

## U.S. DEPARTMENT OF EDUCATION

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OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

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NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION

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MEETING

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FRIDAY

FEBRUARY 14, 2020

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The Advisory Council met at the Smithsonian National Museum of the American Indian, Fourth Street and Independence Avenue SW, Washington, D.C., at 9:00 a.m., Deborah Jackson-Dennison, Chairperson, presiding.

MEMBERS PRESENT

DEBORAH JACKSON-DENNISON, Chairperson\*  
 PHYLLIS ANDERSON  
 MANDY SMOKER BROADDUS  
 DOREEN BROWN\*  
 ROBIN BUTTERFIELD\*  
 THERESA AREVGAQ JOHN  
 AARON PAYMENT  
 JOELY PROUDFIT  
 VIRGINIA THOMAS\*  
 PATRICIA WHITEFOOT

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ALSO PRESENT

ANGELINE BOULLEY, Designated Federal Official;  
Department of Education  
CLINT BOWERS, Department of Education  
NORRIS DICKARD, Department of Education  
ANGELA HERNANDEZ-MARSHALL, Department of  
Education  
BEKKA MEYER, Department of Education  
KATHRYN MEELEY, Department of Education  
RUTH RYDER, Department of Education  
ELLEN SAFRANEK, Department of Education

\*present by telephone

A-G-E-N-D-A

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

9:21 a.m.

MS. BOULLEY: All right, good morning. I'll do a roll call. This is Angeline Boulley. Dr. Deborah Jackson-Dennison?

CHAIRPERSON JACKSON-DENNISON: I'm here.

MS. BOULLEY: Phyllis Anderson?

DR. ANDERSON: Here.

MS. BOULLEY: Dr. Theresa John?

DR. JOHN: Present.

MS. BOULLEY: Mandy Smoker Broaddus?

MS. BROADDUS: Here.

MS. BOULLEY: Doreen Brown. She's online, yes. Her computer was giving some echo. Robin Butterfield?

MS. BUTTERFIELD: Present.

MS. BOULLEY: Wayne Newell? Dahkota Kicking Bear Brown? Dr. Aaron Payment?

DR. PAYMENT: Here.

MS. BOULLEY: Dr. Joely Proudfit?

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DR. PROUDFIT: Here.

MS. BOULLEY: Virginia Thomas?

MS. THOMAS: Here.

MS. BOULLEY: Patricia Whitefoot?

MS. WHITEFOOT: Present.

MS. BOULLEY: We do have a quorum and I'll turn this over to Chairperson Dr. Dennison.

CHAIRPERSON JACKSON-DENNISON: Okay, thank you, Angeline and good morning, everyone. Happy Valentine's Day to you all.

Before we get started I just want to say thank you to everyone for bearing with me yesterday. I was in the middle of doing all kinds of things. My husband had surgery and I was dealing with that, and my daughter had to get her cast put on a broken leg. So, it was all in one day, two days actually that I've been dealing with this so thank you for bearing with me.

I want to go ahead and ask if -- I want to ask for a volunteer for someone that's there at the site to open up with a prayer again.

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We usually call on -- we've called on mainly Patsy so if she's there or someone else can volunteer.

DR. PAYMENT: Patsy asked me if I would.

CHAIRPERSON JACKSON-DENNISON: Okay, go ahead. Thank you.

(Whereupon, the prayer was given.)

DR. PAYMENT: So I just did our very simple Anishinaabe greeting the Sun morning prayer. And give thanks to each of the directions, to our Mother Earth, to our Grandfather Sky, and to our waters and for sustenance which is our mother's milk.

And then I also asked for an old prayer (Native language spoken) which is a question, but an affirmation that we are all responsible for each other.

CHAIRPERSON JACKSON-DENNISON: Thank you. Thank you for that, Dr. Payment. We really appreciate that.

We'll go ahead and go on to the day 2

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of the agenda. And I know I had to get off early yesterday because the doctor was there, and I couldn't keep the phone on any longer.

But I think we left off on the Office of Indian Education discretionary grant competitions. And call for peer reviewers. Is that where we are?

MS. BOULLEY: Yes. And I would like to ask if there are any NACIE members, what time they'll be leaving this afternoon because if there are any business items you might want to do a motion to switch the time so that you're taking care of business while everyone is present and you have a quorum.

CHAIRPERSON JACKSON-DENNISON: Okay.

DR. PAYMENT: Chairperson, Payment would like to be recognized.

CHAIRPERSON JACKSON-DENNISON: Go ahead.

DR. PAYMENT: I would like to request that we make sure that we vote on the meeting

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calendar for this year, coming year, including again -- well, we voted on it, but again, our additional sessions that we want to have.

And I understand there's some additional issues with respect to technical people that have to help us. So we might want to look at what all that entails.

But we should do that maybe before lunch just to make sure.

CHAIRPERSON JACKSON-DENNISON: Okay, I agree.

MS. BUTTERFIELD: This is Robin.

CHAIRPERSON JACKSON-DENNISON: Go ahead, Robin.

MS. BUTTERFIELD: I also think we need to make sure our committees are set up.

CHAIRPERSON JACKSON-DENNISON: So am I hearing that we could move the 1:30 planning on the annual report and meeting calendar at 2:30 up to -- oh, gosh. I'm looking at the agenda. When would we want to do that?

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MS. BOULLEY: Well, Office of Indian Education, we're happy to be flexible and switch to the afternoon. So if you do want to address those items now.

CHAIRPERSON JACKSON-DENNISON: I think that would be appropriate to do it now while we're all fresh and our minds are clear, and we just came off of a prayer. And so let's do that and then we'll go back to the agenda when the presentation on expanding education options for Indian children, that's at 9:30, so we have a couple of hours.

MS. BOULLEY: Actually -- this is Angeline. We do have a presentation at 9:30 and I don't want to keep those speakers waiting.

CHAIRPERSON JACKSON-DENNISON: I'm on my own time over here. I'm sorry. I'm like two hours behind you guys.

MS. BOULLEY: Okay.

CHAIRPERSON JACKSON-DENNISON: So, we can --

MS. WHITEFOOT: This is Patsy.

CHAIRPERSON JACKSON-DENNISON: Okay,  
go ahead, Patsy.

MS. WHITEFOOT: Yes. I have a plane  
that's leaving at 5:30 so I've got to leave at 3.

CHAIRPERSON JACKSON-DENNISON: Okay.  
So we have -- what time is it now?

MS. WHITEFOOT: So there's two of us  
that are leaving at 3.

DR. PAYMENT: This is Aaron. Anybody  
on the line that has to be done early today? I  
have no qualms about --

CHAIRPERSON JACKSON-DENNISON: I'm  
available all day.

DR. PAYMENT: -- concluding early  
because I'm driving 13 hours. Five hours if I  
wear my Depends.

CHAIRPERSON JACKSON-DENNISON: So,  
what's the plan then? What would you propose we  
do? We have a 9:30 that's coming in right now.  
We can do that one, this presentation on

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expanding Indian -- expanding options for Indian children, and then forego the break because I think we started late. And then we'll go back to the BIE and then lunch on our own. And then go right into -- there's nowhere else to put it, but work right through it as much as possible.

MS. BOULLEY: Okay. And we do have our speakers who are here.

CHAIRPERSON JACKSON-DENNISON: Okay. Let's just go with them and we'll just try to get through as much as possible. Thank you, Angeline. And we'll be ready to go with the speakers. Thank you.

MS. SAFRANEK: Good morning, everybody. I want to thank you very much for inviting us here to share with you about our program.

My name is Ellen Safranek. I am from the Charter School Program Office and looking forward -- I heard what you said, Dr. Payment, about kind of the opportunities, and taking

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charge.

I think a lot of the things that I have to share today are going to be interesting. And I think that we will have a lot of follow-up conversation or there might be questions in the aftermath so I'm very excited about that.

So I just want to take a really quick -- through introducing myself and kind of what brings me to be here talking to you about the programs that we have.

As I said, my name is Ellen Safranek. I've been with the Department of Education for almost 26 years now which is a really odd thing to say out loud.

I spent the first almost 18 years of my career in the Office of Special Education Programs doing policy support, implementation support to states and to grantees on how they serve children with special needs.

And then I went to the Office of the Chief Financial Officer where I looked at audit

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readiness, and indirect costs, and internal controls, and use of funds, and all of those fabulous things, while also developing training on how do we better use funds, and leverage our funds to kind of improve outcomes, and make sure that we're getting a bigger bang for the buck rather than just being solely compliant.

And then lastly, last year around this time I was transferred over to the charter school programs which is a really exciting opportunity. It was the first time that I had a foray into the charter school program.

I have Kate Meeley who is my subject matter expert on charter schools. I brought her here today in case we get into some detail about the programs and how they implement.

But as we move into this I want to take a little quick walk through our agenda of what I'm going to cover.

We are going to run through a general program overview, what we have, what we do --

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MS. WHITEFOOT: Excuse me.

MS. SAFRANEK: Yes.

MS. WHITEFOOT: Do we have a copy of the PowerPoint?

MS. SAFRANEK: No. I don't see why not. It should be with you. You should have it. Although I own I was a little late with it, but you should have it.

MS. WHITEFOOT: Thank you.

MS. SAFRANEK: Apologies it wasn't sent sooner. So, I'm going to walk through what we as the Charter School Program Office do and then some of our resources that we are currently funding and how we're looking to serve the charter sector.

Specifically how we're looking to serve the Native American communities. And then certainly looking at the part of sharing is listening. So we're going to go to the next couple of slides. We can move on to the next one. Perfect.

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So, how many folks are familiar with the charter school programs in general, the portfolio that we have? I wasn't sure who would know what so I thought we would start maybe with on the next slide talking about some general key concepts if folks are not super familiar with charter schools.

The portfolio grants that we have are definitely discretionary grants. It's an important aspect because our competitive preference priorities that we look at in our discretionary grant process are as you know listed in the notice inviting applicants.

And in the last -- this past year we have embedded a preference on serving the Native American communities as a preference. So that's something that's really important to look at as we start launching to the next round of competitions.

Specifically, what a charter school actually is and the difference between what a

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charter school and what my program does.

So charter schools in general, they're public schools. They are exempt from significant state and local rules that inhibit the flexible operations and the management of the school. And then specifically public choice school. Parents have the opportunity to choose to send their children to the school.

Next we would look at what an authorizer is. This is a really important concept in the charter school sector.

An authorizer, they vary by state. They are the entity that grants the authority to a school to operate. And this authority comes through usually a performance agreement about what the school is going to do.

And those authorizers can look different. They could be a single authorizer which might be a state, they could be the local education agency, or they can be an independent authorizer. In many cases it might be an

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institute of higher ed, or a tribal council.

So when we look at charter schools one of the big differences between what our program does and what charter schools in general, our programs, we fund seed money. So I'm going to go a little into the details of that.

But there is a distinction. So not all charter schools are CSP program supported schools. But all CSP program supported schools are charter schools.

And a charter specifically is that performance agreement. You have to apply for and be approved by an authorizer in order to have your charter, and it sets out what you're going to do and how you're going to serve the children.

And then the life of our grants, particularly -- you can use these funds -- we afford a planning period. We recognize that it takes time to do community outreach, to get the school established, to get it up and running and hire appropriate staff.

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So there's up to 18 months that are permissible in our grant funding period. There's an implementation period. And our grants don't last -- there is no longer than five years. Next slide. I almost can't talk without moving my legs. It's a very strange feeling.

Okay, so like I said earlier, our charter school programs, what we do is we seed schools. We provide that startup money. We look to create new schools and replicate and expand existing high-quality education options for students who are educationally disadvantaged.

We foster growth and support access to facilities for charter schools, and provide technical assistance and best practices. So we have grants that will support all of these.

And in doing that I'm going to walk you through our portfolio of programs which is on the next slide.

We have a total of nine in total, but seven programs specifically that I'm going to

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talk about today.

We have the State Entities Program which is grants to states. So on the next slide. There we go. That looks much smaller from here.

The State Entities Program, we afford grants to states. And what that does is that allows states to establish a competition of their own. They then have discretionary grants at the state level.

This enables the state to put out their own notices inviting applicants, and establish priorities in how they best feel will serve their state.

We have developer grants. There are two forms of developer grants. There's those to open new charter schools as well as those to replicate and expand existing high-quality schools.

Typically developer grants are available in those states where they have charter law, but they don't have an active state grant,

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state entities grant.

So, if your state doesn't have a state entities grant that you can compete for, this is another avenue by which you could apply.

We also fund charter management organizations. So a charter management organization is a central operating school, so to speak, that runs campuses not only in one state, but can run campuses across the country.

So, you might have a charter management organization that has a school in California, New York, Florida, New Jersey, Ohio, but they run the same program.

And then we have national dissemination grants which are specifically geared towards providing best practice information around charter schools implementation as well as best authorizer practice.

Moving on. We also have funding to facilities. One of the things that we do know

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is a common problem within the charter sector is access to facilities.

So we're trying to incentivize opportunities for state programs to stand up a mechanism within the state by which they're looking to establish and enhance per pupil facilities aid for charter schools.

And in doing that our state incentive programs are a dollar for dollar match that have kind of an inverse proportion as the grant ages that the federal component reduces as the state component increases.

And then lastly we have credit enhancement grants. And this one is really super exciting and has been growing. This is a grant to those mechanisms that come up with creative or innovative ways to help the charter schools leverage credit so that they can then access those facilities.

So as it has grown we're starting to develop new technical assistance from our

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existing credit enhancement grantees that help from the experience of what does it take to leverage creative resources to be able to access funds in order to support loans that would get you access to facilities.

So that was an awful lot of description. These are all on our website, on our charter school website that is on the department's home page.

One of the reasons why it's a great resource is that it has a tremendous amount of information. Going there also you can keep up on the different links that we have, different announcements or grant competitions that will be coming.

But that's not the only source of information that we have. So if we go to the next slide, this year the Charter School Program Office has relaunched its National Charter School Resource Center.

It's an initiative that's funded by

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the Department of Education and it has resources, technical assistance support specifically about the planning, authorizing, implementation, and sustainability of high-quality charter schools.

It is a very diverse platform. It's actually a really exciting initiative for me because we've relaunched and reintroduced this website and this service for the charter sector.

This year's push has been to change the culture of the center to be far more engaging with the community. They've done a tremendous amount of outreach with the community.

We are working to establish tasks that we can reach into the Native American communities to figure out how can we provide better support.

So as we launch through, we'll go to the next slide, we're going to talk about what the NCSRC actually offers at this point and as we move forward.

So they provide support both to new charter schools, replication, expansion, and

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facilities. They're coming up with tools that say if you're starting a new charter school what would that look like. What might you need to do.

If you're looking to replicate and expand what might be those criteria or signals that would say hey, these are opportunities to be -- if you see these things this might be a good time to replicate or expand.

If you want to see those things, these might take the strategies that you'd want to employ to get there.

And then certainly what kind of the resources will ultimately look like, there are going to be toolkits, there will be white papers, there are going to be webinars, case studies that folks can work through and ask questions.

We look at having master classes. There's a really cool exchange where the grantees come online. It's a network that the grantees can communicate with each other and share best practices with each other.

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And then ultimately we have a regular newsletter that's going to come out. So I'm moving to the next slide.

If you see at the top corner -- and for the folks who are on the phone, I apologize. We'll get this disseminated. You'll be able to access these resources. Okay, great.

If you text "charters" to 22828 that will automatically sign you up for our newsletter. And there will be information in the newsletter. Every time it's released it will have like highlights, what to do, where have we released new guidance, or is there a coming competition, or what's new today on the website. So that's a really great resource.

I've made sure to list both the website of the center as well as how you might get in touch with them.

We have resources that will be coming out this year that are part of the relaunch of the center. And it does include guidance on how

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would you create goals that are specific, measurable, attainable, reasonable.

The smart goals. How would you conduct community outreach. Efforts toward turnaround schools. State authorizing best practices.

So this is going to be an ongoing -- as we start to identify additional needs in the field how do we then repurpose or reassign some of our tasks to make sure that we are meeting the needs as they're being presented.

So, in moving forward one of the things that we are doing with our Charter School Resource Center is we are specifically establishing tasks to work with the Native American communities.

As this has been a priority for the Secretary and we've managed to embed it into our competitions to try and foster growth within the field and the communities to make it more available.

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I know we need to do more. So we have set up tasks within our NCSRC in order for them to delve into this realm.

So if we move onto the next slide what you'll see is we are looking to identify and share successful examples of charter school models in the Native American communities and highlight best practices.

And not that I'm trying to earn points or anything, but I did hear that Dr. Payment had a great program that I'm very excited to learn more about.

DR. PAYMENT: Our standardized test scores are in some cases double digits with no local public schools.

MS. SAFRANEK: That's awesome. And with models like that to learn from we're looking to create resources that will improve the ability of charter school developers to design culturally sensitive educational programs and to operate schools that address the unique needs of Native

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American students.

So with that, I started this presentation by saying that I wanted to share the story of the Charter School Programs Office.

But I also know that part of sharing is listening. And I think that my experience at the Department of Ed has suited me well for what I've done, but I am keenly aware of what I don't know.

So with that I'm hoping that I can take this opportunity to ask you to share with me, and that I can listen about some of the ways that we can best serve you.

So, if we move onto the next slide I have a couple of specific questions that as we are working through our work in targeting assistance to this community and figuring out how we can create opportunities, we're working towards identifying the right representation for a technical working group that can help inform us.

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We know that we need to learn what ways that charter schools promote sovereignty within the tribal education, what can we highlight as successful and promising examples of the charter school models in the Native American communities, and then certainly what supports do you feel that developers need to create those culturally sensitive educational programs to address the unique needs of Native American students.

So, this should be a really great opportunity to share some information with me. I'm listening about what we can take away, and then certainly ask for anything else that you might like to hear about what we do. Yes.

MS. BOULLEY: Dr. Proudfit has her hand raised.

DR. PROUDFIT: Good morning. Thank you for your presentation. Is there a place on your website that identifies all the Native American charter schools? And if not, are there?

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Oh, you have it? Okay.

So, we would love that. So a non-profit tribal organization has that, but I think it's important for your office to have that. Something similar.

And also produce an annual report assessing comparatively the charter schools to the public schools in the region and specifically what the successful not only graduation rates, but those students that go on to be successful in a comparative analysis both quantitatively and qualitatively.

I'd like to see that to make sure that -- what makes these charter schools unique and different.

So, if they're using cultural based curriculum let's compare apples to apples. I'd really love to see the Department of Ed produce a report that has those specifics.

I know we have one that I work with closely because a lot of my students go and teach

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there, the All Tribes Charter School on the Rincon Indian Reservation.

But I don't know how it compares to some of the other public schools, so I think that would be wonderful. I think that would be helpful for us to have a macro view of where the charter schools in Indian Country fit in in comparison to the public-school system. Thank you.

MS. SAFRANEK: Thank you.

MS. BOULLEY: Dr. Payment has his hand raised.

DR. PAYMENT: So, I'm a former charter school president. And when I became president our charter school wasn't that good. But we realigned our personnel and our workforce, hired a whole bunch of qualified tribal members to come in and help us to reform.

And we moved from being second or third to last in the Michigan charter schools to being the number one charter school in Michigan.

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And we received awards there and also national awards.

And also currently I'm the vice chair of the Bay Mills Community College in Michigan where we're able to charter schools. So we have over 40 charter schools across the state.

I appreciate your question, Dr. Proudfit, because not all charter schools are equal. Those charter schools that creep away funding from public schools for parochial education are inappropriate. And I don't support charter schools replacing public education.

But I also know that 93 percent of our kids go to public schools where the 7 percent go to the BIE schools. I also know that the Indian children are the children that are often left behind.

We have the lowest education attainment of any racial/ethnic population across the country, and that persists today, that we have the worst education attainment.

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And so we decided in a self-determined way in the nineties to form our own school. I was lucky enough, I was a young person at the time, but I did the survey of our membership to see if they wanted our own school.

We had our own tribal school first. Then we were a BIA school which is now BIE. And then the third year we got charter funding.

And so some will say, well, you got twice as much funding so no wonder you're doing so well.

But it's not about that. It's about a commitment to focus on the benefit and the needs of the student. We're very data-driven in our system.

The funds that we use because we are not only a school, we're a district. As a tribe we're not able to do millages. And so we're dependent on the funds.

Any excess funds go to create our school equity fund which is our building fund.

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We have not gotten one penny from the federal government to build our schools. We've had to do it ourselves. And then we use base costs.

And because we're a quality education we have people lining up to get into our school system. Every time we've done an expansion we've had a 20 to 40 percent waiting list to get into our school because of the quality.

So we serve as the district, the district social workers, the district special education, central administration, and accounting all is borne out by ourselves with the funds that we get. So that's why it's critical that we are able to receive the funds we get.

And so National Congress of American Indians and NIEA teamed up right after this election cycle. The Secretary is from Michigan.

And while I don't agree with all of her politics, I do support choice for Indian Country. And so this is new to me. I haven't heard this before.

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I did present -- we did submit the report after we got it done. We did about eight months, maybe nine months of data collection from tribes across the country through NIEA and NCAI.

And we created a report which I just forwarded to Angeline and all of you. So we did forward that report. It shows where the tribal charter schools are across the country.

Different variances in schools of choice. Native immersion schools, language medium schools, really. And BIE tribal schools. And the variances within that because there's several variances within the BIE schools.

And so I'm looking for a new opportunity for Indian Country. And so I'm volunteering to help in any way to help bring additional opportunities out to Indian Country.

Because if we wait for public education to catch up. And you know, we're not giving up because we're working in ESSA and implementation. We had a good meeting yesterday.

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We're trying to improve the lot of education for everybody.

One other thing I'll say real quick is that when we chartered our school we were looked at very horribly, a bunch of local public schools, because they saw us taking their students away.

And at the same time we were challenging them to increase their graduation rate. We did a study to show that the graduation rate was -- the graduation rate was 47 percent. And we did an actual data match with every pupil for two cohorts, five-year cohorts.

