



**TRIBAL CONSULTATION:
NATIVE YOUTH INITIATIVE**

U.S. DEPARTMENT OF EDUCATION

PRESENTERS

U.S. DEPARTMENT OF EDUCATION

White House Initiative on American Indian and Alaska Native Education

- Bill Mendoza, Executive Director



AGENDA

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- Welcome
- Overview of the Native Youth Initiative
- Consultation Questions
- Open Discussion
- Closing



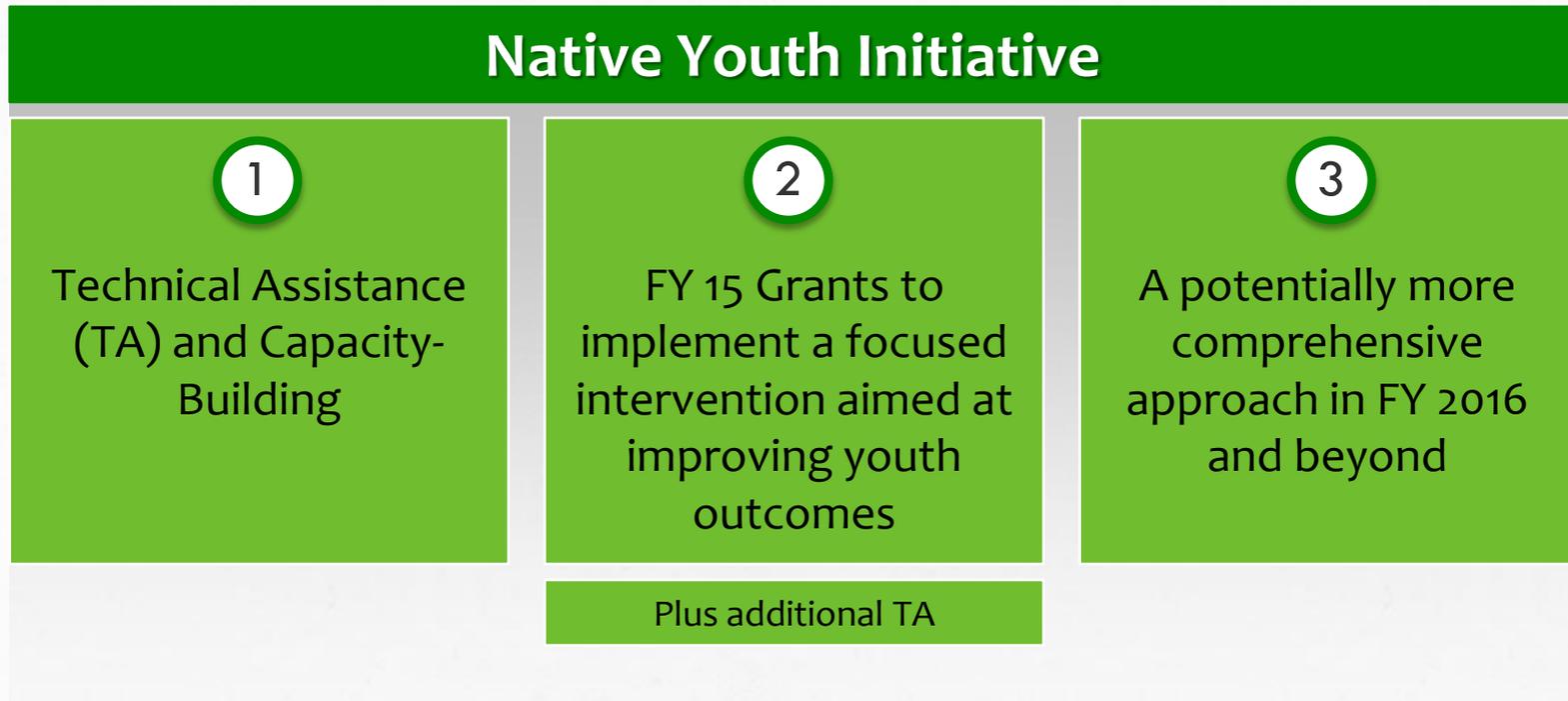
The Department is considering making discretionary grants awards for FY 2015 that would fund *culturally-relevant strategies* that are designed to improve the educational and life outcomes for children and youth in tribal communities.

