

**Tribal Consultation for the
State Tribal Education Partnership Program**

PSC-ED-OUS

**Moderator: Bernadette Hence
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12:00 pm CT**

Coordinator: Welcome and thank you for standing by. At this time all participants will be in a listen only mode until the question and answer session of today's call. At that time, you may press star 1 to ask a question from the phone lines.

I'd like to inform all parties that today's call is being recorded. If you have any objections at this time you may disconnect. Once again, I'd like to repeat, the call is being recorded. If you have any objections, you may disconnect at this time. I'd like to now turn the call over to Dr. Bernadette Hence. Thank you and you may begin.

Bernadette Hence: Hi. Good afternoon and thank you so much for joining us today. Today we will have the US Department of Education's Tribal Consultation for the Tribal - for the State Tribal Education Partnership Program Webinar.

We're very happy to have the opportunity to have you participate using this technology so that we can get your feedback, which is so valuable to us. Let me go over the participants that will be speaking today.

I'm your moderator. My name is Dr. Bernadette Hence. I'm with the White House Initiative on American Indian and Alaska Native Education. We'll be joined by several speakers from the Office of Elementary and Secondary Education.

First we'll be privileged to have Dr. Jonathan Brice, who is our Deputy Assistant Secretary. Next we'll have Ms. Joyce Silverthorne, who is the Director out of the Office of Indian Education. And last but not least, we'll have Ms. (Shala Ortega), who is the State Tribal Education Partnership Program Manager. So were very happy to have these high-level presenters to participate in today's tribal consultation webinar.

Let's go over the agenda today so you can have an idea of what to expect. So we'll have a welcome from our speakers. We'll have acknowledgments. And then we'll go over and provide you with a brief overview and background of the State Tribal Education Partnership Program to ensure that you have a general understanding of the program. Last but not least, we'll include how to contribute comments and also follow up the next steps.

During this webinar you may be asked to participate in polling, which will allow us to get free feedback from you. What we like to do is to ask you to look into your upper right-hand corner on your screen and locate the polling tab. Make sure that you've checked that. And you'll see polling questions in between - intermittently in between some of the sessions. But we really would like to hear your feedback and your discussion on the various topics. And we'll look for you to provide feedback at another time in a different format.

So without further ado, I'd like to take this opportunity to introduce our Deputy Assistant Secretary out of the Office of Elementary and Secondary Education, Dr. Jonathan Brice.

Dr. Jonathan Brice was appointed Deputy Assistant Secretary in the Office of Elementary and Secondary Education in October of 2013. In this role Dr. Brice provides leadership for six program areas, including teacher quality through support in rural education, impact aid, Indian education, migrant education and safe and healthy students.

A graduate of Harvard University Graduate School of Education, Dr. Brice earned his EDD and Masters in Education and Administration Planning and Supervision with a concentration in the urban superintendency.

Dr. Brice also earned a Master of Science in Human Resource Development with a concentration in education leadership, excuse me, from Townsend University, with a BA in History from the University of Baltimore. Please welcome Dr. Jonathan Brice.

Jonathan Brice: Thank you Dr. Hence, and welcome to everyone that is joining us on the webinar to discuss the consultation for the State Tribal Education Partnership, or STEP program. We certainly welcome your participation and your feedback as we go through this process.

I'd like to just, you know, begin with a very brief overview of why this is so important to us. The US Department of Education regularly conducts a review of program regulations.

The State Tribal Education Partnership or STEP program is being reviewed to determine if there is a need to amend its program regulations. Should we proceed with regulatory changes, they could be in place for grants competitions for fiscal year 2015.

This webinar begins with tribal consultation for this particular program. We are taking seriously our obligation under Executive Order 13175 to conduct tribal consultation in advance of any proposed rulemaking process.

We are seeking input from tribal officials, which we will use in developing any proposed new policy proposal - any proposed new policy rules for this program.

Bernadette Hence: Thank you Dr. Brice. And at this time we'll go to our next speaker, which will be Ms. Joyce Silverthorne. Ms. Joyce Silverthorne is an enrolled (Salish) member, and is from the Confederated Salish and Kootenai Tribes of the Flathead Reservation in Montana.

She has an extensive background in Indian education from both a great grandmother and professional educator's perspective. Joyce earned a BA and a Master's in Education at the University of Montana.

Ms. Silverthorne is the Office of Indian Education Director that administers Title VII programs at the Office of the Elementary and Secondary Education and the US Department of Education. Please welcome Ms. Joyce Silverthorne.

Joyce Silverthorne: (Unintelligible). Good afternoon everyone. Welcome to the webinar for the STEP program. We're looking forward to the opportunity to hear from you, and to incorporate the comments that you have in the planning phase of how the state tribal education partnership will continue to develop.

We - in our session yesterday we were working and looking professional development program. Today we're looking at the STEP program. The difference between the two of them reside in one importance difference for today's discussion.

The professional development has been in place by statute and by law and by years of operation. The state tribal education partnership is a program that was funded through appropriation in 2012. It has been a pilot process operating through waiver of regulations through its first grant cycle.

We will need to do a rulemaking process of one form or another before we are able to grant any additional grants after - other than the ones that have been made already.

What we do in rulemaking is to look for the regulations to fit the rulemaking process. And regulation implements of statutory requirement, or clarifies the meaning of a statutory may also serve as to fill in gaps in the statute. And to conduct rulemaking becomes a public policy concern.

Because this will be the first rules that have been put into place for the STEP program, this is going to be a very critical juncture in the development. And so it's very important to have tribal leadership way in and have concerns that are - that they are seeing in this process.

So that's our goal in our tribal consultation process today to try and look for that input and that direction. And this will be done prior to the development of actual rulemaking, and will be incorporated. We are required, all comments that are submitted must be incorporated into our discussions and our decision making.

So with that, I think I'd like to pause with that. We'll continue with some additional comments as we move through the day. But let's turn it over to our next speaker to talk a little bit about the overview of the program.

