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

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  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

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

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

So, this morning, I would like to just open with a morning blessing, and thankful that you're all here. And I'll just begin
briefly. (Native language spoken.)

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

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

And in that, we also share that knowledge that history and the values that we hold dearly to our heart with our children and our grandchildren, and those relationships that we have amongst the animals, the birds, the
mountains, the salmon that flow in the ocean. And all of these medicines that are provided in our homelands and in our mountainous areas that are reserved for the use of Indian people.

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

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

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

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

MS. WHITEFOOT: (Native language spoken.) Patricia Whitefoot. Good morning. I introduced myself in my language. I shared my Indian name, (Native language spoken.). My English name is Patricia Whitefoot, member of the Yakama Nation from White Swan, Washington.
MS. BUTTERFIELD: Good morning. This is Robin Butterfield. I'm a Ho-Chunk Anishinaabe tribal member. My Indian name is (Native language spoken.) Which means Shiny Wing. I am currently retired living in Oregon but acting as the President of the Oregon Indian Education Association and President Elect for the National Indian Education Association and working as a contractor for the Native American Parent Technical Assistance Center.

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

My second hat is I am the Executive Director for Title VII Indian education in Anchorage, Alaska. Thank you.
CHAIR DENNISON: (Native language spoken.) I'm Deborah Jackson Dennison. I am Navajo. I am Biligana, born for the Kin'ya'anni clan, and my paternal clan is Ashi'Hi Salt clan. Ain'ya'anni is Towering House. And my maternal grandfather, Mi'Chay, is Scottish.

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

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

MS. BROADDUS: My name is Mandy
Smoker Broaddus. I am Fort Peck Assiniboine and Sioux where I belong to the Deshana clan. I am the Director of Indian Education for the State of Montana.

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

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

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

MS. JOHN: (Native language spoken.) My English name is Theresa John. I am a Professor for a graduate program, Center for Cross-Cultural Studies at University of Alaska Fairbanks. Good morning.
CHAIR DENNISON: Good morning, Theresa. Aaron, are you on?

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

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

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

MR. PAYMENT: I'm sorry, you're
fading in and out.

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

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

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

MR. BOTEL: Good morning, everyone.
Is that working? Is it work -- yeah, can we -- all right. Is that better? All right, good morning, everyone. I'm Jason Botel, Acting Assistant Secretary Elementary and Secondary Education.

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

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

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

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

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

The legacy of this group, of NACIE,
and the work you've done has been forged over many years, and of course, of the nations that you represent over thousands of years. And your contributions are woven into the fabric of history. They're a testament to the unique courage, character, and resilience of Native peoples, often in the face of great adversity.

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

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

Rethinking education means supporting student-centered learning and
multiple pathways to post-secondary and career success, expanding every community and family's access to a range of high-quality learning options, inviting innovation and reducing the Federal footprint in education and empowering local decision-making so those closest to students can design solutions tailored to their individual needs.

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

I just want to share a little bit about my experience. My experience has mostly been in Baltimore, Maryland, before I came here to the Department. And I've been very passionate throughout my career about leading students to achieve great outcomes and helping them overcome poverty.
I started by teaching at a traditional public middle school in Baltimore, Booker T. Washington Middle School. Went on to found the public charter school network, KIPP Baltimore, and then became an advocate for students through the Maryland Campaign -- excuse me. Maryland Campaign for Achievement.

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

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

But there's still enormous challenges. And it was a real honor to work
with the families I got to work with, and it's an honor now being here with all of you. And I'm hoping, as I've been at the Department, I've been able to leverage my experience. And again, you all have diverse and very helpful experiences, and I'm looking forward to working with all of you to help improve outcomes for Native American students.

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

That consultation will take place in New Mexico, in the Albuquerque Convention Center, just prior to the Tribal Self-Governance Annual Conference. The subject will be BIE's role in overseeing and managing
Federal education programs funded by the Department of Education.

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

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

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

MR. BOTEL: Sorry.

MS. JOHN: Same on this side.

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

MR. BROWN: It does, thank you.

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

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

Every district and school is unique, and this is certainly true in communities with high concentrations of Native students. What
works on a reservation in Flat Head, Montana, may not work in an urban Indian center like the San Francisco Bay Area.

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

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

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

Advancing inter-governmental
collaboration to ensure the most effective support for Native learners. Addressing the technology needs of Native students, particularly on rural Indian reservations and remote Alaska Native villages.

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

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

Recently, I met with a group of Native youth visiting with the Closeup Foundation. These young men and women are already stepping up as leaders, learning how
decisions in Washington are made, educating us about their perspectives and advocating for what their communities need.

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

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

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

We're working to build capacity in Native communities. We've hosted sessions
throughout the year on topics like the Native Languages Grants and Native American Language Immersion Schools. We're also collecting information to better understand different learning options and innovative approaches for serving Native learners.

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

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

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

And as Chief Mankiller said, I don't think anybody anywhere can talk about the future of their people without talking about education. Whoever controls the education of our children, controls our future. Tribes, local communities, and ultimately Native families must have the authority to control their children's education. They must have access to the high-quality learning environments that will prepare their children for successful lives.
It's a privilege to work with you to ensure that each Native student and each Native family has this control and can exercise these choices. And with that, happy to take questions and thoughts.

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

MR. PAYMENT: Can't hear anything.


MR. PAYMENT: Yeah.

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

MS. JOHN: Can't hear anything.

MR. PAYMENT: Can you hear us?
CHAIR DENNISON: We can hear you. I can hear you. Can you hear me now?

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

CHAIR DENNISON: How about now?

MR. PAYMENT: -- heads back and forth. CHAIR DENNISON: Don't move my head? So just talk straight.

MR. PAYMENT: Yeah.

CHAIR DENNISON: Okay.

MR. PAYMENT: Don't move your head.

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

MR. PAYMENT: Yeah.

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

MR. PAYMENT: Perfect.

CHAIR DENNISON: We appreciate the fact that the Administration wanted to keep us
on, or elected to keep us on, and work on behalf of the work -- continue the work that we've done over the last many years. There are some questions as to what our future is, and if this is going to be a continuation throughout the term or would you be able to answer that question as to what our future is?

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

CHAIR DENNISON: I believe there are two.

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

CHAIR DENNISON: Thank you for that.

The next question has to do with the OIE
director, and I wanted to ask the first question first because we weren't sure what the plan was and NACIE's role. We realize that we're advisory, and it is critically important that our input is appropriately called upon and substantially respected once we give it.

In the past, it hasn't always been given as far as the person that we may present forward is the one that's -- we just want to have some clarity on where that line is drawn. Is it something that -- we take our role and the role that we do very seriously, and we're hoping that the Department appreciates the work that we do in the matter of thinking through the selection that we make, and I don't know if it's something you can answer right now, but that's -- the experience in the past that we hope is corrected.    MR. BOTEL: Sure. Well, as you said, you know, technically speaking, it's an advisory council, and when we make an employment selection, we have to do that within the parameters of the department. My hope, and
I think our goal should be, that we all are excited about a final candidate, and you know, I do really appreciate everyone spending time on that, and my hope is that at the end of the process, we will all be very excited and invested in a final candidate.

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

MR. BOTEL: We certainly can provide you with the information you just mentioned. Lisa, I'm looking to you. And if you could also, I don't know off the top of my head, but if you could have the team specifically point out those where there's evidence of
consultation with Native American communities and tribes.

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

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

I'll just be very up front. Every plan, when it was first submitted, did not meet all the requirements, and so we've worked very closely with every state and D.C. and Puerto Rico to get their plans to the point that they meet all requirements. And so we have 13 left
to go, and I'm optimistic that in the next month or so, we'll get those approved as well.

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

CHAIR DENNISON: Okay, thank you.

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

CHAIR DENNISON: Okay, go ahead, Aaron.

MR. PAYMENT: So I'm sorry that I didn't get to meet you in person. I see your bio and I respect your background. So I wanted to say that I served on the negotiator's rule
making for ESSA, and we -- there was two of us from Indian Country on it, and we insisted, and it was contained in the final rule, the requirement for consultation with American Indian communities.

