

**PSC-ED-OUS**

**Moderator: William Mendoza**  
**January 19, 2016**  
**1:00 pm CT**

Coordinator: Welcome and thank you for standing by. At this time all participants will be in a listen-only mode until the Q&A portion of the call. At that time please press star and then 1 to ask a question. Today's call is being recorded. If you have any objections you may disconnect at this point. I will now turn the meeting over to your host, Mr. Ron Lessard. Sir, you may begin.

William Mendoza: Thank you operator and actually joining today my name is Director William Mendoza of the White House Commission among American Indian and Alaska Native Education. Thank you so much participants for joining us especially tribal leaders who are able to take time out of their day to be able to join us today.

Today's call is another opportunity for the Department to begin to really think through our consultation activities and today we get to hear from our teacher quality partnership grants within the Office of Innovation and Improvement and so just really happy to be joined by my colleagues here today and to express the continued commitment to engage and collaborate with tribal leaders in the way that fulfills our trust responsibility.

As many of you know, ED has recently been able to revise its consultation policy to fulfill a deeper commitment to engaging more meaningfully and collaboratively with tribal leaders and the process that we will be going through today is in fulfillment of that policy so I really, you know, again thank all of the partnerships and look forward to the conversation for today.

This is as others will reiterate is one of two opportunities under this specific grant competition that is moving very fast but we remain committed to ensuring that tribal leader input is taken into consideration in the course of those policy aspects that have tribal implications.

And so regardless of the threshold there when we need to consult, the Department is committed to consult and to do that very proactively. I will also be joining the call today and look forward to listening-in to the dialogue and ready to answer any questions that are appropriate from the White House Initiative and today's topic of conversation.

So with that I want to turn it over to Director Richardson and to be able to take us into the rest of our agenda. Thank you for having me Director Richardson and thank you for this consultation from the Office of Innovation and Improvement and Future Quality partnerships particularly. Thank you.

Venitia Richardson: Thank you, Bill. Again I want to thank you tribal leaders for taking the time out of your busy schedules to join us on this call. I am Venitia Richardson, Director of the Teacher Quality Programs Office. This is the division office within the Office of Innovation and Improvement responsible for the direct oversight of the teacher partnership grant.

Here today with Bill and I are Ahnna Schmidt, Chief of Staff, Office of Innovation and Improvement and Mia Howerton, Program Team Lead who will also be facilitating the presentation.

Our objective today is to share with you program-specific information and data that will help assist you in your ability to share back with us critical and guided feedback that will enhance our program and its intended effort. I will turn it over now to Mia to begin the presentation.

Mia Howerton: Good afternoon, everyone. My name is Mia Howerton and I am Team Lead for the Teacher Quality Partnership Program. This afternoon thank you for joining our call and we are excited to tell you more about our program as well as answer any questions that you may have as we look forward to the upcoming FY '16 competition.

If you bear with us for a second, we're having a few technical difficulties with getting the slide to move forward but we will be with you in just a moment so this afternoon our agenda will include going over the TQP program. We'll give you an overview of the program as well as the requirement for this program.

We will also cover potential impacts that this program may have on the tribal community and then finally we will give you an opportunity to give us your feedback as well as ask questions of us.

The comment period for this tribal consultation will end on February 1st, 2016 so toward the end of the presentation we will have a slide so that you all know where to send your comments and concerns and those comments and concerns will be due on February 1st, 2016.

William Mendoza: Sorry, folks.

Venitia Richardson: We're trying to pull-up the PowerPoint.

William Mendoza: We're having technical difficulty on our end so we're going to proceed with the PowerPoint here and then as we can get that up, we're going to make sure and share that across here.

Venitia Richardson: Good afternoon, folks. We are back. We have a temporary fix here but can we just confirm that you all can see the agenda slide?

Mia Howerton: Okay, well we are again our agenda is as follows. We will go over the program overview and the requirements for the TQP program. We'll also take a closer look at the most recent 2014 cohort and give you some information about those grantees.

And then finally we will discuss the potential impact that this grant may have on the tribal community as we move forward to the FY '16 competition and we will also give you guys an opportunity to give us your feedback so the goal of the TQP program is to improve student achievement by improving the quality of new teachers.

We believe that if we can get competent and capable and qualified teachers in the classroom that that will directly impact the student achievement level and our students will have a greater level of performance. The program statute, TQP is funded under the Higher Education Act - Title II of the Higher Education Act - Part A Sections 201 through 204.

There are several definitions associated with the TQP program so you would want to take a closer look at those definitions which can be found in Section

200 of the HEA. Finally on this slide we have the TQP Website. Absolutely at your leisure please take a look at our Website and you'll gain more knowledge about the program.

Now we're going to take a look at the statutory program requirements for the TQP program. There are four statutory requirements and the fact that these requirements are statutory means that an applicant must complete these requirements.

If you do not complete these requirements, your application will not be read and you will not have an opportunity to compete for potential funding so the first program requirements is that applicants must form an eligible partnership and this is absolutely a must.

The eligible partnership is a consortium of five different entities, the first being a high-needs LEA or a consortium of LEAs, a high-needs school or a consortium of high-need schools or a high-need early childhood education program.

You also must partner with a partner institution of higher education. Within that institution of higher education you also must partner with a college or school of education as well as the college or school of arts and sciences.

