



OCTAE Program Memorandum 25-1
UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF CAREER, TECHNICAL, AND ADULT EDUCATION

**Supporting Tribal Nations and Promoting
Access to Funding with Perkins V Formula Subgrants**

January 15, 2025

Dear Colleague:

This Dear Colleague Letter (DCL) intends to clarify eligibility for Perkins V formula subgrants and provides technical assistance for State engagement with Tribes through Tribal consultation. For 47 years, the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins V) and its predecessors have authorized competitive grants to assist Tribes, Tribally Controlled Colleges and Universities (TCCUs), and other entities that predominantly serve Native American¹ and Alaska Native students to support career and technical education (CTE) through the Native American Career and Technical Education Program.² Perkins V also provides support for Native students through formula program subgrants at both the postsecondary and secondary levels. However, it is likely that these opportunities may be underutilized due to formula distribution models.

Additionally, under Perkins V, Tribal consultation at the State and local level is required to ensure that State and local recipients of Perkins V funding are effectively meeting the needs of Native American students. Congress integrated Tribes, TCCUs, Tribal organizations, and secondary schools operated or supported by the U.S. Department of the Interior's Bureau of Indian Education (BIE) within the Perkins V State formula grant program that operates under Title I of the Act.

President Biden's Executive Order 14112 requires federal agencies to "*make it easier for Tribal Nations to access the Federal funding and resources for which they are eligible*".³ In support of this action, this DCL clarifies how Perkins V formula funding can be used to provide subgrants to Tribal Nations, TCCUs, Tribal organizations, and BIE-funded schools; and it provides models for more expansive engagement between States and Tribal Nations.

¹ For the purposes of this guidance, the term "Native American" means "Indian" as defined by the Indian Self Determination and Education Assistance Act and "Alaska Native, or Native Hawaiian" as defined by Section 116 of Perkins V.

² Hatch, John (1991), American Indian and Alaska Native Adult Education and Vocational Training Programs: Historical Beginnings, Present Conditions and Future Directions, U.S. Department of Education, Indian Nations At Risk Task Force. Retrieved from: <https://files.eric.ed.gov/fulltext/ED343773.pdf>.

³ Executive Office of the President, Executive Order 14112 (December 6, 2023), Reforming Federal Funding and Support for Tribal Nations to Better Embrace Our Trust Responsibilities and Promote the Next Era of Tribal Self-Determination, 88 FR 86021. Retrieved from: <https://www.federalregister.gov/documents/2023/12/11/2023-27318/reforming-federal-funding-and-support-for-tribal-nations-to-better-embrace-our-trust>.

1. Supporting Eligibility for Postsecondary Perkins Subgrants

To receive a subgrant for postsecondary CTE programs under section 132 of Perkins V, a program must have students enrolled in CTE programs that meet the requirements of section 135,⁴ and the entity must be an “eligible institution” as defined in section 3(20) of the law.

Under Perkins V, an “eligible institution”⁵ includes several types of entities that predominantly serve Native Americans and/or Alaska Natives:

- a. “A Tribally Controlled College or University (TCCU)” is an institution of higher education (IHE) which is formally controlled, formally sanctioned, or chartered by the governing body of an Indian Tribe or Tribes. However, only one such institution is recognized per Tribe.⁶ BIE awards grants to operate and improve TCCUs and to support tribally controlled postsecondary CTE institutions. All BIE grantees meet the definition of a Perkins V “eligible institution.” During 2023-2024, BIE awarded grants to 29 Tribally controlled IHEs, listed in Appendix 1.⁷
- b. “An Indian Tribe, Tribal organization, or Tribal education agency⁸ that operates a school or may be present in the State:”
 - Under Perkins V, consistent with the Indian Self-Determination and Education Assistance Act (ISDEAA), “Indian tribe” or “Indian Tribe” means any Indian Tribe, band, nation, or other organized group or community, including any Alaska Native village or regional or village corporation as defined in or established pursuant to the Alaska Native Claims Settlement Act,⁹ that is recognized as eligible for the special programs and services provided by the United States to Indians because of their status as Indians. The U.S. Department of the Interior’s Bureau of Indian Affairs (BIA), which oversees the BIE, identifies federally recognized Tribes that it considers eligible for BIA funding and services by virtue of their status as “Indian Tribes.” Pursuant to the Federally Recognized Indian Tribe List Act of November 2, 1994 (Pub. L. 103-454; 108 Stat. 4791, 4792), a list of these entities is published in the *Federal Register*

