supporting Native students, the partnership has led to a sense of trust within the community. Some ways the district supports the community include adjusting school calendars to allow families to attend tribal dances and establishing rewards for positive behavior that align with cultural values.

The Hoopa Valley TED director said that some challenges to the partnership have included administrator turnover and a focus on meeting academic standards that the tribe feels discourage students and foster conformity. However, the partnership has a strong Hupa language component, which few other partnerships offer. The Hoopa Valley TED director also said that its program and service delivery has benefited from its access to the public school's infrastructure (for example, use of district buildings) and that the Indian Policies and Procedures established by Klamath-Trinity have led to meaningful collaboration and specific, actionable recommendations to improve Hoopa student education.

Tribal education department of the Oglala Sioux and Shannon County School District

- Local education agency: Shannon County School District⁶
- City, county, state: Pine Ridge, Shannon, South Dakota
- Number of operational schools: 8
- Locale: Remote rural area
- PreK–12 enrollment: 1,424

- American Indian/Alaskan Native students: 1,413
- Full-time equivalent teachers: 100

Description and history.

The Oglala Sioux TED recently added a director and considers the tribe to be at an early point in developing the TED. However, the Oglala Sioux TED has policies, procedures, and a Tribal Education Code that date from 1979 and has been working toward a relationship with the Shannon County School District and the school board. The Oglala Sioux TED has a director, two liaisons, and a secretary and works with the tribe's Education Committee. The Oglala Sioux TED also maintains partnerships with six tribal grant schools, one Bureau of Indian Education school, and one parochial school on the reservation. It thus must divide its financial and staff resources among nine schools.

Funding. The Oglala Sioux TED activities are funded by the tribe. An additional source of education funding for the tribe is a "right-to-work" fee (2 percent of salary), which the tribe charges all employees working in education institutions on the reservation. The money is collected by the school or district and then sent to the tribe's revenue office and earmarked for the Oglala Sioux TED. The non-public schools on the reservation (tribal, parochial, and Bureau of Indian Education) pay this fee; although the Shannon County School District (Shannon County) is on the reservation, the district does not collect this fee from its employees. In schools where employees pay the fee, the Oglala Sioux TED pays for some school activities, such as field trips.

Activities. The Oglala Sioux TED and Shannon County collaborate on the following K–12 activities:

- The Oglala Sioux TED offers technical assistance to schools on personnel, policy development, and curricula.

The Oglala Sioux TED has policies, procedures, and a Tribal Education Code that date from 1979 and has been working toward a relationship with the Shannon County School District and the school board

- The Oglala Sioux TED acts as a mediator between district schools—and parents of tribal students if there is a parent complaint about a school.
- Students in grades 11 and 12 can enroll in up to two higher education courses per semester as a nondegree student, with local school board approval, and can receive both high school and college credit.
- The Tribal Education Code establishes that instruction in the Oglala Lakota language should be available in all schools serving the Oglala Sioux and that content instruction in Oglala Lakota should be available to students not fully proficient in English.

Access to student data. The Oglala Sioux TED does not have access to student data from Shannon County.

Goals. The Oglala Sioux TED director wants the TED to have the same powers as a state education agency, such as establishing its own standards and assessments for making adequate yearly progress under the No Child Left Behind Act of 2001. The director would like a more positive relationship with the state, to have a say in relevant issues, and for the state to have stronger relationships with tribes.

Perspectives on the partnership. The director said it has been difficult to be Native in South Dakota because of past discrimination, which stifled

open communication between Natives and non-Natives in the education community. She also reported, however, that both sides of the partnership are opening new lines of communication—for example, the Shannon County superintendent and school board made a report to the tribal council. The director also cited lack of access to student data as a challenge.

The Oglala Sioux TED director wants the TED to have the same powers as a state education agency, such as establishing its own standards and assessments for making adequate yearly progress under the No Child Left Behind Act of 2001

Rosebud Sioux tribal education department and Todd County School District

- Local education agency: Todd County School District
- City, county, state: Mission, Todd, South Dakota
- Number of operational schools: 12
- Locale: Remote rural area
- PreK–12 enrollment: 1,940
- American Indian/Alaskan Native students: 1,863
- Full-time equivalent teachers: 176.5

Description and history. The Rosebud Sioux TED has been working with the Todd County School District (Todd County) since a Tribal Education Code established the Rosebud Sioux TED office in 1990. A memorandum of understanding established this partnership to allow the tribe to obtain information on its students' performance, attendance, and mobility. According to the Todd County superintendent, she and the Rosebud Sioux TED director have been partners since she came to the district in 2007. The partners try to meet monthly to discuss collaborating on increasing graduation rates, increasing parent involvement, and reducing student transfers. The Rosebud Sioux TED and Todd County work together on programs for students, and the district updates its policies annually, which the Rosebud Sioux TED education committee reviews. One Rosebud Sioux TED employee serves on the Todd County board.

Funding. Rosebud Sioux TED activities are funded by the tribe. The tribe is also helped by the U.S. Department of Education, which has funded a grant for infants and toddlers with disabilities, and by the Indian Health Service, which has funded a grant for reducing gang violence.

Activities. The Rosebud Sioux TED and Todd County collaborate on the following K–12 activities:

- Todd County offers a Lakota Studies program. The Rosebud Sioux TED developed K–12

standards for the program in collaboration with Todd County and the tribal college, Sinte Gleska University. The standards were adopted in 1997 and integrated into the curriculum in 1998.

- The Rosebud Sioux TED works with Todd County on programs related to the district's Safe Schools Healthy Students grant. The grant enabled the district to open an office of student support, formerly the truancy intervention office. The Rosebud Sioux TED works daily with this office, whose family advocates provide roughly half the tribal students and their families with referrals to programs and with social services intended to support student attendance. The grant also funds the tribe's juvenile court system.
- The Rosebud Sioux TED transports students who have missed the school bus and do not have alternative transportation to the Todd County schools.
- The Rosebud Sioux TED works with the district to place students who need alternative education in appropriate settings.

