

NACIE SUBCOMMITTEE PUBLIC HEARING

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Taken at:
Hotel Captain Cook
Voyager Room
Anchorage, Alaska 99501

NACIE Subcommittee:

Dr. Deborah Jackson-Dennison, Chair
Dr. Theresa John
Dr. Robin Butterfield
Patricia Whitefoot

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PROCEEDINGS

DR. JACKSON-DENNISON: Good morning, everyone.

(Speaking Native language.)

Welcome to the public comment session of the National Association -- what am I saying? -- the National Advisory Council on Indian Education. We want to thank you all for coming.

I am Dr. Deborah Jackson-Dennison, chair of the Council. We have a couple others, Robin Butterfield, and we have Theresa John.

DR. JOHN: I'm Dr. Theresa John. I'm a professor at the Center for Cross-Cultural Studies at the University of Fairbanks, and I've been with this board since 2010.

DR. JACKSON-DENNISON: We're glad that the Department of Education was able to set up and let you express what you want to express. We're not allowed to comment back. It's a listening session.

We're here to listen to your concerns, ideas that you want to express to the

Council, for us to talk about at a certain time when it's on the agenda.

We thank you for coming out from the different locations that you have. I know it's a beautiful country, and I want to thank Theresa -- I feel like she's a host because she's from here.

I'm from Arizona. I live in New Mexico; work in Arizona. I'm right from the Navajo Nation, Window Rock. And it's such an honor to be a part of this -- we're not part of the conference, but we're here to join you while you're here at the conference; and we hope that you all have a good learning session there.

And so we're going to open it right up, and there are some protocols that we wish for you to adhere to. And I know there's only three people signed up, but there's also some, to my understanding, that will be on-line; and there's three that have signed up to be here today. And we'll give you three to five minutes. Since there's only three people signed up, we'll give you five minutes.

We may ask for more

clarification, if we don't know. But just be knowledgeable that we cannot respond to the issues. We're listening to the concerns and taking notes. And what we need to do to kind of address it at a time when it is on the agenda.

So, Robin, do you want to introduce yourself, too, before we get started? Because Theresa and I both did.

DR. BUTTERFIELD: Well I'm Robin Butterfield. I'm a Ho-Chunk Chippewa, and I'm kind of semi-retired right now. I'm living in Oregon, and doing a lot of contract work. So I'm happy to be here.

DR. JACKSON-DENNISON: So, we'll go ahead and get started with Downwind, Ida. Ida Downwind. I'm sorry.

MS. DOWNWIND: (Speaking Native language.)

I'll speak to you in a cultural way.

(Speaking Native language.)

I'm Ida Downwind, in English they call it.

(Speaking Native language.)

And I'm an enrolled member in the Leech Lake Nation in Northern Minnesota, and I currently work at Minneapolis Public Schools Indian Education Program, and I'm what they call a teacher on special assignment.

And I came here today because I just want to be a reminder to everyone about -- to remind you that there is a large population of Native students that live within the urban setting. And sometimes in our haste to meet the needs of, you know, our reservation students -- because there's a high need there, too -- we tend to forget, first, you know, about the urban kids. And in the state of Minnesota, the largest part of our student population that are school-age actually go to Minneapolis public schools.

So, today, I just want to say currently the demonstration -- the focus of the demonstration grants are early childhood and college-readiness, and there's been talk about including place-based education, and then to include partnerships. I'm assuming those partnerships mean maybe businesses in the area and other Native organizations that may serve

Native students.

And then I just want to be sure that in the process of setting up the parameters for those grants that we remember our urban kids.

Like I said, there's a high need in those areas in the current Title I funding, and even the funding that is provided to our school, you know -- our school districts -- through the school district is not enough to sufficiently serve the needs of the over 1500 Native kids across various tribes, with the largest population being Ojibewa; the second largest population being Lakota; and the third largest Dakota. And then from those our student population goes from Ho-Chunk and Alaska Native. So there's a variety of different students there. So there's a variety of different needs. And that's in Minnesota.

Again, I wanted to just reiterate that the majority of our kids do not live on the reservations; they actually live in that urban setting.

Just -- I would like to also have, you know, the eligibility -- some -- you

know, we had heard, you know, will not change, but that only -- that there's some rumble out there that only funding -- they're going to only fund the projects on the reservation. And so I would need some clarification on that. Because, again, I'm going to say, urban kids, they stand here today.

So, you know we're called to pay attention to the Federal Register, and that the comments today will be responded to. So, I just want -- I said my main purpose for wanting to come here and say something is to speak for that large urban population.

I see many of our students being victim of a few different things. But mostly, you know, robbed of their cultural identity. Maybe they're fifth generation, you know, city kids, as you call them; but they still -- inside that blood memory -- I always call it blood memory -- and that memory that flows through their veins and somewhere in their subconscious where they have either their parent or grandparent or great grandparent where they might have heard -- they have some needs, too. So that anything -- any talk or,

you know, that always in demonstration grants that they remember -- in all grant areas, that they remember that urban setting.

So (speaking Native language), as they say in Lakota country.

DR. BUTTERFIELD: I heard you just say that we're supposed to listen. But as the National Advisory Council members, we're appointed by the President of the U.S., and we're appointed to advocate on behalf of all Native children. And we can't respond about what the Department can do, but we can respond about what it is we recommended both to Congress and to the Secretary of Education. And I think many of us are keenly aware of the needs of urban area kids. In fact, that was one of the reasons why Title VI was created in the first place, was to address the unmet needs of Native children everywhere.

If you look at our reports on-line, you will see that we made some pretty strong recommendations to keep that language intact.

So, thank you.

DR. JACKSON-DENNISON: Thank you,

Robin.

We'll go with the next individual, Pamela Hairston.

Lucyann Harjo.

Anybody else want to speak? You don't have to necessarily sign up, either. You can address the Council, or you don't have -- what I'm told -- right, Jenelle? So anyone can speak?

Okay.

MS. ORTIZ: Sara, S-a-r-a, Marie, M-a-r-i-e, O-r-t-i-z. I'm Native Education/Title VII Program Manager for Highline Public Schools.

(Speaking Native language.)

Good morning. My name is Sara Marie Ortiz. I am Acoma Pueblo. I am the Native Education/Title VII Program Manager at the Highline Public Schools which is in the deep south Seattle area, Burien, SeaTac, Normandy Park, Des Moines. We serve a greatly diverse population of about 20,000 students. Our anticipated growth is about 8,000 more students in just the next few years here.

Or district is about 70 percent

socially economically disadvantaged.

I came into the position of Title VII Native Education Program Manager last year. I've only been in the position for about a year and four months. But immediately upon getting into the position, because of my background in Native education -- grassroots organizing, serving Native youth and families pretty much since I was a baby myself, tutoring in a GOM program -- I knew to go sort of down the list and identify very particular needs. And one of the main needs that came to the surface was about the way we were collecting and reporting data.

There is a glaring inconsistency in the way that we gather and report our data at the Federal level or based on the parameters of the Federal requirements for Indian eligibility, and the way that the State requires us to identify our students. There's just not fidelity between the two systems.

So, we were reporting -- when I came into the system, Highline Public Schools, we were reporting our Native student population at about 1 percent. We know it's closer to 4

percent now. And the fact that I had to, in a very grassroots almost subversive way, get out within our system and talk to our district leadership about this glaring inconsistency and have them come to my side and understand that it was bad business for the entire district seems completely out of line with the way the system should function. I'm just one person. I am the Native education program, which I know is very common to our Native education programs. We're understaffed. Some of our -- the staff members who are in place, their hours are getting cut.

I see -- before coming into the position of seeing a slow erosion of Title VII, this one program that is targeted to serve our vast and diverse urban Native population and ever-growing population is slowly being eroded.

I know that there are some other programs available, but we look to private sources of funding. Our philanthropic community -- we know that less than 1 percent of all philanthropic dollars go to Native students whether they're tribal or urban and far less goes to our urban Native student

population. So we're in a double bind. And a lot of our leaders -- our Title VII directors, coordinators, managers are not only under duress, they are -- they're dying out there. They feel like there's not a whole lot of help for both their constituency, those Native families and students who they're in place to serve, and there's also not a whole lot of support for the systems which they work within our district leadership. We have some allies out there. But a lot of our time and energy is spent -- and I think you can ask any one of the coordinators, directors and managers out there, just trying to get our district leadership on the same page and really understand the needs and the parameters of service of Title VII when every single person within our system should already be well versed on what Title VII does. We shouldn't have to spend a good majority of our time educating them on the federal system, on the history of Native peoples. I think that that should be a mandate. I think that should be required, and that shouldn't come out of our time and energy spent. I think that that should come from a different sector. I don't

know where that is.

But I would say just, in closing, too, back to that point about fidelity in communications, the Department of Education -- I think, it's incumbent upon the Department to understand the needs of one of its poorest -- one of its most disadvantaged, but one of its most capable bodies of students. I say just like I say within our system, that if the needs of our American Indian and Alaska Native students aren't being met even though it's a subgroup, even though it's a relatively small population compared to the rest of our students, if we're failing with that one subgroup, we're failing systemwide. So more energy, more resources need to be apportioned to those who are serving Native students and to our Native students and families.

Thank you.

DR. JACKSON-DENNISON: Thank you for that.

As was mentioned, we're not to comment, but I do want you to know that that has been something that we've discussed many times over is the lack of understanding

between -- or actually from districts and schools to understanding Indian education, in general, the history and everything. You're absolutely right.

So Patsy just walked in. Hi, Patsy.

While Patsy is making her way up here, just to let you know, there's 15 members of -- there's ten of the 15 positions filled on the National Advisory Council. As Robin mentioned, we're Presidential appointments. And I asked Jenelle, our -- what is your official title, Jenelle?

MS. LEONARD: Designated federal official.

DR. JACKSON-DENNISON: I asked her where are we on filling those other five. As she said, it's in process. But it's not like one of the things that looks like it's going to happen right away. So we're in that process. So I know of the ten that are on the Council now, four of us were selected to be a part of the hearing and listening sessions that are going on today and tomorrow.

So, we're here for two hours this

morning, and then another two hours this afternoon, another two hours tomorrow morning, another two hours tomorrow afternoon.

We did have people sign up, but we're already going on to whoever wants to speak, and we're leaving it to you to speak.

And as we mentioned -- as has been mentioned, some people are walking in, I want to mention it again. We're not supposed to respond, but there are -- sometimes we hear something that we need for you to know, and as Robin said earlier, also, you can look on-line on the Web site and look at the reports that have gone to Congress. It is a feeling among many of us that there's so much that we put down and we don't know what's happening with it. There's that gap there. So we do know that you have concerns and you have issues, and that you are spending your time here addressing them. And we will, again, go into the record and look and see how that fits in with our report that we have made both to Congress and to the Secretary of Education.

So the last -- I want to thank Sara Marie for her comments, because those are

exactly some of the things that we've talked about, as well as from Ida who spoke already.

DR. BUTTERFIELD: I'll also add, I don't know if everybody is aware that President Obama signed an executive order on Indian education; and as part of that executive order, they've also mentioned the National Advisory Council as being the body that would provide some input and consultation. And there's also charges in there to do an interagency task force that combines the work of a lot of the federal agencies focusing on the needs of Indian education.

And we only meet, physically, so far, about once a month -- once a year, I mean, because of the federal funding for the National Advisory Council.

So, there's been a lot of folks that have felt it's really important for us to get out in Indian country and hear what the issues are, you know, for folks. The Department of Education itself has held quite a few listening sessions and roundtables and things like that. So we try to collect all that input, and we're the ones that are writing

reports to Congress.

We also have asked Arne Duncan to respond specifically to a whole list of things that we have asked for input on. So, it's really important for your voices to be heard.

DR. JACKSON-DENNISON: Thank you, Robin.

I want to turn some time over to Patricia. You can introduce yourself. We've already done it.

MS. WHITE: Okay. Thank you.

DR. BUTTERFIELD: With your Seahawks shirt on.

MS. WHITEFOOT: Right.

Go Hawks. Thank you.

Even though we lost to Dallas, but we'll come back.

Good morning. My name is Patricia Whitefoot. I am a member of the Yakama Nation. And I work with the Toppenish School District on the Yakama Indian Reservation. And I've been really pleased to work with the National Advisory Council on Indian Education for the Department of Education.

I think we've been able to make some strong recommendations, and that the Department of Education has acted upon them.

One of the first tasks -- I don't know if anybody talked about this -- one of the first tasks was to hire the Office of Indian Education Director. And there was -- you know, the application process was gone through, and we reviewed the applicants; and in the review, we found that -- we thought that there was a need for us to make certain we go out further into Indian country, which did happen. And subsequently, now we have Joyce Silverthorne from the Salish and Kootenai Reservation, and she's now working as the Indian education director.

And I believe that the Office of Education has been very receptive to the suggestions that we've made. But we also have to recognize that we're working with Congress, as well, and that can take time, you know, to work through Congress. And -- but in the field, in the community at our tribal communities, I work with the Affiliated Tribes of Northwest Indians, which is representative

of 62 tribes in the Northwest. And through that process, we're able to, I think, get work done at the intertribal level, more so than it feels like with NACIE. So sometimes we have to take those dual roles and be proactive in our communities. And even advocate for the technical assistance centers, the funds that were made available.

