

UNITED STATES DEPARTMENT OF EDUCATION

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NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION

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MEETING

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THURSDAY  
SEPTEMBER 12, 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 1W128, 400 Maryland Avenue, SW, Washington, DC, 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  
BETSY DEVOS, United States Secretary of Education  
CLINT BOWERS, Chief of Staff, Bureau of Indian  
Education  
DAVID CANTRELL, Director, Office of Program and  
Grantee Support Services  
DON CREWS, Division Coordinator, Native American-  
Serving Non-Tribal Institutions Program  
JAMIE DEATON, Project Director, National Indian  
Education Study, National Center for  
Education Statistics  
LIZ EISNER, Associate Commissioner for Knowledge  
Use, Institute of Education Services  
WANDA LEE, Education Specialist, Office of Indian  
Education  
CRYSTAL MOORE, Program Specialist, Office of  
Indian Education  
SHAHLA ORTEGA, Discretionary Team Member, Office  
of Indian Education  
RUTH RYDER, Deputy Assistant Secretary, Office of  
Elementary and Secondary Education  
FELICIA SANDERS, REL Central Project Officer,  
Institute of Education Sciences  
DANIELLE SMITH, Technical Assistance Group  
Leader, Office of Elementary and Secondary  
Education  
KIMBERLY SMITH, Program Officer, Office of Indian  
Education  
ANNABELLE TOLEDO, Education Program Specialist,  
Office of Indian Education  
TANYA TULLOS, Program Officer, Office of Indian  
Education

\* present by teleconference

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

9:12 a.m.

DR. JACKSON-DENNISON: Operator, I do believe we have Virginia by phone, so I guess we can start with roll call, and do you want to do roll call with introductions? No, we don't need to do introductions again. We already did them yesterday, but let's do roll call.

(Off-microphone comments.)

MS. BOULLEY: All right. Dr. Deborah Jackson-Dennison?

DR. JACKSON-DENNISON: Here.

MS. BOULLEY: Dr. Theresa John?

DR. AREVGAQ-JOHN: Here.

MS. BOULLEY: Dahkota Kicking Brown Bear is not able to join us. Robin Butterfield?

MS. BUTTERFIELD: Present.

MS. BOULLEY: Dr. Aaron Payment?

DR. PAYMENT: Here.

MS. BOULLEY: Virginia Thomas? And she's on the line?

(Off-microphone comments.)

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MS. BOULLEY: Yes. Phyliss Anderson?

CHIEF ANDERSON: Here.

MS. BOULLEY: Okay. Mandy Smoker Broaddus. She RSVP'd that she is not able to attend. Doreen Brown?

MS. BROWN: Here.

MS. BOULLEY: Wayne Newell? He is not on the line. Dr. Joely Proudfit?

MS. BROWN: Present.

MS. BOULLEY: And Patricia Whitefoot?

MS. WHITEFOOT: Here.

MS. BOULLEY: We do have a quorum so we will proceed with the agenda. But before, I'd like to ask Patricia Whitefoot to open up with a prayer.

(Invocation.)

DR. JACKSON-DENNISON: (Native language spoken) for that beautiful prayer and opening. I'd like to welcome our first presenter, David Cantrell, director of the Office of Program and Grantee Support Services this morning. Thank you.

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DR. CANTRELL: Good morning, everyone.

So if you could pull up the presentation, please. It's nice to see some familiar faces. I believe this is now the third time that I've spoken to this group, so thank you for again asking me to come back.

Next slide, please. So I am the director of the Office of Program and Grantee Support Services. When I last spoke with you, I believe it was March, right? April. That was just four months into our reorganization here in the Office of Elementary and Secondary Education.

So my office was stood up in January, as you recall, my explaining the purpose of our office was to lead the charge for overseeing all the technical assistant investments to OESE funds, one of which is the Comprehensive Centers, and I'll speak more about them in a just a moment.

But this is also another opportunity and a very perfect time, since we will be awarding the new cohort for the Comprehensive

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Centers that goes live on October 1. So have some additional specific information for individuals whom you can contact at the states, that have students, Native American students or Alaska Native students as well.

So I'm joined here by Ms. Danielle Smith. She's in the back of the room. She is the group leader for our office. We currently have one vacancy in a group leader position as well. I do plan on hiring that position within the next month to support our office. Next slide, please.

So the charge of our office, as I said, is to oversee the technical assistance investments that OESE funds. These include Comprehensive Centers, Equity Assistance Centers.

We have a National Student Center for Attendance, chronic absenteeism and the purpose of these centers are to support the needs of all students across the United States and their insular area, to include Native American students and Alaskan Native students inclusively, right.

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Additionally, our office is leading the charge to work with the other program offices in OESE to identify what is the best way to roll out technical assistance. What are some appropriate measures to employ to identify what are the best outcomes for students, so that we're really informing the technical assistance activities that are overseen also by our colleagues in OESE.

So that includes the Title I Office, Title II, Title III, the Office of Safe and Healthy Students as well.

Next slide, please. So this is a chart I believe you've seen before that we -- that I also went over regarding the new structure within OESE. As you see, their office is focusing on discretionary grants. The office is focusing on formula grants, and then of course our Office of Program and Grantee Support Services, and we also have a new office that has stood up that is called the State and Grantee Relations.

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Their charge is to serve as the main point of contact for states and districts should they have questions regarding supports that the Department of Education, specifically the Office of Elementary and Secondary Education provides to states and districts across the country.

Next slide, please. So as I mentioned before, these are some of the technical assistance investments that my office oversees. We do have, as I said, the social-emotional learning center. Our state support network is a network that's been employed for several years now but it is sunseting next spring.

We have the National Charter School Resource Center, and then we're also rolling out two additional charter school contracts.

Next slide, please. So let me talk a little bit more about the Comprehensive Centers.

This information isn't new for each of you, but I do want to talk about what we expect the new cohort to look like, and what our expectations in terms of the new cohort providing services to

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students across the country.

So the Comprehensive Centers are made up of 20 different centers. The next cohort will have one national center and 19 regional centers.

MS. BOULLEY: Dave, Dr. Cantrell.

DR. CANTRELL: Sure.

MS. BOULLEY: If you could pause for just one moment. We have a technical issue, where we need to log back in on the call. So if we can just pause for just a moment.

DR. CANTRELL: Sure, no problem.

(Pause.)

MS. BUTTERFIELD: Yes. I wanted to know how many equity centers there are.

MS. BOULLEY: Yeah, Robin. If we can wait until we're back online.

(Pause.)

MS. BOULLEY: You're back on. Go ahead. Robin had a question for the expert.

MS. BUTTERFIELD: How many equity centers are there?

DR. CANTRELL: That's a great

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question.

(Laughter.)

DR. CANTRELL: So there are four Equity Assistance Centers. So they are divided up by region, and I can send you follow up information. We actually have a website for that information. I'd be happy to do that.

So as I was mentioning a minute ago, the Comprehensive Centers are gearing up for a new cohort to go live October 1, and the responsibility of the Comprehensive Centers is to work collaboratively with the state chiefs of education to identify what are the state-specific goals, and oftentimes they're very common across the country.

But it is also very appropriate for each individual state to identify what specifically they want their assigned Comprehensive Center to work on. The initiatives or projects could be statewide, but the state could also target individual districts within the state to focus on specific types of activities.

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So that's something that I want you to be aware of, and in a few slides I talk about who the state contact is for American Indian, Native American and Alaska Native students, because this is an opportunity for you actually to reach out to them right now, to talk about what are those state goals for working with those populations.

Next slide, please. So the Comprehensive Centers again is a five year cohort which will begin in FY -- with FY '20, and it is a \$55 million grant annually. We will renew the grant every year around the -- next year we're trying to up our window for renewing the grant, but every year as long as they've made sufficient progress we will award them again, and by the fourth year we will start gearing up for our new competition to take place in '23 for the new cohort.

Next slide, please. So this slide talks about our current cohort structure, which began in FY '12, and we intentionally extended that cohort to seven years, so that we could have

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an opportunity to engage in listening sessions across the country to identify what are the changes we needed to implement with the new cohort.

So we ran a competition this past spring. I remember in April I was alluding to that, so the competition took place in May, and our team has been very busy over the last couple of months reviewing all the applications, putting together our documentation for the Secretary to make those awards. We are on time to make those awards the last week in September.

So the new structure, as I alluded to earlier, does identify one national center and 19 regional centers. Previously, we had seven content centers and 15 regional centers. The reason we went to one national center is we found that there are many topics, as I said before, that all the states are actually working on, whether it's revising their statewide assessments, it's revising the graduation policies, it's training for educational leaders

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in their state, right.

So there are many themes that we feel will continue to be needed throughout the country and the insular areas. So those are examples of topics that our National Center can lead the charge in, but that also allows our regional centers to work specifically with those individual states which they're assigned, to target the individual needs of those states.

Next slide, please. So again, the awards range from one million to six million. The highest award will go to our National Center.

Again, they're a five year cohort, and at this time we're not able to tell you who the entities are that won, either the regional centers or national centers. It is a combination of private industry, non-profit and some universities, which is typical of our current cohort.

Next slide, please. So what to expect. Remember that the regional centers are designed to work specifically with the educational leaders at the state level, and each

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state does have the autonomy to identify what are the specific tasks and projects that they would like the Comprehensive Center to help them with.

Now these could be projects that are short in duration, one two-year and/or enduring projects that take up to five years.

Next slide, please. So this is the configuration. I believe I showed this to you in April, because at the time we knew the configuration would be, but of course we had not yet held the competition. So if you look at Region 1, 10, 11, 12, 13, 15, 16, 17, these are the regions that particularly include students of a Native American heritage and/or Alaska Native.

If I could ask you to skip to Slide 20, advance please. Thank you. So this slide identifies the contact that we're aware of. We did reach out to them this week, so this should be very current. For these respective states, Alaska, Arizona, California, et cetera, these are individuals whom you could reach out to ask what is the plan for that respective state in terms of

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developing intervention strategies, projects that focus on Native American students and/or Alaska Native students, okay.

This is a really opportune moment because with the cohort going live on October 1, they will have up to about six months give or take to collaborate with their assigned states, to identify what are the projects that the state would like the Comprehensive Centers to work on over the next few years.

So there's going to be an ongoing conversation. This is the window where the states will be convening and having conversations with their assigned Comprehensive Center. So this is a perfect opportunity for you to proactively reach out with these individuals, to say hey, we had a meeting at the Department of Education, and we understand that you are the point person for Alaska Native and Native American students. Could we have a conversation to identify what is the state working on in terms of supporting these subgroups of students?

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I recall in the spring you had asked for more specific content or POC information for assigned states, so I hope you appreciate this list, so, okay. Are there any questions?

DR. PAYMENT: Do you want us to wait?

DR. JACKSON-DENNISON: Are you done?

DR. CANTRELL: So I do have additional information in the presentation, but as I look at it, it's information that I've actually gone over with you before, and I do want to allow my colleagues here from the regional education labs to have a few moments to speak. Do you have any questions though?

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

DR. PAYMENT: We're probably better to wait until you're done before we get started.

MS. BOULLEY: Sure. Liz, if you guys want to do your --

DR. CANTRELL: Sure.

MS. EISNER: Oh sure, okay.

DR. PAYMENT: We're very disciplined.

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(Laughter.)

MS. EISNER: Okay, thank you very much for having us here today. I am Liz Eisner. I'm the Associate Commissioner for Knowledge Use within the National Center for Education, Evaluation and Regional Assistance, which is within the Institute of Education Sciences, a separate office within the Department of Education. I'm here with my colleague, Felicia Sanders, and we are here to talk about one of our programs, the Regional Educational Laboratories.

David and Angeline and Danielle invited us to speak, because we coordinate quite a bit with the Comprehensive Centers programs and there's some synergies and overlap with the program. So we thought it would be good for you to hear a little bit about our program, as well as the Comprehensive Centers.

We were told we were sharing this time, so we can come back at your next meeting and go into more depth. We've prepared a very short presentation. So we're happy to come back

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-- we'll answer questions, but we can come back with a longer presentation in the winter or spring.

Okay. So how many of you have actually heard of the Regional Educational Laboratory Program?

(Show of hands.)

MS. EISNER: Okay great, great. Okay.

So you probably know that the program has the goal of helping educators and policymakers use research data and research-based practices or evidence-based practices to improve educational programs for students, with the ultimate goal of improving student performance.

The RELs are to do this, as mandated in our legislation, through three main activities. They conduct applied research, they provide technical support and coaching, kind of training and coaching, and they also disseminate research and research-based practices. The RELs are also -- they're divided across the country into regions. We have ten regions and ten

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regional educational laboratories.

I'm sorry, we don't have the electronic copy, but you'll have a handout and the brochure that shows the ten regions, lists the jurisdictions or the states in each region. There's overlap with the Comprehensive Centers. So with Comprehensive Centers though, most of the centers -- there are several Comprehensive Centers for each REL region. Okay. So the RELs, the work they do is not dictated by us here at the Department of Education, the work they do responds to the needs of the stakeholders in the regions.

So all their projects come from requests from educators and policymakers at the state and various levels in the education system.

So the regional educational labs of the RELs, they do a lot of need sensing to determine what are the needs of the region, what projects should we be undertaking.

One main way they do this, they have several strategies, but the one that's outlined

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in the law is they are to have governing boards.

Governing boards are, they consist of every state chief or jurisdictional chief of education in each state or jurisdiction or their designee has to be on a governing board, and then other education stakeholders in the regions.

So often representatives of higher education institutions. Many have representatives of Native American communities, non-profits, various districts, rural districts and sometimes, you know, large urban districts and so forth. The role of the governing boards is to help identify the needs and also prioritize the needs, because they're -- you can imagine there are so many needs across the country.

So the governing boards provide some guidance as to which needs might be most important for the REL to help address. They also help disseminate information and they are good spokespersons for the work, and they also provide a lot of input and guidance on the projects along the way.

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So now I'm going to turn it over to Felicia, who's going to talk about some specific work of one REL focused on Native American students.

DR. SANDERS: Hello. Thanks for having us. So I'm going to talk -- I'm the project officer for REL Central at Marzano Research, and I'm going to talk a little bit about -- go ahead.

(Off-microphone comments.)

DR. SANDERS: Oh okay. Sorry about that. Okay.

I'm the project officer for REL Central, and I'm going to talk -- they, all of our RELs work in partnership with stakeholders. So I'm going to talk about one of their partnerships, which the American Indian Education Research Alliance. So I've provided a little flyer here. It gives a brief overview of the purpose of the Research Alliance. South Dakota and North Dakota educators are part of this Alliance, but today I'm just going to talk about

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some of the work that's being done in North Dakota.

So the purpose of the American Indian Education Research Alliance is to help improve education for the students, for the Native American students in the state.

One of the things that North Dakota has done for some time now is administer a needs assessment to administrators, principals and district leaders who have students in their schools who are Native American, and they wanted to improve it. They thought it was too limited.

Not only that, but they wanted to bring in the voices of the Native community to get their input how to improve that survey.

So they partnered with REL Central to conduct focus groups with Native American representatives, to identify how they can improve that survey. So two of the key learnings that resulted from these focus groups was to expand who they administer that survey to. So as I mentioned, they were just administering that

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survey to administrators. The focus groups really recommended that they include teachers and paraprofessionals in that survey.

These are the folks who are working with students on a day to day basis, and they also wanted to broaden the range of questions that teachers and administrators were responding to. So then in 2017, REL Central and North Dakota Department of Education finalized that survey, and they administered that to states -- 29 schools that have large populations of Native American students, and also the four largest school districts in the state.

So what did they learn from the needs assessment? Well one, they found that the responses from administrators and teachers were very similar, and one of the key professional development needs that they requested was more support and understanding Native communities in general and culturally responsive instruction. The North Dakota Department of Education also developed what is called the North Dakota Native

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American Essential Understandings aligned lessons.

So these lessons were developed in 2015. They worked with many elders in the Native American communities to develop these lessons that could be used across the curriculum. So teachers and administrators wanted more support in incorporating those lessons into their curriculum as well.

So the next steps. So we are in Year 4 of our contracts. We're going into Year 4. So like Year 3-1/2. This partnership has been going on since the beginning of the contract, which began in 2017, and I have no reason to believe that it will end any time soon. I'm pretty confident that they will continue working throughout the end of this contract cycle.

So what they're going to do with North Dakota Department of Education, they're going to provide some support for their educators to implement those Essential Understandings Aligned Lessons. REL Central is going to partner,

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continue to partner with North Dakota Department of Education so they can evaluate the implementation and the outcomes that result from educators using those aligned lessons.

This will help build the evidence base. They're going to -- so this will take a little bit of time. They're going to work with them very closely to develop a logic model to understand really, and really lay out what do they want to accomplish through the use of this curriculum. Then they're going to identify some research questions, and then they're going to work with North Dakota to figure out what data is available or what new data do they need to collect in order to understand those outcomes.

Let's see. So REL Central and North Dakota are also going to expand that needs assessment survey so that they're going to survey students in the future. They're working to develop items for that student survey. And then finally IES is going to publish the teacher and administrator version of the Native American

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Needs Assessment Survey, so that any state school district can adapt and use that survey to assess the needs.

We'll see what happens with the student survey. I have no reason to believe that we couldn't publish it, but it needs be developed and put through our process for publishing reports and tools.

So finally the last slide is just a list of participants who are working with the Essential Understandings curriculum, developing the logic model to try to understand what the desired outcomes and how they might measure those.

So that's just the one example of how the REL program is working with Native American -- well, educators of Native Americans and partnering with Native American community to improve educational outcomes for that particular student population.

DR. JACKSON-DENNISON: Okay, thank you. I have some questions but I want to ask --

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DR. PAYMENT: So mine is pretty quick.  
Mine is pretty quick.

DR. JACKSON-DENNISON: Go ahead.

DR. PAYMENT: So my question is in awarding the grants that you talked about earlier, was there any driver or can we put any expectations that -- in the implementation of it that they facilitate consultation with tribes?

So ESSA included that, and I think it got kind of watered down after the work that the Negotiation Rulemaking Team did. But nonetheless, Department of Education still has a strong consultation policy. So if that wasn't part of the RFP process, can it be part of a guidance in their implementation?

DR. CANTRELL: Yeah. So that's a great question. So as I said earlier, the charge of the Comprehensive Centers is to work closely with each of the states and the insular areas to identify what are their unique areas of need for capacity-building services, right? So part of identifying what those activities look like with

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the assigned comprehensive center is the expectation that they have rich conversations with their stakeholders throughout the state, which could include advocates for Native Americans and Alaska Native students.

So to the extent to which they are consulting and formally documenting that, that is up to the state's prerogative, to identify how far they want to go to formally say that we have collaborated, consulted with Alaska Native and American Native, Native American students.

DR. PAYMENT: So just to modify my question I guess, is -- so ESSA was to focus on assessment, curriculum, culturally appropriate language assessment and the requirements in ESSA, as we did to the negotiated rulemaking and nonetheless the requirement in Department of Education for consultation with tribes suggests that if it wasn't part of requirement in us securing the grant, that we promote through Department of Education that they reach out.

Michigan is a really good model for

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how we put it together. We developed, we collectively the Tribal Education directors and the Department of Education, developed a very solid consultation policy. The roll out, if Michigan is one of them, will likely include consultation with tribes, because each one of those elements are part of the grant. And so it seems impossible to do the implementation without consulting with tribes.

DR. CANTRELL: So you're speaking to the consultation for Michigan's Consolidated State Plan; correct?

DR. PAYMENT: Correct.

DR. CANTRELL: Correct. So --

DR. PAYMENT: Well, and I'm broadly speaking for implementation in other states.

DR. CANTRELL: Right, right. So I appreciate what you're saying. But there is a little distinction that for the many different technical assistance investments, that not only my office or Office of Elementary and Secondary Education funds, but for that matter all of the

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Department, remember the charge of those technical assistance investments are to help the states build capacity-building services.

It's not our responsibility to say to the states, you must engage in tribal consultation for each of those individual investments, right? So when we wrote the RFP and the NIA for the Comprehensive Centers, we talked about the Secretary's priorities, right? There were several that we identified. I don't remember them off the top of my head, but they were getting at building greater outcomes for students, STEM education, focusing on supporting rural, rural districts across the country, right.

Of course, each of those populations include Native American students as well as Alaska Native students, right. So in summary, to answer your question, it's not our expectation that each of the Comprehensive Centers engage in tribal consultation as part of the process for the states to identify what their activities are, which they would want to support from the

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Comprehensive Centers in.

Which is why I provided you this information. Minimally, I would recommend that you contact these individuals and say that you understand that there is a new cohort for the Comprehensive Centers to be awarded between October 1 and February or March of 2020. That's the window in which the states should be collaborating with the Comprehensive Centers to identify what are the projects that they want to work on.

And you are advocating for the unique needs of Native Americans and Alaska Native students within those respective states.

DR. JACKSON-DENNISON: Go ahead Robin.

MS. BUTTERFIELD: Oh. Well my question was kind of related to who's on the list for state education agencies, you know, because I'm from Oregon and we have a, you know, Indian Ed office and I know Washington state does. Is there a reason why they're not on the list?

DR. CANTRELL: Yeah, so that's a good

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question. Angeline, when we spoke with you, what was -- the reason's escaping me why we targeted these states. I mean, we can certainly go back and complete this list for the rest of the country no problem, right?

MS. BOULLEY: Right. I think that it was a matter of resources for researching who all the Native contacts were at State Departments of Education, and we -- we went with the list of the, kind of the ten, you know. We just kind of limited it to -- we looked at, we started with the list of the 14 states that report out state level data on NIES, but then we also added California, I believe.

Then we just kind of looked at what resources we had, and recommended ten states. So I know that David, Dr. Cantrell and I have talked about, you know, getting an intern that could maybe help us research this for all 50 states and putting together a comprehensive list.

DR. CANTRELL: Would that be helpful to have this --

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MS. BUTTERFIELD: Well, just an FYI. I just finished working with the NAPTAC center and we did that already. We contacted even by phone all the Departments of Ed. So it should be on the CIPR website, because NAPTAC does no longer exist. But that was one of the documents that we created, was all the current lists of Native contacts at the state Department of Ed level.

DR. CANTRELL: Was that document shared with your colleagues here?

MS. BUTTERFIELD: No.

DR. CANTRELL: Because I remember this topic specifically came up when I last spoke with you. Everyone was asking hey, who is our contact in the respective states? So if that document exists, if you could share it with us, we would be happy to complete this list for all 50 states.

I think that's a great resource that all of you should continually use.

MS. WHITEFOOT: And we are all resources as well, right?

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(Off-microphone comments.)

DR. CANTRELL: Thank you for that question.

DR. JACKSON-DENNISON: Yeah, and I think to answer Aaron's question, he just stepped out, I know that coming from Arizona, our director of Indian Education there has been working really hard on the tribal consultation piece, and it's been very difficult though. I know she's been trying to do that. I've attended her trainings as well, but Joely, go ahead and ask your question and I'll ask mine, because I want to save mine for last.