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

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

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

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

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

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

CHAIR DENNISON: Patricia, go ahead.

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

MR. BOTEL: I was just going to ask.

So, if you could, someone could cite which bill
it was that actually, the Congressional Review Act that was exercised. Thank you. Go ahead. Sorry.

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

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

Because of our language that we share, for instance with the Warm Springs tribe
in Oregon, the Umatilla tribe in Oregon, and the Nez Perce tribe in Idaho. You know, we didn't create those boundaries, and so we still carry out a lifestyle that we have with our relatives, our brothers and sisters in the other tribes as well. And so I just want to make certain that we consider that in the consultation process as well, because in schools today, I'm constantly just educating our school systems about who we are, and we might live on the same land and we're neighbors, but yet they don't have that requirement to know who we are. So I appreciate your introduction, and thank you.

MR. BOTEL: Thank you. That was very helpful. Thank you for sharing that.

CHAIR DENNISON: Go ahead, Robin.

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

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

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

MR. BROWN: I'm sorry, I can't hear
MS. BUTTERFIELD: And the creation of the Office of Indian Education was to recognize that Native students just reside on tribal lands under the auspices of their own tribes. I myself have a good example of that. I am Ho-Chunk and Anishinaabe, but I'm living in Oregon.

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

At one point, I was the Director of Indian Education in Salem, Oregon. We had five high schools, 12 middle schools, and I think 42 elementary schools. So our children were dispersed across a geographic area and represented a variety of tribes, but we were still able to provide some pretty significant
services that actually kept kids in school.

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

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

But it's absolutely critical for -- I'll just give a quick example. In my program, we ran a leadership program that helped kids transition from middle to high school, and
within a three-year period, we I think it was quadrupled our graduation rate in the district. So we started out with six. This is out of five high schools, mind you.

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

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

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

CHAIR DENNISON: Thank you, Robin. Any other questions while we're still on the
ESSA work? I want to bring up the fact that -- and I've always been a proponent of accountability in schools, and I've always been a superintendent of school districts that are heavily impacted with impact aid and also the majority if not all the students being members of the tribe.

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

The suicide rates, the chronic absenteeism, and why those are happening and what we can do about it. So it's almost like an uphill battle for schools, especially the school that I'm working in right now. It seems like we made progress, but will we ever be as high as the schools that are in the
metropolitan area of Phoenix or in the valley of Southern Arizona?

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

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

MR. BOTEL: Well, thank you very much for that. I really appreciate it. And let me just say a couple things in response, and then I apologize, I'm going to have to run back across the street. But first of all, I just want to make clear, ESSA does not require
and our department does not require letter
grades or any summative rating.

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

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

    And I'll just, the last thing I'll say about that is when it comes to the Bureau
of Indian Education, this is why we are really strongly encouraging them to enter into
negotiated rulemaking as soon as possible because they will, through that process, be
creating their accountability system for their schools, and now would be the time that they have the opportunity to include some of those other metrics that you're talking about into their accountability system.

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

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

CHAIR DENNISON: We --
MR. PAYMENT: Can I say something?

CHAIR DENNISON: Go ahead, Aaron.

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

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

However, American Indians do have a unique and constitutionally-driven right to an education. So while it's true that other citizens don't have a Federal right to an education -- they have an equal right to an education, but not a Federal right, and American Indians do.
So it's disheartening to know that the work that we did to ensure consultation embedded with local communities was eliminated. But I think some of that is happening anyway. But whenever we talk about Indian education, if we can say it in the framework of why we have education at all, and also the BIE educates 80 percent of all American Indian students while the vast majority of our students are -- 92 percent are under the Department of Education, the work that we do there.

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

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

The first one is about kind of what
Aaron is talking about, but the origin of NACIE goes back to the 1969 Kennedy Report and the Indian Education Act, and then the legislation identified that both secretaries of education, the Interior and the Secretary of Education as far as NACIE's work to --

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

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

Then the last one is that one of the main projects that we work on annually is the Annual Report to Congress and the
recommendations to the Secretaries.

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

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

Maybe to do a presentation of some sort. Those are the other two requests that we have on behalf of NACIE to really make an effort to improve the quality of education that we provide across Indian Country for our
students. Without that happening, it sometimes feels -- and I'm just going to be very frank -- it feels like we're just here as a check off the box. And we come to Washington several times a year, or we meet over the phone, so let the OIE position -- all the past that we do, it doesn't feel like we're really -- we're just a check off the box.

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

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

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

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

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

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

I say to you and everyone in the room, I have a lot of respect for you, for the knowledge in this room, and I have respect for you just from the standpoint of heritage. My
great-great-grandfather was a Cherokee Indian. My great-great-grandmother was an African-American. My wife is a member of the Tohono O'odham and Pima Nations. And so I know why it is important for Indian education to be taken seriously.

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

And I know to a person, from Tara Ramsey, the Acting Director, to many on her staff that I see in the room, it's very personal. So in respect, I say I hear your words. I understand. And we will convey and seek to improve in the way that we communicate. We don't have control of Congress, but we certainly can pass along the message, and we certainly can pass on the message to our secretary of your interest in meeting with her.
I don't know what influence we have with the Secretary of the Interior, and so I don't want to over-promise. But we certainly can convey that. I'll say also, just to your role, and particularly in my -- I've been in the Department a few years, but in my role in OESE, I've been here not quite 18 months.

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

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

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

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

CHAIR DENNISON: Thank you. Robin?

MS. BUTTERFIELD: Yeah, thank you very much for your response to that question. And I think maybe one, since we're moving into
the selection process again for the director, I
think one of the things that would help is if
we -- basically if our preference for the
individual that's chosen is not the one that
gets offered the position, it would be helpful
to us to know why, you know, that somebody else
was chosen. I mean, that's basically the
reason I think we felt discounted in terms of
our preference.

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

MR. WASHINGTON: I think that's a
fair request. I think there are some
limitations in terms of what we can talk about
from the standpoint of personnel decisions.
But certainly, to acknowledge that you had a
particular candidate that you put forward, and
whether or not we agreed or made a selection
that met to your ultimate selection, I think
certainly if we don't make the same selection,
we could have a conversation and say, we've
made a different selection.

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

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

MS. PROUDFIT: Deborah?

CHAIR DENNISON: Okay, Joely?

MS. PROUDFIT: Along those lines, if
we put a list together of recommendations and
we don't have other names of people who applied
on that list, I think we all discussed
yesterday that if we can't find an ideal candidate, we'd rather close the search and open it up and cast another net instead of selecting someone that we didn't think either was appropriate for the position or qualified to meet the requirements of the position.

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

MR. PAYMENT: Can't hear anything.

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

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

And we would have to think and act
carefully, and we would have to act within the bounds of our requirements, particularly in that we are responsible for running a merit-based human rights system -- human rights? Human resource system. So I understand what you are saying. I just don't want to overpromise, because we do have requirements under a merit-based system on behalf of the Federal government.

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

I can tell you, we are very interested in candidates who both have the cultural, the educational, but also the
management experience. There are a lot of critical management elements to this job. This is a -- the director job of Indian Education is a big job. So big that in the current hiring freeze, we made this job the first item for request, for an exception request.

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

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

I just, I know I can't promise that,
and I would like to work towards getting to the kind of candidate that you think is both representative and qualified from your standpoint and from what's important to you and your values.

MR. PAYMENT: Dr. Deborah?

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

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

CHAIR DENNISON: You're fading out.

MR. PAYMENT: Okay. I just want to make sure that we're all on the same page. So we were -- we had requested it, but we had been invited to participate in the hiring process the last round, so we don't look at anybody on a list that doesn't come from the Department. So when the position is posted, and then the whole bureaucratic process that it goes through before it gets to us, the list is supplied -- was supplied to us.
So we're not looking at any potential candidates that don't go through that process. We all have contacted your people to apply, making clear that they have to go through the process. Also, with respect to the Federal guidelines for employee preference, Indian preference is also one of those requirements.

