Tribal Consultation for the
Indian Professional Development Program

PSC-ED-OUS (US)

Moderator: Bernadette Hence
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Coordinator: Welcome and thank you all for standing by. At this time all participants are in a listen-only mode until the question-and-answer session of today's conference call.

At that point if you'd like to ask a question you may press star and then one. Today's conference is being recorded, if you have any objections you may disconnect at this point. Now I will turn the meeting over to Dr. Bernadette Hence, ma'am you may begin.

Dr. Bernadette Hence: Hi, good afternoon and thank you for joining the US Department of Education's Tribal Consultation for the Indian Professional Development Program today.

Today we're happy to have this webinar in order to get participation from tribal leaders and stakeholders. From the Office of Elementary and Secondary Education we will have several speakers. One of the speakers will be Dr. Jonathan Brice is the Deputy Assistant Secretary. We'll also have from the Office of Indian Education Ms. Joyce Silverthorne who is the Director. And the Discretionary Team Leader will be joined by Mr. John Cheek.

I am your moderator Dr. Bernadette Hence and I'm a Senior Policy Advisor with the White House Initiative on American Indian and Alaska Native Education and we're very happy to collaborate with the Office of Elementary and Secondary Education to provide you with this opportunity today. I would like to take this opportunity now to go over the agenda for today. First we'll have a welcome from Dr. Jonathan Brice; we'll also have acknowledgements of the - from the other team members.

We'll also have an overview of the Indian Professional Development Program as well as provide you with the opportunity to tell us your feedback. So we'll show you and tell you how to make your contribution to the comments. Last but not least we'll have follow-up and next steps. So without further ado I would like to take this opportunity now to introduce to you Dr. Jonathan Brice who is the Deputy Assistant Secretary with the Office of Elementary and Secondary Education.

Dr. Jonathan Brice was appointed Deputy Assistant Secretary in the Office of Elementary and Secondary Education in October 2013. In this role Dr. Brice provides leadership for six program areas including Teacher Quality, School Support and Rural Education, (Impact Aid), Indian Education, Migrant Education and Safe and Healthy Students. A graduate of Harvard University's Graduate School of Education, Dr. Brice earned an EDD and an MED in Administration, Planning and Supervision with a concentration in the Urban Superintendency.

He also earned an MS in Human Resource Development with a concentration in Educational Leadership from Townsend University, with a BA in History from the University of Baltimore. Without further ado I'd like to introduce to you Dr. Jonathan Brice.

Dr. Jonathan Brice: Hello, thank you Dr. Hence for that warm introduction. I'd like to welcome everyone as Dr. Hence has already said that's on the line with us today as we begin this process of consult - consultation to get more information as it relates to the Indian Professional Development Program.

While I welcome you, I'd also like to thank all of the team members led by Joyce Silverthorne and her entire team for the work that's gone in to getting us to this point. It's certainly a great opportunity to really start engaging with members of various tribal leaders about the important work that we think we may do. Without further ado let me just share a couple of points. Number one is that the United States Department of Education regularly conducts a review of program regulations, so this is something that's quite normal.

The Indian Professional Development Program is apparently being reviewed to determine if there's a need to amend program regulations. Should we proceed with regulatory changes, they could be in place for grant competitions for fiscal year 2015. This webinar begins our tribal consultation process for this particular program. We are taking seriously our obligation under Executive Order 13-175 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 new policy proposals for this program. And so with that I again thank you for joining us today, please share this information with other key stakeholders that are involved in Indian education. And at this point I will turn the program over to Joyce Silverthorne.

Dr. Bernadette Hence: At this particular time I'd like to take the opportunity to introduce to you Ms. Joyce Silverthorne. She is an enrolled Salish Member in the Confederated

Salish and Kootenai Tribes of the Flash - of the Flathead Reservation in Montana.

Ms. Silverthorne has an extensive background in Indian Education from both a great grandmother and professional educator perspective. Ms. Silverthorne earned a BA and an M - and a Master's in Education at the University of Montana. She is the Office of Indian Education Director that administers the Title VII programs at the Office of the Elementary and Secondary Education at the US Department of Education. Without further ado I'd like to introduce to you Ms. Joyce Silverthorne.

Joyce Silverthorne: (Foreign Language Spoken), good afternoon everyone, we're glad that you're able to join us and we hope that you find this a valuable opportunity.

The rulemaking process is a complex process. We create or amend regulations through the Federal Rulemaking process. A regulation implements a statutory requirement or clarifies the meaning of a statutory term. Regulations also serve the purpose of filling in gaps in the statute. Agencies conduct rulemaking to address a public policy concern. First the department must publish a Notice of Proposed Rulemaking in the Federal Register and provide the general public the opportunity to comment on the proposed regulations.

After evaluating and considering those comments the Department publishes a Notice of Final Regulations. Because this program affects Indian tribes we are conducting tribal consultation prior to the developing of the Notice of Proposed Rulemaking. Although we have not yet decided if rulemaking will definitely take place for the Indian Professional Development Program your comments and concerns will be incorporated into the planning phase of this effort and we will proceed with rulemaking.

