



Chickahominy Indian Tribe, Chickahominy Indian Tribe - Eastern Division (Nations),
Monacan Indian Nation, Nansemond Indian Nation, Pamunkey Indian Tribe,
Rappahannock Indian Tribe, Upper Mattaponi Indian Tribe

Virginia Tribal Education Consortium

Seven Virginia Indian Tribes United for Youth Education

STRATEGIC COMMUNICATION PLAN

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Introduction

The purpose of VTEC will be to: (a) advocate Tribal self-determination in education among Virginia Native youth; (b) promote coordination and collaboration among participating Tribes, Virginia Department of Education, and Local Education Agencies; and, (c) improve educational opportunities for our youth. Our VTEC Strategic Communication Plan will serve as a roadmap in fulfilling our vision and mission, being consistent with our core values, and accomplishing our short- and long-term goals by keeping VTEC stakeholders informed and engaged. Using a variety of media methods, we will ensure people understand what we are doing and are aware of our future plans. We will celebrate our successes in being able to change behavior and perceptions where necessary so that our stakeholders and constituents realize VTEC's capacity to be good stewards in pursuing high quality educational opportunities and experiences for our Tribal youth.

VTEC Status as of October 1, 2020

Chickahominy, Chickahominy Eastern Division, Monacan, Pamunkey, and the Upper Mattaponi in partnership with the Tribal Education Departments National Assembly (TEDNA) formed the **Virginia Tribal Education Consortium (VTEC)** in November 1919. **On October 1, 2020 the Nansemond and Rappahannock Tribes joined the Virginia Tribal Education Consortium.** VTEC serves as a tribal education agency (TEA) representing a first of its kind collective effort in Virginia of which we are very proud. This important endeavor is managed by Ken Adams, former Upper Mattaponi Tribal Administrator, as the Consortium Director and Owen Adams as Assistant Director. VTEC is governed by Tribal members appointed by each Tribal government to serve on Consortium Board. **Board members for October 1, 2020 – September 30, 2020 are:**

- ~ **Chickahominy** – May Edwards and Lindsey Johnson
- ~ **Chickahominy Eastern Division** – Reme Holmes and Vicki Holmes
- ~ **Monacan** – Teresa Pollak and Matt Latimer
- ~ **Nansemond** – Keith Anderson and Dave Hennaman
- ~ **Pamunkey** – Allyn Cook-Swarts
- ~ **Rappahannock** – TBD
- ~ **Upper Mattaponi** Lou Wratchford and Deborah Wilkerson

Our future as a people is contingent upon the education of our Tribal youth and preparing them to be leaders and productive members within our Tribal communities and at all levels of our society. In retrospect, Native American youth have a much higher school dropout and low college entry and completion rates as compared to their non-Native counterparts. In response, our first official VTEC Board meeting was on November 18-19, 2019 at the Chickahominy Eastern Division Tribal Center. **Below are some of our accomplished during our first year:**

- Choosing to identify as the Virginia Tribal Education Consortium (VTEC) to better reflect our purpose and hopefully serve all Virginia Tribes
- Wrote and approved our VTEC bylaws

- Met with the Virginia Department of Education (VDOE) officials and several Local Education Agency (LEA) Superintendents
- On January 9, 2020 we elected VTEC Board Officers, who are: Chairperson – May Edwards, Vice Chair – Lindsey Johnson, Secretary – Vicki Holmes, Fiscal Agent – Teresa Pollak
- We've attended Tribal Education Agency Governance and Management Training sessions and have a VTEC website up and running
- During the midst of COVID-19, maintained VTEC Board Member and Staff training conducted by our Resource Partners, Academic Development Institute (ADI) and Native American Rights Fund (NARF).
- Completed and approved VTEC Vision, Mission, Values, and Goals Statements.
- Completed the first phase of the VTEC Strategic Communication Plan.
- Identified and accessed VDOE and LEA Indian Student Data.
- We have established Working Teams dealing with:
 - * Develop VTEC Vision Mission Values Goals
 - * Establish and Monitor VTEC Operational Budget
 - * Maintain VTEC Scheduling
 - * Develop VTEC Strategic Communication Plan
 - * Oversee and Make VTEC Presentations to VDOE and LEAs
 - * Routinely Update SvPM Online System and Provide Status Reports to VTEC Board
 - * File VTEC 501(c)3 Corporation and Set Up VTEC Grants.Gov Account
 - * VTEC Support to Compile Indian Education 506 Form
 - * Identify and Access VDOE and LEA Indian Student Data
- On March 9, 2020 VDOE, led by Leah Walker, Director, Office of Equity and Community Engagement, held an Education Briefing for VTEC at their headquarters in Richmond, VA. VDOE Presenters and Topics presented were:
 - * Paula Robinson, Assistant Director of College Access & PK12 Outreach: **College Access Briefing**
 - * Dr. Sandy Curwood, Director, Office of School Nutrition and Ed Lanza, Director, Office of Budgeting: **School Nutrition and Finance Briefing**
 - * Dr. Lynn Sodat, Director of ESAE Programs: Title VI and Federal Programs
 - * Dr. Christonya Brown, History and Social Science Coordinator: **History and Social Science Briefing**
 - * Dr. Jennifer Piver Renna, Director, Office of Research: **Demographics and Achievement Data Briefing**
 - * Dr. James Lane, Superintendent of Public Instruction: **Virginia is for Learners Briefing**
 - * Dr. Jenna Conway, Chief Readiness Officer: **Early Childhood Briefing**
 - * Emily Webb, Director of Board Relations: **K-12 Governance and Policy Briefing**
- Continued meeting the Virginia Department of Education (VDOE) officials and several Local Education Agency (LEA) Superintendents, obtaining the required Memorandum of Agreement from Dr. David White, Superintendent of King William County Schools.