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

It wasn't anybody that was supplied to us. It seems like if we are more closely engaged and coordinated, we wouldn't be looking through any candidates that the department had not vetted and forwarded to us, and certainly
nobody should -- I don't think that the preference for veterans allows for anybody to jump ahead of that process to stop and support it, but certainly the names are all made available. So I just want to make sure that we're not saying the same thing.

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

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

And so I didn't mean to suggest that somehow there was like, two different processes. Everyone has to go through the same
evaluative process and be selected. And to your point, any person who's considered by NACIE would have only been under consideration because we provided a list. So I just want to be clear. I didn't mean to refer to that as though there was somehow another kind of underground list.

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

MS. WHITEFOOT: I just want to bring up the discussion about Indian preference. So we also, in our communities, struggle with that, particularly if we're working with LEAs because of the different types of ruling. But
we don't really get down to the discussion of how that is interpreted. So I'm on an Indian reservation, and so we can apply our tribal Indian preference. And I think it's important that we have common language on what we mean by Indian preference. And similar to Aaron, an individual pops up that we've never heard of in Indian education. You know, I was surprised about the names that came forth. So just want to leave it at that, because I think there's more work that needs to be done around Indian preference.

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

And so this whole process, again,
still needs to have some work done with it to look forward to our deliberation around that. Thank you.

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

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

CHAIR DENNISON: Sure.

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

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

And I think it is fair if you
believe that we need to have more conversation about what that actually means or if maybe even -- and I'm looking to the DFO -- but maybe if there needs to be some kind of conversation or orientation of the council about what the Feds are actually looking at as a definition under the law.

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

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

DRMS. RAMIREZ: Thank you, Dr. Dennison. Good morning. My name is Lisa Ramirez, and I am very appreciative to have this opportunity to work with you. I wanted to just address a couple of things and then certainly go over the list of deliverables that
we owe back to you before we end up leaving today. If you don't mind.

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

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

And I think that that's a critical piece in understanding the role of the Department of Education. We stand ready to be able to provide technical assistance in that space. This is my 26th year in education. I
have always worked, before my time here at the agency, with schools that have large numbers of impoverished children, also knowing that the types of struggles that our children have across the country are indeed struggles.

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

So I say that in thinking of the issues surrounding accountability, as you brought up, there are many different things that we can do to help with the accountability when we think of academics, but I very much appreciate that you thought about the whole child and the social and emotional learning aspect of that. We have known for years that our Indian children are suffering with extremely high suicide rates. The drug abuse.
The chronic absenteeism. But what are we doing about it?

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

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

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

Also, whenever we're thinking about going forward in consultation, I hope that you
are there, that you are a part of that conversation, that together we can learn how we can better serve knowing that at the end of the day, there will be a list of deliverables that we, A, don't want to over-commit, because I'd rather be honest about what we can do, even if it's only three of the five things rather than say I can do ten things, and I can do none of them well. So we do hope to do that.

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

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

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

Regarding the selection process, understanding or actually a lot of different things I heard regarding selection process. Closer communication, understanding of the process itself, which would lead to the why an individual was not selected in the event that it was someone that you put forth and if that person was not selected. And regarding Indian preference, just a request for common language regarding the definition of Indian preference. Is that correct?
CHAIR DENNISON: I think you got it all.

DRMS. RAMIREZ: Thank you.

CHAIR DENNISON: Yes, Joely? Go ahead.

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

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

I mean, there incites the teasing, the low self-esteem. And I have a six-year-old daughter in first grade, and she's already dealing with those issues, because she's the one Indian in the school if not in her grade. So I would really hope that we take that serious.
We would not allow for a school to be named in an inflammatory way toward any other population, but for some reason, we all sit idly by and allow this to happen to our original nations and our Native kids.

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

And my second point would be in looking at the definition of American Indian, and to be more inclusive of capturing our mixed-race identifies. As a university professor in the CalState system, which is the largest university system in the nation, if we have a Native student who marks Hispanic and American Indian, they're not counted as an American Indian so as to have that Hispanic serving institution status.
So it's critical to the services, financial accountability, that we better count and support our Native student populations. Thank you.

CHAIR DENNISON: Thank you.

Anything else?

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

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

And in our conversations with regard
to the Department of Interior, the same. I know that isn't your function, but our charter states that we are to advise the Secretary of the Department of Education and also the Department of Interior. So any way that, in your communications that you have with the Department of Interior, we would really appreciate it.

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

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

And having a granddaughter in a portable that has no running water, has no
restrooms, and the school district has a number of portables in our school system. So this exists also in the Bureau of Indian Affairs schools as well, and there's a major backlog in funding for safe and sanitary facilities for our schoolchildren.

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

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

I just reminded the individual that we also have to think about the history of American Indian and Alaska Natives and you know, the land that you stand, the land that we stand on is important.
And then we start talking about in our own tribal communities, we might be talking about the safe health and wealth or of our children, and we're talking about not only the social emotional needs of our children and our families, our elders, but we're also talking about the safety, the health, and preservation of our homelands as well.

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

So please don't just say that we're a small number. Please be mindful of the land bases that we come from and that we are representative as well. I would appreciate that.
In the consultation process, I had been asking about Native reviewers as well. I think that would be helpful to know how many Native reviewers were a part of that review process of the state plans.

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

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

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

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

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

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

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

CHAIR DENNISON: Thank you,
Patricia. I don't know if you want to respond.

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

CHAIR DENNISON: Okay.

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

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

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

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

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

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

So that's really our overarching
goal. So thank you so much for coming today and listening and hearing us out. Thank you.

DRMS. RAMIREZ: Thank you.

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

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

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

MR. PAYMENT: Okay.

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

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

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

MR. LESSARD: I will make it real quick.

CHAIR DENNISON: Okay.

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

MS. JOHN: I can hear you okay.

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

However, we don't know that how much inclusion will happen in that, but I think certainly when that comes out, that should be
scrutinized, and certainly NACIE as an advisory council could hold those in charge of that accountable.

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

What we found previously is if an
office in the Department of Education has a
grant that can be like OELA or something like
that, then we found that there could be
something to help expand to all public schools
or outside of the BIE schools. But we
never really, and I say this, we never really
put a plan in place to reach the other 93
percent, you know?

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

It's one thing to say that we want
to reach out to all 93 percent of our students,
but we have to have some plan. There has to be
either an interagency workgroup that can work
on these things, and I just kind of wanted to
give a heads up with that, because it's very
easy and lofty to put things in Executive
Orders, and if they're not held accountable to do those things, we don't achieve what the reason why it was written.

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

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

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

MS. BUTTERFIELD: All you ELL directors need to reach out to Indian communities to make sure that Native students are getting the benefit of that service. So the only reason they did that was because the
Department of Ed was curious. Somebody had asked the question, how many Native students are getting services out of Title III?

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

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

So I think that's just one example of how we can plug kids in to resources that would give them a benefit.
MR. LESSARD: And I think that if we can reestablish the interagency working group, which does cross all the Federal agencies, and just have that as one of the vehicles for like, finding out what's happening across all agencies in education.

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

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

And when we did the listening sessions, one of the things that came out of that, and I think that should continue, is that
with the Office of Civil Rights, we were able to give families and communities a vehicle which was a way to report or file claim or -- excuse me -- with the Office of Civil Rights.

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

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

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

When they talk about Indian
education, they're only talking about the BIE but yet when we come here, when we come here as representatives, and especially in my case, and in some of our cases that work for public schools, we're having a different, in our mind, we're thinking about the schools that we represent, which are, in my case, a public school system.

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

MR. PAYMENT: We can't hear you.

CHAIR DENNISON: Oh, I'm sorry. It's just how do we change that, because I think that's the biggest thing that -- one of the biggest challenges that hurts us the most is that lack of understanding, that when we talk about Indian education, it's not just the
BIE. It's not just Title VI, Title VII, Title VIII. It's not just that.

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

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

Okay.