And so we created a Native task force. And so between our charter school and that effort we were able to bring up the whole lot of education for the Native students that attend the public schools as well. That competition for those students forced them to get better at educating our kids.

I also serve on the parent committee

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for Title VI for our community because I'm raising my nephew.

And so we have the report. I'm volunteering to look to find a way to bring this out to Indian Country.

I do have a question.

MS. SAFRANEK: Sure.

DR. PAYMENT: You mentioned the startup funds. Is that operational funds?

MS. SAFRANEK: So, they're all startup. All of our grants are startup funds. What they do is they are kind of -- we don't pay ongoing costs. So you can use these funds for the sole purpose of planning, starting up, implementation.

So whether it be building the school supplies, whether it be desks, computers. Professional development. Onboarding teachers. So there are all of those things that you would have to do in the initial expenditure and outlay to get a school up and running is covered under

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these grants.

DR. PAYMENT: Is there a set-aside for tribes yet?

MS. SAFRANEK: Set-aside. Not that I know of. Did I miss something?

MS. MEELEY: It's discretionary. So it's really about if you're applying. And so if you are in Michigan, Michigan has a state grant. They run that CSP grant competition.

It's startup funding for a new or expanding or replicating school. So it's not a set-aside. It's you submit an application and you meet certain standards to receive the funds.

DR. PAYMENT: So once the state applies and they get the funds are we subordinate to them?

MS. MEELEY: No.

DR. PAYMENT: Can we apply directly?

MS. MEELEY: If you're in a state that doesn't have a state grant.

MS. SAFRANEK: Right. So, recently,

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and again this is why I have Kate here because she has more than 10 years of experience actually in the field of charter programs.

But my understanding in reading not the developer new school grants, but the developer replication and expansion grants can apply to us even if you have a state grant.

So for replication and expansion those might be opportunities that we can avail.

MS. MEELEY: If the state doesn't have the ESSA grant. So we're rolling through, just like you guys were dealing with ESSA yesterday, we're rolling through kind of transitioning from NCLB grants to ESSA grants.

Under ESSA we support replication and expansion at the state level now where we didn't before. So if your state still has an old NCLB grant, if you're a new school you can go to the state, but if not you can go to our developer program and apply individually.

If you're in a state without a state

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grant at all you can come and apply to our developer program and we make that very clear in the notice what states are eligible to apply. So, it really is about that transition.

DR. PAYMENT: So one of -- and I don't want to monopolize so I'll just say this real quick and then we can move on.

One of the asks that I have is that too often we're subordinated to states. And in the Constitution we're not subordinate to states. In fact, we predate many states. We predate actually all the states.

And in the Constitution it said in Article 1 Section 8 Paragraph 3 that Congress regulates commerce among the several states, the four nations and Indian tribes. And so we're not subordinate to states.

But the implementation of this is -- it subordinates us to states. And so my ask is that if we want to expand choice opportunity for Indian Country we need not be subordinated to

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states because then we get mired in all those politics at the local level that have nothing to do with us. We just want to educate our children.

So that would be my ask is that we look for carving out that opportunity for tribes to be able to get direct access and do our own applications for that purpose.

MS. SAFRANEK: That's definitely something. So as I've over the last year learned kind of the nuts and bolts of how the program works I'll be sure -- I kind of want to dig in a little bit more into the question and the difference between NCLB and ESSA and as it's transitioned what some of those changes look like.

So we'll definitely -- not only am I going to take you up on your offer for working with us, but to dive in and get a little bit more detail of how the transition has worked and what, if any, control we have based on the construct of

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the way the law is written.

For the folks who are on the phone, there was a transition of speakers for a moment in answering the question. And that was Kate Meeley who is the CSP subject matter expert on the program.

DR. PAYMENT: You mentioned the transition. Patsy just queued me up. Is the transition in the funding startup and then state picks it over for sustainability. What does that look like? Like what time periods? Does it vary?

MS. MEELEY: So, this is really seed money and it's separate, completely separate from your Title 1, your IDEA, all of those standard federal funds that you get for operation has nothing to do with it. It's discretionary.

It's competitive in nature. You're not entitled to it. It's not a trickledown effect. There's no flow-through process. It is specifically focused on that startup.

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And so it has to be for initial operating, initial implementation expenditures. So it can't be ongoing operational costs. It's paying for, as Ellen was noting, it's paying for those professional development to start your culture correctly from day one.

It's paying to ensure that you have those desks and the smart boards and everything you need to make sure that you're ready to educate those students. So it's really that seed money.

And we say it's up to five years from -- of opening. That once you've been open for five years you should be self-sustaining. And those costs are ongoing in nature. Those are not -- you're not allowed to pay, use our funds, what Congress appropriates for this program, for that. That is separate.

This has nothing to do with Title 1, or flow-through, or any of that stuff. It's not formula in nature at all.

MS. WHITEFOOT: So are you saying the

funding period is five years?

MS. MEELEY: It can be up to --

MS. WHITEFOOT: Up to five years.

Okay, great. Thank you.

MS. SAFRANEK: It is exciting. And I will go back to the fact that I'm incredibly excited about this partnership in terms of the outreach and the direction that this is going.

We have a fantastic partner in the NCSRC. We have fantastic folks that are working with us. So I'm grateful for not only being here, but for your offer of assistance. And I will absolutely avail myself. Yes.

(Simultaneous speaking)

DR. PROUDFIT: -- the NCAI tribal leaders toolkit. Have you received a copy and read it?

MS. SAFRANEK: No, but we actually just asked for that.

DR. PROUDFIT: Okay. Thank you.

MS. SAFRANEK: Excellent.

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MS. BUTTERFIELD: This is Robin. Is it possible to have somebody from your office come out to the states and make a presentation?

MS. SAFRANEK: Which state?

MS. BUTTERFIELD: I'm in Oregon. We have an American Indian Alaskan Native Advisory Council through the Oregon Department of Education. And it would be really helpful to have somebody come out.

There's also our government to government cohort that also probably could really benefit from more specific information.

MS. SAFRANEK: So, I have no problem saying I am happy to talk to anybody who is interested in the programs and how to avail themselves and better implementing. So I just need to be asked so we can make that happen. Whether I physically go there, or I go there via webinar, or I just send a photo of myself and talk on the phone, we'll figure out how to make it work.

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MS. BOULLEY: And you do have Ellen's email. It was in the forwarded email with her presentation. Are there any other questions online?

CHAIRPERSON JACKSON-DENNISON: I have a question. It's not really a question, it's more of a comment. This is Dr. Dennison speaking.

I'm just thinking of a community like where I work in San Carlos, Arizona on the San Carlos Apache Nation.

And there's only one school system. Actually there's three, but one -- well, there's some parochial schools. But there's only one public school district that serves that community. Of course there's Globe, which is a border town school, and then there's Fort Thomas which is a neighboring public-school district as well.

And we are heavily reliant upon impact aid. And so if you do a startup like that, like

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starting a charter school or something of that nature.

Of course we're like what Dr. Payment mentioned, we're submissive to the state already, but we're more I would say reliant upon -- this is equally, 50 percent of our budget comes from impact aid.

And so I wouldn't know how to -- I'm very interested in seeing how that would work in a community like ours, to do some sort of a choice within a community like that where there's -- it's unrealistic to bus them anywhere else but there. There's no place else.

So that's something I'd be interested in hearing about with what you're offering there because I know we internally use our own budget, the state budget, mainly impact aid because it's unrestricted in Arizona now. So we've been using that to do the trauma-informed, trauma-sensitive approaches. And it's all culturally relevant.

But it goes back to the historical

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trauma that education did to our people across Indian Country. And the mere fact that the education system as it was designed has hurt our people in so many ways.

And so it's undoing that through different approaches. And I see that as something that can be expanded upon. In fact, it's something that I personally did my own dissertation research in, in systemic reform and looking at the different -- asking our elders, or asking for the wisdom of our people that have never been asked to input into what should be in school systems.

And so I just want to leave that with you as you go through with working with Indian Country because that data is where we're lacking.

And I commend Chairman Payment and the work you're doing because that sounds really phenomenal. I really believe in that. When we ask our elders, we ask our wise people from the community that we serve in Indian Country for

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their input they come, they are so excited.

And that to me would be the premise of charter schools in Indian Country if it can go there.

But again it goes back to the funding. And if it's five years how will it be sustained after that is the next. Because I know as reliant as we are on impact aid I don't know if it can go to that because of it being a new school.

Just thoughts. Not necessarily a question, but comments that I had in thinking about as you presented this morning. So, thank you.

MS. SAFRANEK: I appreciate that. And we are mindful of the issues around sustainability which is one of the reasons that we've made it a focus of kind of the tree of options that our NCSRC is focusing on. So I appreciate that as an issue.

MS. WHITEFOOT: Just a quick

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question. Does this opportunity also include preschool?

MS. SAFRANEK: Yes.

MS. WHITEFOOT: Okay. What age preschool?

MS. WHITEFOOT: It's based on your state law. Most of what I read goes as low as three, but I would imagine that there are states that allow birth to.

MS. WHITEFOOT: Yes, I was going to say Infant Head Start.

CHAIRPERSON JACKSON-DENNISON: So that brings me to another question. Is that Patsy that asked that question?

MS. WHITEFOOT: Yes, it is.

CHAIRPERSON JACKSON-DENNISON: Again, back in San Carlos we're starting a preschool next year. There's a Head Start program, but there aren't enough rooms -- not enough ability to serve the whole community of preschool aged kids. So is that something that we could do as

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a charter maybe? I don't know. Thinking out loud.

MS. SAFRANEK: We'd have to look at the state law. Go ahead, Kate.

MS. MEELEY: Yes, it's dependent on your state law. I will say that, so in DC there's a model, a preschool model, and it is a preschool-only charter school called Apple Tree. It's become a CMO. And so they've duplicated. So that's something interesting.

But unfortunately -- so education is a state and local initiative. And so it really does have to do with your state law.

Under ESSA we have added that preschool is part of a charter school under our definition. So to the extent that it can be fundable that is now allowed under our charter law.

CHAIRPERSON JACKSON-DENNISON: Thank you. Are there any more questions from anyone?

MS. RYDER: Can you clarify what a CMO

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is?

MS. SAFRANEK: Yes. So, a CMO is a charter management organization. So those are those entities that open programs across the country, or across state border.

Well, I thank you very much. Thank you for listening and for having me. I look forward to working and listening and learning how we serve you better.

MS. BOULLEY: We also have Norris who will be continuing with a presentation also about expanding education options for Indian children.

MR. DICKARD: Well, good morning. My name is Norris Dickard and I am in the Office of Elementary and Secondary Education, the same office that Ellen's in where the Charter Schools Office is located.

I direct something called the Office of School Choice and Improvement Programs. And actually a bit of clarification on this first slide. It's too tiny, so I'm glad you can't see

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it, but I struggled yesterday as I refined my PowerPoint presentation.

At the bottom it says Office of Innovation and Improvement. And it says Parental Options and Improvement. So that existed just a little over a year ago, and I think most of you all know about a year ago we reorganized internally at Ed. There were major changes and that was when the Charter Schools Office was created, the Office of School Choice and Improvement Programs.

And I had a team working on this footer. So those of you who will get the slides, I don't know if it will go out to everyone, on the call or participating.

MS. BOULLEY: We have sent it to everyone.

MR. DICKARD: Okay. I was going to say I have a new version. But anyway, let's just take this as a learning opportunity. So yes, we corrected that to the name of the new office, but

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this is important to realize that these offices were created as part of our organization which merged the Office of Innovation and Improvement with the Office of Elementary and Secondary Education. So we have new titles, new offices as of about a year ago.

So, I'm going to talk about the magnet schools program which is in my office and is one of the primary school choice improvement options in the national landscape.

I did just want to say, and I think I would -- my presentation is not going to cover it, but it's important and you can Google it to realize there's a major school choice report that gives information on the demographics of various school choice options, and number of students.

I'm sorry, I shouldn't pick a browser. Bing, Google, whatever you use. An internet search and do NCES School Choice Report. If you haven't read it it's very comprehensive and it gives a lot of demographic data and information.

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The second thing that my presentation is not going to cover, but is very important for the landscape. You all may have heard about this, but it's the administration's proposal for American Freedom Scholarships.

And that was announced about a year ago, and is in the President's various budget requests. Ellen and I are not responsible for administering that so we're talking about the programs we administer, and the status of them, and what they look like.

But this is the big centerpiece proposal related to choice of this administration. So I'm not going to cover it in my presentation, but you can look at it and if you're not aware of it you should check it out.

Okay. So I am going to talk about Magnet Schools Assistance Program. So, magnet schools as you may know have been part of the public-school choice landscape for a very long time.

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I'll date myself if I tell you that my school district, they were not an option when I was in high school, but when I went to college they came to my school district and I thought it was the best thing in the world.

The fact that you had a public-school choice option, and you didn't have to be wealthy, or have means to go to an expensive public private school. And I was just blown away by the explosion of magnet school options.

So, they've been part of the school choice landscape for a very long time and are very prominent. About 2.6 million students attend them in the United States.

And it's important to note that they've been eclipsed by the explosive growth of charter schools. So there's about two times as many charter schools as magnet schools, but magnet schools are the longstanding and have been around for a very long time, and they're an important part of the school choice landscape.

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So let me tell you about the program we administer out of my office. Next slide, please.

So, I think most of you all know one of the major laws that governs how our programs run and authorize them, those administered by the Office of Elementary and Secondary Education, it's ESEA, also known as the Elementary and Secondary Education Act as amended. It's always important to say "as amended" because as many of you know this was passed in the Johnson administration and has been amended by various laws over time.

You'll recall the last amendment before the most recent Every Student Succeeds Act was the No Child Left Behind Act. And there have been many, many, many changes to this major federal education law.

So, this program and the charter schools programs and most of our K-12 education portfolio is authorized by this major education

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law.

So what does it say in the law about the purpose of this program? The congressional purpose is it's focused on the elimination, reduction, or prevention of minority group isolation in elementary schools and secondary schools which have substantial proportions of minority students.

The other congressional purpose is these schools should provide all students with the opportunity to meet challenging academic content and student achievement standards.

And so then you ask, okay, who's eligible to apply. Like many ESEA programs local education agencies as defined in the law or consortia are eligible with one caveat. They need to be implementing a court approved, court ordered, or voluntary desegregation plan. So that's an important component. There's a lot of ESEA programs where LEAs are the eligible entity. There's many that have community-based

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organizations eligible, state education agencies. But this is one of the ones that focuses on LEAs again with the caveat. Next slide, please.

The law has a definition of what we mean --

MS. BUTTERFIELD: Excuse me.

MR. DICKARD: Yes.

MS. BUTTERFIELD: This is Robin.

MR. DICKARD: Hi, Robin.

MS. BUTTERFIELD: Could you repeat the thing about the caveat?

MR. DICKARD: Sure. Like I said, there are so many programs at ESEA that our office administers that have LEAs, or school districts is the common word, but the technical term used in law is local education agency and it's very defined.

So LEAs are the eligible entity that can apply for these grants, but they have to be implementing an approved desegregation plan and

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that's either court ordered or voluntary.

So they have decided in their school district or LEA that they want to desegregate, and they've got a plan to do it. So that's the twist here. Good question.

MS. BUTTERFIELD: Thank you.

MR. DICKARD: So next slide. I'm sorry, back to the definition, the slide before. Thank you.

So, magnet school is defined in the law. And the definition is on this slide. It's public elementary school, public secondary school, public elementary education center, or public secondary education center that offers a special curriculum capable of attracting substantial numbers of students of different racial backgrounds. That's the definition that Congress laid out for a magnet school. Next slide, please.

I'm going to get to the end that we're having a competition this year. We expect to.

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We haven't announced the notice inviting applications yet, but this is a snapshot of our previous cohorts of grants.

I won't go through all the details because you'll get these slides, or have the slides and you can look at them.

But we've funded several cohorts in the past. We grant awards. And they, the awards range from 37 to 9, to there's 28, 32. So you know, I guess excluding the out year of 2016 you can say around 30 awards per year.

The average award range depends on the cohort year, but the last cohort, the 2017 cohort had an annual award amount of \$700,000 to \$3 million per grant year. Next slide, please.

So, this next slide just gives you by these various previous cohorts you may have the question of okay, how many schools are involved, and what are their types.

So this, there are a series of bar graphs here and you can look at this. But

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predominantly they're elementary schools, some middle schools, and some combination of the above.

But you can look at kind of the mix of schools that each of the -- on average the grant cohorts cover. Next slide, please.

This is a slide on the free and reduced-price lunch number of students eligible. I guess the big takeaway here is the majority of the students served by these grants, if we look at the 2016 cohort, more than 75 percent on free and reduced-price lunch that makes up around 70 percent of the students served in the cohort. So, a significant number of students in this category. Next slide, please.

All right. So, we give the money out. We make the awards. This is the allowable cost under the law that school districts can spend the funds for.

It's for planning and promotional activities to promote the schools, acquisition of

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books and materials, stipends for teachers, payment for instructional staff, professional development, and then a new category -- I'm going to mention this in a slide next, the changes -- is transportation which is new. Next slide, please.

So, I mentioned that ESEA is amended every many years and the most recent is the Every Student Succeeds Act that changed this law. And it made some changes to our program.

And this slide highlights some of those major changes which is a priority on the creation and replication of evidence-based magnet programs. And again, as the last slide on allowable cost showed as I mentioned a new feature is transportation costs are allowed because this is often a major issue in a school district is transportation of students because they're often going to a school other than their neighborhood school.

And then another major change was

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extending it out over five years, the grant period, from three years. Realizing it takes time to make the changes and to implement these. Next slide, please.

So, this slide talks about the percentage of magnet schools that have 50 percent or more of their students in a minority student category.

So in the 2016 cohort every school served by the grant fell in this category, that the -- 50 percent or more of the students were minority students. Next slide.

This is really important because at the end I'm drawing to a close and I'm going to talk next about our upcoming grant competition and how you can get more information.

But this is some of the things we have learned that have been experiences of school districts in meeting their minority group isolation outcome targets.

And I would really like to, as Ellen

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said at the end, an important part of this is listening. And I really want to hear your perspective on concerns about magnet schools, positive stories, any comments. So I really want to listen and learn more.

But some of the overarching challenges that we've seen among our grantees in meeting their goals to reduce minority group isolation. This is one of our favorite acronyms and I'm not throwing it at you, MGI, MGI. We throw it around the program office all the time.

But I'm very cognizant of the fact that everyone doesn't know our insider lingo and acronyms, so we call it MGI. But it's minority group isolation.

So, one of the challenges we've seen is unexpected major changes in student enrollment.

The other issue we've seen in our grantees' challenge in meeting these goals are access to transportation because like I said,

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it's a major barrier getting students to schools that are often not their neighborhood schools. So transportation is a barrier but that was addressed by the most recent changes to ESEA.

The other thing, and this is a blessing and a curse, is in some school districts and markets so to speak there is a very competitive and robust school choice market.

Our charter schools are the upstart newcomers that have grown explosively. And there are many options there and other options. So this has presented a challenge as well.

Another challenge has been that let's say the school that's trying to become a magnet school and attract and reduce their minority group isolation is it may have a very bad reputation, poor public image, safety record. Parents just don't want to send their kids there because of this. So that's part of the barriers. Next slide.

What about funding now? All right.

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So I hope you all know, but on Ed.gov in the lower left hand corner is a little group of links called Grants and Programs.

And under that is something called the Grants Forecast. And our office, OESSE, has chart 2 which is where we share all of our grant programs that we project to have out there with a link to the notice inviting applications.

I'll tell you it says that we're going to release the notice inviting applications for new magnet schools assistance program, grant program, in a few days, and we're not. We're a little behind for various reasons. I won't go into all the details there. But it's part of our public announcement that we are having a grant competition and once we get all of our issues resolved we will announce it.

And I should just say again, as I said at the beginning, those eligible to apply are LEAs with the caveats I noted.

And finally, there's going to be a lot

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of detail about how many grants we expect to make, how much funding is available, where are the webinars to learn more, and that will all be in the notice inviting applications. So, next slide.

MS. WHITEFOOT: I have a quick question.

MR. DICKARD: Yes.

MS. WHITEFOOT: This is Patsy.

MR. DICKARD: We are on the question, question, question, comment, comment, comment slide. Ask away. You're perfect timing.

MS. WHITEFOOT: Okay. I noticed in the funding information it says private schools do not participate or something like that. Does that mean that they're not eligible?

MR. DICKARD: That's correct. They have to meet the definition of local education agency. So local school district as defined in law.

So a private school couldn't just

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apply as a school. It has to be an LEA as defined.

MS. WHITEFOOT: Even though they're approved under the state department of education?

MR. DICKARD: Yes. I mean, like I said, if they meet the definition of local education agency as defined in the law they can apply. I'm not aware of -- I know charter schools under certain state laws can apply because under state law they are defined as an LEA. I'm just not aware of private schools that are defined as LEAs.

MS. WHITEFOOT: All right, thank you.

MR. DICKARD: Comments, comments, questions.

MS. BUTTERFIELD: This is Robin.

MR. DICKARD: Hi, Robin.

CHAIRPERSON JACKSON-DENNISON: Go ahead, Robin.

MS. BUTTERFIELD: Is it possible for a school to receive those charter funds and

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magnet school funds?

MR. DICKARD: So, the question was could a school be a magnet school and a charter school. My charter school colleagues say no.

MS. BOULLEY: And please announce your name also.

MS. MEELEY: This is Kate Meeley. I apologize. So charter schools are not magnet schools. Magnet and charter are different.

But I would say that they -- maybe there is a venue where a charter school who operates as their own LEA could be considered a magnet.

The issue is that magnets tend to be able to be selective in nature, and charter schools have to be open enrollment. And so that's kind of one of the big issues with magnet versus charter. And that's why I was shaking my head no.