These five entities are a must so in order to create an eligible partnership you must have someone from each of these entities. If you look in the statute there are other entities that you may include but the five that we have listed on this slide are the ones that must be included.

The second program requirement is that when doing this particular grant program you are either doing a pre-vac or you're doing a residency. When we

Speak of pre-vac what that means is that you are working with your IHE to reform the entire college of education.

If you're doing a residency, you are working with your IHE to create a new residency program so as an example if Arizona State is your IHE, you would work with the folks at Arizona State to look at their college of education, see what needs to be reformed and then reform the entire school of education.

Again if Arizona State is your partner, then you would work with Arizona State to create a residency program for the recruited graduate students there. When looking at the pre-vac and residency programs, there are essentially three components to both of these programs. Those components are to recruit, to prepare and to ultimately have these folks become teachers of record.

For the pre-vac program you are recruiting undergraduate students who are interested in being teachers and then once you recruit those folks into your program, it is then your responsibility to make sure that they have not only the content knowledge but also the pedagogical knowledge to become great teachers.

You are also responsible for their clinical experience which must be up to a year and then once those folks have graduated your program, then they will go on to teach in whatever district they choose and become teachers of record. The same principles apply with the residency program. You are recruiting graduate students at your partner IHE.

Now these graduate students already have the content knowledge necessary because they've already graduated but what you want to provide for them is the pedagogical knowledge as well as the practicum so that they are inside the classroom actually teaching students and getting the feel of being a teacher.

Again this is a year-long clinical experience and then once those folks have graduated it is also up to you under the residency model to help these folks find positions so that you will help with their placement and that you will also track their work.

And a part of the residency model is that teachers of record have to teach in the (hyming) LEA for three years and if they are not able to meet this requirement then they would pay-back any stipends that they have received.

The third program requirement is the non-federal match requirement which is 100%. The teacher quality partnership program requires that you match the amount of funds that you receive by 100%. Example if you receive a \$500,000 award, then it is your responsibility to match that award with \$500,000 that comes from other non-federal funds.

Now the purpose of this match is so that you are able to sustain the reforms that you have created during this program so it's not just enough to make the reforms but we want to make sure that this things stay in place so that the match influence help to do that.

If you are unable to meet this match, then the Secretary may waive all or parts of the matching requirement for any fiscal year. Of course you will have to provide documentation that shows why you cannot meet the match but you may request a waiver and it may be approved.

Finally with regard to the non-federal match we want to make sure that everybody is aware that this program comes with the supplement, not supplants rules and simply what that means is we want to add to this program and not replace.

So if you're working with an IHE that currently has let's say a residency model in place you wouldn't use these funds to do what's already being done but you would use these funds to enhance what's already in place so please remember that the supplement not supplant rule is in place for the TQP program.

The fourth and final statutory program requirement is around reporting. Those of you who've received federal funds before, you're well aware that you have to report so that we can hold you accountable for the funds that you've received.

So you would be submitting an annual performance report and then at the end of your grant cycle you would be submitting final performance report within these annual and this final performance report you would be reporting on your individual project measures as well as the program TQP measure.

Individual project measures, each of you conceivably would be doing different things so you'd have different focuses for your project so you would want to focus on those but the TQP (depra) measures are program measures and so this is how we are able to determine if the program is doing what we need it to do by having everyone report on the same areas.

And those areas are retention for both one year and three years, persistence in the program, the graduation rate of the participants in your program, improved test scores and those would be when you have your national teaching exam test, the scores on those, measuring the improvement in student learning and also calculating the cost per participant in your program.

So the last TQP conferences should have taken place in 2014 so we want to briefly give you an overview of those folks that were funded and just tell you a little bit about what that competition looked like so in 2014 we made 24 new awards. These new awards were across 13 states.

If you look at our little map, you'll see that we have a heavy concentration in California. We also have a heavy concentration in New York. Otherwise, they're kind of scattered across the country but we would love to fill-in some more stars in those states that don't have TQP programs so hopefully you all will be able to help us with that.

In the FY '14 competition our appropriation was \$35 million. Again, we funded 24 grantees. Seven of those chose to do the pre-vac priority, 13 of those chose to use the residency priority and then we had four grantees that actually chose to do both. This is again a five-year award and the average amount of the award was approximately \$7.1 million over the five years.

In the 2014 competition there were two absolute priorities and two competitive preference priorities. The absolute priorities again are those statutory requirements where you either reform the entire college or school of education as a part of the pre-vac priority or you create a brand new residency program as a part of the residency priority.

For the competitive preference priorities, applicants could have received extra points for either incorporation their recruitment, preparation and placement of STEM teachers or they could have received extra points by implementing internationally-benchmarked college and career-ready elementary and secondary academic standards.

I think there were a total of seven extra points that applicants could have received if they adequately addressed the competitive preference priority so prior to the 2014 competition we had competitions way back in 2009 and in 2010 so those grantees have just closed-out and so we just wanted to give you some information on the successes and challenges of those cohorts and what we learned.

I won't read this entire slide to you. However, I just wanted to point-out that one of the major successes with the pre-vac program was that we were able to extend the clinical experience to a full year. Years ago your teacher practicum was probably about a semester and through this program we've been able to extend that to a full year.

Also one of the challenges with the pre-vac program is that it we learned that it's difficult to reform all, to reform an entire college of education at a university so we did learn that it's even though it's a statutory requirement, that doesn't stop it from being something that's hard to do.

