Tribal Consultation on
Tribally Controlled Postsecondary Career and Technical Institutions Program (TCPCTIP), Ready to Learn (RTL), and Education Innovation and Research (EIR) Programs

September 5, 2023 | 1:00 p.m. – 5:00 p.m. ET

Dear Tribal Leader,

On September 5, 2023, the U.S. Department of Education (ED) will conduct a Tribal Consultation on the Tribally Controlled Postsecondary Career and Technical Institutions Program (**TCPCTIP**), Ready to Learn Programming (**RTL or Ready to Learn, formerly Ready to Learn Television**)**,** and Education Innovation and Research (**EIR**). The purpose of this consultation will be to receive meaningful input from American Indian, Alaska Native, and Native Hawaiian communities to ensure that Tribal leader views inform these programs administered by ED. This consultation will advance the Department's commitment to uphold the federal trust responsibility described in Executive Order 13175.

Tribally Controlled Postsecondary Career and Technical Institutions Program
The Department is considering waiving the requirements of 34 CFR 75.250 and 34 CFR 75.261(c), which limit project periods to 60 months and restrict project period extensions that involve the obligation of additional Federal funds. This action would extend the project period for the two current TCPCTIP grantees awarded grants under Perkins V in 2019 for FY 2024 and FY 2025, effectively resulting in a two-year extension. This action would depend on Congress continuing to authorize and appropriate funds under the existing program authority and would require the grantees to continue meeting the TCPCTIP requirements. Moreover, the Department would not announce a new competition or make new awards in FY 2024 or FY 2025, or in future years, if Congress continues to authorize and appropriate funds under the existing program authority. Based on FY 2023 appropriations, the Department expects to use an estimated $11,953,000 for FY 2024 grant extensions and $11,953,000 for FY 2025 grant extensions. We will consider continuation award requests under the current TCPCTIP statutory authority, subject to the requirements of 34 CFR 75.253, including the requirement

that each grantee demonstrates that it is making substantial progress performing its TCPCTIP grant activities based on the requirements in the 2019 [notice inviting applications](#).

The Department is considering this action to relieve the two TCPTIP grantees of the costs and time burden associated with submitting applications for a new competition in FY 2024. Please note that the Department took a similar action under Perkins IV; the Federal Register notice that announced the waivers under Perkins IV can be viewed [here](#). TCPCTIP grantees first funded in 2007 received one-year grant extensions each year past the original project period until the Department conducted a new competition and made new awards under Perkins V in 2019.

Ready to Learn Programming

The Ready to Learn Programming (RTL) grant supports the development of educational "transmedia," and grantees seek to create new, interrelated combinations of television and interactive media (games, apps, etc.) in which characters, narrative storylines, and problem-solving are used to support kindergarten readiness and early education for children ages 2-8. The RTL grant encourages partnerships that help promote the wider use of its educational media products in various settings, such as homes, daycare, libraries, museums, afterschool programs, and many other places where children learn. Tribal Consultation is critical to understand what subject matter content the focus of the next round of RTL (e.g., STEM, literacy, social-emotional learning, computational thinking) should be, and what strategies would be recommended for the dissemination and distribution of RTL-produced media and resources in reaching and serving Native communities and their young children.

Education Innovation and Research

The Education Innovation and Research (EIR) program supports efforts to use and build evidence on field-initiated innovation education to improve student achievement and attainment for high-needs students. Consultation is critical to understand what types of innovations are needed to serve Native communities, what emerging evidence exists on strategies to support students from Native communities, how EIR grantees might engage Native communities as potential implementation sites, what schools serving Native communities want to learn from EIR grantees, and how education leaders in Native communities might become involved as peer reviewers.

<u>Venue</u>: ZoomGov
<u>Time</u>: 1:00 p.m. – 5:00 p.m. ET

Register for the Tribal Consultation

Click the link above or copy the URL below into your browser and press enter:
https://www.zoomgov.com/meeting/register/vJItc-2trzMsHkBnNqLIM0FCHGPpJlQXnac

Please follow the registration link above to participate in the consultation. To maintain online security, each attendee must register individually, and registration cannot be transferred to or used by others. Once you have completed registration, an individualized access link for the session will be sent to you with additional information.

