

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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TUESDAY
APRIL 17, 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 9:19 a.m., Dr. Deborah Dennison, NACIE Chairperson, presiding.

PRESENT

DEBORAH DENNISON, NACIE Chairperson
 MANDY SMOKER BROADDUS, NACIE Board Member
 DAHKOTA BROWN, NACIE Board Member*
 DOREEN BROWN, NACIE Board Member
 ROBIN BUTTERFIELD, NACIE Board Member
 TINA HUNTER, Designated Federal Official
 THERESA AREVGAQ JOHN, NACIE Board Member*
 AARON PAYMENT, NACIE Board Member*
 JOELY PROUDFIT, NACIE Board Member
 PATRICIA WHITEFOOT, NACIE Board Member

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ALSO PRESENT

JASON BOTEL, Deputy Assistant Secretary of
Elementary and Secondary Education
ANGELINE BOULLEY, Tribal Tech, LLC Staff
MATT DE FERRANTI, NIEA Legislative Director
RON LESSARD, WHIAIANE Acting Executive Director
MICHELE MATTESON, Tribal Tech, LLC Staff
LISA RAMIREZ, Deputy Assistant Secretary for
Policy and Programs
TARA RAMSEY, OIE Acting Director
AHNIWAKE ROSE, NIEA Executive Director
PHILLIP ROULAIN, Tribal Tech, LLC Staff
MARK WASHINGTON, Deputy Assistant Secretary for
Management and Planning

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C-O-N-T-E-N-T-S

Welcome 4

Re-cap of 4/16 11

Introduction of OESE Senior
Leadership Team 13

Jason Botel, Principal Deputy Assistant
Secretary, delegated the authority to
perform the functions and duties of the
Assistant Secretary of Elementary and
Secondary Education

Lisa Ramirez, Deputy Assistant Secretary
for Policy and Programs

Mark Washington, Deputy Assistant
Secretary for Management and Operations

Presentation: National Indian Education
Association 91

NACIE Business

OIE Director Position..... 128

Annual Report to Congress and
Secretaries Letters..... 150

Adjourn 200

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

2 (9:19 a.m.)

3 CHAIR DENNISON: So, we'll do a
4 recap. Call the meeting to order. Let me go
5 ahead and start again with do we have a
6 volunteer to open this with a prayer this
7 morning? Do we have a volunteer to open with a
8 prayer this morning? Patsy did one for us
9 yesterday. I know she's our medicine woman, so
10 we want to call on her again to open this with
11 one of the opening prayer?

12 MS. WHITEFOOT: If you would -- if
13 you would, I would appreciate it if you would
14 turn off your cell phones, or turn them down.
15 I understand that Aaron Payment wasn't able to
16 hear us yesterday, or those online. He did
17 state to me earlier that he did participate
18 accordingly to his tribal customs and
19 practices.

20 So, this morning, I would like to
21 just open with a morning blessing, and thankful
22 that you're all here. And I'll just begin

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1 briefly. (Native language spoken.)

2 The National Advisory Council on
3 Indian Education. Just greeting our Creator
4 this morning and just saying happy is my heart
5 to be here with all of you at the National
6 Advisory Council on Indian Education, and that
7 we have a very productive day. (Native
8 language spoken.)

9 This morning, just a brief
10 explanation. This time of year, at home with
11 our people and all around Indian Country, we're
12 greeting the return of the new foods and the
13 new medicines to our homelands, and knowing
14 that we have this solemn oath with our Creator
15 that we as a people will respect and protect
16 and preserve those resources that return back
17 to our home.

18 And in that, we also share that
19 knowledge that history and the values that we
20 hold dearly to our heart with our children and
21 our grandchildren, and those relationships that
22 we have amongst the animals, the birds, the

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1 mountains, the salmon that flow in the ocean.
2 And all of these medicines that are provided in
3 our homelands and in our mountainous areas that
4 are reserved for the use of Indian people.

5 And so I'm very thankful that this
6 blessing song came to me not knowing that this
7 was the one I was going to share this morning,
8 just knowing that our Creator puts it in our
9 heart and our mind to be able to carry out our
10 beautiful ways of life and to continue to look
11 toward the future on behalf of our children and
12 grandchildren, and for those that are yet
13 unborn. And being thankful always
14 to our ancestors and our elders that are
15 amongst us that continue to walk with us on
16 this life, and a huge part of our spiritual
17 well-being and the knowledge that we carry
18 today as indigenous peoples of these lands and
19 thankful to be here at the Department of
20 Education, and especially ask for blessings for
21 each and every NACIE member that is here and
22 those that are online as well as those that are

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1 not able to be present.

2 And I ask for special blessings for
3 your family and everyone's family that's here
4 in this room, and that you have safe journeys
5 wherever you are traveling. (Native language
6 spoken.) Thank you.

7 CHAIR DENNISON: Thank you for that
8 beautiful prayer, Patricia. Much appreciated
9 on behalf of NACIE and on behalf of everyone
10 that's here, and everyone's that on by phone.

11 Let's go ahead and do roll call just
12 for the sake of the quorum. Okay, let's just
13 do a quick introduction around the table so
14 we'll know who's here and then who's on by
15 phone, and that'll be our role call. So we'll
16 start with Patsy again.

17 MS. WHITEFOOT: (Native language
18 spoken.) Patricia Whitefoot. Good morning. I
19 introduced myself in my language. I shared my
20 Indian name, (Native language spoken.). My
21 English name is Patricia Whitefoot, member of
22 the Yakama Nation from White Swan, Washington.

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1 MS. BUTTERFIELD: Good morning.
2 This is Robin Butterfield. I'm a Ho-Chunk
3 Anishinaabe tribal member. My Indian name is
4 (Native language spoken.) Which means Shiny
5 Wing. I am currently retired living in Oregon
6 but acting as the President of the Oregon
7 Indian Education Association and President
8 Elect for the National Indian Education
9 Association and working as a contractor for the
10 Native American Parent Technical Assistance
11 Center.

12 MS. BROWN: Good morning. I'm the
13 daughter of Lucy and Sam Brown of Anchorage,
14 Alaska, the granddaughter of George and Maver
15 Hoffman of Aniak, Alaska, and Beatrice and
16 Everett Brown of Shageluk. I am the mom of
17 Dante Washington, who is a senior right now in
18 Colorado College at Ft. Louis, and also a fifth
19 grader who is eleven years old.

20 My second hat is I am the Executive
21 Director for Title VII Indian education in
22 Anchorage, Alaska. Thank you.

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1 CHAIR DENNISON: (Native language
2 spoken.) I'm Deborah Jackson Dennison. I am
3 Navajo. I am Biligana, born for the
4 Kin'ya'anni clan, and my paternal clan is
5 Ashi'Hi Salt clan. Ain'ya'anni is Towering
6 House. And my maternal grandfather, Mi'Chay,
7 is Scottish.

8 I am a Superintendent at San Carlos
9 Unified School District. I am the Chair of
10 NACIE, and it's a privilege to be here and work
11 for our Native children across Indian Country.
12 Thank you.

13 MS. PROUDFIT: (Native language
14 spoken.) Dr. Joely Proudfit. I am a descendent
15 of the Pechanga band of Luiseno Indians, and
16 I'm from the Ngeesikat clan. I'm the Director
17 of the California Indian Culture and
18 Sovereignty Center and the Department Chair of
19 the Department of American Indian Studies at
20 California State University San Marcos, and I
21 am mother to Piper Thoupaj Proudfit.

22 MS. BROADDUS: My name is Mandy

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1 Smoker Broaddus. I am Fort Peck Assiniboine
2 and Sioux where I belong to the Deshana clan.
3 I am the Director of Indian Education for the
4 State of Montana.

5 CHAIR DENNISON: Okay, thank you
6 everyone. And so -- oh, we have three people
7 on the -- I keep forgetting the people on by
8 phone. Dakota, can we start with you? I know
9 you've been on the longest.

10 MR. BROWN: Yeah, just good morning
11 everybody. My name is Dakota Brown. (Native
12 language spoken.) I'm here in California.
13 Sorry I couldn't be with you this morning. I'm
14 here at school in Stanford University, so I'm
15 very glad I could join by phone.

16 CHAIR DENNISON: Thank you, Dakota.
17 Let's go on to Theresa?

18 MS. JOHN: (Native language spoken.)
19 My English name is Theresa John. I am a
20 Professor for a graduate program, Center for
21 Cross-Cultural Studies at University of Alaska
22 Fairbanks. Good morning.

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1 CHAIR DENNISON: Good morning,
2 Theresa. Aaron, are you on?

3 MR. PAYMENT: I am. (Native
4 language spoken.). Since I talked to you last,
5 I have permanent custody of my 12-year-old
6 nephew, so I'm learning all kinds of things
7 from the other end. And I finished my
8 doctorate.

9 CHAIR DENNISON: Congratulations.
10 We know how hard that is. So we'll go ahead
11 and move on with the agenda. We have a few
12 minutes to recap. I think we have -- we're
13 right on track, in fact. We recapped
14 yesterday's work we did.

15 We had quite a day yesterday
16 regrouping for the first time from -- we didn't
17 have any meetings in 2016, and then we finally
18 got -- or actually, 2017. I'm a year behind, a
19 year ahead. So 2017, we weren't able to meet,
20 but we were notified in January of this year
21 that we were going to be brought back.

22 MR. PAYMENT: I'm sorry, you're

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1 fading in and out.

2 CHAIR DENNISON: Okay. We were
3 brought back together, and I think that we were
4 able to receive updates from several areas that
5 we requested, and we had -- we met on the OIE
6 Director position. We also had many
7 discussions with the different departments on
8 how we -- where they're at, because we did go a
9 whole year without hearing from any of the
10 departments.

11 So today brings us up to the 9:30
12 part of the agenda, and we're ready to do the
13 introductions of the OESE Senior Leadership
14 Team. We came up with several questions that
15 we want to ask the leaders. So we'll hear
16 their introductions, and then we'll go back to
17 the question-answer format of we'd like to do
18 that. So if no further questions, we'll go
19 ahead and start with -- okay, thank you.

20 MS. BOULLEY: Hold on, I can --
21 thank you.

22 MR. BOTEL: Good morning, everyone.

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1 Is that working? Is it work -- yeah, can we --
2 all right. Is that better? All right, good
3 morning, everyone. I'm Jason Botel, Acting
4 Assistant Secretary Elementary and Secondary
5 Education.

6 MR. WASHINGTON: Good morning, I am
7 Mark Washington. I'm the Deputy Assistant
8 Secretary for Management and Planning in OESE.

9 MS. RAMIREZ: Good morning,
10 everyone. My name is Lisa Ramirez, and I am
11 the Deputy Assistant Secretary for Policy and
12 Programs in OESE.

13 MR. BOTEL: And thank you very much,
14 Dr. Dennison Jackson. Should I go ahead and
15 make some introductory remarks, and then we'll
16 take questions? Okay. Well, thank you very
17 much, Dr. Dennison Jackson. I really
18 appreciate you leading this group and your
19 position as Chair. And I want to thank
20 everyone for being here. We've been looking
21 forward to this conversation for quite a while,
22 and we're eager to get started on quite a

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1 number of things.

2 But in particular, recruiting and
3 selecting the next Director of the Office of
4 Indian Education. So again, we recognize all
5 of you have a lot of experience. I heard
6 someone just got their Ph.D., so there's even
7 more expertise, but there's a lot of expertise
8 in this room and on the phone, and we really
9 appreciate your leadership and you taking the
10 time to advise us and work with us, collaborate
11 with us to improve the outcomes for our Native
12 American children.

13 We know you're a vital link between
14 the Department of Education and many sovereign
15 American Indian and Alaska Native Nations as we
16 work together to ensure success for every
17 student. And I want to thank Tina Hunter for
18 all she adds to this work, and Tara Ramsey,
19 who's been in the Acting Director, has stepped
20 up into that role, while we seek to fill the
21 permanent position.

22 The legacy of this group, of NACIE,

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1 and the work you've done has been forged over
2 many years, and of course, of the nations that
3 you represent over thousands of years. And
4 your contributions are woven into the fabric of
5 history. They're a testament to the unique
6 courage, character, and resilience of Native
7 peoples, often in the face of great adversity.

8 Of course, American Indians and
9 Alaska Natives have a rich past and a promising
10 future. Realizing that great future means
11 respecting your heritage and preserving your
12 diverse cultures and languages. It means
13 fostering new generations of tribal leaders and
14 American leaders rooted in tradition and ready
15 to make their mark on the world.

16 And we know that great future starts
17 with great education. Secretary DeVos has
18 called on all of us to rethink education for
19 each and every student in order to prepare 21st
20 Century learners for 21st Century realities.

21 Rethinking education means
22 supporting student-centered learning and

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1 multiple pathways to post-secondary and career
2 success, expanding every community and family's
3 access to a range of high-quality learning
4 options, inviting innovation and reducing the
5 Federal footprint in education and empowering
6 local decision-making so those closest to
7 students can design solutions tailored to their
8 individual needs.

9 These goals have a special urgency
10 when it comes to making good on our Federal
11 trust obligations, respecting Native's self-
12 determination and partnering with 527
13 federally-recognized tribes to promote lifelong
14 learning, rewarding careers, and fulfilling
15 lives for students of all ages.

16 I just want to share a little bit
17 about my experience. My experience has mostly
18 been in Baltimore, Maryland, before I came here
19 to the Department. And I've been very
20 passionate throughout my career about leading
21 students to achieve great outcomes and helping
22 them overcome poverty.

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1 I started by teaching at a
2 traditional public middle school in Baltimore,
3 Booker T. Washington Middle School. Went on to
4 found the public charter school network, KIPP
5 Baltimore, and then became an advocate for
6 students through the Maryland Campaign --
7 excuse me. Maryland Campaign for Achievement.

8 So we, throughout my career, really
9 worked to -- and I got to work with some
10 fantastic people -- really worked to help
11 students achieve, particularly students who
12 historically have been underserved, have not
13 had access to resources that they should have.

14 And we really worked hard to make
15 sure students were going from achieving at low
16 levels to high levels. I'm fortunate to be
17 still in touch with many of my students who
18 have now graduated from college, many of them.
19 Not all of them. Many of them in great
20 careers.

21 But there's still enormous
22 challenges. And it was a real honor to work

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1 with the families I got to work with, and it's
2 an honor now being here with all of you. And
3 I'm hoping, as I've been at the Department,
4 I've been able to leverage my experience. And
5 again, you all have diverse and very helpful
6 experiences, and I'm looking forward to working
7 with all of you to help improve outcomes for
8 Native American students.

9 Next week, actually on Sunday, we at
10 the Office of Elementary and Secondary
11 Education, will be hosting a tribal
12 consultation in coordination with the Bureau of
13 Indian Education and the White House
14 Initiative, on American Indian and Alaska
15 Native Education. And I know we have Ron here
16 as well who's leading the White House
17 Initiative.

18 That consultation will take place in
19 New Mexico, in the Albuquerque Convention
20 Center, just prior to the Tribal Self-
21 Governance Annual Conference. The subject will
22 be BIE's role in overseeing and managing

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1 Federal education programs funded by the
2 Department of Education.

3 The day after the consultation, a
4 group of us will be visiting schools. The
5 Pueblo of Isleta Elementary School, a BIE-
6 funded, tribally-controlled school in the San
7 Felipe Pueblo Elementary School, a BIE-operated
8 school.

9 And as you know, we're taking steps
10 to hire a new director, and that's one of the
11 things I know you're going to be talking about
12 here and advising us. NACIE, of course, you
13 all will be reviewing applications and
14 assisting us with that selection. And I want
15 to thank you in advance for your substantive
16 and expeditious help during that process.

17 MR. BROWN: I'm sorry, it's fading
18 in and out again.

19 MR. BOTEL: Sorry.

20 MS. JOHN: Same on this side.

21 MR. BOTEL: I will try to be very
22 close to the mic. Is that -- does that make a

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1 difference?

2 MR. BROWN: It does, thank you.

3 MR. BOTEL: Okay, good. Filling
4 that position is very important to us, and your
5 role in that selection will be crucial. The
6 days ahead will also bring opportunities to
7 rethink Federal laws related to higher
8 education and current technical education.

9 Right now, states are rolling out
10 their K-12 plans under the Every Student
11 Succeeds Act, or ESSA. And ESSA will have an
12 impact on all students, including the more than
13 40,000 students in BIE schools, and the 93
14 percent of Native students who attend public
15 schools across the country. So I want to
16 enlist your help to ensure that ESSA is
17 implemented in ways that match the needs,
18 strengths, and priorities of Native children
19 and parents.

20 Every district and school is unique,
21 and this is certainly true in communities with
22 high concentrations of Native students. What

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1 works on a reservation in Flat Head, Montana,
2 may not work in an urban Indian center like the
3 San Francisco Bay Area.

4 We can't try to impose cookie-cutter
5 solutions or second-guess local leaders, and
6 under Secretary DeVos, we won't. What we can
7 do is help build communities of practice and
8 share information and evidence-based examples.

9 I want you to know that I'm
10 reviewing the issues you've shared with the
11 department in annual reports and letters to
12 previous Secretaries of Education, including
13 elevating the importance of Indian education
14 within the Department, including the role of
15 tribal colleges and universities.

16 Revitalizing Native languages and
17 cultures. And I know there's a lot of great
18 work going on there. Increasing technical
19 assistance to Indian Country and prioritizing
20 the use of Native experts, technical assistance
21 providers, and grant reviewers.

22 Advancing inter-governmental

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1 collaboration to ensure the most effective
2 support for Native learners. Addressing the
3 technology needs of Native students,
4 particularly on rural Indian reservations and
5 remote Alaska Native villages.

6 And sharing promising improvement
7 practices that increase student achievement.
8 Since joining this administrator, Secretary and
9 her team have sought out opportunities to hear
10 from Native youth and the educational tribal
11 and civic leaders like you who support them.

12 For example, working to understand
13 more about the challenges Native students face
14 and the best locally-designed strategies to
15 address them. Last year, as part of her
16 Rethink School tour, Secretary DeVos visited
17 Saint Stephens Indian School on the Wynn River
18 Reservation in Wyoming.

19 Recently, I met with a group of
20 Native youth visiting with the Closeup
21 Foundation. These young men and women are
22 already stepping up as leaders, learning how

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1 decisions in Washington are made, educating us
2 about their perspectives and advocating for
3 what their communities need.

4 And Ron, in partnership with this
5 council, has continued working with tribal
6 governments and other stakeholders, and we're
7 grateful for all you do, Ron.

8 We've also focused innovation and
9 effective practices. For instance, the
10 secretary and staff in my office met with
11 school, tribal, and local government officials
12 from Alaska's Northwest Arctic Borough.

13 Their rural district, which covers a
14 remote area the size of Ohio, serves a school
15 body of over 90 percent Alaska Native students.
16 They shared their experiences in launching a
17 residential public magnet school and a dual-
18 enrollment career pathways partnership with the
19 Alaska Technical Center and the University of
20 Alaska Fairbanks.

21 We're working to build capacity in
22 Native communities. We've hosted sessions

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1 throughout the year on topics like the Native
2 Languages Grants and Native American Language
3 Immersion Schools. We're also collecting
4 information to better understand different
5 learning options and innovative approaches for
6 serving Native learners.

7 Yet we know there's much more work
8 to do on behalf of students, and many more
9 promising strategies that can help meet their
10 needs. Given the breadth of your experience,
11 please think about what you would say are the
12 building blocks for great education for Native
13 learners, and share your thoughts with us.

14 Let's challenge each other to truly
15 rethink education for Native learners, and
16 create more and better pathways to secure their
17 success. Let me close by recognizing that this
18 is just the beginning of our conversation and
19 partnership. My team and I, and our colleagues
20 across the Department, have much to learn from
21 you, and we're eager to work together to
22 identify and share the very best ideas to serve

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1 Native youth and to improve outcomes for all
2 students.

3 We pledge to bring respect and
4 humility to that process, and always put
5 students first. Last month, TV stations in
6 this region aired a documentary about the life
7 of Wilma Mankiller. I was inspired to learn
8 about her powerful vision as the first female
9 Principle Chief of the Cherokee Nation, and
10 about all the Cherokee people had achieved with
11 her leadership.

12 And as Chief Mankiller said, I don't
13 think anybody anywhere can talk about the
14 future of their people without talking about
15 education. Whoever controls the education of
16 our children, controls our future. Tribes,
17 local communities, and ultimately Native
18 families must have the authority to control
19 their children's education. They must have
20 access to the high-quality learning
21 environments that will prepare their children
22 for successful lives.

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1 It's a privilege to work with you to
2 ensure that each Native student and each Native
3 family has this control and can exercise these
4 choices. And with that, happy to take
5 questions and thoughts.