While we might have strong support for Alaska Natives, of course, the Department of Education isn't always going to listen to our voice, but we still are able to, I think, be strategic about the work that needs to be done in Indian country overall to support one another.

So, that's it. Very brief. And looking forward to your input, your comments that you have, because we rely heavily on them, and make certain that -- want to make certain that we include it in the report to Congress.

I've been real pleased that we've been very proactive, like I said, making certain that we had a report that went directly to Secretary Duncan. So anytime that you're in his audience, or if you have ways to

communicate with him, we would really appreciate your support in doing that, going directly to him, and just remind him about the NACIE report. Because he also has a responsibility to respond, as well, to Indian country.

DR. JACKSON-DENNISON: Thank you, Patricia.

The floor is open.

MS. EVANS: Good morning. My name is Yatibaey Evans. I am Ahtna, Athabascan. My family is from the small village of Metasta, which is in the Copper River Valley, and from Alaska. So, if you don't have a frame of mind, it's a little north of here.

And I run the Alaska Native education program, Title VII, in Fairbanks. And in the work that we have been doing, I have both encountered what both of you have said about the different concerns you have brought up and share those same concerns, as well.

One of the things that we've been working on in our program is communication across the spectrum, not only with students,

but with staff members, with administration, with teachers, with parents. And the importance of communication and reflecting on individual relationships. And taking a more holistic approach to education, instead of just looking at the academic side of it.

But also including the humanness of it, and that we are raising human beings. That we are raising young leaders. That we are raising our future generations.

And the importance of speaking and sharing that with our educators and administration is great. And there should be more professional development opportunities surrounding a holistic approach to education. One of the messages that I share in the professional developments that I provide is, without the human beings in our schools, without our own individual experiences and hopes and dreams and desires, all we're left with is a building and textbooks, which is very stale and artificial.

And it's really what we bring to the table that makes a difference in our students' lives. It's the heart of each one of

us that makes that experience impactful. And if you talk to different people and ask them who their favorite teacher was and who had most in their mind and who they can actually remember, they're the ones that paid attention. They're the ones that made that personal difference, that made that connection, that asked them how they're doing, that took an interest in who they were and built upon that. And that's what I believe will help bring our students to greater academic levels if you draw from their hearts, from our hearts, and it's that interpersonal connection that I think really needs to be looked at and talked more about on the federal level because we often talk about the statistics. We often talk about how well we're doing on the standardized base assessments. We talk about evaluating our teachers and all these different academic ways. But, really, how are we talking and improving ourselves in relationships.

And I don't want that to be forgotten when we are discussing education, because that's really the heart of the matter.

Thank you for your time.

DR. JACKSON-DENNISON: Thank you.

Do we have anyone else?

Come on up.

MR. CUMMINGS: Good morning, everybody. My name is Kevin Cummings, I'm Lumbee from the Cheraw and Croatian, and the Creator did some amazing things yesterday. I was on the airplane flying up here for something entirely different. And I happened to be seated next to Jenelle. And we started sharing stories. And she asked me that I come and share something that we're doing with you.

I have a 501(c)3 nonprofit group that's called Council FIRE. It's a council for first inhabitants' rights and equality. We have members in eight states and provinces in Canada. One of our pillars is education. We have four pillars: Education, jobs, health care, and caring for our Veterans.

So, the education piece that you deal with leads into alleviating the teen suicide epidemic in Native country.

If we can reach out to people and give them a path to a better future than what they see around them, that's what we're

supposed to do for the generations that come after us. And I just wanted to come and welcome you, say hello, and you're in our prayers. And I wanted to just introduce ourselves.

You can go to our Web site. We'd ask that you remember us in your prayers. And if you offer advice, criticisms, we welcome all of it. We don't have any plans that are in concrete. We have to listen, be told where to go. We have things that we want to accomplish, but we don't dictate how that works. That's done for us. And if we do it right, we follow.

So I wanted to come in and introduce us. Thank you, Jenelle, for the invitation.

One of the ways to impact education in the future is to elect good people that can take care of the funding, that can pave the way for better schools on Native lands, and provide jobs. So, I encourage -- Natives are one of the least represented groups in the voting rolls, and we don't get paid attention to because of that. And because of a lot of other reasons, too.

But, I just ask that you pray about this and move forward. And all blessings on the work that you do. Thank you.

DR. JACKSON-DENNISON: Thank you.

Mr. Cummings, Kevin, would you give us your Web site address?

MR. CUMMINGS: Yes. It's council-fire.org. We're also on Facebook. We're sponsoring a video now. It's going to be a documentary on teen suicide. Joe Hipp's granddaughter -- I don't know if you're familiar with Joe Hipp, heavyweight championship boxer. He's in the Native American Hall of Fame, for those who didn't know. His granddaughter committed suicide, and his daughters in healing are doing a video about the warning signs. Hopefully, it will heal. We're funding that.

It's council-fire.org. You can visit us on Facebook. Thank you.

MS. HARJO: Good morning. My name is Lucyann Harjo. I'm Navajo from Norman, Oklahoma. I'm originally from Fort Huachuca, Arizona.

Ms. Jackson, thank you. Nice to

put a face to the name.

I am the coordinator for Native education for Norman Public Schools, and also a representative on the Oklahoma Council on Indian Education in Oklahoma. I represent the OCIE board on the Oklahoma Advisory Council on Indian Education.

I bring to you a large concern that we are dealing with in Oklahoma, and, as you may know, Oklahoma is home to 39 tribes. Norman public schools is -- has 14 juvenile special sites, and they range from group homes to rehabilitation centers to juvenile detention centers.

And when I started in my position in 2005, there were only seven of those sites. Today, in 2014, there are 14 sites.

And I am -- we're working on OCIE, as well as the advisory council, is working on the report on the disproportionate representation of minority children in juvenile justice systems.

And we see that in Norman public schools simply because we provide the education portion when the juveniles come into our state,

and they are from all tribes in Oklahoma. So they all come from the north, east, south, and west of Oklahoma into Norman. And one of the main things that we are advocating for is for our tribes for Indian people to be educated on the representation of our American Indian youth in this area of focus.

We serve in Norman, students from two months to 18 years old. And for the most part, our work is centered around the juvenile detention centers which house the boys, primarily, and we focus on our American Indian children, ages 12 to 18.

We are hoping that as a state of Indian people, that we would bring to light the concerns and address prevention, as much as possible, to prevent our boys and girls from coming into this line of concern anyway.

The other part is to advocate for better representation on behalf of our Indian children who are already in this -- in trouble in these juvenile detention centers.

We have seen one too many kids who don't have any representation at all, and decisions are made on their behalf that are out

of their control.

And we have a system that is biased, and we have way too many children coming into these centers. We hope that this report shows the biasedness, the overrepresentation of our American Indian children, and hope that NACIE, the Office of Indian Education, the Board of Indian Education collaborates well with states, with tribes, with Title VII plans, any type of program that would help address the huge concern that we are seeing, and that, for the most part -- or most importantly, we have a group of children that are -- that don't have a voice, primarily because they come from really bad homes. And it started out like that, so they just are in this line of -- they didn't have a choice. They were born into this family of addictions, of abuse, and they're automatically in this road to -- I've heard some horrific stories, we have seen and heard, and I'm hoping that as -- in Oklahoma, that we as Indian people, as a community, address this, be aware of it, be educated on it, and do all we can as Indian people to provide that support our Indian

children need in the representation, the advocacy on their behalf.

So, if you have any suggestions at all about best methods, I'm sure this is not just a topic that has recently arisen, but it's becoming a little bit overwhelming, and shoot me an e-mail. I know all of you all in your e-mails, but I just need to speak on behalf of a group of children that don't have a voice.

Thanks.

DR. JACKSON-DENNISON: Thank you.

DR. BUTTERFIELD: What is your e-mail?

MS. HARJO: My name is lharjo2@norman.k12.ok.us.

We're actually working on this report, it's just starting. And one of the representatives from the state of Oklahoma is helping with the push, and we're hoping to create some legislation to really look into this huge disproportionate representation.

MS. WHITEFOOT: What is the date for the report to be completed?

MS. HARJO: We hope to report to the Oklahoma Advisory Council and tribal

leaders in February.

MS. WHITEFOOT: Could NACIE receive a copy of that?

MS. HARJO: Sure. In fact, the University of Oklahoma did some research on this just for minorities, and I can send that to you, as well.

DR. JACKSON-DENNISON: Thank you.

MS. HARJO: Thank you.

DR. JACKSON-DENNISON: The floor is open. Anyone else that would like to speak?

MS. WILSON: Good morning. My name is Petra Wilson. I'm from Clark County School District in Nevada. I'm a parent. I'm the current chair of the parent committee there.

I wasn't planning on getting up here.

But one of the things -- this is my first parent professional development with the committee. I attended in San Diego. We sat down and had a parent discussion; there was two of us.

And we as a parent committee have grown to 15. We have five student adviser

members, so our entire committee is currently 20 with our urban education.

We have about 1,000 students represented in Clark County from about 98 tribes. We have two local indigenous corporations. And we have the Mesquite area that falls underneath the Clark County School District, so we have kind of a wide range of people, wide range of schools there.

One of the reasons that I'm here is hoping to get information on our Title VII program, how to get it functioning to increase our participation. We currently fall underneath our equity and diversity department. The feeling for me is, looking at Indian education, it kind of becomes absorbed when it comes to the urban level. It disappears underneath other departments, other heads of departments. Often they aren't culturally aware. They aren't inclusive. And they want to bring our children to their global initiatives. So, they tend to not focus on what I consider an entitlement.

And so we as a parent committee have really pushed this past year -- pushed a

lot of limits with them in hopes of bringing urban education to a higher level of awareness in the Clark County School District. And not only that, but to kind of try to bring the tribes -- the local tribes inclusive.

I've talked to Bernard Garcia a few times, and he said one of the -- we have two tribes closest to us where other urbans such as Chicago don't have that. So it's tough to do that.

I've lived in Nevada for 19 years. So as a Native living in that community, in urban Indian education, because I grew up in BIE schools I had a different viewpoint than my children are experiencing, that Title VII funding gets spent in places it shouldn't get spent. And I feel that the ability for parents to have a say-so and to have hands-on ability with their students is extremely important, and to be able to say that we are seeing what the needs of our own children are and not having it dictated to us, which, you know, I -- I've been on a parent committee for seven years. When you're being told that they can do what they want with Title

VII, it's a very difficult pill to swallow when you know it's not supposed to be that way. I'm hoping, while I'm here -- and my intention wasn't to be very vocal, but I'm going to end up being vocal, because I have a very strong passion as a parent for it, not only for my own children, but because somebody really brought something to me, which was Virginia Thomas, and she said if your children were in my place, and you wanted them to be here, I would expect that you think I would take care of them. So if my child -- I send my children to you, I would hope that you'd take care of them, too.

And that just, like, struck me. Because I had -- when we moved to Nevada, there was nothing there for my children. Urban Indians kind of just get lost. And so I grew up with that community, and I want my kids to experience that community now, no matter where they are. So that's what I'm doing here today. I'm hoping to hear that there's some movement in Indian education. The lady in front of me, I'm hoping to speak to.

Thank you.

DR. JACKSON-DENNISON: Thank you,

Ms. Wilson.

I know some people came in at the end here, more recent.

So, we've had how many -- one, two, three, four, five, six, seven -- seven speakers thus far, and we're here up until 11:30 today. And then this afternoon from 1:30 to 3:30, as well. And it's just open. We're not responding back.

We're the National Advisory Council on Indian Education, appointed by the President of the United States. There are 15 positions for this Council; ten of which are filled; five of which we're still waiting to hear if they're going to be appointed. Sometime soon, hopefully.

And what we do is we want to have -- as Robin mentioned a little earlier, we -- Robin and -- they fought for this, to have this in conjunction with NAIEA so we can have a good representation of stakeholders in Indian country in education to be in one setting at one time to hear your concerns and to hear -- so you can help us to put our report together to Congress. And out of the seven

that we've heard so far, there's been about -- the majority of you have talked to one of the main issues that we've dealt with -- that we're dealing with continuously, and I've heard it from the very first meeting that I attended, that there is a breakdown in communication with the local administration to understanding Titled VII, to understanding Indian education, to understanding what the needs are in Indian country, whether you're rural, whether you're urban, wherever Indian students are located.

I'm a superintendent, so I know what you're talking about when you say that, because it's out there even when you have large rural communities, you may have leaders that don't necessarily understand that it's not a one-size-fits-all, and that's what these programs are for. That's where I'm really thankful that the Council selected a subcommittee to be here today to be able to hear from you, whatever your issues are, whatever your concerns are. And, like I said, out of the seven that have talked already, that seems to be one of the themes. We have talked about other areas. That's one of the themes

I'm hearing about more and more, that there's issues out there that seems to be on -- I call it myself, jump-through-the-hoops kinds of things to get through the day, and the next day start all over again. That's what happens in education, in general.