Access to student data. The memorandum of understanding established the Rosebud Sioux TED's capacity to gather data (attendance, achievement, and disciplinary records) on its tribal students and its responsibility to maintain the students' privacy.

Goals. The Rosebud Sioux TED's leadership wants to develop a cultural curriculum and provide training and materials to Todd County staff. It wants also to formalize its relationship with Todd County in supporting parent involvement, which is now mostly through the truancy program of the office of student support. The Rosebud Sioux TED wants ultimately to implement Indian control over the education of its Native students, which would include developing its own standards and assessments. The Todd County superintendent stated that the district would like to formalize the monthly meeting schedule so that these meetings

are prioritized and involve other schools on the reservation, such as the tribal school.

Perspectives on the partnership. This partnership has been affected by several successful lawsuits, often involving special education, filed against Todd County by the Rosebud Sioux Tribe's former attorney general. According to the Rosebud Sioux TED director, the TED and the district are now reestablishing their relationship. The director said that its relationship with Todd County has increased the schools' cultural sensitivity toward the tribe. The tribe's presence in the schools is stronger, and the district more fully honors the Tribal Education Code. According to the Todd County superintendent, communication is open between the partners, as they are working toward the same goal.

The Rosebud Sioux TED's leadership wants to develop a cultural curriculum and provide training and materials to Todd County School District staff and to formalize its relationship with Todd County in supporting parent involvement

Tribal education department of the Port Gamble S'Klallam Tribe and North Kitsap School District

- Local education agency: North Kitsap School District
- City, county, state: Poulsbo, Kitsap, Washington
- Number of operational schools: 15
- Locale: Mid-size suburb
- PreK–12 enrollment: 6,763
- American Indian/Alaskan Native students: 465
- Full-time equivalent teachers: 343.9

Description and history. The partnership between the Port Gamble S'Klallam TED and North Kitsap School District (North Kitsap) began in the late 1980s. Today, both the Port Gamble S'Klallam and Suquamish tribes (see next profile) meet with the North Kitsap school board, and North Kitsap has also assigned a board liaison to the tribe, with whom they meet at least quarterly. The Port

The North Kitsap School District assistant superintendent said that finding grant funding for programs is a goal for the partnership and that he would like to establish a regular time for the Port Gamble TED and district to meet

Gamble TED director reported that department personnel are comfortable contacting the superintendent or assistant superintendent if needed. The tribes coordinate with each other to work with the school district and provide professional development to teachers.

North Kitsap and the tribe develop yearly goals. One recent goal focuses on reaching a shared understanding of tribal sovereignty in general. The tribe and district worked with school staff so that they would know what sovereignty means and to clear up any misconceptions.

According to the North Kitsap assistant superintendent, the Port Gamble TED and North Kitsap initially did not have formal agreements about their partnership, but they realized the importance of establishing written agreements to develop a shared understanding of the activities they would do together. The Port Gamble TED and North Kitsap are working to develop a general memorandum of understanding.

Funding. The Port Gamble TED is funded by the tribal council. The academic coaches (see Activities section) are also supported by a grant from the U.S. Department of the Interior’s 477 Program.⁷

Activities. The Port Gamble TED and North Kitsap collaborate on the following K–12 activities:

- The Port Gamble TED has a teacher and four academic coaches (“highly qualified” paraprofessionals) who, in partnership with teachers, work directly with Native students in the schools. The academic coaches program provides tutoring and places the coaches in classrooms so that they know the school curriculum and can identify students who need help. In turn, the students get to know the academic coaches and are more willing to seek out Port Gamble’s afterschool tutoring, according to the Port Gamble TED director.

- The Port Gamble TED and North Kitsap foster parent involvement by working with the parent-school liaisons—district employees who go to homes of families on the reservations to meet with parents and students. North Kitsap tries to hire Natives for those positions and ensures that the liaisons meet as frequently as possible with the Port Gamble TED. The Port Gamble TED and North Kitsap are also working on reviving a tribal parent committee.
- The Port Gamble TED helps parents interpret special education individualized education programs and attends individualized education program meetings as needed.
- The Port Gamble TED and North Kitsap coordinate a summer middle school science and math program staffed by Port Gamble’s academic coaches to target achievement gaps.
- The Port Gamble TED and North Kitsap refer truant Native students to tribal courts. The North Kitsap assistant superintendent reported that both tribal and municipal courts can now work with families more quickly because of a lighter caseload.
- Tribal language classes now receive high school credit.
- The tribe funds a summer school for upper elementary and middle school students in which 40–50 students participate, by agreement with North Kitsap.

Access to student data. The North Kitsap assistant superintendent reported that it is struggling to provide student data to Port Gamble S’Klallam without violating the Family Educational Rights and Privacy Act. In the past two years, however, the district has asked Native parents to sign releases so that the district can share data with the Port Gamble TED.

Goals. The North Kitsap assistant superintendent said that finding grant funding for

programs—such as drug and alcohol prevention, extended school days for activities and clubs, and additional support for students during the school day—is a goal for the partnership. He also would like to establish a regular time for the Port Gamble TED and district to meet, so that day-to-day responsibilities do not interfere with the partnership’s goals.

According to the Port Gamble TED director, the tribe wants to hire more school counselors who understand the tribe and who could then use that knowledge to support students. It would also like a closer partnership on a Native language program in the schools and to use new technologies to improve Native language instruction.

Perspectives on the partnership. The North Kitsap assistant superintendent said that though the district, the school board, and the tribal council’s working relationship is positive, it was once difficult to be frank about education issues, and so meetings were tense. But now that communication has improved and there is a shared understanding, the Port Gamble TED and North Kitsap can be more productive in helping their students.

One result of this cooperation is how truancy is handled. According to the North Kitsap assistant superintendent, some district administration staff initially believed that the tribal court would not take truancy as seriously as the schools do, but mutual trust was developed when the tribal court proved that assumption false.