Bernadette Hence: Thank you Joyce. At this particular time I would like to introduce our next speaker. Our next speaker is Ms. (Shala Ortega). (Shala Ortega) has over 20 years of experience in grant and contract management, which 14 years have been with the US Department of Education.

Her experience also includes working for the National Institutes of Health and two major research universities. Ms. (Ortega) has also served as a supervisor for a major professional organization. She has a BA in History and an MA in Education from the University of Michigan, Ann Arbor. Please welcome Ms. (Shala Ortega).

(Shala Ortega): Thank you Bernadette. Hi all. This is (Shala Ortega). I see - I recognize some of the names on the board here. And I'm very excited to talk to you about some of the issues that I've been thinking about for a long time, at least since last April when I joined OIE from a different office in the US Department of Education.

So I could write a book about this, just this one piece. But I don't want to bore you with all the details. So I'll just give you a very brief description of what the program is. And then throughout Q and As today, as we go through all the questions I may kind of weave in some of the requirements or, you know, where it's applicable, I'll bring in some more information from the current pilot program.

There was a significant historical need for creating and strengthening partnership between state and Indian tribes. In fiscal year 2012 in recognition of this historic need, U.S. Congress appropriated about \$2 million for a state tribal education partnership pilot program.

The funding for this program was included in the Office of Indian Education National Activities of Title IIV of the Elementary and Secondary Education Act, or as we call it ESEA.

The pilot program was funded for three years. And like I said, it started in 2012. And we have for grantees now. In the purpose of this program was to address some of the challenges that were facing - that's American Indian students were facing in their environments.

Just very quickly, some of those were coordination between tribes and local education agencies and their state education agencies. Culturally trained educators also was one of the challenging issues, or the lack of it.

Opportunities for tribes - tribal communities to meaningfully engage in the education of their own children, which was the core issue as far as the pilot program was concerned.

So I want to end it there. I can go on longer. But I would like to give us an opportunity to go on to the questions. And then we can talk about the current program if needed. Thank you.

Bernadette Hence: Thank you. Now before we go on to the questions, Joyce can you just give us a brief summary of the purpose of the program, just to make sure that are listening audience has a clear understanding of the overall program?

Joyce Silverthorne: The goal, as you can see on your screen, is that we're going to be looking at grants that will be provided to tribal education agencies. And the task at hand is to increase their role, their capacity in the education of the students from their tribe, and in some cases tribe - some children from other tribes as well.

Bernadette Hence: Okay great. So there's several topics that we want to look at today. And I'm going to show them. We're going to look at native language and culture. We'll look at student performance. We'll look at teaching and leading supplemental education programs, school climate, cultural competence and also federal program administrations.

And please remember that this is not considered an exhaustive list of topics. And that we are interested in getting your feedback on these and any other topics that you would like for us to examine and look at. So we'll begin and look at the very first one, which is native language and culture.

So (Shala) can you give us some idea about what you're interested in finding out related to adopting and implementing native language and culture standards aligned to a state college and career ready academic standard?

(Shala Ortega): Yes. Thank you Bernadette. The purpose behind this was to promote academic standards that are - that would lead to higher graduation rates and improvement in academic performance of Indian - American Indian and American native - Alaskan Native, excuse me.

The - by creating - by including language, native language and culture in the teaching of academic programs. It would create a direct link between the way Native American students can relate to the subject matter. And also can actually improve their education - educational improvement in the whatever the subject matter is, whether it's math or sciences or any other academic areas.

So basically that was the idea behind creating an opportunity for the tribal education agencies to expand their - to broaden their involvement in the education of their own children.

Joyce Silverthorne: And Dr. Hence, we've outlined three different examples of how that could be taking place. And we're seeking some input from the community through a comment or question to be able to look at which of these options might be preferable.

And the three options: developing standards, designing curriculum, providing instruction. And you can see on the screen the three different options. Those have some significance for us about what that tells us that you're interested in doing with the SEAs and the LEAs.

(Shala Ortega): And if I could add one more thing here is that these options go from being very broad to very specific. So developing standards would be something that could be the broadest of the three. So as you go through these, that's how they are - they're organized.

Bernadette Hence: Okay. Let's take this opportunity to see if we can get feedback from any other participants, or if they have any comments or questions. Operator I'd like to open up the lines.

Coordinator: Okay. We will begin the question and answer session. If you would like to ask a question from the phone lines, please press star 1. You will be prompted to un-mute your phone and record your name. Your name is recorded to introduce your question.

Again it is star 1 to ask a question, one moment please for the first question. And were showing no questions at this time. Again it is star 1 to ask a question.

Bernadette Hence: Also I'd like to point out to our listening audience that we would also like to get your feedback and your suggestions. So your feedback is not limited to a question. However, we would like to open up the polls. And we're going to use our technology. And we hope that you like it.

And we'll be able to present to you not only your response relative to yourself, but you'll be able to see how others responded. So I'm going to open up the poll at this particular time, and give you an opportunity to give us a little bit of feedback related to adopting and implementing native language and culture standards aligned to a state college and career ready academic standard.

So while we're waiting to give you this opportunity to provide us feedback, would any of the program personnel like to add any other comments related to this area?

Joyce Silverthorne: As you're looking at those polling questions, please click on one of - the choice that you would make. And this is not a definitive poll. We are using this just to help guide our discussions and points to some of the interest areas or direction from this particular group of people that are online right now.

By the way, these will be - a transcript will be available after this session is over today. And it will be available both text and by wavelength. So we'll have some other ways for you to look at this and think about it more.

Either way, we are certainly encouraging you to get comments back into the website - the email address that you're going to see several times throughout the program because that's what we will be taking and analyzing and incorporating in our decision-making.

Bernadette Hence: And I'd also like to point out that you will receive a copy of the PowerPoint that we're using today. So feel free not to have to take notes, or very strong notes related to what you see. You will have the exact PowerPoint emailed to you, as long as we have your email address. And if they do not, we will provide a website. We'll show it to you shortly after we complete the polling to give you an idea.

