

## UNITED STATES DEPARTMENT OF EDUCATION

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## NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION

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## MEETING

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WEDNESDAY  
SEPTEMBER 11, 2019

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The National Advisory Council on Indian Education met in the U.S. Department of Education Training and Development Center, Room 1W113, 400 Maryland Avenue, SW, Washington, D.C., at 9:00 a.m., Deborah Jackson-Dennison, Chair, presiding.

PRESENT

DEBORAH JACKSON-DENNISON, Chair  
 PHYLISS ANDERSON, Member  
 THERESA AREVGAQ-JOHN, Member  
 DOREEN BROWN, Member  
 ROBIN BUTTERFIELD, Member  
 AARON PAYMENT, Member  
 JOELY PROUDFIT, Member  
 VIRGINIA THOMAS, Member\*  
 PATRICIA WHITEFOOT, Member

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ALSO PRESENT

ANGELINE BOULLEY, Designated Federal Official;  
Director, Office of Indian Education  
FRANK BROGAN, Assistant Secretary for Elementary  
and Secondary Education, U.S. Department  
of Education  
RUTH RYDER, Deputy Assistant Secretary, Office  
of Elementary and Secondary Education  
DIANA COURNOYER, Executive Director, National  
Indian Education Association  
ANGELA HERNANDEZ-MARSHALL, Education Program  
Specialist, Office of Indian Education  
RON LESSARD, Acting Executive Director, White  
House Initiative on American Indian and  
Alaska Native Education  
SHAHLA ORTEGA, Discretionary Team Member, Office  
of Indian Education  
MATTHEW SCHNEER, Associate Division Director,  
Office of Special Education Programs  
KAREN SCHROLL, Senior Study Director, Westat  
JENNIFER WOLFSHEIMER, State Lead, Office of  
Special Education Programs

\* present by teleconference

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

(9:05 a.m.)

DR. JACKSON-DENNISON: Good morning, everyone. Good morning. We're going to call the meeting to order. We'd like to say good morning, (Native language spoken). I've asked Phyliss Anderson -- Chief Anderson to open with a prayer this morning. Thank you.

(Invocation.)

DR. JACKSON-DENNISON: Okay. We want to also have a moment of silence. As we know, today marks the anniversary of the 9/11 in our history. And we want to take a time to -- take some time to offer a moment of silence.

(Moment of silence.)

DR. JACKSON-DENNISON: Thank you. Again, welcome. Good morning, everyone. We'll take some time and go around the table, introduce one another to everyone again.

I know we're starting to get to know the new. And I'll start with myself. I'm Dr. Deborah Dennison. I am Dine Navajo, from --

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originally from Arizona. I'm back in Arizona again. I've been living in New Mexico most of my life, because I'm married to my husband, Karl Dennison. We have a ranch out in Tohatchi, New Mexico on the Navajo Nation.

And now I've been in Arizona with my career most of my life. And I'm down in Southern Arizona on the San Carlos Apache Nation now, working with the San Carlos Apache children. And I'm superintendent there. Been there for -- starting my fourth year there.

Prior to that I was up in my country, on the Navajo Nation. So, it's good to be back.

And it's good to see everyone. And I'll turn it on over to Chief Anderson.

CHIEF ANDERSON: Good morning.

MS. BOULLEY: Hi. I'm sorry, Phyliss.

Every -- you need to press the microphone on when you're speaking, and then shut it off.

CHIEF ANDERSON: Okay. Right. My name is Phyliss Anderson. I'm a member of the Mississippi Band of Choctaw Indians. I have

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three children, and five stepchildren. And we have 20 grandchildren.

So, you know, the love and care that I have for our tribal students in education is something that I have always enjoyed being involved in.

I'm very glad to be a member of NACIE. Very thankful for this position. And I know that we've got a lot of work ahead of us in the next couple of days. So, I'm not going to take too long, but very glad to see all of you all. It's good to be back here and thank you all.

DR. AREVGAQ-JOHN: (Native language spoken). Happy to be here this morning. And I'm Dr. Theresa Arevgaq-John, from Toksook Bay, out on Nelson Island, originally.

But I'm associate professor with the University of Alaska Fairbanks Research Center for Cross-Cultural Studies. And I am looking forward to these constructive days coming. (Native language spoken).

MS. BROWN: Good morning. My name is

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Doreen Brown. I am a tribal member of Aniak, which is in -- on the Kuzitrin River in Alaska. I reside in Anchorage.

And I just want to say thank you today. Just sitting here, reflecting about this historical, but yet sad day. And all of us sitting here, continuing our work to make our nation the best that it can be, built on kindness, love, and respect, as probably from a global perspective.

So, it doesn't go past many of us in this room, probably all of us, in our continued hard work to make sure that our nation continues on through our children. So, thank you, everyone.

MS. BUTTERFIELD: Good morning. This is -- I'm Robin Butterfield. I'm Ho-Chunk and Anishinaabe. I'm from -- living in Oregon. And I'm still currently President of the National Indian Education Association.

And we have our big 50th anniversary coming up this October, the 9th through the 12th.

So, I hope we have a conversation about our role

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in that event today. But I'm grateful to be here.  
(Native language spoken).

DR. PAYMENT: (Native language spoken).  
I'm Aaron Payment. I'm the Chairperson for the  
Sault Ste. Marie Tribe of Chippewa Indians.

I also serve as First Vice President  
for NCAI. And I -- or, I'm the Board Liaison to  
the Education Subcommittee at NCAI.

When I started on this committee, I  
was pre-doctorate. And I got sick of saying I'm  
pre-doctorate. So, I finished. But before I did  
that, I wanted to be well-rounded.

(Applause.)

DR. PAYMENT: I wanted to be well-  
rounded. So, I did a master's in education  
focused on higher ed. And then I did a master's  
of education specialist focused on K-12. Because  
too often people are trained in one or the other,  
and not a comprehensive Indian approach. So, I  
did both. And I have an MPA from a long, long  
time ago.

Also, former charter school president

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for a tribal charter school, and a BIE school. And native retention administrator at three different universities. So, I understand retention.

Also, this year I am the parent of a high schooler. And I'm not sure what I feel about that. I know that on the first day, I'm holding him to a standard, remembering the stuff that I did.

And I said, if you skip class, I will know about it, and you're going right to detention. He said, in-school detention not's that bad. I said, no, the tribal youth detention center for the weekend. So, we'll see what kind of parent I'm going to be. Because I know what he can do, because I did it.

(Laughter.)

DR. PROUDFIT: (Native language spoken). Good morning, everyone. I'm Joely Proudfit. Happy to be here. I am the Director of the California Indian Culture and Sovereignty Center at Cal State San Marcos.

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I'm a full professor there. And I also chair the American Indian Studies Department. This is my 24th year of being a professor. And I still have never had a sabbatical.

So, yeah. I would love to have a sabbatical. Unfortunately, I'm the only tenured person in the department. So, you know, you can't leave until you have some Native folks to guard the store, so to speak.

But we have a wonderful department, with eight lecture faculty. A lot of names that many of you know in education, and former Board Members here, like John Tippeconnic, who retired in -- I have the good fortune that he retired in my back yard. So, and he loves teaching; a lifelong learner.

But I'm typically teaching on Wednesday afternoons. I teach a course this semester on Rumble, on American Indians in Rock and Roll. It's the first college level course on Rumble. So, I'm excited about that.

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But we have a really dynamic program at our campus. We're a fairly new department and major. And so, we have the good fortune of learning from the past, and really focusing on delivering course work and an education model that tribes need, and that our Native youth need.

But not just Native student, but non-Native students need.

So, our tribes in California, we have 109 federally recognized tribes, and about 80 that are seeking recognition. And the Tribal governments there really drive the economy in California in many respects. And we employ about 60,000 people, the majority of those being non-Native. So, I look at Indian education, and I really believe that Indian education is for everyone.

And so, I'm trying to do my part to develop curriculum, and to make American Indian education relevant. And help people see and understand our Native ways of knowing and, you know, moving in that direction.

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I'm a parent of a third grader, of Piper Proudfit, who is a handful, and a really great student. She's reading at the sixth-grade level. So, we're very happy. And she's speaking at the 17th grade level.

(Laughter.)

DR. PROUDFIT: So, but no. She's fun. And she's already an activist. And last year we were able to change her second-grade end of the year school performance from doing something that was very culturally inappropriate.

They were trained to do some program. And her second-grade class came in, and they were doing an Indian themed kind of song, your typical hey-a, hey-a, and with hand movements and everything.

So, she came home, and she knew it wasn't good. And we changed it. We talked to the school. And we had them change that. And that was really great.

And so, we presented the campus with an award, a change-maker award done in our

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language. Because the campus in on Payomkawichum/Luiseno land. And so, you know, it's wonderful when schools do make the change. And for young people to be a part of that. So, and already in her second grade she was able to be an education activist. So, she'll probably be on NACIE in about, I don't know, 20 years. So, that's just a little bit about us.

MS. WHITEFOOT: (Native language spoken), Patricia Whitefoot (Native language spoken), U.S. Department of Education. I spoke to you in my language of the Yakama Nation.

I'm from the Confederated Tribes and Bands of the Yakama Nation. Our tribe is located in South Central Washington. However, our Tribal ceded lands make up about a third of the State of Washington, all along the Columbia River, and to the ocean as well -- the Pacific Ocean, that is.

I'm pleased to be here. And since I've seen you all, I, just from my colleagues here, I have since retired from public education after working about 40 years in tribal education,

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state education, public education, and federal education.

It doesn't mean that I'm retired fully though. Once you retire you're busy doing work as a consultant, working with other school districts, and tribes, universities, et cetera.

And in that role I've also served as the Education Chair for the Affiliated Tribes of Northwest Indians, which is made up of the -- about 60 tribes in the Northwest, including Southern Alaska, Washington, Oregon, Idaho, Western Montana, Northern California.

So, it's busy being the education chair just for the tribes in the Northwest. And I'm always humbled to be able to do that.

And then also, since I last saw you I became a great grandparent, a great grandmother.

So, my grandchild, great grandchild now in Viejas country, down in Southern California.

So, I always say with my children and my grandchildren that I've got the whole western states covered, including Canada. Because their

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descendency comes from Canada, from First Nations, as well as, you know, through Washington, Oregon, Idaho, all the states, I guess, and Northern Mexico, as well as Native Hawaiian. So, that's where the decadency comes from.

I just want to say, I've bene busy primarily in the work that I've been doing this year, you know, as a volunteer activist, I guess is what it would be.

Very involved with the missing and murdered indigenous women's issues, because of the loss of my own sister, who's been missing about 30 years. And so I've been very active, both at the Washington State level and the Oregon State level in legislation around that. And talking with other women about that topic.

This also impacts the lives of our children. I had children where I worked in the school district who had parents were either murdered or missing. And unfortunately, in the community of White Swan, where I come from,

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that's an ongoing issue today. You've probably heard about it in the news. And the murders that we had this summer, and all the family members. My granddaughter's, one of her grandmothers was killed about a month ago in our community, she was an elder in our community.

And so it impacts our lives on a very daily basis. And so, my older children have asked me not to stay home. I've been staying with them this summer, just because of what's been going on in White Swan.

So, I've been just, you know, packing my clothes, going home, checking on my house, and then coming back up. It's unfortunate that I have to speak to that. But it's a much larger issue than, you know, just, you know, what's going on in our communities. Because this is happening worldwide with indigenous women, and indigenous people as well. And so, I think it's important to bring this up. Because it also impacts what goes on with our children.

In addition to legislative work I've

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also been very involved in the census as well, making certain that we, as hard to reach communities, are being counted.

And so that's one of my volunteer jobs that I'm involved with, and have been from the previous census. My son worked in census. So, I got actively involved with him. And so, continuing that role on, and being able to advocate for funding in our state level. So, we were very successful in getting the funding from our State Legislature. And so I was really pleased to be able to thank the State Legislature for the millions of dollars they provided for the work that we're doing in hard to reach communities.

In addition to that, just some other advocacy that I won't speak to at this time, but I'm pleased to be here with you all, and look forward to the important work that we all have to do. And I extend a handshake to each and every one of you. I didn't get a chance to go around and shake your hand, but a warm handshake to all

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of you. Did I say my name?

MR. LESSARD: Yes.

(Laughter.)

MS. WHITEFOOT: Because I spoke in the -- my English name is Patricia White. But my Indian name is (Native language spoken). I get into my language, and I forget.

MR. LESSARD: Our Indian names. Put everything on the --

MS. WHITEFOOT: Yes. Can we just put it all on here?

MR. LESSARD: Good morning, everyone. My name is Ron Lessard. I'm still the Acting Executive Director for the White House Initiative on American Indian and Alaska Native Education, almost three years.

So, that's going to continue, from what we know. We haven't heard anything new, and I'll talk about that when I present.

I'm Mohawk. My family is originally from Kahnawake. Then we, you know, that's in Canada. So, if you want to be recognized you

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have to move to one of the Mohawk reserves, like Akwesasne or St. Regis. So, we did. And then kind of spread out throughout the country. My mom was in the boarding school system when she was young, at Crown Point, and in Phoenix. So, we kind of got around. And then ended up living on Pine Ridge for many years.

So, I have eight grandchildren now. Three of them are enrolled in Muscogee Creek. Others are still not enrolled yet, and I keep pushing them.

Personally I just completed my 24th year as an eagle dancer -- sun dancer on Rosebud.

And I've danced every year. And started when my mom used to go there during the '70s when things were a little bit in turmoil there. But we -- a lot of our relatives were there. And so, we continued to go there. And so, that was, it's interesting. Because every year, wherever I've worked for the last 24 years, my two-week vacation is in Rosebud.

And I tell them that as soon as I

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start. I'll work Christmas day whenever you want me to, but I have to go to sun dance.

And then, I thought it was interesting, Patsy, because when Joyce Silverthorne left she would text me occasionally.

And then she sent me a note and said, Ron, I flunked retirement. She said, I'm back teaching at Salish Kootenai.

So, it's hard when it's in your system, and in your body, in your blood. You just, it's hard not to keep doing it. But I'll tell you more as we, when we get to my time to speak. I have to leave right after to go to Phoenix, to the Tribal Self-Governance Education Communications Conference. I think that's where Tony Dearman might be.

And then also, from there to the parents, EPICS, with the parents with children, students with disabilities. So, we're working on some things with them. So thank you. (Native language spoken).

MS. RYDER: Good morning. I'm Ruth

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Ryder. I'm the Deputy Assistant Secretary for the Office of Formula Grants, in the Office of Elementary and Secondary Education.

And I think when you last met I let you know that I was relatively new to the position. I've been there now since the end of April. I still feel relatively new to the position. It's a complex job. I have been delighted to work with Angeline. She came in just a little bit before me. So, we've been figuring things out together. And in many ways.

I came to the -- prior to being in OESE I was in the Office of Special Education Programs. Started there in 1988. So, I've been in the Department for quite a while.

I came to the Department from Washington State. I grew up in the Pacific Northwest, near the Lummi Reservation. And then worked on the Port Madison Suquamish Indian Reservation in a school system that was in that area.

So, I've been very excited to be

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learning more about the work of NACIE. And I really appreciate the revitalization that Angeline has been doing, to bring you back together, and support your meetings, and support your development of the annual report to Congress.

So, I apologize that I will only be able to be here a short time this morning. But I hope to have an opportunity to drop back in a couple of times over the next couple of days.

MS. ORTEGA: Good morning. My name is Shahla Ortega. I'm with the Office of Indian Education. I'm a known face and name to you. I also like to consider myself -- thank you, Angeline, a former Michigan graduate. Go Blue. And a long-term federal employee.

MS. BOULLEY: (Native language spoken). Thank you so much, everyone, for being here. I'm Angeline Bouley. I'm the Director for the Office of Indian Education.

And at our last meeting I had been on the job two weeks, I believe, or a few weeks.

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So, like Ruth said, it's been a really fun learning curve. And I'm really happy to have you here. Very happy to have you here in the building at Department of Education.

We have a really full agenda. Great things going on. And just, I so appreciate and value everything that you do, the effort that you take. This is in addition to jobs, lives, things that you're passionate about. And so, I just am really thankful, and very honored that you are giving your time to us today and tomorrow.

I'd like to -- I'm going to go around and have people introduce themselves. And I would like to start with our two newest staff members. And they're going to give just a brief overview about themselves. And then we'll go through the rest of the room quickly.

DR. MOORE: (Native language spoken).

Hello in Choctaw. I'm an enrolled member of the Choctaw Nation of Oklahoma. My name is Dr. Crystal Moore, and I have been here for about two months and new to federal employment as well.

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So, I'm kind of piggy backing on all that new learning.

And my doctorate is in education and learning technologies out of Pepperdine University in Southern California. Dissertation was on Native Women Leaders and Their Use of Technology for Work-Life Balance and Capacity Building.

So, I've served on several international, national boards, regarding indigenous peoples, regarding education technologies. And have some grant experience in reviewing grants for NASA, and some other state and local ones as well.

So, I am grateful to be here. My family have along tribal family history. We still have our tribal allotment land in Southeastern Oklahoma. And my great grandmother was a boarding school and member enrollee as well. So, my heart and my passion is here. The technology is just the tools to get the work done.

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But the heart and the goal is to really just empower our education systems for indigenous peoples and our tribal children. So, thank you for having me.

MS. JOHNSON: (Native language spoken), everyone. It is a pleasure to be here with you today. I am six days old. Yes.

(Laughter.)

MS. JOHNSON: I am very new. I'm the lead education program specialist for now. And I, too, am from Choctaw Mississippi, as Phyliss is, and my sister Crystal from Oklahoma. And so, you know, we have that Choctaw connection going on in our office.

But my background is from early childhood education all the way through college.

I have 30 years' experience in education. I've taught in the tribal schools and the public schools.

And so I hope with the knowledge that I have, that I can push our program forward. And I look forward to working with all of you. Thank

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you.

MS. ZICKERMANN: (Native language spoken) and good morning. My name is Jordan Zickermann. And I am here today from Minneapolis, Minnesota.

I am a Indian Education Program lead for White Bear Lake Area Schools, which is a medium size suburb, located about 20 minutes out of Minneapolis.

We have a really, a growing program. It's new. We're on our fourth year right now. And when I started at White Bear Lake Area Schools I was actually the African American cultural liaison and the Native American cultural liaison K-12 for the whole school district.

So, luckily I advocated really hard for an African American person to fill the African American liaison position. And since then I have taken over the Indian Education Program, which has been really beneficial for students.

So, I'm really excited to be here

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today. Oh, and I'm also from Red Lake Band of Chippewa Indians. But I'm really excited to be here today to talk about everything that's going on nationally.

And I'm also excite to explore what's happening in the summer. Because our program this year, for the first time, is offering summer programming for our students, being that for all the liaisons they extended our contract 12 months, which is huge. So yeah, thank you so much for allowing me to be here today.

MS. ATINE: Good morning. My name is Patrese Atine. I'm here on behalf of the American Indian Higher Education Consortium. We work with the tribal colleges.

I do federal and Congressional relations. And I know a number of the people in the room. So, thank you for having us.

We're really busy this year, this Congress, working on updates to the Higher Education Act, and a lot of funding for our tribal colleges, which I think a lot of the focus

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for NACIE is the K-12, so your students will eventually come into higher ed. And that's the area that we work on. Thank you.

MR. CHAMBERLAIN: Hello. My name's Michael Chamberlain. I'm with the U.S. Department of Education. And I'm in the Office of Communications and Outreach.

And my role is to lead the Department's Rural Outreach, which includes rural communities, tribal communities and other similar -- and other areas involved in rural education.

MS. LEE: Wanda Lee, Lumbee. I'm at the Office of Indian Education Formula Grants. I've been a teacher. I've worked a little bit in bi-lingual education. And I also started in our grant's Title VI.

MS. CONDIE: Good morning. I'm Caitlin Condie. I work in the Department of Education, in the Office of Elementary and Secondary Education.

MS. SMITH: Hi. My name is Kim Smith. And I work in the Office of Indian Education on

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the Formula Grant Program. And I'm, I guess, a familiar face.

MS. TOLEDO: Good morning. (Native language spoken). Greetings to you in my language. My English name is Annabelle Toledo. And I'm with the Office of Indian Ed. I've been with the Office of Indian Ed since 2003. And I work on the formula side. Welcome.

MS. LEONARD: Good morning. Jenelle Leonard, a former U.S. Department of Ed employee. I was the Director for ADE&F for about two and a half years, and also DFO for the NACIE Advisory Council for that long.

And so, I know a lot of the people here. And we've just remained friends. And there's always an interest. And whatever I can do to help advance the cause, I'm here for you.

MS. AKINS: Good morning. My name is Karen Akins. I'm a Committee Management Officer for the Department. I work in the Office of the Secretary. And I've been serving as Committee Management Officer since 2005.

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MS. BOULLEY: And do we have -- oh, I'm sorry, other people in the room.

MS. WILLIAMS: (Native language spoken) Bianca Williams. I am an enrolled Lummi tribal member from Washington State. I'm also Nooksack.

I've been here about six months now. Prior to that I was at ACF with the Office of Head Start, Region 11, serving Tribal Head Starts. And then prior to that Administration for Native Americans. I'm so happy to see all you guys. Thank you for being here. (Native language spoken).

MS. RICHARDSON: Hello. My name is Mardella Richardson. I work with Tribal Tech as the project manager, doing the work with Shahla and Angeline for the NACIE meeting tribal consultations, as well as some other services.

MR. ROULAIN: Good morning. My name is Phillip Roulain. I am also with Tribal Tech, LLC, who are the federal contract support to the Office of Indian Education here at the Department

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of Education.

PARTICIPANT: Did you have any housekeeping?

MR. ROULAIN: There are approximately 11 people online attending your meeting this morning. None of them appear to be NACIE members. So, they are encouraged to log in with their names as their online identity. And unfortunately it doesn't appear that there are any NACIE members remotely logged in at this time.

But part of my role here is logistics and meeting planning. So, for folks that are in the room, if you need to access the Department of Education wifi, there are placards on the wall that have the SSID and the password that you need for the wifi signal.

Also, if you need to leave the room to use the facilities, you will need to go back towards the front desk, and go directly through the doors to this training center. And the restrooms are located there.

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Please do not go through the security area to the outside, or you will have to go through the check in process all over again. Thank you for your time. Enjoy your meeting.

(Off-microphone comment.)

MR. ROULAIN: It is on the placard on the wall right behind you.

MS. BOULLEY: Okay. Phillip, if they could unmute the line, to see if there are any NACIE members that are online. Please speak up and let us know. And it takes about 30 seconds for the lines to be unmuted once we give our AV people the heads up.

MS. THOMAS: Hello.

MS. BOULLEY: Hi.

MS. THOMAS: Hello?

MS. BOULLEY: Hi. Is this Virginia?

MS. THOMAS: This is Virginia.

MS. BOULLEY: Oh, wonderful. (Native language spoken), hello. Let me give you time to

--

MS. THOMAS: When you said I wasn't

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online I was yelling into the phone. And then I got unmuted. So, I'm okay now.

DR. JACKSON-DENNISON: Virginia, I don't they have you registered, though, right?

MS. BOULLEY: She didn't log in with -

-

MS. THOMAS: What?

DR. JACKSON-DENNISON: We probably need to have you log in with your name for the record on the Tribal Tech site. Or is it necessary?

MS. SMITH: The number, I received an 800 number with an access code.

DR. JACKSON-DENNISON: Okay. What number are you calling from? Do you want me to give them your number?

MS. THOMAS: Yes, you can.

DR. JACKSON-DENNISON: Is it your cell number?

MS. THOMAS: Yes.

DR. JACKSON-DENNISON: Okay. I'll give them your number.

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MS. THOMAS: Okay. Just don't post it anywhere else.

DR. JACKSON-DENNISON: That's why I'm offering to give it.

(Laughter.)

MS. THOMAS: All right. I heard there was a bathroom notice earlier. So, I don't want it posted in any bathroom there.

(Laughter.)

DR. JACKSON-DENNISON: Okay. Virginia, do you want, because everyone did an introduction, and you're a member of our NACIE Council, a valued member of our NACIE Council, we'd like to give you some time to introduce yourself, please.

MS. THOMAS: Well, now that you all know that I'm not -- I'm really online. And I apologize for not being there. But I've had some issues come up and I'm not able to attend.

But it was so good to hear all of your voices. And Jenelle, I'm sorry I'm not there, and Karen. I really miss you guys. Good to hear

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your voices though.

For those who don't remember who I am, I am Virginia Thomas. I'm a member of the Muscogee Creek Nation here in Oklahoma. I've been in education for 47 years.

I am technically retired like Patsy. You say you're retired, but you're really not. I've been involved with my community here, working on different policies and board training.

I still do consultant work, mainly with the JOM program all over the nation. I am a founding member of the National JOM Association. And I served as their president for 16 years.

And I want you to know that I think Robin and I are the longest running members here for NACIE. We've served, what, is it three presidents, Robin, that we've been under?

MS. BUTTERFIELD: Yes. That's right.

MS. THOMAS: I think. Yes, I think it is, that we've been there. So, we've been around a long time. But I still look good doing it. And if you can't see me, let me describe you what

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I look like.

I am blond, blue eyes, and a perfect size eight. I knew it. I knew you guys were going to describe me. So, that's what I look like. I'm going to claim that. But --

MS. BUTTERFIELD: Liar, liar --

PARTICIPANT: Nowhere near that one.

MS. BUTTERFIELD: -- pants on fire.

But we need to know that you still have your hair. Do you still have your hair colored hot pink?

MS. THOMAS: I do. It's purple. I'm sitting here with purple hair. It's an emotional outlet. And it works for old Indian women. Well, that's it for me. Enough of me. But it's good to be here. And I'm glad, Angeline, I'm glad you're there working with us.

And if there's anything that I can do to assist in any way, for anything that we need to come up, I'm here for you guys. So, good to hear you all. I'm glad you're all there. And I miss you all. Consider you all hugged.

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DR. JACKSON-DENNISON: Thank you, Virginia. I also want to say thank you to Angeline and your staff. It's been really good to work with you. So, thank you.

MS. BOULLEY: I think we're ready for Frank Brogan. And our Assistant Secretary for the Office of Elementary and Secondary Education. Welcome, Frank.

MR. BROGAN: Thank you, Angeline. And, Virginia, for you, I am six feet four inches tall. I have jet black hair that goes all the way to my shoulders. I'm a terrific dancer, and an avid body surfer.

MS. THOMAS: Now, I will challenge you on that. I actually have been a body surfer.

MR. BROGAN: Oh. Why are we not surprised to hear that?

MS. THOMAS: I know. Isn't that amazing?

MR. BROGAN: Well, I --

MS. THOMAS: It's good to hear you. It's good to hear you.

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MR. BROGAN: I first of all want to go back to a statement that Angeline made in her self-introduction. Many of you didn't note it. I did. Because I think it was directed at me.

She made the comment, we have a very full agenda. That was directed at me. So, I get the opportunity not only to welcome you this morning, but to make comment, and also perhaps even answer a couple of quick questions.

But I've seen the agenda. And it is quite full. So, I don't want to keep you from it. I'm also sensitive to the fact that Ron has a plane to catch, and we don't want him to miss that.