MR. DICKARD: So, I would just add one important thing. One of the things I learned

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about this program is it's not just the highly selective magnets which were my first introduction to magnets, highly selective that you had to compete and be in.

So, the program is focused on minority group isolation. Many of you probably know models. Like I said, my first introduction was a highly selective kind of elite to get in. You apply and there were criticisms of that and that model.

But the other is more generally open. So the program is not just funding the highly selectives.

MS. MEELEY: And that's why I was kind of saying maybe there is a scenario where they could meet the magnet federal definition and still be a charter school. But the big thing is that open enrollment piece to meet the federal charter school definition.

It can't be selective or prescriptive in nature. So if it's only focusing on a cohort.

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You can advertise for that cohort, for that community per se, but you can't restrict and not allow others to come.

MR. DICKARD: It's a very good question and I was trying to kind of play out in my mind is there a possible scenario where it could work and I'm not aware of it.

But like I said, or I maybe didn't say, but when local -- LEAs apply they name the schools that are going to participate. And I was just trying to think in my mind is there a possible scenario when one of them might be both magnet and charter. Yes, go ahead.

DR. PAYMENT: This is Chairperson Payment. So it sounds like it could have a magnet focus in its purpose and mission, but not have a selective enrollment if it's a charter. So like a math focus, or math and science focus.

So if we could get something more definitive on that, that would be helpful so we can promote it. Because underserved population

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-- one thing that I didn't know until I just learned, and I just finished my education specialist credential is I did not know that the original purpose was for isolated minority populations. I didn't know that. So that was helpful to know that.

There might be a need to make sure other people communicate that widely. Because I've always understood magnet schools to be more focused, almost like an elite concept in the enrollment and some schools that applied served minorities, but not -- that the purpose initially was to serve disadvantaged ethnic populations.

MR. DICKARD: Yes. And I appreciate that. And like I said, I came to this office a little over a year ago in the reorganization. And my first impression of a magnet school, I never will forget. I went to a public high school in my district and there were no magnet school options.

And a friend of mine from the quote

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unquote "better" part of town, they went to the elite private school. And I remember after my freshman year I went for a sleepover at his house with some of his friends and they had their stack of books they had to read for the summer. And he was complaining gosh, I hate this school. Who do they think they are giving me books I have to read through the summer.

And I remember the anger rising in me like why do you, only because your parents have money and you can go to this elite private school, do you get this.

And I like to say in a better moment in my life, and I'm surprised because I was probably 15 years old, I said well, don't get mad. I just said could you give me your books when you're done reading them and I'll read them.

But that's why when the first magnet school I learned about when I was in college that came to our district, it was an elite, selective. And I was like oh great, you don't have to have

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parents with money to go to this school. But yes.

And I was corrected when I came to this program that this is not just about elite selective schools, but others that -- whose sole purpose is to address minority group isolation. So, great question, great conversation.

MS. BOULLEY: Doreen Brown online has a question. Go ahead, Doreen. Doreen, can you go ahead?

MS. BROWN: Good morning. Can you hear me?

MS. BOULLEY: Yes.

MS. BROWN: Hi. So, can you go back two slides, please? There's a place that you missed on the challenges. That one. And on that high minority student enrollment.

MR. DICKARD: Yes. It's a good question. I kind of skipped over it. It's a slide we have used before about experiences. It's not one that I know in detail and all the

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nuance.

But my guess is that this is about some -- given the focus is on reducing minority group isolation, some populations may not want to go -- their children to go to a school with a high number of minorities. That's what I'm guessing. And like I said I kind of skipped over it because I didn't know all the nuance and facets of this question. But thank you for raising that.

MS. BROWN: So, my request then is to get that information to us. You're dealing with an advisory committee that specifically is working with minority students that fall into that category. So I'm requesting that we get more information on that, specifically why it's a challenge and why it's stated that way with high minority student enrollment.

MR. DICKARD: Fair enough. And I think I'm going to put down two questions we've been pressed on to get more information. And I

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don't have a very clear answer which is this question of is it possible for a charter school to also be funded under both programs, the magnet schools assistance program and the charter school program. So we'll have that conversation and digging offline and I'll also talk to our policy team about this.

Any other questions? And like I said, I welcome comments. I'm really curious about the experience of the advisory council members and what you know about magnet schools serving the Indian education needs of the students you serve. Go ahead.

DR. PAYMENT: Let me turn that back around.

MR. DICKARD: Okay.

DR. PAYMENT: Are you aware -- you gave us categorical information, but what about -- do you have that information for Native magnet schools under this program? And do we know of the success in applying, how many applied and how

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many were funded and weren't funded?

MR. DICKARD: I don't have that information. I don't know the answer.

DR. PAYMENT: Can we get it?

MR. DICKARD: Yes. So if you could repeat the question again?

DR. PAYMENT: Yes. So what representation of that under the minority population, which ones are Native, just categorically. I'm not looking for the names of them.

And then also what -- do we have any information on the percentages that apply. What's the success rate of those who apply.

MR. DICKARD: Okay, thank you.

CHAIRPERSON JACKSON-DENNISON: Thank you. Are there any more questions from the council?

MR. DICKARD: All right. Well, thank you for your excellent questions. Thank you for listening as Ellen and I described the two

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programs.

Like I said, I mean I think we would be remiss to say these are two programs we administer that are funded by Congress and we get the money out, but the administration has a major school choice proposal. And given this is the conversation I would encourage you to learn more about the American Freedom Scholarships.

And then finally, NCES, National Center for Education Statistics, I'm sorry, I used an acronym, has a very robust school choice report with demographic information on students served including Indian or Native American children, youth. So I would encourage you to look at both of those. So, thank you very much.

MS. BOULLEY: Thank you, Norris.

CHAIRPERSON JACKSON-DENNISON: Thank you.

MS. BOULLEY: It is 10:39. We can take a break for 20 minutes and return promptly at 11. Okay, thank you.

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CHAIRPERSON JACKSON-DENNISON: Thank you. We'll go on break.

(Whereupon, the above-entitled matter went off the record at 10:39 a.m. and resumed at 11:10 a.m.)

MS. BOULLEY: Hello, everyone. We're back from our break. And let's see. We do have the individual from the BIE. Clint is going to be here at 11:30. So we do have just a few minutes before he comes. So I wasn't sure if you wanted to talk any business, any scheduling.

Yes. Who do we have online?

CHAIRPERSON JACKSON-DENNISON: Can you do a roll call?

MS. BOULLEY: Sure. All right. Dr. Dennison?

CHAIRPERSON JACKSON-DENNISON: I'm here.

MS. BOULLEY: Phyllis Anderson?

DR. ANDERSON: Here.

MS. BOULLEY: Dr. John?

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DR. JOHN: Here.

MS. BOULLEY: Mandy Smoker Broaddus?

MS. BROADDUS: Here.

MS. BOULLEY: Doreen Brown?

MS. BROWN: Here.

MS. BOULLEY: Robin Butterfield?

MS. BUTTERFIELD: Here.

MS. BOULLEY: Dr. Aaron Payment?

DR. PAYMENT: Here.

MS. BOULLEY: Dr. Joely Proudfit?

DR. PROUDFIT: Here.

MS. BOULLEY: Virginia Thomas?

MS. THOMAS: I'm here.

MS. BOULLEY: And Patricia Whitefoot?

MS. WHITEFOOT: Present.

MS. BOULLEY: Okay.

MS. BUTTERFIELD: This is Robin.

CHAIRPERSON JACKSON-DENNISON: Yes,  
Robin, go ahead.

MS. BUTTERFIELD: Could we maybe  
start off with the committees? I think we've got

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constitution and bylaws report to Congress and hiring.

CHAIRPERSON JACKSON-DENNISON: I'm looking at it. We need the committees within the bylaws would be the research. It says research, NCLB, and other related issues. NACIE director openings. We need a committee interagency consultation process. And member vacancies and annual report charter review.

MS. BOULLEY: Dr. Dennison --

MS. THOMAS: This is Virginia. Is Karen in the room?

MS. BOULLEY: Yes, she is. And she's reminded me that because your bylaws are in a draft state you are not bound by them. And so you can establish subcommittees as you see fit for purposes of business that needs to be conducted.

CHAIRPERSON JACKSON-DENNISON: Okay. So, go ahead, Robin. I interrupted you, I'm sorry.

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DR. PAYMENT: Could we restate --

MS. BUTTERFIELD: The three that I think we've already talked about was the hiring for the new ED, the constitution and bylaws, and the annual report.

CHAIRPERSON JACKSON-DENNISON: Okay. Let's establish committees for those three to start with. Do we have recommendations for subcommittee chairs?

MS. THOMAS: Debbie, this is Virginia.

CHAIRPERSON JACKSON-DENNISON: Okay. Go ahead, Virginia.

MS. THOMAS: I think we should establish who would like to volunteer for those committees and within that committee then we could select the chair.

CHAIRPERSON JACKSON-DENNISON: Okay, that's fine. We can do it that way too.

MS. THOMAS: So what we're looking at is the annual report, the bylaws, and the

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interviewing committee.

CHAIRPERSON JACKSON-DENNISON: Okay. We'll start with the annual report first.

DR. PAYMENT: Dr. Dennison, did you - - I think you had some additional ones. So it looks like there might be more than three. Annual report, director search, constitution and bylaws, and you said something else.

CHAIRPERSON JACKSON-DENNISON: I said the vacancies, the member vacancies, and then within the vacancies, I don't know if it falls within, but I'm concerned about the number of meetings -- I guess I would cover when the bylaws are approved, but the number of meetings we don't get participation from a few of the members, a couple of the members. So, we barely get a quorum, we barely can get going sometimes. So, that's a concern.

Then the other thing I mentioned was the research and NCLB or related issues committee. We have that written down at some

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point. And then the charter review.

DR. PAYMENT: Would charter review come under the constitution and bylaws?

CHAIRPERSON JACKSON-DENNISON: I guess it could, yes.

MS. AKINS: Dr. Payment, for charter review it's just your legal instrument for you all to be able to meet. So it is, if you will, dictated by GSA committee management secretariat.

So, the format that we follow is dictated by that office. And what we're charged to do and what the OGC staff is, is to pretty much cut and paste the authorizing legislation while very brief. They plug and play where they see appropriate what needs to go in those different sections.

So I just wanted to share that the charter -- I don't know if it would need to be reviewed because it's not going to change unless the authorizing legislation changes.

Our job at the department is just to

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make sure that it's filed, or up to date I should say every two years. But other than that the charter is not going to change.

But I think what you want to draft in your bylaws is all the operational.

DR. PAYMENT: So, Dr. Dennison was going to raise --

CHAIRPERSON JACKSON-DENNISON: I think I remember why that came up in the past was because we had so many problems, people not understanding the timeline of getting it. We couldn't have meetings. Remember all that happened a few years ago?

MS. AKINS: Yes, Dr. Dennison. And I was going to say I think that was if you will a result of internal staffing issues. But to my understanding that won't happen again.

So your charter, I don't know off the top of my head. Do you know, Angeline? It doesn't expire until -- I think it might be June. But I've already advised OGC or sent a reminder

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that we need to begin working on it.

So again, unless the authorizing legislation changes it's pretty much going to be making sure it goes through the process within the department and make sure the Secretary signs it.

CHAIRPERSON JACKSON-DENNISON: Okay. I just don't want to get in that predicament --

MS. AKINS: Right, so you're not able to meet. I totally understand.

CHAIRPERSON JACKSON-DENNISON: We have a change of a director coming up as well, so that -- I don't want it to be -- I guess we need to designate who's going to be in charge of that while Angeline exits and transitions a new person in.

(Simultaneous speaking)

CHAIRPERSON JACKSON-DENNISON: Go ahead, Robin.

MS. BOULLEY: The charter was filed on June 18 of 2018. And it's valid for two years.

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CHAIRPERSON JACKSON-DENNISON: Okay.  
Go ahead, Robin.

MS. BUTTERFIELD: I just wanted to suggest that member vacancies could be something that's covered under the bylaws, how we handle that.

MS. BOULLEY: Robin, vacancies are not under the purview of NACIE. It's -- the only thing that we instruct is for individuals who are interested in being appointed by the President to have a letter of nomination from an Indian tribe or an Indian organization and submit their resume for consideration.

And we suggest that people send it to Ron Lessard because he will track, he will make sure it gets to the appropriate person at the White House. And that's the consistent information that we've been giving now.

DR. PAYMENT: This is Aaron. Can we ask -- well, what vacancies do we have? Do we have any vacancies?



MS. BOULLEY: You have three vacancies, and you also have two individuals who have not attended meetings consistently.

DR. PAYMENT: So the bylaws are not passed. So we don't have anything to say about that I guess. But the appointers might have something to say about that.

But the question I guess is can we request to see where we are in filling any vacancies. And dealing with absences.

MS. AKINS: Yes. I think I shared with Angeline and Ruth this morning in an email that after the meeting yesterday I went directly back and talked with my supervisor which I think I shared. She's a member of the Secretary's immediate staff and let her know about the issues we talked about yesterday around appointment of officers I guess if you will, or the vice chair specifically.

She is aware of the vacancies and is aware of -- I do a weekly meeting, let me back up

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and say with my supervisor, and give her an update, a briefing on all things Ed boards and committees if you will.

So they're aware of the vacancies. If the council, or the chair, or Ruth have any feedback around the individuals that have not participated I'm sure we can take that to the Secretary's immediate staff and then they'll contact the White House on that if you have -- I probably would send it to Ruth, to be honest, if you have some feedback along those lines about the individuals that haven't been coming to meetings consistently.

DR. PAYMENT: So I guess I would just -- to put a period on it, is if we -- I don't know if we have to make a motion, but just a formal request from us on an update on the vacancies. And then also -- so that's separate.

And then if we have a discussion about what we think about -- give our opinion about the people who have been absent, and if we want to do

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anything about that.

MS. AKINS: So, Dr. Payment, if you would like, I mean if the council would like to make a motion. But I should be able to provide information about the vacancies to Ruth and the acting DFO hopefully shortly here.

I can't speak for the Secretary's immediate staff and my supervisor, but today is Friday. She got the information yesterday. I got an email this morning before I came over. So, as far as I can tell, again, it's on their radar so --

DR. PAYMENT: You don't think it's necessary for us to --

MS. AKINS: I don't believe so. Because again, I should be able to follow up and send an email to Ruth and the acting DFO about the status of the vacancies.

DR. PAYMENT: Do we want to have a discussion about the absences?

CHAIRPERSON JACKSON-DENNISON: Yes.

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MS. THOMAS: Debbie, this is Virginia.

CHAIRPERSON JACKSON-DENNISON: Go ahead, Virginia.

MS. THOMAS: Thank you. In regards to the subcommittee that we have put into the bylaws, the reasoning behind that, it was for the vacancies and for the interview committee is that we were not recommending who we wanted, but we were giving -- I think we handed over some kind of a -- like a press release to be vetted through the department because we were not getting a large response.

And so we were trying to recommend to the department ways that we could get this out into Indian Country to have people apply. It wasn't that we were assigning to who we wanted, or we wanted to be part of the advertisement.

We wanted to make sure that there was a way that we could get this information out into Indian Country.

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CHAIRPERSON JACKSON-DENNISON: Yes.  
I think you're right. That was where we came up  
with that.

MS. THOMAS: That's why we put that  
into the draft.

MS. BOULLEY: Virginia, can you  
clarify, are you talking about the director  
vacancy, or member vacancy?

MS. THOMAS: Both, it was both.  
Because we weren't getting a response from people  
that are interested in serving on the council, or  
even applying. We didn't feel that there were  
enough qualified candidates coming in to apply  
for the director's position.

MS. AKINS: So, Virginia, so for the  
vacancies, and I actually just thought about  
this. Dr. Payment. It may just be easier. I  
can simply let my supervisor know during our next  
meeting that we have two members that have not  
attended meetings consistently.

And then if the council has additional

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feedback they'd like to share with Ruth and the new DFO we can make sure.

But it can be as simple as I can put in my briefing and when I talk to her that there's two members that have not attended meetings in quite some time. I probably even have the number of times.

And then if you all have feedback that you'd like to add in addition I'll make sure I carry that forth.

In terms of the vacancies, my understanding is because Ron is the acting director for the White House initiative he made an announcement at AIHEC that if anyone has recommendations for members or for the White House to consider for membership on NACIE to please send recommendations to Ron Lessard.

But please ensure that the folks that are interested address their cover letter to the President and attach their resume or CV.

And Ron has already gotten it approved

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by his supervisor, the Under Secretary, to work with Assistant Secretary Brogan and the staff in the Secretary's office to make sure that the recommendations are routed to the staff at the White House, the appropriate staff, so that they don't get lost if you will.

CHAIRPERSON JACKSON-DENNISON: The other concern that I have too as we start filling positions, I noticed in the last two years we've had people like -- we've had members that dropped off. I never get an explanation as to why and I don't know if we deserve an explanation. But I think it doesn't sit well in any organization when you're not retaining people that have been as members.

I just wondered if we have an issue that we're not -- or if it's because of some -- I don't know. I know there were some frustrations during some times, but I've never to this day ever heard that as to why. Tom, Tom resigned.

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And then I know some of the reasons for some of the ones, but the more recent ones I've never received as chair any kind of information as to why so-and-so resigned. And I think that it really needs to be something that we think about because is there a reason why people are not wanting to stay on and leading the work that we're doing.

DR. ANDERSON: This is Phyllis Anderson.

CHAIRPERSON JACKSON-DENNISON: Go ahead, Phyllis.

DR. ANDERSON: I have a question. On this bylaws that we have it says draft number three. So, maybe I missed a meeting or something, but who developed this draft?

CHAIRPERSON JACKSON-DENNISON: It was before you came on. It was with the old administration when we were working on this. I want to say we left off -- when was this, Virginia?

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MS. THOMAS: I think it was dated. Maybe it wasn't. Hold on, I'm trying to pull it up. It was --

MS. WHITEFOOT: I think it was Tom Acevedo as well.

DR. ANDERSON: So, this is Phyllis again. So, we as the membership will be -- we can -- since this is still in draft form we can address certain issues such as absenteeism. If we say if they're absent two consecutive meetings then something has to happen. So we can address that in here, right?

CHAIRPERSON JACKSON-DENNISON: I believe so, but it would be only a recommendation again to the White House. I would think that would be a recommendation that goes to the White House. We can't say that they're off automatically, but we would say that we would recommend that they be replaced.

DR. ANDERSON: Well, I realize that, but what I'm asking is we as the members here,

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the council members here, have the authority to amend and change this bylaws and then approve it, right? Okay.

CHAIRPERSON JACKSON-DENNISON: Yes.

MS. THOMAS: I do have that date, Debbie. That was April -- the last time it was modified was April of 2011.

CHAIRPERSON JACKSON-DENNISON: Wow.

MS. THOMAS: That's how long ago we did this.

CHAIRPERSON JACKSON-DENNISON: Wow.

I think shortly after that is when Tom left too. Like about in '12.

MS. THOMAS: It still had No Child Left Behind in the language in there.

CHAIRPERSON JACKSON-DENNISON: I noticed that.

MS. THOMAS: Yes.

DR. PROUDFIT: This is Dr. Proudfit. For consistency and clarity can we when we list our NACIE members put the start of their

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appointment?

So, some of us came on in '16. I think some of us might have come on in '09, or maybe before. Just to have some history. So there's some of us that we know that came on in '16 and others.

And then I think for all of the documents that we work on we should date stamp them, so we don't do this. I know we ran into this a couple of years ago, Mandy and I, when we updated the report we updated an old report.

So, I just want to encourage everybody to use the feature on your Word program that has a date stamp at the bottom corner so when we update it that we all are using the most current document.

DR. PAYMENT: I have a question. Aaron. So, also in the draft charter number three there's a couple of hyperlinks that are not linked to anything.

So I don't know if somebody has the

original that we can see what those links reference? Patsy had asked under Article 5 Membership that links to -- this comes from the Commission. But there's no link so you can't find out.

MS. AKINS: I'm sorry, I don't understand your question, Dr. Payment.

DR. PAYMENT: Yes, on the bottom of page 2 there's a hyper --

MS. AKINS: On the draft bylaws are you speaking of?

DR. PAYMENT: Yes. There's several hyperlinks that are not there anymore, so we don't know what it's --

MS. AKINS: Right, I understand. And given it was 2011 I'm sure the acting DFO and the rest of us can make sure we check those out.

Because I think you probably already know this. The DFO will have to be engaged with all your subcommittee meetings. So we can provide support on making sure you get that.

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DR. PAYMENT: Dr. Proudfit is suggesting if you see changes make those edits so we can look at it. When we do the meeting we can walk through and see what changes we want to make.

MS. BOULLEY: And Dr. Dennison, our next speaker is here.

CHAIRPERSON JACKSON-DENNISON: Okay, let's go back onto the agenda then and get going with the next speaker. Welcome.

MR. BOWERS: This is Clint Bowers, chief of staff for the Bureau of Indian Education. I apologize for the delay. Tony was supposed to be here this week, and then he wasn't able to do it. Then when I stepped in I thought I had yesterday as an option to be here. That's why I was in the back yesterday. But then with the mix-up I came back today. But I had a conflict, so I had to come a little late.

I have copies of the presentation. And this will match what's on the PowerPoint up above. I'll pass these around to the group. I

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hope everybody's doing well. I think it was since last quarter I was here. And we were working on getting Tony here, but it's been a hectic week and then he actually had to go home at the end of this week.

MS. WHITEFOOT: I just want to say thank you, Clint, for a copy of the PowerPoint. That's something that we requested that we have every presentation have its PowerPoint for us.

MS. BOULLEY: I'm forwarding it to you right now.

MS. WHITEFOOT: I mean before we start our meetings. I want to remind people. Thank you. So thank you, Clint.

MR. BOWERS: We try to be prompt and responsive at the bureau. So, we do. That's our mantra. And if it hasn't always been it is now at least.

MS. WHITEFOOT: You passed the test.

