

U.S. DEPARTMENT OF EDUCATION

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OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

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NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION
PUBLIC MEETING

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MONDAY
APRIL 16, 2018

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The National Advisory Council on Indian Education met in the Holiday Inn Capitol, Capitol II Room, 550 C Street, SW, Washington, D.C. 20202, at 9:26 a.m., Dr. Deborah Dennison, NACIE Chairperson, presiding.

PRESENT

DEBORAH DENNISON, NACIE Chairperson
 THERESA AREVGAQ JOHN, NACIE Board Member*
 MANDY SMOKER BROADDUS, NACIE Board Member
 DAHKOTA BROWN, NACIE Board Member*
 DOREEN BROWN, NACIE Board Member
 ROBIN BUTTERFIELD, NACIE Board Member
 SAM MCCRACKEN, NACIE Board Member*
 AARON PAYMENT, NACIE Board Member*
 JOELY PROUDFIT, NACIE Board Member
 VIRGINIA THOMAS, NACIE Board Member*
 PATRICIA WHITEFOOT, NACIE Board Member

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ALSO PRESENT

ANGELINE BOULLEY, Tribal Tech, LLC Staff
DAVID CANTRELL, Office of School Support and
Rural Programs Acting Director
JAMIE DEATON, NCES Statistician
MARILYN HALL, Impact Aid Programs Director
TINA HUNTER, Designated Federal Official
RON LESSARD, WHIAIANE Acting Executive Director
DAN LEWERENZ, Native American Rights Fund Staff
Attorney
SYLVIA LYLES, Office of Academic Improvement
Director
MICHELE MATTESON, Tribal Tech, LLC Staff
KIM OKAHARA, Office of School Support and Rural
Programs
TAMMY PROCTOR, Office of Early Learning Acting
Director
TARA RAMSEY, OIE Acting Director
PATRICK ROONEY, OSS Deputy Director
PHILLIP ROULAIN, Tribal Tech, LLC Staff

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1 P-R-O-C-E-E-D-I-N-G-S

2 9:26 a.m.

3 MS. HUNTER: Good morning everyone.
4 I am sorry for the delay. We -- hopefully we
5 will be starting very shortly. We are just one
6 shy of a quorum, and so we are just trying to
7 get in touch so that we can begin. Okay?
8 Thank you.

9 (Whereupon, the above-entitled
10 matter went off the record at 9:26 a.m. and
11 resumed at 9:35 a.m.)

12 CHAIR DENNISON: Good morning
13 everyone.

14 (Native language spoken.)

15 CHAIR DENNISON: We are going to
16 start. I know we have Virginia on line.
17 Virginia, are you there?

18 (No audible response.)

19 MR. ROULAIN: All callers are muted.

20 CHAIR DENNISON: Okay. So -- even
21 her, as a council member? She should be
22 unmuted, I would think.

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1 MR. ROULAIN: Okay.

2 CHAIR DENNISON: We are running a
3 little behind, but we are going to go ahead and
4 start with -- I am going to ask Patsy if she
5 would do our opening prayer for us for our
6 council meeting and for our Indian education.
7 Thank you.

8 MS. WHITEFOOT: I am pleased to be
9 here with all of you today. And I just want to
10 ask for a blessing for each and every one of
11 us.

12 (Native language spoken.)

13 MS. WHITEFOOT: So, in my language
14 this morning, just sharing blessings and asking
15 our creator to be with us on this -- this land
16 that we stand today. Thankful for the
17 ancestors that were a part of this land. Ask
18 for blessings for each and every one of you --
19 for your health, your well-being. Blessings
20 for your family and community where you come
21 from so that there will be blessings with them,
22 too. Especially thankful for the leadership at

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1 the Department of Education and the role that
2 the NACIE has with the Department of Education.
3 Ask for all of these things on behalf of the
4 children, the grandchildren that we have back
5 at home that depend on the work that we do. So
6 these few words I share with all of you this
7 morning as well. Thank you.

8 CHAIR DENNISON: Thank you, Patsy.
9 Okay, I just got -- we are going to let
10 Angeline do some housekeeping, and then we want
11 to do introductions after that.

12 MS. BOULLEY: Sure. And are you on
13 the line at all or able to text --

14 CHAIR DENNISON: Yes, I am -- I am
15 getting --

16 MS. BOULLEY: If you could let her -
17 - let us know what her phone number is, the
18 logins on the virtual meeting, she didn't put
19 in her name, so we don't know which number to
20 unmute so that she can participate virtually.
21 Hello everyone, we've got --

22 (Native language spoken.)

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1 MS. BOULLEY: My name is Angeline
2 Boulley and I work with Tribal Tech, LLC. And
3 we are the meeting support contractor for the
4 Office of Indian Education. I tried to get
5 around to everyone and give you my business
6 card. If you have any questions or if you
7 can't hear or cold or anything like that,
8 please feel free to text me, or, you know, let
9 me know and I will try to resolve any
10 difficulties that you might have.

11 We are having the meeting recorded
12 and it's very important, when you speak, if you
13 can speak into the microphone and if you can
14 say your name, that will help our stenographer,
15 Albert, very much and make for a better
16 document to capture what everyone has said.
17 The bathrooms -- in addition to the bathrooms
18 that are past the coffee station, there is a
19 closer set of bathrooms and it is -- as if you
20 were going into the FEMA area, there are some
21 bathrooms that are right there.

22 And then, also, we had posted the

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1 information about accessing the internet. And
2 so there is internet access for you and we have
3 the -- can you put the instructions back up?
4 So if you want to make sure that you choose the
5 Holiday Inn Capitol, and you have to choose
6 from the drop-down access code and enter
7 capitol2 for your wifi. And that's it.

8 (Native language spoken.)

9 ~~CHAIR~~- DENNISON: Thank you,
10 Angeline. I just texted you Virginia Thomas's
11 number. So you have her number. She says she
12 can't hear, so that's what we're dealing with.

13 Okay again, welcome. It's been a
14 long time since we've met. We're very
15 appreciative to be back together again. I know
16 we have a lot of work to do, but we can proceed
17 with the -- with the work that does not entail
18 administrative work as we await a quorum. I
19 know it's pretty early in the -- in the west
20 coast, so waiting on Sam to get on to make a
21 quorum, so -- I -- go around the table and
22 we'll start with Patsy. You all met her.

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1 Thank you, Patsy, for the beautiful prayer. I
2 am going to go ahead and start with you.
3 Introduce yourself and -- to the rest of the
4 council. I know we all know each other, but
5 for the audience and for the record -- thank
6 you.

7 (Native language spoken.)

8 MS. WHITEFOOT: I greeted you in the
9 language of the Yakama Nation. I also shared my
10 Indian name, Patricia Whitefoot, and my English
11 name is Patricia Whitefoot. I am a member of
12 the Confederate Tribes and Bands of the Yakama
13 Nation and live in a community of White Swan,
14 Washington on the Yakima Reservation. And I
15 also work with our Indian Education Program at
16 Toppenish School District as well as the Yakama
17 Nation Wellness Coalition. So I work part time
18 for Indian Education and part time for a
19 prevention program on the reservation. So I'm
20 glad to be here with all of you.

21 MS. BUTTERFIELD: Good morning. I
22 am Robin Butterfield. And I am a Ho-Chunk,

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1 Anishinaabe tribal member. Currently retired,
2 sort of. I am the current president of the
3 Oregon Indian Education Association and
4 president-elect for the National Indian
5 Education Association. And I've been doing
6 some work with the NAPTAC Center, the Native
7 American Parent Technical Assistance Center,
8 and several other kinds of things. But I am
9 very happy to be here, and looking forward to
10 jumping back into the work.

11 MS. BROWN: Good morning, I am the
12 daughter of Lucy and Sam Brown, the
13 granddaughter of George and Maver Hoffman
14 (phonetic) of Aniak, Alaska and Beatrice and
15 Everett Brown (phonetic) of (inaudible). Most
16 importantly, my name is Doreen Brown. Most
17 importantly I am also a mom. I have a 22-year-
18 old who's a senior in college. And I also have
19 an 11-year-old, she's a fifth grader. I am the
20 senior director for Title VI, Indian Education
21 in Anchorage, Alaska. We have over 9,000
22 native students. My heritage is, I'm Yupik

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1 Eskimo and Athabascan Indian, and I am a tribal
2 member of Aniak. And I am pleased to be here.

3 CHAIR DENNISON: We are being asked
4 to use our mics as we speak. I know it's --
5 we've gotten into the habit of not using them.
6 So, if we can use our mics when we speak.

7 (Native language spoken.)

8 MR. LESSARD: How's that? Can you
9 hear me? Good morning, everyone.

10 (Native language spoken.)

11 MR. LESSARD: My name is Ron Lessard
12 and I am the acting executive director for the
13 White House Initiative on American Indian and
14 Alaska Native Education. I am Mohawk. My
15 family comes from Kahnawake and we also lived
16 in Akwesasne. And growing up I spent many,
17 many, many years living on Pine Ridge. My
18 Indian name from that period is --

19 (Native language spoken.)

20 MR. LESSARD: -- which is Eagle Going
21 Out. And I am happy you're here. It is good
22 to see everyone come in and have a safe trip.

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1 And it'll be a good day. Thank you.

2 MS. RAMSEY: My name is Tara Ramsey,
3 and I am the acting director of the Office of
4 Indian Education. I will be giving you a
5 little bit more information about me when I
6 speak a little later. So we will move right
7 along.

8 (Native language spoken.)

9 CHAIR DENNISON: I am originally from
10 -- well, my father is from Arizona and I am
11 currently married into the people in Tohatchi,
12 New Mexico, are my in-laws. And my husband is
13 Carl and my -- I have three children and I have
14 been really excited about being involved with
15 NACIE since we started. I know we have
16 accomplished so much, yet we have so much to
17 do. My professional background is, I am
18 currently a superintendent at San Carlos
19 Unified School District on the Apache Nation
20 and -- but most of my life I have been -- most
21 of my administrative experience has been on the
22 Navajo Nation, so it is an honor to be here. I

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1 am your chair of NACIE and I look forward to
2 all the work that we're going to be doing
3 throughout this year. Thank you.

4 MS. BROADDUS: Good morning. My
5 name is Mandy Smoker Broaddus. And I am from
6 the Fort Peck Reservation, Assiniboine and
7 Sioux, in northeastern Montana. I have one
8 child, a son, that's five-and-a-half years old.
9 And we currently live in the state capital of
10 Montana, Helena, and I am a former school
11 administrator. But I've worked for the Office
12 of Public Instruction in Montana, which is our
13 state education agency, and I am the director
14 of Indian Education.

15 (Native language spoken.)

16 MS. PROUDFIT: Dr. Joely Proudfit. I
17 am a descendent from the Pechanga Band of
18 Luiseno Indians from Temecula, California. I
19 currently reside in the traditional homelands
20 of my people, the Payomkawichum Luiseno people
21 in northern San Diego County. And I am the
22 director of the California Indian Culture and

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1 Sovereignty Center and the Chair of American
2 Indian Studies at California State University,
3 San Marcos. And I am mother to Piper Proudfit,
4 who was the six-year-old who just returned back
5 to school today after a two-week spring break.
6 So my husband is very thrilled this morning as
7 he's preparing her to get ready to go to
8 school. And I am very grateful to be back with
9 all of you here and excited that we can
10 continue our work, so --

11 (Pause.)

12 MS. PROUDFIT: Tina, did you want
13 to introduce yourself?

14 MS. THOMAS: Can you hear me?

15 MS. PROUDFIT: Oh, yes, let's go
16 ahead, Virginia. Go ahead. Virginia is on by
17 phone. I am sorry, Virginia.

18 MS. THOMAS: Oh, this is Virginia.
19 The one in Oklahoma in Oklahoma that's stuck
20 here. But I wish I was there with all of you.
21 And I want to be able to help in any way that I
22 can. But I can only be on the line for a

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1 couple of hours today and I can't be on at all
2 tomorrow. So I wish you all well. But if
3 there's something I can do to from a distance,
4 let me know, I am willing to do it. So, I am
5 glad you guys are back together.

6 MS. HUNTER: Hi there. I am Tina
7 Hunter. I am the DFO for NACIE. And I thank
8 you for allowing me to serve in this position.

9 (Off microphone comments.)

10 CHAIR DENNISON: Oh good, Aaron.
11 Aaron, you're on by phone. Go ahead.

12 MR. PAYMENT: Can you hear me? Can
13 you hear me?

14 CHAIR DENNISON: Yes.

15 MR. PAYMENT: Oh, there's an echo.
16 Let me see if I can -- are you guys hearing an
17 echo?

18 CHAIR DENNISON: Yes.

19 MR. PAYMENT: Okay, I will proceed.
20 If you -- if you're not hearing it, then I will
21 -- so I can only hear, like, the first two
22 words out of each person. So I don't know if -

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1 you have to keep your mic very close. I can
2 hear Denise very well. So I am glad to be
3 back. And I know that we will do great work.
4 And I am sorry that I can't be there in person.
5 I have a Council meeting tomorrow.

6 CHAIR DENNISON: I think part of the
7 echo might be from people keeping their mics
8 on. And so we can turn it off every time we
9 speak and then turn it back on when we're going
10 to speak.

11 MR. PAYMENT: Is it echoing now?

12 CHAIR DENNISON: No.

13 MR. PAYMENT: Okay, I think I
14 figured it out. So if everybody could please
15 speak directly into the microphone when you do
16 speak, because I heard -- I -- during the
17 introduction I only heard actually three
18 people. And I only heard like the first two
19 words out of each person.

20 MS. THOMAS: This is Virginia.
21 That's the same with me. I could only hear bits
22 and pieces.

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1 (Pause.)

2 MR. BROWN: Hello? Can everybody
3 hear me?

4 CHAIR DENNISON: Yes.

5 MR. BROWN: This is Dahkota I am on
6 the -- by phone, also.

7 (Native language spoken.)

8 MR. BROWN: Good morning, everyone.
9 I am here at Stanford, sorry I couldn't be with
10 you all this morning. But glad to be back.

11 CHAIR DENNISON: Oh great. I am
12 glad you are there, Dahkota. I didn't know you
13 were on by phone. So we do have a quorum. And
14 welcome back. And I hope you're doing well in
15 school. Are you going to be able to be with us
16 for the full two days, Dahkota?

17 MR. BROWN: Yes, yes. I will be on
18 tomorrow. I have to hop off a little bit
19 before lunch today to get to class. But I will
20 -- other than that.

21 CHAIR DENNISON: Understandable.
22 Okay, good. Did I leave anybody out that needs

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1 to do introductions? Okay. We can proceed,
2 then. We'll go ahead and go on to the
3 introduction of Tara and -- she did one
4 already, but -- so do you want to go on to the
5 -- let's -- let's review the agenda -- the
6 meeting overview. Today, and I know we are a
7 little behind time, but we do have Tara that
8 will be presenting from the Office of Indian
9 Education on the OIE updates and initiatives.
10 And we also have Ron Lessard who is acting
11 executive director of the White House
12 Initiative on American Indian and Alaska Native
13 Education, who will be doing updates on
14 initiatives. And we do have a quorum, so after
15 their updates, we will go on with the order of
16 business. First one will be the OIE director
17 position. Then we will work from there. So,
18 Patsy, you have question?

19 MS. WHITEFOOT: Oh, I did. I am
20 sorry.

21 CHAIR DENNISON: She did. It was
22 very brief, but she did. So we will turn it

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1 over to -- any other questions? Okay, we will
2 turn it over to Ms. Tara.

3 MS. RAMSEY: Okay, I want to make
4 sure that I can be heard. I speak rather
5 loudly anyway, as a former teacher, so -- but
6 with all the electronics I just want to make
7 sure that -- that everybody is hearing me. Is
8 there a way we can -

9 MR. BROWN: I can hear you.

10 MS. RAMSEY: Great. Great. Well,
11 first of all, good rainy morning. If you were
12 in the room or here you realize I -- I did not
13 bring an umbrella this morning, by the looks of
14 my hair. So -- but, I am still glad to be with
15 you all. And I -- I wanted to go ahead and say
16 a few words about me now than, rather take it
17 up during the introduction. Again, my name is
18 Tara Ramsey, and if you decide for some reason
19 you don't like me, you can always refer to my
20 name backwards. Because my first name
21 backwards is a rat. So that will go ahead and
22 give you a way to talk about me if you need to.

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1 I don't think I've told my staff that yet, so -
2 - but, anyway, as you get to know me or work
3 with me, one of the things you know that I
4 always like to start with is either the mission
5 of the organization that I am working with, or
6 I like to start with appreciation. That my
7 staff does know.

8 And so today I am going to start
9 with appreciation. I -- I want to thank you
10 all not only for serving on NACIE, but thank
11 you for helping me fill this important and
12 temporary role as acting director of the Office
13 of Indian Education. To tell you a little bit
14 more about me, I have been with the department
15 for 13 years this summer. And I started and
16 stayed in the Office of Migrant Education. And
17 through the Office of Migrant Education I came
18 to cross over with some issues with students.
19 For example, I have been out to Yakama at least
20 two times for Migrant Education. I've been to
21 northern New Mexico, Espanola specifically, and
22 Albuquerque. And I know that we have some

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1 students in common. I also, in 2012, was
2 detailed to the Office of Indian Education as
3 the Competition manager for the first ever
4 state tribal education partnership step
5 competition. So even though I am relatively
6 new in this role as of October 2017, I have had
7 some work with both -- with both sides of the
8 office.

9 You know, with that work for step --
10 and certainly since starting in the Office in
11 October, I have really come to understand and
12 further respect the work of the colleagues of
13 the Office of Indian Education, but also
14 specifically the work of the director of the
15 Office of Indian Education. And I can't tell
16 you how much I am going to appreciate all of
17 your input and support in finding someone to
18 take over this very important role. Because
19 again, I've learned not only is there a lot
20 going on in our office -- and I will be talking
21 to you about that -- there's obviously a lot of
22 responsibility for the director of Indian

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1 Education throughout the department. And if
2 you hear a little sigh of relief in my voice,
3 it's because yes, there's a lot to -- a lot of
4 work to do, and I am very excited that you are
5 going to be working on finding a good person
6 for this position.

7 And so, with that, again, I want to
8 thank you for letting me serve native students
9 in this capacity. I also want to take time to
10 thank my staff, who is here -- the staff of the
11 Office of Indian Education, not my staff.
12 They're very independent people. If they could
13 all just stand up -- any of those that are in
14 the room right now, could you guys just stand
15 up for a second so everybody can see you?
16 They're not happy about that. Yes. Thank you
17 guys. I just want to thank them for all the
18 work they do.

19 (Applause.)

20 MS. RAMSEY: So with that, I do want
21 to just give you a few updates. I just want to
22 make sure I am on the right part of the agenda,

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1 right? Okay, all right. And so, I do just
2 want to remind you of a few personnel changes
3 and updates that have happened over the last
4 little while. As most of you know, Bernard
5 Garcia retired from the department in December
6 of 2017. And some of you might not know this,
7 but he was actually right next to me for many
8 years when I was working in Migrant Education.
9 And so, not only do I miss him in my role here
10 with Indian Education, I just miss him as a
11 colleague. As you know, he was always very
12 positive and very good at reflecting on the
13 work that you do here.

14 But given that I know he had over 40
15 -- or 45 years in federal service, I am very
16 excited that he is getting the chance to have
17 some fun and relax. And I think he's got a
18 honey-do list that's pretty long as well. Also
19 retiring last year in September 2012 was John
20 CheekSheet (phonetic). And John, you know -- I
21 know from working with him in the STEPte
22 Program that he was -- he was always a go-to

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1 guy and he was always willing to take on more.
2 And so he left the department in -- in
3 September of 2017.

4 So, if you're keeping count, that's
5 about 11 people in the office right now. But
6 we are working -- we can make some moves to
7 take up for those changes. ~~Amaya Pirgo~~
8 ~~(phonetic)~~ Amalia Cuervo goes down over the NYCP
9 Program, KCandice Kosticaustik ~~(phonetic)~~ who
10 is not with us either today, is also working on
11 the NAL. So you see some changes to help make
12 up for these. We are also working on getting
13 some temporary detailees into the office. And
14 we hope they're going to be here within the
15 next few weeks to also help us as we get into
16 our busy grant making season. And it is going
17 to be a busy grant making season because, as
18 hopefully you know by now, we got more money.
19 And so with that, I want to turn to
20 appropriations updates.

21 On March 23rd, 2018, Congress passed
22 a Consolidated Appropriations Act. And in that

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1 act Congress provided new appropriation for the
2 Office of Indian Education and our programs for
3 the remainder of the FY -- Fiscal Year 2018.
4 And Title VI, just to kind of go over what the
5 different places -- what the different programs
6 go, Title VI received \$105,381,000. And my
7 staff, if I get any of this wrong, then you
8 will have to jump up and correct me. That is
9 an increase of nearly 5 percent from the FY
10 2017 appropriation. In fact, all appropriants
11 for the Office of Indian Education received
12 increases from year's appropriation. And
13 again, that's why I say it's going -- continues
14 to be a busy year, because we've got more
15 money.

16 In our special programs
17 appropriations, we have received nearly \$68
18 million. And of course, under Special
19 Programs, just to remind you, we fund our
20 demonstration grants, which currently are the
21 Native Youth Community Projects, the NYCP
22 program and the Professional Development

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1 program, the PD program. This appropriation
2 was about a 17-percent increase from last
3 year's appropriation. And just as a reminder,
4 this money not only goes for new awards that
5 we'll be making, but also for continuations of
6 existing awards and running the competitions to
7 make new awards.

8 Finally, for National Activities,
9 which includes the Step Program and the NAL,
10 Native American Language Program, we received
11 about \$6.8 million. And again, this funds the
12 staff in the NAL, but it also fills some of our
13 other contracts, our tactical assistance
14 contracts, as well as our contracts for -- for
15 example, for the EZ System for the Title VI
16 application system.

17 And so turning from appropriations,
18 I want to go ahead and tell you a little bit
19 about just some program dates. As I mentioned
20 before -- a minute ago, with formula we will be
21 awarding \$105,381,000 to Title VI applicants.
22 As you know, this is already in motion. Part

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1 two is open and will be open until early May.
2 And I believe there's not a problem with me
3 telling that we've received about 1,314
4 applications -- 13-14, applications for the
5 formula grants. Which is actually up from last
6 year, as I understand it.

7 And so on the discretionary side of
8 the office, with the Native Youth Community
9 Projects -- NYCP -- again, as I said, we will
10 be writing competition for new awards for that.
11 And we do plan to announce the notice inviting
12 applications very soon, likely mid-May. We do
13 expect that there will be a few changes to that
14 notice inviting applications. So please, if
15 you know anyone who is going to be planning to
16 apply, make sure they review the application
17 carefully. Of course, we cannot get into the
18 specifics here until that notice officially
19 goes out. But, at least we can tell you that
20 it will have some changes from the last
21 competition.

22

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1 This is also true for the other
2 competition we will be completing this fiscal
3 year, and that's for the professional
4 development program. We will be holding a new
5 competition and pretty much everything I just
6 told you for the NYCP program is also true for
7 the professional development program. We are
8 hoping we might get a notice inviting the
9 applications out a little earlier on that one,
10 but again, we will see about that. And just as
11 a reminder, too, and I don't have all of the
12 specific information here, but we can get you
13 that information. For those -- both of those
14 programs we will be looking for readers for
15 those competitions, and people to work as a
16 part of that to help us get those awards out.
17 I believe we are announcing a PD request for
18 readers -- either went out last week or this
19 week, depending on what list serves and
20 websites you're looking in. And then we will
21 be sending out a solicitation for readers for
22 the NYCP soon. If you wondered about that or

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1 want contact information, we can get you
2 information about that. But as always, it
3 takes a lot to do that. And so, if anyone has
4 any interest at all, please make sure that they
5 get in contact with us.

6 | Finally for ~~STEP~~tep and for NAL, I -
7 - they are not having new competitions this
8 year. So I guess that's the biggest news. We
9 will be making continuation awards for both of
10 those programs. And so moving from those
11 general updates on the program I did want to
12 just take a minute to tell you what's going on
13 with monitoring for the programs. We have
14 limited the number of monitorings that we're
15 going to do for all of the programs this year
16 as we work with the management support unit of
17 the Office of Elementary and Secondary Ed. to
18 revise monitoring protocols, report templates
19 and things like that.

20 | Oh wait, here we go, it's back.
21 Okay, hopefully the mic is back and you can
22 | hear me. So for ~~F~~formula we are looking at how

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1 we conduct a holistically plan for monitoring
2 of the grants throughout the grant cycle. And
3 we are looking at that with the help of the
4 management support unit. For NYCP, we are also
5 partnering with our management support unit to
6 target fiscal monitoring for a few grantees so
7 that we can revise our monitoring grant policy
8 for that program as well. And for NAL, given
9 it's its first year in implementation, we are
10 directing targeted technical assistance rather
11 than monitoring so that those newest grantees
12 are getting the full help of technical
13 assistance before they are called to be
14 monitored. We are also doing this for ~~STEP~~
15 as well. And then finally for the
16 ~~P~~rofessional ~~D~~evelopment program, we also are
17 doing our monitoring with them as targeted desk
18 monitoring. I am happy to talk about any of
19 that if you'd like in more.

20 To go on just briefly to technical
21 assistance, as we discussed monitoring, for
22 some grantees we're doing more technical

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1 assistance rather than monitoring. And for
2 this year we have -- just to kind of give you a
3 reflection of what we've done this year, we've
4 held different project directors meetings for
5 the various programs. We've been doing
6 webinars with our contractor for staff at NYCP.
7 And -- and just as a reminder to help figure --
8 in case you need to know this, we do have a
9 technical assistance contract for the NYCP and
10 Step programs, and then we also have another
11 smaller TA contract that helps with issues with
12 NAL and NYCP. And I am happy to review any of
13 the contracts or go over anything you guys need
14 to know from the office. Again, it's my
15 pleasure to serve you in any capacity that I
16 can.

17 We did want to let you know that we
18 have been thinking about doing federal
19 technical assistance day a little differently
20 this year. In the past we've spent a lot of
21 energy and a lot of time on the logistics and
22 kind of getting that TA day going. And so we

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1 are taking a look at how we are doing that and
2 how -- how best we can use that -- that time
3 and that energy to serve you. So we are happy
4 to hear more about that, if you have comments
5 or feedback for us. We are also seeking
6 opportunities to where we can get to more state
7 conferences or scheduling on-sites. So again,
8 these are things I am hoping to hear more about
9 certainly from your perspective. We do a
10 grantee satisfaction survey every year where we
11 hear from some of our programs. And I just
12 wanted to remind you of what the last grantees
13 satisfaction survey said, in case that also
14 helps you in the things that you're working on.

15 In 2017 the grantees satisfaction
16 survey went up for the Title VI program and for
17 the Demonstration grant program. For the Title
18 VI we had a response rate of 37 percent. And a
19 response rate of 36 percent for the Demo
20 grants. Now, there are several questions on
21 the customer -- I mean, the grantee
22 satisfaction survey. And from those questions

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1 they determine something called a CSI, and
2 that's the customer satisfaction index. And
3 that particularly score is the signs -- kind of
4 the general overview of how we're doing for our
5 grantees.

6 Title VI, I am really happy to
7 report, came in the top ten of all programs
8 surveyed under the grantee satisfaction survey.
9 So that really speaks well to what that program
10 has been doing, and our team there. The Demo
11 had a CSI of 68 -- and I am sorry, the Title VI
12 had a CSI rating of 68 points. And in the
13 areas of technical assistance for OESE
14 programs, Title VI was in the top five programs
15 with a score of 87 for that combined technical
16 assistance score, and the Demo -- the
17 Demonstration program had a 67 for technical
18 assistance. And of course, this is just an
19 overview. Again, if there are questions about
20 the survey or want to know more about that, we
21 can certainly -- certainly give you that
22 information. We are in the process of -- I

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1 think we've just finally submitted our -- our
2 questions for this year and we weren't planning
3 many changes. But if there's anything else or
4 any other ideas that you all have about that,
5 we would be happy to hear about how we might
6 ask different questions, or somehow get the
7 best feedback we can from that survey.

8 So, I am actually going to close and
9 turn it all over to you so I can listen and
10 learn from you today. Certainly as you work
11 through your meeting today and tomorrow, if
12 there is any other nation, any other resources
13 that I can help provide for you, please don't
14 hesitate to let me know how I can be of service
15 because I know how important the work you're
16 doing is. Thank you again for all the work
17 that you're doing for our native students. And
18 thank you again for all the work you're about
19 to do.

20 CHAIR DENNISON: Thank you, Tara.
21 Do you have any questions for Tara before we
22 move to the next presenter?

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1 MS. BUTTERFIELD: Okay, this is
2 Robin. I have a -- first of all, sort of a
3 point of order, I think we need to approve our
4 agenda. But in terms of the -- the Office of
5 Indian Ed, when did you say that the
6 professional development competition would
7 open?

8 MS. RAMSEY: We are hoping, I
9 believe, in mid-May -- is what we're hoping.
10 Again, sorry -- we are hoping that it will open
11 in mid-May. Again, that's subject to a lot of
12 different clearances and things happen, but
13 that's what we're planning on.

14 MS. BUTTERFIELD: And then I had a
15 question about the National Activities Funds, I
16 think, before some of those were dedicated to
17 putting money in the technical assistance kind
18 of comp centers, or the National Legal Centers,
19 to be their outreach to -- in communities. Are
20 those still in play?

21 MS. RAMSEY: I am not aware that
22 they -- that we use those National Activities

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1 funds for that purpose. In the past they may
2 have -- in the past they may have, but I am not
3 aware of that at the time. But I can find out
4 more information about those.

5 MS. BUTTERFIELD: Okay.

6 MS. BROADDUS: And I spoke with my
7 comp center -- Education Northwest, ours, and
8 they told me that they -- yes, that funding has
9 gone away.

10 MS. RAMSEY: There -

11 MS. BROADDUS: Gone.

12 MS. RAMSEY: There will be a
13 representative from the office that oversees
14 the comp centers coming in later this
15 afternoon, too. And we will make sure that
16 they have more information beforehand.

17 MS. BUTTERFIELD: Yes, but they got
18 the money, I thought, out of the Indian Ed
19 funds under National Activities, which I think
20 also funds the oversampling, you know, for the
21 state.

22 MS. RAMSEY: I am not aware of that,

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1 and -- but again, I am happy to get more
2 information and get clarification for you.
3 They do -- they do use the National Activities
4 and Jamie Deaton is here and he will be
5 speaking with you more later about that
6 particular part of those activities of the
7 National Activities fund. Patsy?

8 MS. WHITEFOOT: Yes, good morning,
9 Tara. Thank you for being here with us today.
10 I just want to clarify your email address is a-
11 rat?

12 MS. RAMSEY: No, it's
13 tara.ramsey@ed.gov.

14 MS. WHITEFOOT: Oh, okay. So what
15 was a-rat then?

16 MS. RAMSEY: That's my name spelled
17 backwards. Just --

18 (Laughter.)

19 MS. RAMSEY: It was just my opening
20 bit, Patsy. Thanks for -- thanks for bringing
21 that up.

22 (Laughter.)

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1 MS. WHITEFOOT: Oh, okay, I just --
2 (Simultaneous speaking.)