DR. PROUDFIT: Thank you for this list. I know I asked for information on California. I'm not surprised at who you have there; I think she has .5 of her time allotted to, yes. Which for California is, you know, unbelievable. But I think one of the things that we can do as NACIE is develop a list of questions to go back to these 50 representatives, to ask what's their tribal consultation process, to show

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us what they're doing and to show us where everything is, and to report out to us so that we're collecting that information and providing that.

Because I don't think we're -- I'm not sure if we have the best use of resources happening, and we should look for those best practices and look where the holes are. So I think as a group to develop a set of, you know, five or eight or ten questions to go out to each one of these contacts, get that information and have that information by our April meeting I think will -- I think would be really helpful to all of us.

DR. CANTRELL: Can I just respond to that?

DR. PROUDFIT: Sure.

DR. CANTRELL: I think that's a great idea, and do remember this window we're in, right, between October 1 and February or March. That's where the states again are designing what type of supports, what are the needs of the

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respective state.

So if you feel with for a specific state that you're working with, hey, we really have an issue with Native American students and not being able to graduate, or appropriate interventions or support services so that they can obtain the standard diploma. That's just one example, right?

But that's an example that you could advocate with the state hey, what are we working on for these populations?

DR. JACKSON-DENNISON: Yeah, and that takes me to a question that I had. I'm very interested in looking at what the surveys ask. Do you have a sample of the surveys that you're putting out, because this is one area that I'm -- my personal passion is because of my own doctoral research, looking at why is it that implementation of culturally relevant programs is difficult in some areas versus other areas, and just trying to see what kind of questions you formulated and seeing what kind of answers you're

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getting.

DR. SANDERS: Thank you. So I have -- I can kind of give you an overview of the constructs within the survey. So of course it asks demographic information about the teachers and the administrators, and then it asks about culturally relevant instruction.

So if this is an item that you're interested in, some of the items address, you know, provides effective methods to increase achievement, engages with the local community, integrates AI culture and history in the curriculum.

It has specific questions about the North Dakota Native American Essential Understandings. I can actually share this with you. But the survey is in development, so it's not publicly available yet. But I can talk to REL Central and see if they can reach out to North Dakota. They've already administered this survey, so they might be willing to share it.

What I should have said is that they

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use that survey to develop an action plan. And so while schools in districts aren't required to implement that action plan, partly because I think it's a local control issue, the states can't require it, anecdotally REL Central has received information that teachers and administrators, they've received positive feedback on the action plan, the results from the survey.

So I just -- I wanted to share that as well. But I will make sure that we give you a brief, you know, like a tangible overview of that survey, and then once it's published that you all are aware.

DR. JACKSON-DENNISON: Yeah, because I'm finding some interesting results in my own survey that I've developed on attitudes and perceptions on -- from some of them from our own people. It's very difficult to -- because of the historical trauma and because of the beliefs that have established because of history and what has happened to Native people across the country,

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that there's this perception sometimes that that's not good to do.

And so it becomes a barrier, and that's something I'm just curious if you're finding in your survey.

DR. SANDERS: I will -- I will check and see. North Dakota, they have some videos from the elders who worked on the Essential Understandings aligned lessons, and some of that actually comes out in, you know, the elders' conversation and why they thought it was so important to develop these lessons.

So I'm going to package some materials and send it your way, so that you have access to it and then we can make sure that we just keep you updated on the progress of those projects.

DR. JACKSON-DENNISON: Yeah. It's very interesting to me. Go ahead, Robin.

MS. BUTTERFIELD: My question really is about, you know, how the Comprehensive Centers and the RELs sort of share resources, you know, is there any place where there's kind of a

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clearinghouse, where best practices are documented and can be accessed by other places?

So you know, for example in Oregon we had -- our legislature passed Senate Bill 13, which was to create lessons that were developed by the tribes in the state, as well as kind of a comprehensive set of lessons that the state was going to ask other, all the schools in the state to use.

And so I'm curious. I know that Washington state also has an online curriculum. Is there any place that sort of shares that information, and do the -- even the state directors of Indian Ed, do they meet regularly with each other?

DR. CANTRELL: So I can speak briefly regarding the Comprehensive Centers. On Slide 22 of the presentation I provided, this identifies our Comprehensive Center Network. It is a searchable platform that identifies by state. What are the projects that the state has identified for the Comprehensive Center to work

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on.

So this is a resource of all the activities that are in play across the country and the insular areas, and many of these projects on here do target students of -- Native American students and Alaska Natives as well. For the RELs what --

MS. EISNER: Yeah. So your first question was how do they coordinate and share resources, yeah. So currently, we do require in our contracts that the RELs work with, kind of reach out on a regular basis with the Comprehensive Centers, and share needs and figure out when they should be referring stakeholders to the other, you know, to each other, or working together on projects.

We get information on that in our monthly reports. And I know some of the RELs also organize meetings, like quarterly meetings with our Comprehensive Centers, to coordinate the work. With the next, with this new group of Comprehensive Centers that will start in October,

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they are required to have memorandums of understanding with their RELs.

And we're going to have like a joint meeting of the REL directors and the Comprehensive Centers in November, where we're going to lay out our expectations for -- we would like them to probably do some joint needs sensing together, and we're going to give them time to develop plans for working together.

Did that -- that was your first question, but I think you had several questions.

Oh, how do we share resources, a clearinghouse of resources, yeah?

MS. BUTTERFIELD: Kind of a clearinghouse --

MS. EISNER: Yeah, great question. Yeah. So we, truthfully I think, and Felicia and David can correct me if I'm wrong. We have not developed a joint clearinghouse or a joint repository of all of our resources.

We have a website where you can search. Each REL has pages on the website with

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their resources, and then we have a REL-wide landing page where you can search for resources, published resources by any REL from this cycle, contract cycle and past contract cycles.

But we do not include, nor do we refer to, now that I'm thinking about it, any of the resources for the Comprehensive Centers. So we have not thought about doing that. That's a very interesting point. That's a very interesting question.

MS. BUTTERFIELD: Because I'm just using in the example of the Native American Parent Technical Assistance Center, you know, we regularly develop little digests that we were sending out for the other 100 centers, so that they would have better information on how to reach out to Native parents around needs of special ed.

And it just seems to me like why wouldn't all educators get that kind of access to information in some kind of a central place?

MS. EISNER: Yes, yeah.

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MS. BUTTERFIELD: Because you know, what North Dakota does could help Oregon, that could help Utah, et cetera.

MS. EISNER: Absolutely.

MS. BUTTERFIELD: And because Indian Ed is always sort of an afterthought, it just seems like that could be one of the main purposes of, you know, the work that the centers and the RELs could do on behalf of Indian Education.

DR. JACKSON-DENNISON: It used to be What Works in Indian Education. I know if we are still --

MS. EISNER: Oh, that's interesting, and that was a Department of Education site?

DR. JACKSON-DENNISON: I don't remember. It was -- it's been years ago that I know that one of the schools I worked for had been -- had been programmed the immersion school --

(Simultaneous speaking.)

DR. SANDERS: We have a What Works Clearinghouse, but unfortunately so the

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information that is there is mostly in -- we have practice guides on, you know, any number of things that are evidence-based. But in order to make it into a practice guide, there have to be rigorous studies completed. And so, you know, my concern is that there aren't enough rigorous evaluations where Native American students and Alaska Natives are included in those evaluations.

So maybe this is something we can put our, you know. We need to --

(Simultaneous speaking.)

DR. JACKSON-DENNISON: I think in that case of only were recommended. I think then that what happens is the challenges of keeping administrators in their positions that are working on certain things changes, the changeover, and then it drops off the --

DR. SANDERS: Yeah. Sure, sure.

DR. JACKSON-DENNISON: Okay. Patsy had a question and then Joely had a question.

MS. BOULLEY: I do need to have us be mindful that it is essential that we remain on

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schedule today, and what I have suggested is that if we can -- if you can state your questions and I can get them for, on the record, and we can have follow-ups sometime afterwards. If we take time to answer every, to have staff respond to every question right now, we will be off schedule and it will continue through lunch.

DR. PROUDFIT: I have several questions, so you can respond according to Angeline's approach. Okay. So the American Indian Education Research Alliance, how do you select and work with the states that you do? Have you already surveyed Montana, since they seem to be leading the charge in Essential Understandings and develop curriculum and what have you? If so, can we see that, the outcomes of that? Or is North Dakota your only example so far?

And then in terms of developing your surveys, are they mandated? How, what's your ROI or your return? What percentage and if they're mandated, are you doing it through the state,

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with the requirement for everyone answering? And if this is a volunteer, voluntary survey, I'd like to know what percentage is responding.

And then again, I don't know what the process is for working with the states that you do, but to Robin's point I think it's very interesting. We have a number of states who have passed legislation to create American Indian curriculum to be included in the K through 12. Unfortunately, anyone could pass legislation. It's implementing it.

And there's really not a lot of good practices for how the curriculum has been developed. I know we passed legislation in California. It's an unfunded mandate with a deadline, and it's about two years, and I don't know how they're going to do it.

And again, you get what you pay for. So I'm going to be curious. I would encourage REL to prioritize those states who have done that, and to survey or sample what teachers, school districts are doing now, what they need

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-- whatever your questionnaire is.

I'd like to see it most importantly, but then to measure it up against these legislative approaches, because I don't know if that's a best practice and I think we do need research, evidence-based research to say please stop doing this unless it's funded and well-funded.

But if you haven't surveyed Montana, I would like to see the outcomes of that, just given the depth and the history of Montana's experience in this capacity.

DR. SANDERS: Well, thank you for all those questions. So I'll try to be brief, but also make sure that I do some follow-up. Oh? Oh no.

MS. BOULLEY: Yeah, she's got it. You're good.

(Simultaneous speaking.)

MS. BOULLEY: She will respond in writing to you, and then if you can provide written answers.

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DR. PROUDFIT: Okay, all right.

MS. BOULLEY: And we can come back at another meeting too. Patsy had some questions.

MS. WHITEFOOT: So yes. In the Northwest area, we've been focusing on a major issue about misidentification, misrepresentation of American Indian and Alaska Native students. So I just want to make certain that, you know, similar to Robin's questions, that we're continuing to share that with the other centers.

MS. EISNER: Yes.

I think it's important, like Robin said, to make certain that we know what these best practices or evidence-based practices are, and there's a need for this type of repository. These Centers have been in existence for decades, and we have a history of working with these Centers during those decades. So we've seen the ebb and flow of what goes on with these Centers.

I just want to make certain that when we have the research that's out there, that we share it in a way that we can access it easily for our

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communities, however we develop this repository or resources.

I guess I just finally want to say to the federal office that I view NACIE also as a resource, and so would ask that you also seriously consider our role here with the Department of Education as well, because we are the ones out in the field. We are the ones doing the work as well. We're not just simply here to advise.

MS. BUTTERFIELD: I just have one, one quick comment about the need for professional development --

MS. BOULLEY: Okay.

MS. BUTTERFIELD: -- for teachers, and I use the example of Washington State and Oregon, you know, because I've been working with trying to get all teachers sort of up to speed on, you know, what to teach and how to teach effectively Native students. And I don't see that there's a lot of -- I don't know that it's research-based, but there's best practices.

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There's things that are going on that are working in terms of sort of energizing teachers to start using more culturally appropriate both processes and information with their students. And there should be some way to capture that, so that it could be shared more broadly.

MS. EISNER: Could we ask you to -- I wanted to ask both of you, do you have some resources you could send to us or just a link to point us to some of what you think are the best materials on best practices?

MS. BUTTERFIELD: I have like a lot of colleagues that are doing --

MS. EISNER: Or just their names.

MS. BUTTERFIELD: Yeah.

MS. EISNER: That would be great, and I wanted to ask you if you could share some of your research on the trauma and the history and the challenges to teaching. That would be wonderful.

(Simultaneous speaking.)

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MS. EISNER: And then I wanted to say that REL Northwest has done a number of projects, and we'll send this information, related to the misidentification issue, and that is -- they have a current coaching project related to identification.

MS. WHITEFOOT: Right, you know, and that misrepresentation is best shown for us in Migrant Education, overlooking our children who are eligible for those services. So that's a major, major issue.

MS. EISNER: Sure.

MS. WHITEFOOT: Is our children not having those services. I just want to ask the last question had to do with the three centers that are being funded. You said Comprehensive Center, Equity Center and what was the last one?

DR. CANTRELL: For my portfolio?

MS. WHITEFOOT: Yes.

DR. CANTRELL: There were several.

MS. WHITEFOOT: Oh okay.

DR. CANTRELL: Within our office, you

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mean?

MS. WHITEFOOT: Okay.

DR. CANTRELL: Yeah. So it's on the PowerPoint. We have about 11 technical assistance investments that my office oversees, but within OESE there are many others, and when we come back next time we can give you an overview of all the TA resources.

MS. WHITEFOOT: Okay. I heard something about attendance.

DR. CANTRELL: National Attendance.

MS. WHITEFOOT: National Attendance.

DR. CANTRELL: It's getting at the issue of chronic absenteeism.

MS. WHITEFOOT: Oh okay. Thanks.

MS. DANIELLE SMITH: It's the National Student Attendance, Engagement and Success Center. It's a mouthful, but it's listed on the slide in the presentation. That's a new contract that's been awarded.

MS. WHITEFOOT: Yeah. I was going to say that was new.

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MS. DANIELLE SMITH: That's right. So this will be a new iteration of a center that existed previously that focused on chronic absenteeism. This will be the next iteration of that work, and it will be updated based on the new requirements and the Every Student Succeeds Act.

MS. WHITEFOOT: Thank you.

MS. DANIELLE SMITH: You're welcome.

DR. CANTRELL: Danielle, do you want to respond to the earlier conversation. We have about four minutes, because I know you wanted to add to that.

MS. DANIELLE SMITH: Sure. I just wanted to circle back to the question of consultation and how that might be part of the new Comprehensive Centers processes, and I did want to add that in each Comprehensive Center's application they had to create a communication plan that states how they plan to engage with and assess the needs of various levels of each state's education system.

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So each regional Comprehensive Center will be serving two to three different state entities, and they have a responsibility for doing needs sensing and assessing needs of the communities within that state.

And so they will have laid out in their applications, and we've not yet done an extensive analysis of this, but this is certainly something that we can do, to look at how they're proposing to engage with their tribes and other native communities in their states, and make sure that that's something that we discuss with them in how they develop and implement those communication plans because that really is a very important strategy for how they work with not only the state education agency, but the other parts of their state systems to really better understand the needs that they can then respond to when they develop their annual service plans.

A second component is that each center has to have an advisory board, and so that's another opportunity for different stakeholders to

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be at the table advising on the needs and the work that the Comprehensive Center should be focused on.

The state agency and specifically the chief state school officer is really the primary driver of how they create their annual service plans, which becomes basically the work plan for the year that outlines the project that they focus on.

But it has to be informed by the needs assessments that they do, and it has to be informed by input from these other stakeholder groups. So I think those are potentially a couple of avenues where we can certainly raise this issue and make sure that there's good representation there.

MS. BOULLEY: Thank you very much. I will send out the questions that we've asked to NACIE members, so I can clarify make sure I am asking it exactly the way that you want, and then we'll follow up with the different offices. If we could move to our next speaker. I do

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appreciate --

(Chorus of thank you.)

DR. CANTRELL: Thank you, everyone.  
I'll be back.

MS. BOULLEY: We'll move right on to our next, is the update from -- no, I'm sorry. Presentation from Don Crews, Division Coordinator, Native American Serving Non-Tribal Institutions Program.

MR. CREWS: Good morning, everyone. This will be a quick presentation so --

MS. BOULLEY: Could you make sure your microphone's on? There you go.

MR. CREWS: There we go, okay. All right.

DR. JACKSON-DENNISON: Do you have a handout for us?

MR. CREWS: I do not have a handout for you guys. I will share information with you guys after, after the meeting. I can send some information to you.

So I was invited to this meeting and I

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wanted kind of to explain my role here at the Department of Education, and I am the point of contact for the Native American Conserving Tribal Institutions Program.

So my role here with the Department as a grants management specialist is to do a couple of things, and I hope I can be of some help to you guys today. One is to notify the public if we're having a grant competition for the particular program, and I'll explain that to you a little bit later.

Two is to develop requirements for those grant competitions, in terms of for public notice and to identify peers to participate in the review of the grant competition. So that's kind of like the public outreach part of my job.

Internal purposes for my job is to -- after we've gone through the competition issue, prepare a listing of institutions that competed successfully for those funds, and based upon the outcome of that then to monitor those grants after they've been awarded. So it's kind of

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boring, I mean, to some folks, okay, okay.

So here's how the program is different from some other programs. For the non-tribal institutions, they're supposed to have no less than ten percent Native American students attending those particular colleges, and depending upon the number you get out of IPEDS, you know, sometimes it's 35, sometimes it's less, sometimes it's more.

Then there's this thing with having students identify with more than one ethnicity. So IPEDS may or may not catch that, but in the process of the application the institutions can determine how they want to present that to the Department of Education, and we take that certification.

So the program is for colleges and universities that have no less than ten percent Native American students. We do, you know, by law there are a lot of things that we are allowed to do. For example, within that program institutions can apply to purchase equipment for

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STEMM instruction and research, and we have some grantees doing that.

Institutions are allowed to renovate and improve instructional facilities, classrooms, libraries and laboratories. We can provide support for faculty to obtain advanced degrees in the faculty's field of expertise. I heard something about teaching earlier. So we can have -- we can support an institution that wants to develop their teaching faculty as well. We can do curriculum development, but this has to be for, only for degree programs, not non-degree, non-credit courses.

We can support academic instruction, purchase educational materials like library books, periodicals, et cetera. Since this program is developmental, it's supposed to help the institution to increase its capacity to serve Native American students over the long haul.

We also allow them to do fiscal administration and management, meaning if the institution has a weakness in their finance

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department, they can actually apply for a grant to purchase the appropriate types of equipment and/or software, or improve their staff in a way they can have a stronger institution moving forward. We want that to be long term.

We also provide academic student support services, things like tutoring and counseling, and we have a lot of grantees that do that. A lot of students today need additional help. I know when I was in college I needed a little bit more help. That was a long time ago, by the way. We can -- we also provide services to help the students and families understand financial literacy.

So within that umbrella of activities outlined under the law, institutions are then able to cater their grant proposals in a way that it meets certain kind of criteria, and that then gets evaluated and based upon those that do the best, we then award grants to institutions. We have currently -- we have 17, I'm sorry, 19 current grantees in the program, and they're all

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over the country. They're in different places.

We have them in Alaska, Arizona, Colorado, Minnesota, Montana, North Carolina, New Mexico, Oklahoma and Utah. Our largest number of grantees in terms of number of schools are in Oklahoma, and we are serving approximately 14,000 Native American students.

So I'm here today to not only kind of tell you a few things about the program, but also to solicit your information or your help in terms of if there's anything that you think a program like this can do to help serve our students better. So I am open ears.

DR. JACKSON-DENNISON: Okay Joely.

DR. PROUDFIT: This ten percent threshold.

MR. CREWS: Yes.

DR. PROUDFIT: California has no NASNTIs currently on your list, right?

MR. CREWS: That's correct.

DR. PROUDFIT: There are more than 40 million people in the state of California. Our

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universities, our public institutions are fairly large. I actually come from an institution that has the largest American Indian student population per capita for the size of our university.

So it's fairly difficult for us to meet that 10 percent to serve and to apply for these NASNTIs. What would be the opportunity for us to look at these different institutions on a case-by-case basis so that we can support our Native American students? I come from a community where we have 19 reservations in San Diego County alone.

So 87 percent of our students stay in the region. We have amongst the largest employers in the region being Tribal Nations. So to not have our students access these types of support services is really something that's hard for me to imagine. We are a Hispanic-serving institution. We have been an API-serving institution, but we really need to access this type of support.

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So what can we do to make sure that we're not limiting students and limiting states and limiting locations and serving the various students that need this type of support? That's one point. The second point is this reliance on IPEDS. IPEDS numbers are off, way off.

To give you an example, we have about 600 Native American students at a campus of about 14,000 people. IPEDS listed 47 students last fall for our campus. We have to go -- we have a tribal liaison, we have a Native Advisory Council. We have a department and a major. We have a number of tribal leaders who serve that university in various forms and capacity.

And to have that kind of a mistake is absurd. So to rely on IPEDS to meet this threshold, I think we need to reevaluate how we're doing that, because I think we're providing a disservice. You mentioned North Carolina. Do you -- does the grant, when they're looking at American Indian, make no distinction between federally recognized tribes and unfederally

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recognized tribes?

The reason I ask is because we have 109 federally recognized tribes in California. We have about 80 seeking recognition. We have the two largest urban Indian populations. North Carolina, I know, has a large unaffiliated or recognized or state recognized population. So if that's being counted, we need to make sure that when IPEDS is collecting this data that it collects it equitably amongst the states.

MR. CREWS: Okay.

MS. BOULLEY: And Joely for the record, could you define what is meant by IPEDS?

MR. CREWS: IPEDS, it's one of those things we throw around all the time but we never -- IPEDS is run by the Department of Education, and it is the Institutional Program Education Development Service I believe. We can check it out to make sure about that. But they collect the data from the institutions. Any institution in the United States report their student body count to -- and it's through NCES. That's how it

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takes place.

MS. BOULLEY: Okay. Just when we use acronyms, I just want to make sure at one point we at least state what it is just for the record, and for anyone else who might not be familiar.

DR. PROUDFIT: And Don before you answer, just as a point of reference, this is something that we've talked about with NACIE over the past couple of years. Because of the change by OMB and Department of Ed in 2008, if you are Native American and Hispanic, for example, they don't count Native American. They only count Hispanic.

So we are over-representing, for example, Hispanic-serving institutions' data and not Native American. So we're completely being left out of being counted and erased because of this change in 2008. So we're looking to find a way to resolve that and support our students and access those resources. Thanks.

MR. CREWS: Okay. Well in terms of how to access, I'll address that part first, how

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to access the program, for institutions that meet that 10 percent threshold, they report to us, you know. I don't check if it's in IPEDS or not. So they're certifying to the Department of Education that the number of students attending there, whether they are, you know, two ethnicities or one, they are certifying that 10 percent in this case are Native American.

So there is no recertification of that by the Department of Education. So in terms of not counting them, I'm not sure how to address that. It's not something that I know how to do personally. I'm sure there are people in the Department that can help you with that. I'm just not that particular person.

We do have an opportunity for institutions that are -- don't have 10 percent to partner with the institutions that do have 10 percent. It's called a corporate arrangement grant. With that grant, an institution that already has 10 percent, they can select any other institution in the country and then partner with

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them to provide services.

So there is a way that you can kind of at least access the program in an indirect way. But I don't know of a direct way where if you're not able to count all of your students, or if you're so large that the number of students that are there doesn't add up to 10 percent. So I don't know how we could do that.