In Indian education, I think it's really important that we step back and look at how are these funds being used and what's best to really meet those true needs of the children that are suffering out there, and how can we better our program. That's what we're here for today, and tomorrow, as well. I thank you all for speaking up.

If you want to say something, you have five minutes. I haven't been timing. I don't know if we're going over the -- eight hours all together over the next couple of days.

So it's open. The floor's open.

MS. KRAUSE: Mercedes Krause, also from Clark County. K-r-a-u-s-e.

DR. JACKSON-DENNISON: You need to speak your name to the reporter.

MS. KRAUSE: At our last parent

meeting on -- I'm with Petra -- one of the parents stood up and she said, well, I don't know if this is really an issue -- she was one of the newer people coming -- I really think that there needs to be something addressed with the emotional needs of the students and their learning. That, for me, when I first got involved with the parent board, that was one of my No. 1 concerns. I'm a single mother, and I -- because of things being the way they are in our family, I'm actually the first matriarch, I feel, in my family on this side --

DR. JACKSON-DENNISON: We need to be --

MS. KRAUSE: Mercedes Krause,
K-r-a-u-s-e.

And it's a little bit of a sticky subject because it falls into, like, counseling for me. In my family -- personally, I have kids going to magnet schools, very successful. The emotional aspect of having enough strength and going past the anxiety to get to school and sync into it more, it's an issue for us. She was talking to me about that. It reminded me of that.

In San Francisco they're doing a program with transcendental meditation. As a teacher, I lead into that for my students. Which is I saw that they said they specifically have something for American Indian students. I see that there are some people taking initiatives to meet that and tie that in with academic success. But it's kind of a sticky thing, because it is -- it's separate, but it's related.

I was just wondering, you know, what research is going on in that area? Because I think it can be agreed upon that that's one of the biggest barriers to success, academically.

So, I guess it's just more of a question and asking for more direction in this area, if it is agreed upon that this is an area that hinders success, you know, how can that be addressed. So it's something accessible to students at school if their families don't have the tools or -- she was saying, don't have the medical insurance. Maybe they recognize their kids need some kind of, you know, counselor or something like this to help them push through

and get that success in school, but they don't have medical insurance. I really do believe it's related.

So it's a question, what can be done? Is there more research we can look into, like programs that they're doing in San Francisco since they don't actually -- they have a component that's specifically targeted to American Indian students, are there other programs out there? Who do we go to?

DR. JACKSON-DENNISON:

Interesting. Thank you.

Someone else had their hand up?

MS. DOWNWIND: I had forgot something. Ida Downwind.

At the same time we were talking about staff burnout, parent burnout, those kind of things, it's actually even the funding level of Title VII, and then how can that and would that cost per student go up. You know, it varies sometimes from one to the other. That's a concern, because then you're not quite sure what the cost per student is going to be. So you have the budget -- it would be really cool if we could get that somehow raised. And also

the partnerships, also, is -- when they're getting ready for that place-based education, that those partnerships be acknowledged in a big way. Because I know in Minneapolis Public Schools where we have been -- where I always say we're blessed with some really strong partnerships that serve Native kids, but the thing that happens is often those are also grants that, you know, run out. And so how is it that we as even a nation of Native people can build that so that doesn't happen. Because I know that for some of our families, it's -- it's how long is that service or how long are you going to be here to help us out.

So, those partnerships are going to be really important in terms of sustaining programs. So I just wanted to bring that to light. Raising that funding in Title VII.

DR. JACKSON-DENNISON: Thank you.

The floor's open.

MS. WHEELER: (Speaking Native language).

Good morning, my name is Calm Wind After the Storm. My nonNative name is Alicia Wheeler. I am with the Nez Perce Tribe

Education Department, and we are working with a STEP project. There's four tribes nationwide out of 365 that were awarded this. It's an initiative from the White House, and we were fortunate enough to be one of them.

We're in our third year. It's a three-year project. And my main concern is you get started with these projects or programs, three years is not nearly enough time. You're just getting started. And that's a concern I want to bring to you. If we can get things changed to where at least it's five years. They're going to have a new round coming up for grants, and we're trying to work with Idaho and the five tribes so that we can get a cohort going to get our funding to keep this continued. Because it's very important. We're trying to change the teachers' minds, the whole school district's, to where they're going to teach culturally, just not culture.

We really are firm believers that culture is to be taught from the families; not the teachers.

And so we want them to teach culturally, teach our kids. It won't just help

our Native kids, it will help our the non-Native kids, as well. Family engagement, some parts of it. We're working with the Academic Development Institute, which is out of Illinois. They have a family engagement tool, which is awesome. It's really helped us get our families involved.

But, like I said, we're just starting our third -- this is our final year. We don't have nearly what we want to complete.

So, hopefully we'll get it going. That was my main concern, to change it so it's five years, not three.

DR. JACKSON-DENNISON: Okay.

Someone has their hand up.

MS. McCULLOUGH: My name is Sue McCullough, and I'm the Early College Coordinator at Effie Kokrine School in Fairbanks.

I've learned so much from listening to you. The last comment about grants being too short, she's absolutely correct. That needs to be very touched upon because I started -- in my job I took a job as a university employee running the early college

program grant, which is a Bill and Melinda Gates initiative, and that was seven years ago. Two years into my program, I had just kind of gotten started, and they were like, well, you're done. I was like, okay, and what was going to happen to this program and all the kids in this school? I was so fortunate that they -- they got a Title III grant, and I was reemployed to continue the program. This program now is in seven years. And the really great, positive thing of this program -- and I really -- it's part of the blueprint of Obama's education blueprint was early college. College and career readiness. And it also tied in with our Native American, Alaska Native and Hawaiian Natives. It tied in that getting these kids to college early. And that's what my program does. This year I have -- I mean, I'm touting success here, because this year we finally have 22 -- 23 kids taking college classes. This is, like -- we've got 22 kids. 60 percent of those students are Alaska Native, and they're from all different regions in Alaska.

What's so exciting is that we're having an 80-plus percent completion rate,

which is better than the university in these classes. These are the same classes that students take at college.

So, my program is really getting these kids started -- we start the raising near their 10th grade year -- their 11th grade summer. They take a 6-credit college English class, a developmental class. This gets them to that next level of that college English program.

And what we're doing is these kids are getting through the gatekeeper classes that holds so many students back. They get into university, they get into a college, and they hit the wall. And so what we're doing is we're trying to break down those walls for those kids. So when they get to campus or they choose an area, whether it's a work, whether it's, you know, college, just being beyond high school, where those kids can really step through barriers. But it takes more than a three-year grant. It takes more than a five-year grant. These are grants and programs that, you know, we can show sustainability, and we can show that we can be sustainable. But we

do need to have agency partners. We do need to have support from our communities, and it's -- Yatabaey Evans' program helps our kids tremendously in those beginning years.

So I urge you to include -- please, have early college in these programs included. Have summer programs. Learning doesn't stop because it's summer. You know, those things happen at culture camp. Those things happen on the river. Those things happen on the plains. They happen on the farm. It doesn't matter what you're doing. But learning doesn't stop then. Those kids have a place to be four hours a day, especially our kids in Fairbanks have a place to be four hours a day, and they're cared about and they have expectations held to them. They are succeeding. And they're coming back. And kids go, oh, what you did do all summer, I didn't do anything, I should have taken that class, or I should have come to school with you guys.

And they see that and reflect that. The next summer we see them. This will be our fourth summer. It's how do we fund them? How do we ask for more money? How do we

bring in those Elders? And how do we, you know, help provide for those Elders and their transportation?

It's a big web. And that web, we really need to figure out how is our federal government and our state and local agencies, you know, spending those funds, and how can we increase those funds to help go year-around. The school doesn't stop just because it's May. So I really urge that.

Thank you.

DR. JACKSON-DENNISON: Thank you.

DR. JOHN: Thank you.

DR. JACKSON-DENNISON: Okay. The floor's open.

MS. PYATSKOWIT: I'm Cyndi Pyatskowit, I'm from the College of Menominee Nation in Wisconsin. And with President Obama's focus and Secretary Duncan's on early learning, there's somewhat of a concern -- I'm the early childhood faculty at the college, and the Bureau of the Tribal Schools do not have early 4K programs, and in the state of Wisconsin, children have the four-year-old kindergarten is at all the school districts.

So that is somewhat a concern. Especially since Wisconsin is a Raise-to-the-Top school. So it's not sure how they're looking at -- how the Native children in the state are addressed through the Raise to the Top funds that Wisconsin has received, or if the Bureau of Indian Affairs Schools -- Bureau of Indian Education is going to adopt, and then what kind of special training would they provide people that are working with children -- preschool district.

DR. JACKSON-DENNISON: Thank you.

The floor is open.

MS. WILBER: My name is Mary Wilber. I'm the Title VII person from Lake Washington, Bellevue and North Shore School District in Washington State. I have 270 students in my program, and they represent 87 different tribes. So it's very diverse. I apologize for being late. I went over to sign up, and I thought it would be over there, and then I heard there was a meeting here, so I ran over.

So I wasn't really prepared to make comment. But I did need to stand up to

talk about urban Native students in our cities and our children that are off reservations, and just want to make sure that their voice is heard and they're not silent. And there's needs there. And I think the needs are the same on reservations as off reservations. We try to make it a better place for our children to go to school, get an education, and be successful in whatever career they're going to be in or wherever they're going to land, and be contributors in their communities.

And I know in Washington State being part of the WNAEA group and WSIEA -- there are two Native education groups that work for our students on behalf of our students in our state -- and we have a House Bill 1495 that was passed in 2005 in regards to tribal history, and that tribal history being in all public schools. And so that's what we've worked very hard on making that come to fruition.

And last year in our school districts, we were able to train 75 of our history teachers with our tribal sovereignty curriculum, and this year we're going to train

another 75. And this is happening within an urban setting. So we're very excited about that. It is also happening on our reservation. We have 29 federally recognized tribes in our state, and we are teaching their history -- that tribal history within our state to all students. And we're going to keep doing that. And so it's my hope that that can happen within the many nations that are in our nations across the country.

You know, it's happening in Washington State. Why can't it happen in Delaware? It needs to happen in Florida. It needs to happen in Oregon. It needs to happen in California. Our tribal history needs to be taught in all schools.

So if there's anything NACIE can do to make that happen. I know we'll be doing a workshop on Friday in regards to getting tribal history into public schools, and you're welcome to come and be a part of that. I think it's from 9:45 to 11:00 on Friday. Even if it's something as simple as doing current events.

I was able to go into Bellevue

High School last week and talk about the coal trains that are coming through, and the export sites that are being set up in Washington State to send our coal to China. One of them is right there in the Lummi Nation. Another one will affect the Yakama Nation. People need to know this. Everyone needs to be educated, not just our Native children, but all children, so that they can be aware of what's going on and have a voice, too, so we can stop the injustice that's happening. We can stop our country, and we can protect our water, and our waterways and our people, and our way of life.

So being able to go into those school districts because of the partnerships that have happened in the past year, it's been wonderful, and it's been very well received. I just think if it's going to be well received in Bellevue, Washington or in Redmond, Washington, we can do it anywhere.

I know on Monday, October 13th, in Seattle, the government, the Seattle government passed Indigenous Days. So it's no longer the C Day anymore. It's Indigenous Days. And we need to have that go across the

country. There's no reason why that can't happen with -- in all of our communities.

So it's time for us to educate, and I think that NACIE can play a big part in that, in getting the word out. And let's make it happen throughout our many nations, and make sure that education is the top priority.

So thank you for letting me speak this morning, and enjoy your day.

DR. JACKSON-DENNISON: Thank you.

DR. BUTTERFIELD: Mary, did you announce the urban council?

MS. WILBER: There is going to be -- I know NIEA has set up a time for the urban group to meet in regards to education, and we'll decide on what our next direction will be for this next year. It's from 3:15 to 4:15 today. But I'm not sure where the meeting place will be because it wasn't posted on the NIEA Web site. Registration starts at noon. So we can look through the book and see where that meeting will be located. I'm not sure where the meeting place will be. But if you're interested in attending, 3:15 to 4:15, and we can talk about some of the urban issues and

urban next steps, what we can do for our children that are living off the reservations. And we would love to have tribal representation, too, because I do believe it's a partnership and we're all, like I said, working for the same goals. And so the more we can educate ourselves and group together, it will be a force, and we can make change happen.

And so I'm very grateful for NACIE and all the work they do for us, because it's some powerful work that they do with good messages being sent to our leaders in Washington, D.C. So we need to continue that, and we need to share with them what our needs are, and they will be a voice for us. It's another vehicle to work through to make things happen for Native education.

DR. JACKSON-DENNISON: Okay. The floor is open.

Thank you, Ms. Wilber.

MS. FRANK: Good morning, everyone.

My name is Della Frank, and I'm a project facilitator for equity and diversity education in Clark County School District in

Las Vegas, Nevada. I run a tutoring center on the Moapa Reservation. So I work directly with the students. I'm the parent community with Petra and with Mercedes. So I'm with the district, and I'm with the parents. And I work with both. So, I get to see both sides of it.

