

U.S. DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

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TRIBAL CONSULTATION ON FY 2024 COMPREHENSIVE
CENTER GRANT COMPETITION

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TUESDAY
JANUARY 24, 2023

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The Tribal Consultation convened via Videoconference, at 3:00 p.m. EST, Dr. Jason Cummins, Deputy Director, White House Initiative on Advancing Educational Equity, Excellence, and Economic Opportunity for Native Americans and Strengthening Tribal Colleges and Universities, presiding.

PRESENT

JASON CUMMINS, Deputy Director, White House Initiative on Advancing Educational Equity, Excellence, and Economic Opportunity for Native Americans and Strengthening Tribal Colleges and Universities

MICHELLE DALEY, Group Leader, Program and Grantee Support Services, Office of Elementary and Secondary Education (OESE)

DANIELLE SMITH, Director, Office of Program and Grantee Support Services, Office of Elementary and Secondary Education, OESE

JULIAN GUERRERO, Director, Office of Indian Education

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P-R-O-C-E-E-D-I-N-G-S

(3:02 p.m.)

FACILITATOR: Welcome, everyone, to the Consultation. We'll get started shortly. As just a friendly reminder, as everyone is joining in, please be sure to add your first name and last name displayed on your video title.

And welcome, everyone, to the Tribal Consultation FY-2024 Comprehensive Center Grant competition and FY-2023 Teacher Retention Initiative Grant competition. Next slide.

All lines have been muted. Event audio and video are being recorded. Please raise your hand to make a comment. You may find that feature at the bottom of the Zoom window and click on the hand icon.

Comments will be received first from elected tribal government officials and then, second, from proxy representatives. Then members from the public will be given a minute.

Whenever speaking, please state your first and last name, title, tribe or organization

you represent. Please limit comments to the Consultation questions. Next slide.

Written public comments will only be collected via the Tribal Consultation email address. The comments period is currently open and all comments must be received by 11:59 p.m. Eastern Time on February 24th, 2023. Next slide.

In the event of technical issues, a traditional conference call line will be used. Call the conference number, enter the meeting ID and pass code. Technical questions can be submitted in the chat. You may find that feature at the bottom of the Zoom window and click on the chat icon. Next slide.

For today's agenda, we'll be covering our Topic Number 1, FY-24 Comprehensive Center Program, Tribal Leader Comments and then Topic Number 2, FY-2023, Teacher Retention Initiative, followed by Tribal Leader Comments. And then we'll finish with closing remarks. Next slide.

And with that, I'll turn things over to Tribal Consultation official, Deputy Director

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Dr. Jason Cummins, for the White House Initiative on advancing educational equity, excellence and economic opportunity for Native Americans and strengthening Tribal College and Universities.

Dr. Cummins?

DR. CUMMINS: Hello, everybody, and good afternoon. I have the privilege of serving as the Deputy Director. And I'm a member of the Apsaalooke nation. My Crow name is Awaachiáookaate'. I'm a member of the Ashíiooshe clan and we're located, originally, in South-central Montana.

And just as a reminder, this is a government-to-government consultation. Consequently, this consultation is closed to the press. If you're a member of the press, we ask that you disconnect currently.

Additionally, the session is being recorded and transcripts will be created. If you don't consent to being recorded, you may also disconnect at this time.

And at this time, to give us more

background information about our first topic, I would like to introduce Danielle Smith. She serves as the director for the Office of Program and Grantee Support Services in the Office of Elementary and Secondary Education, OESE.

At the U.S. Department of Education, Ms. Smith oversees the technical assistance programs, including the Comprehensive Center's program, the Equity Assistance Centers and other national technical assistance centers and coordinates OESE's support to all United States and U.S. territories. Danielle?

MS. SMITH: Thank you, Dr. Cummins, for the introduction. And hello, everyone. Thank you so much for joining us today.

I am Danielle Smith. I'm the director of the Office of Program and Grantee Support Services within the Office of Elementary and Secondary Education. And we're looking forward to seeking your input today on the Comprehensive Centers Program.

The Comprehensive Centers Program is

authorized under the Educational Technical Assistance Act of 2002. The program supports the establishment of comprehensive centers to provide capacity building supports to state educational agencies, regional educational agencies, including Tribal educational agencies, local educational agencies and schools to improve educational outcomes for students, to help close achievement gaps and to improve the quality of instruction in schools.

Each of these centers provides no-cost services to those clients as well as produces products and provides universal capacity building services to state and local education agencies to help them implement K-12 programs funded by the federal government.

The U.S. Department of Education awards 5-year grants to organizations to operate these comprehensive centers. The department currently operates 19 regional centers, each center serving two to five states within their region, including the Bureau of Indian Education.

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The department additionally funds one national comprehensive center that supports work across states, across the country.

Centers develop annual service plans in consultation with chief state school officers in each state served by the region as well as consults with their advisory board which consists of representatives of stakeholders within their region regarding how to define needs that could be served by the centers and determine appropriate services for the centers to provide to each state within their region.

These annual service plans were developed to help carry out authorized activities that address state and regional needs.

Awards were last made in 2019 to these 19 regional comprehensive centers and the one national comprehensive center to provide capacity building services through 2024.

As the department prepares for the next competition of these centers, we're interested in seeking your input on how the

program might best serve the needs of Tribal communities as well as how the centers can best work with Tribal educational agencies within the states that they serve to determine needs and determine services that might be best served by the program.

We're very much looking forward to your input today and thank the Office of Indian Education for inviting us to join this conversation.

I would also like to introduce Dr. Michelle Daly who serves as a group leader for the Comprehensive Centers Program within my office, who is joining us today and will also be joining me in answering any questions that you might have.

I hope that provides an overview of the program for you. And, certainly, if you have any questions, we'll answer them along the way as we go. And with that, I will turn it back over to you, Dr. Cummins.

DR. CUMMINS: Thank you. So we will

get started. And just as a reminder, whenever you're speaking, please state your first and last name, your title and the tribe or organization that you represent.

And try to limit your comments to the Consultation questions. And just remember that we will take your comments and hear your voice. And we will integrate that to help us make decisions in the education of all of our students. Next slide. You can go to the next one. Next. Next.

So this was sort of the background. And I'll go over the protocols of our Consultation. And all of the lines have been muted. Event audio and videos are being recorded, so please raise your hands if you want to make a comment.

Comments will be received first from elected Tribal government officials. Comments will then be received second from proxy representatives. And then members of the public wishing to speak to the issues presented will be

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given a minute.

Whenever speaking, again, please state your first and last name, title, tribe and organization that you represent. And try to limit your comments to the Consultation questions. Next slide.

All right, Question 1, what priority or priorities would include the overall design, delivery and quality of grant projects funded under the Comprehensive Center grant program?

MS. HOPKINS: Dr. Cummins, I will assist with recognizing hands.

DR. CUMMINS: Okay.

MS. HOPKINS: We have Chairwoman Andrews-Maltais.

DR. CUMMINS: Welcome, Chairwoman.

CHAIR ANDREWS-MALTAIS: Good afternoon. How are you today? Good to see everybody, and thank you for this opportunity. This is wonderful and thank you again for hosting this consultation. It's critically important for us, especially since over 90 percent of our

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tribal students attend public schools.

Our input and our guidance on all of these aspects that support the education of students, particularly tribal students, is very important to us.

With regard to the Question 1, what priorities would improve the overall design, delivery and quality, basically establishing a consultation requirement of your grantees?

Part of the challenge that we face is that, while the Department of Education realizes and does its best to uphold its consultation responsibilities for the tribes, when these funds get passed through to the state's organization or municipalities, that responsible somehow gets delegated, which isn't a delegated responsibility; however, it does.