MS. BUTTERFIELD: I guess I just want some basic information kind of, that you could have provided to us. One is a list of these 19 institutions. You gave us the states, but you didn't tell us what institutions there are. When are these grants reauthorized? Are they part of the Higher Ed reauthorization? So that's -- is that coming up right now, and if we wanted to explore the possibility of lowering that percentage so that other institutions could benefit from the resources, like when would that happen? Is that now during the reauthorization of Higher Ed?

And then thirdly how do you know that

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the resources you give to the institution actually go to meet the needs of the Native students? What's the accountability for the funds? How do you document whether they have an impact on the Native students participating in that institution?

MR. CREWS: Great questions. Did I completely answer your question well enough maybe?

MS. BUTTERFIELD: Where did the 10 percent number come from?

MR. CREWS: I wish I knew. It came from the authorizers of the legislation. I really don't know why they picked 10 percent versus some other number. I couldn't tell you that.

MS. BUTTERFIELD: But certainly like to Joely's point, like her institution -- the institutions that she is familiar with, they're not ever going to reach that 10 percent threshold, yet the numbers of Native students that they serve are --

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MR. CREWS: Is significantly.

MS. BUTTERFIELD: --- significantly larger than the institutions that do meet that percentage threshold. We come up with that in terms of whenever we do any sampling or reporting out, and I know that Dr. Deaton will, you know, talk about that, you know, might mention that too.

How can we look at data when if you go by number, California is here, and if you go by percentage, they're here and that huge disconnect of services data, that California will always miss out on because we're using, you know. It just -- it's --

MR. CREWS: Yeah. Makes sense to me.

I wish there was a way that it could take place. I'm just not the person -- I'm a guy that when they passed the law, they said you go do it. So there's some regulations out there and there's some guidelines, and I'm the guy that has to do the work, to make sure that the -- when there's an appropriation, that the grants are provided.

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I'd have folks who are authorized --

DR. PROUDFIT: And I have some questions as well.

DR. JACKSON-DENNISON: Patsy has a question, but I just wanted to know what the value of the --

MS. BUTTERFIELD: I didn't get any of my questions answered.

DR. JACKSON-DENNISON: Okay, go ahead.

MS. BUTTERFIELD: Could we get --

MR. CREWS: Yes.

DR. JACKSON-DENNISON: Oh.

MR. CREWS: So first in terms of a list of institutions, I can provide a list to Angeline, and then you can send it out to the group. We have that list so you can see who they are.

MS. BUTTERFIELD: And then the reauthorization --

MR. CREWS: Reauthorization. Reauthorization, and it's under the Higher Education Act. It's under Title III. Title III

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has a program called the Strengthening Institutions Program, and that program has many other subcomponents. For example, there's also a Tribal Controlled College Universities Program listed under Title III. That particular program is for tribal colleges only, yeah. So you know about that one.

So this one is for non-tribal institutions. So it is under Title III Part A, and the things that I talked about earlier in terms of the types of things that potential grantees can do, they're pretty much across the board for all the Title III programs, with the idea that those schools will develop that area and maintain the types of activities that they were asking for in their grant proposals.

MS. BUTTERFIELD: So the last question was about accountability.

MR. CREWS: Accountability, yes. So accountability. So we're into kind of like contracts, and we are a lot similar to contracts in the sense that once an individual says

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they're going to do something, they have to kind of stick to that. In this case, when proposals are written there's a -- there are peers, and they're from other institutions across the country.

If any of you guys ever want to be a peer reviewer, you're welcome to apply. As a matter of fact, I would like that, if I could have some folks from this group to serve as peer reviewers for that next competition. We think that we're going to have one of those coming up next year because of the level of funding. The way it's worked out -- and I wasn't there at the beginning, I came along after the fact, Congress appropriated just enough money, roughly less than \$5 million for this program.

I think it started in 2008 was the first time it was authorized, and then there were competitions. The last one we held were in 2015 and 2016. So after those awards are made, the accountability is at the Department of Education to the person who has those grants assigned to

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them, to make sure that the institution does what it says it's going to do.

I have personally visited at least one of the grantees, and I also read the reports. The institution lays out what their intentions are, how they plan to spend their money, how they plan to support those students, and then it also gets reported back to Department of Education. When those reports come in, we have to read them, and read them to make sure they're meeting those benchmarks outlined in their proposals.

In the proposals, there are lots of different things in there. I'll give one example. University of Minnesota at Morris, which I've had the opportunity to visit, they have some interesting projects there. Of course, lots of tutoring for all their students, Native American students. They have a cultural center, and they have a language component to their grant where they are working with one of the tribes to have language classes on their campus.

They have set up in one of the dorms,

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which I had an opportunity to see, it's very specific. It is for students who want to introduce their culture in that dorm, and it's for Native American students. They're able to cook there, they're able to provide presentations there, to not feel as homesick as sometimes students do.

So that's working very well. They also have a post-doc program in which they have brought on board post-docs that were Native Americans, and I think we've had three of them there in the last three years. Those post-docs after a year of service at Morris then go on to some other institution. I think they may have actually hired one to come back to Morris this past year.

We've helped at least one faculty member work towards her doctorate degree, and that faculty member is a Native American. So when we do a site visit, we have a chance to have the hands on experience, to actually talk to the students, to talk to the faculty, to hear about

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the projects themselves.

So the services are -- I really believe they're going where they're supposed to be going to help those students, and we found that for example -- I'll give another example. Northland Pioneer College in Arizona, they were doing an enrollment program, and they reported to me a few months back that I think they do an enrollment of high school students. I believe the number was somewhere around 800.

Now that includes all the students in that area, but the exact number of Native Americans I don't know, but I'm sure there are quite a few in that group as well. So we could probably do a better job of, you know, visiting more sites and talking to more students, to make sure those services are being provided.

MS. BOULLEY: So the size of the grants are, what's the range?

MR. CREWS: Oh the range? About \$300,000 over a five year period, over a five year period. So there's \$300,000 Years 1, 2, 3,

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4 and 5.

MS. BOULLEY: \$300,000 each year.

MR. CREWS: Each year.

MS. BOULLEY: For five years?

MR. CREWS: Of the five years. Yes, each year.

DR. JACKSON-DENNISON: Patsy had a question.

MS. WHITEFOOT: Yes. I just wanted to follow up on the previous questions we've had to other presenters here, and it had to do with tribal consultation and if they're taking a look at the Higher Education Act if that's where this is reauthorized. It's also to help support the need to address tribal consultation for this particular program.

I think that's the reason why we're asking these questions, to get a clarification about the intent of the program, you know, what are some of the outcomes, the list of institutions and those budget ranges as well, because we are also an advisor to the Department

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of Education.

MR. CREWS: Yes.

MS. WHITEFOOT: So I really want to seriously have us take a look at that. I'm particularly interested in how we are using best practices or evidence-based practices to demonstrate that we are really working toward culturally-based outcomes and serving students.

And so I heard a range of different program offerings that you have, and so I'm just wondering how those were decided upon, such as equipment, STEMM, research, renovation, faculty work on advanced degree, because if there's really a commitment to American Indian/Alaska Native students, I would question some of those and the commitment of the institutions, for instance, to perhaps doing renovation.

I mean if we're talking about other colleges that have significant Native populations, then there would probably be a need for a renovation. But for other non-Native institutions, I would question that.

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MR. CREWS: Okay.

MS. WHITEFOOT: So how were those derived? You don't have to answer that now, but I think --

MR. CREWS: I'll try to answer some of it, you know, if that's okay. In terms of tribal consultation, I would say that with almost all of the grantees I consult with are tribal elders. There are often programs that are held on quarterly basis, sometimes monthly basis, sometimes on a regular basis in which members of the tribe are invited to the institution to speak and to engage with the students and faculty.

There's a big push with all of my institutions to make sure that faculties understand how important their role is in helping the students feel good about where they are and wanting to stay. So there are lots of -- and most are on the website. So on the website, they would list when there's going to be an elder coming to the college to speak.

MS. BOULLEY: If I can make the

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distinction, tribal consultation isn't the institution's responsibility to communicate with their tribal constituency; it's part of the Executive Order for Department of Education, for programs that are seeking to develop or modify policies that are going to impact tribes, that according to the Executive Order that program is -- the Department of Ed's program is supposed to do meaningful tribal consultation with the tribal leaders, where their input can actually shape that proposed policy.

MR. CREWS: Okay, thank you.

MS. BOULLEY: I think that's what Patsy was going -- what she meant by tribal consultation.

DR. PROUDFIT: Right, right, right.

MR. CREWS: Okay, thank you. I didn't understand that. So I'm learning a lot. I've kind of got this program kind of by accident. Someone left and they said Don, you can do it now so that's it. So I was glad to, glad to work with the program.

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Best practices. One of the things that we hope to do is have a project directors meeting, and we're planning for all of Title III programs. So during that meeting that we're hoping to have next calendar year, we're going to invite all the grantees from all the Title III programs, for Alaska Native, Hawaiians, this particular program, the tribally controlled colleges, to come to town and we're going to talk about some of the things that they're doing and share what they are doing and which ones actually work best for the institutions. So that's how best practices are being handled so far.

DR. PROUDFIT: And Don, how will that be documented? You know, I want you to move beyond the talking about it. So if you could document that, maybe have them do a report, maybe even using like PowerPoint so people can see what they're doing, and then put that on your website?

MR. CREWS: Okay, thank you. At our last meeting we had for project directors, and I could probably get that for you, it was all

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documented. The PowerPoint presentations were there, what the presenters were doing was there, and we also had poster sessions that were available.

And sometimes a lot of stuff is offline, you know. You hear about a good project, you pull the person aside and you talk with them, and you learn how they're working at their institution. I'll give an example of one that I shared with all of my grantees. I have grantees in all the programs, not just this particular one. But I shared with my grantees something called Cisco Spark that was being used at Northland Pioneer College, and it's a -- it's a tool that allows a student to really be anywhere. They could be on their tablet, on their smartphone. They could at home on their computer, and they're able to access class pretty much live time.

One of my grantee brought in a consultant and provided more than 40 hours of training for the staff at Northland Pioneer

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College. I then shared that training session with all of my grantees, and I know that at least one of my tribal college universities then went and adopted that particular practice.

So and I'm sure there are others that have done it also in Title III. But that's just one example of how some of the best practices are being shared and implemented. In terms --

MS. WHITEFOOT: I have a final question.

MR. CREWS: Yes ma'am.

MS. WHITEFOOT: Sorry. What is the definition of American Indian/Alaska Native students who participate in the program?

MR. CREWS: What is the definition?

MS. WHITEFOOT: Definition.

MR. CREWS: Well, in the law it says indigenous to this country. That's what it says in the law -- in the authorizing legislation.

MS. WHITEFOOT: Indigenous.

MR. CREWS: Indigenous.

MS. WHITEFOOT: Thank you.

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DR. JACKSON-DENNISON: Okay. Any more questions from anyone? Okay. Thank you for your time.

MR. CREWS: Okay, thank you very much.

DR. PROUDFIT: Oh, the call out for peer review, you said you wanted some peer review of these grants. How do we participate in that?

MR. CREWS: Can I send it to you electronically?

DR. PROUDFIT: Yeah.

MR. CREWS: Okay.

MS. BOULLEY: And there is a question online. Phillip, could you please read that?

MR. ROULAIN: Noreen Hill is asking: can a city high school apply for the grant?

MR. CREWS: No.

MR. ROULAIN: Thank you.

MR. CREWS: Thank you.

MS. BOULLEY: Thank you.

FEMALE PARTICIPANT: We are ahead of schedule now.

MS. BOULLEY: We can take a break.

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Let's take a 15 minute, well actually 14 minute break so we can get right back at 11:00 and start on time? Thank you.

DR. JACKSON-DENNISON: And then I think too for questions online, we will take questions from NACIE members, but not from the general public, and the public is invited to make public comments. And we do have space on the agenda for that. Just an FYI to any of our participants online.

MS. BOULLEY: Yes. Our public comment section is at 3:30 p.m. this afternoon, so thank you.

(Whereupon, the above-entitled matter went off the record at 10:47 a.m. and resumed at 11:03 a.m.)

DR. JACKSON-DENNISON: So we can get with the next presentation. Our next presentation is the update from Clint Bowers, Chief of Staff, Bureau of Indian Education. Welcome Mr. Bowers.

MR. BOWERS: Thanks. How's everyone

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doing? A lot of familiar faces. So it's good to be here on behalf of the Bureau. I regret that Tony Dearman couldn't be here, the Director. He's off in New Mexico right now doing some site visits and doing some local work. So I'm here, and I'm glad to be here. A little background on myself. So I am chief of staff of the organization. I became chief on January of this year, so relatively new.

Prior to that, I did Strategic Direction, Management and Policy for the Bureau.

I did that for a couple of years. Prior to that I was on the Hill. Prior to that I was at National Indian Education Association. Prior to that I worked for my tribe. So I've kind of seen Native education and the supports from different aspects, the tribal, the advocacy side, the Hill and now with the executive branch.

So it's been an interesting ride in a relatively short amount of time, but we're making progress at the Bureau and I'm glad to report that. So I'll provide some insights on that, and

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then I'll be happy to take some questions. And if you have questions throughout my presentation, feel free to ask. I'd rather this be somewhat less formal, so that we can have some dialogue and I can address your questions as you have them, versus waiting until the end.

So next slide. So just an update on where we are. As you all know, under the last Administration around 2014, the Bureau of Indian Education went through a reorganization, and that shifted the structure of the organization from a regional focus to that of the types of schools we served. So rather than having regions set up like the Bureau of Indian Affairs, we now have three distinct areas that focus on tribally controlled schools, Bureau operated schools in the Navajo region.

And it also bolstered our intended capacity to build out more autonomy around our facilities, and actually providing supports to the schools that we serve directly, and providing those direct services, whether it's construction,

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contracting, IT supports, our own human resources functions, you know, really trying to build out our autonomy. Because as you all know, we only became an autonomous Bureau in the late 2000's. Prior to that, we were Office of Indian Education Programs under the BIA. So as part of that, we really needed to be built out as an organization.

So having our own functions to operate autonomously, so that the folks that really understand the school system can provide the services they need to, versus relying on another Bureau that may have their own priorities separate from Indian education.

So we continue to build out that reorganization under the current Administration.

The Assistant Secretary is very supportive of building out the autonomy of the Bureau. She sat down when she first came on 12 to 15 hours with intense conversation with not only the Bureau of Indian Education but BIA, as well as the Deputy Assistant Secretary for Management.

They handle a lot of the facilities

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side, and so we've tried to really see where the overlaps were, where the inefficiencies were and really where the bureaucratic entanglements were stifling the success of the Bureau to support its schools.

So through that, we've traded our own green book. We now have our own budget autonomy, our own budget request that aligns with the President's, as well as a transition plan for orderly supporting our system from the current systems that support those services. So right now we rely on DASM and the Office of Facilities and Maintenance Repair for a lot of the construction side.

But we have a plan, a two-year plan to really get that more focused on the Bureau. So as part of that, we're bolstering our workforce.

When Director Dearman came on, we were down to about 47 percent filled in terms of staffing, and so we've increased about 8 to 10 percent since then over the last couple of years.

So we've had a lot of opportunities to

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build out our system. Look where there's -- look and see where there's inefficiencies and address those, and really figure out how our workforce can be put into place to better support the schools, whether they're Bureau operated, tribally controlled or even supports to the public schools under JOM.

And so as part of that, we created our first Strategic Direction and Workforce Plan. I'll get into that in a little bit. So critical positions currently being filled include Chief Academic Office. We have that. That's been a vacancy, but we do have an acting person in there from another division of the Bureau, to make sure that that gap is filled in the interim as we try to implement new regulations around academic standards.

We also have been bolstering our environmental and school safety folks to make sure that inspections are happening at the school level. But not only the inspections, which we've had 100 percent for the last three years, and

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we're on track to do that again this year, but also make sure there's abatement plans so that we can actually address the needs of the schools once we discover them.

And then as you all know, there was litigation after the reorganization in the Great Plains area. You know, when you're trying to serve Indian country there's a lot of varying needs, and opinions on how things should be done.

So there was litigation after the reorganization. The Department actually succeeded in that litigation, so we've been able to start filling those positions in the Plains, to make sure that that support structure reflects the rest of the Bureau's organizational structure.

Next slide, please. So when I came on, the Bureau had been, I think so much focus had been on restructuring the reorganization, to make sure that it was better serving schools. A lot of the housekeeping things that were needed to make sure that the Bureau was actually

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achieving its mission I think took kind of a back seat.

So we really have been looking at trying to make sure that we've got a focus on addressing a lot of those items that may not make a lot of news, but are important to making sure that we have a structure that actually supports our students and schools.

So we put a keen focus on the Government Accountability Office reports, and as a Bureau we wanted to get away from shying away and saying oh, you know, these are just recommendations. We don't have to do these. We really took these and Director Dearman took these as a sign to say this is a road map for progress.

That's basically an external audit that shows us what needs to happen to improve our system, so let's try to implement it as best as possible and help this achieve our mission.

So we've now closed 15 of 22 of those Government Accountability Office reports. Those include such as better fiscal monitoring, the

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agency's first-ever strategic direction, a five year strategic plan, a workforce plan, communications plan, as well as safety-related GAO. We've also put focus on addressing FOIA requests to make sure we're more transparent, Office of Inspector General, as well as our compliance with Department of Education.

We've now dedicated a team to make sure that we're addressing corrective action plans with the Department of Education, to make sure really those education-focused goals are being met by the Bureau. And I think that unfortunately has taken a little bit of a back burner to the other initial things like GAO, but now we're at a point where we have the bandwidth and staffing capacity to increase our role in really addressing those concerns as well.

We also established our first-ever Data Governance Board. One thing as you all know, the Bureau has not been good at providing data and sharing that, and that's one thing that we want to address. And so what we've done is

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we've created a Data Governance Board that really transcends the barriers across the organization.

So we've got folks coming from across the organization, break down silos to make sure that the folks and the experts are working with the various divisional supports to the schools to understand what's needed, what we can do to help schools and better help their reporting. So whether that's looking at a data calendar, even just simple things like a list of what we expect in terms of reporting, providing that information to the schools so that they don't have to guess at what it is the Bureau's trying to get at. And then we come in down the road on the compliance side and say hey, we need this, we need this and the schools weren't aware. So really trying to increase that transparency and support.

We also, once we brought in our own human resources, this was key. You can't support your organization if you don't have control over your own hiring. So we now have authority over our hiring. We also have education recruiters,

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so that we can bring educators in and these folks know and they know how to work with the colleges and try to get people right out of school from our communities, as well as trying to make sure those high need areas are addressed.

So if there's gaps in certain school districts, they may need more supports than others. We're trying to address those gaps. We also worked with states to try to make sure that our schools are competitive. One thing for the Bureau operating side. If we were trying to hire because of OPM, Office of Personnel Management guidelines, it was restricting our ability to compete with local public schools in terms of attracting teachers. The hiring process is much more cumbersome.

So what we've done is we've matched state criteria to make sure that our hiring guidelines match the state schools, so that we can be just as competitive. There's still a longer hiring process for us, but that at least makes sure that we're not holding teachers to a

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different standard than what they are with the schools half a mile down the road from them.

Next slide. So as I mentioned, we completed our strategic plan, and now we're into Year 2 of implementation of that plan. And we expect our Year 1 report to be posted online in the coming weeks. We actually recently hired a strategic performance manager. So we've built out a position to make sure that we actually have somebody managing the work.

It's been -- we've had some growing pains and you know, as the first strategic plan for the organization, we knew there would be growing pains. The first thing we did is we tried to build trust within the organization, within our employees, and make sure they understood where we are trying to move forward to, make sure they were on board and tried to reach consensus.

Nobody's ever going to be happy, but you can try to find consensus. So we actually went through exercises and said do you support

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this, do you not, give me a thumbs up, thumbs down or can you just live with it? And if we could get to a live with it and happy, we would move forward. If there was a thumbs down, we would discuss it.

We went to consultation and had listening sessions with NIEA, the National Congress of American Indians. We had consultations, four consultations, one in Oklahoma, Minneapolis, or excuse me, Bismarck, Albuquerque and at Chemawa, as well as webinars for the strategic direction.

And then what we did is we created a consultation report. We showed how comments were included. If they were not included, why they were excluded. Most of those were only if they weren't germane to the direction themselves, and then how they actually were incorporated into the strategic direction itself.

So rather than having comments during consultation go into a black hole, you know, oftentimes coming from Indian country we said

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where are our comments going? Well let's show you how that's actually incorporated. So we created a side by side to show -- and we didn't say who it was from, but we did say if it was from a tribal leader, a Native education organization, external advocacy group and what-not. So tried to make sure there was transparency around that.

So as we go into the first year, we've relied on a lot of Department of Education dollars to support the Bureau in this effort around our Comprehensive Centers that are Department of Education funded. They've helped us address different high need areas, and the strategic direction was a key area of that.

But now that we've brought in our capacity, we're transitioning to make sure that's all in house. We will go through a mid-cycle review in Year 3, where we'll go out to have listening sessions with tribes, and make sure that if there's changes that are needed, we address those changes. We know that five years

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is a long time, and if we're not doing something that benefits the needs of the tribes, then we should make a change at mid-cycle.

One thing we've had though is in terms of reporting, making sure things are being -- getting across the finish line. So we've made sure that we have monthly calls with everyone that's involved across the Bureau, to make sure that the reporting adds up. But there are some things that are, and we knew this would be possibly an issue and we're working to address this with our new performance manager, things that we don't have in house in terms of getting across the finish line we're maybe relying on external partners.

So taking that into account for deliverables, I'm not as happy as I'd like to be in terms of the milestones that were actually complete. But we did have 63 percent completed on time. 20 of 54 milestones were completed on time. But we do have incomplete milestones. Even though they are near the finish line, they are

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not across the finish line, so and those quarterly reports are on our website, and as I mentioned we'll have the Year 1 plan with a narrative that provides context in the coming weeks on the full Year 1. As I mentioned, the separate budget structure we continue to build that out.

Next slide, please. And then, you know, I'll go over just a couple of in-depth slides on the strategic direction high level, but just a little more focused in terms of what the direction actually is. So we restate our mission that's in regulations. But we also made sure there were values that were uniform across the Bureau, focused on excellence, focus, integrity, respect and service, making sure that at all times we're student-centered and that we're focused on, you know it sounds generic but customer service.

You know, making sure we're actually focused on serving the schools, serving our students and working with our partners to get to

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where we want to be.

Next slide. The overarching goals themselves, there's six of them. The first one was new for the Bureau, focusing on early childhood education. We have FACE within the school, and that's been good outreach for making sure there's supports for family and young children. But really looking to see if there was a way we could not be duplicative and provide more supports to transitioning from early childhood to kindergarten.

As such, OMB has been supportive of this, and they've requested several million for an early childhood program within the Bureau of Indian Education, to actually try to move that forward. We will see if that comes to fruition as the -- as we try to work with Congress to make sure there's funding for that. But that's a critical milestone for supporting development of students, making sure you catch them early on. The second one is looking at making sure that we have supports for mental and behavioral health.