Another issue facing the partnership is special education services for tribal students. The Port Gamble TED director perceives that too many Native children are in North Kitsap special education but feels that the partners have a strong relationship regarding how special education is handled.

North Kitsap partially credits partnership activities for gains in Native student achievement over the past 15–20 years.

Tribal education department of the Suquamish Tribe of the Port Madison Indian Reservation and North Kitsap School District

- Local education agency: North Kitsap School District
- City, county, state: Poulsbo, Kitsap, Washington
- Number of operational schools: 15
- Locale: Mid-sized suburb
- PreK–12 enrollment: 6,763
- American Indian/Alaskan Native students: 465
- Full-time equivalent teachers: 343.9

Description and history. This partnership has existed since the late 1950s. The director of the Suquamish Tribe of the Port Madison Indian Reservation TED frequently works with the North Kitsap School District (North Kitsap) assistant superintendent, and North Kitsap school board members visit Suquamish and the tribal council members. Suquamish TED staff and North Kitsap staff are invited to attend each other’s meetings and share each other’s professional development opportunities.

The district and the tribe develop yearly goals. A recent goal, developed collaboratively with North Kitsap and the Port Gamble S’Klallam Tribe, focused on reaching a shared understanding of tribal sovereignty. As noted in the prior profile, the tribe and district worked with school staff so that they would know what sovereignty means and to clear up any misconceptions.

According to the North Kitsap assistant superintendent, the Suquamish TED and the district initially did not have formal agreements, but they realized it was important to establish written agreements to clarify the roles,

The director of the Suquamish Tribe of the Port Madison Indian Reservation TED frequently works with the North Kitsap School District assistant superintendent, and North Kitsap school board members visit Suquamish and the tribal council members

In partnership with North Kitsap School District, Olympic College, and the tribe, the Suquamish TED has an Early College High School Program. Students who meet requirements take college courses for high school and college credit

responsibilities, and goals of the partnership. The Suquamish TED and North Kitsap are now working to develop a general memorandum of understanding.

Funding. The Suquamish TED is funded primarily (96 percent) by tribal council funds, with the rest coming from resources contributed by its education partners.

(For example, North Kitsap provides funding for a teacher for the Early College High School Program described below).

Activities. The Suquamish TED and North Kitsap collaborate on the following K–12 activities:

- A library will soon open on the reservation and will be part of the partnership. A memorandum of understanding with North Kitsap will allow the Suquamish TED to use district computer software.
- An independent study program is available for tribal high school students. Students meet weekly with a teacher, receive assignments, and then work independently. The program allows tribal students to study and obtain credit for subjects—which may or may not be related to American Indian topics—that are not normally offered by the district.
- The TED employs education specialists at the elementary, middle, and high school levels. With time and space provided by North Kitsap, the specialists meet with students during the school day to review their academic progress and set goals.
- The Suquamish TED provides afterschool academic support in collaboration with North Kitsap. At the middle and high school levels, certified math teachers work with the education specialists and classroom teachers to communicate assignment priorities and to ensure that the specialists can support students with the help they need. High school students also spend one-on-one reading time with young students as part of a scholarship program called Rolling Readers.
- The Suquamish TED’s education specialists also go into classrooms to support, guide, and advocate for students; to monitor grades and attendance; and sometimes to support school staff. The Suquamish TED is now implementing a tracking system that records student contact with education specialists. In the middle schools, the education specialists administer a program to make college aspirations the norm and coordinate the afterschool and summer-school programs. In the high schools, the specialists work with students on a “Visions” course to encourage students to stay in school, and help with the graduation ceremony.
- The Suquamish TED has a learning laboratory with 28 computers and current software, which allows regular classes to be taught on the reservation, in coordination with North Kitsap.
- In partnership with North Kitsap, Olympic College, and the tribe, the Suquamish TED has an Early College High School Program with 30 students. Started with a Bill & Melinda Gates Foundation grant and now funded by the tribe, North Kitsap contributes funding for one teacher, and the Suquamish TED hires teachers and administrators. Students who meet requirements take college courses at the high school, such as English, social studies, Lushootseed language, art, and lifelong wellness. Each course receives a full credit from the high school and five hours of college credit.

Access to student data. The North Kitsap assistant superintendent said that, due to federal privacy regulations, it was once difficult to provide individual-level student data to the Suquamish TED. North Kitsap asks Native parents to sign

waivers so that student data can be shared with the Suquamish TED. In addition, the Suquamish TED has access to the district's student data system, granted through a memorandum of understanding. The Suquamish TED sends names of tribal students to the North Kitsap assistant superintendent to be approved, and the TED then receives access to tribal students' grades and attendance data.

Goals. One goal is to use needs assessments to better identify Native students who require remedial services. The Suquamish TED director intends to conduct a needs assessment with North Kitsap, in part through using student data to target TED programs to the appropriate students and to support the evaluation of all TED programs. The Suquamish TED would also like to develop a program mission statement for the education specialist outreach effort.

Perspectives on the partnership. The Suquamish TED director said that both the Suquamish TED and North Kitsap want to meet the education needs of Native students and that having defined methods of communication with district administration enables a collaborative effort. She said also that the relationship was not always positive, but together they have worked to overcome many concerns and to build shared understanding of collaboration. North Kitsap's Indian education administrative staff includes some veteran members who have a relationship with the tribe, and some tribal staff work in the district, which the Suquamish TED director said has helped connect the tribe with the district.

Chickasaw Nation Division of Education Services and Byng Public Schools

- Local education agency: Byng Public Schools
- City, county, state: Ada, Pontotoc, Oklahoma
- Number of operational schools: 5
- Locale: Distant rural area
- PreK–12 enrollment: 1,739
- American Indian/Alaskan Native students: 728
- Full-time equivalent teachers: 118.3

Description and history.