And so our voices are often lost in the development of these programs because they do specifically affect us. And from our end of the spectrum -- sorry. Chairwoman Chery Andrews-Maltais, Wampanoag Tribe of Gay Head Aquinnah out

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of Massachusetts.

So back to my comment is, part of the history that is being taught and everything else that goes along within the school's school curriculum, sensitivity to our students, sensitivity to everything that tribes represent and our tribal students represent and our desire to elevate our educational or our academic goals and aspirations, not just to meet the median or the median education but to truly excel really relies on tribes being able to provide input in the development of all of the things that are related to education.

So having the grantees have a requirement of consultation and demonstrative proof that that consultation has taken place, and not just checking the box but really taking into account and looking to achieve consensus through the free prior informed consent of the Tribal Nations with whom these funds and these projects and programs will be interacting. Thank you.

DR. CUMMINS: Yes, thank you for your

insight. So if I hear you right, we're looking -
- we want a more meaningful process and not just
checking the box for funds. Correct?

CHAIR ANDREWS-MALTAIS: Yes, and
particularly for your sub-grantees or the
recipients of the federal funds that are coming
through because it doesn't always transfer
through when it gets to the states or to the
other entities that are, you know, providing the
work of these comprehensive centers and these
grant programs -- through these grant programs.

DR. CUMMINS: All right, thank you.

MS. HOPKINS: Dr. Cummins, at this
time, I do not recognize any additional hands.

DR. CUMMINS: Okay. If we don't have
any additional comments, then we can move on to
the next question that will help us guide our
implementation and creation of the program. So
next slide.

Mr. Guerrero, would you mind helping
me go through this and explain how we can speak
to these?

MR. GUERRERO: Sure, I'd be happy to, Dr. Cummins. Just real briefly, I'm going to read exactly from the side.

The second question is in what areas would tribal educational agencies benefit from additional support? Select all that apply.

Option A is 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 1, Part A of the ESEA, ESEA Sections 1113(a)(5) and 1111(d).

Option B is supporting schools that are implementing comprehensive support and improvement activities or targeted support and improvement activities as referenced in Title 1, Part A of the ESEA, ESEA Section 1111(d).

Option C, implementing and scaling up evidenced-based programs, practices and interventions that address the unique educational

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obstacles faced by rural populations.

And Option D, 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.

And the last and final option is Other. If you could please describe, if you do select Other. Dr. Cummins, back to you.

DR. CUMMINS: I'm trying to see. This would be one, if you could take some time afterwards and if you wanted to speak more of this because it seems to be that, reading this, it would spur thoughts.

Just remember that you can email us your comments. You have until February 24th to do that. But do we have anybody who would like to speak to this right now.

MS. HOPKINS: Dr. Cummins, I recognize one raised hand. Dr. Sherry Johnson is a proxy.

DR. CUMMINS: Okay, welcome.

DR. JOHNSON: Thank you. I am Dr. Sherry Johnson, Sisseton Wahpeton Oyate tribal member, a tribal education director and appointed Tribal Consultation representative to -- for all matters in education and research for the Sisseton Wahpeton Oyate, a treaty tribe of the Lake Traverse Reservation in Agency Village, South Dakota.

And in this question, specifically because I work with our schools directly on all of these initiatives in here, and it's not a fair question that what we would benefit.

It's almost -- those are equally -- every one of them are equal in their need for training, support and what does -- really just trying to figure out what does it mean. What does that put in practice?

It's almost like some of the things that are passed to our schools, we really need a guidance document to help us understand what are some of the best practiced that go into this. What are the research base?

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You know, it's like going on your What Works website and Googling things. But all of these are areas that are truly equally needed in all of our tribal education -- entities that are dealing with all of this, our education.

So I would just like to say that we have -- all of these need support. Thank you.

DR. CUMMINS: No, thank you. And if there's anything that's not on the list here that anybody thinks that we should include in the focus, feel free to let us know. Thank you for your comments.

MS. HOPKINS: Dr. Cummins, we also -- I'm sorry. We have a comment by Chairwoman Andrews-Maltais.

CHAIR ANDREWS-MALTAIS: Hi, this is --

DR. CUMMINS: Yes?

CHAIR ANDREWS-MALTAIS: -- going to be fun, if this is any indication of the day. Thank you again.

And I'd like to agree with Dr. Johnson and also, you know, basically put under Other.

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And that would be having a TEA TAC, Tribal Advisory Council, to work hand-in-glove with the TEA in order to develop those because, again, some of the issues that we face is because we're exposed and we're part and party of every aspect.

So to limit and/or to narrow a focus doesn't do either party the best services that we can. But by having a Tribal Advisory Council to sit in conjunction to help with all of these aspects as well as any others that might be unnamed here might be a way of moving it forward in a more beneficial way that'll really, truly help assist and reflect what the tribes' needs are in all areas of education. Thank you.

DR. CUMMINS: Thank you. Thank you very much. Do we have anybody else?

MS. HOPKINS: Doctor --

DR. CUMMINS: Go ahead.

MS. HOPKINS: I do not recognize any additional hand.

DR. CUMMINS: Okay. If we don't have any additional comments for that question, we can

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move on to the next.

So Questions 3 and 4, and we'll start with Question 4. In what ways are TEAs working with Chief State School Officers? An example would be like the superintendent of public instruction or state education agencies or other coordinated -- or others to coordinate support for Native students.

If anybody has any examples of the way that the Tribal Education Agency is working with the public school system in their state?

MS. HOPKINS: Dr. Cummins, we have a comment by Chairwoman Andrews-Maltais.

CHAIR ANDREWS-MALTAIS: Yes, I think --

DR. CUMMINS: Welcome.

CHAIR ANDREWS-MALTAIS: Thank you. I think at first blush, in support of those other, you know, suggestions that I made is looking to really re-review Impact Aid when it comes to tribes.

Separate and distinct of how we're

incorporated or included and, like everything, and not just in the Department of Education, in most agencies, tribes and tribal governments and tribal populations, all of these programs and services have been expanded to include tribes and tribal governments in our populations or constituents.

However, they were never designed with us up front. So therefore, we're always contorting ourselves into a pre-existing model that just doesn't really fit the needs, the unique needs and unique responsibilities that tribes in the United States have.

So by being able to re-review and take a look at how the structure of even just Impact Aid is addressed is one area.

And then, basically throughout all of the agencies' responsibilities with regard to tribes and the Department of Education, you know, I think would go a long way in helping to make it work better.

And again, this is not Department of

Education. This is right across the board. And we've been seeing this. As we get further ahead in these opportunities for tribes, we're finding that, you know, it's great, but we usually cannot truly maximize these opportunities because they weren't designed to fit the special need and the uniqueness of all 574 fairly recognized tribes, Alaska villages and Native Hawaiian organizations.

So by just being able to start with Impact Aid and those types of things, I think, would be greatly appreciated. Thank you.

DR. CUMMINS: Thank you.

MS. HOPKINS: Dr. Cummins, I recognize three hands, two tribal leaders, Chairman Buster Attebery followed by --

DR. CUMMINS: Okay.

MS. HOPKINS: -- Cindy Kelly, then Dr. Sherry Johnson as a proxy.

DR. CUMMINS: All right, and then we will go in that order.

MR. ATTEBERY: Yes, thank you for your

time. Buster Attebery. I'm the Karuk Tribal Chairman. I agree with Chairwoman Andrews-Maltais that we need to find ways to help support Native Americans attending public schools.