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As you all know, that's a big issue across our communities, but also across the rest of the U.S.

So making sure that we try to have an approach that looks at, you know, are we working with Indian Health Service to make sure there's some in house mental health counselors actually in our schools? Are there MOUs in place with local service units to make sure that there's hours that are available for students if they need them?

As well as looking at trying to get more in house technical expertise within our divisions, to make sure that they can really work with the local level and increase our supports where they're needed. The third one is of course the academic side, so looking at the assessments, accountability and curriculum side of things, and working with Department of Education to make sure that we have a plan, a state plan in place to make sure that we're increasing academic achievement.

The Director is not shy about saying

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he hopes for a one system accountability or one accountability system. Right now, we rely on the 23 states in which our schools are located. So that's hard to compare data and actually try to look at structured improvements when they're separated by different state systems.

So making sure that there's a uniform practice in place for the Bureau for the operated schools. So as we move forward through that, we're still in rulemaking. We're finalizing comments and then that will be coming out in subsequent weeks and months.

Then Goal 4 was looking at post-secondary with our two schools, Haskell Indian Nations University and Southwestern Indian Polytechnic Institute in Albuquerque, as well as the tribal colleges and universities that we support, making sure that we have -- look at pathways from secondary to post-secondary, as well as looking at military and other supports that students may want to move into after their secondary careers are over.

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And then as well we had a goal on tribal self-determination. So as you all know, we have Sovereignty in Indian Education grants, Tribal Education Department grants really bolster tribal supports where they want to be in terms of having authority over their own education systems.

So really trying to find ways that we can support tribes, and not be paternalistic in terms of telling tribes what they need to do, but really try to be supportive in asking tribes what they want to do. Then finally the Goal 6 really looks at the accountability portion of the organization, and looking at improving administrative functions. So whether that's looking at the GAO's improving facility supports, trying to look at different options for bettering the services provided by the Bureau.

Next page or next slide. As I mentioned, the rulemaking for the Standards Assessment Accountability System. The Secretary put that in place in July 2018, pursuant to the

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statute Every Student Succeeds Act, which passed in 2017. We're behind other states in this capacity. We realize that as a reg for the Department, we needed to make sure we were going through the right protocol to get that in place.

So we have gone through consultation at this point. There's meetings and reports available on our website, and consultations were held --- next slide --- throughout this past summer. The Department of Education was kind enough to be there on site at our consultation sessions, and they've been working with us to make sure that our plans for moving forward actually benefit the students in our -- have the language necessary to make sure that we're serving the schools. You can go to the next slide. It's just more consultation dates, and these are past.

So right now our folks are going through and reviewing comments to make sure that we incorporate comments. Much like the strategic direction, we want to be inclusive to the

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comments that we receive. We realize not every comment can be incorporated, but to the extent practicable, we want to make sure that we're incorporating the needs of Indian country.

So where we've looked, you know, there's been a lot of comments around language supports. We're looking at making sure that the cultural needs of tribes are addressed as we move forward, and making sure that there's flexibility in looking at ways we can support tribes as they work within the system or look to create their own systems.

Next slide. Johnson O'Malley. So I worked on Johnson O'Malley when I was on the Hill. I devised the legislation that passed and then I worked to get it co-sponsored, and they wanted the GAO report in there to tack onto the Bureau, and now I'm on the Bureau's side trying to address the GAO report that's going to be coming out.

So I didn't really have the knowledge to think okay, I may actually be trying to

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implement this law at some point.

(Off-microphone comment.)

MR. BOWERS: Yeah, I know, right. So the last official JOM count was verified in 1995.

As you all know, there's 271,000 students that were identified in that count. I got JOM dollars when I was in public schools in Claymore, Oklahoma, and to think that count hasn't changed since I was a student is pretty crazy.

So what we're trying to do, and we know that Native populations are a fast-growing demographic. So we know that that population of students is higher and needs to be served adequately by the Bureau. One thing we know is that initially when the program was devised, it had 25 million in appropriations. It's now up to about 14 million a year.

And so what Native education advocates said from the outside is okay, we can advocate for more funding, but we can't show a need for more funding because the count is frozen. So let's at least address the student count so that

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we can show increased need, and then work with Congress to make sure that there's a fix to make sure current contractors are able to keep the funding in place until something sunsets, and then we can move forward with advocating for increased funding.

So that's what folks did when they advocated on the Hill, is to make sure that let's get the student count to where it needs to be first, and then we can advocate for funding because we actually are able to show actual need.

So right now we've got a team led by our Sovereignty in Indian Education Office. We had a JOM lead in there, Angela Barnett, who's housed out of Oklahoma.

We're looking at ways to increase capacity around Johnson O'Malley just because we know of the increased need and the process for making sure that the student count is accurate. But they're moving forward with a lot of work to try and update this count. So they've got -- they did consultations this summer as well

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separate from the Every Student Succeeds Act consultation. But they went to different sites to make sure that Indian country was heard in terms of looking at eligibility, looking at the funding formula.

Their ideas on how the student count should be addressed, and so our team is putting together a post-consultation preliminary report that should be out in coming weeks. It is late.

It's going through the clearance process within Interior, but it's near finalization. So law, the law itself states that we have to have a final report by the 1st of the year.

So the preliminary report will inform how we move forward with the changes in methodology, and then we'll provide that final recommendation in the report itself by the 1st of the year. The next slide just shows the consultation sessions. And then next slide. That's the big stuff.

So I tried to keep it to -- keep it short so we'd have time for questions and

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comments.

DR. JACKSON-DENNISON: Thank you, Mr. Bowers. Do we have any comments or questions from the Council?

MS. BUTTERFIELD: Yeah, I do. You know there's -- it just seems like the Bureau is always holding listening sessions, consultation, whatever, but you know, in my experience in working in the system, I'm really wondering what kind of a budget you have for staff development, and what do you focus on based on all the input that you've gotten?

MR. BOWERS: Yeah. So as part of the trust and responsibility, we have a requirement to consult. So we take that seriously. We make sure that we're going to the field to get the input. I think if you're looking at professional development locally, I think a lot of that we want to make sure that's locally-driven, particularly for tribally controlled schools. But we want to be supportive where possible. But for Bureau-operated schools, we want to make sure

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that we have a structure in place that first federal employees understand, you know, the mainstays of the organization from the bureaucratic side, but also making sure that we have -- we're able to utilize our partners like the Department of Education Comprehensive Center folks to see what's best practices.

We're working with the Council for Chief State School Officers, which works with all the states, the state education agencies, to see what other states are doing, to make sure that we can implement best practices in our own Bureau-operated schools.

So what Director Dearman's been doing for the last couple of years is making sure that we have professional development series in the summer. So we've had six regional PD sessions for our school folks, as well as bringing in our Title V, our career staff that govern the organization, so that they can work directly with the schools and see where those needs are. If there's best practices, we can exchange those.

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If there are things that aren't working, we can figure out ways that we can better do, better implement services locally.

DR. JACKSON-DENNISON: So what are some of the best practices that you have seen?

MR. BOWERS: I don't pretend to be a content expert. I'm a policy guy that is now doing management work. So in the school, all I can say is when I worked at the National Indian Education Association, we would go out to the communities. I worked at the Pueblo of Jemez, and one of the things that we saw and that we're trying to support in the Bureau is making sure that culture and language is supported in our schools.

Where tribes want their certain aspects of their culture and language included, we want to be supportive of that. So making sure that we have staff from the local communities to come in and be some of those cultural experts to support our classrooms where our schools are has been key. So that we're not only engaging the

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community, but we're also making sure that they fill, bought into the schools that are serving them.

One thing that I noticed, and it's for safety purposes, but when I went to the BIE school before I was with the BIE, is you have the Pueblo community. You have a public school half a mile down the road. You have the tribal charter school across the street, and you have the BIE day school that's surrounded by a giant fence, and you don't feel like a part of the community.

It's for school safety, and we're required to do it. But you don't feel as part of the community when you have -- when you feel segregated like that. So really trying to make sure that the community feels bought into the schools that are serving them, working with the local tribal school, so if there is that tribal charter school, because we know that the students can change the schools every year, you know.

I saw that firsthand. If we go to the

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tribal charter school. Maybe they didn't like the teacher, then they'd go to the public school.

If they didn't like that teacher, they'd go to the BIE school because the options are there.

And sometimes the data doesn't follow them, but trying to make sure that the schools are on similar calendar can help deal with issues, trying to make sure that the teachers come together for different in service days, so that PD is similar.

I'm not going to try to speak from my position and say what that PD should be, but just trying to make sure things are better aligned locally, so that we're complementing the system that -- and the community that we're in.

MS. BUTTERFIELD: Well, just to kind of follow up with that, you know I did work in the BIE system for several years, and I was in the Office of Professional Development and organized some system-wide opportunities. Like we had one on instructional leadership and the first-ever language and culture conference, you

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know. I organized that.

But in going out to just the Northwest 14 schools, one of the things that I observed, and in talking with all of the principals and administrators, at least at that time there was no consistent guidance, I guess, on how to evaluate staff.

And so I brought all the administrators in, and I brought all their instruments that they were using. Some didn't even have them. They just would have a chat with their teachers, and ask them what their personal goals were for the year. So there was very limited accountability in some places. But there was no system that -- so I just asked them to sort of analyze the instruments that they were using, because I wanted to know how do you know if there's good instruction happening in your school? And so I'm wondering if that's improved. Is there any guidance along those lines?

Even with the conference that we held on instructional leadership, you know we said

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when you're walking through a building, how do you know that there's a good math lesson going on, or you know, a good language and culture program? Is it really having impact, or is it just a half hour a week kind of thing?

MR. BOWERS: Well, and it's been hard, because as I mentioned earlier, the 23 different states that we operate in, our schools are subject to different standards and accountability systems. So our hope is under the uniform system, that we will be able to have tailored PD that supports a system that's doing the same thing, that has similar supports.

You still have local flexibility, but we actually have no -- we have a better say in terms of the curriculum and the guidelines and the PD that matches that uniform system. So the hope is that it will be better and be less diverse in terms of the different systems in which we operate in currently, the different states.

I will say in terms of accountability

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side, just from making sure that folks are held accountable and actually serving the schools, we've looked at revamping our EPAS which is our evaluation system, and making sure that that starts at the top and our senior leaders know that, you know, you will be student-centered and student focused, and that trickles its way down.

It takes time, you know. Trying to look at the culture of the organization has been interesting because you come in and you have directors that change every couple of years, sometimes less than that, and it's hard to get a culture that feels like this system is moving forward in a direction that we can feel bought into.

With so much change, you know, I'm just getting ready for the next change if I'm an employee. So knocking on wood, but Tony will be the longest-serving come October.

So just having three years of stability, it helps people feel like okay, I can't get out of not doing my job because these

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people are here and they're going to hold us accountable now. It's not I can just wait out this Director, and then somebody else will come in and then I've got to -- they've got to be educated on the whole system.

So trying to make sure there's some stability in place, and the stability that the organization has seen isn't that different from SEAs. We know working with CCSSO is that state chiefs have a high turnover rate as well. So it's just trying to make sure that there's a system in place that can make sure the organization is moving forward, you know, formally, if that Director changes.

And so really we saw that with the strategic direction. So the direction is there for five years, folks know that. If the Director changes, then the direction is still there. I guess down the road if that changes, they can change the strategic direction. But the idea is that it's been implemented, it's gone to consultation. We told tribes it would not be

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changed because it went to consultation.

So that's been one of the overarching ways we've tried to make sure that the culture has shifted, to make sure that we kind of have that stability and we can hold folks accountable, but also provide them the supports that are needed to make sure they can do their jobs.

You know when I came on, the Director through the reorganization was supervising GS-5 administrative support to the associate deputy directors that govern whole divisions. That's not -- that doesn't make sense from a Director who's traveling around as the face of the organization to supervise direct people that are supporting him from just an administrative standpoint. So looking at those internal structures to make sure that we can find efficiencies, to not only make sure the staff are doing their job, but to make sure that they have the support.

The Director can't provide adequate support if he's traveling around the country doing listening sessions with tribes, and

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supposed to supervise an administrative assistant in his front office. That doesn't make sense. So trying to look at those ways and target our other divisions that need similar structures, to make sure that those supports are there to support the staff.

DR. JACKSON-DENNISON: Yeah. That's what -- that was my kind of follow-up question, and you kind of hit on it, was that you designed a great strategic direction. Does that get to the level of the local schools, to develop a similar strategic plan that regardless of what state they're falling under, I mean whether it's Common Core, whether it's whatever they're using, is there -- is there a push from this level, the federal level to assist schools and to follow that same type of structured system -- systemic reform I guess?

MR. BOWERS: Yeah. That's been our goal all along, but we know it hasn't been implemented effectively I think at the school level.

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Initially when we were going through a lot of the development, we wanted to have a principal and teacher working group that you bring folks from across the Bureau to come in and say hey, this is what we're going to implement in our schools, these will be pilot-sized to make sure that they feel bought into the strategic direction itself.

I don't feel like it's been trickled down well yet. That's changing now that we actually have a dedicated employee that's going to be managing this. She's already looking at ways to bring principals together to see okay, what are the needs of our schools?

Because when we went through the process of the strategic direction, we created merch, you know, posters and different things to go in the classroom and say this -- that way the schools don't feel isolated and out on an island, and I think that's the case in a lot of ways.

They sometimes don't feel supported by the Bureau, and they don't feel a part of the

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Bureau. So even just having posters in classrooms and different pieces of paper that make them feel bought into the system and help them understand that we are looking to the school level, is important. But that has not been done yet, but it's ready and teed up to go now that we have someone in place as of a couple of weeks ago.

DR. JACKSON-DENNISON: Okay, Aaron.

DR. PAYMENT: So that's a good segue.

So I want to give fidelity to concerns that I heard during the reorg. So I attended several of the BIE reorganization consultation sessions in 2014, and there was a whole lot of them. So people who don't say there was no consultation, I think there was over -- there was like 20 or something, and I attended three or four of them.

And also -- and I brought a support resolution to NCAI, and there was a little bit of fireworks in our good friend Cecilia. That's why I want to give fidelity to her, because one of the things that where I was convinced that this

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was the right move, and Sally Jewell invited me to be an implementation team that included several school superintendents.

And my focus was if we can evolve and transition from the previous approach, the bureaucratic approach of basically you've got to submit reports. If you don't submit reports, you've got a gotcha report. Really kind of like a summative sort of punishing approach, to more of a formative approach.

The reason I understand that formative approach is because we're also a charter school in Michigan, and we could go to this chartering entity or this chartering entity. And so they want to keep us happy. So they provide technical assistance, and the approach is very different than what the BIE approach has been in the past.

The approach has been: what do you need, how do we build capacity? How do we bring best practices and things that have been tried, applying theory to practice, those sorts of things, and that's been very, very helpful.

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That's what I argued during the transition. That's what I continue to argue. That's what I remind Cecilia that we're going to get back to that. But that's what we need.

And so if there's a need to create some kind of an advisory for Indian educators to help the BIE to do that, I would suggest that you do that, because we don't want to move away from that strategic goal, which is to become client-centered rather than bureaucrat, and to help facilitate, build capacity in Indian country.

So if we could be focusing on that, and I think where again, part of it is in the transition from -- you're right, how many different BIE directors have we had? We've had vacancies forever and ever, and we're finally getting into a groove. So now would be a time to come back and keep that mission and that focus and that purpose, because I think it can really become something positive and facilitative.

MR. BOWERS: Well, and the Director comes from the school level. You know, he worked

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not only in a tribally-operated school, a Bureau-operated school. And not only just a Bureau-operated school but an ORB, an off reservation boarding school. So he had students there 24 hours a day, and when you're doing that, you know, it's not just a 9:00 to 5:00 job for sure.

It's 24 hours, and you try to make sure not only are students educated but they're kept safe, and they have all the supports they need to actually thrive.

And he's been on the receiving end of the compliance side of the Bureau, and understands firsthand what it's like to just have somebody come in and say you need to be doing this, but not have the tools necessary to actually address those needs. So what we've been trying to do, from just a support side, is simple things.

So I mentioned the fiscal monitoring procedure earlier as part of the GAO, and in terms of implementing that, making sure there's dedicated teams so that it's not just people

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going into schools and saying you're doing your fiscal planning wrong, and you're not being compliant with the regs. But okay, you have to have that part. We're a bureaucracy. We have to have that. We're an agency.

But making sure that there's teams there on site at the same time that those folks are doing it, to provide the resources on how to address the issues. I'm not saying it's perfect.

I remember seeing a presentation last year after our fiscal monitoring, and it was basically a PowerPoint that was provided to the school without points of contact for resources.

So what we said is this is, you know, we knew there would be hiccups. This is our first time doing it, so let's improve the process. Okay, we have a PowerPoint that shows, you know, where there's needs, where there's gaps and what needs to be addressed. But they need to have a point of reference to actually reach out to, so that they, if they have questions at the school level, they can get answers.

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And that's -- so that starts across the Bureau, and once you start having teams from across the Bureau providing in those activities, that becomes slow transition to actually showing okay, this is how we provide supports. We're not just going in with the stick, but we're actually providing the care to help them succeed.

MS. WHITEFOOT: So I come from a community that also has a BIE school and oversaw that. I also oversaw that school as well, and so I just want to encourage real good communication with the local public schools too, because our children, as you said earlier, they do cross over and they attend other schools. If things don't work out in one school, then they'll go to the next school, and also alternative schools where we have significant Native students too.

So I think that's important. I know you mentioned that you're working with the Comprehensive Centers. I think it's the same thing. We also work with the Comprehensive Centers too, so there's a need for that

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partnership as well for the work that continues to go on in our regional centers.

MR. BOWERS: I'll do a shameless plug.

You know as I mentioned, we're at about 54 percent staff now. So as you all as stakeholders, please pass to your communities USAJobs, and we're trying to advertise it constantly. Just a couple of weeks ago we re-advertised our communications positions. So as part of the improvements in supporting the local level, that position is key not only with external stakeholders, but also with our internal schools.

We had the position filled but you know in the past, this past summer. So we've worked with Nedra Darling, who's at the Department, to re-advertise it. So that position is on the street. It's open until the 22nd, so if you have candidates, please push them to apply. We're always trying to get good folks into the Bureau.

DR. PAYMENT: So what about ESSA and

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the consultation on negotiated rulemaking, the comments that were due in July? What's that looking like?

MR. BOWERS: Yeah. So let's see. We are working with the Department of Education and with our Assistant Secretary to review those comments. We've provided redlines to them in terms of what needs to be incorporated based on consultation. And so we've asked for those comments back from the Department of Education and Mr. Crews by next week, and so it's progressing.

I don't know a final time frame. Juanita Mendoza has been more involved with the Ed-related issues. But that's kind of a current status, so it's progressing and we've communicated with the schools that nothing is going to change for this current school year, 19-20, but we're working to have it implemented in 20-21.

And we had a conversation with the Department of Education on Monday. We have a

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working group, and they impressed upon us to make sure that we have letters to clearly communicate with schools and make sure there's a plan of communication so that schools know what to expect, and so that they can anticipate and work with the Bureau to make sure things are implemented in an orderly fashion for 20-21.

DR. PAYMENT: Will you continue some kind of advisory function after the negotiated rulemaking is complete?

MR. BOWERS: A tribal advisory function, or just communicating with tribes?

DR. PAYMENT: However so that it keeps its integrity of the concepts or ideas, whether it's the same people or just some kind of checkpoint back.

MR. BOWERS: I take it back. I'll tell Tony, and then I'll see what his thoughts are, yeah. But I mean the same thing with the strategic direction, you know. The point of the mid-cycle review is that we provide input for tribes midway through the direction. If you

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know, if we're on the right track and we continue to go forth and prosper. If we're not, let's try to refocus and meet the needs of tribes. So our whole goal here is supporting tribes and making sure what we're doing is supporting tribes in our schools, and that we're not off track. So --

DR. JACKSON-DENNISON: Okay, Robin.

MS. BUTTERFIELD: Okay. I know Clint that you know, you know, what NACIE is all about, you know, and that we're supposed to be advising the whole Department of Ed and we're also under the White House Initiative on American Indian and Alaska Native Education. And so we're required by statute to make a report to Congress in June.

So I guess what I'm interested in is what suggestions that we could make that have a congressional ask, you know for the Bureau. And that's why I was kind of asking about professional development, you know, because when I was there, we were using a lot of resources that came directly into the Office of Professional Development through Special Ed. And

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I was working with 13 tribal colleges and universities to deliver professional development directly to the schools.

That money was in the reauthorization of IDEA, was taken away from the Bureau, sort of, management section and disbursed across schools.

And then I've heard recently that there's a complaint from -- these are mostly tribally-operated schools, that they're not getting enough professional development support from the BIE. So I'm wondering what -- where the resources would come from to provide that kind of professional development?

And I'll just say this. From my own personal observation, I was in the position of a school reform specialist for 14 schools, and sometimes the schools didn't really know what they needed.

MR. BOWERS: I know what you're talking about.

MS. BUTTERFIELD: They don't know what they didn't know. And so it was helpful to have

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somebody come in from the outside and the simple thing that I talked about earlier, you know, how do you evaluate staff, you know?

Some of the schools were doing minute little checklists, others weren't doing much of anything. So you know, and I recognize that the Bureau is really in between a rock and a hard place. I mean how can you have a system when you're dealing with 23 states, unless you have a basic assessment system that measures student outcomes, you know, uniformly.

So the Bureau really isn't a system, you know, if you really look at it. But you're still trying to provide, you know, adequate services and I would hope better than adequate services to Native kids and as you said, even without full staffing. So what, so what -- back to my first question. So what are the basic asks, other than school construction, that would really help the Bureau move forward in terms of, I guess, educational excellence?

MR. BOWERS: Yeah. And that's kind of

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a big question because there's a lot of folks smarter than I am in the field that are working with schools in terms of providing those supports and trying to change those best practices. So you mentioned the capacity issue, you know, trying to make sure that we're built out so that our school solution teams and our education resource centers are working with tribes and that we have the folks in place to provide those answers and those supports locally.

From a national level, you look at different programs and I'm going to build out the strategic direction in terms of looking at early childhood. You know, maybe there's some supports there that we can look at that aren't necessarily duplicative of Head Start, but could provide a better transition from those younger ages to kindergarten, to make sure that they're ready to start school.

We've seen that students succeed at better rates when they have the early childhood supports in place. So maybe that's a way you all

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could -- you might want to look at. That would be in line with what we've already proposed as the direction, and that we've worked with OMB on.

MS. BUTTERFIELD: We do have our report to Congress that's coming out. It's overdue, but maybe if you took a look at that and gave us some feedback in terms of what's missing, that would really help support the Bureau system.

MR. BOWERS: Yeah. So when will it be released? It's like our JOM report but --

(Off-microphone comments.)