This is a complex process with many steps and phases and there will be other opportunities where comments from tribal leadership as well as the general public. Since joining the Department of Education as the Director of the Office of Indian Education I've learned many new things, been introduced to many new processes. The rules which our programs operate is fundamental to how well our program serves the American Indian, Alaska native students of this country.

Today we are inviting you to participate in a meaningful tribal consultation. The discussion today will direct any changes to be introduced to the Indian Professional Development Program. It is important to have tribal leaders involved to set direction for this program that is designed and intended to serve Indian country. Consultation is separate and distinct from seeking general public comment. The public will have ample opportunities to comment should we create the change of rule and follow it through to its very lengthy clearance process.

You too may have opportunities to comment again, however this opportunity is valuable because you will help us set the direction for any changes to be considered. Please comment in writing to the email address as soon as possible. The sooner the comments are received the more likely we will be able to incorporate them into the planning.

Dr. Bernadette Hence: Thank you for those comments and now I would like to take the opportunity to introduce another one of the speakers today, Mr. John Cheek.

Mr. John Cheek will be leading us in the topics that we'll be discussing today. He is a member of the Muscogee Creek Nation of Oklahoma; he works in the office of Indian Education as a Team Lead for the Discretionary Grant Program. He has been with the Office of Indian Education for nine years.

Prior to work experience - his prior work experience includes Director for the National Indian Education Association and Senior Staff with the National Advisory Council on Indian Education.

And without further ado I'd like to take this opportunity to introduce and welcome him.

John Cheek: All right welcome everybody that's logged in on this session, we really appreciate your time.

Again my name is John Cheek with the Indian Ed Office. Right now I just kind of want to go over what the purpose of the Indian Professional Development Program is. It's a part of the Title VII program within the Office of Elementary and Secondary Education. And it's intended to help participants overcome barriers they have experienced in becoming educators in communities.

Our program is created to specifically help American Indian, Alaska native students to become educators who serve schools with significant populations of American Indian and Alaska native students. The Indian Professional Development Program currently funds 33 grants to train teachers and administrators. To date approximately 836 participants have completed their training. Applicants include institutions of higher education, including some tribal colleges.

Student participants receive financial support while attending grantee projects, including tuition fees, (siphons), childcare based on the individual circumstances. Participants have two options for meeting the payback requirements in this program and this includes cash payback and service payback. Participants who choose a service payback can repay their education

by working in a targeted school and repay their obligations based on a month of employment for one month of service.

Dr. Bernadette Hence: Thank you for that wonderful introduction to the Indian Professional Development Program. And at this time let's go ahead and begin to look at some of the example topics that we're interested in getting feedback from our participants.

So today we're going to look at a variety of topics, actually we'll look at six. These will include the job placement of participants, the area of need, recruitment and retention of participants, induction services, cost of training programs and types of participants. First we'll begin to look at job placement - John did you want to go ahead and begin?

John Cheek: Sure, the topic one is on job placement or participants and this item should be Indian Professional Development Program plays greater emphasis on grantee's ability to match participants - students trained by the grant project with jobs upon training completion.

For example in order to facilitate job placement of participants should applicants be required or encouraged to partner with an LEA or a BIE school.

Dr. Bernadette Hence: So in the second part of the job placement for participants we're also interested in if you agree that they should place more emphasis on the grantee's ability to match participants trained by the grant project then how should this be accomplished through selection criteria points, competitive preference points and program requirements.

So Joyce I'm going to ask you - I'm not really sure if our listening audience are familiar with the terminologies that we're using here, can you give us a

definition of the selection criteria - the competitor preference points and the program requirements please?

Joyce Silverthorne: The selection criteria are the items that are spelled out in the notice inviting application and they include need, key personnel, the significance of the project, quality of project design, services and resources. And each of those earn a certain number of points in the review process.

Dr. Bernadette Hence: So what is the difference between the selection criteria points and the competitive preference points?

John Cheek: The - this is John, the competitive priority points are points that are added on after they've completed the selection criteria section. And they can receive five point competitive preference points if an application is submitted by an Indian tribe and Indian organization or Indian institution of higher education. And then there's also a provision if there's a consortium with that of those entities.

Joyce Silverthorne: And these competitive preference points are spelled out again in the notice inviting application.

Dr. Bernadette Hence: Oh fantastic, now what about the definition for program requirements, what do you mean when you say program requirements?

Joyce Silverthorne: Program requirements are those components that are built into the definition of the program both by statute and by rule - pre-existing rule. And they can vary greatly but they are built into it so every person that applies must meet those kind of requirement.

John Cheek: And I did want to mention there is a second competitive priority point for five points and that's if an application is submitted by a consortium with eligible applicants and includes a tribal college or a university. So there's two ways that they can get these additional five up to ten points.

Dr. Bernadette Hence: Okay, the job placement of participants has one other area that we're interested in finding out, John did you want to talk about this one?

John Cheek: Are you talking about the absolute priority?

Dr. Bernadette Hence: I'm talking about whether or not applicants should be required to establish targets for the number or percentage of participants that they graduate and place in jobs.

John Cheek: All right.

Joyce Silverthorne: But we - well how the program is defined at this point is that our (different) measures look for 5% American Indian student population in the employable jobs where they can serve as service payback instead of a cash payback. And so we're wondering if this needs better definition, more definition.