I believe the percentage is around 93, 94 percent of Native American students attend public schools. And I would also like to maybe hear some answers about in what way TEAs can help offset an issue that tribes have with grants that don't roll over, higher education grants.

Our DCE grant for the Karuk tribe ends in September 28th, 2023. Our ARPA grant ends in November 2024. And we have a Ford family grant. It ends in September 30th, 2023. And we have a United Way grant that end in March 30th, 2023.

So all these grants we have written to help support our education department. We have built up our education department to nearly where we wanted to do, and we're accomplishing great things.

But grants, like our DCE grant, it is scheduled to run out, these are going to do away

with the funding necessary to keep staff on board. And, you know, we have a little ways to go to get fully staffed for working on grants like that.

But, you know, we -- to step backwards for tribes, when they have these grants that are not year-to-year grants that they have a deadline and they run out.

So my question is how can TEAs help support ongoing grants? And if you have any suggestions about grants that are out there, that they can apply for that are ongoing or even would supplement the grants that we're losing, we'd appreciate it. Thank you.

DR. CUMMINS: Thank you.

MS. HOPKINS: Dr. Cummins, the two additional hands that were raised are no longer there. That was Cindy Kelly and Dr. Sherry Johnson. Cindy Kelly, if you would like to give a comment? Oh, there she is.

MS. KELLY: This is Cindy Kelly. I am a member elder of the Delaware Nation. I reside

in Port Angeles, Washington. I served as a school board director for 20 years.

And I may be out of context. We do a lot of tribal consultation in the State of Washington. And what I would say -- I'm sorry, I have my camera off today, but I have Internet issues here today.

It's an honor to be with all of you. But what I would say, in the State of Washington, what we're doing is that we work with -- we have a Native American Advisory Committee that reports to the State Superintendent of Public Instruction, what we run grants through.

We have 21 members who sit on that committee who are appointed by the Superintendent Reykdal. It seems to be working pretty well. I would not say that we have a perfect system, but we are making progress in the State of Washington.

We also know here that if we don't get legislatively approved, then nothing happens for our Native students. But I just wanted to share

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that information and I'd be more than willing to share how our process works if anybody would like to have that. But I'm honored to be here today with you.

DR. CUMMINS: Yeah, thanks for sharing that. And I know Washington or the State of Washington is doing a lot of exciting things.

And one thing I learned is that, to be your principal or superintendent in the state, you have to have five hours training of consulting with a sovereign nation. So I think, if we could spotlight that and get that model out to the other states, it would really help all of us. Thanks for sharing. Next?

MS. HOPKINS: Dr. Sherry Johnson?

DR. JOHNSON: Hi there, again. At Sisseton Wahpeton Oyate we have our area public schools are -- which are, three of them, are over 50 percent Native American.

And then our area, our tribal schools that we provide, so -- whoops, excuse me. So we work with all them on a monthly basis, weekly

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basis with some and more.

The Impact Aid, we work with Impact Aid and budgets and hearings and planning of our Impact Aid applications. We're able to provide informal and formal for Impact Aid.

Our Tribal Consultations meetings, we meet twice a year with all of our public schools and our Tribal schools that are chartered. And we also charter one off-reservation boarding school.

We also have Title VI meetings which are monthly meetings made of Native parents, our Onbam. We have Native American advisories. We are working with tribal -- providing support for cultural workshops, events, hearing history workshops.

So we are providing those in the school system and working directly with the school. We invite our, on a quarterly basis, our reporting is coming in. We meet on a monthly basis with certain of them.

And our tribal councils are quarterly for reporting. We have school board meetings and

we're invited to all of them. They actually send their agendas and their minutes for us to post for the tribes.

So we're in that collaboration well within. Our tribe also sponsors Johnson O'Malley Services, so we have monthly meetings. We provide services right in the schools. We provide staff in the school to meet the needs of our Native students.

Our public school system also collaborates with our state of -- with our staff here at our Tribal Education Department to provide State of Education reports on data and gathering.

We work collaboratively with all of them to improve truancy and attendance concerns, collaborate on our education codes that we have. And then we definitely work on school improvement and some, you know, call us in on a weekly basis to help them and they to help us.

But we also, as a collective entity, we share resources to improve education of all

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Native children, whether they're in public school or our tribal schools. So, thank you.

DR. CUMMINS: Thank you.

MS. HOPKINS: Dr. Cummins, I do not recognize any additional hands at this time.

MR. ATTEBERY: Well, this -- I'm sorry I didn't raise my hand. This is Chairman Attebery one more time. Yes, we do receive Johnson O'Malley through our BIA compact. Impact Aid is Title VI funding.

And, but the -- they are both severely under-funded. So I know we have to go back through TIBC and adjust that there. But again, our big concern is when our grants run out. You know, we don't want our education program to take a step backwards.

We want to be able to either apply for other grant funding or know where there's other support where we could supplement those funds. Thank you.

DR. CUMMINS: Thank you.

MS. HOPKINS: Dr. Cummins, we --

DR. CUMMINS: Okay, we can --

MS. HOPKINS: I'm sorry.

DR. CUMMINS: Are we ready for
Question 4?

MS. HOPKINS: No, there's two
additional hands at this time.

DR. CUMMINS: Okay.

MS. HOPKINS: Bryce In The Woods is a
tribal leader as well as Virginia Chavez.

DR. CUMMINS: All right, welcome, Mr.
In The Woods.

MR. IN THE WOODS: (Native language
spoken). The young people and the students and
elders have to understand this process. I think
we have a very -- a resource that is dwindling
regarding our language, our culture, our
tradition and our history.

What should be an endless school along
with STEM with some NASA projects and Billy Mills
program, you know, track program. Jim Thorpe,
greatest athlete in the world, decathlon program.

You know, 8 to 18 is only -- get these

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young people up for Olympic athletes, you know. We got runners. We got athletes that we could develop physically. Now the concept, traditional concept would be Makbia (phonetic) Makah and you'd imagine an hourglass with that portal in the middle, you know, Makah is the grandmother/mother we're standing on.

And Makbia is that we talk about the Star Nation where we have our Star Knowledge in our Spirit Road and these connections to the earth and stars. That's all out there. But it's not really in a comprehensive curriculum.

Here in South Dakota, we have -- they have (Native language spoken) curriculum that was kind of stopped at the legislative session that's going on now down in Pierre, South Dakota, with South Dakota legislators.

We got friends and, you know, we need to educate those legislators too. But the curriculum, I believe, is -- it's probably critical. And this question I asked BIE many moons ago was where do you guys come up with your

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testing?

Well, we got three universities that we go to. So I said, how come you're not looking at Finland because I think they're still rated the Number 1 country in education on the planet when it should be the Good Old USA, in my opinion.

And the way they've kind of dummed down the system here in America, it's not good for those less fortunate, below the middle class which they really did a number on, you know, the 1 percent/90 percent. The money's there for teacher retention. What kind of a -- how would tribal governments be able to work together to retain those teachers?

You know, we were actually talking of a doctor that came to IHS that, she stayed here, you know, and she's a horse lover. So, you know, what maybe's leasing some tribal land, you know, so they could keep their livestock, you know. Just the example, but incentive. We got to work on those incentives for teachers to come in.

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But basically, like the nurses that are striking there, 7,000, and the whole system trend, it's the same situation with the teachers. They need more money and a salary and as they said, they need to be protected in their retirement and however they set up, whatever they set up in a 401(k) or however they get that going.

We need to fight for that as a unified effort. And is there a legislative fix that we need to bring in? That's why we need some technical assistance from these, maybe just this center that you're building. Maybe that would be the center. I don't know, maybe a -- I'm just throwing that out there.