The Chickasaw Nation Division of Education Services has long had a relationship with Byng Public Schools (Byng), beginning in earnest in the mid-1980s, when the tribe began funding education and community services. In the beginning of the partnership, the district hosted Chickasaw

Day, a yearly event, on district property. Chickasaw Day became a week-long celebration and has since moved to another town. However, according to the superintendent, because the district hosted the event for so long and because people recall having business meetings in district buildings as the tribe grew financially, Byng and the tribe are historically connected. As the tribe and its financial resources grew, it developed a more formal relationship with the district and with the 12 other districts that serve Chickasaw Nation.⁸ Today, the Chickasaw Nation Division of Education Services TED and Byng personnel meet as needed.

Funding. The Chickasaw Nation TED receives about 70 percent of its funding from the tribe and the rest from the federal government. Byng and other districts within the Chickasaw Nation receive Johnson O'Malley federal funding.

Activities. The Chickasaw Nation TED and Byng collaborate on the following K–12 activities:

- The Chickasaw Nation TED's transition manager tracks Native Head Start students as they enter public kindergarten. The manager asks kindergarten teachers to fill out surveys on tribal students, which gives the Head Start program information to make improvements. The Head Start teachers visit the kindergartens and coordinate with kindergarten teachers to focus on early childhood education practices that encourage kindergarten readiness. And the tribal Head Start program

The Suquamish TED director intends to conduct a needs assessment with North Kitsap School District, in part through using student data to target TED programs to the appropriate students and to support the evaluation of all TED programs

The Chickasaw Nation TED wants to establish interagency agreements with Chickasaw Nation districts to formalize the collaboration and clarify roles, responsibilities, and expectations

provides a summer in-service for kindergarten teachers from district schools and advocates for some students in elementary schools. The partnership between the tribal Head Start program and the elementary schools is formalized by a memorandum of understanding.

- Byng's high school is in its second year of offering Chickasaw language classes. The Chickasaw Nation TED provides a fluent instructor.

Access to student data. No information provided.

Goals. The Chickasaw Nation TED wants to establish interagency agreements with Chickasaw Nation districts to formalize the collaboration and clarify roles, responsibilities, and expectations.

Perspectives on the partnership. According to the Chickasaw Nation TED representative, the partnership with the school district makes both sides stronger and better able to support students. The Byng superintendent said that the tribe's students are their students too and that while it serves students from many tribes, the Chickasaw Nation headquarters are located within the district's borders, so there is a special relationship between the tribe and the district. According to the Chickasaw Nation TED director, collaboration has been positive for both the district and the tribe, especially recently, because of the school's language classes. The superintendent said that the district respects the tribal government and knows that the tribe's focus on early childhood and college scholarship opportunities (which are greater than those provided by other tribes whose members attend district schools) mean that the tribe is preparing students to succeed.

Eastern Shoshone Department of Education/
Education Office of the Eastern Shoshone Tribe
and Fremont County School District 21

- Local education agency: Fremont County School District 21

- City, county, state: Fort Washakie, Fremont, Wyoming
- Number of operational schools: 3
- Locale: Remote rural area
- PreK–12 enrollment: 460
- American Indian/Alaskan Native students: 450
- Full-time equivalent teachers: 44.1

Description and history. The Eastern Shoshone Tribe's partnership with the Fremont County School District 21 (Fremont County) was formally established through membership in the Wyoming Tribal Children's Triad, a group working to improve the education of children residing on or near the Wind River Reservation. The partnership began formally in 2009 when the Eastern Shoshone Department of Education (Eastern Shoshone TED) was created. But according to Fremont County representatives, the partnership began informally in 2007, when the Eastern Shoshone tribal education director was asked to help develop tribal curricula.

Many of the partnership activities are informal. For example, one of the Eastern Shoshone TED director's goals is to aid partnerships between community members and the district through advocacy (such as attending individualized education program meetings) for families with public school students. The director also focuses on dropout prevention work, attending annual conferences and providing information from them to Fremont County teachers and administrators. Fremont County representatives agreed that the partnership is largely informal, with communication limited to meetings of the Wyoming Tribal Children's Triad, a partnership involving members of the tribal and Wyoming governments, the community, and the school district. The triad meets monthly to resolve tribal children's enrollment and attendance needs and discuss their interactions with school-age children and their families. The partners provide data to the Wyoming Department of Education that are used to address issues of attendance and enrollment.

Funding. Eastern Shoshone TED activities are supported by tribal and federal funds. Tribal funds are generated primarily by mineral and gas

royalties, though in the future the tribe anticipates more funds from casino revenues. Federal funds, including grants from the U.S. Department of the Interior's 477 Program, support the higher education scholarship program, the higher education coordinator's salary, and—in part—the education technician's salary. Johnson O'Malley funding is also available, but those funds are not administered by the tribe's department of education.

Activities. The Eastern Shoshone TED and Fremont County collaborate on the following, mostly informal, K–12 activities:

- The Eastern Shoshone TED collaborates with Fremont County by serving on various committees, including a tribal curriculum development effort intended to integrate Shoshone language, history, and culture.
- There are plans for the Eastern Shoshone TED to collaborate with the Wyoming Department of Education and Fremont County to reduce truancy and dropout. The plans might include interventions for students identified by the Wyoming Department of Education, but the extent of the effort has not been defined.

Access to student data. The Eastern Shoshone TED receives aggregate monthly data from the state department of education on district tribal students' attendance and dropout.

Goals. According to the triad strategic plan, the partnership's goal is to improve Native American enrollment and attendance, improve school-average North Central Association accreditation system scores, and reduce bullying. The Fremont County representatives said that clarifying job roles and responsibilities of partnership members is important in achieving those goals.