But what I do see is that our -- you said you were superintendent, our superintendents, our administrators talk the -- talk about Johnson O'Malley and Title VII, but they are clueless and they feel that with the diversity initiative and the multi-cultural education, that that's sufficient. It's not. It's not. It's completely different from that. And we have encouraged our administrators to come to NIEA and to learn, but there's nothing that mandates that or requires them to do that. So they leave it to us, the project facilitators or coordinators, to basically just deal with the parents, do the program, spend the money, but there's just -- there's no real concern for the Native needs.

And is there something that we can do about maybe educating administrators and requiring them to come to something like NIEA

and teaching them a little bit more about Johnson O'Malley and Title VII? Because I feel like they're just kind of winging it.

Anyway on --

DR. JACKSON-DENNISON: Straight to the point.

MS. FRANK: Yeah, I'm sorry. But that's how I feel.

DR. JACKSON-DENNISON: Being a superintendent myself, I know exactly what you mean, so I know -- not that I wing it, but I see a lot of them do that -- that happening across the country.

MS. FRANK: It's affecting the students.

DR. JACKSON-DENNISON: It does.

MS. FRANK: It's sad.

DR. JACKSON-DENNISON: Not supposed to comment on it. It is something that has been, since the time I've been on NACIE that's been brought up, that there's a lack of deep understanding that needs to happen from --

MS. FRANK: They're actually, like, offended that we even came to this. Like

it was a big deal to just let us come. And I'm -- I mean, I work directly with the Natives in the tribe running a tutoring center, and they were offended of me coming.

MS. WHITEFOOT: Not to be disrespectful to the questions that many of you are asking, we would love to respond, but we're prohibited to responding.

DR. BUTTERFIELD: Actually, after we're done, many of us have been in your shoes. We've got solutions. I mean, Patsy has been a very active member in her community, administering lots of federal funds. I've been the director of Indian education for three different states. I know a lot about how to impact the decision-makers in a district. I've been the Title VII director in an urban community with some very successful programs. So we hear you. We just want you to know we hear you. And by the federal regulations, we are sort of bound to not get too verbal ourselves, but --

(Chuckles.)

Go here, try this.

So, just so you know. We'll be

around for the week, too.

DR. JACKSON-DENNISON: As we've mentioned, and I know some of you came, I'll mention it again. What we're doing with your comments is we're adding them because we will do a report. And I was just thinking, Robin, here, a minute ago, this is a great idea, because this is the most we've ever tried this at NACIE, and we didn't get nearly what we're getting today. So we're very, very thankful for your comments and concerns. What it does, it helps us -- you're the grassroots people. And that's what you're telling us, what you're dealing with, whatever it is, it is Indian children that you're serving.

I come from a certain background. We all come from different backgrounds. I know what I've experienced. We all have different settings. Coming from you all, telling us, sharing it with us, we're able to put it in our report to Congress, our report to the Secretary, and what needs to happen, and that's really our role is to get information from you all and then turn it into a report, and then address how can this happen. Each of us has

our own expertise out there that we'd add to it. We have discussions about what could happen, what could take place, to really hear what's happening in the grassroots level of where you are, where the rubber meets the road, working on the ground with the students on the daily basis. For you to tell us what your struggles are and concerns are, we're able to give that straight to Congress, and the President, and to Secretary Duncan. That's what we're about. Thank you.

MS. McCULLOUGH: I'm Sue McCullough again. Just to tie in with this grant piece. Just to hear your comment about no one's coming, so I think if you can figure out and tell the people -- the people -- the people that you report to that it's really important that you guys attend the national second school -- Secondary Principals' Conference, national conference, even state and local conferences, because that's where you're going to hit these other school districts and you're going to hit these other superintendents and principals. And that's where some of this -- you know, I really love the idea. She

was saying about her program in Washington having history -- traditional history taught in the schools. You know, this is -- that's another avenue where this needs to get heard. Because I feel -- I mean, it's just that at a place where I don't hear when I go to certain conferences, I'm not hearing that. I'm not seeing, you know, Indian country represented, and especially at the National Science Teacher Association, I'm not seeing it there either.

This community has so much to offer, and we need to get it out there. And there's other conferences. This is only one of, you know, some very incredibly strong groups.

DR. JACKSON-DENNISON: The floor is open.

MS. KITCHEN: Good morning. My name is Karen Kitchen, and I'm with Portland Public Schools, Title VII schools -- I'm the director. I want to apologize for coming in late, but I also want to echo some of the things I've heard here, including the issue around funding for Title VII.

My program is really fortunate in

that our district provides support, so we have office space. My salary is paid out of the general fund. My secretary is paid out of the general fund. So I'm able to take our Title VII grant and really try to maximize supports for students. However, it's really hard to pay good staff what they're worth. I'm limited also by our HR department, because they're -- like all these things that this person is doing, clearly they need this, and they need, and they need this. And there's also the challenge, too, of, you know, HR does not have a title that matches cultural liason, which is so critical for the work we do.

So, when I think about the allocation per student -- my account I turned in last year for this year was 710. Like Mary, in our urban metro area, my population represents 118 different federally recognized tribes and several state recognized tribes. So there's much diversity among our students.

Our district, when you look at our students, our Title VII students -- and I'm happy to say I have been capturing data that shows that our Title VII program really is

making a difference. The numbers of our Title VII students are greater than those students that identify only as Native American. If you were to look at Portland Public School District, you'll see there's only 490 Native children in this district. I'm constantly having to explain to people what Title VII is and how the race and ethnicity data set really impacts our visibility, our population. People think that child is white, or that child is Hispanic, or that child is multi, and they don't understand that that child can be those things and tribally enrolled. That's, again, one of the challenges.

But when you think about -- again, just looking at my students, there's so many that qualify for special education. There's so many that qualify for Title I. We have a few migrant students, and I'm going to actually be sort of recruiting for migrant education as I understand a little bit more about the eligibility of my grant. And I think we can qualify more of our students for that additional support. But none of those moneys are really following our children in a

culturally responsive way.

So, once again, I think we are so underfunded, and the Government has a responsibility to our people. We're not just a minority. We have trust responsibility with the Government, trust obligation around education.

So I would love to see the allocation increase, because I think we are -- we're limited in what we can do when we can only have one staff or a couple of folks who are less than part time.

The summer programming is critical. We need to be able to fund year-around staff, because in the summer is when I found we have the most impact with our students where we can bring them all together and include families and just really do some robust programming.

One of the things I'm thrilled about this year is we've resurrected a Native Montessori preK in our district.

Years ago -- I want to say 2001 or '2 -- my predecessor, Norrine Smokey Smith, who many of you know because she has done a lot

of great work in her lifetime for Indian education and for Indian Native people, she got an Office of Indian Demonstration Grant to create these amazing classroom experiences for our little ones. And it lasted until the moneys ran out. We got some additional funding to keep it going, but it had to close in 2009. And ever since then, our families -- especially those families of children who had the experience -- have been advocating strongly that we do something to bring it back. If you look at where those children are today, and some of them, you know, are getting ready to go off to high school, they consistently do well in school, on their test scores. They have positive self-Indian identity. They still connect with each other.

So it was an amazing experience for those children and their families.

So, for several years now, I've been kind of crying around that we need to bring it back, and give me some help here.

And this year I guess I was gifted with the chance to bring it back. And it's being supported by Title I funding. All

the children had to be eligible for Title I, and in a way that was kind of hard, too, because there were some families who were just a little bit above and would have loved to have had the experience and I had to tell them no.

We don't know how long -- you know, it might just be this year. They're hoping I could write another demonstration grant or some other kind of grant. So if anyone has any ideas on how I can try to sustain it, I would appreciate it.

Right now we have 17 children enrolled, and we're looking to enroll a couple more kids next year. It's a full day. It's not Head Start. We're located in an -- what's called an early learning academy, and all the other programs there are Head Start, and I'm having to go, no, we're not Head Start. These are all the things that we're doing that are different from Head Start. It is Montessori. We have a very strong cultural component within it, and -- you know, I don't want to see it go away. I want to be able to showcase this -- this model classroom, and get our district to continue to fund it if I can't get other grant

funding.

Let's see. Was there something else I wanted to say?

Oh, one of the things that I'm really grateful for is that in Portland we have several strong Native organizations that I'm able to collaborate and partner with. There's also several not-Native organizations. One is Oregon Museum of Science and Technology. It's the OMSI program within Portland, and I've been working with them for, like, three years now doing this thing called Native University with some other museums around the country. But the whole purpose of this program is to indigenize our science museums around the country so that they honor traditional ecological knowledge of our Native peoples. And if you're going to be down in Portland before December, I think 15th is when it ends, it's the Native Universe Indigenous exhibit is up and running.

I'm also looking at doing some citizen science projects with Cornell Ornithology Lab. They have one called Celebrate Urban Birds, and they have another one called Lost Lady Bug Project. It turns out

they've been working with African-American and Hispanic populations in the urban areas, they're just now starting to reach out to our American Indian, Alaska Native children.

So I'd be happy to send you contact information on those possibilities because they also have some little mini-grants. They can get cameras for your kids to go out and photograph lady bugs and stuff.

But anyway, I'm just really excited. I think we have an opportunity to have -- to make more things happen for our kids. Like Seattle, we didn't -- I don't think our city passed, but our school district, our school board declared October 13th to be Indigenous Day. So we are moving forward.

But thank you.

DR. JACKSON-DENNISON: Thank you.

MS. WHITEFOOT: Can you e-mail us the contact information you're talking about?

MS. McCULLOUGH: Yes.

DR. JACKSON-DENNISON: Anymore -- floor's open.

MR. BORDEAUX: (Speaking Native language.)

Good morning, relatives. I greet you with a good heart and a warm handshake. My Lakota name is Koska. My name is Chris Bordeaux. I'm executive director of an organization, a consortium in South Dakota called the Oceti Sakowin Education Consortium. It's a consortium of tribal schools throughout South Dakota and one public school. And we're owned by the schools. They give me orders, and I follow them.

(Chuckles.)

I'm currently on the NIA board of directors, but I'm not speaking from the NIA board of directors. I'm speaking from my organization to NACIE.

In the recent past, our organization, along with the Oglala Lakota Nation Education Coalition has always wanted to tell NACIE to do a better job in representing our Native issues, and to listen to our tribal schools. And have more representatives of tribal schools on the NACIE board.

Because if it wasn't for us in tribal schools, public schools, you guys wouldn't be able to do the things you're doing.

The Self-Determination and Education Act of 1975, the Tribally Controlled Schools Act, following that, those set up what's going on in Indian education. But nobody follows those. Nobody listens to those. Everybody runs roughshod over those. Those are what's holding Indian education together, and those are in trouble.

They're trying to overrun those, change them so the public schools can control them, and once they're gone, all of the Title funds are going to be gone.

Everybody needs to know those laws; especially you guys.

And you talk about language. Everybody gives lip service to language. Nobody does anything about it. In our schools, how much time do we give to language? 30-minute classes? 30-minute classes? Even immersion doesn't do immersion. They go in there and they talk English.

Our organization, in the past seven years, instructors from our tribal schools, we developed an oral language proficiency assessment. Not reading and

writing the language, which everybody thinks is teaching the language. It isn't.

We haven't taught -- we haven't produced a fluent speaker. Even Albert White Hat said that ten years ago. We haven't produced a fluent speaker. So our organization said everybody gives lip service to language. Let's put our money where our mouth is. Let's develop an instrument, a tool that it doesn't matter how you're -- so much what orthography you're using in your schools, are you teaching children to speak the language?

So we rounded up nine schools, our tribal schools -- tribal schools according to everybody who are failing and are not failing. And if you think they're failing, you're full of ignorance.

We got together with tribal school Lakota, Dakota instructors, and we spent three years, one weekend out of the month, all weekend and developed all standards for speaking the Lakota and Dakota language. Then we developed an assessment for second grade, fifth grade, eighth grade and -- we did it as part of a waiver for No Child Left Behind.

We strong-armed the Bureau into giving us almost a million dollars to do it. They brought in these experts, one of them who were called second-language testers out of somewhere in the New England states, and those guys go worldwide and develop assessments for embassies, if people want to come and work with embassies. So they have to know how to speak the language. So the Bureau gave us those guys to help us.

When they finally came in to provide technical assistance, it was towards the end of where we had everything done. They put us back about a year. They had arguments that we had done two years before that. We knew what we were doing. These were language instructors from our tribal schools. They developed this assessment. We piloted it three years ago. And now we're starting our third year of doing it in the schools. We meet every summer and we go over it, and we update it just like you do any assessment. And it's the only one in the nation. And it's Lakota and Dakota language, and it's speaking the language; not reading and writing.

Two of my children are both in their 30s. They both can read and write Lakota and Dakota, but they cannot speak the language.

We put our money where our mouth is. We didn't give this lip service. We developed this assessment. And all we ran into was roadblocks with the Bureau, with everybody, with the State. And everybody says learn the language, preserve the language. But nobody is backing that up at all.

And you guys, you know, you can talk with President -- you can talk with the President and tell him that. If you go to the Bureau, they won't give any credence to what we're doing. You go to the State, they don't give any credence to us. Nobody listens to tribal schools.