MR. BOWERS: Okay. So okay. Well I'll keep an eye out for it and yeah, I'd like to provide -- we'd love to provide --

(Off-microphone comments.)

MR. BOWERS: Yeah, I know. So we'd love to have an opportunity for input. But I would also just looking at supplemental supports, I think there's a lot of flexibility right now under ESSA to provide the local -- to meet the local needs and the professional development needs of folks. Obviously now you always go back

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and forth, and CLB was kind of the federal system, and now this is kind of backtracking a little bit to provide more flexibility to states.

But what we've seen under ESSA is the requirement to consult with tribes from the local -- the LEA and SEA level, to make sure that at least tribes are having input within their public school systems as well.

But from the Bureau's standpoint, you know, once we get our system in place it will be better. We'll be more able to see, you know, if we are a uniform system which the director wants, that we'll be able to tailor that professional development where we need.

But also, you know, and Tony mentions this is when you're trying to look at the academic achievement of students, you also have to look at the holistic needs of students. How do you expect a child to succeed when they're in a decrepit building, when they're at the bottom of the Grand Canyon and they have very limited resources available, whether it's Bureau

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resources but also familial resources.

I mean they're at the bottom of the Grand Canyon. It's the most isolated school in the Lower 48. The only way in and out of the Canyon is by horse or helicopter. And so trying, and there's mental and behavioral health issues and concerns that we're trying to do. There's limited capacity.

How do you expect that child to not only achieve, but also exceed, and be able to support their community down the road? It's tough work. So if you can think through, you know, kind of those holistic supports that might be able to support the whole child, I think that would be an advantage.

Because we have dollars available. We know that. Congress continues to appropriate funds that provide us the resources available to expend those funds on the schools. I will not shy away from saying the Bureau has not always been great at effectively allocating those funds.

So there's better ways that we can

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improve efficiency, but we also need to have authority to funding, to look at those holistic needs of students. So where we have the authority we're trying to do that and look at partnerships. But if you have recommendations for additional supports, you know, I'd love to look at those.

MS. WHITEFOOT: You stated that Congress continues to support the funding of those schools. Of course they do, but what is that per pupil count and what is that per pupil funding?

MR. BOWERS: I don't remember, I don't know the exact number offhand. I can get that for you, but you know Congress, depending on who you ask, they continue to say that the average per pupil for BIE students is higher than their counterparts and their peers in public schools. But a lot of that is attributable because we own the facilities and provide the dollars for the facilities.

So it's not just the school system, we

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control that whole aspect, so it is a higher number.

MS. WHITEFOOT: I don't know about that, because you know you're talking about -- I don't know if you're still using ISEP, but that was very low. It wasn't higher than those counterparts.

MR. BOWERS: ISEP's formula-based, and it depends on the school and it's based on the student population. So it's distributed so, and that's an issue there because if a school -- it's a double whammy. So if a school loses population, then their funding goes down. If their funding goes down, they have to cut extracurriculars and they have to cut programs.

So how do you attract more students if you have fewer options academically to provide to the students? So once you start losing population, it's harder to attract folks to bring them back in to increase your funding. So that's something we're looking at, and we understand that, you know, as part of regs, we need to

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address that.

We've created a -- we have a contract in place to look at the policies of the organization for the first time in its history and say okay, we know there's massive gaps in what we need to be doing as a bureau and as an agency. So let's have not just recommendations, but actually help us draft the policies and get them in place so that, you know, whether it's looking at ISEP or something like that, we can address our regs and the policies in place to support those regs effectively.

MS. WHITEFOOT: Right, right, right. Just in my experience, it was very low, the ISEPs. But I just want to -- and the reason that I asked that was also what could NACIE do, as Robin asked, to recommend, and so looking particularly at ISEP and the total funding that you have. But I wanted to go back to your comments about AIE monthly conference calls and the role of external partners.

So I'm curious about who's on those

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monthly calls, and also the quarterly reports. Is that the school quarterly reports that are on the website or --

MR. BOWERS: That's all strategic direction focused.

MS. WHITEFOOT: Okay.

MR. BOWERS: We have the unit leads that are implementing the direction from across the organization. They just had a monthly check-in every first Friday of each month to make sure work is moving forward, make sure that if folks - - if lines of communication are broken down, okay, let's reset and come back together and improve that.

So that's just primarily for that project. It doesn't have -- and it was intended to make sure that we weren't holding another compliance aspect of schools, in terms of working toward the strategic direction.

MS. WHITEFOOT: Okay.

DR. JACKSON-DENNISON: Okay. I think we have one more question from Aaron.

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DR. PAYMENT: So when you look at funding for compared to like the public schools, there's millages, there's long-term district funding. So when we get our funding, it is -- it might compare to per pupil amount more, but it doesn't factor in the fact that we are a district.

So when we get the funding, we have to do all the central administration, all the district stuff and most of that is through cooperative extensions locally and ISD and all of that. So it's all on us to do it ourselves. So the funding is marginal.

But I also wanted to say -- so if we ever get an infrastructure bill, it should be not -- well last time it was -- we got 1.4 percent of the total amount of infrastructure money. So it should match the population of American Indians in this country, and that's over two percent.

So we were shortchanged, you know, six-tenths of a percent. So at the current rate of Congressional funding for school construction,

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it's going to take 150 years. So count back 150 years is when we signed the treaties. 150 years into the future, you know, we'll get caught up. So obviously it's not going to work that way, and so one thing that I've consistently said that I've shared with Tony, is that we need something new and innovative, new market credits, tax bond financing.

And some of that money that's appropriated be start-up or leveraging funds that we can use to go out and get financing. What my tribe has done is we haven't gotten one money for construction from BIE, not from the beginning. We never got on the list, and what we do is we borrow the money and then we use base cost to pay down -- pay it down. But we have the ability to do that, and we know not all tribes do. But an innovative way would be some kind of recommendation for base funding and bond financing and new market credits.

MR. BOWERS: Yeah, and so we've been trying to -- we've been working with the

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Assistant Secretary's level and trying to kind of figure out pass forward on that. I'll back up and say, you know, the public land and infrastructure bill that's out there, BIE has a portion of that that looks at revamping infrastructure for the parks, wildlife refuges, as well as facilities for Indian education.

And you know, regardless of opinion of what -- of that bill, it's still an avenue for increasing resources for our facilities. So I would implore tribes to get behind that and try to get it passed, because even if it may be a certain portion, it's still more than what we've got right now. And don't let the perfect be the enemy of the good; it's a stepping stone.

For innovative ways to look at construction and trying to improve facilities, I know that we have been looking at ways where we could kind of do like a lend-lease type thing, and figure out ways that we could provide facilities for folks. If they provide -- or we could help folks in terms of leveraging their

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resources if they can provide the up-front funds, and then we help them kind of lease it back to the government over a time period.

As you mentioned, you kind of have a dichotomy there because the tribes that have more economic capabilities can do that over the tribes that are smaller and may not have gaming or something like that to provide some supplemental resources to assist in that. But it's still a start and still a creative way to get past the status quo.

And so just because something isn't perfect, if it's good it can get us to a place that's better than where we are. So we are reviewing that, and I know the Assistant Secretary has moved forward with trying to move forward that, ways to look at those avenues for additional resources. So yeah, we take that back and we know that's a serious proposition to try to get going.

MS. BOULLEY: Okay. It is close to one o'clock -- I mean twelve o'clock.

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I do need to clarify one thing. You said that Department of Ed is helping to review public comments on the NPRM. I'm not familiar with that. I do know that the Department is helping to review a draft of regulatory language for compliance with ESEA. I just wanted to make sure if you could clarify.

MR. BOWERS: Okay. That might be what that is, yeah. Okay.

MS. BOULLEY: Okay, thank you. All right, we're -- okay. Thank you so much.

DR. JACKSON-DENNISON: Thank you so much, and I think we're ready to break for lunch and just as a reminder, the Secretary will be here right at 1:00, and that cannot be delayed.

MR. BOWERS: I want to say thanks to everybody and thanks for the partnership.

(Whereupon, the above-entitled matter went off the record at 11:59 a.m. and resumed at 1:00 p.m.)

DR. JACKSON-DENNISON: Can I have your attention? We're going to call the meeting to

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order and everybody's back. We're all back, so who's on line? Anybody on line? Is Virginia on?

MS. THOMAS: Hello?

DR. JACKSON-DENNISON: Okay, she's on, Virginia. Okay. We're getting ready. We're waiting for Secretary DeVos to come, and that's what we're waiting on. That's our next portion of the meeting.

MS. THOMAS: Thank you.

DR. JACKSON-DENNISON: Thank you.

(Pause.)

MS. BOULLEY: Betsy DeVos from the great state of Michigan, and I would like to introduce the NACIE members, the National Advisory Council on Indian Education and we're very honored to have you with us.

SECRETARY DeVOS: Well thank you. I just wanted to stop by and first of all greet all of you and say thank you so much for being here, for your work. What you're doing is so important, and I know and understand that you've been working on a Report to Congress, which I'm

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excited about, and just thank you. Thank you so much for your service, for your time and I know that your conversations have been fruitful thus far, and I expect they will continue to be. So thanks for being here. Thanks for welcoming me here today.

DR. JACKSON-DENNISON: Good afternoon, Secretary DeVos. I'm Dr. Deborah Dennison and I'm Dine Navajo. I'm Bilagaana Scottish, born from the Ki Yaa'aanii clan, which is a Towering House people of the Navajo tribe, and I'm the Chair of the National Advisory Council for Indian Education.

It's a privilege to have you come before us and talk to us, because we do do this report every year, and we are going to give you a copy of it at the end. But we want to go around and introduce ourselves to you so --

MS. BUTTERFIELD: Good afternoon. My name is Robin Butterfield. I'm Ho-Chunk and Anishinaabe. Those are tribes that are up around the Great Lakes. I am also the granddaughter of

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Dr. Henry Roe Cloud, who was the first American Indian to graduate from Yale in 1910, and he sent his four daughters to Wellesley, Vassar and Mills in the 1920's. So I inherited a legacy of having to do education, believing in education.

But I'm also currently the president of the National Indian Education Association, and we're going to be celebrating our 50th year in October in Minnesota, and we've got some pretty high powered Native people coming in. 31 of the 50 presidents are going to be coming back for that occasion.

But I just wanted to make a quick comment about NIEA and the National Congress and American Indians, you know, in support of sovereignty, really believe in Native control of Native education. So the idea of having choices for where our kids can go to school, and be able to learn their languages and cultures is a high priority for us. So thank you.

MS. BROWN: (Native language spoken.)

Good afternoon. My Yupik name is Adelphia; my

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English name is Doreen Brown. My most important work is actually I'm a mom. I have two children.

I have a 12 year-old and a 23 year-old. I don't necessarily recommend that age span for anyone. The teens and toddlers are actually pretty painful. What I want to say, the eyes were one way and another way, but it's been good.

I just want to say thank you for coming to Alaska, and yeah. We really appreciate you visiting our fine state and continue the work, the great work that you're doing. Thank you.

SECRETARY DeVOS: So where do you live at?

MS. BROWN: Sorry. I'm an urban native. Right now, I live in Anchorage, and then my family's originally from Aniak, which is on the Kuzitrin River.

DR. PROUDFIT: (Native language spoken.) I'm Dr. Joely Proudfit. Good afternoon. My name is Dr. Joely Proudfit. I am a descendant of the Pechanga Band of the Luiseno

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Indians from Southern California, Temecula, and I'm a professor. I've been a professor for 24 years. I chair the American Indian Studies Department at California State University at San Marcos, and I direct a Research Center, the California Indian Culture and Sovereignty Center.

I too am a mother. My daughter Piper Proudfit is in the third grade, and I'm very excited to be a part of NACIE and continue the great work that we do, and we're so pleased to have you here and to share your time with us. (Native language spoken), my heart is good.

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

SECRETARY DeVOS: I know right where that is. I've been there.

DR. PAYMENT: And we are the largest tribe east of the Mississippi. I'm a former charter school president of JKL Bahweting Anishinaabe Charter School. We would like to

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invite you to come to our charter school. We are a top performing charter school in the state and in the country, so we'd like to invite you.

Formerly, I was an administrator in higher ed, a college professor, lots of education experience all the way around. I serve as the First Vice President for the National Congress of American Indians, and I'm a high school dropout who got my GED, Master's in Public Administration, Master's in Education Administration, Master's in Education Specialist and a Doctorate in Education.

So I believe that with the right opportunities that our people can go from a high school dropout to having a doctorate degree. I'm very pro-choice obviously, and I wanted to share a report with you. When you were confirmed, the National Congress of American Indians collaborated with the National Indian Education Association to explore choice as an opportunity for American Indians in public education.

American Indians, 93 percent are in

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public schools. Only seven percent are addressed through the BIE system. So there's lots of areas of improvement. We have the worst graduation rate. So waiting for public education to catch up to our needs, choice is an opportunity I think that we should look closely at.

This is a comprehensive report that will give you everything you need to understand that issue for Indian country. So with that, I visited D.C. Bilingual on Monday or Tuesday, and met with the National Alliance for Public Charter schools. So I'm trying to engage them to understand the opportunities that might exist in Indian country.

SECRETARY DeVOS: Wonderful. That's great to hear.

DR. PAYMENT: Thank you.

MS. WHITEFOOT: (Native language spoken.) I just introduced you to my language of the Yakama Nation. I'm from South Central Washington State and our tribe is the largest state in the western states. So pleased to be

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here with you. Your role here as the Secretary reminds me of our ancestors, because our ancestors were responsible for developing and creating these treaties that we have with the United States government.

So I'm humbled by your presence and I'm also mindful though of our ancestors and what they set up for us, and our treaties, our agreements, executive orders that American Indians/Alaska Natives have with the United States government. So I really appreciate your being here visiting with us as well.

I just want to let you know that the work that we do in education, in my case in 40 years working in public education, state education, tribal education is important, and we're continuing that legacy that our ancestors footsteps prepared for us to be here, so we can continue on the education, the social and economic development of our tribal communities as sovereign nations. Thank you.

DR. AREVGAQ-JOHN: (Native language

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spoken.) My English name is Dr. Theresa Arevgaq-John. I'm an associate professor with the University of Alaska-Fairbanks, the Research Center for Cross-Cultural Studies, and I'm the first generation to be exposed to non-indigenous language and culture, and I'm always excited and passionate about having an opportunity to have a dialogue, and look forward to solutions or improvements, especially in the learning and training status of our people across the land. Thanks for being here.

CHIEF ANDERSON: (Native language spoken), hello. My name is Phyliss Anderson, and I am a member of the Mississippi Band of Choctaw Indians. We are the only federally-recognized tribe in the state of Mississippi. We have approximately 11,000 in our membership. Our enrollment calls for at least one-half blood quantum to be an enrolled member of the tribe.

We do have eight schools within our reservation. Our reservation is checkerboarded with about 36,000 acres of land. So we have six

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elementary schools, a middle school and a high school. I have been serving as the chief for the last eight years, and also a tribal council member before that time.

So I've been in the political arena for 16 years, and now I'm committed to continuing to work to progress Native children in schools. That's something that I'm very interested in and continue to do that. This membership here is an excellent committee that we are all on and we're very thankful for that.

But what I want to do is invite you to come to our Choctaw Indian Reservation. I believe that we can sit here and talk about our tribes and what we have and so forth. But the best way to learn about our tribe is to actually visit. So thank you for taking time out of your busy schedule to come here and meet with us, and we would love to see you on the Choctaw Indian Reservation in Mississippi.

DR. JACKSON-DENNISON: Oh we have someone online that we'd like to introduce, we'd

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like her to introduce. Virginia, she's online. We have eight of us. We're a membership of 15 from across the country, and we have a few vacancies. So eight of us are physically here, and then there's one online. So Virginia, are you online?

MS. THOMAS: I am.

DR. JACKSON-DENNISON: So I want to give you some time to introduce yourself.

MS. THOMAS: Can you hear me?

DR. JACKSON-DENNISON: Yeah, sure. Go ahead, Virginia.

MS. THOMAS: Good morning or good afternoon. My name is Virginia Thomas. I'm a member of Muscogee Creek Nation of Muskogee, Oklahoma, and I've been involved in the field of education for the last 47 years, with a background majorly in the Johnson O'Malley Program. I am a founding member of the National JOM Association, and served as their president for the last, for 16 years before I retired out.

I just wanted to say that I appreciate

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you taking the time to meet with NACIE, and I hope that we give you some insight to the work that we've done and to the report that we'll be submitting to Congress. So I thank you for taking this time.

DR. JACKSON-DENNISON: Thank you, Virginia. Now as for the report, the National Advisory Council advises the Secretary of the U.S. Department of Education and the Secretary of the Interior concerning the administration and funding of any program over which the secretaries have jurisdiction. We've spent countless hours, countless years, some of us have been on this for a number of years, and we really appreciate you coming today.

I myself am a superintendent. I've been a school superintendent in a public school system for going on 17 years now. This is my 17th year. It's amazing how fast those years go by, but I appreciate the fact that we all come together and we give our input to the work that you're going to look at, and it is a culmination

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of all of our input from hearing from the stakeholders throughout Indian country as to what's happening and what can happen, and the recommendations that we make are in here and we want to present this to you.

SECRETARY DeVOS: Thank you.

DR. JACKSON-DENNISON: Well while you're receiving that report, I just want to -- nobody has prompted me to do this, but we're so grateful to have Angeline Bouley as the Director of the Office of Indian Ed.

(Applause.)

DR. JACKSON-DENNISON: She is doing an awesome job for us. This is just, you know, a real godsend to our work, and we hope that she will have a full staff in short order so that she can continue to help Indian country. It's a lot for one person or just a few even. So --

DR. PAYMENT: We also should thank you for re-energizing our committee, because I know there was a little bit of a lull, and I know that you made the formal choice to continue our

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appointments, rather than go through a lengthy process of new appointments. So thank you for that.

SECRETARY DeVOS: Well again, thank you for all of your service and for your commitment to your kids and their futures. That's what I'm here for, is children and their futures. So I think working together we're going to do what's best and right for them on their behalf.

DR. JACKSON-DENNISON: Photo op.

DR. PROUDFIT: We would also like to gift you with a little gift, as we present you with this gift. As Native people, we always like to honor people who are working hard to better the lives of our children. And so we would like to present you with this blanket.

(Pause.)

DR. JACKSON-DENNISON: Thank you, Council members. Thank you for -- we will go on to our next 1:30 presentation from Jamie Deaton, Project Director for the National Indian

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Education Study, National Center for Education Statistics.

DR. PAYMENT: Data.

DR. JACKSON-DENNISON: Data, data time.

DR. PAYMENT: Data, not more. Data, not more.

DR. JACKSON-DENNISON: Thank you, Jamie.

(Pause.)

DR. DEATON: Thank you very much. It is great to be here with you today. I think I have an hour, and I've designed my presentation to be about 30 minutes long, maybe a little shorter just so -- to think of this more as a conversation so at the end we can have some discussion following as well.

So and with that we can go onto the next slide. So I know I've been with you all several times, but I did want to give you a brief overview of the National Indian Education Study, show you who all was involved, discuss the

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overall number of American Indian/Alaska Native students participating, as well as the three different types of school categories for reporting.

We'll look briefly back on the focus of the first NIES 2015 report, and then spend the vast majority of the time left with the second report that was released in May of this year, all right. So we can go on.

So NIES is administered in conjunction with the National Assessment of Educational Progress or NAEP. There are two main components to the study, the first being the NAEP Reading and Mathematics Assessments at grades 4 and 8, and a NIES-specific survey given to students, their teachers and their school administrators.

With this study and its reports, we want to ensure it's driven and informed by American Indian and Alaska Native stakeholders. This includes the Office of Indian Education, the Bureau of Indian Education and the White House Initiative on American Indian/Alaska Native

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Education.

I also includes members of our technical review panel, which Doreen Brown is one of them, which is comprised of American Indian and Alaska Native educational leaders across the country. I also wanted to mention our NIES support service contractors too, and I've listed both Tribal Tech. They are the current NIES contractor. They're also the future NIES contractor. They were just issued that contract, which will begin the day after this current contract ends, I think that's September 25th of this month, uh-huh.

I've also included Kauffman and Associates, because they were the contractor at the time of the 2015 data collection as well. So we can go on to the next slide.

In 2015, over 16,000 students across grades 4 and 8 participated in the study, and for this latest report, we have several areas in which we've disaggregated the results into three mutually exclusive categories, and these are

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Bureau of Indian Education schools, low density public schools which as defined by the Office of Indian Education has less than 25 percent American Indians/Alaska Native students, and this is where a large amount of our sample comes from, and then also high density public schools which have 25 percent or more American Indians/Alaska Natives.

All right, and on to the next slide. All right. So looking at the participation in school categories for 2015, you can see that almost 60 percent at both grades came from low density public schools. A little around one-third came from high density public schools, and then seven to eight percent came from Bureau of Indian Education schools.

All right, we can go on. Okay. So the first NIES report focused on two main themes, and this was released in March of 2017, and that's to what extent are American Indian and Alaska Native culture and language part of the curricula, and to what extent are school

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resources available for improving American Indian/Alaska Native student achievement?

And this report and my job is with the National Center for Education Statistics, and over the last several years more and more of our reports are done online only. However, in talking to our stakeholders, we found it really important, at least for the time being, to maintain a paper copy of the report, to make sure it gets in the hands of people that digital access isn't as available.

That's something that we'd revisit. There's more online. But at the same time, we find it's really important to have that paper copy. So this first report, 32 pages, there's only so much you can fit in 32 pages. So with that being said, we can go into the next slide, there's more stories to tell. That was the genesis of this second report that was released in May this year.

Then we can go on, and this second report focuses on contextual factors that are

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associated with higher and lower performing American Indian/Alaska Native students, and how American Indian/Alaska Native students see themselves in terms of their Native languages, culture and aspirations for the future.

With this report, we want to bring to light that within American Indian/Alaska Native communities, there is a wide range of diversity and experience. Sometimes when we have our big main NAEP data release, the narrative is just really simple. Here's how American Indians are doing, here's the score gap. There's not too much beyond that.

So really the main goal with the second report is showing American Indian/Alaska Native students having a really wide variety of experiences depending on what school they go to, and also the resources they have as well. So think of it as not just one score, but a wide range of scores. We can go on from here.

So I'm going to be talking about factors associated with higher and lower

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performing American Indian/Alaska Native students, and for the purposes of this report, we define higher performing as those students performing at or above the 75th percentile for their American Indian and Alaska Native peers, and lower performing as those that are at or below the 25th percentile.

Within this section of the PowerPoint, we'll be looking at access to resources, attendance, reading activities and how students view their mathematics abilities, also known as mathematics self-efficacy. I think it's also important to exercise some caution, and we can go on to the next slide, yes.

Okay. So as I was saying, to have some caution when interpreting these results. So a relationship between a variable and a measure of educational achievement does not imply that a variable causes differences in educational achievement. So as a member of the statistical agency, it's not our job to say this is what American Indian/Alaska Native leaders should do

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in terms of their school. Our job is to help you walk through these results, interpret them with the understanding that those in school-based settings, those that work at the district level and state level, they are the ones that know their kids best and should direct that education.