I put something in the chat too about some concerns about the curriculum, some concerns of establishing incentives. We got two public schools here and they're doing pretty good. One's about 80 percent Lakota. The other one's probably about 60 percent.

Then we got two grant schools and a

Christian school and a BIE school. So we kind of got the whole gamut here. But I think the curriculum's critical.

And bridging the gap between the teacher and the student and the elders and the families is critical to push for that because that's, in South Dakota, maybe the lowest paying state regarding teachers' salary.

And some of these counties are considered some of the poorest counties in America which is a disgrace. There shouldn't be no poverty here in America. And we should have the best education on the planet. We should expect that, you know.

And I think those guys in DC should expect that too because they can send a trillion dollars over there, overseas, while our guys are, you know, and women haven't been treated so good as veterans. We need to be treated good now as tribal government, state government, better government.

But families, those ones that are

going to school, you know, out language, those things need to be respected, you know. And I think that's where we could bridge a gap. I'll give you an example. We started our language program again in this public school where I'm from and what -- the community I represent.

And we had some elders there and the curriculum and everything. And when we evaluated it in '76 and then it was gone. So in '89, I think, we got the language back in the school using our Ordinance 66.

And we got a teacher in there and right away there was complaints from teachers, non-Indian teachers there, complaining, you know. That's what I'm talking about. We got to bridge that gap between teachers and students because that teacher, if they're good, they could mold and shape that young boy or girl into being exemplary leaders.

A 9th grade science teacher, out of all the teachers I've known, even in college, I still remember the 9th grade science teacher who

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was telling it like it is, you know. He was talking about you have Bows, Area 51, Men In Black, you know, all these things that you know, are realities now. They're just plain realities from the past.

Well, that's how he kind of opened my mind up back in the early 70s, you know, and most guys were always, in the 70s, was going to school or that saying that your number's going to come up, you know, because back then they had the draft.

They'd draft you into going into Vietnam, which some did, you know, some served there, volunteered and draft, you know, and we got the code talkers and all that history, you know. So I think the language is important.

I think that would actually help bridge that gap if those teachers would understand what's behind Makah, Makbia, you know, (Native language spoken).

I using those words as an example of knowledge that's superior and great, coming from

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here, coming from the roots of these lands here. We had masters. We had geniuses and prophets that were our leaders. And that's what we should expect out of our leaders, all the way across the board. (Native language spoken). Thank you.

DR. CUMMINS: Okay, thank you for that.

MS. HOPKINS: Virginia Chavez? Virginia Chavez, would you like to make a comment?

DR. CUMMINS: Yeah, welcome, Virginia.

MS. CHAVEZ: I'm sorry, I didn't realize I was muted. I thought you, over all, had the mute button on our side. But, okay.

Anyway, this is -- yes, thank you. This is Virginia Chavez from the pueblo of Zuni, New Mexico. And I am councilwoman for our Zuni Tribal Council.

And attending this session are other members of our Zuni Tribal Council here, so we're all listening to this. And thank you for this

webinar.

But I wanted to answer Question Number 3 regarding how we are working with our state officials as well as our local agencies.

And I echo what Patricia Marquez wrote in the chat box on New Mexico PED which is New Mexico Public Education Department. And it's doing very well under the direction of Secretary of Education Steinhaus.

We do have -- we've had meetings and also with our Indian Education Department so, which, just last month, we had an Education Consultation Summit with the entire educational agencies throughout New Mexico. And this was very well attended. It was very informative. It was -- things are going very good with our New Mexico PED.

And we also meet with our local tribal -- our local school district. So we have monthly meetings with them. And then also we meet periodically with our federal programs director, too, routinely and consultation with our federal

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programs.

So that is going very well. And one of the things that I want to also mention too is regarding our state of New Mexico Superintendent of Education Steinhaus. And he even paid a visit along with members of the New Mexico Native Education Department.

They made a site visit to our schools here in Zuni last year and attended, went to each of the school sites and talked with students, talked with teachers, talked with our principals. And, you know, just went into the classroom and viewed how our students were doing and all.

So that was a big plus, what our state superintendent did in New Mexico. So we, you know, are very grateful that he did that. And to get that firsthand experience, firsthand knowledge of how our students are doing in school and also was very receptive to the -- as we discussed our needs for our students.

So that, I just wanted to mention that, regarding what our state public education

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is doing in regards to helping us at the local agency levels.

And in regards to Question Number 4, on how, what needs, what services are needed, one of the things that has been expressed by our teaching staff within our local school district is that more training is needed for our teachers.

I know they go, of course they attend colleges, universities to get their degrees in education. But a lot of the things that's not really taught is the, how to basically teach students with special needs or students who may have mental issues and that type of thing where that specialized training is needed.

And perhaps if training something similar to that can be provided to our teachers, that will be very helpful for them because they do need that within the classroom. So that's just one of the things that I want to voice in support of what our local teachers have expressed to us. So thank you very much.

DR. CUMMINS: Yes, thank you for

leading us into that, the 4th question as well. Appreciate it and thanks for your comments.

So with our 4th question, 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? And I'll open that question up. Mahogany, do we have anybody?

MS. HOPKINS: Yes, Dr. Cummins. We have Chairwoman Andrews-Maltais. That is the only comment that I recognize at this time.

DR. CUMMINS: Okay.

MS. HOPKINS: And followed by Patricia Marquez.

CHAIR ANDREWS-MALTAIS: Thank you. I guess this circles right back to the origin with regard to really having that meaningful consultation.

And as somebody noted, the 1965 Elementary and Secondary Education Act, which is so critically important that we consistently have to bring attention back to by the state's

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Department of Education.

And I think by just really going back to those principles and the intent of that pretty mature Act, at this point, as well as the reaffirmation and the presidential memo and the commitment of this administration to really do the best that they can to hear our voices and take our advice into how we determine our needs of our community best and incorporate that into a formalized process with the Department of Education and, you know, the other schools and the centers, I think that, you know, it's, the analogy I use, it's easier to shut the hose off from the hydrant than at the end of the hose.

And I do honestly believe that the Department of Education can seriously make our jobs a lot more easier by having that consultation as a formal part of any recipient's ability to receive funding from the Department of Education because so many of our children, the overwhelming majority, as Chairman Attebery had mentioned, in excess of 90 percent of our

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children are in public schools.

And that really has an impact on us. So circling back and, I guess, back to the origin. Thank you very much.

DR. CUMMINS: Thank you.

MS. HOPKINS: Dr. Cummins, we have first Tribal Leader Bryce In The Woods followed by Patricia Marquez.

DR. CUMMINS: Okay, thank you.

MR. BRYCE IN THE WOODS: Thank you again. Bryce In The Woods, Cheyenne River Sioux Tribe. I'd like to -- within the properties, Teds and teens a while back, you know, to get them online. And they're online, that communication.

We have this technology now, out of this world, you know, Star Wars and Space Wars and all these current cuts. But the money's there.

So how do we convince President, OMB and the Congress and the state governors to put in and the tribal leadership, if the tribal

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governments push together to reform this education here. You know, let's have a rich man's education here, you know.

Let's have that all the way across the border, Ivy League, you know, and STEM. But then, let's -- we need to mandate our language and our culture and tradition and history, that that be taught. Because that's the bridge, the funding bridge that could be built, us working together.

And if we need help, what about pointing out legislative bases, you know, where we need to put that language in those pieces of public laws that we can amend. And it'd be a push. If we want every teacher to have a great salary, that means it involves every senator and House rep.

And that football games are playing over there, they need to start playing the people game, you know. It's a game for the citizens here that put them in those sits they're sitting in, tribal, state and federal.