In looking at their residencies, one of the largest successes that we found was the residency program is that these residents were so well-prepared that the principals in these high schools actually stopped to hire our residents so residents that had been trained by the TQP programs but we were super excited about that.

Unfortunately one of the challenges that we found was that while we think everybody should be a teacher and love to teach, there was a lack of qualified candidates and also there was a lack of qualified mentor teachers to help usher those residents into the classroom so these are just a couple of the successes and challenges that we had for the pre-vac and residency programs.

So this is where we want to get the input from you all. We potentially have an upcoming TQP competition this year for FY '16 and we wanted to consult with you all to find out how this program could potentially affect you or if you have questions or concerns around the information that we've provided for you around TQP.

We believe that this program will support and strengthen educational outcomes for American Indian children and youth. We also believe that this program will increase pipeline of new teachers that will serve rural and American Indian student populations.

On the flip side of that we recognize that there may be some challenges with the travel community and the TQP program so we thought about that, the travel schools will need to identify the IHEs and they will need to establish this required eligible partnership as described in the statute and also in this PowerPoint.

And we've also recognized that travel communities will need to ensure that partnering LEAs meet the high-need definition and this high-need definition can be found in Section 200 of the HEA as amended so again we really want to hear from you.

We want to know do you agree with these potential opportunities and challenges and if you think there are additional opportunities and challenges that we have not considered, we want you to let us know what those things are and again if you choose to apply for this grant, these are some of the things that you definitely want to think about.

So on this particular slide based on what we've learned from you, based on the resources that we've provided for you, the President's supplemental

priorities, the overview of the TQP program. We also shared with you the last notice inviting application from FY '14.

Based on those resources, we've come-up with some questions that we'd like to ask you and get your feedback on. Again if there are additional questions that you would like to ask us, we really do want to hear from you so in the PowerPoint there is a chat box where you can type-in your questions. We are - I'm not doing that.

Also we are going to open-up the line so that you can ask your questions and we'll have an opportunity to answer those for you as time permits so when the operator opens-up the line, we ask that you give us your name and the organization that you're from and then ask your question and then we will try to get you a response.

If we are not able to answer all of your questions today, please note that the comment period for this travel consultation ends February 1st and you can e-mail us your questions or concerns and then we will get you the answers to those as soon as possible so operator, if you would open-up the line, we are ready to take questions.

Coordinator: Thank you. We will now begin the question-and-answer session. If you would like to ask a question, please press star followed by the number 1. Please unmute your phone and record your name clearly and slowly when prompted and to cancel the request, press star 2.

One moment, please, while we wait for the first question. Once again if you would like to ask a question, please press star followed by the number 1, please record your name clearly and slowly when prompted. At this point speakers, we have no questions on the bridge.

William Mendoza: So if we could just turn to the callers and ask the general question out there, what are some of the current effective practices used to teach American Indian students that you believe are worth disseminating nationwide? One of the things that the program office is looking through is what are some of those effective practices.

So if we could get a little bit of dialogue going and kind of get people's thoughts and ideas around the effective practices question so operator posing that question, can you then go back to the callers here and open-up the line here for some dialogue so if you can just open it up to all callers and then we'll signal to you if we need to close the lines.

And if everybody could just please keep your phones on mute if you're not speaking and we'll try this out since we got a pretty management amount of participants joining us in today's call so operator, can you open-up the lines, please?

Coordinator: Yes, sir, one moment, please. All lines are open now.

William Mendoza: Okay and it does look like we do have a question that came-in from (Teresa Delone). Please forgive me if I'm pronouncing your name wrong (Teresa) but I'll turn to the program staff here to respond to your question and I hope everybody can see the question up there. Somebody give me a yes or no if you can see the question up there. Yes.

Venitia Richardson: So the question from (Teresa) is, is it the responsibility of the (Tazewell) system to initiate the TQP grant process? It seems so based on the slide. (Teresa) to answer your question, the (Tazewell) system may initiate the TQP grant process or it may be the IHE.

If you think your TQP system is interested in applying for the FY '16 grant, then we would encourage you to by all means reach-out to an IHE that you think you'd want to partner with to definitely get that ball rolling and then as a result the K-12 system would be a fiscal agent for the grant if you are agreeing that you're going to take the lead on the eligible partnership.

But it's not required that the K-12 system take the lead. It could be the IHE but if you still to see what you want to do, we definitely encourage you to get that ball rolling.

William Mendoza: Any other questions there (Teresa)?

(Teresa Delone): Yes.

William Mendoza: Go ahead.

(Teresa Delone): I'm sending.

William Mendoza: Okay, thank you.

(Teresa Delone): I just wondered and I'll say it, it seems like this is a dual-funded kind of program and my concern is with the funding dilemmas that our local schools seem to be in, I'm not sure where the partnership for the other part of the funding would come from if this isn't completely federally funded.

The current program we are in which is we call it the PDEE project, it provides stipends for students that's completely federally funded. Are you hearing me on that end?

Venitia Richardson: Yes, we are so with the partnership program - with the TQP partnership program - the K-12 can initiate the partnership much like Mia stated but the initiation of that partnership is really to your partner so reaching-out to the IHE that you are interested in partnering with to sort of put together the proposal is it's an avenue that a K-12 system would take to come-in under this grant.

(Teresa Delone): Okay.