3 MS. WHITEFOOT: Thank you for
4 clarifying that, I would have been trying to -

5 MS. RAMSEY: Sure.

6 (Simultaneous speaking.)

7 MS. RAMSEY: Maybe I should get that
8 as an email. Maybe that would -- it's Tara, T-
9 A-R-A. My mother hates that joke, by the way.

10 MS. WHITEFOOT: Okay, thank you.

11 MS. RAMSEY: Sure.

12

13 MS. WHITEFOOT: I just wanted to
14 say, first of all, I really appreciate the work
15 that you've done in Migrant Education because
16 for many, many, many years this is an issue
17 we've been addressing in the northwest. So
18 much so, that we've done resolutions to address
19 this issue of making certain that Native
20 students are a part of migrant education. And
21 unfortunately, even though we do have migrant
22 education in our area, still they're

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1 overlooked. And more recently the Office of
2 Superintendent of Instruction did advertise for
3 a Migrant Education position, specifically for
4 Native students. But it's still an issue. I
5 just want to say that. In terms of getting
6 support for Native students on that and the
7 recruitment, the outreach, all of the work that
8 needs to go on. And generally two people in our
9 state focus in on that. It -- and with 29
10 tribes have been significant populations,
11 particularly in the urban communities, so
12 Seattle, Tacoma, Spokane, Vancouver, Yakama --
13 of course -- there's still a need to continue
14 addressing the needs of native students as
15 well. And I know migrant education -- you
16 know, is somewhat complex in how they do that,
17 too. Very complex. So -- and -- by the way,
18 are you going to be attending the migrant
19 education conference in Portland?

20 MS. RAMSEY: I will not at this
21 time. And -- but that is something I am a
22 little bit more familiar with because I know --

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1 I think from having to deal with that,
2 especially with some of our minor grants in
3 northern New Mexico, I have been really trying
4 to understand the agricultural movements and
5 the migration in the tribes and in reservations
6 because I think that's part of the disconnect -

7 MS. WHITEFOOT: Right.

8 MS. RAMSEY: That the local migrant
9 programs, and even the other discretionary
10 programs, don't quite understand how that
11 works, so they're not sure how to know whether
12 those students are eligible. But that's some -
13 - that's something I do know more about and how
14 to talk more in that realm. But I think it's a
15 matter of educating migrant programs about what
16 kind of agriculture -- and migrant agriculture
17 is happening on reservations and around
18 reservations. But it's also about helping the
19 tribes understand what it means to be migrant
20 in those programs.

21 MS. WHITEFOOT: Well, and I think
22 another issue -- not just understanding it, but

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1 also what is the understanding about the work
2 that goes on? Particularly for us in the
3 northwest, it's about the subsistence fishing
4 lifestyle that we have as well as the
5 traditional medicines and foods as well. And I
6 know we can't say that when it comes to migrant
7 education, but it's something I think that
8 there's a need for serious Education with
9 migrant education staff as well.

10 MS. RAMSEY: Well, I can certainly
11 share that with the Migrant office. So we can
12 talk more about that.

13 MS. WHITEFOOT: Yes. And, you know,
14 for future purposes would really like to have a
15 discussion on migrant education with NACIE as
16 well.

17 MS. RAMSEY: Actually there may be -
18 - actually, I see there not on the agenda, but
19 I am happy to discuss more and I can certainly
20 share -- you know, maybe they can approve it,
21 or -- in another meeting.

22 MS. WHITEFOOT: Okay. Okay, thank

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1 you very much. I have a -- want to follow up
2 with the National Activities Fund and NACIE's
3 fund. So where is NACIE in -- where are we
4 housed?

5 MS. RAMSEY: In the National
6 Activities Fund.

7 MS. WHITEFOOT: Okay. And what is
8 the budget for NACIE?

9 MS. RAMSEY: I don't have that on me
10 right now, but I will get that for you. And
11 our team may have that, actually.

12 MS. WHITEFOOT: Okay, yes. Just
13 want to know what the fund is and also, like,
14 for NAEP too, what is their fund? As well,
15 what is their budget? I just know that over
16 the years that we have been very active in the
17 -- really conducting the work that needs to be
18 done for the Congressional Report and we've
19 done that ourselves. And just want to make
20 certain that we really take a look at getting
21 technical support for that, too, because we are
22 just doing that on our own.

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1 MS. RAMSEY: Sure. Matt, you are
2 writing this all down.

3 MS. WHITEFOOT: Okay, all right.

4 MR. RAMSEY: And I don't -- I am not
5 going to talk off the top of my head when it
6 comes to numbers.

7 MS. WHITEFOOT: Right, I understand.

8 MS. RAMSEY: But I will get that
9 information for you before we leave. Before
10 today is over.

11 MS. WHITEFOOT: And then the final
12 point I just want to make has to do with
13 formula funding -- really taking a look at the
14 holistic approach to the Title VI funding. I
15 think -- thank you for sharing that
16 information. I think that's important. That's
17 a -- that's a -- you know, a serious issue in
18 our communities because the work that's done
19 with, you know, Title VI is important and
20 sometimes that's the only funding that you have
21 in communities that are addressing the needs of
22 native students. And so that holistic approach

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1 that you're looking at, I think, is something
2 that you seriously need to consider. Thank
3 you.

4 MS. RAMSEY: Well, and just to
5 clarify, when I -- I said holistic, I am
6 looking to, again, how we are looking at the
7 programs. In the office we spend an enormous
8 amount of energy right around this time of year
9 just pouring over applications. And I am
10 concerned about, like, how we look at and help
11 programs throughout the whole year. So that's
12 kind of also where -- where I speak from.

13 MS. WHITEFOOT: Okay, thank you for
14 clarifying that.

15 MS. RAMSEY: Sure.

16 CHAIR DENNISON: Thank you, Patsy
17 and Robin. Okay, go ahead. You have one more?

18 MS. BUTTERFIELD: I am sorry, this
19 is Robin again. I've got a couple of questions
20 in terms of just looking at the charter and --
21 is that directed to you? It looks to me like
22 our charter is running out this month.

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1 MS. HUNTER: We are updating the
2 charter this -- it is running out.

3 MS. BUTTERFIELD: So what is the
4 process for doing that? Is it just -

5 (Simultaneous speaking.)

6 MS. HUNTER: It's every two years.

7 MS. BUTTERFIELD: Is it just an
8 administrative function?

9 (Simultaneous speaking.)

10 MS. HUNTER: Yes, it's an
11 administrative function.

12 MS. BUTTERFIELD: Oh, okay.

13 CHAIR DENNISON: Thank you, Robin.
14 And then, now that we do have a quorum I guess
15 we could go back up and -- I am a little bit
16 worried.

17 MS. BROWN: Deborah, I have a
18 question. This is Doreen for Tara.

19 CHAIR DENNISON: Okay, go ahead.

20 MS. BROWN: Good morning, Tara. I
21 am Doreen. So I just -- can you speak to the
22 Title VI survey that's going out and -- right,

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1 as a timeline? Because I think that
2 information is going to be useful to NACIE and
3 many other grantees and the people across the
4 nation in utilizing and looking at Title VI
5 services. And so, if you can give us a
6 timeline and just a brief update on the survey.

7 MS. RAMSEY: I believe you're
8 talking about the study -- the survey that goes
9 along with the study that our Office of
10 Planning, Evaluation and Policy Development is
11 doing -- we usually just call them OPEPD. And
12 they spoke last year at the Federal TA Day. I
13 believe it was with Joanne Bogart and some
14 others. That survey is part of a study that
15 that office is doing for Title VI. And it -- I
16 am afraid I don't know what the timeline is for
17 that survey. But I can get that information
18 for you. And I am not sure if anybody is
19 speaking from there, but I can get you some
20 more information on the timeline, not only for
21 the survey, but I can get you a timeline for
22 the study itself and -- and I can get that for

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1 you. It's just not out of our office, so I
2 don't have the information right here in front
3 of me.

4 MS. BROWN: Okay, thank you.

5 MS. RAMSEY: Sure.

6 CHAIR DENNISON: Any more questions
7 before I move on?

8 (No audible response.)

9 CHAIR DENNISON: Okay, we will go
10 ahead and go back up and approve the agenda
11 because we do have a quorum. I am a little bit
12 worried because I know that people are on and
13 off by phone. So I don't know if we can
14 sometimes go back and double check that we have
15 a quorum before we take any action so it can be
16 legitimate. Right now I think we have -- we do
17 have a quorum, but I know -- Sam McCracken just
18 texted me said he is getting on but he is only
19 on for a short while. Virginia is leaving in a
20 couple hours. And so we do still have Aaron
21 and Dahkota on -- I hope that they're on all
22 day with us because we need them. So, please

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1 let us know when you're -- text me or text --
2 yes, I think it would be better to text me. If
3 you don't have my number, I will have someone
4 send it out. I will have Angeline send it out
5 so that we can be able to keep in
6 communication. Those of you that are on by
7 phone, I am talking to, to make certain that we
8 have a quorum so we are not taking action on
9 something that is not legit. So we will go
10 back up and approve the agenda. Do we have a
11 motion to approve the agenda?

12 MS. BROWN: Motion to approve the
13 agenda.

14 CHAIR DENNISON: Motion by Dr.
15 Proudfit. Motion to approve the agenda. Do we
16 have a second?

17 MS. BUTTERFIELD: Well I will
18 second.

19 CHAIR DENNISON: Second by Robin.
20 Any discussion?

21 MS. BUTTERFIELD: Yes, based on what
22 you just said, could we sort of prioritize the

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1 action parts of the agenda to make sure that
2 we're going to have a quorum -- in terms of
3 covering those? Like, I am assuming there
4 would be action around the director position
5 and probably the annual report which isn't
6 scheduled --

7 CHAIR DENNISON: That's tomorrow.

8 MS. BUTTERFIELD: Until tomorrow.

9 CHAIR DENNISON: But the -- we do
10 have the NACIE business meeting, OIE, that's
11 right after Ron Lessard's presentation. I
12 think we can get that in. Or, do we want to do
13 that first before Ron? Is that what you're
14 asking?

15 MS. BUTTERFIELD: Yes, so that is
16 just my recommendation.

17 CHAIR DENNISON: Okay, that's your
18 recommendation. Do you have a view from --
19 you're the motion, Joely, so do you -- except,
20 that is part of the -

21 MS. PROUDFIT: I accept that.

22 MS. BROADDUS: And I accept it.

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1 CHAIR DENNISON: Okay, so the motion
2 is to move the NACIE Business OIE Director
3 Position discussion and possible action up
4 before Ron. And all in favor, say aye.

5 (Chorus of aye.)

6 CHAIR DENNISON: Any opposition?

7 (No audible response.)

8 CHAIR DENNISON: The motion passes.
9 I didn't hear any opposition, so however many
10 we have, it passed. So that would be the next
11 order of business, then. So thank you, Ms.
12 Ramsey. We really got to know you in the short
13 period of time. I know we are going to get to
14 know you for the next two days. That's pretty
15 interesting, what you've been involved with in
16 your career. We are excited to be working with
17 you. So -- so let's go ahead and move on to
18 the next order of business which is the OIE
19 director position. We will open it up to
20 discussion on how we want to proceed with that.
21 And the last time we had a subcommittee -- I
22 don't know if it's the same thing we want to do

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1 again -- we had a subcommittee of, I think,
2 about five of us. And we had one person that
3 screened, and that was Virginia. Okay, the
4 subcommittee -- it's on Section 8 of your
5 booklet. Our subcommittee -- our committees
6 are on page 8 -- or, Section 8. For the hiring
7 process and questions we had Co-chairs Sam
8 McCracken and Virginia Thomas last time. We had
9 Robin, Joely and Patricia as the committee
10 members. Do we want to keep that the same?

11 (No audible response.)

12 CHAIR DENNISON: Are you all okay
13 with the same, I guess? The only one -- Sam,
14 are you on yet?

15 (No audible response.)

16 CHAIR DENNISON: Virginia, I know
17 you're still on.

18 MS. THOMAS: I am still on, and I am
19 great with that.

20 CHAIR DENNISON: Okay. We can leave
21 it the same and I will circle back with Sam and
22 let him know that he's still on. So we -- we

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1 can leave that as-is, and do you want to set
2 the timelines? And what we want to do moving
3 forward from here?

4 MS. BUTTERFIELD: Well, maybe we can
5 get I guess input from Tina in terms of how
6 quickly we need to get it to HR and -- you
7 know, what's the timeline for them getting it
8 out there?

9 MS. HUNTER: Sure. Since everything
10 -- we had gone through the entire process
11 before the freeze, everything is still in
12 place. The only thing we will need to do, the
13 PD, was classify the vacancy announcement was
14 created. We just need to repost the job for
15 another 30 days, and then we will start the
16 interview process. So we posted the job before
17 for 30 days, so we can repost again. Today is
18 Monday. We can have it reposted by next Monday
19 for 30 days if everybody is okay with that.

20 MS. BROADDUS: This is Mandy. Can
21 you make sure that we get that information so
22 that we can circulate it -- help circulate it?

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1 MS. HUNTER: Absolutely. As soon as
2 it's posted, I will do the same thing we did
3 last year and send out the link.

4 MS. BUTTERFIELD: So, then what's
5 the timeline once the 30 days has expired?
6 Then that's when Virginia and the committee
7 will do an initial review?

8 MS. HUNTER: Yes, absolutely. So
9 once the 30 days expires, we have to wait for
10 HR to issue a certificate. The last time that
11 took about a week. I don't expect it to take
12 any longer this time. And then we start the
13 interview process. And Virginia, do you
14 remember -- that was -- that was about a week
15 also, I think. Was it a week?

16 MS. THOMAS: I believe it was.

17 MS. HUNTER: Okay, so We're looking
18 -- once the vacancy closes, we're looking at
19 another two to three weeks to make a selection.

20 MR. PAYMENT: Tina, can you hear me?

21 CHAIR DENNISON: Yes, we can hear
22 you.

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1 MR. PAYMENT: Okay.

2 (Pause.)

3 CHAIR DENNISON: Go ahead, Aaron.

4 (No audible response.)

5 CHAIR DENNISON: Now we can't hear
6 you. Aaron, can you hear us?

7 MR. PAYMENT: I can hear you, can
8 you hear me?

9 CHAIR DENNISON: Now we can, yes, go
10 ahead.

11 MR. PAYMENT: Okay, I have no idea
12 what's going on, but I will give this a quick
13 shot. So can we formalize the communication to
14 previous applicants? Because all of this was
15 out of our control in the hiring freeze. But I
16 don't want to send a confused or mixed message
17 to people who have applied before because I do
18 think that the 30 days -- we should try to move
19 as quickly as possible. So we fill the
20 position before another hiring freeze comes
21 around. And -- but I would like to be
22 courteous to the people who took the time to

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1 apply before, so can we formalize a
2 communication out to say that the hiring freeze
3 has been lifted, we're proceeding and it should
4 basically just ask if they would like their
5 application -- or, just to explain to them how
6 to reapply?

7 MS. THOMAS: This is Virginia, can
8 you hear me?

9 CHAIR DENNISON: Yes, Virginia.

10 MS. THOMAS: Aaron, we -- I don't
11 know if you remember, but before the applicants
12 that came in -- they actually denied them
13 because of their lack of experience and
14 understanding of the Office of Indian Education
15 and -- I think every one of them didn't even
16 understand what NACIE was. So that's why we
17 had to close it and start all over again.

18 MR. PAYMENT: Okay, thank you. I
19 appreciate that. That's fine.

20 CHAIR DENNISON: Virginia, no, we
21 did make an offer but there -- there was a --
22 we made a recommendation, but the freeze came

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1 into play and that was what stopped it.
2 Because we did -- we did make a -- and it took
3 longer than three weeks.

4 (Simultaneous speaking.)

5 CHAIR DENNISON: Okay, well we took
6 -- it took -- I don't know what happened after
7 we made the recommendation, but we did later
8 hear that nothing went through. And so we are
9 back to square one. And so I do see what Aaron
10 is saying. But we did do our part. We made
11 the selection. We weren't -- I know I can say
12 that we were back and forth on it a lot, but we
13 did finally make a selection. And we did make
14 that formal recommendation to Dr. Chism, if I
15 recall, and then months later we heard that it
16 never went through.

17 MR. PAYMENT: Yes, this is Aaron
18 again. My preference is -- I do support and I
19 appreciate, actually, the willingness to do a
20 30-day and then a quick turnaround because this
21 is a critically important position. And -- and
22 -- but also for people who previously applied,

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1 that doesn't mean that we're telling them
2 they're going to be hired, it's just -- you
3 know, I want that back in front of us so that
4 we have a good cadre to choose from. And then
5 we can get through all of our networks and
6 encourage people to see the posting and all of
7 that.

8 CHAIR DENNISON: That's understood.
9 Patsy, you have a question.

10 MS. WHITEFOOT: Yes, I just wanted
11 to be clear because we did not get any
12 communication that the offer that did go out
13 did go to a male individual. Is that correct?

14 CHAIR DENNISON: That's the
15 communication -- no, the communication from
16 NACIE was for a male. I don't know what went
17 forward from there. But our recommendation to
18 Dr. Chism was for a male that we came to
19 consensus on as the council, as a
20 recommendation, and then I don't know about any
21 -- I didn't hear about anything from it's --
22 from that point forward. So there was so much

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1 going on, and at the same time I didn't ever --
2 I understand a different recommendation was
3 being considered. But then at the same time, I
4 don't know what happened and why, but we never
5 were communicated back to.

6 MS. WHITEFOOT: And I raise that
7 simply because we weren't communicated with.
8 Excuse me.

9 MS. BROADDUS: And I don't know how
10 -- I mean, it is relevant, but that's not my --
11 I know the individual that the position was
12 offered to, and it was not a male.

13 MS. BUTTERFIELD: Yes, and I -- I
14 think that was a concern in that we did have
15 quite a discussion about who to recommend, and
16 we sent that to HR with two possibilities, but
17 the one that we wanted was not the one that was
18 given the offer. And so that was, I think, one
19 of our issues is sort of, what is the authority
20 of NACIE to make the recommendation and not
21 have it be a priority with HR?

22 MS. HUNTER: So, it's actually not

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1 HR that makes the final decision. So it was --
2 it's the OESE leadership team. And Monique
3 Chism was leading that. She has since
4 departed. And you will meet Dr. Lisa Ramirez
5 tomorrow and Jason Botel, who is the acting
6 assistant secretary. The individuals that were
7 recommended by NACIE were interviewed by a
8 panel of senior leadership. And the offer was
9 made to another individual that was -- that was
10 on the certificate. So that is the individual
11 that later declined.

12 CHAIR DENNISON: So back to the
13 question, then, what is our authority and what
14 is our role? Because that's a -- I mean, after
15 all the work that we do, if it's only a
16 recommendation, we want -- we -- we need to
17 know that. We -- we -- if I remember the memo
18 that went to Dr. Chism, it said we recommended
19 two people. One was a male, our first
20 recommendation, and our alternate was a female.
21 Neither of those two were considered and they
22 went to a -- someone that was -- that we

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1 actually interviewed as well, but it was -- she
2 declined the offer. So that goes back to the
3 work that we do. And if someone can explain
4 what -- what it is that our role is and our
5 authority is as well, I'd appreciate that.

6 MS. HUNTER: Absolutely, the
7 recommendation of NACIE is taken into
8 consideration, but the final decision is that
9 of the department. So the recommendation will
10 be taken into consideration, but of course the
11 -- the department leadership does have the
12 final decision to make.

13 MR. PAYMENT: This is Aaron, can I
14 make a statement?

15 CHAIR DENNISON: Go ahead, Aaron.

16 MR. PAYMENT: So I serve -- I won't
17 give enough specifics so you can't figure it
18 out -- but I serve on another advisory and we
19 were given the opportunity to give some input.
20 And the person was selected and they were de-
21 selected. And the advisory didn't know
22 anything about it. We were contacted by

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1 candidates. We basically told them we, you
2 know, it's not our choice. It's the -- we're
3 advisory only. It was very frustrating and
4 felt disingenuous. But I -- I recognize that
5 we are an advisory.

6 But I think that how you manage that
7 from the department I think is critically
8 important. Because otherwise it will feel like
9 our opinions doesn't matter. And all the work
10 that was done on that interview -- so, it
11 sounds like, and I know I was disconnected for
12 a bit because I was working on my dissertation
13 -- but everybody works really, really hard to
14 vet the candidate, to do interviews, to make a
15 recommendation. And to -- and to be
16 magnanimous in giving you a couple of choices.
17 And then to not select from those two choices,
18 but to select somebody entirely different does
19 not feel right. But I would recommend to -- to
20 Department of Education is that you work a
21 little more closely with the advisory in
22 selecting the possible candidates so that

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1 whoever we're looking at is in the -- in the
2 mix. And then, doing your interviews and -- so
3 I have served on presidential search committees
4 for universities. And I -- and as an advisory,
5 and as a component, know that my role is only
6 advisory. But what I think that how you manage
7 that in finding the input and advisory of your
8 key advisory group I think is critically
9 important.

10 So as we move forward, if you have
11 somebody that's -- the committee that we just
12 talked about I think did a great job before.
13 If they can be part of the -- the upper tier
14 level as well in -- in discussions or
15 interviews and advocacy. I think that would
16 make me feel a little bit more comfortable.
17 But it did -- at the same time that we weren't
18 sure that we were even going to exist as it was
19 all being looked at and discussed at the
20 department level -- is the same time that it
21 came down. We were wanting to fill the
22 position because it's so important. And that's

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1 why the committee took a lot of time and effort
2 to try to get that done before the end of the
3 last administration.

4 And so, you know, you're not at all
5 saying that we believe that who we pick should
6 be picked, but certainly somebody who we
7 prioritize should be in the running. And then
8 somebody who is not -- has not been vetted by
9 the committee should -- in my personal opinion,
10 shouldn't jump ahead and be selected because
11 then it makes it feel like all that was for
12 nothing. That's my opinion. I think it could
13 be managed a little bit better and recognizing
14 that we're advisory.

15 MS. HUNTER: Thank you so much.

16 CHAIR DENNISON: Go ahead, Virginia.

17 MS. THOMAS: Yes, Debbie. There was
18 one other issue that came up, and I know that
19 when I reviewed the applicants and made my
20 recommendations to the committee for what I
21 think that the top one we looked at, and then
22 what we actually didn't do, the Department put

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1 another application in that I never seen
2 (inaudible).

3 CHAIR DENNISON: Joyce -- I mean,
4 that was the first time when we selected Joyce.
5 That wasn't this last interview process. That
6 was the --

7 MS. THOMAS: Yes, but that did
8 happen.

9 CHAIR DENNISON: Yes, it did happen.
10 Yes, it did happen in 2010.

11 MS. THOMAS: But be aware of it.

12 CHAIR DENNISON: Yes, that happened
13 in 2010 and we were all taken aback by it, and I
14 guess that's where the confusion comes in as to
15 really if our, I know it's a fine line, but we
16 do all this work and then it's almost like it
17 becomes an appointment by the department instead
18 of the work that we do and the work that we
19 contribute as part of NACIE. So go ahead, Tina.

20 MS. HUNTER: I will, I definitely
21 share your concerns, and I will also share those
22 concerns with Dr. Ramirez, and you will meet her

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1 tomorrow and she will speak to the process for
2 this round.

3 CHAIR DENNISON: Okay. Anymore
4 comments or questions on how we'll go time line-
5 wise or any other part of this discussion?

6 MS. BUTTERFIELD: Just that point for
7 clarification. So once we get to the interview
8 stage, that will probably be by phone again,
9 like we did the last time?

10 MS. HUNTER: Yes, it will be by
11 phone.

12 CHAIR DENNISON: And if I remember
13 right, Virginia, the first time you actually
14 came into D.C. and went through, but the second
15 time you did them from home.

16 MS. THOMAS: Right.

17 CHAIR DENNISON: To review the
18 application and to go through and look and see.
19 So is that possible to do it that way again?

20 MS. THOMAS: Either way is possible.

21 CHAIR DENNISON: What do you
22 recommend?

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1 MS. THOMAS: We'll decide once we
2 finance the job.

3 CHAIR DENNISON: Okay. I guess I'm
4 jumping ahead. So any other questions or
5 comments from the council? So right now, just
6 for clarification --

7 MS. BROWN: Actually, Deborah --

8 CHAIR DENNISON: Okay. Go ahead.

9 MS. BROWN: This is Doreen. I'm
10 right here. So I guess, just thinking from
11 where we are, just the number of years and
12 expertise that we bring to the table and making
13 sure that we're very clear with Patricia and
14 with John tomorrow when we're speaking and
15 potentially maybe, with our recommendation, just
16 reiterating that we are an advisory and we
17 advise based on all of our years of experience
18 and just our role and just being very clear
19 tomorrow and also in the email when we do make
20 those recommendations. I think it's just
21 reiterating that would be really important to
22 the two people tomorrow.

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1 CHAIR DENNISON: Thank you, Doreen.
2 I agree with that. We will do that. Thank you.

3 MR. PAYMENT: Denise, this is Aaron
4 again.

5 CHAIR DENNISON: Go ahead, Aaron.
6 And, Aaron, it's Debbie or Deborah, not Denise.
7 Go ahead.

8 MR. PAYMENT: That's right. I'm
9 sorry. All right. So I serve on the FAC
10 (inaudible), like during the 4 to 5 time, so we
11 can outline? I do think it's helpful, rather
12 than the associations with key staff that we
13 outline the items that we want to discuss.

14 CHAIR DENNISON: Can you clarify what
15 you're talking about? We do have an agenda that
16 we're going by that was just approved.

17 MR. PAYMENT: No, I'll explain it
18 again. The HHS Secretary (Inaudible) but, in
19 addition, tribal leaders throughout the day
20 (inaudible) will identify issues that they would
21 like to (inaudible).

22 CHAIR DENNISON: I think that's

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1 something we can look at for future
2 possibilities. I think right now we felt like
3 it's really important to get together and take
4 care of the business that was left in limbo in
5 December because I think, for the most part, I
6 think the message to us was that we weren't
7 going to be reconvening again as a group until,
8 I think January of this past year I got the
9 phone call and I think we relayed the message on
10 to everyone else.

11 So moving forward, we can look back
12 and look at doing things like that to plan for
13 it. So those are good ideas, Aaron. Thank you.

14 Any other comments?

15 MS. BUTTERFIELD: Yes, this is Robin.
16 I really agree with what Aaron is saying. It
17 felt like our very last meeting we had all of
18 this energy and support from leadership of the
19 department, and then we were done. And so, if
20 at all possible, we could get the ear of the
21 Secretary of the Interior and the Department of
22 Ed would be, you know, sooner than later, so

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1 that they, I just remember, especially the
2 Secretary of Interior wasn't even really aware
3 of what NACIE did, and that impacted, you know,
4 the BIE.

5 So I think, in our next meeting,
6 anyway we could get, you know, them, the actual
7 secretaries to meet with us, that would be a
8 really good idea.

9 MR. PAYMENT: So this is Aaron again.

10 CHAIR DENNISON: Okay. Aaron and
11 those of you on the phone, I've been asked to
12 ask you to please speak louder and speak into
13 your phone. We cannot get a recording of you as
14 to what your comments are, so thank you.

15 MR. PAYMENT: Okay. So (inaudible) I
16 went back and read the language (inaudible)
17 primarily the leadership (inaudible). And so,
18 what I was referencing today (inaudible). What I
19 was saying was (inaudible) that we formalize
20 those (inaudible). Rather than coming to me and
21 having discussion and don't follow up with
22 anybody (inaudible).

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1 CHAIR DENNISON: Thank you, Aaron.
2 We get that now. Tomorrow, the Assistant
3 Secretary and the Deputy will be here, to my
4 understanding, so that would be a time that we
5 can present our questions, I guess is what
6 you're talking about. But I really, those are
7 good ideas, and I know that it took a lot to get
8 the Secretary of the Interior and Secretary of
9 Education here the last meeting, and we were, we
10 did leave on a high note. We hope that we can
11 keep that going with the new administration and
12 the new Secretary of the Interior, Secretary of
13 Education eventually. We do really hope that we
14 can meet with them, as well.

15 So we'll push for that in the future.
16 I do know that Chief Anderson was very, very,
17 very influential in making that happen from her.
18 And so if we can get that going again that would
19 be so great to see happen. And it goes back to
20 that feeling of what our real roles and
21 responsibilities are and how important we are or
22 are not. You know, it's like one way or the

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1 other, so we don't want to go through this whole
2 selection process and then -- we hope that our
3 recommendation, with the years of experience, is
4 understood and that's the main part of it we're
5 looking to for that relationship building.

6 Any other comments or questions
7 before we move on?

8 MS. WHITEFOOT: This is Patricia
9 Whitefoot. I just want to also just reiterate
10 and highlight what Aaron Payment is saying
11 regarding an opportunity for us to just gather
12 together and take a look at some of these issues
13 and be prepared. At the end of the day, like he
14 said, there is a period for us to be able to do
15 that. So I'm willing to do that. I think that
16 it's critical that we, you know, that we convene
17 ourselves to do that.

18 CHAIR DENNISON: So how would you
19 like to do that, individually or in the subgroup
20 over lunch?

21 MS. WHITEFOOT: Well, we have the end
22 of the day or the questions/comments, just take

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1 that period.

2 CHAIR DENNISON: That will work.

3 MS. WHITEFOOT: Okay.

4 MS. BUTTERFIELD: Well, I think the
5 other main charge that we have, you know, based
6 on timeliness, is the report to Congress. And
7 to me, the report is the summation of our
8 decisions around priorities and recommendations.
9 And when we establish the agenda, I was hoping
10 that we could move that conversation up, if at
11 all possible, you know, to make sure that that
12 activity is moving forward if it's due by June
13 30th.

14 MS. BROADDUS: And this is Mandy.
15 Just to clarify, we did not submit a report in
16 2017, right? We only did it in 2016.

17 CHAIR DENNISON: No, the last report
18 we submitted was in 2016 because we were not, we
19 didn't even meet in 2017 at all. But the reason
20 why I didn't move that to the top is because we
21 needed to know where we are with these
22 departments and what's going on and give their

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1 reports to us and then go back and use that
2 information to put our report together. That's
3 the reason why I didn't move that when it was
4 brought up to me to possibly move that. And
5 then you all just approved the agenda, we all
6 just approved the agenda, so I think it's best
7 to hear the updates from the different
8 departments being that we skipped the whole year
9 of doing reports and so we can go back and look
10 and see if anything has changed and then go back
11 and do our report for 2018.

12 Doreen, do you have your hand up?
13 Okay. Any other comments or questions? Okay.
14 We'll end that discussion, and we'll move on to
15 -- hold on. Theresa John is calling me. Let me
16 take this call. Do you want to co-chair?

17 Okay. We'll go ahead and move on to
18 Ron Lessard. Ron?

19 MR. LESSARD: I did have one
20 question. I'm just curious myself, too, but
21 when the hiring freeze was waived for the
22 director, Tara, when the hiring, but when it's

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1 waived for the director's position, I mean, when
2 it's going to post which is Indian preference,
3 are there other positions, I know there's still
4 some vacant positions that doesn't have anything
5 to do with NACIE's decision. That's an internal
6 thing by the new director; is that correct? And
7 are they Indian preference also, do you know?