⁴ Section 135 of Perkins V requires that eligible recipients use funds for CTE programs that meet the needs of all students they serve, in alignment with State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State or local workforce development board, or other identified local education or economic needs through the comprehensive local needs assessment and describes six categories of required uses of funds to support programs “that are of sufficient size, scope and quality to be effective.”

⁵ Section 3(20) of Perkins V.

⁶ Perkins V section 3(51) defines this term using the definition in section 2(a) of the Tribally Controlled Colleges and Universities Assistance Act of 1978 (TCCUAA) (25 U.S.C. 1801(a)).

⁷ BIE funds tribally controlled colleges or universities under Title I of TCCUAA and funds tribally controlled postsecondary career and technical education institutions under Title V of TCCUAA.

⁸ The term “Tribal education agency” is not defined under Perkins V. However, as a point of reference, we note that, for the purpose of [ESEA programs], a Tribal Education Agency is defined in Section 6132(b)(3) of the ESEA as “the agency, department, or instrumentality of an Indian tribe that is primarily responsible for supporting Tribal students’ elementary and secondary education.”

⁹ Any Alaska Native village or regional or village corporation as defined in or established pursuant to the Alaska Native Claims Settlement Act (85 Stat. 688) (43 U.S.C. 1601 et seq).

with the most recent publication in January 2024.¹⁰ BIA also maintains a Tribal Leader's Directory, an interactive map with contact information for Tribal leaders of federally recognized Tribes by State.¹¹

- Perkins V defines the term "Tribal organization" as: "the recognized governing body of any Indian tribe; any legally established organization of Indians which is controlled, sanctioned, or chartered by such governing body or which is democratically elected by the adult members of the Indian community to be served by such organization and which includes the maximum participation of Indians in all phases of its activities: provided, that in any case where a contract is let or grant made to an organization to perform services benefiting more than one Indian tribe, the approval of each such Indian tribe shall be a prerequisite to the letting or making of such contract or grant."¹²
- c. A "postsecondary educational institution"¹³ controlled by the BIE or operated by or on behalf of any Indian Tribe that is eligible to contract with the Secretary of the Interior for the administration of programs...
 - BIE operates two postsecondary educational institutions: Haskell Indian Nations University in Lawrence, Kansas, and Southwestern Indian Polytechnic Institute in Albuquerque, New Mexico.
 - The Tribes eligible to contract with the Secretary of the Interior to administer programs can be found in the BIA's list of the 574 Tribal entities that it recognizes and considers eligible for BIAA funding and services by virtue of their status as Indian Tribes.¹⁴ Diné College is one such institution with campuses in Arizona and New Mexico.

2. Leveraging the Postsecondary Formula for Perkins Subgrant Funds

The U.S. Department of Education (Department) encourages States to utilize a number of strategies to ensure the inclusion of postsecondary programs predominantly serving Native Americans and Alaska Natives in the formula allocation of subgrant funds.

a. Utilizing Consortia to Address Postsecondary Minimum Size Restrictions

Perkins V sets the minimum amount required to receive a subgrant from an eligible State agency

¹⁰ Federal Register, 89 FR 944. January 8, 2024. Retrieved from: <https://www.federalregister.gov/documents/2024/01/08/2024-00109/indian-entities-recognized-by-and-eligible-to-receive-services-from-the-united-states-bureau-of>

¹¹ We encourage States to consult the Tribal Leader's Directory to be sure they are aware of the federally recognized Tribes in their State. The directory is available at: <https://biamaps.geoplatform.gov/Tribal-Leaders-Directory/>

¹² See section 3(53) of Perkins V and section 4(l) of ISDEAA (25 U.S.C. 5304(l)).

¹³ Section 3(29) of Perkins V defines "postsecondary educational institution" to mean: (A) an institution of higher education that provides not less than a 2-year program of instruction that is acceptable for credit toward a bachelor's degree; (B) a tribally controlled college or university; or (C) a nonprofit educational institution offering certificate or other skilled training programs at the postsecondary level.