Venitia Richardson: So there is a little bit of a distinction in what you are familiar with in that the K-12 system is actually, you know, initiating the application process.

(Teresa Delone): Okay, no, I get it.

Venitia Richardson: Okay.

(Teresa Delone): So when you talk about commitment of funding in a partnership, I got the sense that I kind of pulled-in really late on this because I was struggling to figure-out how to get tied into it all.

But what I could gather is I kind of skimmed some of the slides and half listened to the monologue or whatever, I got the sense that there's some commitment involved regarding funds and I'm wondering percentage base, is it half and half or how does that part work?

Venitia Richardson: So that's a great question and we definitely we're happy that you highlighted it. The max speaks to the ability of the applicant to be able to show that they have resources that will equal the amount of funding they're seeing from the federal government.

(Teresa Delone): Okay.

Venitia Richardson: So there is a commitment requirement that you are able to demonstrate that you have partnership and resources that will not supplant but supplement the work that you are intended to do in dollars.

(Teresa Delone): Did I just hear you say in dollars? Could it be kind of like resources in terms of personnel or other kinds of things?

Venitia Richardson: Yes, but what you're going to, you're going to sort of have to demonstrate to us how those resources sort of because we are funding dollars. You are pulling together your resources, whether there be monetary or in in-kind.

And we will be able to work through with you as we review your budget what is allowable versus what is not allowable in order to provide you guidance through that process.

So yes, it's not just you are applying for a dollar amount but you are also going to be justifying or validating how you are matching those dollars in resources and in money as well.

(Teresa Delone): So we're looking at in-kind match as well as...

Venitia Richardson: Yes, yes.

((Crosstalk))

Venitia Richardson: Yes and the in-kind is where we provide a lot of guidance because there is a lot of partnershiping that we must do with our applicants to sort of walk them through what those in-kind allowables are.

(Teresa Delone): Okay, thank you.

Ahnna Smith: (Teresa), this is Ahnna Smith, also with the Office of Innovation and Improvement and just some added background context. TQP like many of our other grant programs has a goal also of making this work sustainable that we aren't creating a dependency on a particular funding stream or grant competition to do this work.

And so our hope really and the purpose of the match is really to make sure that the higher education institution, the local school districts, when they're coming together to say hey, we want to find better ways to prepare excellent teachers for our students. They're not thinking about it in a one-year, two-year, five-year timeframe.

They're thinking about it in a bigger picture sense to say hey, what are all the funding streams and resources at our disposal respectively? How might we leverage those dollars in addition with the federal dollars to ensure that this work is integrated and our overarching vision for teachers teaching and learning and so that's just a little bit more context on that.

And that's why the match is an important part of this competition but as Mia noted earlier, we have waived this. We recognize that there are challenges at the state and district level as well in terms of local budgets and changes that are made every year, challenges and so we take those on a case-by-case basis.

But essentially it is in the spirit of once a higher education institution and K-12 LEA enter into a partnership, they're thinking about it for the long term.

(Teresa Delone): Okay, thanks.

Ahna Smith: And the matching requirement is 100% non-federal match.

(Teresa Delone): Okay.

William Mendoza: And I think, you know, it's worth just asking the participants of today's call to think through the implications of that match and to describe what either in today's call or before the comment period close, the implication in and of themselves.

I know in other arenas we've heard a lot from tribes talking about the need to waive the match so, you know, if that's the case for those of you on the phone, please describe, you know, the need for that and rationalization and any examples would be tremendously helpful so for consideration.

(Teresa Delone): So when I hear the term 100% non-federal match, that's kind of subject to interpretation. If we're looking at a tribally or a federally-funded and operated school system, it's all federal so even if the in-kind turned-out to be mentor teachers, teachers of, you know, teachers who are offering their services as adjunct professors or whatever at no cost, all of those kinds of things, space to work in, that's still federally-funded resources.

Mia Howerton: Yes, and (Teresa) you are right on top of this. I think you are going to do just fine. That was to the point that I made around the Department really working with applicants to walk through this process because you are absolutely right.

In most instances that is one of the points that we really, really find that we have to provide a lot of guidance around but in the case of a scenario where this is pretty much going to be right from the very beginning something that we have to really dig into.

And I think to Bill's point providing us with a lot of feedback after this consultation on that issue is significant because you are right. Your scenario unlike others would be even more pronounced in these circumstances but we do provide a lot of, you know, guidance and consultation around this very issue.

(Teresa Delone): That's good, I mean, and if we decided to work-out a partnership with one of our local schools, most of our graduates right now from Turtle Mountain Community College are going into the federally-funded operated school setting. We have three of them in our area so they are the schools that attract most of our people.

William Mendoza: Okay, well thank you so much for those comments and questions (Teresa).  
Other comments, other feedback?

((Crosstalk))

(Lori Falcon): I have a question, this is (Lori Falcon) from Blackfeet Community College.

William Mendoza: Hi (Lori).

(Lori Falcon): Hi. Okay, so our education division, elementary ed and early childhood, we're looking to partner with Montana University for a two-plus-two program and so we are looking at trying to prepare our teachers in two ways, for local needs and also for transfer to a two-year university.

And then at some point we will become a four-year college but my question is can we provide scholarships to our students or undergrads?

Mia Howerton: Umm...

William Mendoza: (Lori).