So, first of all, I want to say, welcome back, to NACIE. And we are delighted to have you. I continue to be humbled when I hear the backgrounds, and the experiences of the membership of NACIE. It's really rather remarkable.

And that's really what you want I think in an advisory group. You want people who

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do represent lots of different backgrounds, and lots of different experiences in life, and in business, and in education, and Government. And I think we've got a very good mix with NACIE. And so, we are delighted to have you back.

I also want to re-acknowledge Angeline and the staff of the Office of Indian Education.

For those of you, and many of you have, especially those of you on NACIE have been in roles where you are responsible for hiring people.

There is a simple adage about a good hire. You look at somebody and say after a period of time, that was a good hire. In this particular case, that was a good hire.

I really mean it. I think Angeline has been a wonderful addition to the Department of Education in general. And certainly a wonderful addition to the Office of Indian Education.

Coupled with Ruth Ryder, who is no stranger to the Department of Education. I never

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say how many years people have been with the Department of Education. That's just not fair. But she's been here awhile.

And she spent a good long time in the Office of Students with Disabilities. And has done a remarkable job. And brings that experience to us.

Recognizing that there are 50 million children in education in America. And many of them do have disabilities. And they are part of that 50 million. So, she not only comes to us and serves in an incredible capacity, to help serve all 50 million.

As a part of that, she continues to do the Lord's work in helping to make sure that we're paying special attention to students with varying disabilities. So, we're delighted to have both of them now as members of the Office of Elementary and Secondary Education.

For those of you who I've not had a chance to meet, I am Frank Brogan. And I am the Assistant Secretary of the Office of Elementary

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and Secondary Education.

I spent 20 years in elementary and secondary as a fifth-grade teacher, and a dean of students, and assistant principle, middle school principle, superintendent of schools. That's a fun job, isn't it, Deborah?

And was also Florida's Commissioner of Education for a period of years. Then was Lieutenant Governor of Florida for one full term, reelected for a second term.

And into that second term stepped down, and became President of Florida Atlantic University, just north of Fort Lauderdale, in Palm Beach, in that area, a school of about 30,000 students.

I did that for seven years, and then went back to Tallahassee as Florida's Chancellor of the State University System. So, all of the public universities in Florida were part of that system. Served in that capacity for five years.

And then went to Pennsylvania, and was the Chancellor of the Pennsylvania State System

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of Higher Education for four years.

And that's actually where I was when I got the call from Washington. And have been here just now short of, a month short of two years in the Department of Education.

I served my first year in two acting roles, as the Acting Assistant Secretary in the Office of Planning, Evaluation, and Policy Development. And simultaneously, a month later, served as the Acting Assistant Secretary for Post Secondary Education.

As you heard in the reeling off of the resume, I've got 15 years in higher education, as well. And somebody said it this morning, and it's true. You can't talk about K-12 without talking about higher ed. And you can't talk about higher ed without talking about PreK-12.

So, I've really been thrilled with the experiences that I've been able to have in both worlds. Because they do knit so tightly together in their import.

I then was, just a little over a year

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ago finally confirmed by the United States Senate as the Assistant Secretary in Elementary and Secondary. That was the job I was nominated to fill. But the Senate confirmation process is wild and woolly, and full of fun.

And finally was confirmed. And have been there just a little over a year, as I say. And blessed to be so. I am really enjoying it.

And one of the things that I have found since my arrival are incredible men and women who come to the Department of Education every day, who have themselves amazing backgrounds, and experiences, both current and former ladies with NACIE.

We're so glad you joined us this morning. And I know everybody with NACIE is glad to see you both. Welcome. And together we hopefully do the peoples' work, especially the little peoples' work in elementary and secondary education.

Our office is responsible for some \$25 billion dollars' worth of grants that flow

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through the Office of Elementary and Secondary Education every year.

And they go out to hundreds, and hundreds, and hundreds of different grant opportunities, from large organizations, to very small mom and pop shop type organizations that look after federal funds to help students in just an immense number of different need markets that are out there around the country, and of course our territories and commonwealths.

We also have been working hard on helping the states, the SEAs to implement ESSA, the Every Student Succeeds Act. And we do a tremendous amount of technical assistance and support.

But the philosophy with ESSA has changed to a great degree the role of the Department of Education. As many of you know, the role of the Department had become very, very compliance heavy over the last 15 years or so.

ESSA was a bipartisan based piece of legislation that was created with the great

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intention of trying to restore more local control and shared decision making at the state and local level, with the Federal Government.

So, we've been reorganizing the Department of Education, not just for the fun of it, but to make certain that we're organized in a way that can facilitate the two parts of the Every Student Succeeds Act.

One is making certain that we are in a role to provide partnership, and assistance, and greater support to people who are doing the work of teaching America's students.

And the second part is still overseeing an accountability system, based on each state's developed standards, each state's developed assessments, the report card that each state is now required to have.

And when we say every student succeeds, it goes right down to the granular level in looking at subgroups of students, to make certain that we don't get the answer, how's education going in your state? And the answer is

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generally very well.

Generally was fine years ago. We want to know how is it going for everybody in your state? And so, that is a very important part of the accountability system.

We also do the work of Safe Schools Initiatives, rural education, migrant education, Impact Aid programs. I can go down a long list of things that fall under the domain of elementary and secondary education. I won't do that, because you've got an agenda to get to. But it's been a marvelous year for me personally.

I also wanted to point out, Aaron, that my son is in eighth grade this year. My late wife and I, who I lost when she was 42 of breast cancer, while I was Lieutenant Governor in Florida, were never able to have children, which was fine. We were busy, both in education, raising everybody else's. So, it worked out okay for us.

But some years later I met and married a beautiful young attorney. And our son, and our

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only child, and my only child, was born while we were at Florida Atlantic University. So he spent his first five years of life right in the middle of a university campus.

He was sort of the pet rock of the university. Everybody around the university, both faculty, staff, administration, and students knew Colby John Brogan. And he reveled in all that attention that you get on a university campus.

So, he's now an old guy in eighth grade. And is, bless him, more like his mother than his father. And I thank God for that every single day. He's leaning in her direction, and I'm very happy about that. But he's the apple of our eye.

I wanted to let you know that I am with you for a little while this morning, obviously. And tomorrow during the day the Secretary will be joining. I think at 1 o'clock, Angeline, right?

And she is looking forward to that. I

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was with her yesterday evening. And she's very much looking forward to come and visit with you tomorrow, and be a part of the conversation then.

I am very proud of what Angeline and our Office of Indian Education folks have been doing with NACIE. As you all know, and we talked about this last time we got together.

You can't ask a group of very busy, very successful volunteers to get together and do work of any kind without having a glue stick of support, and communication, not only for meetings but in between meetings. And fulfil obligations that are laid out with that kind of support.

And when we did interview Angeline that part of it was an easy sell. She made it very clear that she would not only agree to serve as the DFO for NACIE, but also more than that.

Also be that line of communication, and that glue stick to give NACIE a year-long, not just a meeting to meeting, but year-long communication link at the same time. That includes the production and creation of the

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annual report, which you are called upon as an obligation to fulfil.

And as I said the last time we met, it would be virtually impossible for you to fulfil that obligation without having an attachment to the Department, and people who stood ready, willing, and able to assist you in being able to do that. And I know we're there.

So, hopefully you all, and I believe you do, appreciate the work of Angeline and our great OIE people, who have really worked very hard on a lot of things, but in this particular case on the success of NACIE.

And this is one of those where, if you are successful, we are successful. So, we are delighted in that relationship.

I wanted to turn my attention back for a couple of minutes, and start by asking you a question. If you remember where you were on 9/11, that we commemorate today, could you raise your hand?

Isn't it amazing? Everybody can.

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Even people who were young children at the time, who aren't anymore, can remember where they were on 9/11. It had that sort of an impact in that regard.

I am one of them. I remember where I was on 9/11, when the first call came to President George W. Bush. Because I happened to be standing with him, and having a conversation with him.

I was the Lieutenant Governor of Florida at the time. I flew down that morning to Sarasota. If you all recall, the President was at Emma Booker Elementary School in Sarasota, Florida. There to observe, as the Bush family is known, a literacy program for very young children, that was quite unique.

And he was in Sarasota at the time. And scheduled a stop at Booker. And so, I was among those waiting for him when he arrived. And we were literally engaged in a conversation, asking how's your family? How's my family? Because we knew each other, and know each other.

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And it was at that moment that someone walked up and handed him a phone, and said, it is Condoleezza Rice. And she needs to speak with you immediately. You may recall, she was head of NSA at that time.

And he walked away, taking the call. Came back. Found the limited information at that time. It was so quick, almost weird. He said, a plane it seems has run into one of the towers of the World Trade Center.

Well, I don't know how you're wired. But the first thing I thought was, single engine tourist plane got too close to one of the towers.

I could never have wrapped my mind around the possibility that what had run into that tower was a fully loaded airliner of human beings being used as a weapon against America. Who could? We're just not wired that way as human beings.

We went forward with the program that morning, with that limited information. And then, you may recall, because some of the

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pictures are ingrained in our minds. When Andy Card, the President's Chief of Staff, walked up to the President as he was listening to the children read.

And they were getting close to wrapping up that part of the program, before we went to the second part of the program for that morning, which took place in the school's media center.

And Andy Card, and the famous picture has him leaning down and whispering to the President that indeed the second tower had been struck. And this was clearly a terrorist act. And we were under attack as a nation.

It was remarkable. I think many people in that spot would have gotten up out of their chair, and run screaming into the parking lot.

He sat very calmly, which as teachers we know you're supposed to do, if bad information comes to you, even in that inopportune moment when you're sitting in front of a group of first

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graders.

Was very polite in his mannerism, very calm. Thanked the children and their wonderful teacher for what he noted was an incredible experience in hearing them read, and read so very well.

And then we adjourned to the ante room, where we had gathered prior to. And of course, the Secret Service was very interested in moving him out of that facility. I can't stress that enough. They don't really do anything in a quiet way in an emergency situation.

He refused. He said, I'm not leaving here, and making my first statement to the American people about what is happening from 30,000 feet in the air. He said, I'm going to do it from right here.

And so, again, we know one another. And he wrote out a statement. And he said, here's what we're going to do. He said, we're going to walk to the media center.

I am going to read this statement. I

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am going to lead the nation in a moment of silence. Because we knew we had already lost God knows how many people. And then I then will go and see after the country.

And he turned to me and said, Frank, you were a teacher. I expect you then to go to the podium and take over. Because that media center was loaded with not only parents, business people, but children, elementary school children.

And this will be the first time, because they were sequestered in the media center, that they've heard any of this.

And so, of course, I think I, at that point, for somebody who talks for a living, mustered up enough courage to utter the words, yes, sir, Mr. President. And we did walk to the media center, and did just that.

We walked to the podium. He led all of us in the reading of the statement, and then a moment of silence. George shook my hand and said, it is yours.

He went to get on Air Force 1. And

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then I spoke to the children. What I talked to them specifically about, and I asked the parents, and the adults, and the teachers if it was okay with them if I talked directly to the children. And it was, of course.

And I told them that a President is a lot like the father of the country. And in this case very bad people have done something terribly bad to our country. And he needed to go off and take care of our country as a family.

Because when you stop and think about it, the remarkable thing about that day, this was the World Trade Center. And by not only design but location was full of people that essentially represent every color of the rainbow, every native tongue, every socioeconomic level, every family structure. You name it, they were in that building that day.

And whether they lived or died, they shared one of the most tragic experiences that has ever befallen our nation. And by virtue of that fact, ultimately what came out of it was an

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incredible coming together of the country.

Isn't it interesting? Whether it's the death of a loved one, or whether it's 9/11, that it's remarkable how people in the face of tragedy seem to put aside all of their differences, all of their petty grievances, all of their different philosophical and political bent, and come together. And one of the amazing things was how fast our country came together in the face of that tragedy, even as those buildings were still falling down. It was a remarkable experience.

We would hate to think that it will require another tragedy to bring our country together again. There has to be a rally point that doesn't require the loss of 3,000 people to cement this country together again. And hopefully we can do that in our time. It is incredibly important.

But as we all remember where we were on that day. And as people all over America, and I would submit all over the world, commemorate

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the tragedy that was 9/11, it would be wrong not to commemorate the tragedy without thinking about how it did bring us together as a nation. And make certain that if there is not a gift to be taken away from a horrible tragedy, all you are left with is a horrible tragedy.

In this particular case I think the gift was the demonstration that we are stronger as a unified nation, than we can ever imagine, if we will allow ourself to stay that way.

So on behalf of all of us in the Department of Education this morning, we say thank you for your continued contributions back home. But in this particular case your continued contributions to a very special population of American citizens and students.

Boys and girls who every day go to school, whatever that school looks like, wherever it's located, and try to make certain that ultimately through their educational experience they will be able to grow and become a very self-sufficient contributing member of American

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society. And thus, a citizen of the world.

And your role in that regard is immensely important. So we thank you for that. And again, thank Angeline, and all of our wonderful people here for helping to coordinate your presence here today, and facilitate the good work that we know you continue to do.

With that, I know we're crashing that agenda. So maybe time for one or two quick questions. The real trick is me giving you a short answer.

DR. PAYMENT: I have a question, but I have an observation. And I'm open to learning all that. Is the pain and the stain of the attack on 9/11 is something that American Indians are all too familiar with. There's a concept that I've worked really hard to help. I'm on HHS Secretary Travel Advisory. So I'll be going back and forth the next two days. And we've spent a lot of time educating HHS administrators and the secretaries, several secretaries, to understand historical trauma.

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And we have within our generations, just a couple of generations, not ancient history, the experience of thousands and thousands of our people who were massacred. And not at all to draw from the pain that we suffered in 9/11, I'm -- anybody who knows me knows that I'm a patriot. I'm an American. I believe in our American form of government and democracy. I can be critical because I'm an American Indian, and that's our job. And what happened was horrible. But the unity that came together -- And so I would ask that we please consider the outcomes that we have through historical trauma, and the lowest education attainment rate of any racial ethnic population, the highest suicide rates, the highest overdose rates, the affliction of the opiate crisis.

All of those explain the conditions that we face. And our job is to ameliorate that through federal policy. To erase the effects of federal policy of the past. And so we have a wonderful opportunity. And we come to this, all

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of us come to that with understanding this, and knowing the positive and progressive opportunity that's in front of us to effectuate that.

The question that I have though is, one of the things, and I know there's a ideological shift between the former administration and the current administration. And I was on the ESSA negotiated rulemaking team.

And I knew what we intended. And I know it's a little bit different. So what I would ask is, the work that we do, that if Department of Education can help us with, while it's not more of a compliance approach, with implementation of ESSA, but more of a data information sharing approach. I've been asking for a couple of years now for updates on state implementation as it relates to American Indians. So we had focused on assessment and curriculum, and history.

So my little learning moment just now, history about American Indian experience is not really taught in school systems. And they say that if you don't learn from history, we're bound

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to repeat it.

We know the experience of boarding schools, and concentrating our children, and forcibly assimilating them. And we see something similar to that happening right now. So we haven't learned from that history, because people don't know our history. People don't, American Indian history. So that portion of it. And then also language implementation. Those are things we identified in ESSA implementation.

I'm happy to report in Michigan, because of our former education director, we have a very good implementation plan, a very good consultation plan at the state level. We serve as a model for other states.

But any kind of effort to collect data on what the states are doing, and then shared what states are doing to help facilitate, not in a compliance approach, because I know that's not the era we're in. But in a facilitative approach, like a rubric, or best practices that other states could adopt.

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But crystalizing that need to collect that data, and supporting that, so that we can help facilitate. We would like to be a very much part of that.

MR. BROGAN: Thank you. And I'm going to take great delight in starting by answering this way. Dr. Payment, doesn't that sound nice? I thought so. I got tired of calling him almost Dr. Payment.

So no. It's great you asked that question. Because it gives me a chance to first of all mention interior and BIE. We in OIE and the Department of Education have the role we are responsible for. But as all of you know, the 800 pounder is Interior and BIE.

The good news is, is that they have a new -- well, I don't know if she and I are new. We were both confirmed about the same time. But an Assistant Secretary, Tara Sweeney, who hails from Alaska. And she has been a pleasure to work with. And so we have been working with her. Ruth and I, and some others just had another

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meeting just the other day.

We also regularly have their folks come over here, actually in this room, and have meetings with their staff, our staff, to continue to talk about the crosswalk on Indian education as a whole.

And yes, we have completed -- I should say they did. But, because it gets confusing. But they have completed the regulatory rulemaking part of the responsibilities. And are now working with us to try to formulate that ultimately into an ESSA-esque plan.

Why do I say ESSA-esque? Because you're trying to create a plan for many tribes, as opposed to one state. So when, I'll pick on somebody. When New York creates their state standards, and their state assessment is selected, it's specific to that state.

It's a little more nuanced when you're talking about tribes of great number, scattered all over the country, and even in the Pacific and the Atlantic. I mean, it's really remarkable in

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many ways. So it is taking longer to do. And that's almost understandable.

But we've been working with Assistant Secretary Sweeney on saying, you know, we really need to move more quickly. I'm not telling her anything she doesn't know or doesn't agree with. Please believe me in that regard.

But we want to help and support that effort, so that people can, Aaron, be able to begin to develop standards and assessments that they can use. And begin to organize around good data that they can use as they build their curriculum, their programs, as they design their organizational structures, et cetera.

And Tara has been a great, great partner in that regard. She and her folks -- yes, Robin?

MS. BUTTERFIELD: Yes. I just want to add to what Aaron was saying. Because what you've given us is what the BIE is doing. And I think, having worked for three different State Departments of Education -- Wisconsin, Oregon,

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and Washington -- over a period of about 12 years, what I think we're concerned with is the other 93 percent of Native kids who are attending public schools.

MR. BROGAN: Right.

MS. BUTTERFIELD: And often don't get the attention if they're separated from their tribes, and living in large urban areas. And we've got some wonderful representatives. The largest, you know, Title 6 program in the country.

MR. BROGAN: Right.

MS. BUTTERFIELD: And how do we hold the states and those public schools accountable?

Because sometimes we're -- it feels like we're always knocking on the door, say even with Title 1, to get additional services for our kids, instead of them coming to see us, and seeing how we can work together.

So the role of NACIE is to oversee all of those programs, as you said, you know, Title 3, migrant ed, Indian ed, bilingual, all of those

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programs, to ensure that our kids get the services that they deserve from all of those programs, not just from Indian ed. So --

MR. BROGAN: Yes. And Tara --

MS. BUTTERFIELD: That's where we need the support and --

MR. BROGAN: Tara and I talk about that regularly. When you try to explain Indian education structure to the guy on the street, he listens for about 30 seconds, gets confused, and walks away.

And when you talk about the 93 percent, and the 7 percent, it gets even more confusing. And yet, even more important that we do talk, a lot.

Because it would be easy to check the box of, okay, 93 percent of Native American children are taken care of. They're in the public schools, so they're under their organizational structure, et cetera.

And then say, so, we can completely focus on the 7 percent who are not. It doesn't

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work that way. Because the 93 percent need much of the same kinds of things that the 7 percent need.

And working with then the states that have the tribes within the states who feed that 93 percent. And I apologize. I can't remember who was making the case. Oh, I know, Dr. Proudfit, it was you.

About the idea that, your little girl came home and made the case about the dance. And you had to have a conversation with them to help them what? Understand.

Because they were trying to do the right thing. And they gave it their best shot. It was just wrong. And they didn't know that until somebody who did came forward. And I think it is true. I think most people want to do the right things for our Native American children in the 93 percent.

But oftentimes they either don't know they should -- I'll qualify that. Because they think they're supposed to just treat the Native

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American children exactly the same way they treat all the other children. And of course, you want that. But you also want the nuances that go along with dealing with what makes them unique in that regard. And a lot of that has to do with simple education and better understanding of roles and responsibilities that do it.

But I'm back to where Aaron was. And I know I sound like a geek. I'm really not. I may look like one, but I'm not. I believe that great data can help to convince people of what needs to be done, what shouldn't be done anymore, what needs to be changed, rather than just people's feelings and emotions taking over.

And one of the good things about ESSA is, it is helping to move us in that direction. Evidence based research now is a huge part of the landscape in education around the country.

In other words, let's stop using children as laboratory mice, and let's do things that have a research-based evidence of success, to help assure us that when we do things with

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children they have a much greater potential of being successful for those children, rather than just trying the next shiny object that comes off the shelf.

So hopefully in this world of partnership between us and Interior, and especially BIE, and the movement towards a ESSA-esque approach, data will be a very, very important part of that.

DR. JACKSON-DENNISON: Yes. We have a couple of people that want to make comments.

MR. BROGAN: Sure.

DR. JACKSON-DENNISON: I also want to say something, and I appreciate what Aaron said.

And it goes back to the two roles that you defined under your opening, of the local control, the partnership support, and then overseeing the accountability.

I think, from a superintendent's standpoint, what I see happening in Arizona, and probably most of the states, is that, and I've been harping on this for years.

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When the plans are submitted to the federal level, and you're talking about 93 percent, my school district in particular has 100 percent, close to 99 percent San Carlos Apache children.

And most of their parents and grandparents are part of that historical trauma that has -- and it's really evident. And so when you're submitting plans to, the state submits plans, they're not taking into account that historical trauma, and what we deal with on an every single day basis.

So here we are trying like crazy to do what the general plan asks for to make the grade.

And yet, it just, year after year after year, it's --

And we're making growth. But we need to hit on those social and emotional issues that are not included in the plans that are submitted to the state. And I think that's the biggest drawback for a school system like my school district in San Carlos, and other school

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districts across Arizona that represent the 93 percent. Because I would say that it's probably more than 93 percent in Arizona that attend public school districts.

And so when you talk about, in fact, in San Carlos alone there's no BIE schools. There's no other schools. The only school district that's available to go to is the Globe, which is 20 miles away, or another public-school district that's half on the Reservation and half off. And then the other couple of parochial schools, which they can't afford to go to.

So there's real issues in that respect in Arizona. And I, every single day is a challenge for me. Like you said, the Superintendent, it's not a fun job. But it's a very rewarding job in some ways. Because if you just pay attention. And it makes us, when you pay attention to just the social and emotional part, which is really where the heartbeat is of trying to keep kids, keeping them in school, and having parents understand, and growing programs

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that are effective, that are going to be effective. And then you have to sort of ignore a little bit about what that grade system is about.

Because you're not going to get there.

This is where -- it's about every single day, lives that we're trying to save. That's where we're at on this historical trauma of what has become education in Indian country.

And so I just wanted to share that with you. And I appreciate the fact that you defined these two roles. But I think that we need to look at more specifically in states like ours, which are probably across the country the same, that I really have found the social and emotional piece is what's ignored in the plans that represent Indian Country.

MR. BROGAN: Thank you.

DR. JACKSON-DENNISON: And I know Chief Anderson had her hand up, and so did a couple of other people. But I'll go ahead and go to her next.

CHIEF ANDERSON: Thank you. I want to

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talk a little bit about the Mississippi Band of Choctaw Indians in the schools that we have, the BIE schools that are tribally controlled. And we have eight schools, six elementary, a middle school, and a high school. We do have about 2,300 students that are enrolled in our tribal school system. However, we do have other children that do attend public schools in the areas.

Our land base is about 36,000 acres. And we have lands that are scattered in the State of Mississippi in about ten different counties. So we have children that may, we have elementary schools in kind of the reservation districts that are around it.

We may, the middle part, the central location of our school has the high school and middle school, which is called the Pearl River Community. So every community -- most of the communities have an elementary school. But one of the things that I have found very interesting is that, you know, we talk about public schools here. And I hear from other different tribes

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about the needs of an understanding of Native Americans.

And I think one of the things that's very important, that needs to be done, and this is something that I was working on while I was Chief. And that was to make sure that at some point, and it's going to take a long time to do this. But it's doable.

But I think it's very important that our public school teach the history of Native American, just like mine in Mississippi. We are the only Native American recognized tribe in the State of Mississippi. But history books do not talk about our tribe, you know.

And I think it's very important that we have to continue this education to our public schools, just as we do with Congress. Whatever initiatives we work on we have to continue educating them. And I think it's very important that we continue to do that.

Now, of course, if you're in California with over 100 tribes, you know, how do

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you write that history? You would have to combine it. But not everyone's going to be happy. And I think it's very important that we continue to unify the Native Americans, so that we can continue to provide proper education for all our students, regardless of where they go to school.

Because people have choices of going to a tribal school, or going to a public school.

For me, I would love for them to all come to tribal schools. But there are people who choose to go to public schools. And that's their choice. The thing is, they are getting education. But I've always advocated for funding.

And I believe that it's always inadequate, the funds that we get. We are thankful for what we do get. But it's always inadequate, especially in school construction. And I think those are so badly needed.

But as you talk about 9/11 and where we were all at, you know, I was on my reservation. And what you say is true. It

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brought everyone together, of all races. You know, people were just, I think that was the one time that I saw so much kindness, so much love in the United States. Even in Mississippi it was so, it was a day that it didn't matter where you were from, the color of your skin, or any background that you have.

What mattered is that we were all together. And that's what it's going to take, I believe, in this membership of this NACIE group, is to continue to fight for what we believe is the best for our students in Indian country.

But we have to be heard. And when we're here today, or the next couple of days, we will continue to bring our message forward of the things that we feel is best within our regions.

But we also have to remember that we are all Native Americans. We may have different, we have different languages. We have different cultures. There are things that kind of separate us. But there's more things that unites us than separates us.

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But what we're here today and this week is to talk about the future of our children.

And I think it's very important that we all share this information together because it's important.

That's how we're going to have an understanding of where education is going to lead, how we can lead our children. What can we do that will be better for them?

And of course, I can continue to talk about the inadequate funding. But that's just not the only thing, you know. We have got to make sure that our voices are heard.

So as we advise or recommend, you know, we hope that those reports will be read, and that we get some feedback as well.

MR. BROGAN: Thank you. And among other responsibilities in the Department, and I've taken on several. And then I'll explain why this is to your point. I'm the Department's representative on the issue of opioid addiction, both in the Department, and also on the White

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House Interagency Council. And we meet on a weekly basis about the opioid epidemic.

I am on the United States Interagency Council on Homelessness. Matter of fact, I'm chairing that group this year. We have multiple agents, federal agencies that get together regularly to talk about homelessness in our country.

I'm also working with Ruth and a group of good folks from around the Department on the issue of human trafficking. Sometimes I think I'm the mayor of Sodom and Gomorrah.

it's quite amazing when you stop and think about it, some of the epidemics that are plaguing us as a country. And that's just to name three. But school shootings.

But I like to remind, I guess, I remind people all the time, not you, but others that I work with on this. I'm the guy who's the nudge. I always remind people that the opioid epidemic also has a horrible impact on children.

They themselves may not be opioid

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addicted. But their mothers, their fathers, their brothers, their sisters may be. And it has a direct traumatic impact on their lives.

That homeless people are, and include people that we see regularly on television who are sleeping on an open grate in New York City in January, with the steam rising.

But homeless people are also children. They are the children of people who are homeless. And therefore, they are homeless too, and transient, trying to survive.