- VTEC spent July 2020 VTEC preparing the three-year step grant, budget proposal and grant narrative aligned with federal guidelines. VTEC submitted the grant proposal documents on July 31, 2020,
- On September 29, 2020, we received the following notification: **“The U.S Department of Education (ED) is pleased to notify you that your grant has been selected for funding”**.
- Some of the steps to get us to the three-year grant approval were:
 - ✳ Securing an attorney, Chris Peace, Esq. (pro bono), to work with VTEC on filing for 501(c)(3) Corporation; he obtaining SCC VTEC Certification. As of May 28, 2020, VTEC is officially a nonstock corporation; several VTEC Board Members will serve on the 501(c)(3) Board of Directors.
 - ✳ Securing an EIN (non-profit tax ID), completed the 1023-EZ IRS paperwork, established a DUNS, established a bank account, and submitted registration for a SAMs (System for Award Management).
 - ✳ Owen Adams, Administrative Coordinator and Teresa Pollak, VTEC Fiscal Agent aggressively monitors the VTEC Operational Budget.
 - ✳ Ken Adams, Director and Owen Adams, Administrative Coordinator met frequently with our Resource Partners, including TEDNA Executive Director, Quinton Romannose and Michael Pavel, who conducted VTEC’s Governance Training. Both Dr. Romannose and Dr. Pavel have provided tremendous guidance through VTEC’s first year.
 - ✳ Ken Adams, Owen Adams, May Edwards, and others worked tirelessly with Michal Pavel, a VTEC Resource Partner, to secure and prepare documents required for our three-year grant proposal. This included the extensive Project Narrative.
- In anticipation of our new three-year STEP grant, effective October 1, 2020, VTEC continued the employment of Ken Adams as VTEC Director. Owen Adams, VTEC’s will be VTEC’s Assistant Director. We’ve hired an Administrative Assistant and a VDOE Liaison, who will be joining VTEC shortly.
- While we accomplished much during our first year, we expect to accomplish a lot more in the coming three years.

We have the opportunity host a follow up gathering for VDOE, LEA, and other entities to share our perspectives about what is needed to improve the educational experience of our Tribal youth.

VTEC Vision, Mission, Values, and Goals

Vision: The Virginia Tribal Education Consortium is a group of tribal citizens dedicated to the empowerment, betterment and ultimate success of tribal youth in Virginia by helping to facilitate educational opportunities and career training and ensuring that accurate historical information regarding Virginia Indians is available to them.

Mission: The Virginia Tribal Education Consortium will partner with state and local agencies such as the VDOE and LEAs, as well as Virginia Indian tribes and Native individuals, to establish Native sanctioned educational codes as well as opportunities for native youth to receive the

education and training they need to become successful adults and contributing members of their tribal communities.

Values:

- **Integrity:** We are honest, open, ethical, and fair. Our tribal members and others trust us to adhere to our word.
- **Diversity:** We know it takes people with different ideas, strengths and interests to make our VTEC succeed. We encourage healthy debate and differences of opinion.
- **Being present:** connecting with transparency, dignity and respect to each VTEC member as well as our represented nations, partners, and all people.
- **Accountability:** Delivering our very best in all we do, holding ourselves accountable for results, as well as expecting to be accountable to our people.
- **Honesty:** Build Open and Honest Relationships utilizing Communication with all those we work for and with.
- **Positive Energy:** Build a Positive Team and Family Spirit within VTEC.
- **Determination:** Be Passionate and Determined to serve our constituents as well as we can.
- **Humility:** Strive to serve our people with the humble spirit that typifies true Indigenous values and leadership.
- **Communication:** Communicate fearlessly and openly to build trust within VTEC and the tribal communities we serve.
- **Culture:** Allow the cultures of our people to guide the ideas and actions of VTEC at every level.

Goals:

1. Establish and maintain a Virginia Tribal Education Consortium (VTEC) to partner with the Virginia Department of Education (VDOE) and Local Education Agencies (LEAs) to promote Tribal self-determination in education, improve the academic achievement of Indian children and youth, promote coordination and collaboration with VDOE and LEAs, and meet the unique education and culturally related academic needs of Indian students.

Indicators/Measures:

- VTEC By-Laws Adopted and approved by Tribal governance
- VTEC Board Officers elected
- Regular VTEC meetings scheduled and attended by quorum of Board members
- VTEC Working Teams and Tasks identified and given charge
- Identify Indian student population via 506 forms
- Identify databases at LEA and VDOE that provide baseline student data
- Access and gain mastery of baseline database
- Participate in annual VDOE Education Resources Training with LEA representatives

- Participate in annual Native Youth for Success training with VDOE and LEA representatives
2. Produce a Virginia Tribal Education Consortium sanctioned education code that is informed by research on improving Indian student outcomes.

Indicators/Measures:

- Participate in annual VDOE Education Resources Training with LEA representatives
 - Consortium Director, 75% of the VTEC Board, and invited VDOE/LEA representatives receive training that orients them to: Tribal Education Codes, U.S. Department of Education’s Tribal Consultation Policy, the contribution of the Code and Policy to the sovereignty of Tribal Education Agencies (TEAs), and Tribal K-12 Education Governance in comparison to state and federal laws.
 - Gain Tribal Governance sanctioned approval for a Tribal Education Code.
 - Align the Tribally-sanctioned education code with Virginia Department of Education’s (VDOE) accountability program.
3. Complete a Virginia Tribal Education Consortium Sovereignty Performance Management (SvPM) Plan and ongoing procedures to administer and coordinate the Consortium’s activities, manage its relationship and coordination with VDOE and LEAs that educate Tribal youth, deliver capacity-building services that the Consortium will provide for VDOE and the LEAs and capacity-building services that the VDOE and LEAs provide for the Consortium.

VTEC Stakeholders

VTEC Internal Stakeholders: VTEC Board Members, VTEC Staff, VTEC Tribal Leadership, VTEC Tribal students, parents, and community members.

Virginia External Stakeholders: Virginia Department of Education, Local Education Agency Superintendents, Local Educators (including administrators, teachers, and other personnel), Local School Boards, Commonwealth of Virginia, and the General Public.

VTEC Stakeholder Prioritization: Virginia Tribal students will always be VTEC’s most important stakeholder. We will prioritize our stakeholder communications needs based on work to address our Tribes student needs. **A sample Message Prioritization Grid is shown in attachment #2.**

VTEC Messages

We have identified known stakeholders. Currently we are beginning to break down our communication objectives into relevant messages for each of our stakeholders. We are starting with Tribal Leaders and Members who are our highest priority. However, the VTEC messages will

be relevant and appropriate to each stakeholder. We may choose to speak to our Tribal leaders, Tribal members, VDOE and LEAs in a more forthright language than we will with our Tribal students and the general public. Paramount for our delivery is that there is a continuity across the messages. It is important that all of our stakeholders understand what kind of organization we are, so our messaging of needs always to link back to VTEC’s Vision, Mission, Values, and Goals.