All right. We can go on from here. So a lot of data on this slide. There are three variables. It is school has materials about Alaska Native, American Indian/Alaska Native people, whether or not a home has more than 25 books, which is student self-reported, and also student self-reported variable the home has a computer that students can use.

You see here we have numbers, those in mathematics on the left, reading on the right at both grades 4 and 8. I think the main takeaway is for these three variables, for these two subjects, for these two grades, every single comparison that you see is statistically significant. So please.

DR. PAYMENT: Just one quick

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interpretation of it is that students who have materials about American Indian people are more likely to perform higher.

DR. DEATON: Be in the higher performing group.

DR. PAYMENT: To be in, yes, yeah, correct. Not causal, but related yep.

DR. DEATON: Correct.

DR. PAYMENT: And those who are -- have 25 or more books are more likely. So the literate, more literate environments are more likely to be higher-performing, and those that have computer access are more likely to be higher performing in all cases.

DR. DEATON: Correct. So and that computer access is particularly important as were NAEP and NIES are going as a program. 2015 for NIES represented the end in a sense. It was the last time the study was conducted on a paper-based platform, paper and pencil.

DR. PAYMENT: I guess one follow-up question on the computer part is it's one thing

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to have computers; it's another to have access.

DR. DEATON: Yes, and along those lines, that's a critical issue for all our populations, especially those that are underserved. So in 2017 for NAEP, and we did this again in 2019 in conjunction with a study, we have a module that all students take that are focused on technology use and also technology access. To help level the playing field when we conducted NIES in 2019 in all of NAEP, we brought in all our own equipment, so that could be uniform across all the schools we're in.

Having said that, what we cannot control is the students' experience in technology prior to the day of assessment. So there's only so much leveling that we can do, and we recognize that. So I think variables such as this and such as the other variables that we collect through NAEP are critical to understand how a student might be adept at completing the task at hand, or might not have -- had past experience so it's more of a struggle as well.

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All right, and we can go on to the next slide. So this slide looks at attendance and reading activities. So the variable at the top, this is student self-reported, which is perfect school attendance in the last month. So those are students that are saying I've been absent zero days in the last month of school.

We can see at for both subjects at grade 4, there's a significant difference between the higher performing group and the lower performing group.

(Off-microphone comment.)

DR. DEATON: The asterisk is significant. Now you don't see the asterisk at grade 8, but you do see numbers that I would say are numerically different and probably approaching that asterisk. Down below, there's the variable read more than 20 pages for school and homework each day. It is significantly different for grade 4 mathematics. Grade 8 mathematics, it's not.

Reading at both grades it's not again,

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but we also see numbers that are numerically different, particularly the one at grade 4 for reading, suggesting that it's, you know, findings that we might expect in approaching something that's in the neighborhood of statistically significant.

MS. BUTTERFIELD: I think what also is interesting to me in all of those categories, there's a drop in 8th grade in every, in every one of those items.

DR. DEATON: Yes.

MS. BUTTERFIELD: And not just high performing, but also low performing Native students.

DR. DEATON: That's a good point. We can go on to the next slide. So on this slide, we're just focused on reading, and two categories. "The teacher provides time daily for students to read books of their own choosing," and for this category we see a significant difference between higher performing and lower performing.

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And then at grade 8 Robin, to your point, we really see a drop off in those percentages. And then the variable below was just asked at grade 4, "Teacher always asks student to read a book of their own choosing," and again statistical significance between the higher performing group and the lower performing group.

DR. PAYMENT: So this is not longitudinal data, so we wouldn't be able to make any inferences that they're dropping off, you know. But my question would be is the data coded with a unique identifier so you could look at across years if there is a drop off happening? So longitudinally from grade, you know, earlier grades -- well actually you have each of the grades.

But so for grade 4, that's recorded here. Then by the time they get to grade 8, what is the performance of the grade 4 today four years from now in grade 8?

DR. DEATON: It's not in that

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fashion, and it's a different sample potentially.

So especially at schools that have a pretty large population overall combined with a large American Indian population overall, we don't sample the whole grade, let alone the whole school. So --

DR. PAYMENT: So a proxy of that would be to look at several reports --

DR. DEATON: Several reports.

DR. PAYMENT: And if you still see performance in 8th grade being lower, that's still saying something.

DR. DEATON: Absolutely, because the overall sample is quite large. We're talking pushing 8,000 students per grade. So there is some strength in that. All right. We can go onto the next slide, and this one is focused on mathematics self-efficacy, and here we really see pronounced differences between the higher performing group and the lower performing group.

At grade 4, these are students that say they "always feel they can do a good job on

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mathematics assignments." So you see the higher performing group pushing double, 46 compared to 24, the lower performing group. Then at grade 8 reporting "always understanding what mathematics teachers ask them to do." Again, a real difference between higher performing group and lower performing group.

Okay, and we can go on. So the data that I just showed you was single questions, and when you have single questions, you might get a little noise in the data. There might be students at grade 8 that don't always understand what the teacher is asking them to do because they're taking a very, very high level math class.

So it's not so much that they're not performing high, but they're really, really pushing themselves. But when you combine multiple variables together, which when one looks at some of these and I'll refer to these as composites, that helps to kind of get the statistical noise, you know, random cases out,

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and what we see is, you know, how they coalesce together.

So let's go into the next slide. So within this section, we're going to be looking at combined results across three or four conceptually related NIES survey questions, and what we'll be covering in this section is interest in reading about cultures, engagement at school, perception about effort in school, which is grade 8 only, exposure to Native languages and the cultural knowledge. Again, we're just looking at grade 8 only results for that last composite.

So go on to the next slide. So the first composite I'll be reviewing is interest in reading about cultures, which is comprised of the following questions. "When my teacher talks about American Indian or Alaska Native history or culture, I try to read more about it." "I enjoy reading about American Indian or Alaska Native people, and I enjoy reading about people who have different traditions and cultural ways of life

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and customs than I have."

All right. Then we can go into the next slide, which brings in results. So a lot of numbers on this slide, so I want to give you a couple of key takeaways. That is across all school density categories, the percentages of American Indian/Alaska Native students who indicated that the survey statements described a person a lot like them ranged from 23 to 25 percent at grade 4, and 26 to 33 percent at grade 8.

So collectively with this composite, you see a lot of similarities across student groups. And when we get some of the later composites, we won't always see those similarities as much. So oftentimes in other cases of this report as well, you'll see asterisks as an indicator of statistical significance.

This type of table in NIES report does not use asterisks, since the anchor point could vary. By anchor point I mean what numbers one is

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using for a statistical comparison. So instead of asterisks with these tables, we use texts in the report to note statistical differences. So for this table, there are no statistical differences across all school density categories at grade 4, and there are no statistical differences between BIE and low density schools at grade 8.

So with that, we can go onto the next composite, and this is engagement at school. We were looking at four survey questions in this case, and that's students reporting putting a lot of effort into their school work, desiring to be the best student in their class, enjoy being challenged in their class, and then feeling like they belonged at school.

And then we can go on. So approximately 62 percent of American Indian/Alaska Native fourth graders and 48 percent of 8th graders indicated that the statements described a person a lot like them. Similar to the previous composite, percentages of

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school density fell closer together, with no measurable differences between American Indian/Alaska Native 4th graders and BIE and high density public schools indicating "a lot like me," and no measurable differences for a lot like me across all three school types to grade 4.

I did want to note though that students attending low density public schools at grade 4 were more likely to indicate "a lot like me," compared to their peers attending high density public schools or BIE schools. All right, and we can go on.

MS. BUTTERFIELD: Say that again?

DR. DEATON: Sure, and that text is also in the report too. But students attending low density public schools, and can we go back one slide? So students attending low density public schools at grade 4, which is on your left, were more likely to indicate "a lot like me" compared to their peers attending high density public schools or BIE schools. So this number right here, if we're using this as an anchor

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point statistically, than high density or BIE schools.

MS. BUTTERFIELD: And again the 8th grade there's a real drop off in terms of attitudes about school.

DR. DEATON: Yes uh-huh, very much so.

DR. PAYMENT: Can I make an observation about that?

DR. DEATON: Please.

DR. PAYMENT: So to my guess, if we were going to qualitatively unpack this data, is that at a younger age, individuals might be more attuned or more comfortable with their culture. As they age, they -- especially as they age in a high density school, they become less likely to either recognize their culture or identify with their own culture.

MS. BUTTERFIELD: How they feel about the institution of schooling. The previous one was more about culture, but and there could be a connection between them.

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DR. PAYMENT: But when they're looking at the -- when they're self-evaluating the depiction of "being like them," it seems like it's more -- it's stronger at the lower L than it is at the upper L. So that to me that might suggest some kind of an assimilation factor.

MS. WHITEFOOT: So if we're asking questions now, I wanted to go back to reading about culture. So if you take a look at the reading about culture, we had a significant number of --

DR. DEATON: I think that's Slide 19. We can go back to that one too.

MS. WHITEFOOT: We had a -- if you look at a little like me and the reading, we had a significant number of our students that they said reading about culture was, what does it say, about reading about culture described a person like the student. So they were a little like me, not a lot like me.

So I was just wondering about is that about also calling out the fact or pointing out

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that this is about Natives too in those school systems, because there is, what is it, just self-esteem, self-identity as well. You would think that there would be -- it would be higher than that, but it's not. And so it's being called out as well, and so I'm just curious about how your culture is being called out or your Native identity is being called out.

DR. DEATON: We're not.

MS. WHITEFOOT: Yeah.

DR. DEATON: There are some cases I know that there's students in our sample that they've identified through student records as American Indian/Alaska Native, but their teacher, their classroom teacher doesn't even necessarily know they're American Indian or Alaska Native.

MS. WHITEFOOT: Right.

DR. DEATON: I also did want to mention that in the back of the report in technical notes, it's not that technical, but we have listed all the questions verbatim that make up the composites, just as a resource. But once

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you get to the table, sometimes you need to tactically reduce to fit it in. So I want to make sure people know exactly what the questions say.

DR. PAYMENT: Can I say one more thing? I'm sorry.

DR. DEATON: Please.

DR. PAYMENT: So between the two, one might suggest a cultural discontinuity as they become older, and cultural discontinuity as in the theory, and also institutional discontinuity?

DR. DEATON: Yes.

DR. PAYMENT: Because if you go to the -- are we on the one?

DR. DEATON: We can go -- maybe go back to Slide 21 where we were before.

DR. PAYMENT: Yeah, yeah. And so my master's thesis I did a primary research and evaluated a number of different variables. Wherever there was a factor that connected the student to the institution, to the school, whether it was sports or it was clubs or

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participation in cultural events, anything that connected them more likely led to the outcome of high school graduation and a higher GPA.

And the less likely they felt connected to the institution, then they were more likely to drop out of school.

DR. DEATON: And I think this might, you know, there is a huge cultural component to all this. Having said that, if we were to give these questions, which aren't necessarily always cultural specific to non-natives, we might see a similar pattern as kids are reaching that middle school, which typically is maybe only 7th and 8th or 6th, 7th and 8th, as are they are as developmentally as people.

They might also feel like you know what? I don't belong as much as they once felt in 4th grade, where they might be in their 5th year of school at that school, having begun at kindergarten.

DR. JACKSON-DENNISON: Is it possible to give this, to give these questions to a school

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if anyone's interested?

DR. DEATON: Yes, and I sometimes get questions about that. If you know, do I need permission because I'm interested in using these questions. So all survey questions in NIES as NAEP, they are not considered secure. They're publicly available. They are also not copyrighted.

So someone at the school level, a grantee, a doctoral student could take what we do, administer it verbatim. They could tweak it depending on how they see fit for their research.

Maybe it's just a subset of the question, so it's -- I always give strong encouragement if someone wants to use our questions.

CHIEF ANDERSON: One thing to take notice on these grade levels too is that when you have children in different grade systems, where you have someone in the 4th grade and an 8th grader, what happens is they are just beginning to form their own identity as they reach the middle school age.

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So sometimes the younger children tend to be a little bit more blunt in what they think and what they say, whereas when you're a teenager, you want to belong to a group too, you know. You want to do what you feel is correct. And so you know, I don't know how these -- to me that's what I see, and I guess I get that from being a mother and a grandmother.

It's that my four year-old would just tell me "Mama, you done got big," you know. Whereas my teenager may not say that to me. She goes "Oh Mama, you look fine, you look great, you know." So I mean that's just an example. But I have to wonder if that fits in to this age group, and I'm just -- I'm just throwing that out too.

DR. DEATON: No, I think that's very accurate. It's something that when I'm not does NIES I oversee the development of NAEP survey questions too. One of the big things is we just want students to answer honestly. We don't want them to, you know, satisfy or to think like oh, you want to hear this.

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So a couple of years ago we were developing questions for this new assessment called Technology and Engineering Literacy, and it's not a subject. So we wanted to see how interested they were in it. We wanted them to say if you're not interested, please tell us I have no interest in technology or literacy, and engineering literacy.

But there's many of the questions that we piloted, they just skewed too heavily towards people saying oh yes, I'm interested, I'm interested. If you can't have any differentiation across groups, it's not the best down the road. So ideally we want to have with all our questions and when we combine them, is this range of experiences and answers that can help explain differences.

CHIEF ANDERSON: And I'm not saying that's the only thing here, you know. But I'm just saying when I look at that, I have to wonder if that factors in, into this survey.

DR. DEATON: So let's go on to the --

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I think there's a third composite, and these are four survey questions asking the degree to which students agreed that if they put in enough effort, they would succeed in school. They would get into college, they would get a good job, and what they learn in school would prepare them for the future.

All right. So across school types, representing a wide range of socioeconomic and geographic differences, the percentage reflecting the expectations and aspirations of American Indian and Alaska Native grade 8 students are not measurably different. Approximately 95 percent of these students believe that their school will bolster their chances for a successful future, and that is combining the students in the agree and strongly agree categories.

So this is one of those composites where we really see a close match, whether in the low density, high density or BIE schools. So with that, I want to turn attention to two later composites, where there is much more of a

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difference between groups. So we can go to the next slide.

So and the first is exposure to Native languages. So the fourth composite variable, exposure to Native languages, is composed of three survey questions that asked American Indian/Alaska Native students how often they're exposed to their American Indian or Alaska Native culture via members of their family, people in school talking to one another and their attendance in classes in school taught in their Native language.

So let's get to the results. So a couple of takeaways from these numbers. About one half of American Indian/Alaska Native students reported never been exposed to their native languages. Students in schools with larger proportions of American Indian/Alaska Native students were more likely to be exposed to Native languages than were their peers in schools with smaller proportions of American Indian/Alaska Native students.

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At both grades, students attending BIE schools were more likely to indicate being exposed to their Native languages sometimes or often, compared to their peers attending low density or high density public schools. I would say, you know, maybe to a large degree, one might think well this is natural, this is obvious. But what this does via the study is we're really putting quantifiable numbers around this.

So to what degree is there a difference between high density and BIE? To what degree is there a difference between low and high? To what degree is there difference between low and BIE as well.

DR. PAYMENT: What would -- a cross-walk on this data would be interesting, is to see if those schools received Title VI funding, because it surprises me that the low density is different than the high density, with the high density being higher. But that could be because there's a greater population of Title VI eligible, so that's such that they have Title VI

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funding to provide education or language.

DR. DEATON: I think very much so, and the density, the cut mark between low and high is 25 percent, but a lot of their high density schools, non-BIE schools are in the 90's, you know, in the 80's, 70 percent, so very high numbers. Or the low density, you know, we got a fair amount of our sample from, you know, schools that literally only have one or two American Indians. So there's a sub-category of low-low and then high-high.

All right, and let's go on to the final composite, and this is on cultural knowledge, and these three questions asked how much Grade 8 students knew about their American Indian/Alaska Native history, their American Indian/Alaska Native traditions and culture, as well as current issues important to American Indian and Alaska Native people.

We can go on. So about 40 percent of American Indian/Alaska Native 8th graders reported having some cultural knowledge, and 13

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percent reported they knew nothing of their culture or current issues. Cultural knowledge was more prevalent at schools with higher percentages of American Indian/Alaska Native students.

8th graders attending BIE schools were more likely to indicate having some or a lot of cultural knowledge, compared to their peers attending low density or high density public schools. Okay. So we can go on, and I'll just go through these summary slides. We can just skip ahead of these, and then one more. So if we can go back.

So further questions to consider are American Indian/Alaska Native students are exposed to their Native languages and cultures at varying rates. So there's a lot to unpack with this data, depending on the variables. Across most contextual variables tracked in the report, we see differences between higher and lower performing students, which reflects what we're seeing in overall trends.

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Similar to the first report I should mention, there's only so much information you can get in 32 pages. We do have Data Explorers, and there's four Data Explorers we have at NCS. There's innate Data Explorer, there's a long term trend data Explorer, there is a high school transcript Data Explorer, and most relevant there's a NIES Data Explorer, and all Data Explorer function in the same.

So it's a way for you to disaggregate the data, depending on your area of interest. It reports out as long as we meet our statistical reporting standards, which for NAEP/NIES we can report any subgroup, as long as that subgroup has at least 62 students across five schools.

DR. PAYMENT: I have kind of a recommendation but maybe a question and maybe an offer.

DR. DEATON: Sure, okay.

DR. PAYMENT: So I have a real strong quantitative background, but being able to mitigate or data mine through explorers is very

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complicated. It's not easy. It is hard to do unless you have somebody who does it on a regular basis to be able to coach you through it.

But I believe in building capacity, and so I guess my request is in order for Indian country to fully utilize this information, my recommendation would be that you develop super-users or some kind of a training program to put this out so that people, people who are not necessarily nerds and data people, will be able to understand it and be able to run basic reports and do analyses that could lead to rich, qualitative explorations.

And so then my offer might be is if there is an interest in doing it, I'm pretty confident that I could get funding from a foundation to be able to help with that.

DR. DEATON: Great.

DR. PAYMENT: So we want this information not to just sit on a desk. My first, my first experience with this data collection was probably about ten years ago now, and one of the

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reports was really not written well. I think that's why you're doing the exploration like you're doing now and unpacking it.

The data results in the reports look like if you provided culture or language in your school system, you had less performance. That was a spurious conclusion because it wasn't operationalized correctly. I was able to figure that out, but that took a lot of looking at it.

But that's why I'm saying is we could help facilitate Indian country, to understand how to unpack the data and how to fully utilize the data so they can see the utility of the data. I would volunteer to help fund-raise if we need to do that.

DR. DEATON: Great. I'm very supportive on that. I think, you know, one of the things that I'd like to see going forward is just more use of the data. There's secure data licenses and that's one thing at NCS. But there's so much to work on that is publicly available, not even going through a secure data

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license.

MS. BUTTERFIELD: I'm really curious to know if you've broken it out by gender, you know. I worked as the equity specialist for Oregon for almost ten years and, you know, there was a lot of research that said that girls were more likely to be good at language arts and not so good at math and that kind of thing. I'm just curious how that plays out in our Indian student population.

DR. DEATON: Sure. So that's not something we focused on reporting as much, but that is something that statistically it's really easy to do, because if you're doing it by gender, you know, you have these two essentially equivalent subgroups of students. It's harder when you get into like state level results or a couple of combined variables.

But I think that would be one area that would be really right for research, and important findings, you know, whether it's significantly different or whether both males and

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females are performing similar.

MS. BUTTERFIELD: Just to add to that, you know, just my experience in working with Native youth, there's a real strong peer culture and kids validating with each other what's okay and what's not okay in terms of school performance, cultural things. I'd just be curious to see what you found.

DR. JACKSON-DENNISON: I have a question too, kind of piggybacking on the data and the different ways of looking at it. But I'm always curious because in my own research and research I've done in my career in implementing culturally responsive, culturally relevant curriculum, a lot of the pushback is with our -- in doing something like you can develop it.

But there's oftentimes in my experience, and some of the data collection I have done has to do with either parents or community members or sometimes either teachers themselves that don't want to engage in the cultural. I don't know if you have ever done

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surveys to identify if that's something that's been part of the holdback, part of the stumbling that we've come across in education.

Because I'm finding that in my career.

It's gotten easier through the years, but 15 years ago it was a huge challenge compared to now. But and I just wondered if you've seen that type of data come out.

DR. DEATON: I've heard anecdotally many times over the years. I was fortunate to take over this project almost ten years ago, you know. What I see among older generations is there's still, you know, hard memories of when they were in school. The boarding school era was not that long ago, so that is one component.

DR. JACKSON-DENNISON: When they had to leave their Indianness at the doorstep.

DR. DEATON: Yes, or you know --

DR. PAYMENT: It's in generational memory.

DR. DEATON: It is, you know, just English only schools beyond boarding schools. So

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there is a tension sometimes that I've heard qualitatively in terms of younger generations being more culturally or language proficient than their elders so --

MS. BROWN: First, I want to say thank you Jamie.

DR. DEATON: Thank you.

MS. BROWN: Appreciate your advocacy and your tenacity to come back every single time.

He is definitely a champion for the work that we're doing, and always able to answer questions or find the answer to things. I want to bring your attention to two things, the two copies that were provided to you.

There's a little history here that I think is important to note. So typically when you've seen the reports, there's something from the TPR, which is the --

DR. DEATON: Technical Panel.

MS. BROWN: The Technical Panel Review, which I happen to sit on and help with. We wanted it to be a lot more comprehensive and

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include some information. We just felt like we didn't get deep enough or wide enough when we've posted our letters in the past.

So we drafted up an amazing letter that was a little lengthy, but had some critical information in it from a Native perspective. It was denied and step into me if I overstep my boundaries on this. It was denied, and so we really wrapped our heads around well, we're not going to change many of our words, and we're not going to put something in there that we don't really necessarily believe or cut our words out as Native people.

This is for Native people, by Native people, with Native people. So you will see the supplement, which is what we drafted, and published separately because it was not allowed to be included in the closer look.

DR. DEATON: When I received it, and there's some pretty hard guardrails at a statistical agency, the first copy that I received, and it provides a little bit, I found

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very little that should be changed. So from my perspective, the maneuvering I'm thinking of is how do we get this out there, as opposed to radically changing it to fit, you know, the government confines.

MS. BROWN: Right.

DR. DEATON: Because I found what was delivered to me very valuable and insightful as is, and I didn't want to strip it from its advocacy, which were can't do for a statistical agency. So one of the advantages we do have is partnership with Office of Indian Education. So who funds a huge portion of the study, which is outside the bounds of the statistical agency.

So working closely, even before Angeline got there, with the former acting director Tara, you know, to find appropriate landing places for this document, because it's something I think that is relatively evergreen. I think once we get the next 2019 report out, you know, I think this is a really good model going forward to allow the P&L more freedom of speech

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that they would be if they are restricted to the walls of --

MS. BROWN: Right. So I appreciate that Jamie, because I know it was a team with you and Debbie, and thank you for helping us with that because like it was, it was very difficult.