The polling that were doing right now I want to explain to you. We are not able to discern your individual response. We're looking cumulatively just to get some general idea and some feel as to where the general public feels at this particular time the emphasis should be placed.

So don't feel inhibited in think that we're going to be able to track so-and-so said such and such. Using the polling technology today, we are not going to do that. So we're only looking at percentages.

And also we have quite a few staff members that are actually viewing this. And so when we show the results, and won't add up to 100% because our participants from the office are not participating in the poll.

So I'm going to go ahead and close the poll amount and provide you with an opportunity to see how your neighbors responded to this particular question. So we're waiting for the technology to summarize everything. So we're just giving at a few more seconds. And I'll be able to show you the results.

So you'll notice that we have seven out of 14 people that did not provide a response. And I believe that that pretty much equals the number of participants that we have from the Department of Education.

But for the participants are online at this particular time, you'll see that three people suggested, or 21% suggested design a curriculum based on native language and culture standards. They rated that one higher than the others. Thank you so much for your feedback, and will continue with our next topic question.

So we just looked at native language and culture. And so now we'll look at student performance. (Shala) can you please describe the information related to student performance?

(Shala Ortega): I think we're on mute. But yes. This kaizen, this question ties in with the capacity building, which is a feature of - one of the main features of the pilot program we have.

And the capacity building, we basically are talking about increasing a greater involvements of tribes and the education of their own children. I keep going back to that because that's basically the core reason why we have a pilot program.

So as you read through these choices A, B, C, just remember that for example a is a very broadly based kind of question. And B is kind of in the middle. And C is the most specific that you can hold on. So just keep that in mind.

Bernadette Hence: And (Shala) I'd like to ask, if some of the participants online at this particular time select A, B or C and later when they have more time to think about their response or they change their mind, does that disturb anything or create a problem for the office?

(Shala Ortega): No, I shouldn't think so because actually we were talking about this whether the participant should have a, you know, more than, you know, a chance to

respond to more than one because there are those who would like to do that maybe today.

But there is a question at the end of the presentation that deals with what else would you like to add. And that may be where they want to add the ones they couldn't vote for - vote on.

Bernadette Hence: Okay. And we do want to add that today is polling is just to give the department some cursory idea of how you feel and what you're thinking at this particular time. No obligation to your final commitment. And we'd like to get an email with your total results and your thoughts.

Joyce Silverthorne: And the emails are not limited to a choice among these three in any one of the questions that you'll see. You could choose all three of them. You could talk about the different ways that each of them are important.

But this is mostly to give us some idea of what the general direction is. And to help us keep the attention moving through the webinar so that it isn't just some - it isn't just us talking at you.

Bernadette Hence: So let's open up the lines now and see there's any feedback that any of the participants would like to provide to us at this particular time. Operator can you please open up the lines?

Coordinator: Thank you. Once again it's star 1 to ask a question. We do have a couple of questions in queue right now. The first one comes from (Lindsay Watchman). Your line is now open.

(Lindsay Watchman): Okay thank you. I just want to let you know that I am listening and trying to participate. In the WebEx isn't working on my computer. So I can't enjoy this on the screen. So just letting everyone know I'm here.

Bernadette Hence: capital thank you so much for that. We're sorry that you're having technical difficulties. However, this webinar is being recorded. And so there is a way for us to provide you with the visuals and to hear this again because it is being recorded. And so we'll make sure that we get that to you. Thank you so much for letting us know that.

(Lindsay Watchman): Thank you.

Coordinator: Okay. The next question comes from (Matt Campbell). Your line is now open.

(Matt Campbell): Yes this is (Matt Campbell) with the Native American Rights Fund in the Tribal Education Department's National Assembly. And I just wanted to give a little bit of feedback about the last section you touched upon, and the section as well.

Usually student performance to improve outcomes and also the implementing native language and cultural standards, with regard to the culture standards I think that the tribal education agencies should be able to work within any of those areas that you've outlined.

I think the tribes could develop standards for language and culture. They could design curriculums or they could provide instruction. So I think, you know, when you're thinking about the program going forward, I think providing flexibility for the tribes to be able to do any of those things would be a good thing.

I think there's such a variety of tribal education departments and agencies that some tribes will be able to do some things better than others. And so it should be able - there should be flexibility so that, you know, they can choose to work in those areas if they can. Worked in the areas that they can.

And I think the same thing goes to student performance. Some tribes may have more staff and they can, you know, provide the larger overviews by collecting data in issuing reports. Or working directly with tribes, or with students by coaching them based on student performance or using the data to determine policies.

So I think again, in this area flexibility would be key just because they're such a variety of tribal education agencies out there.

(Shala Ortega): (Matt) this is (Shala). I agree and I'm in full support of what you just said. And I think that sort of the limitation as you - you were talking about limitations. Limitation is really the way the webinar is today for us to kind of gauge sort of the interest in any of these topics by basically giving the participant only one chance to choose just one of three.

We're not trying to say that only one of three is what the tribal education agencies or tribes can do. We are just trying to have some kind of, I don't know, starting point to see which one is more important or more interesting to you all and which is least.

But that doesn't mean that the final outcome would be limited to the highest, I don't know, polling number. So I just wanted to put this out there.

(Matt Campbell): Sure. Thank you.

Bernadette Hence: So (Shala) brings up a very good point. Using polling technology today to incorporate it into our webinar. And the polling technology has limitations in that it only allows a respondents to make one selection.

And as she pointed out, when you receive a question and when you decide which sections you would like to respond to, you're not limited to responding in selecting A if you think it should be A and B or B and C.

So I again want to emphasize that. But because of the technology that we're using today, which does allow us to summarize, but it limits you in responding because you can only make one response. So we do understand that we are not getting 100% of what you may be thinking. But we appreciate you taking the time to give us a starting point.

So as you can see on the screen, we've already opened up the polls. And the majority of you have had an opportunity to make some comments. So I'm going to close the polls at this particular time. And I'm going to display the information so that you can see how your fellow participants responded. You can compare your selection to theirs.