VTEC Communication Objectives and Evaluation

VTEC’s Strategic Communication Plan will align, integrate, and advance our Vision, Mission, Values, and Goals, which will set us up for success. We must incorporate an overall sense of communication principles that will underpin key messages that VTEC desires to disseminate. The way in which we communicate with our stakeholders is fundamental to achieving VTEC’s goals. Included is an evaluation to know what our success should look like and how will we know we have met our objectives. Outcomes may be simple as verbal feedback at a meeting, post meeting survey, or written communication surveys. **A sample Communication Objectives Evaluation Grid is attached below. (See attachment #3)**

VTEC Communications Methods

We’ve implemented the first phase of the “VTEC Strategic Communication Plan” with the release of prepared Introductory Communication Document 03.16.2020, titled, “**Virginia Tribal Education Consortium: Five Tribes United for Youth Education**”. This document has been approved by VTEC Board members and shared with Tribal leadership and membership. It gives a broad overview of “Why, Who, When, How, and What” VTEC was formed and a brief description of our accomplishments from October 1, 2020 to mid-March, 2020 (Attachment #1).

Below is a short description of various tools that have emerged while conceptualizing our Strategic Communication Plan:

1. VTEC Strategic Communication Plan: This is VTEC’s Strategic Communication Plan developed by a Working Team of VTEC Board members. The plan provides useful, trustworthy, reliable, and practical information supporting VTEC Vision, Mission, Values and Goals. VTEC is a strong well-respected Virginia Native American organization that will strive to always put our Native American youth and their education first. We commit to respecting all VTEC stakeholders and value every person and their opinions. [Practical information: it is the document you are reading.]
2. VTEC Strategic Communication Plan Stakeholder Tracking Tool: An excel spreadsheet listing VTEC Stakeholders in the Column A and the “Why, What, When, How, Who, Documentation” in Column’s B through G. The intervening cells provides communication information, status, statements and updates, action items, outcomes and opportunities.

For each stakeholder identified in Column A, we will determine the most appropriate channels for communicating with them. These may include emails, bulletins, leaflets, conferences, events, website, or other form of media. There are pros and cons to all

communication methods depending on needs and resources. We have constructed our communication plan to utilize various methods, always linking all messages to our Vision, Mission, Values, and Goals.

3. VTEC Communication Work Plan Details: An excel spreadsheet that indicates the key communication activities and resources allocated to the delivery of the message. This allows us to include proposed timelines, milestones, and measure clear steps toward delivery goal. Specific communication projects, events, or publications that we know will take place at a specific time can be highlighted.
4. VTEC Working Team Template: Excel Workbook with a separate sheet for each of VTEC's current teams; this is a method that each team can track their progress of each message the team undertakes. We, the Strategic Communication Plan (SCP Team) used the first sheet of the workbook to track the documentation of the development of the Strategic Communication Plan.

Relative Communication Strategy

Who do we communicate with and what is the primary and secondary means of communication?

From an Indigenous worldview we are all relatives and that is how we embody the process of communication. This is envisioned as a five-stage set of concentric circles in the following pattern:

First Stage: At the center is VTEC Board and Staff.

Consistent with good relations and an Indigenous worldview, the primary means of communication at this stage is by word of mouth during personal exchanges or during scheduled staff/Board meetings, and that can take place in person or via a phone call, while taking advantage of exchanges in passing with one another, email, and online support systems like Google docs. Secondary means of communication will be information broadcasts, news releases, newsletters, website, and social media and networking.

Second Stage: The next outreach is to our relatives within Tribal Leadership and Community which has the added benefit of being represented by Board members at the center of all that VTEC does. That means the VTEC Director, in consultation with the VTEC Board, will endeavor to communicate with Tribal leadership who will then work in concert with their VTEC Tribal Appointees to inform the Tribal community.

Consistent with good relations and an Indigenous worldview, the primary means of communication at this stage is still by word of mouth, phone call, email and additional exchanges during scheduled bi-annual meeting with Tribal Leadership and yearly Convening of all Relatives that can take place in person or video conference. Secondary means of communication will be information broadcasts, news releases, newsletters, website, and social media and networking.

Third Stage: We progress to the next stage after Tribal leadership has been informed and, if necessary, responded accordingly (i.e., if action is needed or not needed).

The next stage of communication outreach is to our Core Partners VDOE and LEAs. Please note, that given the publicly-funded nature of education, this stage also factors in the need to communicate with political representatives (i.e., Governor's Office, Representatives, etc.), government agencies, and other educational entities like higher education institutions.

The primary means of communication at this stage is still by word of mouth during personal exchanges, phone calls, and email in addition to online support systems like Google docs when working on projects in addition to scheduled Core Partner monthly meetings and a yearly Convening

of all Relatives that can take place in person or video conference. Secondary means of communication will be information broadcasts, news releases, newsletters, website, and social media and networking.

Fourth Stage: The next stage of communication outreach is with our Contracted Partners. The primary means of communication at this stage is still by word of mouth during personal exchanges, phone calls, and email in addition to online support systems like Google docs, as well as scheduled monthly meetings and a yearly Convening of all Relatives that can take place in person or video conference. Secondary means of communication will be information broadcasts, news releases, newsletters, website, and social media and networking.

Fifth Stage: This stage involves informing the general public. The primary means of communication at this stage will be information broadcasts, news releases, newsletters, website, and social media and networking. Given the need to include contact information on publicly-released information, secondary means of communication would involve a VTEC staff member (i.e., Director) engaging in word of mouth, phone calls, and email in addition to requests for presentations or Native representation, and a yearly Convening of all Relatives that can take place in person or video conference.

How do we decide what is necessary to communicate?

Our Outreach to Relatives follows a vetting process overseen by the VTEC Director in consultation with VTEC staff and the VTEC Board. The Director will oversee decisions made about if communication is basically internal in the process of conducting day-to-day affairs or requires external involvement from relatives entrusted with meeting the education needs of Native youth and their families. Generally, the VTEC Director should be entrusted with approving communication that will be publicly disseminated knowing s/he will consult with staff and the VTEC Board as appropriate.

Conclusion

VTEC's Strategic Communication Plan has been developed with the idea we will add additional information incrementally as we move forward. It is designed as a dynamic living document that may evolve through successive updates and revisions, expanded as needed, and will serve VTEC over time. We may need to include supplemental strategies for our **(1) web/online media presence, press releases, and/or additional attachment as written documents are produced.** These will be helpful as we go into greater detail about how VTEC plans to use these channels to communicate effectively with relevant stakeholders. All revisions and updates will adhere to VTEC's core Mission, Vision and Values.

ATTACHMENTS

Attachment #1



Virginia Tribal Education Consortium:

Five Virginia Tribes United for Youth Education

We are excited to announce that five Virginia Indian Tribes (Chickahominy, Chickahominy Eastern Division, Monacan, Pamunkey, and the Upper Mattaponi) in partnership with the Tribal Education Departments National Assembly (TEDNA) have formed the **Virginia Tribal Education Consortium (VTEC)**. VTEC will serve as a tribal education agency representing a first of its kind collective effort in Virginia of which we are very proud. This important endeavor will be managed by Ken Adams, former Upper Mattaponi Tribal Administrator, as the Consortium Director and Owen Adams as our Administrative Coordinator.