MR. BOWERS: Today, yes. But it's good to be with you all. And so I want to keep

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it brief. I know I'm before lunch and that's always a pressing time for everybody to get some food. But I want to make sure there's time for questions.

And so I want this to be as I go through the presentation if you have questions just feel free to interrupt me and then I'll take them. I don't want to make you all wait until the end.

And a lot of this will build off what I presented on last time to kind of provide updates on the progress we've made since the last meeting. And then look forward in terms of what we have some plans for 2020. So next slide, please.

So we continue to work our Government Accountability Office outstanding items that placed us on the high-risk several years ago. We just had a briefing with the Senate Committee on Indian Affairs staff and provided them an update. We expect probably some action from the committee

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maybe this summer. It's kind of undetermined at this point.

But I do know they have interest in checking in formally with a hearing on where the BIE is and other agencies that are on the high-risk listing. But we have 15 of the 22 recommendations that have been formally closed now with GAO.

The remaining recommendations, there's one that we non-concurred with which was tribal transportation because a lot of what they provided in terms of recommendations were out of our control specifically as a bureau.

However, we do plan to go to consultation on the tribal transportation formula this year. So it will actually work to address their final recommendation.

But the other ones we have are in cooperation with deputy assistant secretary for management as well as the Bureau of Indian Affairs. And they're safety-related at schools.

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So we're working with that.

Three of those are based on GAO just monitoring. So we've already implemented policies, but they're waiting to make sure that the policies were actually in effect and employees were utilizing them to improve their daily work.

And then the other ones -- I had to follow up, but the other ones we have to get a formal policy in place. And we're working with DASIM and BIA to get those in place by the end of the year.

BIE does have two new GAO reports coming out expected this year on Johnson-O'Malley program, which was part of the law that passed, improving the JOM program as well as special education.

And so while it's never good for press and the positive image of the bureau we do see that as a continued roadmap for improving services. So we will utilize those

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recommendations just like we've done these 22 to improve our business operations and improve how we serve students in the field.

As part of that and as highlighted on the GAO as well as input from Congress and tribes we continue to build out our reorganization.

We have finally separated our budget authority. So if you go to Indian Affairs you'll see two separate green books now. So as a separate bureau we have our own budget line item. We are able to provide our requests based on the President's overall requests, but we provide our recommendations as an autonomous bureau now without having to go through the Bureau of Indian Affairs. So that was a big achievement. And so that continues in this fiscal year.

But as we are moving over the reorganization and our transition planning we're working with the deputy assistant secretary for management to make sure that we have a smooth transition with facilities and safety as well as

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improving our oversight of contracts and acquisitions and hiring.

We continue to build out our Data Governance Board. And we will have our school level data calendar and policy handbook ready this year which will provide required dates and reporting to our schools with step by step instructions on how to provide the information to the bureau so that it's not cumbersome for the school level and is not seen as something that's just compliance oriented, but that we are making sure that they have the technical assistance to actually achieve what the bureau is wanting to do.

MS. BROADDUS: This is Mandy. Can I ask a question?

MR. BOWERS: Sure.

MS. BROADDUS: Does that include a new data management system? I thought I saw that somewhere in the --

MR. BOWERS: We continue to use NASIS

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which is the Native American Student Information System. So that continues.

I know that contract was -- went out for bid and the current contract continues with who had it before. So that hasn't changed.

What we have done is we've built out our Native NASIS data team within the bureau so that we provide structured support for the schools. They have dedicated schools that each individual staff member supports.

And so the schools have a point of contact designated to them, who they know and who they can work with to make sure that if they do have questions with that data system we can provide them the answers.

MS. BROADDUS: Follow-up?

MR. BOWERS: Sure.

MS. BROADDUS: So, in states, states are required to provide like a dashboard --

(Simultaneous speaking)

MS. BROADDUS: -- view any district's

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MR. BOWERS: Report cards.

MS. BROADDUS: -- report card. Is that going to --

MR. BOWERS: Yes, so this will be work that we're doing under our ESSA compliance, our standards, accountability and assessment system, and our agency plan.

So right now we're finishing up the final rule for our standards and accountability for which we consulted on last year. And then we'll go to consultation later this year which I'll cover shortly on the agency plan which will be the implementation side of the standards assessments and accountability. So that's forthcoming.

MS. WHITEFOOT: Can you repeat that, the data program you're using?

MR. BOWERS: NASIS. Native American Student Information System. NASIS.

MS. WHITEFOOT: Thank you.

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MR. BOWERS: And so one of the big things that we've seen not only within the GS government side of our employees, but at the school level is the need to improve recruitment and retention of our teachers and our faculty.

It's not, you know, we're always looking at ways to bring people in from their local communities that are serving our schools to improve the retention.

We've seen that even if you're hiring Native teachers in a school the students and the families at the local level, they don't want to just see a Native teacher. They'd like to see somebody from their community in their schools.

So we're working to improve recruitment there. So what we've done is we've hired two talent recruiters within the bureau. And they're working with colleges and working with different ways to get folks into the classroom.

And we're looking at a pathways

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program that actually provides incentives with recent college graduates to help them get into the school level quicker. It will require a time commitment on their end, but there's ways that we can get around some of the previous burdens that really restricted our recruitment time and made us unable to compete with local public schools and state-run schools.

So, Director Dearman has expressed the need to improve the process for this and we've actually improved our recruitment time from I think it was 3 months to around 25 days or 30 days. Don't quote me on that, but it has been improved substantially and I can follow up with exact information if you wanted that. Yes, Chairman Payment.

DR. PAYMENT: I just want to recognize the follow-through with -- from the consultation sessions and from the advisory group that the previous Secretary put together, and the shifting focus to technical assistance rather than a

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compliance approach. That was a very strong voice throughout all of that, and I appreciate that, what you guys are doing.

MR. BOWERS: Well, you know, Director Dearman has lived that side. He comes from the school level. He's worked at a tribally controlled school. He worked at an off-reservation boarding school.

And he saw the bureau's handling of the compliance and the strong-arming of school leadership. And while that's important in terms to make sure everybody's adhering to the law, you've got to have that second stage that provides the follow-up, the onsite support to help schools because they're busy enough taking care of our kiddos.

And you can't expect them to do their job and serve our students if they're worrying about the compliance side all the time, and they don't have the support that's necessary to be there.

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So that's been a big initiative for us. We're improving upon that. And you know, with the stability we've had in leadership over the last three years now we're able to get to a point to where we're cleaning up the house, we're addressing the GAOs and the hearings and everything, and actually focus on the school, and school leadership, and making sure that we can look on the academic side.

So, I know we're all very excited for this year. We've had a lot of things teed up for this year to actually get things across the finish line. So there's a lot of excitement in the bureau right now and we're hoping to really see some improvements this year that we've been working on for the past couple. And so next slide, please.

And so we're in year 2 of our strategic direction implementation. We continue to utilize our performance management system which has its reports online.

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We're actually going to be updating our website and have a new website roll out this spring. And so that will go live. And so we expect to have a more user-friendly interface for people to access the information that they think is important on our website. So see that forthcoming. It'll house the strategic direction initiatives as well.

Last year as part of the GAO and as part of a need to look at our hiring we completed our first ever strategic workforce plan as a bureau.

It really analyzes some key focus areas that will help us improve our autonomy. So we look at acquisitions, fiscal and programmatic monitoring, and then school safety inspections. So a lot of this has been highlighted by the Senate Committee on Indian Affairs, appropriations staff, as well as what tribes and the GAO have focused their attention on.

And as part of that we've increased

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our capacity around the safety inspections to where we're not just going in and inspecting schools. We've done that for the last three years now at 100 percent compliance.

But now we've actually made senior leadership as part of their performance evaluations to require that there is abatement plans for the schools.

So where we're looking at going in and saying oh, these are all the things wrong with the schools, well, here's the plan to actually help you address them and make sure that the facilities side sees an improvement and delivery in terms of enhanced facilities.

And so those abatement plans for the first time ever at the bureau were implemented last year, and we will continue to have that as part of the bureau's goals going forward to make sure that we have better facilities for our students.

And so that's not the whole scale

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facility replacement that you get the big appropriations for, but these are the more, you know, there's a broken water heater or something like that. And so our teams are going in and providing technical assistance for school facility managers to make sure that they understand how to input that information into their Maximo System which takes the facilities. And then request the funding from the deputy assistant secretaries for management level.

I have a tendency to speak fast, so if I'm talking too fast just stop me and I will reiterate or go slower.

And so we continue to utilize the National Board standards for not only recruitment, but making sure our teachers are excelling in terms of how they serve students.

This year we also plan to implement the bureau's first ever Teacher of the Year recognition program. So every state in the United States has a Teacher of the Year program.

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It's actually processed through the Council for Chief State School Officers, CCSSO.

And the bureau is part of that in addition to Department of Defense schools, the other federal school system. But we were the only member to never have a Teacher of the Year recognition program.

So we're in the process of creating that program for the first time ever. And we plan to have that to where we can have that ready in the fall to where we will be on par with the other states to have a call for applicants in that program.

MS. BUTTERFIELD: This is Robin.

MR. BOWERS: Hey, Robin.

MS. BUTTERFIELD: Good morning, Clint. Can you -- do you have data on the number of staff members, teachers, who are nationally board certified?

MR. BOWERS: I don't have it handy, but I could get it for you. We have staff in the

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field that are monitoring that and making sure and seeing those numbers. So I could follow up and get you those numbers.

MS. BUTTERFIELD: That would be great.

MS. WHITEFOOT: Along that line with the National Board for professional teaching standards I'm curious about culturally responsive standards. It would be good to know what those are.

MR. BOWERS: Yes. So, this will be outlined as part of our agency plan and as part of the academic standards.

So, as a bureau we don't want to define what local schools are doing in terms of cultural. We don't want to dictate with as many tribes as we have what that cultural acumen is.

But we do want to make sure that's a part of the school level. And it will be part of the final rules in terms of providing that support.

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And as part of the agency plan we will make sure that's included. It's also a part of our strategic direction. There are several milestones within there to make sure that there's cultural sensitivity in support at the local level.

MS. WHITEFOOT: So, I'm asking about the standards board. I understand the school level, the bureau level, but also the standards board.

MR. BOWERS: So the standards will come out I expect in the near future. I know we've provided our information throughout the department. It's in its final stages of clearance. And so that will be published on the Federal Register in the coming months. And that's based on the consultation that took place last year.

MS. WHITEFOOT: Okay.

MR. BOWERS: I covered the bureau autonomy so we can go to the next slide. As part

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of the strategic direction some of the highlights for the first ever comprehensive wellness, behavioral health and safety report.

So this will inform a toolkit that's now part of this year to work of a strategic direction. So we will have a school level toolkit that we will provide to our stakeholders in the field to make sure they understand how to better support mental and behavioral health.

We know that historical trauma is widespread across Indian Country and we want to make sure that we can provide our schools and teachers and school leadership tools on how to better support our students that are impacted by trauma and historical trauma.

It's hard to put the burden on our teachers to not only teach our students, but also be counselors. And we know that there's a shortage not only across Indian Country, but across rural America.

And so if we can provide tools from

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our level in terms of how schools can better support this at least we're providing them some resources, even though we may not necessarily have the ability to provide access to more counselors. So we're working on that.

We have provided bureau wide training over the last year in certification in mental health first aid to 150 staff to make sure that they can better support their students' needs.

As Director Dearman mentions, we can't expect our students to achieve and succeed academically when they're fighting battles outside the school and their own mental health issues that impede them from really focusing on their academic activity.

So we need to be able to approach that and help our staff address those issues and the needs of our students.

I touched on the recruiting process and improving that on the prior slide. And then so this is one thing we're really excited about

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in terms of development, a professional PD for our students in terms of helping our principals, teachers, and the paraprofessionals succeed.

We're moving forward with that work. And yesterday they touched on the National Comprehensive Center. And so we're under region 13, WestEd, which is our comprehensive center. It's not the national, it's that region. That's BIE focused and then they have two other states.

And so as part of that work we're doing a leadership academy. And this is what I touched on earlier about really focusing on the school level.

So we're finally at the point to where we're coming together. We're going to bring in 20-25 select schools from across the country and really build up the leadership acumen of our principals and select teachers, and really try to make sure that we're focusing more on the academics.

And this will coincide with the

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implementation of our academic rigor and agency plan to make sure that we can kind of create these new pools of success in the schools to really hone the support from our school leadership.

Because one thing we've seen -- and I know they touched on that at Ed. There's nobody more important than the teachers. But you also have to have sound and solid school leadership to support those teachers. And if you don't have that school leadership, yes, you may have a few teachers that are doing a really good thing, but that doesn't necessarily mean those best practices are shared across the school even at the local level. So having the school leadership that can support them is critical. So that work is going to take place and it's already begun. But we're going to hold school leadership academies this summer.

MS. BUTTERFIELD: Clint, this is Robin again.

MR. BOWERS: Hey, Robin.

MS. BUTTERFIELD: Do you have this professional development framework available?

MR. BOWERS: I don't it offhand, but I can check with my team that's doing it. I think they're building it still. So they've been meeting about twice a month to date, and they're building it in preparation for the summer.

So I don't think it's ready, but once we do have it, and once we go through the academies I'd be happy to share it with the body.

MS. BUTTERFIELD: Is that part of the work that the labs are doing, I mean the comprehensive centers are helping you with?

MR. BOWERS: Yes, it is. We were happy to hear -- so before they were formed the comprehensive center network which just took place at the end of the last fiscal year the Ed funded comprehensive centers. We worked with WestEd for a year.

So we were happy to find out that they had won their competition for their region and it

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still housed BIE. So we have some stability there as well. So we will work with WestEd and their team for the next five years.

And so this really helps us not only plan for the near term within a year framework, but really look at a five-year structured plan of support that they will provide. And the school leadership academy is part of that.

And so, you know, this other work provides technical assistance with us addressing other issues that we are required to provide to Department of Education such as our corrective action plans for special education, continuing support for our strategic direction and other work like that. So yes, it is a part of that.

But this particular work is not a part of the National Comprehensive Center which Sam Redding and his group talked about yesterday. That's a separate center, but part of that same framework. Next slide, please.

And so as I mentioned, the negotiated

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rulemaking concluded last year. We're expecting the final rule in the relative near term. It's at the final levels of clearance.

From there it will go to the Federal Register for publishing. That's along the same lines as our Johnson-O'Malley final rule that will be released at around the same time.

And so from the Federal Register notice we will go to consultation on the agency plan which will implement the standards assessment and accountability and provide more of the detailed information for the school level on how to implement it.

And then we will move forward with that consultation later this spring is what our plan is. And from there we'll be ready to implement that next school year. Next slide, please.

And then so talking about Johnson-O'Malley. We went through the consultation and everything with that.

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I do know Johnson-O'Malley is with the Federal Register so it should -- it will be published before the final rule on the standards assessment rule is published.

Once Federal Register is able to make that live JOM will be published and it will be on our website.

And we are actually expanding our capacity because of what we heard through consultation in terms of oversight and support with the Johnson-O'Malley program.

Now, as you all know this is one of the bureau's key supports to public schools. Title VI of course is support under the Department of Education, but as a bureau that's separate from the 93 percent of students that are not in our schools Johnson-O'Malley is one of the key connections that we have to our public schools.

And so as part of that we are expanding our capacity and we have gone from one

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Johnson-O'Malley staff member and we will have four. So we're in the final stages of hiring those three other JOM staff members that will not only help schools with reporting, but also provide supports there in compliance. But definitely help in terms of student counts so that we can show and illustrate accurate need which has also been one of the key indicators of GAO that will be coming out, their new report, as well as what Congress has said in the legislation that passed. Next slide, please.

That's short and sweet. And I'm happy to open the floor and take questions if there's things that I didn't cover, or if you'd want more insights on what I did cover very briefly. Floor is yours. Happy to be here.

CHAIRPERSON JACKSON-DENNISON: Do we have any questions, council?

DR. PROUDFIT: This is Dr. Proudfit. When will you know who your Teacher of the Year is, your first Teacher of the Year?

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MR. BOWERS: So, we're utilizing a similar structure as what DODEA has in place as the other federal school system. So it will only go as applicants. So it won't be this year.

So we're getting the program set up so that applicants can apply in the fall from my understanding. And then so we'll go through the processes there. And I think they're announced towards the end of the year or maybe early next year from there.

So right now I have comms staff that are working on developing that in coordination with CCSSO and DODEA to make sure we're checking all the boxes and doing it right because we want to make sure there's no nepotism or anything in the vetting process, there's a neutral body.

But we're able to have teachers recognized in our system. There's a lot of people at the local level doing great work. And the bureau has not always been great about publicizing the positive things.

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And so let's get to the school level and show what they're doing. The bureau always hasn't been great, but our schools are doing a lot of good work so let's shine a light on them.

DR. PROUDFIT: So it's an application, not a nomination?

MR. BOWERS: Yes.

DR. PROUDFIT: Or can it be both?

MR. BOWERS: I don't know. I don't know yet. So that's yet to be determined. I think it's a nomination, and then from there the vetting process will proceed. But I'm not sure how the schools, if they ask for applicants. That's going to be determined as part of this process that we're going through right now with CCSSO. So that should be rolled out by the end of this school year, kind of the framework on how that will work in anticipation for the fall.

DR. PROUDFIT: Might be an interesting group for a BIE teacher.

MR. BOWERS: I don't know how that

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works. The federal bureaucratic system, I don't know if a lot of it's being supported by Department of Education. But we'd be happy to have our lawyers look at that and provide us an opinion.

Like I said, it's an exciting time right now. And I added that last blurb before I came because we do have a lot of vacancies. And recruitment is not always easy. Right now there is a general low unemployment rate and it's hard just for state schools to fill their positions as well as state departments of education. So we're seeing the same thing, but it's only amplified in more rural and isolated areas that our schools are located in.

MS. WHITEFOOT: This is Patsy. I have a question. Over the years we've also advocated for teacher housing. So that's important. I'm just curious how that's being addressed because I taught public school in Arizona on the Navajo reservation and housing was

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a shortage issue.

MR. BOWERS: One of our hardest hit areas is Havasupai which is at the bottom of the Grand Canyon. And right now the housing we have there, you know, some of it's okay, some of it's not.

But how are you going to expect a teacher to move down to the bottom of the canyon with a family and live there and teach there happily in housing that doesn't support a full family to be in.

So, we recognize that. And so we're working to find ways around to provide more supports and resources to getting that.

A lot of that also requires cooperation from the tribe to make sure that we can build facilities on tribal land. And so there's a lot of players in there, kind of in that process.

And while a lot of our focus has been on the school facilities themselves to where the

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students are, we do -- that before you can address all the needs of the students you have to have good teachers in the school.

So we recognize that. We're trying to think outside the box on how we can improve that. It's not going to be fixed in the near term, and I don't want to say that it is.

DR. PAYMENT: Chairperson Payment has a question.

MR. BOWERS: Chairman Payment.

DR. PAYMENT: So, under our bylaws it says that we advise the Secretary of Education and the Secretary of Interior concerning the funding and administration of all the different programs.

So, I see that the proposed budget is less than enacted last year. So, do you have any -- can you give us an update on the proposed funding?

MR. BOWERS: Yes. So we continue to adhere to OMB and the President's general

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guidelines and requests knowing that it's going to be at a lower threshold than what's enacted.

We're basically operating in dual realities because we provide our recommendations on the levels of funding that we need, but then we have to operate on what Congress actually provides us that has been higher.

Based on the thresholds that OMB provides us we provide our priorities to the department who then relays that to OMB. And that becomes part of the annual President's budget request.

And so while realizing that over the last three years we're now at about a 20 percent reduction from where we were three years ago, it would important services if that budget was implemented.

And to do that what we've had to do is we've focused on providing supports to our schools, and focusing on direct services as part of the President's budget request to make sure

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that our schools are still functioning at an optimal level and they are under those funding levels while rolling back some of the funding that goes towards supplementary programs like scholarships, things that could be seen as duplicative in terms of supports for other external programs such as Johnson-O'Malley, rolling back funding for them because there are Title VI dollars.

Even though they may have different mission and are under different law, we still see that as, well, Title VI is supporting public schools, Johnson-O'Malley. In order to protect direct services to our bureau funded schools we're going to have to roll back Johnson-O'Malley.

I mean, these are never fun negotiations. They're hard. There's always going to be decreases. But we're provided a top line that we have to meet, and we have to make those tough choices. And that's what we do and

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is part of our request.

DR. PAYMENT: So, more specifically for JOM is the proposal -- because I haven't had time to look at it. Is it to roll back or to eliminate?

MR. BOWERS: It is to roll back. It's not eliminated as part of the President's budget request.

DR. PAYMENT: Okay. And then one other thing, so I serve on TIBC as you know. We pushed really hard to get BIE separated from BIA in the green book.

And just fundamentally what that means is before when we would get together and do our regional priorities, and then sum that all up, unfortunately the people who were evaluating that didn't evaluate education as a priority. The tribal leaders across the country, because everything is a priority and education unfortunately usually might have made the top 10 but it generally was not one of the top

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priorities.

But so TIBC now, we have to take a look at a different way to evaluate our funding requests for education so it's not continuing to be collapsed with all the other programs.

MR. BOWERS: And I think that makes sense now that we have our own separate budget. And due to tribal leaders such as yourself that have elevated education as well as National Indian Education Association, this body.

I think, I've been in DC, what, eight years now, nine. And so it's a relatively short time, but I've seen a huge transition in terms of the focus on education.

A lot of that is thanks to advocates such as yourself in terms of elevating these issues. And tribal leaders now go to the Hill and they go to their representatives and share their opinions on what needs to happen at the local level.

And Assistant Secretary Sweeney is a

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huge advocate for education. When she came onboard she sat down with BIE for two days as well as BIA and DASIM and said okay, what do we need to do to help improve the autonomy of the bureau.