Written Comment Period

Written public comments for a topic will only be collected through the TribalConsultation@ed.gov email address. The comment period is now open, and all comments must be received by **11:59 p.m. ET** on **10/05/2023**. The Department of Education remains steadfast in its commitment to honor the nation-to-nation relationship and advance Tribal sovereignty and self-determination.

A Tribal government may designate information provided during the consultation as "sensitive" and request non-disclosure of the information to the public. Certain federal laws, including the Freedom of Information Act, may require disclosure of information designated sensitive by a Tribal government. Questions about this notice can be sent to TribalConsultation@ed.gov. This consultation is a closed press event.

Tribally Controlled Postsecondary Career and Technical Institutions

Program (TCPCTIP)

Background

The Tribally Controlled Postsecondary Career and Technical Institutions Program (TCPCTIP) is authorized by section 117 of the Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V). Congress appropriates roughly $12 million annually for TCPCTIP. This program awards discretionary grants to support education and training leading to one-year and two-year certificates, as well as two-year associate degrees, to Tribally controlled postsecondary career and technical institutions that do not receive assistance under Title I of the Tribally Controlled Colleges and Universities Assistance Act or the Navajo Community College Act.

TCPCTIP grantees use funds for expenses associated with capital expenditures, maintenance and operation of programs, expansion, and improvement of educational offerings and student support services, such as tuition and fees, books, childcare, counseling, job placement, transportation, supplies, and specialized tools and uniforms that are required for students to fully participate in career and technical education programs. TCPCTIP grantees also provide professional development opportunities to instructors, administrators, and TCPCTIP staff to support preparation for high-skill, high-wage, or in-demand occupations in established or emerging professions.

To be eligible to receive a grant under TCPCTIP, an institution must meet two requirements set out in Perkins V. The requirements, which are discussed in further detail below, are very limiting, and as a result, only two entities have been eligible for and received this grant in the past: Navajo Technical University (New Mexico) and United Tribes Technical College (North Dakota).

1. The institution must meet the criteria specified in the definition of "Tribally controlled postsecondary career and technical institution" in section 3(52) of Perkins V:

The term "Tribally controlled postsecondary career and technical institution'' means an institution of higher education (as defined in section 101 of the Higher Education Act of 1965, except that subsection (a)(2) of such section shall not be applicable and the reference to Secretary in subsection (a)(5) of such section shall be deemed to refer to the Secretary of the Interior) that—

> (A) is formally controlled, or has been formally sanctioned or chartered, by the governing body of an Indian Tribe or Indian Tribes;
> (B) offers a technical degree or certificate granting program;
> (C) is governed by a board of directors or trustees, a majority of whom are Indians;
> (D) demonstrates adherence to stated goals, a philosophy, or a plan of operation, that fosters individual Indian economic and self-sufficiency opportunity, including programs that are appropriate to stated Tribal goals of developing individual entrepreneurship and self-sustaining economic infrastructures on reservations or tribal lands;
> (E) has been in operation for at least 3 years;
> (F) holds accreditation with or is a candidate for accreditation by a nationally recognized accrediting authority for postsecondary career and technical education; and
> (G) enrolls the full-time equivalent of not less than 100 students, of whom a majority are Indians.

2. Under section 117(a) of Perkins V, as of the date on which the TCPCTIP grant is provided, the institution also must not be receiving Federal assistance under title I of the Tribally Controlled Colleges and Universities Assistance Act of 1978 or the Navajo Community College Act.

Consultation Questions

During the consultation, ED will invite Tribal leaders to provide input on the following questions:
The overarching consideration is whether to run a new competition for FY 2024 or extend the current grant period. If there is potential for new entities to be eligible for the grant (historically, there were only two), ED may run a new competition to give those new entities an opportunity to compete for a grant. However, if no new entities are eligible for the grant, to minimize the administrative burden on the current grantees, we can extend their current grant.

Below, we pose several questions to help us consider which approach to take.

Question 1 Eligibility

Because of the eligibility requirements in the law (discussed above), only two entities have been eligible for and received this grant in the past: Navajo Technical University (New Mexico) and United Tribes Technical College (North Dakota).