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And those decision makers need to put the money where their mouth is. And then I think the teachers and the nurses, now -- you know, it's not, you know, this is -- it's a big bowl now. We're like in a fish bowl, you know, on this planet. It is that small now.

So education should be -- let those teachers have the reigns there but have some curriculum guidelines here that they learn these other knowledges right on these lands, connected right to the lands.

And that's where a lot of our young people are disconnected. They're disconnected from that relationship of a grandmother and mother, which this planet earth provides. If you know our language, (Native language spoken).

Now that's seven words that describe what our creator, grandfather/creator, father, grandmother Earth, mother's, the sun, the moon and the morning star. That's the first steps into the (Native language spoken) of the creator.

And just that alone would be a lesson.

And it's powerful because it's (Native language spoken.)

And when you understand the language, that is your brain starts shooting more electricity around, when you have two languages. That's what we want. We want a lot of electrical charge in that brain.

To me, a family and community-based education's important, to retain the language. I'm probably one of the last now that was born with Lakota as my language, my mother and father.

And I don't -- that's what I'm saying. You know, we got to look at putting the money where the mouth is. But getting this education out, even to the families and the communities, I believe that it's pretty critical in order to bridge the gap, that bridge that's there.

But we need to get it funded. We need to push together on that issue. I think we can get some going on that. That's where the department and the Ts need to pull together and then we need to look at what is that, that we

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could actually work together to try to get that raised, not only in South Dakota but every governor facing that, yeah.

Some successes and some are struggling, you know, just like some Tribal governments are successful, some are struggling. But we all like to be successful and we need to have that mindset around the table, you know.

So I'm glad this is a start now and I'm hoping these centers will keep that, you know, whatever that role is, however that's defined. But I think that would be the reason why we pushed hard for the Ts, was to unify and seek legislative fixes and keep the troubled governments abreast of what needs to happen, you know.

And now it looks like, collectively, we have to do it. That's my recommendation.
(Native language spoken.)

DR. CUMMINS: Thank you. And who was next?

MS. HOPKINS: We have Dr. Sherry

Johnson, who is a proxy, followed by Patricia Marquez, from the public.

DR. CUMMINS: Okay.

DR. JOHNSON: Well, you know I work right from the Education Department and so there's -- I could say, we need a lot of different things, a lot of help because when I first started working here, it was try to figure out how I can reach out to people, where are my resources and what can I do with the limited amount of funds.

Of course, you know, providing funding is always important because right now there is no funding structure for any of the Tribal Education Departments to do anything with it.

But some other things is, you know, a website of resources, links and people. That is totally searchable. You know, trainings to provide trainings virtually. Usually the best trainings for education people are usually one topic, one hour. And then most people can figure that out.

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And then at the end, for those people that want to stay and have a need for a greater and a need for a deeper conversation have that sharing and that question and answer time at the end.

And then, I work with another, through the bureau I work with another one of the comprehensive centers. And they do wonderful things out there.

And they put -- every now and then they'll have a workshop out there. And then I'll say, I wasn't able to finish it off or that. And I say, do you have the recording? Oh, no, we don't record these.

And so there's a lot of things out there and in meetings and trainings and that. And especially if you're working with staff in schools because they don't have the time to watch them during the day. But they will take the time during their planning hour or during their afterschool hours.

So I think recording of any trainings

or meetings should be on an established website and available. Data tools and other resources that are free out there, you know, we're looking at planning, comprehensive planning things and just those templates out there that are real helpful.

Other resources would be maybe a monthly sharing or talking time, just a talking circle that other people, likewise, would be able to collaborate.

And then I truly believe that there needs to be a survey of needs and services that could be provided because, when you start talking about it, you don't realize how much is really needed until you get a group together. And then you understand the far reaches of the differences of people and the far reaches of what they're doing.

And then I think, just by surveying and asking the tribes and the education departments to ask this a little bit more in a broader sense rather than just a one-shot tribal

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consultation because sometimes the tribal consultations don't get out to the people that really need them.

So with that, I'd like to say thank you for your time. Thank you for the opportunity

--

DR. CUMMINS: Thank you.

DR. JOHNSON: -- of consultation.

MS. HOPKINS: Patricia Marquez?

MS. MARQUES: Hello. Good afternoon.

My name is Patricia Marquez. I'm the Federal Programs Director for a public school in Bloomfield, New Mexico.

I work with the New Mexico Public Education Department. And I really feel like they're doing great things here. We do have a government-to-government scenario that we go bi-annually.

This is where we involve all of the pueblos, all of the tribes that we have in New Mexico. And we meet for a two-day or a one-day consultation. And it is very beneficial. It

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gets everything out on the table.

And the pueblos and the tribes are able to get all of their input in to our governor. Our governor goes to this event. And it is, in past years, I've been doing this for eight years and it has really grown to be something very wonderful.

And the conversations have grown within the pueblos and the tribes to talk about Impact Aid, talk about education, to talk about what they need at their level.

And my suggestion would be for the Department of Education is, to look at that, to do a government-to-government scenario for each state. Have them come together, develop some really clear cut ideals of what that would look like in those meeting settings and start establishing what the goals are, you know, per state.

And then start establishing, nationally, what we need to do. I feel like we're missing so much. I feel we're losing a lot

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of our Native American students. And I was a principal on the reservation for five years, which was wonderful work.

And I believe that we need to continue that work for our children. We -- so we have gone generationally, letting them go through the -- letting them fall through the cracks. And it's not fair.

We're not doing what we should be doing. But I think New Mexico has really worked on it. We do it bi-annually, the government-to-government. We do -- I do tribal consultations since most of my students are Navajo Dine.

I do tribal consultation twice a year with the Navajo government. And we have a very -- they have a very -- outline of what we need to talk about and where we need to go, how our funding is being spent.

We go through all of our title. Every funding that we have, I give them a breakdown of how we spend it and it goes to Native American kids.

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And I just think it's that transparency piece that we need to start focusing in on. I appreciate all of the input and all of the talk that happened early today. It's very beneficial to hear from tribal leaders, from people who are in the government, who are working at different levels.

And it's wonderful. And here on the ground, though, and knowing as a principal and a teacher what students need and moving up, it's like we really have a lot of work to do still.

And in all respect, in all respect, I think that -- look at New Mexico. Reach out to Kurt Steinhaus. He's really trying to spearhead some things. Look to the pueblo leaders in our state and Navajo Nation.

I think we're really working on trying to set some goals together with the public education and the tribal education. And we need that collaboration because our kids are always blended, in and out.

And it's very crucial and key that we

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continue this work for their language, for their culture, you know, for all of us. We all need to be part of that process. So I hope this helps, and those are my suggestions. Thank you.

DR. CUMMINS: Thank you. Appreciate it. Let's move on to the next slide. And then for closing remarks. I just want to remind everybody that your written public comments can be collected to our email address, and that's tribalconsultation@ed.gov.

And that's open until February 24th. And Danielle Smith will provide brief closing remarks for the topic that we just covered. And thank you, everybody for your input.

MS. SMITH: Thank you, Dr. Cummins. And thank you to everyone who provided input today. We sincerely appreciate the input that you've provided and the ideas that you've shared with us, which will help us improve the Comprehensive Center Program going forward.

If you have additional ideas, please do take advantage of the opportunity to provide

them via email. And we look forward to taking this input and integrating it into our planning for the 2024 competition that we anticipate.

We're very honored to be here with all of you. And just thank you again for your time and your valuable input and ideas today.

DR. DALEY: Thank you very much. Have a good afternoon.

DR. CUMMINS: So now we'll move on to our next topic. And I'm going to introduce Julian Guerrero, give us some background on it.