Dr. Bernadette Hence: Okay so for job placement of participants there's several areas that we're concerned about and we'd like to get the feedback of the participants on the telephone line.

So operator I'd like to open up the phone lines right now to see if there are any comments from any of the participants related to this particular example topic of job placement participants.

Coordinator: Yes ma'am, we will now begin the question-and-answer session. If you would like to ask a question please press star and then one, please un-mute your phone and record your name when prompted.

To cancel your request press star and then two - one moment please for the first question. Once again to ask a question or to make a comment press star and then one, please record your name when prompted; to cancel your request press star and then two. At this time we do not have questions in queue.

Dr. Bernadette Hence: Okay thank you and I'd also like the participants know that if they like they can send a question through the chat room.

So at this particular time we'd like to take an opportunity to get a little bit of feedback from the participants on the line. We prepared the same questions that you see on the screen and the section of our webinar screen call Polling. So what I'm about to do is open up the poll to allow you to provide us feedback. You simply take your mouse and make the selection A or B. For an open-ended question feel free to type.

Coordinator: We have a question in queue over the phone, one moment please.

Dr. Bernadette Hence: Thank you.

Coordinator: Our first question over the phone is from (Ms. Marilyn Johnson), ma'am your line is open.

(Marilyn Johnson):   Okay thank you, I was trying to ask a question on the chat box online but it wouldn't allow me to do that.

I was wondering in terms of the payback requirement, how effective has that been in terms of, you know, the existing grants? Does that work or I'm thinking of, you know, varying challenges that there might be in terms of, you know, getting students to do that, because sometimes you have students that may have varying levels of financial commitments as well.

(Jim Barthmeyer): Good afternoon this is (Jim Barthmeyer) and I'm the Subject Matter Expert for Payback. We have found that the payback component and requiring employment verification has worked very well.

In the past we've had challenges in communicating with the grantees, with the employers and with our participants in order to get the documentation that we need in order to close them out. But once we've been working very diligently over the last couple of years to eliminate those issues and now it's working pretty well.

And oh yes I would also like to mention that starting next month - at the end of next month we will be launching an electronic payback system - its call a Service Obligation Tracking System and everything that we do now paper - on paper will be electronic. The advantage to this system will be that IHEs can enter in the data anytime they need the want to and it will provide the participants with real-time statuses of how much debt they've incurred.

And also when they're in service payback what's their payback balances - did I answer your question?

(Marilyn Johnson):   I think so.

Coordinator: At this point there are no questions in queue over the phone.

Joyce Silverthorne: This is Joyce, Dr. Hence could you explain to the group how this will work for them - what they'll see after they've made their selections.

Dr. Bernadette Hence: You'll be able to see the feedback directly from this particular bar chart. You'll be able to see the number of responses that we received for Answer A, for Answer B - you'll see it live. You'll see a bar chart and you'll be able to compare your results to the results of the participants.

And again we just want to review the job placement of participants - there's several questions and these are all duplicated in the poll question. So at this particular time we're going to close the poll and provide you with the feedback - we're just waiting for the technology to summarize the results, it will take a few seconds please. And you should be able to see the responses to all of the questions as it relates to the participants responses.

So you'll see that for job placement for the first question it seems to be pretty even. For the selection criteria the majority answer was program requirement. And the majority of people did not respond to question number three which is not a problem, but the largest response that we did receive was yes. So thank you so much for that response and we'll continue on with example topic number two. Example topic number two is Area of Need - so John did you want to discuss topic number two please?

John Cheek: Sure, should the PD program place greater emphasis on encouraging applicants to focus on their proposals on areas of demonstrated greatest need in schools where program participants will be placed such as particular subject areas, grade levels or areas of behavioral and social need as in school or staff support or school counselors?

Dr. Bernadette Hence: So what does all that really mean?

Joyce Silverthorne: In each community there is a difference between where they have a shortage in their education community. It could be teachers, it could be administrators. In some places it truly is the counselors and support staff, so each of the grantees will be looking at the need within their own community.

Dr. Bernadette Hence: Okay.

John Cheek: Should the PD Program place greater emphasis on encouraging applicants to focus their proposals? And that's just what I read but if so what are the greatest areas of need should the need for teachers in the immediate graphic area - geographic area be selection criteria, competitive preference points or program requirements?

Joyce Silverthorne: These three options are similar to one of the earlier questions in that it depends on where within the application package these questions will be asked.

        If they're part of the selection criteria or if they're a competitive preference point which was considered outside of the selection criteria. And program requirements are generally defined throughout the selection element.

Dr. Bernadette Hence: So at this particular time we'd like to open up the lines and see if there's any feedback from any of the participants related to area of need - operator can you please open up the lines?

Coordinator: Yes ma'am, if you would like to make a comment or you'd like to ask a question please press star and then one, please un-mute your phone and record your name when prompted.

To cancel your request press star and then two - one moment please for the first question. Once again to ask a question or to make a comment or if you have anything you would like to share press star and then one and record your name clearly when prompted; to cancel your request press star and then two. One moment please for the first question - our first question is from (Ms. Cindy O'Dell), ma'am your line is open.

(Cindy O'Dell): Thank you, one of the questions I had was how we would know for sure where our potential graduates will be placed.