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

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

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

I think, again, it's partly subconscious, because I'm going to miss her. I've worked with her when I was on the Step Program, and I'm just going to miss her council and her calmness and personality around the office as well, not only her competency in the Title VI program. So I just wanted to make
sure that you all knew that and had a chance to talk with her while she was here. So, thank you.

MR. PAYMENT: I can't hear anything.

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

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

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

(Whereupon, the above-entitled
matter went off the record at 11:18 a.m. and resumed at 12:37 p.m.)

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

Are they all back in?

(Discussion off the record.)

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

(Discussion off the record.)

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

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

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

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

MS. JOHN: This is Theresa.
CHAIR DENNISON: Theresa is online.

Who else?

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

CHAIR DENNISON: Dakota is online.

Aaron, are you back on?

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

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

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

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

So Adrianne also has some folders with some information about some of the work
that NIEA is doing and I'm just going to quickly kind of go through some slides and give you an update of the work that we're doing overall, and I really hope that we have some time to answer any questions or to delve deeper into any of the issues.

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

Before we get started --

MS. WHITEFOOT: I would like to -- since you asked about input into future information shared by the organization, I would just like to stress tribal control as well, any information on tribal control such as, you know, the STEP initiative and other tribal
initiatives that are out there as well.

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

MS. ROSE: Thank you for that.

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

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

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

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

MR. PAYMENT: Mic check.

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

Can you hear me now?

Okay. So Slide 1, please, Matt.

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

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

MS. ROSE: We are having technical difficulties.

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

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

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

Okay. So we're going to be mindful of everyone's time. If you look in the folder on the far left-hand side in the back is a copy of the PowerPoint presentation, and we can just use that while we're reopening it.
So the very first slide is just what the agenda is for today that I wanted to run through quickly.

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

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

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

And then we have some specific requests of NACIE that we are hoping that you can consider and to move forward both in your capacity personally and as a group to the
Agency and to Congress and to the Administration.

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

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

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

This is a huge victory for everyone considered. I personally believe and, you know, if you go through and actually read what their jobs are, Congress really just has one
job and their job is to pass a budget.

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

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

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

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

So we're really happy to see that we're at least funded through, what, six months, right?
I mean, it's not a terribly long time, but, yay, you know, we're not going to continue to punt for two weeks at a time.

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

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

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

And for those of us that do spend too much time kind of thinking about and
considering this, as we think about the wins that we saw in this bipartisan budget ask, I want everyone, you know, to fully understand that the victories that we saw within Indian Country and the budget that we saw that maintained our funding levels are solely because of Congress.

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

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

And a lot of this is coming not from the actual budget that was initially passed, but from the omnibus, right, so the additional funds that ended up being influx within.
And so, we saw these large increases around Department of Education appropriations, and BIE funding increased to 914 million, which is an increase of four percent.

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

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

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

Next slide. So when we think about our specific appropriations asks, NIEA puts a large call out to all of our partners.
We've asked those that are working within Impact Aid or Title VI, we ask those that are working specifically within Title I or within Johnson-O'Malley, to please send our requests. And we work really closely with AIHEC, the tribal colleges and universities, and to please send us what your requests are so that we can have a comprehensive Indian education program ask as we go to the Hill.

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

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

So that gets folded into the large tribal ask for all of our tribal governments and it's folded into their large tribal budget book that they advocate for over that next fiscal year, as well as becomes part of the ask for the state of Indian nations.
And so, if you see something here that's not reflective or that you think that we need to be considering in a different way, please let us know.

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

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

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

We can see this is the total BIE budget. And, yes, I know a lot of the folks
sitting at the table are mostly public school folks, but, remember, NACIE is intended to be comprehensive of all of our Indian Ed programs.

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

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

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

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

So when I say that we have Congress to thank, I'm being very, very clear we have
Congress to thank for what's happening within our programs and our budgets. The majority of the slash and burn that you see for BIE is under construction and our construction line items receiving disproportionate hits. And we'll talk about that a little bit later, but it was not just construction. It was our basic iSIP funds, it was the elimination of Johnson O'Malley, the oldest Indian Education program in the country, it was a slash and burn to our higher education, our scholarship programs, things that our kids in public schools rely on as they continue moving up in their educational career. So all of us really need to be paying attention to what's happening in the green buck. Next slide. So when we start to think about what's going to happen next year, we know that we're already going to see -- we had proposed significant cuts. I just mentioned, right, proposed
for elimination was the Johnson O'Malley program, but we also saw the same sort of thing with the Department of Education, the proposed elimination of the Alaskan Native and the Native Hawaiian programs, which are not duplicative, as we all know, but are tied directly to the trust relationship that we have as native people.

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

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

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

And then what we need to do when we get a copy of that budget from this
administration, is we need to take it right to the paper shredder and destroy it.

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

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

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

    We're hearing that overwhelmingly from Republicans on the Hill that the budget numbers that are being reflected, are not reflective of their constituents, of their state's priorities, and that they're going to continue to do what programs -- and fund programs in the way that they need to for their citizens.
And we're really grateful and thankful for that and, luckily, we have a very strong relationship across the board in both sides of the aisles to be able to show the independence of Indian Country and how significant funding our schools and programs are.

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

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

And we need to be mindful of that and know that that message is going to continue to be reiterated probably for the next few years.
Next slide. So we do have an opportunity around school construction that I would like everybody to pay some attention to. And this is because we have the infrastructure package.

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

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

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

So please take a chance to look through that. And if you would like additional
copies, let us know because construction is really something that we all need to be focused on regardless of the school type.

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

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

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

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

This proposal -- and I'm absolutely ad-libbing here because we don't really know a lot. This is Ahniwake's perception of what
this bill means. So if you know me, you can just go ahead and put that smile on your face because it's not going to be very nice.

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

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

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

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

So we have to have some more conversations, but, Ahniwake, your concern is
well-placed, it's just not requesting additional mineral rights like was -- like occurred at Standing Rock, et cetera.

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

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

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

Maybe Chairman Payment on the phone --

MR. PAYMENT: Mic check.

MS. ROSE: Yes, Chairman.

MR. PAYMENT: Yes. So I testified last week in the Senate Indian Affairs
committee on the President's budget overall and then -- we fielded questions and it's recorded. So you can go to the Senate Indian Affairs website and see it.

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

And so, I don't know if I spoke out of turn for NCAI, but I think that we can see threw that and several senators have prompted that position first, and then I had echoed that that's what it feels like.
MS. ROSE: Thank you, Chairman, for that.

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

Next slide. Okay. So that’s the, you know, big, deep breath around appropriations, all the money in the budgets that are moving around.

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

And so, I would just encourage everyone if you ever go to the Hill, to please think about the funding of your programs that are important and to make sure that they have those stories, because we are going to -- we have a huge deficit within this country and at
some point, right, these things are going to start slashing and burning, and we just want to make sure that it's not the Trust responsibilities programs that receive that.

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

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

The first is our longstanding Johnson O'Malley reauthorization that updates
the look at student counts. It's currently being held up by somebody that we hope to release it soon.

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

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

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

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

And I was very, very impressed because she kept her cool in a way that I might
not be able to for some of his questions, but we have said the way that he initially wrote the legislation was absolutely no-go.

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

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

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

What definitely will not pass, but if you are interested in legislation and you're
wonky like me and some others I know at this
table, that you might want to pay attention to,
the first is the Farm Bill.

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

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

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

And so, it really can make a
significant difference if we can think about
this and that a more broad perspective is
outside-the-box programs.

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

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

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

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

And the second piece is a lot of our schools -- and if you're, you know, been around long enough like I have, you recall that the
Native-serving minority -- I'm sorry, minority-serving Native institutions -- I'm saying that wrong. Non-tribe -- yeah, that one. Yes, those things. Thank you, Patsy. That one.

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

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

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

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

PARTICIPANT: Do you have anything
written on that that you can share with us?

MS. ROSE: We do, uh-huh.

Absolutely.

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

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

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

And I know probably everyone at the table has spent a long time thinking about this and hearing about this and probably listening
to NIEA, not like the study very much.