And Julian is a director of the Office of Indian Education, OIE, at the U.S. Department of Education. Prior to joining the department, Mr. Guerrero served at the state level as former Executive Director of the American Indian Education for the state of Oklahoma.

Mr. Guerrero brings a wealth of knowledge on topics regarding how to deal with and sustain meaningful partnerships with tribal communities. And the OIE will be using today's input to drive the design of what he is going to

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give you background on right now.

MR. GUERRERO: (Native language spoken). My name is Julian Guerrero. It's a pleasure to be with you all this afternoon and to especially be online with you all. It's a great honor of mine.

We have a very dense topic, Number 2, and I do want to maximize the amount of time slated for today for the topic. So if I can get the next slide contracted, please.

For Topic Number 2, on December 29th, 2022 last year, the Fiscal Year 2023 Consolidated Appropriations Act Public Law No. 117-328 was passed providing additional funding under our Special Programs and Projects to improve educational opportunities for Indian children.

This can be found in the Elementary and Secondary Education Act, Title VI, Part A, Subpart 2 Program. Next slide, please.

In the explanatory statement for the accompanying Act, Congress directed the department to use \$2.75 million for a teacher

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retention initiative to help address the shortage of Native American educators and expand their impact on Native American students' education.

The Congressional intent for this initiative is to support teacher leadership models, to increase the retention of effect, experienced Native American teachers. Next slide, please.

Because of the timing of the appropriations, it's ultimately constrained our timeline quite a bit for grant making. We do anticipate using a final Secretary's Supplemental Priorities and definitions for grant programs as published in the Federal Register on December 10th, 2021 which are applicable to all department programs.

We are particularly interested in this consultation opportunity and having you review and provide us input on using one or more provisions as part of Secretary's Supplemental Priority Number 3, known as supporting a diverse educator workforce and professional growth to

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strengthen student learning which is well aligned to the Congressional directive for this initiative. Next slide, please.

So I'm going to walk you through the verbatim text of Secretary's Supplemental Priority 3. There are multiple parts. I do apologize that this does spread over multiple slides. And I'm going to do my best to read in front of you today the entirety of Secretary's Supplemental Priority 3, okay.

So it is the text in the yellow box in front of you. And it 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 students with the 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 events-based comprehensive educator preparation program.

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B, increasing the number of teachers with certification or a dual certification in a shortage area or advanced certifications from nationally recognized professional organizations. Next slide, please.

C, identifying and addressing disparities among educator subgroups and graduation rates, passage rates for certification and licensure exams, successful employment, retention and professional growth.

D, promoting knowledge of universal design for learning and educator preparation.

E, integrating universal design for learning principles in pedagogical practices in classroom teachers 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. Next slide, please.

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 diverse educator workforce through one or more of the following.

(G) (1), providing beginning educators with evidence-based mentoring or induction programs.

(G) (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.

(G) (3), developing data systems, timelines and action plans for promoting inclusive and bias for human resource practices that promote and support development of educator diversity.

(G) (4), providing opportunities for educators to be involved in the design and implementation of local and district-wide

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initiatives that advances systemic changes. Next slide, please.

H, providing effective instruction in building educator capacity through one or more of the following.

(H) (1), providing high quality job-embedded professional development opportunities focused on one or more of the following.

(I) (1), Romanette 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 a learning in their authentic and real-world settings, communicate and collaborate effectively and develop academic mindsets including through project-based, work-based and other experiential learning opportunities.

(H) (1), Romanette 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

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programs; B, elementary school; C, middle school; D, high school; E, post-secondary education. Next slide, please.

F, career and technical education; G, work.

Romanette iii, meeting the needs of English learners.

Romanette iv, meeting the needs of children or students with disabilities including children or students with the most significant cognitive disabilities.

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

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

Romanette vii, for school leaders improving mastery of essential instructional and

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organizational leadership skills designed to improve teacher and student learning.

Romanette viii, supporting teachers in creating safe, healthy, inclusive and productive classroom environments. Next slide, please.

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 constant 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 for student educators in implementing these strategies.

Romanette i, increasing educator capacity to collaborate with diverse stakeholders to carry out rapid cycle evaluation, design-based research, improvement science or the rapid cycle

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techniques to design, develop or improve promising innovations that are designed to benefit underserved students. Next slide.

So that was quite a bit. And at this time, I will turn it over to Dr. Cummins to take it away from here. Thank you.

DR. CUMMINS: Okay, next slide, please. Thank you, Mr. Guerrero. Appreciate you going through all that information for us.

So Question 1, 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?

First option, adopting or expanding ways for Native teachers to become aware -- to become paid mentors, instructional coaches or take on additional leadership roles.

Second priority, addressing disparities among the graduation rates, passage rates for certification and licensure exams, successful employment, retention and professional

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growth or in building educator capacity via professional development for school leaders and to improve mastery of leadership skills and for teachers in creating safe, health, inclusive and productive classroom environments.

So which of those priorities should be used, or a combination of them in the creation of this teacher retention grant?

MS. HOPKINS: Dr. Cummins, at this time, I recognize one hand.

DR. CUMMINS: Okay.

MS. HOPKINS: Tribal Leader Bryce In The Woods. And actually, we have two, Tribal Leader Bryce In The Woods and it looks like Kaasgeiy Pittman is a member of the public.

MR. BRYCE IN THE WOODS: Yeah this is Bryce In The Woods with the Cheyenne River Sioux Tribe out of South Dakota. There's nine tribes here and then our sister/brother tribe up there, Sisseton.

I think what's critical is we have a number of elders' root and they know this

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knowledge, traditional knowledge. So now the Department of Education, with President Biden's appointees to be Secretaries and with the Obama and Biden also re-affirming that all these Secretaries have policy, consultation policy with those tribal governments.

And I'd like to comment on New Mexico, but I think she realized too, because she said she was teaching there. And her concern was these young students falling through the cracks. And it's like a beeline here, you know, because we need education.

And these resources of these elders is a incentive program, some type of incentive program. You know, that's what we're trying to figure out now, is how would be bring in these elders?

Maybe pay some utilities, pay for, you know, food voucher, gas voucher, whatever, but have some kind of incentive that benefits that elder and their need and you'd probably get input from those elders.

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And this is where that curriculum development would start. You could use all the technology that we have right now, all our -- because of this pandemic, we got fiber-optics to all the communities now.

And I'm pushing right now for communication of all our 22 communities here and to tie in all the communities to have a curriculum, any kind of education or, you know, like EMS, Code Blue Shirt Teams, other -- the community organizations themselves.

But to put that information out and to utilize that precious resource of our language, culture, tradition. Tape that for curriculum and then let these young people absorb that knowledge.

We want to share traditional knowledge. We have these sites. I mentioned about Makbia, Makah, you know, just above and below the stars and the earth. And we have sacred places that we communicate and get messages, like the (Native language spoken) or

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that Medicine Wheel in Wyoming.

And those are powerful. And we need that type of knowledge, traditional knowledge. We need that understanding now because, you know, we were told that all peoples on the planet, back in 2015, there was all these signs globally, that all peoples are supposed to go back to the original instructions from the Creator.

And it's eight years now so that -- if you learn Makbia Makah, it covers what I'm saying, just those two words. But that understanding and the bridge. (Native language spoken.)

Whatever I'm going to say, you know, I want to know this. And I want to know that our knowledge is going to help mankind, society. That's what's missing here, the connection to the Grandmother/Mother Earth or that connection to the moon. Those are all curriculum.

And it'll restore some balance that needs to be restored now. And only that can be taught to these original peoples here, through

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our language and traditional knowledge, which now Uncle Sam is looking for that.