We often prepare them for Montana jobs on Montana reservations but often we have students who do want to travel and look for jobs outside the area. So that's my first question is just how we might plan for where students will be placed. And the second think is - that is a concern is that often we do try to find the greatest need for teaching areas but there is a lack of data often that prevents us from having the best and accurate - most accurate information.

So for example in Montana often we can find shortages of teachers seeing special education but if we were to find shortages of native teachers in special education often we don't have access to that data. So those are my two questions, thank you.

Joyce Silverthorne: This is Joyce, thank you (Cindy) (you've) made the questions really simple for us.

The issue of employability for the graduates from our programs is one of great concern, impacted by many different things including the economic health of the community. So while we do recognize that there are difficulties as we try to plan for employability, but in any program where they are looking at early

placement into school settings so that the potential graduate has an opportunity to know if they're well suited to education.

To know if they are interested in working with youth and what age levels - different age levels are more appealing to different people - it depends on your personality and your job match. So part of what we are hoping is that we will begin to see more of that analysis, more of that discussion in applications. And an assurance that we know that programs are truly looking at where their needs are greatest, the kinds of educators that they need most and that their program is built to try and match those students with those needs.

I think the second half of your question relied on data and certainly we've struggled with data over the years for many different reasons. How we get reliable data and how our data is truly applicable to the Indian participant/graduate. And that certainly is a challenge for all of us. I think we are seeing greater communication between SEAs and tribes in trying to understand what that data means and trying to analyze how that data affects both programs.

I know that it's a discussion nationwide of data-driven decision-making is a nice term that we are all still working on how we implement it.

Dr. Bernadette Hence: Indeed, thank you for those wonderful questions and answers - operator do we have any additional questions from any of the participants?

Coordinator: Yes ma'am we have two questions in queue, would you like to open up the line for the next question?

Dr. Bernadette Hence: Yes please.

Coordinator: Okay so next question is from (Ms. Marilyn Johnson), ma'am your line is open.

(Marilyn Johnson):   Thank you, when you ask what the greatest needs are I think that they're probably varied depending on the native community.

Presently we simply have a need for teachers, including early childhood educators, teacher aides, you know, so once you put them into the pipeline as educational aides then, you know, we have some individuals who are interested in continuing to pursue their bachelor degrees. But we also need people in the special Ed areas and as the previous caller indicated like say in areas of reading or math instruction or special education.

The other area that I think that we have a need in is even for teachers that are already teaching in schools there are requirements. For example like in common core areas, how do they, you know, build their capacity, build their knowledge base to be able to address the instructional needs which I believe probably reflect more rigor in the area of instruction. So those are my comments.

Joyce Silverthorne: And (Marilyn) thank you very much for those comments, I think those are very important to remember.

And I'd like to encourage the audience today again that the comments that you are considering as you're listening to these discussions and certainly you're seeing that we're seeking more interaction than you may be used to from a webinar. We're wanting (sic) you to be sure and get those to us and the - at the end slide you'll see an (inner) - an email address.

That email address will be the single location where we'll be collecting all of these comments and putting them into a location for our analysis in being able to address them as we prepare any kind of documents that come out of these discussions.

Dr. Bernadette Hence: And just to remind you the Web address is on the screen at this particular time: indiandiscretionaryconsultation@ed.gov or you can provide verbal testimony during the tribal consultations. Participants will receive a copy of this particular PowerPoint after this webinar.

Coordinator: Our next question is from (Ms. Madonna Dorsey), ma'am your line is open.

(Wase Via): Okay I want to correct that (Madonna) to (Wase Via), okay first of all in regards to greatest need. In regards to need base do we anticipate additional programs to become available with emphasis in Master of Education preparation?

Joyce Silverthorne: The opportunity for consideration of such a request is certainly one of the reasons that we're asking these questions.

We know that we need teachers; we know that schools need administrators and we have been focusing on those areas for some time now. But we don't know when we hit a saturation point. We work with the same data concerns that you have and so trying to understand and predict that is something that we're seeking input through this comment session.

(Wase Via): Thank you.

Joyce Silverthorne: I presume since you've asked the question that there may be a need for this kind of additional work?

(Wase Via):   Yes there is a need as far as a need base for our community.

I realize that everything is being based on everybody's perspective but in looking at our community a lot of the grants setup in - that we've fortunately received have been more - which is great in the teacher preparation area for a bachelor degree. But we're seeing more with like common core in the higher stakes that perhaps a master level is of more need to our community.

Dr. Bernadette Hence: Thank you for that question.

Joyce Silverthorne: I have (unintelligible) take that, thank you.

Dr. Bernadette Hence: Operator do we have any additional questions?

Coordinator: At this point we do not have questions in queue.

Dr. Bernadette Hence: Okay at this time we'd like to open up the polls and the polls will allow you to respond to the three specific questions that directly address area of a need that we've been looking at on the Web site.

One deals with placing greater emphasis for proposal areas demonstrating greatest need in the school and if so what are the greatest area of needs. And the last part asks should needs for teachers in the immediate geographical area be based on selection criteria, competitive preference points or program requirements? So we'd like to get your feedback if possible. So we're going to allow you a few minutes to give us a little bit of feedback and thank you so much for being so patient.