But if it wasn't for tribal schools, Indian education would not exist. Read those laws. Learn those laws. Everything the Bureau is trying to tell the tribes to do, the tribes can already do that in those laws.

We've said years ago to the Bureau, give us money, get out of our way. We know what we're doing. You guys have to listen

to tribal schools -- to tribal school boards, to administrators, to teachers and parents of tribal schools. That's the only way Indian education is going to be saved in this country. The only way Native children in public schools are going to keep what they have. And you have to quit looking at scores and judging our children as failures because of scores. Scores don't mean anything to them.

I recently spoke to a young lady who just is graduating with her juris doctorate, and I asked her: When you were in high school was one of your motivations whether you're proficient or advanced in standardized scores? She looked at me and said, I don't know. I never even thought about that. I said: Were you proficient or advanced? I think I was proficient. I said: What motivated you? And she said: People around me?

The test scores don't mean anything to these children. And yet we judge all of our children on those test scores, especially in those tribal schools.

Do you know No Child Left Behind

is reading and math? In tribal schools and many public physicals we have to teach reading and math and culture and history and language. Reading and math are very -- they're okay, and if we're at the 25 percentile, there's nothing wrong with that. Our children are all successful. I'll brag about my children. They all went to tribal schools. Two of them are presenting at NIEA. One's an academic adviser, works in the Indian Studies Department at UCLA, started her fourth year. She has her master's degree. And she's here trying to recruit students -- and her job is to keep students in school.

My other daughter who has got her master's in museum planning and design, ran the Red Cloud Heritage Center for 12 years, is now at the Crazy Horse Memorial. If you went to NIEA last year, you know what Crazy Horse Memorial is. She's a museum curator education director. They both went to tribal schools where their test scores weren't the greatest. My daughter called me up one time and said what's wrong with a B? Now my grandson is saying: Koska, what's wrong with a C?

Those test scores don't mean anything. All they mean is something to adults.

Those children need us. This NACIE board, you guys need tribal schools. You guys need to see what tribal schools are about.

Thank you.

MS. JACKSON-DENNISON: The floor is still open.

Any other comments?

We'll be closing this session in about -- we'll stay here until 11:30, and then the next session that we'll have to hear anyone would be -- we appreciate you spreading the word, because people aren't really aware that we're having this, I'm hearing. So please let folks know at the conference that we'll be here again from 1:30 to 3:30 this afternoon. Tomorrow from 9:00 to 11:00. And tomorrow afternoon from 11:30 to 3:30 again.

All together there's eight hours provided for our stakeholders in Indian education to come forward and help us to do our report and to know what needs to happen and to be able to communicate with both Secretary

Duncan and Congress and the President on what your issues are and what's out there in Indian country at the grassroots level.

If there's no one else, we're here another 15 minutes. I promise we would stay here.

MS. WILSON: Petra Wilson.

One of the things he was talking about was language, and one of the difficulties I know we're having and navigating was for our school district, the first thing is to grab Title VII, which is already minimal to our students. I mean, you know, I'm hearing about the increase of funding, and you know when you're looking, we figured it's about 100 and something dollars per student. We're only reaching maybe -- we're able to do -- direct services is probably about 100 throughout the year for tutoring. We're not reaching our students, you know, and the funding runs out very quickly. So we're not even able to make it to the end of the year a lot of times.

But when it comes to the language program, we had -- where they wanted to focus on one of the local -- just one of the tribes

as a pilot program and they were looking at taking, I think I figured it out to be about -- we get 173, 173,000 a year for students, and they were looking at taking about 30 to 40 of it for a language program.

It wasn't that we don't want that to be successful. It's a difficult navigation when you're looking at an urban education community and they have the local. We start asking the school district to start searching to see what was out there for language. The school happened -- they already happened to have fallen under Title I, we asked this end to search for Title III. We asked them to start searching for grants. We had some -- you know, there was some issues with the tribe not getting -- I think that the support to fill out some of the grant paperwork for a match grant, so they lost it. So things like that. So it makes it hard for urban Indians, I think, when you're talking about -- I hear a lot about the language going on. The gentleman before, he's from my tribe. I hear a lot of what they're doing back home, and I would love to send my kids back there. There's also not that

ability. There's nothing there that allows us to bring our kids who are away from the reservation back into that fold to be able to immerse into that culture. So we can't really send them back to participate, because it's -- a lot of things are tribally focused, and I really agree with him about the laws. There is a lot of forgetting about self-determination. We used that this year. Our parent committee used that this year to get our foot in with the school district and then with the superintendent, and they had -- actually had to send it to the attorneys and get the okay, you know. And they had no clue. They're not happy when they realized what self-determination meant. We pushed Indian preference. They have told us there is no ability -- or there was no ability for them to have Indian preference when it came to our program in hiring.

You know, when you're looking at having somebody who has that cultural connection, it was nonexistent, and so we did have two employees who were. They left. One retired, and one left the school district. So we had no liaison in there anymore. The trust

that took years to build for these individuals completely disappeared. Completely disappeared. There was nowhere for our people to turn. I started -- when I see somebody, I start talking to them. I had one parent, I recruited her in the bathroom of a theater, and she always says I never knew Indian education existed in our district. I'm really excited to sit in on that, because there's so much being from tribal. You know, he's right. If we didn't have tribal schools, this wouldn't be here.

And, you know, I went to school in South Dakota, and I went to a very small elementary where I grew up with everybody, knew everybody. Did not learn my language. Did not learn my history. I learned my history from my dad. I learned my -- my dad's a tribal attorney, so I learned how family connections are. I met my cousin here. I didn't even know she was my cousin. I heard the word South Dakota. I found out she worked for NIA. So I called my dad. He gives me the connection. That's what our people are about. She says I'll help you, I'll do this. Now I have

this -- we're hearing all this stuff. And we don't get that. You know, you don't get that without being connected in Indian country. And I just -- it's really -- I listened to all those stories. It's really heartbreaking to hear about the students not having that support system. I'm a JOM kid. I say I'm a JOM kid. I had a JOM in my life. If it wasn't for JOM, I probably wouldn't have participated in sports. I wouldn't have experienced being able to dance. I wouldn't have experienced even being able to go to a play. Because of JOM, we got exposed to not only our Native culture, we got exposed to others outside, and we just aren't seeing that anymore. I don't even hear that anymore.

I ask my family back home, and it's -- you know, I said I'm this crazy person, I called the director in Rapid City and I gave him the names of everybody I knew, and said can you help them with this. Even back home they don't even reach out anymore because they don't feel like Indian education has a place.

So, I'd really like some direction on how to approach the language,

because I know the people from -- we have some people presenting, but as part of the parent committee, and looking at the -- you know, the district as a whole, how do we support the tribal community in their initiative and bringing their language to the people. They don't want it. They don't want it shared, which makes it a completely different animal for the school district because they try to force their hand in that. They don't want it shared. They want to keep their language to themselves. How to approach that when they fall under School district in all the BIE, and how do we as a parent committee have the ability to help them and support them without taking the minimal funding we already have?

So it's going to be an interesting subject to hear about, and I really -- when NACIE is looking at that, how do you get the support for so much diversity in one grant, and what kind of models are there that we can take that research and be able to say, hey, this is what they're doing here, this is how they're approaching it. How do you teach the eight different languages in one

district? Thanks.

MS. KRAUSE: Mercedes Krause again. And I was just thinking -- listening, sitting here. One of the problems I have, I have never had an experience so far where I call a school and ask to set up, you know, whether it be tutoring or finding out who the point of contact is at the school for Title I, I've never had anyone even know what Title I is when I've called. And so I was thinking, practically, is it possible to put together a rules and responsibilities list for LEAs and liaisons at the schools? That would be something simple, like basic required expectations so that the people who take these positions, oh, okay, I'm the liaison at this school, this is what I need to do minimum. Here are suggestions. I am the LEA, here is what I need to do minimum, here are extra suggestions. Is that something that would be possible?

A SPEAKER: All it says is administer the grant. That's all it says.

DR. JACKSON-DENNISON: I think that's something that you address to your

administration, then. They need to do it internally, that's my look at it. I don't know if the Department of Education or NACIE would be even -- that would be like micromanaging how to do your organizational chart.

MS. KRAUSE: But there's no suggestions like overall what is best practices?

DR. JACKSON-DENNISON: We can't really comment. I think just -- I'm speaking more as a superintendent now. That would be something that you do early on, do a matrix of roles and responsibilities in your internal organization and say who does what. And you go through that every now and then to make sure those tasks are being carried out.

But I know your perspective comes from a large school district that has, like you said, different tribes, and it's off reservation. My perspective is right internal on the heart of the reservation. So listening -- right in the -- the capital of the Navajo Nation is where I work. So it's different. You all have people, and it's a much bigger school district. So I think -- I

would just think from an outsider looking in, not necessarily -- I'm speaking more as a, person not as NACIE -- that you probably need to look at your organizational chart and ask those questions to the leadership of your school district as to who does this, who does that, and then suggest it. That's what I would do is suggest that that gets done internally. That's where you're lacking some of that.

Yeah. But I understand what you're saying. It goes back to that original topic of not caring or not knowing enough. A lot of it, to me, also seems like it's just not knowing. There's just a lot of not knowing.

A SPEAKER: Exactly.

DR. BUTTERFIELD: One of the charges of the National Advisory Council is not just working with Title VII. What we are charged to do is to look at all the funding streams that go out to Indian country through Title I or Title III or bilingual or whatever. All the other titles are under the scrutiny of this committee. So, we asked those very questions of the Department of Education in terms of how do they know whether Native

students are getting the services of Title I or Title III. So we are -- all you can do is continue to ask and try to hold people accountable, because those funds are there to provide a specific service.

And in the reauthorization, you know, under No Child Left Behind, a lot of those funds were put together so they could maximize the service they could provide, but that doesn't mean it happened at the local level. As things filter down.

I'm speaking also in a previous lifetime when I was a Title VII director. I worked very closely with the federal programs people at the district level. I knew who the coordinator was. I was tapping them for services the same way Karen does Title I, you know, to fund a whole program that's unusual in a lot of districts. But a lot of it is about relationship-building and kind of educating yourself about what those dollars are supposed to do for Indian kids, and making sure that Indian kids get some of that service because of that.

I know Patsy in her community

oversees a lot of those grant streams, as well. So, you're asking the right questions. You need to keep asking the people who are in control of them those same questions.

MS. WHITEFOOT: I might add, NACIE does an annual report, at the Washington State Indian country. Take a look at the report we do. We do address Title I, Title III, Early Childhood Education.

DR. BUTTERFIELD: Department of Justice.

MS. WHITEFOOT: The partnerships you already talked about.

A SPEAKER: Title --

MS. FRANK: Title VII and Johnson O'Malley is in there.

MS. WHITEFOOT: It's in our report. Everything you've talked about we've addressed in the report.

A SPEAKER: What I might suggest is in your state create organizations where you support one another where you have Title VII groups coming together, and then as a group, you go to Title I and Title III and all the Title programs. And I can speak to that in a

little bit how we've done that in Washington State. And action can happen. Because those partnerships are leading to things like your Montessori school and different activities in our state. I can share what we've done. You need to work with people at your state level, and then what we need -- I'll wait. I know we need to leave.

DR. JACKSON-DENNISON: Have just a few minutes.

DR. PROUDFIT: My name is Dr. Joely Proudfit. I come from the great state of California. I want to make the appeal for this wonderful report that we have done. You can download it. It really kind of goes to the previous conversations that we're hearing. What we did in California, we have 110 federally recognized tribes, about 50 unfederally recognized and two large groups of Indian populations. But the State had never gathered and quantified the data on how are your students doing -- our American Indian students are doing. I direct the California Indian Culture and Sovereignty Center at Cal State San Marcos.

When we wrote the mission statement to put together the center which is an actual center with a building in San Diego, one of the first things we said we wanted to do was do a State of Indian Education Report for the state of California. My first report came out in 2012. You can also download that by going to our Web site for free. That report was about 40 pages. This is about 90 pages.

The way this report came about is we received an offer from the State -- we don't receive government support for that center. So that center is primarily being supported by tribes. And so through a gift and a grant from the San Manuel Band, a tribe that's about two hours away from our campus, supported a research position and some student research positions and a grant-writing position and we were able to produce this report. We can't really talk about advocacy or change or issues until we know what the numbers are and data is. For a state like California to have that much political and economic resources from tribal communities, and have such large populations to not do that, wow, right, doesn't that say a

lot?

So I would like to encourage NACIE to consider taking the conversation back to the powers that be that each state produces something like this. And tribes shouldn't have to be the ones paying for it. Washington State was our inspiration, because they did a beautiful report several years ago that was funded through a number of different foundations. There again, that trust relationship, how do we know if we're serving our Native students and our peoples if we're not even collecting the data? And for years and years and years we were considered the "other" category. And so I think in order for us to be moving forward and to advocate for educational equity and change and some good outcomes, we really need to have an annual report that shows where -- you know, where the deficits are, where the improvements are. And the goal of this report is not just to hand tribal peoples and legislators a report. We're doing trainings to show people how to advocate for change. Superintendents, Indian and nonIndian parents, tribal leaders when they're

negotiating their tribal government gaming contacts and things of that nature, they can talk about education. Put some meat behind it.