It was very difficult as a panel member to go forward if our voice was not going to be heard, because that's what we were there to do.

So I think it's a great lesson and it's empowering for everyone. Don't give up. Find the right people and it can be worked out.

DR. DEATON: You will get it through.

MS. BROWN: Yeah, so and that was a life lesson I think for every, for all of us on there and just continue with that.

DR. DEATON: And a couple of things about that document. Upon the release date of this latest report, Office of Elementary and Secondary Education, they did post that report. So that's available online. I wrote a blog for NCS that has a link that then take you to that

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report outside the NCS website, which we're allowed to do.

*Ed Week* had a story on the report, and I was pleased that they then just connected a PDF of the set in context document as well as the full report to it as well. So all of those things were really beneficial. The TRP document is also Native printed, a Native-owned business.

So that's another nice bonus as well. So we printed 6,000 copies, the same yield as we did of the report as well. So I think it's a good model to stick with going forward too.

MS. BROWN: Thank you, and it's just one more thing, and I've asked Angeline potentially in our next meeting to talk about the design for the 2023, and how people can get involved.

DR. DEATON: Yes.

MS. BROWN: If that's appropriate for potentially our next meeting, because I know the design is going to be starting in 2021.

DR. DEATON: Exactly.

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MS. BROWN: So I just wanted to throw out there for everyone to be thinking, that for the next, you know, like the carrot for the next meeting, be looking forward to Jamie and maybe some other team members --

DR. DEATON: It's already on my calendar.

MS. BROWN: There you go, I love it.

DR. DEATON: And I can just give you a brief overview of the change in design. So we've had some funding considerations, limitations with NAEP, and NAEP going back to its inception, has traditionally been students take one subject in two blocks. So if we're all in the room together and taking NAEP, I might be taking reading, Doreen's taking math, I'm taking only two blocks of reading.

Doreen might be taking, might be sitting next to someone that's taking math, but that person's taking two different blocks of math. So because of the budget's limitations in 2021, students will now take two subjects in

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three cognitive blocks. So you might take two blocks of reading and one block math.

What that means nationwide is there's some, you know, overall the burden goes down. Less students will be taking it. But those students that are taking NAEP or NIES are taking it for a little bit longer. So I want to be cognizant of what that means, especially as it relates to maximizing participation.

It's something that, you know, we're really mindful of getting BIE schools to participate, getting all our schools to participate when, you know, some jurisdictions want to opt out so --

MS. BOULLEY: I'm so glad that Doreen brought that up, and I would like that. I think it would be great to have a discussion at the next meeting, because BIE schools have to -- there's that critical threshold of participation.

DR. DEATON: Yes.

MS. BOULLEY: And it was very close this year.

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DR. DEATON: Very close, uh-huh.

MS. BOULLEY: So I mean it literally comes down to if one less BIE school had opted out, then data would not be able to be reported, you know, in the reports on this, and after all of that work that everyone does recruiting schools and providing really great information.

So just for the February meeting, I think a discussion about what are some things that could be done to help encourage BIE schools to participate, to maybe see the value, to tell their story, to share examples of how schools are using the data to make, you know, to impact students. So it's yeah. It's --

DR. PAYMENT: If you recall, I won't mention any names. But if you recall from our subcommittee sessions, this gets a hard pushback from a couple of tribal leaders. Not tribal leaders but school leaders, Indian education school leaders. And so any way we can package it as a formative assessment rather than a summative assessment, because they perceive this as a way

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to badmouth their school.

That was the strident reaction that we got when we talked about it at our last subcommittee or the one before that. So explaining it as a way to help facilitate, rather than, you know, a summative evaluation.

DR. DEATON: It's not -- the other thing that it is a struggle to at times is NAEP and NIES is conducted the last week of January through early March. So what has happened historically is some schools readily agree. They're assessed -- say their assessment dates will be February 20th. Two weeks before that assessment date they're closed for inclement weather, and then you get to their assessment date and they're just thinking I can't pull these kids out again. They've just been out of school for two weeks. So that is a challenge and we know that going in so --

MS. BOULLEY: The other too is the burden of effort on school coordinators to -- there are some, a number of pre-assessment

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activities that need to be done ahead of the visit, the assessment date. And so figuring out what we can do to encourage school coordinators, and sometimes it's a school principal who's wearing multiple hats and they really don't have hours, enough hours in the day.

Sometimes they're also being the lead teacher in a classroom. I mean we know that BIE schools are, you know, Clint talked about the hiring issues. And so I think anything that we could do to think about ideas, about what could be done to encourage --

DR. DEATON: Yeah. I think the main thing is just let's make it as easy on them whenever we can make it easy on them. So --

DR. PROUDFIT: So when you're out there conducting these surveys, you said you take your own technology, right, so your iPads and computers.

DR. DEATON: Yes.

DR. PROUDFIT: But do you provide the schools with any incentive, like a cash

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incentive? I mean because I do a lot of this kind of data collection in terms of health and tobacco research, and we will leave campuses with, you know, as much as financially we can. Sometimes it's thousands of dollars and then each student gets \$20 gift card from Amazon, because we want them to feel like their time is valuable.

They're taking away from school, and get them engaged in this. A few thousand dollars could buy something significant for the school. So an investment in that, you know, it's reciprocal, not just constantly taking information and then saying this is for your betterment. They don't see it. They're in real time.

DR. DEATON: There are -- I would say historically there's some small incentives. That's an area that we -- to a degree that we can on a large scale government project. Can we ramp that up some? You know, there's school coordinators that they can receive professional learning credits. Students can receive community

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service hours as part of the assessments that are conducted on Surface Pros 3's and 4's. All students are given earbuds. They keep the earbuds. That's not approaching what, you know, your suggested.

So you know, where can we legally and then from a resource perspective maybe ramp that up a bit?

DR. PROUDFIT: We data mine a lot from these little brains, and especially from the folks that are working day to day for this. So even partnering with the Foundation to say on this day everybody who participates gets a new backpack. It's some kind of tangible leave behind because they do think we're taking a lot away.

And it's hard to explain to them that this is for your future. They're like yeah, you know. They're barely hanging on as it is, and I'm talking about the students, staff and faculty. So you know, again, partnering with organizations like Nike or the Gates Foundation

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to leave some new computers or, you know, moving beyond the --

And I know resources are limited, but there's lots of foundations out there. So if we're taking and people are benefitting and, you know, especially researchers conducting research off this and making careers out of it, we should support our students, staff and faculty.

DR. DEATON: Absolutely. I should note in terms of sharing the results, we have an extensive mailing list. This includes all federally and state-recognize tribes get reports. All BIE schools, whether they participated or not, get reports back. All BIE schools get poster calendars, because one of the things we want to do is when we recruit schools, we want them to have at least some awareness of what this is, so and I know for years a BIE school principal, average tenure is two years.

So one of the challenges is you recruit a school, the school says yes. You talk to someone else three months later, it's a new

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school principal. So many schools in a given assessment year you don't recruit once; you recruit multiple times. So --

(Off-microphone comment.)

DR. DEATON: But where we can -- I'm all for can we give more? Are there creative ways to give more? Thank you very much.

DR. JACKSON-DENNISON: We really thank you.

FEMALE PARTICIPANT: Thank you Tony.

DR. DEATON: Thank you.

FEMALE PARTICIPANT: You want to take a break and then we can start at 2:30?

DR. JACKSON-DENNISON: Yes. Let's take a few minute break and we'll start back up at 2:30. So you have about 17 minutes, 15, 16, 17 minutes. It's 2:13 right now. We'll start right back at 2:30. Thank you all.

(Whereupon, the above-entitled matter went off the record at 2:13 p.m. and resumed at 2:30 p.m.)

DR. JACKSON-DENNISON: Return to our

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meeting session. 2:30 agenda item is Update from OIE Formula Program.

MS. BUTTERFIELD: So before we launch into that, I would like to make a motion that we fill the co-chair position.

MS. BROWN: Second.

DR. JACKSON-DENNISON: Okay. There's a motion from --

DR. PAYMENT: I second that.

DR. JACKSON-DENNISON: There's a motion and a second from Robin and from Patsy, to reestablish the co-chair position of the NACIE Council. All in favor say aye?

(Chorus of ayes.)

DR. JACKSON-DENNISON: Any opposition?

(No response.)

DR. JACKSON-DENNISON: Virginia, are you online?

(No response.)

DR. JACKSON-DENNISON: Okay. Motion carries, 8-0-0. Okay.

MS. BUTTERFIELD: So I'll also make a

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motion to nominate Aaron as the person to fill the position.

MS. WHITEFOOT: Second that.

DR. PAYMENT: I accept the nomination.

DR. JACKSON-DENNISON: Okay, motion and a second, and an acceptance. All in favor say aye.

(Chorus of ayes.)

DR. JACKSON-DENNISON: Any opposition?

(No response.)

DR. JACKSON-DENNISON: Are you abstaining on your own vote?

DR. PAYMENT: No.

DR. JACKSON-DENNISON: He's very -- 8-0-0, okay. Welcome, okay. I'll let you go ahead and co-chair, but carry on.

MS. BUTTERFIELD: Okay. So finally I want to make a motion that at the next meeting, we have a discussion about the bylaws, creating some bylaws for NACIE.

FEMALE PARTICIPANT: Right.

MS. WHITEFOOT: Okay, and second.

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DR. JACKSON-DENNISON: Same motion, I mean same motioning party and second, Robin and Patsy. All in favor say aye?

(Chorus of ayes.)

DR. JACKSON-DENNISON: Pass, 8-0-0. Okay. Now we're ready for the formula grant. Thank you.

MS. BOULLEY: Good afternoon everyone.

I'm very pleased to present an update about the Office of Indian Education, and with me today I have some of my staff here. So I have Shahla Ortega and Tanya Tullos with our discretionary grant programs; Crystal Moore and Wanda Lee, Kim Smith and Annabelle Toledo from Formula. So we're ready to go.

Next slide. Next slide. Overall for Department of Education, we -- I am serving as the liaison for the Public Law 477 interagency memorandum of agreement, and that's 12 federal agencies that have signed an agreement to support Indian Employment and Training Consolidation Act.

So tribes are able to consolidate all of their

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employment and training applications or their grants so that they are doing one report and one budget, rather than multiple reports for Department of Labor grants, Department of Interior.

Now there is only one program within Department of Education that qualifies. However, tribes may request to have us consider other programs. And so I serve as the liaison for the overall Department of Education on that project.

Also, Crystal Moore and myself serve on the Opioid Task Force, and Annabelle and Crystal serve on the Interagency Human Trafficking Task Force.

So those are some things beyond OIE, where we're able to provide leadership and represent not just our program but Indian education overall at these larger task forces.

Next slide, and the one after that. So we introduced you to our two newest staff members, and with Crystal, if you can do the next slide I think what's really going to help is to

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see our staff organization. So we have our discretionary team and we have our formula group team, and then as you can see, Crystal's name shows up on both.

The reason for that is that at first, she was to be assigned to formula team. But we really need to do additional work with monitoring and TA, and we thought that if we had a program officer that was focusing more on monitoring and TA that that might be a different way of doing things than assigning her with a full portfolio of formula grantees.

And then she also has expertise in evaluation. And so we have a project with the data collection extension awards for the NYCP grant. So she's going to be the project lead on that component of that, and we'll get more into that.

But you can see that we finally have a lead program officer on all of our discretionary grant programs, and now our critical need really is to increase our formula team additional

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program officers to, you know, to work with our grants, and then really the -- we really need mid-management. We need group leaders and team leads.

That's something that has not been replaced since Joyce left, and then we had a couple of people retire, and those positions have not been filled.

DR. PAYMENT: Can I just ask a question? Are they open still? Are they --

MS. BOULLEY: One has been approved for posting and to go through the process, and so we're trying to get another one also.

DR. PAYMENT: So would it help if we were to memorialize our support to fully -- we said that earlier, right? So would it help for us to make a motion and second to recommend that we fully support filling all vacancies?

MS. BOULLEY: That's at your discretion of what you would like to do.

DR. PAYMENT: So I'll make that motion.

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MS. BUTTERFIELD: Second.

DR. JACKSON-DENNISON: Okay. There's a motion and a second. All those in favor?

(Chorus of ayes.)

MS. BOULLEY: Thank you. The next slide.

(Off-microphone comment.)

MS. BOULLEY: It's not included in there, and I will get it to you.

(Off-microphone comment.)

MS. BOULLEY: This really shows where we're at since the former permanent director retired, and really you can see the critical need for group leader, team lead, you know. We're building our bench with the program specialists. We're, you know, add. We are adding some staff there. We do still need more.

DR. PAYMENT: Are your administrative assistants part time? Am I reading that right?

MS. BOULLEY: No, I had two. There were two. The previous director there were two administrative assistants, and now there is one.

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MS. WHITEFOOT: Part time?

MS. BOULLEY: No, she's full time.

DR. PAYMENT: Oh, so that's just the change?

MS. BOULLEY: That's, right. It's the percent change, okay. Next slide. So really these are just, you know, visuals that we are building up our staff, but you know, the -- we still are -- it's a long process.

Okay, next slide. And again for Formula, you can see where we're at with our staff on the first, the graph on the left, and then the graph on the right you can see the number of grantees that we're serving. That number is increasing.

DR. PAYMENT: Wow. Thank you for your diligence.

MS. BOULLEY: Yes, yes. Next is the same slide but for our discretionary grants, and so you can see that, you know, where we're at with our staff and where we're at with our number of grantees.

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(Off-microphone comment.)

MS. BOULLEY: Yeah, yes. Okay, next slide, and after that. So for FY '19, which we are just rounding or we're just closing or ending this year, and so you can see that our overall -- the budgeted amount of what we'll be awarding is over \$176 million, and you can see the breakdown and of course our largest program is the Formula grants to LEAs, tribes and other eligible entities, including BIE schools.

And the next slide, and after that. Okay. So just real quickly, the demonstration grants, which under the former administration there was a priority that was called Native Youth Community Programs, and with that, for this year we're continuing awards for grantees that were awarded FY '16, '17 and '18, and then we did not have a substantial amount of funding to do a new competition.

So we did do -- we're doing data collection extension awards on the FY '15 grantees. It's a really great opportunity for us

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to collect data from those grantees who are ending their FY '15. They've been NYCP grantees for three years, and we've offered funding for them to continue and provide data about following students longer term, to see students that participated in their program activities.

Are they in college, gainfully employed, military, you know, trying to track to get long term outcomes to see if the programs and services that were offered, did they make a difference in their community, and providing those grantees with the resources to be able to conduct that robust data collection.

For this new year that begins October 1st, we're doing a Notice of Proposed Rulemaking.

We're anticipating doing a new competition, most likely in the summer. But we have -- this is what I wish I would have known as a grant writer.

When a grant opportunity gets published in *Federal Register*, and you have 30 or 45 or 60 days' notice, that grant has been in the works for probably two years prior, and the

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Notice of Proposed Rulemaking is kind of the preview of this is what we -- what the Department would like to do, is proposing to do with this competition, and it's an opportunity to weigh in on it.

Had I been smarter, I would have paid more attention to those opportunities to say this is what's coming down the pike. I can start working on my partnerships and collaborations and resources so that by the time the NIA comes out, I'm all ready to go and I don't have to start developing a proposal when the NIA publishes.

(Off-microphone comment.)

DR. JACKSON-DENNISON: So what is the proposed rulemaking? What's the topic of that?

MS. BOULLEY: It's a new priority that would emphasize parent and tribal choice, and expanding education opportunities. This topic was discussed during tribal consultation that was held May of 2019. Next. The professional grant --

MS. BUTTERFIELD: Just a quick

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question. So who, who decides that, that goes out --

MS. BOULLEY: The Secretary's priorities.

MS. BUTTERFIELD: Oh, even in the Office of Indian Ed?

MS. BOULLEY: Yes.

MS. BUTTERFIELD: Oh.

MS. BOULLEY: So professional development, Angela covered this very well yesterday, and so we'll go on to the next slide.

STEP. So we have the FY '15 grantees are ending their projects, and so we did do a consultation in December on doing a one year STEP grant, and right now we're in the middle of grant review.

So we're looking at awarding, you know, new awards for a one year project for tribes that do not have a tribal education agency, to develop one. And so it's just a one year grant, and we anticipate doing a new competition next summer, and that would be a three -- we're anticipating a three year project

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for existing TEAs.

And the next. Native American Language. We are looking at doing continuation awards for five grantees from FY '15 and FY '18, and we did do a tribal consultation in April, and we will be proposing new priorities in the *Federal Register*. So when ESSA, we're able -- oh, this one didn't have new regulations.

So the Native Language one, this is one that please watch for that in the *Federal Register*. We'll also send out an email blast via the OIE listserv saying that it's been published, and we are looking for public comment on that.

DR. JACKSON-DENNISON: I have a question on your --

MS. BOULLEY: Sure.

DR. JACKSON-DENNISON: --on the Native American Language Program, the grant, and the people, the companies are the -- that do the evaluations, how do you select those?

MS. BOULLEY: The TA provider?

DR. JACKSON-DENNISON: Yeah.

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MS. BOULLEY: Oh okay. That goes through a contract process, where the Department submits a request for bids, and then companies bid on that.

DR. JACKSON-DENNISON: So the tribe I'm working with now has one of those grants, and I'm not getting some very good feedback on some things that went on. So I'd like to report that, because I'm the superintendent of the school that's partnered with the tribe, and it's not going as well as I would have hoped it was going to go.

MS. BOULLEY: Okay, definitely. Okay.

MS. BUTTERFIELD: Can I ask, what is the new priority that came out of the consultation in April?

MS. BOULLEY: That with the Native Language, it was looking at should we have, do a separate slate for existing grantees and do a separate slate for new grantees? There are times where maybe it seems like the same tribes get the same grant over and over, and one of the

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Secretary's priorities is to make sure that novice applicants have an opportunity to compete for funding.

And so if we do a separate slate, then that means the experienced grantees are on one, like one competition and the novice grantees are, would be considered competing against other novice grantees. So okay. But please look for the NPP in the *Federal Register*, and give comments on what, you know, on your thoughts on that.

Okay, next slide, and thank you. So for the total number of grants. So this year we have 1,314 grantees. We're serving 453,634 American Indian and Alaska Native students, and our grants are ranging from \$4,000 is the minimum. So even for those three states, for grantees they need to have a minimum of ten eligible students in their school district, unless they're from three different states.

FEMALE PARTICIPANT: Alaska, Oklahoma and California?

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MS. BOULLEY: California, yes. Those grants, those states, even if there is one student enrolled in the district, one Native student enrolled in that district, they would be eligible to receive the minimum, the \$4,000 grant award. The median award is about \$40,000. So that means that 50 percent of the grantees are receiving more than \$40,000 and 50 percent are receiving are receiving under 40,000.

And then you can see the breakdown, you know. The great majority are LEAs, and the BIE grant and contract schools. Okay, thank you.

BIE operated schools, four percent. LEAs that are part of a consortium. Tribes operating in lieu of a school or in lieu of a -- yeah, two percent. And then Indian community-based organizations and Indian organizations are one percent or fewer than one percent.

Next slide. And we will provide this to the NACIE members, so that you can see the detail of how many grantees are in each state, and you can see there are a couple of states that

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do not have any grantees. Okay. One quarter of our grantees are from the state of Oklahoma.

Next slide, and so we have Indian Parent Committees. Most of the grantees are required to have an Indian Parent Committee. The schools that are not required, that would be BIE schools, and is that also -- and tribes.

(Off-microphone comments.)

MS. BOULLEY: Okay. Indian community-based organizations, Indian organizations, tribes applying in lieu of an LEA and BIE schools, because the rationale is that those schools are operated -- the authorizing authority of those entities are comprised of tribal members. And so the Indian Parent Committee is there basically with LEAs to ensure Indian parent input. Yes.

DR. PAYMENT: So I don't want to trip this up, but my input in the JOM consultation is my same input for Title VI, is that in my -- and you know this, because in our home district the -- at one point the parent committee was comprised of all employees of the district, and that just

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doesn't look right. I mean so they happen to be parents, but they're also, you know. So dual loyalty, conflict of interest, all of that stuff.

The other thing that's something that just doesn't register correctly is if, you know, the tribe doesn't have any role in that, and you know, these are our citizens and there's no such thing as an individual Indian. So I don't know.

At some point some kind of guidance or some kind of facilitation to make sure that those parent committees are -- the integrity of the needs of the tribe are reflected in it, rather than you know.

And in one case it was pretty bad, and I won't name any names, but where they were really running their own agenda, and the vast majority of the funding paid their own salaries.

So very minimally Indian kids were benefitting from that so --

MS. BOULLEY: And we certainly would want to hear concerns about specific schools. We will follow up with schools to address that.

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MS. BROWN: So for clarification and Kim, yeah. So for clarification, I thought within the law that it states that you cannot be an employee of Indian Ed and serve on the Indian Ed Committee.

MS. KIMBERLY SMITH: If it's in your bylaws. There would be language in, stated in that project by law that stated their -- conflict of interest. Also it's in our FAQs, but it's guidance. It's not --

MS. BROWN: Okay, so the guidance.

MS. KIMBERLY SMITH: We give that guidance, yes.

(Simultaneous speaking.)

DR. PAYMENT: So the tribe has to monitor closely before just signing off on the annual agreement. They actually have to look a little more closely.

MS. BROWN: Well, and it's guidance. It's not, it should be -- if you want it to stick, then it needs to be part of their bylaws. Yeah, and then the other part of it, isn't their

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new -- is it just guidance that it's a recommendation that we have tribal members on the Parent Advisory Committee? Is that just guidance, or is that actually part of the law now?

MS. KIMBERLY SMITH: That is part of the law.

DR. PAYMENT: They have to have a child, and then they can continue for a period of time after the --

MS. KIMBERLY SMITH: That's also stated in the program's bylaws.

DR. PAYMENT: In the bylaws. Oh okay.

MS. BROWN: But the tribal member --

MS. KIMBERLY SMITH: They need to be present in the Parent Committee.

MS. BROWN: As voting members?

MS. KIMBERLY SMITH: That would be stated in the bylaws.

MS. BROWN: Thank you. So like we have five tribes, so we have -- they travel at large, because they're within the 50 mile radius,

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which we think is great. But in the dead of winter, not so fun.

MS. BOULLEY: Okay, next slide. The trends from, you know, over the past four years including this one, and so you can see the funding grant amount per pupil, how many grantees and the overall allocation, and our student count. So things are relatively stable, you know. But we are, you know, we do have a slight increase in grantees this year over last year, and Kim, that was the -- there were 22 completely new grantees this year?

MS. KIMBERLY SMITH: Yes.

MS. BOULLEY: And most of those were in Minnesota.

MS. KIMBERLY SMITH: The state of Minnesota.

MS. BOULLEY: So we think that someone in Minnesota State Department of Education or Minnesota Indian Education really got the word out about the grant opportunities, and had some n we eligible entities applying.