So at this time we have completed conversation about two of our - of six topics that we're interested in getting feedback from you today. So we have four more that we'd like to go over. And again you will receive a copy of today's PowerPoint after today's webinar if we have your email address and you're registered.

If you're looking on with someone else and you would like to receive your own copy or you would like to receive notifications about future webinars related to tribal consultations then make sure you provide your email address to the email box that we have been displaying and we'll make sure that you're added onto the list. So I'm going to close the polls in just about - in one more minute and then I'll open it up and let everyone look at the feedback. The polls are closed now so we're waiting for the technology to update.

And you're able to see the results and compare your response to the responses of others that are actually on the line. You'll notice that for area of need for the very first question, the majority of respondents responded positively and they said yes. And also for the last question at this particular time the majority of people provided no response but for those that did re- provide a response program requirement was the highest listing response. So thank you so much for your feedback.

Let's continue on with the webinar and look at example topic number three, recruitment and retention of participants - John could you discuss this please?

John Cheek: Sure, this next one deals with recruitment and retention. Should the PD Program place greater emphasis on applicant's abilities to recruit qualified participants who are most likely to complete the program? If so should these be accomplished through, A, a selection criteria, B, competitive preference points, or C program requirements?

Dr. Bernadette Hence: So Joyce did you want to elaborate just a little bit to give our listening audience just a little bit of feedback related to the recruitment and retention of participants section?

Joyce Silverthorne: We know that the recruitment of students who are interested in education is a complex one that has many different moving parts. And certainly the retention of students is one that all institutions of higher education struggle with.

In this community we are looking for a particular student, we're looking for a particular job - that makes us even more challenging. But we also see programs that struggle with holding on to the people that they have recruited and how do they preselect somebody's who's going to be successful? And so part of this is getting applicants to think beyond just saying we want to recruit. Really look at how they do the process, look at when they recruit. Do we begin at the very beginning of the year?

I know that in my freshman year I wasn't so sure of what I was going to become and by the time I was a junior and I was looking at the education I was better able to make some selections. Looking for value added, how do we find students that are already moving toward the education field and support them and enhance the kind of qualities and skill that they have? And so I think that's what we're looking for here, how do we get to that where we know that as we are recruiting students that they have a greater potential for being successful and wanting to stay in the education field?

Dr. Bernadette Hence: So operator at this particular time we'd like to open up the lines to get feedback and any concerns from our participants.

Coordinator: Yes ma'am, if you have any feedback, concerns or comments you can press

star and then one, please un-mute your phone and record your name when

prompted.

To cancel your request press star and then two - one moment please for the

first question. Once again to ask a question, to make a comment or if you have

anything you would like to share press star and then one. Please record your

name clearly when prompted; to cancel your request press star and then two.

Dr. Bernadette Hence: And again I would like to remind everyone there are two questions related

to this area of recruitment and retention of participants. And while we're

waiting to see if anyone wants to respond verbally on the line or make any

comments we're going to go ahead and open up the polls.

So Joyce can your review again those definitions, selection criteria

competitive preference points and program requirements just in case we have

people that are not that familiar with those terms to remind them what they

mean?

Joyce Silverthorne: When a notice inviting application is mailed out to the general public and

people respond with a - with preparing an application and within it there are

points that are assigned that will be evaluated by an impartial peer review

process.

Those selection criteria are assigned a certain number of points per each area.

With the competitive preference points those are points that are separate from

the selection criteria in that they have - they are specific criteria. And those

priorities or those preference points define a certain either characteristic of the

applicant or a characteristic of where they are going to be serving. And so

those are points that are not defined by rule but are defined by working with the programs and trying to improve the kind of outcomes that we see.

Dr. Bernadette Hence: Okay thank you for those wonderful definitions.

Joyce Silverthorne: I'm nodding to one of our members here to see if she'd like to make a comment as well.

Dr. Bernadette Hence: Okay.

(Shaw Beance): This is (Shaw Beance); I'm one of the program attorneys for this program. And with selection criteria really an applicant would be writing to the selection criteria in their application and they'd be responding, excuse me, responding to that in the application package.

The competitive preference is often something that is set as - competitive preference points are things that are set aside from the selection criteria. It's another way that an applicant can earn points on their application. But it's often assigned in a more limited way and John has talked about some of the competitive preference priorities that this program already has. Program requirements are a little bit different from the selection criteria and competitive preference points because applicants don't generally receive points for program requirements.

Either they have to meet them throughout the life of the grant or if there's sometimes they can - an applicant has to meet it to be eligible for funding. So, just as a shorthand way of thinking about program requirements is that you don't get points for them, they're things that applicants or grantees must do to be eligible for and to continue to receive funding.

Joyce Silverthorne: Thank you (Shaw).

Dr. Bernadette Hence: I think that clarified selection criteria, competitive preference points and program requirements.

And at this particular time we have closed the polls and you're able to see the results of your feedback that you provided us as well as compare your feedback to others that are actually participating in today's webinar. So you'll notice that under recruitment and retention that the majority of responses that we received were yes, there are quite a few no answers. But of the ones that responded yes or no, yes had a higher response rate.

And also for the question related to should this be accomplished using selection criteria, competitive reference points or program requirements you'll notice that the majority of people that responded today selected selection criteria. So we're going to go ahead and continue with our webinar unless you have some additional questions and let's look at the next area. That next area is called induction services, John would you please describe example topic number four.