Everyone can download this. All you have to do is go to www.cssmu.edu, that's Cal State San Marcos University. You just type in California Indian Cultural and Sovereignty Center. Our center will pop up. Type up reports; you can print it. We have all kinds of different fundings that you can use to print for free. I'll leave a hard copy.

Everybody wants a hard copy, right. We made them nice and glossy. We want people to use them, carry them into their meetings. But they are expensive to print. So, our university even turned us down for a little small grant on community engagement for \$5,000. And so we submitted a request to the Cal State Chancellor's office of the 23 campuses and they gave us \$5,000, and we were able to print several hundred copies. We used a tribally owned printing source. By giving them credit on the back, they gave us 300 more copies.

We're doing everything we can to

get the power into the people's hands. Showing people how to use data and statistics. That takes time. We're constantly writing grants. Once they know what the numbers are, then they want to make some change.

And just the last point, just for California, American Indian Alaska Native high school graduates in California, about 2 percent high school graduation rate. Of that amount, less than 25 percent, less than 25 percent are CSU or UC ready. These high school diplomas, the majority of them aren't worth the paper they're written on. I don't know what's happening in other states. I think if every state would do something like this, I think we can make a little better improvement in change in Indian education.

MS. WILBER: Mary Wilber again. I wanted to share with you, if you haven't signed up for the federal technical assistant thing, there is one on Native language, and if you look at the key players in -- and where they're coming from the federal government, Title III is in there. So I would suggest to go to this Native language one. It's this

afternoon. It's from 1:00 to 2:00 over in the convention center. And I think that's the last thing that I would like to ask NACIE for, is we have these federal technical trainings just before NIEA, which are wonderful. They're great for us to come and learn what's happening, and that's where I learned about Title III. And that's where we went to our state. And for three years we fought to make sure that we could access those Title III funds for our Native students, and it's happening. It's happening within the school districts and within the tribe. And now we're going for Title I, so it can happen. I would go here, it's about language, and talk about what that looks like with Title III.

I think we need to get our voices made known there, and make those funds available for our children.

The other thing I'd like to ask NACIE is I know that there's other trainings that go on for, like, Title I and Title III on a state level for people who are not Native, and if they could do the kind of workshops they do, you know, before NIEA and include Native

people in those of their presentations, then it just makes it easier for us when we're going to Title I, because then our Title I directors know that there are things for Native people, and they can't ignore that the collaboration needs to happen. They can't ignore that those funds need to be used for our Native children. And so we need to have -- when they have a big Title I gathering in Washington State, if we can have the same workshops that are done here there, including Native children and Native responsibilities, we need that. Or else it's hard for people who are trying to make those partnerships if our Title I people don't know about the rules and regulations. If Title III don't know about the rules and regulations, they just sent out a mail -- it came from, like, OSPI in Washington State, we have a new Title III director who sent it out to all the Title III people. Phones are ringing off the hook. What do we need to do, we need to test Native students, what are we going to do with this funding? That's when Title VII can step in and say: You know what, we can help you.

If we can get that on a national

level, what has happened in Washington state, have it happen in all the states, it would make life so much easier for Native education.

DR. JACKSON-DENNISON: Thank you.

We will adjourn for now and reconvene at 1:30. Thank you for your comments. And please let others know that this is going on. Thank you.

(Public comment adjourned at 11:36 a.m. and reconvened at 1:30 p.m.)

DR. JACKSON-DENNISON: We're going to call the meeting to order. We're the National Advisory Council on Indian Education. Welcome to the open comment session that we're having for the next day and a half left. And we had a session this morning.

My name is Dr. Deborah Jackson-Dennison, and I'm the chair of the Council, and I have three of my subcommittee here that -- I think they're the ones that mainly worked to pull this off to bring it together, having it here. And our whole idea was to have it in conjunction with NAIEA so we would have the stakeholders of Indian education country to get together to provide testimony or

express concerns that would help us to put together our report.

One of the things that we have to accomplish every year is to write our annual report to Congress about what's happening in Indian country in education, and make recommendations also to the Secretary of Education. So the testimony that we heard this morning was quite a bit. We went overtime. In fact, we went over past our 11:30 cutoff time. So we just left it open. So you can say whatever you want to talk about. Please note also that we're not going to respond -- it's hard not to respond because we want to hear more, but at the same time it's situations that we've heard even this morning are very similar to what we've heard in the past, and what we've known. We all come from different backgrounds.

I'll give the other three ladies a chance to introduce themselves, as well.

My background, I've been a superintendent for going on 14 years, and mainly in the public school districts. I've served in a couple school districts in Window Rock on the Navajo Nation. I've learned that

through my years and what I've heard out in Indian country where it's more -- we're 96 to 98 percent Navajo students, and very few other students, they're the majority students, and they're all on the reservation. And it's not an urban setting. So it's very different than what we've been hearing all morning with the calls for urban -- urban education systems to be more cognizant of Indian children that are in their systems. And I -- you know, from my background, so I know everyone is coming from different backgrounds. I wanted to share that with you all.

It's just been a great privilege to be here, to be able to listen to what we heard this morning, and I know maybe -- the room will fill up this afternoon. For some reason, the room was full this morning. I thought we would have more this afternoon. Thank you, the two of you, for coming.

I'll turn it over to Robin. You can introduce yourself.

DR. BUTTERFIELD: Welcome, also. I'm from the Ho-Chunk or Chippewa Nations. I have about 43 years in Indian education. I've

been the director of Indian education for the state of Oregon the longest, and I just left Washington State, but I also did a short stint in Wisconsin. So I've seen Indian education from that broad-based perspective, as well as being a Title VII director for the second largest school district in Oregon for a short period of time. And I've worked in the Bureau doing professional development, as well. And I've worked at NEA doing outreach for Indian education.

So I just have a pretty broad-based view of Indian education nationally. And very involved with NIEA over the years, as well.

So welcome.

DR. JOHN: Welcome. I'm Dr. Theresa John. I'm a professor of the graduate school at the Center for Cross-Cultural Studies at University of Alaska Fairbanks. I am a Yup'ik from Nelson Island area. And I've been with the education program for 20-some years as an undergrad and graduate program. And I collaborate a lot with the linguistic department at the university level,

as well as work with tribal organizations like Association of Village Council Presidents and the school districts in Alaska. Specifically, working on language development, language learning, and cultural development, as well. And I've been with the University system for 20-some years.

My concentration area is on indigenous knowledge systems at the graduate level. Therefore, with that history, I connect and communicate with the local Elders, with tribes and colleges and school districts.

I believe in collaborative work to try and improve our language learning, the education, and I'm very pleased to announce that State of Alaska officially made Alaska Native language an official language, HB 17, last year. We're one of the two or three states across the nation that recognize indigenous language as an official language.

And with that, we have many visions and hopes. Like right now is teach all in Yugton at the graduate-level classes. Take that right, indigenous rights. I want to welcome you all and hope to hear more.

Quayana.

MS. WHITEFOOT: Good afternoon, and welcome to this open public meeting with the National Advisory Council on Indian Education where we'll be hearing input from you on ways to make improvements in Native education.

I've worked with Native education for about 40 years. I started out in Indian education as a parent volunteer, and gradually worked my way through while raising my children and going to school at the same time. It might have taken me a long time to get the education. I appreciate the journey that I've had for education. Having worked with the State Department, I managed programs ranging from Head Start, Johnson O'Malley, Title VII, tribal school, social and health service programs of the Yakama Nation. So I have this broad range.

Currently, I'm working as the Indian education director on my home nation, as well as working on a youth prevention program. We just got re-funded for another five years based on the community-based research we've been doing in our community.

I look forward to hearing your comments. We had some very powerful comments this morning. And I look forward to the substance of what people have to share with the committee.

Thank you.

DR. JACKSON-DENNISON: Okay. The floor is officially open. If either of you wanted to speak, we're here.

MS. WHITEFOOT: Five minutes.

DR. JACKSON-DENNISON: You can each have an hour each.

(Chuckles.)

MS. COLEGROVE: I wasn't planning on speaking. I was just hoping to hear some more things on the Indian demonstration grant.

DR. BUTTERFIELD: I don't know.

MS. WHITEFOOT: You'll hear that from -- the Department of Education is having its training in technical assistance going on right now. You can hear that from the group. They're at the convention center.

And Joyce Silverthorne is over there. And she addressed it during the meeting at noontime that I happened to be at. She's

getting set up for that meeting at 1:00
o'clock. 1:00 to 3:00 o'clock.

I know they're going through rule
making.

MS. COLEGROVE: They're changing
a lot of stuff.

MS. LEONARD: Do you have any
advice you can give to the council?

MS. COLEGROVE: About that grant?

DR. JACKSON-DENNISON: Anything
that has to --

MS. WHITEFOOT: What kind of work
do you do? That would be helpful to know.

MS. COLEGROVE: I -- we actually
have one of the demonstration grants --

MS. WHITEFOOT: You need to come
up here and say your name.

She's recording your name.

DR. BUTTERFIELD: This is good
practice because there's nobody in the
audience. They all scattered somewhere.

DR. JOHN: It's a good practice.

MS. COLEGROVE: My name is
Sueichet, S-u-e-i-c-h-e-t. I work with the
Hoopa Valley Tribe Indian education program.

We actually have two of the demonstration grants currently. One is an extension because we just finished out our fourth year, and we don't have the early years. We have the high school on -- and it's a great program.

So I just wanted -- you know, I think -- I guess, for education purposes, just recently, HSU is requiring -- our local university is requiring all their teachers to have mental health in there. So I think that's pretty neat. But that should be a requirement for any Native, you know, education.

So, I run the -- we have currently -- we have about 90 students, so it's over half of the students in our high school. We had a 90 -- over a 90 percent graduation rate last year for our seniors, so that's pretty amazing.

DR. JACKSON-DENNISON: Awesome.

DR. BUTTERFIELD: What kind of things did you do that helped make them successful?

MS. COLEGROVE: It is an adviser mentoring program. But I, for the mentoring part, for example, do believe, is -- just the

support that they have. So we do in-class tutoring. We do after-school tutoring. Like the social, emotional support. I mean, you're basically, like, you know, we wear all hats, you know. We do college tours. We do summer college classes. That usually helps them, like -- they transfer to the high school, they usually transfer to CSU or UC. That's kind of big for some of our students, and it helps them -- like I say, if they're struggling with English or science or math, then those can transfer to high school, and they'll be counted for high school units. We do all kinds of things.

We do workshops. Right now we're planning on doing -- we do, like, mock interviews so they can learn how to do interviews, give interviews. Do all that practice. We did some budget management stuff, so they learned how to budget their money and then, you know, like our kids, they get money -- they get their IMM accounts when they turn 18 or 25, depending on what track they're on. We teach them how to budget their money, and we put them -- give them so much money, and

here's your rent. Or you're going to buy a car. Here's your insurance. How much money do you have left? We help them budget, and put a checking, balancing --

DR. BUTTERFIELD: Really depressing, huh?

MS. COLEGROVE: No, it's fun. It's tough too. Like, our staff, we have to make sure that they have a lot of training and they have their own support because we have a lot of, like -- we have a big suicide population there. And just recently we had one of our students in the class, choices are made that could have been better choices. But supporting their staff definitely is one big thing, too. That's what I do.

MS. WHITEFOOT: What was your first name?

MS. COLEGROVE: S-u-e-i-c-h-e-t.

MS. WHITEFOOT: Last name?

MS. COLEGROVE: C-o-l-e-g-r-o-v-e.

DR. JACKSON-DENNISON: Which of the three tribes are you?

A SPEAKER: I'm all three. I'm a Hoopa, Yurok, Karuk.

DR. JACKSON-DENNISON: The floor's open if you want to speak, or either one of you.

MS. ELDRIDGE: Okay. I'll catch my breath. I was walking fast.

(Laughter).

DR. BUTTERFIELD: We've never known you not to speak.

MS. ELDRIDGE: These cars were coming, and I was trying to get across the street before it.

DR. BUTTERFIELD: I've never seen you hold back before.

DR. JACKSON-DENNISON: Caught you off guard.

MS. ELDRIDGE: Do I need to go up there?

DR. JOHN: Yeah.

DR. BUTTERFIELD: She's keeping a record. It's a formal record.

MS. WHITEFOOT: It's good for people to know you were represented here.

DR. JOHN: And your job or tribe and what you do.

MS. ELDRIDGE: So good afternoon,

Samantha Eldridge, Navajo. I work for the National Education Association. I'm the senior liaison to American Indian outreach and partnerships.

Prior to that, I worked for the state of Utah doing multicultural outreach, and I am also an associate instructor at the University of Utah; I teach American Indian history. And I'm currently trying to finish up my Ph.D. in political science.

So, with the National Education Association, we represent over 3 million educators which may include teachers, students, parents, bus drivers, cafeteria workers, so we have a broad range of educators.