And I think education is the key and that understanding, it just branches out, you know, no matter -- there's so much potential, if you tie that together, that the educator -- I talked to a science teacher up here. He's from, I think, Kentucky or somewhere.

He's a combat veteran. He's -- I was running these things by him and he said, man, let's do it, you know. So I think that bridging that gap with the teachers and understanding these things, it's going to benefit.

But they're talking with state legislators down there, a couple years ago, on behalf of our former chairman. I talked to the Education Committee and three of them asked about the -- I represented on a treaty, treaty concerns.

There was a couple issues come up. The Education chair was sitting in on that committee and he invited, you know, on, hey, our

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committee needs to understand these things because we're not aware of this.

So it is the education process, even with elected officials. That's why that's the key, you know, and the data and give us a year, get us some incentives to these young people to - - and the elders that'll intervene.

We have a Elders Council and they intervene. And they could bridge that, what's needed right now, to the whole -- to the educator. And some educators, like my doctor now, primary, he's (Native language spoken). You know, he likes to talk Lakota.

And you talk about a good neighbor, you know, that's what it's all about, simple stuff. You know, no politics, just get it -- let's get the support we need here on the ground for the original peoples, you know.

So that incentive program would, utilizing all three of these, would really benefit that whole, the elders, the teacher and mostly the students. And that incentive should

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be with the students too, whatever incentive we could think about.

But that's the key there, funding that incentive. And I don't know if any other tribal governments have that. You know, they probably - - we probably all do but we -- just how do we apply that with the Elders Council coming in and teaching this curriculum?

And then looking at STEM, that way we could, you know, like talk about the stars and the meaning of that. Pretty deep. That's why I mentioned NASA and what the Inuits were saying years ago.

But how much would that be doable? What would that take and how much would that incentive look like? I'd like to hear from the department on that. What do you think?

DR. CUMMINS: That is pretty good conversation building off of some of your suggestions there. So it looks like some of what you are mentioning might fit into Option 1, like expanding or adopting a way for Native teachers

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to become paid mentors, instructional coaches or to take on additional leadership roles, like if we want to mentor incoming teachers, so we have to thank you for that.

And now, Mahogany, who did we have next?

MS. HOPKINS: We have Dr. Sherry Johnson, then Katie Pittman.

DR. CUMMINS: Okay.

DR. JOHNSON: Thank you. Short and sweet, Number 2, we need our teachers. We need Native teachers to be certified. They need to be able to pass their Praxis test, their licensure exams and they need to be employed in our schools.

We have such a teacher shortage. It's huge. And we need these grow-your-own programs developed so we can retain our staff. We have non-Native people that come and work but they don't stay.

We invest in them. We invest in their education training and to get them up to speed,

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but they don't stay. We need to grow our own program. And so Number 2, which is 3 (c). Thank you.

DR. CUMMINS: Thank you. And next?

MS. HOPKINS: Katie Pittman.

MS. PITTMAN: (Native language spoken). My position here is funded by the school district. I'm the Native Student Success Coordinator.

I meet regularly with our tribal designees and also help coordinate grant monies through our partnership organizations. But mostly, I spend a lot of time with our teachers that are Native and those that are teaching our language in our district.

And the voice that has been coming to our language revitalization network has been to reimplement the mentorship programs that used to be funded through other state initiatives and grants but have not been funded for a lot of years.

The current teachers are being tasked

over and over to provide mentorship and training to new teachers and new to wanting to learn teacher in the district that maybe weren't open to our education in the past. And it's weighing on them. And it's a heavy role. And it's currently not funded.

Number 3 would be the next ask from our region that we are bringing in leaders. This week we are interviewing for our lovely community here in Southeast.

We're looking at candidates from -- non-Native candidates from Oklahoma, from Minnesota, from Michigan. And these leaders come into our buildings and they need professional development beyond what the state legislative body can fund.

And then also, in those Roman caps, the UDL framework really has not made it into our buildings, and that would be an overall PD that serves our students so well and kind of creates an equitable playing field for our visual brain and that technology component.

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So we would definitely love a 1-3-2 priority.

DR. CUMMINS: Thank you very much for that. Do we have any more --

MS. HOPKINS: Dr. Cummins, we have --

DR. CUMMINS: -- comments?

MS. HOPKINS: Yes, Chairwoman Andrews-Maltais.

CHAIRWOMAN ANDREWS-MALTAIS: Thank you.

DR. CUMMINS: Chairwoman?

CHAIRWOMAN ANDREWS-MALTAIS: Thank you very much. I think that, from looking at them, they naturally flow from 1-2, 2-3 and interrelated to them because they are all of the above and a combination of each.

But including flexibilities so that you can be very creative on how to do this. By being able to incentivize Native teachers to not only, you know, the teacher as mentors and coaches and additional leadership roles.

As one of the previous speakers said,

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you invest in them but there's no retention. So how do we or can we -- or are there any prohibitions, I guess, is the better question, in the statute that says you cannot use any of these funds to supplement the salaries, to incentivize them for longer tenures in these schools that'll help address the disparities, you know, and connecting those students both on a academic and culturally academic plane.

As well, as that also builds that educator capacity and professional development because it's going to be important to keep, you know, get these educators, you know, compensated, compensated fairly.

And we all know how difficult it is to get any educators, whether it's, you know, Native educators or non-Native educators, to come and work on tribal lands or within these schools that have a high population of Native students.

So unless there's a prohibition embedded in the statute that you cannot use these fundings for those incentives to be able to be

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creative and work it so that we're encouraging people, these educated Native ones, as well as others.

And also, to really -- I don't want to say step up, but really increase the loan and educational certification forgiveness and repayment programs and/or provide funding for those to be minimized.

Because, again, we have the capacity. We have the people. We have the wherewithal. But it's oftentimes the biggest barrier is the financial resources to continue to pursue those academic avenues.

And then, once pursued, when you've got such a large debt to pay back, how do you do that if the tribe is unable to compensate teachers and larger areas are able to do a much better job on compensating them in their salaries and/or being able to alleviate some of the pressures of their debt that they've incurred to elevate their education to where we want it to be and where it should be expected to be for our

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tribal schools or schools that have large tribal populations?

So again, 1, to me, 1 leads to 2, leads to 3 and flexibilities, incentivizing, you know, compensation and expanding or increasing the loan forgiveness and debt forgiveness for their educational costs. Thank you.

DR. CUMMINS: Thank you.

MS. HOPKINS: Dr. Cummins, we have Quinton Roman Nose, a member of the public.

MR. ROMAN NOSE: Good afternoon, Quinton Roman Nose. I'm with TEDNA, Tribal Education Departments National Assembly. There's so many comments --

DR. CUMMINS: Glad you're here, Quinton.

MR. ROMAN NOSE: Say again?

DR. CUMMINS: Glad you're here. Glad you're here.

MR. ROMAN NOSE: Oh, thank you. There's so many comments that could be made on each of these topics. I'll just limit my comment to

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one.

I support the grow-your-own with the additional, you know, connection items. I think it's so important that we grow our own to the respect that, you know, the first professional person that a Native student sees, most likely, is a teacher.

So they know what teachers do. And some of them really enjoy it at early level but somewhere along the way they get disconnected and go into other majors.

I like the Teach For America model, although it is a little controversial because they teach for a couple of years and then they leave. But they do recruit college graduates, no matter what their major. May not be a teacher education major, but they do recruit them.

And to take it a step further, your TEAs could create MOUs with the local school districts, LEAs, to actually start that program at a early level, even high school, work with them through college.