Mia Howerton: ...(Lori), the answer is no. You cannot provide scholarships to your students if you're considering doing the residency model though we do have what's called the living wage which you could pay your residents while they are doing their one-year clinical experience. You could pay them the equivalent of a salary during that one year and we call that the one-year living wage.

That's about it with regard to stipends to the students. There are programs that provide small stipends to the mentor teachers for helping-out with the residents and pre-vac (speeders) but you cannot provide scholarships directly to the students unless it's a living wage as a part of the residency model.

(Lori Falcon): Okay, well how about so no stipends either; how about tuition?

Mia Howerton: Well, the living wage goes generally toward tuition. A lot of programs apply that living wage amount towards student tuition so in that regard yes, but just paying the tuition of a student who's in the pre-vac program are not doing the residency would be equivalent to giving them a scholarship and again you cannot do that.

(Lori Falcon): Okay, thank you.

William Mendoza: Yes, and I think (Lori) though I think one of your well I think an important aspect of what you're saying is the need for, you know, stipends either as a living wage to be able to be put towards tuition or otherwise and then scholarships as well unique to tribal colleges and universities are not necessarily unique to tribal college and universities is tremendously important.

So, you know, I think being able to formulate that in terms of feedback for today's conversation and even better yet some written feedback from you before the closing period of the comments could continue to inform not only TQP but other programs for the Department for this.

You know, even though it doesn't necessarily apply to today's conversation, the important scholarships that would be useful for the Department to begin to build more knowledge around and how you're seeing that from your unique perspective there at Blackfeet.

(Lori Falcon): So if we are say if we were doing the residence program and we had some students with their BAs who want to teach, then that would be different. They could earn the living wage stipend.

Mia Howerton: Absolutely and you pay that stipend for up to 12 months.

(Lori Falcon): Okay, all right. Thank you.

William Mendoza: How about others on the phone?

Russ McDonald: (Bill)?

William Mendoza: Yes?

Russ McDonald: Can you hear me?

William Mendoza: Yes, I can hear you just fine.

Russ McDonald: Hey, it's Russ McDonald from United Tribes Technical College.

William Mendoza: How are you doing, Dr. McDonald?

Russ McDonald: Good, good, sir.

William Mendoza: Long time no see.

Russ McDonald: Yes. I just wanted to share a little bit and I just think, you know, that as I'd say this initiative's kind of nailed-down in regard to how it's going to be administered but I think some interesting points in regard to being a post-secondary education and having an elementary ed program here.

And we definitely know from our conversations last week that secondary is important for us but the other part is that in regard to students - the individual student - and what's happened is our first-generation coming and the 95% of the students we serve are from poverty populations.

And so they don't have a lot of support financially from their families in order to go to school and then the other piece of that because they're first-generation is that they don't have a lot of support in how it is to go to college just from their mentors or from their relatives who are older than them who may have gone on before because they haven't gone on before because they are first-generation.

You know, so I think there's just some dynamics in regard to our group of people that we serve in regard to growing American Indian teachers that is so important for us.

We see other colleges or other schools out there and college, travel colleges who have had good success in regard to implementation and, you know, and I

just want to mention (Tremont) Community College who I believe had a teacher program for about 30 years now.

And as a result of that from the last time I was up there, 95% of their teaching workforce are enrolled members of their tribe, you know, so I think there's examples of best practices out there that could be, you know, considered in regard to developing future models for consideration and the support that need it for students to complete the programming or complete their programs of study at wherever they're going to school.

And along those lines is that we already asked - the question's already been asked - in regard to tuition support. What we're doing here is considering is tuition labor in order to help students get through their first couple of years of school, or possibly their entire program to increase our enrollment. And then the other part is that we give loans. We're one of only three type of colleges in the nation who give loans. What's happening on that part of it is that our students are in default. So there's a financial literacy piece in taking a loan -- like at all colleges -- that we all have as regard of experiencing student loans where they tell us you're going to need to pay this back and here's what's coming and here's how long your term is and so forth.

So, I think that these are things that are occurring -- budgeting and just life skills in regard to the student populations that we serve that are considerations that I think are barriers to increasing teachers among our American - on our American Indian reservations. We know from conversations from last week and I know it from home, is that we want people from our community. We want to grow our American Indian teachers. If we invest in those teachers from our community, they're going to stay there. They're going to career out there. And as a result of that consistency in teaching over the years, is that those students are going to be more well served as a result of that.

So, I think we have to think long-term in regards to that. I think that these ideals here -- if we can help with tuition, help with books and fees, and for these teachers we're going to have more success as a result of that. Thank you.

Man: Thank you (President McDonald). I forgot to let other participants in on the inside joke between (President McDonald). We just saw each other a couple days ago in South Dakota. That was the inside joke. My apologies. I just wanted to see if any of the team members want to respond? Thank you for those points, (President McDonald). I encourage you to submit those or expand on those if there is anything that you could find useful for the Teacher Quality Partnership Program in way of those practices -- I think would be very useful to the program.

I want to turn to my team members here for any responses they may have.

(Anna Smith): Again, thank you (Dr. McDonald). This is (Anna Smith) again. I just wanted to reiterate. All of the requirements, all of the language that we shared with you today - that was sent out via email - are statutory requirements. So, we here at the department are somewhat limited in our ability to be flexible through this specific program, given how this has been authorized and funded. But, I think through conciliations and ongoing conversations with our current grantees and hopefully future grantees, we can unmask even more lessons learned and knowledge of how to best support students from all communities to become teachers and to support workforce in all communities to hopefully form future grant programs and grow the work that they've done through TQP.