And human trafficking. Human is a word that covers everybody. But it also covers children who are patsy, victims of human trafficking in unbelievable ways.

And by virtue of that fact, Chief, I could not agree more, that as we talk about Native Americans, we need to remember there are many, many children who are Native Americans, who sometimes just get lost in the thought process about that band, Native American.

We sometimes try to deal with that

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verbiage in a particular way, without also recognizing that there is a very fragile population within the banner, Native American, all over the country in great number.

I am going to -- I can feel your hot breath, Angeline. And I will be back. But I did want to remind you, the Secretary will be here with you tomorrow as well.

And as always, I can't tell you how much I really appreciate. I could spend all day with you. I wish I could. But I leave you in great hands. And thank Ruth for being with us this morning. And of course again, back to where I was, Angeline and our OIE great folks there. And in that regard, thank you, as I give way, for again coming together, traveling great distances in some cases. And leaving behind the work that you do there temporarily, as you come to do this work, which is tangential, but nevertheless somewhere else. We thank you for being with us.

And we're going to continue to work together on these issues going forward. So --

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DR. JACKSON-DENNISON: I think there's one more.

MS. WHITEFOOT: Before you depart --

MR. BROGAN: Thank you all very much.

MS. WHITEFOOT: I just wanted to speak to, you know, the role of our treaties --

MR. BROGAN: Yes.

MS. WHITEFOOT: -- and our agreements that we have with the Federal Government. And in just taking a look at our report, I think that we pour our heart and soul out in the report. And there are some of us who've been on that report every year, writing that report.

And so I just wanted to highlight, you know, everything that folks around the table talked about is the recommendation that we've made, a very strong recommendation, that we also go back and take a look at some of the history of Indian education in this country.

And as you begin to understand that, you'll recognize that at one time the Department of Education also had an Assistant Secretary for

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Indian Education as well. And that position was responsible for working throughout the Department, but also with, you know, had inner agency support and agreements, and dialogue that went on to support the needs that we're talking about. So that's a real high priority that we have. And we, some of us have been here over the years. And we know what transitions, you know, transitions do occur. In our school districts they occur; in our BIE schools they occur. All across the country, transition occurs.

So what would help keep us, you know, moving forward would be that kind of role. And everything that we talked about, that type of role would be responsible for that overall education awareness, that connection to our tribes. Chief Anderson talked about her land. I could probably cite the treaty to you. But our land, as I shared earlier, we're 1.5 million acres today.

However, the history of our tribe is, like I said, a third of the State of Washington,

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and then all along the Columbia River as well, and into Canada. And so it's, you know, just thinking, and our children attend schools --

MR. BROGAN: Small little swathe of land there.

MS. WHITEFOOT: Right. Throughout those areas and in the urban communities as well.

So I just want to highlight that. Because I think that's critical.

Everything that we have in our report, like I said is, you know, to me is a living document. Because we live that life. And we did talk about all of these topics that people talked about here.

MR. BROGAN: Yes.

MS. WHITEFOOT: So I --

MR. BROGAN: Thank you, Patsy.

MS. WHITEFOOT: -- wanted to be brief.

MR. BROGAN: Thank you very much.  
Yes.

DR. PROUDFIT: And I'll be quick.  
Because I think a lot of the work that we're all

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doing depends on this fix. We have to have a fix at the Department of Education level on how we determine race for American Indians. That change that happened 10 years ago has negatively impacted us and has completely erased some of us.

In other words, if you mark more than one race of identity, your Native American ancestry isn't counted. So we're not serving our Native students in public spaces and places because we're not counting them.

And so at the university level, for example, if you mark that you are American Indian, Latino, and Hawaiian, your Native ancestry isn't counted. You're just counted as Latino.

And so we have a number of Hispanic-serving institutions that access federal dollars for Hispanic serving institutions. My campus is one of them. We have a 4 percent Native student population. And while that doesn't sound high, we have the highest American Indian student population per capita of any university in

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California. That is high by California standards.

There are more people in California than the entire country of Canada. So 4 percent. But we don't qualify as a NASNTI, which you have to have 10 percent.

So this, when we talk about research and data, and serving our students from kindergarten to sixth, K-16, we are not serving them if we're not counting them.

So we need to have that fixed at the Department of Ed level, so that we are accurately counting our Native students so that we can provide those services for them.

So I just implore you and NACIE, if there is anything we can do in our time together, that is a fix that needs to happen.

And the states are saying, hey, this is the data that we're collecting. This is the feds. This is what they have put in front of us.

MR. BROGAN: Right.

DR. PROUDFIT: And there's nothing we can do at that level. So it has to come from us.

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MR. BROGAN: I understand. Thank you.

MS. WHITEFOOT: So it's a Hispanic serving -- what is it? You default to Hispanic if you put down Hispanic? But in addition to that, the work needs to also occur with the Office of Management and Budget as well. Not just the Department of Education.

MR. BROGAN: That merry band.

(Off-microphone comment.)

DR. PROUDFIT: Thank you.

(Off-microphone comment.)

MR. BROGAN: And I wish I had more to give you. But I don't want to take away from your agenda. You have a lot of very important work to do today. So you've been very patient with your time as it is.

And thank you all again for coming together and doing this important work. We appreciate it more than you know.

MS. BOULLEY: Thank you. I do want to bring your attention to our agenda. Ron Lessard was not able to meet with us in our April

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meeting, so he did have this time. He does have to leave for a flight at 11:00 a.m. And so without delay, Ron, thank you.

MR. LESSARD: Sure.

DR. PAYMENT: Do you have to be on the plane at 11:00 a.m.?

MR. LESSARD: No.

DR. PAYMENT: Okay.

MR. LESSARD: No. I have to leave. I have to leave at 11:00 a.m. I was going to say something while Frank was here. But we all know this. That of the 93 percent so many of us, our kids are, there are other issues that affect their education, like, you know, the myths and stereotypes that the leadership in those schools, you know.

And it's different when you're in areas where there's a high percentage of Native students. But we have a lot of Native students in areas where the leadership is not cognizant of culture and tradition. And when young people try and, you know, emphasize that they get in trouble

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quite often. I used to be the Executive Director of an Urban Indian Center for many years. And children's identity was, you know, as Native students was really difficult.

And it was sometimes, in some cases in the schools laughed at. Because it was, they based their -- some of that leadership based their ideas of Native people around the myths and stereotypes. And, you know, we can go into the whole thing of mascots, and things like that. But, you know, the Initiative has done a lot of work around that. And we still do that.

So I'll make -- I'm going to make it quick for you as well, but I do want to bring some things to your attention. And last time I also was traveling. And I had put, you know, some of those dates in there. So thank Angeline for getting me on early.

And I wish I could be here with you. But I'm going to be speaking at the, in Phoenix at the Tribal Self-Governance in Education Communications, which is a really important

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meeting, as they put together the self-governance. I think Tony Dearman and others will be there. So we want to provide some input to that so that they go in the right direction.

And then I'll be speaking at the EPICS, which is the Native -- Parents of Native Students with Disabilities. So we want to -- we've been doing work with them for the last few years. So we want to continue that, and show our support to them.

So what I put in your packet is, I'm not going to go through this whole report. But what I did list in there are some things that I think would be of importance to you. I served as the Tribal Consultation Official for the Department of Education, and have now for, since we did the consultation policy almost.

One of the things we, there's a list of the previous consultations we did throughout 2019. And I know, when new ones come up Angeline will make sure that, you know, you're aware of those.

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But what I wanted to bring to your attention from an advisory standpoint is, if you would get a chance to look at our tribal consultation policy, and maybe provide some suggestions of how you think some additions, some edits, some changes. I think we'd like to look at that, and get your input on that. And then once we get that, we can maybe put that back through clearance and take a look at some things. There are some things in it I feel could be changed, and some things that could be clearer.

When I was with the Corporation for National and Community Service I wrote the consultation policy there for them. And I think that there's some clarity that needs to take place in our consultation policy. So if you would take a look at it, that would be -- and that's also part of what I think is important for, with me, with NACIE, and with the Initiative with NACIE, is that to -- as things come up that we can look, we can present to you for your advice.

That didn't happen in the past. And

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that's something I've been striving for, for a long time. So for example, if we have something coming up next year that might require some input, we have the perfect group of people that we can go to, instead of doing it and then saying, well, would you like to put this in the report, you know.

So that's something that, and I think that, I've talked to Angeline on that. And what's the best communication method to do that?

Should I go to Angeline with --- I mean, it could be something as simple as, you know, we're writing a report, and we'd like your input. And if I get that to you, then you can get that to NACIE, we can get response from NACIE members.

DR. PAYMENT: I have a question about that.

MR. LESSARD: Yes.

DR. PAYMENT: So I know where, sometimes we feel like we're under some kind of military type regimen on what we can and cannot do. So how do we, I guess, how do we facilitate

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like when we call for that advice, and how we can just come together and then people give input. You know what I'm saying? I'm not saying in a less formal way, but in a way that doesn't require public comment, and posting in the Federal Register. Because I always felt like we were always doing something wrong. And we were told we were doing things wrong. But how do we change that so that we can be facilitating?

MS. BOULLEY: Hi. That's a good question that we can bring up when Karen Akins comes back into the room. So she's been -- she couldn't stay for the whole time, but she will be back. And so we will talk to her about how we can convene, whether that can be done online. And, you know, what is required under the Federal Advisory Committee Act.

MS. BUTTERFIELD: Well, my specific question is, you know, related to the White House Initiative on Indian Education is, what is NACIE's role? I thought we were written in as an advisory --

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MR. LESSARD: Advisory.

MS. BUTTERFIELD: -- body.

MR. LESSARD: Exactly.

MS. BUTTERFIELD: And yet, we advise nothing, as far as I can tell.

MR. LESSARD: Exactly. And --

MS. BUTTERFIELD: And so yes. But what is that?

MR. LESSARD: So --

MS. BUTTERFIELD: What is our role?

MR. LESSARD: So that is the role. And I've been trying to get it to a point where that could be, you could be, you would be advising.

What has happened, obviously, is we went from probably four full time people to 12 interns during the summer. We had a huge, you know, we had a lot of work. Unfortunately, that was the time when really could have used more advice because we had more projects going on.

I mean, my leadership here, this Undersecretary, we've looked at the Executive

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Order, which has not been redone. And it's not, the Executive Order is -- one person doesn't have the capacity or the budget to do everything within that Executive Order. So we're focusing on certain things that I can do with either interns and staff. And so for me it's more important now that I do get input.

Like, for example, the Tribal Consultation Policy. That's something that, you know, if I were to just take that on to edit it in my own way, and then get it through clearance, I don't think that would be right without having NACIE's input on that.

And so there are things that -- I see more things of support that I can go to you for than probably ever in the past. I mean, there were so many other things in the past, and you know the history, that NACIE hadn't been used in advisory council.

We hadn't used AIHEC very well. You know, that was the other thing. We had, in our Executive Order is a relationship with TCUs. It

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started as a TCU Executive Order. And then over the years I think we failed to be in touch.

Now, we have a different story now. And, you know, I'll ask Patrese to say a few things. But we've had two, we've had one during the AIHEC Tribal College Meeting last year. We had Undersecretary come. We had all of the Ed people there to present to them, and to hear from them. Tribal College presidents got to hear that.

We have three things that we've worked out with the Tribal College presidents during that AIHEC meeting. One is we're putting together -- we're going to do a separate data call, instead of the MSI call that used to go out.

Rather than just saying, you know, it used to go out across all the federal agencies, strictly for MSI. And then we would find that, for example, you know, we'd look at a federal agency that would say, well, they didn't have any data on, or anything they're doing with TCUs,

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when we know for in fact there were programs there with TCUs. So we've got -- I've got the approval to go forward with that. That will be, and that's something I could actually get a draft to you, and look at what would you ask?

And it doesn't have to just be along the TCU line. But, you know, what would we want to get from other federal agencies on their programs, you know, that are helping TCUs, and helping in that transition from school to TCUs?

The other thing we're doing is, we're going to start a, we're going to do -- and Patrese and I are going to work on this with all the Tribal College presidents -- a master calendar with all the 36 TCUs, of programs that we have, what's coming up, what dates that they have, things that we should be aware of.

So there might be something taking place in your area, and we haven't even notified you, you know. And yet, we've been in touch with, you know, somebody. So those are the things to do.

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And the third thing we're going to do is we're going to start a regular webinar series with AIHEC and the Tribal College presidents, which will be, we're actually going to start the first one out probably with talking about Title III, because that's very important with the TCUs.

But we're, excuse me. But we're also going to do, yes, sun dancing. You know, sun dancers, you hold out until it's offered. So what we want to do is -- oh, okay. I need a sweat now.

(Laughter.)

MR. LESSARD: Thank you. So what we're going to do is ask the other federal agencies to take a lead on each of the webinars, so that they can get TCU presidents on the line and have them ask questions.

So we're going to start that up. So that's what we're doing there. I'm going to bring your attention to some things that are coming up. So in focusing on just a few things. One of the things, aside from the TCU work, also

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with the Native languages. So you know, I work with ANA and BIE on the MOA on the preservation and revitalization of Native languages.

So I -- even prior to me being in this position, I was the one who took the lead on that in the Initiative. So we've done five Native language summits, and we have the sixth one coming up at NIEA. So that's in the, you should have this in your packet, I think, the flyer. That's something that I brought it up at our last meeting, that I think the number seven, when we do number seven, wherever that will be we would like to get, you know, get that this came together pretty quick.

What we did was, so with the three agencies on the MOA, each year it was one of those agencies' responsibility financially to pull it together. So we had the lead on it like last year. ANA had the lead before. BIE has the lead on it this year. So they're kind of organizing it and running it, how it comes together. But I brought up the fact that I

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thought we should always have NACIE's input on that, and also have NACIE members, you know, need to be there to speak.

Part of the problem is, I know, which has also been my problem, is when we're scheduling. So like, you know, October's coming.

We have NIEA. We have NCAI. Have all those things. And then we also, you know, the language summit seems to fall in around that time. It's sometime around that time. So that's coming up. So that's in there. And if you can -- if you're at NIEA, and you can come in, or stop in, or come by, we have some great speakers for that.

The other thing, coming up on September 23rd is the National Tribal Broadband Summit, which is taking place here at Department of Interior. So it's the 23rd and the 24th. You can actually go to DOI, or Google it, and you can get that.

But I think there's, that's, although the Department of Ed has been involved with that, and I think Michael left. But it was more from

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the rural side of things. There are, they were asking for proposals. Patrese --

(Off-microphone comment.)

MR. LESSARD: Yes. Yes. I believe so. And Patrese, did you hear about -- hear back on the proposal that you put in for the Tribal Summit, the Broadband Summit?

(Off-microphone comment.)

MR. LESSARD: Oh, okay. Carrie. That was Carrie. So they were asking for proposals, and people to speak. And I think that hopefully AIHEC will be able to be there. Because they're real crucial when it comes to connectivity, you know. That big issue of the last mile has been going on for years. And so I don't know. This is going to be an information session, the 23rd and 24th. We're not taking any lead on that, Department of Ed, through the rural. But I've provided a lot of information and contacts. So that's coming up.

Of course, we have, at NIEA we're doing the Language Summit. The following day is

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the program directors for the Native American Language Program. That's the next day. And then we're doing, we'll have sessions at NIEA on Native languages on the 10th, on the third day.

And once again, let me see some other things. Yes. I wanted to say something also. I guess 9/11 has brought -- it still like brings things to your mind. So on 9/11 I was going -- I was at the Abenaki Housing Circle in Maine. And I used to work for a contractor where we had, did all the USDA housing grants, the Self-Help Grant.

And so I covered like 21 states with all the tribes. But this was our monthly USDA meeting. It turns out that I flew a similar path that morning. Because I went to Bangor, Portland, then Boston earlier in the day.

So it was, you know, just came, kind of hits you close that, you know, it was the flight after that, or the following flight, in that same -- that they had come into the country through Canada.

But interesting because it made me

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think with one of the listening sessions we did with previous Secretary. And we've done a lot of youth listening sessions about, you know, what comes up as the high suicide rates, and our dropout rate, all these kinds of things.

And one young man said, why don't we focus on the contributions that our Native people have given to this country as a whole, not just on, you know, the horrible things that are happening in our communities? But look at the contributions of Native People.

And it made me think. I met several of the Mohawk -- I have Mohawk iron workers in my family. My dad was a machinist. He wasn't an iron worker up, but he worked on the ground.

And I remember the first time I was up on a roof with him. I thought, you know, I'm going to college; I'm not going to do this. I'm not eating my lunch up here. I'm getting back on the ground, you know. Bring that up. Bring your lunch.

But on 9/11 there were Mohawk workers

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building another skyscraper. And they were on either the 60th or 70th floor. And they had that view to when the planes hit the 90th floor, or whatever that was.

And so, you know, what these young people were saying is like, look at the contributions just in building skyscrapers, just from the Mohawk people. You know, so many of these things, and we talk about, you know, we don't create -- the U.S. Department of Ed doesn't do curriculum. But look at the things that could be included in our textbooks about the history, you know, of our people going, you know, not only pre-Columbus but all the way up to things like that, you know.

And we're still doing, they're still, Mohawk people are still building skyscrapers, and doing things. And so, you know, I think that's someplace we emphasize. We do a lot of youth listening sessions in the Initiative.

The other thing that we talked about recently was STEM. You know, that one of the

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ways that -- What happens is, we don't market our, these positive things to our children properly.

You know, we, I have sat in many, many, you know, listening sessions with, about STEM, where our kids would say, well, I'm not smart enough to be an engineer, or a doctor. How many Natives do that, you know? And, you know, so we start talking about, we bring it back to things that are important to them. For example, sovereignty. And talking about 10 percent of our nation's energy is going to -- is on Indian land.

And that if our young people learn those skills, that's a STEM issue as well. But if they learn those skills, and then stay within the Tribe, and can do that work within the Tribe, then it's not necessarily, you know, contracted out.

So these are some of the things that I've been approached by people. You know, how, what's a better way to market to our Native students the things that we're, I mean, that we want to encourage, and give them? You know, we

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talk about, since Secretary DeVos came in, about choice. And I think that that's, I know Diane and I, my boss, the Undersecretary, you know, we look at that in terms of opportunities. Like, what kind of opportunities, not so much choice, you know. Because we know that in some cases there aren't a lot of choices.

One of the things we're going to be putting together with the Department of Labor is an apprenticeship summit. Apprenticeship strictly around Native, Native issues, and around Native kids, and Native schools. And, you know, what are the opportunities for apprenticeships?

And when we met with the TCU presidents, one of the things I noticed is like, there's an old school thinking of apprenticeship.

You know, it's kind of like, well, you just, someone's going to be a plumber. So you might work with them for a while, then go get a job. But there are some places where apprenticeships in some industries are looking for students that have come under apprenticeship with guaranteed

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job opportunities when they leave.

So that's another thing we're working on. And hopefully we can do that before the end of the year, but it may have to happen in early January. The other thing I wanted to ask, Patrese, if you could just say a few words? I know Carrie was going to come, but I don't think she could.

Because we've stepped up, like the last couple of years I worked with AIHEC. And it's really going well. So I wanted to just, Patrese, to acknowledge her.

MS. ATINE: Thank you, Ron.

PARTICIPANT: Patrese.

MS. ATINE: Yes. Thank you, Ron. You're right. Carrie is trying to get here. But all of the 9/11 traffic --

MR. LESSARD: Oh, yes.

MS. ATINE: -- is making it tricky. We, updates, we've been working really well. Ron's been a really great advocate and partner as the Tribal Colleges move forward.

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We did bring a couple of handouts of some of our work. We have -- I know Chairman Payment has been really involved working with NCAI and other organizations to advocate for funding.

Funding is always an issue for all of our programs, but right now we do have an issue that's happening. The Department of Education provides funding to the Tribal Colleges through what is called the Strengthening Institutions Programs. And I saw in your agenda that someone is presenting on the Native Americans serving non-Tribal institutions that also receive this funding and support from Department of Ed.

So AIHEC's been working, because that funding is in jeopardy right now. It expires at the end of the month, so Chairman Payment and other tribal leaders have been in town this week advocating that it be reauthorized. So this funding impacts higher education as a whole for our HBCUs, our Hispanic-serving institutions, our Tribal Colleges who rely heavily on that funding.

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So I do have a letter that NCAI, NIEA, and AIHEC signed jointly advocating for that funding. And then I also brought a handout about that funding as well, if you're interested. So that will be something most likely that will land in your laps if this funding is not reauthorized.

What are the Tribal Colleges going to do? How will the Department continue to try to support with the funding being cut in half?

And then I do have copies of our Tribal College Journal, that does highlight some of the great work that Tribal Colleges are doing.

In my introduction earlier I mentioned that I do congressional and federal relations, a lot of congressional work. Last year we had some provisions in the Farm Bill that passed, that did open up eligibility for Tribal Colleges to apply for more funding. This Congress we're hopeful that there can be a reauthorization of the Higher Education Act that would benefit our students not just at Tribal Colleges, but at any institutions.

So that's another area I think, looking forward,

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that we can collectively work on.

And then we do have a lot of support for the Tribal Colleges internally at AIHEC, that a lot of projects that we've been working on. And Carrie Billy, our President and CEO, just walked in, and she can tell you a little more about that while I pass out some of these handouts. Carrie, do you mind?

(Off-microphone comments.)

MS. ATINE: Yes, perfect.

MR. LESSARD: Yes.

MS. ATINE: Ron just mentioned, you know, an update from AIHEC. And I just quickly mentioned some of our handouts.

MS. BILLY: Okay. Well, (Native language spoken). Sorry, I'm late. I got stuck in the 9/11 memorial activities at the Pentagon.

MR. LESSARD: Oh, great.

MS. BILLY: So I just --

MR. LESSARD: At the airport?

MS. BILLY: At the Pentagon. So but I'm happy to be here. And it's so great to see

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all of you. Thank you all for traveling at this time to Washington, D.C. I know you have a lot of important work to do. And Ron probably still has more important things to say.

So just really quickly, there are 37 Tribal Colleges operating about 75 sites throughout 16 states, serving about 230 American Indian and Alaskan Native Tribes, 130,000 students in academic and community-based programs every year.

We have 16 Tribal Colleges that now offer four-year degrees, five that offer masters degrees. And of course, all have certificate and one-year career-focused programs.

We have a lot of exciting things going on at Tribal Colleges. One is, we just had the first two Tribal Colleges celebrate their 50th anniversaries.

Last year, Dine College, the first Tribal College celebrated its 50th anniversary. This year United Tribes Technical College is celebrating its 50th anniversary. And so, that

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will be happening over the next few years.

And another really exciting thing related to that is that we're seeing a lot more Tribal Colleges. Just a few years ago the average first year, first time enrolled members, people who have never, whose families, they would be the first of their family to go to college, that percentage was over 70 percent. And now it's 51 percent.

So, that's a really great thing. Because it's showing the impact of Tribal Colleges. That people have graduated from a Tribal College, or higher education institution.

And they're sending their students to a local place-based institution. So, that's a really great thing we think for Indian country.

We have the first Tribal College, Bay Mills Community College, offering a four year, a bachelor's degree entirely online. And --

(Off-microphone comment.)

MS. BILLY: Yes. In early childhood development, which really, even though it's

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online, it signifies the place-based nature of Tribal Colleges. Really focusing on the needs of tribal communities. So, that's a really exciting thing.

We also have our first Tribal College that has achieved ABET accreditation, which is specialty accreditation in engineering. And that's Navajo Technical University, with two bachelor's degrees in engineering, that are ABET accredited, which is the highest level of accreditation you can get for engineering programs. So, that's really exciting.

And also, you know, all the Tribal Colleges are accredited through their regional accrediting agencies. We have two developing institutions, but, who aren't accredited yet. One in California, and one in Arizona.

But they're on their way to becoming full-fledged institutions of higher education. But just growing. I don't know if I, do you want me to keep going?

MR. LESSARD: I gave an update on what

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we did at the summit, our summit. It was the first time, I think, AIHEC and Ed actually did a formal come together, you know, in many years.

MS. BILLY: And yes. Since I was the Director of the White House --

MR. LESSARD: Yes.

MS. BILLY: -- Initiative on Tribal Colleges probably. Well, no. There were probably a few since then. So, but for a long time.

So, we had a great meeting with Department of Ed, great support from Department of Ed and Department of Interior. And I know you'll be hearing from them I think tomorrow.

But also with the other federal agencies. Tribal Colleges have a number of partnerships doing a lot of internship programs with Energy, NASA, Department of Defense, programs at the National Science Foundation.

And a really critical program in the information that Patrese is passing out is about our program, which you'll hear something about

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tomorrow, the Native American-Serving Non-Tribal Program.

That's actually a title, it's called Title 3 Program, strengthening institutions. And that program, what's called Part F, which is half, almost half of the program.

For Tribal Colleges, \$30 million dollars a year. For Native American-Serving Non-Tribal, \$5 million. For Alaska Natives serving, \$15 million a year.

That program is ending at the end of, after the FY 2019 money is expended. And that kind of, so, it's a \$50 million dollar cut to Indian country.

And most of these programs, that money is spent primarily on student support services, faculty development, developing those new bachelor's degree programs that we need in Indian country, doing outreach to other communities, to urban Indians, building libraries, computer labs, all those kinds of programs. And that program will be cut in half.

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So, I don't know if you all are making recommendations. But one thing that we would really appreciate is everyone's support for continuing that program for Tribal Colleges, Native American-Serving Non-Tribal, Alaskan Native, Native Hawaiian programs.

And I, tomorrow Don Crews is going to come. I think it's tomorrow. We'll talk to you about the really cool things that the Native American-Serving Non-Tribal are doing with that funding.

But it's really, really important to building the capacity of our institutions to better serve Native students from a Native world view. So --

MR. LESSARD: Yes.

MS. BILLY: Really, really critical.

(Off-microphone comments.)

MS. BILLY: Well, so there's an act that's been introduced, called the FUTURE Act. And we just, Patrese just passed out a letter that's signed by AIHEC, NCAI, and NIEA about the

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FUTURE Act.

So, a bill has been introduced in the House and the Senate to extend the program for two years. So, we could spend, so we could work out a permanent solution, hopefully as part of the Higher Education Act reauthorization.

So, this short-term two-year fix will --

MR. LESSARD: Just real quick, I'm sorry. But I have to leave for the flight. But I just, will you be here, like during lunch, so that others could ask some questions? You good? Yes.

DR. PAYMENT: So, what I wanted to say really quickly. And I know again, this, so, I'm on another advisory. So, I know what it is that we can do under FACA regulations, under federal law.

And it's very different than what we've been permitted to do, which is very paternalistic, if you think about it.

And what we do on HHS STAC is, we have

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a tribal caucus. We talk about the different issues of advocacy. Then we meet with the Secretary. And we say, will you please support?

And so, this is something that I would like to be able to, and I don't see on the schedule we're going to have a caucus. But we need to prepare for our meeting with the Secretary so that we're succinct, that we're not going on, and on, and on, telling our story back home, and our history. But that we get concise with it.

And this is one of the specific asks.