8 MS. RAMSEY: My understanding, and,
9 again, I want this confirmed, my understanding
10 is the positions in the office are all Native
11 preference. But, again, I'd want Tina to
12 confirm that, but that's my understanding. Yes,
13 all the positions are. But did you have, is
14 there something -- I thought there was something
15 else that you were getting at. But I think it
16 would probably be best if Tina answers some of
17 those when it comes to the personnel.

18 MR. LESSARD: But I was just
19 thinking, imagining most of the directors in
20 place, then those positions will start to --

21 MS. RAMSEY: I believe, again,
22 there's some of that stuff I am not ready to

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1 speak to. Tina might be able to speak to it
2 better than I can.

3 MR. LESSARD: Just curious.

4 MS. RAMSEY: But the Native
5 preference is, that's something that's been
6 standing, that's been there for a while, yes.

7 MR. LESSARD: Okay. Good morning,
8 everyone. Good morning, those on the phone,
9 Virginia, Aaron, Sam, Dahkota. Anyone else?
10 Can you hear me? Speak up, Sam.

11 So first I want to start out by --
12 oh, we do have the hotline there. First, I want
13 to start out by, I got a very nice text from
14 Joyce to say hello to everyone and she wanted to
15 let you know that she flew into retirement and
16 that she's back teaching a class. She wanted to
17 let you all know that.

18 Okay. So what I put together for
19 you, there's a packet on the table and those on
20 the phone I'm sorry but I can send it
21 electronically about all the contents of the
22 packet. I can do that. When we're finished,

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1 I'll send it to you.

2 Just a couple of things I want to go
3 down. I know there's some anxiety and interest
4 in what's happening with the initiative. Do
5 those on the phone have the outline? Can you
6 see it? They can see it? Okay.

7 Again, it's my name, and I'm Acting
8 Executive Director and I have been since
9 November of 2016. And prior to that, I was the
10 chief of staff for the initiative.

11 A little update. We operate under
12 Executive Order 13592, which is Improving
13 American Indian and Alaska Native Educational
14 Opportunities and Strengthening Tribal Colleges
15 and Universities. And also in your binder
16 you'll see an earlier executive order, which is
17 13647, which was the White House Council on
18 Native American Affairs. That was created in
19 June, and I don't know, at this point, if that's
20 active or not. I don't believe so, although we
21 are mentioned. The initiative is mentioned in
22 that, but that's not active at this point.

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1 There's a fact sheet in your packet,
2 which talks about what we do currently. Until
3 there is a new executive order, we are operating
4 under the 13592. And I'll have a little update
5 on that soon.

6 The other thing is I serve for the
7 Department of Education as the tribal
8 consultation official. And in that capacity,
9 anytime that a department or office within the
10 department is considering consultation, we're
11 asking that the topics that they have been
12 looking into rise to the level of a tribal
13 consultation. And then we certainly help to
14 start that process. But also it's to provide
15 training, and we're starting to do more training
16 internally on what tribal consultation is. We
17 have a PowerPoint slide they use. We talk about
18 tribal consultation and Executive Order 13175.
19 We talk about the trust responsibility that go
20 into those things because I found, like most of
21 us over the years and even previously when I
22 worked at CNCS, that we start talking tribal

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1 consultation and there's not necessarily a real
2 understanding of what a real tribal consultation
3 is and what I call capital TC or what are just
4 listening sessions. And we've heard from tribal
5 leaders that it's important that not only do we
6 have topics that could have a impact on the
7 tribe but that also we have decision-makers and
8 leadership at the table.

9 So that's part of the training that I
10 do and getting ready to set up some others.
11 We've been waiting, actually, through the
12 transition to see who would be on staff because
13 it's important that staff and leadership receive
14 that training.

15 The other thing is I'll mention we
16 have an upcoming tribal consultation. And in
17 your packet, you have, you'll see the agenda for
18 the upcoming consultation. It will be in
19 Albuquerque on this next Saturday, Sunday, so on
20 the 22nd, and we'll be there.

21 You'll see in the packet and you can
22 also go to the White House imitative website and

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1 it's on the front page, there's a summary of the
2 topics of what we'll be consulting on and
3 discussing. And that's coming up. We don't
4 have any dates or confirmations, but there could
5 be some additional consultations coming up in
6 the near future, whether they be face to face or
7 webinar. But we are looking at that, so I'll
8 let you know as soon as we know and get those
9 confirmed.

10 The next thing I want to mention, so
11 two reports in ESSA. First, I'll go with 6006,
12 which is the report and responses to Indian
13 student suicide. That's in your packet. That
14 also was submitted to Congress in July of this
15 past year. The secretary submitted that to
16 Congress. The report on Native American
17 language education is now in clearance in the
18 Department of Ed, and it's going through, it
19 will take a little while but we think we can
20 submit that to Congress in May. I'll make sure
21 you each have a link to that, to both of them.

22 I won't go over the whole study but

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1 if you look under ESSA's in the 6005, you'll see
2 that what we were tasked with is doing a study.
3 We've done a study over the past couple of
4 years, which included tribal consultations and
5 it included some webinar consultations. We did
6 one at NIEA, we've done it at NCAI, and
7 gathering information for the report, as well as
8 the language summits, the Native American
9 language summits that we did.

10 So mentioning that, I was going to go
11 back up to the language. So, you know, we have
12 a memorandum of agreement with HHS, ANA, BIE,
13 and Department of Ed. That's what we were
14 operating under, that MOA, at this point, but we
15 actually, with Tony Dearman and some of the
16 folks over at ANA, with Stacy and others, we've
17 started editing that particular MOA because
18 we've found that there are some things that it
19 needed to include, including possibly some other
20 agencies. But that is still in operation, and
21 we're in the process of getting that edited and
22 put into place and signed.

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1 We want to get that done as soon as
2 possible, which in that includes the Native
3 language workgroup which we created with the
4 MOA. We've done Native language summits. Since
5 2014 to 2017, we've done one each year, and
6 we're going to be doing one again this year.
7 You know, I wanted to mention to you that we
8 just started the planning of this. We're
9 looking at possibly doing it in the last week of
10 August, and we're looking at possibly Oklahoma
11 City area. Certainly, we welcome any
12 suggestions you have on that. This has been
13 very successful, for those of you who attended
14 the last one. So we've gone from starting out
15 with maybe 50 people up to, I think we had close
16 to 200 at the last one last year at the Indian
17 Pueblo Center in Albuquerque. So it's really
18 growing, and it's a lot of great opportunities
19 to speak with experts in the field. One of the
20 things I did, I had the privilege of
21 representing the Department of Ed at the United
22 Nations Indigenous working group on Indigenous

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1 languages. And we received a lot of great
2 suggestions from other countries as far as how
3 they use not only the federal government but
4 people on the ground working and philanthropic
5 organizations. So we're going to incorporate
6 more of that into what we're doing.

7 So let me get to these updates. You
8 know, I love it when, I remember my mom was in
9 the boarding school system and she always, she
10 used to say I'm an elder in training, so I
11 should put EIT after my name because she said
12 you'll learn, you'll get to know that there are
13 things you know, there are things you think you
14 know, and there are things you just don't know.
15 And that's happened a lot in the new
16 administration. There are things we still don't
17 know.

18 So let me go to Executive Order
19 13592. Again, like I said, we're still
20 operating under that executive order. However,
21 there has been some movement, from what I
22 understand, within the White House. I have met

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1 with one person there who appears to be looking
2 at all the executive orders of all the White
3 House initiatives and creating language. So
4 he's asking for some input on languages and
5 tribal colleges. I think we're still some
6 months away before they actually create a new
7 executive order, but I do think it's coming.

8 Also, the same thing with the
9 position, you know, the executive director's
10 position, which is an appointed position from
11 the White House. I checked Friday trying to get
12 an update and status on that, and, basically,
13 the answer was that they are keeping me in the
14 loop as the process goes forward, which means I
15 don't think they know yet. And I haven't heard
16 any time line of when they want to do this. I
17 just know that they have filled just about all
18 of the executive directors' positions at all the
19 other initiatives.

20 And so we're the last one, and it's
21 different, they did that because, as you know,
22 you might know, that the charters for the

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1 commissions, for the other initiatives expired
2 on September 30th, the fiscal year. So that's
3 why they went ahead, I think, and filled those
4 positions as quickly as possible, where ours
5 didn't do that.

6 So they're still looking and still --
7 I don't know how far along they are, but I
8 definitely want to not only keep you informed
9 but, you know, just let you know where that's at
10 and any advice that you have or any contacts
11 with the White House, you know, you can help us
12 all find out.

13 The other thing is one of the
14 priorities and just letting people know the
15 facts and, even though it's the Executive Order
16 13592 that talks about strengthening and tribal
17 colleges and universities, one of the things
18 that we found, you know, as it was created, it
19 was tribal colleges and universities, and then
20 under the administration, President Obama, it
21 was expanded to include K through 12 and all
22 Native students. I think when that happened,

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1 which was a good thing; however, I don't believe
2 that the initiative, and this is just my
3 personal opinion, all the attorneys told me when
4 I went to the United Nations that you can say
5 personally I believe this but don't say the
6 department. So, personally, I believe and I
7 feel that in the several years past with the
8 initiative, once that was created to expand to K
9 through 12, that we kind of neglected the tribal
10 colleges and universities. I think that part
11 was not really, not really, we didn't step up to
12 that, and I heard from tribal college presidents
13 recently and over the past year that the more we
14 can do around that.

15 I've spent a lot of time with AIHEC
16 just recently. We brought ~~Kerry~~Carrie Billy and
17 two tribal college presidents to meet with the
18 Secretary. Jim Manning, who is my boss and who
19 is the undersecretary, we both spoke on panels
20 twice at AIHEC and they're starting to do more
21 around that with tribal colleges and
22 universities and the students in them.

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1 And then, you know, one of the things
2 that was discussed and certainly any advice you
3 have is, you know, how do we continue to get,
4 within our initiative, how do we get youth, you
5 know, that is in the K through 12 to be, how
6 much more outreach can we do as an initiative to
7 inform them of what's available in the tribal
8 colleges and universities?

9 And, again, it's just the update.
10 One of the things that was important to us when
11 I met with the White House was to, I know there
12 have been some ideas to possibly go back to,
13 like, the African-American initiative has HBCUs
14 and they also have an African-American
15 initiative. Whether they would go back to
16 something like that and have two initiatives,
17 you know, I didn't get the feeling from the
18 White House they want to do that, but they
19 certainly want to emphasize, you know, the TCUs
20 in there.

21 And then the other thing, what we
22 need to do is, when we finally get to a point

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1 where I can actually have staff, then we need to
2 have someone dedicated to TCUs, as well as the
3 other things that we're doing. And I know I'm
4 going quick, but I don't want to take up all
5 your time.

6 The last thing I put in your packet,
7 this is pretty neat. We met with the
8 Smithsonian. They have a program, and, if you
9 don't know about this, then go to their website.
10 It's a great website for students, for teachers.
11 It's a different framework about understanding
12 American Indians. I gave Edwin -- he's the
13 manager of the education section, and he would
14 really like to reach out to all of you and talk
15 to you about this. They're going to be doing,
16 in November they'll be doing some work and they
17 would like the department and others to kind of
18 partner with them. They'll probably put on some
19 kind of a small conference or summit at the
20 museum, so we'll take part in that.

21 But it's a great approach because,
22 you know, as you know, we can't do curriculum.

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1 One of the things that Ed is doing is reaching
2 out to the states and contacting them and
3 working with them and working with the tribes in
4 those states to do what they can do to work with
5 curriculums and have those tribally controlled.

6 So that's a quick rundown. Any
7 questions?

8 CHAIR DENNISON: Thank you, Ron. Do
9 we have any questions?

10 MS. BUTTERFIELD: Yes. Thank you,
11 Ron. I appreciate all the information that
12 you've got. You know, in looking at the actual
13 Executive Order 13592, on the second page right
14 at the top, you know, it mentions that the
15 executive director shall coordinate frequent
16 consultation --

17 MR. LESSARD: Yes.

18 MS. BUTTERFIELD: -- and provide
19 staff support for the National Advisory Council
20 on Indian Education. So that's one place where
21 NACIE is mentioned. And then on the second
22 page, the second paragraph from the bottom, it

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1 talks about finding administrative support
2 subject to the availability of appropriations.
3 The Department of Ed shall fund the initiative,
4 including NACIE.

5 I think, you know, we struggled over,
6 well, ever since the executive order was created
7 to get clarity on what the role of NACIE is with
8 the executive orders. It sounds like, well, it
9 sounded like, I'll just say, from my personal
10 opinion that, you know, we were sort of an
11 oversight body that was supposed to help advise
12 the implementation of the executive order, but
13 we had a very -- how do I say this -- a very
14 frustrating communication between the leadership
15 of this executive order and NACIE.

16 And so did I hear you say that this
17 executive order is going to change? And if so,
18 does that mean the role of NACIE will change,
19 whatever that is?

20 MR. LESSARD: So my understanding --
21 and, one, I totally agree with you. One of the
22 things that has always bothered me since I've

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1 been a part of the initiative was that, with all
2 the experts that we have on NACIE, the members,
3 that when we're thinking of an initiative of
4 doing something like language program or, you
5 know, whatever that is, that we should bring
6 that to you and get your input and your advice
7 in how maybe we should do it, something like
8 that of what you would like to see. I think
9 it's always been the reverse. It's always been
10 we have an issue as an advisory committee, it's
11 been go to the meetings and report out. I think
12 that that needs to change. So that's definite,
13 and I think that has to be right up-front with
14 whomever the leadership is, you know, that NACIE
15 is not a group that you meet with once in a
16 while and just tell them you had a nice
17 listening session. You know, it's important
18 that we use you and work with you.

19 But the other thing is, in the
20 executive order, I feel certain that they will
21 probably take the NACIE information and things
22 like to be probably the same. And I think

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1 didn't they do that with the other initiative?

2 So the commissioners for the other
3 initiatives pretty much stayed the same, didn't
4 it? They didn't change their --

5 MS. HUNTER: It's varied, I'll just
6 say that. So there really hasn't been any
7 consistency across the board with the
8 initiatives, changing the executive order, as
9 well as appointments. So I think, like I said,
10 we're all just waiting for direction and
11 guidance from the White House.

12 MR. LESSARD: But I think the
13 leadership of the advisory councils stayed
14 intact as far as, you know, having
15 commissioners. And I know that they know, and I
16 spoke to them recently about this executive
17 order, that they know that NACIE is our advisory
18 council and they need to be included in there.
19 You know, I would like to see some other things
20 written into that, like we have in this one.

21 You know, frankly, the problem that
22 I've seen since I've been acting and there's

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1 been a hiring freeze, you know, occasionally I
2 can get interns, but to reach the capacity of
3 everything that's in the executive order, it's
4 almost impossible. So you have to look at
5 priorities, and we've spent a lot of time
6 through transition emphasizing and taking apart
7 parts of that executive order and explaining to
8 the folks in the transition team how important
9 that was and also explaining that we are not
10 like the other initiatives, regardless of what
11 people might think, that we are citizens of
12 tribal nations and we represent the initiative
13 is not just reaching out to a minority group but
14 that we have political entities.

15 You know, I've talked about this over
16 and over. It comes up quite often, and it came
17 up again at the White House that we should, not
18 that we should have extra consideration but they
19 should have the understanding about the trust
20 responsibility, the federal trust
21 responsibility, and how we operate. I meet with
22 the other directors of the other initiatives,

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1 and it's not unusual for me to be on the phone
2 or visit, you know, an elected official of a
3 sovereign nation. That doesn't happen to the
4 other initiatives. So we're trying to emphasize
5 to the White House that that needs to be taken
6 into consideration.

7 MR. PAYMENT: This is Aaron. Can you
8 hear me?

9 MR. LESSARD: Hi, Aaron. Yes.

10 CHAIR DENNISON: Go ahead, Aaron.

11 MR. PAYMENT: Okay. So this is a
12 bigger picture, and I think we are over the hump
13 already.

14 CHAIR DENNISON: You're fading,
15 Aaron.

16 MR. PAYMENT: In 2017, in June, at
17 NCAI, Billy Kirkland and Ben Keel had a session
18 (inaudible) that all advisory councils be
19 eliminated and instead what was going to be
20 created was an advisory to the White House
21 council. In July (inaudible) of NACIE and other
22 advisory and how they're already budgeted, and

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1 especially NACIE, created by statute, and so I
2 explained how all of that would work and that it
3 would be better (inaudible) the critical nature
4 of our advisory (inaudible). It doesn't look
5 like (inaudible). We're talking with Billy
6 Kirkland to communicate to the White House our
7 needs. So I think we're ok, (inaudible).
8 (Inaudible) have to make sure we coordinate and
9 bring into the fold the White House initiatives
10 so that it's more integral to what we do at
11 NACIE.

12 MR. LESSARD: No, I agree. And I'd
13 be happy to share the contact, you know, the
14 person that I met with that my understanding is
15 probably working on the executive order and you
16 could certainly provide some input. It's not a
17 secret. I actually was there when Robert Cook
18 and Teach for America, we met with them and they
19 were also emphasizing the importance of not just
20 the initiative but just the difference between
21 us and, you know, the other initiatives.

22 But I'll send you that information,

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1 if you can send it out. And maybe it would be
2 great for you to contact him and get a status.

3 MR. PAYMENT: Absolutely, absolutely.
4 Thank you.

5 CHAIR DENNISON: Thank you, Aaron. I
6 want to jump to Dr. Proudfit but fit --

7 MS. PROUDFIT: This is Joely
8 Proudfit. I just wanted to clarify, Ron, are
9 you fairly certain that the White House
10 initiative will be renewed?

11 MR. LESSARD: Yes, yes.

12 MS. PROUDFIT: But it will be
13 changed?

14 MR. LESSARD: I think the executive
15 order, the charter, and I think so because it
16 was signed by the previous president. And I
17 think, before they sign a new one, they're going
18 to make some adjustments to it. That's my
19 understanding. You know, my biggest concern
20 was, one, that it stays, you know, that we still
21 have it, the initiative, but I've been assured
22 within the Department of Ed that the initiatives

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1 are going to continue. All of them have, you
2 know, started getting new directors, and they're
3 up and running, and especially now that we have
4 a budget to do things.

5 But I feel certain it's going to be
6 the same, not the same but I think it's going to
7 exist. I would like to have and I would like
8 you to have more input in how it's framed and
9 how it looks and what the initiative looks like,
10 considering you're the advisory committee to the
11 initiative. And I think that they should take
12 your advice into consideration, as they have
13 with AIHEC and others, you know, because I think
14 it's important because, without that, the only
15 White House connection, from what I see, is, you
16 know, like Billy or someone who's at the White
17 House. And, frankly, in the previous
18 administration, we had a lot of support within
19 the White House.

20 But, I mean, I think we will. I
21 think it's going to continue. I would just like
22 to see them do something stronger. And, you

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1 know, there's some things in the initiative that
2 are just, personally I don't think they're, I
3 think they're lofty and not always achievable
4 unless you have the staff of about, you know,
5 ten people. But like I mentioned, the main
6 thing I see in that is that the collaboration
7 and the work with tribal colleges and
8 universities needs to be really at the
9 forefront, so I've expressed that to them and I
10 know others have. And then I think, you know,
11 how we approach the --

12 MS. PROUDFIT: So that I better
13 understand the process, are changes being made
14 to it now? Can we impact that change before
15 they have a new executive director, or are they
16 looking to appoint a new executive director and
17 then continue to make those changes? What's the
18 process?

19 MR. LESSARD: So I'll go back to the
20 point I made about some things you know and some
21 things you just don't know. My thought, from
22 what I hear, is that I was told Friday that,

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1 again, they would keep me in the loop as the
2 process goes as far as choosing an executive
3 director, but I don't know or think that the
4 position is working hand-in-hand with the
5 executive order. In other words, I don't think
6 they're going to wait to hire someone and then
7 finish the executive order. I don't know for
8 sure.

9 But I do know that they have been
10 working on language, and the gentleman at the
11 White House has been working on language for all
12 the initiatives from what I understand. So my
13 understanding is even those initiatives that
14 have an executive director now that's been
15 appointed by the president will still probably
16 undergo some changes within their executive
17 orders, you know, their charters.

18 So I think, yes, I think now is a
19 good time if you can reach out to them. You
20 know, I don't see, because they haven't said,
21 well, here's the time line, we're going to be
22 working on the executive order, we're going to

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1 post the position, you know. It's not real
2 clear when it's going to happen but I think that
3 I've been happy that they've included me
4 recently in some of the thoughts around the
5 language. I think I know that TCUs, I just met
6 with them and they've spent a lot of time
7 talking about integrating TCUs, if not a
8 separate executive order but into this one. So
9 they are, it's taking them some time, I think,
10 to work with me and listen to me and hopefully
11 know that I know what I'm talking about.

12 CHAIR DENNISON: Any other comments?
13 Go ahead.

14 MS. WHITEFOOT: Yes, I agree that we
15 should also take a look at this as an initiative
16 and one perhaps during the 4 to 5 p.m. hour we
17 could also address it. I appreciate your
18 report. Thank you for being comprehensive.

19 I do have a question. So since your
20 meeting with the White House, and I don't know
21 who this goes to, maybe Tina, about the role of
22 NACIE, if we either have the status of NACIE, as

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1 well, what is our status? And I don't know
2 where this lies, so that's one question.

3 And I just want to also just speak to
4 supporting the tribal colleges. That's so
5 critical that we address that just because the
6 poor funding level that they have, as well. So
7 I would also make that a priority for the work
8 that you're doing.

9 MR. LESSARD: Absolutely, yes.

10 MS. WHITEFOOT: Thank you.

11 CHAIR DENNISON: We can ask those
12 questions also tomorrow, but I know today, I
13 know also that, I think it's a real opportunity
14 right now to educate. We may not have people
15 that really understand right now, so it could be
16 a chance, an opportunity to educate those as to
17 what we believe our role should be because of
18 the experience that we have here. So go ahead.

19 MS. BUTTERFIELD: Yes, I totally
20 agree with that. This is Robin. You know,
21 having been involved for quite a while, even in
22 the language in this executive order, my

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1 understanding is that it was intended to be
2 oversight for the whole work of the whole
3 department, you know, all the programs and
4 services that impact Native children, you know.
5 Recognizing that there is a grant mechanism
6 through the Office of Indian Ed that directly
7 provides specific services to Indian children,
8 you know, it's a pittance in terms of the
9 dollars, you know, that Title I gets or Title
10 III get or might get for assisting students.

11 And so, you know, this executive
12 order was supposed to elevate the attention of
13 the whole department around that holistic view
14 of servicing Indian country based on the trust
15 responsibility. And so even at it's, you know,
16 creation, it never felt like that was what was
17 going on. It seemed like the office got
18 sidetracked trying to develop this relationship
19 with the BIE, but it neglected working with the
20 Department of Ed, which is also NACIE's charge
21 is to look at all of the services throughout
22 there and determine where are the holes and the

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1 gaps, you know, in terms of Native communities.

2 So I think there's a lot that can be
3 done, you know. Philosophically, what was in
4 place was great, but there's a lot that can be
5 done in terms of, you know, actually creating
6 better opportunities.

7 MR. LESSARD: Well, I agree.

8 MS. BUTTERFIELD: That's my
9 understanding of the relationship of the
10 executive order versus the Office of Native Ed
11 and then that position in relation to NACIE.

12 MR. LESSARD: yes, I agree. And I
13 think that whoever becomes the executive
14 director needs to really understand the
15 executive order and how it's written and how
16 it's implemented and that I found that there was
17 a lot of time spent on things that I think were
18 wonderful, you know, if the White House came out
19 with Gen-I or something like that. But getting
20 down to the technical side of the policy side
21 and the things that within Ed that we could work
22 within, you know, each of the offices, not being

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1 a grant-making office, it's important for us to
2 work with the grant-making offices so that we
3 know what's going on in Indian country with our
4 kids. And there were times that, you know, I
5 found the disconnect was not externally as much
6 as I found it was internal. So that's
7 definitely going to be changed.

8 I have to say that one of the things
9 that came out, and I just want to throw it out
10 there because they asked me if I would consider,
11 you know, the appointment, I just couldn't
12 answer that question. But I basically feel that
13 I need to be there and stay there to make sure
14 that whoever is, you know, whoever they decide
15 to appoint from the outside that that person
16 really gets a good understanding of what we're
17 supposed to be doing under the executive order
18 to help Native youth, you know.

19 CHAIR DENNISON: Thank you, Ron. Are
20 there any more questions for Mr. Lessard or
21 anyone on the phone want to ask any questions?
22 I don't want to leave you out. Well, thank you.

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1 MR. LESSARD: Thank you.

2 CHAIR DENNISON: It is now 11:28. I
3 think we could move to have the National Center
4 present, or we could wait until 1:00. What's
5 the -- we're 15 minutes ahead of schedule. You
6 want to wait? You want to move? Okay. So
7 we're okay with having you -- thank you.

8 MR. DEATON: Would you like me up-
9 front? Okay.

10 MS. BOULLEY: You need to -- yes,
11 wherever there is a microphone.

12 MS. THOMAS: This is Virginia.

13 CHAIR DENNISON: Go ahead, Virginia.
14 Yes?

15 MS. THOMAS: I'm sorry, but I have to
16 get off the line. I wish you all well and
17 hopefully we can meet together, but I have
18 another commitment and I have to go. I
19 apologize for leaving, but I wish you all well.

20 CHAIR DENNISON: Okay, Virginia. We
21 still have a quorum, though, I believe. Thank
22 you, Virginia.

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1 MS. THOMAS: Okay, thanks.

2 CHAIR DENNISON: Okay. Thank you.

3 MS. HUNTER: What topic are we on
4 again?

5 CHAIR DENNISON: We're moving to the
6 National Center for Education Statistics.

7 MS. HUNTER: I'm sorry. I'm just
8 getting --

9 MR. DEATON: Okay. No problem. I
10 know how it is.

11 CHAIR DENNISON: We're getting set
12 up, Aaron. We're getting set up for one
13 presentation before lunch. This is from the
14 second bullet point at the 1:00 agenda. We're
15 moving ahead with that one because we have a
16 little bit of time.

17 MR. PAYMENT: Great. Thank you.

18 MS. BOULLEY: And please note that we
19 have talked with housekeeping and I believe
20 they're blowing out warmer air, but it still
21 doesn't feel like it. We have notified them.

22 Jamie, I didn't pass out one of

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1 these, but I do have these available. I thought
2 it would be better.

3 MR. DEATON: Yes, I think you're
4 right.

5 MS. WHITEFOOT: What is it that we're
6 waiting for?

7 CHAIR DENNISON: Oh, for them to --
8 okay. Go ahead.

9 MR. DEATON: Great. So ready to
10 begin? Great. So my pleasure to be here with
11 you today. I am Jamie Deaton from the National
12 Center for Educational Statistics, or NCES for
13 short, and that's with the U.S. Department of
14 Education.

15 One of my primary duties there is I
16 serve as project director for the National
17 Indian Education Setting. And since I last met
18 with you, NCS released the results on the report
19 you have in front of you, which is the 2015
20 National Indian Education Setting. These
21 results and that report was released in March
22 2017.

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1 So what you see here is a high-level
2 overview of information I will be sharing with
3 you today. That covers the history and overview
4 of the study, whom we had partnered with which
5 includes a variety of American Indian and Alaska
6 Native stakeholders, who was included in the
7 study in terms of participation. I'll be
8 sharing results at the national level and also
9 across different subgroups of American Indians
10 and Alaska Natives, as well as going into the
11 NIES survey questionnaires, as well as talk a
12 little bit about tools for further exploration.

13 So the setting was established in
14 2004, and it might be said, though, that NIES
15 really began with a dash and the goal to turn
16 that dash into data. When we don't have enough
17 data to report a subgroup, we'll commonly see
18 the dash in its place. And the main goal of
19 NIES is to be able to report out more of
20 American Indian and Alaska Native student
21 achievement data, as well as subgroups for
22 American Indians and Alaska Natives, as well.

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1 So NIES was first administered in
2 2005 and was conducted every two years through
3 2011. Due to a reduction in funding, the study
4 is now conducted every four years. It was last
5 administered in 2015, and it will be
6 administered again in 2019.

7 When we received this reduction in
8 funding, we considered possible approaches. We
9 also reached out to you all at NACIE, if you
10 remember, and we worked closely with OIE in our
11 technical review panel. I'll be saying more
12 about our technical review panel in a
13 forthcoming slide.

14 In considering all possible options,
15 we decided one thing we really didn't want to
16 compromise was the depth of reporting among
17 various American Indian and Alaska Native
18 subgroups. And you'll see this depth of
19 reporting of subgroups on later slides.

20 NIES is administered as part of the
21 National Assessment of Educational Progress,
22 also known as NAEP, and it's funded by the

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1 Office of Indian Education. This national study
2 has received widespread support across American
3 Indian and Alaska Native communities.

4 And there are two main components of
5 NIES. For grades four and eight NAEP reading
6 and mathematics assessments and their
7 accompanying survey questionnaires which were
8 given to all students, not just American Indian
9 and Alaska Native students, an NIES study-
10 specific questionnaire. And there's an NIES
11 questionnaire for three different respondent
12 groups: American Indian and Alaska Native
13 students, their teachers, and their school
14 administrators.

15 American Indian and Alaska Native
16 students have always been in the NAEP sample.
17 But due to the small size of their population,
18 we frequently were not able to report data for
19 the subgroup.

20 For NIES to be successful, we believe
21 it's essential to collaborate with others. This
22 has included the Office of Indian Education and

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1 the Bureau of Indian Education. We also have a
2 technical review panel comprised of American
3 Indians/Alaska Natives across the country. It
4 includes representation from different tribes
5 and its members that serve in a wide variety of
6 positions, including classroom teachers,
7 principals, school district officials,
8 professors, directors of American Indian
9 educational organizations, as well as Doreen
10 Brown in this room today.

11 In addition, we have an NIES
12 contractor now, and some of the duties they
13 perform include recruitment of all the schools
14 in the study, an outreach of national-level
15 conferences such as NIEA and NCAI, as well as
16 the —TEDNA conference that they presented at
17 last week. Lastly, Karen Francis-Begay, who
18 serves as Assistant Vice President of Tribal
19 Relations at the University of Arizona, served
20 as a collaborator and co-author of this report.

21 In terms of participation, we
22 identified students as American Indian/Alaska

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1 Native. They sent school records, and these
2 students were sampled with other students
3 participating in NAEP in 2015. This included
4 nearly 17,000 American Indian/Alaska Native
5 students across grades four and grade eight.

6 Results in the report are primarily
7 disaggregated into three mutually-exclusive
8 categories, and these are BIE schools, low-
9 density public schools, and high-density public
10 schools. As defined by the Office of Indian
11 Education, low-density schools are those in
12 which less than 25 percent of the students or
13 American Indians or Alaska Native. And high-
14 density schools are those in which 25 percent or
15 more of the students are American Indian/Alaska
16 Native.

17 In terms of the overall sample size,
18 about six to eight percent of our sample comes
19 from BIE schools and the remaining totals are,
20 roughly, in two equal buckets, meaning half of
21 our remaining sample comes from those defined in
22 low-density public schools and the other half

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1 comes from high-density public schools.

2 So there are some profound
3 differences in demographic characteristics
4 between BIE, high-density, and low-density
5 schools that I'm going to show on the next
6 slide. And these differences will help us
7 better contextualize achievement results we'll
8 see in the later slides.