6 CHAIR DENNISON: Thank you, Mr.
7 Botel. We appreciate that great introduction.
8 And how would the Council like to proceed? Do
9 you want -- you all have copies of the
10 questions. Do you want me to go ahead and ask
11 them, or do you -- would you like --

12 MR. PAYMENT: Can't hear anything.

13 CHAIR DENNISON: Okay, sorry. Is
14 that -- Aaron? Okay.

15 MR. PAYMENT: Yeah.

16 CHAIR DENNISON: I'll just start by
17 saying that we appreciate that you asked for us
18 to continue as part of NACIE, those of us that
19 have been on, some have been on since two
20 administrations ago.

21 MS. JOHN: Can't hear anything.

22 MR. PAYMENT: Can you hear us?

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1 CHAIR DENNISON: We can hear you. I
2 can hear you. Can you hear me now?

3 MR. PAYMENT: I can, but I think
4 you've got to keep the mic close, and not like
5 --

6 CHAIR DENNISON: How about now?

7 MR. PAYMENT: -- heads back and
8 forth.

CHAIR DENNISON: Don't move
9 my head? So just talk straight.

10 MR. PAYMENT: Yeah.

11 CHAIR DENNISON: Okay.

12 MR. PAYMENT: Don't move your head.

13 CHAIR DENNISON: Take the mic with
14 me. Is that better?

15 MR. PAYMENT: Yeah.

16 CHAIR DENNISON: Okay. This is
17 going to be kind of weird, but okay. I'm going
18 to do the best I can to hold it this way, and
19 that way I think they can hear.

20 MR. PAYMENT: Perfect.

21 CHAIR DENNISON: We appreciate the
22 fact that the Administration wanted to keep us

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1 on, or elected to keep us on, and work on
2 behalf of the work -- continue the work that
3 we've done over the last many years. There are
4 some questions as to what our future is, and if
5 this is going to be a continuation throughout
6 the term or would you be able to answer that
7 question as to what our future is?

8 MR. BOTEL: As far as I know, I
9 think the plan is to keep NACIE composed as it
10 is now. If I'm not mistaken, there are a
11 couple of vacancies, is that right?

12 CHAIR DENNISON: I believe there are
13 two.

14 MR. BOTEL: Okay. So we're also
15 open. If folks have suggestions for people,
16 we're happy to share them with the Secretary
17 and the White House, but yeah, everything I've
18 heard points to the fact that we're keeping
19 NACIE intact, and appreciate all of you serving
20 on it.

21 CHAIR DENNISON: Thank you for that.
22 The next question has to do with the OIE

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1 director, and I wanted to ask the first
2 question first because we weren't sure what the
3 plan was and NACIE's role. We realize that
4 we're advisory, and it is critically important
5 that our input is appropriately called upon and
6 substantially respected once we give it.

7 In the past, it hasn't always been
8 given as far as the person that we may present
9 forward is the one that's -- we just want to
10 have some clarity on where that line is drawn.
11 Is it something that -- we take our role and
12 the role that we do very seriously, and we're
13 hoping that the Department appreciates the work
14 that we do in the matter of thinking through
15 the selection that we make, and I don't know if
16 it's something you can answer right now, but
17 that's -- the experience in the past that we
18 hope is corrected. MR. BOTEL: Sure. Well,
19 as you said, you know, technically speaking,
20 it's an advisory council, and when we make an
21 employment selection, we have to do that within
22 the parameters of the department. My hope, and

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1 I think our goal should be, that we all are
2 excited about a final candidate, and you know,
3 I do really appreciate everyone spending time
4 on that, and my hope is that at the end of the
5 process, we will all be very excited and
6 invested in a final candidate.

7 CHAIR DENNISON: Thank you. The
8 next question is on the ESSA state plans.
9 NACIE would appreciate if the U.S. Department
10 of Education provide a link to a compilation of
11 the state plans and a scorecard of those states
12 that have submitted and those states that have
13 not and are in process or not working on it.
14 Furthermore, NACIE would like to know what
15 state plans, if any, have had Native input in
16 the approval process.

17 MR. BOTEL: We certainly can provide
18 you with the information you just mentioned.
19 Lisa, I'm looking to you. And if you could
20 also, I don't know off the top of my head, but
21 if you could have the team specifically point
22 out those where there's evidence of

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1 consultation with Native American communities
2 and tribes.

3 A couple things I'll just say at the
4 outset. So every state as well as the District
5 of Columbia and Puerto Rico have submitted
6 plans. So that's 52 plans total that the
7 Secretary had the responsibility of determining
8 whether they meet all statutory and regulatory
9 requirements. She has determined that -- I'm
10 trying to do the subtraction in my head.

11 So all the plans have been approved
12 except for 13. And those 13 we are still
13 working closely with those states. Actually
14 have a meeting in a little bit with
15 representatives of one of those states. So our
16 goal is that every state has an approved plan.

17 I'll just be very up front. Every
18 plan, when it was first submitted, did not meet
19 all the requirements, and so we've worked very
20 closely with every state and D.C. and Puerto
21 Rico to get their plans to the point that they
22 meet all requirements. And so we have 13 left

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1 to go, and I'm optimistic that in the next
2 month or so, we'll get those approved as well.

3 The ESSA does require that states
4 consult with many different stakeholders.
5 States did not have to, in their plans, list
6 every stakeholder group that they consulted
7 with, so I'm right about that, I think. Just
8 because a state didn't say that they didn't
9 consult -- just because a state may not have
10 called out that they consulted with Native
11 American tribes or communities it doesn't mean
12 they didn't, but we can pull and see exactly
13 which ones we have evidence that they did.

14 CHAIR DENNISON: Okay, thank you.

15 MR. PAYMENT: Dr. Deborah, I have a
16 comment.

17 CHAIR DENNISON: Okay, go ahead,
18 Aaron.

19 MR. PAYMENT: So I'm sorry that I
20 didn't get to meet you in person. I see your
21 bio and I respect your background. So I wanted
22 to say that I served on the negotiator's rule

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1 making for ESSA, and we -- there was two of us
2 from Indian Country on it, and we insisted, and
3 it was contained in the final rule, the
4 requirement for consultation with American
5 Indian communities.

6 So I guess my question is a little
7 more specific, like an audit of those instances
8 when states did consult, and then in our case
9 in Michigan, it worked out wonders. We have
10 not had that kind of relationship. The
11 regulation requirement did facilitate good,
12 open communication, and we see ongoing
13 communication with the Department of Education
14 and the state.

15 But I just wanted to make it a
16 little bit more clear that ESSA did require
17 consultation with tribal communities.

18 MR. BOTEL: Well, first of all, I'm
19 very happy to hear about the positive
20 experience you mentioned in Michigan. I'm
21 hoping we hear that kind of story more and more
22 between more and more states and more and more

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1 tribal communities.

2 So just to clarify, so again, they have to do
3 consultation, and when we monitor states, once
4 all the plans have been approved, we will be
5 looking for evidence that there was
6 consultation. I think though the
7 regulation that you're referring to is one that
8 Congress actually repealed. It doesn't mean
9 that -- I mean, states still have to comply
10 with the law, and the law requires the
11 consultation. But the specific regulation
12 you're mentioning is not in place anymore.

13 MR. PAYMENT: I would appreciate if
14 you could just have somebody detail of the
15 regulation and the action of Congress. Thanks.

16 MS. WHITEFOOT: I just also want to
17 follow up.

18 CHAIR DENNISON: Patricia, go ahead.

19 MS. WHITEFOOT: I don't know if you
20 wanted to respond. I'll wait.

21 MR. BOTEL: I was just going to ask.
22 So, if you could, someone could cite which bill

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1 it was that actually, the Congressional Review
2 Act that was exercised. Thank you. Go ahead.
3 Sorry.

4 MS. WHITEFOOT: Yes, so I just
5 wanted to followup on the comment made about
6 evidence of consultation with American Indian
7 Alaska Natives. I also wanted to share that in
8 some of our states and regions, our tribes have
9 very unique and distinct geographical and
10 linguistic representation, and you may not
11 capture that all in just looking at state plans
12 and evidence of engagement with tribes.

13 So I think that's important to pay
14 attention to, is those very distinct linguistic
15 and geographical representation. I am a member
16 of the Yakama Nation in South Central
17 Washington, and just because the borders are
18 there for state borders, that doesn't mean that
19 our tribal members aren't living in other
20 places around the Northwest area.

21 Because of our language that we
22 share, for instance with the Warm Springs tribe

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1 in Oregon, the Umatilla tribe in Oregon, and
2 the Nez Perce tribe in Idaho. You know, we
3 didn't create those boundaries, and so we still
4 carry out a lifestyle that we have with our
5 relatives, our brothers and sisters in the
6 other tribes as well. And so I just want
7 to make certain that we consider that in the
8 consultation process as well, because in
9 schools today, I'm constantly just educating
10 our school systems about who we are, and we
11 might live on the same land and we're
12 neighbors, but yet they don't have that
13 requirement to know who we are. So I
14 appreciate your introduction, and thank you.

15 MR. BOTTEL: Thank you. That was
16 very helpful. Thank you for sharing that.

17 CHAIR DENNISON: Go ahead, Robin.

18 MS. BUTTERFIELD: Good morning. I'm
19 Robin Butterfield. I am a Ho-Chunk Anishinaabe
20 tribal member, and I reside in Oregon, and
21 first, I just wanted to acknowledge the good
22 work that Oregon has done to consult and work

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1 with tribal communities throughout the state.

2 We have a state Indian education
3 plan that is aligned with our state ESSA plan.
4 And we've also reviewed the ESSA plan and the
5 government-to-government group has also been
6 consulted on our state plan. So we've had, I
7 think, some pretty significant involvement in
8 our plan for Oregon. And we submitted it
9 early, so we feel that there's been a lot of
10 good work going on. A lot to do, even with
11 that.

12 But one of the things I just wanted
13 to make a comment about, and I really
14 appreciate the fact that you're a practitioner
15 who's worked with students and probably under
16 some difficult circumstances. I think the
17 whole history of NACIE is about recognizing
18 that American Indians and Alaska Natives are
19 different in terms of other ethnic minority
20 groups because of our trust relationship with
21 the Federal government, and the creation --

22 MR. BROWN: I'm sorry, I can't hear

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1 anything.

2 MS. BUTTERFIELD: And the creation
3 of the Office of Indian Education was to
4 recognize that Native students just reside on
5 tribal lands under the auspices of their own
6 tribes. I myself have a good example of that.
7 I am Ho-Chunk and Anishinaabe, but I'm living
8 in Oregon.

9 And when you mentioned 93 percent of
10 Native children attend public schools, I think
11 there's often not enough attention paid to the
12 trust responsibility for those children who are
13 in urban centers. We don't have people come
14 out and visit those schools, even though they
15 may be spread over a district.

16 At one point, I was the Director of
17 Indian Education in Salem, Oregon. We had five
18 high schools, 12 middle schools, and I think 42
19 elementary schools. So our children were
20 dispersed across a geographic area and
21 represented a variety of tribes, but we were
22 still able to provide some pretty significant

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1 services that actually kept kids in school.

2 So I would appreciate if maybe at
3 one of our next meetings we could get a
4 breakdown in terms of what is the dollar amount
5 of funding per pupil under, say, Title I, Title
6 III, Indian Ed. Yeah, that's EL. Because I
7 think in terms of -- oh, migrant. In terms of
8 parity, the funding that goes out for Native
9 students is just so small.

10 And we're expected to move mountains
11 for probably one of the lowest-achieving groups
12 in the country with very few extra dollars. So
13 our Indian Ed program is basically a supplement
14 to supplements. And it's a very difficult
15 sometimes to even draw a direct connection
16 between the services we provide and the
17 achievement of students because it is so
18 supplemental.

19 But it's absolutely critical for --
20 I'll just give a quick example. In my program,
21 we ran a leadership program that helped kids
22 transition from middle to high school, and

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1 within a three-year period, we I think it was
2 quadrupled our graduation rate in the district.
3 So we started out with six. This is out of
4 five high schools, mind you.

5 Six Native students graduating. The
6 next year we had 12. The third year we had 24.
7 And that's just with a supplemental
8 supplemental program. And I know a lot of the
9 other urban districts are struggling with the
10 same kinds of logistics that we dealt with.
11 And so I think understanding what happens to
12 Native children all over the country is
13 important, not just on reservations, but
14 everywhere.

15 So that's one of my main concerns.
16 And I did work at the Department of Ed in
17 Oregon for over a decade.

18 MR. BOTEL: Thank you very much.
19 And we can get you that information you
20 requested.

21 CHAIR DENNISON: Thank you, Robin.
22 Any other questions while we're still on the

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1 ESSA work? I want to bring up the fact that --
2 and I've always been a proponent of
3 accountability in schools, and I've always been
4 a superintendent of school districts that are
5 heavily impacted with impact aid and also the
6 majority if not all the students being members
7 of the tribe.

8 And one of the concerns -- in their
9 state schools that I've always worked for in my
10 career. And I've always been concerned, and
11 especially now that we've gone to the A through
12 F rating at the local levels -- the state
13 level, that that does not take into account the
14 area of the social and emotional part of the
15 issues that we have in Indian Country.

16 The suicide rates, the chronic
17 absenteeism, and why those are happening and
18 what we can do about it. So it's almost like
19 an uphill battle for schools, especially the
20 school that I'm working in right now. It seems
21 like we made progress, but will we ever be as
22 high as the schools that are in the

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1 metropolitan area of Phoenix or in the valley
2 of Southern Arizona?

3 I don't know. But unless we
4 confront those issues and work to put programs
5 together for kids to address that, such as the
6 -- we're working on the trauma informed
7 approach and improving that. But that seems to
8 be one of the huge drawbacks in the letter
9 grade as far as absenteeism and the chronic
10 absenteeism and the drug and alcohol abuse
11 rate, the crime rate, and everything that goes
12 along with the poverty that we're living in.

13 So it's something that I just would
14 like to bring to your attention that has always
15 been an issue in my mind and in my research
16 that I've worked to try to address.

17 MR. BOTEL: Well, thank you very
18 much for that. I really appreciate it. And
19 let me just say a couple things in response,
20 and then I apologize, I'm going to have to run
21 back across the street. But first of all, I
22 just want to make clear, ESSA does not require

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1 and our department does not require letter
2 grades or any summative rating.

3 Now, some states chose to do that,
4 and they don't have to. But what ESSA does
5 allow for is it allows for states to have a
6 much broader range of indicators in terms of
7 what feeds into an accountability system than
8 No Child Left Behind did. So we certainly do
9 see states that have accountability systems
10 that are looking at social emotional learning,
11 for instance, that are looking at chronic
12 absenteeism and other metrics like that.

13 So there is the opportunity to have
14 those be essential parts of accountability
15 systems, but states do have the flexibility to
16 determine what those are and how they work.

17 And I'll just, the last thing I'll
18 say about that is when it comes to the Bureau
19 of Indian Education, this is why we are really
20 strongly encouraging them to enter into
21 negotiated rulemaking as soon as possible
22 because they will, through that process, be

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1 creating their accountability system for their
2 schools, and now would be the time that they
3 have the opportunity to include some of those
4 other metrics that you're talking about into
5 their accountability system.

6 So we hope -- and Secretary DeVos is
7 a strong proponent of social and emotional
8 learning being something that schools take very
9 seriously and implement. So there is the
10 opportunity for those to be included, and it's
11 helpful to hear some positive anecdotes of
12 consultation going well, because that
13 consultation that's happening with states, that
14 will happen with BIE, that's the place to
15 advocate for those things.

16 And I apologize, I do need to run
17 back across the street. I really appreciate
18 you being here and appreciate the work you're
19 doing and look forward to hearing the outcome
20 and working with all of you on selecting the
21 next director. Thank you.

22 CHAIR DENNISON: We --

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1 MR. PAYMENT: Can I say something?

2 CHAIR DENNISON: Go ahead, Aaron.

3 MR. PAYMENT: During the transition,
4 and I recognize that you're stepping out, but
5 if you happen to hear it. So I wish we had
6 more time to do a thorough orientation to
7 Indian education, and the report will do a
8 phenomenal job with the team that you're
9 looking at in the room.

10 So while there's a differential with
11 respect to state and U.S. Department of
12 Education under the current administration
13 giving data to states with school plans and
14 local control, they're kids of the American
15 education system.

16 However, American Indians do have a
17 unique and constitutionally-driven right to an
18 education. So while it's true that other
19 citizens don't have a Federal right to an
20 education -- they have an equal right to an
21 education, but not a Federal right, and
22 American Indians do.

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1 So it's disheartening to know that
2 the work that we did to ensure consultation
3 embedded with local communities was eliminated.
4 But I think some of that is happening anyway.
5 But whenever we talk about Indian education, if
6 we can say it in the framework of why we have
7 education at all, and also the BIE educates 80
8 percent of all American Indian students while
9 the vast majority of our students are -- 92
10 percent are under the Department of Education,
11 the work that we do there.

12 So I think that's helpful for the
13 other staff to hear that. And I wish that we
14 had a longer time to give a fuller orientation,
15 because you have a room full of experts on this
16 topic. Thank you.

17 CHAIR DENNISON: Thank you. And I
18 guess we have additional questions, but I guess
19 we can ask them to the both of you. So I don't
20 know if you can answer them, but these are the
21 -- we had a couple more questions.

22 The first one is about kind of what

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1 Aaron is talking about, but the origin of NACIE
2 goes back to the 1969 Kennedy Report and the
3 Indian Education Act, and then the legislation
4 identified that both secretaries of education,
5 the Interior and the Secretary of Education as
6 far as NACIE's work to --

7 So, we're looking to improve our
8 communications to the secretaries from what
9 we've had experience with in the past, and we
10 hope that NACIE would be able to meet with both
11 the Secretary of Education and the Secretary of
12 Interior at least on a yearly basis.

13 We did get that at the very end of
14 the last administrator's term. We were able to
15 meet with them. But it's something that is in
16 the legislation that where we exist by, and we
17 would request that that become something that,
18 as we move forward, to report our work and
19 advisement and questions as we're doing today.

20 Then the last one is that one of the
21 main projects that we work on annually is the
22 Annual Report to Congress and the

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1 recommendations to the Secretaries.

2 One way that we can improve is to
3 request to have our report presented to
4 Congress either someone from NACIE would
5 present along with the administration or -- but
6 we're looking at better ways to improve our
7 communication, because it's been yearly that we
8 do these reports.

9 Every year, we never -- we've never
10 received any feedback from Congress or the
11 Secretary of Education or the Secretary of the
12 Interior in the past. So we would appreciate
13 if the new administration would give us that
14 chance to work with either -- through tribal
15 leaders or through administration to present
16 the issues straight to Congress besides just a
17 written report.

18 Maybe to do a presentation of some
19 sort. Those are the other two requests that we
20 have on behalf of NACIE to really make an
21 effort to improve the quality of education that
22 we provide across Indian Country for our

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1 students. Without that happening, it
2 sometimes feels -- and I'm just going to be
3 very frank -- it feels like we're just here as
4 a check off the box. And we come to Washington
5 several times a year, or we meet over the
6 phone, so let the OIE position -- all the past
7 that we do, it doesn't feel like we're really -
8 - we're just a check off the box.

9 And we would appreciate very much if
10 -- I wish he was here to hear that, but I hope
11 that you can relay that message on to both
12 Assistant Secretary Botel and the Secretary of
13 Education as well, the Secretary of the
14 Interior, that we're really struggling with our
15 role as NACIE right now.

16 What is it that we exist for?
17 What's our purpose if we're -- if our reports
18 to Congress are not even being given any
19 feedback at all, or our letters to the
20 Secretaries don't come back with an, oh, we got
21 that.

22 I think this was one of the first

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1 times we heard that one of them read our
2 reports thoroughly. So we do appreciate that,
3 and I guess I'll just close with that. And if
4 any other members want to add to what I have
5 said, that's pretty much what we want to make a
6 request of your departments on. Thank you.
7 Anyone?

8 MR. PAYMENT: I would ask if they
9 have any questions for us?

10 CHAIR DENNISON: Or maybe you have a
11 response to what we're talking about here.

12 MR. WASHINGTON: I'm Mark
13 Washington. I'm the Deputy Assistant Secretary
14 for Management and Planning. So I appreciate
15 what you said, and I respect it. And I will
16 make certain, along with Lisa Ramirez, my
17 colleague, that we convey just what you said
18 directly.

19 I say to you and everyone in the
20 room, I have a lot of respect for you, for the
21 knowledge in this room, and I have respect for
22 you just from the standpoint of heritage. My

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1 great-great-grandfather was a Cherokee Indian.
2 My great-great-grandmother was an African-
3 American. My wife is a member of the Tohono
4 O'odham and Pima Nations. And so I know why it
5 is important for Indian education to be taken
6 seriously.

7 And if I didn't have that heritage,
8 I would feel the same way. I know many people,
9 many colleagues don't have that heritage, but
10 take passionately the work of making certain
11 that Indian students are educated equally,
12 fairly, like all others.