Another one that I'm coming prepared for if we have time to talk about it is, NCAI and NIEA worked on a school choice issue, a summary in a toolkit that I'd like to be able to share with her. Because I know that's going to register with her, because she came from Michigan, and schools of choice.

The 93 percent we talked about earlier, you know, aren't fixed to the BIE reform. And so, how do we address the 93

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percent?

But I wanted to say before you leave, Ron, is I met with Tyler Fish --

MR. LESSARD: Yes.

DR. PAYMENT: -- who's now the Native liaison. You know, without being, without sounding like I'm criticizing this administration, a number of key positions have just been vacant.

MR. LESSARD: Vacant.

DR. PAYMENT: So, Tyler Fish is now in place as the Native liaison. And he was asking for our input from NCAI, what, you know, what should he do? What could he do?

MR. LESSARD: Right.

DR. PAYMENT: How can we help? And my advice was to get these key positions filled.

MR. LESSARD: That's true.

DR. PAYMENT: And the White House Initiative one is one of them. His position's filled. The White House Council used to have an executive position.

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MR. LESSARD: Yes.

DR. PAYMENT: And those three positions work in tandem to be able to support each other. And so, that would be one of the advisory things I'd like to do with the Secretary, is that we fill that position permanent, so that we don't split you, you know.

MR. LESSARD: Right.

DR. PAYMENT: It's like a half-hearted commitment. We want a full commitment.

MR. LESSARD: And that's when a new Executive Order could be written. That they're going to, it's like with the other ones. I don't think a new Executive Order was written until they had an appointment.

You know, like in, the HBCUs did that. They worked on the Executive Order, and appointed the Executive Director. And then it was one whole package kind of.

So, but so, my last thing I'll say is, if we can, if you can work with Angeline, you know, maybe we can set up a regular call with me.

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So, we can, like it could, I don't know how often. It could be monthly.

So, that I can inform you of what I'm doing. And, you know, if you have questions with me, or what's moving along, and what isn't moving along.

And, you know, I can let you know some of the places I'm going to be, and what I'm doing, so that we can, you know, I can kind of advance what you think is best.

So, if we can work that out, Angeline, that would be great. Because then we can cover a lot of other things, just on a separate call. So, okay.

PARTICIPANT: Don't be late.

MR. LESSARD: Thank you. Thank you.

DR. JACKSON-DENNISON: Thank you, Ron.

PARTICIPANT: Have a safe trip.

DR. JACKSON-DENNISON: Have a safe trip.

MR. LESSARD: Thank you very much. Have a great meeting. I'm glad the Secretary's

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going to make it tomorrow. That's good. Yes.

DR. JACKSON-DENNISON: We're at 11:09 a.m. And so, we're almost back on track. So, the presentation from, I think it's your group. Okay. The Division Director of Office of Special Education, Matthew Schneer.

MR. SCHNEER: Yes.

MS. BOULLEY: Okay. And please be sure to turn on your microphone. Our meeting is being recorded. And we do a transcript. And this all helps us to record this.

MR. SCHNEER: Got it. Good morning, everybody. My colleague, Jennifer, just said that I got a promotion. Because I'm the Associate, one of the Associate Division Directors in the Office of Special Education Programs.

I want to thank everybody for the opportunity to talk to you today. I'm going to make a few opening remarks. And then my colleague, Jennifer, is going to go through our presentation today, which we hope to be pretty

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short. And then give an opportunity for discussion and questions from there.

So, I am, as it says, an Associate Division Director in the Office of Special Education Programs. Our office administers the main Individuals with Disabilities Education Act formula grants. There are three of them.

One is the, what we call 611 funding, which goes, from Part B, which goes for supporting students with disabilities in schools, school age. We also have a pre-school grant. And then an infant and toddlers, what we call Part C grant.

The way our office is organized is that we have four what we call home room teams. And I oversee one of them. Those teams, we divide up all our states and grantees in those teams.

My team includes 17 states, which includes the BIE, which is why I'm here. I have been working with the BIE first as the state contact for many years, since 2008.

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And over the last, a little over two and a half years I've been the team leader. And Jennifer is now the direct contact for the BIE.

So, what I wanted to say as an introduction to what Jennifer's going to present is that our direct contact, in terms of Native American issues is largely through the BIE.

But we recognize, and I think this was just referenced, that the overwhelming majority of students from Native American families are attending regular public schools, state schools.

(Off-microphone comment.)

MR. SCHNEER: Right. So, I was going to say 95. But so, I was pretty close. So, because our relationship is with our grantees, which are the states, we don't have a little, a lot of direct contact with the kinds of issues that would go on at the schools, outside of the BIE schools.

But we do have oversight. And some of these issues do come up, depending on the state.

So, another state that's on my team is Montana,

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for example.

Last year we did a monitoring visit in June and had the opportunity, Ron joined us on the phone, to participate in one of their monthly meetings of their American Indian Advisory Group that they were doing.

So, those issues do come up. We just don't have as much direct contact. So, Jennifer's presentation is going to talk largely about our relationship with the BIE, our responsibility, BIE's responsibility.

But I am, we are happy to discuss other issues that come up. And I'm also happy to be a contact in the future, if there are issues that come up outside of the BIE. I can certainly work with people in our office to do that. I mean, if you want a card, I have a card here.

So, with that I'm going to hand it over to Jennifer for right now. And let her introduce herself, and go through that presentation. And then we can have a further discussion from there. Thank you.

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MS. WOLFSHEIMER: So, I'm Jennifer Wolfsheimer. I am the state lead for MSIP. I have been at the office for about ten years now, in multiple capacities.

So, I am, however, I'm relatively new to the BIE as a state lead. I would say it's coming up on a year in December. So --

MR. SCHNEER: But it's been a packed year.

MS. WOLFSHEIMER: It has been a packed year. That's saying, that's an understatement.

MR. SCHNEER: Yes.

MS. WOLFSHEIMER: So, the presentation, just to go off what Matt said, is really going to be just a general overview of what our office does in relation to BIE. And then, and what our role is, and what the grants look like.

However, we really wanted to be able to leave time for questions. Because I don't know if we're exactly touching on what you are asking, as Matt mentioned. So, I'm going to just

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jump in.

So, just wanted to give you an overview of IDEA, or the Individuals with Disabilities Education Act, in relation to BIE. So, we, as Matt said, we work in collaboration with the BIE and Interior.

And the BIE obviously operates as a state with us. So, we treat them as such. We work with them, just like we do any other of the states, like California, et cetera.

So, the BIE operates obviously, BIE operated schools, as well as tribally operated schools across the 23 states. You might find -- Slide -- What --

MS. BOULLEY: All you have to do is just say, next slide.

MS. WOLFSHEIMER: Yes. Next slide. I forgot to say that. I'm sorry.

MS. BOULLEY: Okay.

MS. WOLFSHEIMER: So, the Office of Special Education Programs, where we work, is responsible, as I said, for the IDEA. And we're

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broken up into two divisions. The Monitoring State Improvement Programs, which is our office.

And then, Research to Practice.

And Research to Practice handles the formula grants, typically out of Part D of the IDEA, which handles, like the universities apply to us for specific grants.

Or in this case, what I'm going to talk about later is the Parent Information Centers and the Training Centers. But right now let me just focus on MSIP. Next slide.

So, what we do, what Matt and I do in our office in relation to all the states, including BIE, and the other entities is, we oversee the major formula grants under IDEA.

And this is broken up into Part C, which deals with infants and toddlers zero to 2, or zero to the birth through the birthday of the third, of a 3-year-old. And then, Part B, which is 3 through 21.

And so, that is obviously the bulk of our money. And Part B is inclusive of pre-

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school. So, you think of 3 through 5 as pre-school age. And please stop me if you have any questions.

PARTICIPANT: So, I love the way you describe the zero to 2.

MS. WOLFSHEIMER: Yes.

(Off-microphone comment.)

MS. WOLFSHEIMER: So, that's a interesting question, right. So --

DR. PAYMENT: Can you restate the question?

MS. WOLFSHEIMER: Yes. So, the question was, well, they're not at the same for Part B, before you turn 22 or 21. So our, the FAPE requirements under IDEA stop at 21. However --

MR. SCHNEER: Can you say what FAPE is?

MS. WOLFSHEIMER: Yes. So, however, the 21 is negotiable. So, states have a different definition for when that 21 cutoff is, being whether it's the birthday or the, before

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you turn 21.

Or they can carry it out through the year that the child is 21. Meaning that they also maybe kind of get at 22. Some of the states across the nation have extended it to 22. And they provide state funding for that.

So, it really depends on what a state has defined it. And we have in our application process where they need to define their age of cohort. So we have that list on the Department's, I think we have it on the website.

But also, for point of clarification, and forgive me if I use acronyms, which we all do in our work. But FAPE is the Free Appropriate Public Education for Students with Disabilities, that they're entitled to under IDEA.

(Off-microphone comment.)

MS. WOLFSHEIMER: You're welcome. Okay. So, next slide. So, our responsibilities as outlined in statute and regulations, primarily, obviously in statute, is being responsible for overseeing the state and entities, or the

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grantees' efforts to meet major priorities under the IDEA, and fulfilling the responsibilities under the IDEA.

MS. BUTTERFIELD: Sorry. This is Robin. My question is, in overseeing those state responsibilities, don't the states have to collect data on how many students of different race and cultural groups?

MS. WOLFSHEIMER: So --

MS. BUTTERFIELD: Don't they count how many Native kids are getting services?

MS. WOLFSHEIMER: They count, so, in one of my other hats that I wear, is that I'm the process lead for our APR, which is the Annual Performance Report, which is the mechanism in which they report services, or report under indicators to us, required indicators.

MS. BUTTERFIELD: Right.

MS. WOLFSHEIMER: So, yes. You are correct. As far as serving the seven different racial ethnicities that are counted. However, and Matt can jump in if necessary.

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But the, when we do get the lists, however, we don't get a specific, like this child gets this services, or how the services align to the specific categories.

We do get like least restrictive environment in general. We do get whether or not the child's being, whether or not, not the child, but whether or not the states are fulfilling their responsibilities as far as timely initial evaluation, or fulfilling their LRE requirements.

MS. BUTTERFIELD: So, the reason I'm asking the question --

MS. WOLFSHEIMER: Yes.

MS. BUTTERFIELD: -- is because, you know, we are required to prepare a report to Congress every year. And it's difficult for us to make recommendations if we don't have the data about even just how many Native students are being served in Special Ed.

And so, that's one of our responsibilities is to try and gather information about what services the whole department provides

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specifically to Native students.

And I know, at least, I worked at the State Department level, and know some of what our Special Ed office is required to do. I also worked in the BIE.

And I know that we had, at least at that time, I think it was 22 percent of our Native students were qualifying in Special Ed, which was like double the national average at that time.

And so, you know, we do have a disproportionate number of Native students in Special Ed. And I just want to know, what is that percentage, you know? Can you get --

MR. SCHNEER: Yes. So --

MS. BUTTERFIELD: -- just basic --

MR. SCHNEER: So, you're right.

MS. BUTTERFIELD: -- facts and information.

MR. SCHNEER: We do collect, and as Jennifer mentioned, we collect a variety of information. And there are two major sort of

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reporting requirements that the states have for data.

One is what Jennifer mentioned, the Annual Performance Report, which actually she's going to talk about it there. There's also what's called the Section 618 data. And that is an annual reporting.

And it includes such things as child count, what Jennifer mentioned, which is least restrictive environment. That means, what percentage of a student's time is spent in a regular classroom, versus pull out, or a segregated set placement.

Or information on discipline, assessments, graduation, drop out. All of these kinds of things are collected annually, and required to be provided. And those, that information is broken down by the different racial ethnic categories.

The caveat that I would give to you about that is that, depending on the percentage of Native students within the state, that data

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may be hard to get a hold of, in terms of N sizes, and how representative it is.

But I can certainly follow-up with You, if you want to take my card. And we can provide you the link for the website where all that information is posted.

And it's broken down in many different ways. And if you have further questions about it, we can try to help you get that information.

Also, just to let you know, since you mentioned your annual report, the folks that put together, that oversee the 618 data, which are in our sister office, the Research to Practice Office that Jennifer mentioned, also present a annual report to Congress on the implementation of IDEA, where they will summarize some of that information too.

DR. JACKSON-DENISON: I, go ahead.

MS. WHITEFOOT: Yes. Just along that same line. Because of, you know, family members as well, and students over the years I've known in Special Education, and I've worked with.

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Today we're at a point with ESSA in the role of consultation with our communities. I heard you saying that you work directly with states and BIE schools.

However, today we have Tribal Consultation. And I'm wondering if you're able to access that information and comments that communities and parents address when it comes to consultation, and even the Tribes.

So, how is that being shared with you internally within the agency? And how are you looking at the state plans as well?

MR. SCHNEER: So, our office does not directly look at the state plans. As you mentioned, that's part of ESSA, which is the Office of Elementary and Secondary Education, does look at that.

However, we have a liaison person in our office that works directly with people in that office, and tries to make sure that we share information about that.

I can't say that I've heard very much

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about the tribal consultations, and how that's reflected in state plans. That's certainly something that we can follow-up on, to try to get more information about that. So, that's a good idea.

We do, you know, I mean, we have requirements for stakeholder involvement in, under our law as well. That includes for the annual performance reports, as well as something called the State Systemic Improvement Plan.

And there are advisory boards that states and locals need to have as well. Certainly the BIE, and we, also has its advisory board. I've met with them several times in, over the number of years. And we get information from them.

So, there are a variety of ways about that. We'll definitely follow-up with our colleagues about that, the tribal consultation and ESSA plans.

DR. PAYMENT: I have a question.

MR. SCHNEER: Yes.

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DR. JACKSON-DENNISON: Go ahead Aaron.

DR. PAYMENT: So --

MR. SCHNEER: We might get through this presentation.

DR. PAYMENT: So, we got, Ron had talked about --

MS. WOLFSHEIMER: Is your mic on?

DR. PAYMENT: Ron had talked about --

MS. WOLFSHEIMER: Is your mic on?

DR. PAYMENT: Yes, it is.

MS. WOLFSHEIMER: Okay.

DR. PAYMENT: Ron had talked about the, being the officer for the Department of Education for Consultation. And under the existing Executive Order it calls for all agencies to have consultation policies.

And my question I guess then is, is there a subcomponent to consultation policy, or guidelines? Or how does --

MS. WOLFSHEIMER: For IDEA.

DR. PAYMENT: -- what you do tie back into the overarching consultation --

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MR. SCHNEER: Right.

DR. PAYMENT: -- policy for tribes?

MR. SCHNEER: Well, so, I mean, last year I and some of my colleagues, including my boss, participated in the tribal consultations that the Office of Elementary and Secondary Education conducted, related a lot to Title 1, as well as IDEA, a few of those meetings.

And I know my boss, Greg, who worked with BIE even longer than I did, has in the past been involved in those. Since then there have not been any tribal consultations that I'm aware of that were specific to Special Ed. But if they were, we certainly would be part of those.

DR. PAYMENT: So, my more broad question is --

DR. JACKSON-DENNISON: I'd like to ask that we hold off on the questions until you get done with your presentations. And then, just write your questions so that we can ask them. So that they can get, at least get through your presentation.

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DR. PAYMENT: All right.

DR. JACKSON-DENNISON: Thank you.

MR. SCHNEER: Okay, Jennifer.

MS. WOLFSHEIMER: All right. I promise we'll keep it short. So, just to go back to the APR, which we briefly discussed. We also review and improve the grant applications, and issue the grants that I mentioned earlier, relative to Part C and Part B.

And then we also provide monitoring and support. And we just actually recently did a monitoring visit to BIE, and are waiting for the letter to be cleared as we speak. So, next slide.

Specific to BIE. So, BIE operates as a state, as we mentioned previously. Specifically, they operate Part B 611 programs, which is elementary and secondary education schools, meaning K through 12, 5 through 21.

And have the responsibility of fulfilling the IDEA specifically, and not inclusive of other issues. But related to

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identification and evaluation of suspected children with disabilities, providing a free appropriate public education. And then obviously, in the least restrictive environment, as appropriate for the student. Next slide.

These last few slides kind of overlap.

So just speaking to the funding that BIE receives from the Special Education Office within the U.S. Department of education.

BIE does receive Part C funds, specifically those, that group, the zero through 3 minus one day. And, but those funds are directly distributed to tribes who coordinate those services. And coordinate assistance for the provision of all the intervention services.

So, the BIE doesn't directly coordinate those services for Part C. So, sorry, I thought you were raising your hand.

So, BIE receives again, the, no 619 for, and 619 funds are specifically for those pre-school funds. But there is a 20 percent reserve for coordinating services for 3 through

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5, children ages 3 through 5, living on reservations. And those are distributed to the tribes. So, next.

So again, this just kind of lays out exactly as to what I just said. But the, I think the main takeaway for infants and toddlers is that the IDEA has given the responsibility to the tribes to coordinate with city and local service providers for services for infant and toddlers.

Next slide. And then, for pre-school, the BIE does not operate or fund pre-school programs directly under Part B. Again, those, the IDEA gives states the primary responsibility for coordinating and providing for 3 through 5 for children with disabilities.

I already said that. This is like a restatement. So, we can go to the next slide. So, the, I just wanted to provide the website on here. It's related to early intervention and pre-school.

This has a lot of information from our website. I'm sorry, from our office. And it's

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good to discuss one of our TA providers, to discuss pre-school services for children with disabilities.

And then, I'm sorry. Okay. So one, and then we can go to the next. The last two slides are related to the general supporting need of American families of children with disabilities through our TA providers.

So, Native American Parent Technical Assistance Center, and the Parent Training Information Centers. These are like a mouthful.

The Community Parent Resource Centers, so the CPRCs. So, all of these grants are funded under Part D. And those, that's what I mentioned earlier, related to our Research to Practice area, under IDEA.

And then, prior to 2013 the Native American PTI was, the Parent Training Information Center, was a hybrid of direct services and technical assistance to parent centers.

However, the funding was limited to how many parents could be helped directly, and

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how many PTIs and CPRCs could get technical assistance to support Native American families.

So, the move to technical assistance center was motivated by the need to reach more Native American families throughout the U.S. by focusing purely on increasing the capacity of PTIs and CPRCs, just for Native American families. Go ahead. I see you really wanting to --

MS. BUTTERFIELD: Yes. I am. Because this is one of the areas that I'm really concerned with. Because instead of increasing services to Native parents, the elimination of the NAPTAC center, which I actually worked directly with.

We were in the process of building capacity with staff of the other 100 service centers to do better outreach to Native parents.

And then the center was just not funded.

So, there were two centers. There were six centers that were providing support to parents of children with disabilities. One

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focused on families in the military. And one focused on outreach to Native parents. Because the need is so great there.

MS. WOLFSHEIMER: Right.

MS. BUTTERFIELD: So, what the NAPTAC took on was building the capacity through these cohorts. We only got two cohorts of six people in each cohort through the process.

And that's 12 people out of 100 centers that were now more engaged, more motivated, more knowledgeable about the needs of Native parents.

And so, the work is not done. It's barely even begun. And then, the NAPTAC center was not funded. And I wanted to know why --

MR. SCHNEER: So --

MS. BUTTERFIELD: -- it wasn't funded.

MR. SCHNEER: So --

MS. BUTTERFIELD: It doesn't make sense to me.

MR. SCHNEER: I can speak to it to a limited degree. And then make some suggestions

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on follow-up.

So, our colleague in the Research to Practice Division, who oversees the Parent Training Information Center Program, we consulted with her about this. Because we knew this was an issue.

And if there's a need for follow-up we'll put you in touch with her, and she can address the questions in more detail to you.

But my understanding is, as Jennifer said, that the problem with NAPTAC was the funding was limited. And the decision was that a better use of this was to take on the work that had been done by this in terms of training staff across the PTIs, put that into the national and other regional centers to continue that.

And there is an advisory group coming out of the work that was done through NAPTAC that is continuing, that is going to try to continue to do this work.

There has been an evolution, as Jennifer has mentioned. When I first started

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there was this specific PTI working on the ground level.

Then we went to the regional, sort of the more, the TA center chewed the PTIs, specifically for Native American issues. And now it's been consolidated with others.

It's not part of the process, in terms of making decisions about doing that. So, I can only sort of convey what we've heard so far. But we'd be happy to --

MS. BUTTERFIELD: So this, in my opinion is a prime example of where consultation --

MR. SCHNEER: Right.

MS. BUTTERFIELD: -- with tribal communities could have been done, to say, why would you take away a specialized center to meet an extraordinary need?

Because it's just been my experience, even in working with other programs. When you hand that responsibility off, it becomes a lower priority --

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MR. SCHNEER: Okay.

MS. BUTTERFIELD: -- with those other tech centers. It's just because they're busy. And they're providing other services. Unless you have somebody that's sort of a designated outreach specialist, the work just doesn't get done for Native parents.

MR. SCHNEER: Okay. I appreciate that sentiment. And let's make sure that we can follow up on it. Okay?

MS. WOLFSHEIMER: And thank you for providing that feedback.

MR. SCHNEER: Yes.

DR. JACKSON-DENNISON: I think you have one more page on your presentation.

MS. WOLFSHEIMER: I do.

MR. SCHNEER: Yes.

MS. WOLFSHEIMER: But it honestly speaks more, it just speaks to more of the transition. And I think we've covered it essentially. It's exactly --

MR. SCHNEER: You can go to the next

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slide.

MS. BUTTERFIELD: Well so, is there a way to track, now that there's this new configuration of outreach support to Native parents?

MS. WOLFSHEIMER: I --

MS. BUTTERFIELD: Does anybody track how many --

MS. WOLFSHEIMER: I would actually have to, because again, like I said, I'm on MSIP. And I would have to just double check with our colleagues. But I think that's a very valid point.

(Off-microphone comment.)

MR. SCHNEER: Yes. As I said, we'll put in touch --

MS. WOLFSHEIMER: Pardon me. Yes, we can --

MR. SCHNEER: -- with Carmen.

MS. WOLFSHEIMER: We're not going to just leave and not --

MR. SCHNEER: Yes.

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MS. WOLFSHEIMER: -- like not put you in touch with her. Or I --

MR. SCHNEER: Yes.

MS. WOLFSHEIMER: I mean, now that you're bringing it up, I want to know.

DR. JACKSON-DENNISON: So, maybe in future meetings we can have that person come up -

MR. SCHNEER: Sure.

DR. JACKSON-DENNISON: -- for us, and talk to us here.

MS. WOLFSHEIMER: Yes. Definitely.

DR. JACKSON-DENNISON: We'll go ahead and go to, we have some hands up. So, Dr. Proudfit.

DR. PROUDFIT: Just real quick. This Carmen person, is this, would it be a good strategy for us is maybe to write a letter asking, or recommending that we want it to revert back to a strategically intentional --

MR. SCHNEER: Well so, I mean, Carmen is the project officer.

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DR. PROUDFIT: Okay.

MR. SCHNEER: Which means that she oversees the implementation. She does not have the authority to change this. I think it would be important for you to be able to interact with her, to get more information on the thinking behind it. And for her to hear from that, so that she can share with people.

But the way all of these work is that they're through priorities that are put out for comment, public comment. And it's through authorization of money.

I think we, I don't know where we are in the cycle. But they're usually five year cycles. So, nothing's going to change immediately. But you certainly can provide some input.

DR. JACKSON-DENNISON: Go ahead.

DR. PAYMENT: I'm just going to piggy back. Because I hope what's coming through is not just this substantive outcome of a policy change that did not at all consult with the

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American Indians, either with tribes or with this body.

And so, we need a paradigm shift. Because the presentation, I appreciate the work that you did in the presentation. But it's focused primarily on the BIE.

And 93 percent of our kids, and so, you know, it's going to sound like a broken record coming from us. Because we're, we seem to be educating people who are implementing, and practitioners of the --

Ninety-three percent of our children are in the public education system. And so, we need to know how many have special education needs, what the compliance is, what the, you know, how can we facilitate communication to those communities?

And so, we need a paradigm shift. We need a complete paradigm shift. Because the default is to rely on the BIE, and what's happening over in the BIE. And we appreciate that. Because there are seven percent of our

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people over on that side.

But for my Tribe, we have a phenomenal school. But that is only a very small proportion of our members. The vast majority of our members, and we would love to take over the education of all our members, and expand our BIE school.

But we can't do that because there's a moratorium on expansion. And so, we are relegated to having to work with the public education system, which isn't listening to us. And the consultations don't seem to be sensitive to that.

So, that's why I asked, is there a consultation policy. And it doesn't sound like it's fleshed out fully. And so, one of the things that I'm hoping we can do is to help Ron, because he's in charge of that for the Department of Education, in looking across the spectrum.

So, everything that we do at the Department of Education should always ask that question. And what about American Indians? How

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is this impacting American Indians? What's our charge? How can we fix that?

And I don't say it as a criticism. Because all the people that are here are here to help identify how to fix that, and how to talk to the right people, so we can advocate for that at the right level, so that when budgetary decisions are being made, and we're cutting something that was critical, we can say, no, that's critically important. And maybe it won't happen.

DR. PROUDFIT: Yes. Thank you.

MR. SCHNEER: Well, I really appreciate those comments. And I will definitely follow-up with Ron about talking about how we can make sure some of these things go through some consultation. And bringing those discussions.

When you said, it was very resonant to me. Because when you said, we always want to be asking the question, how does it affect Native students? Our office is always trying to ask other offices, how does that affect students with disabilities.

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MS. WOLFSHEIMER: How does it affect students with disabilities? Yes.

MR. SCHNEER: And so --

DR. PROUDFIT: Yes.

MR. SCHNEER: We get that.

MS. WOLFSHEIMER: Oh, we do.

MR. SCHNEER: And I appreciate you making us think about that, and try to be sensitive to that issue. I will just say, it, again, I started off this by just saying that we talk about the BIE because we have the most direct information about it.

MS. WOLFSHEIMER: Right.

MR. SCHNEER: It's not that we're unaware about the other things. And it's sort of state by state. I mentioned Montana before.

Montana, one of the things that the states, and I mentioned this also, states have to do under IDEA, is to come up with what's called the State Systemic Improvement Plan.

And that is supposed to be a plan that focuses on one result outcome area for students

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that they want to improve. So, things like graduation or assessment rates.

And they often look at specific populations. Montana's actually focused specifically on improving graduation rates for their American Indian students. And so --

(Off-microphone comment.)

MS. WOLFSHEIMER: Yes.

(Off-microphone comments.)

MR. SCHNEER: That's right. All right. So, I understand that. So, that's why I'm saying it varies from state to state. So, we get some of that information. But I will, honestly, for almost all of our states we don't get a lot of information.

MS. WOLFSHEIMER: Yes.

MR. SCHNEER: And we'd be happy to try to figure out ways collaboratively about how we can increase that.

DR. PAYMENT: Well, and we're always going to be an ally.

MR. SCHNEER: Right.

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DR. PAYMENT: Because we, I believe, I have a high, my nephew is high functioning autistic. And I had to become his advocate.

MR. SCHNEER: Absolutely.

DR. PAYMENT: And we had to evolve our school system in order to accommodate that. Because we --

MS. WOLFSHEIMER: Yes.