Based on the numbers for this particular response, we see that the majority thought that provide instructional coaching based on student performance was the most heavily responded answer. So 25% chose that particular response. Thank you so much for your response. We'll continue the webinar now and go to the next question.

At this time we'll look at teaching and leading. So (Shala) can you talk about the effective teaching and leading section please?

(Shala Ortega): Okay. All right. Just like the other two questions before you, again this is directly related to building capacities for TEAs. So in that respect, what we're looking at here is again to see if and SEA level function, which is basically to determine measures to be included in the teacher and principal evaluation and support system could be a function that TEAs could assume.

Or, okay go from - so basically - which is basically the broadest kind of form of activity or objective they can develop as TEAs. Or to the, basically the more specific ones which is maybe develop evaluations as a support system for teachers and principals. Or conduct observation of teaching and leading, which is a very specific and hands-on intervention system.

Bernadette Hence: So would one of the other program personnel like to add any other thoughts on this particular area?

Joyce Silverthorne: I think we see across Indian countries a challenge in high turnover of teachers and leaders in our school communities. And part of that is our rural nature. Part of it is isolation.

And so we need to consider what kind of things can we as tribal education departments, what can they do to contribute to keeping - selecting, keeping and encouraging quality teaching within our schools.

Bernadette Hence: So at this particular time we'd like to open up the line for feedback, comments, suggestions, questions from our listening audience. Operator can you please open up the lines?

Coordinator: Yes. Once again, it is star 1 to ask a question, one moment please for questions. And were showing no comments or questions from the phone lines at this time.

Bernadette Hence: Okay. At this particular time we've opened up the poll lines also. And we can see in a few minutes what you're thoughts are related to effective teaching and leading.

So we have three selections that match what you see on the screen: determine measures, develop evaluation and conduct observations. So we welcome your feedback, your thoughts, your suggestions.

If after this webinar you have some suggestions, we look forward to getting those from you by email. And we appreciate you being so patient and providing us with a little bit of information in the polling section.

So we'll be closing the polling section and just two seconds. I'm able to look online. And I can see how many people are in progress. And I can tell when they're not in progress. And as soon as that happens I'll be closing the polls.

So the poll is now closed that this particular time. So in just a few seconds we'll show you the results of the feedback that we received from the participants on this particular webinar today.

So you can see of the participants who did respond today that the majority of response, 28% provided a response for develop evaluation as support systems for teachers and principals. Thank you so much for that response. We'll go on to the next section of our webinar topics.

And at this particular time we'll look at supplemental education program.
(Shala) can you please talk about this section?

(Shala Ortega): Yes. Thank you. And here's another example of what TEAs can actually broaden their involvement and get more involved and - in basically providing supplemental education like summer schools, afterschool and so on.

And again it - the choices here are from the most broad-based activities they can get involved in to basically the hands-on, which is the supplemental education (runings), the supplemental education programs so.

Bernadette Hence: So any of the other program officers like to make any comments on this particular area?

Joyce Silverthorne: For a long time there have been supplemental programs sponsored by tribes that are sponsored and held outside of the education community. So what we're really looking for is where and how can we begin to bridge that into the education community where both groups are able to benefit from the quality activities.

Bernadette Hence: So operator at this particular time, we'd like to open up for any feedback or questions that our participants may have. Would you please open up the lines?

Coordinator: Yes. Again it's star 0 - I'm sorry, star 1 to ask a question. And I have a question in queue right now. Mr. (Matt Campbell) your line is open.

(Matt Campbell): Yes, I was just going to provide some feedback on the last section. And I can provide some on this section as well. I think with teacher training and administrative training, I'm not sure if you have included in that. But I think TEAs could also provide professional development. And that may be included somewhere else in this discussion. But I think that may be a good area to include there.

With regard to the supplemental education programs, I know there's a lot of tribes like you mentioned Joyce that do already provide supplemental education programs. I think they could also determine the policies or develop RFPs. But I think one thing for sure is running the programs themselves for their students would be something that I see happening already, and could be included in the future.

Bernadette Hence: Thank you for those comments. Those were very good comments.

Coordinator: We do have another call - collar with a question. Ms. (Joyce McFarlan) your line is open.

(Joyce McFarlan): Thank you. I apologize for not really responding earlier. I was having the same technical difficulties. Just for (Lindsay), I was able to get in WebEx through Chrome instead of Internet Explorer.

But on this quality supplemental education programs, can the Department of Education staff give some examples of policies? In some ways for me it's hard to say well what role should tribal education agencies play unless I really know like what are state education agencies or LEAs doing in this area.

So can you provide some examples of policies for supplemental education programs?

Joyce Silverthorne: Yes we're back on now. Thank you. Yes, there are lots of policies that are being developed through state and other entities. Even the local school will develop policies. And many times you'll see in particular I think some of the programs serving American Indians have been language programs.

Are they held, you know, as part of the school day? Or are they held only during the lunch break? Or do you have to give up going to sports to be able to participate? Those are the kind of policy decisions and the level of decision-making that might be of interest to a TEA to be able to participate in. Does that help any?

(Joyce McFarlan): Yes that does help. One more comment on the teacher evaluation. So I'm with (unintelligible) Tribe. And we are currently implementing this STEP project. And that evaluation system is - I think it's really key with their definition highly qualified.

What they have in the state, it's usually related to some of their credentials or degrees. But often - we were discussing like what is highly qualified for being a teacher or administrator with tribal staff? And, you know, we'd like to be involved more in that discussion.

And then the teacher evaluation system, like in Idaho they use the Charlotte Danielson Model. And we learned more about that. But, you know, there is just some opportunities there because they are judged on, you know, there are some rubrics their judged on.

But if the tribe has developed standards for instructional for (unintelligible) to possibly, especially it may be I mean like schools that have, I don't know what it would be, 20% Native Americans. If there was a percentage. One of our schools has almost 90%. So they definitely would be needing to look at their teacher evaluation system.

But as far as what should the TEAs do, it seems like everything that you've presented definitely the TEAs should do. But then how do you prioritize this

for the next round of STEP grantees? I mean that's kind of I guess the challenge right now.