9 So this slide, we're going to look at
10 four different variables: the percent of
11 students that attended rural schools, the
12 percent that are English language learners,
13 those that are eligible for free and reduced
14 price lunch, and those having a computer in
15 their homes. So you'll see in the data, for all
16 students in fourth grade, so we see 45 percent
17 attend rural schools, 11 percent are defined as
18 English language learners, 73 percent are
19 eligible for free and reduced price lunch, and
20 69 percent have a computer in their home.

21 So first looking at low-density
22 public schools, only 27 percent of those attend

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1 rural schools, only 6 percent are English
2 language learners, 64 percent, and you see that
3 number drops a bit, were eligible for a free and
4 reduced price lunch, and 74 percent, an
5 increase, report having a computer in their
6 home. And now let's bring in the high-density
7 public schools to compare. So when you look at
8 the numbers for low-density to high-density,
9 each of these numbers is significantly different
10 when you compare the two, nearly double
11 attending rural schools, double those identified
12 as English language learners, 87 percent are
13 eligible for free and reduced price lunch, and
14 fewer students report having a computer in their
15 home.

16 Now let's bring in the BIE schools.
17 If you compare the BIE schools to high-density,
18 all those numbers are significantly different.
19 If you compare those to low-density, all those
20 numbers are significantly different.

21 And here let's bring in the eighth
22 grade data. Now, the eighth grade data, you'll

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1 see the numbers themselves are different. The
2 pattern is identical. If you compare low-
3 density to high-density, each of those numbers
4 are significantly different. If you compare BIE
5 to high, as well as to low, each of those
6 numbers is significantly different.

7 Yes?

8 MS. BROADDUS: So this is
9 administered along with the NAEP?

10 MR. DEATON: This is -- correct.

11 MS. BROADDUS: So this is not, you've
12 chosen, the schools are selected that
13 participate?

14 MR. DEATON: Correct.

15 MS. BROADDUS: So don't you control
16 for the location and some of those other
17 variables that you're reporting out on?

18 MR. DEATON: Sure. So for BIE
19 schools, every BIE school is in our sample.

20 MS. BROADDUS: Okay. That's
21 different than the others?

22 MR. DEATON: That is different. And

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1 that used to be the case. I'll get to it a
2 little bit later. In 2005, a quarter of the BIE
3 schools were in our sample. Starting in 2007,
4 all the BIE schools were in our sample. It
5 doesn't mean all participate, and that's
6 foreshadowed in a future slide. And then low-
7 density and high-density, you know, the goal is
8 to create a nationally-representative of --

9 MS. BROADDUS: Right. So you over
10 sample American Indians.

11 MR. DEATON: Absolutely, we do. And
12 through the over-sampling, we're able to get
13 more state-level data than we would have. So
14 with that list, we'll move on to the next slide.

15 From here, I'm going to be showing
16 national-level results before we get down to the
17 state level. So let's bring in the next.

18 So first showing NAEP results for
19 grade four mathematics. There's a few main
20 takeaways from this chart that I want you to
21 focus on. We were not able to report grade four
22 BIE results for 2015 due to a school

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1 participation rate that fell just below the 70
2 percent cutoff. Reasons for BIE schools not
3 participating included too much testing, not
4 wanting to pull students out of classes after
5 they've missed many days due to inclement
6 weather closures, or our assessment window is
7 from the last week of January through the first
8 week of March so that is high season for
9 inclement weather closure time, and also because
10 NIES, just like NAEP, do not provide school-
11 level results.

12 Going into our 2015 assessment
13 window, we had, there was a little bit above 70
14 percent, but we just had a variety of schools
15 that dropped out. Also, in Pine Ridge, we had a
16 number of schools that had a number of suicides
17 at that time, and they did not want to
18 participate in any activities, given that
19 current climate, they didn't have to so a number
20 of schools there that dropped out just
21 beforehand. However, data for all participating
22 grade four BIE schools still contributed to the

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1 overall American Indian/Alaska Native average.

2 The other thing we don't see on this
3 graph are any extras noting any significant
4 improvement or decline among scores over time
5 for grade four. So you see a stagnation for
6 stability. It also confirms our discussion with
7 you, as well as other stakeholders, that we
8 really didn't want to compromise the depth of
9 the reporting because we don't have much of a
10 change when you look at '11 compared to '15
11 overall. So we wanted to keep capturing and
12 keep that ability to do report depth.

13 Let's go to the next slide. This is
14 looking at grade eight mathematics results. So
15 for grade eight, we were able to report out for
16 BIE. There's just a couple of asterisks you
17 see. So we see at BIE, for 2007, they scored
18 244. This is significantly different than their
19 score 252. Score 248 in 2009 significantly
20 different than their score 252, so a slight
21 improvement. You also might think there's a
22 mistake on this graph. The score 242 in 2005 is

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1 not significantly different than 252. That, as
2 I mentioned a couple of minutes ago, is because
3 in 2005 just a quarter of the BIE schools were
4 in our sample. So standard years were higher.
5 When you get to 2005, 2007, all BIE schools in
6 our sample, so that's the reason for that
7 distinction.

8 Please.

9 MS. WHITEFOOT: Has the assessment
10 remained the same over that period of time or
11 have you adjusted it?

12 MR. DEATON: Yes, it has largely
13 remained the same over that period of time. And
14 we see the same pattern among other subgroups,
15 as well. One of the big changes in 2017 is NAEP
16 went digital for the first time, so we shifted
17 from '15 to assessing kids with paper/pencil to
18 2017 and we assess kids with digital-based
19 equipment. We bring in all our own equipment to
20 do these assessments to level the playing field
21 as much as possible. We do recognize, though,
22 that what we're not able to level is the student

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1 experience prior to us coming in, how exposed
2 are students among different subgroups and
3 different areas, how are they exposed to digital
4 technology?

5 So when NIES is next conducted in
6 2019, it will be conducted on a digital-based
7 platform. We use Surface Pro 3s and 4s to
8 assess the kids. So a lot of data coming out
9 from that assessment and that helps us inform
10 how 2019 will be structured.

11 I think one of the nice things I will
12 say about the 2019 assessment is we've been
13 particularly cognizant of American Indians who
14 were not in BIE schools or not in high-density
15 schools where they're literally the only student
16 taking that NIES. And we don't want that
17 student to feel awkward or called out. In the
18 past, they physically had an additional paper
19 for them to complete. On a digital-based format,
20 it's a lot more seamless because the reality is
21 students take different parts of our assessment
22 to begin with. I might be taking reading, you

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1 might be taking math. Someone else might be
2 taking reading, but they're taking two different
3 blocks of reading.

4 So the digital platform is nicer in
5 terms of I think it might be more low key and
6 students are able to work more at their own pace
7 than in a paper/pencil world. We also get a lot
8 more observable data in terms of how that
9 student navigates or struggles to navigate
10 through that assessment. They can help inform
11 and design future assessments, as well.

12 So with that being said, let's shift
13 to reading. Reading, again you see numbers
14 might be a little bit different but identical
15 pattern to what we saw for grade four math in
16 terms of you don't see any asterisks in the
17 slide, you do see the BIE schools at the bottom
18 when compared to their other peers of American
19 Indian and Alaska Native in terms of low-density
20 and high-density schools.

21 And let's bring the grade eight data.
22 So, again, similar to reading, grade eight, what

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1 you see here, similar to reading or to
2 mathematics grade eight, you see a couple of
3 pockets of improvement for the BIE schools when
4 you look at '15 compared to '07 and '09. And
5 then also looking at American Indian students
6 overall in 2009, you see real improvement when
7 you compare that to the 2015 score.

8 From here, let's shift to state-level
9 results. So a lot of numbers on this slide. So
10 I want to have you look at a couple of things.
11 One is, when you look at 2005 data, you see a
12 lot more asterisks. We didn't do that over-
13 sampling in 2005 that we have since done.
14 Generally speaking, if a state has anywhere
15 about over one percent American Indians/Alaska
16 Natives were able to get their state-level data
17 or have a good chance of getting their state-
18 level data through over-sampling.

19 One of the keys, though, is not the
20 overall number of American Indians/Alaska
21 Natives but the percentage of American
22 Indians/Alaska Natives in the state. For

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1 example, California has far more American
2 Indians in their state than Wyoming. But by
3 percentage, it's a lot less, so that's why that
4 is something that we're just not able to get,
5 whereas Wyoming, through over-sampling, we are.

6 Okay. So I am highlighting Arizona
7 here because that is the only state where we see
8 a significant change in state-level results.
9 I'm sorry. Alaska. Compared to 2015, compared
10 to 2011. So Alaska we see a significant
11 improvement among the grade four mathematics
12 scores.

13 Okay. Bringing in grade eight, we
14 don't see any significant areas of change from
15 grade eight at any of the states compared to
16 2015 to the more recent data point in 2011.

17 And then we can shift -- so this
18 summarizes what we saw on the previous slides.
19 You see a couple of things. So Oklahoma at
20 grade four performed significantly higher than
21 that of the American Indian/Alaska Native peers.
22 And then we see multiple states that performed

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1 lower work than the nation overall. So that is
2 six states at grade four and then seven states
3 at grade eight where their state-level average
4 is worse than the American Indian/Alaska Native
5 national average.

6 From here, let's look at grade four
7 reading results. Click again. So comparing
8 2015 to 2011, we see increases for Alaska and
9 Oklahoma, but we see a decrease at the state
10 level for Oregon. Okay. We can go on to grade
11 eight. And grade eight reading, similar to
12 grade eight math, we saw no significant changes
13 where there are significant increases or
14 decreases for that.

15 Next slide. So, again, somewhat
16 similar to mathematics, we see a general pattern
17 for reading, as well. So Oklahoma at both
18 grades, their students performed higher than the
19 national average. And the same four states are
20 coming up, Alaska, Arizona, New Mexico, and
21 South Dakota, as performing lower than the
22 national average at the state level.

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1 Yes?

2 MS. BROADDUS: So have you, I'm sure
3 that you've done this, an analysis comparing not
4 to high-density/low-density but then also free
5 and reduced lunch numbers?

6 MR. DEATON: There's a lot of
7 different ways to cut obviously, so we've done
8 kind of that type of digging.

9 MS. BROADDUS: Right. I just think
10 people would really want to know why Oklahoma is
11 that low.

12 MR. DEATON: Yes, absolutely. I
13 should mention, too, that what you have is the
14 first of two reports. We are working on a
15 follow-up report to this report, as well.
16 There's only so much you can cram into this
17 report obviously, so one of the goals with that
18 follow-up report is to help explain how we see
19 differences among the American Indian/Alaska
20 Native population. Oftentimes, we notice that
21 the media narrative has been that American
22 Indians and Alaska Natives are just not

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1 performing as well as other students. What is
2 being lost in that narrative is there's a wide
3 range of performance just among the American
4 Indians and Alaska Native population, and I
5 think that's worth capturing and that's also
6 worth taking a closer look at, as well.

7 And I mentioned at the outset, too,
8 that I work at NCES and NCES's reports, by and
9 large, have gone exclusively digital. This is
10 the one report that we're really holding onto
11 wanting that paper-based copy and wanting to
12 reach our stakeholders that might not have as
13 easy internet access. This report is still
14 available on digital. There's things that you
15 can do digitally that you can't within that
16 report, but we did feel that it was really
17 important to have a physical copy to send out to
18 our stakeholders.

19 So from here, let's look --

20 MS. WHITEFOOT: Just a follow-up with
21 what Mandy said.

22 MR. DEATON: Sure.

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1 MS. WHITEFOOT: I think it would,
2 it's a really important intersection to look at
3 poverty --

4 MR. DEATON: Absolutely.

5 MS. WHITEFOOT: -- you know. I mean,
6 you've got the density issue, but I think
7 poverty has got to be a contributing factor.

8 MR. DEATON: Yes, and I think we do
9 see that in Oklahoma, too, where the poverty
10 among the American Indian kids is probably quite
11 as profound as other pockets, and that might be
12 one area of explanation of, well, why are they
13 doing better than their American Indian peers
14 nationwide?

15 | You know, at NCE~~S~~, this study, like
16 other ones, you know, we deal with it as a way
17 so I'm going to tell you why there's differences
18 in achievement across grades. It is something
19 that we want to get out to stakeholders at
20 District levels, at state levels, at policy
21 levels, and offer up this data and help you walk
22 through this data. But it's not something that

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1 I will say this is why one state is performing
2 better than another state.

3 MS. WHITEFOOT: So just one more
4 question, when you have the hyphen with a state,
5 were you not able to get that from the
6 Department of Ed or --

7 MR. DEATON: Oh, these with a dash?

8 MS. WHITEFOOT: Yes, the dash.

9 MR. DEATON: Yes. So that was an
10 area where we weren't able to meet our reporting
11 standards. In NAEP, we have a rule that's often
12 referred to as the 62 and 5 rule, so for any
13 subgroup reporting we need at least 62 students
14 across five schools. And if you just meet that
15 benchmark, obviously the standard errors are
16 going to be much higher, so you might have a
17 larger swing in score that's actually not
18 significant. But that is kind of a minimum that
19 our psychometricians felt that we meet for
20 reporting. And so if we don't meet it, you
21 know, for example, there's other states,
22 California, Florida, Texas, that we still draw

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1 American Indians and Alaska Natives from. We
2 sample throughout the full country. They all
3 contribute to the national average, they'll
4 contribute to low-density average or high-
5 density average respectfully, but we weren't
6 necessarily able to report out through that
7 state.

8 Okay. So --

9 MR. PAYMENT: I have a question.

10 MR. DEATON: Sure, please.

11 MR. PAYMENT: So this is Aaron
12 Payment. My question is is there a way for the
13 BIE schools, some government schools or direct
14 service schools, and then I have a comment.

15 MR. DEATON: Sure. So I am blanking
16 on the exact variable that we ask, but I know on
17 our school questionnaire that is available
18 online, we did ask about, you know, different
19 school designations. And when I finish this
20 presentation, I can look that up and, Tina, I'll
21 send you that questionnaire so you can make that
22 available. But happy to do so. And that's --

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1 MR. PAYMENT: Let me refine my
2 question.

3 MR. DEATON: Sure.

4 MR. PAYMENT: So some government
5 schools are schools that the tribe would be
6 operating the school, receiving the tribal
7 grants, received upon establishing the school
8 Aand direct service schools are where the BIE
9 actually does the, provides the education of
10 employees for the BIE. I have to believe
11 there's a difference in quality of education
12 between those two, so that's what I'm wondering
13 if that can be sorted. And then I just have a
14 comment.

15 MR. DEATON: Sure. So I'll look at
16 that exact school questionnaire so we can see.
17 I do know you can sort according to different
18 groupings on that, and that's available via the
19 NIES NAEP data explore also. I believe it's on
20 my last slide, but that allows everyone, public,
21 you don't need restricted access to use that
22 data explorer. So in that way, you know, from

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1 there you can sort that into many different
2 variables.

3 MR. PAYMENT: Okay. That's actually
4 a pretty good segue to my comment.

5 MR. DEATON: Great.

6 MR. PAYMENT: My comment is going to
7 be so I did my own quantitative analysis,
8 identification, so I've got some experience when
9 it comes to data analysis. But I can tell you
10 that migrating the data, mining the data is not
11 easy. So my comment is I'd really like to play
12 a role mainly to help build capacity for tribes
13 to look at that data to be able to, themselves,
14 analyze it and interpret it. And I think some
15 of the hesitation for tribes to participate is
16 because they don't know what's going to be done
17 with the data, but I think that can be our
18 friend in planning and becoming primary to make
19 decisions. So is there any plan or can we help
20 facilitate developing a plan to build capacity
21 to surround the community so tribal users can be
22 trained in accessing that data on a wider-spread

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1 basis so that tribes can become effective
2 stakeholders in their own data.

3 MR. DEATON: Sure. Aaron, I do want
4 to follow-up with some of my colleagues back at
5 NCEES on that question. I think, for one, it's
6 really important and it's something I want to
7 help with. We did it years' past. It's been a
8 couple of years since we did it. We offered
9 NIES NDEE training, which was an in-person
10 training where we would bring in people from
11 across the country to help build that capacity.
12 I think it's been several years since we've had
13 that training, so I do want to check with a
14 couple of my other colleagues that have provided
15 that in the past to see what kind of forum we
16 can have. It is something I would really want
17 to play a role and help build because it's, we
18 want this data used and we want this data used
19 by stakeholders and we want to help as much as
20 we can to get the word out because this is
21 publicly-available data, too. There's not a lot
22 of --

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1 MR. PAYMENT: My final comment is it
2 possible to develop, and I would volunteer, I'm
3 co-chair of the education subcommittee for
4 NCDAI. And I just have to believe that there is
5 some kind of certification on the other end.
6 Because the danger is people incorrectly adding
7 value to what the data actually tells us. And
8 the other thing is at different national
9 meetings we've had some direct service schools
10 use the data, and so the typical use because
11 there's no way to differentiate between those.
12 So I think that would really be helpful in
13 maximizing the use of the data so that we can
14 use it to provide services to improve our
15 education system. Thank you.

16 MR. DEATON: Thank you.

17 MS. BROADDUS: This is Mandy, and
18 I'll just dovetail with what Aaron said. I
19 don't know how comfortable you'll be with this,
20 but we had, in Montana, a very skilled,
21 independent researcher dig into this data, much
22 more so than -- I mean, I do appreciate what you

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1 still --

2 MR. DEATON: Sure.

3 MS. BROADDUS: -- but gave us a very
4 deep analysis that's been very useful to us at
5 the state level in doing our work.

6 MR. DEATON: I'm really glad you said
7 that, too. Unfortunately, Montana, in 2015,
8 didn't participate in the NIES survey
9 questionnaire.

10 MS. BROADDUS: Yes, intentionally so.

11 MR. DEATON: Intentionally. And we
12 would love to have Montana back in the fold,
13 given the size of the sample and --

14 MS. BROADDUS: Well, yes. But so
15 Superintendent Juneau made that decision because
16 she wasn't happy with the overall process and
17 protocol. However, we have now turned that
18 over. We've initiated a formal conversation
19 with our tribes because many of them have
20 institutional review boards and it should be up
21 to them whether or not their citizens want, they
22 want their citizens participating in the study.

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1 And we've asked of your organization if a tribe
2 in our state opts out, which is fully, should be
3 their option, and we've been told preliminarily
4 that that could be a problem, that could make
5 all of Montana not eligible --

6 MR. DEATON: Sure.

7 MS. BROADDUS: -- which is
8 problematic, but I'll just leave it --

9 MR. DEATON: I'll look in on it
10 myself. Thank you very much. Yes?

11 MS. PROUDFIT: This is Joely. So can
12 you tell me why California wasn't included?

13 MR. DEATON: Oh, California is
14 included and students in California do take
15 NIES. It's just we don't have enough American
16 Indian/Alaska Native students to meet our
17 reporting standards.

18 MS. PROUDFIT: I have a problem with
19 that.

20 MR. DEATON: Sure.

21 MS. PROUDFIT: I mean, I think that
22 is not a good enough response to not address and

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1 report that data. So I would think that, if you
2 do this again, that we need to have a
3 conversation about those small population
4 numbers and how to better address that, rather
5 than say they don't meet your reporting
6 standards. Because I do, the California
7 American Indian and Alaska Native report for us
8 because of these types of national surveys who
9 tell us our population size is too small. So I
10 think if you're going to ask our students to
11 respond and then not include it because the
12 number, the sample size is too small for your
13 reporting, I think we need to re-evaluate how
14 we're doing this.

15 MR. DEATON: I do want to clarify we
16 do include them but not as a California-
17 specific, you know. So they are included and
18 they help contribute to the national average for
19 low-density schools, for high-density schools.

20 MS. PROUDFIT: That doesn't help
21 California, so I have real concerns with that.

22 MR. DEATON: Sure.

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1 MS. BROADDUS: No, it's okay. Carry
2 on.

3 MR. PAYMENT: This is Aaron. Can I
4 jump in for a second.

5 CHAIR DENNISON: Okay. Aaron, how
6 much longer is the presentation because I think
7 we're using up --

8 MR. DEATON: We are three slides,
9 including this one.

10 CHAIR DENNISON: Okay, okay. Go
11 ahead, Aaron.

12
13 MR. PAYMENT: So real quickly, it
14 seems like, so what I'm going to do is get into
15 I'm going to get into the data in California,
16 because the numbers, the raw sample of pupils is
17 going to exceed most states. So the standard
18 that you're using by using a proportion of the
19 total students is a standard that can't be met.
20 And an alternate analysis would be in those
21 states where the raw number meets the minimum
22 threshold, specifically when you're using the

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1 number of students from California versus the
2 total students, it may be end up being an
3 insignificant number, because you're using a
4 proportion of the raw number and certainly large
5 enough to be able to make a conclusion, you may
6 have to use the total sample from California in
7 order to be able to do that. So an alternate
8 analysis could be done and could include those
9 states where there are large numbers that are
10 not reporting. And so, again, that would be
11 where training would do that analysis. I would
12 think that the National Center for Educational
13 Statistics should do an alternate analysis,
14 other than in the individual presentation.

15 MR. DEATON: And I did want to
16 clarify we don't exclude them. They are
17 included. We just don't report out at that
18 state level.

19 CHAIR DENNISON: But it is possible
20 to extract that --

21 MR. DEATON: Absolutely. We could
22 look at the restricted use data, and it is

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1 possible.

2 CHAIR DENNISON: At the request of
3 the state could probably --

4 MR. DEATON: Yes.

5 CHAIR DENNISON: -- or anyone else.

6 MR. DEATON: Very much so.

7 CHAIR DENNISON: All right. Thank
8 you. Any more questions? Go ahead and move on.

9 MR. DEATON: Sure. So turning back
10 to survey questionnaires, the main focus of this
11 report is on two central constructs and that is
12 the extent to which American Indian and Alaska
13 Native culture and language is part of the
14 curricula and school resources available for
15 improving American Indian and Alaska Native
16 student achievement. Depending on the
17 respondent group, there's a slightly different
18 focus. So for students, the focus is on
19 knowledge of Native culture and languages. For
20 teachers, it's knowledge of skill development
21 for teaching American Indian and Alaska Native
22 students, culturally-specific instruction, and

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1 classroom practices. And finally, for school
2 administrators it's involvement in American
3 Indian and Alaska Native community members,
4 sufficiency and quality of books specific to
5 American Indian and Alaska Native culture.

6 I also wanted to briefly show you how
7 findings are presented in this report. I'll
8 start by reading this student survey question.
9 So as you can see here, we've disaggregated
10 results into three different groups: again, low-
11 density, high-density, and BIE schools. Grade
12 four results shown at the top, eight results
13 shown at bottom. And the general takeaway from
14 all this data is that BIE students are
15 significantly more exposed to their native
16 language and culture compared to their other
17 peers in other schools.

18 And then final slide is what I
19 mentioned before, and this is the NIES data
20 explorer. And this includes all NIES survey
21 questions, not just the few that are mentioned
22 in the report themselves, and it allows users to

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1 disaggregate the data into different subgroups,
2 as well. And I should mention, for the NIES
3 survey questions, those are considered publicly
4 available. Those are publicly available even,
5 in fact, before the study was administered.
6 They continue to be publicly available, as well.

7 So thank you very much for your time
8 and for your questions. I look forward to
9 meeting with you again.

10 CHAIR DENNISON: Thank you. Do we
11 have anymore questions? I'm sure we do.

12 MS. BROADDUS: Can we add this? This
13 is a discussion point for our 4 to 5 --

14 CHAIR DENNISON: Sure. We can add
15 this. Okay.

16 MS. WHITEFOOT: Yes, I was going to
17 make the same suggestion. It also just, there's
18 so many correlations, you know, with Indian ed
19 and the funding opportunities that are out
20 there. I mean, we've had this history, this
21 history of these types of scores for Native
22 students, and I guess I just want to highlight

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1 that, in some cases, the education programs of
2 limited funding that we have, Indian people are
3 the major ones addressing these issues and
4 they're huge issues and it has huge
5 implications, as well. That's all I'll say for
6 now.

7 CHAIR DENNISON: Thank you, Patsy.
8 We can add this to our list. Okay. If there's
9 no other questions, we can adjourn for lunch.
10 It's now 12:10, so we can come back at 1:30.
11 1:30? Is that okay with everyone? So we'll
12 break until 1:30. That will give us some time
13 to get Dakota back on, as well. Thank you.

14 (Whereupon, the above-entitled matter
15 went off the record at 12:10 p.m. and resumed at
16 1:36 p.m.)

17 CHAIR DENNISON: Okay, I think we're
18 about ready to get started, so everyone will
19 reconvene. I'd like to call the meeting back to
20 order. I know that there were members of the
21 American Indian Higher Education Consortium here
22 this morning, and they left the booklets for me

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1 to pass out, so I'll pass these around from each
2 side.

3 Okay, we're going to go back and
4 reconvene, and we'll pick up with Patrick
5 Rooney, who is a Deputy Director in the Office
6 of State Support. Patrick?

7 MR. ROONEY: Thank you, good
8 afternoon, everyone. Hi, I'm Patrick Rooney, I
9 am the Deputy Director in the Office of State
10 Support within the Office of Elementary and
11 Secondary Education at the U.S. Department of
12 Education.

13 Our office is responsible for
14 administering several of the large K-12 formula
15 grant programs that the U.S. Department of
16 Education administers, so Title I Part A, which
17 is the largest grant program, falls under our
18 office, along with Title III, which is Support
19 for English Learners, Title II, which is support
20 for educators and principals, and also school
21 improvement grants, which are phased out and
22 actually being replaced by similar but slightly

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1 different funds under the statute. But those
2 are funds for low-achieving schools.

3 All of those programs fall under our
4 office. I was going to give you a few general
5 updates, and then some of my colleagues and
6 fellow offices in OESE are going to follow me.

7 So I thought it made sense for me to
8 go first and just do a quick overview from a big
9 picture of where we are at this point in time,
10 with the initial implementation of the Every
11 Student Succeeds Act. I have a few slides; Tina
12 told me I should speak for maybe 10 or 15
13 minutes, and then give time for questions.

14 So I'm going to do a pretty quick
15 overview, but please feel free to stop me if you
16 have questions. I know we have people on the
17 phone. It's harder for you to stop me if you
18 have questions, but hold your questions, and I'm
19 happy to take them when I have a break. I'm
20 going to start by going through a little bit of
21 the state plans.

22 PARTICIPANT: Did you send us the

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1 slides?

2 MR. ROONEY: Did I send you slides?
3 No, I did not send you slides. I have slides
4 from my own -- I did not provide any slides for
5 you guys, so I apologize for that. If there's
6 questions you have, things you'd like to see
7 afterwards, I'm happy to share things.

8 MS. WHITEFOOT: I have a question.
9 Can we get copies of the slides, as well?

10 MR. ROONEY: Yes, I'm happy to --

11 MS. HUNTER: I will email all of the
12 slides, and I'm going to bring that tomorrow,
13 the slides to put in the back.

14 MR. ROONEY: Great, all right. So
15 under the Every Student Succeeds Act, which is
16 the re-authorization of the Elementary and
17 Secondary Education Act or ESSA, every state has
18 to submit a plan for how they are going to meet
19 the different aspects of the statute. And one
20 of the features that we offer states is that
21 they get to create a consolidated state plan,
22 which would be one plan that covered all of the

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1 programs under the SCA.

2 The program is offered by the Office
3 of State Support, and the other programs my
4 colleagues administer. One application that
5 would then guide how states were going to use
6 their federal funds to help support districts
7 and schools, principals and students throughout
8 the lifetime of the Every Student Succeeds Act.

9 In March of 2017, we put out an
10 application for what was the basic information,
11 what was the absolutely necessary information a
12 state needed to submit in order to receive
13 approval in order to receive federal funds. So
14 we have been working with states over the past
15 year, since March of 2017, when we put out the
16 application.

17 Our states are developing their
18 plans, submitting them to the Department. We
19 review them both individually; all our programs
20 review the plans, and then we also have peer
21 reviewers who review Title I Part A, the Title
22 III, and also the home assistance program plans.

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1 So we had peer feedback that guided us as we
2 were talking to states.

3 And we have been working with states
4 over the past year to review their plans, to
5 give them feedback, have them make any changes
6 or clarifications that were needed in order to
7 get those plans approved.

8 It's important to get those plans
9 approved, because that is then how we work with
10 states over the next -- however long until ESSA
11 gets re-authorized. That is how we work with
12 states as they're implementing their plans, and
13 how we check to make sure that they're complying
14 with the federal statutes and regulations, all
15 the requirements.

16 It's also how, if their plan is
17 approved, that's how they can get funding. If
18 they don't have a plan approved, it's a harder
19 way of working how we get the state's funding,
20 if that's that case. But if their plan is
21 approved, and as long as they're implementing
22 their plan, they're in compliance with the law,

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1 and they can receive federal funds. And then we
2 monitor against their plans and do all the fun
3 federal bureaucracy aspects of the work that we
4 like to do.

5 So we've been working with states on
6 that aspect. At this point, we have 37 states
7 plus D.C. and Puerto Rico have had their plans
8 approved, so there are 13 states that we are
9 still working on. One of the things I had a
10 slide of, a map of who is not approved.

11 I know you guys are all in different
12 parts in the field. Do you know if your plan
13 has been approved or not? Raise your hand if
14 you don't know if your plan has been approved.

15 I will tell you the states that are
16 not approved for now, if that's helpful. I'm
17 going to go through the map, so it's going to go
18 from west coast to east coast. Alaska,
19 California, Utah, Colorado, Nebraska, Iowa,
20 Oklahoma, Alabama, Kentucky, Virginia, North
21 Carolina, South Carolina, and Florida.

22 Those 13 states we are still working

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1 with in order to help them ensure they've got a
2 plan that meets all the requirements of the
3 statute, and that they are ready to start
4 implementing their plans. The other 39 states,
5 37 states plus D.C. and Puerto Rico, have all
6 been approved.

7 We hope that those 13 states I named
8 will be approved soon, we're making good
9 progress with just about all of them. I feel
10 pretty confident that we will have them approved
11 before too long, but we haven't quite gotten
12 there yet for those 13 states.

13 Now, I want to talk a minute about
14 our office in particular, Title I Part A being
15 the biggest part of what we do, and the biggest
16 part of Title I for our purposes is the fact
17 that every year states need to have an
18 accountability system that is annually,
19 meaningfully, differentiating all schools within
20 their state. So the biggest part of
21 what's in our state plan for Title I is the
22 accountability system. It's the measures that

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1 the state has identified in order to hold
2 schools accountable for the progress that
3 students are making.

4 And one of the big changes from No
5 Child Left Behind to ESSA is a freedom from the
6 top-down approach of No Child Left Behind, where
7 you had academic progress, and you had very
8 strict measures of what each school was being
9 held accountable for. They were mostly the same
10 from one state to the next.

11 Under ESSA, there's still a focus on
12 academic achievement, there's still a focus on
13 graduation rates. But the design of the system
14 is much more fluid, and states have a lot of
15 flexibility in how they create their systems.