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

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

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

We're still deeply concerned about the lack of consultation that went into the study beforehand and a lack of opportunity for tribes to engage.
Next slide. So this is just a real quick overview. And again, this is in the handouts that you've received on what each of those bills are, what the language is looking at doing or changing.

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

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

NIEA is really investing deeply in a number of states that are implementing ESSA. We are very excited to see -- and I understand you had a conversation about this earlier, and let me be crystal clear that a consultation
requirement was definitely not stripped.

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

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

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

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

But NIEA really engaged with a number of communities to make sure that state plans include tribes in a meaningful way and included not just our governments, but our Native parents, our Native community members, our stakeholders, our teachers so that they had
a seat at the table as they were developing their ESSA plans.

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

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

So we are going to be helping to think about what does that evaluation piece look like. And if you have any thoughts about
how your implementation is going, whether you're Title VI consultation with the tribes or communities is working, or not, and what the burden has been, you know, we would really love to hear that because we know that there's lots of things that we can work on and improve along the way from a tribal side, as well as from the state and LEA side.

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

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

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

Next. And I'm just going to let you read that on your own, but we've done a lot of
update. We've created state profile sheets, and you'll find those in your folders.

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

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

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

We've hired two staff specifically to work on ESSA implementation and field work, and we're really excited to be able to turn our attention into what's really going to be an on-the-ground sustainability effort around ESSA.
It's super fine to pass legislation, but we all know that it's the implementation that makes or breaks how powerful something is going to be. And we think that there's a lot of opportunities with ESSA to create partnerships and long-lasting, sustainable relationships.

Next slide.

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

Yeah, so it's there to use.

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

So this is our, just, state strategy
for ESSA implementation. What's important for me here for you to see is that, you know, everything is interconnected.

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

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

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

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

The few states that we've already
started working in, for example, Oklahoma, they have asked us for state-specific sheets that would be helpful for them in telling their stories and their narratives as they continue to advocate on a state level.

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

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

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

First is filling -- Matt, you can go ahead and go through -- filling some critical positions.
And we know that you've already talked about the OIE director position, but there's also the White House Initiative on American Indian and Alaskan Natives. We really need those political positions filled.

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

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

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

It's sad to see that no one from the Bureau is actually here and has been
participating over the last few days.

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

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

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

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

But next week, the Department of
Education will be hosting a consultation at the self-governance advisory meeting. And they announced this consultation -- within 30 days they met their -- their consultation requirements.

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

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

The Department of Education, this is their first consultation since this administration has been seated and it's really
unfortunate that it was done in the way that it was done.  

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

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

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

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

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

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

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

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

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

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

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

For example, the Department did not go out to consultation the development of their budget proposals either last year or this year.
And so, as they prepare and they're thinking about their 2020 budget, I think this would be a great opportunity for NACIE to elevate to them that within their consultation requirement for the Agency, any policy that impacts Indian students or tribes, they're supposed to go out to consult for.

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

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

So if you have -- if we have time, I'm happy to answer or to talk anything else through, but overarching just thank you, really, really thank you for the time and for allowing us a chance to come and visit with you
a little bit.

CHAIR DENNISON: Thank you for that.

We do have questions, I believe.

and the first one is Joely. Go ahead.

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

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

MS. ROSE: That's a good question.

So we actually have more than just what's been provided in your folder. We started with our high pop states, right, and we're sort of expanding out from those high
population states. And as we add to them, we're adding to the website.

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

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

MS. ROSE: Absolutely. Yes.

MS. PROUDFIT: Thank you.

CHAIR DENNISON: Thank you, Joely.

Anybody else have questions?

Okay. Thank you -- oh, Patsy.

MS. WHITEFOOT: So, yes.

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

I would really like to hear more information on migrant education. There's a group of us in the northwest that have been doing a study on the misidentification/under representation of Native students, and we've
been examining several, particularly, education programs and definitions used.

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

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

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

And so, in Indian education, I think that we talked about this, the goals that we're
meeting are toward a holistic approach.

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

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

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

And yet, we know in Title VI or Johnson O'Malley-type programs, sometimes the only Native person that you have in that school is, you know, one -- maybe one or two Native
people, and yet you might have a very significant Native population that is being served. And so, that is a real challenge.

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

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

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

But at the same time, eliminating
Title VI Indian Education programs under the Department of Education because they're saying it's a duplication of services.

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

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

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

Also, in that review, it's important that the reviewers or anybody who's providing the services on behalf of Native students, that they also pay attention to our unique geographical, linguistic, historical and
political origins and our rights in inherent sovereignty and authority in the work that we're doing on behalf of our children.

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

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

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

MS. ROSE: Thank you, Patsy. I want
to -- I have a couple of updates for you.

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

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

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

Migrant education, there used to be a system within the Department of Education called MSIX, which is the Migrant Student
Information Exchange Network.

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

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

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

As far as thinking about the whole
need, I think that would be great. We should absolutely have a conversation, but I would encourage NACIE to also think about 477 programs.

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

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

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

And lastly, NIEA did request for Native reviewers to be within the team and we were told no. So I just want you to know we actually did put forward that request and we
were told that it was not necessary and that request was denied.

    MS. BROWN: So this is Doreen.

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

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

    MS. WHITEFOOT: Okay. Thank you.

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

    That would be something -- a great session to go to for building the capacity because I think that's one of the things that they struggle with is finding people that will review and having that database. But if we build that, I think that -- I think a lot of programs would really be appreciative of that.
So if you could work on that for Connecticut, that would be great. Thank you.

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

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

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

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

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

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

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

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

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

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

Any other questions?

Okay. Thank you, Ahniwake.
MS. ROSE: Thank you.

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

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

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

Originally, he --

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

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

MS. BUTTERFIELD: Yes.

CHAIR DENNISON: He did the editing,
that's right. Okay.

MS. BUTTERFIELD: Yes.

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

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

CHAIR DENNISON: Pretty swamped.

(Off mic comment)

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

MR. PAYMENT: I can't hear anything.

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

And I'm trying to look and see if there's anyone that would volunteer to take on the annual report to Congress as the chair of the subcommittee. We're doing assignments.
MR. PAYMENT: I nominate Robin.

CHAIR DENNISON: Robin just said she cannot do it.

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

MR. PAYMENT: I would like to help.

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

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

Go ahead.

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

We may not need new items, even just
get a basic sort of starting place and sort of see where we are with that.

CHAIR DENNISON: Okay.

Joely.

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

(Laughter.)

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

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

MR. PAYMENT: I'm willing to help.

MS. PROUDFIT: Okay.

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

Patricia, you're on there.

Do you want to remain on that subcommittee?

MS. WHITEFOOT: Sure.

CHAIR DENNISON: Okay. And anybody
else want to be a part of that subcommittee? Volunteer?

Robin? Okay. So we have --

MS. WHITEFOOT: So this is Patricia. I just want to say that we don't simply just update it, but because there's been a lot of legislative activity that's going on and I think we need to also make certain that we bring that forth in the program.

CHAIR DENNISON: Right.

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

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

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

MS. WHITEFOOT: Right. Mainly the
data is what I'm looking for is -- the data and perhaps related research as well to support what it is that we're saying.

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

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

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

(Off mic comment)

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

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

So we're starting with a new report, new players, so we don't really need a letter right now.
CHAIR DENNISON: Okay.

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

CHAIR DENNISON: Okay. Let's move on.

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

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

MS. WHITEFOOT: I'll stay on.

CHAIR DENNISON: You want to stay on that?

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

Do you agree?

PARTICIPANT: Yes.
CHAIR DENNISON: Okay. We'll leave that committee alone because you work so good together.

(Discussion off the record.)

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

Are you all in agreement to that?

Okay.

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

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

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

So we have -- go ahead, Robin.

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

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

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

MR. PAYMENT: What? I didn't hear
any of that. I'm sorry.
CHAIR DENNISON: We need to look at our calendars. We're going to look at the dates for the subcommittee meetings for the annual report to Congress, which is due June 30th.

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

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

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

MS. PROUDFIT: It's in San Diego.

CHAIR DENNISON: Okay. At Joely's house.