And I remember they were long sessions. And from that we've got solid transition plans. We've got meetings and some of the best relationships I've seen in the Indian Affairs hallway between DASIM, BIA and BIE since I've been in own.

And so what that means is that things, if there's an issue we run up to somebody's office on the floor above us, down the hall, and we find an answer.

And so it's not just sending an email and waiting for somebody to respond. It's actually going to somebody's office and getting things done.

And the assistant secretary and deputy assistant secretary for policy and economic

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development, Mr. Cruz, he understands the needs of our schools and our students and they've been huge advocates.

And so you've seen a groundswell of support that -- it's really grown in the last 10 years in terms of the awareness of Native education issues in DC. And so it's a huge attribute to your all's work and successes.

And that's why I think we're all so excited right now for the bureau. And that started with the budget separation and all of that work. And it's a good time to be a part of the bureau, exciting time.

And that's why I would ask you all to tell people about our open vacancies. I know it's a cumbersome process with USAJobs, but to tell them to apply. Even if it's at a school level we would love to have them fill our vacancies as well as our career employees that are at the GS level.

MS. WHITEFOOT: With regard to those

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vacancies I just wanted to note that the University of Washington has an American Indian history certificate program. So we're currently working with teachers out in the field. But that might be a place to contact as well with our school of education at the university.

MR. BOWERS: That would be great. And it may already be a part of our talent recruiter's network, but I'll make sure and share with Shannon to make sure and contact them.

MS. WHITEFOOT: Yes. And it follows our curriculum that we have in Washington State since time immemorial, and so that program continues to develop. An increase in teachers wanting certification and language teachers as well wanting certification from the University of Washington. And I can help connect you.

I wanted to get back to resources. In the past year we had a presentation by migrant education. We put that on the agenda so we could learn more about migrant education.

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And so in our work with the Affiliated Tribes of Northwest Indians and the Education Northwest which was part of the -- was previously with the comprehensive center we continue to work with the center in the research around Native student identity.

And one area where we've not been as successful as I think we can, is taking a look at migrant education. So we have a program that's going on now with the superintendent's office with migrant education resources.

In addition, the Washington State University is going to be meeting with them very soon because of the health services that are provided under migrant education.

And I would bet that many of our students are eligible for those kinds of services as well. And they also service preschool.

MR. BOWERS: Could you actually send me -- Patsy, could you send me that information? And I could put that with our team and see what

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kind of -- or through the body.

MS. WHITEFOOT: Sure. We also have a paper with Education Northwest, with Mandy that was done. And we can send that to you too. And if you want some of the communication that we're currently working on with the superintendent's office we'd be glad to share that with you.

MR. BOWERS: And I'll put you all in touch with some people in our bureau that are smarter than I am. You can actually do something with that. I do policy, I don't pretend to be an expert in anything.

MS. WHITEFOOT: Well, you can help us with migrant education too. Thank you.

MR. BOWERS: Thanks, Patsy.

DR. JOHN: This is Theresa.

MS. BOULLEY: Theresa John.

DR. JOHN: Thank you. In Alaska we have very, very high turnover among our teachers who have never come to Alaska before, or don't have any concept of the environment and the land

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and the distance, difference in our schools.

In fact, sometimes the teachers come up and they don't even get out of the plane. They just say I'm going home because they're in shock. They're in cultural shock, right.

So I'm very, very much interested in the professional development framework. I'm hoping that it will -- the context will also include culturally responsive and culturally relevant information because our students have completely different environments as far as the ecology and the land from the urban centers.

And the high turnover among our teachers do not provide positive service to the learning environment of our students. And I'm hoping that there will be some connection and engagement between the right people in terms of providing culturally responsive framework that will help the teachers to learn about the local language and culture and history.

So hopefully that they'll have viable

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learning space that is positive for both the students and the teachers.

MR. BOWERS: Well, and we know those issues all too well. I mentioned Havasupai earlier. And the only way to get to the school in the canyon is either an eight-mile hike, by horseback, or by helicopter ride.

And so you talk about isolationism. That's rampant across Alaska and Alaskan Native communities. And so we know what you all have to go through to get folks into your schools because we're fighting that as well and trying to address our recruitment.

And so you talk about language and culture. One thing we've done as a bureau is we've increased pay for our Native language and cultural staff in our schools to make sure that they can come in and make more money.

And that helps to recruit folks as well as folks from the community to come to our schools and work in our schools to make sure they

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share what their knowledge is to the future generations.

So we're trying to think out of the box and be creative in ways to making sure that our students have access to their local needs as well as professionals that are able to provide them the academic rigor that they need to succeed outside of school.

DR. JOHN: And just one more comment in terms of Johnson-O'Malley. The per capita student, I hope it reflects the cost of living expense that is different from urban school to rural school sites in Alaska that is very expensive.

MR. BOWERS: Well, under the enacted budget that came out for 2020 Johnson-O'Malley actually saw an increase in appropriations. It went from \$14 to about \$20 million.

And I can't remember off the top of my head, but there's \$2.5 million, it's a part of that \$20 million. So there's \$2.5 million that's

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dedicated to technical assistance and increasing capacity for the expected increased student count as well as under the new law the need to open up JOM to new contractors, new eligible entities.

So we're working through with -- we've got a meeting with appropriations staff in terms of getting congressional intent around that on how they want the bureau to actually implement that and how they saw that in terms of working with the stakeholders such as yourselves.

So we'll be pushing that out with our increased capacity and our staff this year. And so that's a good thing.

The student count. A lot of the folks on JOM, the appropriations have been frozen or decreasing over a number of years. When I received Johnson-O'Malley money in Oklahoma in the nineties the student count was frozen at 95 so I received so much and that count in funding has been frozen since then because it hasn't increased.

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So I appreciate our work with the Department of Education as well as Census as well as tribes and stakeholders such as yourselves in helping us provide a more accurate number so that you all can advocate for more funding.

MS. BOULLEY: And Clint, now, this is my last day as director for Office of Indian Education, but I know that Annabelle has expressed interest in working closely with BIE so that as with JOM.

Because we get our Indian Parent Committee members who also, you know, many of our grantees that get Title VI funding and JOM funding, the same parents will serve on the JOM board in that.

And so we just want to make sure that we're -- that OIE is aware of any changes to JOM eligibility and policy and practice and all of that so that we can make sure that we're conveying accurate information about what's allowable under Title VI and what's allowable under JOM. Because

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so many parents and schools and the staff get it mixed up.

MR. BOWERS: And the final rule will be published in the Federal Register in the very near future. We know it's with Federal Register right now.

So our goal is we knew that schools were reporting -- that was the biggest problem with JOM is that different folks were doing different things because the bureau had never provided a good idea of what was required reporting, who should be counted, how they should be counted.

So that's our goal is to clarify this, not provide more burden on schools and align that with some existing student count structures that are already in place.

So if you could provide me her point of contact I'll put her in touch with our Johnson-O'Malley team. And what they can do is when that Federal Register is published they'll send that

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over to you and you'll have that information.

MS. BOULLEY: Thank you so much.

MR. BOWERS: Thank you. Well, I hope you all have a good lunch and I appreciate the time. It's always fun to be among friends. And I send Tony's regrets for not being here.

But just know that his heart as well as the assistant secretary's and ASPED's heart are in the right place when it comes to Native education and we're getting stuff across the finish line so we can actually improve the opportunities of our students. That's what we're all here to do. So, thank you all.

MS. BOULLEY: Thank you.

(Applause)

CHAIRPERSON JACKSON-DENNISON: Thank you so much.

MS. BOULLEY: Dr. Dennison, are we able to break for lunch and resume at 1:30?

CHAIRPERSON JACKSON-DENNISON: Yes. Break for lunch. Recess for lunch and we'll see

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you all at 1:30.

MS. BOULLEY: Okay. Thank you so much.

(Whereupon, the above-entitled matter went off the record at 12:13 p.m. and resumed at 1:42 p.m.)

MS. BOULLEY: All right. Good afternoon, everyone. This is Angeline Bouley. I'm the director for the Office of Indian Education. And I'd like to do a roll call of NACIE members. I'm going to start. Is Dr. Deborah Jackson-Dennison on the line?

CHAIRPERSON JACKSON-DENNISON: I'm here.

MS. BOULLEY: Wonderful. Phyllis Anderson is not in the room yet. Dr. John?

DR. JOHN: Yes.

MS. BOULLEY: Mandy Smoker Broaddus?

MS. BROADDUS: I'm here.

MS. BOULLEY: Doreen Brown?

MS. BROWN: Here.

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MS. BOULLEY: Thank you, Doreen.  
Robin Butterfield?

MS. BUTTERFIELD: Here.

MS. BOULLEY: Dr. Payment?

DR. PAYMENT: Here.

MS. BOULLEY: Dr. Proudfit?

DR. PROUDFIT: Here.

MS. BOULLEY: Virginia Thomas?

MS. THOMAS: I'm here.

MS. BOULLEY: And Patricia Whitefoot.

MS. WHITEFOOT: Here.

MS. BOULLEY: Okay. So that is a quorum. And what you have on your agenda right now is the business items of subcommittees, and preparation for the annual report, and then calendar. Dr. Dennison?

CHAIRPERSON JACKSON-DENNISON: Sure. Okay. So the first thing is the committees that we somewhat mentioned before the lunch break. And we had talked about volunteers.

I wish I was there because we could

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write them down. And maybe you guys that are there can start like we've done in the past and put some paper to see who's going to be on what committee.

MS. BOULLEY: So, we're taking notes about that.

CHAIRPERSON JACKSON-DENNISON: Okay. So, first we'll just ask the volunteers who wants to be on -- what's the first committee that we have listed?

MS. BOULLEY: Online we have constitution and bylaws.

CHAIRPERSON JACKSON-DENNISON: Okay. Let's start with that one, constitution and bylaws.

MS. BOULLEY: Which I'm not sure that constitution is the -- might not be the accurate word. Bylaws.

CHAIRPERSON JACKSON-DENNISON:  
Bylaws. Yes, that should be good.

MS. BOULLEY: All right.



CHAIRPERSON JACKSON-DENNISON: Does anyone want to volunteer for bylaws?

DR. PAYMENT: I'll volunteer.

MS. BUTTERFIELD: This is Robin. I'll volunteer.

CHAIRPERSON JACKSON-DENNISON: We have Robin and we have Aaron.

MS. THOMAS: Debbie, this is Virginia. I'll volunteer.

CHAIRPERSON JACKSON-DENNISON: Okay, Virginia. Anyone else? Okay, let's go to the next committee.

MS. BOULLEY: And then Phyllis Anderson, let the record show Phyllis Anderson joined the meeting and she has also volunteered. So we have four board members who have volunteered. Robin Butterfield, Dr. Payment, Virginia Thomas and Phyllis Anderson.

Is there any of the four individuals who wish to be designated as the chair of the subcommittee?

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DR. PAYMENT: I'll do it.

CHAIRPERSON JACKSON-DENNISON: Is that Aaron?

DR. PAYMENT: Yes, I'll do it. I have an MPA.

MS. BOULLEY: Would you like to do a formal action on this now, or would you like to --

DR. PAYMENT: I would suggest that we pick all the volunteers and then make a motion on all of them together.

MS. BOULLEY: Okay. All right.

CHAIRPERSON JACKSON-DENNISON: That's what I think we should do too.

MS. BOULLEY: Okay. Sure.

MS. WHITEFOOT: I'm wondering about the charter review. Does that go in the constitution and bylaws as well as member vacancies?

CHAIRPERSON JACKSON-DENNISON: I think what we heard when I brought the charter up

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is that it's pretty much done by the -- it just gets renewed every two years so June 18 I think was the date that was given.

MS. BOULLEY: Yes.

CHAIRPERSON JACKSON-DENNISON: That it's up for renewal again. So, the concern we had last time I think is why we had started to talk about needing to review it was because the former DFO didn't -- I mean, we did all this planning, and we did all the meeting schedules, and we couldn't meet because the charter wasn't approved. And so it was an internal issue that had to take place before we could even have a meeting. And that was what caused everything to backlog.

But other than the actual charter being reviewed, it's not done by us, right. My understanding.

MS. BOULLEY: That's correct. That's correct. It's the responsibility of the committee of the secretariat.

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CHAIRPERSON JACKSON-DENNISON: Right.

MS. BUTTERFIELD: This is Robin.

CHAIRPERSON JACKSON-DENNISON: Go ahead, Robin.

MS. BUTTERFIELD: Even though it's not done by us I think it is appropriate maybe to put it in the bylaws as a reminder to future NACIE board members that they need to also pay attention to the fact that it's renewed every two years.

And so I think we could just talk about that in the bylaws itself and clarify it's not a board responsibility, but it is renewed every two years and we need to keep track of when it's come due.

MS. WHITEFOOT: And it's also referenced in the bylaws, the current bylaws that we have as well as the commission.

CHAIRPERSON JACKSON-DENNISON: Okay.

MS. WHITEFOOT: Whatever the commission is. So, maybe we should add the

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commission as well because we don't know what the commission is. It's in the bylaws.

DR. PAYMENT: Remember when I asked earlier the link in the bylaws? There's some hyperlinks in the bylaws that don't link to anything anymore because it was probably at one time matched to another file. But it doesn't link to anything now.

MS. WHITEFOOT: On the bottom of page 2 it says this comes from the Commission on Membership.

MS. THOMAS: Debbie, this is Virginia.

CHAIRPERSON JACKSON-DENNISON: Okay.

MS. THOMAS: When we actually had this together working on it they weren't something that you could click on and come up. We were just making the recommendation or what we referenced it from. We didn't attach it so you could -- there was never an availability of clicking on it and finding where it was.

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That's why we put things in there, so we had the reference where we were taking this information from. And I'm sure we can get that document that we were looking at when we developed these bylaws.

CHAIRPERSON JACKSON-DENNISON: Thank you, Virginia.

DR. PAYMENT: So we have four on bylaws. And it looks like we need for director search, for research -- is it NCLB? Is that No Child Left Behind?

MS. THOMAS: That's how old these are.

DR. PAYMENT: We'll have to update that. And then the other one was annual report. Which one do you want to do next?

MS. WHITEFOOT: Director search.

CHAIRPERSON JACKSON-DENNISON: Yes, let's do research.

DR. PAYMENT: Oh, wait. You said two different things. One said director search --

MS. BUTTERFIELD: We don't have a

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research committee.

MS. WHITEFOOT: Director vacancy and search.

CHAIRPERSON JACKSON-DENNISON: Okay. Let's do the director vacancy. Do we have any volunteers for the director vacancy committee?

MS. THOMAS: Debbie, this is Virginia.

CHAIRPERSON JACKSON-DENNISON: Okay.

MS. THOMAS: I would like to be considered to be placed on this. I was -- I guess the last few times we did the vacancy for the directorship I was a subject matter expert on both of them. So if I'm not that then I would like to at least serve on it again.

CHAIRPERSON JACKSON-DENNISON: Okay. Virginia is on. Any other volunteers?

MS. BUTTERFIELD: This is Robin. I'll be on it.

MS. BROWN: This is Doreen. I'll be on it.

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CHAIRPERSON JACKSON-DENNISON: Who's that?

DR. PAYMENT: I'm keeping a spreadsheet on it, all of it. There's three of us.

CHAIRPERSON JACKSON-DENNISON: So we have Robin and we have Virginia.

DR. PAYMENT: That's three. Oh, Doreen?

MS. BROWN: Yes.

CHAIRPERSON JACKSON-DENNISON: Oh, Doreen. Yes.

DR. PAYMENT: That's four.

MS. BUTTERFIELD: Who are the four again?

DR. PAYMENT: Robin, Virginia, Joely and Doreen. Dr. John. That's five.

CHAIRPERSON JACKSON-DENNISON: I can be on that one too. I don't mind being on that one. I'll find time for it.

DR. PAYMENT: I got you.

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CHAIRPERSON JACKSON-DENNISON: Okay.

MS. BOULLEY: Joely would like to speak.

CHAIRPERSON JACKSON-DENNISON: Joely, go ahead.

DR. PROUDFIT: So, just a point of clarity as our committee for vacancies gets larger. Everyone should be on the phone calls for the job interviews. And everyone should -- we have to be consistent. So if we have five or seven people on we all have to be on for every single one of the phone interviews to be fair. So just want to make sure everybody understands that.

DR. PAYMENT: Do we have a suggested chair for the director search vacancies? Robin?

MS. THOMAS: I don't mind doing it, Debbie. This is Virginia.

CHAIRPERSON JACKSON-DENNISON: Okay. Virginia wants to be the chair.

DR. PAYMENT: There's six. Anybody

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else want to be chair?

CHAIRPERSON JACKSON-DENNISON: That's it. Just Virginia. And what's the third committee?

DR. PAYMENT: It was annual report.

CHAIRPERSON JACKSON-DENNISON: Any volunteers for the annual report?

DR. PAYMENT: Before we do that one do we know what Karen was referencing when she said research and NCLB?

CHAIRPERSON JACKSON-DENNISON: I'm the one that mentioned that one. That was what was in -- written from.

DR. PAYMENT: So is there a need for that one?

CHAIRPERSON JACKSON-DENNISON: Why was it we came up with that committee, or that topic?

DR. PAYMENT: So it's not necessary right now?

MS. BUTTERFIELD: I think we have

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plenty on our plate without having another committee.

CHAIRPERSON JACKSON-DENNISON: We do.

DR. PAYMENT: All right, I'll delete it. It's gone.

CHAIRPERSON JACKSON-DENNISON: Okay.

DR. PAYMENT: But a faint memory. Annual report.

CHAIRPERSON JACKSON-DENNISON: Volunteers for the annual report.

DR. PAYMENT: I'm willing.

CHAIRPERSON JACKSON-DENNISON: Okay.

MS. BUTTERFIELD: Well, we've got board members that aren't on any of the other committees. Do they all want to be on the annual report? Is that Mandy and Patsy?

DR. PAYMENT: Automatically.

MS. WHITEFOOT: It's automatically Patsy's on it.

DR. PAYMENT: The two of you were not on another one so automatically.

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MS. WHITEFOOT: By default.

DR. PAYMENT: That's three then.  
Anybody else?

MS. THOMAS: Theresa?

MS. THOMAS: Debbie, this is  
Virginia.

CHAIRPERSON JACKSON-DENNISON: Okay,  
Virginia, go ahead.

MS. THOMAS: I just want to know who  
hasn't signed up yet that's on the council?

DR. PAYMENT: We have everybody. Oh,  
wait, no we don't have people that are not on the  
call, but we're not going to get them anyway.

MS. THOMAS: Well, we should still at  
least offer them the opportunity if they're not  
on the call or in the room, they have that  
availability to do this. Because it's not on the  
agenda that says that we're going to make the  
assignments. I don't want to leave them off if  
they're really interested in trying to contribute  
something.

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MS. BOULLEY: For the record, please know that we did not receive any response from Dakota or Wayne Newell for any of our emails or outreach about this meeting.

DR. PAYMENT: So, Dakota. Is that the only two?

MS. BOULLEY: Yes.

DR. PAYMENT: All right. So, I just kind of made light of it, but the reality is that we're probably not getting any volunteering coming from either of them anyway. That's not meant to be mean or anything, but if they're not here they're probably not going to be here.

CHAIRPERSON JACKSON-DENNISON: And the annual report is on the 19th that we have to get done. So we don't to volunteer someone on there that's not here and not -- never been a part of it.

DR. PAYMENT: All right. We need a volunteer for the chair.

MS. WHITEFOOT: Who's on the

committee?

DR. PAYMENT: The committee would be myself, Dr. John, Patsy, and Mandy.

MS. BUTTERFIELD: Come on, Patsy, you know you want to do it.

MS. WHITEFOOT: I'll go ahead and make the time to do it. Oh, Theresa, you're on this committee too aren't you. Okay, I'll volunteer reluctantly.

DR. PAYMENT: So, if there's no objection I'll read through what we have, and then if we want to entertain a motion we can do that.

And so -- all right. So annual report we had myself, Dr. John, Patsy, and Mandy with Patsy as the chair. I'll change it to Dr. Theresa. Dr. T. All right.

And then bylaws would be myself, Robin, Virginia, Chief Anderson, those four with myself as chair.

With director search, vacancies would

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be Robin, Virginia, Dr. T, Joely, Mandy -- no, not Mandy, Doreen and Dr. Dennison with Virginia as chair.

CHAIRPERSON JACKSON-DENNISON: Okay.

DR. PAYMENT: Is that everything? Any corrections to that? Anybody want to make a motion? I'll make a motion. I can make a motion. I just realized I'm not chairing. Yes, correction before we take the motion.

That's a good question. I'd prefer - - can we pick who we want? Dr. Ruth.

MS. THOMAS: Excuse me, I'm sorry, I'm online. This is Virginia. I did not hear the question.

MS. BUTTERFIELD: Me either.

MS. BOULLEY: The question was in my absence now that today is my last day and so we are naming an acting DFO for NACIE and that's Angela Hernandez-Marshall who's in the room with us.

MS. HERNANDEZ-MARSHALL: My question

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back to NACIE members -- I'm sorry, this is Angela Hernandez-Marshall. My question back to NACIE members was whether people are comfortable with Doodle polls. Okay. Then I love coordinating. That will work. Okay.

And I'll be discussing as we've been talking about earlier a lot of this with Ruth and we'll be very clear about how we move forward in terms of communication. Thank you.

DR. PAYMENT: So with that I'd like to make a motion that we accept the recommendations as read.

MS. WHITEFOOT: I second it.

CHAIRPERSON JACKSON-DENNISON: Who's the second?

MS. WHITEFOOT: I second it. Patsy.

CHAIRPERSON JACKSON-DENNISON: Okay, Patsy seconds it. We need a roll call vote for the record.

MS. BOULLEY: Okay. Roll call vote. Dr. Dennison?

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CHAIRPERSON JACKSON-DENNISON: Yes.

MS. BOULLEY: Phyllis Anderson.

DR. ANDERSON: Yes.