But, I just want to make that brief note. A lot of requirements give us very little flexibility with this program. But, your comments and thoughtful feedback is really well received. So, thank you.

Man: Okay. Other comments or feedback? I want to turn folks' attention to the questions again.

(Theresa): You know, when I think about talking about bullet number -- bullet three: Please identify current effective processes used to teach American Indian students that you believe are worth discriminating nationwide. One of the things that we're pursuing here at (Turtle Mountain Community College) is the whole project based learning model, simply because it has proven potential for all groups of students -- not a specific group based on ethnicity or race or whatever. But, it's just basically that whole -- if you will -- learning by doing principle in action. Students are physically and intellectually engaged in the learning process.

Looking at project based learning tied to integrating instruction, whether it be common core or whatever, but taking a look at all of the standards across English, language arts, math, social studies, and science - using science and social studies and technology as your foundational piece - and building your instructional project base units around them. To me, that just makes good sense no matter where you are.

(Lisa Asia): This is (Lisa Asia). Can you hear me?

Man: Yes.

(Lisa Asia): My name is (Lisa) and I am at (United Tribe College) in Bismarck. Based on what (Theresa) just shared, kind of the same thing is what we've found to be

very effective with our teacher candidates as well. We've have had - we've partnered with (unintelligible) out of South Dakota for a number of years -- since about 2003. Since 2011 we've had our own program. But, one of the things that our graduates have achieved success is meeting the state licensure requirements with the praxis one and now praxis core and then the praxis two.

One of the things that - and effective practice that we've found -- and some of this is based on the feedback from the graduates -- is that we use, I think, some of the literature calls them hybrid faculty where they're actually practicing teachers, in our case, grades one through six, that teach our methods courses. It has worked out really well because the - it's kind of on the professional development school's model. It was similar to that, except that the teacher actually comes to campus and teaches the classes. But, then the students will go back into that teacher's classroom and implement some of the things that they're talking about.

So, it's kind of a win/win for us because our students are taught by people who are practicing educators and current in the field and well versed in things like common core. It also gives the students that immediate opportunity to practice what they're learning. So, we've gotten really good feedback on that.

(Anna Smith): A follow-up question for you: Are you seeing any impact with regard to the teachers who are getting exposure to those teacher's classrooms - the training teachers? Any increase or expansion of them going into those districts or those schools that they're seeing through the experience firsthand? Like, is there a stronger connection?

(Lisa Asia): You mean the practicing teachers or the candidates?

(Anna Smith): For the candidates.

(Lisa Asia): Well, we're fortunate that we have an elementary school here on campus. So, some of it is done here. But then, we're also outside of Bismarck, which is the public school system. The students, they can do some of their early field placements at the elementary school here on campus. But, we - they laugh because they say we force them to go into the public school system. But, what it does is it gets them out of their comfort zone. It develops a really good relationship not only with the community but with the school system. The practicing teachers -- you know the ones who are teaching the methods courses and the ones who invite the students to the classroom -- they say they benefit because a lot of them are non-Indian. And then, our students at Tribal Members. They're honest about it. They say it helps us connect with the native students that we have in our classroom.

And then, the candidates, to them it's not only the teaching methods -- the (unintelligible) that they're learning but there's also like a professional development where they're learning other types of skills.

(Anna Smith): That sounds like a wonderful partnership. Thank you for sharing.

(Lisa Asia): You bet.

(Mia): This is (Mia). I just wanted to double back on the 100% non-Federal match. We don't want that to scare you guys away in any way. Remember, it is non-Federal. So, this kind of prompts you to think outside of the box with where you get your funds from. Currently, we have grantees that get smaller grants from nonprofit organizations and are able to sometimes use those funds toward meeting the match. We have grantees that go inside the community -- small mom and pop businesses that donate a couple thousand dollars a year all

because understand the need for good teachers and they want to see their communities grow.

Also, there is the (Gates Foundation). They have a number of grants that they offer. And then, there's and organization that we work with -- (100K and Ten) -- that also, once you're a member, provides funding for the matching requirement. So, we don't want the match to scare you away. We don't want the fact that it's nonfederal to be a problem. We just encourage you to kind of think outside of the box with where you seek the funding.

And again, as (Leneesha) said earlier, ED staff will be available to kind of give you some ideas and kind of talk you through how that works and what that could potentially look like.

(Theresa): This is (Theresa) at (Turtle Mountain) again. I guess the question I have right now is, as (President McDonald) stated earlier, our program is pretty well entrenched here at the college. We've been running a teacher education program for quite some time. I know (United Tribes) has as well. It sounds like this is a program -- if you will -- intended to encourage schools to work collaboratively with IAT's to develop teacher education programing. So, what does that mean for those of us who are already entrenched -- if you will -- in the process or we already have a program like this up and running?

Our greatest need is to attract qualified applicants -- getting those people in. Right now we are doing a pretty nice job of that. So we are already prepared to entertain a new cohort -- get the applications in and that sort of thing. I'm wondering - I guess, quite bluntly, what's in it for us who are already entrenched in this process with our local schools? They're so collaborative and supportive in working with us towards this.

(Mia): So, is your model -- what you currently have in place now -- a pre-Bach model or residency model?

(Theresa): I'm not sure. The pre-Bach...