13 And I know to a person, from Tara
14 Ramsey, the Acting Director, to many on her
15 staff that I see in the room, it's very
16 personal. So in respect, I say I hear your
17 words. I understand. And we will convey and
18 seek to improve in the way that we communicate.
19 We don't have control of Congress, but we
20 certainly can pass along the message, and we
21 certainly can pass on the message to our
22 secretary of your interest in meeting with her.

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1 I don't know what influence we have
2 with the Secretary of the Interior, and so I
3 don't want to over-promise. But we certainly
4 can convey that. I'll say also, just to your
5 role, and particularly in my -- I've been in
6 the Department a few years, but in my role in
7 OESE, I've been here not quite 18 months.

8 But I did come along when we
9 attempted to hire the last -- when we had the
10 last vacancy for a director. And I do know
11 that also though the NACIE selection was not
12 the ultimate selection for that role, the NACIE
13 feedback was incorporated and was considered
14 along the way. And I know that because I was a
15 part of the actual selection panel.

16 I was very new to the job, but even
17 as we contemplated every candidate, there was a
18 discussion about how our views in the room
19 compared to what we got from NACIE. And so
20 where the final outcome may not have been the
21 same as what NACIE would have selected, NACIE's
22 feedback and input actually was considered and

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1 compared to the decisions, the ultimate
2 decisions that were made.

3 So I just want to say, and I
4 understand that you might be struggling with
5 the role, but I think there's a big role for
6 NACIE, both in terms of helping us to be
7 accountable to what's important from your lens,
8 both as educators and as people of heritage,
9 and as colleagues who care about educating
10 students well.

11 And I think that we all appreciate
12 what you do, but we all look forward to you
13 staying strong in the role. I hope that you
14 won't -- while I understand the struggle, and
15 looking for the place, I hope that you won't
16 abandon the position that you have. It is a
17 very important position and one, I think, of
18 influence.

19 CHAIR DENNISON: Thank you. Robin?

20 MS. BUTTERFIELD: Yeah, thank you
21 very much for your response to that question.
22 And I think maybe one, since we're moving into

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1 the selection process again for the director, I
2 think one of the things that would help is if
3 we -- basically if our preference for the
4 individual that's chosen is not the one that
5 gets offered the position, it would be helpful
6 to us to know why, you know, that somebody else
7 was chosen. I mean, that's basically the
8 reason I think we felt discounted in terms of
9 our preference.

10 So just to be a little more
11 transparent and open in terms of, you know, why
12 decisions are made, I think, or what the
13 processes are would be helpful to us in that
14 specific circumstance. So I appreciate you
15 letting us know that.

16 MR. WASHINGTON: I think that's a
17 fair request. I think there are some
18 limitations in terms of what we can talk about
19 from the standpoint of personnel decisions.
20 But certainly, to acknowledge that you had a
21 particular candidate that you put forward, and
22 whether or not we agreed or made a selection

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1 that met to your ultimate selection, I think
2 certainly if we don't make the same selection,
3 we could have a conversation and say, we've
4 made a different selection.

5 Again, there might be limitations as
6 to the why, but certainly having a conversation
7 about the fact that we went in a different way,
8 and maybe trying to reconcile what it is that
9 you looked for in a candidate if it's different
10 than ours, and what we were looking for. I
11 mean, I think that we certainly should be able
12 to talk about those things.

13 CHAIR DENNISON: That would be
14 greatly appreciated, because that didn't
15 happen, and we would appreciate that in the
16 future. Thank you.

17 MS. PROUDFIT: Deborah?

18 CHAIR DENNISON: Okay, Joely?

19 MS. PROUDFIT: Along those lines, if
20 we put a list together of recommendations and
21 we don't have other names of people who applied
22 on that list, I think we all discussed

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1 yesterday that if we can't find an ideal
2 candidate, we'd rather close the search and
3 open it up and cast another net instead of
4 selecting someone that we didn't think either
5 was appropriate for the position or qualified
6 to meet the requirements of the position.

7 So I would really want to emphasize
8 that if it's not someone on the list that we
9 put forward, please think critically about
10 selecting someone from the pool that we didn't
11 select and put forward. We would rather close
12 --

13 MR. PAYMENT: Can't hear anything.

14 MS. PROUDFIT: -- the search and
15 reopen it.

16 MR. WASHINGTON: So, thank you for
17 that, Joely. I think so we would have
18 limitations, right? Because we open a vacancy,
19 and we cast a broad net. So there might be
20 people who meet the level -- meet the
21 eligibility that might not be on your list.

22 And we would have to think and act

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1 carefully, and we would have to act within the
2 bounds of our requirements, particularly in
3 that we are responsible for running a merit-
4 based human rights system -- human rights?
5 Human resource system. So I understand what
6 you are saying. I just don't want to over-
7 promise, because we do have requirements under
8 a merit-based system on behalf of the Federal
9 government.

10 I will say this. That I think the
11 opportunity that we have is long before we even
12 put a vacancy announcement out, is to really
13 have a good idea of the kinds of people, the
14 literal names of people that you might know,
15 the attributes that you think are important.
16 You might think that certain things are
17 important from the standpoint of Indian
18 education, or from the standpoint of
19 leadership.

20 I can tell you, we are very
21 interested in candidates who both have the
22 cultural, the educational, but also the

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1 management experience. There are a lot of
2 critical management elements to this job. This
3 is a -- the director job of Indian Education is
4 a big job. So big that in the current hiring
5 freeze, we made this job the first item for
6 request, for an exception request.

7 We did it over and over and over
8 again until we actually got the approval. And
9 so if you think that there are specific things
10 that are really, really important, and
11 certainly if you think there are people who
12 embody those things.

13 But I think more importantly, the
14 actual attributes that you think are critical,
15 it would be important for us to know about and
16 talk about early so that as we are reviewing
17 the search that we get from the vacancy
18 announcement, we can have those things in mind.
19 That's a lot easier to do, I think, than for us
20 to promise that if they're not on your list
21 that we could close the search.

22 I just, I know I can't promise that,

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1 and I would like to work towards getting to the
2 kind of candidate that you think is both
3 representative and qualified from your
4 standpoint and from what's important to you and
5 your values. MR. PAYMENT: Dr.

6 Deborah?

7 CHAIR DENNISON: Yes, go ahead, Dr.
8 Aaron.

9 MR. PAYMENT: So I just, I want to
10 make sure that we're all on the same page and
11 speaking the same language.

12 CHAIR DENNISON: You're fading out.

13 MR. PAYMENT: Okay. I just want to
14 make sure that we're all on the same page. So
15 we were -- we had requested it, but we had been
16 invited to participate in the hiring process
17 the last round, so we don't look at anybody on
18 a list that doesn't come from the Department.
19 So when the position is posted, and then the
20 whole bureaucratic process that it goes through
21 before it gets to us, the list is supplied --
22 was supplied to us.

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1 So we're not looking at any
2 potential candidates that don't go through that
3 process. We all have contacted your people to
4 apply, making clear that they have to go
5 through the process. Also, with respect to the
6 Federal guidelines for employee preference,
7 Indian preference is also one of those
8 requirements.

9 So I guess I would ask what benefits
10 are closely coordinated for looking at it as an
11 opportunity and it be more closely coordinated
12 so that we understand our role, and then our
13 respective role when giving advice about the
14 expertise that that person comes to the table
15 with, and just basically -- it does seem a
16 little odd that a piece of junk made it through
17 the fray that we never even heard of.

18 It wasn't anybody that was supplied
19 to us. It seems like if we are more closely
20 engaged and coordinated, we wouldn't be looking
21 through any candidates that the department had
22 not vetted and forwarded to us, and certainly

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1 nobody should -- I don't think that the
2 preference for veterans allows for anybody to
3 jump ahead of that process to stop and support
4 it, but certainly the names are all made
5 available. So I just want to make sure that
6 we're not saying the same thing.

7 MR. WASHINGTON: Thank you. Thank
8 you very much for that. So I think we actually
9 are on the same page, and I'll clarify. And
10 I'm sorry if I was confusing earlier. Everyone
11 does have to go through the traditional vacancy
12 process.

13 When I made reference to a list of
14 names, we are always -- I just meant that
15 meaning we are always encouraging that if
16 certainly members of the NACIE council and
17 others in Indian Country know of qualified
18 people, that you would encourage people to
19 apply for the position, the open position.

20 And so I didn't mean to suggest that
21 somehow there was like, two different
22 processes. Everyone has to go through the same

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1 evaluative process and be selected. And to
2 your point, any person who's considered by
3 NACIE would have only been under consideration
4 because we provided a list. So I just want to
5 be clear. I didn't mean to refer to that as
6 though there was somehow another kind of
7 underground list.

8 To your point about preference,
9 you're right. Military preference and Indian
10 preference are not the same. We are serious
11 about respecting and acknowledging both of
12 them, but we don't -- I think we go to quite
13 some extent to try to protect the preference.
14 And so I understand the concern about it, and I
15 think we share a concern, and I think that we
16 demonstrate it, that we're very serious about
17 that preference.

18 MS. WHITEFOOT: I just want to bring
19 up the discussion about Indian preference. So
20 we also, in our communities, struggle with
21 that, particularly if we're working with LEAs
22 because of the different types of ruling. But

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1 we don't really get down to the discussion of
2 how that is interpreted. So I'm on an Indian
3 reservation, and so we can apply our tribal
4 Indian preference. And I think it's
5 important that we have common language on what
6 we mean by Indian preference. And similar to
7 Aaron, an individual pops up that we've never
8 heard of in Indian education. You know, I was
9 surprised about the names that came forth. So
10 just want to leave it at that, because I think
11 there's more work that needs to be done around
12 Indian preference.

13 And previously, with the previous
14 NACIE when we made a recommendation for an
15 individual, the individual that was selected, I
16 believe, by the Department of Education was
17 someone we didn't agree with. So we asked the
18 Department of Education to go back out and
19 advertise, and that's how we were able to get
20 our last Office of Indian Education Director,
21 Ms. Silverthorne.

22 And so this whole process, again,

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1 still needs to have some work done with it to
2 look forward to our deliberation around that.
3 Thank you.

4 CHAIR DENNISON: Thank you, Patsy.
5 And do we have any other questions, or do you
6 have any questions for us?

7 MR. WASHINGTON: Well, I'll just
8 respond to the last item.

9 CHAIR DENNISON: Sure.

10 MR. WASHINGTON: So I'm not one of
11 our attorneys. We actually have attorneys that
12 are astute in the law that protects -- well,
13 promotes and protects preference. I will say
14 that no one comes through that process except
15 that they are vetted by the definition of the
16 law.

17 So I understand the concern that
18 maybe somebody shows up on a list that you're
19 not familiar with, but I can promise you that
20 nobody gets through the list that does not meet
21 the legal definition of Indian preference.

22 And I think it is fair if you

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1 believe that we need to have more conversation
2 about what that actually means or if maybe even
3 -- and I'm looking to the DFO -- but maybe if
4 there needs to be some kind of conversation or
5 orientation of the council about what the Feds
6 are actually looking at as a definition under
7 the law.

8 But I can promise you at least as
9 the law is stated, our human resource
10 individuals and our legal counsel actually take
11 a look at that preference to make certain that
12 everyone is vetted against it.

13 CHAIR DENNISON: Thank you again for
14 that. Any other questions or comments for the
15 -- I guess we'll turn it over to Dr. Ramirez.
16 Thank you.

17 DRMS. RAMIREZ: Thank you, Dr.
18 Dennison. Good morning. My name is Lisa
19 Ramirez, and I am very appreciative to have
20 this opportunity to work with you. I wanted to
21 just address a couple of things and then
22 certainly go over the list of deliverables that

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1 we owe back to you before we end up leaving
2 today. If you don't mind.

3 With respect to the first thing that
4 you mentioned about the future role of the
5 advisory council, I look forward, in my role
6 here, in building a relationship with you. To
7 me, that's the only way that we're going to be
8 able to have the tough conversations that we
9 need to have for the betterment of our
10 students.

11 As we continue to work with BIE and
12 the Department of Interior, thinking of all
13 things related to the children that we serve,
14 it is understandable that we will have many
15 opportunities to have a conversation of what
16 they believe is correct and how we can better
17 serve them.

18 And I think that that's a critical
19 piece in understanding the role of the
20 Department of Education. We stand ready to be
21 able to provide technical assistance in that
22 space. This is my 26th year in education. I

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1 have always worked, before my time here at the
2 agency, with schools that have large numbers of
3 impoverished children, also knowing that the
4 types of struggles that our children have
5 across the country are indeed struggles.

6 But what you have are unique needs,
7 and we are ready to learn about that. We're
8 open to learning about that. So I humbly ask
9 that when we do things improperly or
10 disrespectfully, please do correct us. We're
11 not attempting to do it wrong. We want to do
12 it the right way, but we, too, are learning.

13 So I say that in thinking of the
14 issues surrounding accountability, as you
15 brought up, there are many different things
16 that we can do to help with the accountability
17 when we think of academics, but I very much
18 appreciate that you thought about the whole
19 child and the social and emotional learning
20 aspect of that. We have known for years that
21 our Indian children are suffering with
22 extremely high suicide rates. The drug abuse.

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1 The chronic absenteeism. But what are we doing
2 about it?

3 And so those are things that we hope
4 to be discussing and hope to be offering
5 technical assistance around. I think Jason
6 alluded to it a little bit about some of the
7 things we do at the agency. We do have an
8 Office of Safe and Healthy Schools that also
9 provides assistance.

10 And please note that all of you are
11 always open to access any of those resources
12 that we have. And we do have social and
13 emotional learning resources, we have suicide
14 prevention resources, we have chronic
15 absenteeism resources. So again, I'm just
16 offering that. Sometimes we can't access
17 something if we don't even know they're there.

18 So if we need to do something
19 differently, we are open to doing that so that
20 we can communicate that.

21 Also, whenever we're thinking about
22 going forward in consultation, I hope that you

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1 are there, that you are a part of that
2 conversation, that together we can learn how we
3 can better serve knowing that at the end of the
4 day, there will be a list of deliverables that
5 we, A, don't want to over-commit, because I'd
6 rather be honest about what we can do, even if
7 it's only three of the five things rather than
8 say I can do ten things, and I can do none of
9 them well. So we do hope to do that.

10 I'm going to go over the list of
11 things that I heard that you said you would
12 like to have back from us, and please do
13 correct me if I get those wrong. You asked for
14 the ESSA plans that have been approved that
15 have -- you wanted basically a scorecard.

16 On the Ed.Gov website, we actually
17 do have an ESSA page that will show you all of
18 the plans that have been approved. I will ask
19 the team to go back there and look to see which
20 ones had specific consultation. And you also
21 asked for the language around the Congressional
22 Review Act. That language would be the

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1 language that then rescinded regulations and
2 which regulations were rescinded with that.

3 You also asked for a breakdown of
4 funding of per pupil expenditures surrounding
5 Title I, Title III, and migrant education. The
6 fourth request down I have that you are asking
7 for an opportunity to meet with both Secretary
8 DeVos and Secretary Zinke. And the last one
9 that I have here is an opportunity, if
10 possible, to be able to present the annual
11 report to Congress to Congress.

12 Regarding the selection process,
13 understanding or actually a lot of different
14 things I heard regarding selection process.
15 Closer communication, understanding of the
16 process itself, which would lead to the why an
17 individual was not selected in the event that
18 it was someone that you put forth and if that
19 person was not selected. And regarding Indian
20 preference, just a request for common language
21 regarding the definition of Indian preference.
22 Is that correct?

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1 CHAIR DENNISON: I think you got it
2 all.

3 DRMS. RAMIREZ: Thank you.

4 CHAIR DENNISON: Yes, Joely? Go
5 ahead.

6 MS. PROUDFIT: This is something
7 that has been a challenge for American Indians
8 in the K-12 public school system. It's the
9 issue of mascots in our public schools. And we
10 talk about a safe working and learning
11 environment, or safe and healthy schools.

12 You know, I'm from California. We
13 have about 9,000 K-12s, and 147 public K-12s
14 with Indian mascots. In California. Like,
15 that is unbelievable.

16 I mean, there incites the teasing,
17 the low self-esteem. And I have a six-year-old
18 daughter in first grade, and she's already
19 dealing with those issues, because she's the
20 one Indian in the school if not in her grade.
21 So I would really hope that we take that
22 serious.

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1 We would not allow for a school to
2 be named in an inflammatory way toward any
3 other population, but for some reason, we all
4 sit idly by and allow this to happen to our
5 original nations and our Native kids.

6 So I really want to encourage you to
7 reconsider how we can better approach this,
8 whether it's encouraging these schools to
9 change the imagery and the name or not receive
10 federal funding. I mean, it should not be
11 tolerated. It's 2018. So I would really
12 encourage you to do that.

13 And my second point would be in
14 looking at the definition of American Indian,
15 and to be more inclusive of capturing our
16 mixed-race identifies. As a university
17 professor in the CalState system, which is the
18 largest university system in the nation, if we
19 have a Native student who marks Hispanic and
20 American Indian, they're not counted as an
21 American Indian so as to have that Hispanic
22 serving institution status.

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1 So it's critical to the services,
2 financial accountability, that we better count
3 and support our Native student populations.
4 Thank you.

5 CHAIR DENNISON: Thank you.
6 Anything else?

7 MS. WHITEFOOT: Yes, I'd like to
8 just say thank you to both the presenters that
9 talked with us. I just want to speak to the
10 discussion that's been going on around data.
11 We had a request before for data on all the
12 work that we're doing, and just want to
13 highlight the fact at our last meeting that we
14 had, we finally began getting data.

15 So you heard mention of other
16 information that was finally provided at our
17 last meeting that we thought we were going to
18 convene as official NACIE. But in the kinds of
19 information that is provided to us, it would be
20 helpful for us to have access to that data as
21 well.

22 And in our conversations with regard

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1 to the Department of Interior, the same. I
2 know that isn't your function, but our charter
3 states that we are to advise the Secretary of
4 the Department of Education and also the
5 Department of Interior. So any way that, in
6 your communications that you have with the
7 Department of Interior, we would really
8 appreciate it.

9 And one example of data that I just
10 want to highlight, and one that I shared
11 recently with our tribe, is the need for school
12 construction for both the Bureau of Indian
13 Affairs and also public school construction.

14 And so of those needs, the total
15 costs we're looking at is quite significant.
16 And I think it's important for us to pay
17 attention to that. And I'm speaking from just
18 my own experience, personal experience with
19 grandchildren in a public school system that's
20 serving American Indian children.

21 And having a granddaughter in a
22 portable that has no running water, has no

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1 restrooms, and the school district has a number
2 of portables in our school system. So this
3 exists also in the Bureau of Indian Affairs
4 schools as well, and there's a major backlog in
5 funding for safe and sanitary facilities for
6 our schoolchildren.

7 We're expecting Indian children to
8 be able to learn, but when we start thinking
9 about the disparities that exist in Indian
10 Country, there's quite a cost to all of it. So
11 I just want to highlight that.

12 And then in addition to that, when
13 we're talking about data, and there was a
14 comment made yesterday that we are a small
15 population and so maybe we're not as
16 represented, so forth, and yet the challenges
17 are so great.

18 I just reminded the individual that
19 we also have to think about the history of
20 American Indian and Alaska Natives and you
21 know, the land that you stand, the land that we
22 stand on is important.

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1 And then we start talking about in
2 our own tribal communities, we might be talking
3 about the safe health and wealth or of our
4 children, and we're talking about not only the
5 social emotional needs of our children and our
6 families, our elders, but we're also talking
7 about the safety, the health, and preservation
8 of our homelands as well.

9 And that's significant. Our
10 homelands and those homelands that were
11 parceled out by the Federal government, we
12 still have a say in what happens on those
13 lands. In my case, we're talking about a third
14 of the State of Washington and around the
15 Columbia River system and also internationally
16 because of the fisheries that we're actively
17 engaged in.

18 So please don't just say that we're
19 a small number. Please be mindful of the land
20 bases that we come from and that we are
21 representative as well. I would appreciate
22 that.

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1 In the consultation process, I had
2 been asking about Native reviewers as well. I
3 think that would be helpful to know how many
4 Native reviewers were a part of that review
5 process of the state plans.

6 I just want to echo what Joely said
7 about the Native students' identity. It's not
8 only identity, but it's the misrepresentation
9 and under-identification of our Native student
10 populations.

11 So we're having to constantly take a
12 look at the varying definitions that exist.
13 Just for your information, we have our Title VI
14 identification that we use, but we also have
15 the Johnson O'Malley identification that we
16 take a look at.

17 We have tribal colleges as well.
18 And then we look at the U.S. census, too, and
19 then the states are also coming up with their
20 own identifications. In our state, we're
21 identifying each of our tribes that exist in
22 the State of Washington, but we know that there

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1 are more Native students.

