



## News from the Office of Indian Education

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### **Reminder: Tribal Consultation on U.S. Department of Education's FY 2024 Comprehensive Center Grant Competition and FY 2023 Teacher Retention Initiative Competition (amended notice)**

**January 24, 2023 | 3:00 – 5:00 p.m. ET**

On January 24, 2023, the U.S. Department of Education (the Department) will conduct a multi-topic Tribal Consultation to inform the development of (1) the Department's FY 2024 Comprehensive Center grant competition; and (2) the development of a FY 2023 Teacher Retention Initiative grant competition. The purpose of this consultation will be to receive meaningful input from American Indian, Alaska Native, and Native Hawaiian communities to ensure that Tribal leader views are addressed.

This reminder amends the original notice from December 22, 2022, and introduces a second topic that does not include an advance 30-day notice due to FY 2023 appropriations signed into law on December 29, 2022. The Department will still accept written comments post-consultation by the deadline described below. This multi-topic consultation will advance the Department's commitment to upholding the federal trust responsibility as described in Executive Order 13175.

### **Tribal Consultation on U.S. Department of Education's FY 2024 Comprehensive Center Grant Competition**

Venue: ZoomGov  
Date: January 24, 2023  
Time: 3:00 - 5:00 p.m. ET

[Register Here](#)

Click the link above or copy the URL below into your browser and press enter:

<https://www.zoomgov.com/meeting/register/vJltcuGoqT8iGUh6QIPmsv3aOWyIUpDx7Ls>

Please follow the registration link above to participate in the consultation. To maintain online security, each attendee must register individually, and registration cannot be transferred to or used by others. Once you have completed registration, an individualized access link for the session will be sent to you with additional information.

#### **Written Comment Period**

Written public comments for both topics will only be collected through the [TribalConsultation@ed.gov](mailto:TribalConsultation@ed.gov) email address. The comment period is now open, and all comments must be received by **11:59 p.m. ET on February 24, 2023**. The Department of Education remains steadfast in its commitment to honor the nation-to-nation relationship and advance Tribal sovereignty and self-determination.

A Tribal government may designate information provided during the consultation as "sensitive" and request non-disclosure of the information to the public. Certain federal laws, including the Freedom of Information Act, may require disclosure of information designated sensitive by a Tribal government. Questions about this notice can be sent to [TribalConsultation@ed.gov](mailto:TribalConsultation@ed.gov). This consultation is a closed press event.

#### **Topic 1 Background: FY 2024 Comprehensive Center Grant Competition**

The [Comprehensive Centers Program](#) supports the establishment of Comprehensive Centers (CCs) to provide capacity-building services to State educational agencies (SEAs), regional educational agencies (REAs), including Tribal Educational Agencies (TEAs) as defined in ESEA

section 6132(b)(3), local educational agencies (LEAs), and schools that improve educational outcomes for all students, close achievement gaps, and improve the quality of instruction.

The U.S. Department of Education awards 5-year grants to organizations to operate Comprehensive Centers. Centers develop annual service plans (ASPs) in consultation with the Chief State School Officers (CSSOs) in each state served by the region and their advisory board representative of stakeholders within their region to define needs and determine services provided. The ASPs were developed to carry out authorized activities that address State and regional needs. Awards were last made in 2019 to 19 Regional Comprehensive Centers (RCCs) and one National Comprehensive Center (NCC) to provide capacity-building services through 2024.

Examples of services provided include:

- [Native Education Collaborative | Comprehensive Center Network \(compcenternetwork.org\)](https://www.compcenternetwork.org/)
- [Advancing Equity for Indigenous Students \(compcenternetwork.org\)](https://www.compcenternetwork.org/)

### **Consultation Questions for Topic 1: FY 2024 Comprehensive Center Grant Competition**

During the consultation, the Department will invite Tribal leaders to provide input on the following questions:

- What priority(ies) would improve the overall design, delivery, and quality of grant projects funded under the Comprehensive Center grant program?
- In what areas would TEAs benefit from additional support? (*Select all that apply*)
  - Implementing and scaling up of evidence-based programs, practices, and interventions that directly benefit recipients that have disadvantaged students or high percentages or numbers of students from low-income families as referenced in Title I, Part A of the ESEA (ESEA secs. 1113(a)(5) and 1111(d));
  - Supporting schools that are implementing comprehensive support and improvement activities or targeted support and improvement activities as referenced in Title I, Part A of the ESEA (ESEA sec. 1111(d));
  - Implementing and scaling-up evidence-based programs, practices, and interventions that address the unique educational obstacles faced by rural populations;
  - Identifying and carrying out capacity-building services to clients that help States address corrective actions or results from audit findings and monitoring conducted by the Department, that are programmatic in nature, at the request of the client
  - Other: \_\_\_\_\_ (*please describe*)

- In what ways are TEAs working with Chief State School Officers (e.g., *state superintendent of public instruction*), State Educational Agencies, or others to coordinate support for Native students?
- What suggestions do you have for how the Department can support the role of TEAs in defining needs for services within each of the comprehensive center regions?

## Topic 2 Background: FY 2023 Teacher Retention Initiative Grant Competition

On December 29, 2022, the FY 2023 Consolidated Appropriations Act ([Public Law No. 117-328](#)) provided additional funding for Special Programs and Projects to Improve Educational Opportunities for Indian Children (ESEA title VI, part A, subpart 2). In the [Explanatory Statement](#) accompanying the FY 2023 Consolidated Appropriations Act, Congress directed the Department to use \$2.75 million dollars for a teacher retention initiative to help address the shortage of Native American educators and expand their impact on Native American students' education. Congressional intent is for the initiative to support teacher leadership models to increase the retention of effective, experienced Native American teachers.

Because the timing of enactment of the FY 2023 Consolidated Appropriations Act constrained our timeline for grantmaking, we anticipate using the [Final Secretary's Supplemental Priorities and Definitions for Grant Programs](#) as published in the Federal Register on December 10, 2021, which are applicable to all Department programs. We are particularly interested in using one or more provisions in Secretary's Supplemental Priority #3 (SSP3) "*Supporting a Diverse Educator Workforce and Professional Growth to Strengthen Student Learning*," which is well-aligned with the Congressional directive for this initiative. SSP3 has multiple parts that can be used alone or in combination. The text of SSP3 is as follows:

### **Priority 3—Supporting a Diverse Educator Workforce and Professional Growth To Strengthen Student Learning**

Projects that are designed to increase the proportion of well-prepared, diverse, and effective educators serving students, with a focus on underserved students, through one or more of the following priority areas:

- (a) Increasing the number of diverse educator candidates who have access to an evidence-based comprehensive educator preparation program.
- (b) Increasing the number of teachers with certification or dual certification in a shortage area, or advanced certifications from nationally recognized professional organizations.
- (c) Identifying and addressing disparities among educator subgroups in graduation rates, passage rates for certification and licensure exams, successful employment, retention, and professional growth.
- (d) Promoting knowledge of universal design for learning in educator preparation.

(e) Integrating universal design for learning principles in pedagogical practices and classroom features, such as instructional techniques, classroom materials and resources, and classroom seating.

(f) Implementing or expanding loan forgiveness or service-scholarship programs for educators based on completing service obligation requirements.

(g) Building or expanding high-poverty school (as may be defined in the program statute or regulations) districts' capacity to hire, support, and retain an effective and diverse educator workforce, through one or more of the following:

(1) Providing beginning educators with evidence-based mentoring or induction programs.

(2) Adopting or expanding comprehensive, strategic career and compensation systems that provide competitive compensation and include opportunities for educators to serve as mentors and instructional coaches, or to take on additional leadership roles and responsibilities for which educators are compensated.

(3) Developing data systems, timelines, and action plans for promoting inclusive and bias-free human resources practices that promote and support development of educator diversity.

(4) Providing opportunities for educators to be involved in the design and implementation of local and district wide initiatives that advance systemic changes.

(h) Supporting effective instruction and building educator capacity through one or more of the following:

(1) Providing high-quality job-embedded professional development opportunities focused on one or more of the following:

(i) Designing and delivering instruction in ways that are engaging, effectively integrate technology, and provide students with opportunities to think critically and solve complex problems, apply their learning in authentic and real-world settings, communicate and collaborate effectively, and develop academic mindsets, including through project-based, work-based, or other experiential learning opportunities.