16 And as we've been working with states
17 over the past year, we've seen that
18 accountability systems are very different from
19 one state to the next. At first, I think that's
20 one of those interesting and exciting parts of
21 the new law, is that we are going to end up with
22 52 different accountability systems that are

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1 going to have very different structure, very
2 different design, often with very different
3 outcomes, in terms of how they're identifying
4 the schools that are doing really well and the
5 schools that are doing poorly and might need the
6 most support.

7 And I think we are going to learn a
8 lot, and I think states are going to learn a lot
9 over the next few years, as they implement these
10 systems for the first time this year, and as
11 they start to identify the schools that need
12 support, they start to evaluate the systems
13 themselves. Are these the right
14 measure to identify schools that are doing well,
15 and schools that are doing poorly? And they're
16 going to start to learn from one another in ways
17 of, what happens when you start adding in
18 different kinds of accountability measures?
19 What happens when you start trying to measure
20 different aspects of education, not focusing
21 just on reading and math achievements, but
22 adding in other components? But I think it's

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1 going to move the field really quickly in the
2 next few years. So I'm really looking forward
3 to that, as states design their systems.

4 Every state does need to have five
5 different types of indicators in their system:
6 achievement based on reading and math,
7 graduation rates, another measure for elementary
8 schools or middle schools, which for many
9 states, is going to be individual student growth
10 from one year to the next.

11 But some states either can't measure
12 student growth or didn't want to measure student
13 growth, and they've added other aspects of some
14 sort of academic achievement like chronic
15 absenteeism or science achievement or social
16 studies tests; some other state-wide measure
17 that they have.

18 States also have to include English
19 language proficiency as a measure, and that is a
20 slight change from NCLB to ESSA in that, under
21 NCLB, districts were held accountable for
22 progress in English language proficiency. Under

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1 ESSA, it's now a school-level measure, so it's a
2 measure at a school level rather than the
3 district level, and it gets folded into the
4 state's accountability system which, I think,
5 adds more emphasis and weight to it as part of
6 the accountability system.

7 The last measure is the school
8 quality or student success measure. That
9 measure is interesting in that it's a very
10 broadly-defined measure, and we have seen states
11 going -- this is where we see the most
12 variability in how states are designing their
13 indicators.

14 Several states have started doing
15 things around college readiness, where they're
16 looking at advanced course-taking, AP or dual
17 enrollment. Some are looking at a range of
18 measures like SAT and ACT scores, plus career
19 readiness features like kids taking career
20 internships or on-the-job training.

21 We've also seen some states try to
22 measure things like military readiness and the

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1 ASVAB test that a lot of states offer for
2 students; they're looking at scores on that to
3 see if kids are going to have the kinds of
4 skills they need when they leave high school, to
5 be ready for the next step, whether that be a
6 career or military or college. They're looking
7 at ways to measure that across their state and
8 do it in a uniform manner.

9 I think that makes it an area where
10 we're going to see some interesting outcomes in
11 the next few years, as states design their
12 systems.

13 I looked at this earlier; this is the
14 first year of states' accountability systems are
15 in place under ESSA, and what's coming next
16 under Title I Part A is that states will be
17 running their accountability systems this
18 summer, based on the data that they collect from
19 this school year.

20 So the tests will be given -- most of
21 them are being given right now. The other
22 measures that they're going to collect, like

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1 chronic absenteeism that they'll collect during
2 the spring and the summer, all of that is going
3 to be rolled together, and we will have, however
4 the system is designed, they will come out of it
5 their annual meaningful differentiation for all
6 schools in the state in the beginning of the
7 18/19 school year.

8 And the other thing is, they'll start
9 to identify schools for improvement for the
10 first time, so they are going to start looking
11 at the schools that are identified for
12 comprehensive support and targeted support. And
13 the statute lays out those broad definitions.

14 Comprehensive support are the schools
15 that are performing in the lowest five percent
16 of all Title I schools. So it's designed for
17 the state to identify the schools that are the
18 ones that need the most support, however the
19 system is designed, wherever you're adding up
20 all your indicators and designing, what are the
21 worst-performing schools? Those are the
22 comprehensive support schools.

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1 It's also any school, whether a Title
2 I school or not, that has a very low graduation
3 rate, and the law actually defines that as a
4 graduation rate of 67 percent or lower. So the
5 bottom five percent and the schools with a very
6 low graduation rate will be identified for
7 comprehensive support this fall.

8 Then states also have identified
9 schools for targeted support if they have some
10 pockets of students in their school that are
11 performing equivalent to however their bottom
12 five percent of schools overall are looking. So
13 if they've got a pocket of kids that are
14 performing equivalent to the bottom five percent
15 of schools overall, those schools are identified
16 for improvement, and also schools that have
17 consistently under-performing subgroups. That's
18 a term that's not defined in the statute, but
19 it's defined by each state, and they each define
20 it differently.

21 But generally, states are looking at
22 subgroups of student who, over a three-year

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1 period, are performing very low in one or more
2 measures in their accountability system. Those
3 schools will also be identified for targeted
4 support. As the name implies, if you're a
5 targeted-support school, the goal is that you're
6 identifying your intentions to support whatever
7 is the targeted population that needs support.

8 You can tailor support for those
9 groups. If you're a comprehensive school, the
10 goal is to identify supports to help the overall
11 school population and comprehensive reforms for
12 the school.

13 So for both of those groups, we have
14 school improvement funds under Section 1003 (a)
15 of the statute, where it essentially replaces
16 the school improvement grant program. Districts
17 can apply for funds for those schools identified
18 for targeted or comprehensive support.

19 And similar to how the accountability
20 system is looser, school improvement rules are
21 also looser under ESSA when compared with NCLB.
22 Under school improvement grants, there were very

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1 specific formulas and plans of how you would
2 attack school improvement for the schools that
3 were identified as the most in need of support.

4 Under ESSA, the funds are much
5 broader, and schools can use those funds for
6 however they best see fit to support their
7 needs. The one caveat to that is, there is a
8 focus on evidence-based interventions under the
9 statute. That is well-defined under
10 the statute, what is evidence-based
11 intervention, and there's different tiers of
12 documentation or evidence that you would use to
13 identify whether the interventions you are
14 proposing for your schools that are identified
15 for comprehensive or targeted support are
16 matched to the needs of those schools.

17 There has been an outgrowth of
18 literature in support or reaction to ESSA
19 passing, and we write some of those resources,
20 and I know that our comprehensive centers are
21 also working on finding out how we can help
22 schools and districts figure out what evidence-

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1 based interventions are to help low-achieving
2 schools address the cause of them being a low-
3 achieving school.

4 I know there are a lot of other
5 resources out there that are trying to come to
6 bear, to help districts as they start -- I think
7 about this fall -- what's that going to mean in
8 practice? How are they going to identify the
9 needs of the schools, whether it's an evidence-
10 based intervention that has been shown to work
11 in other places that they could apply to help
12 support these schools that are need of support?

13 I think that's going to be an
14 interesting dynamic, and I and my colleagues
15 will be looking to see how we can help support
16 states and districts as they start to roll this
17 out. This is really a pretty different way of
18 how states and districts are working together to
19 help support low-achieving schools.

20 I'm going to stop there. Any
21 questions?

22 CHAIR DENNISON: Do we have any

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1 questions? Go ahead, Robin.

2 MS. BUTTERFIELD: Yes. I'm curious
3 about, in your list of evidence-based
4 interventions, how many of them have been used
5 with Native schools, or schools that have a
6 significant Native population?

7 MR. ROONEY: So that's a good
8 question. I don't know the answer to that
9 specifically. I'm happy to go back and look at
10 it.

11 MS. BUTTERFIELD: I ask the question
12 because so often in my experience, and I used to
13 work at the State Department of Education; I've
14 been on monitoring consults with the Bureau and
15 public schools.

16 And what I have observed is that
17 people try to plug in some kind of intervention
18 that doesn't -- it may work in non-Native
19 schools, but it doesn't translate necessarily
20 well to Native schools. And oftentimes you'll
21 see that with programs that people are
22 recommending, and there's been no attempt to

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1 modify or adapt it until it arrives on the
2 doorstep of one of those schools.

3 MR. ROONEY: I think that's a good
4 question, and it's an important point for us to
5 keep in mind as collectively, me and my
6 colleagues and others are thinking about how to
7 implement this. I mentioned that the statute
8 lays out different tiers of evidence for
9 evidence-based design. We put out some guidance
10 for states and districts; we've been working
11 with one of our TA re-centers, the state support
12 network, over the past year and a half on this.

13 One of the key things to think about
14 is, what is the evidence that the intervention
15 works? Are there positive effects from whatever
16 the intervention is, without any other
17 unintended consequences that you should take
18 into account when thinking about picking an
19 intervention?

20 The other thing this is to think
21 about the applicability of the intervention.
22 Has it been applied where it has shown effect in

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1 a similar situation, both in terms of the
2 setting of the school and of the students
3 impacted? I think both of those are really
4 relevant to your question.

5 My guess is that there's probably not
6 a lot of evidence out there that's been looked
7 at specifically about being used in tribal
8 schools. My guess is that research is not as
9 robust as we'd like it to be. The gold standard
10 that we always talk about is the What Works
11 Clearinghouse, which the Department's Institute
12 for Education Science runs, where they have a
13 pretty high standard for what they will accept
14 for having shown positive beneficial effects.

15 That's where I always encourage
16 people to go first to see what research is
17 there, and where they could try to draw from.
18 They do have a pretty high standard for what
19 they accept, and I don't know if anything in
20 there has an impact for tribal schools in
21 particular.

22 MS. BUTTERFIELD: I want to give you

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1 an example of one of the schools that I was on a
2 school improvement team for. The school had
3 decided, for some reason, to start at the
4 primary grades and move the kids back and forth
5 from -- like, one teacher was going to
6 specialize in reading. So they would move kids
7 in and out for reading instruction. Then
8 another teacher was going to be more of the math
9 specialist, and they would move the kids in the
10 primary grades into a math region, so no one
11 teacher had to be an expert in both.

12 It was a strange decision. We
13 questioned them as a team, why they came up with
14 this particular model. They just said, Well, we
15 need to do something different. It just didn't
16 seem to be based in knowing the community and
17 the kids. It was just weird.

18 MR. ROONEY: I think that's a good
19 flag. One of the challenges with ESSA -- it's
20 got a lot of good opportunities for us, and more
21 importantly, for districts and schools and
22 states. But one of the challenges is that it

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1 does provide a lot of flexibility at the local
2 level to make decisions, and it emphasizes
3 consultation throughout the statute.

4 It's repeatedly talked about how
5 districts and schools are making their plans,
6 they should be consulting with their
7 communities, they should be thinking about what
8 makes sense for the context of the students
9 around school improvement, in particular.

10 They should be looking at evidence-
11 based strategies that have been proven to work
12 somewhere and looking at the evidence that they
13 worked to make sure they're applicable for
14 whatever the causes are, whatever the reasons
15 are that the school has been identified for
16 improvement.

17 But it also does create some
18 flexibility for districts to make decisions like
19 that, to think about what they know best for
20 what makes sense for their students. Our hope
21 is by emphasizing the consultation, by
22 emphasizing evidence-based interventions, that

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1 will bring people together to make good
2 decisions at the local level to help figure out
3 what is needed.

4 I certainly don't think or my
5 colleagues at the U.S. Department of Education
6 have a good sense of what is needed at a
7 particular school. But I'm hoping that by
8 bringing the relevant people together to think
9 about the cause of the problem and what is the
10 evidence base for a different intervention, that
11 that will help proceed make smart decisions.

12 MS. BROADDUS: Thank you for that.
13 Can I add to your question? I'm from Montana,
14 and I work for the SCA. I'm the director of
15 Indian Education, and I also oversaw our state
16 grants for the past eight or nine years. I
17 forget how long it's been. There is very little
18 evidence-based research that we can apply. I've
19 looked actively for it, so I could suggest some
20 to our schools, but there's limited resources
21 there.

22 But the issue is compounded by our

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1 rurality, and the fact that we have high
2 administrative and staff turnover. So what
3 happens is, yes, absolutely, a school board
4 should set a vision for the kind of leader they
5 want to bring in, and that should be executed.
6 But that's not what really happens in a lot of
7 our communities.

8 All of our schools -- 90 percent of
9 our schools identify for comprehensive who are
10 on our American Indian reservations. And the
11 reality is that the administrators are probably
12 90 percent of the time, not from that community,
13 and they're not American Indian. So doing the
14 level of work that you're describing is very
15 difficult for them.

16 And not just difficult, but they are
17 sometimes resistant to even taking those steps.
18 That's our reality. So the level of the SCA
19 engagement with both the tribes and the local
20 schools is deep. We have to do a big lift, and
21 I just don't want that to be forgotten.

22 Indian Country is just different from

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1 Detroit or Chicago or D.C., in that a lot of our
2 schools -- the school and the district are one
3 and the same. So when you talk about capacity -
4 - again, with high turnover and real turbulence
5 in the system, it's not easy work.

6 MR. ROONEY: I definitely appreciate
7 that point. It's definitely a real concern.
8 There are two things we are doing in my office
9 that to help support that, and I know my
10 colleagues have things they could point to as
11 well.

12 Through the TA arm in my office, the
13 state support network, we have created one
14 community practice that is up and running, where
15 we're beginning in rural states to talk about
16 rural issues in implementing the statute, and I
17 think that's obviously one real current issue.
18 I think Montana is a member of that group,
19 although I can't remember who all the members
20 are of that group.

21 A second is a new community practice
22 we're just about ready to launch, and we'll be

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1 announcing in the next few days on school
2 improvement itself. I think one strain of that
3 we're hoping to spend time on is the rural needs
4 of school improvement.

5 We'll look at how to do some of these
6 evidence-based interventions in schools where
7 you don't have a lot of options in the community
8 that you can draw from and look at the options
9 that you can focus on in those communities to
10 help support those schools.

11 So I'm hoping that community practice
12 will help bring some states together to talk
13 about how you can all try address these things,
14 which are very real, I realize.

15 CHAIR DENNISON: Yes, and to add to
16 that, you hit right on what I was going to say.
17 To add to that, I know it's state by state,
18 where the determination of how the letter grade
19 is going to work, but in Indian Country it seems
20 like -- and I'm from Arizona, so I'm speaking on
21 behalf of Arizona when I say this, and I'm
22 pretty sure it's the same way across Indian

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1 Country -- but the socio-emotional part of a
2 school and how that letter grade is determined
3 is totally left out, to the point where there
4 really isn't much hope, when you're giving fours
5 to schools and school districts across Indian
6 Country, because that's not ever considered.

7 To me, in my experience, that's been
8 one of the greater areas that's been pushed
9 aside. Yes, academics is important, but you
10 can't really get to that until you've addressed
11 the socio-emotional part of what's going on in
12 the community, or the student in the home and
13 all of that.

14 So that's been something that I've
15 been trying to push for in Arizona. But it
16 seems that we're one of the states with the
17 largest number of tribes. It seems like it's
18 not considered. Every time something new comes
19 out, it's totally left out again.

20 MS. WHITEFOOT: I just want to add to
21 that. My name is Patricia Whitefoot, I'm from
22 the Yakama Nation in Washington State, as well,

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1 and also have worked at the SCA level in Indian
2 education. I wanted to echo what everybody said
3 here, but also wanted to say that within our
4 tribes, we're focused on our indigenous ways of
5 knowing, our native ways of knowing.

6 And that means re-capturing, re-
7 vitalizing our ~~N~~ative languages and history,
8 which has been left out of the LEAs. And while
9 there might be laws in place that expect that at
10 the state level, that isn't necessarily provided
11 in the LEAs today.

12 So the need to really look at this in
13 a more holistic and comprehensive way is going
14 to be important, because we're not only talking
15 about language re-vitalization; we're also
16 talking about the health of our children and the
17 healing that's going on in our community, just
18 because of the poor health as well.

19 That's a major issue too, and along
20 with health goes poor school facilities and
21 classrooms and environment. My granddaughter
22 was in a portable, a special-ed child being in

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1 portables with no rest rooms, no running water.
2 And I worried about her in the wintertime, along
3 with the other kids who had to go out of the
4 building to be able to just use the rest room
5 across campus.

6 So many of our schools and public
7 schools, if you looked at some of them, some of
8 the reports on school facilities in Indian
9 Country, you would find that there is a major
10 issue that's going on in Indian Country.

11 So I can appreciate having a
12 consolidated plan, but I also just wondered as
13 you were beginning the report, I was wondering
14 if there were any Indian people involved in the
15 peer review that would know about some of these
16 kinds of issues that we're bringing up? So I'm
17 curious: Were there any Native people, American
18 Indians, Alaskan Natives, involved in the peer
19 review processes?

20 MR. ROONEY: That's a good question;
21 you've put me on the spot. I believe there
22 were; I'm trying to remember. The statute laid

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1 out particular categories of individuals who
2 needed to be involved in the peer review, and I
3 believe Native American was one, or tribal
4 leaders was one of the categories. But I'm
5 blanking on the full list in my head; I'm trying
6 to run through it.

7 I'm pretty sure there were, but I
8 will say there were teams looking at each
9 state's plan, so there wasn't a tribal
10 individual on each state's plan I was looking
11 at, but there was some representation across the
12 full panel of peers who were looking at state
13 plans to give us some feedback.

14 So that was definitely part of our
15 thinking. But to both of your points, I think
16 you both raise good points about socio-emotional
17 learning, and other aspects aside from
18 academics. And I kind of skirted over this when
19 I was talking about that fifth bucket of
20 indicators, the school quality or student
21 success, but that really is designed to look at
22 the well-rounded education.

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1 While a lot of states have focused on
2 college-career readiness, there have been other
3 states that are trying to figure out other ways
4 to capture education. I think chronic
5 absenteeism is a very popular one that many
6 states chose.

7 But other states have chosen other
8 things like access to health professional or
9 guidance counselors per student. A couple of
10 states are looking at surveys of students as a
11 way to get some feedback on the culture or the
12 health and well-being or socio-emotional aspects
13 of the school that they can enfold into their
14 accountability system as a component.

15 It's still counterbalanced by all the
16 academic pieces, but it can be a component of
17 their system. I think that's an area where a
18 lot of states were interested in going, but
19 there weren't objective state-wide measures
20 already in place that they could use. So they
21 are thinking about ways to add those in a few
22 years, but they don't have them yet.

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1 A couple of states are starting to
2 push there, and I think they may serve as models
3 for other states over the next few years, as
4 they're starting to evaluate their systems. I
5 suspect we'll see some more states trying to
6 push that way, or communities in states pushing
7 states to go in that direction, which may be
8 interesting for the field to see how that plays
9 out and what impact that has.

10 MS. PROUDFIT: Hi, I'm Joely Proudfit
11 from California. When the question was asked
12 earlier about peer review or Native involvement
13 in those reviews, and you said that you weren't
14 sure that there was a Native person at the state
15 level for all of these states, can you be more
16 intentional, going forward, that those states,
17 especially with a high Native student population
18 or tribal density, that it's intentional to have
19 a Native reviewer as a part of that process?

20 MR. ROONEY: That's a fair
21 suggestion; I'm happy to get that back, it's
22 seems like it's a good suggestion.

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1 CHAIR DENNISON: Any other questions
2 from anyone? Okay, thank you. Moving right
3 along, we'll go on to Sylvia Lyles. Oh, I'm
4 sorry, we skipped --

5 MS. BUTTERFIELD: Deborah, I actually
6 do have one more question. In your Title I
7 data, do you track Native students' performance?

8 MR. ROONEY: Yes. So your question
9 was whether we track Native American students'
10 performance. Yes, it is one of the subgroups --
11 each state is required to report on children
12 with disabilities, English learners,
13 economically disadvantaged, and then regional or
14 racial and ethnic groups.

15 And almost every state identifies
16 Native American population as one of their major
17 subgroups. They report annually on their state
18 and district report cards, and they also report
19 annually to us on performance of each of those
20 subgroups that they've identified. So even
21 going back to NCLB, we have performance on all
22 of the academic indicators under the

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1 accountability systems under NCLB. Now, under
2 ESSA, we will have the states' report on
3 performance on all of the indicators in their
4 system.

5 (Off mic comments)

6 MR. ROONEY: We do, and we publish it
7 annually. I'm happy to send a link to where
8 that information is available. We've got a
9 website where you can look at performance by
10 state and by subgroup. Each state also has a
11 consolidated state performance report, which is
12 a pdf file, which shows their performance year
13 by year. I'm happy to send both of those to
14 Tina, and she can share with the group.

15 MS. WHITEFOOT: I forgot to ask this
16 one question, and it had to do with your office
17 meeting on a regular basis with Indian education
18 or the White House Initiative as well. Are
19 those kinds of planning meetings in place here
20 at the Department of Education as well?

21 MR. ROONEY: Yes. We definitely meet
22 closely with Cara in the Office of Education,

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1 and also with Ron in assisting with the White
2 House Initiative. And we also meet with BIE.
3 They don't have to do a consolidated state
4 report, like the 50 states, D.C., and Puerto
5 Rico, but they have something similar that they
6 put in place that guides how they are
7 implementing the statute.

8 As I think you guys know, they are in
9 the midst of going through a negotiated
10 rulemaking in order to create their
11 accountability system. That is the first step
12 they have to do. They're going through that
13 phase before they have an accountability system,
14 which is the underpinnings of the Title I Part A
15 aspect of the consolidated state plan.

16 I have a colleague on my team who
17 talks to BIE very regularly to help support them
18 and see how he can make sure they get what they
19 need in order to support the BIE-funded schools.

20 MS. RAMSEY: And I'm just nodding my
21 head, confirming that what Patrick said is true.
22 Definitely regular meetings with them and with

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1 BIE.

2 CHAIR DENNISON: Mandy?

3 MS. BROADDUS: I'm sure you've heard
4 this before, but it is somewhat of a problem.
5 When you have to mark your racial subgroup, and
6 the mixed race in states like our can definitely
7 skew our numbers and make our American Indian
8 population seem much smaller than it really is.

9 CHAIR DENNISON: Okay. I look
10 forward to hearing more as the time goes on, so
11 thank you very much. We're going to move right
12 on to -- we're going to skip a couple and move
13 to David Cantrell, because he's asked to go
14 next. Thank you.

15 DR. CANTRELL: Good afternoon,
16 everyone. Thank you. I'm going to start off
17 with an overview of the Comprehensive Centers
18 and Equity Assistance Centers, and then Kim
19 Okahara, she will provide some details in terms
20 of the types of services that the Equity
21 Assistance Centers and the Comprehensive Centers
22 provide to Native American students.

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1 The Comprehensive Centers is a 52-
2 million-dollar grant that we award to 15
3 regional centers and seven content centers
4 across the United States. Each of these centers
5 provide a range of topical areas of support for
6 states and districts.

7 These areas may include college and
8 career readiness, effective teachers and
9 leaders, school turnaround, early learning,
10 standards and assessments, building state
11 capacity productivity, innovations in learning.

12 When you think of an educational
13 entity, whether it's a state or district, these
14 are the core topics that every educational
15 professional wants to address within their
16 organization. So what are some specific
17 examples of technological assistance that the
18 Comprehensive Centers have provided?

19 They include providing supports to
20 implement the Every Student Succeeds Act;
21 providing support to retain and support teachers
22 and school administrators; implementing school

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1 improvement and turnaround resources; and
2 supports to low-performing school districts,
3 coaching and mentoring state staff to build
4 their capacity to support English language
5 learners.

6 We're currently in the process of
7 sunsetting our current cohort, which runs
8 through the 2018 fiscal year. Next year we are
9 ramping up and beginning efforts to do a new
10 competition for the Comprehensive Centers for
11 the next cohort, which will go into play for the
12 FY 2010 fiscal year.

13 Now let me shift gears and speak
14 briefly about the Equity Assistance Centers.
15 This is a 6.5-million-dollar grant that we award
16 to four regional centers across the United
17 States. The centers provide -- and once again,
18 consistent with the Comprehensive Centers --
19 upon request from the state or district, help us
20 out in the following ways:

21 Some of the ways the Equity
22 Assistance Centers may provide support include

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1 addressing bias regarding race, sex, national
2 origin, and religion through the preparation,
3 adoption, and implementation of plans for the
4 desegregation of public schools.

5 Some specific examples of the types
6 of supports the Equity Assistance Centers
7 provide include: addressing inequities in
8 access to effective teachers; addressing student
9 isolation or disciplinary practices; providing
10 accessible and culturally-responsive practices
11 in instruction and assessment; and finally,
12 providing open, safe, welcoming, and equitably-
13 accessible classroom and non-classroom spaces.

14 We do have some specific examples of
15 the states which have requested services either
16 from the Comprehensive Centers and/or from the
17 Equity Assistance Centers, and those specific
18 example Kim will go over now.

19 MS. OKAHARA: Thanks, David. I'm
20 going to start with an overview of the FY 19
21 Comprehensive Centers supports and end with some
22 supports that are being offered through our

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1 Equity Assistance Centers.

2 For FY 18 --

3 MS. WHITEFOOT: Can you speak up,
4 please?

5 MS. OKAHARA: Sure. Sorry about
6 that. Is this better? For FY 18, our centers
7 are supporting 18 SCAs, and included in that
8 number is the BIE. That's one additional update
9 for this year; the West Comprehensive Center is
10 now the designated regional center to support
11 the BIE for this year and next year.

12 In terms of the estimated level of
13 investment for this year -- these are estimated
14 -- we're investing about \$1.2 million to support
15 all of these projects. We have six centers; our
16 Building State Capacity and Productivity Center,
17 one of our content centers, as well as the
18 Center on Standards and Implementation, the
19 North Central Comprehensive Center, the North
20 West Comprehensive Center, the South Central
21 Comprehensive Center, and the West Comprehensive
22 Center, providing support to a variety of

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1 states.

2 I'll start with the BIE summary. In
3 a coordinated effort, the West Comprehensive
4 Center, our Building State Capacity and
5 Productivity Center, BSCP for short, and our
6 Centers on Standards and Implementation -- I'll
7 just say CSAI -- are providing support to the
8 BIE around strategic performance management.

9 You are all probably aware that the
10 BIE is engaged in a very intensive effort around
11 their strategic plan, so all of our centers have
12 contributed to the stakeholder engagement
13 efforts, as well as drafting the plan and the
14 corresponding milestones and tasks.

15 Our National Conference Center, CSAI,
16 has been providing support to the new Office of
17 Assessment and Accountability around data
18 reporting in general, so building capacity
19 through peer-to-peer exchanges and developing a
20 data-reporting calendar for the BIE, as well as
21 other technical assistance generally.

22 And finally, I think Patrick

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1 mentioned this; the BIE is engaged in negotiated
2 rulemaking, that process. All of our centers
3 are engaged in supporting the BIE through
4 helping them develop issue papers and in
5 generally managing all of the very bureaucratic
6 paths related to negotiated rulemaking. So
7 that's with the BIE.

8 As far as single-state supports, our
9 North Central Comprehensive Center is providing
10 support around a South Dakota Native American
11 achievement school pilot project. They're
12 specifically assisting Todd County School
13 District, which includes in that the Todd County
14 Middle School and He Dog Elementary School.

15 In North Dakota, our North Central
16 Comprehensive Center is supporting the
17 Department of Public Instruction by providing
18 technical assistance in tribal consultation,
19 chronic absenteeism, and dropout prevention.
20 They are also providing support around tribal
21 stakeholder meetings, as well as collaborating
22 with the Department in planning their chronic

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1 absenteeism and dropout prevention conference.

2 Now I'm going to move to the more
3 multi-state efforts. Our North West
4 Comprehensive Center and South Central
5 Comprehensive Center are supporting a number of
6 states: Arizona, Montana, and Washington are
7 included in that, in the American Indian
8 Achievement Task Force project. There, they're
9 facilitating cross-state convenings of Indian
10 Education directors to create a community of
11 practice among SCA peers and also assisting in
12 the development and implementation of state-
13 specific plans around the Native language
14 policies and tribal compact schools.

15 In Oklahoma and Arizona, our CSAI and
16 the West Comprehensive Center are providing
17 supports around culturally-responsive formative
18 assessments for American Indian and Alaskan
19 Native students. There, they are planning and
20 implementing effective dissemination strategies
21 for use of online learning modules for
22 culturally-responsive formative assessments.

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1 Also in Oklahoma and in New Mexico,
2 our South Central Comprehensive Center is
3 supporting the Oklahoma State Department of
4 Education, New Mexico Public Education
5 Department, the Oklahoma Advisory Council for
6 Indian Education, and the New Mexico Indian
7 Education Advisory Council in improving the
8 effectiveness of the advisory councils and
9 addressing critical issues of communication,
10 cooperation, and collaboration among various
11 organizations and agencies that have Indian
12 education as a primary part of their mission.

13 The last project that I have to
14 highlight is related to the American Indian
15 English Learner Research Alliance. The topic of
16 language acquisition came up, so our South
17 Central Comprehensive Center is partnering with
18 the world-class instruction design and
19 assessment, as well as the University of
20 Wisconsin to plan and implement a process for a
21 membership-based research alliance to recruit
22 and support Native researchers to address

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1 critical issues related to Native English
2 learners and promote culturally-responsive
3 pedagogy.

4 Those are several highlights for the
5 Comprehensive Centers, and I'll end and take
6 questions after that, with highlights around the
7 Equity Assistance Centers.

8 So for the Equity Assistance Centers,
9 there are two projects, one in North Dakota and
10 one in New Mexico. The estimated level of
11 investment is just under \$20,000.

12 The first project, also in North
13 Dakota, our Region 3 Equity Assistance Center is
14 working with the Department of Public
15 Instruction to support an annual summit that
16 will promote the use of culturally-responsive
17 practices related to American Indian students.

18 The second project is through our
19 Region 4 Equity Assistance Center, and they are
20 supporting the Gallup and McKinley County
21 Schools in New Mexico, to provide support to the
22 district's gifted and talented education program

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1 and advanced placement program.

2 There was an issue related to the
3 exclusion of participation of American Indian
4 students in that particular district, so that
5 Equity Assistance Center is working with our
6 Office for Civil Rights to address that issue
7 and develop policy and procedures.

8 CHAIR DENNISON: Do we have any
9 questions? I always look at those two over
10 there.

11 (Laughter.)

12 MS. BUTTERFIELD: Yes, my question
13 is, how are you measuring the effectiveness of
14 these initiatives or programs, and can we get
15 copies of what you just read off to us?

16 MS. OKAHARA: Okay. Regarding the
17 second one, I think we can definitely provide
18 copies of the project summaries, and also
19 contact information for those project directors.
20 They can provide much more detail than we could
21 at this level.

22 The second about measuring the

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1 effectiveness -- this is something that we will
2 definitely see as we transition to our new
3 cohort, about how we're measuring whether or not
4 there's added value, that technical assistance
5 is being provided.

6 So right now, our Comprehensive
7 Centers do provide annual performance reports at
8 the end of July, and there we assess what did
9 you propose in your annual management plan to
10 the department, and how much did you accomplish,
11 essentially, so what are those outputs,
12 outcomes, milestones, and what is the progress
13 that you've made.

14 So we do receive that information
15 right before we issue continuation awards. And
16 we also receive an annual evaluation at the end
17 of the calendar year, so December of every year.
18 There they provide project summaries, usually
19 case studies or vignettes of the type of work
20 that they do, as well as provide in an
21 aggregate, summaries of client satisfaction, the
22 extent to which they've used the resources, the

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1 extent to which there have been changes in
2 policies and practices.