MS. BOULLEY: Dr. John.

DR. JOHN: Yes.

MS. BOULLEY: Mandy Smoker Broaddus.

MS. BROADDUS: Yes.

MS. BOULLEY: Doreen Brown.

MS. BROWN: Yes.

MS. BOULLEY: Robin Butterfield.

MS. BUTTERFIELD: Yes.

MS. BOULLEY: Dr. Aaron Payment.

DR. PAYMENT: Yes.

MS. BOULLEY: Dr. Proudfit.

DR. PROUDFIT: Yes.

MS. BOULLEY: Virginia Thomas.

MS. THOMAS: Yes.

MS. BOULLEY: And Patricia Whitefoot.

MS. WHITEFOOT: Yes.

MS. BOULLEY: We have one more

question.

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CHAIRPERSON JACKSON-DENNISON: Okay, we have a question. Who is that?

MS. HERNANDEZ-MARSHALL: Hi, this is Angela again. I have just a quick question as to whether you guys plan to discuss sort of priority order of the committees in terms of maybe if there's one that needs to be scheduled first?

I'm making the presumption that without any feedback it would be the director vacancy, but if you have other feelings about that I'd like to know.

CHAIRPERSON JACKSON-DENNISON: I think that's the main priority, but I know that we've discussed that all of them are really a priority honestly. We can -- I think our next step would be to schedule subcommittee meeting dates that you're available as the acting DFO to sit in on and move further with the subcommittees meeting on their own with the DFO.

MS. HERNANDEZ-MARSHALL: This is

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Angela. Thank you. I will certainly be consulting with Ruth, our DAS, and our acting director. And I'm sure I'll be following up with all of you as we move forward so you guys have a clear understanding of the order that we're proposing based on your feedback. Okay? Thank you.

CHAIRPERSON JACKSON-DENNISON: Okay. We can set the subcommittee meeting dates for the --

MS. BUTTERFIELD: This is Robin.

CHAIRPERSON JACKSON-DENNISON: Yes, Robin.

MS. BUTTERFIELD: Even though hiring the director is really important, we won't even have applications for over a month. It's also -- I mean all three of them are really important. The annual report is due by June, end of June.

And we can't operate without our bylaws. So in a sense they're all important.

CHAIRPERSON JACKSON-DENNISON: Yes,

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they are. I went through that same thought process that you did.

So I think the annual report that's due in June, we probably should set the subcommittee dates when you all are going to meet, or do you want to set them together with yourself and just get with Angela on that? Or - then each committee. I don't know how you want to coordinate that. I think it's best to do it now.

MS. BUTTERFIELD: I agree.

CHAIRPERSON JACKSON-DENNISON: So everybody needs to pull up their calendars.

MS. WHITEFOOT: When do we want to have our first meeting then with the report? I'd say the sooner we get started the better. So we could be done by May, but I know school is ending and it gets busy in May.

CHAIRPERSON JACKSON-DENNISON: Yes.

MS. WHITEFOOT: Then after that people are on a break, some are on a break. So,

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either the end of the month or the middle of the month of March. The annual report.

DR. JOHN: For me personally middle of the month is better than end of the month. I'm traveling.

MS. WHITEFOOT: Okay. So, March 6?

DR. PAYMENT: She just said middle.

MS. WHITEFOOT: Okay. Oh, the middle. Okay. Sure. Sixteenth works? March 16? Mandy?

DR. PAYMENT: Oh, that's a board day. Tuesdays are awful for me.

MS. WHITEFOOT: Nineteenth is fine with me. Nineteenth?

DR. JOHN: Yes.

MS. WHITEFOOT: Nineteenth. Okay.

DR. PAYMENT: What time?

MS. WHITEFOOT: Any time for me.

DR. PAYMENT: Oh, you guys are in the same time zone? So let's start with having you guys get up at 8 a.m. or 5 a.m. So 12 would be

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-- yes, that seems. It would be 4 o'clock here.

Oh, I thought you were saying noon her time. Let's project Alaska time first.

MS. WHITEFOOT: Well, I'm thinking 12 Eastern time.

DR. PAYMENT: So let's start with Alaska time and then pick their time so we know we're not going too early.

MS. WHITEFOOT: Okay. Let us know, Theresa.

DR. PAYMENT: So 8, 9?

MS. WHITEFOOT: Nine o'clock your time. So we would be 10 a.m. Oh, okay.

MS. THOMAS: Debbie, can you hear me?

CHAIRPERSON JACKSON-DENNISON: Yes, I can.

MS. THOMAS: I missed that whole conversation. I couldn't hear it.

CHAIRPERSON JACKSON-DENNISON:  
They're trying to schedule --

MS. WHITEFOOT: That would be 12

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o'clock Eastern time because --

CHAIRPERSON JACKSON-DENNISON:

They're scheduling their subcommittee time.

MS. WHITEFOOT: Angela would have --

(Simultaneous speaking)

DR. PAYMENT: Well, she said 9. Ten, eleven, twelve, one.

MS. WHITEFOOT: Okay, 1 o'clock. One o'clock Eastern time.

DR. PAYMENT: So, 1 o'clock Eastern. Is that okay with everybody? Annual report committee?

(Simultaneous speaking)

DR. PAYMENT: How long do we need for annual report, for our meeting? Do you want to go back to 8 a.m.? Later is going to lead into her teaching time. She ends at 8:30 but what time do you start?

(Simultaneous speaking)

DR. PAYMENT: Friday, yes.

MS. WHITEFOOT: Okay, Friday, 1

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o'clock Eastern Standard Time.

DR. PAYMENT: What time our time again? Eastern time?

MS. WHITEFOOT: One o'clock. One o'clock. Yes.

DR. PAYMENT: Okay. Annual report, 1 p.m. Eastern Standard Time, Friday, March 20. Two hours?

MS. WHITEFOOT: Two hours let's say.

DR. PAYMENT: Okay. If you could ask -- oh, it's up to the committee so we don't have to have a vote. Okay. Then we would need bylaws. So what we don't know is -- go ahead. Sorry.

MS. BUTTERFIELD: I was just going to say you're the designated chair, so.

DR. PAYMENT: Yes. So what I was going to say is that we don't know -- we don't know when our special meeting is going to happen, but we should be prepared before that.

So we could crank this out pretty

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quick if everybody read through the bylaws, everybody do a red line, submit it. And then I'm willing to try to craft up a draft based on that and then have a special meeting -- or not a special meeting, but have a conference call with the committee.

MS. BUTTERFIELD: So what day works for you?

DR. PAYMENT: Friday, March 6 works.

MS. BUTTERFIELD: I can't do that day. This is Robin.

DR. PAYMENT: How about March 2, Monday?

MS. BUTTERFIELD: Yes, I can do that.

CHAIRPERSON JACKSON-DENNISON: Virginia, are you available that day? You're also on that committee.

DR. PAYMENT: No, no, we have somebody who's not available already. What day? The fifth. March 5? Oh, I'm in treaty negotiations.

MS. BUTTERFIELD: That works for me.

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Robin.

DR. PAYMENT: I'm in treaty negotiations, but it's at home. So I could do it right after that's done. So, does anybody object to like a 5 p.m. Eastern? Because that would be, what, 4 for you?

DR. ANDERSON: I can do it on the second, I just can't do it in the afternoon. I can do it in the morning on the second.

DR. PAYMENT: Can anybody do it in the morning on the second? Morning on March 2.

MS. THOMAS: I'm good with that. This is Virginia.

DR. PAYMENT: How about you, Robin?

MS. BUTTERFIELD: Yes, I can do that.

DR. PAYMENT: That's the time. Nine a.m.

MS. BUTTERFIELD: What time?

DR. PAYMENT: Your time or our time? Okay, 10 o'clock Eastern.

MS. BUTTERFIELD: That would be 7 a.m.

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Pacific.

DR. PAYMENT: Oh, okay. That was Phyllis's fault. How about 8 your time?

MS. BUTTERFIELD: Yes, that's fine.

DR. PAYMENT: Eight would be eleven and twelve for me. Does that work? Virginia, does that work?

MS. THOMAS: That will work for me.

DR. PAYMENT: All right. Then that's what we -- yes. Let me make sure I get it in my calendar here. Bylaws, noon Eastern Standard Time on Monday, March 2.

MS. BUTTERFIELD: Oh, is it noon Eastern?

DR. PAYMENT: Yes.

MS. BUTTERFIELD: All right. That's 9 then for me. That's good.

DR. PAYMENT: Yes. Because we're one-hour difference I think. Eastern. The border -- right here, that's the time over here. So, like where Angeline's from that's three miles

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west and you're in a different time zone.

So, noon to 2 Eastern. Everybody got it? Okay.

MS. BUTTERFIELD: Yes.

DR. PAYMENT: We have yet to do director search. So that would be Robin, Virginia, Theresa, Joely, Doreen and Deb.

MS. THOMAS: This is Virginia, Debbie.

CHAIRPERSON JACKSON-DENNISON: I'm here.

MS. THOMAS: I'm asking to speak.

CHAIRPERSON JACKSON-DENNISON: Okay, go ahead.

MS. THOMAS: I would like to see working something out with the new DFO with a timeline with the department before we make a date. And then I'll talk to everybody on the committee and find out when we can meet and what we need to follow.

But right now it's going to take a

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while to try to figure things out. But I'd like to have some time to meet with the DFO and find out exactly what the timeline that we have in regards to advertisement and information that she needs from the committee.

CHAIRPERSON JACKSON-DENNISON:  
Excellent recommendation. Okay. Angela, are you there?

MS. HERNANDEZ-MARSHALL: That sounds good to me.

CHAIRPERSON JACKSON-DENNISON: Okay. So that one we'll wait on. We'll wait for the date from you, Virginia, as chair. Okay.

MS. THOMAS: Okay, thank you.

DR. PAYMENT: What date did we say for the annual report?

MS. WHITEFOOT: The 20th. March 20.

DR. PAYMENT: At what time again?

MS. WHITEFOOT: One Eastern Standard Time.

DR. PAYMENT: All right.

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MS. WHITEFOOT: I have a question. Angela, do we have your contact information someplace here?

MS. HERNANDEZ-MARSHALL: I'm going to reply to one of the emails that Angeline has been sharing today and I'll put my name in the subject headline so that you guys see that, and you'll have my full contact information.

MS. WHITEFOOT: Okay. That includes your staff, your secretary or whoever?

MS. HERNANDEZ-MARSHALL: Hold on. Let me get her.

MS. BUTTERFIELD: I'm sorry, this is Robin. I can't hear.

(Simultaneous speaking)

MS. BUTTERFIELD: Can you speak up, please?

MS. WHITEFOOT: Sorry. I was just asking Angela if she would send her information to us, her contact information.

MS. HERNANDEZ-MARSHALL: And I'm

sorry. I was being snarky, and I replied that I would certainly do that. I'm going to send an email. I'm going to borrow one of the ones that Angeline has sent to you guys this afternoon with other data, but I'll put my name and complete contact info in the subject headline as well as in the body. And feel free to reach out to me as needed.

Virginia, I have a series of action items too one of which included -- I know you had a really -- you were very helpful in offering up some documentation that included written recommendations regarding director vacancy and recommendations for future hiring.

I think it was from a subcommittee meeting you made reference yesterday. So I'll be doing things like that follow-up with you all on some of those items that I know you've made reference to. Okay? Thank you.

MS. THOMAS: Good. Thank you.

MS. BUTTERFIELD: This is Robin.

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CHAIRPERSON JACKSON-DENNISON: Go ahead, Robin.

MS. BUTTERFIELD: Could you also, Angela, just remind us who we send our travel information to?

DR. PAYMENT: She was here today, wasn't she?

MS. HERNANDEZ-MARSHALL: Yes, thank you. I'm sorry. That is my colleague Crystal Moore and I will send you her contact information as well. Thank you, Crystal. Appreciate it. And we'll get that to you shortly. Thank you.

DR. PAYMENT: I just re-sent the committee listings with the dates.

MS. BUTTERFIELD: Thank you, Aaron.

CHAIRPERSON JACKSON-DENNISON: So now we are -- what are we on now? The calendar?

DR. PAYMENT: Yes. Didn't we have a slide for that?

MS. WHITEFOOT: This is Patsy. I think we should set the report dates, a second

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report date now because calendars are going to get busy at the end of the school year and I'm worried about that.

DR. PAYMENT: A timeline you mean?

MS. WHITEFOOT: No, just set the second date for the committee. I'm looking at April 3 because April and May get really busy I know with schools.

DR. PAYMENT: Processing, processing.

MS. WHITEFOOT: April 3 or April 10. Fridays work for you? Okay, March 3. Is that March?

DR. PAYMENT: April 3.

MS. WHITEFOOT: April 3. Okay. Same time?

CHAIRPERSON JACKSON-DENNISON: Is this just for the --

MS. WHITEFOOT: The annual report. I'm sorry.

CHAIRPERSON JACKSON-DENNISON: Is that just for that committee, or is it that's the

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full board that has to meet?

MS. WHITEFOOT: No, it's the committee.

CHAIRPERSON JACKSON-DENNISON: Okay.

DR. PAYMENT: What time did you say again?

MS. WHITEFOOT: One o'clock again. The same time. I think we should try to stick to that. Does that work for you, Mandy?

MS. BROADDUS: Nine o'clock would be 10 o'clock my time.

MS. WHITEFOOT: At the same time, 11 o'clock for you. So it would be 1 Eastern time.

MS. BROADDUS: Would you want to meet for two hours? Then I can't do two hours.

MS. WHITEFOOT: Okay. How about the following --

DR. PAYMENT: Is there time on that day?

MS. BROADDUS: Honestly all that day except from 1 to 2.

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MS. WHITEFOOT: Okay.

DR. PAYMENT: So what is it, two hours?

MS. BROADDUS: We originally said 11 to 1.

DR. PAYMENT: No, no, she was -- okay, so 1 o'clock would be 11 to 1.

MS. WHITEFOOT: Eleven to one yours.

MS. BROADDUS: That's what I thought we said.

DR. PAYMENT: So that time's not available?

MS. BROADDUS: It is available.

MS. WHITEFOOT: Okay, yes. So it would be 1 Eastern time.

MS. BROADDUS: Yes, yes.

MS. WHITEFOOT: Okay, yes.

DR. JOHN: So, April 3.

DR. PAYMENT: One to three April 3 for our second meeting which would be 11 to 1 your time and it would be 12 to 2 your time, and 1 to

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3 our time. Okay, is everybody good with that? Wait, do we have everybody? There's somebody else. No, that's it.

MS. WHITEFOOT: Thank you.

DR. PAYMENT: So I'll put that on there and I'll resend that. April 3 at 1 p.m. Eastern Standard Time for that second meeting.

MS. WHITEFOOT: And I'm just thinking that maybe Fridays will work for us it sounds like.

DR. PAYMENT: Yes.

MS. WHITEFOOT: So give that some thought.

MS. BOULLEY: That was the date that worked best for people when we were working on the annual report this year.

MS. WHITEFOOT: Yes, I recall that. Thank you all.

DR. PAYMENT: Does the bylaws committee want to be -- no, no. We'll set additional meeting dates at our first meeting.

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Actually, we're only going to have one meeting. We're going to get it all done.

(Simultaneous speaking)

MS. BUTTERFIELD: This is Robin.

MS. BOULLEY: Go ahead, Robin.

MS. BUTTERFIELD: Are we still planning on the May meeting in Alaska? I'm just trying to think if we need to use that as a target date for having everything ready to approve.

MS. BOULLEY: At the last meeting the board had the calendar of June 11 and 12 to have a face to face NACIE meeting just prior to NCAI's midyear session that's going to take place in Anchorage.

However, Karen Akins did want me to let you know that the department will need to review the request for the meeting to take place outside of Washington, DC. And it is not just the consideration of NACIE member travel which the department covers your travel regardless of where the meeting is.

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However, the consideration is for staff and other individuals to attend the meeting.

DR. PAYMENT: I have a comment. So, we suggested this actually in September. And she's saying we're going to have to check with the department. Have we started that? It sounds like a hard no, that we haven't started it. And it also sounds like a hard no that it's probably not going to be the case.

So, we should probably plan in anticipation that it's not going to happen. Because that's again, September, October, November, December, January, February. And if that meeting happened like she said today that they'd get right on it that obviously didn't happen if she's saying we're going to have to check with because that hasn't happened yet.

So we should probably anticipate the answer is going to be a no and pick a different location, unfortunately.

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CHAIRPERSON JACKSON-DENNISON: That's a good point, Aaron. I think that's what I'm feeling like too is that with the departure of our current DFO and our director I don't know if it's something -- I was thinking from my standpoint of what it would be like requesting something like that when we don't even have a director in place. I don't know, Angeline, if that's come up in your discussions with your staff and your higher ups there?

MS. BOULLEY: Just about the request about the consideration.

CHAIRPERSON JACKSON-DENNISON: Right.

DR. ANDERSON: This is Phyllis Anderson. Okay, when we decided this for this calendar it's been awhile, so why don't we have an answer to that? We should have an answer today as to whether it should be allowed or not. I mean, this is ridiculous.

If we're not going to be allowed to go then we need to know today where we're at a

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meeting. This is what I get so frustrated about here is that everything is so slow. We're not getting the answers that we need and every time we ask for something it's usually oh, you can't do that. You're not allowed to do that.

Instead of let us help you find ways to get this done. How can we help you make this happen. Let's all work together to make sure that these are handled in a proper and timely fashion.

We don't have that. Every time we ask for something it's like there's an obstacle for this committee. And that's why I wanted to be on the bylaws group because I think it's very important that we set everything the way it should be and start using those bylaws and operate the way we should.

But it's consistently we can't do this, or you're not allowed to do that, you can't go there. It's frustrating because all of us continue to stay busy and we try to make plans

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for our travels. Even our travel for this time. We knew about it for months, but we didn't make it till toward the end. So that's just a little frustration that I'm putting out here on the table, but I can assure you that most of the committee council members probably do agree.

MS. BUTTERFIELD: This is Robin.

CHAIRPERSON JACKSON-DENNISON: Go ahead, Robin.

MS. BUTTERFIELD: First of all, I fully agree with you, Phyllis. But the other reason I was asking about the date that I thought we had already selected which was supposed to be in conjunction with I think it was NCAI meeting in Anchorage or something.

So the justification for the meeting is that we, you know, especially when we're working on our annual report is that we're trying to collect input from Indian Country which we can do individually, but in the past we've had opportunities to actually get people who address

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us at those opportune times.

But the other thing about this trying to get that meeting date. If we can't meet in Anchorage then we should meet to make sure that we've done our final report. We could take care of interviews. We could take care of all the committee work that we're supposed to do and most of it should be done by June.

MS. BOULLEY: This is Angeline. So, any delays in getting the travel going is with me. And so we are doing our best. I have three staff on formula working with 1,300 grantees. I have four staff on discretionary side working with 140-150 grantees. I have no group leader. I have no team leaders. I have zero administrative assistant. We do our best and I take care of things as quickly as I can.

DR. ANDERSON: Well, I understand all that and I'm not blaming you. All I'm saying is that we should -- once we know when our next meeting is we should start planning ahead.

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And I realize that you're short on staff. I don't know the reason why you're short on staff. If you have positions available why aren't they being filled. I don't know the reason for that.

But all I'm saying is that we all have busy schedules. I know everybody does. And it's just, it's hard to get us all together in one place.

But when we set these meetings and we know when it's going to be we plug that in our calendars. So other things that we have to do we go and go around that calendar because we know that we have a meeting with NACIE.

So, the next meeting that we have maybe if we could just plan a little bit ahead of time then that would be a big help.

CHAIRPERSON JACKSON-DENNISON: I think that's always been the intent, but I think also that it really goes back to where we stand within also the administration and the department

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and the purpose, our purpose.

Still, I go out and you all know my career is mainly with public schools on Indian land, that stakeholder group. Very few people - - Angeline came to the last Impact Aid Conference in Las Vegas that we had in December. But very few people know what NACIE is and what we do.

It just seems like it's not -- I hate to say this, but many times it's just been like we're an afterthought. Oh yes, they exist. We have to do this because it's part of -- it's gone through Congress, or we're an act of Congress.

But in reality it goes back to that. It's like we don't have -- I mean, the staffing. Things just don't move along, and we have constant turnover. It's just really hard when you don't have the staff.

Yesterday we talked about that trip to Alaska, but we also know, those of us who have been on for -- I know I've been on since 2010 that we were told the time we went to -- when

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Janelle was still our DFO we went to NCAI in Oregon -- was it in Oregon? Yes, Portland. That it cost a whole lot more to go there because they have to pay for additional staff, and they have to come early with those staff that are in Washington that are part of the meeting that we're having elsewhere.

Their times have to be adjusted, and they have to pay all that overtime, and this and that and the other. So there were all these reasons that were given to us that we -- already got that one.

(Simultaneous speaking)

DR. PAYMENT: I want to call for the orders just because Patsy's going to have to leave. So if we could -- so we could have a long discussion.

(Simultaneous speaking)

DR. PAYMENT: What's that?

CHAIRPERSON JACKSON-DENNISON: I'm still talking here.

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DR. PAYMENT: I know, but our call for the orders of the day is to get back on schedule. That actually takes precedence.

CHAIRPERSON JACKSON-DENNISON: Okay. I'd just like to finish what I'm saying there though.

That's the reason why -- I'm just explaining to Chief Anderson why we don't know where we're going from here is because we're hearing that -- we're losing our DFO right now and I don't know what was done prior to this point, but it sounds like they were short staffed and so that's where -- I just wanted to make that clear as to why it is what it is. Thank you.

DR. PAYMENT: Okay, so the frustrating part is that we set this date in September. And Karen, our person who reminds us what we can't do, or somebody should have followed up to say it's not realistic, it's not going to get approved, so pick a different date or a different location.

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So what I would recommend so we don't end up not having a spring meeting is to pick a different date now. Because I think the answer is self-evident in the way we're being advised that it's probably not going to happen because it's in Anchorage.