VTEC will be governed by two Tribal citizens appointed by each Tribal government to serve on Consortium Board. These Board members are:

- ~ **Chickahominy** – May Edwards and Lindsey Johnson
- ~ **Chickahominy Eastern Division** – Reme Holmes and Vicki Holmes
- ~ **Monacan** – Teresa Pollak and Matt Latimer
- ~ **Pamunkey** – TBD
- ~ **Upper Mattaponi** – Lee Lovelace and Lou Wratchford

Our future as a people is contingent upon the education of our Tribal youth and preparing them to be leaders and productive members within our Tribes and at all levels of our society. In retrospect, Native American youth have a much higher school dropout and low college entry and completion rates as compared to their non-Native counterparts. The purpose of VTEC will be to: (a) advocate Tribal self-determination in education among Virginia Native youth; (b) promote coordinating and collaboration among participating Tribes, Virginia Department of Education, and Local Education Agencies; and, (c) improve educational opportunities for our youth.

Our first official VTEC Board meeting was on November 18-19, 2019 at the Chickahominy Eastern Division Tribal Center. We've accomplished much in our short tenure thus far:

- Choosing to identify as the Virginia Tribal Education Consortium (VTEC) to better reflect our purpose and hopefully serve all Virginia Tribes
- Wrote and approved our VTEC bylaws
- Met with the Virginia Department of Education (VDOE) officials and several Local Education Agency (LEA) Superintendents

- On January 9, 2020 we elected VTEC Board Officers, who are: Chairperson – May Edwards, Vice Chair – Lindsey Johnson, Secretary – Vicki Holmes, Fiscal Agent – Teresa Pollak
- We've attended Tribal Education Agency Governance and Management Training sessions and have a VTEC website up and running
- On March 9, 2020 we attended a VDOE Education Briefing, led by Leah Walker, Director, Office of Equity and Community Engagement, at their headquarters in Richmond, VA. Several VDOE representatives, including Dr. James Lane, Superintendent of Public Instruction made presentations.
- We have established Working Teams dealing with:
 - * Develop VTEC Vision, Mission, Values, and Goals
 - * Establish and Monitor VTEC Operational Budget
 - * Maintain VTEC Scheduling
 - * Develop VTEC Strategic Communication Plan
 - * Oversee and Make VTEC Presentations to VDOE and LEAs
 - * Routinely Update SvPM Online System and Provide Status Reports to VTEC Board
 - * File VTEC 501(c)(3) Corporation and Set Up VTEC Grants.Gov Account
 - * VTEC Support to Compile Indian Education 506 Form
 - * Identify and Access VDOE and LEA Indian Student Data

More is on the horizon. We have the opportunity host a follow up gathering for VDOE, LEA, and other entities to share our perspectives about what is needed to improve the educational experience of our Tribal youth. Exploring ways to engage our youth: Possible invitation to our youth to help in designing a VTEC logo! How cool is that?

Thank you and STAY TUNED.

For more information, please contact:

Ken Adams kenadams@vtecinc.org

Owen Adams owen.adams@vtecinc.org

Attachment #2

Virginia Tribal Education Consortium | April – June 2020 Newsletter



Virginia Tribal Education Consortium – Virginia Tribal Education Agency

Five Virginia Tribes United for Youth Education Chickahominy, Eastern Chickahominy, Monacan, Pamunkey, and Upper Mattaponi Indian Tribes

In November 2019, Five Virginia Indian Tribes formed the **Virginia Tribal Education Consortium (VTEC)** which serves as the first **Virginia Tribal Education Agency (TEA)**. We recently released VTEC’s Introductory Communication Document outlining many successes and accomplishments through March 30, 2020.

In the midst of the COVID-19 Pandemic, VTEC continues to move forward with the implementation of the **Virginia STEP (State Tribal Education Partnership) Project**. This **STEP Project** allows us to promote (1) Tribal self-determination in education; (2) improve the academic achievement of Native children and youth; and (3) to coordinate and collaborate with the Virginia State Education Agency (SEA) and Local Education Agencies (LEAs) to meet the unique education and culturally related academic needs of Native youth.

While the COVID-19 raged on for the past four months, VTEC, along with Ken Adams, Director and Owen Adams, Administrative Coordinator, has continued to frequently meet virtually, via ZOOM, working toward accomplishing objectives set forth in the Virginia STEP Narrative. See list below:

- Due to job constraints, Lee Lovelace Upper Mattaponi Tribe representative resigned in mid-March.
We thank Lee for his contributions November 2019 – March 2020. We are honored to have Deborah Wilkinson become a VTEC Board Member.
- Maintained VTEC Board Member and Staff training conducted by our Resource Partners, Academic Development Institute (ADI) and Native American Rights Fund (NARF).
- Attended Tribal Education Agency Governance and Management Training sessions.
- Maintained VTEC scheduled and non-scheduled meetings.
- Completed and approved VTEC Vision, Mission, Values, and Goals Statements.
- Completed the first phase of the VTEC Strategic Communication Plan.
- Identified and accessed VDOE and LEA Indian Student Data.
- Continued meeting the Virginia Department of Education (VDOE) officials and several Local Education Agency (LEA) Superintendents.
- Continued supporting LEAs with completing Indian Education 506 Forms

- VTEC set up the VTEC Grants.Gov Account in preparation for VTEC’s upcoming 3-year **STEP** grant submission.
- Challenges requiring an amendment to VTEC Bylaws recognized and completed
- Ken Adams secured an attorney, Chris Peace, Esq. (pro bono), to work with VTEC on filing for 501(c)(3) Corporation; he obtaining SCC VTEC Certification. As of May 28, 2020, VTEC is officially a nonstock corporation; several VTEC Board Members will serve on the 501(c)(3) Board of Directors.
- VTEC has secured an EIN (non-profit tax ID), completed the 1023-EZ IRS paperwork, established a DUNS, established a bank account, and submitted registration for a SAMs (System for Award Management).
- Owen Adams, Administrative Coordinator and Teresa Pollak, VTEC Fiscal Agent aggressively monitors the VTEC Operational Budget.
- Owen updates VTEC Sovereign Performance Management website; this website provides data reporting on objectives and accomplishments.
- Ken Adams, Director and Owen Adams, Administrative Coordinator met frequently with our Resource Partners, including TEDNA Executive Director, Quinton Romannose and Michael Pavel, who conducted VTEC’s Governance Training. Both Dr. Romannose and Dr. Pavel have provided tremendous guidance through VTEC’s first year.
- Federal Register for **STEP** grants announcement received June 1, 2020; grant submission is due July 31, 2020.
- Ken Adams, Owen Adams, and Resource Partner, Michael Pavel drafted VTEC’s 3-year **STEP** Project and budget proposal aligned with federal guidelines.
- On June 24, 2020 Ken Adams, Lindsey Johnson, and Lou Wratchford, accompanied by Quinton Romannose and Michael Pavel, met with Leah Walker, VDOE’s Office of Equity and Community Engagement Director, to discuss in depth the **STEP Project** and requirements.

