# Reflection Questions Worksheet

The following questions align with the State Tribal Education Partnership (STEP) grant purpose and priorities. The first set of questions (1–5) are broader to help set the context and foundation for the STEP grant. The second set of questions (6–11) are tied to the Competitive Preference Priorities in the STEP grant application. Supplemental questions at the end are included if a Tribe would like to expand the discussion with their state education agency (SEA) and local education agencies (LEAs).

The questions below can be used for the First and Second Circles. The notetaker will record responses as the Tribal lead/facilitator guides participants through the questions.

During the Second Circle discussion, for each question, participants should share their thoughts on the Tribe(s)’ response and provide additional insights on other supports that the SEA or LEA provide, if applicable. Consider other relevant information and if further efforts or support could be implemented or collaborated on.

## Reflection Questions for the STEP Grant

### Question 1

What are the Tribe’s top educational priorities that support the healthy and successful development of its students?

First Circle Discussion Notes:

Second Circle Discussion Notes:

Second Circle Priority Level Ranking:

* Count for high:
* Count for medium:
* Count for low:

### Question 2

Is the Tribe involved in any school efforts (training and/or support) to build educators’ knowledge of Tribal culture, history, language, etc., and, if so, how is the Tribe involved?

First Circle Discussion Notes:

Second Circle Discussion Notes:

Second Circle Priority Level Ranking:

* Count for high:
* Count for medium:
* Count for low:

### Question 3

Describe any past or current Tribal consultation efforts that LEAs or the SEA have engaged with the Tribe on or about. What were the topics discussed (e.g., Title I plans, American Rescue Plan Elementary and Secondary School Emergency Relief [ARP ESSER] funding, language and culture programming, etc.)? Has the collaboration led to meaningful efforts or results? If yes, please describe those efforts/results. Do you feel like consultation occurs at a frequency that allows for participants to actively engage and be productive?

First Circle Discussion Notes:

Second Circle Discussion Notes:

Second Circle Priority Level Ranking:

* Count for high:
* Count for medium:
* Count for low:

### Question 4

Does the Tribe have access to school-, district-, or state-level data about its students? If so, what is the mechanism for this—a data sharing agreement, an MOU, or a Tribal resolution? What types of data does the Tribe have access to? Does the Tribe share data with the schools, districts, or state? If so, what types of data does the Tribe share? If there is no current data sharing, is this something the Tribe is interested in advocating for in the future? Why or why not?

First Circle Discussion Notes:

Second Circle Discussion Notes:

Second Circle Priority Level Ranking:

* Count for high:
* Count for medium:
* Count for low:

### Question 5

Does the SEA collect student-level data on Tribal affiliation? If no, is this something the Tribe is interested in advocating for in the future? Why or why not?

First Circle Discussion Notes:

Second Circle Discussion Notes:

Second Circle Priority Level Ranking:

* Count for high:
* Count for medium:
* Count for low:

## Reflection Questions for the STEP Grant Tied to Competitive Preference Priorities

### Question 6

Does the Tribe partner with the LEA to develop and maintain effective and culturally responsive methods to better identify and support the identification of Native students? If so, describe the methods being used.If there is no such partnerships in place, is this something the Tribe is interested in advocating for in the future? Why or why not?

First Circle Discussion Notes:

Second Circle Discussion Notes:

Second Circle Priority Level Ranking:

* Count for high:
* Count for medium:
* Count for low:

### Question 7

Does the Tribe *coordinate efforts* with federal, state, or local agencies or community-based organizations that support students (e.g., health, homelessness, workforce development, social services, adult education, and literacy)? If yes, describe the coordination efforts.If there is no such coordination in place, is this something the Tribe is interested in advocating for in the future? Why or why not?

First Circle Discussion Notes:

Second Circle Discussion Notes:

Second Circle Priority Level Ranking:

* Count for high:
* Count for medium:
* Count for low:

### Question 8

Does the Tribe conduct community needs and asset mapping to identify existing programs and initiatives that can be leveraged, and new programs and initiatives that need to be developed and implemented, to advance systemic change? If yes, describe the efforts. If there are no such efforts in place, is this something the Tribe is interested in advocating for in the future? Why or why not?

First Circle Discussion Notes:

Second Circle Discussion Notes:

Second Circle Priority Level Ranking:

* Count for high:
* Count for medium:
* Count for low:

### Question 9

Does the Tribe establish cross-agency partnerships or community-based partnerships with local nonprofit organizations, businesses, philanthropic organizations, or others to meet family well-being needs? If yes, describe the partnerships. If there are no such partnerships in place, is this something the Tribe is interested in advocating for in the future? Why or why not?

First Circle Discussion Notes:

Second Circle Discussion Notes:

Second Circle Priority Level Ranking:

* Count for high:
* Count for medium:
* Count for low:

### Question 10

Does the Tribe identify, document, and disseminate policies, strategies, and best practices on effective approaches to create systemic change through cross-agency or community-based coordination and collaboration?

First Circle Discussion Notes:

Second Circle Discussion Notes:

Second Circle Priority Level Ranking:

* Count for high:
* Count for medium:
* Count for low:

### Question 11

How does the Tribe expand or improve parent and family engagement?

First Circle Discussion Notes:

Second Circle Discussion Notes:

Second Circle Priority Level Ranking:

* Count for high:
* Count for medium:
* Count for low:

## Supplemental Reflection Questions

The following are additional *Reflection Questions* that Tribes may want to consider completing as part of the *Circles of Reflection* process while developing a STEP grant application or at some point in the future. Note that while the additional questions may not be directly related to the STEP grants’ purpose and priorities, they are areas important for Tribes, LEAs, and SEAs to collaborate on.

### Native Culture and Language

1. Briefly describe any Tribal education efforts—policies, programs, and practices—that provide for the advancement or support of Native history and culture in the learning lives of students.
2. Briefly describe Tribal policies, programs, and practices that provide for the advancement or support of Native language instruction for students.

### Effective Teachers and Leaders

1. What, if any, efforts exist within the region or state that support Tribal members, including Native students and paraprofessionals, to enter the field of education?
2. What, if any, efforts exist between the Tribe and district/schools to increase community outreach/engagement to foster greater understanding of students and families?
3. Does your state have policies or procedures in place that allow for the certification or licensure of Tribal members to serve as language and culture instructors? What are the Tribe’s processes for this effort?

### College and Career Readiness and Access

1. Describe how the Tribe recognizes the achievements of Native students.
2. Describe any career preparation efforts or programs by the Tribe for K–12 students. Are any efforts done in collaboration with area schools or other organizations?

### Physical and Behavioral Health

1. Describe any Tribal supports or programs that assist with mental health or behavioral health supports for students and families.
2. Describe any Tribal programming that promotes and supports the physical health of Native students.

### Tribal Consultation and Sovereignty

1. Describe how the Tribe participates in the management of schools (e.g., through compacting, Tribally operated schools, charter schools, etc.) or if the Tribe has any interest in the future management of schools.

This document was prepared by the the National Comprehensive Center under Award #S283B190028 for the Office of Program and Grantee Support Services (PGSS) within the Office of Elementary and Secondary Education (OESE) of the U.S. Department of Education and is administered by Westat. The content of the document does not necessarily reflect the views or policies of the PGSS or OESE or the U.S. Department of Education. If you experience problems accessing the content in this document, please [contact us](https://compcenternetwork.org/get-involved).

[**www.compcenternetwork.org**](http://www.compcenternetwork.org/)9