Recognizing the importance of *tribal self-determination*, the grants would support a coordinated *intervention strategy* chosen by the tribal community, within the context of a more comprehensive community planned approach around youth development.

The objective would be to improve college and career readiness of youth, but in recognition of the various factors affecting readiness, specific strategies may be in-school or out-of-school, academic or non-academic.

OVERVIEW OF THE NATIVE YOUTH INITIATIVE (NYI)

ED is considering a Youth Initiative that includes three components:



FY 15 DEMONSTRATION GRANTS

OIE DEMONSTRATION GRANTS (ESEA SEC. 7121): IMPROVEMENT OF EDUCATIONAL OPPORTUNITIES FOR INDIAN CHILDREN

- Eligible applicants: tribe, Indian organization, BIE-funded school, Indian institution (including an Indian IHE), SEA, LEA
- OIE would make continuation awards to all existing Demonstration and PD grants (assuming they show substantial progress and meet other terms of the award)
- New Demo grants would have the new NYI priority
- ED is required to conduct rulemaking to establish the new priority



FY15 PROPOSAL FOR DEMONSTRATION GRANTS

Native Youth Initiative Objective: Support Tribal communities in developing a comprehensive approach to College and Career Readiness (CCR).

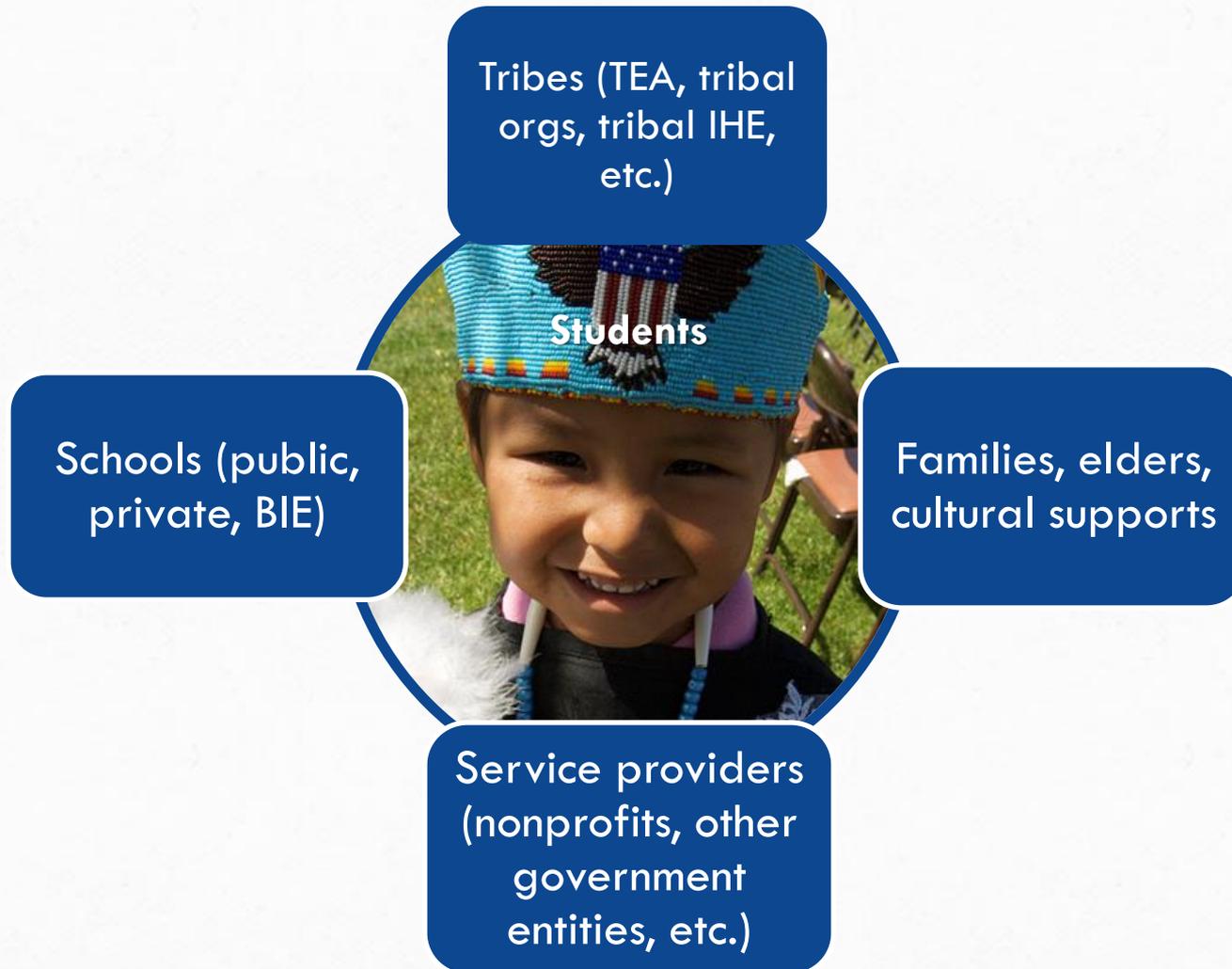
Local assessment of pre-existing efforts, barriers, and successes related to student success (achieving College and Career Readiness).