July 2020 Objectives

- Meet with Dr. David White, Superintendent King William County Schools and Dr. Brian Nichols, New Kent County Schools to secure partnerships with these Local Education Agencies to meet the Virginia **STEP** grant requirements.
- Finalize all 3-year **STEP Project** grant documents by VTEC’s target date of July 28, 2020.
- Submit 3-year **STEP Project** grant by VTEC’s target date July 29, 2020.
- Continue working on Employee Handbook, Job Descriptions for potential VTEC employees and prepare for recruitment.

One of our goals is to keep tribal citizens informed on what VTEC has accomplished and on which we are working. Please share this document with Virginia Indian citizens in your respective tribes; let us know what and what and in how much detail do you tribe’s citizens want to hear.

For more information, please contact:

Ken Adams kenadams@vtecinc.org or **Owen Adams** owen.adams@vtecinc.org

Attachment #3

Virginia Tribal Education Consortium | July – September 2020 Newsletter



Virginia Tribal Education Consortium – Virginia Tribal Education Agency Five Virginia Tribes United for Youth Education Chickahominy, Eastern Chickahominy, Monacan, Pamunkey, and Upper Mattaponi Indian Tribes

The **Virginia Tribal Education Consortium** began our mission at the Eastern Chickahominy Tribal Center on November 19 – 20, 2019. We’ve accomplished and learned a lot since our humble beginnings. VTEC submitted proposal documents for a three-year Virginia Tribal Education Partnership (STEP) grant on July, 31, 2020. On September 29, 2020, we received the following notification: **“The U.S Department of Education (ED) is pleased to notify you that your grant has been selected for funding”**. The Rappahannock and Nansemond Tribes are joining VTEC on October 1, 2020.

COVID-19 continues to affect all Virginians. Please wear a mask, social distance, and be safe. We’ve navigated many changes recently; we are mindful of the impact on our Native students and all students across our country. Students face school changes and learning as never before in our lifetime; they will have new challenges in the new school year. During all the adjustments Native students are encountering, VTEC, through the Virginia STEP (State Tribal Education Partnership) Project, is continuing to promote the following:

1. Tribal self-determination in education;
2. Improve the academic achievement of Native children and youth;
3. To coordinate and collaborate with the Virginia Department of Education (VDOE) and Local Education Agencies (LEAs) to meet the unique education and culturally related academic needs of Native youth.

Below are some of our accomplishments during July – September 2020:

- Ken Adams requested and received approval for an extension of our one-year STEP grant until February 28, 2021.
- Ken Adams, Owen Adams, May Edwards, and others worked tirelessly with Michal Pavel, a VTEC Resource Partner, to secure and prepare documents required for our three-year grant proposal. This included the extensive Project Narrative.

- July was an extremely busy month. VTEC frequently met to discuss VTEC's 3-year STEP Project and budget proposal aligned with federal guidelines.
- The **VIRGINIA TRIBAL EDUCATION PARTNERSHIP (STEP)** grant program requires a collaborative relationship and an Agreement of Understanding between VTEC and at least one Virginia Local Area School District. On July 6, 2020 Ken Adams and Lou Wratchford met virtually with Dr. David White, Superintendent King William County Schools to discuss our working relationship and the required Memorandum of Agreement. Dr. White signed the Memorandum and we submitted the document with our grant proposal.
- Ken Adams reached out to Dr. Brian Nichols, Superintendent New Kent County Schools, to discuss a working relationship and a Memorandum of Agreement between VTEC and New Kent County Schools. We are awaiting Dr. Nichols response. We learned at our July 15, 2020 Board meeting that Dr. Dalphine Joppy joined the Charles City County Public Schools as their new Superintendent. We also learned that Dr. Todd Perelli, Director of Teaching, Learning, and Accountability with Charles City County Schools; hopefully Charles City Local Education Agency will partner with VTEC.
- Ken also reached out to the following Local Education School Districts with enrolled Native students, with the goal of establishing working relationships: **Henrico, Chesterfield, Amherst, and West Point.**
- VDOE advised that Christonya Brown, VDOE History and Social Sciences Coordinator will be working with VTEC over VTEC's 3-year STEP Project as VTEC implements the goals and activities of the grant. Leslie Sale, VDOE Office of Policy Director has extended her support to VTEC.
- Continued VTEC Board Member and Staff training conducted by our Resource Partners, Academic Development Institute (ADI) and Native American Rights Fund (NARF). Board members conducted interviews with tribal citizens to obtain the citizen's Oral History; these were presented at our July 2020 board meeting. Oral History training continued in August.
- Owen Adams continues to update updates VTEC Sovereign Performance Management website which provides data reports on objectives and accomplishments.
- In anticipation of our new 3-year grant – VTEC continued employment of Ken Adams as VTEC Director. Owen Adams, VTEC's Administrative Coordinator, will be VTEC's Assistant Director on October 1; his duties and responsibilities are being expanded. VTEC hired Kara Canaday, (Chickahominy Tribe), as VDOE Liaison and Raven Adams, (Upper Mattaponi Tribe) as VTEC Administrative Assistant. Kara and Raven will be joining VTEC in October 2020.

COMING IN OCTOBER and LATER

- Welcome the Nansemond Tribe and the Rappahannock Tribe to VTEC. Begin onboarding Nansemond and Rappahannock Tribe VTEC Board Members.

- Implement VIRGINIA TRIBAL EDUCATION PARTNERSHIP (STEP) 3-year grant.
- Onboard new VTEC Staff, Kata Canaday and Raven Adams. Complete VTEC Employee Handbook.
- Continue working on VTEC Strategic Communication Plan Document.
- Lee Lovelace, who serves as the Tribal Outreach Liaison, Virginia Tech Undergraduate Admissions Office, was given permission by the Virginia Tech Admissions Office to host a VTEC Conference in Spring 2021.

We desire to keep all tribal citizens informed of VTEC's accomplishments and on that which we are working. Please let us know what and in how much detail you would like.