Perspectives on the partnership. When asked about the most valuable aspects of the partnership, the Eastern Shoshone TED director cited the supportive relationship between the TED and the district. Fremont County representatives have tried to

increase interaction by inviting the Eastern Shoshone TED director to participate in higher education initiatives at the district level. The representatives said that the role of the Eastern Shoshone TED is crucial, as tribal students have several higher education advantages through tribal assistance. In addition, the district representatives feel it will be worthwhile to meet with the Eastern Shoshone TED and the Eastern Shoshone Business Council to identify a process to reach the triad's goals. The representatives stated that they anticipate increased involvement with the Eastern Shoshone TED when dropout prevention efforts targeting individual students begin, as the data on these students will go directly to the Eastern Shoshone TED.

The goal of the partnership between the Eastern Shoshone TED and Fremont County School District 21 is to improve Native American enrollment and attendance, improve school-average North Central Association accreditation system scores, and reduce bullying

Standing Rock tribal education department and Solen Public School District 3

- Local education agency: Solen Public School District 3
- City, county, state: Solen, Sioux, North Dakota
- Number of operational schools: 2
- Locale: Remote rural area
- PreK–12 enrollment: 167
- American Indian/Alaskan Native students: 167
- Full-time equivalent teachers: 24.8

Description and history. The Standing Rock TED was established in 2007 by a tribal council resolution. A volunteer education consortium office was established in 2005, when all nine school districts on the Standing Rock reservation signed a memorandum of understanding. Once the TED was established, the Standing Rock Consortium of Schools began facilitating the partnerships among the school districts and the department. The consortium does not, however, establish memoranda of understanding among members, because

The Standing Rock TED and Solen Public School District 3 have the same goals: increasing attendance, increasing parent involvement, and addressing language and culture concerns

most of the work is voluntary, and all of it is done on behalf of the consortium. The consortium tries to involve all stakeholders, encourages the community to participate, and broadcasts the meetings on a local radio station. The meetings, occurring in different districts, are held in the evening so that more people can attend. And the

consortium sets its direction through strategic planning. According to Standing Rock's director, school participation in the consortium is especially valued given that their role is voluntary.

In addition, there is a monthly Educational Leaders meeting of the superintendents of the nine school districts, the principals, and the tribal education leaders, where they discuss such issues as attendance, dropout, professional development, and staffing needs. There is also a Board Leaders group made up of school board members involved with the consortium.

Funding. The Standing Rock TED's activities are funded partly through the Indian Self-Determination and Education Assistance Act of 1975. The Act funds two programs: scholarships for enrolled tribal members and the Johnson O'Malley program. Tribal funds, resulting from a settlement for land lost in the 1960s, also help.

Activities. The Standing Rock TED and Solen Public School District 3 (Solen) collaborate on the following K–12 activities:

- As permitted in their memorandum of understanding, Solen and the Standing Rock TED share data (such as enrollment lists) to track students and keep them from “falling through the cracks.” Student mobility among schools throughout the school year is an issue for Solen.
- The Standing Rock TED and Solen provide vocational training and professional development for students and teachers.
- Dual credit classes are offered in partnership with Sitting Bull College, the tribal college on the reservation and a member of the Standing Rock Consortium of Schools.
- The Lakota language is taught in schools, thanks primarily to the Standing Rock TED. In this teaching initiative, classroom teachers take classes at Sitting Bull College on Lakota language teaching methods. The teachers then use what they have learned to teach Lakota, using curriculum materials provided at no cost by the tribe. All K–8 students take a Lakota language class; it is an elective in high school.
- The Standing Rock TED pays for two school police officers to assist schools with safety needs and for security equipment (such as metal detectors) for all the schools on the reservation. Separately, the Standing Rock TED funded half the salaries of one or two security/hall monitor positions for each school; the schools funded the other half. These security positions were created to help schools combat behavior issues, such as bullying and drug and alcohol abuse. The Standing Rock TED had planned to fund half the salaries for 2010 and 2011, but funding was available for only 2010. Most schools continue to fully fund the positions themselves.
- The Indian Dropout Prevention Summit, a reservation-wide meeting that included education personnel and social services and juvenile court representatives, led to a consortium dropout prevention program. All participants, including the Standing Rock TED and Solen, signed a commitment to reduce the dropout rate. Missing from the summit were parents' voices, so focus groups were held with parents separately. A second summit, yet to be scheduled, will also solicit parent input.

Access to student data. As part of the memorandum of understanding, Solen, along with other consortium schools, has agreed to provide the Standing Rock TED with enrollment lists for the

fall and spring semesters. In 2010/11, the Standing Rock TED tracked student attendance in grades 7–12, an issue the consortium was addressing that school year.

Goals. The Standing Rock TED and Solen have the same goals for the consortium: increasing attendance, increasing parent involvement, and addressing language and culture concerns. Consortium members nominate experts in those areas to sit on committees, and the committees meet to develop strategies to reach their goals.

Another consortium goal is developing joint education policies addressing attendance, bullying, harassment, and transferring among schools. The policies are being discussed among all stakeholders in the community and, when finalized, will be presented to all school boards on the reservation. After the policies are adopted by the school boards, they will be given to the Standing Rock Tribal Council to adopt into its own Tribal Education Code.

Perspectives on the partnership. According to the Solen superintendent, there was once an issue with rivalry among school districts on the reservation. Now, however, with the consortium’s success, all stakeholders work together to reach mutual goals for the benefit of their students. The Standing Rock TED director said that a high level of trust and commitment exists among members and stakeholders in the consortium and that formal agreements are thus unnecessary. The schools have full access to Standing Rock’s information, and there is an understanding that the Standing Rock TED’s initiatives are the schools’ as well. The Solen superintendent said that the consortium relationship is unique; it is the only reservation in North Dakota that has brought all stakeholders together in a cooperative agreement. The Standing Rock TED director noted that volunteers are critical, as lack of resources—especially for staffing—is a

challenge for the TED. The Solen superintendent also said that in 2010/11 the Standing Rock TED made an effort to get into the schools more often and is bringing its staff to the district’s meetings.