John Cheek: All right thank you, induction services. This part, should the PD Program and PD is Professional Development Program place greater requirements on grantees to assist new teachers who are graduates of their project in order to reduce the number of new teachers who leave the profession. All right if so, type of induction services would be most helpful.

Dr. Bernadette Hence: So I'm not sure if the participants online understand what you mean when you say induction services. Joyce can you give us some background on that?

Joyce Silverthorne: Induction services are - have been reserved under the current structure of the program as a fourth year, whatever the - after the people graduate from the program. Support to be able to find jobs; look at the qualified positions, mentorship - (Jim) would you like to suggest some other options?

(Jim Barthmeyer): Sure, this is (Jim Barthmeyer). One of the common conversations we've had with participants of our program is they felt they didn't have enough induction services to help them be successful in their first year.

So what we're doing is we're looking at what types of services do the grant provide once the participant completes their program that helps them be successful in their first year of employment? So we're looking for your ideas on what you think we could do as induction services and as part of our rulemaking if we should do it to help with that area.

Dr. Bernadette Hence: So operator I would like to open up the lines right now to see if any of the participants online have any comments or questions related to induction services, could you please open up the lines?

Coordinator: Yes ma'am, we'll open up the lines again for any questions, comments or feedback. If you would like to share anything please press star and then one, please un-mute your phone and record your name clearly when prompted.

To cancel your request press star and then two - one moment please for the first question. Our first question is from (Ms. Madonna Jarsy Wires), ma'am your line is open.

(Madonna Jarsy Wires):   I think (Mike) I had pushed mine for more for the area of recruitment and retention but it - nobody ever came on, is it okay to address

my question as it's more for recruitment and retention not necessarily induction?

Dr. Bernadette Hence: That would be fine, go ahead and ask your question.

(Madonna Jarsy Wires): Okay, my question is specific to our need obviously and what we're going. I think it's important to both program and student success that all provisions for admission be considered, that be a joint effort with the post-secondary school as retention for us right now is something that we are struggling with just with adequate and preparation for the teachers.

So my question would be I guess it might be more for the tribes, in the event that you're dealing with a retention issue do you have any steps that you address for recruitment even when the grant is already in year two and year three. That might be more for tribes to answer, I'm not sure but if anyone could help me out I'd appreciate it.

Dr. Bernadette Hence: Thank you - can anyone on the program side make comments related to her comments?

(Jim Barthmeyer): Hi this is (Jim), one thing that we're doing with our new electronic payback system is we're required - we're asking for monthly reporting so that as we award a grant.

We can actually monitor recruitment and retention and then we're going to establish some thresholds and then we're going to offer technical assistance when we see a need. So that's where we're hoping to take it within the coming months and years.

(Madonna Jarsy Wires): Okay, thank you.

Dr. Bernadette Hence: Operator do we have any additional questions on the line?

Coordinator: Yes, we have one more question from Mr. (Chris Feet), sir your line is open.

(Chris Feet): Hi, I guess my - I don't have a question but more a comment on the induction services as far as how to help the new teachers in their first year of experience.

I think the mentorship is a big piece of that as far as coming in and helping out that new teacher not feel so overwhelmed. Maybe it's someone from where they graduated with their undergraduate degree from being able to, you know, maybe come in and visit them at the school, mentor them and just visit with them. And also somebody that knows, you know, what those communities and what those schools are like.

We have educational service agencies in our area that do a mentorship - mentor program for new teachers but they don't always, you know, understand what our schools are like in the area. They may be from 100 or 150 miles away to come to help them, but somebody that really knows what they might be struggling with, what their concerns might be and knowing those communities in the schools.

Dr. Bernadette Hence: Thank you for that excellent feedback.

Coordinator: At this point there are no questions in queue.

Dr. Bernadette Hence: Okay at this time we have the poll lines open and they've been open for quite a few minutes, they'll be closing in 30 seconds.

And we'd like to provide the feedback to you so that you can compare your response to others that are participating in today's webinar. While we're waiting on that we'll just go ahead and start to look at example topic five in just a second. So we have a few people that are still in progress, we're going to give them an opportunity to complete their response. And we're closing the polls at this particular point. Again we're waiting for the technology to summarize the percentages to let us know what the results look like.

And you're able to see that for induction services the first response I got the majority of the responses from our participants was yes. And there are a few no answers but predominantly yes, 54%. So we'll go on and begin to look at example topic number five. Example topic number five is cost of training program - John can you please talk about cost of training programs?

John Cheek: All right, should the professional and development program place greater emphasis on the reasonableness of the cost of the training programs to avoid an unduly burdensome cash payback by program participants? What should be considered a reasonable cost for a training program?

Dr. Bernadette Hence: So Joyce can you elaborate a little bit about the cost of training is like, what we're trying to get at here?

Joyce Silverthorne: I'd like to defer this to (Jim); he's been working extensively with this as we are matching the cost of the programs to the payback process. This is an intricate connection and the amount that students are assessed in order to payback for either service or cash for their cost of their education can vary greatly.

Dr. Bernadette Hence: Okay, (Jim) would you like to make a comment?