For more information, contact:

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Owen Adams owen.adams@vtecinc.org

Attachment #4

MESSAGE PRIORITIZATION GRID

Audience	Advice or Information	Accommodation Services	Policies and Practice	Policy and Research	Financial Accounts	Success Stories
VTEC Staff						
VTEC Board						
Donors						
Community groups						
Service users						
Social services						

Attachment #5

COMMUNICATION OBJECTIVES and Evaluation Outcomes

Communication Objective	Implementation and Performance Measures	Evaluation Outcomes (Indicate Below)
Objective 1	Utilize communication methods—in-person, remotely, electronically, postal, etc.—that best support VTEC’s Vision, Mission, Values, Goals.	
Objective 2	Articulate communications strategies—meet regularly, respond timely, be transparent, etc.—that will foster stakeholder engagement and strengthen relationships.	
Objective 3	Engage in communication inquiries—verbal questioning, open-ended survey questions, focus groups with stakeholders, etc.—that ensures stakeholders understand VTEC’s Vision, Mission, Values and Goals.	
Objective 4	Implement communication activities—generate and share reports of progress and areas of need, ask stakeholders to list their goals for Tribal youth and how VTEC can help, etc.—that stakeholders will know what they can expect from VTEC and what VTEC expects of from stakeholders. Internal communication is crucial to success.	

VTEC ORAL HISTORY

Ray Adams Oral Tribal Story Interview

June 24, 2020

Interviewer: Deborah Wilkinson, UMIT Representative, VTEC Board Member

Ray was born in Sweet Hall, VA (near West Point) and lived there with his family until the age of 4. His mother was Manie Adams, daughter of Jasper and Molly Adams. His father was James Adams, son of another Molly Adams. He received his education in Philadelphia PA graduating from high school, then took vocational training as a printer pressman. Ray returned to VA in his 40's where he started his own printing business, First American Printing Co. Ray was elected Assistant Chief in the 1980's then served as Chief from 1987 to 1992. Appointed to serve on the counsel of Virginia Counsel of Indians (VCI) and United Indians of Virginia (UIV).

• **Who is your tradition bearer, or who and how did they teach you the most about your tribal community?** Mother, Manie Adams was instrumental to the tribe receiving State recognition. She worked along with another tribal citizen, Al Tupponce driving state recognition for the tribe. Ray recalls he began getting more involved in tribal business during his late 40's at the request of his mother. Traveled every weekend for 18 months from Ohio to VA to visit his mother who later died of terminal cancer.

• **Describe the place of your community, where you grew up. What was it like? How has it changed over the years? What brought about these changes?**

As a child his family would visit family and attend tribal events frequently, especially homecoming. The Church was the foundation of the tribe and homecoming always brought everyone back together. Although, Ray and his family would visit more frequently, than just homecoming, also attending tribal functions and visit during the summer. The most fondest memory was the sense of family, the love that was shared, and never made to feel like a visitor. Many of the tribal members who still lived in KW were very poor. There weren't a lot of jobs and the lack of education made it difficult on the families. Families either moved or sent their kids away for better education. Families settled in other areas near each other to build a support system Philadelphia provided more activities and better education and there wasn't as much racism towards Native Americans (there was some, but not as prevalent as in King William, aka KW). The tribal citizens in KW didn't have those same activities, or weren't allowed to participate, and didn't have money for activities. Parents continued to emphasize the importance of education to where many of today's tribal citizens have high education and are very successful. Although they are not connected or involved in tribal matters because they didn't live in the area. Helen Hill, a teacher at Sharon Indian School, was very passionate about helping the children within the tribal community get the best education they could.

• **What are your fondest memories about growing up in your tribal community?**

Homecoming, visiting family and grandparents, Jasper and Molly. Family loved him and he loved them.

• **Are there any unpleasant memories about growing up in your tribal community?** Every family was poor and most were not well educated. The mistreatment of the tribal citizens of other(s) and other groups in the community. Mistreatment of the youth who were placed in

boarding schools. Horrific stories to where those who experienced them, won't talk about them even today. The lack of resources and the negative impacts that had on the tribal community.

- **Might you share a treasured/impactful tribal/ancestry related story passed down to you.**

N/A

- **What community traditions were honored?**

Pow Wow started 32 years ago and the Church (homecoming) holds the people together. Church funding started with \$18, mostly built on faith.

- **How have these traditions changed or developed over time? Do the traditional celebrations exist today?**

When the Intertribal Pow Wows first started, the dancers, drummers and the MC was all volunteers. No one was being paid money to participate. People participated because it was something they were passionate about and the love that was shared about their culture. Today, it has become too commercialized, dancers, drummers and the MC are paid to perform.

- **What do you think is the future of these traditions? What are the challenges and opportunities? Are others learning and practicing the tradition?**

Pow Wows are becoming larger, not as profitable because of having to pay for dancers, drummers and the MC. People danced and drummed because it was in their heart. The money changes the dynamic or the reasoning behind the purpose of the Pow Wow. In the past, Native Americans history and culture were not accepted, whereas today non-natives are more interested in their history and culture.

- **What memories describe your schooling?** Good student, attended public school in Philadelphia. Experienced some racism as he would make friends however, their parents wouldn't always approve.

- **What historical events have impacted you and your community?**

1919: The tribe build Sharon Indian School. The School closed in 1964, then KW county used it for a gov't office.

1983: UMIT Received State recognition

1987: KW County returned the Sharon Indian School building back to the tribe.

1987: The tribe purchased 32 acres of land used today as the tribal grounds.

1988: First Tribal Pow Wow on the grounds by Sharon Indian School

Connie Adams Lovelace's Oral Tribal Story Interview

June 17, 2020

Interviewer: Lou Wratchford, UMIT Representative, VTEC Board Member

On Tuesday, June 17, 2020 I had the privilege of interviewing Connie Lovelace as a part of the Virginia Tribal Education Board's initial attempt at gathering the Oral History of VTEC Member Tribes' citizens. What an awesome honor and responsibility. It is my hope that as we move forward, we can encourage other tribal citizens to collaborate with VTEC in solidifying our tribal histories in written form for future generations.

Connie Adams Lovelace's Oral Tribal Story

Connie Lovelace is the daughter of Arthur and Rose Adams; she is the granddaughter of Molly Adams, Norman 'Push' and Minnie Adams, and the great-granddaughter of Cleveland 'Clip' and Jane Adams. She is sister of the current Upper Mattaponi Chief, Frank Adams. In addition, she is also my 'double' cousin. Her great-grandfather Cleveland "Clip" Adams and my grandfather (former Chief Jab Adams) were half-brothers and her great-grandmother, Jane Adams and my grandmother, Mollie Adams, were sisters. Therefore, she and I have a lot of the same relatives.