(ii) Supporting students and their families at key transitional stages in their education as they enter into one or more of the following:

(A) Early learning programs.

(B) Elementary school.

(C) Middle school.

(D) High school.

(E) Postsecondary education.

(F) Career and technical education.

(G) Work.

(iii) Meeting the needs of English learners.

(iv) Meeting the needs of children or students with disabilities, including children or students with the most significant cognitive disabilities.

(v) Addressing inequities and developing and implementing pedagogical practices that are inclusive with regard to race, ethnicity, culture, language, and disability status.

(vi) Building meaningful and trusting relationships with students' families to support in-home, community-based, and in-school learning.

(vii) For school leaders, improving mastery of essential instructional and organizational leadership skills designed to improve teacher and student learning.

(viii) Supporting teachers in creating safe, healthy, inclusive, and productive classroom environments.

(2) Developing and implementing high-quality assessments (as defined in this notice) of student learning (for example, curriculum-aligned and performance-based tools aligned with State grade-level content standards or, for career and technical education, relevant industry standards) and strategies that allow educators to use the data from assessments to inform instructional design and classroom practices that meet the needs of all students and providing high-quality professional development to support educators in implementing these strategies.

(i) Increasing educator capacity to collaborate with diverse stakeholders to carry out rapid cycle evaluation, design-based research, improvement science, or other rapid cycle techniques to design, develop, or improve promising innovations that are designed to benefit underserved students.

The Office of Indian Education (OIE) will implement this initiative via grant competition under the Demonstration Grants for Indian Children and Youth program authority which includes the following eligible entities: State Educational Agencies (SEAs), Local Educational Agencies (LEAs), Indian Tribes, Indian Organizations, Federally supported elementary and secondary schools for Indian students, a Tribal College or University (TCU), or a consortium of such entities as defined in ([34 CFR 263.20](#)).

### **Consultation Questions for Topic 2: FY 2023 Teacher Retention Initiative Grant Competition**

For the second topic, we invite Tribal leaders to provide input on the following questions:

- Secretary's Supplemental Priority 3 has three options, which can be used alone or in combination. Which of the three priority options or combination of options should we use?

- **3(g)(2)** – “adopting or expanding ways for Native teachers to become paid mentors, instructional coaches, or take on additional leadership roles”; or
  - **3(c)** – “addressing disparities among graduation rates, passage rates for certification and licensure exams, successful employment, retention, and professional growth”; or
  - **3(h)(1)(vii-viii)** – “building educator capacity via professional development for school leaders to 1) improve mastery of leadership skills and 2) for teachers in creating safe, healthy, inclusive, and productive classroom environments.”
- What are the challenges that impact Native teacher retention? What can be done to overcome these challenges?
  - Are you aware of innovative teacher leadership models that increase the retention of effective, experienced Native teachers?

Example Teacher Leadership Research:

Brey, L., Denton, A., Broaddus, M.S., Velie, Z., & Merrill, B., (2022). Systems and supports to develop Indigenous educators: A landscape analysis. Region 16 Comprehensive Center. <http://www.r16cc.org/wp-content/uploads/2022/10/Systems-and-Supports-to-Develop-Indigenous-Educators--A-Landscape-Analysis--Region-16-Comprehensive-Center.pdf>

Tessaro, D., Landertinger, L., & Restoule, J. (2021). Strategies for Teacher Education Programs to Support Indigenous Teacher Employment and Retention in Schools. Canadian Journal of Education, 44(3), 600-623. <https://www.proquest.com/scholarly-journals/strategies-teacher-education-programs-support/docview/2604063337/se-2>

Anthony-Stevens, V., Mahfouz, J., & Bisbee, Y. (2020). Indigenous Teacher Education Is Nation Building: Reflections of Capacity Building and Capacity Strengthening in Idaho. Journal of School Leadership, 30(6), 541–564. <https://doi.org/10.1177/1052684620951722>

Anthony-Stevens, V., Moss, I., Jacobson, A. C., Boysen-Taylor, R., & Campbell-Daniels, S. (2022). Grounded in Relationships of Support: Indigenous Teacher Mentorship in the Rural West. The Rural Educator, 43(1), 88-104. <https://www.proquest.com/scholarly-journals/grounded-relationships-support-indigenous-teacher/docview/2642952868/se-2>



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