¹⁴ U.S. Department of Interior, Bureau of Indian Education, Budget Justifications and Performance Information FY 2024: Bureau of Indian Education. Retrieved from: https://www.bie.edu/sites/default/files/documents/BIE%20FY%202024_0.pdf.

at \$50,000.¹⁵ TCCUs and other IHEs operated by or on behalf of Tribes may not enroll enough students to be able to receive the minimum award under the formula. Small programs that do not have enough students to meet the minimum grant award should consider participating in a consortium. A consortium is a group of institutions that partner to provide services and that can enable smaller programs to benefit from Perkins V-funded “joint projects that—(i) provide services to all postsecondary institutions participating in the consortium; and (ii) are of sufficient size, scope, and quality to be effective.”¹⁶ Where there are several TCCUs and IHEs that are too small to generate a large enough allocation to meet the minimum threshold set in statute, we encourage States to consider working with Tribes and institutions to develop a consortium to enable them to be included in the formula and thus eligible to receive a Perkins subgrant.

b. Ensuring Inclusion of BIE Scholarship Recipients in the Postsecondary Formula

Under Perkins V, subgrants to postsecondary educational institutions must be based on a relative share of Pell Grant and BIE scholarship recipients enrolled in programs meeting the requirements of section 135.¹⁷ BIE scholarships are awarded through Tribes to eligible Indian and Alaska Native students.¹⁸ As a result, BIE scholarship recipients are not reflected in State data as easily as Pell Grant recipients may be. Thus, the underreporting of BIE scholarship recipients may mean that eligible programs¹⁹ are not factored or fully factored into the allocation of funds. It is critical that States ask eligible institutions if they have BIE scholarship recipients enrolled in eligible programs to ensure that Tribal entities that meet the section 132 requirements on subgrant distribution are not improperly excluded from the statutory formula.

c. Using the Alternative Formula to Include Otherwise Eligible Programs in the Postsecondary Formula

A State interested in extending postsecondary Perkins subgrants to programs that do not have participants with Pell Grants or BIE scholarships, or to where the State believes the share of Pell Grant or BIE scholarship recipients does not accurately reflect economic disadvantage, may explore options for an alternative formula under section 132(b). States may propose an alternative formula for the allocation of subgrant funds to the Department for approval, so that these otherwise eligible programs may receive Perkins formula funding. An alternative formula must use additional or other indicators to demonstrate the economic disadvantage of learners enrolled in postsecondary CTE programs. To receive a waiver to use an alternative formula, the

¹⁵ Under Perkins V section 132(c)(1) (20 U.S.C. 2352) on the distribution of funds for postsecondary education programs, “In general no institution or consortium shall receive an allocation under this section in an amount that is less than \$50,000.”

¹⁶ The requirements for such consortia are in Perkins V section 132(a)(3) (20 U.S.C. 2352)

¹⁷ Under section 132 of Perkins V, the State distributes subgrants for postsecondary education to “eligible institutions or consortia of eligible institutions within the State,” as defined in section 3(20) of the law, based on their relative share of “the number of individuals who are Federal Pell Grant recipients and recipients of assistance from the BIA enrolled in programs meeting the requirements of section 135 offered by such institution or consortium in the preceding fiscal year.”

¹⁸ Bureau of Indian Affairs (n.d.), Fund Distribution Process. Retrieved from:

<https://www.bia.gov/sites/default/files/dup/assets/as-ia/obpm/4-BIE%20Scholarships%20%26%20Adult%20Ed%20%28TPA%29.pdf>

¹⁹ “Eligible programs” refers to CTE programs that meet the requirements of sections 135 of Perkins V.