STUDY LIMITATIONS

This study’s nine profiles represent only a portion of the partnerships in the Central Region and across the country, so the sample might not represent all types of partnerships. The profiles illustrate just some of the partnership options available to TEDs and local education agencies. Because the sample was small and self-selected, the partnerships described here might not represent “typical” partnerships.

The interviewees and their respective TEDs or local education agencies are named, with their consent, in this report (appendix C). However, knowing this might have prompted participants to answer questions differently than if they were answering anonymously.

Finally, the study was designed to rely on interviews with one representative of each TED and one representative of each local education agency (one local education agency interview was scheduled but did not take place). The interviewees’ views might not represent the views of all the department’s or agency’s staff. Although the study team cross-checked interview data with agency and partnership documentation (as available), the partnership profiles provided might be less robust than they would have been had a number of staff been interviewed from each agency. Therefore, the profiles should be viewed as starting points for further investigation for those who wish to understand or develop similar partnerships.

The profiles illustrate just some of the partnership options available to TEDs and local education agencies

NOTES

1. Data from the Bureau of Indian Education were not available, so the statistics do not include tribal schools.
2. The event dropout rate is the number of dropouts in a given school year divided by the number of student enrollments in the same grade span at the beginning of that school year.
3. The Johnson O'Malley program is administered by the Bureau of Indian Education to provide supplemental funding for the education of American Indian students. The funding is provided through contracts with state and local education agencies or tribes so that the tribe can fulfill education plans approved by the Bureau of Indian Education.
4. Native language programs are often offered to American Indian students in part because of the belief that such practices make education relevant and engaging for them. This is the logic behind, for example, the funding provided to support the "unique educational and culturally related academic needs" of American Indian students in Title VII, Part A, of the Elementary and Secondary Education Act (2002) and is therefore part of federal education policy.
5. The mechanism has identified more than 600 Hoopa tribal students.
6. The Shannon County School District informant for this partnership was not available for an interview, so the profile describes only the Oglala Sioux TED's perspective.
7. The U.S. Department of the Interior's 477 Program, established in 1994, funds employment training initiatives in tribes.
8. "The Chickasaw Nation's jurisdictional territory includes 7,648 square miles of south-central Oklahoma and encompasses all or parts of 13 Oklahoma counties" (Chickasaw Nation n.d.).

**APPENDIX A
DATA AND METHODOLOGY**

This appendix describes the data sources and details the study methodology.

Sampling strategy

There were two eligibility criteria for this study: a tribal education department (TED) must have had a functioning partnership with a public school district, and the TED and its local education agency must both have agreed to provide data within the data collection timeframe. The pool of eligible TEDs was created by selecting those in the Central Region reported in Mackety et al. (2009) to have a working relationship with a local education agency and adding those identified by the Tribal Education Departments National Assembly as having a local education partnership. Initially, 18 partnerships were identified, but only 2 were in the Central Region, and 1 was ineligible for inclusion. In later conversations with the National Assembly and other tribal contacts, partnerships were added to the list of potential participants. Altogether, only four of these partnerships were in the Central Region. Because there were not enough eligible and participating partnerships in the Central Region, partnerships from other regions were also included.

Invitations were emailed to the 21 TEDs on the recruitment list. Those responding that they did not have an eligible partnership were eliminated. Some TEDs that asked to participate required a letter from Regional Educational Laboratory Central to their Tribal Council explaining the purposes of the study. Recruiting stopped when nine departments (four from the Central Region) agreed to participate. One department withdrew due to scheduling conflicts and was replaced by another. When recruiting was complete, data collection began.

Data sources, instruments, and collection methods

This study included four data sources: key informants at the TEDs, key informants at the partnering local education agencies, relevant documents that established the partnerships or described partnership activities (memoranda of understanding, meeting notes, partnership agreements), and the National Center for Education Statistics Common Core of Data (for information on each local education agency). Common Core of Data locale codes were used to categorize districts by location (table A1; U.S. Department of Education 2010).

Discussions with the Tribal Education Departments National Assembly informed protocol development. These discussions suggested that

TABLE A1
National Center for Education Statistics locale codes and labels used in this report

National Center for Education Statistics urban-centric locale code and label	National Center for Education Statistics definition	Study label
22-Suburb: Mid-size	A territory outside a principal city (defined as a city with a population of 250,000 or more) and inside an urbanized area (defined as a densely settled core with densely settled surrounding areas, with a population of 50,000 or more) with a population between 100,000 and 250,000.	Mid-size suburb
41-Rural: Fringe	A rural territory that is within 5 miles of an urbanized area and within 2.5 miles of an urban cluster (defined as a densely settled core with densely settled surrounding areas, with a population between 25,000 and 50,000).	Rural area on the fringe of a more urban area
43-Rural: Remote	A rural territory more than 25 miles from an urbanized area and more than 10 miles from an urban cluster.	Remote rural area

Source: U.S. Department of Education 2010.

partnerships were sustained by productive contact between the members, focused on student supports for achievement, had funding sources, and involved data sharing. The interview protocols thus asked for information on the TED and local education agency, the relationship between the partners, the activities that were part of the partnership and how the activities were funded, whether the partners shared data, whether the partners could provide documents that established the partnership, and how the partners perceived the partnership.

Next, interviews were scheduled and conducted, using the protocol, with a representative from each TED. Before each interview, the representatives were asked to identify a key contact at their partner local education agency. The study was described in an email to the contact and then in a confirmation call. In the emails and calls, the contact was asked to participate in the study. The department and agency representatives interviewed were asked if they were willing to be identified in the final report. Eight agency interviews were scheduled, covering all nine partnerships; one agency was part of two partnerships, and both were discussed by a single local education agency official. One interview did not take place and could not be rescheduled, so for the Oglala Sioux-Shannon Country partnership, only the TED contact was interviewed. The study team took notes during the interviews, and afterwards they completed, corrected, or verified notes by listening to audio recordings of the interviews.