1. Are there, or will there be, any other eligible recipients for the Tribally Controlled Postsecondary Career and Technical Institutions Program (TCPCTIP) prior to FY 2025?

Question 2: Benefits and Challenges

1. Currently, TCPCTIP grantees were awarded grants for a five-year period. What are the benefits of providing an extension to the current TCPCTIP grantees?
2. What challenges would result from providing an extension to the current TCPCTIP grantees?

Question 3: Future Competitions

1. If other institutions are eligible for [TCPCTIP grants](#) and a new competition is warranted, what considerations should the Department consider in planning for a new competition?
2. TCPCTIP applicants typically have between 30 and 90 days to prepare and submit an application in a discretionary grant competition. How long should the grant application period for the TCPCTIP be?
3. The Department of Education usually awards TCPCTIP grants between August 1 and September 1. What date range would you prefer this grant to be awarded?

Ready to Learn Programming (RTL of Ready to Learn, formerly Ready to Learn Television)

Background
Ready to Learn Programming (RTL or Ready to Learn, formerly Ready to Learn Television) supports the development of educational television and digital media that are targeted at preschool and early elementary school children, ages 2-8, and their families and that are specially designed for nationwide distribution over public television stations' digital broadcasting channels and the Internet. RTL's general goal is to promote school readiness and academic achievement, particularly in reaching disadvantaged preschool and elementary school children. In addition to creating television and other media products, the program supports activities intended to promote national distribution of the programming, effective educational uses of the programming, community-based outreach, and research on educational effectiveness.

Ready-to-Learn supports the development of educational "transmedia" and creates new, interrelated combinations of television and interactive media in which characters, narrative storylines, and problem-solving are used to connect the various media products everywhere children are – schools, libraries, after-school programs, bus stops, laundromats, early care programs, etc. RTL also encourages partnerships that help promote the wider use of its educational media products in various settings, such as homes, daycare, libraries, museums, and many other places, including schools. The program also encourages the creation of supplemental materials for teachers, parents, and caregivers or guardians to use in these settings.

The RTL program incentivizes projects that focus on the following:

- literacy content in ways that go beyond vocabulary and basic reading skills to include functional literacy, use of language in contexts, and other areas reflective of current literacy frameworks and research.
- parent engagement and intergenerational learning, and creates bridges between children's digital play and real-world activities.
- content that meets young children's developmental needs and exposes them to future career and workforce options, including the education, skills, and age-appropriate tools needed for those career or workforce options that are now or will likely be in demand when these children enter the workforce.

Eligible Applicants are Non-Profit Telecommunications Entities with a demonstrated history of the capacity to develop and distribute national educational and instructional television programming of high quality that is accessible by a large majority of disadvantaged preschool and elementary school children nationally.

RTL Website: https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/innovation-early-learning/ready-to-learn-television-rtl/

(Click the link above or copy the URL into your browser and press enter.)

Consultation Questions
During the consultation, ED will invite Tribal leaders to provide input on the following questions:
1. In addition to Tribal Consultations, what organizations or outreach strategies would you recommend ED use to gather input from Native American communities on early learning priorities for future Ready to Learn (RTL) grant competitions?
2. When designing media (television shows, apps, games, learning worksheets) for young American Indian and Alaska Native children and their families, what considerations are important to customize resources and the learning experience to their unique needs and assets?
3. What can Ready to Learn (RTL) grantees do to communicate with American Indian and Alaska Native Communities to ensure the distribution of RTL learning materials to children and families within the community?
4. How can RTL grantees engage with American Indian and Alaska Native communities as potential Learning Community partner sites?
a. What, if any, recruitment barriers should be overcome?
b. Who are the key leaders to engage with?
5. What recommended outreach strategies would you suggest for increasing the peer reviewer pool of education professionals from American Indian and Alaska Native communities (e.g., organizations, key personnel)?

