



PARTNERSHIP AGREEMENT BETWEEN THE VIRGINIA TRIBAL EDUCATION CONSORTIUM AND THE ALBEMARLE COUNTY PUBLIC SCHOOLS

Parties

This formal Partnership Agreement is between the Virginia Tribal Education Consortium (VTEC), serving as the Tribal Education Agency (TEA) for Virginia federally recognized tribes and the Albemarle County Public Schools (ACPS), serving as the Local Education Agency (LEA). Either party may terminate this agreement upon thirty (30) days written notice.

Purpose

The purpose of this Partnership Agreement (Agreement) is to document the commitment of the VTEC and ACPS to work together. The scope of this commitment covers the co-generated and mutually agreed upon goals of VTEC and ACPS, including but not limited to the goals outlined in grants such as the State Tribal Education Partnership (STEP) grant, the Native American Career and Technical Education Program (NACTEP) grant, and the Strategic Plan of the ACPS.

Responsibilities

As parties to this agreement, VTEC and ACPS will work collaboratively in the following key areas:

1. Recruitment, retention, and professional development of a teaching staff that is sufficiently knowledgeable and competent to support Indian students to achieve high outcomes in school
2. Review and make advisory recommendations on curriculum to promote accurate, respectful, and inclusive representation of Indian identities and perspectives
3. Monitoring of Indian student engagement, achievement, and well-being to seek equitable opportunities and outcomes, from pre-K through post-High School, with a particular focus on career pathways and technical education
4. Partner with family stakeholders and community organizations in pursuit of each of the above areas

Partnership Agreement Goals

VTEC and ACPS will collaborate to plan and monitor progress in the four (4) key areas of this Agreement as follows:

Recruitment, retention, and professional development of a teaching staff that is sufficiently knowledgeable and competent to support Indian students to achieve high outcomes in school

- a. Recruitment of staff from colleges and universities that include specific attention to Native American diversity, equity, and inclusion, as well as colleges and universities with populations of Indian students in their education programs.

- b. Monitor the extent to which Indian educators in ACPS are experiencing positive work environments and thriving professional careers
- c. Provide professional development for educators aimed at increasing the cultural competence to teach with Native American cultural lenses in mind

Review of curriculum and advisement towards accurate, respectful, and inclusive representation of Indian identities and perspectives

- a. Review K-12 curriculum with attention to Indian perspectives, both past and present, as well as Indian authorship
- b. Explore ethnic studies opportunities that are culturally sustaining to ACPS Indian students, including but not limited to heritage language programming

Monitoring of Indian student engagement, achievement, and well-being to seek equitable opportunities and outcomes, from pre-K through High School, with a particular focus on career pathways and technical education

- a. Review and take action, as necessary, to grade level academic progress, as well as non-academic areas such as attendance and discipline, for Indian students
- b. Review and take action, as necessary, to ensure participation of Indian students in advanced academic programs and pathways, with particular attention to participation in career and technical education programming
- c. Collect and review feedback from Indian students on the extent to which they feel generally supported, included, challenged, etc. through their school experience

Partnership with family stakeholders and community organizations in pursuit of each of the key areas

- a. Explore the establishment of a county-wide Native American Parents Organization for the purpose of advocacy and accountability to high outcomes for Indian students
- b. Explore the possibility of convening a countywide Native American K-12 student group for the purpose of affinity and advocacy from a student perspective
- c. Establish partnerships with local Indian advocates and advocacy organizations to consider input on school and county level decisions, and to hear feedback from these communities

Both parties, the VTEC (TEA) and ACPS (LEA), agree to the terms of this agreement for the duration of one (1) year from the date this Agreement is signed by both parties. VTEC and ACPS will revisit this partnership agreement annually to update, renew, and revise as necessary.

Kenneth Adams Executive Director 11/8/2021
 VTEC Representative Title Date

Bernard Purston Assistant Superintendent 11/9/2021
 ACPS Representative Title Date

M. J. Au Superintendent 11/10/2021
 ACPS Representative Title Date