State must show that the current statutory formula “does not result in a distribution of funds to the eligible institutions or consortia within the State that have the highest numbers of economically disadvantaged individuals and that an alternative formula will result in such a distribution.”²⁰ Some of the alternative indicators of economic disadvantage employed by States include students’ receipt of Temporary Assistance for Needy Families (TANF) and Supplemental Nutrition Assistance Program (SNAP) benefits and students’ eligibility for Medicaid.²¹

States that are already using an alternative formula should be mindful that Tribes, Tribal organizations, or Tribal education agencies whose participants meet the criteria may qualify to be included in the formula for a subgrant if they operate programs that meet the requirements of section 135. A State that is looking to identify Tribes or Tribal organizations supporting training programs that could meet the section 135 requirements within the State may want to review the list of [grants](#) that are funded by the U.S. Department of Labor under section 166 of the Workforce Innovation and Opportunity Act (WIOA).

3. Making Secondary Subgrant Formula Adjustments for BIE-Funded Schools

The Department recently reviewed the formula allocation tables that States submit with their annual performance reports and found that very few BIE-funded schools have been determined by States to be eligible for funds distributed for secondary education under section 131 of Perkins V. While there may be other reasons that there are few BIE-funded schools, it is possible that States may have inadvertently excluded BIE-funded schools.

Section 131(h) of Perkins V requires States to “treat a secondary school funded by the Bureau of Indian Education within the State as if such school were a local educational agency within the State for the purpose of receiving a distribution” of secondary formula funds. However, Perkins V section 131(a) also requires States to use data provided by the U.S. Bureau of the Census when creating the funding formula and this data does not include BIE funded schools.²² Therefore, States must adjust the Census formula data, as a result of sections 131(a)(3)(B) and 131(h) to determine the allocations for which BIE-funded schools are eligible. For reference, the BIE supports 183 elementary and secondary schools.^{23 24}

²⁰ Section 132(b)(1) of Perkins V.

²¹ New York State’s Perkins Plan 2020-2024 includes a proposal for an alternative formula for NY’s postsecondary allocation formula that uses various alternative indicators of economic disadvantage including TANF and SNAP. <https://www.nysed.gov/sites/default/files/programs/career-technical-education/perkins-v-new-york-states-four-year-plan.pdf>

²² Section 131(a)(1)(A) of Perkins V.

²³ The Bureau of Indian Education has published a directory of its elementary and secondary schools at: <https://www.bie.edu/schools/directory/>. BIE-funded schools are located in the following States: Arizona, California, Florida, Idaho, Iowa, Kansas, Louisiana, Maine, Michigan, Minnesota, Mississippi, Montana, Nevada, New Mexico, North Carolina, North Dakota, Oklahoma, Oregon, South Dakota, Utah, Washington, Wisconsin, and Wyoming.

²⁴ Section 3(44) of Perkins V defines “secondary school” using the definition of the term in section 8101(45) of the ESEA: “The term “secondary school” means a nonprofit institutional day or residential school, including a public secondary charter school, that provides secondary education, as determined under State law, except that the term does not include any education beyond grade 12.”

4. Using Data to Support Secondary Funding Formula Distribution Calculations

Perkins V directs States to adjust the data used to make the secondary allocations to “include local educational agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education.”²⁵ The Department annually informs States where they may find the data sources for the secondary formula.²⁶ While the National Center for Education Statistics **student membership data includes BIE-funded schools, it is important to note that Census Bureau data provided for the formula does not.**²⁷

Under section 131(a)(1), States distribute 30 percent of the funds available for secondary education to local educational agencies (LEAs) based on their relative share of “individuals aged 5 through 17, inclusive, who reside in the school district served by such local educational agency for the preceding fiscal year.” In the distribution of funds, States must use either:

- “... data provided to the Secretary by the Bureau of the Census for the purpose of determining eligibility under title I of the Elementary and Secondary Education Act of 1965,”²⁸ or
- “...student membership data collected by the National Center for Education Statistics (NCES) through the Common Core of Data survey system.”²⁹

Under section 131(a)(2), States distribute 70 percent of the funds available for secondary education to LEAs based on their relative share of “individuals aged 5 through 17, inclusive, who reside in the school district served by such local educational agency and are from families below the poverty level for the preceding fiscal year” using “the most recent satisfactory data used under section 1124(c)(1)(A) of the Elementary and Secondary Education Act of 1965.”