Joyce Silverthorne: I agree it will be a challenge. And we have been a little fearful of how we were going to make sure that all of these comments get incorporated. However, we welcome all of the comments because we hope what this will do will to improve the program that were offering.

It isn't worthwhile if the program doesn't do what we needed to do. We need to be able to improve it. And this is the opportunity. This is the point in time where that has a real window of opportunity.

(Shala Ortega): Joyce this is (Shala). And it would be a very good idea to see comments like that since to us through that email address. So we can work on it. So there is that opportunity to send in comments.

Joyce Silverthorne: Thank you.

Coordinator: Okay our next question comes from Pueblo of San Felipe. Your line is open.

(Ilene Shendo): Hello. Can you hear us?

Bernadette Hence: Yes we can hear you.

(Ilene Shendo): Okay great. My name is (Ilene Shendo). I'm the Education Director for the Pueblo of San Felipe. And we have a four community representatives from our school district as well as parents and community members present.

I wanted to agree with the gentleman. And I made a comment on the notes section that I like the idea of really looking at funds to associate - in the

private, I mean the professional development of our teachers, given a lot of tribal schools work with a multitude of school systems in curriculums. Meaning, you know, we have a Bureau school. We have a big number of kids who feed into our local district schools. We have our boarding Indian schools that students go to.

So the best way, and really funneling some of the expectations that are coming from the federal level and being able to merge these into the tribal priorities that exists that are more unique and individual according, you know, aside from tribes to tribes is being able to have some type of pool of money that really bring these conversations together. And help to streamline not only the curriculum, but they services and just the connection that we're creating with parents and communities to outreach.

And ensure that they are informed on not only the curriculum and the standards that their students are having to go by, but that there is a definite voice of what the tribal priorities are in regards to everything, and all the other expectations that are held.

Joyce Silverthorne: Thank you (Ilene). That was very articulate. We appreciate those comments.

Bernadette Hence: And we're very happy that this call is being recorded. And we'll also have an exact transcript of everything that is being said. So the staff will have the opportunity to review and analyze and review again. So thank you so much for these wonderful comments. Operator do we have any additional callers on the line?

Coordinator: We do have a question from (Clinton Romanose). Your line is now open.

(Clinton Romanose): Hi, this is (Clinton Romanose) with TEDNA. I would like to make a comment on the supplemental programs. I would like to offer a suggestion that those particular programs such as like the 21st Century where it is competitive grant like I know that they did that here in Oklahoma.

If there are state and tribes that do have partnership agreements, I would like to see additional points to be given to that grant application and in their process, and maybe even in formula grant situations, additional points be awarded to the grant based on the number of Indian students.

An example of that would be such as the (Impact A) program, if they have students who live on trust property and they're also a special needs students, special education, then they get additional points per student.

So I know that's going to be difficult to look at all programs. But I think there should be some benefit for both SEAs and TEAs to look at the supplemental programs with their LEA. Thank you.

Bernadette Hence: Thank you for those comments. Would any of the staff like to provide any feedback?

(Shala Ortega): Hi (Clinton). This is (Shala). Thank you for making the comments you just did. And although we're not there yet, we hoping to get there someday. Those issues that you raise would normally be addressed in a, what we call an application process at the application time.

So we're not there yet. We're just trying to see what areas of interest we could kind of gauge for rulemaking. And then take it from there. But thank you for making the comment.

Bernadette Hence: I've closed the polls. And I just want to point out that for this particular section, providing high-quality supplemental education programs. That the majority of the participants who responded with the letter C, run supplemental education programs. And so if we have no other comments from the participants operator?

Coordinator: There are no other questions at this time.

Bernadette Hence: Okay, so at this time will continue on with that the webinar content. We'll now look at topic, school climate. So can you please elaborate on this one?

(Shala Ortega): Yes. This is (Shala). This goes to the - what we have seen in terms of school dropout rates. It's very high. I'm sure you all know it's high for minority students, but particularly high for American Indian students.

So what we're trying to do here is to see if there are ways to basically improve that and basically bring the rate down in terms of dropouts. One way to tackle that is to promote programs that improve that the climate in schools where these kids are being educated.

And one option in this case would be to monitor a district for compliance with school climate requirements. Or the more hands-on, which is a teacher health course on the impact of drugs and alcohol consumption.

Those are the only areas that TEAs can get involved in or develop their capacity. But it's just an example of what they can get involved in more directly. And develop their capacity.

Joyce Silverthorne: In addition the Department of Education has just recently published in conjunction with the Department of Justice some considerable direction in

school climates and discipline issues. And those materials are available as well. But certainly it is to improve the climate for students to be successful in school.

Bernadette Hence: So with those wonderful explanations, were going to go ahead and open up the lines now for our audience. Operator would you please open up the lines to see if we have any questions or comments or feedback from the participants?

Coordinator: Absolutely. And again, it is star 1 to ask a question, one moment for our question. Okay, our next question comes from (Lindsay Watchman). Your line is open.

(Lindsay Watchman): Hello again everyone. Again, I'm (Lindsay Watchman) and I'm the Project Director of the STEP Grant for the Umatilla tribes. And we work with the State of Oregon.

School climate, when I took over the position in March, which was about three or four months after awarding of the grant, I took a survey of the students and a survey of the students and the teachers. And they were talking about we needed safe, respectful classrooms so that we can do that teaching and learning to occur.

From very early on there was a desire to utilize a culturally based, culturally responsive self-management/classroom management/school management holistic lifestyle model. And that model is that the medicine wheel concept.

And we have been very anxious, and we have done some early work with the Native Wellness Institute. And their training and their curriculum and it basically professional development and what they could offer us.

So that is one innovative different approach that we would want to use and utilize here for the STEP Grant in Oregon is utilizing the Native Wellness and their youth leadership holistic medicine wheel concept. That's all.

Bernadette Hence: Thank you for that feedback. Would any of the program officers like to respond or make a comment?

(Shala Ortega): Not at this point. Thank you.