And that's unfortunate because Anchorage gets left out all the time. Alaska gets left out.

So, having said that, if we could alternately identify a different date. But then we also have to pick dates for the calendar year. We're actually going back and trying to figure out how we're going to salvage last year's approved calendar. And then we have to pick dates for next year's calendar.

And while Patsy's still here it would behoove us to pick a date in May or June, hopefully not in conflict with NCAI because then I won't be able to go, but to pick a date.

How does May 21 and 22 look?

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DR. PROUDFIT: May 21 and 22.

MS. BROADDUS: Can I ask a question?  
This is Mandy. When is our report to Congress due?

MS. BUTTERFIELD: It's due the end of June. And the 21st I can't make. I could do the next week.

DR. PAYMENT: Next week is Memorial Day. If we did Traverse City I could do the 14th or 15th of May.

(Simultaneous speaking)

MS. WHITEFOOT: So we've got June 19 and 20. June 19 and 20, the 11th Annual American Indian/Indigenous Teacher Conference in northern Arizona.

(Simultaneous speaking)

DR. PAYMENT: Are we going to get governmental employees on a Saturday?

MS. WHITEFOOT: Nineteenth and twentieth. Well, the 18th and 19th.

DR. PAYMENT: We could overlap.

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MS. WHITEFOOT: Eighteenth and nineteenth.

DR. ANDERSON: But that's away from Washington, DC. I thought they were saying that we had to have it here.

MS. WHITEFOOT: Oh, okay.

CHAIRPERSON JACKSON-DENNISON: Yes, that's what I thought too.

DR. PAYMENT: The technical people too. So are we looking back at DC then? My proposal, my suggestion would be to do that so we eliminate a reason why we can't meet. So we don't get reflected back that you can't do that.

MS. BUTTERFIELD: Aaron, it's hard for us on the phone to hear.

DR. PAYMENT: Yes. So, my recommendation was that because we're told that Alaska is out of the question because of the expense, Arizona is probably going to be the same thing.

And until we get some stabilization on

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our scheduling we should probably eliminate an argument for not having a meeting by picking Washington, DC.

(Simultaneous speaking)

MS. WHITEFOOT: May 14 and 15. It's a Thursday and Friday.

DR. PAYMENT: I just said that conflicts with my staff meeting in Traverse City, Michigan.

MS. BUTTERFIELD: How about the 28th, 29th, Aaron?

DR. PAYMENT: May 28, 29, that's just before Memorial Day. I don't have a problem with it.

MS. BUTTERFIELD: I thought Memorial Day was the 25th?

MS. THOMAS: Debbie, this is Virginia.

CHAIRPERSON JACKSON-DENNISON: Yes, Virginia.

MS. THOMAS: Thank you. I have a

concern because I did work on the bylaws the last go around we did this.

We did come in I think a day before and had some -- I can't remember what it was. But I remember Patsy brought her computer. But we came in a day before the actual meeting to work together as a subcommittee. And I was wondering if that was a possibility.

(Simultaneous speaking)

MS. THOMAS: I'm not done.

CHAIRPERSON JACKSON-DENNISON: Okay.

MS. THOMAS: Do I still have the floor?

CHAIRPERSON JACKSON-DENNISON: Yes, you do. And I think we need to recognize that because it sounds like people just talk over one another and I don't appreciate that as chair. Thank you, Virginia, you can continue.

MS. THOMAS: Thank you. So I would like to make a recommendation over to the department if we need to make that in a motion,

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or an action from the board that we have the subcommittee come in at least a day ahead of time so that we could have some time for them to either finalize the details to bring it forth to the full committee.

DR. PAYMENT: Well, that would make sense. Can I be recognized?

CHAIRPERSON JACKSON-DENNISON: Yes, go ahead.

DR. PAYMENT: So that probably would make sense for all three subcommittees. The subcommittee members be able to come in even a half a day or whatever early so that we can be together and work on it.

But, we were actually talking about the dates.

MS. THOMAS: I understand that, but you need the date in order to have those extra times for them to come in.

And -- this is Virginia again.

CHAIRPERSON JACKSON-DENNISON: Go

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ahead, Virginia.

MS. THOMAS: The problem with if we make a day before for all the committees to come in, there's some overlap of people on different committees.

MS. BUTTERFIELD: This is Robin.

CHAIRPERSON JACKSON-DENNISON: Go ahead, Robin.

MS. BUTTERFIELD: I've been called a lot of things in my life, but not an overlap person. Can I propose the last week of May after Memorial Day?

CHAIRPERSON JACKSON-DENNISON: What is the date on that?

DR. PAYMENT: We have a conflict.

MS. BUTTERFIELD: It would be the 28th, 29th. Oh, you do, Aaron?

DR. PAYMENT: No, it sounds like we have a -- one of us has a conflict.

MS. WHITEFOOT: Two of us. Three of us.

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CHAIRPERSON JACKSON-DENNISON: How about this first week of June?

(Simultaneous speaking)

DR. JOHN: I'm available.

MS. WHITEFOOT: The first week of June I'm available.

DR. JOHN: Theresa.

CHAIRPERSON JACKSON-DENNISON: That should work for me.

MS. WHITEFOOT: First week of June I'm available.

DR. PAYMENT: I have a treaty -- intertribal treaty on the 3rd and the 4th in Lansing, Michigan. Monday. No, I have a council meeting on that Thursday.

MS. BUTTERFIELD: The first or second?

DR. PAYMENT: Monday I'm open, but Tuesday I have a council meeting at home.

MS. BOULLEY: Is it possible to keep the June 11 and 12 and have the people who are

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going to be at NCAI to dial in?

DR. PAYMENT: The only problem with that is they work me like a dog at NCAI. I'm doing consultations, I'm hosting, I'm chairing. So, I can call in when I can, but it's improbable that you're going to -- yes.

CHAIRPERSON JACKSON-DENNISON: I can't make the 11th or 12th either.

DR. PAYMENT: What did we say about the 18th and 19th? We were looking at that, to do that someplace else. But what about to do it here?

MS. WHITEFOOT: I can't do it. It's graduation. Fifteenth and sixteenth of June.

DR. PAYMENT: I have a council meeting on the 16th.

CHAIRPERSON JACKSON-DENNISON: On which day?

DR. PAYMENT: On June 16. Our meetings are full days. They're awful.

DR. JOHN: Seventeen, eighteen?

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DR. PAYMENT: Well, I drive so I'd have to leave. It's possible. Because I get halfway -- I wouldn't be able to sleep that night. Can't drive and not sleep.

MS. BUTTERFIELD: You don't need sleep.

DR. PAYMENT: That's not the problem. I just can't drive. I'd have to drive through the night to get here.

MS. WHITEFOOT: How about we go into July?

DR. PAYMENT: July might make sense.

DR. ANDERSON: Our report.

MS. WHITEFOOT: That's right. Oh, gosh.

DR. PROUDFIT: It looks like somebody is going to have to call in.

DR. PAYMENT: What was wrong with -- oh, you have graduation. Can you call in?

MS. WHITEFOOT: No, you can't call in to graduation.

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DR. PAYMENT: No, no, I mean can you be at graduation and call in to the meeting?

MS. WHITEFOOT: Yes, I could do that.

(Simultaneous speaking)

DR. PAYMENT: I'll call in when I can. I'm okay with that.

MS. WHITEFOOT: It's on a Thursday and a Friday. It's at the end of NCAI.

DR. ANDERSON: This is Phyllis. So Karen did tell us that it was a no.

DR. PAYMENT: No, no. We're saying meet here on those dates, but I'll call in.

DR. ANDERSON: What I'm saying is she said no, that she got -- she understands that it's a no, that we can't go to Alaska.

DR. PAYMENT: No, no, I would call in from there, but the meeting would be here.

DR. ANDERSON: No, that's not what I'm asking. I'm saying did she come in and say I have talked to whoever she said that it probably wouldn't be allowed. Whoever she had to talk to,

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has she talked to anyone to say no, that's a no go.

CHAIRPERSON JACKSON-DENNISON: No. Phyllis, no, that's not what happened. They're just scheduling because they think that that's probably going to be the case since we haven't heard by now.

We scheduled that back in September, right?

DR. ANDERSON: Right.

CHAIRPERSON JACKSON-DENNISON: Obviously we haven't heard and it's now.

DR. ANDERSON: Well, has she asked?

CHAIRPERSON JACKSON-DENNISON: Angeline, do you know anything?

MS. BOULLEY: She has asked. She hasn't gotten a definitive answer.

DR. PROUDFIT: This is Dr. Proudfit. Deborah, as the chair. You said she hasn't heard back.

CHAIRPERSON JACKSON-DENNISON: Yes,

I'm here.

DR. PROUDFIT: Have you -- do you as chair send her a formal email request and follow-up and asking her if she's heard back from our response in a timely manner?

I mean, because as a committee we don't see any kind of exchange, but it seems like there's communications happening between you and her. So is this something you continuously follow up with her over the months --

CHAIRPERSON JACKSON-DENNISON: No, I don't --

DR. PROUDFIT: May I finish?

CHAIRPERSON JACKSON-DENNISON: I don't see that as my job. I see that as the DFO that does that.

DR. PROUDFIT: Okay. So, is there somebody communicating in a timely manner and asking for a response, or do we wait six months and then ask has anybody heard back? I mean, what is the process so we don't find ourselves in

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this position again, and what's the orderly process, whether it's the chair of our committee, whether it's the DFO.

I just would like to have some consistency because it seems like we find ourselves in this position every single time.

MS. BOULLEY: It would be with the DFO to put it in writing to Karen requesting a definitive answer.

DR. PAYMENT: And that's you right now, right?

MS. BOULLEY: It's me for today.

DR. PAYMENT: Angeline to Angela.

MS. BOULLEY: Yes.

DR. PAYMENT: Now we're going to be calling you Angeline.

DR. PROUDFIT: So, Angela, can we ask then when you put these requests just to let us know and ask Karen or whoever you're putting the request to for a timely response so that we just know an answer. Because we don't have an answer.

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We're just assuming, right. Thank you.

DR. PAYMENT: So, I have a question for us then. Are we -- can we solidify that timeline, like the 11th and 12th regardless. So it's either going to be in DC or it's going to be at NCAI. Our preference is to follow through with what we said, but if that gets nixed then we are meeting anyway here. So that might take a motion.

CHAIRPERSON JACKSON-DENNISON: I think that would be the proper thing to do.

DR. PAYMENT: Yes. I'll make a motion to that effect.

MS. BUTTERFIELD: This is Robin.

CHAIRPERSON JACKSON-DENNISON: Robin, go ahead.

MS. BUTTERFIELD: I cannot make the 11th and 12th. But you can go ahead and set the meeting for that date.

CHAIRPERSON JACKSON-DENNISON: Are we going to make a motion, Aaron?

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DR. PAYMENT: Yes, I will. We might be calling in Robin.

CHAIRPERSON JACKSON-DENNISON: Did someone make the motion?

DR. PAYMENT: I did, yes.

CHAIRPERSON JACKSON-DENNISON: Do we have a second for that motion? For the 11th and 12th of June, whether it's in Anchorage or whether it's in Washington. If the answer is we can go to Anchorage it will still be in Anchorage. If it's in Washington it will be -- if it's a no then we'll go to Washington. Is that what I'm hearing the motion is?

DR. ANDERSON: I second it.

MS. BROWN: This is Doreen, I second.

DR. PAYMENT: And for the record I want to make it clear that our preference is to stick to what we had planned to do.

And it seems like if the federal agency had an issue with it they should have resolved that in September or October of last

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year.

CHAIRPERSON JACKSON-DENNISON: So the motion is -- obviously my mike was turned off, so someone turned it back on finally. I don't know if you've heard me. Could you restate the motion? You want to have it in Washington if the department says no to Anchorage on the same dates, June 11 and 12.

DR. PAYMENT: Sure.

CHAIRPERSON JACKSON-DENNISON: With the preference being Anchorage.

DR. PAYMENT: Yes.

CHAIRPERSON JACKSON-DENNISON: And do we have a second?

DR. PAYMENT: We did.

DR. ANDERSON: Second.

MS. BROWN: Doreen seconded.

CHAIRPERSON JACKSON-DENNISON: Doreen seconds that motion. And I just would like to add that the follow-up would be done through the acting DFO Angela. Communicate to whether or not

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we get a yes or no answer by a certain date so we can start scheduling our flights.

MS. HERNANDEZ-MARSHALL: Yes. May I ask a question of NACIE members?

CHAIRPERSON JACKSON-DENNISON: Yes.

MS. HERNANDEZ-MARSHALL: This will just help in like going back to share with leadership.

My question is do individuals' participation, does your ability to participate differ depending on whether it's here or in Alaska? Meaning -- that was one question I had.

DR. PAYMENT: The only -- well, Robin I don't think can be in person either, but she might call in. And I would probably end up calling in. But I'm okay with that. I'll figure it out.

MS. THOMAS: Are we in the discussion part of this motion?

CHAIRPERSON JACKSON-DENNISON: No, we haven't had a vote.

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(Simultaneous speaking)

CHAIRPERSON JACKSON-DENNISON: Then we can discuss now, yes. We're in discussion.

MS. THOMAS: Okay.

CHAIRPERSON JACKSON-DENNISON: The question is will participation improve or not improve depending on -- what's the participation if it's held in Washington versus Alaska.

MS. BUTTERFIELD: This is Robin.

CHAIRPERSON JACKSON-DENNISON: Go ahead, Robin.

MS. BUTTERFIELD: To the question that was just asked it doesn't matter for me. Those dates are not good. The other thing is I think we need to be very careful when we set these dates that we already have a quorum. Because if something happens, if two people already can't make it one more person and we won't have a quorum. So I just want to point that out.

And I didn't know that there were no other dates in June that didn't work for

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everybody. Did we go through all of that and find out that was not the case, that we couldn't find dates?

DR. PAYMENT: So Robin, I think we did and I think that -- I think what everybody was trying to default to was back to the date that we knew we had committed to. That was June 11 and 12.

MS. BUTTERFIELD: But we did find other dates where everybody could be there?

DR. PAYMENT: We tried.

MS. BUTTERFIELD: And we couldn't find any?

DR. PAYMENT: No.

MS. BUTTERFIELD: Okay.

MS. WHITEFOOT: So I'd like to respond to the question. This is Patsy.

CHAIRPERSON JACKSON-DENNISON: Go ahead, Patsy.

MS. WHITEFOOT: Yes, thank you, Angela for that question. That's an important

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question to ask about meeting in Alaska.

The way I view this is that we're here for the purpose of working with American Indian and Alaskan Native students and people. And in our communities as well.

And when we take a look at our goals, our vision we're here for that purpose. And while it's I know convenient to be here I really think we need to strive to be out in the community and that's what our goals state, that we should be interfacing with the community as well.

And we have done that previously as NACIE. We did attend the annual NCAI conference in Portland, Oregon. And the day before we started meeting we were able to have tribal consultation at that time. And we had many of our tribal leaders that participated during that consultation session as well as educators.

And so I think the more that we can be out in the community, and Anchorage is considered one of those communities, that we

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strive to do that. Because it's important for us to have those kinds of face to face meetings not only with ourselves, but also -- the people, the individuals, the institutions, the schools that we service.

The funds that we are responsible for overseeing here as well are out there in the community. So this would be an opportunity for people to share the successes, the challenges that they have.

And so I would still advocate for us going to Anchorage if at all possible. Thank you.

MS. HERNANDEZ-MARSHALL: Thank you.

CHAIRPERSON JACKSON-DENNISON: Thank you, Patsy. I just want to concur with what Patsy said. This is Dr. Dennison talking.

We did have one in conjunction with NCAI and I believe we got valuable input from the stakeholders that were at the NCAI conference in Portland. That was the year we went to Portland.

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We also had a similar experience -- we went to Anchorage not as a council, but a subcommittee went to Anchorage when NIEA was there a few years ago. We also got a lot of good information from there to add value to our report, our annual report.

So I think that it doesn't really matter where we go. As far as I'm concerned it's that we're there and that we have a way to get some good feedback from our community as to what's working and what's not working in Indian Country.

And then Washington doesn't really have that because -- but that's where we gather and where many of the staff can work with us. So that's where -- it's different.

It's just understanding from the department and understanding what it is our purpose is, to be able to gather information, to hear the stakeholders and understand what their challenges are and how to report that to Congress

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is one of our main requirements.

And really that's the whole gist of it. It really doesn't matter to me personally if we're in Alaska or Washington or anywhere. I'm going to make every effort to be there. And I think that also goes for most if not all of our council members. So that's just my point of view. Thank you.

MS. BOULLEY: Thank you.

MS. BROWN: Hi, this is Doreen.

MS. BOULLEY: Doreen, yes.

MS. BROWN: Thank you. So first of all, we spend a lot of time talking about setting out dates. I want to remind you of a couple of points.

Number one, we have 227 tribes in Alaska. Number two, Anchorage, Alaska as a recipient of Title VI funding is one of the largest grantees. We have over 8,000 Native students just in our district in Anchorage.

We have Johnson-O'Malley funding. We

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have a NAL grant. So I think there's a lot of opportunities to really see where -- actually where the rubber hits the road for lack of going into details versus DC.

In addition to that what we actually thought about doing as well is knowing that this is the tail end of NCAI as well. We put a lot of thought, energy into setting these particular dates for a variety of reasons and I think the leadership needs to be aware of that. Thank you.

MS. HERNANDEZ-MARSHALL: Thank you.

DR. PAYMENT: This is Aaron Payment. I'd like to be recognized.

CHAIRPERSON JACKSON-DENNISON: Yes, go ahead.

DR. PAYMENT: What I would suggest that we -- no, what I'm going to request that we do is that we include the comments that we just made in reference to our selection of the -- our original selection of the date and location.

Because normally when we pass our

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minutes that may not be reflected. So what we don't want is the people who read the minutes to say oh well, they're fine with changing the location.

We're really not fine with that. We're saying that if someone way up above says we can't meet in Anchorage that we're meeting anyway, but we'll meet here in Washington, DC.

So I'm asking if we can include, and you can ask without objection that our comments that Patsy made, that Doreen made and earlier that I made. Because it's unfortunate. Alaska always gets left out of education.

So I'm going to ask if our comments without objection can be included and our preference for Alaska.

CHAIRPERSON JACKSON-DENNISON: I think you can amend that to your motion if you include the comments to be sent over to the -- on the dates and the location of preference along with the comments as to why as part of your

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motion.

DR. PAYMENT: Okay, I will. And you can ask without objection so we don't have to belabor it.

CHAIRPERSON JACKSON-DENNISON: Okay. So we have a motion and a second. I need to take a roll call vote I guess at this point. Unless we're still discussing. Any more comments? Let's take a vote.

MS. BROWN: Actually, this is Doreen. I'd like to add one more thing because I think - - I would like to set a date if we can hear and have a decision be made by the end of March for planning purposes.

DR. PAYMENT: I'll second that motion.

CHAIRPERSON JACKSON-DENNISON: Wait, we had a motion and a second and then you're wanting what? I didn't understand that.

MS. BROWN: I guess it's adding to that particular motion that we want it in

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Anchorage. We're going to add the comments. The third thing is to add that we would like to know whether it's going to be in Anchorage on a particular date. And I'm just going to throw out the end of March.

CHAIRPERSON JACKSON-DENNISON: Okay.

MS. BROWN: So by March 31 we'd like to know the decision.

(Simultaneous speaking)

DR. PAYMENT: Doreen, before anybody seconds your motion how about two weeks? Response in two weeks.

MS. BROWN: I don't know if they can do that. I'm just thinking about the history of this, that Karen --

(Simultaneous speaking)

MS. BROWN: So I'm just wondering if Karen can get that done in two weeks so I'm giving her a little bit more time.

MS. THOMAS: Debbie, this is Virginia.

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CHAIRPERSON JACKSON-DENNISON: Go ahead, Virginia.

MS. THOMAS: We're out of order here. You have one standing motion that hasn't been voted on, and now you've already got another motion. You have to act upon the first motion.

DR. PAYMENT: No. Point of order.

(Simultaneous speaking)

DR. PAYMENT: Deborah, point of order.

CHAIRPERSON JACKSON-DENNISON: Go ahead.

DR. PAYMENT: All right. So parliamentary meeting rules which are FACA required, you can take two motions. You can make a main motion, a motion to amend, another motion to amend. And so this is the second motion to amend.

MS. THOMAS: Okay, that wasn't my understanding that it was an amendment. It was a separate motion the way it sounded.

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DR. PAYMENT: No, that's not what Doreen said. Doreen asked before we vote on this amendment that we include that we pick a time certain for a response to come back. And I think she said by March 31. So I'll second her motion.

MS. THOMAS: So technically you're seconding her amendment.

DR. PAYMENT: Yes.

CHAIRPERSON JACKSON-DENNISON: He made the motion, original motion that was amended for priority, and then also to include the comments that we made about why we -- what we preferred --

DR. PAYMENT: That's the amendment.

CHAIRPERSON JACKSON-DENNISON: -- different places other than Washington. And then they amended it again to have an answer back.

DR. PAYMENT: Yes.

(Simultaneous speaking)

MS. BOULLEY: Yes. So this is Angeline. I'll do a roll call vote on the

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amendment to add the --

DR. PAYMENT: Time certain.

MS. BOULLEY: The time certain of  
March 31.

DR. PAYMENT: Call for the vote.

MS. BOULLEY: All right. Dr.  
Dennison?

CHAIRPERSON JACKSON-DENNISON: Yes.

MS. BOULLEY: Phyllis Anderson?

DR. ANDERSON: What are we voting on?

DR. PAYMENT: March 31. Time  
certain, a response back by March 31.

DR. ANDERSON: Yes.

MS. BOULLEY: Dr. John?

DR. JOHN: Yes.

MS. BOULLEY: Mandy Smoker Broaddus?

MS. BROADDUS: Yes.