Select one or more barriers as a focus.

Identify strategies to address barrier(s) with clear and measurable objectives.

FOCUS ON THE COMMUNITY

BUILDING RELATIONSHIPS -- WORKING TOGETHER



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CONSULTATION QUESTIONS

PROCESS QUESTIONS

QUESTION #1

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- To maximize the size and number of grants, the Office of Indian Education (OIE) may use all FY 2015 funding for new awards under the Special Programs for Indian Children (Professional Development (PD) and Demonstration Grants). How do you feel about this? What could we do to mitigate any negative effects?



QUESTION #2

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- What type of technical assistance would be needed by potential applicants for a Native Youth Initiative? In what areas would potential applicants need technical assistance to develop plans for this work? For example, would tribal communities be interested in receiving assistance with conducting a needs assessment, mapping resources, collecting and analyzing data, forming governance structures for partnerships, or other needs?



QUESTION #3

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- What are the best mechanisms or strategies (e.g., TA center, webinars, on-site visits from advisors, etc.) for providing that technical assistance to potential applicants?



QUESTION #4

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- What type of technical assistance would be needed by grantees after receiving grants?



QUESTION #5

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- What would be the best mechanisms or strategies (e.g. TA center, webinars, site visits, etc.) for providing that technical assistance to grantees receiving grants?



CONTENT QUESTIONS

QUESTION #6

PLEASE PROVIDE FEEDBACK BY SPEAKING DURING OUR DISCUSSION OR SENDING AN E-MAIL TO: TRIBALCONSULTATION@ED.GOV.

- We know that complex problems require comprehensive solutions, which is why we are asking for applicants to identify multiple barriers to College and Career Readiness in your community. That said, we would ask applicants to select only one or a small number of barriers as the focus of the project, and to create a targeted strategy with clear objectives. What is your reaction to this approach?



QUESTION #7

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- We are thinking of using the ultimate goal of college-and-career readiness (measured as improved high-school graduation rates) for all applicants. Applicants would identify barriers to students' reaching college-and-career readiness (examples: teacher quality, early childhood education, mental health services), and work with the community to pick one or more barriers to tackle. The applications would then include one or multiple strategies to address the barrier, with measurable objectives to gage success (more teachers recruited or retained, more early childhood education slots, more counseling hours for at-risk youth, etc.). What is your reaction to this approach?