And so I think one -- I think more of what I have to say are more questions, and I know this isn't a panel to really engage in that conversation. But I think in looking at the recent blueprint for reform, I think that's great that we're addressing Indian education. But that only affects 7 percent of our Native students. As we all know, 93 percent of our Native students attend public education schools. And so how are we

addressing those students? And in what way can the blueprint for reform serve as a model, or how can we integrate some of our students who are attending public schools in that? And how -- are we thinking ahead, and how's that's going to be working out?

And then also speaking as a parent, I also have two daughters. I have a seven-year-old and a five-year-old. One of my concerns as a parent is just having them to -- negative stereotypes. I know that the White House Initiative of American Indian Alaska Native Education is going on a listening tour. They just had the first one in Wisconsin. I know that President Obama has briefly spoken about that. I'm wondering about the Department of Education's stance on that, and whether that's an issue that the office is going to address.

And as a parent growing up on the Navajo reservation and being Navajo, those are things that I don't want my girls having to address. I think it's really hard being a Native student, especially if you're one or two who are in their schools. And I do everything

I do to try to show positive representations so that they are comfortable with who they are, and that they're not -- you know, that they just don't face the bullying or the harassment in their schools. And a lot of it is due to, you know, some of -- I think we have just about 2,000 schools who still have Native American nicknames, logos and symbols, and what is being addressed?

I know a lot of our tribes are divisive on that issue, and it can be really controversial. And thinking as a part -- those are things that I don't want my daughters to face growing up.

And then also -- I just lost my train of thought -- I mentioned previously that I was -- I'm a student at the University of Utah, and also teach there. University of Utah has -- using the University name and it has a drum and feather logo, so even though these names -- the name at the University of Utah may not be racist in that sense as our skin as is -- the Washington name is. They still create a negative environment for my students at the University of Utah, and they do perpetuate

misconceptions and they marginalize our Native students. And what can we do to, you know, work with the Department of Education, work with the White House, work with our tribes to address this issue?

Any follow-up questions?

DR. JACKSON-DENNISON: I had one.

On your first one, you were talking about the blueprint, and, yes, I don't know what the exact statistic is, I think it is around 90, 95 percent attend public schools. And I think that might be where we have some breakdown in communication with schools that are different than where I'm at in Window Rock or on Navajo, because I know in my particular school district -- in school districts out, we do everything we can -- we follow that blueprint. It's not just for the Bureau schools or the grant schools; it's all schools. But I imagine that as you get out closer to urban schools, they're not so -- maybe not as integral a part of understanding how that blueprint fits Native American students. Maybe that's the way -- I'm just kind of listening to you thinking what -- where does this idea come

from?

I know very passionately we use that blueprint in my school system that I'm over. So --

DR. BUTTERFIELD: Just to add to that. I think in Oregon and even in Washington, the majority of students aren't in Bureau schools. In Oregon Chippewa is an off-reservation boarding school for high school. Virtually, every other student in the state is attending public schools. So there's no blueprint that's going out to, you know, those public schools. And the same with Washington. They have 29 tribes and there's only seven BIA schools -- BIA schools, you know, in the state. So it does have a pretty limited reach in terms of impacting a wide range of students.

And I think that's what you're saying.

MS. ELDRIDGE: There's a difference in terms of programming, especially with our BIA schools. I do know that there are initiatives for language immersion programming, parent involvement, things like that. Versus

in urban schools where we have a small population of Native students who attend those schools. And the focus just isn't there.

DR. JACKSON-DENNISON: That's what we've been hearing all morning. We heard that several times.

MS. ELDRIDGE: At the current school that my girls go to out of the 650 students, they're probably two of maybe four Native students that attend that class. So moving from Salt Lake City where we had a huge Native American population, which was really inclusive. We're really close; a lot of cultural programming, a lot of events that go on in an area. I arrive in Arlington, Virginia now where the population is just not small -- it's really small. And so how do I get them engaged? Where can I find the programming if it's not there? And then they also fancy-shawl dance, the pow-wows there just aren't the same as the pow-wows in the Southwest. So how I can I keep up their language and their culture and their traditions if they don't have the programming at their schools? And I'm going to have to travel an hour or two, whether it's

with a different tribe to try to find that. I think it just needs to be more accessible, and how can we bridge the BIA with our public education schools?

Thank you.

DR. JOHN: Thank you.

DR. JACKSON-DENNISON: That's interesting.

Okay. The floor's open now.

MR. WILSON: I was waiting for one of you to offer me some water.

DR. JACKSON-DENNISON: There's some water here.

MR. WILSON: Ryan Wilson. I'm the president of the National Alliance to Save Native Languages. I'm also a co-chair of the NCAI Native language group, and NAI. But I'm just talking on behalf of the alliance for right now.

You know, the issue I wanted to ask you guys to consider is two aspects of the report that you put out.

So I've been reading all the reports that you've put out, and I want to start by commending you. It's obvious that

there's a lot of hard work that goes into those, and I don't want you to think that people don't read them, you know, or that it's not appreciated, because I think sometimes you guys do your work and you try your best and there's no -- there isn't always opportunities for feedback or to get praise for that hard work. So I just want to really encourage you and say ho-ho for that, because I know it's not easy, and burning the candle and trying to get them in on time and to do that -- and then collaborative writing is hard, too. It just is.

So, the idea is people read them. Not only that, we send them all over. We comment on them, even if it's not officially. We kick ideas back and forth and say, they really nailed this one. This one needs a little bit of work. This one's right on. And it's important. And that's how discourse is. I wanted to commend you and say that.

The two issues I wanted to bring up, one is we're interested in -- I know you don't have an official role, advisory. I'm interested in you guys putting more pressure on

the Administration in the implementation of the comprehensive plans that are included in the statute in Title VII. So how are those being implemented and engaged on? And those comprehensive plans and scope are very important. I haven't found anywhere -- any school district in the whole country anywhere where people feel they've been -- correct me if I'm wrong -- you guys have some good models where those comprehensive plans are being developed good. But we haven't heard that take back. So I wanted to just raise that for you. And if there's good models out there where that's happening, I would suggest you guys find a way to share those, too. I don't know if you can in your capacity, or if it's something that you could integrate into your report. You know, we use that phrase "best practice." Sometimes that gets a little cliché-ish. If there is a best practice, that would be a great thing to articulate in the report.

The second issue that I wanted to talk about is the executive order in the aspect of it where there's a commitment by the Administration for Native children to learn

their Native languages.

And so they've commingled a couple other words along with that, history and culture. But I'm just extrapolating the Native language piece of that, if that's all right with you guys.

It's our interpretation that the executive order promises the opportunity for Native children to learn our Native languages. We've wanted to express to the Administration -- and I would hope NACIE would pick up on this -- there's a fundamental and profound difference between offering language courses for 50 minutes a day. In some schools, it's less. Some schools they have none. And that's not always the school's fault. Sometimes they don't have the repository of speakers to offer those languages. A profound difference between offering language by course versus using the language as the medium of instruction.

If NACIE could highlight that and differentiate that for the Administration, because they seem very confused about that. And they're almost perpetuating, you know, a

real half-truth when they do this.

Samantha was talking about blueprint. The blueprint says immersion in the ESEA blueprint. It doesn't say you get to talk Indian for a half hour. It says immersion. A support for immersion. NACIE has, I guess, tried to create a recommendation so that the Administration would actually have an immersion program through Title III. And that's where I want to get to this point here, as well is -- in your roles, you oscillate sometimes between your own experiences as individuals. Also are you representing constituents, as well? Or how do you filter that information, and who do you hear from? How do you hear it? In your own professional experience? And you're all esteemed professionals.

I'd like you to kind of consider some of the background on the difference between Title VII and Title III. I think you all know the statute backwards and forwards. I'm not going to insult your intelligence by trying to refine it or whatever.

There's a shift that happened many years ago when NIEA sponsored their own

hearings on the reauthorization of the ESEA. And at that point in time we came to our own recommendations, NIA did, and I'm saying "our" because this is public record, and this is -- I want to go ahead and give this to you guys, too, because this was the testimony of our organization that was entered into the Congressional record. It explicitly supports immersion in both Title III, if that's an opportunity, and also Title VII, and so I would ask you guys to consider the Title VII issue, as well. I know in tight budget times and the -- Robin, if I can give this to you on -- in these times of austerity, there's a significant concern over those resources.

However, we should also look at the statute insofar as the Congressional policy -- and all of you have vast experience. So if I can take you back to the '70s, early '70s when the Bilingual Education Act was passed, it meant something back then that's different now. Now that's an English acquisition title. It says that right in the purpose, as well.

When you start putting this into

your reports, it's good because it's a funding stream. But also the appropriators could pull money and repurpose them right out of Title III and put them into Title VII, as well. Many of the appropriators said they were going to do this if this bill before Congress now passes. So I would ask you to consider that, as well.

We all support more funding for Title VII and full implementation of the statute, but the immersion aspect of it and the Senate Bill 1948, the Native American Language Immersion Student Achievement Act that's before Congress right now. This Administration won't endorse it. They have no position on it. And that's frustrating, you know, for us. Because it's in Obama campaign platforms to support immersion. It's in the ESEA blueprint to support immersion. It's in Congressional testimony that they're going to support immersion. When it comes to pulling the trigger and supporting a program that does it, they haven't done so. They're rolling out initiatives left and right. This new youth one, I applaud it, it's great. They still won't come in for immersion and do that.

To switch over now on the BIE side -- let me say this, too: This bill that's in front of Congress right now that's supported by National Congress of American Indians, it's supported by NIEA. It's supported by the Great Plains Tribal Organization. It's supported by the land tribes, which Navajo Nation is -- Navajo Nation supports this, as well.

Affiliated Tribes of Northwest Indians, United South and Eastern Tribes, Midwest Alliance, the Sovereign Tribes, Great Lakes Intertribal Council, Alaska Federation of Natives who named their resolution in support after the late Bill Zimmer to support this. United Tribes of North Dakota, Montana, Wyoming Tribal Leaders Council, and the Eight Northern Pueblos. That's just to name a few.

NIEA sent a letter up on the Hill that has over 30 organizations signed onto it. They represent over 2 million American Indian people. So I would suggest to NACIE to take that into consideration in your next report, the broad-based support for it, as well. And you have to sometimes draw a line between, you know, your constituents that you're very close

with and your own personal feelings and opinions, also weigh that it's your role to represent these interests, too, that have already gone on the record to do that.

What a beautiful thing it would be if we were united on this thing. The one thing we are united on are Title VII needs more money, right? We all believe that. You guys have asked for that. We have too, and we'll continue to do so.

I don't know how much time I have. Switching gears real quick.

In the Bureau of Indian Education, the Tribal Interior Budget Council has asked for a demonstration project in that to be aligned with this realignment, too, that would include immersion opportunities. Out of Rough Rock, Rocky Point Mini Farms, they had to cut back on immersion. Some of it is through sequestration; some is through other issues within the realignment. We would encourage NACIE to support that. That does not take new legislation. There's already reauthorizations that will allow this to happen. There are others to accommodate the new issues. They're

not considering these as pillars. We would encourage you guys to stick up for that and defend that. That was the Interior -- House Interior Appropriations Committee put in report language to support this. We also believe the Senate Interior appropriations will eventually, too. I'll just conclude by saying that I really appreciate all of you, the hard work you do. We read everything you write, you know, with great interest. And I would ask you to consider that along. And at the end of the day, Congressional intent really means something. And these statutes really mean something. And I don't believe you looked at the history when Hawaiians were added; there was apprehension, wouldn't have enough money. When BIA got out of the business in Alaska here, everything shifted to public. There was concern, how are we going to pay for that, too.

When Tribal Education Department started seeking resources, everybody was concerned how are we going to pay for that, as well.

But there's many components in this statute. This is going to be one, and we

would really hope that you guys would support that, as well. And understand the appropriate nature of where it should go.

So I would conclude by saying that, and I'd be happy to answer any questions or if there's comments, I'd be happy to listen, as well. And I appreciate you guys coming here. I think that's great. You guys have come here. It looks like it's quiet. I don't know if everybody knows you guys are here.

DR. BUTTERFIELD: It was packed this morning.

MR. WILSON: Good. The Hawaiians always tell us when they killed Captain Cook that some of them ate him or something like that.

We killed Custer. We didn't eat him. We just left him out there.

(Laughter.)

Just letting you know.

DR. JACKSON-DENNISON: Do we have any questions, anyone?

I just guess maybe you could be a little bit more clear when you say that -- I'm coming from the background -- like I said

earlier, my school district has an immersion school. Very successful. It's a public school district.

And I guess from my own perception, I thought we did put that in our report in that way. But I don't get what you're saying as to we could be a little bit more clear.

MR. WILSON: There's a -- in the report, it talks about supporting an immersion grant program in Title III. What we're saying, that is put that in there, but also support one in Title VII. And what has happened is there is more flexibility to support immersion through Title VII. However, unless there's new resources, most of these school districts that don't have an immersion right now, they're already asserting 100 percent of their resources on existing programmatic activity. They're not going to add on another program, unless they do that. We really defended your school, especially when the State of Arizona went to English only and threatened to shut them down. We worked with everybody over there. We said over our dead bodies. And we

hold that school very much in high esteem.

What this new legislation would do, though, it would provide resources for tribally chartered, nonprofit community-based schools, BIE, public. The Kuskokwim School District would be eligible, as well.