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MS. WHITEFOOT: What is the average per pupil amount, the range? What is the range?

MS. BOULLEY: So like for this year, it's \$232.17 per pupil, and that's an average amount because --

MS. WHITEFOOT: Like what's the range though?

MS. BOULLEY: We can provide that, yeah. Because some state calculations --

(Simultaneous speaking.)

MS. WHITEFOOT: So for instance what is Alaska's?

MS. BUTTERFIELD: I think I've asked in the past if we couldn't get a comparison of say like bilingual ed and migrant ed. What is their per pupil amount, because I always feel like Indian Ed, we get such a small amount per pupil as compared to the other programs, but I've never seen the data.

MS. WHITEFOOT: Right.

MS. BUTTERFIELD: I just know working at the Department of Eds that there's a huge

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difference in the amount of money that those programs have.

MS. KIMBERLY SMITH: And we can provide that number, because we give our -- or our funds go directly to the LEAs and the school districts, and other than with bilingual or any of the other entities they go through the state, and we wouldn't know how many students that they have.

DR. AREVGAQ-JOHN: And what is the gap between Alaska and other states, because Alaska's very expensive even to commute the students like even by boat or airplane. It's like \$500 per student.

MS. BOULLEY: Right okay. Next slide. And so you can see, you know, ten percent of the grantees get under \$10,000. A great majority are getting, you know, 10 to just under \$40,000. Just the super large programs comprise one percent of the overall grants.

And so next slide. What this gets into and we talked briefly about this at the

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April meeting, is we're really looking at using the data to shape how we provide technical assistance, yeah.

(Off-microphone comments.)

MS. BOULLEY: We're using -- we're looking at grantees in terms of cohorts. So those \$4,000 grantees, they operate their programs very differently than do that one percent of schools that, you know, are getting \$750,000 a year or more. So it makes sense to provide technical assistance to do best practices and learn from each other within cohorts rather than across the board.

We also, you know, so these are some of the topics that we'll be covering during monthly technical assistance calls to our grantee cohorts. So for some things, you know, reading the grant award notice, really the grantees that most need it are the new grantees or grantees that have a new project director. But we're really looking at how we provide TA and not all formula grants operate similarly. Some are, you

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know, very experienced programs. They need less technical assistance and we really want to make sure that the programs that need more TA are getting it.

Next slide. So this, we have the annual performance reports and the year that ended June 30th, and so they have until October 17th to complete and submit their annual performance reports, and the APR is opening online next week.

One thing that we are looking at is that we have a number of grantees who do not spend all of their funding, and what we will be looking at is those grantees that are not, that have a history of not expending all of their funding, I believe we should impose special conditions or specific conditions on them, that I think that we should be able to look at reducing funding awards.

Or if there are grantees who consistently spend zero percent of their grant application, of their award, of not funding them.

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We have six percent of our funds, over \$6 million a year that will be returned to Treasury because grantees have not spent their funding down.

MS. KIMBERLY SMITH: And just on a note, this is the highest it's ever been since I've worked here. Usually we do return at least \$1.7 million a year. But this year in G5, we have \$6.6 million remaining to be drawn down.

MS. BROWN: Okay. So I'd like to make a point on this is because, and I think it's a direct link to the lack, the inability for you guys to provide technical support, because I remember years ago there would be phone calls, there would be emails saying have you drawn down? Can we help you?

So I'll just let you know as a grantee, I'm not on that because I make sure that I spend to zero. But it just -- there's just no reminders, and we have a lot of new people that I think are grantees. They don't know what they don't know. So I look forward and our continued

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support from NACIE, to make sure that you guys have enough staff to provide that technical support. It's critical.

DR. PAYMENT: Right. I want to echo that. I also want to suggest that some of the -- either some of the funding, if it can be made available for some technical support. But rather than cut them off, I think in the subsequent year they should be put on some kind of a watch status, and then have to complete a number of objectives. Because there could be a capacity-building issue, and I would say that they should be able to, on a continuing what's it called when you carry the money over, the cost extension.

MS. BOULLEY: No. This grant does not -- a formula grant does not carry forward.

DR. PAYMENT: So could they write in their existing year application the ability, if they end up on some kind of probationary list, that they be able to remediate and -- oh, but they can't carry the money over in the second year.

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MS. BOULLEY: No.

MS. KIMBERLY SMITH: No, it's one year funding, one year.

DR. PAYMENT: So you really are in a tough spot, because it sounds real critical the way you said it. But you're in a tough spot because we don't want to demonstrate to Congress that this money is not needed.

MS. BOULLEY: Right. So we will do our part and be communicating with grantees about the importance of quarterly drawdowns. We will follow up with grantees that have large balances at certain points of the year. If 75 percent of the funds should be gone at a certain time or 50 percent, you know, mark we will run a report and follow up with the grantees that are, you know, off target.

DR. JACKSON-DENNISON: Yeah. I think in the past, I remember in the previous school district I worked, we'd get a call quite often if we were -- we weren't on target to spend our money and we were to draw down the money and I

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know in my school district, if we're not spending it, then that's somebody saying why are we not -- I go to that person.

So I'd appreciate that kind of -- as a superintendent, I appreciate that kind of notice that hey, yeah.

MS. BOULLEY: Sure, and we also want to make sure that we're providing technical assistance on allowable and unallowable costs. Now grantees are provided with that information, and so we want to make sure that we're answering questions that they might have, because oftentimes Title VI grantees get -- there may be some assumption that it's the same allowable costs as JOM and there is not. This program does not fund parental support items, which JOM would.

So we want to make sure that grantees are using the funds appropriately and that they fully understand what are unallowable costs.

DR. PAYMENT: I have another question, I'm sorry.

MS. BOULLEY: Oh sure.

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DR. PAYMENT: Go ahead.

MS. BUTTERFIELD: Oh yeah. Have you -  
- I mean just with this year, have you sent out  
some kind of a questionnaire saying why have you  
not spent your money?

MS. TOLEDO: We are making quarterly  
reminders through the G5 system. Every quarter  
we send a reminder saying this is your balance in  
G5. Please meet or consult with your financial  
person if they're making their drawdowns, because  
if the project director is submitting all the  
documentation, the finance person may not be  
doing the drawdowns.

So there is miscommunication to what  
is actually being shown in G5. So since June,  
we've been sending out reminders and keeping  
track of what's in G5, and as of the beginning of  
this month for those that have remaining balances  
that are over 5,000, they're getting regular  
emails now just saying this is where you are.  
One of my grantees out in Oklahoma, they had  
93,000 still in there but as of yesterday, they

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drew down quite a lot of money.

So they only have 2,000 now. So that is just by the constant reminders that we've been sending out now since the beginning of the month.

So the dollar amount is coming down, so they have up until September the 27th. Even though it's up to September the 30th, we would still like to do them a couple of days before, because if everybody goes in by the 30th, you know, it takes one day, 24 hours for the funds to be deposited into their account.

MS. KIMBERLY SMITH: What we do ask in the annual performance report if they have ten percent or more of their funds remaining, what is the reason? They have to provide an explanation.

So we do get that, and when all the annual performance reports are complete, then we can look at all the reasons that the money remains unspent.

DR. PAYMENT: What about redistribution after the fact?

MS. KIMBERLY SMITH: No.

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DR. PAYMENT: We can't do that? I know the BIE is able to.

DR. JACKSON-DENNISON: JOM can, but depending on --

DR. PAYMENT: You can't? Like unexpended funds, you can't do a call out after.

So it's basically the grantee and basically the funds, those funds are just lost. That's horrible.

MS. TOLEDO: Because the program is funded from July 1st through June the 30th. So after June the 30th, all they're doing is just paying out on all those invoices and purchase orders that came in before the program ended. So from June the 30th through September the 30th, all they're doing is just drawing down those funds that have been obligated before the program ended.

DR. PAYMENT: What about --

DR. JACKSON-DENNISON: And it makes it really important because I know from a superintendent standpoint again, I've always made

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staff, if they're going to return money, they have to go back to the board and let the board know, and that's where it becomes very -- the accountability is there. I'm just now texting my district saying you better have spent all your money, yes.

MS. TOLEDO: I know the best thing to do is to always call us early. If they're going to be doing any budget modifications, they can do this. We don't want them to wait until the last minute to do this, when they're in a panic. Because if all the funds, for example if all the funds were in personnel and there's nothing in supplies, but they really wanted to order some supplies for the kids while they were still in school, call us and we'll work with them.

DR. PAYMENT: So what about -- one of the things that I would do with monthly financial reviews and accountability for program managers and grant implementation is monitor in a cash flow they're supposed to spend by a certain time.

If they're off kilter a bit, then I want to know

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how they're going to catch up and how they're going to spend it out before the end of the year.

So that's a proactive way rather than wait until the end. So I don't know if you require that. You do deliverables right now, and overall what they have to spend it on. But if some tribes are chronically in this position or some recipients are chronically in this position, maybe they should have to submit a cash flow for when they're supposed to be spending. That way by a certain period of time, you know there's not any way possible they're going to be able to spend it out.

Then if it's four months before the end of the fiscal year, you're able to capture and redistribute. You can't do that either?

MS. TOLEDO: No, because the application, the approved application shows the budget line categories of where their funds are, either in personnel, supplies, travel. It's stated in their budget. So their budget is aligned with their program objective services and

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activities.

So that's how the money is being spent, aligned to provide the direct instruction.

So when they receive the application and the grant award, they need to share that with the finance person so the finance person is aligning their cost codes along to the budget.

DR. JACKSON-DENNISON: And there's really no excuse, there's really no excuse.

DR. PAYMENT: No, I know that. I know that. But it's one thing to say this is what we're going to do to correct it. It's another to say you did this without consultation and there's going to be holy hell to pay. So I would suggest that you have a series of listening sessions and/or consultation, to say that we can't give back money, you know, and put that out so the tribes understand that this is coming.

And then maybe what that will do in one cycle is it will facilitate people paying closer attention, because we don't want individual tribes to endanger and jeopardize our

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funding from Congress.

(Off-microphone comments.)

DR. JACKSON-DENNISON: Because it takes a good year or sometimes two years for staff to get understanding how the cycle goes, especially if it's a finance person that you lose one and another one comes on, and then they don't understand the significance of everything. That's where the technical assistance comes in.

MS. TOLEDO: Right, because we have a high turnover from a project director to authorizing officials to the finance person. So if those individuals are identified in the application and they're supposed to be coming in at the beginning of the school year, either in August or September and we're now in January or February and that money is still sitting there, nobody's using it and they're now in a panic.

So they would call and we would provide the technical assistance. So then at this point, they would have to meet with the parent committee, according to our cost

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principles, to get approval to do the budget modification. So when that occurs, the parent committee will have to meet and approve the budget modifications because they had an opportunity to review and approve the applications, application and the budget. So they need to be consulted.

So once that occurs, then the budget modification gets submitted, they can move the monies around. So we do have a -- we do have a high turnover of personnel.

MS. BOULLEY: Okay, next slide. Oh, can you go back two? So Kim, Annabelle, Wanda, if you want to highlight what has been accomplished this year.

MS. KIMBERLY SMITH: Oh this is for our annual performance report. I'm kind of excited. The system before wouldn't notify anyone if they certified their application, and/or their APR. There was nothing, there was a little red text on the screen that said you certified, and it was little, itty-bitty and it

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was in the, you know, left-hand corner that no one could see.

So now any part of an application or an APR that's turned in, all users of the system will get notified that it's been certified. So this is the last enhancement that's going to be done on that. So everyone will always be notified, and the last thing is the APR. We only had the ability to do one version, and we would get requests. We want to update our data and the user wasn't able to update their APR and they had to do a paper version of any modifications.

Well this year we did an enhancement, where they can do multiple versions of their annual performance report, to update anything that they would like to. Even though there was such a small number that wanted to update their data, or their assessment data after they turned it in, it was just a really good enhancement to do, that they would have the ability to correct an APR that they would like to.

MS. BOULLEY: Okay, and then the next

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slide. We get into our national activities. So the Title VI Indian education formula grant, the implementation study that was conducted, and the final report is to be approved and released any day now, and then we will make sure that they present to you in February on this.

And so -- and that looked at just how our grants implemented. It was not an evaluation of the impact or success of grantees. It was, you know, the implementation question. So that was the focus on it, and one of the things that I have taken away from the -- what we've heard so far about it is large grants and small grants operate differently.

Grants that are operated by tribes operate very differently, operate differently than schools and than LEAs. Our focus, our staff, our commitment is we want to help schools.

We want to help grantees focus on culturally relevant programs and services.

I think that sometimes with LEAs, it's not as much of a focus. The culture and language

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is --

DR. PAYMENT: So you know this, from experience it seems like it's kind of one or the other. Either it's sending the kids to go make baskets some place, or doing some kind of little cultural presentations on Thanksgiving. Or it's putting them in the detention center, or it's -- because in our school system, the Native liaison was actually the detention person.

So just the assumption that Indian kids are going to be in trouble, I guess. But culturally appropriate curriculum. So wherever it's most meaningful so --

MS. BOULLEY: Yes, okay. And next? Okay, and this one Jamie covered all of the NIES.

I just wanted to make sure that really for discussion next time focusing on what can we do to encourage BIE school participation, you know.

It literally came down to one school making the difference of whether or not they could report out at a national level on all BIE schools. And that's it. So any questions?

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MS. BUTTERFIELD: Is that study about programs going to highlight best practices that could be shared?

MS. KIMBERLY SMITH: At a high level. It doesn't go into I'm at this project and they do, we do this, this and this and we're getting this result. It doesn't -- the study doesn't go into that much detail.

MS. BOULLEY: It does provide good information, and they had an excellent response rate on that. I believe they had a 79 percent response rate of Title VI formulas or grants. So I would just watch and we'll certainly put the blast on the OIE listserv, letting you know as soon as the report is released so --

MS. BUTTERFIELD: So maybe using the national funds later to compile some kind of a best practices report. Would that be a possibility?

MS. BOULLEY: Let's put that on -- we're going to -- we'll put that on our follow-up --

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MS. BUTTERFIELD: Yeah. I just really think that just my experience, you know, having been a director of a program, is that talking to the other folks in our state, that some of them just keep doing the same thing over and over again, and even a new person can come on, but they step into the shoes of something that's been in motion for a while so they don't start over, yeah.

(Off-microphone comment.)

MS. BUTTERFIELD: Yeah, and so I just think people could be energized by some, you know, successful ideas that somebody else might have tried that they hadn't even thought of before.

MS. BOULLEY: Sure. We are attending NIEA this year and we're doing nine workshops, our staff. So we're -- a group of us are traveling. We're doing nine workshops. One of them is about formula and best practices, hearing from grantees.

We're identifying a large grantee, a

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medium size and a small, and if they are going to be at NIEA, we are inviting them to be on a panel and where we can hear some of their experiences and their best practices.

MS. KIMBERLY SMITH: Yeah. I always think, as someone who has attended events, if I go away with nothing then it wasn't, you know, the best use of my time. But I want those ideas from other people because you don't want to do things that you've done time and time again. As an educator, you want to grow and you want to build your toolbox with all these great ideas.

MS. BOULLEY: And for those, you know, small grantees. Twenty-five percent of our grantees receive \$20,000 a year or less. They're never going to be able to travel to a conference, you know. They might have one part-time staff members that's working, you know, that's serving multiple. It just -- what are the things that the successful grantees that are getting \$4,000 a year? What are some really innovative things that their Indian Parent Committee has proposed

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and that they've done?

I really want to hear from smaller programs especially, to find out how do they get creative with their limited resources, and to serve the maximum number of students that they can? Or are they making a strategic decision that they're going to focus dollars in one certain area? And so just having that conversation with grantees and being able to share those stories and maybe sparking an idea for another grantee to consider.

MS. LEE: -- the project director. But in some cases, the district is helping, and then they sometimes have partnerships, where the tribe and some non-profit will put on activities for them, and they don't have to use the Title VI funds.

DR. JACKSON-DENNISON: I know that I just saw an email -- you know, the NAFIS is coming here to Washington in a couple of weeks. I mean actually it's not even a week and a half from now, so I'll be back. I mean that would be

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-- and I just asked them if there was room for you to come in on the 23rd, it's a Monday during the Indian Lands Public School Districts will be there. You can kind of give them some ideas too, because that's -- those are the stakeholders that I'm sure are a lot of your grantees.

So just kind of partnering with the Indian Lands component of Impact Aid group that's coming to D.C. on that Monday, we have our -- we usually have our Monday morning meetings with the schools that are in Indian country. So that would be a good time for you to explain some of the, and just try to get it more so that they understand, because it's -- that's a huge component of your grantees right there.

And then invite you to come to the conference, the annual conference in the early part of December, and I'll have the paper work for you there.

MS. BOULLEY: So thank you and, you know, for the next NACIE meeting, certainly if there's any area within OIE that you want us to -

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- you know, like this time we did a presentation, really the in depth one about PD. You know, let us know if there's another where you want us to do a deeper look. We tried to hit more formula information this time because last time we focused more on all of the discretionary grants.

But you know, I just want to thank my staff, because a person's only as good as their staff. You know, I inherited a great staff and hard-working people, and you know, we're building our bench. We're, you know, we're recruiting some great people or we're filling positions with great people and hopefully we can have a full staff and be operating full steam.

We have a lot of important work to do.

We need great people to do it, and I appreciate my staff who are here and the ones who couldn't be here, because we're trying to get grants out the door by September 30. So thank you very much.

MS. BROWN: I want to publicly say thank you as well. As a recipient, I have a

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formula grant, these guys work diligently all the time, and are always responsive to the needs. Your work directly impacts kids, our children, our families. So I just want to leave you with that and thank you again for your hard work. Sometimes you don't hear that, that this is good things. You're doing good things for good people, for a good cause, which is our children.

I do have one request maybe for our next agenda or next meeting, is to really -- it kind of goes outside of this, but it's about grants and maybe information on how to become a grant writer, reader or rater, right, to be what is it, a reader, a grant reader.

FEMALE PARTICIPANT: A reader and rater.

MS. BROWN: Yes, because I think we need more Native people, especially for a variety of grants that are going out and NALA will be one of them. Not necessarily the formula grants but all the, you know, there's discretionary grants and such. How do we get the word out, because

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we're always looking -- I know they're always looking for Native people to be grant readers. If you've not done that, fun times.

MS. BOULLEY: Yes. I'm so glad you brought that up because we are anticipating doing four competitions in this upcoming fiscal year. So all four of our discretionary grants. We're anticipating that we will be doing new competitions. Now what that means is that, you know, we need reviewers to fill, to serve on panels.

So you read and score the grant individually, and then you meet and discuss the grants and your scores and it's a great experience, and I will say it's probably the one thing I did that made me a better grant writer, was to serve as a grant reviewer, because you really get to see a whole spectrum of grantee capacity, tribal applicant capacity.

You see some tribes that have such strong need, and yet you know, maybe they didn't write to the objectives as closely as they could

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have, or maybe they were missing one critical element that ruled them ineligible, you know. And so we need good reviewers to go through, you know, tribes and other eligible applicants.

They go through so much time and effort preparing their applications, and we really need great reviewers who respect that effort and want to give good feedback, because if you didn't get the grant this time through, maybe the strength of the quality of the reviewer's comments could, you know, improve the way you approach it the following cycle.

So we definitely need good people that know grants, know our communities, to do that. We do compensate. This year our compensation was \$175 per grant read. So if you were serving on a panel, you read, maybe read seven grant applications. It's typical to read -- maybe perhaps a panel would read between six and ten applications over a two week period, and our grant reviews are --

(Off-microphone comment.)

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MS. BOULLEY: Our grant reviews are done remotely, which means we just do an online -- we do a conference call. So grantees or I'm sorry, grant readers will read and score on their own, and then they'll participate in maybe an hour long phone call for discussion.

It is just -- it is hard work, because it takes a good three hours to read the application, you know, another couple of hours to score. It just -- it takes a lot of effort and we want the comments to be meaningful. So you can't just say oh, the applicant failed to meet this criteria. That is not going to help any applicant to get better.

DR. JACKSON-DENNISON: So what you also see coming down the pike now is that grant, that parent choice grant that's going to be coming along? How far in the future is that coming --

MS. BOULLEY: Well, we need to look at the Notice of Proposed Rulemaking and to see what's -- and we have to go through that process

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and allow for comment, and then we have to go through and analyze those comments and see how that shapes what's coming out.

So the NIA, the Notice Inviting Applications, might not come out until the spring or it might not come out until early summer. It just --

DR. JACKSON-DENNISON: Do any of the other grants that your office is in charge of overlap with like -- I know there was one that our school district wrote for the CDC grant, and are there any type of communications that go on at this level to -- because I know that one was more under the trauma informed, and which has a lot to do with education too.

But so I don't know if there's any communication between this Department and other departments, other grants that are out there.

MS. BOULLEY: What we did is -- we did do a broadcast email message through our listserv, notifying tribes about the -- that was opioid. Wasn't that an opioid and the trauma?

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So we have forwarded information about grant opportunities.

We just do that -- we don't do it for everyone, for every competition that we hear about, just because our listserv people can unsubscribe, and a good listserv is like a muscle. You have to exercise it to keep it fresh. If you use it too infrequently, people don't bother opening the emails.

But if you use it too much, you can make people fatigued and they will unsubscribe if they think you are pestering them. So we've really tried to consider our top priority is anything that went in the *Federal Register*, any of the notifications about the NACIE meeting, tribal consultations, anything that's specific to OIE. That's our top priority.

The other things we'll kind of see what we've got going on. So thank you.

DR. JACKSON-DENNISON: At this time, any public comments? So we did state in the *Federal Register* that if members of the public

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wanted to address NACIE, we would allow up to five minutes per individual to make public comments. I did not receive any requests either phone or email by the stated deadline of anyone wishing to make public comments.

(Off-microphone comment.)

DR. JACKSON-DENNISON: Yeah. I think we should open it to -- we should open it for public comments I guess, yeah. Is there anyone online?

(Off-microphone comment.)

MR. ROULAIN: Good afternoon. They're going to open up the lines for people that are on the phone or participating remotely, to provide public comments.

If you're going to provide a public comment, please state your name fully and your affiliation, and then provide your comments and you have up to five minutes to provide your comment, and please speak one at a time. Thank you.

(No response.)

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MS. BOULLEY: Okay, all right. If there are -- if there are no public comments, then I'll turn it over to the chair.

DR. JACKSON-DENNISON: Okay. Apparently there's no public comments, so I need a motion to adjourn for the day, for the meeting I guess. There's a motion and a second. All in favor say aye.

(Chorus of ayes.)

DR. JACKSON-DENNISON: Any opposition? Anybody want to stay? Motion carries, although we've lost our quorum anyway so -- yeah we have. We have eight.

MS. THOMAS: I'm still here.

DR. JACKSON-DENNISON: We have to have eight.

DR. JACKSON-DENNISON: Okay, we are adjourned.

(Whereupon, the above-entitled matter went off the record at 3:30 p.m.)

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