QUESTION #8

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- Thinking about what entities in your community would be best positioned to lead this work - should the lead applicant be a tribal entity, school, or any entity eligible for the OIE Demonstration Grants?



QUESTION #9

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- Should applicants be required to apply as part of a consortium or partnership that includes a tribe or tribal entity?

QUESTION #10

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- Should applicants be required to apply as part of a consortium or partnership that includes a public school district or BIE-funded school?



QUESTION #11

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- What other entities would be valuable partners to support this work?



QUESTION #12

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- We are considering giving preference points (competitive priority) for a consortium that includes either a BIE-funded school or an eligible entity that has a grant under the American Native Education Program (ANEP). What are the pros and cons of this?



QUESTION #13

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- We are also considering giving preference points (competitive priority) for a consortium that includes a TEA that has received ED's State Tribal Education Partnership (STEP) grant or the BIE's Sovereignty in Indian Education grant. What are the pros and cons of this?
- Other suggestions for priorities?



QUESTION #14

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- What type of capacity evidence, or evidence of prior success should be required of applicants? For example, should it be demonstrated capacity in youth related programming, capacity in tribal programming generally, or capacity in education programming?

QUESTION #15

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- Should ED require an evidence-based strategy (e.g. previous evidence of success with interventions) for reaching objectives? What are the main obstacles for using an evidence-based strategy for Native American communities?

QUESTION #16

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- Should applicants be required to present broad objectives for addressing all barriers identified, or focus on just one barrier and/or objective? Or just a few?

QUESTION #17

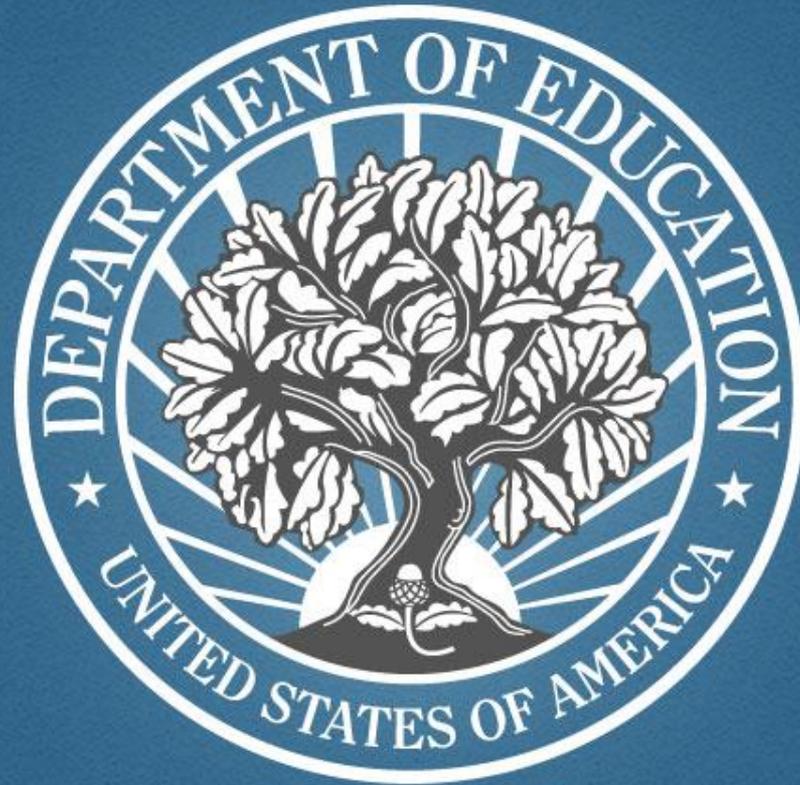
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- Are there current efforts in your community that align with this proposal? Are any of them supported by other Federal programs?



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OPEN DISCUSSION



THANK YOU FOR YOUR PARTICIPATION!