2 So this is an important part of our
3 discussion that we do have, is in the
4 identification of our students, regardless of
5 where they are, whether they're on our Indian
6 reservations or in Indian communities.

7 So currently, there is one
8 identification by the Office of Management and
9 Budget that categorizes a Native identity as
10 Natives from South America and Central America
11 and North America.

12 So that, we're in definite conflict
13 with that definition. So we're having to look
14 across multiple agencies that come up with
15 these identifications, but yet don't
16 necessarily consult appropriately with our
17 tribes and our tribal communities.

18 So I just wanted to share that as
19 you're sharing about the work that you're doing
20 around safe communities and addressing the
21 needs of the whole child. Thank you.

22 CHAIR DENNISON: Thank you,

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1 Patricia. I don't know if you want to respond.

2 DRMS. RAMIREZ: No, I'm definitely
3 taking notes on this.

4 CHAIR DENNISON: Okay.

5 DRMS. RAMIREZ: One thing I also
6 wanted to just offer to you for your awareness
7 is that we also have a school ambassador
8 fellowship at the agency.

9 If you're not familiar with the
10 program, it's a program that invites people
11 that work in the school communities, whether
12 it's directly as an educator, as a classroom
13 teacher or a principal or a superintendent, but
14 there's another category which could be the
15 counselor or a school therapist or a nurse.
16 Anything that's related to the school community
17 at the local level.

18 And this year, as we have been
19 reviewing all of the applicants, we have had
20 some really strong individuals come in with
21 Native preference. And so I'm very excited
22 about that, because that is not something that

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1 we have had in the past.

2 So I'm very encouraged that there is
3 a conversation continuing to happen that says,
4 yes, you can be a part of that, and you can be
5 at the table having some discussion and some
6 input regarding what we're doing at the agency.
7 So I do hope that that person is selected and
8 you will get to meet them soon.

9 CHAIR DENNISON: That sounds
10 exciting, thank you. Thank you for your time.
11 I know that I very much appreciate the both of
12 you, and please send that to Jason Botel as
13 well. We appreciate you coming over and
14 sitting and listening to our concerns.

15 And what we really want is a
16 stronger working relationship with the
17 Department of Ed and with the staff. And we've
18 had some, like I said earlier, we've worked
19 hard, and we've committed a lot over the last
20 few years, and we want to continue to do that,
21 but we want to be able to improve upon that.

22 So that's really our overarching

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1 goal. So thank you so much for coming today
2 and listening and hearing us out. Thank you.

3 DRMS. RAMIREZ: Thank you.

4 CHAIR DENNISON: And we can take a
5 break now, so I'm going to walk out.

6 (Whereupon, the above-entitled
7 matter went off the record at 10:41 a.m. and
8 resumed at 11:05 a.m.)

9 CHAIR DENNISON: We are about five
10 minutes behind schedule, so we'll go ahead and
11 get started and call the meeting back to order.

12 MR. PAYMENT: Okay.

13 CHAIR DENNISON: We are under the --
14 if you look at the agenda, it's a little off.
15 It's supposed -- oh, the one that I have, it's
16 -- yeah, did everybody check out? No? Okay,
17 do you want to -- yeah.

18 I got a different agenda than the
19 one that's up there, but is this the updated
20 one? No? Okay. What time is checkout? Is it
21 at noon? Okay. Did you get another one for
22 tonight? Did they get you one for tonight?

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1 Here? Okay. Yeah, okay.

2 Let's start with Ron. I'm going to
3 call the meeting back to order. Ron asked if
4 he could have a few minutes, and then we'll
5 decide about what we're going to do about
6 checking out, because some people have to get
7 checked out. Go ahead, Ron.

8 MR. LESSARD: I will make it real
9 quick.

10 CHAIR DENNISON: Okay.

11 MR. LESSARD: Can everyone hear me?
12 On the phone?

13 MS. JOHN: I can hear you okay.

14 MR. LESSARD: Okay, good. I just
15 wanted to respond to something that Robin had
16 asked about -- and it goes back to the
17 Executive Order for the White House Initiative,
18 and like I said, I know that supposedly that is
19 being worked on at this point.

20 However, we don't know that how much
21 inclusion will happen in that, but I think
22 certainly when that comes out, that should be

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1 scrutinized, and certainly NACIE as an advisory
2 council could hold those in charge of that
3 accountable.

4 But what I wanted to bring up really
5 quickly is, you know, as you know, as everyone
6 knows, that BIE represents about seven percent
7 of our students. And we know OIE does the
8 Title VI grants. It's a grant-making office,
9 and does other things also. But one of the
10 things in the Executive Order, and I'm just
11 going back to some -- I want to mention some
12 previous non-activity. So according to
13 this, in the Executive Order, and this is to
14 Robin talking about public schools in urban
15 centers and all where our students are. This
16 says Federal agencies must help improve
17 educational opportunities provided to all AIN
18 students including students attending public
19 schools in cities and in rural areas, students
20 attending schools operated and funded by the
21 Department, and it goes on and on and on.

22 What we found previously is if an

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1 office in the Department of Education has a
2 grant that can be like OELA or something like
3 that, then we found that there could be
4 something to help expand to all public schools
5 or outside of the of the BIE schools. But we
6 never really, and I say this, we never really
7 put a plan in place to reach the other 93
8 percent, you know?

9 It says in here the creation of the
10 inter-agency working group, which I can attest,
11 you know, worked very hard to get that going.
12 But we had a lot of pushback on that with other
13 things that were going on. So I think, you
14 know, I would look to NACIE when we see this
15 next Executive Order.

16 It's one thing to say that we want
17 to reach out to all 93 percent of our students,
18 but we have to have some plan. There has to be
19 either an interagency workgroup that can work
20 on these things, and I just kind of wanted to
21 give a heads up with that, because it's very
22 easy and lofty to put things in Executive

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1 Orders, and if they're not held accountable to
2 do those things, we don't achieve what the
3 reason why it was written.

4 MS. BUTTERFIELD: Thank you for
5 mentioning that, because, you know, we're at
6 the kind of rubber hits the road, at least in
7 my experience, has been at the state level.
8 But the state often only responds to kind of
9 mandates from the Feds.

10 So just using, say, Title III
11 English Language Learner funds that can be used
12 for Native students, I was at Washington, the
13 Department of Ed in Washington, and there was a
14 letter that came around from the Department of
15 Ed saying, you know, all you --

16 MS. JOHN: I'm sorry, you're
17 breaking up really bad. Sorry.

18 MS. BUTTERFIELD: All you ELL
19 directors need to reach out to Indian
20 communities to make sure that Native students
21 are getting the benefit of that service. So
22 the only reason they did that was because the

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1 Department of Ed was curious. Somebody had
2 asked the question, how many Native students
3 are getting services out of Title III?

4 So that's the kind of plan that
5 could be more intentional rather than
6 happenstance, you know, to make sure that the
7 kids are actually getting benefit. And then on
8 the other side, our Indian communities, some of
9 our parents were saying, how come my students
10 were asked questions about ELL? They're not
11 Hispanic.

12 So they also needed to understand
13 that there was a resource that could help them
14 with English language development. That it
15 wasn't second language development because they
16 were Hispanic. But there's a service that they
17 could be receiving, which they need, given, you
18 know, the right kind of assessments that
19 they're supposed to take to get the service.

20 So I think that's just one example
21 of how we can plug kids in to resources that
22 would give them a benefit.

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1 MR. LESSARD: And I think that if we
2 can reestablish the interagency working group,
3 which does cross all the Federal agencies, and
4 just have that as one of the vehicles for like,
5 finding out what's happening across all
6 agencies in education.

7 You know, not just out of the
8 Department, but how we can help facilitate some
9 things that are going on or, you know, be kind
10 of -- bridge some gaps. And again, that hasn't
11 happened.

12 And the one other thing I want to
13 mention in regards to mascots and regard to the
14 initiatives efforts that we did. Have you seen
15 the school environment listening sessions final
16 report that we did? Because that was the
17 beginning of a -- which wasn't intended to be
18 just mascots. It was about disproportion of
19 bullying and those things.

20 And when we did the listening
21 sessions, one of the things that came out of
22 that, and I think that should continue, is that

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1 with the Office of Civil Rights, we were able
2 to give families and communities a vehicle
3 which was a way to report or file claim or --
4 excuse me -- with the Office of Civil Rights.

5 Because I think that -- I don't know
6 that we're going to get to a point where we'd
7 be able to do another report like that. But
8 that has been really important, because it was
9 the voices of our youth.

10 But more importantly, I think that
11 communities that were involved with that have
12 found that they can -- that there's a way to
13 file that through the Office of Civil Rights.
14 And if you need any information on that, please
15 let me know.

16 CHAIR DENNISON: Thanks, Ron. I
17 just want to say a little bit more about the 93
18 percent. And you all heard me talk about this
19 before. It seems like at the Federal level,
20 and I heard it. I felt like I heard that today
21 again.

22 When they talk about Indian

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1 education, they're only talking about the BIE
2 but yet when we come here, when we come here as
3 representatives, and especially in my case, and
4 in some of our cases that work for public
5 schools, we're having a different, in our mind,
6 we're thinking about the schools that we
7 represent, which are, in my case, a public
8 school system.

9 So I was trying to -- I mean, that's
10 where the -- there seems to be a confusion.
11 Even when you go on the Hill sometimes, they
12 don't understand that Indian education isn't
13 just the BIE. In fact, so that's been a
14 problem throughout. And I think that leads to
15 what you're talking about, is to --

16 MR. PAYMENT: We can't hear you.

17 CHAIR DENNISON: Oh, I'm sorry.
18 It's just how do we change that, because I
19 think that's the biggest thing that -- one of
20 the biggest challenges that hurts us the most
21 is that lack of understanding, that when we
22 talk about Indian education, it's not just the

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1 BIE. It's not just Title VI, Title VII, Title
2 VIII. It's not just that.

3 It's when we're talking about Indian
4 education, we're talking about that 93 percent
5 that attend public schools that's being left
6 out when we're trying to do the equations. So
7 I just wanted to make that comment because it's
8 been a challenge.

9 Okay, we need to take care of some
10 logistics I guess as far as I know we have our
11 business to take care of, but I know some
12 people have to check out, and it's 11:15. I
13 don't know what time checkout is, but do we
14 want to give some time to go check out? Will
15 it take you about 15, 20 minutes? Ten minutes?
16 Okay.

17 Do you want to reconvene back at
18 11:30? And then -- she's doing that right now,
19 that's where she is. So it's getting taken off
20 of -- if it's on your personal cards, it's
21 being taken off right now. So you get checked
22 out, and -- we could do that if it's okay. And

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1 then we can push our -- okay.

2 That's fine with you all. With me
3 if you all are in agreement to that. So we'll
4 go ahead and break for lunch, and then check
5 out and come back at what time do you want to
6 come back then? Twelve? Twelve-thirty? We do
7 have an announcement first.

8 MS. RAMSEY: I apologize, I should
9 have made this yesterday when I spoke, but I
10 think subconsciously I just don't want to make
11 this announcement. We have one more retirement
12 in our office, and Paulette Davis has announced
13 her retirement, and her last day with the
14 Department will be April 30th. And again, I've
15 been reluctant.

16 I think, again, it's partly
17 subconscious, because I'm going to miss her.
18 I've worked with her when I was on the Step
19 Program, and I'm just going to miss her council
20 and her calmness and personality around the
21 office as well, not only her competency in the
22 Title VI program. So I just wanted to make

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1 sure that you all knew that and had a chance to
2 talk with her while she was here. So, thank
3 you.

4 MR. PAYMENT: I can't hear anything.

5 CHAIR DENNISON: There was just an
6 announcement that Paulette Davis is retiring,
7 and I've known Paulette for a long time, going
8 back to my Chinle days working there. So we --
9 we appreciate your work.

10 On behalf of NACIE, we appreciate
11 all the work and your dedication to the Indian
12 education throughout your years. So thank you
13 for your time, and all that you put forth. And
14 especially with me as a rookie federal projects
15 director that came to see you here in
16 Washington one time. I don't know if you
17 remember that. Thank you.

18 We'll be on break for a little while
19 and we can do what we need to do, and then
20 we'll be back at 12:30 with our Executive
21 Director of NIEA, Ahniwake Rose. Thank you.

22 (Whereupon, the above-entitled

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1 matter went off the record at 11:18 a.m. and
2 resumed at 12:37 p.m.)

3 CHAIR DENNISON: Who do we have on
4 the phone; do we know?

5 Are they all back in?

6 (Discussion off the record.)

7 MS. BOULLEY: We have 11 people
8 online right now.

9 (Discussion off the record.)

10 CHAIR DENNISON: We need to call the
11 meeting back to order. We're getting behind
12 time.

13 I know people are wanting to leave.
14 There's a couple people that have said they're
15 going to leave early.

16 So if we take our seats and we can
17 get going, I think Joely is outside and we can
18 call people back in, I think we can go ahead
19 and reconvene.

20 Who all do we have from the council
21 online? Is Dakota --

22 MS. JOHN: This is Theresa.

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1 CHAIR DENNISON: Theresa is online.

2 Who else?

3 MR. BROWN: This is Dakota. I'm
4 here.

5 CHAIR DENNISON: Dakota is online.

6 Aaron, are you back on?

7 Okay. I think we do have a quorum,
8 though -- oh, we don't need a quorum right now.

9 Okay. We don't need a quorum right
10 now, but we're going to go ahead and proceed
11 with our agenda.

12 We have Ahniwake Rose that asked to
13 do a presentation to the NACIE Council. And
14 so, we'll go ahead and -- welcome and thank you
15 for coming.

16 MS. ROSE: Thank you, everybody.
17 Thank you so much for the time and for the
18 opportunity to spend a little bit of time with
19 you. I think Matt is going to run the
20 slideshow for me. Great.

21 So Adrienne also has some folders
22 with some information about some of the work

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1 that NIEA is doing and I'm just going to
2 quickly kind of go through some slides and give
3 you an update of the work that we're doing
4 overall, and I really hope that we have some
5 time to answer any questions or to delve deeper
6 into any of the issues.

7 And then the next time that NACIE
8 meets if there's something specific that you
9 would like NIEA to address, we would be more
10 than happy to do that for you as well on
11 specific legislation or other items that NACIE
12 might want to be interested in either what
13 Congress is doing or what NIEA is advocating on
14 behalf of. We would very much like to do that
15 with you as well.

16 Before we get started --

17 MS. WHITEFOOT: I would like to --
18 since you asked about input into future
19 information shared by the organization, I would
20 just like to stress tribal control as well, any
21 information on tribal control such as, you
22 know, the STEP initiative and other tribal

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1 initiatives that are out there as well.

2 And, of course, BIE is heavily
3 engaged in the initiatives that are focusing on
4 tribal control, tribal sovereignty.

5 MS. ROSE: Thank you for that.

6 So for those of you that don't know
7 me or we haven't had a chance to bicker too
8 frequently in person, my name is Ahniwake Rose.

9 I'm Cherokee and Creek from
10 Oklahoma, and I've had the pleasure of serving
11 as the executive director for the National
12 Indian Education Association for about five
13 years.

14 And just prior to that, I was the
15 policy director for the National Congress of
16 American Indians. And so, a lot of you at the
17 table I've had really an extreme pleasure of
18 working with for a very long time.

19 And for those of you that are my
20 mentors at the table, please excuse me if I say
21 anything that's wrong and correct me. And I
22 know those of you that are, will correct me

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1 immediately if I do, and I appreciate that.

2 MR. PAYMENT: Mic check.

3 MS. ROSE: I have to be right on the
4 mic.

5 Can you hear me now?

6 Okay. So Slide 1, please, Matt.

7 MR. PAYMENT: We can't hear. Sorry.

8 CHAIR DENNISON: That's because no
9 one is talking right now.

10 MS. ROSE: We are having technical
11 difficulties.

12 MR. PAYMENT: Good to hear your
13 voice. This is Aaron Payment.

14 MS. JOHN: Hi, Chairman. It's good
15 to hear your voice, too.

16 MS. ROSE: We are reopening up the
17 PowerPoints, maybe.

18 Okay. So we're going to be mindful
19 of everyone's time. If you look in the folder
20 on the far left-hand side in the back is a copy
21 of the PowerPoint presentation, and we can just
22 use that while we're reopening it.

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1 So the very first slide is just what
2 the agenda is for today that I wanted to run
3 through quickly.

4 I want to talk to you guys a lot
5 about appropriations. Actually, I just had an
6 interview with somebody from a newspaper and
7 they said, you know, "What are -- what are the
8 things that NIEA is focusing on the most?"

9 And I said "Just the same thing that
10 everyone should be focused on right now,
11 appropriations, appropriations, appropriations,
12 because nothing is going to be passing in
13 Congress right now at least bill-wise."

14 Then I want to talk just quickly
15 about some legislative updates, give you an
16 update on some of the work that NIEA is doing
17 around ESSA that we think might be able to
18 partner with NACIE on.

19 And then we have some specific
20 requests of NACIE that we are hoping that you
21 can consider and to move forward both in your
22 capacity personally and as a group to the

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1 Agency and to Congress and to the
2 Administration.

3 Next slide. Okay. So under
4 Appropriations, real quickly we're going to go
5 through funding -- overall funding for Native
6 Education Programs, what NIEA's priorities are
7 for fiscal year '18 and how we arrived at what
8 those priorities, what the prospects -- I'm
9 echoing, I'm sorry -- are for fiscal year 2019,
10 and then overall talk about school
11 construction.

12 And I'm pulling that out to talk
13 about it specifically because all of us need to
14 be overly concerned about what's going on
15 around construction.

16 So hopefully, everyone knows that we
17 have finally signed an omnibus budget and it
18 passed in March.

19 This is a huge victory for everyone
20 considered. I personally believe and, you
21 know, if you go through and actually read what
22 their jobs are, Congress really just has one

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1 job and their job is to pass a budget.

2 And they really have not done so or
3 done that very well at least since I've been in
4 D.C., and I'm not going to tell anyone how long
5 that's been.

6 We've been constantly thriving and
7 functioning around CRs. And for Indian Country
8 as a whole, that's very hard because most of
9 our schools rely overtly on Impact Aid, and
10 that's the one title that's not forward-funded.

11 So as we rely on a continuing
12 resolution, it does not provide our schools a
13 very good opportunity to budget, and to budget
14 well or accurately, about how they should be
15 managing their programs and services.

16 So I might be coming back to you if
17 I can convince NAFIS later that we should be
18 forward-funding Impact Aid, but they don't
19 agree with me quite yet.

20 So we're really happy to see that
21 we're at least funded through, what, six
22 months, right?

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1 I mean, it's not a terribly long
2 time, but, yay, you know, we're not going to
3 continue to punt for two weeks at a time.

4 So, you know, Congress will continue
5 to figure out what that looks like, but the
6 hard part about budgeting and the part that
7 gets to be really confusing is that we're,
8 frankly, working on three budget cycles at
9 once.

10 So as they're fighting about current
11 year funding that should have already been
12 passed, they're already considering in Congress
13 what next year's funding looks like. And at
14 the same time, agencies are already considering
15 what the third year's funding looks like.

16 So we're always, because we can't
17 pass a budget when we're supposed to, kind of
18 dealing with three budget cycles at once, and
19 everyone needs to be paying attention to what
20 all three of those are talking about.

21 And for those of us that do spend
22 too much time kind of thinking about and

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1 considering this, as we think about the wins
2 that we saw in this bipartisan budget ask, I
3 want everyone, you know, to fully understand
4 that the victories that we saw within Indian
5 Country and the budget that we saw that
6 maintained our funding levels are solely
7 because of Congress.

8 This was not anything that the
9 administration did to support our programs.
10 And I think that the more that you can do and
11 understand and acknowledge the fact that this
12 was congressional action and authority, will be
13 helpful for us as we continue to move forward.

14 The next slide, please. So I'm not
15 going to talk a lot about what these asks are
16 or what we saw as increases, but what we were
17 able to do is see some increases. In some
18 agencies, we saw funding levels maintained.

19 And a lot of this is coming not from
20 the actual budget that was initially passed,
21 but from the omnibus, right, so the additional
22 funds that ended up being influx within.

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1 And so, we saw these large increases
2 around Department of Education appropriations,
3 and BIE funding increased to 914 million, which
4 is an increase of four percent.

5 Why this is very significant for us
6 is that the Administration proposed significant
7 cuts, devastating cuts to Indian education.

8 And so, we all need to be very, very
9 aware of the culture of thought that's going on
10 and is continuously thought of from this
11 administration around our Indian Ed programs.

12 Our BIE programs are absolutely
13 under attack, and all of us need to be paying a
14 lot of attention to what's happening within
15 that budget because the next programs up for
16 slate will be within the Department of Ed,
17 right? So we are being slashed and burned
18 across the board for Indian programs from the
19 Administration.