Finally, documents provided by the members of the partnership during the interviews were reviewed. (See Appendix B for interview protocols and types of documents requested.) This study did not require that the partnerships share documents.

Confidentiality of data sources

In accordance with Mid-continent Research for Education and Learning's Institutional Review Board, the purpose of the study was explained

to interviewees, and they were asked to be interviewed by telephone. During the interview, participants were read the consent information from the interview protocol, and the participating agency staff were asked if they and their department or agency would be willing to be identified (by tribal affiliation, district, and name or title) in the final report. Participants were also informed that they would receive a draft description of the partnership for review and comment.

Data processing and analysis

Data analysis produced a description of how each TED and partner local education agency work together to support American Indian students' education.

Interview data were reviewed along with documentation of the partnerships and their education programs. Nine elements present across the partnerships were identified from the review: creation/history of the partnership, current nature of the partnership, funding for partnership activities, partnership programs, external factors that affect the partnership, shared access to student data, future directions of the partnership, perceived valuable aspects of the partnership, and challenges to the partnership. Interview data and relevant documentation were coded by these nine common elements to help retrieve and organize information for each partnership profile.

Initially, two researchers separately coded materials relevant to one partnership and then compared the codes to determine the extent to which their coding agreed. This first analysis indicated moderate agreement (Cohen's kappa = 0.52; Landis and Koch 1977). Because multiple codes were not applied to the same segments of texts, the document was recoded by the researchers and analyzed again. The second analysis indicated substantial agreement (Cohen's kappa = 0.77; Landis and Koch 1977), with the two coders identifying the same code for 80 percent of the text segments, the coder-agreement rate recommended by Miles and Huberman (1994). Following the agreement, each

researcher separately coded half the data sources for the remaining partnerships.

MAXQDA text analysis software was used to create a coding file for each partnership. Each interview and document for each partnership was coded separately. Researchers retrieved text segments relevant to each coding category to develop a description of each partnership. The segments included available interviews and all documents with information on the partnership. (Documents unrelated to the partnership had no coded text segments.) The narrative for each partnership profile uses a heading structure based on the nine codes used to organize the data. In two cases, multiple codes were merged under one heading (table A2).

TABLE A2

Profile headings and the corresponding codes of text segments

Profile headings	Codes
Description and history	1—creation/history of the partnership
	2—current nature of the partnership
Funding	3—funding for partnership activities
Activities	4—partnership programs
Access to student data	6—shared access to student data
Goals	7—future directions of the partnership
Perspectives on the partnership	5—external factors that affect the partnership
	8—perceived valuable aspects of the partnership
	9—challenges to the partnership

Source: Authors' analysis of study data.

APPENDIX B

TELEPHONE INTERVIEW PROTOCOLS

This appendix includes the telephone interview protocols used for the tribal education department director or other key informant and the local education agency or state education agency key informant.

Tribal education department director or other key informant

General instructions: Thank the interviewee for agreeing to participate in this study. Read the consent information and secure permission to record the interview. Ask if they have any questions and answer them if they do. Next, indicate that you will be asking some questions about their department first, followed by questions about a specific TED-LEA partnership.

You are invited to participate in an interview about your TED and its relationship with a state or local education agency. The discussion is part of a study that is being conducted by the Regional Educational Laboratory—Central at Mid-continent Research for Education and Learning (McREL). The study's lead researcher is Andrea Beesley and her co-researcher is Dawn Mackety. The interview is expected to last around 25 minutes and will be audio recorded. Audio files will be kept in a secure place during the study and destroyed after the end of the evaluation. If we have your permission to use your name and identify your TED, they will be named in the report. If not, your name will not be recorded during the conversation nor used in the report. May we identify you and your TED? (record answer) Comments will be summarized; if responses are quoted verbatim, quotations will not include your name. There are no known risks related to your participation in the interview. Your participation is completely voluntary, you may choose not to answer any particular question, and you may end the interview at any time without penalty. The benefits of your involvement in this evaluation include the opportunity

to share your experiences with American Indian education.

Thank you for agreeing to participate in this interview.

I'd like to ask you first for some background information on your agency. Then, I have questions about your working relationship with _____ (name of SEA, LEA)?

Do you have: (Ask for a copy of any documentation.)

- A formal statement from tribal council that establishes the TED,
- A funding stream from tribe,
- A tribal education code,
- An Institutional Review Board,
- Formal staff positions and with job descriptions,
- A TED Education Board or other oversight committee?

Characteristics of the TED's programming to support K–12 education of the tribe's youth:

- Can you name for me programs that you conduct to support K–12 education? (Collect the list)
- Would you briefly describe each program? Nature of activities, number of students who participate, staffing, intended outcomes, any data about the outcomes?
- Probe for TEDs that assume some responsibility for federally-funded Indian education programs for schools (Title programs, Johnson O'Malley)
- What is your role in each of these programs?

- Do you operate any of the following? (Eliminate any already discussed.) For each yes, ask the relevant questions from above.
 - Tribally run educational programs directed to tribal members
 - A tribal college
 - A tribally-operated and/or BIE-funded school
 - An early childhood program
 - A language program
- For your relationship with your SEA _____ (With _____ LEA?)
 - When did it begin? Has it been ongoing?
 - Is this a formal agreement? If so, would you be willing to share a copy of the agreement(s)?
 - What activities does the relationship include? For the TED? For the state/school?
 - Do you meet regularly? How often? With what agenda/purpose?
- What would you say is the value to the education of your students in the relationship?
- If you were to start afresh—what would you keep? What would you change and how?
- What are the three most valuable aspects? Challenges?
- What else should I know about this relationship?

Thank you for your time.

Local education agency or state education agency key informant

General instructions: Thank the interviewee for agreeing to participate in this study. Read the consent information and secure permission to record the interview. Ask if they have any questions and answer them if they do. Next, indicate that you will be asking some questions about a specific TED-LEA partnership.