MS. BOULLEY: Doreen Brown?

MS. BROWN: Yes.

MS. BOULLEY: Robin Butterfield?

Robin Butterfield? Aaron Payment?

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DR. PAYMENT: Yes.

MS. BOULLEY: Dr. Proudfit?

DR. PROUDFIT: Yes.

MS. BOULLEY: Virginia Thomas?

MS. THOMAS: Yes.

MS. BOULLEY: And Patricia Whitefoot just left and is not able to vote. So, the amendment carries.

DR. PAYMENT: Wait.

MS. BOULLEY: No, we don't.

CHAIRPERSON JACKSON-DENNISON: How many people voted?

(Simultaneous speaking)

MS. BOULLEY: The amendment carries. So now there's a roll call vote on the original motion as amended.

DR. PAYMENT: No, we didn't vote on the original one. I suggested to do it. We have to vote on the first amendment as amended. What was the first amendment now? It's been so long.

MS. BUTTERFIELD: Can you hear me now?

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CHAIRPERSON JACKSON-DENNISON: I can hear you.

MS. BUTTERFIELD: My phone got cut off.

MS. BOULLEY: Okay, Robin, did you want to register your vote on the amendment for the time certain?

MS. BUTTERFIELD: And the amendment was to have it responded within a certain deadline?

MS. BOULLEY: Yes, March 31.

MS. BUTTERFIELD: Yes. I vote yes.

MS. BOULLEY: Okay.

DR. PAYMENT: So what was the first amendment? It was to set a date -- no, to alternately -- no, that was the main motion. I don't remember it now.

MS. BOULLEY: I thought it was to proceed with the June 11 and 12 dates, that it would either be in Anchorage or it would be in Washington, DC.

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DR. PAYMENT: So what was the main motion?

MS. BOULLEY: To confirm the meeting date.

MS. BOULLEY: Okay, all right. We're good.

MS. BOULLEY: Okay.

MS. BROWN: Madam Chair? This is Doreen.

CHAIRPERSON JACKSON-DENNISON: Yes, go ahead.

(Simultaneous speaking)

MS. BROWN: -- the comment about compelling reasons of why we wanted it in Anchorage on June 11.

DR. PAYMENT: Yes, ma'am. So yes, I'm sorry.

CHAIRPERSON JACKSON-DENNISON: That was the second amendment.

DR. PAYMENT: Yes, that was the first amendment and it was that we register our

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comments in the motion verbatim that include our preference for Alaska.

CHAIRPERSON JACKSON-DENNISON: Yes.

DR. PAYMENT: Call for the vote.

MS. BOULLEY: All right. Dr.

Dennison?

CHAIRPERSON JACKSON-DENNISON: Yes.

MS. BOULLEY: Phyllis Anderson?

DR. ANDERSON: Yes.

MS. BOULLEY: Dr. John?

DR. JOHN: Yes.

MS. BOULLEY: Mandy Smoker Broaddus?

MS. BROADDUS: Yes.

MS. BOULLEY: Doreen Brown?

MS. BROWN: Yes.

MS. BOULLEY: Robin Butterfield?

MS. BUTTERFIELD: Yes.

MS. BOULLEY: Dr. Payment?

DR. PAYMENT: Yes.

MS. BOULLEY: Dr. Proudfit?

DR. PROUDFIT: Yes.

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MS. BOULLEY: Virginia Thomas?

MS. THOMAS: Yes.

MS. BOULLEY: And Patricia Whitefoot has left the meeting. Motion carries.

DR. PAYMENT: Call for the vote on the main motion with the two amendments.

CHAIRPERSON JACKSON-DENNISON: Go ahead.

MS. BOULLEY: Dr. Dennison?

CHAIRPERSON JACKSON-DENNISON: Yes.

MS. BOULLEY: Phyllis Anderson?

DR. ANDERSON: Yes.

MS. BOULLEY: Dr. John?

DR. JOHN: Yes.

MS. BOULLEY: Mandy Smoker Broaddus?

MS. BROADDUS: Yes.

MS. BOULLEY: Doreen Brown?

MS. BROWN: Yes.

MS. BOULLEY: Robin Butterfield?

MS. BUTTERFIELD: Abstain.

MS. BOULLEY: Dr. Payment?

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DR. PAYMENT: Yes.

MS. BOULLEY: Dr. Proudfit?

DR. PROUDFIT: Yes.

MS. BOULLEY: Virginia Thomas?

MS. THOMAS: Yes.

MS. BOULLEY: Motion carries. The next item is -- on the agenda it would be the Office of Indian Education, the presentation that was originally scheduled for 9 this morning. We can keep it very brief.

CHAIRPERSON JACKSON-DENNISON: Okay.

MS. BOULLEY: All right. This is Angeline Boulley, the director for the Office of Indian Education for two more hours. All right. Okay, next slide, and next slide.

So, we've stressed the staffing situation. And the vacancies and how important it is for these positions to be filled. Next slide.

This is -- I believe we've emailed this to you. So it just goes over what the Fiscal

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Year '19 awards were, \$176 million, and what the Fiscal Year '20 anticipated awards are, \$176 million.

Am I okay to go to the next slide, Mandy? Okay. All right, next slide. We have four discretionary grant programs as you know, professional development, Native American language, state-tribal education partnership, and demonstration which under the previous administration had a priority that was called Native American community youth projects. Next slide.

We are going through rulemaking for PD now and demonstration grants. And rulemaking involves a notice of proposed rulemaking, then a notice of final rulemaking or final priority, and the notice inviting applications.

All of these items that we're referring to are published in the Federal Register. Our OIE listserv does send out a broadcast. Every time we put something in the

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Federal Register we also send it out to our listserv.

If anyone would like to be added to the listserv they simply need to email [indian.education@ed.gov](mailto:indian.education@ed.gov) and we will forward that to our contractor Tribal Tech who manages our listserv. Next slide.

The main reason I wanted to speak with you today is our discretionary grant programs. We're looking at -- we were anticipating four competitions. We have received word that it is more likely we are going to do three competitions.

Discretionary grants are competitive. So applicants -- eligible entities submit applications which are read and scored by peers. So they are peer reviewed. And when we do our call for peer reviewers we highly prize experience working with Native students so that every panel that's reading these grant applications, that they are people who are

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familiar with our communities, our urban Indian communities, our reservations, Alaska, all different parts of the country so that they can use that experience to do a great job reading and scoring appropriately.

We compensate peer reviewers at \$175 per application. Each panel will review between 6 and 10 applications depending on how many are actually received for that competition.

And if anyone is interested in serving as a peer reviewer to please email their resume to [indian.education@ed.gov](mailto:indian.education@ed.gov) and we will forward that to our meeting contractor who also manages our grant review logistics. Next slide.

Every panel has a panel monitor, three readers, and one assigned alternate. And that assigned alternate does all of the responsibilities of a reader, they just don't enter the information into G-5. But they keep pace with everyone. They don't participate in the discussions in the panel. It is just the

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three readers that contribute in that panel.

However, if a reader needs to drop out, and that does happen, we have someone who's all ready to step in and we don't have to lose time bringing someone else up to speed. Next slide.

We do our reviews in one of two ways. We either do completely virtual which is where you read the grants in your own time at home and then you have scheduled phone calls where you will panel or discuss each application.

Those virtual reviews typically take about two weeks to do. And if you have never reviewed before we do not recommend that you review and try to work your full-time job. We say please take leave or -- it is too difficult for a first-time reviewer to try to juggle peer reviewing on top of a full-time job.

For onsite that's where we bring the reviewers to a location. The review typically takes five to seven days and you meet in a hotel

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room and you read and score and discuss the applications.

You're there for a finite time and so it's a lot of work. And that's a full-time obligation for that duration.

And then there is the potential for something that's called a hybrid where we would send applications electronically to people to read and score ahead of time, and then do an abbreviated onsite session.

For this year we anticipate doing virtual competitions for our smaller grant programs which would be STEP and NAL. And we anticipate doing an onsite grant review for our demonstration grant.

So if you do know of anyone, and as a former tribal education director who did a lot of grant writing for my tribe I will say that serving as a peer reviewer is one of the best things that you can do to improve your own grant writing skills because it is amazing to read these

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different applications from communities and to see excellent examples of how communities are proposing to meet their needs. And it always gave me great ideas to take back to my own community.

Angela, is there anything that you would add for that?

MS. HERNANDEZ-MARSHALL: I want to just second the request for sharing this with other education experts. We really do need specifically that Indian education expertise to support a high-quality review. Thank you.

MS. BOULLEY: Next slide. Just real quickly about formula grants. Part 1 opened up on February 6 and it closes March 12. In part 1 of the electronic application grantees or applicants will provide their Indian student count.

Part 2 opens April 6. It closes on May 21. And on that one that's where the applicant will provide their goals and

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objectives, the date of their public hearing, how they engaged in meaningful collaboration with Indian tribes in their area if they fall within the conditions for that, their budget, and then the Indian Parent Committee approval. Next slide.

Eighty-five percent of our grantees are LEAs. So local education agencies are what many people think of as school districts. And then the other percents are for BIE grant and contract schools, BIE operated, consortiums.

Two percent are tribes that apply in lieu of an LEA. And then there was only one grantee last year that was an Indian organization, Indian community-based organization.

This year we had 1,314 formula grantees and we served over 450,000 American Indian and Alaskan Native students. Next slide.

The grantee breakdown in approximately quarters, about one quarter of our

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grantees receive \$10,000 a year or less in a grant award. Another approximately 25 percent received between twenty and forty thousand dollars.

Another slightly larger percent quarter get between \$40,000 and \$100,000. And slightly less than a quarter receive over \$100,000 in a grant award.

The awards range from the low end of \$4,000 to \$2.7 million is the largest grantee. And the median award which means 50 percent of the awards are smaller than that and 50 percent of the awards are larger than that, the median amount is \$40,000. Next slide.

There was an implementation -- formula implementation study that was done. They had excellent response rate from all of the formula grantees.

They did a survey of 1,300. They analyzed the annual performance reports and they did case studies with nine grantees.

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And what it was - was, to identify how -- what types of services are supported by Title VI grants, and how grantees work with stakeholders, and how grantees measure their progress towards their objectives. Next slide.

I did copy and send an email with the links for this. One of the key points that I have been calling attention to is that there is a difference between how LEAs administer Title VI grants and BIE schools and tribes that operate in lieu of an LEA.

And as you can see BIE schools and tribes, they use Title VI formula grant funding in 75 percent of the grantees they had objectives that included Native language and instruction, and providing Indian education, 84 percent.

Whereas LEAs, 31 percent of LEA grantees provide Native -- use Title VI funding for Native language and instruction, and 53 percent use Title VI funding for Indian education.

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And just as a reminder the statutory purpose of Title VI funding is to support the unique cultural, educational, and culturally related needs of American Indian and Alaskan Native students.

There's a question from Mandy.

MS. BROADDUS: Angeline, Indian education is a very broad category. What falls under that specifically? Because I thought that was the whole purpose like you just named. So what could they be spending the other 47 -- the LEAs, 47 percent on?

MS. BOULLEY: Tutoring or paraprofessional support in the classroom. What they would consider as academic support that did not involve culture. Next slide.

So, online you have the link now for volume 1 of the implementation study report and volume 2 which is all of the data. And then there's also a two-page report -- results in brief PDF that's also available. And so you have

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those links and you can learn more about the study and how you might want to engage communities that you work with, and how they implement the Title VI grants. Last slide.

So, miigwetch. And I also wanted to call attention to the Department of Education is overhauling their website. So we do have new webpages. And I believe all of the web addresses have to spell out all of the offices. And so there cannot be abbreviated links. So that's the formatting, the nomenclature for how the new website is. So, I did provide it there and I'm happy to answer any questions that you have.

And I would just like to say that it's been my honor to be the director for the Office of Indian Education. And the staff is incredible. And the things that they do, I just want to call attention to the hard work that they do, the workload that they have, the number of grantees that they serve in their portfolios. And they do excellent work with these obstacles.

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CHAIRPERSON JACKSON-DENNISON: Thank you, Angeline. Do we have any comments?

MS. BROWN: Madam Chair, I have a question. This is Doreen.

CHAIRPERSON JACKSON-DENNISON: Yes, Doreen, go ahead.

MS. BROWN: Angeline, I want to say thank you for all your hard work and dedication to our Native students across the country. Your parting words after the presentation just led right into a question that I have specifically about staff, and about staffing.

Our annual report our committee is going to be writing. And I just wanted -- I know that there are some vacancies. And I just wanted to capture if needed, is that -- even if we fill those particular vacancies that were listed on that PowerPoint is that enough staff to really adequately support, provide technical assistance for all the grants that are managed through OIE?

MS. BOULLEY: I think that there's so

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much more that we could do if we had the appropriate staffing level.

MS. BROADDUS: Second question. So without going into the nitty-gritty, I've looked at the study, the Indian education study, a number of times, but I haven't looked to see if anywhere within that study does it talk about or allude to the fact that there might need to be more support from Office of Indian Ed. Or is that not something that was not even addressed within the study that we could capture with our annual report for Congress?

MS. BOULLEY: No, that wasn't a focus or a question at all as part of the study. It was purely how grantees implement their projects.

MS. BROADDUS: So, if I were to ask you specifically what grant area do you think needs more support, could you cite something within the report?

MS. BOULLEY: I think our formula program needs help. We have 3 staff members who

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provide services to 1,300 grantees, and we have a lot of monitoring activity that is needed. And there's a finite amount of time for staff to focus on all of their responsibilities.

MS. BUTTERFIELD: This is Robin.

MS. BOULLEY: Yes.

CHAIRPERSON JACKSON-DENNISON: Go ahead, Robin.

MS. BUTTERFIELD: I just had two things. One, you mentioned earlier today about not having any assistance. Is that common with the programs within the Department of Ed?

MS. BOULLEY: No. There had been two admin assistants under the previous director.

MS. BUTTERFIELD: So when they were lost they just weren't filled. Is that correct?

MS. BOULLEY: During the reorganization of the Office of Elementary and Secondary Education we lost one admin assistant. And so when I came onboard there was one. And then that individual left and we have not been

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able to get it filled.

MS. BUTTERFIELD: Then I would like to make a motion that the Department of Ed make it a priority to hire the staff that's needed, but in particular that assistant position. I think that's appalling that our program -- I mean it feels almost like a civil rights issue -- does not have adequate support.

DR. PAYMENT: I'll second that.

CHAIRPERSON JACKSON-DENNISON: There's a motion and a second. Any discussion, if any?

DR. PAYMENT: Dr. Dennison, just one before we're told that's not our business, or we can't do that is that's actually in our charter. That's specifically in the charter.

CHAIRPERSON JACKSON-DENNISON: Aaron, I don't think we need to say that. We're not told that's not our business. I just think we need to be more professional in the way we do things. So, just offer the discussion now.

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Anybody who has any discussion?

DR. PAYMENT: So, what I would like to ask --

MS. THOMAS: This is Virginia.

DR. PAYMENT: Actually, I still have the floor --

(Simultaneous speaking)

DR. PAYMENT: Dr. Dennison, I still have the floor.

CHAIRPERSON JACKSON-DENNISON: Okay, go ahead.

DR. PAYMENT: So what I'm asking is that we cite the section of our charter which references that we advise the Secretary on budgetary items. You can labor it through a motion and second, or you can take a without objection. That's my request, my motion.

CHAIRPERSON JACKSON-DENNISON: There's a motion on the floor and a second by Robin, was it Robin?

MS. BUTTERFIELD: I made the motion,

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but I accept the amendment that Aaron has offered.

CHAIRPERSON JACKSON-DENNISON:  
There's a motion and a second. Robin's motion and Aaron's second. And then attach the charter information.

MS. THOMAS: Debbie, this is Virginia.

CHAIRPERSON JACKSON-DENNISON: Go ahead, Virginia.

MS. THOMAS: I just wanted to clarify to Robin. Who are you saying that you want this to be directed to or cc'd? And making sure that we get the right person and not just lay it on someone's desk.

MS. BUTTERFIELD: I would take Angeline's advice on who would be the appropriate person.

MS. THOMAS: I think we need to put that in the motion.

MS. BOULLEY: Ruth Ryder is the acting

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OIE director after today.

CHAIRPERSON JACKSON-DENNISON: Okay.  
Then to Ruth Ryder.

MS. BUTTERFIELD: Aaron, could you write it out, the motion, since I'm not there? It's difficult for me to do that.

DR. PAYMENT: Yes. The motion would be to recommend that we fill the vacancy, that we reference the charter and our role in advising on the budget, and that we report our motion to Ruth Ryder as acting director.

DR. PROUDFIT: This is Dr. Proudfit. I just have a question. Has the position been -  
-

CHAIRPERSON JACKSON-DENNISON: Go ahead, Dr. Proudfit.

DR. PROUDFIT: Has the position not been able to be filled because you can't find someone, or they haven't allowed --

MS. BUTTERFIELD: We can't hear you, can you speak up?

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DR. PROUDFIT: Has the position not been able to be filled because we can't find someone to fill it, or have you not been given the approval to do a search?

MS. BOULLEY: It has not received approval to be posted.

MS. BUTTERFIELD: Call for the question.

CHAIRPERSON JACKSON-DENNISON: Let's take a roll call vote.

MS. BOULLEY: Dr. Dennison?

CHAIRPERSON JACKSON-DENNISON: Yes.

DR. PAYMENT: Phyllis Anderson?

DR. ANDERSON: Yes.

MS. BOULLEY: Dr. John?

DR. JOHN: Yes.

MS. BOULLEY: Mandy Smoker Broaddus?

MS. BROADDUS: Yes.

MS. BOULLEY: Doreen Brown?

MS. BROWN: Yes.

MS. BOULLEY: Robin Butterfield?

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MS. BUTTERFIELD: Yes.

MS. BOULLEY: Dr. Payment?

DR. PAYMENT: Yes.

MS. BOULLEY: Dr. Proudfit?

DR. PROUDFIT: Yes.

MS. BOULLEY: Virginia Thomas?

MS. THOMAS: Yes.

MS. BOULLEY: Motion carries.

MS. BUTTERFIELD: This is Robin. I had one other comment.

CHAIRPERSON JACKSON-DENNISON: Go ahead, Robin.

MS. BUTTERFIELD: It was my understanding that the departments of ed of the various states were also supposed to support the Title VI grantees. Do you know how many of the states actually do that? And basically what kind of support is that?

I know in Oregon the Indian ed office convenes the Title VI directors, but they only do it once a year. And it seems like many of those

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grantees could use a little more support than that. I was just curious what other states were doing.

MS. BOULLEY: Not every state does that. And I think that's one reason for the comprehensive center, the project about Indian education in assessing the states that have those support positions at their state and support a statewide convening of their formula grant grantees. That would be good to know because not every state even calls a meeting a year.

MS. BUTTERFIELD: Is that one thing we could ask, that that report makes sure they add is just -- making recommendations. How many states actually have active support for the Title VI grantees?

MS. BOULLEY: Sure. That would be a good ask.

MS. BUTTERFIELD: Okay. Oh, and thank you, Angeline. I also wanted to commend you for the work that you've done with the office.

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Even though I'm heartsick that you're leaving in a very short time you really have accomplished a lot and people appreciated your responsiveness, especially to the grantees I know, but just in partnering with other organizations. So, miigwetch and (Native language spoken) to you and good luck in your future endeavors.

MS. BOULLEY: Thank you. If there's nothing else we have on the agenda for public comment. So I will ask for the first time if there are any public comments for today. I will ask a second time if there are any public comments.

MR. ROULAIN: Just one. This is Phillip from Tribal Tech. Just one moment while we unmute all of the lines.

MS. BOULLEY: Thank you.

MS. WILLIAMS: This is Bianca Williams with the Office of Indian Education. And I do want to thank Angeline for her time as director. It's been great to get to know her and

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work with her, and she definitely was someone to look up to. And I'm happy I was able to meet her and still able to contact her once she leaves.

So, you're always going to be a friend to OIE. Come help out whenever you can. You know we need it. We have some peer reviewer solicitation for you.

We also do have a seal and flowers for you to take home to, you know, all of us contribute a little bit to put it together. And some cards as well. I believe everyone had a chance to sign. If you did not, please sign. Thank you, Aaron. So great to work with you. And we're so proud of you and I can't wait to read your book.

(Applause)

DR. PAYMENT: On behalf of our NACIE members we got you this. We checked with ethics and we can't influence anything anymore so we can give this.

(Simultaneous speaking)

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MS. BOULLEY: Are there any other public comments? This is the third request. If there are no other public comments, Dr. Dennison, the meeting is ready to be adjourned.

CHAIRPERSON JACKSON-DENNISON: Okay. I just want to say also on behalf of NACIE, Angeline, we are very appreciative of your work and of your help along the way.

I know it was, what, almost a year that you've been in the post. And I commend you for moving on and doing the work that you're doing. Like was said I can't wait to read your book. And I wish you well. I hope that you remember us when you're rich and famous. And come back and visit. Thank you.

MR. ROULAIN: Good afternoon. This is Phillip Roulain from Tribal Tech. I just would like to add that Kathleen Bethke has placed a comment in the box that says good luck, Angela -- I'm sure she means Angeline -- we will miss you. Sorry, I meant Angeline. And Angela, you

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cannot leave. That was the final comment. Thank you.

CHAIRPERSON JACKSON-DENNISON: Do we need a motion to adjourn or do we just adjourn? I don't remember.

MS. BUTTERFIELD: This is Robin. I'll move to adjourn.

CHAIRPERSON JACKSON-DENNISON: Okay, Robin moves to adjourn. Anybody else want to second that?

MS. THOMAS: I'll second that. This is Virginia.

CHAIRPERSON JACKSON-DENNISON: Okay, Virginia seconds. All in favor say aye.

(Chorus of ayes)

CHAIRPERSON JACKSON-DENNISON: Safe travels. Bye.

(Whereupon, the above-entitled matter went off the record at 3:38 p.m.)

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