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And some tribes do have resources that they could actually provide additional salary to that particular school district if that's the case, if they did want to use their Title programs or their Impact Aid monies or what have you.

But I do agree we need to put Native teachers into the classroom as much as possible. I think if OIE could develop some models where TEAs can partner with the school district to have this grow-your-own process.

So that, I'll limit my comments to that particular comment. Thank you.

DR. CUMMINS: Thank you. I think if there's no more hand up we can go to the next slide.

MS. HOPKINS: We do have Bryce In The Woods has raised his hand again, Dr. Cummins.

DR. CUMMINS: Okay.

MR. BRYCE IN THE WOODS: I'd like to comment on -- this is Bryce In The Woods, with the Cheyenne River Sioux Tribe out of South

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Dakota.

Number 3, or said improve mastery of leadership skills. Our Elders Council would provide that to these teachers, administrators here. And they're open and receptive.

I talk like this to them when we have consultation also. And I'm glad that's happening because that's what we fought for, consultation.

So that we all get on the same page. So the administrators here in the school up here, in the public school, they're doing good, you know. So I think it could be better.

And then for Number 2 there, for safe and healthy, you know, creating that safe, healthy, inclusive and productive classroom environment these Elders Councils can do that, just being present with the language and the knowledge. They'll do those two.

And they need to be compensated. And if there's any, you know, you got this, you got that barrier, then those need to be waived, you know, because this is kind of like a last stand.

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So we need to -- if we want to change and we'll be a model for these school shootings and stuff, I put that in the comment. Maybe hazard pay for teachers, you know, to make them think, you know, the environment.

And so when we talk about Elders Council and bringing in this traditional knowledge, then it means trips too, trips to these sites during these times, you know, with the moon. Those are for real.

So it's going to be a big learning experience. And it's going to be good, great. It's going to win, you know, as long as the people understand (Native language spoken), you know, understand.

That's what we need to -- no barriers, you know, no you did that, that. You know, these elders need to jump through this and do (Native language spoken).

You know, they're bringing in valuable information that's -- all these are treaty territories. It should be mandated. (Native

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language spoken).

DR. CUMMINS: All right, thank you.

MS. HOPKINS: There are no additional hands at this time.

DR. CUMMINS: All right, let's move on to the -- let's combine the next two questions into one. And if we could get one response or if something speaks to you more than the other.

So what are the challenges that impact Native teacher retention? What can be done to overcome these challenges? And are you aware of innovative teacher leadership models that increase the retention of effective, experienced Native teachers?

So combine those or whatever one speaks to you. In the interest of time, we'll just hang back on this. Anybody, Mahogany?

MS. HOPKINS: No hands yet, Dr. Cummins. I recognize two hands, Chairwoman Andrews-Maltais and Connie Locklear.

CHAIRWOMAN ANDREWS-MALTAIS: Great.

DR. CUMMINS: And we'll take your

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comments in that order. Thank you

CHAIRWOMAN ANDREWS-MALTAIS: Thank you. I know that several of the comments that I hear on a regular basis is that housing for Native teachers, you know, and if they're not -- even if they're in their own community, the housing is a critical component that always challenges retention of teachers if they don't have a place to live that is close by or on site.

It can be really hard, so being able to utilize funding for that or it could also be that the cost of the housing is beyond their control. Or they be over income if they're -- if the tribes have to take that housing off the inventory if it's HUD housing.

So by being able to use funding to offset the cost of housing would be one of the challenges that we face.

Another one is, again, you know, the pay scale that is inherent in Indian Country is significantly lower than what they'd be able to earn in a different setting. And therefore, that

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alleviates one more, quickly alleviates their educational debt.

So again, utilizing funding to offset or incentivize or supplement whatever the standardized debt forgiveness is for student loans and their educational certification would be helpful.

And, you know, there are various components of those models that have been working throughout Indian Country, but I don't think I've seen, thus far, anything that has almost like a menu or a litany or a laundry list of all the available options that could become a best practices for tribes to be able to utilize when looking for bringing teachers into their communities.

And again, as long as the restrictions are lifted from being able to utilize the fundings and those flexibilities are built into it, a tribe or tribal government, tribal nation, can actually create their compensation package that incentivize their potential teacher

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candidates to not only come but also stay in these locations after that initial investment is made by having contractual agreements that also increase those incentives as their tenure elongates.

I think those are ways that we can really do a better job with getting and retaining Native teachers to be in our communities that have that sensitivity to the unique situation that they're in by being educated for Native students as part of the United States Trust and Treaty obligations as well as their heartfelt connection to Indian Country and/or their own tribes. Thank you.

MS. HOPKINS: Dr. Cummins, Connie Locklear --

DR. CUMMINS: Yes?

MS. HOPKINS: -- stated that the Chairwoman has addressed her concerns.

DR. CUMMINS: Okay.

MS. HOPKINS: And I do not recognize any additional hands at this time.

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DR. CUMMINS: All right, next slide.

MS. HOPKINS: I recognize --

DR. JOHNSON: I'd like to quickly go

--

MS. HOPKINS: -- Dr. Johnson, yes.

DR. CUMMINS: Okay. Okay.

DR. JOHNSON: Is Chairwoman going to go first?

MS. HOPKINS: No, Dr. Johnson. It's your turn. Tech support, can you please mute that microphone?

DR. JOHNSON: All right, I'd like, just like to add to that, thank you for all those comments on that. A huge impact for teacher ed programs for us was when our teachers were able to join a cohort.

And so they actually had a teacher training program where they were a cohort in a identified institution or a degree-granting program.

And they supported them. And there was some help for tuition and that kind of --

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books and stuff. But that was a huge support. And that seemed to be the most successful to bring our, more of our Native teachers to complete the programs, was to have those cohorts and be able to support each other.

The other thing is mentoring programs after they're done. That's a huge thing for us, is mentoring programs. And not just, oh, yeah, here's your assigned mentor and you see each other hi and bye in the hallway but truly having those developed out programs and requiring it.

And especially if we could have those teacher training type programs and cohorts developed out. Thank you.

DR. CUMMINS: No, thank you for your feedback. And I know those are definitely effective and we need to continue doing those types of things for our programs. Mahogany, do we have anybody else?

MS. HOPKINS: Not at this time.

DR. CUMMINS: Okay, next slide. So I just want to remind you that written public

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comments will be collected through the tribalconsultation@ed.gov email address and the subject will be FY-23 Teacher Retention Initiative Competition. So the comment period is currently open and all comments must be received by 11:59 p.m. Eastern Standard Time on February 24th, 2023.

MR. BRYCE IN THE WOODS: Are you going to send us these PowerPoints? Are you going to email them to us?

DR. CUMMINS: I believe we can do that.

MR. BRYCE IN THE WOODS: Appreciate that. Bryce In The Woods, Cheyenne River Sioux Tribe.

DR. CUMMINS: All right, did you get that, Mahogany? You can send that out?

MS. HOPKINS: Yes, thank you.

DR. CUMMINS: Okay, next slide. Well, I just want to say thank you for joining. And we will take your comments, your concerns and we really want to let you know that you are

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informing us in the creation of these programs and the creation and expenditure of these fundings.

So I appreciate it and stay tuned and, for any future consultations. And I really appreciate your participation, all of you. Thank you. Have a good afternoon. Goodbye.

CHAIRWOMAN ANDREWS-MALTAIS: Thank you so very much. Stay safe and be well

(Whereupon, the above-entitled matter went off the record at 4:43 p.m.)

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C E R T I F I C A T E

This is to certify that the foregoing transcript


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Before: US DED

Date: 01-24-23

Place: teleconference

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