You are invited to participate in an interview about your state or local education agency and its relationship with a Tribal Education Department (TED). The discussion is part of a study that is being conducted by the Regional Educational Laboratory—Central at Mid-continent Research for Education and Learning (McREL). The study's lead researcher is Andrea Beesley and her co-researcher is Dawn Mackety. The interview is expected to last around 25 minutes and will be audio recorded. Audio files will be kept in a secure place during the study and destroyed after the end of the evaluation. If we have your permission to use your name and identify your LEA/SEA, they will be named in the report. If not, your name will not be recorded during the conversation nor used in the report. May we identify you and your agency? (record answer) Comments will be summarized; if responses are quoted verbatim, quotations will not include your name. There are no known risks related to your participation in the interview. Your participation is completely voluntary, you may choose not to answer any particular question, and you may end the interview at any time without penalty. The benefits of your involvement in this evaluation include the opportunity to share your experiences with American Indian education.

Thank you for agreeing to participate in this interview. I am interested to learn about your relationship with _____ (TED).

- When did the relationship begin? Has it been continuous? Is this a formal relationship? How is it constituted? (Ask for a copy of any documents that define the relationship—either

- joint documents or ones developed for the LEA or school.)
- Would you please describe the nature of the relationship?
 - How many of your American Indian students are involved? What does involvement look like?
 - Have you seen consequences of the relationship—intended or unintended?
 - If you were to start afresh—what would you keep? What would you change and how?
 - What are the three most valuable aspects? Challenges?
 - What else should I know about this relationship?

APPENDIX C

DATA SOURCES FOR EACH PARTNERSHIP

TABLE C1

Data sources for each partnership

Tribal education department	Interviewees	Documents
Confederated Tribes of the Grande Ronde	<ul style="list-style-type: none"> April Campbell, TED Director Mark Jeffery, Superintendent, Willamina School District 	<ul style="list-style-type: none"> 2010 Interagency Agreement between the tribe and the district Organizational Chart for Education Division K–12 Youth Education Program Annual Report for 2010 Job Descriptions for Youth Education and Higher Education programs Committee Ordinance Bylaws of the Education Committee of the Confederated Tribes of the Grand Ronde Community of Oregon
Hoopa Valley Tribe	<ul style="list-style-type: none"> Greg Masten, TED Director Michael A. Reid, Superintendent, Klamath-Trinity Joint Unified School District 	<ul style="list-style-type: none"> 1999 Charter and Bylaws of the Hoopa TED 2010 “snapshot” document produced by the Hoopa TED with information about its activities and participants 2010 letter from Greg Masten to Amy Bowers (Staff Attorney for the Native American Rights Fund) describing the Hoopa TED activities 2010 Briefing by the Hoopa Tribal Education Association American Indian Policies and Procedures of the Klamath-Trinity Joint Unified School District
Oglala Sioux Tribe	<ul style="list-style-type: none"> Dayna Brave Eagle, TED Director 	<ul style="list-style-type: none"> Oglala Sioux Tribe Education Code 2008 Tribal Constitution and Bylaws Johnson O’Malley partnerships with public schools Tribal law and order code Institutional Review Board documents (15) TED job descriptions (4)
Rosebud Sioux Tribe	<ul style="list-style-type: none"> Cindy Young, TED Director Margo Heinert, Superintendent, Todd County School District 	<ul style="list-style-type: none"> Memorandum of understanding between the Rosebud Sioux TED and the Todd County School District Memorandum of understanding between Rosebud Sioux and the South Dakota State Department of Education Presentation given to the tribal council by Rosebud Sioux National American Education Association and Native American Rights Fund. (2000). <i>Tribal-state partnerships: cooperating to improve Indian education</i>. Arlington, VA and Boulder, CO: Authors. Memorandum of understanding between Rosebud Sioux and Crazy Horse School Resolution of the adoption of the memorandum of understanding between the tribe and the South Dakota Department of Education
Port Gamble S’Klallam Tribe	<ul style="list-style-type: none"> Darlene Peters, TED Director Shawn Woodward, Assistant Superintendent, North Kitsap School District 	None

(CONTINUED)

TABLE C1 (CONTINUED)

Data sources for each partnership

Tribal education department	Interviewees	Documents
Suquamish Tribe	<ul style="list-style-type: none"> • Kari DeCoteau, TED Director • Shawn Woodward, Assistant Superintendent, North Kitsap School District 	<ul style="list-style-type: none"> • 2000 agreement between the Suquamish TED and the North Kitsap School District for delivery of services under the Johnson O'Malley Program • 2010 Council Retreat PowerPoint presentation • Draft memorandum of understanding between the tribe and North Kitsap School District
Chickasaw Nation	<ul style="list-style-type: none"> • Danny Wells, Chickasaw Nation Representative • Todd Crabtree, Superintendent, Byng Public Schools 	<ul style="list-style-type: none"> • Johnson O'Malley technical assistance booklet
Eastern Shoshone Tribe	<ul style="list-style-type: none"> • Tania Baker, TED Director • Gregory Cox, Superintendent, Fremont County School District 21 • Lynette St. Clair, Indian Education Coordinator, Fremont County School District 21 	<ul style="list-style-type: none"> • 2010 Resolution of the Northern Arapaho Business Council to address education issues of children residing on and near the reservation • Job descriptions of the Eastern Shoshone TED director and secretary • Triad partnership agreement between the Eastern Shoshone Business Council, the Northern Arapahoe Business Council, and the Wyoming Department of Education and Partners • Resolution of the Shoshone tribe to support the Triad's objectives • Five-year educational strategic plans for Fremont County School District and the Wyoming Tribal Children's Triad
Standing Rock Sioux Tribe	<ul style="list-style-type: none"> • Emogene Blue Earth, TED Director • Sunshine Carlow, TED Manager • Judy Zins, Superintendent, Solen Public Schools 	None

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