As we talked, Connie's cherished memories of her father and mother came through, sometimes invoking strong emotions. She remembered her father making things like corncob pipes and flutes using cornstalks and other available items. Her mother, Rose, had limited educational opportunities growing up; she was a strong advocate of education for her children, insisting her children make good grades in school. She taught her children and other community children about all the things available for survival, especially the items that could be used for food. Connie's mother was always visiting, giving and being helpful to others. She always shared what she had. She was a wonderful cook, making biscuits every day; she would leave her finger indentations in the biscuits. We always grew most of our food in order to survive.

Several of her aunts and uncles left King William for Philadelphia, PA for better job and school opportunities; but they always retained a strong family connection. Many of them returned to Virginia during summer vacations; they seemed to always want to stay with her family in their small house. She remembers during her early childhood (before they had running water in their home) her young cousins were fascinated by taking baths outside in the large galvanized washtub. All wanted to take their turn in the tub.

As a child Connie could not remember being poor; she did not realize how poor they were until she grew up and left home. She only remembered one vacation trip, which was to Philadelphia to visit her Great Aunt Maria and Uncle Dawson Tuppee.

Growing up in the Upper Mattaponi Indian Tribe community of King William, VA Connie was surrounded by a close native community with strong connections to Indian View Baptist Church and Sharon Indian School. Some of her fondest memories included Homecoming and Revival at Indian View each August; these always include an abundance of good food and lots of cooking.

The church Pastor and the visiting preacher for the week would have supper at the home of a church family member each night of the revival. Every year, they would have supper at Connie's home; this meant they worked all day cleaning the house and her mother fried chicken for supper. And don't forget, she had to kill, pluck, clean the chicken first before the frying! To this day, Indian View Baptist Church still has its Homecoming the first Sunday in August and Revival the week following.

Connie attended church every Sunday and was always involved in special church activities around Easter and Christmas such as Christmas programs and Easter Egg hunts. Starting in the 1980's, our tribe began have annual Pow Wows, which were fun. She does not remember any native functions prior to the Pow Wows when we reacquired Sharon Indian School back from the County. UMIT ladies, including my mother, learned pottery, beading, and making regalia that was taught by several of the Pamunkey and Mattaponi ladies. The tribe does have some cultural classes such as beading and some regalia and everyone enjoys the Pow Wows. A majority of the youth today are more interested in the internet; it is a challenge to gain and keep the interest of youth in native culture.

Connie attended Sharon Indian School (UMIT local school) for first and second grade. As she entering third grade, she attended elementary school on the King William High School campus. Prior to this she had only been around UMIT people and was very nervous going to school that first year. While nervous about going to a 'white school' in third grade, soon began to make friends. She did very well in school; her strong desire to learn was inspired by my mother. Connie remembered one male classmate asked her once if her mother carried me in a papoose? She soon began to know where she was not welcome and stayed away from those people and places. She was honored to be the Salutatorian at her high school graduation; the Valedictorian that year was an African American girl. Prior to the year she graduated, a King William's woman's club in King William had always granted scholarships to the Valedictorian and the Salutatorian graduates; that year these scholarships were given to much lower grade ranking students. Remember, this was the 1970's.

Some historical events that have impacted Connie and the tribal community are as follows:

1964: Public schools opened to Native Americans. After **Sharon Indian School** closed in 1965, the county used it for offices.

1983: March 25, 1983: **Virginia State Recognition**

1985: The Upper Mattaponi Tribe petitioned King William County for the return of the Sharon Indian School building to UMIY.

1987: King William County returned the Sharon Indian School to the **Upper Mattaponi Indian Tribe**.

2006 – Virginia Indians were invited to Kent and Gravesend, England. Approximately 50 Virginia Indians, including my brother Chief Frank Adams, my son Lee Lovelace and my niece Morgan Faulkner were included in the trip.

2007: 400 Year Centennial Virginia Indians participated in the 400 Year Commemoration in Jamestown and Virginia. A large number of UMIT citizens welcomed Queen Elizabeth to the Virginia State Capitol, participated in a Pow Wow at the Hampton Roads coliseum, and

participated in the Smithsonian Folklife Festival in Washington, D.C. Connie's son, Lee Lovelace had a role in the festival.

2018: Upper Mattaponi (and other Virginia Indian Tribes) achieved Federal Recognition.

Al Tupponce's Oral Tribal Story Interview

June 25, 2020

Interviewer: Lou Wratchford, UMIT Representative, VTEC Board Member

As part of VTEC's training conducted by Academic Development Institute, VTEC board members were given a homework assignment to interview a tribal citizen to gather their Tribal Story. I decided to interview two Upper Mattaponi Tribal citizens. In addition to my homework interview assignment, I had the honor and privilege of interviewing Al Tupponce, an elderly Upper Mattaponi citizen on June 25, 2020.

Al and I spent three to four hours discussing his eighty-five-year native experience. Gathering information from one of our citizens that left Virginia in 1940 as a small child and returning to Virginia in the late 1970's approaching midlife, is very different from my experience, having lived in Virginia all my life.

Al is the son of Maria and Dawson Tupponce and the grandson of grandson of Cleveland 'Clip' and Jane Adams. His paternal grandparents were Christopher John Tupponce and Isabella Charlie Walker Tupponce, were citizens of the Mattaponi Tribe. Al's mother, Maria Adams Tupponce grew up in the Upper Mattaponi Indian community; she was one of 9 children. Maria received a seventh-grade education at Sharon Indian School. Al's father, Dawson and his three siblings grew up on the Mattaponi Indian Reservation. His father Christopher John Tupponce died in a logging accident when Dawson was in 4th grade and his brother, Luther was in 6th grade. This ended their education because both were withdrawn from school to help on the family farm.

Al has served on the Upper Mattaponi Tribes Council 2012 and is the cousin of the current Upper Mattaponi Chief, Frank Adams. In addition, he is also my 'double' cousin. His grandfather Cleveland "Clip" Adams and my grandfather (former Chief Jab Adams) were half-brothers and his grandmother, Jane Adams and my grandmother, Mollie Adams, were sisters. Therefore, Al and I have a lot of the same relatives.

Al remembers following chiefs: Jasper 'Jab' Adams, Edmond 'Dootz' Adams, Andrew Adams, William 'Bill' Adams, Linwood Custalow (all now these deceased). Recent chiefs he remembers are: Raymond Adams, Edmond Adams, Ken Adams, and our current chief, Frank Adams.