Perkins V directs States to adjust the data used to make the allocations to include LEAs without geographical boundaries, such as BIE-funded secondary schools.³⁰ The ESEA Title I program has long-established methods for adjusting the Census SAIPE data³¹ to account for new LEAs and “special LEAs” that do not have geographical boundaries. For the purpose of the ESEA Title I program, States must determine the number of “formula children” (i.e., individuals aged 5 to 17, inclusive, who are from families below the poverty level) and the number of children ages 5 to 17, inclusive, for LEAs that are

²⁵ Perkins V sections 131(a)(3)(B).

²⁶ See, for example, Estimated Fiscal Year (FY) 2024 State Allocations under the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins V), published April 8, 2024. Retrieved from: https://s3.amazonaws.com/PCRN/docs/FINAL_Program_Memo_-_Estimated_FY_2024_Perkins_State_Allocations.pdf.

²⁷ For the formula, the Census Bureau provides data from the Small Area Income and Poverty Estimates (SAIPE) program. The Department reviewed two years of SAIPE formula data and did not find any BIE-funded schools among the LEAs they included.

²⁸ Title I of the Elementary and Secondary Education Act of 1965 (section 131(a)(1)(A)).

²⁹ Section 131(a)(1)(B) of Perkins V.

³⁰ Section 131(a)(3)(B) of Perkins V.

³¹ While the Census Bureau delivers the data, the SAIPE program is directed and funded by NCES. More information on SAIPE is available at: <https://www.census.gov/programs-surveys/saipe.html>.

not included in the Census list.³² The 2003 Department Guidance [State Educational Agency Procedures for Adjusting Basic, Concentration, Targeted, and Education Finance Incentive Grant Allocations Determined by the U.S. Department of Education](#) (SEA Procedures Guidance) describes two methods States may use to make adjustments to the Census data. The ESEA does not include BIE-funded schools, but because Perkins V does, **the Department encourages States in which secondary BIE-funded schools are located to consult the SEA Procedures Guidance when making their adjustments to the Census SAIPE data to determine the amount of funds to allocate to BIE-funded schools under section 131.** You also may contact your State’s Perkins Regional Coordinator for assistance.

5. Supporting Tribal Consultation and Collaboration in Perkins V

Perkins V requires a State to engage Tribes and Tribal organizations that are present in the State when developing its Perkins State plan.³³ The State plan must also include a description of how the State will engage stakeholders, including Tribes and Tribal organizations, in the planning, development, implementation, and evaluation of its State plan for CTE.³⁴ CTE States must also consult with Tribes and Tribal organizations present in the State when developing the comprehensive local needs assessment (CLNA) under section 134(c) and when developing the local application.³⁵ Consultation with these stakeholders must be ongoing and may include consultations to provide annual updates to the CLNA and to ensure that programs of study are responsive to local community employment needs and aligned with employment priorities in Tribal economies.³⁶ These continued consultations may be informed by labor market information and designed to meet current and longer-term labor market projections.³⁷ These ongoing consultations may allow for employer input, identify opportunities for work-based learning, and ensure that the use Perkins V funds are coordinated with other local resources.³⁸

Some States have developed resources and practices to support subgrantees interested in strengthening their relationships with Tribes and Tribal communities, and in collaborating to better support Native American students in CTE. These State-developed resources and practices are offered as examples of activities that may be helpful to other States considering how to support collaboration and engagement activities with Tribal communities:

- **Wisconsin:** The [Wisconsin Comprehensive Local Needs Assessment](#) guide highlights the importance of Tribal consultation and provides relevant recommendations and State resources. The Wisconsin Department of Public Instruction developed a resource on [“Developing Agreements between Local Education Agencies and American Indian Nations and Tribal Communities: A Wisconsin Perspective.”](#) This document provides practical recommendations for collaborating with Tribes and Tribal communities to develop partnership agreements. It also includes important information and resources focused on cultural awareness that can support relationship-building.

³² 34 CFR § 200.72(a).

³³ Section 121(a)(2) of Perkins V.

³⁴ Section 122(d)(12) of Perkins V.

³⁵ Section 134(d)(7) of Perkins V.

³⁶ Section 134(e)(2)(A) and (B) of Perkins V.

³⁷ Section 134(e)(2)(C) and (DD) of Perkins V.

³⁸ Section 134(e)(2)(E) of Perkins V.