Bernadette Hence: Okay. We'll continue on. And I just want to remind the participants that the polling question line has been opened. And please, if you have an opportunity, provide us with a little bit of feedback. We appreciate it. Operator can you please check and see if we have any other callers on the line?

Coordinator: Yes. Again it's star 0 - star 1 to ask a question. I do have two questions in queue right now. The next question comes from Mr. (Garcia) in Pueblo San Felipe. Your line is open.

Man: Yes thank you. I do have a comment regarding, you know, the (functions) of tribal education agencies. And I think I, you know, a former employee of a school district. And I always felt that there should have - there should be alignment with tribal education programs in school districts.

And I do believe that, you know, schools should be held accountable for developing, you know, programs. And having schools, you know, comply with some of the schools requirements. That's just, you know, the discipline part.

I've always believed that discipline is Number 1 regarding our children here in the Pueblo that schools should really, excuse me schools should, you know, should really effectively, you know, within the classrooms because I feel that, you know, learning is one of the biggest, you know, requirements with our Indian children.

In order to learn, you know, there has to be disciplined. And I feel, you know, that, you know, that education programs should really be involved in be aligned with the school districts.

Bernadette Hence: Thank you for those excellent comments.

Coordinator: Okay. Our next comment comes from (Clinton Romanose). Your line is open.

(Clinton Romanose): Once again, (Clinton Romanose) with TEDNA, a couple of comments.

I'm very much interested in the (unintelligible) comment on B, Section B, creating policies. I know that in order to create good policies need information and data. And I think that probably goes back to a bigger issue of the (ferper) issue and being able to obtain information from school districts.

But also the truancy issue, I know there are different locations throughout the United States. There are students that live on their own trust property, Indian land and they attend public school. So I think that's tribal truancy policies need to be aligned with whatever the local school district or state policies are. Thank you.

Bernadette Hence: Thank you for those comments. With the program officers like to make any comments or provide any feedback?

(Shala Ortega): Not at this time. Thank you.

Bernadette Hince: Okay. Operator do we have any additional college on the line?

Coordinator: Yes. The next comment comes from (Matt Campbell). Your line is open. Mr. (Campbell) your line is open.

(Matt Campbell): Yes sorry. (Matt Campbell) with American TEDNA again. Just looking at A and B, I was just thinking to myself that some school districts in LEA may be pretty skittish to allow a tribal entity to monitor their compliance for fear of potential liability.

And also usually the school boards are the ones going about creating the policies. So that one may be a little bit harder. I think, you know, the LEAs should definitely reach out to the tribal - to the tribes and TEAs. But that one may be a little bit harder to achieve.

(Jill Iker): Hi, this is (Jill Iker). I'm the Attorney in Office of General Council who advises the Office of Indian Education. And I really appreciate what (Matt) just said. And just wanted to remind folks that from what something (Shala) said at the beginning.

That the original grants as envisioned in given out required an agreement between the TEA and the SEA under which the TEA would assume certain functions of the SEA. And one of those possible functions would be monitoring districts. That's something that states do.

That's why we have some of these broad options out there because they are examples of things that the current grantees might have entered into an agreement with their state in taking on state functions just for those public schools that are on the tribe's reservation.

So that doesn't mean that that will be the way that the program is specifically designed going forward. And so one of the reasons why Office of Indian Ed is so interested in all of your comments is to help what is the best to design for the future.

But those kind of comments are really helpful. And, you know, to put in writing to send and to the email consultation box that they've set up.

Bernadette Hence: Thank you for providing that clarification. At this particular time, operator do we have any additional college on the line?

Coordinator: Yes we have one other comment. The next question or comment comes from (Ilene Shendo). Your line is open. Please check your mute button.

(Ilene Shendo): Hello?

Bernadette Hence: Yes. We can hear you now.

(Ilene Shendo): Yes. Well I just wanted to comment along the questions in regards to both (unintelligible). And then just having the agreements tied. In respect to any program officers or those that would be looking at potential applicants or awardees, I think looking at current partnerships alongside districts and tribes to have under the Indian policies and procedures.

So looking at really impact aid and what kind of agreements in support is there because a lot of us have these agreements in place. And the issue is making sure that to districts comply with their own responsibilities that, you know, intentionally they've outlined first and then we've come and signed.

And so really the support at the federal level is the compliance issue. Currently under the IPPs there's the request for signatures of our tribal leaders. And specifically dealing with our district, which is Bernalillo Public Schools, you know, there's been five years of carryover.

And so I think the funds that have accrued in the number of students we've lost, there's a gap between that. And so when you look at these programs and whose going to kind of seek out the fund, looking to tribes who are really trying to resolve some of these issues but that already have prior agreements in place. So that way we're not turning the wheel or trying to, you know, get into other any kind of legal or any kind of, you know, more technical agreements.

But looking at what already exists for some of these districts and tribes. And I think we'll find similar issues, you know, throughout the country. But making sure that the funds that are already made available, both the federal and state are being access to their potential. But also what are those support mechanisms that the tribes come into partner with.

And making sure that those two are either in play or in partnership and some type of agreement. That there is already kind of these mechanisms in place to make sure that the compliance is followed through.

Bernadette Hence: Excellent suggestions. Thank you for that feedback.

(Ilene Shendo): Thank you.

Joyce Silverthorne: Thank you (Ilene). The compliance and the volume of federal programs that the schools and the tribes deal with certainly is a much broader issue than what we're looking at through STEP, but related.

And so certainly we would like to take this into consideration as it affects STEP. And to try and make sure that we're working as well toward compliance.

(Ilene Shendo): Thank you. And I think that was the reason for the comment is you see so many resources that come available. But how we're best utilizing those dollars, you know, really comes down to those outcomes that we're hoping for.

And so that's why I say making sure that if you're offering funds that you're looking at school districts LEAs who are, you know, willing to partner or have already put some things in place, but just need some of the either technical or monetary assistance to make it happen.

Bernadette Hince: Thank you again. Operator do we have any additional comments on the phone line?