(Jim Barthmeyer): Sure, what we are looking for is we've been analyzing the student training costs over the last couple of years and our concern has been that some of them have been very - the numbers have been very large. And we're talking about $70,000 to $100,000 worth of debt.

If the participant gets into a school - eligible school and they're doing a service payback then it's just month for month, so it's not an issue. But what we've encountered is that some of them are having problems locating eligible employment and then they go into cash payback. And those - the monthly fees on those is phenomenal and we end up pushing them into poverty. So - or causing financial stress, so what we're doing here is just trying to get an idea exactly what you feel is a reasonable cost.

I mean I can sit here and say, you know, we think it should be $40,000 but then we're not really taking into consideration what's going on out in the fields. So we're kind of trying to, you know, we're trying to determine what do you think is a reasonable cost for the type of training program.

Dr. Bernadette Hence: Okay operator we'd like to see if there are any comments related to cost of training programs, would you open up the lines please?

Coordinator: Yes ma'am, for participation to (sell) you would like to ask a question, make comments or share anything you can press star and then one, record your name clearly when prompted; you can press star then two to cancel your request - one moment please for the first question.

Dr. Bernadette Hence: While we're waiting for feedback from any participants, we've opened up the polling lines at this particular time. So if you'd like to make a selection to any of the questions that you see on the screen in the polling section please feel free to do that.

Coordinator: We have a question on the phone from (Ms. Marilyn Johnson), ma'am your line is open.

(Marilyn Johnson):   Thank you, I have a concern about this particular area, especially as it relates to payback.

I - of course I like the idea of students being able to pay back in service if possible and I guess that related to my earlier question, you know, of the absolute requirement for that. In the sense that sometimes there are circumstances where student may not be able to do that. For example if there are - if time and distance is an issue, if you're having challenges perhaps with childcare. So it might not be an immediate kind of situation, one doesn't have control necessarily on all factors in one's life.

But I also have concern about, you know, the aspect of payback because it forces individuals when you begin to - so early in their career of students, you know, being or having to face collections on a non-existing job. And, you know, so early in their career they end up having, you know, financial difficulties and the whole idea was to, you know, prepare them to be able to work in their own native communities. So while I, you know, think that it's a good idea I'm not certain how it would impact, you know, some students.

And I wouldn't want them to be so discouraged about future options and maybe even having to resort to working in a field other than education in order to payback. The other part of it is that should institutions of higher education partner with tribes or other organizations for this type of grant? And while I think it's a good idea to partner with institutions of higher ed, given reduced budgets for example at the state level, I'm not sure how ready or prepared an institution might be to be able to partner if that is a requirement.

So I'm concerned about that other part, I think they should be encouraged but I don't think it should be counted against an applicant if that is not a possible partnership that they can achieve - that's it.

Dr. Bernadette Hence: Well we can tell you've given this a lot of thought and we'd like for the program experts to provide you with some comments.

Joyce Silverthorne: And thank you (Marilyn), the concern that you're raising certainly is one that we have heard and understand the difficulty of matching the graduates and the job opportunities.

Certainly the field - the location of jobs and the community where the student is living, those employment issues are issues that we all face. Until such time that the statute is changed we have the obligation of payback. And so what we want to look for are ideas and suggestions that might help us to better match those graduates and the potential jobs where their service payback kicks in. I certainly envy the opportunity for students who service payback is an option, it wasn't for me in my career and so I do see an advantage to it.

I hope that we can put our thinking caps on and find some ways to better match our students with the jobs.

Dr. Bernadette Hence: Thank you Joyce - operator at this time do we have any additional people on the line that would like to ask questions or make comments.

Coordinator: At this point there are no questions in queue.

Dr. Bernadette Hence: Okay thank you so much, the polls have closed and I would just like to let you know that for cost of training programs the majority of respondents who did respond responded 31% yes.

And for the next question, should the grantees be encouraged are required to have a cost sharing program, the majority of respondents who did responded no, 31%. So thank you so much for your feedback and now we'll go to our last topic of the day which is topic number six, types of participants - John would you please talk about topic six?

John Cheek: All right, types of participants - is there a category of educators as in social workers, special education teachers, curriculum developers, native language teachers that the program should emphasize? And if so should this be accomplished through selection criteria points, competitive preference points or program requirements?

Dr. Bernadette Hence: So can someone on the program side please elaborate a little bit about the types of participants?

Joyce Silverthorne: This links back to the need question in that we are at this time looking at teachers and administrators. Is there a need for other areas to be emphasized as well?

Dr. Bernadette Hence: So operator at this time we'd like to open up the lines to see if there's any questions or any comments that the participants would like to make in relationship to this particular topic of interest - types of participants, could you open up the line please?

Coordinator: Yes ma'am, again to ask a question, make a comment or if you have anything to share please press star and then one, please un-mute your phone and record your name when prompted.

                      To cancel your request press star and then two - one moment please for the first question. Our first question is from (Mr. Chris Feet), sir your line is open.

(Chris Feet):   Thank you, my question is when you talked about before you focused on teachers and administrators and then in the example topic where you have - here you have included special education teachers as an example. Are the special education teachers different from the regular teachers in the - I guess in the program?