DR. PAYMENT: We were a conventional school system.

MR. SCHNEER: Yes.

DR. PAYMENT: But we're always going to be an advocate for that. Because we know that if we have an IEP for every child, every child would succeed.

DR. JACKSON-DENNISON: Yes.

MR. SCHNEER: Well, IDEA comes out, was a result of parents advocating. And that's the reality. And they had to --

DR. JACKSON-DENNISON: Well --

MR. SCHNEER: -- go to court to do that. And every improvement in special education

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to some extent can be linked to the advocates or parents.

Like myself, who also has a daughter who's reaching that unfortunate age of aging out of the school system as she turned 21 this January, and be finishing up her school career. And we're trying to figure out what comes next. So --

MS. BUTTERFIELD: Well, and just to add one --

MR. SCHNEER: Appreciate that.

MS. BUTTERFIELD: -- final comment. Most of our Title 6 Directors have to become advocates at IEP meetings. When I was, I don't know how many times I had to be --

MR. SCHNEER: Right.

MS. BUTTERFIELD: -- there with those parents. And it totally changed the conversations --

MR. SCHNEER: Okay.

MS. BUTTERFIELD: -- that they were having with the school districts. So, there is a

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real strong connection between Indian Ed directly, you know, the grantees in Special Ed.

DR. JACKSON-DENNISON: We have another question over here, or comment. Doreen, did you have your hand up? Or who had their hand up? Okay.

MS. BROWN: I just wanted to make that, I mean, I think it goes back to the processes that we spoke earlier about with Mr. Brogan. That it goes back to the states.

Because he made the comment about the BIE is equivalent to a state to You. And so, the rest of our 93 percent fall into the states that aren't here advocating at this level. Because you hear from the BIE.

But you're only hearing from seven percent. So, we really do have to do something about, as far as a recommendation, a fix to that whole issue.

And to me it falls in the state plans that go at this level. That they're not paying attention. So, the BIE obviously is, because

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their a state that represents the seven percent.

MR. SCHNEER: Right.

MS. BROWN: Which is 100 percent in theirs --

MR. SCHNEER: Right.

MS. BROWN: -- while we have states that don't think about. So that it's not really anything that you can do, except pay attention and advocate on your end.

MS. WOLFSHEIMER: Right.

MS. BROWN: But for us individually we need to make those recommendations in our report to Congress, and to the, when we meet with the Secretary. And let them know, this is a real issue that's hurting us more than helping us. Thank you.

MR. SCHNEER: Thank you very much. I'm leaving a few of my cards here. So, you can feel free to contact me. And we will, I guess we'll go through you to make contact with some of the other staff --

MS. BOULLEY: The, yes. And the --

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MR. SCHNEER: -- to do any --

MS. BOULLEY: -- follow-up question that I have that we'll be working on is, is there a way to track the outreach provided to Native American parents, now that the NAPTAC is no longer funded?

There was no tribal consultation at the federal tribal leader level regarding the change from the specialized regional training centers. Okay. If I've captured that, then that's what we'll move forward on follow-up.

PARTICIPANT: There's a question online.

MS. BOULLEY: Oh, okay.

MR. ROULAIN: One of the online meeting participants, Ms. Rita J. Locklear, has asked, could that information on Native students across the U.S. be included in this presentation in the future?

MR. SCHNEER: So, I'm sorry. I'm assuming that what you mean is, what the questioner is asking about is the data that we

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collect through the 618 data.

We'd be happy in a future meeting to try to put together what information is available, and present it to you, if that's what's being asked for.

DR. PROUDFIT: Rather than a future meeting, can we do it, put it together and send it to us?

MR. SCHNEER: Yes. Yes. We'll work on that.

DR. PROUDFIT: Thank you.

MR. SCHNEER: Great.

DR. PROUDFIT: Thank you.

MR. SCHNEER: Well, thank you again for the opportunity for discussion, and the stimulating questions. We appreciate it.

MS. WOLFSHEIMER: Yes. Thank you.

MS. BOULLEY: Okay. As we break for lunch I wanted to just review a couple of options. We do have a speaker starting right at 1 o'clock. It's very important that we do stay on time.

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There is a meal option available in the building. There is a cafeteria on the other end of this floor. And it is serving a ethnic cuisine this week. It is featuring India. So, there's different -- And that is credit card only. It doesn't take cash.

Outside of Department of Ed there are a number of food trucks, with a variety of options, that take cash and credit card.

And at the building that's right across the street from us, there is a Cosmo Café, which is a buffet style. It also has sushi. And that takes cash or credit card. And it's very quick in and out. And you are welcome to grab something and bring it back here.

I do just ask that you be back here and ready to go at 1 o'clock. So, that's it. And thank you. And you do need to keep your name tag. Robin will have to check and see about getting yours replaced. So --

(Off-microphone comment.)

MS. BOULLEY: Yes. Virginia, if you'd

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like to call back in at 1:00 p.m., we're going to shut, we will have a screen. Will we be showing anything? Or we'll be --

DR. JACKSON-DENNISON: No.

MS. BOULLEY: Okay. Okay. All right.

So, we will be back online at 1 o'clock.

MS. THOMAS: Do I call into the same number?

MS. BOULLEY: Yes.

MS. THOMAS: Okay. Thank you.

MS. BOULLEY: Okay. Thank you, Virginia. Okay.

(Whereupon, the above-entitled matter went off the record at 11:49 a.m. and resumed at 1:08 p.m.)

DR. JACKSON-DENNISON: Good afternoon.

We're going to go ahead and call the meeting back to order. If you want to formally do roll call, I think we can do that. Because I do need to know who we've established as a quorum and as a part of the quorum on the phone as well. So do you want to do roll call?

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DR. PAYMENT: Chair, I would just suggest, because everybody is here that was here previously when we took roll before we had quorum. So we just need to state that roll was taken through introductions, and we've established quorum.

DR. JACKSON-DENNISON: Okay, we do have a quorum, but I'd like to know who is on by phone if we have any additional ---

DR. PAYMENT: Yes.

DR. JACKSON-DENNISON: -- people that joined us again by phone.

MS. THOMAS: This is Virginia. I'm on the line.

MS. BOULLEY: Wonderful, Virginia.

MS. THOMAS: Pardon?

MS. BOULLEY: I said wonderful.

MS. THOMAS: Oh, thank you. My mic was just turned on.

DR. JACKSON-DENNISON: We do have a quorum. I guess Dakota's not on, and Wayne's not on. They were on this morning?

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MS. BOULLEY: Or Mandy.

DR. JACKSON-DENNISON: Or Mandy. They were never on this morning?

MS. BOULLEY: No.

DR. JACKSON-DENNISON: Okay. All right, so we do have a quorum. And we'll go ahead and move into our 1 o'clock afternoon session which is an update from the National Indian Education Association. Thank you for being here.

MS. COURNOYER: Thank you. Good afternoon, everyone here in DC and to everyone who's on the phone. It's good to be back. It feels like a year ago, but I know it was only a few months ago that I was here.

So thank you again for inviting NIEA, inviting me. My name is Diana Cournoyer. I'm a citizen of the Oglala Sioux Tribe. And last time I was the interim executive director, and now I've become the executive director for NIEA.

As we move through our PowerPoint, you'll see some of the slides are similar. I'm

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going to give some updates that have taken place, a lot of work that's still moving slow through the House and the Senate.

NIEA's legislation focuses on bills that are moving through Congress which include provisions that impact native students and programs. Through appropriations, NIEA advocates for full funding to support programs, services, services that serve students in schools across the nation.

NIEA engages with administrative officials to ensure that our programs are being implemented in a way that respects tribal sovereignty and expands educational opportunity to Native communities.

Our NIEA legislative priorities, as I presented in the previous update, school construction, Esther Martinez, and the Higher Education Act.

We will continue to advocate for critical resources to support school replacement and construction in Native communities. Though

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there was some discussion earlier in the year of a possible infrastructure package, these discussions have waned as appropriations negotiations have begun in earnest.

Regardless, tribes and schools that serve Native students must have equity and access through any possible piece of legislation or package to ensure that students are able to learn in safe and healthy classrooms.

Esther Martinez, as we celebrate the International Year of Indigenous Languages, NIEA continues to prioritize Native languages through the Esther Martinez Native American Language Appropriation Reauthorization Act. This bill authorizes 2006 legislation to provide additional flexibility for tribes to promote thriving Native languages through the language nest in the programs.

On June 27th, Esther Martinez passed the Senate and was referred to the House where it is yet to be moved. Currently, House negotiations have stalled due to a desire to

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change language regarding the amount appropriated to such terms.

This Act is critical. Obviously, we know this is important to our tribal communities, and the \$13 million included in the Senate bill would represent over three times the amount allocated for Esther Martinez programs in 2019.

Finally, Senate and House leadership have both indicated that the Higher Education Act is a priority. Though committed leadership in the Senate have begun discussions regarding these priorities, legislative language has yet to be introduced.

As the bill moves forward, NIEA looks forward to supporting data transparency in college access for Native students and communities.

Next slide. This year, NIEA's been working on, like I've said, the Higher Education Act, Esther Martinez, and two other specific pieces of legislation.

We worked close in coordination with

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tribal schools and leaders to support the Tribal School Federal Insurance Parity Act. This bill provides parity in access to health insurance at all tribal schools by closing a loophole in the Indian Health Care Improvement Act which allowed employees at 638 schools to access federal health insurance but denied the employees in 297 schools, or tribally controlled schools.

Just this week, NIEA signed a joint letter with AIHEC and NCAI to support continued mandatory funding for TCUs and Native-serving institutions contained in the higher education act through the FUTURE Act.

This funding, which amounts to approximately half of the funding provided by the Department of Education each year, is set to expire at the end of this month.

The FUTURE Act would extend the current funding levels for an additional two years in order to provide time for Congress to re-authorize the Higher Education Act.

Appropriations, priorities. Always a

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priority, NIEA works with our partner organizations to elevate tribal priorities for Native education. As we move into the Fiscal Year 2020 appropriation cycle, we look forward to continuing to advocate for fully funding programs that serve Native students, including the Title 6 Indian Education formula grants, school construction, Native language, and impact aid.

FY 2020 appropriations, on March 11th, the Administration released the President's budget. This proposal included \$64 billion in discretionary funding for the Department of Ed and \$932.2 million in total operational and construction funding for the Bureau.

Looking at the President's budget, it is critical to remember that Congress ultimately controls the final appropriations levels. Though NIEA was disappointed to see overall cuts proposed in Native education programs in the President's budget, we do remain hopeful regarding the outlook.

This spring, NIEA provided testimony

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before the House Appropriations Subcommittee on interior environment and related affairs to support this goal. Native education saw significant increases in the House bill, including a one, excuse me, \$149 million increase to the BIE education construction.

However, gains in the House are likely due to the negotiation of total spending caps which were passed as Congress for recess last week of July.

This week, Congress has come back from recess and is immediately considering appropriations. Senate Appropriation Subcommittee on Labor, HHS, and Education postponed a mark-up at the last minute yesterday on the Labor HHS bill which includes funding for the Department of Ed due to debate over federal funding for abortion in HHS section.

Senate Appropriations Committee is expected to vote on the overall amount of funding allocated for each appropriations bill known as 203(b) allocations.

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Legislators in both chambers have also begun discussions of a stop-gap spending bill to allow for continuing negotiations on FY 2020 appropriations past the October 1 deadline. NIEA looks forward to continuing our work with Congressional leaders to support funding of Native students, schools, and services in Fiscal Year 2020.

NIEA's administration priorities, educational sovereignty, and tribal consultation form the foundation of our work, particularly within the Administration. Tribes have a critical opportunity to create a long term impact on tribal communities through negotiated rulemaking.

Under the Every Student Succeeds Act, the Bureau of Indian Education is required to develop a system of standards, assessments, and accountability. NIEA has actively engaged in the negotiated rulemaking to support Tribal representatives as they've developed regulations for education systems.

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In April, the committee recently completed its last meeting to finalize proposed regulations and recommendations for Secretary of the Interior. However, due to the delays of the government shutdown and difficulty accessing technical assistance, some Tribal representatives were unable to fully deliberate all the regulatory sections.

In July, the BIE engaged in Tribal consultation on a draft set of regulations based on the Committee's recommendations, and we did provide recommendations for that. Over the coming months, BIE will finalize these regulations based on the comments and consultation. After the regulations are posted in the Register, BIE will develop standards, assessment, and accountability systems for BIE-funded schools. This process may vary based on the final regulations, once they are published.

The BIE has engaged in tribal consultation for new regulations around Johnson-O'Malley which is an ongoing JOM student

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count issue. This is a critical component of JOM Modernization Act. An accurate count of eligible students is the first critical step to advocating for fully funding the JOM Program.

Our state priorities -- mm-hmm?

MS. BROWN: Sorry, can You expand a little bit more on defining education sovereignty? Can you explain that again or what you think that looks like?

MS. COURNOYER: Yes. And it depends on which community you're looking at. So if you go to a community, I'm going to pick Alaska, for example, if you're looking at Alaska, what does it mean to truly be sovereign in Alaska?

Is it the control over your education systems, is it the inclusion of culture in your class room, culture and language? Is it inclusion of community in your classroom?

But if you go to Anchorage, Fairbanks, Juneau, where it's an urban setting, to what degree can they actually be sovereign? So what inclusion can they provide as far as culture and

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language in the classroom? So I think the term educational sovereignty is left open to the person that is creating that education system.

What NIEA is saying, anytime we speak that way in any of our presentations, is ensure that the community is involved, ensure that the culture, whether it's an urban setting, so you have seven, ten, twelve different cultures, ensure that culture is involved, ensure that the school identity, the school culture, and the climate fulfill the values and the virtues of a Native or an indigenous thought and philosophy to the degree that you can. Does that make sense?

DR. AREVGAQ-JOHN: Is there, like, a system works in each local base? Because I know in the past, where I've visited local school districts in Alaska, they put all the federal grants and everything under general funds. And so any parent or community member that wants to know about cultural grants and stuff wouldn't know the visual part, you know, because it's called general funding or something.

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So how does one learn about if there's actual, you know, JOM money going to their children, or has that not been researched?

MS. COURNOYER: Yes.

DR. AREVGAQ-JOHN: Or is it based on local?

MS. COURNOYER: It is based on local. But I put a lot of the responsibility on tribal leaders and tribal communities, Native communities. They have to be educated enough to know what to ask.

So for a very, very, very long time, LEAs, local education agencies, we've just trusted that if they received funding that the funding will be placed in the pot of money or support the student that it is initially written for.

So the system is broken. This is not working correctly. So NIEA goes into communities, and Alaska is one of our priority states. And we're starting to educate and train the community, the leadership, tribal leader,

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village community, governor, whatever your title is, you're chief, you're principal, here are your rights, here are your responsibilities to your students.

So it's giving -- we have handbooks, and we have guides, so it's giving that education to our local people so that they can go to the school districts and say, you actually have money.

So we follow it. There are checks and balances within Title 6 and JOM. But where is the broken link? And that's at the local level. Anything else?

DR. JACKSON-DENNISON: Are you still presenting, or are you done?

MS. COURNOYER: Yes.

DR. JACKSON-DENNISON: Okay. Let's let her finish, and then we'll ask questions.

MS. COURNOYER: Okay. So our state work, everything that I just presented was our legislative work. Everything we're doing on the Hill, in partnership with other organizations.

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Our state work is our programmatic work.

And what I just spoke about, what we're doing at the local level with, it's actually nine states that we have done some deep dive work in, Wisconsin, Minnesota, Oklahoma, New York, Alaska, November is our first visit out to Alaska, November 6th through the 10th, Oregon, New Mexico, North Dakota, and Arizona.

And what this means is we go into your community, we are invited to your community. We present on ESSA, we present on parents' rights and responsibility. We present on community asset mapping.

And then we do a listening session with the community. What are your gaps? What are your needs? How can we support you? What resources can we support in development? Is there a challenge between the local communities and the LEA? Can we be a mediator? Can we help support in the development of partnerships?

Every state and every community has been different over the last two years of these

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roll outs.

Okay, you got a brochure. In this next part, I'm going to talk about our new trauma-informed training, our trauma-informed education. So this is a programmatic piece.

We're developing a curriculum for teachers. And what that curriculum includes is understanding, what does historical trauma look like in a student? What does historical trauma look like in our communities, intergenerational trauma. But those two words in some of our school districts are taboo. So we had to just call it trauma-informed.

That's a buzzword under social emotional learning. That's a buzzword under a lot of our SEAs and our LEAs. But we, NIEA, come in, and we do talk about boarding school, we talk about the harm that federal policies have done over numbers of years.

So is an experience that NIEA entered into. We partnered with KAIROS, Canada. It's an indigenous trauma-informed training. And we have

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been given the rights to modify it so that it is reflective of American Indian, Alaskan Native, and Native Hawaiian communities. And when we're invited into the community to come and present this presentation, it's a four-hour training.

And then we've coupled it with specific classroom strategies so that teachers, educators that work with students on a daily, walk away with some strategies to support the student, to support the family.

We've engaged recently with Congressional leaders on supporting trauma-informed education practices in schools. We've had some Congressional offices ask us, what does this look like in Native communities? We've developed and facilitated a trauma-informed healing exercise. And we call it NIEA Indigenous Empowerment and Resilience Project.

And then we're developing a curriculum. Like I said, we've developed one for educators, and we're working now to develop one for middle school and high school students.

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The curriculum would be taught to the teacher, and the teacher would then, in turn, teach the students. And our goal is the student would use the curriculum to start working with their own peers.

We have learned through research that this conversation can't just come from an elder or an adult. It really needs to be peer to peer, with an elder involved for protection and support and answering any questions.

Back in the summertime, the House Natural Resources Subcommittee on Indigenous Peoples hosted a hearing on Chemawa Indian School. And there's been some issues going on in the last few years of suicides on campus, suicides of students who are removed from the campus, corporal punishment, being sent to your room, or going to bed with no food, teachers quitting, school board unknowing of what's going on.

So the House Natural Resource Subcommittee wanted to hear from teachers,

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students, board members, and then a few of the parents that have lost their students, provide some testimony. And NIEA supported their written testimony, and we also provided testimony.

Today we worked with the House Committee on Education and Labor. We provided some specific questions around trauma and adverse childhood experiences. And specifically, the House Committee is looking at gun trauma. And we pushed back and said there's other types of trauma in other communities that you also need to be considering. And so we gave them some information, some bullet points, and provided some questions.

And then our 50th. Our convention is coming up in three weeks, October 8th through the 12th, in Minnesota. Robin, are you ready?

MS. BUTTERFIELD: Of course. Of course, I'm ready.

MS. COURNOYER: We have over 200 workshops, we have six plenaries, we have four general assemblies. We have a gala where we're

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honoring all past presidents, executive directors of NIEA, honoring award winners, lifetime and language winners.

On Thursday, for our keynotes, we have Deb Haaland and Sharice Davids speaking. Lieutenant Governor Peggy Flanagan will open us up on Wednesday. And other days, we just have chock full of people honoring and speaking. And it's a celebration of 50 years, 50 years of working. So any questions?

DR. JACKSON-DENNISON: Okay, we'll take questions now. Any comments, questions, concerns? Patsy?

MS. WHITEFOOT: I just have a comment on, you know, the language you've used on, like, gun trauma. I just want to say, in my opening statement, I talked about, oh sorry, I just wanted to follow-up on the statement on gun trauma, and I understand the need to expand that.

However, in some of our tribal communities, that is a part of our fear.

And just for your information, I just

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shared this with Deb Haaland a few minutes ago, you know, about the violence that's occurring, particularly in the community of White Swan on the Yakama Indian Reservation where I'm from.

And earlier this summer, there was four people murdered, you know, in the small community where I come from. And then later on, more recently, there's been missing or murdered indigenous women issues. And there's just this whole history that the Yakama Reservation has experienced.

And so more recently, with the opioid epidemic and, you know, methamphetamine, all of that, just gun violence just seems to be on the increase. So please, as you're meeting with members of Congress, please help to point this out, because it's critical in some of our communities. These are major issues. And it's one that impacts the daily lives, the safety of our families, our children, even our own personal safety as well.

So I applaud the work that NIEA is

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doing, but just be mindful of, you know, some of things that are going on in some of the communities in Indian country.

MS. COURNOYER: Okay, thank You.

DR. JACKSON-DENNISON: Okay, Joely?

DR. PROUDFIT: I just have an announcement. The Rumble documentary that I mentioned before that everybody has seen, if you haven't seen it, you should watch it, we are going to be presenting that again at NIEA.

And one of the reasons why we're doing that again is we've partnered with the TeachRock Foundation, that's Stevie Van Zandt from Bruce Springsteen's band who started the TeachRock Foundation to bring music and arts back into schools. And he's been a wonderful, wonderful partner and providing free tickets to teachers who take a three hour training on curriculum.

And so he goes all over the country. And, you know, Bruce Springsteen's band is pretty popular. And so he's really opened the door. And we have a full K through 12 curriculum that's

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on the TeachRock website that goes with Rumble.

And so the day after Columbus Day, also known as Indigenous Peoples' Day, we're doing a teach-in. And we've partnered with NIEA to do this teach-in, Behind the Music -- VH1 Behind the Music, the Grammy, and the Rock and Roll Hall of Fame to do this.

And so basically what we're asking is for teachers to use that curriculum. And we're also partnering with Debbie Reese on the Indigenous Peoples' History Book for Young People so that when we talk about Indigenous People's Day, it's not just a day of changing the name, that we want teachers all across the country to celebrate Indigenous People. And one good way to do that is through music.

So there's a lesson plan in there for everyone. And we're going to be creating hashtags, so we're going to ask all the teachers that you know just to post a picture, teach something, encourage your non-native teacher friends to use this curriculum.

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We've done all the heavy lifting for them. We're just asking that they do that on that Tuesday. I think it's the 13th or the 15th.

DR. JACKSON-DENNISON: Yep. Thank you for that Joely, that sounds fascinating. I certainly will connect with you on that for my school district.

I also want to thank you. I really like to get more knowledgeable on -- I'm going to NIEA too, so I think this historical intergenerational trauma curriculum that you have, it sounds fascinating.

I'm from San Carlos School District, and we've been really working on our trauma-informed, trauma-sensitive, programs in our district and it's been awesome. I mean, I am, like, flying by the seat of my pants with it all. But it's so non-traditional from the formal education system.

And so it's been really helping us tremendously. And we're really doing some neat things, and I want to see how we can integrate

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that. And so I'd like to talk to you more on that at some point.

MS. COURNOYER: At our convention on Wednesday, and I can't remember the time, but it is on our website, we're doing this exercise so that you can experience it, see if you want to take it back. And if you do, invite us to come in, and we'll provide this presentation. We can do it up to 150 teachers, educators, community members.

DR. JACKSON-DENNISON: Awesome, okay. Well, I'll be there.

MS. COURNOYER: Thank you. Anybody else?

DR. JACKSON-DENNISON: Thank you. We have a little bit of time before our next presentation, or are they here

MS. BOULLEY: We are ready, we have the next teacher.

DR. JACKSON-DENNISON: Okay. We'll move on. Yes, sure.

(Pause.)

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DR. JACKSON-DENNISON: Okay. We're going to go ahead and move to our next presentation. Thank you.

This is an update from the OIE Professional Development Program with Angela Hernandez-Marshall and thank you.

MS. HERNANDEZ-MARSHALL: Good afternoon, everybody. Again, this is Angela Hernandez-Marshall. I'm a program officer with OIE. And I'm joined today by my contract staff colleague, Karen Schroll, who supports our data collection system that we'll talk about today.

And, Phillip, am I just asking you guys to advance slides for me? Perfect, thank you.

So our purpose today is to respond to a few questions that I know NACIE members posed about the current requirements, the status of past training program participants and, just in general, how the service payback requirement works.

So I'm going to walk through that

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today. But before we do that, I just want to kind of give a bit of a primer, some background for those of you who might not be as familiar with that. Next slide.

So the purpose is fourfold. One is to increase the number of American Indian/Alaska Native teachers and administrators serving Indian people.

Two, to provide training and support to qualified American Indian/Alaska Native individuals to become effective teachers and administrators.

Three, to improve the skills of qualified American Indian/Alaska Native individuals who serve in the education field.

And four, to develop and implement initiatives to promote retention of effective teachers, principals, and school leaders who have a record of success in helping low achieving American Indian/Alaska Native students improve their academic achievement, outcomes, and preparation for post-secondary education or

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employment.

The one thing I'll note, and I'll probably take note through subsequent slides, is just drawing the distinction that that purpose that you see here is reflective of the most updated statutory language under the Every Student Succeeds Act, re-authorized in 2016, or ESSA.

So there is some nuance if you haven't sort of been familiar with it in the last few years, these or sort of fundamental changes that are coming. And we'll get to talking about those changes and implications in the next few slides.

Next slide, please.

So who receives the grants? Eligible applicants have not changed. IHEs, including the tribal college or university; SEAs, in consortium with higher ed institutions; LEAs, in consortium with higher ed institutions, tribes, or tribal organizations in consortium with IHEs; or a BIE-funded school, in consortium with at least one TCU where feasible.

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So under the current regulations, that eligibility of an applicant requiring a consortium with an IHE requires that the IHE be accredited to provide the course work and the level of degree that's required by the project. So implicitly, we're talking a Bachelor's, you know, or maybe a Master's depending on the program they're proposing to support.

Next slide. So now where have been? What you see here from this graphic is just the trend line of funding for the professional development program since 2007. And you'll see, particularly during between '07 and 2015, you see sort of a deviation or shifts from five to just over \$10 million.

In 2016, under the prior administration, those funds were doubled for this, as well as the demonstration or NYCP grant program. And so those funds, since that time, have been continued, or continue to be level funded through as recently as FY '19.

And I think, in the prior presentation

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from NIEA, we saw that basically the proposals are holding to that higher or double funding, if you will.

When you see zeros up here, it's that there was no competition held that year. And so there would have been only non-competing continuation grants awarded for those particular years. And that was the case this year in FY '19. And we'll talk a little bit more about that as well.

Next slide. So this gives you just a clear geographic distribution of our 43 active grants across 17 states. And I'll just highlight a couple of items. One is that you see the low range which is Washington State, because that represents only one grant in the total of \$397,000 to just over \$11 million in Montana which is representative of 11 grantees.

And when we say grantees, the grantees may be supporting teacher training programs, they may be supporting administrator programs, or they may be supporting both, depending on their

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proposal, on what they proposed to do.

And just to be clear, the funds you see here represent their total award, meaning not just a single year. So that's representative of the total funding.

Just wanted to give one additional breakdown, and that is, of our current 43 grantees, active grantees that were awarded in '16, '17, and '18, we have four who represent private -- four grants to private colleges, three grants to tribes, 21 grants to state universities, 13 grants to TCUs, and two grants to tribal organizations.

And in the case, particularly of the states and the TCU grants, in some cases it's more than one grant going to the same institution. So just want be clear, it's not a one-to-one in that aggregate count.

(Off-microphone comments.)

MS. HERNANDEZ-MARSHALL: Four, four. The question was private institutions, how many, so just confirming it's four private.