3 CHAIR DENNISON: Are there any other
4 questions? Mandy?

5 MS. BROADDUS: One comment I would
6 make is, from my SCA, I serve on the alliance
7 with two of the comp centers, and we did not
8 know about the work that was happening in the
9 other regions, so it has been helpful for that
10 purpose.

11 But there should be a way to
12 disseminate that information out to the Indian
13 education communities, they really appreciate
14 that level of information.

15 MS. OKAHARA: Great. We're planning
16 in the next month to roll out the Comprehensive
17 Center program website; that is new. On that
18 website there will be resources that have been
19 developed by both our regional centers and our
20 content centers. So that might be another
21 vehicle, and we'll definitely make sure that we
22 provide that information to Tara and anybody

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1 else on this council.

2 MS. BROADDUS: Because as you heard
3 us say, there's such little out there for us in
4 Indian Country to build on. So the more
5 information we have, the better equipped we are.
6 And that goes for all -- like a clearinghouse
7 for Indian education would be the perfect type
8 of system. What works in Indian Country?

9 CHAIR DENNISON: Any other questions?
10 Okay, Patsy?

11 MS. JOHN: Yes, this is Theresa. I
12 was wondering what were the standards for your
13 culturally-responsive pedagogy right now? And
14 where can I find those?

15 MS. OKAHARA: I don't have that
16 information here, but I can certainly provide
17 information about that particular project that
18 addresses culturally-responsive pedagogy. We
19 can connect you to both the content center and
20 the regional center that's in charge of that
21 work.

22 CHAIR DENNISON: Did you hear that,

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1 Theresa?

2 MS. JOHN: Yes, I can hear.

3 CHAIR DENNISON: Okay. And Patsy, go
4 ahead.

5 MS. WHITEFOOT: Can you elaborate a
6 little bit on the criteria that you're looking
7 for in the Comprehensive Centers? I think that
8 would be very helpful for us to know, to try to
9 give us a snapshot.

10 I also am on the Northwest TEA as
11 well, and have been engaged with the
12 Comprehensive Center over 40 years and still
13 involved with them. But it would be nice to
14 know what that framework is that you're looking
15 at, particularly if some of us have been really
16 engaged with these centers and trying to support
17 their efforts as well, because what they're
18 doing is providing support to us as well, the
19 research work that we're doing.

20 So in response to Theresa's question,
21 yes, it's out there, but it gets lost in all of
22 the maze of these centers, some of the research

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1 work that's going on and best practices. So I'm
2 just urging the Comprehensive Center to do a
3 better job of organizing that information for
4 us.

5 DR. CANTRELL: That's a really good
6 question. When you think of the protocol in
7 which the Comprehensive Centers provide the
8 services, right now it is set up that an LEA or
9 school district can go to the state, the state
10 can go to the Comprehensive Center and say, help
11 us out with implementing a state-wide assessment
12 plan, for example.

13 But by nature, the structure is set
14 up that the Comprehensive Centers can provide a
15 wide range of support services based on the
16 needs of the asker, whether it's the district or
17 the state. We haven't gone out and said,
18 narrowly, Comprehensive Centers can only provide
19 X, Y, and Z types of services.

20 Granted, at the very beginning, I
21 gave an overview of the types of services
22 they're charged with providing: college and

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1 career readiness, protective teacher practices,
2 effective pedagogy, helping administrators. But
3 the idea was that, initially what the cohort
4 that is in play right now, which does sunset at
5 the end of Fiscal Year 18, the idea was that we
6 set up the cohort in such a way that the
7 districts and the states across the United
8 States have a wide range of needs.

9 So they could go to respective
10 assigned Comprehensive Center and say, We need
11 help with reducing our dropout rate. But
12 another district or another state may say, We
13 need help with providing secondary opportunities
14 for advanced-placement courses or dual
15 enrollment.

16 But the second prong of your question
17 was, how can we build capacity such that one
18 Comprehensive Center is working on a range of
19 topics in one part of the country, whereas the
20 other part of the country may have some
21 interests in the same type of topics?

22 As Kim was saying earlier, our

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1 solution to mitigate that challenge is to roll
2 out a comprehensive website so that all of our
3 stakeholders, not just Comprehensive Centers,
4 employees themselves, but state leaders,
5 district leaders, and education staff can use
6 this website to identify the types of supports,
7 interventions, training opportunities that many
8 of the Comprehensive Centers have already worked
9 on.

10 It's searchable; there are also
11 opportunities to identify events that are coming
12 up. There's going to be calendar platform as
13 well, and we are planning on launching that this
14 summer. I think that will help address the
15 issue of communicating across the different
16 levels, where it's the school level, state,
17 district, or geographical locations across the
18 United States.

19 MS. WHITEFOOT: I did hear your
20 response with regard to taking a look at state
21 and school district level interests. However,
22 for Indian education programs and tribes, we're

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1 looking at our communication and relationship
2 with the Comprehensive Centers on a tribal base
3 level as well. So in our area, we're working
4 with the tribal leaders, which I think is
5 important. The tribes have been involved with
6 the work that we're doing, particularly in the
7 Northwest. So I just want to highlight that, to
8 not leave out the role of our tribes.

9 DR. CANTRELL: Absolutely.

10 MS. BROADDUS: I will highlight one
11 thing you didn't mention, that in the Pacific
12 Northwest, we created a tribal consultation
13 guide specifically for tribes. So that's a
14 resource that's available to anybody. But it's
15 really cool. I just wanted to give it a plug.

16 DR. CANTRELL: So our Comprehensive
17 Center that is in charge of this website and
18 making it go live is in the process of calling
19 and reviewing all the information that is out
20 there. So I'm sure they came across this
21 product that you were just speaking about. That
22 will be weaved into the website as well.

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1 MS. WHITEFOOT: And it would be
2 helpful because I've had to go through the lab's
3 website, and you can't find it, because Indians
4 are just buried in there. It would be helpful
5 if you organized by Indian education and by
6 region as well.

7 MS. OKAHARA: I think it's currently
8 organized by region and state. We're more than
9 happy to develop a collection so it's very easy
10 to see all of the resources that have been
11 developed from the beginning of this cohort in
12 2012 through the end of next fiscal year.

13 CHAIR DENNISON: Go ahead.

14 MS. BUTTERFIELD: This is Robin. One
15 of the issues that we've talked about, even one
16 of our very early NACIE meetings is the void of
17 technical assistance that actually goes out and
18 works directly with schools. We looked to
19 states to be able to do that, but again, it's
20 like there's this tiered system of technical
21 assistance, and at every level there is a lack
22 of knowledge, experience, research, resources,

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1 to be able to really assist low-performing
2 Native schools.

3 I'll give you an example: I was on a
4 school improvement team within the last three
5 years for a public school that was on a
6 reservation. I served on that team, and when I
7 started to make some recommendations that they
8 didn't want to hear, I was removed from the
9 team.

10 So then I went to the state level and
11 said, It seems to me that it's really important
12 to have diversity on your reviewers, because
13 most of their reviewers for support teams were
14 principals that had retired, which in Oregon are
15 largely not people of color, let alone few, if
16 any, who had worked with Native schools or were
17 Native.

18 Then you go to the Comprehensive
19 Centers, and they are yet again removed in terms
20 of not having the experience level of a local
21 district or the state. I worked back when it
22 was Northwest Regional Lab, over the whole

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1 Northwest, but there were no Native people at
2 the lab.

3 Now at Northwest, they're struggling
4 to find staff to work there. So at almost every
5 level there is a lack of research experience and
6 support for those schools. So our schools keep
7 looking for help and assistance, and they can't
8 get it. It seems like we need a focused center
9 that can really dive deeply into what the
10 strategies are that can help those schools.

11 We did some of that work back in the
12 late '80s, early '90s, when I was at Northwest
13 Regional Lab, and we had our effective practices
14 sites. We went out to 11 or 12 schools that had
15 various populations of Native students. We used
16 the school improvement process, we had resources
17 we could give the school. We took them through
18 a continuous cycle; but when the money dried up,
19 that went away, and they had no support.

20 Then when I went out and monitored 14
21 BIE schools in the Northwest, one example was, I
22 went to every single school and asked the

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1 administrators, What do you use to determine
2 whether or not good instruction is happening in
3 those classrooms? How do you evaluate your
4 staff?

5 Every single school had a different
6 instrument, from nothing, just a casual
7 conversation with staff, to a really detailed
8 checklist. And that was supposed to be in a
9 system which was not a system. So it just feels
10 like it's chaos out there for Indian education.

11 Our kids are the lowest performing,
12 and they need the greatest amount of support,
13 and we get the least amount of money and
14 resources. And it's so fragmented; it just
15 feels so discouraging sometimes.

16 And when I think of a Comprehensive
17 Center, it should be comprehensive. It should
18 be focused on the client and not the state. The
19 clients are the actual schools that are
20 desperate for support, because a lot of those
21 teachers don't know what they don't know.
22 They're very well-intentioned service providers,

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1 but they're missing the mark. So we really need
2 good technical assistance.

3 MS. OKAHARA: Yes. In terms of
4 direct support to schools, under the prior
5 administration, the priority was to provide SCA-
6 level support, and to some extent, district-
7 level support. So when we go back to the
8 original 2011 requirements, it's not that
9 centers cannot -- if we review the statute, they
10 can provide support to schools, but that was
11 definitely not the priority for this cohort,
12 with the rationale being that if we were
13 interested in systemic change, it had to begin
14 at the highest level, the SCA.

15 Now, we are, as an office, revisiting
16 what the appropriate levels of support are, and
17 who are the clients -- to your point -- who are
18 the direct beneficiaries that we should be
19 serving through this program? And I think
20 through the competition, we will issue a notice
21 of proposed priorities and requirements, and
22 there will be the opportunity for public comment

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1 and recommendations about how we can better
2 strengthen this network.

3 And then as far as what we can do
4 with this current cohort, all of them are
5 required to have advisory councils, and there is
6 a requirement around categories of individuals.
7 And I really think that's an opportunity where
8 we can prioritize the work of our regional
9 centers and/or our content centers.

10 And we will continue to provide
11 support to the BIE through a supplement in this
12 next year. The supplement for this year was
13 around \$300,000 for the West Comprehensive
14 Center. Our content centers are continuing to
15 provide support around strategic performance
16 management, around negotiated rulemaking, around
17 data reporting. We know that will be a
18 continued effort through the end of next fiscal
19 year.

20 And there is where I think we are
21 seeing how some of the supports can be
22 transitioned to the regional entities that

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1 oversee the BIE-controlled schools, as well as
2 the schools themselves.

3 MS. BUTTERFIELD: To the line
4 officers?

5 MS. OKAHARA: They're the regional
6 entities that -- I'm sorry. I don't have the
7 acronym in front of me.

8 But I think that is the plan for the
9 next year, now that there will be a strategic
10 plan. How do we start cascading those supports
11 down to the schools?

12 CHAIR DENNISON: So your support
13 doesn't just go to the states, it can also go
14 straight to school districts?

15 MS. OKAHARA: I think it's supporting
16 our states and our districts and supporting
17 schools. It's kind of a mouthful.

18 CHAIR DENNISON: And then after 2019,
19 you have a --

20 MS. OKAHARA: I think we're
21 contemplating what the support will look like at
22 every level within any system, whether it's

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1 primarily SCAs or our regional education
2 agencies, our LEAs, and so on -- school boards.

3 So I think, through the end of this
4 cohort, which will end in FY 19, I think the
5 direction is still to primarily support state
6 education agencies, and to some extent, local
7 education agencies.

8 DR. CANTRELL: If I could just add a
9 few words to that: We recognize now with the
10 current cohort that, to your point, we have
11 somewhat of an image issue. We want to make
12 sure that the Comprehensive Centers are
13 providing the appropriate services that the
14 stakeholders need, whether it's the district or
15 the school, or it's one state versus another.

16 So with our new competition going
17 forward, as Kim was saying, we are in the final
18 stages of deciding what that protocol is going
19 to look like five years from now in terms of
20 requesting services. Might a school directly go
21 to the Comprehensive Center, or might there
22 still be some type of stove piping of the

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1 requests through the district or the state?

2 But your comments are not the first
3 time we've heard that opinion, that we need the
4 targeted, specific, individualized instruction
5 for Native American schools. It may look
6 differently in the Northwest, it may look
7 differently in the Northeast.

8 So those are themes that are on our
9 radar right now. We are looking at, certainly
10 with the new cohort, we're going to have an
11 extensive public relations campaign once we roll
12 out with this new cohort we'll have the website.

13 So at the end of the day, we want not
14 only our districts, our schools, the Indian
15 reservations, Native Americans, all the states
16 to know that the Comprehensive Centers are
17 there, the type of services that they provide,
18 and furthermore, the same thing for our Equity
19 Assistance Centers as well.

20 CHAIR DENNISON: Okay. Any other
21 questions from anyone?

22 MS. WHITEFOOT: You talked about the

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1 role of the Office of Civil Rights. It would be
2 helpful to know what the status the Office of
3 Civil Rights is.

4 MS. OKAHARA: That was in relation to
5 our Equity Assistance Centers, and it was to
6 resolve an issue or a complaint that was sent to
7 the Office for Civil Rights. I can't speak to
8 the status of the Office within the Department,
9 but we continue to work with them in partnership
10 through our Equity Assistance Centers to provide
11 support to districts and schools.

12 MS. WHITEFOOT: Right. So I guess my
13 question is, so those offices are still in
14 place, then?

15 DR. CANTRELL: Oh, sure.

16 MS. OKAHARA: Yes.

17 MS. WHITEFOOT: Okay. Just want to
18 make certain.

19 MS. OKAHARA: Yes.

20 CHAIR DENNISON: Thank you for all
21 answering. Thank you very much for your report,
22 and I'm sure we'll be in contact for more

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1 information as we move along. Thank you so
2 much.

3 Okay, we'll go on to Tammy Proctor,
4 who is Acting Director of the Office of Early
5 Learning program update. Thank you. Welcome,
6 Tammy.

7 MS. PROCTOR: Thank you, welcome. As
8 I said, my name is Tammy Proctor, and I'm the
9 Acting Director for the Office of Early
10 Learning. We're going to talk a little about
11 young folks today.

12 I wanted to come to you guys and
13 share with you some of the work that the
14 Department has done over the past four years,
15 and talk a little bit about some of the work
16 that we're going to continue to do in the years
17 moving forward with our partners at HHS.

18 The Department started around four
19 years ago with making an investment in early
20 childhood, and the approach was to advance early
21 childhood reforms by developing high-quality
22 professionals, building a birth-to-third-grade

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1 continuum and connections, strengthening family
2 partnerships, and focusing on aligning those
3 early-learning standards in curricula and
4 practices that we found that a lot of the early
5 childhood programs were implementing.

6 And when we speak of early childhood
7 programs, we're speaking of programs that lend
8 themselves to our partner agency, HHS. We're
9 thinking of the Head Start programs, the child
10 care programs, some of the home visiting
11 programs that we have.

12 And so at the federal level, we made
13 a conscious effort to build a partnership and a
14 collaboration to address some of the reforms
15 that we thought would help states build a fairly
16 comprehensive, state-wide preschool program for
17 those four-year-olds that were in high needs but
18 were in low economic communities.

19 So we're in our fourth year of our
20 preschool development grant program, and we've
21 funded 18 states to try to reach out to four-
22 year-olds to build the access and increase the

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1 quality of those programs by actually using some
2 of the strategies of building mixed-delivery
3 systems and working across the programs to build
4 a more solid and comprehensive system, and a
5 system that eventually prepared student for
6 school readiness and for that transition into
7 their kindergarten and, moving forward, on up to
8 the third grade.

9 What we've done over the past years,
10 we've served in over 250 high-need communities
11 in 18 states, and we also continued to improve
12 the access. This year we served over 34,000
13 preschoolers across the 18 states. And of those
14 34,00 children, we had 745 children who were of
15 American Indian and Alaskan Native descent, per
16 reports from the states.

17 While that is a small percentage --
18 when you think about the 34,000, it's about two
19 percent -- we have recognized the need to
20 increase our reach. We've encouraged states to
21 continue to reach out to Native American
22 communities to ensure that we are being

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1 inclusive of four-year-olds as we talk about
2 young children as a whole.

3 Most of our Native American
4 communities have been in Montana, Nevada, and
5 Arizona, with Montana serving the most children
6 as reported. I just have to echo what was said
7 here earlier about the challenges of working
8 with some of the tribal communities, because
9 we've heard that, as we push states to work with
10 the tribal communities, we've had knowledge of
11 some of the challenges that come with doing some
12 of that.

13 In the preschool development
14 programs, we've pushed in terms of professional
15 development and quality. We talk about BA-
16 degree teachers, and we push, and we talk about
17 equitable salaries for those early childhood
18 teachers and the school-age teachers. So
19 there's been some challenges that we have
20 recognized, not only in the American Indian
21 communities, but in other communities as well.

22 We'd also just like to share with you

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1 that we have received, under ESSA -- we were
2 excited that ESSA preschool landed in the ESSA
3 regulations, and that under ESSA, we did receive
4 an additional \$250 million in FY 18, to build
5 another preschool program. This is going to be
6 slightly different from the current program.

7 The current program focused a lot on
8 access and quality. While the new program will
9 also have an arm for access and quality, we're
10 kind of stepping back a little bit and pushing
11 for more of the collaboration, doing a needs
12 assessment.

13 It's going to be a program that will
14 have the initial year award, and that initial
15 year award will focus on doing a state-wide
16 assessment and building a strategic plan and
17 building those collaborations and partnerships,
18 and states really putting forth the plan,
19 telling us how they would like to move forward
20 in building a state-wide comprehensive system
21 that meets a mixed delivery, allowing states to
22 use their funding across several federal pools.

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1 We'll also encourage states to make
2 investments on their own. We've always pushed
3 from preschool from the beginning of the
4 preschool program, that the push was to get
5 states to make their own investments, and so
6 there was a match tied to that work.

7 But we also push governors to make
8 some of those investments, and so when the
9 program first came out, it came out through the
10 governor's office. So we took that angle in the
11 past administration to get the governors to make
12 some of those commitments.

13 We have seen lots of commitments
14 across different states for early childhood.
15 But as climates shift, sometimes early childhood
16 remains the priority, and sometimes early
17 childhood is not the priority.

18 So with the program under ESSA, we're
19 hoping to continue to push the states to really
20 think about how they include young children in
21 their state education plans, and how they blend
22 in terms of their childhood, how they work with

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1 some of the other community-based programs that
2 are serving young children.

3 Under ESSA, it allows for early
4 learning opportunities and work under Title I,
5 as it has always been. Preschool has been an
6 option for slots there, so that work continues.
7 Under Title II, it also allows to expand the
8 support for professional development activities
9 for elementary and secondary early childhood
10 educators, so it's giving the opportunity for
11 states to bridge some of those gaps from their
12 community-based providers to the elementary
13 school providers, and do some of that
14 collaborative professional development training,
15 so that you build a more streamlined system of
16 best practices in how children are transitioning
17 from one environment to another.

18 Another under Title III, it also
19 continues the professional development not only
20 for teachers, but for ELL, including
21 professional teachers and school leaders. So
22 under Title III, it allows the pooling of those

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1 school leaders and do some training with them
2 around early childhood, and how we best might
3 serve young children.

4 And I'm going to pause with that.
5 Are there any questions?

6 CHAIR DENNISON: Thank you. Do we
7 have any questions from anyone out here? Is
8 everyone on phone okay? I'm getting messages
9 that maybe you're not. Are you guys okay?
10 Aaron, are you still there?

11 MR. PAYMENT: I am still here.

12 CHAIR DENNISON: Okay. Dakota, did
13 you get on?

14 MR. BROWN: Yes, I'm on.

15 CHAIR DENNISON: Okay, thank you. I
16 was just a little worried about you. Who else?
17 Theresa, you're on too. Okay. So any questions
18 from any of the council members?

19 MS. BUTTERFIELD: Yes. Mostly I have
20 to express my ignorance about the early
21 childhood program. Is that a separate title?

22 MS. PROCTOR: That's the challenge we

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1 have in the field. We go back and forth from
2 calling it early childhood to early learning,
3 but mostly you will find in the HHS base that
4 it's early care, early childhood education
5 programs.

6 So you're speaking of your Head
7 Starts, your child care, and some of the home
8 visiting programs. Here at the Department we
9 call it early learning, as we are referring
10 directly to the four-year-olds through the third
11 grade. So that term fits a little better and
12 more in line the work that we do here at the
13 Department.

14 But we have recognized as a field
15 that we do need to streamline and get on the
16 same page. And using the same terminology as we
17 talk about blending resources and mixed-delivery
18 systems and streamlining standards.

19 MS. BUTTERFIELD: So where do your
20 funds come from?

21 MS. PROCTOR: For the last four
22 years, our funds have been appropriated by

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1 Congress, and it's come to the Department.
2 Going forward, it will be coming through the
3 Department of Health and Human Services.

4 The new program under ESSA -- we're
5 currently working jointly with the Department to
6 put together a funding opportunity announcement
7 that will be coming out this early spring. But
8 we do know that we will have to be making our
9 awards by the end of December of this year.

10 So I would encourage you to touch
11 base with your state leaders and your state
12 education programs, your state health and human
13 services programs and make those connections and
14 those partnerships.

15 Make sure that your population is
16 included when we talk about high-needs
17 communities, so they're not making plans and
18 identifying communities outside of your
19 community and making sure that you can tap into
20 some of the resources that are going to be put
21 forth.

22 This is especially true in this

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1 initial year, because that is a year they're
2 doing the state-wide needs assessment. So it's
3 good to be at the table in the beginning as
4 opposed to hearing about it later and the plan
5 is developed.

6 MR. PAYMENT: I have a question, this
7 is Aaron Payment. My question is, so is it
8 under ACF, then?

9 MS. PROCTOR: Yes. It is under
10 Administration for Children of Families under
11 the Department of Health and Human Services.

12 MR. PAYMENT: So it's not under Head
13 Start, but it's under ACF?

14 MS. PROCTOR: Yes. It's not under
15 Head Start, and it's not under the CCDF, the
16 Child Care Development Fund. It is standing
17 alone under the Administration for Children and
18 Families, and it is called the Birth to Five
19 Program, and it's for pre-school daughters.

20 MR. PAYMENT: Okay. For the benefit
21 of NACIE, I serve on a SAC, so I can monitor
22 from that side and then bring reports back as

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1 necessary.

2 MS. PROCTOR: Absolutely. That is a
3 good place to be on, because we are still
4 pushing the work of the SACs; we know that those
5 funds have gone away, but we're still pushing
6 SACs being involved.

7 The state advisory council, that was
8 funded through HHS years ago, and the goal of
9 the SACs was to have an oversight committee that
10 would look at all of the early childhood
11 programs across HHS and build some coordination
12 and collaboration.

13 MR. PAYMENT: Oh, I have to clarify,
14 I'm sorry; HHS STAC, Secretary Travel Advisory
15 Council, which is the tribal oversight over
16 different programs, including Head Start, and
17 then ACF.

18 MS. BROWN: Sorry, this is Doreen.
19 So for clarification, are you still working
20 together, Aaron, with this particular funding
21 source?

22 MR. PAYMENT: See, I don't know that,

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1 because I took a year and a half off to finish
2 my dissertation, and then I put back in to get
3 on STAC. My first meeting back will be in May,
4 so I can ask that question.

5 MS. BROWN: One of the concerns that
6 I have is, when we're talking about sovereign
7 nations as tribal entities and having to work
8 with state after state, this states' assistance
9 or funding purposes -- that's a concern that I
10 have. So it's just working with our sovereign
11 nation and making sure that they are able to
12 access this early childhood funding sources, not
13 necessarily always through the state or through
14 that particular education track.

15 I think, when you're dealing with
16 communities, they often know what's best for our
17 students and our young people, and I just feel
18 like the way it's channeled right now, that's
19 not necessarily a consideration. And since it's
20 a new funding source, that might be something
21 that someone would consider that we talk about
22 sovereign nations or tribes being able to apply

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1 our tribal organizations being able to apply in
2 lieu of the state or district.

3 MS. PROCTOR: Well currently, you'd
4 need Congressional funding just allowed for
5 states and the territories to directly apply.
6 And as we move forward, we could most definitely
7 have a conversation as we build the funding
8 opportunity announcement, putting in some
9 requirements that states work with their
10 sovereign nations and their tribal communities
11 to make sure they are included.

12 MR. PAYMENT: So this is Aaron again.
13 I will pledge to our NACIE group that I will do
14 what we've done in the past with similar
15 situations. I 100 percent agree that tribes
16 should not be subordinated to states, because
17 that's a breach of our sovereignty.
18 Principally, our position at tribal leaders
19 advising the Secretary of HHS is that, wherever
20 possible, there should be direct funding to
21 tribes.

22 And where we can achieve that, there

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1 needs to be consultation with tribes, so we're
2 not ignored. So that will be our position going
3 forward, and we will advise that.

4 MS. BROWN: Thank you, Aaron, this is
5 Doreen. That two percent of over 200
6 communities of 34,000 getting served, and only
7 two percent are Native -- we really need to get
8 on the ball, especially with this new funding
9 source. So thank you, Aaron.

10 MS. PROCTOR: Yes, we appreciate your
11 comments.

12 MS. BROADDUS: I would just dovetail
13 with that. There should be someone providing
14 some oversight or paying attention to the
15 reality that's happening in the states, because
16 when the work does get tough, like we've
17 experienced in Montana -- I work with our team.
18 It's often easier for them, on the next round,
19 to say, Oh, well, we're not going to work with
20 that particular location or site. We'll just go
21 on down to the next one, and it might end up
22 being a non-Native-serving preschool entity.

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1 Because doing the work of
2 understanding why our typical approaches aren't
3 always successful is, it's work. And we should
4 be doing that with whoever is the original
5 grantee, the FDA or whoever it might be.

6 Examining our practices, examining
7 the way we give out these funds and our
8 expectations, because it's coming from a land
9 that's culturally different from the community
10 that it's serving.

11 And so I think sometimes they'll just
12 get skipped over, and that might be why you
13 don't have higher population numbers in the mix.

14 CHAIR DENNISON: You just described
15 the issue for lots of other programs too, the
16 land --

17 MS. BROADDUS: Right.

18 CHAIR DENNISON: Thank you. Patsy?

19 MS. WHITEFOOT: Yes, I just want to
20 say hi.

21 MS. PROCTOR: Hi, Patsy.

22 MS. WHITEFOOT: My name is Patricia

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1 Whitefoot from the Yakama Nation, and yes, I
2 started my career in early childhood Head Start,
3 but also have worked not only as a Head Start
4 manager, but also as an early Head Start for
5 public school on the Yakama Reservation.

6 So I just want to say an investment
7 in early childhood is vital to the lifelong
8 growth of that child, and the success of that
9 child making it even through school.

10 I think it's important, so I'm
11 curious about -- I think you said there was \$215
12 million appropriated by Congress, I believe?
13 And I think that this isn't a high-level
14 initiative that certainly I think NACIE needs to
15 be engaged in, but also tribal participation
16 dialogue on the use of those funds.

17 If you've been here listening to our
18 discussion, definitely Indian Country depicts
19 the high needs and low economic issues that
20 impact the lives of children, families, and
21 their lifelong aspirations that they have. And
22 the whole comprehensive nature of Head Start or

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1 early childhood is so critical and vital to that
2 child, and the entire family.

3 Just myself, I've benefitted to begin
4 my life in education by being a volunteer as a
5 parent. By volunteering as a parent, I became
6 more educated about the needs of my own
7 children, and that helped me through the
8 professional development program, then to go on
9 to become a teacher.

10 So I think we really need to have a
11 serious dialogue about early childhood
12 education. While you might say that you serve
13 34,000 children, while you suggest that it's a
14 small percentage, it's not so much the small
15 percentage. If you were to really take a look
16 at the land base of where our children come from
17 and what they represent in terms of the lands of
18 where we come from, and our responsibilities
19 that we have as it relates to the lands.

20 While I might be currently living on
21 the Yakama Indian Reservation of 1.4 million
22 acres, that doesn't mean that we're not paying

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1 attention to what was spelled out and what our
2 elders have talked about, or the inherent rights
3 of the Yakama Nation.

4 And that we also have ceded lands,
5 which is about 11 million acres, about a third
6 of the state of Washington. So we're very
7 involved in protecting those resources that we
8 have, just like other tribes across the United
9 States.

10 So please don't just count on the
11 small percentages. We really have to take into
12 account the work that we do to ensure that we
13 continue into the future, along with the lands
14 that were ceded by the U.S. Government.

15 I just want to highlight in early
16 childhood education, when I went into my
17 teaching career, I happened to be in a classroom
18 that had home-bases services, but also a follow-
19 through program.

20 I would hope that as you begin to
21 take a look at these programs, you will consider
22 the follow-through program, because that's where

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1 -- you know, it starts with early childhood
2 education, and you follow those children up to
3 Grade 3. And I happened to be in one of those
4 classrooms, a third grade where children were
5 being followed.

6 And today what happens, because I'm
7 in a public-school system, that transition and
8 that fluidity of that child coming from early
9 childhood into the kindergarten system isn't
10 necessarily followed through today. So I would
11 hope that we would take a look at that type of
12 model as well.

13 Then in addition to that, I just want
14 to put a plug in for some of the socio-emotional
15 learning needs that we have. I'm currently
16 doing a teacher in-service training for all of
17 our teachers in our school district on the
18 impact of historical trauma.

19 This is something that is impacting
20 our children today, substance abuse, mental
21 health issues as well. Just want to put a plug
22 in for the Substance Abuse and Mental Health

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1 Services Administration. I happen to be on an
2 advisory committee; I was appointed by Secretary
3 Sebelius to the SAMHSA prevention advisory
4 committee, and there are a number of us tribal
5 people that are working on that committee.

6 So similar to the work that Aaron's
7 doing, I also have been on tribal council as
8 well, so I'm familiar with all of those
9 committees. So there are these other committees
10 that are important to reach out to.

11 I just want to say thank you for the
12 work you're doing, but make certain that we get
13 tribal voices in there as well, into planning
14 these new resources that will be coming in.

15 CHAIR DENNISON: Thank you. We'll go
16 to Joely.

17 MS. PROUDFIT: Hi, I'm Joely Proudfit
18 from California. We spent a couple of years
19 working on this particular book. There are nine
20 others coming out, and I'm the series editor.
21 They cover the entire country, in terms of
22 Indian education.

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1 One of the reasons it took so long to
2 finish this book is, we couldn't get anyone from
3 the State of California to respond to what the
4 early childhood efforts and initiatives were
5 towards Native children. So we have three
6 articles that we threw in together to hit that
7 area, because we need all of the different 10
8 regions to address early childhood education.

9 So I'd like to find out how we can
10 encourage our various states to clearly
11 articulate what they are doing in terms of early
12 childhood education when it comes to Native
13 children. Because we're in a place like
14 California, with the political and economic
15 tribal power, and we still couldn't get anyone
16 to respond to what is happening -- that's really
17 disconcerting.

18 So I think that information should be
19 made publicly available and more easily
20 accessible.

21 MS. PROCTOR: Thank you all,
22 appreciate your comments. You've given me some

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1 great comments to take back as we continue to
2 build our funding opportunity announcement, how
3 we might consider how we might more
4 intentionally call out the sovereign communities
5 and tribal communities to make sure that you
6 are, in fact, included. Thank you.