- North Dakota: The North Dakota Department of Public Instruction (NDDPI) conducts the [Native American Needs Assessment](#) every fall in order to better understand the strengths and specific needs of the schools serving Native American students. The resulting [Native American Needs Assessment Action Plan](#) is developed annually based on survey results and provides school and district staff with resources that address the identified needs. While North Dakota’s current action plan does not cover topics directly related to CTE, States with large Native American populations might consider developing a similar needs assessment and action plan strategy. Under Perkins V, States receive the results of the CLNA, and the data from LEAs with significant Native populations that could be a good data source to identify ways in which the State might better support LEAs in providing high-quality CTE to Native American students.
- Montana: The Montana State University System (MSUS) awarded a Perkins reserve grant³⁹ to [Great Falls College](#) to support Native American students enrolled in CTE programs. In the 2022-23 grant cycle, Great Falls College was awarded a grant to fund targeted interventions offered by a mentor-ambassador to help Native American CTE students meet short- and long-term academic goals and connect students with industry and community support services, including job search support. In the 2024-25 grant cycle, MSUS awarded a reserve grant to [Salish Kootenai College](#) (SKC), a Tribally-controlled college, to provide support for the college’s efforts to increase opportunities for high school students to explore and engage in dual enrollment, especially in SKC’s CTE programs, and improve support for dually or concurrently enrolled high school students, first-year college students who have not declared a major, and special populations.⁴⁰ States may consider similar uses of the reserve fund under the section 112(c) subgranting authority to meet the needs of Native American students.

In addition to these examples from States, we have included resources from Department-funded technical assistance providers, CTE stakeholder organizations, and the National Indian Education Association in Appendix 2.

Ensuring that funding available through Perkins V provides Tribes and Tribal communities opportunities

³⁹ Section 112(c) of Perkins V gives States the option of reserving up to 15 percent of the funds available for local subgrants through a means other than the formulas provided in the law for the distribution of funds to secondary and postsecondary subrecipients. This special “reserve” fund may be awarded to subrecipients in rural areas; areas with high percentages of CTE concentrators or CTE participants; areas with high numbers of CTE concentrators or CTE participants; and areas with disparities or gaps in performance between all CTE concentrators and CTE concentrators who are members of special populations, from major racial and ethnic groups, or who are migrants. The funds must be used to foster innovation through the identification and promotion of promising and proven CTE programs, practices, and strategies, which may include programs, practices, and strategies that prepare individuals for nontraditional fields or to “promote the development, implementation, and adoption of programs of study or career pathways aligned with State-identified high-skill, high-wage, or in-demand occupations or industries with State-identified high-skill, high-wage, or in-demand occupations or industries.”

⁴⁰ Montana State University System, (n.d.), Current Awards. Retrieved from: <https://www.mus.edu/Perkins/perkins.html>.

to address the specific needs of their communities requires our collective action. Through the consultation requirements under Perkins V, States and local communities can seek to understand the ongoing funding and programmatic needs of Tribes and Tribal communities to better serve Native American students, ensuring students have the ability to pursue careers that provide economic security for themselves, their families, and their communities.

Sincerely,

/s/

Luke Rhine
Acting Assistant Secretary
Office of Career, Technical, and Adult Education
U.S. Department of Education

The inclusion of non-federal resources in this memorandum is not intended to endorse any views expressed, initiatives, or products or services offered. Any opinions expressed in these materials do not necessarily reflect the positions or policies of the U.S. Department of Education or the federal government. The U.S. Department of Education does not control or guarantee the accuracy, relevance, timeliness, or completeness of any outside information included in these materials.