20 Next slide. So when we think about
21 our specific appropriations asks, NIEA puts a
22 large call out to all of our partners.

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1 We've asked those that are working
2 within Impact Aid or Title VI, we ask those
3 that are working specifically within Title I or
4 within Johnson-O'Malley, to please send our
5 requests. And we work really closely with
6 AIHEC, the tribal colleges and universities,
7 and to please send us what your requests are so
8 that we can have a comprehensive Indian
9 education program ask as we go to the Hill.

10 We've developed that for the last
11 several years as a whole, and we ask everyone
12 to feel free to use it however they see fit
13 when they go to the Hill.

14 We then take those asks and move
15 them forward to the National Congress of
16 American Indians.

17 So that gets folded into the large
18 tribal ask for all of our tribal governments
19 and it's folded into their large tribal budget
20 book that they advocate for over that next
21 fiscal year, as well as becomes part of the ask
22 for the state of Indian nations.

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1 And so, if you see something here that's
2 not reflective or that you think that we need
3 to be considering in a different way, please
4 let us know.

5 These are not numbers that, you
6 know, the staff sits around and just sort of
7 makes up. We work very hard and diligently to
8 reach out to the programs that are directly
9 impacted and affected by these budgets to make
10 sure that they're reflective of actual needs.

11 And we know that we're not being
12 funded at what we need, but we want to —make
13 sure that Congress and the Administration is
14 crystal clear about what the true need is.

15 Next slide. So I just -- I know
16 this is a supper small, teeny, tiny print, but
17 I think it's really important that you take a
18 look across the board about what's happening,
19 and let's just look at the first line and kind
20 of go across the top columns.

21 We can see this is the total BIE
22 budget. And, yes, I know a lot of the folks

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1 sitting at the table are mostly public school
2 folks, but, remember, NACIE is intended to be
3 comprehensive of all of our Indian Ed programs.

4 And as we advocate for Indian
5 Education, I think it's really important that
6 we all advocate on behalf of all of our
7 students together.

8 So fiscal year 2017 enacted was
9 891.5 million for total BIE. The President's
10 request then for 2018 was 754. So you can see
11 there's a hundred and, what, \$40 million
12 decrease that the President requested in 2018.

13 The House draft said, "Nope," and we
14 went up to 901. The Senate draft said, "Nope,"
15 and we went back up to 889. And then with the
16 omnibus, you see we're at 914 million.

17 The President then puts out his
18 request for 2019 and we can see it's actually
19 lower again than fiscal year 2018, so we're
20 back down to 741 million.

21 So when I say that we have Congress
22 to thank, I'm being very, very clear we have

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1 Congress to thank for what's happening within
2 our programs and our budgets.

3 The majority of the slash and burn
4 that you see for BIE is under construction and
5 our construction line items receiving
6 disproportionate hits.

7 And we'll talk about that a little
8 bit later, but it was not just construction.
9 It was our basic iSIP funds, it was the
10 elimination of Johnson O'Malley, the oldest
11 Indian Education program in the country, it was
12 a slash and burn to our higher education, our
13 scholarship programs, things that our kids in
14 public schools rely on as they continue moving
15 up in their educational career. So all of us
16 really need to be paying attention to what's
17 happening in the green buck.

18 Next slide. So when we start to
19 think about what's going to happen next year,
20 we know that we're already going to see -- we
21 had proposed significant cuts.

22 I just mentioned, right, proposed

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1 for elimination was the Johnson O'Malley
2 program, but we also saw the same sort of thing
3 with the Department of Education, the proposed
4 elimination of the Alaskan Native and the
5 Native Hawaiian programs, which are not
6 duplicative, as we all know, but are tied
7 directly to the trust relationship that we have
8 as native people.

9 What I think is really interesting
10 about this is that -- and what I talk to people
11 a lot about when we talk about the budget, is
12 that it's very, very important when any
13 president puts out a proposed budget, that you
14 should look at it.

15 You should look at it and you should
16 pay attention to it because it absolutely says
17 what the Administration's priorities are.

18 It's saying culturally what they
19 think that the United States should be focused
20 on as a people, as a whole.

21 And then what we need to do when we
22 get a copy of that budget from this

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1 administration, is we need to take it right to
2 the paper shredder and destroy it.

3 I don't want you to stress about it,
4 I don't want you to get overly concerned about
5 it, I just want you to look at it and
6 understand that our programs are being targeted
7 and then take it to the shredder.

8 And then we need to spend a
9 disproportionate amount of time on Congress,
10 because it's Congress that we're going to
11 really need to rely on over the next few years.

12 I love this quote by Congressman
13 Young: "This may be my President, but this is
14 not my budget."

15 We're hearing that overwhelmingly
16 from Republicans on the Hill that the budget
17 numbers that are being reflected, are not
18 reflective of their constituents, of their
19 state's priorities, and that they're going to
20 continue to do what programs -- and fund
21 programs in the way that they need to for their
22 citizens.

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1 And we're really grateful and
2 thankful for that and, luckily, we have a very
3 strong relationship across the board in both
4 sides of the aisles to be able to show the
5 independence of Indian Country and how
6 significant funding our schools and programs
7 are.

8 Next slide. And that just continues
9 to talk about why right now our President, as
10 we know it, is not super popular on Congress
11 except for within the Freedom Caucus.

12 And that caucus is really not large
13 enough to really make a huge change in the way
14 that the funding levels are going to be seen in
15 Congress, however, we can't -- like I said, we
16 can't turn our eye away from that budget. We
17 really need to understand that this is the
18 priority for this administration.

19 And we need to be mindful of that
20 and know that that message is going to continue
21 to be reiterated probably for the next few
22 years.

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1 Next slide. So we do have an
2 opportunity around school construction that I
3 would like everybody to pay some attention to.
4 And this is because we have the infrastructure
5 package.

6 So Opportunity No. 1, in the 2019
7 budget we have \$63 billion in added funds and
8 \$100 million added for BIE construction and, of
9 course, we're very excited about that.

10 Within your folders you'll actually
11 see a pamphlet or a booklet that we put
12 together about comprehensive construction and
13 the need within Indian Country both for public
14 schools and BIE schools.

15 And it tells a narrative about just
16 three schools, but it really will help you
17 continue to advocate on behalf of your schools
18 overall whether they're Impact Aid schools that
19 need construction, or whether they're BIE
20 schools that need construction.

21 So please take a chance to look
22 through that. And if you would like additional

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1 copies, let us know because construction is
2 really something that we all need to be focused
3 on regardless of the school type.

4 The second opportunity we have
5 around school construction is the President's
6 Infrastructure Proposal, which includes funding
7 for infrastructure at \$20 billion.

8 We haven't seen anything specific
9 for BIE schools around this, but I do want to
10 draw attention to this Opportunity 3, which is
11 the \$18 billion in funding through unobligated
12 balances on mineral revenues.

13 And, Matt, this is where I'm going
14 to ask you to correct me if I get wrong on any
15 of this.

16 One of the reasons why the
17 President's budget had such a decrease in
18 school construction funding is this proposal,
19 right?

20 This proposal -- and I'm absolutely
21 ad-libbing here because we don't really know a
22 lot. This is Ahniwake's perception of what

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1 this bill means. So if you know me, you can
2 just go ahead and put that smile on your face
3 because it's not going to be very nice.

4 My interpretation of this proposal
5 is, "Hey, tribes, you really want money for
6 your schools? Why don't you let us open up
7 your lands to oil and gas drilling and then
8 we're going to make sure that you get a cut of
9 those revenues to build your school systems."

10 And that's -- I know, Matt, that's
11 my ad-lib for that one. Go ahead.

12 MR. DE FERRANTI: Well, I think
13 that's what I understood until we had a
14 conversation over the past week and it's
15 unclear -- it's unobligated balances. It may
16 not require additional revenues.

17 There are some folks that think that
18 it still presents a challenge to the
19 environment. There's some conservation folks,
20 however, who are supportive of this.

21 So we have to have some more
22 conversations, but, Ahniwake, your concern is

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1 well-placed, it's just not requesting
2 additional mineral rights like was -- like
3 occurred at Standing Rock, et cetera.

4 MS. ROSE: Our biggest concern for
5 this overall, though, is the fact that tribes
6 have not weighed in and said that they want
7 this to happen.

8 And so, we have been working very
9 closely with the National Congress of American
10 Indians to hear what our tribal leaders and our
11 tribal governments would like us to do and
12 advocate on behalf of.

13 And right now, I understand that
14 they have not made a position either in support
15 or against. They're still waiting for
16 additional information.

17 Maybe Chairman Payment on the phone
18 --

19 MR. PAYMENT: Mic check.

20 MS. ROSE: Yes, Chairman.

21 MR. PAYMENT: Yes. So I testified
22 last week in the Senate Indian Affairs

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1 committee on the President's budget overall and
2 then -- we fielded questions and it's recorded.
3 So you can go to the Senate Indian Affairs
4 website and see it.

5 So a lot of senators pushed back
6 because they perceived it as a supplanting of
7 existing funds with the promise that this money
8 might come someday, but my testimony was that
9 that feels like a bait and switch, that that
10 money is not guaranteed to be there and it's
11 putting us in a position by their underfunding
12 it so that we have to exploit our natural
13 resources in order to gain access to this new
14 funding; but it's not new funding on top of,
15 it's supplanting what the draft -- not the
16 President's budget, but what the identified
17 need is for new construction.

18 And so, I don't know if I spoke out
19 of turn for NCAI, but I think that we can see
20 threw that and several senators have prompted
21 that position first, and then I had echoed that
22 that's what it feels like.

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1 MS. ROSE: Thank you, Chairman, for
2 that.

3 And then Opportunity 4 is just a
4 couple of acts that are moving through kind of
5 adjusting most of the things that we've already
6 talked about.

7 Next slide. Okay. So that's the,
8 you know, big, deep breath around
9 appropriations, all the money in the budgets
10 that are moving around.

11 And as Indian people, I think that
12 we have focused a lot on writing legislation,
13 right? We focus a lot on making sure that we
14 have the authority to do things and we
15 sometimes forget that it's not necessarily the
16 authority, it's the funding.

17 And so, I would just encourage
18 everyone if you ever go to the Hill, to please
19 think about the funding of your programs that
20 are important and to make sure that they have
21 those stories, because we are going to -- we
22 have a huge deficit within this country and at

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1 some point, right, these things are going to
2 start slashing and burning, and we just want to
3 make sure that it's not the Trust
4 responsibilities programs that receive that.

5 So given the fact that the
6 appropriations work is taking up a whole lot of
7 time and that on top of that job -- or that
8 portion of the job Congress should be doing,
9 they also do this other little thing around,
10 you know, passing bills sometimes.

11 And so, there are some legislative
12 updates that we think are appropriate to
13 provide you right now, but knowing that, you
14 know, their attention is not necessarily on
15 some of these pieces of legislation and they're
16 on some other things that the country is
17 currently fighting about largely, but there are
18 three things that we actually might see passed
19 this session that are specific to Indian
20 Education.

21 The first is our longstanding
22 Johnson O'Malley reauthorization that updates

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1 the look at student counts. It's currently
2 being held up by somebody that we hope to
3 release it soon.

4 The second is Esther Martinez.
5 Esther Martinez is a noncontroversial
6 reauthorization that just looks at extending
7 the grant opportunities and periods. Really,
8 there's nothing that should be holding this
9 bill up, but, again, it's getting caught up in
10 a politics game.

11 And then the third is some
12 legislation by Senator McCain that actually
13 NIEA is working closely with the senator.

14 He had introduced some legislation
15 last session that actually our former
16 president, Patsy Whitefoot, provided some
17 testimony on.

18 And if you would care to see that,
19 he was not so very nice to her, I'm just going
20 to say, and she handled it with grace.

21 And I was very, very impressed
22 because she kept her cool in a way that I might

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1 not be able to for some of his questions, but
2 we have said the way that he initially wrote
3 the legislation was absolutely no-go.

4 He was looking at ways to possibly
5 create voucher programs for BIE schools that
6 would take money away from the BIE system and
7 move them into other places.

8 We said, "That's not going to work,"
9 but we do see an opportunity to expand
10 chartering and other types of Native choice
11 programs within our lands. And so, we're
12 working with him about what we might be able to
13 do to create something that's truly going to
14 work for tribes.

15 We don't have something that we're
16 ready to share publicly yet because we are very
17 still concerned about where the funding is
18 going to be coming from. We haven't been able
19 to reach an agreement, so we might see
20 something on this end.

21 What definitely will not pass, but
22 if you are interested in legislation and you're

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1 wonky like me and some others I know at this
2 table, that you might want to pay attention to,
3 the first is the Farm Bill.

4 It's not just about cattle. There
5 is a lot of stuff in there around nutrition
6 programs that directly impact our students.

7 So if you all have some ideas or
8 opportunities or thoughts around school lunch
9 and school nutrition programs that you would
10 like to share with us, things that your states
11 maybe have been thinking about or your schools,
12 please share those with us because we're
13 working really hard to make sure that they're
14 included in a meaningful way.

15 The last time the Farm Bill went up
16 for reauthorization, this is when we were able
17 to think about getting traditional foods within
18 our school systems like our language and our
19 immersion programs.

20 And so, it really can make a
21 significant difference if we can think about
22 this and that a more broad perspective is

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1 outside-the-box programs.

2 The Higher Education
3 Reauthorization, there are a couple of pieces
4 that NIEA is paying specific attention to on
5 top of raising and elevating anything that
6 AIHEC would like us to support around the
7 tribal colleges and universities.

8 For NIEA, we're thinking about two
9 things specifically. We're thinking a lot
10 about data. We're thinking about how our
11 students are actually being identified within
12 universities.

13 There is no set way in which Native
14 students are being identified. They're able to
15 use a variety of things that they call us.

16 And so, being able to have a
17 consistent way to gather our data so that we
18 know how our students are being counted is
19 important.

20 And the second piece is a lot of our
21 schools -- and if you're, you know, been around
22 long enough like I have, you recall that the

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1 Native-serving minority -- I'm sorry, minority-
2 serving Native institutions -- I'm saying that
3 wrong. Non-tribe -- yeah, that one. Yes,
4 those things. Thank you, Patsy. That one.

5 Those -- they actually started
6 receiving their money as a cut to the tribal
7 colleges line item in appropriations. And so,
8 that's where those dollars initially came from.

9 We think that they've been able to
10 stand up long enough on their own so that those
11 dollars now should be designated specifically
12 to recruitment and retention efforts for Indian
13 students within four-year institutions.

14 And so, if they're receiving money
15 for our kiddos, then they need to be
16 specifically directing that money to service
17 our students.

18 So we're working a lot with Congress
19 to make sure that those dollars are directed to
20 the students that they're supposed to be
21 intended for.

22 PARTICIPANT: Do you have anything

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1 written on that that you can share with us?

2 MS. ROSE: We do, uh-huh.
3 Absolutely.

4 And the third piece is for the
5 Perkins Career and Technical Education Act.
6 Again, we're partnering with AIHEC and
7 elevating anything that they might ask us to
8 do; but if there's things that are specific
9 within your communities -- like I said, these
10 aren't going to pass.

11 They're starting to be introduced
12 within their committees on each side, on Senate
13 and in House, but we still have some
14 opportunity to weigh in and to make some
15 change.

16 And then lastly, NIEA has been
17 advocating for a very long time around the
18 Title VI study that the Department of Education
19 is going through.

20 And I know probably everyone at the
21 table has spent a long time thinking about this
22 and hearing about this and probably listening

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1 to NIEA, not like the study very much.

2 I really want to thank the Office of
3 Indian Education for listening and for taking
4 some time to pay attention to our comments and
5 really helping to lift and elevate those.

6 I know that the folks that are
7 sitting in this office now weren't part of the
8 ones that initially started and created this,
9 and so, we appreciate being brought quickly up
10 to speed with you and partnering with you as
11 best as we can.

12 NIEA still has not seen all of our
13 concerns addressed, though, and so we have sent
14 an additional letter to the Department of
15 Education specifically requesting that schools
16 not be held accountable for their funding
17 around this study if they choose not to
18 participate.

19 We're still deeply concerned about
20 the lack of consultation that went into the
21 study beforehand and a lack of opportunity for
22 tribes to engage.

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1 Next slide. So this is just a real
2 quick overview. And again, this is in the
3 handouts that you've received on what each of
4 those bills are, what the language is looking
5 at doing or changing.

6 And the JOM and the Esther, they're
7 pretty much just straight reauthorizations,
8 just very simple tweaks that have been updated
9 specifically. Like I said, student counts and
10 the grants link.

11 Next slide. So that's legislation,
12 that's appropriations and the Okie part of me
13 is coming out real quick as I try to talk real
14 fast so that we might have a chance for
15 questions, but ESSA implementation, I'm going
16 to just be very, very brief around ESSA
17 implementation.

18 NIEA is really investing deeply in a
19 number of states that are implementing ESSA.
20 We are very excited to see -- and I understand
21 you had a conversation about this earlier, and
22 let me be crystal clear that a consultation

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1 requirement was definitely not stripped.

2 It's definitely a requirement for
3 states to consult with tribes, and it's
4 definitely a requirement for LEAs to consult
5 with tribes as long as they fit within that
6 boundary system.

7 What was not required and what the
8 Department did not provide was strict guidance
9 about how that consultation should take place.

10 So we were hoping to see a lot more
11 guidance around that, and instead we saw some
12 technical assistance around what that should
13 look like.

14 We would love to see that
15 strengthened; but as we move forward, we'll
16 continue to work on that.

17 But NIEA really engaged with a
18 number of communities to make sure that state
19 plans include tribes in a meaningful way and
20 included not just our governments, but our
21 Native parents, our Native community members,
22 our stakeholders, our teachers so that they had

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1 a seat at the table as they were developing
2 their ESSA plans.

3 NIEA is going to be doing a lot of
4 deep work into a handful of states. So if
5 you're interested in those, please come talk to
6 me and we'll share what that information looks
7 like, but a lot of what we're going to be
8 thinking about is how do we continue to hold
9 our state's feet to the fire around
10 consultation and stakeholder engagement
11 specifically because we're ~~only~~ going to see a
12 plan one time now, right?

13 They're not going to be redoing
14 their plans annually. And so, if the state is
15 just going to be doing their plan once in maybe
16 14 years, because that's how long it took the
17 last time, how are we going to hold state's
18 feet to the fire for 14 years about our
19 students around their consultation plans.

20 So we are going to be helping to
21 think about what does that evaluation piece
22 look like. And if you have any thoughts about

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1 how your implementation is going, whether
2 you're Title VI consultation with the tribes or
3 communities is working, or not, and what the
4 burden has been, you know, we would really love
5 to hear that because we know that there's lots
6 of things that we can work on and improve along
7 the way from a tribal side, as well as from the
8 state and LEA side.

9 Next slide. These are just the
10 consultation guides that we've come up with.
11 They're free to download.

12 Please take them, share them, use
13 them, abuse them. And if there's something
14 that we're missing -- we know that they're
15 probably going to have to be updated, right,
16 now that we've gone through this period of
17 consultation.

18 There might be lessons learned that
19 we need to go back and review and update, so
20 please let us know that as well.

21 Next. And I'm just going to let you
22 read that on your own, but we've done a lot of

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1 update. We've created state profile sheets,
2 and you'll find those in your folders.

3 We've realized that a lot of tribes
4 in our communities, frankly, weren't ready to
5 sit at that table around consultation because
6 we didn't even fully understand what the
7 profile, what the data was for our students.

8 And so we've determined -- you know,
9 we started with 11. We're going to expand that
10 to 22 to give everybody a picture within that
11 community of what's actually taking place
12 within our tribes and our tribal community as
13 far as school systems.

14 And then we're building out groups
15 that we can support through the implementation
16 within these few states that we're doing these
17 -- like I said, these deep dives in.

18 We've hired two staff specifically
19 to work on ESSA implementation and field work,
20 and we're really excited to be able to turn our
21 attention into what's really going to be an on-
22 the-ground sustainability effort around ESSA.

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1 It's super fine to pass legislation,
2 but we all know that it's the implementation
3 that makes or breaks how powerful something is
4 going to be. And we think that there's a lot
5 of opportunities with ESSA to create
6 partnerships and long-lasting, sustainable
7 relationships.

8 Next slide.

9 MS. BROADDUS: I know Michael
10 Vendiola is on your board and you could ask him
11 to share the tribal consultation guide that we
12 developed specifically for tribes. The -- from
13 Education Northwest, our region, Montana,
14 Idaho, Oregon and Washington, we all jointly
15 created it.

16 Yeah, so it's there to use.

17 MS. ROSE: Thank you. We might --
18 see, I —learned from Hawaii. What is it?
19 Copy, paste and credit? We might copy, paste
20 and credit that onto our website. Thank you,
21 Mandy.