7 CHAIR DENNISON: Thank you, Tammy.

8 MS. PROUDFIT: She asked me to say
9 the title of the book.

10 CHAIR DENNISON: Okay.

11 MS. PROUDFIT: I'm not trying to plug
12 it or anything. It's On Indian Ground: A
13 Return to Indigenous Knowledge - Generating
14 Hope, Leadership, and Sovereignty Through
15 Education. This is the California edition,
16 edited by myself, Joely Proudfit, and Nicole
17 Quinderro Myers-Lim.

18 CHAIR DENNISON: Thank you for that,
19 Joely. Let's go ahead and go on to Sylvia
20 Lyles, Director of Office of Academic
21 Improvement.

22 MS. LYLES: So hi, everybody. I have

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1 to say to you that it is truly a pleasure to be
2 here before you today. I have the distinct
3 pleasure. I have probably a portfolio of \$3.5
4 billion, but my two little programs, I call my
5 two little programs because they are funded at
6 about \$33 million, the Alaska Native Education
7 Program and the Native Hawaiian Education
8 Program.

9 That's probably where I get most of
10 my gratification, because we manage programs at
11 a department level, but we don't get to work and
12 see what's actually happening out in the field,
13 and this is where I get to see that work that's
14 happening.

15 Every year, I go to either Alaska or
16 to Hawaii, and I don't take these wonderful,
17 beautiful trips because you have wonderful
18 country, wonderful places to see. I'm not doing
19 it for that reason. It's because that's how I
20 learn. I am not able to make recommendations or
21 to develop a program if I don't have some sense
22 or some understanding.

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1 For some of you here in the room, I
2 know, and I appreciate what you have taught my
3 team and myself over the years. We still have a
4 lot of work to do, but this has been a very
5 rewarding part of my career. I just want to
6 state that up front.

7 So I'm going to talk today -- I have
8 in my portfolio the literacy program; some of
9 you are familiar with the Striving Readers
10 Program, the Innovative Approaches to Literacy,
11 and the almost two-billion-dollar after school
12 program. Some of you here in the room actually
13 are at state grant and LEA level, where you
14 actually may have some of those after school
15 programs.

16 But I'm going to talk about Alaska
17 Native Education Program and the Native Hawaiian
18 Education Program. First, I'm going to talk
19 about them together, because they're very
20 similar. Then I'm going to break them apart and
21 talk a little bit about the uniqueness of each.

22 Someone mentioned earlier today about

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1 the indigenous ways of knowing; I get to do that
2 with this program. The Native American, the
3 Native Alaskan, and the Native Hawaiian programs
4 are focused on those communities. So the
5 programs are designed to create opportunities
6 for those students to continue to learn about
7 their language and their culture.

8 It's based on an academic, but these
9 programs have an opportunity to develop creative
10 and innovative strategies for how to teach in
11 the academic area, but also through a cultural
12 and language lens.

13 I have to tell you, the most
14 important thing, the ah-ha moment for me, and I
15 apologize to you up front, but the ah-ha moment
16 for me was when I went to Alaska and didn't
17 realize that the young Alaskan kids did not
18 understand their heritage. I'm like, What
19 happened?

20 That's when a light went on for me,
21 that this is what this program is all about. So
22 we get an opportunity for the people who are

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1 doing the work, the Alaskan Natives and the
2 Native Hawaiians to actually design these
3 programs.

4 So we have programs such as family
5 and community engagement activities, where the -
6 - I wanted to think about the elders -- there's
7 a name for the elders in the Alaskan Native and
8 Native Hawaiians -- but the elders, where they
9 really take a significant role in the community
10 and helping them design some of these programs
11 around the cultures.

12 Some of them actually teach some of
13 the courses, some of the work. The early
14 learning; we were talking about early learning
15 and childhood programs. We have many of those
16 programs in each, the Native Alaskan and the
17 Native Hawaiian programs. We have professional
18 development for our educators, as well as other
19 different types of activities.

20 So I'm going to start now talking a
21 little bit about each program. For the Alaskan
22 Native Education Program, that program was

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1 funded at about \$35.4 million. We have
2 currently approximately 56 active grants that
3 are being administered. For the Alaskan Native
4 Education Program, we have worked over the past
5 10 years, really trying to make some
6 improvements in that program, to really focus on
7 that community.

8 For example, with our reviewers, it
9 took us a little while to figure it out, to
10 really understand where some of the conflicts of
11 interest may reside. For example, with our
12 reviewers, we make sure that our reviewers, at
13 least the majority of our reviewers, are Alaskan
14 Native. And I'm here to tell you that about 60
15 percent are.

16 And the reason why they're not all --
17 because that's our goal, all the reviewers are
18 Alaskan Native -- is because there is conflict
19 of interest or some experience that we're trying
20 to match experiences for each one of the review
21 panels. So sometimes we have to reach out.

22 So the other improvement that we have

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1 made in making sure that the Alaskan Native
2 community is involved is, if they're not all
3 Alaskan Native reviewers, we bring in a culture
4 expert. And that's where sometimes these elders
5 come from.

6 And they come in, and they provide
7 usually a half-day session with the reviewers,
8 talking about the population, so that our
9 reviewers who are not Alaskan Native will have
10 some kind of focus. We know that's not enough
11 time, but it gives them a little bit more
12 information.

13 We spent a significant amount of time
14 over the past three years providing technical
15 assistance to the Alaskan Native Organizations,
16 because what we found in developing our
17 applications, what we found was that when they
18 submitted their applications, Alaskan Native
19 Organizations, they didn't do well. They didn't
20 score high, because they did not have some of
21 their experiences.

22 So we spent a lot of time providing

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1 technical assistance on how to apply for the
2 application, but also building coalitions,
3 building partnerships, and bringing the right
4 folks together to be able to write those
5 applications.

6 And the ESSA: For the Alaskan Native
7 Education Program, the ESSA changed eligibility
8 so that Alaskan Native Organizations and Alaskan
9 Native tribes are the eligible entity.

10 SCAs and LEAs may apply for the
11 grant, but they have to do it one of two ways:
12 in collaboration and in partnership with an ANO,
13 or they have to be sanctioned or they receive
14 some kind of approval from Alaskan Native
15 tribes. So that ensures that the funds are
16 going where they need to go, and with the right
17 groups of students that the program is targeted
18 for.

19 I'm glad that we have moved into the
20 direction of providing technical assistance
21 because we're ready. We have Alaskan Native
22 Organizations that scored really high on the

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1 last competition, which takes me to what we plan
2 to do with the Alaskan Native Program for 2018.

3 In 2017, it was the first time in
4 ESSA that we provided awards under their
5 program, which means we did not have time to
6 rule make, so we had a waiver to rulemaking for
7 2017. But because we defined or expanded upon
8 clarified parts of ESSA, we are required to rule
9 make before we can have other competition.

10 So we're doing that now. We have
11 started the internal process. I am working with
12 the Office of Indian Education to do an Alaskan
13 Native consultation at the National Conference -
14 - I can't remember the name of it, but it's in
15 Kansas City in June.

16 MR. PAYMENT: That's the National
17 Congress of American Indians, the NCAI.

18 MS. LYLES: Okay, good. We're trying
19 to work that out, so we can do that consultation
20 there in June. So the definitions that we
21 created as part of 2017, we'll go back out and
22 consult and get feedback and so forth on that.

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1 We have to use the funds, and this will be
2 consultation for next year.

3 For 2018, we are going to fund down
4 the slate, because we are starting our
5 rulemaking process that takes between 12 and 18
6 months. So we're funding down the slate this
7 year, and there are a significant number of
8 high-scoring Alaskan Native Organizations on
9 that list that we're really excited about. We
10 just don't have enough money to fund everybody
11 who scored high, and so this gives us an
12 opportunity to go down that slate to be able to
13 do that. So we're really excited about that.

14 That's the Alaskan Native Program;
15 for the Native Hawaiian Program, we are also
16 funding down the slate for the Native Hawaiian
17 Program. We anticipate that we might be able to
18 fund approximately 8 new awards, and I will tell
19 you that we are still in the scores of 100 and
20 higher, even funding down the slate.

21 So we're going to give some people
22 the opportunity not to have to apply again who,

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1 if we would have had enough funding the last
2 time, we would have funded them. So that's
3 what's happening.

4 The difference with the Native
5 Hawaiian Education Program is the Native
6 Hawaiian Education Council. As part of the law
7 for the Native Hawaiian Program, there's a
8 direct grant to the Native Hawaiian Council.
9 They usually get \$500,000; under 2018
10 appropriations, they've been plussed up to
11 \$650,000. The money never expires, it continues
12 until they use it. So they have a real nice
13 operational funds.

14 The council is designed -- it's very
15 unique, but it's very important to the operation
16 of the program. The council is made up of
17 Native Hawaiians from across the islands. They
18 come together -- they have a specific mission as
19 established under ESSA. But one of those
20 missions is to provide leadership, to provide
21 counsel to the Department. So we work with them
22 very closely in developing the grant and

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1 developing our priorities and so forth.

2 But what they bring to us is, when we
3 have talked here today in a room about making
4 sure that the American Indian, as well as the
5 Native Hawaiian, Alaskan Native communities, are
6 involved, they are there. They are part of this
7 grant.

8 They provide magnificent reports;
9 those reports are on our website. But they work
10 directly with the Native communities, directly
11 with our grantees in helping to provide
12 technical assistance and advising us on what
13 those needs are, where those grants need to be,
14 who the people are, are really involved in the
15 work. That council has really been invaluable
16 to our work and the design of our program.

17 So those are the highlights of the
18 two programs. I do want to give a shout out for
19 the Innovative Approaches to Literacy Program.
20 It is a 27-million-dollar program where national
21 organizations and LEAs on behalf of schools
22 apply for the grant to develop library-type

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1 activities, including technology. And
2 technology is a big part of this, where kids are
3 reading through the technology, they're learning
4 through technology.

5 And that grant, we are hoping,
6 keeping our fingers crossed, it will be
7 announced next week. Yes, and I want to give a
8 shout out in the Federal Register, Doreen has
9 another grant you can get, because I know you're
10 getting grants.

11 (Laughter.)

12 MS. LYLES: So I wanted to mention
13 that, because I think that's another source.

14 So that's my overview of the two
15 programs. Are there any questions?

16 CHAIR DENNISON: Okay. Do we have
17 any questions?

18 MS. LYLES: Okay, good.

19 CHAIR DENNISON: I guess we don't.

20 MS. BROWN: I just want to say thank
21 you, Dr. Lyles. Their leadership has been
22 amazing and that's one of the things with the

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1 Alaskan Native grants; one of the changes that
2 was very significant is their strong
3 partnerships with our tribal organizations and
4 our tribes.

5 I think that was one of the --
6 although I'm an LEA, it's been wonderful to be
7 able to collaborate with our sovereign nations,
8 and I think it's been much stronger, and I think
9 that's how, because of that leadership and
10 because of that innovation, it's made stronger
11 programs in Alaska.

12 So I look to that, and I think of
13 that, and it resonates with me when we're
14 talking about all these other programs that
15 we've been discussing or hearing about this
16 morning, that that is foundational. We have to
17 honor and respect that, so I appreciate all of
18 the work that you guys are doing. Thank you.

19 MS. LYLES: Thank you.

20 MS. JOHN: Yes, this is Theresa. I'd
21 like to thank you for involving the elders and
22 the local tribes as well. I've been involved in

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1 summer sessions where the elders and the
2 students and the teachers are working together.

3 It's very important for the community
4 members to have a visual of people that are
5 willing to reach out and help them succeed in
6 terms of improving their assessments, their
7 reviews, especially the overwhelming framework
8 of implementing culturally-responsive curricula
9 development that is inclusive of their holistic
10 perspective of their language and their culture.
11 I really appreciate that service as well. Thank
12 you.

13 MS. LYLES: Thank you.

14 CHAIR DENNISON: Thank you. And then
15 there is one, and someone that I know pretty
16 well; Marilyn Hall, Director of Impact Aid
17 Programs. Thank you for being here. We'll turn
18 it over to you.

19 MS. HALL: Okay. Good afternoon.
20 Last but not least, and I'll try to keep it
21 fast. I think everybody's probably getting
22 pretty tired at this point.

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1 I'm just going to give you an update
2 on where we are with Impact Aid. The funding --
3 we're healthy. We were very pleased that the
4 Congress provided, through the omnibus
5 appropriations, an 81-million-dollar increase
6 for the basic support payment program, and
7 that's about a 6.8 percent increase over 2017.

8 And as I'm sure you know, Impact Aid
9 serves about 600 local public-school districts
10 that educate children who live on Indian land.
11 So it is a major source of funding for the
12 school districts that serve Indian children who
13 live in rural areas and on the reservations.

14 Since I've become director, I've
15 really focused on trying to make our operations
16 work smoothly, and the application process work
17 smoothly, and I'm trying to keep us on a
18 schedule where we release the funds in an
19 orderly and predictable way for the school
20 districts. So I think that is going well so
21 far.

22 I wanted to particularly give you an

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1 update on where we are with the implementation
2 of the revised regulations governing the tribal
3 and parent communication for Indian parents and
4 tribes. I think Kristin Walls was here last
5 year and talked about this with you. No meeting
6 is complete without extra paper to take home,
7 right?

8 We revised our regulations for the
9 Impact Aid Program. We started working on it
10 about three years ago, and one of the particular
11 areas we wanted to improve was the implementing
12 regulations for the Indian community
13 consultation. The shorthand is the Indian
14 Policies and Procedures that every school
15 district that educates children who live on
16 Indian lands has to present to us, and we
17 actually really strive to help them improve
18 their processes for communicating with the
19 Indian community.

20 Before we started working on those
21 regulations, we engaged in tribal consultation.
22 And through those consultations, we heard that

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1 one of the frustrations in the Indian community
2 was that often they perceived that their input
3 and comments were falling on deaf ears; that
4 they would make suggestions and not hear
5 anything back.

6 So that was something that we
7 particularly tried to address in the new
8 regulations. So one of the new features is that
9 the school districts will be required to respond
10 in writing to the input that they receive from
11 the tribes and the tribal parents. We have not
12 yet gotten to the point of monitoring this, but
13 we plan to look at that when we monitor.

14 We found that when the regulations
15 went into effect a year ago in January, which
16 was actually the application deadline for our
17 2018 application, most of our applicants were
18 not informed about the change in the
19 regulations. So what they submitted to us with
20 their 2018 applications was not compliant with
21 the new regulations. But we understood; this
22 was a mismatch of communication and application

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1 submission.

2 So last year we started an intensive
3 technical assistance effort to educate the
4 school districts on what the requirements of the
5 revised regulations were, and to help them
6 create policies and procedures that comply with
7 the regulations.

8 So what I've passed around is a
9 packet with a copy of the new regulations. It
10 has an example from Lower Kuskokwim, Alaska, of
11 a set of Indian policies and procedures that we
12 think are pretty good and match what the
13 regulations require. Then the last document is
14 simply a sample format that we use when we are
15 working with school districts.

16 We put together a toolkit and sent it
17 out to them, along with a sample, and we did
18 about 20 webinars with school districts last
19 fall. We're still working; we found that when
20 they submitted for 2019 this past January, a
21 good majority of them looked like they're
22 compliant with the new regulations. We have

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1 fewer than a hundred that are still out of the
2 loop and need to catch up, and we are working
3 with them intensively this spring to help them
4 revise their Indian policies and procedures and
5 get them in place for the coming year.

6 The next stage for us: We are
7 developing our own rubric for how we are going
8 to monitor. When we do reviews as part of the
9 Impact Aid review process, we will be looking at
10 how the school districts actually implement
11 their written policies and procedures. We're
12 also trying to educate our own analysts on how
13 to do that, and we'll be starting to go out and
14 take a look at those.

15 Again, the emphasis is on improving
16 the quality of communication between the Indian
17 community and the tribes and the school
18 districts, and hopefully we'll get there.

19 I don't have a lot more to say on
20 that, but I'm certainly open to questions.
21 There's more I can talk about regarding Impact
22 Aid, but probably not of interest to you.

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1 MR. PAYMENT: This is Aaron. I do
2 have a question. In developing their plans and
3 submitting their plans, do they have to include
4 any kind of retention data?

5 MS. HALL: Retention data -- the
6 procedures require that they track the rates or
7 participation of children who live on Indian
8 land in comparison to the rest of the
9 population. I don't think that there's a
10 requirement about retention of the data.

11 MR. PAYMENT: So you mean just to
12 count the number of Native students? So
13 effectually, it's the appropriations, but no
14 school improvement plan or any --

15 MS. HALL: Oh, maybe I'm not
16 understanding your question. Is your question
17 about the Impact Aid application, or about the
18 Indian policies and procedures?

19 MR. PAYMENT: Well, it might be under
20 the policies and procedures. Let me explain:
21 Our first experience in our district back home
22 was the requirement to hold a -- as I

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1 interpreted it -- to hold an annual meeting of
2 the school board on the reservation.

3 Then year after year, we would go,
4 and we would say, Well, you've got all these
5 issues affecting our kids -- and it did fall on
6 deaf ears. It seemed like it was forever we
7 would give input and there was no change.

8 Then we got real specific, and a
9 group of us formulated a team, and we asked for
10 the retention data: How many Native students
11 are they graduating? What percentage of the
12 student population were graduating? What were
13 the trends?

14 And that's where things got real
15 dicey for a while. But as a result, we
16 formulated a Native task force and as a result,
17 the school improved, the district improved, and
18 they didn't see us as an irritant anymore. They
19 actually worked with us.

20 But is there anything in the
21 reporting that they have to do any metrics? Or
22 is it just simply count up the Indians and get

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1 the appropriations per pupil?

2 MS. HALL: No, there's no specific
3 requirements, as far as metrics that are in the
4 regulations. Certainly we could encourage a
5 school district, and the Indian community can
6 always encourage the school district through the
7 consultation process to collect and report that
8 kind of data over time.

9 MR. PAYMENT: Okay, thank you.

10 MS. PROUDFIT: Well, I'd like to say
11 thank you for bringing us a handout and a best
12 practice sample. I think that's really helpful,
13 and I would like to ask for all of the various
14 individuals that come and present to NACIE that
15 they bring us an outline or a handout of what
16 they're talking about so that we can have
17 something to review and make notes. That really
18 helps us.

19 I know some of them are going to
20 provide them so that we can add them in our
21 books, but I think just going along with folks
22 to hear what they're saying, I think is very

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1 helpful.

2 To No. 5 where now it requires that
3 there's a response at least annually in writing
4 to comments and recommendations made by tribes
5 or parents of Indian children; when that says
6 annually -- could a school or school district
7 say, Well, we'll get to that annually, when we
8 submit our annual report? Or as a parent -- I
9 think there needs to be a more timely response
10 to a question or an issue. So help me
11 understand that.

12 MS. HALL: I think the structure of
13 this reflects the fact that the school district
14 is required to annually review and approve as
15 the board has to approve its Indian policies and
16 procedures. And as part of that, they must be
17 communicated with the tribe and the parents.
18 Any comments that are presented in that context
19 has to be addressed in writing.

20 That is something that we would be
21 looking at when we monitor, to make sure that
22 the school district has done that.

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1 MS. PROUDFIT: Okay, good. Thank
2 you.

3 CHAIR DENNISON: Are there any more
4 questions? Okay, well, thank you, Marilyn, and
5 we appreciate your coming here and giving us a
6 handout. Thank you for your report.

7 Okay. I think we'll have a break
8 now. We do have a few minutes; let's have a 15-
9 minute break and then we'll start at 4:00 for
10 the -- are there final comments and questions?
11 If we don't have any comments from anyone, we
12 can do this as a -- we can start the list that
13 we were talking about doing. Okay? It's
14 actually a 20-minute break, and it will be four
15 o'clock then. Thank you all.

16 (Whereupon, the above-entitled matter
17 went off the record at 3:39 p.m. and resumed at
18 4:02 p.m.)

19 CHAIR DENNISON: I did get one
20 request so far for public comment so we'll go
21 ahead and start with, I can't remember the name.

22 Dan Lewerenz will introduce himself

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1 and then we'll hear him out. Thank you.

2 MR. LEWERENZ: And can you hear me on
3 the phone?

4 MS. JOHN: I can hear you.

5 MR. LEWERENZ: Okay, thank you.

6 My name is Dan Lewerenz, I am a
7 Member of the Iowa Tribe of Kansas and Nebraska
8 and the Staff Attorney at the Native American
9 Rights Fund, where I work with the Tribal
10 Education Directors National Association, or
11 TEDNA.

12 I was asked to make this statement on
13 behalf of TEDNA. I apologize, I do not have
14 this in writing yet.

15 I was at their meeting in Michigan
16 also and between our travel and my not having
17 access to their letterhead, I don't have that
18 today. I will have it for you tomorrow.

19 But their statement reads as follows:
20 Ms. Tara Ramsey, Acting Director of the Office
21 of Indian Education and Members of the National
22 Advisory Council on Indian Education, we thank

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1 you for this opportunity to speak today on
2 behalf of TEDNA.

3 TEDNA is a national membership
4 organization for Tribal Education Departments
5 and Agencies in American Indian and Alaska
6 Native tribes. The Federal Register notice
7 announcing this meeting identified four
8 priorities and I will first address my comments
9 to those priorities.

10 The first priority was to discuss the
11 OIE Director position and I should interrupt
12 myself for a second to say I was very encouraged
13 to hear that a number of the things that you
14 will hear in this statement have already been
15 addressed by this group in one way, shape or
16 form.

17 TEDNA is encouraged by the fact that
18 this was listed as the first Agenda Item. The
19 Office of Indian Education has operated for too
20 long without a full-fledged Director.

21 In more than 100 treaties, the United
22 States took on a sacred obligation to our tribal

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1 nations by making a commitment to educate our
2 children.

3 Within the Department of Education,
4 the OIE Director helps fulfil that obligation by
5 serving as the point of contact for tribal
6 consultation and by facilitating communication
7 among tribal, federal, state, and local
8 education directors.

9 It is important to TEDNA Members that
10 the OIE Director position is filled as soon as
11 is reasonably possible.

12 On a related note, TEDNA also
13 strongly encourages the DOE and the OIE to renew
14 their commitment to and the practice of Indian
15 preference in hiring and promotion within the
16 Office of Indian Education.

17 For more than 80 years, Congress has
18 committed the Federal Government to practicing
19 Indian preference for those positions like those
20 within OIE that are directly related to tribal
21 self-governance.

22 The second priority was to hear the

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1 Department of Education program updates. One of
2 the most important programs that the OIE
3 undertakes is the Administration of the Indian
4 Formula Grant Program and the Indian
5 Administration Grant program and the Indian
6 Professional Development Grant Programs.

7 These programs provide valuable
8 resources that enable Tribal Education Directors
9 to fulfil their sacred obligations to educate
10 Indian children.

11 Tribal Education Directors, however,
12 and Tribal Education Agencies are as varied as
13 the tribal nations themselves and many are faced
14 with severe constraints on both their financial
15 and their human resources.

16 This is why TEDNA strongly
17 encourages OIE to provide more technical
18 assistance both for grant applicants and for
19 grant recipients.

20 A commitment to robust technical
21 assistance will help ensure that the Department
22 of Education and OIE and the tribal nations they

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1 serve get the most out of their critical
2 resources.

3 The third Agenda Item was to hear an
4 update on ESEA implementation. We're eager to
5 hear how ESEA implementation has progressed; in
6 particular, TEDNA is eager to hear how DOE and
7 OIE are ensuring compliance with the Tribal
8 Consultation Provisions contained within
9 multiple sections of the ESEA.

10 Congress required such consultation
11 because it knew that both local education
12 agencies and state education agencies would
13 benefit from tribes' expertise in educating
14 American Indian and Alaska Native children.

15 However, in the short time since those
16 consultation requirements were enacted, TEDNA
17 Members have reported that local and state
18 education agency compliance has been
19 inconsistent at best.

20 TEDNA already has requested that the
21 Government Accountability Office conduct a study
22 of local and state compliance with ESEA's

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1 consultation requirements.

2 In the meantime, we encourage DOI and
3 OIE to emphasize to state and local agencies
4 their obligations to consult the tribes.

5 And the fourth Agenda Item was to
6 conduct discussions and begin work on the annual
7 report to Congress.

8 TEDNA recommends that NACIE take this
9 opportunity to remind Congress that American
10 Indian and Alaska Native education is a shared
11 trilateral responsibility among tribal, Federal,
12 and State Governments.

13 The education of tribal citizens is
14 central to the continuity of tribal nations as
15 is the education of others about our tribes.

16 In addition to the four Agenda Items
17 you have identified, TEDNA encourages NACIE to
18 commit itself to two further priorities.

19 First, NACIE can and should work to
20 ensure the individual states' definitions of
21 Indian are compatible with the definitions of
22 Indian in the operable Federal education

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1 statutes and regulations.

2 Too often, we find that students who
3 qualify as Indian for purposes of Federal law
4 are not included within individual states'
5 definition of Indian.

6 The result is confusion on the ground
7 and ultimately, the exclusion of Indian students
8 from some state programs.

9 The states in ratifying the U.S.
10 Constitution committed themselves to the privacy
11 of the Federal Government in the field of Indian
12 Affairs.

13 Accordingly, states should defer to
14 Federal Government's determination of who
15 qualifies as an Indian.

16 Second, NACIE can and should
17 facilitate Government-to-Government
18 relationships among tribal, Federal, state, and
19 local Governments for the collection and
20 analysis of education data.

21 The shared responsibility of American
22 Indian and Alaska Native education necessitates

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1 the sharing of data. In order for tribes to be
2 part of an informed decision-making process, we
3 need access to the same data that other
4 institutions are using in their deliberations.

5 Tribes may also require technical
6 assistance in making use of that data as some
7 may be unaccustomed to how it is presented and
8 the implications of its use.

9 Thank you again for the opportunity
10 to speak today. TEDNA and its Members look
11 forward to our continued partnerships with
12 NACIE, the Department of Education, and the
13 Office of Indian Education.

14 MR. DENNISON: Thank you. And we
15 will all get a copy of that tomorrow?

16 MR. LEWERENZ: Yes, ma'am.

17 MR. DENNISON: Thank you. Is there
18 anybody else that wants to --

19 MR. PAYMENT: Deborah, this is Aaron,
20 I'm online --and if somebody else wants to go
21 first, that's fine.

22 MR. DENNISON: Who is this?

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1 MR. PAYMENT: Sorry, this is Aaron.

2 MR. DENNISON: And you want to do
3 what?

4 MR. PAYMENT: I'm going to be posting
5 my notes for everybody to see but if somebody
6 else wants to go first then I'll wait.

7 MR. DENNISON: Okay, I guess we're
8 moving onto that then. I'll just give one more
9 opportunity for public comments for anyone that
10 had any public comments.

11 So, we'll move on to the next
12 section. We wanted to work this hour to develop,
13 home in on -- I guess that's what you're working
14 on, Aaron on yours? And I think we want to go
15 first on theirs?

16 Remember how Aaron said that we
17 wanted to use this hour I guess to strategize on
18 a list of things? Go ahead, Janelle, did you
19 want to say something? Okay, Janelle wants to
20 make a public comment.

21 MS. LEONARD: Good afternoon,
22 everyone, Jenelle Leonard, retired from the

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1 Department of Ed, former DFO. I didn't come
2 prepared to really make a comment but I can't
3 miss this opportunity to share some information
4 with the NACIE Board.

5 So, one of the things that I have
6 been volunteering on is the National
7 Collaborative for Digital Equity.

8 And it's a nonprofit organization
9 where we are working on the behalf of local
10 school districts, State Departments, community-
11 based organizations, and communities to try to
12 find, well, first to try to level the playing
13 field as it relates to digital equity.

14 And I don't want to go into all the
15 details about digital equity but I will point
16 you to their site, the National Collaborative
17 for Digital Equity.

18 The one important piece that I wanted
19 to share with you is that we've been working
20 with the banks across this country, the Federal
21 Reserves, and the three Federal Agencies related
22 to banking, and we've been working on the

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1 Community Reinvestment Act. It's called CRA.

2 And annually, the banks put in or set
3 aside \$100 billion dollars for community
4 reinvestment.

5 The Director for our Collaborative
6 has been working with the bank and recently, we
7 have gotten the banks to agree to set aside 1
8 percent of that \$100 billion dollars to go
9 towards leveling the playing field and going
10 towards digital equity, which amounts to about
11 \$100 million.

12 And so we've held two national
13 summits, one in San Antonio in June and we just
14 held one here in D.C. March the 5th and 6th.
15 And in fact, I invited Debbie to attend, ~~Ahnina~~
16 ~~Wwake~~, I also invited ~~Ahnina~~ ~~Wwake~~ Rose to
17 attend.

18 I think she attended the first day
19 and ~~Se~~adelta as well.

20 Because the one thing is that when
21 we're holding these national conversations, I
22 want to be very inclusive and I have to make

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1 sure that when you're talking to digital equity,
2 you're also including Native American, right?

3 And so we're working with bankers to
4 come up with policies and guidelines for what
5 people need to do in order to apply for these
6 funds.

7 We're working with schools and
8 communities to come up with guidelines for high
9 school boards who go about applying for this.

10 But I just want to say that it's not
11 restrictive so my purpose is to tell you that it
12 does exist and the banks that the school
13 districts do business with, they have community
14 reinvestment funds and you should begin to talk
15 to them about those funds, especially for
16 digital equity.

17 But these are your business partners
18 and so that money is there but we're at the very
19 early stages of working through this and
20 bringing people together and working groups
21 together to figure out how to approach the banks
22 on this. But there is a funding cycle and banks

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1 are becoming more and more aware.

2 But what I'd like you to do is -- I
3 didn't bring the White Paper that we have but
4 tomorrow I'll bring a copy of the White Paper
5 for the records -- so that you can learn more
6 about what the Community Reinvestment Act is and
7 what funds possibly could be available to level
8 the playing field.

9 And it certainly speaks to something
10 that James talked about earlier when they say
11 that the study is going to go digital. And so
12 we need to make sure that we are helping and
13 moving in that direction in terms of providing
14 access and opportunities.

15 And it's not only for school
16 districts, and in fact, my interest is more
17 community-based. I'm looking at workforce
18 fields, I'm looking at community fields, I'm
19 looking at after-school programs, student
20 programs.

21 How do we get the technology to
22 communicate to help -supplement and support what

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1 the schools are doing? And this is a way to do
2 that.

3 And certainly, with the parents we
4 talk about homework and a lot of homework is
5 online so how do we get those technologies into
6 the hands of community-based organizations and
7 people and come up with programs that support
8 them.

9 So, anyway, I just thought I couldn't
10 miss the opportunity to share that information
11 with you and I just invite you to look up the
12 Community Reinvestment Act and I'll have the
13 White Paper that I'll put on the record
14 tomorrow.

15 MR. DENNISON: Thank you, Jenelle, I
16 appreciate that. Is there anybody else? Are
17 there any more? Okay, Aaron are you ready?

18 MR. PAYMENT: Yes, I am. I'm sorry,
19 it just takes a while to get back and forth.
20 So here's what I have so far, and I haven't sent
21 it to you yet, but -- so I've got three points
22 and then one of them has some questions.