Appendix 1

Tribal Colleges and Universities eligible for BIE funding under Title I and V of the Tribally Controlled Community College Assistance Act of 1978, Pub. L. 95-471⁴¹

Institution	State
<i>Title I</i>	
Aaniiih Nakoda College	Montana
Bay Mills Community College	Michigan
Blackfeet Community College	Montana
Cankdeska Cikana Community College	North Dakota
Chief Dull Knife College	Montana
College of Menominee Nation	Wisconsin
College of the Muscogee Nation	Oklahoma
Nueta Hidatsa Sahnish College/Fort Berthold	North Dakota
Fort Peck Community College	Montana
Ilisagvik College	Alaska
Keweenaw Bay Ojibwa Community College	Michigan
Lac Courte Oreilles Community College	Wisconsin
Leech Lake Tribal College	Minnesota
Little Big Horn Community College	Montana
Little Priest Tribal College	Nebraska
Nebraska Indian Community College	Nebraska
Northwest Indian College	Washington
Oglala Lakota Community College	South Dakota
Red Lake Nation College	Minnesota
Saginaw Chippewa Tribal College	Michigan
Salish Kootenai College	Montana
Sinte Gleska University	South Dakota
Sisseton Wahpeton College	South Dakota
Sitting Bull College	North Dakota
Stone Child College	Montana
Tohono O'odham Community College	Arizona
Turtle Mountain Community College	North Dakota
White Earth Tribal and Community College	Minnesota
<i>Title V</i>	
Navajo Technical University	New Mexico
United Tribes Technical College	North Dakota

⁴¹ U.S. Department of Interior, Bureau of Indian Education, Budget Justifications and Performance Information FY 2024: Bureau of Indian Education. Retrieved from: https://www.bie.edu/sites/default/files/documents/BIE%20FY%202024_0.pdf.

Appendix 2

Tribal Consultation Resources

- Produced by the Regional Educational Laboratory West, [Working Respectfully With Indigenous Communities Around Data, Research, and Evidence: A Resource for State Education Agencies](#) offers recommendations to support State educational agency (SEA) staff members as they build partnerships with Tribal leaders to improve educational outcomes for Native students through the use of data, research, and evidence.
- In 2020, the National Comprehensive Center's (NCC's) Native Education Collaborative published [Resources to Help States Advance Education for Native Students: Circles of Reflection](#). "The Native Education Collaborative developed the Circles of Reflection to engage SEAs, tribes, and LEAs in rich, reflective discussions and strategic planning to provide high quality, motivating educational experiences that improve Native students' academic attainment."

Additional Resources Related to Engaging Tribal Stakeholders in CTE

Advance CTE and the Association for Career and Technical Education (ACTE) have published two resources on supporting and engaging Tribal communities:

- [Supporting Tribal Learners in Career Technical Education](#) is a brief published by Advance CTE and ACTE that describes several potential strategies States and local CTE leaders can use to support learners in Tribal communities.
- [Engaging Representatives of Learners with Special Population Status Through Perkins V](#), published by Advance CTE, highlights the work of the Oregon Department of Education to engage the State's nine federally recognized Tribes in developing Oregon's Perkins V State plan Identified Tribal priorities directly influenced the State to include an option in the CLNA and local application to allow for programs based on local labor market need.

Resources Related to the ESEA Tribal Consultation Requirements

Like Perkins V, ESEA Title I requires States to consult with Tribes and their representatives in developing the State plan (ESEA section 1111(a)(1)(A)) and the consultation requirements under section 8538. The Department has provided some resources to States on these Tribal consultation requirements. While this guidance does not apply to Perkins V funds, States may find these resources useful:

- This 2016 [Dear Colleague Letter](#) from the Office of Elementary and Secondary Education provides guidance on these Tribal consultations.
- The Northwest Comprehensive Center published a guide to the ESEA Tribal consultation requirements for Tribes. The [Every Student Succeeds Act Tribal Consultation Pre-Planning Tool for Tribes](#) briefs Tribes on ESEA programs and offers suggested questions Tribes might ask States and LEAs during consultations.

The National Indian Education Association (NIEA) published three guides on the implementation of ESEA Tribal Consultation requirements:

- [Building Relationships with Tribes: A Native Process for ESSA Consultation](#) describes for States and LEAs "the high level strategies necessary to build trusting, reciprocal, and long-lasting relationships with the Native communities in their respective regions."

- [Building Relationships with Tribes: A Native Process for Local Consultation Under ESSA](#) provides NIEA's recommendations to LEAs for carrying out consultations with Tribes.
- [A Native Process for Evaluation of State and Local Plans for Native Education Under ESSA](#) offers suggestions for how States and LEAs can monitor and evaluate the effectiveness of their Tribal consultation activities.