Joyce Silverthorne: The - are they different? They are different in the kinds of curricular requirements that are required for each of them but they are both teachers.

                      So a program may be looking at teacher education and have somebody who is in fact the special education teacher but that's not their primary purpose. But what we're looking for are do we need programs that focus on these other job areas?

(Chris Feet):   Okay, thank you.

Dr. Bernadette Hence: Thank you for that question, operator we're ready for the next question.

Coordinator: At this point there are no questions in queue.

Dr. Bernadette Hence: Okay at this time we have the polls open to provide you with an opportunity to give us a little bit of feedback related to this category, type of participants.

And also we'd like to get your feedback if you would like to provide it on how it should be accomplished, if it should be accomplished through the selection criteria point, the competitive preference point or the program requirements. So we're going to allow a few minutes for you to respond to that. Meanwhile we'll continue on with our webinar presentation and ask about any feedback that you may have related to any additional topics that we haven't covered today.

And we just want to remind you that today we looked at six topics: job placement, of participants, area of need, recruitment and retention of participants, induction services, cost of training programs and types for participants. And if you know of any other topic that you think that you would like to provide suggestions on we would appreciate getting your feedback on that. Meanwhile we're waiting; we're going to give you a few more minutes to respond.

We see that there's still some people in progress for responding to the poll questions so we'll continue on with the webinar. If you do have any suggestions we definitely want to hear from you and we would like for you to email to the address that you see on the screen, indiandiscretionaryconsultation@ed.gov. We want to remind you that you will receive a copy of this presentation, so don't feel like you have to have taken down every note.

Or if there's something that was on the screen that you would like to have a copy of you will receive that as long as we have your email address. And if we do not have your email address and you it - send a request for the PowerPoint presentation today to indiandiscretionaryconsultation@ed.gov we'd be happy to provide that information to you. So at this particular time I'm

going to close the poll results and we're going to look and see how everyone responded.

So you'll notice that of the responses how this should be accomplished. That the majority of respondents who did respond thought that it should be program based - program requirements, 38% responded in that particular way. I'm going to ask the presenters if they would like to say any closing remarks because this is getting to the end of our presentation. I'm going to start with Ms. Joyce Silverthorne - would you like to say any closing remarks?

Joyce Silverthorne: Yes, first of all thank you to everybody who has called in today and has taken the time to consider these questions.

The questions that we've come up with are a variety of topics and areas, certainly they aren't exhaustive. If you have other ideas or other concerns please do present those and write to the email address and let us know about them, because we certainly can't know everything that you're thinking of unless we hear from you. These concerns and questions and comments will all be compiled. We are required to address every one of them in our process of looking at what our next steps will be.

So please submit them as early as possible and on areas that are covered by this presentation and areas that may not be covered by this presentation.

Dr. Bernadette Hence: Thank you Joyce, I'm going to ask John if he'd like to say any closing remarks also.

John Cheek: I would just like to thank everybody that participated - (are we going to) mention about the - next week?

Joyce Silverthorne: We realize that there wasn't an opportunity for as many people to join as we had hoped, so we will be replaying these webinars.

Today is the professional development, tomorrow there is a state tribal education partnership webinar. And we will do each of them live today and tomorrow and then we will replay them again next week. And we will get information back out to all of the people that we had the invitations out to for this one, we will send them again.

Dr. Bernadette Hence: Thank you, on behalf of the US Department of Education I'd like to take this opportunity to thank all of the presenters from the Office of Elementary and Secondary Education, Dr. Jonathan Brice is the Deputy Assistant Secretary.

Ms. Joyce Silverthorne who is the Director of Office of Indian Education and Mr. John Cheek who is the Discretionary Team Leader - we'd like to thank them so much for their participation. But last but not least we'd like to thank you the audience, the participants who took time to provide us with your feedback and we're looking forward to receiving additional feedback from you.

We just want to remind you please provide your feedback as soon as possible because we'd like to include your valuable information; you're a valuable stakeholder to us. As you see on the screen the email address is indiandiscretionaryconsultation@ed.gov or feel free to provide verbal testimony during the tribal consultations. Our last polling question of the day has to do with the helpfulness of this webinar.

This information is very valuable to us and we really appreciate any candid responses you'd like to provide to us. We're always trying to improve

technical assistance and we value your feedback. So if you could take a moment and provide this last pieces of information - operator can you check one more time to see if there are any questions or feedback from our listening audience before we sign off?

Coordinator: Yes ma'am, if you would like to ask a question, make a comment or if you have anything to share before the call ends, please press star and then one, please un-mute your phone and record your name when prompted; to cancel your request press star and then two.

Dr. Bernadette Hence: Thank you operator, we're going to assume that there are no questions at this particular time.

Coordinator: Yes ma'am there are no questions in the queue.

Dr. Bernadette Hence: Okay thank you so much. At this time I'm going to close the polls and thank you so much for your valuable feedback.

We're able to see that the majority of responses that we received on the helpfulness of today's webinar were positive and we appreciate that. And any candid responses that you'd like to provide us on how we could improve in communicating to you we'd also like to receive that. Thank you so much for your participation and the US Department of Education Tribal Consultation for the Indian Professional Development Program. Have a good day, good bye.

Coordinator: That concludes today's conference, thank you for participating - you may now disconnect.

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