(Laughter.)

MS. PROUDFIT: By the pool.

CHAIR DENNISON: Since we don't have a very big budget, we'll go to Joely's house,
sleep on the -- we'll sleep on the floor.

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

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

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

CHAIR DENNISON: Okay.

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

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

MS. BROADDUS: The committee for the report for Congress can convene via phone in a week and a half? I'm just throwing it out there.
MS. BUTTERFIELD: Okay. This is Robin.

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

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

CHAIR DENNISON: Okay.

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

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

So I don't know if you want to do it that way, but -- so we had two conference calls
with the subcommittee and then one with the final board. So that's three calls that you want to schedule before the end of June.

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

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

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

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

MS. BROADDUS: Right. Right.

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

MS. BUTTERFIELD: So maybe you just want to have, you know, one meeting fairly soon
like -- just arbitrarily like the middle of May
with the subcommittee and then decide, you
know, what you are going to put in the report,
but just target maybe June 15th for the full
board conference call which Tina can set up for
us.

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

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

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


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

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

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

MS. BROADDUS: 27th, 11th.
MR. PAYMENT: You guys, so I think Theresa and I and Dakota, if he's online, are not connected at all to this conversation because we can't hear anything.

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

MR. PAYMENT: Okay. Thank you.

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

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

MS. WHITEFOOT: I'm not available May 11th, but that's okay. Let's go ahead and meet.
MS. BROADDUS: What time are we talking about? May 11th is our graduation honoring ceremony, so it's not really the best time for me, but I could do after -- after 1:30.

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

MS. PROUDFIT: May 11th is not good.

CHAIR DENNISON: How about the 14th?

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

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

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

MS. BROADDUS: I can do that as well.

MS. PROUDFIT: Can we say --

MS. WHITEFOOT: Morning time like --

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

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

MS. PROUDFIT: Okay. 11:00 a.m.
Pacific?

    MS. WHITEFOOT: Yes.

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

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

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

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

    MS. PROUDFIT: 11:00 Pacific.

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

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

    MS. BROADDUS: Okay.

    MS. HUNTER: So 11:00 to 12:00 on May 14th.
MS. BROADDUS: And April 27th.

MS. HUNTER: Okay.

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

Anyone have the electronic version?

Tina, can you email it to --

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

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

MR. PAYMENT: Great. Thank you.

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

CHAIR DENNISON: Okay. That sounds good.

And then we want to -- from the 14th
to -- you have a -- we have a month to get --
to have a meeting with all of us, the NACIE
Council, to meet and approve it.

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

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

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

CHAIR DENNISON: June 15th is a
Friday.

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

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

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

CHAIR DENNISON: It's a conference
call.

MR. PAYMENT: Okay.
MS. PROUDFIT: But if you want to come to my house, you can.

(Laughter.)


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

MS. JOHN: Okay. Thanks.

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

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

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

MR. PAYMENT: I have a question --

CHAIR DENNISON: Okay.

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

Are we able to take a vote on a conference call to formalize it, or do we need
to do something ahead of time to approve it pending final review by a subcommittee?

CHAIR DENNISON: His question is --

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

CHAIR DENNISON: Patricia has a question.

Speak into the mic.

MS. HUNTER: I'm sorry.

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

MR. PAYMENT: Wonderful. Thank you.

MS. HUNTER: You're welcome.

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

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

Virginia is not here and Sam is not here, but we're going to have to just give dates to them, I guess. So we'll go by Robin,
Joely and Patricia's calendar.

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

MS. PROUDFIT: Yes, that makes sense.

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

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

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

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

MS. WHITEFOOT: Right.

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

MS. PROUDFIT: Are you on the --

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

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

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

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

MS. HUNTER: Oh, I apologize.

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

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

(Off mic comment)

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

CHAIR DENNISON: So those dates don't work. Those dates don't work.
MS. HUNTER: No.

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

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

MS. PROUDFIT: Okay.

MS. HUNTER: So we can talk --

MS. PROUDFIT: 40 days.

MS. HUNTER: Yeah.

MS. PROUDFIT: Okay.

MS. HUNTER: Absolutely.

MS. PROUDFIT: Thank you.

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

So you're looking -- we're looking
at the third week of May when applicant -- when it closes.

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

MS. HUNTER: You mean for the committee?

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

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

MS. HUNTER: Yes, it was only five.

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

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

CHAIR DENNISON: No, I don't think we really need to vote, period, do we? We just
need to set the dates.

MS. PROUDFIT: The charter?

CHAIR DENNISON: Uh-huh.

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

CHAIR DENNISON: Oh.

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

PARTICIPANT: That's what we were told.

MS. BUTTERFIELD: So we're good?

MS. HUNTER: It is, yes.

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

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

MS. PROUDFIT: Okay. So we have the NACIE call at June 15th.
Want to do that?

MS. BUTTERFIELD: Yes.

CHAIR DENNISON: Okay.

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

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

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

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

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

(Comments off the record.)

CHAIR DENNISON: We can continue to
talk about anything, but I think the business is -- we just needed to set the dates.

MR. PAYMENT: Deborah.

CHAIR DENNISON: Yes, go ahead.

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

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

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

So let me get my book back out. The annual report to Congress committee is being co-chaired by Joely Proudfit and Mandy Broaddus.

The committee consists of Robin
Butterfield, Aaron Payment and Patricia Whitefoot.

They are meeting -- the subcommittee will be meeting on -- their first meeting will be April 27th at 11:00 a.m. Pacific time to 12:00 a.m. Pacific time.

The second subcommittee meeting will be May 14th, the same time, 11:00 to 12:00 Pacific time.

And the full council, NACIE, will vote on the report to Congress on June 15th 11:00 a.m. Pacific time, which is 2:00 p.m. Eastern time.

So Tina will do the registrar to make certain we have it posted in plenty of time to have that meeting of the full council and the phone number, call-in number and everything will be available to everyone to be able to vote on the final report that goes to Congress, which gives the Department at least a couple weeks to get that in to Congress by the due date of June 30th. Okay. That's that one.
And then the second committee that we've developed is the same as it was prior co-chaired by Sam McCracken and Virginia Thomas. And the committee that's working on that is Robin, Joely and Patricia.

The dates that we came up with were -- depends on how many -- when the position closes, but we're looking at June 15th again to be possibly the interview dates because Virginia will have to screen -- as a chair, she has volunteered to screen the applicants again and come up with the top five that will be presented to the -- or go through with the subcommittee, present the top five -- I think the whole council interviewed, right?

We all did interview. So if I remember right, that's how we did it the last time. So we'll do that -- looking around, that one is not set, but we're going to try to shoot for the June 15th.

There's so many unknowns yet as to how long it's going to take Virginia, how long
it's going to take the Department to post and close and, et cetera, et cetera.

So that's tentative, but the main due date for the -- June 30th for the annual report is set in stone. So that one we have taken care of.

So for the record, it's all down and I hope everybody understands those dates are really important to make certain you're available to schedule them, to block them out on your calendar.

MS. BUTTERFIELD: So it sounds like we might have at least a two-hour full council meeting on the 15th of June for those two tasks.

CHAIR DENNISON: I think so.

MS. BUTTERFIELD: Yeah.

CHAIR DENNISON: Okay. We did lose our quorum, so we have five of us here and three online -- so I guess we do have a quorum, still.

Dakota, are you still on?
MR. BROWN: Yes, I'm still here.

CHAIR DENNISON: Oh, okay. Yay.

Aaron and Theresa?

MS. JOHN: Yeah, I'm still here.

MR. PAYMENT: Me too.

CHAIR DENNISON: Okay. So we still have a quorum.

MS. PROUDFIT: When did Lisa or Jason say they were going to get back to us on some of the questions, because one of our questions was presentation of the report.

CHAIR DENNISON: This is coming from Tina. She said they did not give a date, but she will find out and get back to us on the date that they'll give us the reports.

MS. PROUDFIT: And, Tina, if you could let them know that we're having a two-hour meeting on June 15th, so if they could get back to us before then?