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Next slide. So if we didn't award new grants, what did we do in FY '19? Well, in FY '19, starting in November of 2018, we held the tribal consultation. I'll just back up and say that after our 2018 awards were made, at that time for 2018, we used ESSA statutory requirements that resulted in 20 new grants back in 2018.

However, in order to hold future competitions, we needed to conduct rulemaking. And so last November we held the Tribal Consultation on Proposed New Priorities, Definitions, and Requirements. The Tribal Consultation background document was handed out to you. So it should be in your binders. And that just gives you an overview of the polity topics and what the Department proposed for that conversation.

As we move forward, we're taking that Tribal Consultation feedback as well as the lessons learned from current and past grantees. And that will inform a draft, as you know, of

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proposed new regulations, new rules.

Those proposed new rules will be posted in the future in the Federal Register, and that will be a critical time for both tribal leaders, and their designees, and the general public, to provide input and feedback on those draft rules.

I can't share any information about those draft rules at this time, because they are not public. But what I can tell you is that, as in the past, when those do get published in the Federal Register, it's common practice for OIE to disseminate to our listserv a notice that it has been published so that people have an opportunity to comment on that. Yes?

MS. BUTTERFIELD: So can you explain to me, so if somebody --

MS. BOULLEY: Microphone.

MS. BUTTERFIELD: Sorry. So when somebody provides comment, does that actually influence changing the regs? I mean, who gets to decide finally?

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MS. HERNANDEZ-MARSHALL: Thank you for that question, Robin. The short answer is yes, they do very much influence how the rules are drafted. And in the case where they've been drafted and they're out for comment, they can certainly inform.

And in some cases, in past examples, rules that are proposed, there might be explicit questions that are asked of the public that we don't have an answer to X. So we need your input. So in fact, we're really hoping that you give that feedback. And that's written form, right, so you're responding via email and via the Federal Register notice. Is that helpful?

I'm sorry, I'm going to, go ahead, Jill, do you want to add anything there? I'm sorry.

MS. MARTIN: Sure. Hi, Jill Martin from the Office of General Counsel. Yes, with all rulemaking proceedings, after the comment period has finished, then the Department analyzes all the comments that came in. And a number of

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offices in the Department are involved in the decision making as to the final regulations that will go out. So it's not just the one office that is in charge of that program but other policy related offices as well.

And then in the final regulations, we are required to list a summary of all comments received, as well as any changes made as a result of those comments, and why we did or did not accept comments.

So as Angela described, when there is tribal consultation first, it's a multi-step process, because first the program office takes into account the input from consultation in drafting the proposed rule and then the public comment period occurs with everyone else. So I hope that helps.

MS. HERNANDEZ-MARSHALL: Thank you, Jill. And I'll also add, as in the final regulations in these draft proposals, we also acknowledge the feedback we receive from tribal consultation, and whether we incorporated it, and

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why or why not, into those drafts -- in the NPRM, sorry.

MS. BUTTERFIELD: Yes. Because one of the, I guess, the sticky wickets here is language like high proportion, you know, that the payback is going to be required of students in an LEA that serves a high proportion of American Indian/Alaska Native students.

And we have two grants in Oregon. And we're losing, actually, some of our folks who've actually gotten the training through the grants, because they're afraid they can't teach in schools in Oregon. They're all public schools, except Chemawa.

And at least there was a rumor going around that you had to do your payback in a school -- a school, not an LEA, to me an LEA is a district, that had 50 percent or more Native students which would exclude almost every school in Oregon.

And so it didn't make any sense for Oregon to train all of our Native teachers and

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then have them leave the state to do the payback.

And some of them couldn't leave the state because of their family situations and stuff. So that's -- I mean, just this language here, I think, is creating issues for people.

And it actually is defeating the primary purpose of increasing the number of Native teachers, period, across the board, which is what we need everywhere.

MS. HERNANDEZ-MARSHALL: Thank you, Robin, you beat me to my next slide.

MS. BUTTERFIELD: Oh, okay.

(Laughter.)

MS. HERNANDEZ-MARSHALL: So I'm going to talk about that, and I just want to give other people context to make sure we're all on the same page.

So what Ms. Butterfield is referring to is in the new statute under ESSA, the new language makes reference to preparing and providing PD to teachers and administrators in LEAs -- districts, that serve a high proportion

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of American Indian/Alaska Native students.

That is different from the older statutory language which referred to schools with a significant Indian population. So the unit of analysis has changed from schools to LEAs, to your point, in the statutory language.

What happened, and to your point about -- there are rumors, so all of that is right. And I'm going to get to that. This slide here shows you there's a distinction, meaning that our '17 grantees and earlier, FY17 and earlier, fall under and have to adhere to the older statutory language; okay? So it's still schools with a significant Indian population.

Beginning in FY2018, those grantees were part of a competition that was let under what we call a waiver of rulemaking, meaning that because it was the first competition with the statutory change, we were able to move forward with the competition without establishing new rules.

Now, we have to adhere to the new

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requirements, which is what we did in FY18. So in FY18, the application does say you have to make sure, I'm paraphrasing here, that the qualifying job placement is in an LEA that serves a high proportion of American Indian and Alaska Native students.

We had an FAQ in that application package that stated we don't have a hard and fast definition for high proportion, because it's not statutorily defined. What we did say was, for the purposes of the FY18 grant competition, that we, in general, expected that high proportion meant 50 percent or more of an Indian student population in the LEA.

We did also say that if there were extenuating circumstances, that they could write to that extenuating circumstance. And they did in Portland, folks there in Oregon were among those that did that, in fact.

However, they also provided letters of support, for example, from BIE schools within the state which, by default, have 100 percent

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American Indian/Alaska Native students. And so again, I understand that change.

There are a few other nuances I'm happy to talk with you about offline that I know that are happening as well. And some of the feedback that grantees have provided, in addition to the reality, meaning that we know that through NIES study and other data points, that we have ever diffusive American Indian student population, right, across more, meaning fewer, so lower percentages in general.

In addition to that, we also recognize that school districts also make decisions about how they identify the demographic in their school report cards, for instance. So what we've also learned, in some cases, is that some school districts, in their school district report card, have elected to identify multi-racial students.

In so doing, in some cases, they have decided to have a category called multi-racial which, for some districts, that means that our American Indian students who fall into that

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category, get placed into that category, but only that category and are no longer counted in the AI/AN category.

So there's a number of complications.

I'm just sharing feedback that I know I've heard from our grantees and from some of our participants which is really useful. And I'm just sharing that that feedback certainly has informed how we're thinking about this. But that's the most I can tell you right now. But we completely understand the situation.

MS. BUTTERFIELD: Yes, because if you take the unit of decision making as an LEA, Portland Public Schools, for example, would be an LEA. And if you're using 50 percent, then there isn't a single school in Portland that would qualify. Actually, there would be none in the entire state, except for Chemawa, which is an off-reservation BIE boarding school. And I think that applies to a lot of other places.

So it becomes harder, and harder, and harder for these, you know, professional Indian

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teachers to find a job. And that's not what we want to create. So yeah, we do need to have a good discussion about, you know, what that proportion would be, I think.

DR. PROUDFIT: We have one of those grants with Pala Indian Reservation. And we have 19 reservations in San Diego County. Valley Center School District has 20 percent Native American student population. So we're in the same position.

You know, unless they're working at a tribal school, and we don't have very many of those, then we're never going to have critical mass American Indian teachers in the public system. Right now, we have one teacher in Valley Center who's from the Rincon Indian Reservation. She teaches sixth grade. That's it.

So our goal is to build capacity into our public school system. We have to do something about that language to change that. Because otherwise, we're marginalizing our folks and only supporting our folks to stay within BIE schools

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or in tribal schools and not in the public school system where 93 percent of our Native students are at.

MS. HERNANDEZ-MARSHALL: Thank you. I think you're echoing a lot of what we've heard. I can tell you at tribal consultation, just as a point of information, when we did hold tribal consultation, while we had few tribal leaders, we did make sure that it coincided with our annual project director's meeting for the professional development program.

So many of the project directors that manage all of these grants were able to be there and provide that feedback as well. So this is really echoing that event and that information. But again, I will just ask you to be sure that when we do release and notify you about the proposed rules being published that you review those and certainly provide the feedback that you think is necessary.

DR. JACKSON-DENNISON: So could I just ask, are we able to know who gets those grants?

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Are we able to know? Is it --- okay, I'd like to see who they are that get the grants.

MS. BUTTERFIELD: Yes. So Angeline, if you could notify us as soon as that notice comes out, I think that would really be helpful.

Because some of us aren't perusing the Federal Register on a regular basis.

(Laughter.)

MS. BUTTERFIELD: Sorry to say.

MS. HERNANDEZ-MARSHALL: Any other questions?

Okay, I'm going to just keep moving on. Go ahead and go to the next slide. you guys also asked, you know, sort of I want to give a little bit more context about what does this money do. So this pie chart just gives you a nice, quick illustration, graphic illustration of where that money goes.

So as you can see, most of the money appropriately goes to tuition, books. Another huge chunk goes toward our stipends to students which really plays a critical role, as you can

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imagine, for a number of the students here.

We do have this unique, and thank you, Karen, for underscoring that, this unique opportunity of dependent allowance. So that dependent allowance does get utilized by some of our grantees.

And then other technology and supplies related costs, which we do try to minimize, again, just as a point of information. Because, at the end of the day, you know, if folks are not able, for whatever reason, to payback through service, we also want to make sure they're not straddled unnecessarily with a debt attributed to things that really weren't contributing directly to that education cost; right? So it's a fine balance. Next slide, please.

So specifically, what do they have to do? In order to receive grant-funded training, the participants first have to sign an agreement.

So again, among the handouts I gave you, behind the background piece from the tribal consultation, you'll see a copy of a template,

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which is an OMB approved collection, which is the service agreement that grant participants have to sign saying yes, we acknowledge, we understand. And the grantee must walk through those requirements so they know exactly what they're signing up for and what the expectations are.

They complete the service payback, and they repay all or part of the cost of such assistance. And in addition, they must, in order for us to acknowledge and be able to track that service obligation fulfillment, they enter and are part of what we call our Professional Development Program Data Collection System. It's a mouthful, or PDPDCS.

And that DCS is only five years old. And it was developed in response to an Inspector General report that identified challenges with being able to track appropriately the fulfillment of that obligation.

And I'm really happy to say that the data is definitely becoming more complete. As we bring more and more cohorts online, we're able to

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track this a lot better. And frankly, we're able to give grantees the information they need to do their job better.

I can talk with folks offline about that more if you have specific questions. And Karen's here with me to provide any responses, because she handles a lot of the technical pieces, including our help desk, which many of our grantees and participants call.

So the one item I'll add about payback and training completion, you saw that grantees awarded in '17 and before have four years. And grantees afterward have five years, in '18 and going forward. And that's because the real distinction is that '18 and forward proposed to provide two years of induction services.

And again, that's addressing a statutory change where there was increased emphasis under ESSA to provide more professional development with the expectation of helping, not only to prepare the teachers, but to make sure that we can retain the teachers in those schools.

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So a more robust induction service program is really the renewed focus on the programs moving forward.

I'll just say that ideally, induction service happens for our '17 grantees and earlier in year four, which is what we're rolling into, for example, for our '16 grantees, FY16. And just to be clear, sometimes this is not always clear to our grantees and our participants, but participants can be working toward that payback - - that service payback obligation fulfillment, while they are in that induction service period.

You know, they're placed, they're teaching. And that's because the induction service at that point, it's just a cost to the grantees to administer that service. The students are no longer students, they're not getting a training benefit, they're teaching. And so it's just professional development support and services that they're getting.

Next slide. So this is just, again, coming back to, Robin, what you raised earlier

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which is, you know, what's the difference, just pointing out here very clearly that distinction that we talked about in the language of the focus of the service payback of the qualifying placement.

Next slide. And payback, what exactly does that mean? So what it means is basically one month of service has to be completed for every month of funding that they received, so 18 months of training, 18 months of teaching. And that would not include the summer off; right? So if it's a ten-month contract, that's ten months, right of service payback being completed, so on and so forth.

They can, for example, and it has been done, being able to, if they're in part-time teaching, it can be prorated as well. you know, again the key is being able to have that one-to-one in terms of payback time.

DR. PROUDFIT: What percentage of your students default and don't ever payback?

MS. HERNANDEZ-MARSHALL: Don't ever

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payback?

DR. PROUDFIT: Where they can't meet the requirements of finding a full time job that is 50 percent higher, so what percentage?

MS. HERNANDEZ-MARSHALL: I'm going to talk about some of that in a minute. We're going to come to a slide with some of those performants.

But I do want to qualify that the data that we're going to point to in just a moment is specific to grantees that were -- and participants that participated or were part of grants funded between FY 2009 through FY 2014. And that's because the system, this data system, didn't come online until 2014. So it was only able to go back to '09.

We're in the process of migrating, frankly, the older cohorts into the data collecting system for historical data purposes. And so we'll be able to hopefully fill that trend line in the coming years.

There's a gap, because in FY15, there

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was no new cohort. And so FY16 is really the one to watch for in terms of that cohort has had this data system all along, so we've been able to have much greater fidelity of tracking obligation and fulfillment with them.

Next slide, please. So I'm moving to the results page. And this is where our successful candidates find placement, meaning they've successfully completed the training program. They're successfully in service payback mode. And this is where they end up.

So again, not surprisingly, the largest proportion is in public school. We have BIE. We have state, local, or tribal government agency. And again, remember this is because some are going back as teachers, some are going back as administrators, depending on the role. And for the most part, we're again talking about people who have to comply with the current or older regulations, meaning we're not at that high proportion definition, just to be clear, okay?

Yes?

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MS. BUTTERFIELD: So I see on here you've got non-profit organizations. And what might that be if they're teaching?

MS. HERNANDEZ-MARSHALL: They might be hired to teach for a dual enrollment program. They might be hired to teach through, I'm going pause and see if you want to add anything to that. Because I don't know if I have any specific data.

MS. SCHROLL: There was just a handful of people that were doing that. And I want to say, again, it's sort of a self-designated role.

But again, I think it was sometimes there are pre-schools within the non-profit that they're helping with.

A lot of the other non-profits, and even some of the colleges and universities tended to do more with the pre-school group where they, you know, where there were established pre-schools within those organizations.

MS. HERNANDEZ-MARSHALL: Okay.

MS. SCHROLL: Is that helpful?

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MS. HERNANDEZ-MARSHALL: Yes. I'm going to move to the next slide. So to the performance results to your question, Dr. Proudfit, so what you see here, the percentage of participants in LEAs that enroll five percent or more American Indian and Alaskan Native students.

So what we see here are trend lines trending up, again, not surprisingly. Because as we get more data from the grantees, and get fulfillment, we see that placement. We'll continue to see exponential increase in the people recording completion just by virtue of getting through the fulfillment process.

I'm going to turn it over now to Karen, who's going to walk us through just more of the operational of how the system works and how people keep track.

MS. SCHROLL: Great. So feel free to interrupt and ask questions as we go. I oversee the -- as she said, the Professional Development Program Data Collection System. But we call it the PDPDCS.

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It's a secure, online, system that we're using to track all of the data that the grantees enter about who they're funding and all the data that the participants are entering about their payback and their employment.

So we're able to provide this information back to the Office of Indian Education, and then we also use it to identify participants that are not in compliance with those service paybacks.

Next slide. So this is a screen shot of our main page. And I encourage you to visit it. While you need to have a secure login to go in and enter information or, as an administrator like myself, go in and view the data of others; the public pages do have some information, including our training and resources, which we'll touch on in a little bit, but also our frequently asked questions. And those are all questions that come in from the grantees and participants regarding their service payback. And we also have links to the regulations that oversee this

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program.

Next slide, please. So this slide walks us through kind of the process. So OIE makes their awards to the grantees, to, you know, the collaborations, the institutions of higher ed. And they identify participants and fund them.

At the time that the grantee is awarded funds, they're going to meet with the participant to sign and complete what we call the service payback agreement. And again, Angela included a copy of that in there. It's a standardized document that ensures that the participants are well informed of what they're agreeing to.

After that, then we have the grantees go into our secure online system. At this point, they start to create the participant records. And this is where they enter information, contact information, also some background information that OIE can then kind of monitor to look at what the participants were doing before they entered

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the training programs.

They enter information about what they're training these participants to do. So some of the programs, Angela noted, some of them are training some of their participants to be teachers, while they're training other to be administrators. There's a section in the instrument that collects all of that information.

Once the grantee has created that record and entered all of that information, and uploaded the service payback agreement, they submit the record, and the participant is invited to log in to the system.

So the participant can now log in, they can have easy access to their service payback agreement that they signed. They can now go in and update their contact information. But it also lets them log in each semester and see that they're accruing in terms of their obligation, both in terms of a financial obligation as well as a time obligation, so how much time they would end up paying back.

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The idea here that we are building into the system is some checks and balances. So the participant is reviewing what the participant has put in about them and catching that, you know, as we go. If they accidentally put an extra zero, and it says that the owe \$50,000 instead of \$5,000, you know, we want that caught early on.

So then, once the participant is done with the program, either they've completed the program, or they've had to exit the program prior to completion, the participant is asked to indicate whether or not they're going to fulfill their obligation via cash payback or service payback. And they are able to move in and out of those categories as often as they want. So they could enter into a service payback, but then choose to enter into a cash payback.

Those that are fulfilling through a service payback go off towards the left side of this flow chart, and they are then responsible for entering information about their employment into our system.

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Once they enter their information, so first they're going to enter information about their -- like, who their employer is, where they're working, what type of organization it is.

Then the next series of questions obtains information about, like, their start date, what their specific position is, and whether or not it's meeting the criteria for benefitting Native people. And if it doesn't meet that criteria, they're not able to submit the record.

Once they complete all of that information, they can identify the people they want to verify it. And they submit it into our system, and it goes out to the employer who is sent a secure link. And then they are able to go into the system and verify all of the information that the participant has just entered. So again, the checks and balances come in. Here we have the employer verifying what the participant has entered.

The participants that are going to elect to do a cash repayment, we don't actually

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collect cash from them. What we do is provide all of the information about their obligation, how much money they owe, and their contact information, to the accounts receivable group here at the Department of Education. And they actually work with the participant to do the repayment.

Next slide, please. So just to kind of add a timeline, just so that you have a sense, so we use this example of the grants that were awarded last year in October of 2018. That was fiscal year 2018.

So, you know, they were awarded in the fall. We met with them in November, explained everything, how to use the system. November through February, they were recruiting their participants to be in the program, conducting those meetings with their participants. And then we had a data collection with them in February and March where they were all expected to go into the system, and create those records, and update them.

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The system is available to them 24 hours a day, seven days a week. We create this data collection period to make sure that all of the grantees are updating their records in time for us to take kind of a snapshot and do reporting for the Office of Indian Education.

We don't anticipate those participants, that were awarded funds, to graduate until May 2022. So right now, what's happening is that each year, every six months, the grantee is expected to be going in and updating both the time and the funding, up until the point where the participant has completed. And then they'll enter some additional information about, you know, when they completed, what their final amounts are.

MS. BROWN: I have just a question.

MS. SCHROLL: Sure.

MS. BROWN: If I go back to 2013, are those the number of people that have completed a degree, performance measures results?

MS. SCHROLL: They are the people that

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have completed the degree, yes.

MS. BROWN: Okay.

MS. SCHROLL: The participants, when they're fulfilling their service, we would anticipate for them to be doing that between August of 2022 and June of 2026. Because, again, the amount of time that they owe will vary but could be anywhere from, you know, 12 months to 48 months, potentially. And then those participants that are electing the cash repayment, or are not in compliance, they get referred right away.

Next slide, please. The project director has a number of responsibilities as part of this program. So in addition to entering all of the data that we talked about into the system, they are also responsible for making sure that the participants are well informed and using the OMB-approved service payback agreement, that the participant fully understands all of the regulations and what they've agreed to.

And again, they're also responsible for ensuring the protection of the participant's

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PII. So that's the personally identifiable information. So our system is considered a moderate level system. And we have a lot of security precautions in place because of the types of information that we're collecting. And we expect the project directors to be our partner in keeping all of that data secure.

Next slide, please. Again, one of the things, prior to us having a standardized agreement, there was a time earlier on in the program when it was not standardized. And participants were not necessarily given all of the regulations in terms that they needed to hear, which is why we've come out with this version of the service payback agreement.

Again, the goal is to make sure that the participants, when they graduate, are not surprised by what they've agreed to.

Next slide, please.

DR. PROUDFIT: Just out of --

MS. SCHROLL: Sure.

DR. PROUDFIT: -- curiosity. So how

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did people do it before? Was it on a napkin or something?

(Laughter.)

MS. SCHROLL: The universities -- the grantees had their own forms, and it included, you know, many criteria, but it just didn't hit all of the bullet points that we wanted to make sure that the participants understood.

MS. HERNANDEZ-MARSHALL: And Joely, I would add, those were submitted every six months to the program officer here.

MS. SCHROLL: Yes.

MS. HERNANDEZ-MARSHALL: So they get the matriculated role. But it was by paper, you know, it was them submitting it by paper. So tracking that is twofold. One, it's tracking and ensuring the accuracy on our end; right? But on the participants end, it was very much out of sight, out of mind, you know.

So it's sort of, yeah, I know, I signed up for this. And then there's really no trigger to remind them in a way that the data

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collection system is able to do both and through automated form.

But I will say that some of our stronger grantees, meaning those people that are ensuring that their participants know exactly what's going on all the time, are the grantees who require the participants to go in every six months to look at that if they want their funding.

That's a really huge knowledge gap. And that one little piece really goes a long way.

We don't want to have to, frankly, require that and regulate on that. We want the grantees to be able to, you know, be held accountable for those pieces.

And that's really the Congressional intent in the statute, is that the grantee is taking great responsibility to ensure that the participants know exactly what's going on at all times.

I do think that we've, by virtue of the data collection system, we've been also able

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to be a lot more systematic in our technical assistance, and in the support, and the knowledge, and the resources that we're able to provide to the grantees. And I think we see that in return.

We see far less, I would tell you, of that rate of exiting that I think we might have seen in the past. And we really underscore, when people are signing up for this, this is real. This is -- you know, you're going to have to pay this back. It is not a forgiveness program.

So it's really having to spell that out, both for grantees who still, in some cases, recall a fellowship program that existed prior to this being a service-payback vehicle. So I think its longevity is both a blessing and a curse in that way, is that we're having to re-educate about the requirements.

MS. SCHROLL: The other piece that we're hoping to launch this fall, and the programmers have been developing, is to turn this service payback agreement into an electronic

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agreement so that the whole process happens inside the PDPDCS, so that the grantee is entering information that's required as part of the service payback, and that that information is then just being directly put into the PDPDCS rather than having to enter it in two places.

The other advantage to moving to this electronic system is that we can ensure that all of the signatures happen. Occasionally, we've had situations where documents were not fully signed or were not fully uploaded. And this will eliminate those as potential issues.

The participant's responsibilities are to be logging into the system as we said. So again, it's the checks and balances, it's making sure that they're aware. They are responsible for logging in to the system and entering their notice of intent. And they're also responsible for entering their employment information.

It's also their responsibility to make sure that the employment is verified. While we work with the participants to make sure that

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their employment gets verified, it ultimately rests on their shoulders to, you know, follow-up with their employers and say, you know, we need you to verify this employment in order for me to get credit. Because they won't get credit until the employer has verified.

Next slide, please. So what are we collecting all of this data for? Well, part of it we're collecting to be used for the overall professional development program performance measures which are required reporting, and that we report each fall and goes into the budget request in the following year.

We're also collecting the data, because we're required to be tracking the service payback or cash payback of all of the participants that receive funding. And finally, what we do is we prepare reports and create presentations so that OIE can share data from this project to others.

Next slide, please.

MS. HERNANDEZ-MARSHALL: I'll just add

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that the data does inform continuation grant funding as well.

MS. SCHROLL: So just to touch on the last bit, I think one of the, you know, one of the biggest pieces, obviously, that we work on at PDPDCS is collecting all of this data. The other part is technical assistance and providing support to the grantees and to the participants so they can do all of those things that they're required to do.

So we run a help desk that runs from 8:00 a.m. to 8:00 p.m. East Coast time, five days a week. And we have two people on staff that are there to handle questions that come in. We have a toll free number, we have an email account.

And, you know, one of the things we pride ourselves on is our customer service. And the other part that we do is creating resources and documents, as well as, like, trainings for grantees and participants that will help them do their jobs.

Next slide. So one of the things that

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I've already mentioned is the frequently asked questions document that, again, gives them -- it kind of takes the information that's in the regulations, and it presents it in a more friendly format so that -- and all of those frequently asked questions are reviewed by the Office of General Counsel, so we know that we are in compliance still with the regulations. But the information, like I said, is presented more user friendly.

Right before we started off that data collection in February, we do a presentation with the grantees to go over any changes that we've made to the system, but also to highlight things that we want them to be aware of as they go and start entering their data.

So if we notice a problem when we're looking at the data, then we can turn around the next year before and talk to them about it, say, you know, we noticed that everyone was skipping this item. It's a really important item. We've made it required. And here's why we need you to

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answer it.

Next slide, please. So we've also done, in addition, we've done, this past fall we introduced a multi-factor authentication. So again, the data that we have in the system needs to be kept secure. We added an additional layer. So now, on top of logging in with a user name and password, you also have to have another authentication message. In this case, it's a code that gets texted to your phone, basically.

And again, so we wanted to make sure that the grantees were fully aware of this and had-- We did a number of things, we did a two-page document, we did a YouTube video demonstrating how to do it, to, again, try to make the whole transition as easy as possible.

So the participants, one of the things that we, you know, when they first log in to the system it can be overwhelming. So we have created a quick reference guide which hits the major bullet points. Okay, here's how you log in, here's what you need to do once you log in.

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So those are things that we've created.

MS. BUTTERFIELD: Thank you for your presentation. A lot of that was really very helpful. I just wanted to make a comment. You know, we've been talking a lot about consultation. And, you know, who do you consult with and then, you know, how do you set that up?

And I was just looking at the tribal consultation notes for November 2018. And just the way this is being presented to those who are going to give feedback on it, who are going to be consulted, if you look on Page 3, it only gives them three alternatives that include this 50 percent. And so you've almost programmed the responses to be what you're already, I guess, establishing. That's the way it feels.

Because it says, I'll just read here, "Considering that high proportion definition by extension defines what employment serves as qualifying job placement, the Department would like tribal leaders input on the definition of high proportion."

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And the possible definition includes just these three choices, strictly 50 percent or more, that's one, or Number 2, strictly 50 percent or more students, or 35 percent, or with a justification, or three, either 50 percent, or more Indian students or 25 percent with a justification. So you haven't even allowed more flexibility. It seems like you would want a more open-ended kind of a question.

I mean, so I just think that's more of a comment on consultation, is how do you really get --- is that me? That's my alarm, I'm so sorry, I didn't --- yes, it's my background music.

(Laughter.)

MS. BUTTERFIELD: Excuse me. So that's just, I guess, a little observation that I think you're kind of programming the response as opposed to allowing, really, the flexibility of what exists in Indian Country to come to the forefront from the people themselves.