22 So this is our, just, state strategy

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1 for ESSA implementation. What's important for
2 me here for you to see is that, you know,
3 everything is interconnected.

4 There's not one piece that can take
5 place, right, without the community being
6 involved. There's not one piece that can take
7 place without understanding what your community
8 assessment looks like. And so, that is an
9 ongoing cyclical process.

10 And this is the process that NIEA is
11 considering as we work with our stakeholder
12 groups at the local level and at the state
13 level as we think about consultation and the
14 shared implementation goals around ESSA.

15 Just some state resources we've
16 developed, like I said, the state one-pager
17 sheets, our consultation guides.

18 And please let us know when you see
19 your state or if we haven't done your state
20 yet, if you think it would be helpful if we
21 added anything or modified it.

22 The few states that we've already

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1 started working in, for example, Oklahoma, they
2 have asked us for state-specific sheets that
3 would be helpful for them in telling their
4 stories and their narratives as they continue
5 to advocate on a state level.

6 If you think about Oklahoma, I've
7 always thought it's the pan, right? Texas says
8 it's the panhandle. I disagree, but it breaks
9 itself into quadrants.

10 And so, they really want us to help
11 tell their story from a quadrant perspective
12 instead of looking at the whole state, because
13 not everyone -- not all the Indian students in
14 each of the quadrants are performing as high
15 as, perhaps, maybe in Tulsa or Oklahoma City.

16 And so, lastly, we have some
17 requests of NACIE that we really hope that
18 you'll consider as you move forward in thinking
19 about your next agenda.

20 First is filling -- Matt, you can go
21 ahead and go through -- filling some critical
22 positions.

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1 And we know that you've already
2 talked about the OIE director position, but
3 there's also the White House Initiative on
4 American Indian and Alaskan Natives. We really
5 need those political positions filled.

6 I think some of the challenges that
7 we're seeing within the Department of Education
8 that we've had around Indian Country are
9 because you don't have a Native expert within
10 the Agency, and we would really encourage you
11 to push them and hold their feet to the fire
12 about getting these positions filled.

13 We have an executive order that
14 specifically calls for this position to be
15 filled. And so, the more that we can do to
16 help support that, raise that and elevate that,
17 I think, would be very helpful.

18 Secondly, the Bureau of Indian
19 Education, really encouraging some improved
20 coordination.

21 It's sad to see that no one from the
22 Bureau is actually here and has been

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1 participating over the last few days.

2 I think that -- and as you know,
3 NACIE is supposed to be a joint board, right?
4 You should be reporting not only to the
5 Secretary of Education, but to the Secretary of
6 Interior.

7 And so, as an organization that is
8 meeting and talking about the joint education
9 outputs for our kids, like, it's very important
10 to have both of these agencies represented and
11 the secretary should be here as well to be able
12 to hear that.

13 And around the Bureau of Indian
14 Education -- if you haven't had the chance, you
15 can go ahead and flip through -- the -- I think
16 I would like to also talk to you a little bit
17 about the consultation piece that has happened.

18 And if you're not familiar, I'm
19 going to very quickly highlight it and then,
20 please, come and talk to us later if you would
21 like some additional information.

22 But next week, the Department of

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1 Education will be hosting a consultation at the
2 self-governance advisory meeting. And they
3 announced this consultation -- within 30 days
4 they met their -- their consultation
5 requirements.

6 However, it -- they're consulting on
7 something that is directly related to the
8 Bureau of Indian Education and their
9 consultation was done without them, without
10 coordination from them, and NIEA has a
11 significant number of concerns about the way
12 that the consultation was managed and handled
13 as they walked into it.

14 And so, we are developing, of
15 course, right, our response to what that
16 consultation looks like, but if individual
17 members of NACIE or NACIE is interested overall
18 in investigating this, I would encourage you to
19 do so.

20 The Department of Education, this is
21 their first consultation since this
22 administration has been seated and it's really

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1 unfortunate that it was done in the way that it
2 was done.

3 It's unfortunate that it was done
4 without tribal input or engagement beforehand.
5 It's unfortunate that it's being -- it's being
6 conducted not on the 97 percent of students
7 that they have a direct responsibility for, but
8 over an agency that has seven percent of our
9 children and then they're not coordinating with
10 that agency.

11 And so we're really disappointed to
12 not see not only is it not being done with
13 robust tribal input engagement involvement, but
14 it's without the Agency. They're not even
15 going to be present at the consultation.

16 And lastly, I want to -- as you
17 think about what NACIE's funding priorities
18 are, I would really love to hear from you about
19 issues that you're hearing within your
20 communities. And specifically, things that we
21 might be able to continue to elevate and raise
22 such as funding for the technical assistance

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1 centers and the regional labs.

2 We're very concerned that the
3 funding for the labs has been eliminated for
4 Indian Country.

5 Again, if you have been around as
6 long as I have, there used to be a specific
7 Indian comp center and that was disbanded and
8 that funding was separated and put within each
9 of the other comp centers to do specific
10 funding for Indian Country.

11 That funding is now being eliminated
12 and we're still waiting to see if that's going
13 to go out to competition or what that's going
14 to look like.

15 It's really critically important
16 that these comp centers or the TA centers or
17 whomever, right, as receiving funding to the
18 tribes, have an opportunity to have some direct
19 assistance in the implementation of ESSA and
20 these other works that the states are receiving
21 conditional support for.

22 We're concerned that the states,

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1 right, they're receiving assistance, but that
2 is for states working to address their Indian
3 issues, not necessarily doing what's best for
4 or what the tribes need to see done for their
5 students.

6 And so, it needs to be a flip in
7 their perspective from which this funding is
8 being provided.

9 And so, this is something that I
10 would encourage NACIE to elevate to figure out
11 what's actually happening within these comp
12 centers and these TA centers funding for Indian
13 Country.

14 And then in addition, any other
15 requests or funding issues that you're
16 concerned about within your schools, that you
17 continue to bring those up to Ed so that Ed can
18 insist, including anything that continues to
19 meet their consultation requirements.

20 For example, the Department did not
21 go out to consultation the development of their
22 budget proposals either last year or this year.

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1 And so, as they prepare and they're
2 thinking about their 2020 budget, I think this
3 would be a great opportunity for NACIE to
4 elevate to them that within their consultation
5 requirement for the Agency, any policy that
6 impacts Indian students or tribes, they're
7 supposed to go out to consult for.

8 And I would say that any
9 appropriations or budget requests would
10 directly input -- would affect our tribes, so
11 that's something they should be going out to
12 consultation for and they have a good model
13 from TIBAC to be able to follow.

14 And that was a whole lot and that's
15 who I am. If you guys have any questions and
16 if you have any comments, I would love to take
17 them. I know we're running a little bit over.

18 So if you have -- if we have time,
19 I'm happy to answer or to talk anything else
20 through, but overarchingly just thank you,
21 really, really thank you for the time and for
22 allowing us a chance to come and visit with you

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1 a little bit.

2 CHAIR DENNISON: Thank you for that.

3 We do have questions, I believe.
4 and the first one is Joely. Go ahead.

5 MS. PROUDFIT: Thank you for that
6 comprehensive report. I really appreciate it.
7 And, you know, going forward I'd really like to
8 hear from NIEA kind of first thing before we
9 meet with anybody else, because they do give us
10 such a comprehensive report.

11 And as we're meeting with other
12 members of the Administration, Department of
13 Education, it would be helpful to have this
14 kind of information, but I also wanted to ask
15 the state profiles, how did you select the
16 states and why certain states and why were some
17 excluded?

18 MS. ROSE: That's a good question.

19 So we actually have more than just
20 what's been provided in your folder. We
21 started with our high pop states, right, and
22 we're sort of expanding out from those high

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1 population states. And as we add to them,
2 we're adding to the website.

3 So this isn't the end list, it's
4 just as we have the capacity and the staffing
5 to be able to manage them.

6 MS. PROUDFIT: Can I ask that before
7 you release California's, that we take a look
8 at it and have a conversation about it?

9 MS. ROSE: Absolutely. Yes.

10 MS. PROUDFIT: Thank you.

11 CHAIR DENNISON: Thank you, Joely.

12 Anybody else have questions?

13 Okay. Thank you -- oh, Patsy.

14 MS. WHITEFOOT: So, yes.

15 You had asked about further
16 information that NIEA should be, you know,
17 addressing as well.

18 I would really like to hear more
19 information on migrant education. There's a
20 group of us in the northwest that have been
21 doing a study on the misidentification/under
22 representation of Native students, and we've

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1 been examining several, particularly, education
2 programs and definitions used.

3 And when we take a look at migrant
4 education, we do know that it's very complex.
5 I've been looking at the data on it and it's
6 really hard to get your hand around.

7 And so, we really need to pay
8 attention to that simply because our children
9 are qualified for those services as well and
10 are eligible, particularly, for those of us in
11 the northwest where we continue to practice our
12 subsistence way of lifestyle as well and the
13 tradition of food gathering, too. So it's
14 important that we pay attention to migrant
15 education.

16 Earlier, we heard from the
17 Department of Education and just trying to take
18 a look at, you know, the education that goes on
19 with Native students and the kind of systems
20 that are in place.

21 And so, in Indian education, I think
22 that we talked about this, the goals that we're

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1 meeting are toward a holistic approach.

2 And so, I think that's a real
3 challenge simply because the way the funding
4 sources are organized within all the federal
5 agencies.

6 And so, I would really like us to
7 work toward, you know, providing kind of a
8 holistic approach, what does that really mean
9 for us as people, you know, bring those kind of
10 terms up, but yet we know that we're having to
11 manage programs and deliver systems -- and
12 deliver services that are pretty much
13 piecemealed.

14 You only have, like, Title VI,
15 Johnson O'Malley can only do this, migrant
16 education can only do this, but what do we mean
17 by that holistic approach and addressing the
18 whole needs of our children.

19 And yet, we know in Title VI or
20 Johnson O'Malley-type programs, sometimes the
21 only Native person that you have in that school
22 is, you know, one -- maybe one or two Native

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1 people, and yet you might have a very
2 significant Native population that is being
3 served. And so, that is a real challenge.

4 So anything that NIEA can do to
5 support, you know, having a conversation, a
6 dialog by what do we really mean on providing
7 that holistic approach.

8 And also at the same time, making
9 certain that we're being respectful of tribal
10 control and tribal sovereignty and authority
11 over the lives of our children in our
12 homelands.

13 I do have other conversations that I
14 want to speak to as well. You brought it up
15 having to do with Johnson O'Malley. And I'm
16 glad that we're finally receiving movement, but
17 I worry as we progress that under Johnson
18 O'Malley when you take a look at the
19 legislative history of Johnson O'Malley,
20 there's been that practice of eliminating
21 Johnson O'Malley.

22 But at the same time, eliminating

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1 Title VI Indian Education programs under the
2 Department of Education because they're saying
3 it's a duplication of services.

4 And I just think that we really need
5 to be, you know, standing together with the
6 federal government and saying these are not
7 duplication of services and they can't take a
8 look at both of these funding sources and say
9 that and just simply want to eliminate these
10 programs.

11 And then finally, with regard to the
12 ESSA implementation, I did bring this up
13 earlier this morning and I think I want to
14 continue to repeat it.

15 My question is about Native
16 reviewers and the ESSA state plans. And I'm
17 going to continue to do that.

18 Also, in that review, it's important
19 that the reviewers or anybody who's providing
20 the services on behalf of Native students, that
21 they also pay attention to our unique
22 geographical, linguistic, historical and

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1 political origins and our rights in inherent
2 sovereignty and authority in the work that
3 we're doing on behalf of our children.

4 You can't just take one tribe and
5 think one tribe speaks on behalf of the entire
6 northwest.

7 And I use the regional. I don't
8 necessarily use the state representation
9 because my -- my family background is from the
10 northwest and I try to pay attention to that as
11 well -- actually, it's the entire western
12 state, if I really wanted to get down, but,
13 again, just paying attention to the uniqueness
14 of our tribes as well.

15 So I want to say "thank you" for
16 your comprehensive report and agree with Joely
17 that perhaps that's something we need to
18 consider to have this kind of introduction
19 because I think it's a standard that would be
20 important for Department of Ed or Department of
21 Interior to also follow.

22 MS. ROSE: Thank you, Patsy. I want

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1 to -- I have a couple of updates for you.

2 One, your contractor that's actually
3 the Department of Ed's contractor that's
4 working on the STEP grant, I have been talking
5 to them because I think it would be really
6 wonderful if the Department of Education could
7 actually do a report on STEP.

8 We haven't seen a report come out
9 about its effectiveness, the things that
10 they're doing, so a comprehensive piece around
11 the STEP program, I think it's called for and
12 it's timely especially as we consider around
13 the next ESSA implementation 14 years from now
14 maybe, how do we continue to expand that work.

15 It would be really great to know
16 what tribes are doing, how it's being
17 successful and what we might be able to do as
18 programs and organizations to support them and
19 elevate them.

20 Migrant education, there used to be
21 a system within the Department of Education
22 called MSIX, which is the Migrant Student

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1 Information Exchange Network.

2 And we had initially talked years
3 ago about ways that tribes might be able to tap
4 into that system because we think it would be a
5 really great way to track our students'
6 mobility. Patsy, are you were talking about,
7 our students moving back and forth.

8 And so, if that opportunity still
9 exists within the Department, I think that that
10 might be something that NACIE might want to
11 consider and to look at because if the states
12 would be able to allow tribes in our schools to
13 tap into that, I think you'd be able to not
14 only get some really good data on your
15 students, but really be able to plan around
16 programs and services as our students are
17 moving back and forth between our school
18 systems in a really robust way.

19 So it would need to include BIE,
20 right, within that to be able to get access to
21 that as well.

22 As far as thinking about the whole

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1 need, I think that would be great. We should
2 absolutely have a conversation, but I would
3 encourage NACIE to also think about 477
4 programs.

5 We all know that those exist
6 robustly within Interior. They're looking
7 about how do they expand that within Department
8 of Health and Human Services.

9 477 is a great way to think about
10 lessening the report burdens and restrictions
11 that are within our programs.

12 And if Department of Education was
13 able to increase and think about 477 through
14 Indian Ed programs, that might be able to
15 address, right, some of these opportunities to
16 think about how do we create whole-child
17 programs instead of segmenting them out
18 piecemeal.

19 And lastly, NIEA did request for
20 Native reviewers to be within the team and we
21 were told no. So I just want you to know we
22 actually did put forward that request and we

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1 were told that it was not necessary and that
2 request was denied.

3 MS. BROWN: So this is Doreen.

4 MS. WHITEFOOT: It's interesting
5 that you were told there were not Native
6 reviewers, because I believe in one of the
7 earlier reports we were told there was.

8 MS. ROSE: Yeah. We can share that
9 communication with you.

10 MS. WHITEFOOT: Okay. Thank you.

11 MS. BROWN: So I have a suggestion
12 just for the Native reviewers for NIEA, is
13 potentially maybe at your convention or through
14 your website and your membership, is that we
15 start training and/or recruiting for reviewers.

16 That would be something -- a great
17 session to go to for building the capacity
18 because I think that's one of the things that
19 they struggle with is finding people that will
20 review and having that database. But if we
21 build that, I think that -- I think a lot of
22 programs would really be appreciative of that.

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1 So if you could work on that for
2 Connecticut, that would be great. Thank you.

3 MS. ROSE: For those of you on the
4 phone, there's nods of approval across the
5 board. I think that's a great session. We
6 would love to do that.

7 And you're right, right? I mean, to
8 say that we need Native people to sit on there,
9 we need to own up to the fact that some of us
10 just don't have the skill sets, the expertise
11 to be able to do it.

12 And I know the few times I was a
13 grant reviewer, it's really hard. It's very
14 challenging and it's time consuming.

15 So we can identify and start coming
16 up with that résumé list or get folks to be
17 able to do that, for sure.

18 MS. BROWN: Right. And you don't
19 know what you don't know. And then bringing in
20 people that do -- that have done this before
21 and been a grant reviewer just to talk through
22 it, it is a lot of work, but it's certainly

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1 rewarding and you actually do learn quite a
2 bit.

3 So I think that would be a great
4 idea. Let me know if I can help. Thank you.

5 CHAIR DENNISON: Thank you. So in
6 our next NACIE meeting, we'll place NIEA at the
7 beginning of our agenda.

8 We'll also ask for the STEP grant
9 update and able to go from there on the other
10 reports. That way it will make things more
11 smoother for us to understand what's happening
12 in the programs from your perspective. Okay.
13 Thank you.

14 MS. PROUDFIT: And to go a step
15 further, maybe NIEA can submit your PowerPoint
16 -- your presentation a week or two ahead of
17 time, we can sit on it and then they'll present
18 on it, so we can think about questions and --

19 CHAIR DENNISON: That would be very
20 helpful. Thank you.

21 Any other questions?

22 Okay. Thank you, Ahniwake.

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1 MS. ROSE: Thank you.

2 CHAIR DENNISON: Okay. We need to
3 move on. We -- who's all leaving early today?
4 I need to know when we're going to -- okay.

5 I think we're -- I took out the last
6 page of our 2016 subcommittees. Let's go to
7 that and let's go into the work part of our --
8 we need to get done. I think that's where
9 we're at.

10 And let's determine if we want to
11 keep the same co-chairs or -- we know that Dr.
12 Ray is no longer on NACIE, so we need to make
13 some decision as to, perhaps, that's where we
14 keep thinking we need to have some support
15 because he did all the writing and that -- no?

16 Originally, he --

17 MS. BUTTERFIELD: Last year, I did
18 it all.

19 CHAIR DENNISON: Last year, you did.
20 Okay, Robin. Okay -- oh, he did the editing?

21 MS. BUTTERFIELD: Yes.

22 CHAIR DENNISON: He did the editing,

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1 that's right. Okay.

2 MS. BUTTERFIELD: Yes.

3 CHAIR DENNISON: So we need to know
4 whether the co-chair -- Robin, you're the only
5 one left. So if you want to continue to chair
6 that --

7 MS. BUTTERFIELD: Right now, I'm
8 pretty swamped.

9 CHAIR DENNISON: Pretty swamped.

10 (Off mic comment)

11 CHAIR DENNISON: Okay. So do we
12 have any volunteers to --

13 MR. PAYMENT: I can't hear anything.

14 CHAIR DENNISON: The question I --
15 we're at the last page of the -- we're at the
16 last -- toward the business work of NACIE and
17 we're looking at the -- we're looking at the
18 subcommittee groups.

19 And I'm trying to look and see if
20 there's anyone that would volunteer to take on
21 the annual report to Congress as the chair of
22 the subcommittee. We're doing assignments.

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1 MR. PAYMENT: I nominate Robin.

2 CHAIR DENNISON: Robin just said she
3 cannot do it.

4 MS. BUTTERFIELD: I gracefully
5 decline. I just -- this -- right now is really
6 busy for me.

7 MR. PAYMENT: I would like to help.

8 CHAIR DENNISON: The question I have
9 is -- the question I have is when we do a
10 report, are we -- what are we -- because we
11 just reconvened and do we report on -- there's
12 not much we can report on because we didn't
13 meet last year.

14 So I'm not sure how the council
15 wants to move on this, if you have any ideas
16 moving forward.

17 Go ahead.

18 MS. BUTTERFIELD: I think basically
19 we take last -- the last report and just go
20 through it because most of the things on there
21 have not been responded to.

22 We may not need new items, even just

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1 get a basic sort of starting place and sort of
2 see where we are with that.

3 CHAIR DENNISON: Okay.

4 Joely.

5 MS. PROUDFIT: I agree. I think we
6 can look at that and update it, and I'll co-
7 chair it if Mandy co-chairs it with me.

8 (Laughter.)

9 MS. PROUDFIT: The report, we're
10 just going to update.

11 CHAIR DENNISON: Okay. So we're
12 replacing Robin and Alan Ray with Mandy and
13 Joely.

14 MR. PAYMENT: I'm willing to help.

15 MS. PROUDFIT: Okay.

16 CHAIR DENNISON: Okay. Aaron,
17 you're on there.

18 Patricia, you're on there.

19 Do you want to remain on that
20 subcommittee?

21 MS. WHITEFOOT: Sure.

22 CHAIR DENNISON: Okay. And anybody

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1 else want to be a part of that subcommittee?
2 Volunteer?

3 Robin? Okay. So we have --

4 MS. WHITEFOOT: So this is Patricia.

5 I just want to say that we don't
6 simply just update it, but because there's been
7 a lot of legislative activity that's going on
8 and I think we need to also make certain that
9 we bring that forth in the program.

10 CHAIR DENNISON: Right.

11 MS. WHITEFOOT: And I think we are
12 able to reconcile that with those components
13 and the way we lay it out.

14 I also just want to make certain
15 that the question that was asked about getting
16 technical support is also addressed as well in
17 compiling this report.

