The National Advisory Council on Indian Education met in the Grand Hyatt Washington, Constitution A, 1000 H Street, NW, Washington, D.C. at 9:00 a.m., Deborah Jackson-Dennison, Chair, presiding.

PRESENT

DEBORAH JACKSON-DENNISON, Chair
PHYLISS ANDERSON, Member
THERESA AREVGAQ JOHN, Member
DAHKOTA BROWN, Member *
DOREEN BROWN, Member
ROBIN BUTTERFIELD, Member
WAYNE A. NEWELL, Member *
AARON PAYMENT, Member
JOELY PROUDFIT, Member
PATRICIA WHITEFOOT, Member
ALSO PRESENT

ANGELINE BOULLEY, Designated Federal Official; Director, Office of Elementary and Secondary Education, Office of Indian Education
FRANK BROGAN, Assistant Secretary, Office of Elementary and Secondary Education
MARK WASHINGTON, Deputy Assistant Secretary for Management and Planning, Office of Elementary and Secondary Education
RUTH RYDER, Deputy Director, Office of Special Education Programs
KAREN AKINS, Committee Management Officer, Office of the Secretary
MICHAEL CHAMBERLAIN, Special Assistant for Rural Outreach, U.S. Department of Education
DIANA COURNOYER, Interim Executive Director, National Indian Education Association
ADRIANNE ELLIOTT, Legislative Analyst, National Indian Education Association
ANGELA HERNANDEZ-MARSHALL, Discretionary Team Member, Office of Indian Education
WANDA LEE, Formula Team Member, Office of Indian Education
JILL MARTIN, Attorney, U.S. Department of Education
JUANITA MENDOZA, Program Analyst, Bureau of Indian Education
SHAHLA ORTEGA, Discretionary Team Member, Office of Indian Education
PHILLIP ROULAIN, Logistics and Event Planner, Tribal Tech, LLC
KIMBERLY SMITH, Formula Team Member, Office of Indian Education
ANNABELLE TOLEDO, Formula Team Member, Office of Indian Education
BIANCA WILLIAMS, Formula Team Member, Office of Indian Education

* present by teleconference
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MS. BOULLEY: Good morning. My name is Angeline Boulley. I'm the director for the Office of Indian Education and welcome. I'm going to turn this over to Dr. Deborah Dennison who is the chair for the National Advisory Council on Indian Education.

DR. JACKSON-DENNISON: Good morning. (Native language spoken) everyone. Welcome to the long-awaited National Advisory for Indian Education Council meeting.

I'm going to yield this over to Patsy who is a member of our council to start us off with a blessing for the morning. Thank you.

MS. WHITEFOOT: Good morning to each and every one of you. Good to see all of you here again. I'm glad to be here with you.

I'm going to start off with a blessing this morning, one that we've been praying with at home.
(Invocation given.)

MS. WHITEFOOT: Please raise your right hand with me and say aye.

(Chorus of ayes)

MS. WHITEFOOT: Today I share this blessing song with all of you here in this room and around the world as well.

Today the song as it's interpreted by my people speaks to the beautiful land. At this time of year as we travel we're reminded of our homelands where we come from.

As has been done for centuries our people have gone out and provided support for our own communities, but we also recognize that our Creator endowed us with many gifts and that is of the land and all those foods and medicines that flow out of the land and all the people and animals, and all the birds and fish that depend on the gifts of the land and the river and the water.

So at this time of year we're out
gathering. Last week we went out and we held our feast and this song came up on our floor as the women prepared to go out and gather in our longhouses.

So we have a dirt floor and this song came out on the floor by one of our women.

And I share it because it's a reminder even though I know it's a reminder that the Earth gives much to us and that we also have that responsibility to respect the land and the resources that are part of the land.

And I'm thankful for the teachings of the many, many Indian tribes, First Nations people that have this value of honoring and respecting the land as the Earth opens up to us and we're able to go out and gather new foods again.