In the 1940's many of the Upper Mattaponi, Mattaponi, and Pamunkey citizens moved from King William County, VA to Philadelphia, PA to better their job opportunities. Many of Al's and my families travelled this route. In 1940, at the age of 5, Al's parents packed their belonging and moved with Al, to Philadelphia, Pennsylvania. He does not remember much prior to his leaving.

The Indian community in Philadelphia was different from King William; however, in some ways they were similar. The Upper Mattaponi in King William was a rural community; Philadelphia was urban. The Upper Mattaponi in King William were a tight knit community and most of their activities took place in their school and church. A large number of the Upper Mattaponi citizens had the last name of Adams and their community was often referred to Adamstown. Similar to

this, the Philadelphia community in which Al grew up was also a close community, where the majority of Upper Mattaponi Indians lived in a 12-block area. A large number of the Upper Mattaponi referred to their community as “**Adamstown North**”. One thing was very different; the larger neighborhood Al lived in was multiracial; however, the majority was white. They never encountered any racial issues in their neighborhood or at school.

Although there was no specific person as the tradition bearer in the community; the Indian community continued the close-knit environment they had known in King William. Everyone watched out for each other; on holidays everyone visited each other and had a joyful time together. All attended the same social events and they relied on each other. If one needed assistance, everyone pitched in.

Growing up Al’s recollection of coming to Virginia from Philadelphia are mostly good memories. He does remember the trips to King William, Virginia always started out with lots of excitement and expectation. Everything went well until they reached the southern part Maryland and into Virginia. As his family would enter this phase of the trips, things changed. Their parents knew they needed to be careful where they stopped for food or rest. During the 1940’s, 1950’s, and into the 1960’s, this was because of the ‘Jim Crow’ laws that were still in effect. When he moved back to Virginia in 1978, things had changed a lot.

One summer Al’s parents decided he would spend three weeks on his Grandfather’s Clips farm. According to Al, he had to work from sunup to sundown and this was the time he decided that when he grew up, he would never be a farmer or work on a farm.

Al’s has good memories of going to school in Philadelphia. He attended multiracial elementary and high schools with Upper Mattaponi, Mattaponi, and Pamunkey children in the neighborhood in which they lived. All the other kids wanted to meet the ‘cool Indian kids. He did not experience going to school in Philadelphia as his counterparts experienced in King William. He remembers walking home from school with other kids from the neighborhood and his mother (or the mother of the kids whose house it was that day) would give him a dollar to go the store to buy a pound of bologna; all the kids ate sandwiches most days.

Al was a young boy during World War Two; he has few memories about the war. However, he does remember his mother using ration tickets.

Al shared a wonderful memory of the annual trips his family and other families from the Philadelphia Upper Mattaponi community made each year to share Indian View Baptist Church’s annual Homecoming on the first Sunday of August. The Homecoming is an-all day event of ‘an old meeting and eating on the ground’ that is still held on the first Sunday of August each year. Most of the other Upper Mattaponi Indians in Al’s Philadelphia neighborhood would also travel to King William to attend the Homecoming and Revival Services. It was an annual pilgrimage.

Al and I spent some time reminiscing about how all of the Upper Mattaponi looked forward to this event every year. The church sanctuary was/is rather small; during the afternoon services, the adults filled it to capacity. Since there was little room for the children, they played outside until the service was over. We both agreed these were very enjoyable times and we still look forward to our annual Homecoming.

In addition to the Homecoming, during these annual treks, Al looked forward to visiting all the family members still living in King William. And as in those days, Indian View Baptist Church, the UMIT home church, still holds its annual Homecoming on the first Sunday of August, with the nightly services reduced to three nights (rather than five nights).

Al's younger brother, Reginald 'Reggie' Tupponce, Sr., was born in 1942 in Philadelphia; he moved to King William in 1976. He had purchased a small restaurant and asked Al to come and manage the bakery. Al agreed and moved his family to King William, VA. A few years later Reggie sold the restaurant; Al stayed in Virginia and the bakery business as a Bakery Manager with the Virginia Department of Corrections until he retired.

Al enjoys serving on the Upper Mattaponi Council and taking the lead on arranging cultural events for the children, such as dancing, beading, and regalia. Two of Al's of Al's son's, Tommy and Alan, became very interested in Indian Culture.

Tommy: In 2006, he went with the group of Virginia Indians to England and shared some of his He was able to share some of our culture with some of the school children. Tommy is a participant of Upper Mattaponi's Drum and Singing group. Recently he was elected Upper Mattaponi Tribe's Assistant Chief.

Alan: Alan was somewhat a different route; while in high school he attended Indian cultural classes in New Jersey during the summers. He met a girl and became good friends. After high school, he went to college in Arizona, broke up with the first girl and later met the young lady who became his wife. After college, he attended medical school and is now a pediatrician at one of the Indian Health Services facilities in Arizona.

Al chuckled as he remembered Paul Dungee, a cousin who died 1999, age 91. He was fought in three wars (World War Two, Vietnam, and Korea) and he also had three wives. Al did not know if that was coincidental or not.

• **Some historical events that have impacted Al and the tribal community are as follows:**

1964: Public schools opened to Native Americans. After **Sharon Indian School** closed in 1965, the county used it for offices.

1983: March 25, 1983: **Virginia State Recognition**

1985: The Upper Mattaponi Tribe petitioned King William County for the return of the Sharon Indian School building to UMIT.

1987: King William County returned the Sharon Indian School to the **Upper Mattaponi Indian Tribe**. Our tribe held its first POW WOW in many years in 1987 on the Sharon Indian School grounds.

2006 – Virginia Indians were invited to Kent and Gravesend, England. Approximately 50 Virginia Indians, including Al's son, Tommy Tupponce and his cousin and current UMIT Chief Frank Adams. During the trip, Tommy got to share some of our culture with school children and participated in drumming/singing.

2007: 400 Year Centennial Virginia Indians participated in the 400 Year Commemoration in Jamestown and Virginia. A large number of UMIT citizens welcomed Queen Elizabeth to the Virginia State Capitol, participated at the 400th Celebration at Jamestown, participated in a Pow Wow at the Hampton Roads coliseum, and participated in the Smithsonian Folklife Festival in Washington, D.C. Al's son, Tommy, had the opportunity to have participated in several of the

events; he drummed at the arrival of Queen Elizabeth at Virginia Capitol, the Jamestown Celebration, the Hampton Roads Pow Wow, and the Smithsonian Folklife Festival. In addition, had a role in the Journey of Destiny play.

2016 – 2018: Al's son Tommy and four Pamunkey tribal citizens participated in the British TV Series, "Jamestown", a drama loosely based on historical fact.

2018: Upper Mattaponi (and other Virginia Indian Tribes) achieved Federal Recognition.