Coordinator: No ma'am. There are no other questions at this time.

Bernadette Hince: Okay thank you. I'm looking at the time. It's a quarter after two. And our webinar will end at 2:30 sharp. So what I'd like to do is step the piece of just a little bit. And just to remind you that you will receive a copy of the questions. And we'll provide the email information to you so that you have a chance to give thoughtfulness to your response.

But we would like to go over the sections with you. So we're going to go a little bit faster at this particular point. We're going to look at the very next one, which is cultural competence. So we do it over that one (Shala)?

(Shala Ortega): Yes. Thank you. Again, throughout this whole basically bunch of questions you are looking at, what we're trying to get at is what you would suggest in terms of what your interests are in terms of the most broadly stated functions that a TEA could get involved in to the most hands-on and specific. And that's how they are designed.

So when we talk about cultural competency here, were looking to see if developing requirements would be - is where TEAs would be interested in. Or as opposed to say training teachers, which is a very hands-on activity.

So that's what we're trying to get basically a gauge into how interested you are in one of these three basically levels of involvement in terms of the TEA activities or functions.

Bernadette Hence: Okay so we're going to go ahead and open up the lines now to see if there are any comments related to this section. And if not, we'll go on to the very next section of topic. Operator can you please open up the lines?

Coordinator: Yes ma'am. Once again it is star 1 to ask a question, one moment while we prepare for a question. And we're showing no questions at this time.

Bernadette Hence: Okay thank you so much. We'll go to the very next topic. Our last topic that we'll look at is federal program administration. (Shala) can you please describe the effective program grant administration background so that we'll understand this particular question?

(Shala Ortega): Yes. When we talk about federal program administration here, we're talking about what we call formula grants programs where the flow of funding is from the federal agency to the states. And then from that it trickles down to the, you know, local level including tribes.

So what we are trying to do here is to find out if you guys are interested in the most broad - broadly stated kind of function that a TEA can get involved in, which is monitoring the district for requirements of the - of these formula programs. To the most hands on, which is tracking expenditure, developing budgets and so on for say after school programs.

So that's basically what we're looking for. We're not looking to see if TEAs can do all three. We're looking to see whether one out of three would be something that you would be interested in if you were the TEA.

Bernadette Hence: Okay so for the second time we're going to quickly go to the operator to ask to see if we have any questions or comments related to this topic. And if not, we'll continue on.

Coordinator: Thank you. We do have a one question coming from (Ilene Shendo). Your line is now open.

(Ilene Shendo): Hi yes. I was just wondering, were looking to the polling off to the right. Will that not be something we can access? It was just in terms of times and conveniences. I was wondering if you can just put up the slide and give us, you know, a few seconds to answer the full question. And then we can move to each slide. That way will still be able - or we're still able to give the feedback.

Bernadette Hence: I would be happy to do that. Okay, we'll go ahead and put them up shortly.
Thank you.

(Ilene Shendo): And we will ask no more questions.

Bernadette Hence: You can ask questions. That's fine. So based on the requests we have proposed up now for effective federal grant program administration. So please feel free to ask a question or to respond in the poll. Do we have any other comments or questions from the listening audience operator?

Coordinator: Yes we do have one other comment from (Clinton Romanose). Your line is now open.

(Clinton Romanose): (Clinton Romanose) with TEDNA. I would really, you know, like to see TEAs be part of the monitoring of districts for SEA. I think the STEP program has really opened the lines of communication between TEAs and LEAs and SEAs. So I think it's really positive.

I think that the understanding of TEAs or TEDs is, you know, they don't have a lot of experience in dealing with those other title programs. Certainly within Title IIV, (unintelligible), you know, they're very much aware of those program requirements.

But thus far a TEA or TED doesn't have that much experience. And, you know, what are the requirements of the other titles? So I think it would be an excellent learning experience for not only the TEA, but also for LEA and SEA.

And also I would very much encourage, you know, the federal government to look at those SEAs who do offer or sponsor an Indian Ed (fiction), Indian director for the state. I know there were some grants awarded to state that didn't have that Indian Ed person. And I'm not saying that couldn't work. It's just that it makes it a little bit more easier if you do have someone at the SEA level working for the good of the program. Thank you.

Bernadette Hence: Thank you for those comments. Operator do we have any others on the line?

Coordinator: There are no other questions on the line.

Bernadette Hence: Okay we'll go ahead and proceed. So we've covered several questions and topics today. And we'd like to make sure that we get your feedback should you have any further suggestions to improve the program that's not cover today.

So please feel free to email stepconsultation@ed.gov. And this is for the STEP program. You also have the option of providing verbal testimony during tribal consultations.

So these are other topics that you will see when you receive the information by email. This is another question set. We'll just briefly go ahead and just review the questions. And for the sake of time we'll continue to move on. So (Shala) would like to say a few words about this particular one?

(Shala Ortega): Yes. This goes to the data sharing within the three basically entities that are involved here, the TEAs, the LEAs and the SEAs. And the idea here is to see how this can be better coordinated. There's the (ferper) issue that gets in the way in terms of TEA having access to student data.

And on the TEA side they have to have access to data, data collection - data collected so that they can then develop be more effective intervention strategy in terms of, you know, providing professional development to teachers and so on and so forth.

So that's basically the reason behind the question here. And I don't think we have a, no we don't have an A, B, C, D here so.

Bernadette Hence: No. This particular question is a yes or no question. If you would be in favor and changing the STEP program or not? So this is actually a yes or no question.

(Shala Ortega): Right. And if you have any comments, you can always send us an email.

Bernadette Hence: Yes, we appreciate that. So we'll continue on with the next section, which is if you answer yes or if you think yes to this particular part, what information about students should be shared and for what purposes?

So when you receive the email with the question set, you'll actually see this particular question. And you'll see the entire set of questions. And you'll have the opportunity to pick and choose and make comments on any or all questions, including additional topics that you would like to address.

So for the sake of time we're going to go ahead and move on to make sure we cover everything. This is another area dealing with contortions of tribes and single grants. (Shala) can you just speak to this for a moment?