Education Innovation and Research (EIR)

Background
The Education Innovation and Research (EIR) program supports efforts to use and build evidence on field-initiated innovation to improve student achievement and attainment for high-needs students. Competitive grant competitions include three tiers: Expansion (using strong evidence to scale a project nationally), Mid-phase (using moderate evidence to scale a project regionally), and Early-phase (using demonstrates rationale evidence to implement and iterate locally). The terms "strong evidence," "moderate evidence," and "demonstrates a rationale" are specifically defined in EDGAR, 34 CFR 77.1 (and the program's notice inviting applications). Applications are reviewed by external subject matter and evaluation experts; individuals may apply each year. Topical areas of projects include STEM, social-emotional learning, educator development, post-secondary preparation, school readiness, literacy, school improvement, family engagement, and others. Grantees define "high-needs students" in their applications, and the current portfolio of high-needs students includes wide variation, including students who are economically disadvantaged, rural, underrepresented, and underperforming. Less frequent high-needs definitions include students who are members of a federally recognized Indian Tribe, migrants, immigrants, English learners, and students with disabilities. Examples of awarded projects serving American Indian and Alaska Native communities include: Northern Humboldt Union High School District's Acorn Project; University of Alaska Fairbanks's Scaling Supporting Teachers Across Rural/Remote Regions project; North American Native Research and Education Foundation's The Montana American Indian Math and Science; WestEd's The Early Math Initiative: Tiered Support to Prepare Native American and Other High-Need Children for Elementary School Mathematics; and AASB' s Project Transform: A Trauma-Engaged Approach to Improve Social, Emotional, and Academic Outcomes. The Investing in Innovation (i3) program preceded EIR, and had projects that focused on American Indian and Alaska Native communities, the Baboquivari Unified School District's project. Examples of recent resources featuring grantee projects include Rural Career Pathways white paper, Serving High-Needs students webinar, and Approaches to Build and Maintain High-Quality Partnerships cross-project summary .

Eligible entities include local educational agencies (LEA), State educational agencies (SEA), Bureau of Indian Education-funded schools, and non-profit organizations. Part of the LEA

definition includes "Bureau of Indian Education Schools (an elementary school or secondary school funded by the Bureau of Indian Education but only to the extent that including the school makes the school eligible for programs for which specific eligibility is not provided to the school in another provision of law and the school does not have a student population that is smaller than the student population of the LEA receiving assistance under the ESEA with the smallest student population, except that the school shall not be subject to the jurisdiction of any SEA, other than the Bureau of Indian Education." Additionally, American Indian, and Alaska Native communities can engage with eligible applicants in the following ways: as partners/contractors, implementation sites, match contributors, consultants, replication sites, etc. Program statute requires 25 percent of grant awards go to rural entities, pending a sufficient quality of applications.

Consultation Questions

During the consultation, ED will invite Tribal leaders to provide input on the follow questions:
1.   What education innovations are needed in American Indian and Alaska Native communities?
   a.   How might applicants test out adaptations of existing interventions (e.g., classroom-based, behavioral, self-regulation, communal learning) to serve students from American Indian and Alaska Native communities?
   b.   What are areas that students from American Indian and Alaska Native communities could benefit from new strategies?
   c.   For new applicants looking to implement an existing program, what considerations are important to customize programs to the unique needs and assets of students from American Indian and Alaska Native communities?
2.   What emerging evidence exists on strategies to support students from American Indian and Alaska Native communities?
   a.   For entities looking to build on early lessons learned, what do we already know about successful practices in serving students from American Indian and Alaska Native communities?
3.   How could EIR grantees engage American Indian and Alaska Native communities as potential implementation sites (e.g., schools, afterschool programs, boys and girls clubs)?
   a.   What are the recruitment barriers to overcome?
   b.   Who are key leaders to engage with?
   c.   What are current education priorities that could be addressed through involvement in EIR grant projects?
4.   What do schools serving American Indian and Alaska Native communities want to learn from EIR grantees?
   a.   Across the EIR projects (STEM, SEL, educator development, literacy, school improvement, post-secondary preparation, school readiness, etc.), what implementation lessons are useful for potential replication?
5.   What recommended outreach strategies would you suggest for increasing the peer reviewer pool of education professionals from American Indian and Alaska Native communities (e.g., organizations, key personnel)?

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