18 CHAIR DENNISON: Okay. And I think
19 that you probably need to iron out with the --
20 what exactly you want technical support on so
21 that you can make it clear.

22 MS. WHITEFOOT: Right. Mainly the

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1 data is what I'm looking for is -- the data and
2 perhaps related research as well to support
3 what it is that we're saying.

4 CHAIR DENNISON: Okay. The next
5 subcommittee -- are we ready to move on?

6 The next subcommittee was a letter
7 to the secretaries. We did one to both
8 secretaries the last time we were here.

9 And again, I think it -- we had the
10 same -- pretty much the same committee. A few
11 other different people were on the letter, but
12 Robin was chairing that last time as well.

13 (Off mic comment)

14 CHAIR DENNISON: That's true. Okay.
15 So you agree that we won't have that committee
16 this time?

17 MS. BUTTERFIELD: Yeah. The purpose
18 of that letter was basically asking for a
19 response to the report.

20 So we're starting with a new report,
21 new players, so we don't really need a letter
22 right now.

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1 CHAIR DENNISON: Okay.

2 MS. BUTTERFIELD: It would be great
3 if we just even get follow-through from the
4 notes that were taken by Lisa and Mark. That
5 would be awesome, but not a letter.

6 CHAIR DENNISON: Okay. Let's move
7 on.

8 Do you think we need to go -- these
9 other -- well, we definitely need the hiring
10 process -- the hiring committee for the OIE.

11 Right now we have Sam McCracken and
12 Virginia. Virginia said she would like to
13 remain on that. We have Robin, Joely and
14 Patricia.

15 MS. WHITEFOOT: I'll stay on.

16 CHAIR DENNISON: You want to stay on
17 that?

18 Robin, Joely, Patricia. Okay. So
19 Virginia -- I don't know about Sam as the co-
20 chair. I guess we'll leave him there.

21 Do you agree?

22 PARTICIPANT: Yes.

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1 CHAIR DENNISON: Okay. We'll leave
2 that committee alone because you work so good
3 together.

4 (Discussion off the record.)

5 CHAIR DENNISON: Okay. Now, what
6 about the other -- do you want to hold off on
7 the other committees for now, because right now
8 priority is the -- the annual report and the --
9 and then the next meeting we can start working
10 on the other areas.

11 Are you all in agreement to that?

12 Okay.

13 MS. WHITEFOOT: Yes, I am, but I
14 would like us to see if we can consolidate the
15 government-to-government communication.
16 Because what we're talking about with regard to
17 government and government is inclusive of
18 interagency collaboration and some of the
19 recommendations that we've been talking about.

20 CHAIR DENNISON: Okay. We'll work
21 on that at a later time. I think right now we
22 just need to get moving on these two committees

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1 right now -- subcommittees.

2 So do we need a break? Everyone --
3 you okay moving on?

4 So we have -- go ahead, Robin.

5 MS. BUTTERFIELD: Yeah. I think
6 that we have a sense of the timeline for the
7 hiring process, but we probably need to set
8 some benchmarks on the annual report, you know,
9 like when does the subcommittee convene and,
10 you know, who's going to set up -- who's doing
11 what parts and --

12 CHAIR DENNISON: Okay. So the chair
13 is Mandy and Joely. We need to set some times.
14 We need to get our calendars out, I guess, and
15 look at dates and see when the subcommittee
16 will meet.

17 And then we need to let you know so
18 you can -- we need to let Tina know what dates
19 you have and what time because it's due June
20 30th and that's right around the corner.

21 MR. PAYMENT: What? I didn't hear
22 any of that. I'm sorry.

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1 CHAIR DENNISON: We need to look at
2 our calendars. We're going to look at the
3 dates for the subcommittee meetings for the
4 annual report to Congress, which is due June
5 30th.

6 And I don't remember how we did it
7 the last time. The subcommittee presents it
8 back to the whole council before it can go to
9 Congress, so we'll need to have a meeting with
10 the whole NACIE council to approve the report
11 before it goes to Congress in final form.

12 MR. PAYMENT: Does it have to be an
13 in-person meeting?

14 CHAIR DENNISON: No, it does not
15 have to be, but we need to have --

16 MS. PROUDFIT: It's in San Diego.

17 CHAIR DENNISON: Okay. At Joely's
18 house.

19 (Laughter.)

20 MS. PROUDFIT: By the pool.

21 CHAIR DENNISON: Since we don't have
22 a very big budget, we'll go to Joely's house,

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1 sleep on the -- we'll sleep on the floor.

2 So we need to work backward from
3 June 30th, the date that it's due prior to -- I
4 would like to have it in prior to June 30th,
5 but if we can work backward from that date,
6 look at your calendars and tell us when we want
7 to meet, which would be -- our next NACIE
8 meeting would be sometime in late June.

9 MR. PAYMENT: I didn't hear that
10 date, sorry.

11 MS. BROADDUS: It wouldn't be a bad
12 idea to try to have it in, like, by the second
13 week of June.

14 CHAIR DENNISON: Okay.

15 MS. BROADDUS: And we can begin
16 maybe to have a call the week after next?

17 MR. PAYMENT: You're fading in and
18 out.

19 MS. BROADDUS: The committee for the
20 report for Congress can convene via phone in a
21 week and a half? I'm just throwing it out
22 there.

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1 MS. BUTTERFIELD: Okay. This is
2 Robin.

3 I think if we start with June and go
4 backwards, we probably want to have a draft
5 around -- you were saying like the middle of
6 June, like, say, Friday the 15th.

7 And so, that might be the full board
8 conference call to approve the report.

9 CHAIR DENNISON: Okay.

10 MS. BUTTERFIELD: So then if you
11 back up from that, say, maybe, you know, a
12 month, you've got May 18th where you could have
13 the -- a committee meet for the second time
14 because you've got to meet the first time to
15 sort of assign parts and decide what's going in
16 it.

17 And then the way we did it before
18 was that people took pieces and then all
19 submitted them to kind of the central
20 chairperson who compiled it.

21 So I don't know if you want to do it
22 that way, but -- so we had two conference calls

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1 with the subcommittee and then one with the
2 final board. So that's three calls that you
3 want to schedule before the end of June.

4 MS. BROADDUS: Yeah. I would agree.
5 This is Mandy.

6 However, I think because of our
7 timeline, we're not going to be able to do as,
8 like, much additional work to it.

9 We're going to be working with what
10 we have, kind of, so it's going to --

11 CHAIR DENNISON: I think the only
12 important thing that we need to consider that's
13 new is the new legislation, new stuff that has
14 happened since we last did our report like the
15 new budget and new --

16 MS. BROADDUS: Right. Right.

17 CHAIR DENNISON: -- areas like that.
18 That's -- to me, that might be the only thing
19 that we even have time to consider at this
20 point.

21 MS. BUTTERFIELD: So maybe you just
22 want to have, you know, one meeting fairly soon

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1 like -- just arbitrarily like the middle of May
2 with the subcommittee and then decide, you
3 know, what you are going to put in the report,
4 but just target maybe June 15th for the full
5 board conference call which Tina can set up for
6 us.

7 MS. BROADDUS: How does May 4th --
8 Friday May 4th --

9 MS. WHITEFOOT: I heard Mandy ask
10 for, like, maybe a week and a half.

11 MS. BROADDUS: That's Friday, May
12 4th.

13 MS. WHITEFOOT: Is it? Oh, okay.

14 MS. BROADDUS: Yea. Because we're -
15 -

16 MS. WHITEFOOT: I was going to
17 suggest April 27th, next week. Just do the
18 outline.

19 MS. PROUDFIT: Why don't we do the
20 27th and then -- let's see. Where are we at?
21 Then again on May 11th.

22 MS. BROADDUS: 27th, 11th.

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1 MR. PAYMENT: You guys, so I think
2 Theresa and I and Dakota, if he's online, are
3 not connected at all to this conversation
4 because we can't hear anything.

5 MS. BROADDUS: Okay. We're working
6 right now for the committee to update the plan
7 to Congress that we are just setting some
8 dates.

9 MR. PAYMENT: Okay. Thank you.

10 MS. BROADDUS: Okay. So April 27th
11 and May 11th. And then after the 11th, we can
12 determine if we need another call before we
13 submit the report to the group.

14 Otherwise, we can give the -- after
15 the call on the 11th if we have a little bit
16 more week to do, maybe another week, we can
17 submit the report to be disseminated among
18 everybody to review before we have that final
19 call on the 15th.

20 MS. WHITEFOOT: I'm not available
21 May 11th, but that's okay. Let's go ahead and
22 meet.

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1 MS. BROADDUS: What time are we
2 talking about? May 11th is our graduation
3 honoring ceremony, so it's not really the best
4 time for me, but I could do after -- after
5 1:30.

6 MS. WHITEFOOT: I'm just not
7 available at all, all day.

8 MS. PROUDFIT: May 11th is not good.

9 CHAIR DENNISON: How about the 14th?

10 MS. PROUDFIT: May 14th, which is a
11 Monday?

12 MS. WHITEFOOT: Yeah, May 14th. May
13 14th is fine.

14 MS. PROUDFIT: What time frame are
15 we talking about?

16 MS. BROADDUS: I can do that as
17 well.

18 MS. PROUDFIT: Can we say --

19 MS. WHITEFOOT: Morning time like --

20 MS. PROUDFIT: -- 11:00 a.m.?

21 MS. WHITEFOOT: -- 10:00, 11:00.

22 MS. PROUDFIT: Okay. 11:00 a.m.

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1 Pacific?

2 MS. WHITEFOOT: Yes.

3 MS. PROUDFIT: Pacific and then work
4 your things around there. I only know one time
5 zone at this point. So we've got May 14th and
6 4/27 at 11:00.

7 MS. WHITEFOOT: And all of the other
8 meetings Pacific time.

9 MS. PROUDFIT: Pacific time just to
10 stay on target, yeah.

11 CHAIR DENNISON: On the 27th, what
12 time did you set?

13 MS. PROUDFIT: 11:00 Pacific.

14 MS. BROADDUS: That's fine with me.
15 I'll just have an hour, though, that day. I
16 have a meeting in the afternoon.

17 MS. PROUDFIT: Well, we should try
18 and shoot for an hour and not hang on the phone
19 for --

20 MS. BROADDUS: Okay.

21 MS. HUNTER: So 11:00 to 12:00 on
22 May 14th.

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1 MS. BROADDUS: And April 27th.

2 MS. HUNTER: Okay.

3 CHAIR DENNISON: So you'll need an
4 electronic copy, if you don't have one, of the
5 most recent -- do you have one?

6 Anyone have the electronic version?

7 Tina, can you email it to --

8 MR. PAYMENT: Can we -- I'm sorry,
9 can we send that out to everybody?

10 CHAIR DENNISON: Yes. Tina is going
11 to send it to everyone.

12 MR. PAYMENT: Great. Thank you.

13 MS. BROADDUS: Yeah. And as you're
14 looking through it just individually if there
15 are things that you can automatically throw a
16 new number in or, you know, if there are things
17 that you know about or as you want to star,
18 just definitely do that and forward that to the
19 committee.

20 CHAIR DENNISON: Okay. That sounds
21 good.

22 And then we want to -- from the 14th

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1 to -- you have a -- we have a month to get --
2 to have a meeting with all of us, the NACIE
3 Council, to meet and approve it.

4 So we should schedule that right now
5 so that we don't have any miscommunication. It
6 will be probably telephonic.

7 So -- and you're saying June 15th.
8 That's kind of an estimate.

9 MS. PROUDFIT: Do we want to keep
10 11:00 PST just so we're on --

11 CHAIR DENNISON: June 15th is a
12 Friday.

13 MR. PAYMENT: Which day again? I'm
14 sorry.

15 CHAIR DENNISON: Friday, June 15th
16 at 11:00 a.m. Pacific time, which is 2:00 p.m.
17 Eastern.

18 MR. PAYMENT: Is that in person or a
19 conference call?

20 CHAIR DENNISON: It's a conference
21 call.

22 MR. PAYMENT: Okay.

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1 MS. PROUDFIT: But if you want to
2 come to my house, you can.

3 (Laughter.)

4 MS. JOHN: What time again? Sorry.

5 CHAIR DENNISON: 11:00 a.m. Pacific.

6 MS. JOHN: Okay. Thanks.

7 CHAIR DENNISON: 2:00 p.m. Eastern.

8 And that will be the full council to vote on
9 the report so we'll have about a month to
10 review it.

11 If the subcommittee would get it out
12 in the draft form to the full council and then
13 to -- also to the Department of Ed so that they
14 can review it and then it can go back to the
15 committee for possible changes again and then
16 submitted for a final vote on June 15th.

17 MR. PAYMENT: I have a question --

18 CHAIR DENNISON: Okay.

19 MR. PAYMENT: -- for Tina's
20 assistance.

21 Are we able to take a vote on a
22 conference call to formalize it, or do we need

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1 to do something ahead of time to approve it
2 pending final review by a subcommittee?

3 CHAIR DENNISON: His question is --

4 MR. PAYMENT: I just want to make
5 sure we're in compliance with our rules.

6 CHAIR DENNISON: Patricia has a
7 question.

8 Speak into the mic.

9 MS. HUNTER: I'm sorry.

10 Yes, you can vote as a full NACI
11 committee by phone.

12 MR. PAYMENT: Wonderful. Thank you.

13 MS. HUNTER: You're welcome.

14 CHAIR DENNISON: So we have the
15 dates all down. Nobody is going to forget.
16 Okay.

17 Now, let's move on to the hiring
18 committee for the OIE director and get the
19 dates down for that.

20 Virginia is not here and Sam is not
21 here, but we're going to have to just give
22 dates to them, I guess. So we'll go by Robin,

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1 Joely and Patricia's calendar.

2 PARTICIPANT: Do you want to do
3 those same days and then just do it after?

4 MS. PROUDFIT: Yes, that makes
5 sense.

6 CHAIR DENNISON: You're just about
7 the same committee anyway.

8 MS. PROUDFIT: Yeah. Let's make --

9 CHAIR DENNISON: Do you want to use
10 the same time? Would an hour be enough,
11 because you've only scheduled an hour.

12 MS. PROUDFIT: Yeah, an hour and an
13 hour. So it would be two hour calls, right?

14 MS. WHITEFOOT: Right.

15 CHAIR DENNISON: Okay. So from
16 11:00 to 12:00 you'll do the annual report.
17 And then from 12:00 to 1:00 you'll do --
18 somebody said they only had an hour that day.
19 That's why --

20 MS. PROUDFIT: Are you on the --

21 CHAIR DENNISON: Oh, you're not on.
22 Okay. Oh, you're right. Okay. So hiring --

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1 yes.

2 So the same dates, but it will go
3 from -- you got it? Oh, you made life easy.
4 Okay.

5 But then you'll have to go through
6 the -- so how did we do it the -- how did you
7 guys do it the last time?

8 You got the question -- the
9 advertisement went on, Virginia came in and --

10 MS. HUNTER: Oh, I apologize.

11 The last time -- so we've taken care
12 of everything with regard to the questions and
13 the vacancy announcement.

14 So now, we just need to post the
15 announcement and then we get together once we
16 get the certificate of eligibles. So the work
17 is already done for the vacancy announcement.

18 (Off mic comment)

19 MS. HUNTER: Absolutely. Right.
20 Because the job will be open for 30 days.

21 CHAIR DENNISON: So those dates
22 don't work. Those dates don't work.

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1 MS. HUNTER: No.

2 MS. PROUDFIT: So after you post it,
3 30 days after we can start. So once you post
4 it, then we can talk amongst ourselves about
5 dates.

6 MS. HUNTER: Once we receive the
7 certificate -- so we post it for 30 days. Then
8 it's going to take them a week to get us the
9 certificate of eligibles.

10 MS. PROUDFIT: Okay.

11 MS. HUNTER: So we can talk --

12 MS. PROUDFIT: 40 days.

13 MS. HUNTER: Yeah.

14 MS. PROUDFIT: Okay.

15 MS. HUNTER: Absolutely.

16 MS. PROUDFIT: Thank you.

17 CHAIR DENNISON: So today is the
18 17th of April. They're going -- if I heard
19 right, they'll post on the 23rd of April -- she
20 said a week from yesterday -- and it will take
21 30 days.

22 So you're looking -- we're looking

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1 at the third week of May when applicant -- when
2 it closes.

3 And then I don't know how long it
4 takes to review the applications. A week?

5 MS. HUNTER: You mean for the
6 committee?

7 CHAIR DENNISON: No, for -- did the
8 committee review the applications? No.
9 Virginia did.

10 Okay. It took a week and then they
11 were screened and then the -- I think the
12 committee interviewed the top, what, five, was
13 it? Six?

14 MS. HUNTER: Yes, it was only five.

15 CHAIR DENNISON: Five. Okay. So
16 five went on. So you could schedule something
17 the first part of June. I would say the middle
18 part of June just to be safe.

19 MS. PROUDFIT: We need to vote on
20 it. Our quorum is leaving.

21 CHAIR DENNISON: No, I don't think
22 we really need to vote, period, do we? We just

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1 need to set the dates.

2 MS. PROUDFIT: The charter?

3 CHAIR DENNISON: Uh-huh.

4 MS. PROUDFIT: Are we going to talk
5 about renewing the charter?

6 CHAIR DENNISON: Oh.

7 MS. BUTTERFIELD: I thought that
8 renewing the charter was a Department function.

9 PARTICIPANT: That's what we were
10 told.

11 MS. BUTTERFIELD: So we're good?

12 MS. HUNTER: It is, yes.

13 MS. BUTTERFIELD: So just to be
14 clear, so the week of, say, June 11th sometime
15 we would have a subcommittee conference call
16 for the applicants?

17 CHAIR DENNISON: I think that would
18 be the good -- about the right time according
19 to the timeline we were given yesterday about
20 how long it takes.

21 MS. PROUDFIT: Okay. So we have the
22 NACIE call at June 15th.

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1 Want to do that?

2 MS. BUTTERFIELD: Yes.

3 CHAIR DENNISON: Okay.

4 MS. BUTTERFIELD: So is that to
5 interview, then, the candidate -- the number of
6 candidates that Virginia hands off to us? Is
7 that when we interview them?

8 MS. HUNTER: Yes, provided Virginia
9 is -- has completed the review.

10 CHAIR DENNISON: We're okay. We'll
11 let you go. Yeah, we're losing our quorum so
12 we're going to go ahead and adjourn before you
13 guys leave.

14 Let's go ahead and -- oh, you're not
15 leaving? Okay. But we're -- but Mandy is and
16 we -- okay. Mandy has to leave so we're going
17 to lose the quorum.

18 So, yeah, you can leave. I think
19 we're done anyway. We set the dates. That was
20 the main thing.

21 (Comments off the record.)

22 CHAIR DENNISON: We can continue to

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1 talk about anything, but I think the business
2 is -- we just needed to set the dates.

3 MR. PAYMENT: Deborah.

4 CHAIR DENNISON: Yes, go ahead.

5 MR. PAYMENT: Deborah, just for the
6 record, I think if you could just restate all
7 of the dates and the subcommittee work without
8 objection and then it could be included in the
9 minutes, I think that's good if you formalize
10 that.

11 CHAIR DENNISON: Okay. We're going
12 to do that right now.

13 So we decided -- NACIE decided to
14 have -- the two most important committees that
15 we need to work on right now are the annual
16 report and the selection of the OIE director
17 position committee.

18 So let me get my book back out. The
19 annual report to Congress committee is being
20 co-chaired by Joely Proudfit and Mandy
21 Broaddus.

22 The committee consists of Robin

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1 Butterfield, Aaron Payment and Patricia
2 Whitefoot.

3 They are meeting -- the subcommittee
4 will be meeting on -- their first meeting will
5 be April 27th at 11:00 a.m. Pacific time to
6 12:00 a.m. Pacific time.

7 The second subcommittee meeting will
8 be May 14th, the same time, 11:00 to 12:00
9 Pacific time.

10 And the full council, NACIE, will
11 vote on the report to Congress on June 15th
12 11:00 a.m. Pacific time, which is 2:00 p.m.
13 Eastern time.

14 So Tina will do the registrar to
15 make certain we have it posted in plenty of
16 time to have that meeting of the full council
17 and the phone number, call-in number and
18 everything will be available to everyone to be
19 able to vote on the final report that goes to
20 Congress, which gives the Department at least a
21 couple weeks to get that in to Congress by the
22 due date of June 30th. Okay. That's that one.

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1 And then the second committee that
2 we've developed is the same as it was prior co-
3 chaired by Sam McCracken and Virginia Thomas.
4 And the committee that's working on that is
5 Robin, Joely and Patricia.

6 The dates that we came up with were
7 -- depends on how many -- when the position
8 closes, but we're looking at June 15th again to
9 be possibly the interview dates because
10 Virginia will have to screen -- as a chair, she
11 has volunteered to screen the applicants again
12 and come up with the top five that will be
13 presented to the -- or go through with the
14 subcommittee, present the top five -- I think
15 the whole council interviewed, right?