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1 So in filling the director position
2 how will this be done and what will our role be?
3 And we realize we're advisory, but it's
4 critically important that our input is
5 appropriately called upon and substantively
6 respected once we give it. And so that frames
7 it so that we're not insisting anything. We're
8 asking how are we going to be involved and how
9 does our role play into any kind of a decision?

10 Number two, so state plans, with
11 respect to those, can the U.S. Department of
12 Education provide a link to a compilation of
13 state plans and a score card of those states
14 that have submitted and those that have not and
15 are in the process or not working on it.

16 And then again, I'll email these so
17 you'll have a copy.

18 And then NACIE finds its origins in
19 dating back to the 1969 Kennedy Report and
20 formalized in the Indian Education Acts and then
21 subsequently. So the enacting just --
22 legislation identifies both secretaries and our

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1 advisory role to them under the Department of
2 Education where we find 92 percent of our pupils
3 are there and the other 8 percent are under the
4 DIE, which is under the Interior Department.

5 And so as you recall, we were
6 successful in getting a joint meeting with both,
7 and so I don't expect that we're going to have
8 that regularly, but it seems like we should have
9 access and we're -- through either or both to
10 those individuals.

11 And so then will we have -- the
12 question will be will we have access and are we
13 providing advisement, questions or reporting out
14 progress of our work?

15 And then finally with respect to the
16 draft that goes to Congress, I think it would be
17 helpful for us to have the ear of either or both
18 secretaries as that draft report is being done.

19 And then finally when it is submitted to
20 Congress, if -- is it just provided a copy to or
21 does the department request to testify on that?

22 I know that senators have -- and

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1 Indian Affairs have asked for what are we doing
2 in the past. That's what stimulated Chief
3 Anderson. It's not at all lobbying. And I know
4 we were faced with that, I think
5 inappropriately, in the past because we do --
6 every -- all the work that we do is to report
7 back to Congress. That's why we do a report to
8 Congress.

9 And so that would be my input at this
10 point. It sounds like we're going to have
11 access to the assistant secretary tomorrow.

12 So and I guess finally what I would
13 say is it's not unusual for us to have access to
14 secretaries. That's typically how that works
15 with other advisory committees. That's it for
16 now.

17 CHAIR DENNISON: Okay. Thank you.

18 MS. HUNTER: That would be the
19 assistant secretary.

20 CHAIR DENNISON: Yes, it's the
21 assistant secretary, not the actual secretary.
22 So I think we'll have Jason --

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1 MS. HUNTER: Botel, yes.

2 CHAIR DENNISON: -- Botel will be
3 here tomorrow, but he's the assistant secretary,
4 but -- yes, and I think in the future we could
5 ask for the secretary of both -- like the
6 charter says, both secretaries, like we ended
7 with in 2016. So that would be something that
8 we would request.

9 MR. PAYMENT: Deborah?

10 CHAIR DENNISON: Yes?

11 MR. PAYMENT: At STAC we do have
12 access to the secretary four times a year during
13 our HHS Secretary Tribal Advisories. Somehow I
14 don't think that that's going to be the
15 structure under NACIE for access to even the
16 Secretary of Education, but it seems like once
17 we know what our annual meeting schedule is that
18 at least meeting a year should include either or
19 both secretaries. And then the work that we do
20 for the rest of the year doesn't necessarily
21 have to do that, but it seems we could
22 coordinate our draft report to Congress to be

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1 presented to either secretary.

2 CHAIR DENNISON: I agree with you 100
3 percent. So we can work toward having that. It
4 should be that way. It really should.

5 Okay.

6 MS. PROUDFIT: Could we get the bios
7 for the assistant secretaries that are coming
8 tomorrow so we have an idea of who they are and
9 their backgrounds?

10 MS. RAMSEY: Sure.

11 CHAIR DENNISON: Okay. Anyone else
12 want to add to anything that's -- the list that
13 he's already come up with?

14 MS. BUTTERFIELD: I think just a
15 comment about today. I really appreciate all
16 the reports. Even though we may be familiar
17 with some of these programs, the players change
18 and the priorities change and it's good to get
19 the updates on funding, etcetera. But it almost
20 feels disrespectful not to get something in
21 writing. It makes me feel like somebody just
22 sort of dashed off a quick report. And I can't

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1 take in all of the numbers and the programs and
2 things. There were just a lot of things that
3 were listed that I definitely pay attention to,
4 and of course I'm always looking for -- so what
5 is Oregon doing, you know?

6 And so could we make a formal request
7 that in the future reports be given with the
8 written documentation for our benefit? And if
9 they could even provide it ahead of time then we
10 would know what we could ask questions about.
11 So it just takes time to digest a lot of
12 information that comes to us.

13 CHAIR DENNISON: And that goes to
14 Tina.

15 MS. HUNTER: So going forward we will
16 make sure that we provide in advance, but please
17 understand in no way was it intended to be
18 disrespect. I apologize for that.

19 MS. RAMSEY: And I will absolutely
20 echo that. As I mentioned this morning, I'm
21 learning there's a lot of work in the office and
22 now with no group leaders in the Office in

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1 Indian Education right now -- I appreciate that
2 it is good practice to have things too early so
3 that you can reflect on them and be thoughtful.
4 And we hear you and we'll try to do better.

5 MS. BUTTERFIELD: And maybe just
6 another little caveat to that is wherever they
7 can pull Native-specific data that would be
8 helpful, like in Title I or Title III.

9 CHAIR DENNISON: Just to add to that
10 earlier on around the beginning, I know 2010, we
11 would have the book ahead of time. As we'd
12 check into the hotel the book was set with all
13 the presentations and everything. And that
14 would be really great to have again. And then
15 everybody -- everything's set. We have the mics
16 set up and everything already set to go. And
17 just a little bit of -- gives the NACIE Council
18 a little bit more preparedness on any questions
19 that we might be able to ask and really be able
20 to do our jobs better in that sense.

21 MS. RAMSEY: We can do that.

22 CHAIR DENNISON: Okay. Thank you.

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1 MS. PROUDFIT: And I think going
2 forward, too, is can we plan out our next
3 meeting now so that we're not trying to juggle
4 and -- try to figure out a meeting schedule. I
5 think we would have had better attendance had
6 this been more strategically planned out and
7 focused. So if we could select some dates for
8 the next time we meet so that we could prepare
9 for that and put that on our calendars and have
10 a larger consortium available.

11 CHAIR DENNISON: I think we can try
12 our best. I think not to make excuses or
13 anything, but I think it was a real -- it was --
14 there were so many new people and new -- it was
15 really hard. And we didn't even know if we were
16 going to continue. So it was kind of a -- I
17 don't want to say last minute, but I do know
18 what we're -- what it feels like on some parts
19 where it's almost like we're just an
20 afterthought. So just letting you know that's
21 kind of what happened.

22 MS. PROUDFIT: Right, so I think if

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1 we go ahead and select our next meeting time,
2 whether it's 6 months or 12 months from now,
3 it's on the books. Should we be disbanded, at
4 least it's on the books and we've saved that
5 week for coming here. Let's just get it on the
6 books.

7 MS. HUNTER: That's fine.

8 MS. RAMSEY: And I would just note,
9 not only that but there would also be a phone
10 call at some point regarding the director, so
11 there's maybe a couple of logistic pieces to
12 think through.

13 MS. WHITEFOOT: I just want to add to
14 that discussion. In the past we also have met
15 in Indian country, NACIE. As a board we've met
16 in Indian country. So I just want to remind us
17 about that, about the possibility of meeting in
18 Indian country, such as we've been to NCAI,
19 NIEA, and I'm sure there are others. So trying
20 to align our meetings with those tribal
21 organizations as well. And if we can, I would
22 like us to also consider the comprehensive

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1 center locations, too. So maybe prioritize
2 where we might meet as well in the future.

3 But I want to follow up -- first of
4 all, I just want to thank the individuals who
5 were here and who gave their public testimony.
6 That's very helpful. Really appreciate the
7 input and comments that are being made because
8 generally we agree with those and we align with
9 those same statements and sentiments as well.

10 But going forward I'm just thinking
11 about the NACIE report. And I wish we had a
12 copy in front of us as well. That would have
13 been nice.

14 (Off microphone comments.)

15 MS. WHITEFOOT: Oh, is it? Okay. I
16 haven't even had a chance to go through it. So
17 there is a way -- well, first of all, before I
18 even begin I asked earlier in the day about the
19 budget of NACIE. So what is the budget of NACIE
20 and who negotiates that budget on behalf of
21 NACIE, because I don't believe as a board that
22 we've ever been involved in that process.

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1 And I recall some of the NACIE work
2 from previous years. Today we're at a point
3 where we're volunteering, we're doing all of the
4 information gathering and organizing ourselves
5 to do this report. However, in the past NACIE
6 was at a point where it was able to go out to
7 Indian country, conduct consultation and all of
8 that and be able to put together a wonderful
9 report similar to the one that NACE has. So I'm
10 wondering, when we talk about national
11 activities, what are those national activities
12 and how much are they funded as well? And so
13 where is the voice of Indian country in these --
14 in particular these national activities?

15 Two, I recognize that NACE does have
16 an advisory board, but I also just am wondering
17 about the tribal voice in the administration of
18 NACE. And so just a question I'm asking, one,
19 about budgeting. And then also being able to
20 put together a report and provide -- having some
21 kind of technical support.

22 The last time we were together a

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1 request was made for data that we're talking
2 about. We're all talking about data. And we
3 weren't able to get that data until the final
4 days that we were meeting. It finally started
5 coming through, all of the data that's out
6 there, about Native students and all of these
7 programs. It came through during our last
8 meeting. And so I recall that because that's
9 something I'd been asking from early on about
10 NACIE and our role and responsibilities.

11 So as we move forward I just want to
12 remind us this has been a learning experience.
13 And I think we all knew this, but we never know
14 when transition will occur. And so in this case
15 we went through an administration transition,
16 Department of Ed transition. Just like we go
17 through at home we go through transitions not
18 only with the state education agency staff and
19 personnel, but also the local education agency
20 staff and personnel, as well as tribes and
21 tribal councils and governments. So I know I
22 was one of those and went through transition

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1 | myself from state agency to tribal council to
2 | local education agencies.

3 | And so I think it's important to pay
4 | attention to these transitions that do occur
5 | because what it does is it impacts the education
6 | that we're working on with our children and our
7 | families back home.

8 | And so when -- as we start thinking
9 | about our report as well, I'm just really
10 | starting to outline what the report might be.
11 | So one of the things I'm finding is that we also
12 | need to provide somewhat of an historical
13 | overview like Aaron has laid out, but also we
14 | need to include in the Indian Self-Determination
15 | and Education Assistance Act as well, because
16 | this whole history that we've been talking about
17 | today is history that people don't necessarily
18 | know that transition into the Department of
19 | Education as well, but it's something that we've
20 | lived and that we know about.

21 | So I think we've called for before an
22 | Indian Education 101, basic Indian education for

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1 personnel in the Department of Education, as
2 well as government to government training as
3 well, something that we've been working on with
4 different institutions that we work within the
5 Northwest area with our Affiliated Tribes of
6 Northwest Indians. So just reiterating what has
7 been shared before.

8 So that's where I'm at right now. So
9 look forward to our conversation on the actual
10 report. And my name is Patricia Whitefoot.

11 CHAIR DENNISON: Thank you, Patsy.

12 MS. PROUDFIT: In terms of the
13 position can NACIE be more assertive in making a
14 recommendation or insisting upon -- I don't know
15 how strong I want to be with language, but that
16 our recommendations are included in the final
17 offer, but more importantly if we don't have
18 what we think are qualified applicants or
19 suitable applicants, can we close the search and
20 reopen it so as to not put someone in the
21 position that we don't 100 percent feel that
22 they could do the job? Is there some kind of

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1 language that we can insist upon, because I'd
2 rather have -- close a search and reopen it than
3 just try to put any warm body in there?

4 CHAIR DENNISON: We have done that in
5 the past. We have reopened when we didn't
6 find -- well, actually let me take that back.
7 We did the search, we went through the
8 applicants, we made our recommendations and then
9 they put somebody else in there. We said no.
10 And then they came back and said, okay, reopen
11 it.

12 That's how it happened, right, Patsy?

13 MS. WHITEFOOT: Right.

14 CHAIR DENNISON: So we did -- they
15 had recommended somebody else besides who we
16 were recommending, but they didn't do an
17 official -- they didn't -- it didn't get that
18 far as to not telling us. It was made right
19 along with us. So this last time I'm not sure
20 why it happened as it did, but no one ever told
21 me. I know that, that they didn't go with the
22 recommendations that we made.

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1 But it could have been that -- and I
2 know this by the way the -- the way it was
3 worded on -- the way I was told to word it on
4 the memo that went to Dr. Chism that we had --
5 we recommended two, but we were uncertain about
6 the candidates that had applied and we felt -- I
7 know I felt rushed. So we made the
8 recommendation because we knew that there was
9 going to be a freeze.

10 And so we made the recommendation in
11 the time that we were given to make the
12 recommendation and I never heard back after that
13 that they were going to go with somebody other
14 than who we recommended and then -- until I
15 heard it through the grapevine. So that's
16 how -- there was no communication back to us,
17 but there was that also understanding that we
18 had at the time that we were no longer going to
19 be on NACIE. So maybe that was why. I don't
20 know.

21 So I think what my thoughts are as
22 far as tomorrow when we have the assistant

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1 secretary here is that we be -- I know I had a
2 conversation with him early on about NACIE and
3 he wanted to know as much as -- he was open-
4 minded to what was NACIE really about. So I
5 think we had the opportunity to ask him maybe --
6 how was it you put it? Oh, don't necessarily
7 have to ask, but give our -- give it -- this is
8 what we would like.

9 MS. HUNTER: Yes, at one point in
10 your discussion you might need to -- and you
11 cannot just ask, but say this is what we think.

12 CHAIR DENNISON: Put it in a way
13 where this is what we maybe expect of our hard
14 work, because I think it's -- it was
15 enlightening for me for someone to call and ask
16 me questions about what NACIE was. And so it's
17 almost like fresh ground in a sense where we can
18 say here's what we want, this is what we would
19 like, this is what we expect, maybe along those
20 lines, because it is a new group in there.

21 MS. PROUDFIT: I think at least to be
22 informed of who the -- who is the offer being

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1 made to, because to hear all of us kind of gasp
2 of surprise that it wasn't one of the two names
3 that we had submitted.

4 And I think, too, I would also
5 recommend that when we have discussions over
6 hiring and personnel that maybe we look at
7 executive session so as to not have these
8 discussions so publicly. I don't want whoever
9 the job was made to to feel that, wow, the
10 Committee didn't want me. That's an awkward
11 place to be, so -- and I don't know if those
12 types of conversations should be had in an open
13 discussion and they should be more for an
14 executive discussion.

15 MS. BUTTERFIELD: Sort of given what
16 you said, I think at a minimum when the decision
17 is made by the department to make an offer that
18 that be communicated back to NACIE with the
19 reasons as to why the decision was made. I
20 think we -- whether it's compatible with what we
21 recommended, that's great, but I think we
22 deserve to know what the criteria was for making

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1 the decision. Maybe it's really they had a
2 different insight than we did, but I just think
3 that we should be entitled to some kind of a
4 description of why those kind of decisions were
5 being made.

6 CHAIR DENNISON: Okay. Anything else
7 from anyone?

8 MS. BROWN: Actually there's one
9 more. So it looks like there's one vacancy for
10 NACIE members and I didn't know how that was
11 going to be addressed.

12 CHAIR DENNISON: Tina, do you know
13 how the vacancies -- I think there's more than
14 one vacancy, right? How many vacancies do we
15 have now?

16 MS. HUNTER: Now we have two.

17 CHAIR DENNISON: Two? Okay. So do
18 you know --

19 MS. HUNTER: The one that we had
20 originally and then Dr. --

21 CHAIR DENNISON: Is Wayne Knoll still
22 on our --

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1 MS. HUNTER: Yes, he is still --

2 CHAIR DENNISON: Okay.

3 MS. HUNTER: He is still on. We are
4 working with OGC and GSA --

5 CHAIR DENNISON: Okay.

6 MS. BROWN: We have two vacancies?

7 CHAIR DENNISON: We have two
8 vacancies. So I'm not sure how those will be
9 filled.

10 MS. HUNTER: The administration has
11 not told us yet how those will be filled. We're
12 still waiting for a decision.

13 MR. PAYMENT: So just a reminder, in
14 our discussion if we can crystalize our
15 questions, that would be a really good question
16 for the assistant secretary is how will the two
17 vacancies be filled?

18 CHAIR DENNISON: Okay. Anything
19 else?

20 MS. PROUDFIT: So tomorrow are we --
21 tomorrow we are asking the assistant secretary
22 for the budget. That's important.

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1 MS. HUNTER: I'm sorry --

2 CHAIR DENNISON: For the budget
3 specifically for the NACIE?

4 MS. PROUDFIT: For NACIE.

5 CHAIR DENNISON: Yes, what I was
6 going to say earlier; and I don't know if this
7 includes everything and I don't --

8 MS. HUNTER: I'm sorry. The budget
9 for NACIE is in the charter. Yes, it's the --
10 it's on the second page.

11 MS. BOULLEY: Tina, could you speak
12 into a microphone, please?

13 MS. HUNTER: Oh, sure. Sure, sure.
14 I'm sorry.

15 MS. PROUDFIT: But since we didn't
16 meet last year does that money roll over?

17 MS. HUNTER: No, that's an annual.
18 It doesn't roll. Money doesn't roll over. I'm
19 sorry. Money does not roll over in the Federal
20 Government. So it's the amount that is on page
21 2, I think.

22 MS. PROUDFIT: And there's no

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1 accounting so that --

2 MS. HUNTER: Those are administrative
3 funds. Those aren't national activities
4 dollars.

5 MS. PROUDFIT: Okay. And those --
6 we'll get an accounting so we know how often we
7 can continue to meet?

8 MS. HUNTER: Yes.

9 MS. RAMSEY: Just in answer to one of
10 the other things that came up, I think we're
11 going to be able to get you the bios for the
12 assistant secretary and the deputy assistant
13 secretary. We had them for the consultation and
14 they're being emailed around to finally get out
15 to you. And so those -- I think we can get
16 those to you this evening if we can get
17 everybody's forwarded to the right place, yes.
18 But those are ready to give you.

19 MS. WHITEFOOT: So I have a question,
20 Tina, about the NACIE budget then. So it looks
21 like there isn't any technical support then for
22 NACIE to complete its annual report.

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1 MS. HUNTER: That is correct.

2 MS. WHITEFOOT: So are there other
3 resources though within the Department of
4 Education associated with Indian education to
5 provide those kinds of resources? Because we
6 put a lot of work and effort, time and effort
7 into compiling the report without any support.

8 MS. HUNTER: So what is it that
9 you're looking for, Patricia? I'm sorry.

10 MS. WHITEFOOT: Well for instance,
11 one of the recommendations or suggestions I had
12 previously was to also include data, and it
13 wasn't until like the end of the last time that
14 we met that we started getting data in. We got
15 a significant amount of data --

16 MS. HUNTER: Yes.

17 MS. WHITEFOOT: -- but you have to be
18 able to -- you'll keep that going. You have to
19 be consistent about that data, the annual data.
20 I think it's important. And this report goes
21 out to the community and to Congress, so if we
22 were ever to go to Congress; and I've been

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1 there, you've got to have data. And so it's
2 not -- that kind of support isn't there right
3 now.

4 MS. HUNTER: So --

5 MS. WHITEFOOT: So for instance, just
6 take my comment I made earlier about really
7 supporting the needs of Indian country, and I
8 just highlighted early childhood education. The
9 presenter said, well, we have only so many
10 Native children, a small number or a small
11 percentage, etcetera.

12 And my feedback to her was it's not
13 necessarily always about the numbers because
14 we're responsible also for a significant land
15 base. And I just used my role as an example
16 with the Yakama Nation in Washington. We're --
17 our role and responsibility is about the third
18 of the State of Washington, or if we were to
19 take the Columbia River Basin, it would be the
20 whole Northwest and international because of the
21 communication that goes on with the Canadian
22 treaties that we're working on right now.

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1 So to me there's more work that we
2 need to be doing about being able to explaining
3 it. It goes back to Indian Education 101 and
4 government to government relations and
5 understanding, because that's a constant that
6 we're doing, not only here at the Department of
7 Education, because we also do that at the local
8 level, in the school districts that we work
9 with, and at the state level when we're
10 educating and training new state legislators,
11 new superintendents of public construction.
12 We're doing that constantly and I just -- I
13 think we deserve better attention and support
14 for the work that we're doing.

15 MS. HUNTER: Thank you, Patricia.
16 I'll be sure to share your concerns, but the
17 funding is actually for the meetings and the
18 expenses that go along with those meetings.
19 It's not to conduct the research.

20 MS. WHITEFOOT: I understand that.

21 MS. HUNTER: Okay.

22 MS. WHITEFOOT: I understand that.

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1 And my question was are there other resources
2 within the agency that can help support this
3 effort?

4 MS. HUNTER: So I will speak with
5 leadership to see if there are other resources
6 that could help.

7 MS. RAMSEY: And this is Tara. I'm
8 definitely going to take this idea and roll
9 around with it, because again even though --
10 I'd -- we'd have to look at the authority we
11 have for using national activities monies and
12 how that would work. I'm trying -- I'm
13 wrestling with the idea of how might something
14 like that -- if it can't already be a part of
15 national activities or something like that, how
16 it might be, because I could see where it would
17 be beneficial to our grantees, to any -- as a
18 part of something for national activities. So
19 just so you know, both of us are going to think
20 about it from two different angles.

21 MS. BROADDUS: I might also suggest
22 the comp centers as people who have researchers

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1 and analysts and could certainly --

2 MS. HUNTER: Okay. Great. Okay.
3 Well, we will also speak with David Cantrell
4 about that. Thank you.

5 MS. BUTTERFIELD: So what I was
6 thinking in terms of just the brief information
7 that we got from the programs; and I mentioned
8 this earlier, I think when the Title 1 Program
9 was presenting it seems like each department
10 should have a piece of the data that they could
11 present about the Native students in their
12 programs and what services they're being
13 provided, what states. Because I'm thinking
14 every time we've done the report we've had to
15 try and pull that information as best we can. I
16 know Joyce tried to help us with some of those
17 numbers and statistics. But that's what we
18 mean. We need help from the experts that have
19 those programs to get what is the picture of
20 Native children in those programs?

21 MS. HUNTER: Okay. Now, I
22 understand, Robin, your question to be about the

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1 experts that were presenting. So reaching out
2 to them to get information. Okay. We can do
3 that.

4 MS. RAMSEY: And the -- Robin,
5 just -- I was just saying -- I mean, I was
6 reflecting on it, too, when the different
7 directors were coming in, not only the data from
8 their perspective, but what I'm hearing -- and
9 I'm kind of putting together several pieces that
10 you've said into one kind of thing that I want
11 to take back, and that's some kind of a profile
12 of -- even if it's just minimal data that we can
13 grasp from these different things, put we can in
14 kind of a one-pager or something that would be
15 helpful for you to not only reflect on as we
16 meet or as you hear the different group program
17 directors talk, it might be something that you
18 could use when you go explain, hey, I'm on NACIE
19 or you need to use it for outreach or anything
20 that you do. Is that -- am I -- like I said,
21 I'm kind of conflating several comments into
22 kind of one idea, but I want to know if that's

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1 helpful.

2 MS. BUTTERFIELD: Well, one of my
3 thoughts in terms of having worked on these
4 reports is -- and we brought this up before is
5 that we never get feedback. We make
6 recommendations. Yes, it's going to Congress,
7 but then we ended up writing separate letters to
8 the secretary asking for some kind of feedback.
9 Like is anybody out there listening? It would
10 be just astounding to me if even staff within
11 the department looked at recommendations that
12 might apply to whatever they're overseeing and
13 say, well, according to what we have going on we
14 hear you say X, and this is what we've done,
15 this is what we could consider doing, no, we
16 can't do that.

17 I mean, it just feels like we throw
18 stuff out there and then we wait and nothing
19 comes back. So it would be nice to have a
20 conversation that included some back and forth
21 within the department as well as sending stuff
22 to the Hill.

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1 MS. HUNTER: Absolutely. And under
2 this new administration this is something that
3 we can bring forward tomorrow to Jason Botel.

4 MS. RAMSEY: And although I didn't
5 give you feedback, one of the first things I
6 read once I moved into the office for the -- is
7 transcripts from the NACIE meeting. So I just
8 want you to know that I've at least read and
9 have considered what you had -- I didn't know
10 enough to give any feedback at the time. But
11 people are reading the things that you've
12 produced.

13 And again, as I mentioned at lunch,
14 sometimes it takes us a while to act on that
15 feedback or to be able to figure out how to act
16 on that feedback. And certainly with the change
17 in administrations some of that has gotten even
18 more thoughtful before things are enacted.

19 MS. PROUDFIT: So can we assume that
20 we will be here for another 16 to 24 months
21 as -- what can we assume? Because the reason I
22 ask this is the timeline and the work flow.

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1 What I don't think is helpful is having a very
2 short amount of time in which to do a report.
3 It would be really helpful to have a meeting
4 early on, ask all of these agencies to submit a
5 report that has that data, whether it's a one to
6 two-page report with that information, give us
7 time to read it, think about it, contemplate it
8 and then write the report from that. But it
9 seems like we're just always trying to catch up,
10 right?

11 And so if there was any way to have
12 all of the materials and then develop a report
13 rather than rushing to write a report; and it's
14 a 14-page report, I think that would be a better
15 use of our time and also allow us to be more
16 thoughtful about what it is that we're looking
17 for and -- or requesting.

18 MR. PAYMENT: So, Deborah, this is
19 Aaron. I have something to say. And I don't
20 mean this to come across as by comparing another
21 committee and how we do it over that committee,
22 but in some ways NACIE is an elevated advisory

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1 committee established by Congress, advisory to
2 education, Department of Education and Interior.
3 So it truly pre-dates the executive order that
4 created all these other tribal advisory groups.

5 And but under HHS secretary tribal
6 advisory groups the way that works is they meet
7 quarterly. And when we arrive, we each get both
8 a booklet and we get a flash drive that has
9 reports from all of the different departments
10 that have anything to do with American Indians
11 under HHS.

12 And so it's a thoughtful practice,
13 it's an accountability practice where they
14 report out on everything they've done since the
15 last time that they reported on initiatives.
16 There's data that's included. Like one big
17 thing was the ACA and the implementation of the
18 ACA.

19 And one other thing that they do is
20 they -- from meeting to meeting there's minutes
21 that are established and action plans, and
22 tribal asks to the secretary are recorded and

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1 then the progress on those are reported out at
2 the very next meeting. And so that we don't
3 feel like we're spinning our wheels and we're
4 giving a bunch of input and nobody's listening.
5 And it's a score sheet so that we can measure
6 the performance of the staff and their role with
7 our advisory group.

8 So I don't suggest that we reinvent
9 the wheel. I don't know that everything that
10 STAC's doing is what we should be doing, but
11 certainly for accountability purposes -- and as
12 far as the reports, earlier there was a comment
13 about wanting written reports. So I understand
14 especially under FACA and under federal
15 reporting that everything's got to be cleared.
16 It's very bureaucratic. But if you know a
17 meeting is coming, there's plenty of time to get
18 all of that -- those clearances done so that a
19 written report is provided.

20 And I recognize that our Department
21 of Education staffer that assists us is -- was
22 asking us right up until the last minute about

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1 what we wanted included. So then when we do
2 that, we really can't expect a written report on
3 that part, not at the meeting, but subsequently
4 we can. So all of that has been vetted before.
5 It's all -- it's in all the different
6 advisories. And Patsy explained her role with
7 the SAMHSA committee. That is the way they
8 operate, too.

9 CHAIR DENNISON: Thank you for that.
10 It really does go back to the systems approach
11 and it's been the frustration expressed by
12 several. Some of them may have stepped down
13 because we don't have a system in place. If you
14 remember back when we met in Oregon, in
15 Pendleton, that was something we talked about.
16 Not Pendleton. Where were we?

17 PARTICIPANT: Portland.

18 CHAIR DENNISON: Portland, yes. When
19 we met we talked about that whole systems piece
20 needing to be put in place because it does
21 become very frustrating because it starts to
22 feel like we're just, like I keep saying, an

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1 afterthought. Oh, in education I get this
2 frustration, and I'm sure some of you share it,
3 but it's like it becomes check off the box. And
4 some of us are -- we're all taking time away
5 from our work, our job that we do get paid for.
6 And I think that's where the frustration happens
7 where people end up not wanting to be on this
8 because we don't know. And then we get
9 here and we don't get -- so that is a very good
10 suggestion that we put a system in place where
11 we have -- I like that -- the thumb drive that
12 has all the information on it. We can have that
13 readily available. Then we're able to make
14 decisions. May be able to know what's coming
15 and it's not just a check off the box. Okay.
16 NACIE met. Now do whatever we need to do. And
17 it does feel that way.

18 I'm just expressing that on behalf of
19 what I've heard today and what I've felt myself,
20 that what's our role, what's our purpose, why
21 are we coming if we're not -- we're just spoken
22 to and not talked with and not explained here's

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1 what we're going through. And I do understand
2 that we had a change of administration, but it's
3 a time to now start over, I guess. Start some
4 new trends and reboot and move on in a better
5 direction than maybe we have in the past.

6 So I guess that's just something that
7 we would want to expect from here on out. So I
8 will say that much. And maybe we can express
9 that to the assistant secretary tomorrow that
10 what we want is for the secretaries both to be
11 here, like it says in the charter that we're
12 going to be meeting with both secretaries at
13 least once a year. Thank you. Go ahead, Patsy.

14 MS. WHITEFOOT: So, yes, I don't want
15 to start over --

16 (Laughter.)

17 MS. WHITEFOOT: Seriously, because I
18 think my commitment to Indian education has been
19 lifelong, and it's been lifelong and that's the
20 reason I continue to stay here.

21 I appreciate the report that the
22 National Center for Education Statistics

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1 provided. Just want to remind us to look at
2 this report that we all received today and look
3 at our 16-page report that we have here. We do
4 have this information. And I appreciate your
5 condensing this information for us because we
6 did get that data at the end of the last meeting
7 that we had. So it was like at the end of all
8 the work that we've been doing and the request
9 was made there several, several times. And it
10 is frustrating. It's very frustrating. And so
11 just don't want to lose sight of how important
12 this work is.

13 And the work that we do especially
14 with Native children, especially that we do with
15 our families and the work that we do in
16 community -- and it's not necessarily just
17 Indian education. It's about the overall health
18 and well-being of our children and our families
19 and our community. It's about our lifeline.
20 It's about making certain my grandchildren
21 continue into the future and have a hopeful
22 vision about their life. And I think that's

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1 what our commitment is to Indian education. I
2 never want to lose sight of that and the
3 sovereign roles of our government and the
4 inherent rights that we have as indigenous
5 people from these lands.

6 CHAIR DENNISON: Thank you, Patsy.

7 And I would just remind you that we
8 have to end right at the 5:00 time frame, but we
9 appreciate all the comments. And I think we
10 have a list going for tomorrow and think about
11 what we talked about. We'll see you all
12 tomorrow. We're adjourned now. Thank you.

13 (Whereupon, the above-entitled matter
14 went off the record at 4:59 p.m.)

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