(Shala Ortega): Yes. The current pilot program basically has both - actually a consortium of two tribes with the state, and also single tribes as grantees. And we're trying to see if - I lost my thought here. I don't know. I lost my thoughts. Okay, sorry. I lost my thought for a minute.

But in terms of the data sharing, the idea here is do you see it as something that consortium of tribes should be doing or the single grantees should be doing? Whether this should be collective or it could be done by single grantees.

(Jill Iker): I'll just say something too. This is (Jill Iker) again. The Office of Indian Ed is very familiar with the migrant data sharing system among states with which some of you may also be familiar with. And trying to think of whether or not the STEP grant could be tailored to accomplish something similar. So that was one of the thoughts behind that.

Bernadette Hence: Okay. We're going to open up the lines and see if there are any participants that have any questions related to this particular section dealing with consortium of the tribes or single grant to the TEA, SEA and LEA partnerships. Operator can you please open up the lines?

Coordinator: Yes. Once again it is star 1 to ask a question, one moment. And there are no questions at this time.

Bernadette Hence: Okay. At this particular time we are closing the polls on the last question set. We'll be moving on in a second. We'll display those results on your screen shortly. And we again appreciate your participation in our polling for today. We're just waiting for the technology to just move forward so we can advance the slides.

So this is another question that you will see when you receive these set of questions emailed to you that we'd like to get comments on. (Shala) can you please talk about this particular section for us?

(Shala Ortega): Sorry, I was on mute. The current program, pilot program that we have as a requirement had the TEAs using public schools that were on their reservations. What we're looking at here is should this be expanded to include schools that are not on the reservation, but public schools that are not on the reservation. And if so, what kind of, you know, effect that would have.

So were trying to take it one step beyond just having public school on the reservations to be included in the program that TEA's can then work with, to schools that are outside of their reservation but are still public schools.

Bernadette Hince: Okay operator we're going to open up the lines very quickly to see if anyone has any feedback or comments related to this area. We'll be sending out the information to all of the participants so that they can provide any written comments to us that we can analyze. Can you open up the lines please?

Coordinator: Absolutely. It will be star 1 to ask a question, one moment. Okay and it looks like we have a question coming from (Lindsay Watchman). Your line is now open.

(Lindsay Watchman): Great. I just wanted to make sure - there was somehow a breakdown in communication. I was not informed of this webinar. So that's part of me not having the ability to also see what's on the screen. So I'm very interested in responding to the questions in the email and taking a look at the webinar and its start to finish capacity.

So I think you (Clinton) for forwarding this to me this morning, the email from (John Cheek) about this webinar. My name is not as a project director on that list. So please make sure that I'm informed, someone, whoever originated this form. And thank you for the form first and foremost. But didn't get the notice ahead of time about it.

Woman: Well we'd be happy to add you to our email list so that in the future you get a direct email. We're happy that you're able to listen today. Were sorry that you're not able to see the webinar. But we hope to be able to remedy that because we are recording this particular section and session.

And this will be available as soon as they are able to collaborate and get all of the data together. So we'll be sending that out and sending links and files so that you are able to see it. And we look forward to receiving your feedback. Thank you so much.

Bernadette Hence: Well again, we want to emphasize if you see or have any further suggestions to improve the program that have not been covered today, please email indiandiscretionaryconsultation@ed.gov. Or you can provide verbal testimony. That's Indian discretionary consultation, all one word, at ed.gov.

Woman: Dr. Hence?

Bernadette Hence: Yes?

Woman: There's a correction there. That was a carryover. That should not say Indian discretionary consultation. It should say STEP consultation.

Bernadette Hence: Oh sorry. Let's make that correction online right now for those that can see it. Okay, the correction has been made on the screen. It should say stepconsultation@ed.gov. We'll make the correction to the slides before we send them out to ensure that there's accuracy for you. And we'll continue on at this particular point.

I would like to thank the presenters today, Dr. Jonathan Brice, Deputy Assistant Secretary for giving us opening remarks. I'd like to thank the presenters from the Office of Indian Education, Ms. Joyce Silverthorne and Ms. (Shala Ortega) for all of their wonderful comments and feedback.

We really appreciate the audience participating. Thank you so much for your participation. Again, we need to make the correction. It should say STEP consultation, let me make that correction here while you can see it.

Joyce Silverthorne: And Dr. Hence I'd like to make a closing statement as well.

Bernadette Hence: Okay go ahead.

Joyce Silverthorne: And the process that we're going through is the review of these programs. We want to be able to look at how to improve them. And so we are looking for comments.

And at the document that you see in your PowerPoint is a compilation of teamwork and trying to identify the various functions that are optional out here. And how the STEP program may be able to interact with them.

And so we would encourage you to comment on any and all of those. And certainly as you develop your comments, this is the first opportunity. We're looking at seeking the tribal leadership into, and this is on behalf of tribal consultation.

And the opportunity for more comments will continue throughout this process. There will be opportunities once a formal document is developed. As the notice of proposed federal rulemaking is created. If that decision moves forward, which we anticipate that it should in this case because STEP will need regulatory guidance in order to do any new grants.

So we are looking forward to a long process. This is not going to be finalized. It will be in the development throughout the next year and a half. And so as we go through that, there will be more opportunities for comments.

So this initial one was trying to look for those tribal governments to comment. We apologize for anybody who may have felt omitted. It was not intentional. And so please give those to us as soon as you can. Though we will be working on developing a document that we will move forward.

And so thank you for your time today. Thank you for your comments. We could have gone two hours. We would have been with left over time yesterday and today we could have filled more time. So thank you very much.

Bernadette Hence: Again, we want to thank all of our participants for taking time to listen to and participate in the tribal consultation today. And our last polling question, we'd like to know whether or not you felt that this webinar was helpful. And we really appreciate any suggestions that you may have.

So without any additional feedback or comments from you, we're going to end this webinar today. Thank you so much and have a great day. Good bye.

Coordinator: This concludes today's call. Thank you for participating. You may disconnect at this time.

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