So I ask the Creator to continue to bless each and every one that's here in this room and to also -- to bless our homelands for where we may come from and to bless our families and...
all the gifts that are provided to us on this
Mother Earth and this prayer I share with all of
you this morning.

DR. JACKSON-DENNISON: Thank you very
much, Patsy. We're going to go ahead and call
the meeting to order and we're going to start
with welcome and introductions.

We want to start by saying thank you
to Frank Brogan for being in attendance with us
today. So we want to start with Frank and we'll
start with introductions. Thank you.

MR. BROGAN: Good morning. First of
all, it is I who should be welcoming you all this
morning not only to this table but especially to
Washington, DC.

As you probably know because most if
not all of you have been to Washington, DC it's
a very special time of year.

I am so proud to be a fixture now in
Washington, DC and realize that shortly after I
began my tenure with the Department of Education
that I was no longer a tourist, I actually --
this was a part of my and my family's life and we
are very proud of that fact to call this our home
and be a part of Washington, DC.

But along with that came the knowledge
that there was immense responsibility with being
a part of all of this for the entire nation, our
states and our territories, our tribes in making
sure that to the greatest degree possible as
those charged with that responsibility have
carried out for many years that we see after the
needs of people all over the country in making
sure that their unique and individual needs are
met to the greatest degree possible.

But I've also come to learn that the
answers to many of the problems that plague us as
a society, those answers are destined to be found
at the local level.

Anyone who believes that Washington
has all of the answers to everyone's problem
probably is in Washington.
The reality is that people out there in states and communities understand best that the children whose eyes they look into each and every day are the people who have the keys to how to open the door for our students all over the country.

There are presently some 50 million young people in pre-K through 12 scattered all over the United States and our affiliate territories.

It's a gigantic population of students who are every color of the rainbow, every native tongue, every family structure, every socioeconomic level that you can possibly consider.

And that includes all of the differences in a very positive way in terms of the cultures that those young people carry with them each and every day.

No more to find is the group that we represent here today. Here before all of us and
know that those cultures are best left intact while we are helping to prepare those young people for their place in society in the 21st century, a century that is quite a bit different than those that have come before. We've never seen anything like this.

And that's both on the positive side. I look at my own son who's now 14 years of age who is fearless as it relates to technology. He's never met anything that lights up bells, whistles that he can't handle.

I am still very timid. I remember when I walked into my first fifth grade classroom as a teacher 40 years ago there was not only not a computer in that classroom, there were no computers in the school period. Not in the front office for business purposes.

The library was not a media center. It was a library at the time. There were no computers or technology present there.

And in 40 years you go back to that
same elementary school as I have, it is now awash
in a sea of technology. It's everywhere and it
is certainly completely ingrained in the boys and
girls who attend that school, not only in school
but in the homes from which they come.

It's an extraordinary thing that's
happened. If you think of it in a very, very
short period of time.

But also our young people today across
the board face enormous challenges. Life has
gotten harder in many ways. That's difficult to
think especially for those of us who grew up in
times that weren't always easy in their own way.

Young people are facing in part as it
relates to the technology pressures and changes
that have also made life in the 21st century for
our young people considerably more complicated.

And the genius of technology also
comes associated with challenges. But just in
general it should not and does not change our
fixation on the notion that every child deserves
the right to be able to acquire an educational
experience of high quality to help them be able
to grow and live and enjoy the dream come true
which is the ability to have the knowledge base
not only in terms of reading, writing and
arithmetic, but the ability to solve problems and
think for themselves and grow with a sense of
independence that will help them find their own
way for themselves and their family well into the
21st century.

So the challenges are great. The
payoff is wonderful. And as I travel the country
and have the chance to look into the eyes of all
of these children whose eyes are just as wide as
ours were when we were their age and know that
they rely on every single one of us, those who do
look them in the eye every day and those that
they rely on from afar to give them the
opportunities that we all hope we can provide to
them to be everything that we know that they are
capable of being.
Your participation in all of this is incredibly important. You come from your parts of the country. You come from your tribes. You come from your philosophical bent as it relates to the work that we have to do, not only here at this table but at tables just like it all over the country on a regular basis to assure that we can help our young people find their rightful place without having to give up anything by way of what brought them to that opportunity.