MS. HERNANDEZ-MARSHALL: One, I really

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appreciate that feedback. That's not lost on us.

Number 2, operationally, just so you know, at tribal consultation, and I'm looking right now at our data from that consultation event.

We had three votes that were for the 50 percent or more. We had no votes for the 50 percent or more with 35 percent justification option, and we had five votes for 50 percent with a 25 percent or more with a justification. We had somewhere in the ballpark of 10 to 12 who said, no, none of that is good.

And so just know that, yes, part of this was a setup to how we've been conducting these over this last year. I say these because we've had multiple tribal consultations on different topics. But in essence, we give sort of these, here are these options. If there's something else, we also precede that and follow it with both tribal leader and then public comment.

MS. BUTTERFIELD: Maybe you need to add a none of the above on it.

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MS. HERNANDEZ-MARSHALL: I'm hearing you. I hear you loud and clear.

MS. BUTTERFIELD: And I also would, we should think about this in a different way too. Because it's providing American Indian teachers and school administrators for American Indian students. But it's also for non-native students who need to be educated by Native American teachers.

So we need Native American teachers in the public school systems. If we want a paradigm shift, if we want to make some change, that's where it's going to happen. So perhaps even adding a category for encouraging Native Americans to apply to this program to go into the public school system, being intentional about that, I think would be very powerful. I think we're, for lack of a better phrase, we're ghettoizing our American Indian approach to education. We're operating from a deficit model.

MS. HERNANDEZ-MARSHALL: Thank you for that comment. I'm not going to agree or disagree

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with your comments. I'll just say that's a legislative change that was made, and we are responding to in turn. Yes?

MS. WHITEFOOT: So I just have a few questions here. I'm just going over this, and we've had one of these grants as well on our reservation. So we've also been addressing misidentification of American Indians/Alaska Natives. And so what is a qualified American Indian/Alaska Native?

PARTICIPANT: Who said it was --

MS. WHITEFOOT: That's what we heard, really qualified.

MS. HERNANDEZ-MARSHALL: I'm sorry?

MS. WHITEFOOT: Increase the number of qualified, provide training and support to qualified, improve the skills of qualified.

MS. HERNANDEZ-MARSHALL: The statute provides no definition currently.

MS. WHITEFOOT: Okay. So that's one of those misidentifications, misrepresentations. Okay. Thank you.

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And then so you also gave the numbers of various institutions that have these resources. And so some of them are, like, private institutions, universities, TCUs, et cetera. Can you give us those numbers again?

MS. HERNANDEZ-MARSHALL: Yes. Okay, and remember, when I'm giving you these numbers, it's a one-to-one, meaning there could be, there are, for example, private colleges. It's really three. There's one college that gets two grants across different cohorts. So just want to qualify that. Does that make sense to folks?

MS. WHITEFOOT: Yes, I understand that.

MS. HERNANDEZ-MARSHALL: So it's not necessarily four colleges. So for private colleges or universities, the number of tribes with grants, or number of grants to tribes is three. The number of grants to state public universities or colleges is 21. The number of grants to TCUs is 13. And the number of grants to tribal organizations is two.

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And again, this is for grantees awarded between FY '16 and FY '18. And I believe both the '16 and the '17 are on the OIE program webpage. But we can send this list out to you so you can see all the grantees.

MS. WHITEFOOT: Okay. And then another question to go along with that to clarify it further, what are the number of grants that you have going to Indian Reservations, Alaska Native villages, communities?

MS. HERNANDEZ-MARSHALL: So we're allowed to have one, and that's University of Southeast.

MS. WHITEFOOT: But my question also has to do with Indian Reservations, Alaska Native villages.

MS. HERNANDEZ-MARSHALL: I don't think that's --

MS. WHITEFOOT: And further, and I'm just looking for some data along the road here, urban communities, you know, suburban whatever, who are these students? Where are they going?

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Are they going back to the reservation? Are they going back to the urban communities?

MS. HERNANDEZ-MARSHALL: So just to be clear, are you asking about where the participants end up? So if we went back to that results slide, you'd want to know of that 69 percent that go to public schools, are they rural, urban, suburban?

MS. WHITEFOOT: Right.

MS. HERNANDEZ-MARSHALL: Got you.

MS. WHITEFOOT: Urban.

MS. HERNANDEZ-MARSHALL: Okay.

MS. WHITEFOOT: So I think that would be important to know. And that's to go along with that previous question I asked.

MS. HERNANDEZ-MARSHALL: Okay.

MS. WHITEFOOT: And then we also are responsible for a report. So here's how you use the data. Just something for us to ask in the future would be to not only support program measures but to report the performance measures to, you know, the tribes, Indian organizations,

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those entities that are possible recipients of these resources as well.

MS. HERNANDEZ-MARSHALL: So we have presented that. Not last year, I know the year before I actually presented that data. Because it was the first year we had it out of the data collection system at NIEA. I mean, we have presented that.

MS. WHITEFOOT: Right, I understand that. But beyond NIEA, I'm saying back to the tribal communities, our Indian organizations, et cetera, we need to know that as well.

I mean, we do periodically have these particular grants in our communities. But we need to know that as well, because we might, you know, a state university might be using our numbers. And we don't always know that. So I think it's important.

I mean, clearly they do that with other situations to migrant education, yet we haven't been served in migrant education as, you know, just one example in our area. And so

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that's something we're being challenged with, to address those kinds of issues. And it goes back to misidentification, misrepresentation of Native students, and how those numbers are being used.

MS. HERNANDEZ-MARSHALL: I appreciate that, and we can do that. We can provide that kind of feedback. Here's my question just to all of you. Because we'd want to be able to do that as effectively as possible and efficiently.

Is there a particular point of contact who we should be clear about communicating this information to? And is it tribal leadership, is it a TA, is it a TD, is it, you know, that would be helpful.

MS. WHITEFOOT: I think there'd be multiple levels. I mean, I'm thinking about not only our tribal leaders but also our Indian education programs, our LEAs that are a part of school districts, our higher education institutions, tribal education, the tribal colleges as well.

I mean, I think just wherever we can

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share it it's important, not just one annual meeting a year, multiple levels, including the technical assistance centers, you know, that we work with in our regions.

MS. BUTTERFIELD: I was going to also add the State Departments. They're actually the ones that have an Indian Ed office.

MS. WHITEFOOT: Right.

MS. BUTTERFIELD: You know, because we, in Oregon, have our State Indian Ed Plan. And one of the goals deals directly with the preparation of teachers. And in Oregon, we've got two projects. So it would be great to get that summary.

MS. WHITEFOOT: Right. And they cross over, you know, in our territories.

MS. BUTTERFIELD: Yes.

MS. HERNANDEZ-MARSHALL: That's very helpful. Thank you.

MS. BUTTERFIELD: One more suggestion. I don't know if you've thought about doing this. I know it's probably a huge task, but maybe an

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intern or somebody. Can you pull out some of the best practices from these programs?

What do they do that is sort of uniquely preparing, you know, these participants to go into working with Native communities? I mean, I know from a personal contact point of view, but I remember a number of years ago there was a request for a study, and this was of the early PPD programs, like, what are they doing that's different and made more successful than just regular institutions that, you know, Native students might apply to?

MS. HERNANDEZ-MARSHALL: So I'm going to share some, anecdotally, of what I know some of our strongest grantees have been able to do and be very successful at. The fact is that beyond what is a significant amount of resources that goes to support this technical piece that's also critical, we don't have any other dedicated funding to TA except me.

So I will say that with the building of capacity of OIE over the last few months,

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that's my hope, is to turn my attention back to be more systematic about those collection efforts. But in the interim, what I can share is that some of our strongest grantees, frankly, are on the track of administrator training.

And that's because they have really, really strong relationships with the surrounding LEAs. I think it's probably implicit to you guys, you know, just instinctive that those strong relationships result in a very clear pipeline that's just automated.

For our grantees who struggle, there's two things. I have to say we've been pretty impressed overall by the cohorts between '16 and '18, because in general they've been much stronger at coming closer, meeting those targets as far as recruits and retained students.

Where we saw a couple of blips, I will call them anomalies, and that's where we had maybe a dozen students suddenly exit the program, they were in situations where, we were just talking about this earlier, Ms. Whitefoot, in

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that was this issue of, you know, the environment.

And so there were certainly, you know, I had long conversations with the project directors of we really are trying, but this is the reality in our reservation, in our areas, in our regions of the opioid epidemic and some of the implications of that, family struggles and challenges.

We all know those stories. And so it was not unique, the reasons for those. And so really, it was, I saw it as our job at OIE to really educate the project directors of becoming better at that screening and that interview process.

There are very systematic, I will say, projects, and plans, and protocols that a number of our grantees have in place to do that screening. But you guys know, as teachers and professors of students, you do your best, and then you work with what you have. And that's certainly the case for a number of our project

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directors.

The other thing I'll say is at the back end. And that's where we've gotten much better about ensuring that project directors, frankly, are held accountable to making sure that they are very clearly helping those students get placed.

Because that's another gap. That's another big area if the student chooses not to go to a place where it's a qualifying job placement, you know, quote, unquote, then that's their choice. But we want to make sure it's an informed choice. And so there really is, we continue to offer a lot of TA in that area. Because that is a big challenge too.

MS. BUTTERFIELD: I guess I was kind of focusing a little more on course work and, you know, how do they meet the, I mean, you know, Title 6 is about the culturally related academic needs of children. But what about the culturally related academic needs of the teachers?

MS. HERNANDEZ-MARSHALL: I can say

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just all the projects have a cultural competence component. It usually takes the form of summer sessions or workshops. For some, I think our stronger ones, it rolls into the induction service period. But at minimum, you definitely see what I would way or what I would call your summer sessions mostly. Because they're taking them offsite. They're going to the reservation. They're going into the communities. So that's what we see a lot of. Thank you.

DR. JACKSON-DENNISON: Thank you. There's no other questions. Thank you for your report. Yes, let's take a break, and then we'll reconvene at 3 o'clock. Thank you.

(Whereupon, the above-entitled matter went off the record at 2:45 p.m. and resumed at 3:06 p.m.)

DR. JACKSON-DENNISON: So I'll go ahead and turn it over to Angeline, however we're going to go about doing this, which I agree with. Okay.

MS. BOULLEY: All right. Hi,

everyone. I think that on our agenda we have some discussion about some NACIE business. And so I think that if we can do that briefly, and then we can adjourn, and then --

DR. PAYMENT: Recess.

MS. BOULLEY: -- recess, then you can recess.

(Simultaneous speaking.)

DR. PAYMENT: No, she's going to do the business first.

MS. BOULLEY: Okay, just a few things, right. And then we will recess for the day, at which point, I think that we're going to have some informal ---

MS. BUTTERFIELD: So you're saying we don't go into executive session, we just recess.

DR. PAYMENT: Right.

MS. BUTTERFIELD: Is that what you're saying? Okay.

DR. PAYMENT: Because technically, Open Meetings Act, you can only go into executive session for specific reasons. And I don't really

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think that applies to us, because we don't have by-laws. But I think the proper way would be to recess for the day and then we can have an open discussion.

MS. BOULLEY: Great, okay. All right.

DR. JACKSON-DENNISON: So we go on to item that's on the discussion on the data request for the NACIE 2020 annual report to Congress, NACIE vacancies, and confirmation of NACIE calendar for the 2020 year. That's where we're at.

DR. PAYMENT: So what I would say is I think we did a really good job. And I know that I was minimally involved in it. And I apologize. But year after year, our committee does a really good job of putting this report together.

I think we got, it was a little more forthcoming this year but, you know, as we talk to different, and get reports from different aspects of the Department of Education that have a bleed-over into Indian Country, like SPED, obviously this document is going to get better

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every year as we engage and get input and updates from the different departments in the Department of Education that affect our kids.

So I would say that, you know, it's ready to go unless there are some edits or suggested improvements. And like you said earlier, I was specific and deliberative when I made the motion that we approve it and allow for edits after the fact. Because we met our requirement, and we are not precluded from making any edits after the fact.

But what we should be thinking about for the crafting of the next year's report is what additional information do we need in this report. Because if we're being accountable, and we're monitoring, let's not use the word compliance, because we heard it a couple of times from the Assistant Secretary this morning, but if we are monitoring, and we are making recommendations, and facilitating information, that sort of approach, so we need to be thinking about what data we need for the next report.

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MS. BUTTERFIELD: I agree. And, you know, I was just kind of glancing through this document, the Native Pathways, that was passed out. I guess I envisioned, you know, why can't our report look like this. I mean, have some graphics, some pictures, some, you know, charts. This report we have is so dull. And yet we're trying to get action.

DR. PAYMENT: Was it like this?

MS. BUTTERFIELD: Well, not quite like that, but it did have a little more pizzazz than definitely what it has now.

MS. WHITEFOOT: Yes. And there were thicker books in the past. And this is something I've been bringing up since I've been here, of the need for us to have some type of booklet, a hard-bound booklet that has data, the graphs that you see here, but also has photos of our children, and our educators that are involved with the education of our children.

And so I think we're gradually getting there. So thank you, Angeline, for adding, I

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noticed in the report, that you added some graphs with numbers. And so that's a start. But it's just something we've been asking.

And so I heard this morning Ron say he's going to make a call for data requests, or a request for data call, or something like that he called it. So is that what we need to do? We're trying to figure out what we need to do to be able to get this data.

DR. JACKSON-DENNISON: Sure.

MS. WHITEFOOT: So the people that were just here from professional development, I asked them, can you just send this information to the committee? And we have this timeline to figure out when do we need this information.

And so because they're an internal group of OIE, we should be able to get that information and break it out with the specifics that I asked about as well. We want to tailor also part of it. So that's what we need to figure out, what we can do.

MS. BUTTERFIELD: Yeah, I agree, like,

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I think some of the graphics they showed there, like the one that was the long bar graph that, you know, chopped it into sections in terms of where those grants were going to, just some graphics like that would be so helpful.

DR. JACKSON-DENNISON: Aaron, you have your hand up?

DR. PAYMENT: All right. So in the HHS Secretary Tribal Advisory, the way we operate, we meet quarterly. When we meet, there is a person who is in charge of inter-governmental tribal affairs and inter-governmental affairs.

And what they do is they collect all of the reports in advance from NIH, CDC, from IHS, from ANA, all of those components under HHS. So we get a written report on a quarterly basis in advance, on a flash drive, and a hard copy. And so updates on available grants, that sort of information, is forthcoming. And it's facilitated. We don't have to pull for it, it's made available to us.

The other thing that we worked on is,

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Liz Carr worked on it, so she's a member of my tribe. And so what she developed from HHS was a list of grants. So all of the grants under HHS, and eligibility for it, the timelines, the deadlines, everything was made available.

And all you've got to do is, and it's PDF-readable so, like, let's say you're looking for something, grants related to suicide. You can Google suicide, and it'll go and grab all of the available grants that relate to that. Or epidemiology, boom, boom, boom, boom, boom.

And so that's really what I think we would be looking for. And I know it's not going to happen overnight. It's going to be an evolution. But that's the kind of stuff that we need to have access to. We need to know how our Indian kids faring in special education in the states.

And I appreciated their presentation. And what they did is they, it's called, in political science it's satisfice. They didn't have data for the states, so they went to, what

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they did have, which was the BIE, but then that gets to, well, that's seven percent. What about the other 93 percent?

So I think it's going to take a paradigm shift. So that could be one of our policy recommendations for what information we're looking for on a regular basis.

DR. JACKSON-DENNISON: Doreen?

MS. BROWN: So just thinking about the conversations that we had, one of the disturbing things I found was talking about tribal consultation and how that information is utilized.

And so thinking about the flow chart of what actually happened with the recommendation that comes from tribal consultation, and who are they bouncing that off of, right? Who ultimately gets to decide if there's a one-off or somebody makes a recommendation? And who ultimately is deciding if that's going to be acted upon? That's, you know, from what Angela mentioned, was that that was done interdepartmentally.

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I mean, there are other departments that can enter the flow, but doesn't that defeat the purpose of why we're even having tribal consultation if it's not really for the people by the people, right, or by the people for the people when --- so I don't know about process.

MS. BOULLEY: Right. So you're looking for maybe, like, a flow chart of how, because grant making is a lengthy process. And there are multiple places for people to have input. And the greatest level of input is what tribal leaders give during consultation.

The Department has to respond to each one of the tribal leader comments about why or why not they could take that into consideration.

And when you get into the notice of proposed rulemaking, that's published in the Federal Register.

And the public can comment on it. And so the level of response is more like generalized or, you know, categorized, you know, the responses had this theme, or that theme, or this

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was.

You know, tribal leaders have the greatest level of impact if they respond during tribal consultation. The hard part is we've done multiple consultations where we've had maybe two tribal leaders, or maybe one on the phone and one in person. And there are times where it seems that education is not always a top priority of tribal leaders or tribal leaders only get involved when something is going to get taken away. And then it becomes in the forefront.

And tribal leaders can authorize their tribal education director, language person, they can delegate their tribal leader, they can designate someone to provide that consultation, that input on consultation.

And that is something that, for the language, when we did the consultation on, I believe it was the Native language in the professional development, there was a tribe in the northwest that designated their tribal education director. You know, she provided very

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detailed commentary on everything. And she was speaking on behalf of her tribal leader. She was designated as that.

More tribal leaders, honestly, need to do that. Because we did the tribal consultation about the new demonstration, the proposed new priority that increases tribal and parent choice. And we had four tribal leaders submit written comments.

DR. PAYMENT: I have a suggestion.

MS. BOULLEY: Thank you.

PARTICIPANT: I have a question.

DR. PAYMENT: So my suggestion is that consultation really needs to be a little more like qualitative research rather than quantitative. So you put it out, they respond or they don't respond.

And for all of the effort, because that's the other side of the coin, and I just gave this speech over there, because all of this research is rolling out, tribes are all concerned about the implementation of it. And well, geez,

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I've conducted a couple of consultations myself and only a few people show up.

So why is it not important when the consultations are happening? So you could have one of two attitudes. You could either say, well, you know, to hell with them if they don't show up, or how do I implement this so that I get tribal voices?

And I know it's complicated by posting in the Federal Register and all of that, but when you do have consultation sessions, and the information's gathered, a preliminary summary of that should be posted and then allowed, and for tribes to be able to read through it.

Because here's the thing. Not all tribes are sophisticated with giving their input.

Some may not have the capacity, the tribal leader may not have the capacity. But once they see the comments, then they can say, well, you know, education director, what do you think about this?

And so it needs to be really more of a

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dynamic process that collects information rather than a static one that puts it out, we met our obligation and, you know, only a few people showed up sort of thing. So there needs to be, and it needs to take a little bit longer of a period of time.

So the other thing is our national organizations. And I know there's kind of, like, a reluctance from some agencies, because they perceive that those are special interests, but they're not, like NIEA, or NCAI, or AIHEC, and reaching out to them to collaborate in how to do the consultations, when the consultations happen.

Because there are times when we are meeting, when the Indian people are coming together for education purposes, one of them is NIEA, one of them is AIHEC. And so I would just say developing a best practices, verbal consultation, so we meet the requirement in posting on the Federal Register, but it's a more dynamic and organic process.

MS. BOULLEY: Okay.

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DR. PAYMENT: And from a person who is a quantitative person, I understand that perfectly.

(Laughter.)

MS. WHITEFOOT: So if we're still on data requests, I would also like to add a data request that includes the new staff, because we have so many new staff.

I'd like to have something that has a flow chart but also with photos of every staff member that's here as well, to know who they are and a little background, just because of these transitions that have occurred, and some of the key staff with ESEA, et cetera, that are part of our agenda as well. That would be very beneficial.

I know it's going to be extra work, but I just think if they're working on behalf of Native students, and we need to know who they are, rather than having to go through online the website, and trying to figure out which department that they're in within the Agency.

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That's time consuming, so you're here, people are here locally.

MS. BOULLEY: Sure. And with that, you know, we have the date of the next NACIE meeting on the calendar, it's February 13th and 14th of 2020 here in DC.

And so I think that, you know, we can use the time starting now with the planning for that next meeting and really look at doing a program booklet that looks like the ones that I've seen from, I think, one of the earlier NACIE meetings from several years ago where every NACIE member had a biography and a photo. OIE staff would have, you know, that too, the key leadership, and the agenda planned out well in advance --

MS. WHITEFOOT: Exactly.

MS. BOULLEY: -- and things like that.

So I do hear what you're saying, and I think that it's possible to get there for our February meeting. Quite honestly, we could not get there for this meeting.

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I'm thankful for the hard work of my staff, and the contractors, and everybody that you're sitting here and we're having this meeting. Our summer has been very intense with doing grant making to get ready for four competitions for next summer.

And that sounds like, well, why is there such a rush to get things done now? And it's, like, if we don't, there are many layers of review, and we need to have things published, that notice of public proposed rulemaking.

We need to have that in the Federal Register this fall or else we're not going to be able to have those competitions running on time when they're supposed to. And so it works so far backwards. But yes, I think that, for February, we definitely could do a booklet and put more advanced planning in that.

DR. JACKSON-DENNISON: One of the things that I wanted to make comment on, and I don't know if it's just me, because I'm a public school superintendent, and I've been in this

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position for 16 years now. But every time we put this report together, and we've had discussions on this, the Assistant Secretary position, I don't think we're getting across.

And maybe a graphic would do well, just because it seems to be, like, a flow chart of, I keep hearing, I heard it today again, and I thank Aaron for making that comment about it, because he took the thoughts right out of my head, and he said it so eloquently, about how we seem to always go back to only talking about the BIE and how we're missing the 93 percent of students who are in the public school system.

And we say it in our report here, but yet, and of course, we've always struggled, since I've been on anyway, with what happens with the report. We don't know if anyone even opens it and reads it. We don't get any feedback.

But the issue of our number one recommendation, our number one advice that we give is to establish an Assistant Secretary position because of that 93 percent being

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overlooked. We heard it again today, just, we're not getting it across.

And I understand, you know, times change, and people change, and positions, but how can we get it solidified? Is it a flow chart we put together? Is it a graphic, some sort of graphic we put together that says, okay, this position would oversee.

Because right now, the way it is, it seems like we're still struggling in that area. And that's just something that I wanted to say first and foremost, that we need to add somehow to make this more understandable.

Because even, oh, yes, yes, yes. But today it was really clear where they said, okay, the BIE acts as a state. Okay, so what about all these other states that have the 93 percent, you know? It's really an issue. So I just wanted to say that.

DR. PAYMENT: They withheld funding from the BIE until they got their act together to start the negotiated rulemaking for this.

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Remember when we are meeting a couple of years ago, they withheld that funding. And so they had those expectations of the BIE, but they don't have those same expectations of the state.

The thing is, I'm cognizant of the environment we're in, you know, the politics are what they are. We're in an environment where we shouldn't use terms like compliance. And I'd be careful about accountability. And that's just the way it is.

But I think there are good examples out there. Michigan is a good example. And it's because we had an education director at the time that helped push it, who's now here.

And so, you know, one other thing I wanted to say is with respect to our report. Because a lot of work goes into this. And Phyliss and I had said this a couple of years ago, and we were met with sort of, we can't do that.

And so when Congress created NACIE, it flowed from the Kennedy Report, because the

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outcomes in Indian Country for education were horrible. And you know what, they're still horrible. And they're not much, well, they are better, but even the BIE, the BIE quality of education for BIE-run schools rather than tribal grant schools, it's horrible.

And so this one you would say, for accountability back to Congress, is I know that we can cue up the interest and have the request come from either, well, the chair and the vice chair of the Senate Indian Affairs Committee. I know that they're very interested in this.

And so, you know, but I don't know if there's a fear that we don't want to bring it to that level. But, you know, there's reforms, and there's changes that are needed. And we're not doing this just to write a report. And we might strengthen education if it's seen as an opportunity.

Now, that's a delicate balance with this administration. Because the purpose, I want to be careful how I say this, because we're in

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the Department of Education. The overarching philosophy is that the federal government should be not involved in education, that we should dismantle and we should move away from public education as a central right, as a federal right.

But I still think we're proud of this report. We should be proud of the things that we're doing. The Department of Education should be proud of it. We can tell a good story.

But we can also put the needs that are there so that the appropriators know and will support appropriations requests, whether they specifically come from the administration. Sometimes they won't come from the administration, because they can't ask for it.

I'll give you an example. On the BIE side, the people that are all in the BIE are all very supportive. They're very supportive asking for funding requests.

But when the President sends the direction on down, that template has to be followed, and everybody's got to follow it. It's

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like zero-based budgeting or the Gramm-Rudman Act. Everybody's got to cut ten percent out of their budget sort of thing.

But they rely on, so I serve on TIBC, Tribal Interior Budget Committee, they rely on tribal leaders to help them to get their funding requests, even if the Administration doesn't request it. So if we show the need in this report, even though it's not funding request-specific, it's going to give us what we need with the appropriators.

DR. JACKSON-DENNISON: So now tomorrow, when the Secretary comes in, and she's only here for a short while, my understanding.

MS. BOULLEY: Yes, could you vote to confirm the NACIE calendar. And I just sent it to ---

DR. PAYMENT: Oh, yes, we got right into it.

MS. BOULLEY: -- the contractor.

DR. JACKSON-DENNISON: Okay.

MS. BOULLEY: If you can do that, and

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then perhaps we can recess for the day.

DR. JACKSON-DENNISON: Okay.

MS. BOULLEY: So I just sent it. It's going to take ---

DR. JACKSON-DENNISON: Phyliss has a question first before we --

MS. BOULLEY: Oh, sure.

DR. JACKSON-DENNISON: -- before anything. So go ahead.

CHIEF ANDERSON: I realize that this report has been completed. Would it be possible to at least have a cover that, okay, like, you've got, I don't know what our logo is. Is that our logo? I mean, I see NACIE this way, and then I see that. So would it be, if we just have a cover sheet. Do we even have letterhead?

MS. BOULLEY: We don't have letterhead, but we could use, I mean, we could use that.

CHIEF ANDERSON: Yes, I think that, you know, we need to approve one that we use all the time so when people see that emblem, they

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know that that's NACIE.

MS. BOULLEY: Yes.

CHIEF ANDERSON: You know. So that's just what I'm asking.

MS. BOULLEY: Okay.

CHIEF ANDERSON: I'm with the ladies down here that, you know, in our next report we need more something like this.

MS. BOULLEY: Okay.

CHIEF ANDERSON: But for now, could we at least put a cover letter, I mean, a cover on here that, not a letter but a cover that would, I assume that you all are going to have a letter with this, right?

DR. JACKSON-DENNISON: There usually is a cover letter. And I know we've talked, Angeline and I have talked about that already. I sent you some copies of old cover letters that we do have. But you're right, we need a letterhead.

I do think that, I've never seen the final product go out, but I think it does have a letter head with it. Does it have a letterhead

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on it, but at least a letterhead for now. But we do need to go in that direction that we've been talking about and have it more professional.

Because what I've seen, there's other times that we can ask about, I know there's all kinds of restrictions to us on going on the Hill, and we've been reminded of that time and time again. But I know that whenever I go up for other reasons on the Hill, I always like to ask where is NACIE's report. Do you have a copy of it? And we've asked, you know, Congressmen and women, if they're up there, or their aides, their staffers.

