

STEP Topic Areas for Consideration

Topic I: Would you be in favor of a change in the STEP program, to include the goal of coordination among the SEA, local LEA, public schools that are on the tribe's reservation, and tribally-controlled schools, to facilitate the sharing of information regarding the tribe's students?

Yes

No

If yes, what information about students should be shared, and for what purpose(s)?

Topic II: Should this goal be accomplished through:

a) Consortia of tribes applying in concert with SEA(s), LEA(s), and/or schools, to achieve economies of scale and enable a widespread *e.g.* regional data system

or

b) By single grants to TEA-SEA-LEA partnerships?

A

b

Topic III: Would you be in favor of a change in the STEP program, to include the TEA's involvement with not only public schools on the reservation, but also nearby off-reservation public schools that serve a certain number or percentage of students from the tribe (under agreement with affected LEAs as well as the SEA)?

Yes

No

Topic IV: Should the STEP application require a description of the funds and other resources the grantee and its partners will use to sustain the activities funded by the grant, after the grant's completion *e.g.*, resources from the SEA, LEA, or Tribe)?

Yes

No

Topic V: We are interested in what level of involvement TEAs should take on under the STEP grants. To complete this activity follow these instructions.

- A. Click on the following link: <http://www2.ed.gov/programs/step/resources/stepform.pdf>
- B. The form that opens up has nine TEA topic area groupings
- C. Within each grouping are three vertical activity boxes and three blank boxes
- D. Number the activity boxes for each grouping from 1 to 3 with "1" your highest priority, "2" your second priority and so on
- E. Rank in priority order all nine topic areas (black boxes) in order of preference with "1" being your highest priority, "2" your second priority and so on.
- F. Congratulations! You have identified your tribe's preferences for administering certain SEA functions within a STEP framework.

If you have any comments related to Topic V not addressed in the form please add your comments here:

Miscellaneous: Please feel free to explain your preferences, including a description of activities that you are already doing in the public schools. You are not limited to these topic areas in providing comment. To ensure we receive comments from tribal leaders please include your tribal affiliation and position with the tribe. You may provide any additional comments here:

1. Rank boxes right of black box in priority rank order with from 1 to 3. 2. Rank black boxes in order of priority with "1" being the highest

1. Adopting and Implementing Native Language and Culture Standards Aligned to a State's College and Career Ready Academic Standards

Develop standards for native language and culture

Design a curriculum based on native language and culture standards

Provide instruction on native language and culture

Rank by Order of Priority: _____

2. Using Student Performance to Improve Outcomes

Collect aggregate student-level performance data and issue aggregate level reports

Use data to determine policy for educator professional development

Provide instructional coaching based on student performance

Rank by Order of Priority: _____

3. Effective Teaching and Leading

Determine measures to be included in a teacher and principal evaluation and support system

Develop evaluation and support systems for teachers and principals

Conduct observations of teaching and leading

Rank by Order of Priority: _____

4. Providing High Quality Supplemental Education Programs

Determine policies for supplemental education programs (e.g., preschool, after-school, summer school, etc.)

Develop the request for proposals process to contract with supplemental education providers

Run supplemental education programs

Rank by Order of Priority: _____

5. Establishing Comprehensive, Appropriate and Effective School Climate and Discipline Practices

Monitor districts for compliance with school climate requirements

Create policies for bullying, school attendance, truancy, etc.

Teach a health course on the impacts of drug and alcohol consumption

Rank by Order of Priority: _____

6. Promoting Cultural Competence Among Native Cultures

Develop requirements for cultural competency of education staff

Develop a strategy to provide job-embedded cultural competency training

Train teachers on cultural competency for native cultures

Rank by Order of Priority: _____

7. Effective Federal Grant Program Administration

Monitor districts for requirements of the Elementary and Secondary Education Act (ESEA) (e.g., maintenance-of-Effort (MOE) requirements)

Develop a school-year budget including Federal, State and local funds

Track expenditures for after-school programs

Rank by Order of Priority: _____

8. Establishing Meaningful Parent Engagement Practices

Communicate to districts the requirements of the ESEA concerning parent engagement

Develop the request for proposals process to contract with supplemental education providers

Plan and execute Back-to-School Night events for the school year

Rank by Order of Priority: _____

9. Setting College and Career Ready Expectations for All Students

Adopt academic standards

Develop curriculum aligned to the standards

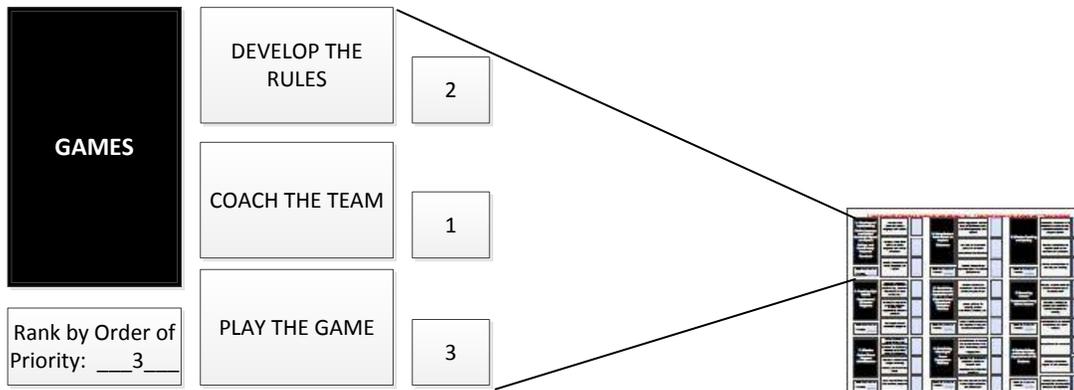
Provide job-embedded professional development based on the standards

Rank by Order of Priority: _____

INSTRUCTIONS FOR COMPLETING STEP FORM FOR TOPIC 5

We are interested in what level of involvement TEA's should take on under the STEP grants. To complete this activity follow these instructions.

1. In the chart on the back of this page, there are nine topics in nine black boxes with three vertical activity boxes to the right of each. Rank all three activity boxes for each nine topics in order of preference with "1" denoting your highest priority item, "2" your second priority and "3" your third priority. (*see example below*)
2. After you complete these nine exercises go back and number the nine black boxes from 1 - 9, in order of preference with "1" denoting your highest priority, "2" your second highest, and so on. Rank at least your top three topics or all nine if you wish.



3. You should end up with activities in priority order and topics in rank order. In the above example, the individual completing this sample identified "Coach the Team" as the highest priority activity and ranked "Games" as priority three.

Once you have completed making your selections you may click on the email button in the lower right corner of the form to save the form to your desktop. From there you can compose a new email, attach the "stepform.pdf" file and email to: STEPConsultation@ed.gov. You may also print the completed form, scan and email it to the same email address or print out the completed form and fax to: 202-205-0606.

Please feel free to explain your preferences, including a description of activities that you are already doing in the public schools. Be sure to include any other topics you may be commenting on in a separate document. Please include all of your identifying information including name, title, tribe representing, address, city, state and email address. Any comments received over the next few weeks will be included as we move forward with our tribal consultation activities. Thank you for your interest in the STEP program.