That's the unique challenge, isn't it. Making sure that we're not trying to create a one size fits all of children turned adults, but that it is not only acceptable, it is important that those children carry with them their heritage, their history, their family and the knowledge that that is what brought them to where they are.

And if they can also acquire along the way without divesting themselves of any of that the importance of an educational experience they will be destined to grow up and be everything we
know that they are capable of being and continue
to make this country the amazing tapestry that it
is of diversity and difference, but difference in
a very positive way because when brought together
this tapestry becomes something incredibly
beautiful.

So, I am delighted to be here. I just
wanted to -- if you will please work with me on
this.

I have talked to a number of you. I
have read up on all of you. But I thought as the
chairwoman said this might be a good opportunity
in the brief time that I'll be with you this
morning just to run around the table and
introduce yourself and point of origin, et
cetera.

So if we can do that that would be
helpful to myself.

And by the way, this is Mark
Washington. Mark is one of our deputy assistant
secretaries and he is here this morning because
he is also instrumental in getting you here and working behind the scenes to make all of this possible. And we appreciate the work that he does in that regard at the same time. So he was kind enough to join me here this morning.

You'll also before you're finished be joined by one or more of our additional deputy assistant superintendents.

I know Ruth Ryder is going to be here. I think this afternoon. She had a doctor's appointment this morning, but she'll be joining you this afternoon.

And Ruth helps to oversee the many grants that we put out in the Department of Education but specifically in this case our Office of Indian Education. So you'll meet her as well over time.

But can we start, Madam Chair, on that end and work around? Is that okay?

DR. JACKSON-DENNISON: Sure. Yes, we can start. Thank you. And we're really
appreciative that you're here. So we thank you for helping us get it organized.

Why don't we start with Angeline first because she's our new director of Indian education so I think that would be appropriate. We all know each other so we want to know from Angeline and then we'll start from this end after that.

MS. BOULLEY: (Native language spoken) Angeline Boulley (Native language spoken).

My name is Angeline Boulley and I'm from Sault Ste. Marie, Michigan. And I'm very pleased to be here. It's just my honor to be the new director for the Office of Indian Education. My career has been in Indian education. I come with a tribal education director background and also contractor, federal contractor experience. And so I'm just really happy to be here and I look forward to really working together with you and getting -- fully
embracing everything that is in your purpose which is to advise the Secretaries for Education and for Interior, and to have a meaningful impact on all of the programs and offices that serve our American Indian and Alaskan Native children and their families.

And so that's my life's work and I'm just happy to be here to do that with you. So (Native language spoken).

DR. JACKSON-DENNISON: Thank you. Can we start with Chief Anderson?

CHIEF ANDERSON: (Native language spoken) Hello, good morning.

My name is Phylliss Anderson and I'm the tribal chief of the Mississippi Band of Choctaw Indians.

We have approximately 11,000 members in our tribe. In order to become a member you have to be at least one-half blood quantum.

We do operate six elementary schools, tribal schools. Also a middle school and a high
school.

We have approximately 2,200 students in those 8 schools.

We also have land that's about 36,000 acres, but the reservations are what you call checkerboard that we have lands in probably 10 different counties.

So that's why we have the elementary school. Once they complete the elementary school they come to the middle school and to the high school.

So we're very fortunate to be able to send our children to our own tribal schools because it allows us to help continue to teach the Choctaw language and that's one of the things I continue to advocate for in education is more dollars in allowing students to be taught the language.

I continue to advocate for school construction dollars as it's very important.

And also I believe that it's important
that we all continue to make sure that all of our
children whether in public school or in tribal
schools continue their education.