My bigger point is, listen to the constituent base that represents these 2 million Indians, because they're saying something very loud that NACIE should hear.

DR. JACKSON-DENNISON: Part of the misunderstanding that we heard all morning long goes to this point you're talking about, in my perspective, anyway. And I've said this many times, when you get to Washington and you're talking to Congress -- I've had this experience in so many ways, even regarding impact AEA or different funding, people don't understand at the federal level that when you talk about Indian education, there's just something about thinking it's a BIE grant. They never stop and realize, hey, the majority of Native students are in public school systems. And that's the huge misperception that seems to -- I heard it so many times, it

becomes -- you think, wow, we're talking only about the 8 percent or 7 percent, and yet we're making these decisions. And so that's a real hard battle constantly that I find because I'm coming from a public school system. I felt it when we went to the tribal leaders' summit or conference last November a year ago, sitting in there listening to tribal leaders.

You were in that meeting, Patsy.

MS. WHITEFOOT: Right, right.

DR. JACKSON-DENNISON: They were banging on public schools, but yet you think it's not all like that. So it's really -- there's just misperception out there of public schools being the bad kids out there. The bad people out there, that administrators -- I kind of heard that this morning, again, too. So using models like school districts that have been true immersion -- I think it goes to everything that we've heard so far. We really need to start documenting what's working and what's successful. Otherwise, it starts to be the same old hearing again over and over and over.

I feel like we've really done --

I thank you for your comments. But I think we need to be a little more clear on that. There seems to be this misconception out there of -- that maybe on -- I mean, maybe we're not being clear, too. That could be a possibility on our report on what we really mean. Because back to, again, Arizona, you have to be on your toes when you're talking about immersion, because they really don't want it. The state doesn't really want it. So you have to kind of -- we've finally gotten to the point of saying it's our English immersion school, using the Navajo language to learn English. You have to go to the very basics of where our children are when they come to the school system. They don't speak fluent English, nor do they speak fluent Navajo. So you have to start from that point and say how we're going to use our Title III money to build our English language program and revitalize those languages at the same time. That's been a success we've experienced.

MR. WILSON: I really appreciate that. It isn't just Indian country. Congressional members for years we go to budget hearings and Senator McCain, your Senator,

would ask why are you cutting JOM, you know. They never would answer. That's not my budget. That's Interior; I'm Department of Education. Even they're confused. But this one is you have to do Olympic-caliber calisthenics to use Title III money for immersion. You have the Congressional intent and purpose, which is English acquisition, to do just what you're saying.

This is the change everybody -- we have a chairman of the Indian Affairs Committee now that believes in this and has sponsored this bill as the No. 1 legislative priority to make a clear line not so you're going like this and all over to get to immersion. Department of Education, straight to immersion, in our language. What we've been asking for forever. And so I -- it's a great thing. Keep your Title III language, but add Title VII component, too.

DR. BUTTERFIELD: I could just add in. I know you know this. NACIE's charge is to look at all of the funding streams that provide resources to Indian country, and to hold all of them more accountable to addressing

the needs of Indian kids.

And, you know, people lobbied to put in special sections of Title III, which means it has responsibilities to address Native languages. And even within the -- outside of the Puerto Rican amendment section that funds more like language immersion or more like dual language programs within Title III, they're services that our Native kids are not getting around language acquisition. So our job is to put pressure on all of those federal programs to make sure that those resources are getting out to Indian country and being used the way they're supposed to be. Same with Title I and, you know, some of the other ones.

So -- and we're getting a lot -- in fact, almost everybody in the room this morning was, you know, there's always that fear in Indian country that if you take money from Title VII it's going to take it from certain places, and that those services will be diminished. So, you know, we're trying to deal with lots of perception and misperception out there in terms of what can be done on behalf of Indian communities.

MR. WILSON: I think you're doing a great job on Title III. They all also lobbied for Title VII provisions. NIEA did. When you guys compile your information, I think it would be an egregious omission to not acknowledge the broad-based support in Indian country for Title VII. It would almost be negligent to not reach that, because it's reached such a crescendo there with laser provisions pointing at Title VII. It took many years. We're here now. This is where it's at. It doesn't mean we don't support Title III, also. These appropriators are going to repurpose the money when they get in their back room and make their horse trades, you know. They'll pull it out from there and put it there. What we really should be saying is, if they're going to make Title VII folks do Title I work, we should be getting some of that Title I money, also.

But I love you guys. Robin, congratulations, again.

DR. BUTTERFIELD: Thank you.

MR. WILSON: I was happy to vote for you and support you. I just feel you paid

your dues, and then some. But you've got to listen to me also, you know. As I've got to listen to you. But this is going -- this is where it's at. And it's important, and I really just want to end by saying that in a good way.

But I'm happy to answer any other questions, if there is any.

MS. WHITEFOOT: If you could just clarify, Ryan, I heard you say something that the Administration isn't supporting this. I mean, even though, we've submitted all of our --

MR. WILSON: Chairman Tester has asked them on the witness stand at several different Congressional hearings. They've done a series now, they've had five hearings. They won't offer support --

DR. BUTTERFIELD: Which "they" are you saying?

MR. WILSON: The Administration. The Obama Administration will not offer an endorsement or support or even an objection to this legislation. This legislation was introduced January 17th, Chairman Tester has

been asking the whole time, you know, are you guys in on this? What is incongruent is it doesn't -- it's a statutory conflict with existing law also with Tribally Controlled School Act and Indian Education Act, it's also incongruent with the Executive Order. It's incongruent with the blueprint that Samantha was talking about where it says right in there. We're going to build an ESEA that has immersion for Native languages. And it's also something that if you looked at the BIE realignment of the pillars, they're calling them circles now. But if you look at those, there's nothing in there for immersion. There's the same old symbolic let's teach Indian for half an hour. You get 15 percent of the day to do history, language, culture. And what's confusing to us is, jeez, haven't we been doing that already for 30 years? So how are you granting us some educational academic rights that we've already been exercising for all these years in doing that? It's incongruent with your own policy mandate.

And this is something NACIE could really come in good. I really think so. And

we've got to get it right now. We're running out of time. And we've got to get it right now.

Good. Thanks for the water.

(Chuckles.)

We're at the tent, whoever is the recording secretary, let it be known that the Broncos had half their team injured during the Super Bowl.

(Laughter.)

Thank you.

DR. JACKSON-DENNISON: Floor is open if anyone wants to speak again. We had people speaking two or three times this morning.

Hint, hint.

MS. WHITEFOOT: I think people went to the Department of Education TNT. Wanted to go over there.

MR. WILSON: Are you guys concerned about lack of oversight on the BIE realignment and that there's a statutory conflict with -- you know, you mentioned 638 earlier. But 297, and all of those, are you guys concerned about that?

MS. WHITEFOOT: Definitely from tribal perspectives, yes. Definitely.

We have a resolution that's going to ask for that.

MR. WILSON: This is why Secretary Jewell was asked to come and testify, as well. But she never has.

MS. WHITEFOOT: What does the resolution say? I'm curious now.

MR. WILSON: Asking for Congressional oversight on the realignment, and to call upon the Senate Committee on Indian Affairs, the House Labor and Workforce Committee, the House Natural Resource Committee to look into this, as well.

DR. JACKSON-DENNISON: One of the things that we've been asking for since the very beginning, I know since I came onto NACIE, is for that position to be elevated. I think if that were to happen, there wouldn't be this BIE public school. It would be everyone working together for that type of -- someone that has that knowledge of what's happening out there. I think we just -- I think, in my view, people just get so tunnel-visioned and they

don't realize what's really happening out there. So it's just like --

MR. WILSON: We have a fresh resolution to support that again, and to support NACIE's resolution for that one. I don't think on --

DR. JACKSON-DENNISON: I think that would help the other issues.

MR. WILSON: The other aspect that's nice, if you're going to elevate position, you have to create a purview to justify it. So a broader scope of the jurisdiction over the statute. That's why the the Title VII beefing up --

DR. JACKSON-DENNISON: All of these issues come together more nicely in the realignment that you're talking about. Someone that would understand all of that. Because I think even from what we heard this morning, that would have resolved a lot of the lack of knowledge out there that exists with public school administrators that don't understand Indian education issues. So they just go by -- like the group from Las Vegas were talking about -- Clark County School District were

talking about how they're stuck under multi- --

MS. WHITEFOOT: Diversity.

DR. JACKSON-DENNISON: --

diversity department, and they want to have their own Indian education department within that school district. That's huge. Because there's thousands and thousands of Native students. But yet they're stuck under the diversity. So they don't really get the exposure that they need and get the needs met that they're needing.

So I think if that position were there and understand the differences between urban and then rural and then BIE and public and even parochial schools, it would help a whole lot. Because right now it's just there's this over here, that over here. It's too fragmented.

MR. WILSON: Then you have the kids that bounce back and forth from different schools. There's no coherent tracking.

When I was in my younger college student days our Indian studies department at the UW was in the anthropology department. I was one of the first activists, we don't want

to be anthropology or ethnic studies. We got our own department. Stand-alone. Patsy helped with that. Took a long time.

DR. JACKSON-DENNISON: For a long time in Arizona, teaching the Navajo language was considered a foreign language.

MS. WHITEFOOT: Tribes in Washington, we used to be under foreign affairs. Department of foreign affairs.

DR. BUTTERFIELD: That's interesting.

MS. WHITEFOOT: Yeah.

DR. BUTTERFIELD: Oregon, the position that I occupied, I think it's almost five years ago finally was filled about -- it's been almost two years now. Or maybe a year and a half. And the position was placed within a newly created equity unit within the Oregon Department of Education. And the individual who was stepping into my old shoes -- or moccasins -- decided that she was going to leave. She wasn't going to stay. And when the superintendent met with her, he wanted to know why, and she said because I'm buried within this equity unit and this doesn't recognize the

unique position of the government-to-government relationship with the tribes in the state. And as a result, they had, like, some funds that the Legislature passed to do equity work with districts that had diverse populations, and they could do the extra support working with them. And one community in the state that had some Native students got funded. So she said this is a typical example of what happens, you know, when we have so many communities that need that kind of support. So, they ended up elevating her position as the special adviser to the state superintendent on Indian education. And they created a whole separate pot of money to support eight different communities around the state that are doing the integration of language and culture to support academic achievement, you know, which I happen to be monitoring now.

I think that's what we're talking about with the Department of Education is that there doesn't seem to be the ability to get that conceptualization across to the department leadership.

MR. WILSON: I would encourage

you guys to keep doing that because it may not come to fruition in this Administration, but I think you guys will still be representing NACIE until there's a new NACIE. The problem is we didn't have a NACIE before you guys were on it. So we came in, there's a transition period that didn't include in the early days of this Administration, and we're all paying the price for that. And thank God for you guys coming on board. And I think it will really help in the new Administration that there's a good foundation, a record of these records and what -- reports and what you've been doing and that it should be -- this should pay dividends eventually.

MS. WHITEFOOT: I believe it's the collective, though. We've been working at this for a long time. The collective push that we're all doing, not just NACIE. Of course, we all need support, all of these related arenas.

DR. BUTTERFIELD: So this is a question for you: What is the latest that NIEA has done in terms of getting these other positions filled on NACIE?

MR. WILSON: We've recommended, I

think, about eight different names or so.

DR. BUTTERFIELD: But in terms of
a time line --

MR. WILSON: We put them forward.
The Administration has to vet them. You guys
know that. It's so hard --

DR. BUTTERFIELD: We've been
vetted, so we know what the process is.

MR. WILSON: You guys had to
clean cut checks. I shouldn't say this. She's
typing.

(Laughter.)

DR. BUTTERFIELD: Parking
tickets. Watch your parking tickets.

MR. WILSON: We put names
forward. They're trying to -- you know, you
get to that fatigue at this point in the
Administration also. And if there's a lack of
tangible results, there's a lack of enthusiasm
for that, too. So the names we put together,
we're basically -- we didn't even check with
those people, you know. We were just trying
to, you know, get this filled. Like what you
guys are asking.

And I did a lot of work with

Alice, you know. And I'm sad she's not sitting there with you guys right now. We're trying to carry on through that Native Children's Commission that Senator Heitkamp has sponsored, and we had kind of a belief. In the meeting, I spoke up that because she came from a tribal community, you know, we should nominate at least one person that's from a tribal community, as well, you know, to have a chance at that. But I don't know. Those names are in, and the people have been contacted eventually, and so.

I don't know if you guys are going to be having any men sitting in with you, also. Eventually.

DR. BUTTERFIELD: We just lost one. One of the ones that just left. Greg.

DR. JACKSON-DENNISON: They're starting to drop. They can't hang with us.

(Laughter.)

MR. WILSON: Women do all the work. In my house, I do all the cooking and all that.

MS. WHITEFOOT: He's staying with us. Our Nike, he hasn't dropped us.

DR. BUTTERFIELD: Sam.

MR. WILSON: Sam McCracken.

Sam's resilient.

Any other questions?

MS. WHITEFOOT: Thank you.

MR. WILSON: Thank you.

(Discussion off the record.)

(Hearing adjourned at 3:30 p.m.)