DR. PAYMENT: That's not lobbying.

DR. JACKSON-DENNISON: No, it's not. It's just asking, have you received a copy of the report.

DR. PAYMENT: Proud of that.

DR. JACKSON-DENNISON: Yes.

PARTICIPANT: Yes, that's what I'm trying to see.

DR. JACKSON-DENNISON: Okay, on the

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overhead, she has the NACIE calendar for '19-'20.

PARTICIPANT: Do we have a copy of this in our ---

DR. PAYMENT: Yes. But we got it before today.

PARTICIPANT: Where is it?

MS. BOULLEY: It's been emailed to you. But we'll send it out to you again.

DR. JACKSON-DENNISON: And what she's asking for is Board action or Council action to set the dates?

MS. BOULLEY: Because you did decide on these dates in the April meeting. I just want to confirm that these dates are not changing and that people can put these -- because I know that Mandy is not able to be here, because, you know, and so she needs this type of notice so that she can make arrangements to be gone from her job for those days. So I think that's where I'm at.

DR. JACKSON-DENNISON: Okay. We approved this last April. Let's ---

MS. BOULLEY: Okay.

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PARTICIPANT: Do we need to approve it again?

MS. BOULLEY: No, I'll just take a consensus that there are no changes.

DR. PAYMENT: There's no objection.

MS. BOULLEY: That there's no objection.

DR. JACKSON-DENNISON: Okay.

DR. PROUDFIT: Maybe send a calendar request to everybody so they can put it on their calendars, for those people who say, like, I never saw that. And I know you sent it.

DR. PAYMENT: Can you do that from, can you do that from here?

DR. PROUDFIT: Yes, on Outlook. Yes.

DR. PAYMENT: Yes, I've got it in my calendar. That means I got it at some point.

PARTICIPANT: We picked the date.

(Simultaneous speaking.)

DR. PAYMENT: Yes, because it coordinates with the June 11th and 12th for NCAI's in Anchorage, Alaska. Because we tried to

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do it to match up ---

(Simultaneous speaking.)

MS. BOULLEY: Sure. So there is funding in the budget for two face-to-face meetings per year currently. But our year is our fiscal year, not a calendar year. And so that's why you could meet in April and September, and that's within Fiscal Year '19, 2019. And then Fiscal Year '20 starts October 1 of 2019 and it runs through September 30 of 2020. And so that's why your February and your June meetings are within Fiscal Year 2020. And then your October meeting in October of 2020, that's getting into Fiscal Year 2021.

DR. PAYMENT: Well, the first October meeting --

MS. BOULLEY: Right, that's not an official meeting. Right, it's --

DR. PAYMENT: We're not -- if we choose to go, it's because we're already going.

MS. BOULLEY: Right.

DR. PROUDFIT: So we have funding to

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meet twice a year face-to-face.

MS. BOULLEY: Yes.

DR. PROUDFIT: But we can meet over the phone or, I presume, as frequently as we'd like as long as we follow the ---

MS. BOULLEY: You have to designate a subcommittee. And the subcommittee can meet informally. But if it is a meeting of the full Board, it has to be noticed, even if it's an online ---

DR. PROUDFIT: That's fine ---

(Simultaneous speaking.)

DR. PROUDFIT: So, yes, I think we need to meet more frequently.

MS. BOULLEY: Okay.

DR. PROUDFIT: The house is always burning, you know? And so, I mean, I do feel like that. And then hearing from NIEA about this letter, and the NASNTI funding, you know, we're getting things at the wire. And I just think it's not responsible of us. We need to be meeting on a regular basis.

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And we need to be getting reports, like Aaron mentioned, early. Like, the White House Initiative, we cannot advise if we don't know what's going on. And I'm thinking a monthly report is adequate, whether we meet with him once a month or every 60 days, but a monthly report is -- things happen.

MS. WHITEFOOT: I just want to add to the face-to-face NACIE meeting in February that we also include in there the annual report. Because from the annual report, then we need to make certain we have some kind of timeline for the annual report. And we also need to establish the committee probably now rather than waiting.

MS. BOULLEY: Very good, very good. I think you could take action on that, of designating who your subcommittee members are for the annual report. And to do that today would be great.

DR. PAYMENT: So then we could get updates as we progress next spring, get closer to it. So what I would suggest, then, is that we

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post the notice for a monthly meeting. We'll have to figure out what days work for all of us on a monthly basis.

And then the agenda for that meeting should be updates on anything that's relevant, or any consultation requests that need to come to, you know, our input on whether consultation should happen with tribal communities, any data collection. I mean, what else would we want on that?

But we would want to post that in advance so that you do one post in the Federal Register. And I think you can do it for a fiscal year, so you would have to post it for '19-'20. And then our meeting, if we have quorum -- the thing is, even if you don't have quorum, you can have a work session, so it doesn't actually end up being a meeting. Because that happens sometimes.

MS. BOULLEY: Ideally, if it could be, like, the first Wednesday of every month, or the second -- you know, something like that where we

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can post it and have those dates and have it in the Federal Register, like you said. And that way, we've, you know, posted that calendar.

MS. WHITEFOOT: So those updates would also include travel. For instance, you might be in our area and I wouldn't know it. I mean, and Ron was talking about his travel, too. And I was thinking, well, who's in that area where Ron is going. We're not connecting. We don't have that kind of communication so we know what's going on.

So, I would say travel as well, not just a report.

MS. BOULLEY: Okay.

MS. WHITEFOOT: The most current, you know, updates that are out there in the field, and then travel.

MS. BOULLEY: Okay.

DR. PAYMENT: Can we spend some time prepping, thinking we may have between 15 minutes and maybe 20 minutes total? So I'd like to talk about substantively what we could address during that time period, recommendations.

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MS. BOULLEY: We could probably take action on some of these things we're talking about first, and then we close the meeting.

DR. PAYMENT: Oh.

MS. WHITEFOOT: Okay. So if we're going to do annual report subcommittee, and then do we also do the NACIE vacancies? And we've talked a little bit about the NACIE calendar as well. Yeah, we've covered the NACIE calendar, I think.

MS. BOULLEY: Okay. So if you --

(Simultaneous speaking.)

DR. JACKSON-DENNISON: We need a motion for, sorry, do we have a motion for subcommittee recommendations for the annual report for next year? Because that was one thing you guys just brought up just now and I totally agree with it. At the February meeting that be something that we are ready to --

MS. BUTTERFIELD: Well, I heard some suggestions for a monthly call. But we didn't actually set, like you said, the first -- can we

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do that first, and then finish the calendar, and then move on to the --

DR. JACKSON-DENNISON: Okay, go ahead. I need a motion then.

DR. PAYMENT: I'll make a motion that we establish a monthly calendar and ask Angeline to do a Doodle, is it a Doodle?

DR. JACKSON-DENNISON: A Doodle Poll?

DR. PAYMENT: A Doodle Poll to collect the available times and then post that, whatever requirements are necessary to post it.

MS. WHITEFOOT: Second.

DR. JACKSON-DENNISON: Okay, it's a motioned by Aaron and seconded by Patsy to do a monthly calendar Doodle Poll, Angeline. And all in favor, say aye.

(Chorus of ayes.)

DR. JACKSON-DENNISON: Any opposed?

DR. PAYMENT: For the record, the motion was to establish a monthly meeting and do a Doodle Poll to identify the dates.

DR. JACKSON-DENNISON: Okay. The

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motion passed. Anybody online?

(No response.)

MS. BOULLEY: Okay, one, two, three, four, five, six, seven, eight. Zero, zero.

DR. JACKSON-DENNISON: Okay. Now on to subcommittee.

(Off-microphone comments.)

(Laughter.)

(Simultaneous speaking.)

DR. JACKSON-DENNISON: I think we had some volunteers. Do you want to put it in action form for a subcommittee, who's on the subcommittee? I think last year we had co-chairs -- or this current year we had co-chairs, if I remember right.

MS. WHITEFOOT: Yes.

DR. JACKSON-DENNISON: Do you want to keep the same subcommittee?

MS. WHITEFOOT: Yeah, okay.

DR. JACKSON-DENNISON: Let's, for the record, establish who they are, so that we can have it on the record, who it is.

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DR. PAYMENT: Is it the two of you?

MS. WHITEFOOT: I move to establish the Annual Report to Congress subcommittee for 2020.

DR. JACKSON-DENNISON: Okay.

MS. WHITEFOOT: And that we maintain the two co-chairs to facilitate that role.

DR. PAYMENT: And go ahead and say the names.

MS. WHITEFOOT: Robin Butterfield and Patricia Whitefoot.

DR. PAYMENT: I'll second that.

DR. JACKSON-DENNISON: Okay.

MS. BOULLEY: I believe -- was Mandy on the subcommittee or not?

DR. PAYMENT: No, she's not on there.

DR. PROUDFIT: She was on there.

MS. BOULLEY: Okay.

PARTICIPANT: She was on there with me.

MS. BOULLEY: Okay.

DR. PROUDFIT: It was Mandy and Joely

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at first, right?

(Simultaneous speaking.)

MS. BOULLEY: Okay.

DR. JACKSON-DENNISON: And just so you know, I try to make every one of the meetings. I don't -- as chair, I just make certain I'm on, even though I might not be a --

MS. BOULLEY: Okay.

DR. JACKSON-DENNISON: Just so you know that. So we have Patsy and Robin as the co-chairs, and Aaron's a committee member, and Mandy's a committee member.

(Simultaneous speaking.)

DR. PAYMENT: We circulate it out so everybody's got it.

DR. JACKSON-DENNISON: And I'll certainly be available, make myself available when I can, too.

(Off-microphone comments.)

(Laughter.)

DR. JACKSON-DENNISON: I think the biggest part too is the editing part. And Robin

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did such a good job by phone, I mean, was excellent.

(Off-microphone comments.)

(Laughter.)

MS. BOULLEY: Has it been moved and seconded?

DR. JACKSON-DENNISON: Okay, we had a motion and a second. All in favor say aye.

(Chorus of ayes.)

DR. JACKSON-DENNISON: Any opposition, abstention?

Okay. It passed, eight, zero, zero.

DR. PROUDFIT: Okay.

DR. JACKSON-DENNISON: Okay. Are there any other action items? Any other subcommittees that we need to establish at this time?

MS. BOULLEY: On the agenda, we also have NACIE vacancies.

DR. JACKSON-DENNISON: Okay.

MS. BOULLEY: I would recommend a vacancy subcommittee so that you could make some decisions and take some action.

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DR. PAYMENT: So, what really would be our role in that other than we know we have a vacancy? I think our recommendation is to fill the vacancy. But are we saying that we want to help facilitate identifying candidates that we can recommend?

The one thing I would be careful about, because we're advisory, we don't get to pick the Secretary's pick. But we might be able to help facilitate getting the word out, and then identifying people, and then making recommendations, maybe even sending a list of, like, a rank order but knowing that the Secretary gets the big pick.

MS. BOULLEY: No, it's the President that picks.

DR. PAYMENT: Oh.

MS. BOULLEY: So, the lists of nominees from tribes and Indian organizations are to be sent to the White House for presidential consideration.

DR. PAYMENT: Oh, okay.

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MS. BOULLEY: Yeah.

DR. PROUDFIT: So what would the role of the subcommittee be, then?

DR. PAYMENT: Yeah.

MS. BOULLEY: I think maybe messaging some type of -- we could do a broadcast out on our listserv saying, you know, that NACIE has three vacancies, and maybe you want to, for lack of a better word, recruit someone who might have some strengths that maybe aren't on your present Board. For example, someone with, you know, a parent of a child with disabilities, or someone from a BIE school, or just early education.

Because NACIE is to advise on all programs that serve or benefit American Indian and Alaska Native children and adults. So, the whole career and technical education component might not be represented on your Board right now.

So those are the types of things that I think maybe -- I thought if a subcommittee wanted to dive deeper into that and maybe ---

DR. PROUDFIT: Is there at all a

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possibility that this person is going to appoint to NACIE? So is that something, I mean, are we doing --

DR. JACKSON-DENNISON: I think we should still get in the process in case -- you know, we still have these three vacancies. So we still need to, just like their annual report, we still have to do it whether they look at it or not. We still have to do -- these are the things that -- and I think that we've never been asked since I've been on to do this. But this is something new. And I think just, like, as much as we can recommend, at least we recommend.

DR. PAYMENT: My read of the politics is we have a new White House liaison, that's Tyler Fish. And I was very emphatic in encouraging him that he needs help in his job, so please fill that White House Indian Education Initiative position.

But it's really going to be, I think, what the Secretary suggests to the President. I know it's a presidential appointment, but I know

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we were all vetted. When we were first appointed, we were vetted through the previous Secretary. But it is an EOP review process. So we all had to go through that. Remember that process?

And so it's not my view that the President, regardless of what you think about the President, is going to have any kind of position one way or the other. I think it's going to be whatever the Secretary suggests. Whoever the potential appointees are going to be is going to have to go through the process. They might scrutinize a little bit more than before, but we were really scrutinized. And everything, posts and emails, and Facebook posts. And, surprisingly, they even asked me specifically about what I said in this case or that case.

And so I do think that it's likely that they're going to be filled. And, remember, when we got reconstituted, we used the White House liaison at the time to convince the White House and to convince the Secretary. And that's why we didn't have to get newly appointed. She

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was just able to extend us. And so --

DR. PROUDFIT: Well, these are political appointments. So, when the President appoints, he appoints from -- he or she -- appoints from their party. I'm just --

DR. PROUDFIT: Right, that are rollovers, but --

(Off-microphone comments.)

DR. JACKSON-DENNISON: Some were appointed from Bush and previous presidents that are ---

DR. PROUDFIT: Democrats?

DR. JACKSON-DENNISON: Yeah. I think it's more on, well, I don't know about now, but I think in the past --

DR. PROUDFIT: I would be a little nervous, that's all.

DR. PAYMENT: And I would say, that is a real concern, because the Civil Rights Commission is appointed by the President. And in publishing the update to the Quiet Crisis Report, the one that just came out last December, that

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was heavily politicized and held up by appointees of one persuasion who used every trick in the book to prevent it from published. And it got delayed for more than nine months. So when it finally got published, it was like their baby was born.

MS. BROWN: So, I think that we should go forward. We can try to make predictions about the political climate, but, doing our due diligence, we should assist with trying to fill vacancies on the Board.

Because I have a different slant on this. DeVos is about to come see us tomorrow. The other part is that she's recently been in Alaska. We've had quite a few visitors. We're in a different position as Native people, and for a variety of reasons. So let's utilize that to make sure that we have the strongest committee. That's my recommendation.

DR. JACKSON-DENNISON: Okay. Do we have any volunteers that want to head this up?

MS. WHITEFOOT: I'll be on that.

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DR. JACKSON-DENNISON: Okay. Joely and Phyliss will co-chair? Okay. And then who else?

I have Joely and Phyliss as co-chairs, and then who else wants to be on it, anybody? I'll be on it as well.

MS. BOULLEY: Okay, has it been moved

---

DR. JACKSON-DENNISON: We need a motion.

DR. PAYMENT: I'll move.

MS. BOULLEY: Okay, Aaron moves that Joely and Phyliss will co-chair, and second by Patsy. All in favor say aye?

(Chorus of ayes.)

MS. BOULLEY: Any opposition?

Motion carries, eight, zero, zero.

Okay, any other subcommittees?

DR. AREVGAQ-JOHN: What did we have in the past, committees?

DR. JACKSON-DENNISON: We don't have a hiring subcommittees. So I guess that's it, huh?

MS. BUTTERFIELD: No, we did talk

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about, in the past, having a bylaw committee. And I don't know if that's still something we want to do. But that was something we talked about before.

But while we're still convened, I don't know if this is the time to talk about the organization of the NIA plenary. Who's going to be in charge, what's the format, you know, who all's going to be there?

I think Diana just got tired of waiting for the overview, so I just gave her a quick one. But I didn't know who all was going to be there. So I couldn't ---

MS. BOULLEY: I did provide a list of the members, NACIE members, who are going to be there. I did send out that email to everybody. So, you know, there are a number -- you know, I can resend that out.

I do know that in OIE we are doing nine workshops for NIEA. And so for all but the one that I'm in charge of, we just put OIE staff.

We didn't designate because it might be this

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person and this person. I just didn't want to deal with that. So I just listed it as OIE staff. That's what I would recommend, have it just say NACIE members.

DR. PAYMENT: So, I'm not sure why they would need that. Because we're there as -- I mean, it's not a meeting, but we're there as NACIE.

(Off-microphone comments.)

DR. JACKSON-DENNISON: Well, I'm going to be there. I think I told everybody I would be there.

DR. PAYMENT: Yeah.

MS. WHITEFOOT: But didn't I see an email that also said that we would have consultation? Did I see that?

DR. JACKSON-DENNISON: I didn't see that.

MS. BOULLEY: One of the workshops that we're doing is about the difference between tribal consultation and meaningful collaboration.

That's one of our workshops that OIE is putting

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on.

MS. WHITEFOOT: Okay, but I thought I saw something on the NACIE presentation which also included consultation, or comments made.

MS. BOULLEY: Originally, that was one of the earlier agendas we had that on. But we weren't able to get someone to present about it. And your agenda was really full --

MS. WHITEFOOT: Okay, the reason I'm asking is we've done that before. So I wanted to be clear about that.

MS. BUTTERFIELD: I guess one of the things that I was hoping we would do, and have this conversation, was we just spent all this time doing a report that's going to go to go to Congress. But nobody knows that we do this. I thought maybe we'd have a PowerPoint at least to start a conversation and say these are some of the recommendations that we've made.

What do you all think? I mean, is there input? I mean, we've had the sort of listening session before. But I'd like to share,

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you know, do we do anything? People don't know that we do anything.

DR. PAYMENT: So, I have a question. Does a listening session have to be noticed?

MS. BOULLEY: No.

DR. PAYMENT: So the substance of it, I think, really, how long do we have?

MS. BOULLEY: An hour.

DR. PAYMENT: Just an hour?

MS. BOULLEY: It's an hour and 15.

DR. PAYMENT: So we really need a succinct PowerPoint. But I think, like, a report out from us, even if it's just informational, and then to gather some input, I think that, in and of itself, is a valuable one. Because then we're relevant, we're still relevant.

DR. PROUDFIT: So why don't we just break it down, who we are, how we were chartered, what's our mission and goals, you know, our budget, frequency of our meetings, how we function. And then an executive summary, brief, bullet point summary of the report, and the our

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recommendations. And then whoever's there can take a section and just deliver that PowerPoint. Just basic, just a cut and paste.

DR. PAYMENT: So then the next question is who's going to summarize? I didn't hear anybody volunteering.

DR. PROUDFIT: I'll start. I'll start basic PowerPoint slides on basic white background for right now. And then I'll just pass it around and people can add. And then somebody can it pretty, maybe one of my staff members or somebody can make it pretty. But I think if we get started, people will add to it. It's cut and paste. I think it's fine.

DR. PAYMENT: So I have a question. Is anybody going to NCAI? I'm pretty sure I can get a session at NCAI. It's two weeks later in Albuquerque and --

MS. HERNANDEZ-MARSHALL: Well, we should do that with the education committee too.

DR. PAYMENT: Sure.

DR. JACKSON-DENNISON: It will be good

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to have formal presentation that's prepared for every time we go somewhere. That would be the best way to go about it.

DR. PAYMENT: Yeah. And that one's kind of easy to do, because all I've got to do is get a session. We can highlight it at the education subcommittee but have a separate session. And then, basically, we're showing that we're still relevant.

MS. WHITEFOOT: And if we have the information about the vacancies, we could also share it there.

DR. PAYMENT: Yeah.

DR. JACKSON-DENNISON: So, tomorrow, we need to take some pictures with the Secretary to put in the PowerPoint.

PARTICIPANT: Oh, good idea.

DR. PROUDFIT: Who has got the best camera?

(Laughter.)

DR. PAYMENT: I'll take the picture.

PARTICIPANT: No, you have to be in it.

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(Simultaneous speaking.)

DR. JACKSON-DENNISON: Thank you.

MS. BOULLEY: The NACIE members that indicated they would be attending NIEA were Debbie Dennison, Robin Butterfield, Patsy Whitefoot, Mandy Smoker Broaddus, Doreen, Joely, and Aaron. Am I missing anyone?

(No response.)

MS. BOULLEY: Okay, then I just re-sent that out to you.

DR. JACKSON-DENNISON: Okay, are we through with all the items that need action?

MS. BOULLEY: I think, was it a motion, or do we need a motion for Aaron to try, about the session -- well, it's not an official NACIE meeting if you did something at NCAI.

DR. JACKSON-DENNISON: I think maybe we need a motion that we develop a presentation that would go to any type of setting that we would be able to educate Indian Country on who NACIE is, and what we do, and for the purpose of getting the word out about NACIE. So maybe we

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need a motion on it.

DR. PAYMENT: I'll make the motion.

MS. BUTTERFIELD: Second.

DR. JACKSON-DENNISON: Motion by Aaron  
and second by who?

MS. BUTTERFIELD: Robin.

DR. JACKSON-DENNISON: Robin. All in  
favor say aye.

(Chorus of ayes.)

DR. JACKSON-DENNISON: Any opposed?  
Okay.

DR. PAYMENT: I have one other  
suggestion real quick.

DR. JACKSON-DENNISON: Okay, go ahead.

DR. PAYMENT: So we do, at NCAI at the  
education subcommittee, we get updates from  
AIHEC, from NIEA, from who else, TEDNA sometimes,  
JOM. And so we could invite an NIEA -- no, a  
NACIE update during our education subcommittee.  
Chances are, one of is going to be there. And we  
could just do a quick update.

DR. JACKSON-DENNISON: But don't you

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have to go through ---

DR. PAYMENT: Or Angeline can do it.  
You don't always go to NCAI.

MS. BOULLEY: I don't always go. And the last time that I did, the NACIE -- I'm sorry, NCAI education Subcommittee is a two-hour meeting on one afternoon. And I ended up speaking for ten minutes. They have to get through their resolutions first, and then there were multiple speakers in the queue to present. And it was not -- I don't believe it was a good use of federal dollars to travel to do a ten-minute presentation that was attended by four people in the audience. I couldn't see that was a good use of federal dollars.

DR. JACKSON-DENNISON: I have a good idea, too. And I did talk to Angeline about this. And I haven't given you the information, but the National Indian Impacted Schools Association has their annual conference in December in Las Vegas. And I know they have asked in the past, and I know when Jenelle was in

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the position, she came to that, and it was very well received.

And they had asked already if Angeline would come in December. So I'll give you the information. But it would be good to have NACIE also. Maybe that would be something that we could do this presentation at, too. Because there you're getting the 93 percent of school board members that are there representing Indian Country and understanding that's where this might be very helpful.

DR. PROUDFIT: What's the group again?

DR. JACKSON-DENNISON: It's called the National Indian Impacted Schools Association. And it's the schools that, because impact aid represents both military and Indian lands, and that's where the funding comes from, and so they have their annual conference in December, like, the beginning part of December. And it's a huge turnout. Because the rodeo is going on in Las Vegas at the same time.

DR. PROUDFIT: What are the rules

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surrounding NACIE presenting at, like, the National School Board Association?

MS. BOULLEY: You could present. You just can't -- it's on your own time and your own dime. It's not anything that -- there is no funding to fund NACIE members to travel and present at conferences.

DR. JACKSON-DENNISON: It would be something like we're doing at NIEA, is what I'm thinking, same kind of -- we would be able to get a lot of input like we did at NIEA a few years ago when it was in Alaska. We were able to get a lot of information from stakeholders about what's going on.

DR. PROUDFIT: I think that's a good idea though for those of us who do have to go to some of these conferences. It might not be a bad idea to get the information out on the National School Board Association. And that was, like, 5,000 people or something. And they have a Native component.

It would be good to give -- like, you

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know, I go typically when it's in my town or in the state, or if I've been asked to be the keynote before for the Native thing. I'm tired, "the Native thing."

(Laughter.)

DR. PROUDFIT: But, I mean, that would be a -- because the public schools is what I'm thinking about in terms of getting some of that feedback and information. I don't think people know we exist.

DR. JACKSON-DENNISON: Even this group doesn't know what we do or exist for. And this is the National Indian Impacted Schools Association. These are schools that are on Indian reservations that are funded through the federal government impact aid here in D.C. And they kind of have a general idea, but they don't really know. So it's, again, educating the stakeholders, the school superintendents, and the school boards. That's who goes to these.

DR. PROUDFIT: All right.

MS. BUTTERFIELD: I'm sorry. Just to

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follow-up with that, Deborah, so I'm assuming you would go, right?

DR. JACKSON-DENNISON: Definitely.  
I'll be there

MS. BUTTERFIELD: You have to get on the agenda then.

DR. JACKSON-DENNISON: And that's what I'll work on. I'll get that.

MS. BUTTERFIELD: Oh, okay. Yes.

DR. JACKSON-DENNISON: If that's what you all are in agreement to, then I can work on getting -- they already did ask for Angeline, and she couldn't make it.

And, see, this is where the disconnect -- I don't know, Angeline, you were brand new on last spring. It would have been, like, March or so when you just first started. And the gentleman that was here earlier from, I don't know where he was from, what they were doing.

MS. BOULLEY: Oh, Michael Chamberlain.

DR. JACKSON-DENNISON: Yes. They had a meeting, and they were all talking about, oh,

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and I'm, like, sitting there thinking NACIE is who you need to talk to. They're talking about something. And I didn't want to -- I wasn't on the -- I wasn't quite on the NAISA Board yet. Now I'm back on. But they had gone up to your -- or to the Department here.

MS. BOULLEY: That was the first day -- we had a meeting. That was my first day on the job.

DR. JACKSON-DENNISON: And I'm sitting there thinking, look at our NACIE report. But I didn't say, I just kind of thought, wow, maybe they'll -- but the disconnect, yes, it's a huge disconnect. It was, like, whoa. So I sent the NACIE report to you and to the executive director thinking it's in the NACIE report, what they're trying to get accomplished. And so, anyway --

DR. PROUDFIT: Well, let me know what the dates are, because I go to INFR. But I only go for, like, two or three days.

DR. JACKSON-DENNISON: This is the NFR.

DR. PROUDFIT: Oh.

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DR. JACKSON-DENNISON: In Vegas.

DR. PROUDFIT: Okay.

DR. JACKSON-DENNISON: Yeah. It's in  
December.

DR. PROUDFIT: Yeah.

DR. JACKSON-DENNISON: Yes. Do we  
have a motion to recess for the day?

DR. PROUDFIT: Do we need to recess  
for the day?

DR. JACKSON-DENNISON: Okay. Motion  
to recess?

CHIEF ANDERSON: So moved.

DR. JACKSON-DENNISON: Okay, Phyliss  
moved to recess. Do I have a second?

DR. PAYMENT: Second.

DR. JACKSON-DENNISON: Aaron second.  
All in favor, say aye?

(Chorus of ayes.)

DR. JACKSON-DENNISON: Motion carries  
eight, zero. We're officially recessed.

(Whereupon, the above-entitled matter  
went off the record at 4:06 p.m.)

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