MS. HUNTER: Absolutely.

MS. PROUDFIT: We can dialog about it better.
CHAIR DENNISON:  "Absolutely," she said.

MS. BUTTERFIELD:  So could we also look at our calendars to set a second annual meeting so we're not doing this at the last minute, then, for next year?

CHAIR DENNISON:  Yes, I think that is -- and then, also, if we have -- look at your calendars. I know we could -- the option of having our meetings elsewhere besides Washington, D.C. is also an option.

So whatever you -- I thought that the one we had at NIEA -- the one we had at NCAI was really beneficial. We got a lot of community input from our stakeholders out in the community. That's an option, I would think.

MS. BUTTERFIELD:  Yeah. So October -- there's October. Of course NIEA's conference is in Hartford, Connecticut the 10th through the 13th, and then about a week later NCAI is in Denver.
CHAIR DENNISON: NCAI we draw a lot of tribal leaders, and then NIEA draws a lot of educators.

So we need to consider what would be the best between those two, I would think, or other options as well.

MR. PAYMENT: What was the date for NIEA again?

MS. BOULLEY: October 10th through the 13th in Hartford, Connecticut.

MR. PAYMENT: The -- I'm just looking to make sure -- NCAI is the week of the 21st to the 26th.

CHAIR DENNISON: NCAI?

MR. PAYMENT: That would be a good time to have it, but I -- I would be good, I think, either way, which is unusual.

(Discussion off the record)

CHAIR DENNISON: So I just want to state --

MR. PAYMENT: I guess the problem with having it at NCAI is we --
well, it depends on when we have it, but what
time -- day in the week, but we have -- on
Tuesdays and Thursdays we have the Education
subcommittee and NIEA, TEDNA, Impact Aid, all
of those -- and tribal colleges, AIHEC, they
all attend.

So -- but if we're going to have a
meeting, you might want to do -- so, like,
probably what would work, you wouldn't have
time for a whole day unless you did a pre-
meeting on, like, a Saturday or a Sunday, or
you could do, like, an afternoon, about a
three- or four-hour time block that could
potentially be scheduled on the same day as one
of the subcommittees -- the Education
subcommittee.

MS. WHITEFOOT: So I just want to
note for the National Congress of American
Indians that the meeting is going to be in
Denver, Colorado, which is centrally located.
So something just to consider.

And I do know that at NCAI, that we
also have -- especially the tribal colleges
that participate in that as well, I've noted
that over the past in just chairing the
committee, too. So something to pay attention
to.

MR. PAYMENT: If we decide to go
with NCAI, I'm willing to make the contact with
the executive director.

Since we last spoke, I'm now the
first vice president of NCAI, so I think I can
pull some influx.

MS. WHITEFOOT: Yeah. And I would
think that we would meet earlier in the week
for, like, Monday because of the subcommittee
meetings that go on after that.

MR. PAYMENT: I think that's smart.
I think that works.

MS. WHITEFOOT: So the 22nd.

MS. PROUDFIT: If we do that, we
pretty much do at least two full days of work.
So if we're going to do NCAI, either, you know,
we got to account for two full days aside from
NCAI stuff to do this.

And we can't work on the weekend, so it has to be, like, Monday and Tuesday. So, you know, we have to be cognizant of that. We can't be leaving to go to other --

CHAIR DENNISON: I think that's what we did the last time. We went to Portland. We spent two days away from the conference site, but in walking distance. And so, the conference didn't even start until after we were done.

Am I right? Does my memory serve me right?

MS. BUTTERFIELD: I think we were on the back end.

CHAIR DENNISON: The back end?

Okay.

MS. WHITEFOOT: I think so, too. I think we were. But I just want to throw out also the possibility of meeting on a Sunday.

Some of our organizations we do do that. I realize we're federal, but just
something to pay attention to the Sunday before, the 21st, because other initiatives with NCAI also meet on Sunday.

CHAIR DENNISON: We were already told in the past we can't because of the employees that are --

MS. WHITEFOOT: Okay.

CHAIR DENNISON: -- required to be there and it would require paying them to be there on a Sunday.

MS. PROUDFIT: So are we doing the 22nd and 23rd of October?

MR. PAYMENT: How much time do you think we would need for a meeting?

CHAIR DENNISON: Two days.

MR. PAYMENT: Oh, two days.

I still support the idea. I will say, though, that I will be in and out because I have responsibilities at the -- during the general session. And they work me like a dog, so -- but I can come and go.

And if it's two days, like, if it's
Monday, Tuesday, the mornings will usually be obligated for me, but I think it's still a good idea because of your access to large numbers of tribal leaders.

CHAIR DENNISON: Right.

MS. PROUDFIT: Do we want to take a vote on that so we can put that on the calendar?

CHAIR DENNISON: I think that works. Because if I recall, we had -- in Portland, we had the most input from community stakeholders in Indian education.

We had several tribal leaders, we had educators, we had people that came forward and gave input into the status of education across Indian Country, which was really what we want.

I mean, I know the information we obtained at the Portland NCAI conference was, in my view, really beneficial, gave us more insight than beyond what I know, for me, what I already thought I knew.
So I think that would work great to have it on a Monday and Tuesday and -- especially if we schedule it early enough. We can get people to come on Tuesday, because they're arriving there and they may not take part in your general session. They may come to us instead.

MS. WHITEFOOT: So for us to reconsider the dates, and I believe that would -- you're right; we went in toward the end of the week.

So I realize NCAI goes on Thursday as well, but that's when they're winding down. So the 25th and 26th, Thursday and a Friday.

CHAIR DENNISON: That would work better?

MS. WHITEFOOT: Yes. Yes.

CHAIR DENNISON: That's what we did last time.

MS. WHITEFOOT: So 25th and 26th.

CHAIR DENNISON: I like that better because people want to go to what they went to
the conference for. So we'll get more people
on a Thursday and Friday, in my view.

MS. BUTTERFIELD: Yeah. Just to add
to that, you know, so I think it would be
important if we could have, you know, some of
the NACIE members attending that education
subcommittee.

You're going to hear about issues of
concern there as well, because that's what
we're trying to do is collect input, you know,
from all our constituents.

And I have a First Kids First
meeting that's on Monday, which I think is
something people might even be interested in
also, which is a collaborative effort between
NCAI, NIEA, National Indian Health Board and
Indian Child Welfare.

CHAIR DENNISON: Do we need to take
a vote on this then? A motion and a --

MR. PAYMENT: Well, can I say one
more thing?

CHAIR DENNISON: Sure. Go ahead,
MR. PAYMENT: I'm good either way. But I will say having been at the Education subcommittee for the last, probably, five or six years, we, you know, we get a smattering of people who attend and we get input, but we vote on resolutions on those two days and then we report out. And that bubbles up to the main session, which all of that's voted on usually on Friday morning.

So if we wanted to influence resolutions and the outcomes on those -- and I don't mean that in a manipulative way, I mean in a sense that if we want to bring -- to bear expertise of different people

So that would suggest that the meeting should be Monday-Tuesday because then you can look at those items.

But if you're -- if we meet Thursday-Friday, those items will already have been resolved and likely voted on.

So -- or, I mean, maybe Thursday, if
there is -- no, Thursday, usually the -- so the
Human Resources committee then has
subcommittees and one is education.

So generally by Thursday, the
Education subcommittee work is done, so that's
just another consideration.

MS. BUTTERFIELD: Yeah. So I think,
Aaron, we, as NACIE, you know, really can't be
involved in the proposal of legislation.

We're there to kind of be listening
and learning, you know, from who's in
attendance at NACIE and then hoping that people
will stay over to also provide input for our
perspective report the following June.

So we're more collecting than
providing input to NCAI, the way I see it. And
that's why I think the latter part of the week
might work better for our purposes.

MR. PAYMENT: That makes sense.

CHAIR DENNISON: So we need a motion
and a -- we need to motion and vote on this.

So Patricia White --
MR. PAYMENT: Whoever makes the motion, you might want to -- because we're going to have to check the dates, too, to see what works.