(Mia): You're reforming your school of education at the (unintelligible)? Or, are you recruiting graduate students that want to become teachers?

(Theresa): Oh, did somebody hang up?

Group: No. We're good. We got you.

(Theresa): Oh, all right. I'm having a hard time following this on the phone. But anyhow, basically we're your basic bachelorette program. We offer a four year degree to those students who complete their gen-ed requirements, is what we do. I'm not sure where that makes us fit in -- residency? If you're talking graduate students, we don't do graduate students. We have a four year - we have three, four year degree teacher ed programs. Its secondary science, elementary ed, and early childhood education. That's what we offer.

(Mia): So it sounds like your current program best resembles a pre-Bach model that we have.

(Theresa): I've been reading through them very quickly on the screen here. Yeah, that is what we look like.

(Mia): So, if you're already entrenched and you have something going and you're looking to start a new cohort, if you choose to apply for this grant in (FY 16), you could possibly use these funds to fund this new cohort that you have coming in in (FY 16). I'm not sure if you guys are doing the same things that

are required under our statues currently, but again, you'd want to look at those to make sure that you're currently covering all the statutory requirements for the pre-Bach program. But certainly, you could look at funding this new cohort that you're about to do anyway with (FY14) funds if you're successful in an award.

((Crosstalk))

(Mia): I want to add, (Theresa), I like your way of thinking. I just want to say that part of the vision here is that we are partnering with you to enhance the work that you are currently leading. So in most cases, our applicants are already established and they are doing all of this work. But, what this affords you the opportunity to think about is where else do you want to take your program? What are some of the enhancements that only additional funding will allow you to push forward? So, this is a lever to do so.

(Theresa): I was looking at that pre-Bach piece and I'm thinking the one thing where I see -- and I've been a proponent of this for years -- is the year-long clinical experience way back in the day when I was a principal in the public school setting. I was talking with people about the need for a yearlong clinical. Our students need to spend more time in schools watching the master's toy with their work -- so to speak.

(Mia): Absolutely. There you go. I knew there was a reason why I liked your questions. Colleagues of epithelize in trait. That's exactly what the purpose of this program is.

(Bill): And I think -- I just kind of want to step out of that context a little bit. The consultation activity that we're engaged in today is to ask the question how (TQP) currently, how it is exists and the priority structure within its current

existence and then the supplemental priorities of the secretary. How are those - what implications do those have in your experiences? So, its one - two parts the questions and then the priority structure themselves as we consider this program moving forward.

(Mia): And, to piggyback on what Bill just explained, for example the fifth bullet. What are the incentives or barriers that impact teachers considering teaching on American Indian reservations? You know, as we were having these discussions, I was really focused on that because I'm sure that there are some specific challenges that you can share with us that your community really spent a lot of time trying to solve to increase recruitment, even past and post you providing teacher education opportunities. You know, whether it be placement, whether it be the retention of your applicants going through the program -- are they staying in the communities? Are they leaving?

These are some of the things that we want to hear from you to build point to really enhance further the work that we are trying to put together in service of you and the work that you lead.

(Theresa): I'm going to do a little side step here. Who is (Bill)? I don't see him on our participant list and I was busy fighting with technology probably during the introduction.

(Lisa Asia): No, not a problem at all. You probably see that this meeting is held by Ron Lessard. Rom Lessard is the Chief of Staff of the Whitehouse Initiative. (Bill Mendoza) is the director of the initiative.

(Theresa): Oh okay, (Bill Mendoza). All right.

(Lisa Asia): Yeah, yeah, yeah.

((Crosstalk))

(Theresa): The thing I would ask after the fact is if you would please send us a copy of the PowerPoint -- email it to us -- because this is the first time I've seen a lot of these things and we've gone through them rather quickly. I'd like to take the time to review them after this and kind of just digest what I'm reading and seeing how it fits with our current practice here at (Turtle Mountain).

(Lisa Asia): Absolutely. We will get this out with the same (unintelligible) through which you received notification for this call. We also would welcome you - if questions pop up you can send them either through the comments period between now and February 1st, or you can join us on the conversation -- we have another tribal consultation on Thursday afternoon.

(Theresa): You said the comment period ends February 1st?

(Lisa Asia): February 1st. Correct.

(Theresa): Thanks.

(Bill): I think we had one more question on the chat function. I just wanted to - did we...

(Mike): This is (Mike) from (unintelligible) Community College.

(Bill): Hi (Mike).

(Mike): Question on that previous map of the consortium in the United States. There's a lot of grantees in California and the lower part of the states. Has there been

any application in Montana, Washington, Wyoming, North Dakota, South Dakota?

(Lisa Asia): We have, in the nine and ten cohort, we've had grantees in Washington state.

(Bill): Just real quickly, (Mike). I wanted to distinguish and ask for clarification from (Mia). These are grantees, not applicants?

(Mike): Thanks (Bill). I submitted some stuff on the (unintelligible) based on what I had previously shared. But, I added another piece in regard to the match requirement. But, I think we'd be hard pressed to meet that match requirement. So, the next question is (unintelligible) in regard to the current awardees is that if none of them are tribal, then I'm thinking they may be state funded programs or state funded schools that have the opportunity to provide that match to safe funds and those are going to be considered federal.