16 We all did interview. So if I
17 remember right, that's how we did it the last
18 time. So we'll do that -- looking around, that
19 one is not set, but we're going to try to shoot
20 for the June 15th.

21 There's so many unknowns yet as to
22 how long it's going to take Virginia, how long

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1 it's going to take the Department to post and
2 close and, et cetera, et cetera.

3 So that's tentative, but the main
4 due date for the -- June 30th for the annual
5 report is set in stone. So that one we have
6 taken care of.

7 So for the record, it's all down and
8 I hope everybody understands those dates are
9 really important to make certain you're
10 available to schedule them, to block them out
11 on your calendar.

12 MS. BUTTERFIELD: So it sounds like
13 we might have at least a two-hour full council
14 meeting on the 15th of June for those two
15 tasks.

16 CHAIR DENNISON: I think so.

17 MS. BUTTERFIELD: Yeah.

18 CHAIR DENNISON: Okay. We did lose
19 our quorum, so we have five of us here and
20 three online -- so I guess we do have a quorum,
21 still.

22 Dakota, are you still on?

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1 MR. BROWN: Yes, I'm still here.

2 CHAIR DENNISON: Oh, okay. Yay.

3 Aaron and Theresa?

4 MS. JOHN: Yeah, I'm still here.

5 MR. PAYMENT: Me too.

6 CHAIR DENNISON: Okay. So we still
7 have a quorum.

8 MS. PROUDFIT: When did Lisa or
9 Jason say they were going to get back to us on
10 some of the questions, because one of our
11 questions was presentation of the report.

12 CHAIR DENNISON: This is coming from
13 Tina. She said they did not give a date, but
14 she will find out and get back to us on the
15 date that they'll give us the reports.

16 MS. PROUDFIT: And, Tina, if you
17 could let them know that we're having a two-
18 hour meeting on June 15th, so if they could get
19 back to us before then?

20 MS. HUNTER: Absolutely.

21 MS. PROUDFIT: We can dialog about
22 it better.

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1 CHAIR DENNISON: "Absolutely," she
2 said.

3 MS. BUTTERFIELD: So could we also
4 look at our calendars to set a second annual
5 meeting so we're not doing this at the last
6 minute, then, for next year?

7 CHAIR DENNISON: Yes, I think that
8 is -- and then, also, if we have -- look at
9 your calendars. I know we could -- the option
10 of having our meetings elsewhere besides
11 Washington, D.C. is also an option.

12 So whatever you -- I thought that
13 the one we had at NIEA -- the one we had at
14 NCAI was really beneficial. We got a lot of
15 community input from our stakeholders out in
16 the community. That's an option, I would
17 think.

18 MS. BUTTERFIELD: Yeah. So October
19 -- there's October. Of course NIEA's
20 conference is in Hartford, Connecticut the 10th
21 through the 13th, and then about a week later
22 NCAI is in Denver.

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1 CHAIR DENNISON: NCAI we draw a lot
2 of tribal leaders, and then NIEA draws a lot of
3 educators.

4 So we need to consider what would be
5 the best between those two, I would think, or
6 other options as well.

7 MR. PAYMENT: What was the date for
8 NIEA again?

9 MS. BOULLEY: October 10th through
10 the 13th in Hartford, Connecticut.

11 MR. PAYMENT: The -- I'm just
12 looking to make sure -- NCAI is the week of the
13 21st to the 26th.

14 CHAIR DENNISON: NCAI?

15 MR. PAYMENT: That would be a good
16 time to have it, but I -- I would be good, I
17 think, either way, which is unusual.

18 (Discussion off the record)

19 CHAIR DENNISON: So I just want to
20 state --

21 MR. PAYMENT: I guess the problem
22 ~~with~~ having ~~with~~ having it at NCAI is we --

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1 well, it depends on when we have it, but what
2 time -- day in the week, but we have -- on
3 Tuesdays and Thursdays we have the Education
4 subcommittee and NIEA, TEDNA, Impact Aid, all
5 of those -- and tribal colleges, AIHEC, they
6 all attend.

7 So -- but if we're going to have a
8 meeting, you might want to do -- so, like,
9 probably what would work, you wouldn't have
10 time for a whole day unless you did a pre-
11 meeting on, like, a Saturday or a Sunday, or
12 you could do, like, an afternoon, about a
13 three- or four-hour time block that could
14 potentially be scheduled on the same day as one
15 of the subcommittees -- the Education
16 subcommittee.

17 MS. WHITEFOOT: So I just want to
18 note for the National Congress of American
19 Indians that the meeting is going to be in
20 Denver, Colorado, which is centrally located.
21 So something just to consider.

22 And I do know that at NCAI, that we

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1 also have -- especially the tribal colleges
2 that participate in that as well, I've noted
3 that over the past in just chairing the
4 committee, too. So something to pay attention
5 to.

6 MR. PAYMENT: If we decide to go
7 with NCAI, I'm willing to make the contact with
8 the executive director.

9 Since we last spoke, I'm now the
10 first vice president of NCAI, so I think I can
11 pull some influx.

12 MS. WHITEFOOT: Yeah. And I would
13 think that we would meet earlier in the week
14 for, like, Monday because of the subcommittee
15 meetings that go on after that.

16 MR. PAYMENT: I think that's smart.
17 I think that works.

18 MS. WHITEFOOT: So the 22nd.

19 MS. PROUDFIT: If we do that, we
20 pretty much do at least two full days of work.
21 So if we're going to do NCAI, either, you know,
22 we got to account for two full days aside from

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1 NCAI stuff to do this.

2 And we can't work on the weekend, so
3 it has to be, like, Monday and Tuesday. So,
4 you know, we have to be cognizant of that. We
5 can't be leaving to go to other --

6 CHAIR DENNISON: I think that's what
7 we did the last time. We went to Portland. We
8 spent two days away from the conference site,
9 but in walking distance. And so, the
10 conference didn't even start until after we
11 were done.

12 Am I right? Does my memory serve me
13 right?

14 MS. BUTTERFIELD: I think we were on
15 the back end.

16 CHAIR DENNISON: The back end?
17 Okay.

18 MS. WHITEFOOT: I think so, too. I
19 think we were. But I just want to throw out
20 also the possibility of meeting on a Sunday.

21 Some of our organizations we do do
22 that. I realize we're federal, but just

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1 something to pay attention to the Sunday
2 before, the 21st, because other initiatives
3 with NCAI also meet on Sunday.

4 CHAIR DENNISON: We were already
5 told in the past we can't because of the
6 employees that are --

7 MS. WHITEFOOT: Okay.

8 CHAIR DENNISON: -- required to be
9 there and it would require paying them to be
10 there on a Sunday.

11 MS. PROUDFIT: So are we doing the
12 22nd and 23rd of October?

13 MR. PAYMENT: How much time do you
14 think we would need for a meeting?

15 CHAIR DENNISON: Two days.

16 MR. PAYMENT: Oh, two days.

17 I still support the idea. I will
18 say, though, that I will be in and out because
19 I have responsibilities at the -- during the
20 general session. And they work me like a dog,
21 so -- but I can come and go.

22 And if it's two days, like, if it's

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1 Monday, Tuesday, the mornings will usually be
2 obligated for me, but I think it's still a good
3 idea because of your access to large numbers of
4 tribal leaders.

5 CHAIR DENNISON: Right.

6 MS. PROUDFIT: Do we want to take a
7 vote on that so we can put that on the
8 calendar?

9 CHAIR DENNISON: I think that works.
10 Because if I recall, we had -- in Portland, we
11 had the most input from community stakeholders
12 in Indian education.

13 We had several tribal leaders, we
14 had educators, we had people that came forward
15 and gave input into the status of education
16 across Indian Country, which was really what we
17 want.

18 I mean, I know the information we
19 obtained at the Portland NCAI conference was,
20 in my view, really beneficial, gave us more
21 insight than beyond what I know, for me, what I
22 already thought I knew.

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1 So I think that would work great to
2 have it on a Monday and Tuesday and --
3 especially if we schedule it early enough. We
4 can get people to come on Tuesday, because
5 they're arriving there and they may not take
6 part in your general session. They may come to
7 us instead.

8 MS. WHITEFOOT: So for us to
9 reconsider the dates, and I believe that would
10 -- you're right; we went in toward the end of
11 the week.

12 So I realize NCAI goes on Thursday
13 as well, but that's when they're winding down.
14 So the 25th and 26th, Thursday and a Friday.

15 CHAIR DENNISON: That would work
16 better?

17 MS. WHITEFOOT: Yes. Yes.

18 CHAIR DENNISON: That's what we did
19 last time.

20 MS. WHITEFOOT: So 25th and 26th.

21 CHAIR DENNISON: I like that better
22 because people want to go to what they went to

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1 the conference for. So we'll get more people
2 on a Thursday and Friday, in my view.

3 MS. BUTTERFIELD: Yeah. Just to add
4 to that, you know, so I think it would be
5 important if we could have, you know, some of
6 the NACIE members attending that education
7 subcommittee.

8 You're going to hear about issues of
9 concern there as well, because that's what
10 we're trying to do is collect input, you know,
11 from all our constituents.

12 And I have a First Kids First
13 meeting that's on Monday, which I think is
14 something people might even be interested in
15 also, which is a collaborative effort between
16 NCAI, NIEA, National Indian Health Board and
17 Indian Child Welfare.

18 CHAIR DENNISON: Do we need to take
19 a vote on this then? A motion and a --

20 MR. PAYMENT: Well, can I say one
21 more thing?

22 CHAIR DENNISON: Sure. Go ahead,

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1 Aaron.

2 MR. PAYMENT: I'm good either way.
3 But I will say having been at the Education
4 subcommittee for the last, probably, five or
5 six years, we, you know, we get a smattering of
6 people who attend and we get input, but we vote
7 on resolutions on those two days and then we
8 report out. And that bubbles up to the main
9 session, which all of that's voted on usually
10 on Friday morning.

11 So if we wanted to influence
12 resolutions and the outcomes on those -- and I
13 don't mean that in a manipulative way, I mean
14 in a sense that if we want to bring -- to bear
15 expertise of different people

16 So that would suggest that the
17 meeting should be Monday-Tuesday because then
18 you can look at those items.

19 But if you're -- if we meet
20 Thursday-Friday, those items will already have
21 been resolved and likely voted on.

22 So -- or, I mean, maybe Thursday, if

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1 there is -- no, Thursday, usually the -- so the
2 Human Resources committee then has
3 subcommittees and one is education.

4 So generally by Thursday, the
5 Education subcommittee work is done, so that's
6 just another consideration.

7 MS. BUTTERFIELD: Yeah. So I think,
8 Aaron, we, as NACIE, you know, really can't be
9 involved in the proposal of legislation.

10 We're there to kind of be listening
11 and learning, you know, from who's in
12 attendance at NACIE and then hoping that people
13 will stay over to also provide input for our
14 perspective report the following June.

15 So we're more collecting than
16 providing input to NCAI, the way I see it. And
17 that's why I think the latter part of the week
18 might work better for our purposes.

19 MR. PAYMENT: That makes sense.

20 CHAIR DENNISON: So we need a motion
21 and a -- we need to motion and vote on this.

22 So Patricia White --

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1 MR. PAYMENT: Whoever makes the
2 motion, you might want to -- because we're
3 going to have to check the dates, too, to see
4 what works.

5 I'll tell you, though, the end of
6 the week will not be much of an issue to try to
7 coordinate with NCAI, but the beginning of the
8 week will be.

9 MS. WHITEFOOT: So thank you, Aaron.

10 I'm Patricia White. I'm going to go
11 ahead and entertain the motion for our next
12 National Advisory Council on Indian Education
13 meeting be held on October 26 -- or 25th and
14 26th in Denver, Colorado.

15 CHAIR DENNISON: So there's a
16 motion.

17 Is there a second?

18 MS. BUTTERFIELD: Second.

19 MR. PAYMENT: Second.

20 CHAIR DENNISON: Okay. She beat
21 you.

22 A motion from Patsy and second by

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1 Robin to hold our next in-person NACIE meeting
2 in Denver, Colorado in conjunction with the
3 tail end of NCAI on October 25th and October
4 26th, 2018.

5 And do I have -- all in favor say
6 "aye."

7 (Chorus of aye.)

8 CHAIR DENNISON: Any opposition?

9 The motion passed. The motion
10 carries. So that one passed.

11 Now, we need to schedule the -- I
12 don't know if we want to go ahead and schedule
13 anything else by motion.

14 MS. PROUDFIT: The spring 2019
15 meeting.

16 CHAIR DENNISON: We can do the
17 spring 2019 meeting as well.

18 MS. PROUDFIT: When do the cherry
19 blossoms blossom? Like a week ago, right?
20 But, dang, it's been so cold this winter.

21 MS. RAMSEY: You should think about
22 whether you really want to be here.

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1 CHAIR DENNISON: You know, I tried
2 to do this this year, but it was really hard
3 because we get a lot of board members and
4 administrators that come for the Impact Aid
5 conference, which I think that if we did it
6 around that time, we'd get input from them as
7 well as to some of --

8 PARTICIPANT: When is that?

9 CHAIR DENNISON: It's usually in
10 April -- oh, no, it was in March. It's usually
11 in March and then September every -- here in
12 Washington.

13 MS. PROUDFIT: Is there any way they
14 have those dates already?

15 CHAIR DENNISON: They do have them
16 up.

17 MS. PROUDFIT: Let's take a look.

18 MS. WHITEFOOT: But in addition to
19 that, the National Congress of American Indians
20 also has its winter conference usually in
21 February, mid-February. So I ask us to
22 consider that time, too.

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1 Aaron, what are the -- February
2 2019?

3 MR. PAYMENT: I'm looking it up
4 right now.

5 MS. WHITEFOOT: Okay. Thank you.

6 MR. PAYMENT: Okay. It doesn't go
7 that far, so I'm going to call on another line.
8 Okay. So just give me a minute.

9 CHAIR DENNISON: The NAFIS spring
10 conference for 2019 is March 17th through the
11 19th.

12 MS. PROUDFIT: For the Impact Aid?

13 CHAIR DENNISON: That's for Impact
14 Aid, right.

15 MS. PROUDFIT: What was it?

16 CHAIR DENNISON: March 17th through
17 the 19th. 17th is a Sunday. The 19th is when
18 everyone will do their Hill visits, so it would
19 -- the 20th -- the 19th and the 20th would be
20 the ideal time.

21 MS. PROUDFIT: Tuesday, Wednesday.

22 CHAIR DENNISON: Uh-huh, if we

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1 wanted to do those dates, or we could look at
2 the NACIE or NIEA, too, for --

3 PARTICIPANT: They're all the same
4 time.

5 MS. WHITEFOOT: So that's why I'm
6 suggesting the February one.

7 CHAIR DENNISON: We don't have to
8 decide on that one right now.

9 MS. WHITEFOOT: No.

10 CHAIR DENNISON: I think maybe we'll
11 just be thinking about it and we can decide
12 later.

13 MS. WHITEFOOT: I think Aaron is
14 getting the dates.

15 CHAIR DENNISON: Okay.

16 MR. PAYMENT: I'm still checking.

17 CHAIR DENNISON: It's on the
18 website.

19 MS. WHITEFOOT: Well, while we're
20 waiting, I just wanted to thank the Department
21 of Education for all the reports that were
22 provided. Really appreciated all of them.

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1 It's kind of like the last meeting
2 we thought we were having.

3 (Laughter.)

4 MS. WHITEFOOT: So it just reminded
5 me of all of the wealth of information that was
6 shared and so look forward to the continued
7 work that we're going to be doing and just want
8 you to thank all the people that were here.

9 MS. HUNTER: Absolutely. Will do.

10 And I do have some additional
11 information that was provided from the
12 presentations yesterday. I will also send
13 everything out electronically.

14 MS. WHITEFOOT: Okay.

15 MS. HUNTER: And as soon as we have
16 the data information, I will forward that as
17 well.

18 MS. WHITEFOOT: Data and --

19 MS. HUNTER: Although the Office of
20 Special Education was not able to be present,
21 they have provided information as well.

22 (Off mic comment)

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1 MS. HUNTER: Absolutely, we will
2 invite them.

3 MS. BUTTERFIELD: You know, one
4 other thing that I was thinking would be
5 helpful because the ESSA plans will be in place
6 at various states is, you know, as we look down
7 the calendar, maybe asking, you know, the ESSA
8 State Coordination Office to maybe highlight an
9 exemplary state that seems to have had Native
10 involvement.

11 We're always looking for best
12 practices, and that also might encourage them
13 to focus in on, you know, how the consultation
14 might be working well in some place.

15 MS. HUNTER: I will pass along that
16 information. Thank you.

17 MS. BUTTERFIELD: I do have another,
18 I guess, dangling part of the conversation that
19 we got into around technical assistance, you
20 know, trying to have maybe a conversation about
21 how to --

22 MS. JOHN: You're fading in and out,

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1 sorry.

2 MS. BUTTERFIELD: Oh. Just trying
3 to think about how to provide technical
4 assistance, you know, to Indian Country.

5 I'm not sure -- I still am not clear
6 on whether the labs and centers are using the
7 money they get as labs and centers or if they
8 were using -- they got extra money, I thought,
9 in the past to provide services for Indian
10 technical assistance.

11 So I'm just not clear where that
12 stands in terms of the resources.

13 (Phone interruption.)

14 MR. PAYMENT: Hurry up.

15 (Laughter.)

16 MS. BUTTERFIELD: Don't cut us off.
17 Don't cut us off.

18 So just to maybe think about having
19 technical assistance as a general item on the
20 agenda to sort of see where we are.

21 MS. HUNTER: Will do.

22 MS. WHITEFOOT: And I agree with

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1 that. I just want to add on when we're
2 planning now for our meeting in Denver with the
3 National Congress of American Indians, I'd like
4 to make certain that we have the Department of
5 Interior present as well and possibly the
6 Department of Education's secretary, too.

7 I think it would be important if we
8 can have them at this particular meeting with
9 tribal leaders, both secretaries.

10 MS. HUNTER: In Denver?

11 MS. WHITEFOOT: In Denver.

12 MS. HUNTER: Okay.

13 MS. WHITEFOOT: Yes, it would be.

14 MS. HUNTER: I will make your
15 recommendation.

16 MS. WHITEFOOT: Thank you.

17 MR. PAYMENT: We are likely to be
18 able to pull that together because of NCAI.
19 For the Secretary of Interior -- I can't
20 predict the Secretary of Education stuff, but
21 we would like this here at NCAI, too.

22 MS. WHITEFOOT: Right. Exactly.

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1 MR. PAYMENT: Secretary of Interior,
2 I don't -- I can't predict the Secretary of
3 Education's stuff. But we would like it here at
4 NCAI, too.

5 MS. WHITEFOOT: Aaron, did you get
6 the date yet? We could have just called NCAI
7 ourselves.

8 MR. PAYMENT: I did. I called
9 everybody I know. I was told by somebody at
10 the office that the date hasn't been selected
11 yet, which I know isn't true because we approve
12 three years in advance on all of our meetings.

13 I just don't have the date, but it's
14 sometime in February.

15 MS. BOULLEY: NCAI, their winter
16 session?

17 MR. PAYMENT: It's sometime in
18 February.

19 MS. BOULLEY: February 10th through
20 the 14th.

21 MR. PAYMENT: It's usually the
22 second week in February, but I wanted to get

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1 more concrete dates for you.

2 CHAIR DENNISON: We had the answer
3 sitting right here in our room. February 10th
4 through the 14th.

5 MR. PAYMENT: Oh, all right.

6 PARTICIPANT: We were just making
7 you call around.

8 CHAIR DENNISON: We were just
9 testing you, Aaron.

10 MR. PAYMENT: I failed.

11 (Laughter.)

12 CHAIR DENNISON: So that's a
13 possibility, too, February 10th through the
14 14th. So those are two options.

15 Okay. So those are our options for
16 the next Washington face-to-face. Everybody's
17 eyes look as glossy as I feel.

18 Are we ready to adjourn?

19 Okay. Do we have a motion from
20 anyone to adjourn?

21 MS. BUTTERFIELD: So moved.

22 CHAIR DENNISON: Moved by Robin.

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1 MS. PROUDFIT: Second.

2 CHAIR DENNISON: Second by Joely.

3 All in favor say "aye."

4 (Chorus of aye.)

5 CHAIR DENNISON: Anybody want to
6 stay?

7 Motion carries.

8 Thank you. Thank you guys online.
9 Thank you for staying on the whole time,
10 Dakota, Aaron and Theresa. Also, thank you to
11 the Department of Ed as well.

12 (Whereupon, the above-entitled
13 matter went off the record at 2:26 p.m.)

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