I'll tell you, though, the end of the week will not be much of an issue to try to coordinate with NCAI, but the beginning of the week will be.

MS. WHITEFOOT: So thank you, Aaron. I'm Patricia White. I'm going to go ahead and entertain the motion for our next National Advisory Council on Indian Education meeting be held on October 26 -- or 25th and 26th in Denver, Colorado.

CHAIR DENNISON: So there's a motion.

Is there a second?

MS. BUTTERFIELD: Second.

MR. PAYMENT: Second.

CHAIR DENNISON: Okay. She beat you.

A motion from Patsy and second by
Robin to hold our next in-person NACIE meeting in Denver, Colorado in conjunction with the tail end of NCAI on October 25th and October 26th, 2018.

And do I have -- all in favor say "aye."

(Chorus of aye.)

CHAIR DENNISON: Any opposition?

The motion passed. The motion carries. So that one passed.

Now, we need to schedule the -- I don't know if we want to go ahead and schedule anything else by motion.

MS. PROUDFIT: The spring 2019 meeting.

CHAIR DENNISON: We can do the spring 2019 meeting as well.

MS. PROUDFIT: When do the cherry blossoms blossom? Like a week ago, right? But, dang, it's been so cold this winter.

MS. RAMSEY: You should think about whether you really want to be here.
CHAIR DENNISON: You know, I tried
to do this this year, but it was really hard
because we get a lot of board members and
administrators that come for the Impact Aid
conference, which I think that if we did it
around that time, we'd get input from them as
well as to some of --

PARTICIPANT: When is that?

CHAIR DENNISON: It's usually in
April -- oh, no, it was in March. It's usually
in March and then September every -- here in
Washington.

MS. PROUDFIT: Is there any way they
have those dates already?

CHAIR DENNISON: They do have them
up.

MS. PROUDFIT: Let's take a look.

MS. WHITEFOOT: But in addition to
that, the National Congress of American Indians
also has its winter conference usually in
February, mid-February. So I ask us to
consider that time, too.
Aaron, what are the -- February 2019?

MR. PAYMENT: I'm looking it up right now.

MS. WHITEFOOT: Okay. Thank you.

MR. PAYMENT: Okay. It doesn't go that far, so I'm going to call on another line. Okay. So just give me a minute.

CHAIR DENNISON: The NAFIS spring conference for 2019 is March 17th through the 19th.

MS. PROUDFIT: For the Impact Aid?

CHAIR DENNISON: That's for Impact Aid, right.

MS. PROUDFIT: What was it?

CHAIR DENNISON: March 17th through the 19th. 17th is a Sunday. The 19th is when everyone will do their Hill visits, so it would -- the 20th -- the 19th and the 20th would be the ideal time.

MS. PROUDFIT: Tuesday, Wednesday.

CHAIR DENNISON: Uh-huh, if we
wanted to do those dates, or we could look at
the NACIE or NIEA, too, for --

PARTICIPANT: They're all the same
time.

MS. WHITEFOOT: So that's why I'm
suggesting the February one.

CHAIR DENNISON: We don't have to
decide on that one right now.

MS. WHITEFOOT: No.

CHAIR DENNISON: I think maybe we'll
just be thinking about it and we can decide
later.

MS. WHITEFOOT: I think Aaron is
getting the dates.

CHAIR DENNISON: Okay.

MR. PAYMENT: I'm still checking.

CHAIR DENNISON: It's on the
website.

MS. WHITEFOOT: Well, while we're
waiting, I just wanted to thank the Department
of Education for all the reports that were
provided. Really appreciated all of them.
It's kind of like the last meeting we thought we were having.

(Laughter.)

MS. WHITEFOOT: So it just reminded me of all of the wealth of information that was shared and so look forward to the continued work that we're going to be doing and just want you to thank all the people that were here.

MS. HUNTER: Absolutely. Will do.

And I do have some additional information that was provided from the presentations yesterday. I will also send everything out electronically.

MS. WHITEFOOT: Okay.

MS. HUNTER: And as soon as we have the data information, I will forward that as well.

MS. WHITEFOOT: Data and --

MS. HUNTER: Although the Office of Special Education was not able to be present, they have provided information as well.

(Off mic comment)
MS. HUNTER: Absolutely, we will invite them.

MS. BUTTERFIELD: You know, one other thing that I was thinking would be helpful because the ESSA plans will be in place at various states is, you know, as we look down the calendar, maybe asking, you know, the ESSA State Coordination Office to maybe highlight an exemplary state that seems to have had Native involvement.

We're always looking for best practices, and that also might encourage them to focus in on, you know, how the consultation might be working well in some place.

MS. HUNTER: I will pass along that information. Thank you.

MS. BUTTERFIELD: I do have another, I guess, dangling part of the conversation that we got into around technical assistance, you know, trying to have maybe a conversation about how to --

MS. JOHN: You're fading in and out,
sorry.

MS. BUTTERFIELD: Oh. Just trying to think about how to provide technical assistance, you know, to Indian Country.

I'm not sure -- I still am not clear on whether the labs and centers are using the money they get as labs and centers or if they were using -- they got extra money, I thought, in the past to provide services for Indian technical assistance.

So I'm just not clear where that stands in terms of the resources.

(Phone interruption.)

MR. PAYMENT: Hurry up.

(Laughter.)

MS. BUTTERFIELD: Don't cut us off. Don't cut us off.

So just to maybe think about having technical assistance as a general item on the agenda to sort of see where we are.

MS. HUNTER: Will do.

MS. WHITEFOOT: And I agree with
that. I just want to add on when we're planning now for our meeting in Denver with the National Congress of American Indians, I'd like to make certain that we have the Department of Interior present as well and possibly the Department of Education's secretary, too.

I think it would be important if we can have them at this particular meeting with tribal leaders, both secretaries.

MS. HUNTER: In Denver?

MS. WHITEFOOT: In Denver.

MS. HUNTER: Okay.

MS. WHITEFOOT: Yes, it would be.

MS. HUNTER: I will make your recommendation.

MS. WHITEFOOT: Thank you.

MR. PAYMENT: We are likely to be able to pull that together because of NCAI. For the Secretary of Interior -- I can't predict the Secretary of Education stuff, but we would like this here at NCAI, too.

MS. WHITEFOOT: Right. Exactly.
MR. PAYMENT: Secretary of Interior, I don't -- I can't predict the Secretary of Education's stuff. But we would like it here at NCAI, too.

MS. WHITEFOOT: Aaron, did you get the date yet? We could have just called NCAI ourselves.

MR. PAYMENT: I did. I called everybody I know. I was told by somebody at the office that the date hasn't been selected yet, which I know isn't true because we approve three years in advance on all of our meetings.

I just don't have the date, but it's sometime in February.

MS. BOULLEY: NCAI, their winter session?

MR. PAYMENT: It's sometime in February.

MS. BOULLEY: February 10th through the 14th.

MR. PAYMENT: It's usually the second week in February, but I wanted to get
more concrete dates for you.

CHAIR DENNISON: We had the answer sitting right here in our room. February 10th through the 14th.

MR. PAYMENT: Oh, all right.

PARTICIPANT: We were just making you call around.

CHAIR DENNISON: We were just testing you, Aaron.

MR. PAYMENT: I failed.

(Laughter.)

CHAIR DENNISON: So that's a possibility, too, February 10th through the 14th. So those are two options.

Okay. So those are our options for the next Washington face-to-face. Everybody's eyes look as glossy as I feel.

Are we ready to adjourn?

Okay. Do we have a motion from anyone to adjourn?

MS. BUTTERFIELD: So moved.

CHAIR DENNISON: Moved by Robin.
MS. PROUDFIT: Second.

CHAIR DENNISON: Second by Joely.

All in favor say "aye."

(Chorus of aye.)

CHAIR DENNISON: Anybody want to stay?

Motion carries.

Thank you. Thank you guys online. Thank you for staying on the whole time, Dakota, Aaron and Theresa. Also, thank you to the Department of Ed as well.

(Whereupon, the above-entitled matter went off the record at 2:26 p.m.)