We know that for the most part, tribal schools are not supported through state funds -- either the pre-k or the K12 system, nor the post-secondary program such as tribal colleges. So, we don't have state funding that helps support us. You know, so the majority we're relying upon federal grants in order to operate. As a result of that, where we struggle to do the work -- not to do the work. We're doing the work, but we're struggling to find extra money that would be required to participate in this initiative.

I'll just throw that out there for consideration. I threw it in on the chat feed just to document that in addition to my comments. Thank you.

(Lisa Asia): I just want to restate -- and I think (Mia) made the point earlier around the match. Please do not allow that to be a deterrent to really considering the work that you can do under this program. As well, to (Bill's) point as well, please

utilize that thought to share with us feedback. That will inform what we need to consider as we think about this program specifically.

But, one of the points I need to restate, underscore, and otherwise is that there is opportunity for waivers under the statutory requirements of this program. So, those are all factors that are considered in the process of making determinations about whether we grant applicants.

(Bill): Other comments, suggestions, feedback?

(Lori Falkin): Hi. This is (Lori Falkin) again from BCC in Montana. I guess my comment has to do with our community and many other tribal community's reservation communities too. Our people here are in deep, pervasive poverty. So, we're always looking at ways to get them more resources. We have a lot of teacher's aides in the school. They finish their two year program and then they're in the work place and don't have the resources available to take online courses and things like that that other people might do to gain their BA. So we're trying to get them to their BA. Our college does that. They have things like - you know, we seed our students and things like that. So, that's something we struggle with continually.

Of course you know, I realize the grant is for supplementing, not supplanting. But, we need to get there somehow and provide our students with more resources. I guess my question is, if not tuition, are there any other types of services we could provide for our students?

(Anna Smith): We heard you and I think we are thinking. I think that is certainly a challenge, not just for the communities and students you're servicing and working with, but nationwide as well. I think on our end, limitations on what TCP's focus is that this program is not (unintelligible). I think those questions and

(unintelligible) go hand-in-hand with this work and are certainly things that we need to keep thinking about on our own end as we're supporting programs. But, when it comes down to it, Teacher Quality Partnerships is about looking at new and better and different ways of training teachers. The teachers who are already coming through your door or that you're going to attract into your pre-bachelorette program or residency program and to help you do those really, really well.

It is unfortunate that this program is not helping you bring more students who otherwise wouldn't be able to be in these programs into those programs, but I think that certainly is something worth noting and thinking about and something that I know is on the minds of many departments. That is not the extent to what this program is trying to address the issue.

(Bill): Yeah, thank you for that (Anna). I think my thoughts around your question - it's a deep and broad one. I think the way that we're looking at -- from the Whitehouse Initiative standpoint -- what are additional resources and do we need to be thinking about by way of implication that those resources have for you all. That's the purpose of today's conversation. If you could take a hard look at the presentation for today. I neglected to mention on the outset that the PowerPoint will be available on the EdTribalConsultations.org web site. If we can't achieve that by the end of the day, it will be up there shortly.

And, be able to kind of look at this Teacher Quality Partnerships and say you know, if we are working toward -- we, all of us collectively -- towards bringing these resources to Indian countries, here is what the Office of Innovation and Improvement and the Teacher Quality Partnerships program needs to be considering in trying to bring those resources to Indian countries. That's the conversation that we're trying to have today. I hope that helps in

thinking through how you might be able to expand on some of those concerns, relative to the TQP grant program.

(Theresa): You're going to send this PowerPoint out to us anyway after this meeting, right?

(Lisa Asia): Yes.

(Bill): Yep. So, we'll be sure to get this out and it will accompany a reminder for Thursday's consultation as well.

(Theresa): All right. Thank you.

(Mia): And then you're emailing your comments to me, (Mia Howerton). If you could get those to me by February 1st at 2 p.m. we'll be able to consolidate your comments together and get that information included in the notice inviting applications.

(Theresa): Thank you.

(Bill): Last call for -- we have plenty of time. I just want to not rush things, but comments, suggestions, feedback?

(Theresa): I'm going to look at that - review the entire PowerPoint and then maybe I'll -- I'll email if I have some ideas that come mind. Right now, I'm king of -- I'm worn out.

(Bill): We understand.

(Theresa): A lot of information here.

(Bill): Yeah. That's why we schedule in two opportunities and as much information as we could provide in advance. As you can imagine, with a grant competition such as this, there is lots to do in a short amount of time on everybody's end. At the end of the day, trying to maximize the amount of time that you all have to submit applications as well. We appreciate you bearing with us.

There was one more person who chimed in there. I just want to make sure that we...

(Lisa Asia): This is (Lisa) at United Tribes. I was just going to say I have to hang up. I have to get ready for class.

(Bill): Okay. All right.

(Lisa Asia): We'll be in touch. Thank you for the information.

(Bill): All right. Well, thank you everybody who was able to join us today and please do spread the word for a second opportunity on January 21st, 1 p.m. Eastern Standard Time. Feel free to forward that invitation. We'll be sending out today's PowerPoint as well as a reminder for that event on Thursday.

Closing comments are February 1st, 5 p.m. Eastern Time. Is that 5 p.m. accurate, or is that 2 p.m.?

(Lisa Asia): Two p.m.

(Bill): Sorry. Two p.m. is the adjusted time frame for that. Thank you so much and thank you operator. Have a good day.

Group:           Bye. Thank you.

Coordinator:     And that concludes today's conference. Thank you all for participating. You  
may now disconnect.

END