We do have a property in Tennessee.
It's a little bit over 180 acres. So we have a
housing system there that's about 25 houses. So
we do have land in that area as well.

With our population, I talked about us
having 11,000 members half of that is under the
age of 25. So you can see what a very young
tribe we have and how important it is to continue
to provide education for our tribe.

And I could sit here and talk all day
about the Mississippi Band of Choctaw Indians,
but I just want to say thank you for being here.
And I'm glad that I'm able to make it here this
time.

And it's good to see all of you all.
And it's wonderful that we are starting to meet
again after, what, two years maybe. Longer.
Well, last year. Okay.
So I'm very excited to be here and just very excited to see all of you all. Thank you.

MR. BROGAN: Happy to have you, Chief. Thank you.

DR. JACKSON-DENNISON: Good morning again. (Native language spoken) Deborah Jackson-Dennison.

I'm Bilagaana Scottish born for the Kiyaa'aanii Clan of the Nav People, Navajo People. And my paternal clan is 'Ashiihi which is Salt. And Towering House is the Kiyaa'aanii Clan and that's a leadership clan. That's many of the Navajo people that you'll meet across the nation because they're all over the place as everyone knows.

Many of them have the clan of Towering House because that's a leadership clan. So it's an honor to be here to serve on the National Advisory Council for Indian Education.

I've been an educator. It just runs
in our blood, my family. I've been an educator. I'm nearing retirement in the state of Arizona so I've got a couple of more years to go.

I've been a superintendent for 16 years now. I can't believe that. It seems like it was just yesterday that I started as superintendent, but it went by fast.

And I'm looking at what to do next, but in the career so far I've really enjoyed. It's a hard career in Indian Country to have especially as a female, but I'm very proud of the progress that we've made in both Navajo Country and now I'm at the San Carlos Apache Nation in southern Arizona.

There in San Carlos we have an elementary school with close to 1,000 kids, 900 kids. And then our middle school has about 300. And then our high school has about 350. So you can see how the trend is where we have such high numbers at the lower school and you see the dropout starts to happen just in that school
alone.

So it's a real challenge to the communities. I know we're very similar to many of the communities throughout Indian Country.

Education is really very important and it's important to keep that forward progress. So my background has always been systemic reform in Indian Country and that's really where my heart and passion lies.

So it's an honor to be here and work with the other NACIE members. I've been on this council since 2010 and some of our council members have been a lot longer because they've carried over from previous administrations.

And so we have our work cut out and we take this responsibility very seriously. So it's very nice to be here, it's very nice to have you here again. Thank you.

MR. BROGAN: Thank you, Madam Chair.

DR. JOHN: (Native language spoken).

Good morning. (Native language spoken).
My name is Arevgaq. I'm from Bering Sea Coast, the farthest part of the United States. And I'm the daughter of late Chief Paul John from southwest Alaska.

I learned to speak English maybe when I was in fifth grade because I'm the first generation to be experiencing western schooling in southwest Alaska.

And I belong to Yupik Tribe which is the largest Yugtun speaking of the five ethnic groups in Alaska.

And I teach -- my title is associate professor at the research program Center for Cross-Cultural Studies, University of Alaska Fairbanks. And I've been there for about twenty some years. Like you I'm thinking about retirement. I'm hoping to get more doctors under my belt.

But anyhow, as you all know the state of Alaska is going through massive funding cuts and university is impacted severely.
The equivalent of the proposal to cut is to close down two of the major three, top three universities.

So there's a lot of fear and a lot of stress. Our program is the only indigenous Ph.D. program in University of Alaska system which is the whole statewide.

And our major concern and issue has always been funding for more faculty. In fact I'm the only tenured faculty among the 4 that cover 40 students, 40 Ph.D.'s. So it's very, very tight. They keep us very busy.

They're starting a tribal school. The former Alaska Pacific University is becoming a tribal school there in addition to Ilisagvik College in Barrow. So those are the two tribal schools in Alaska.

But I am very, very happy that you are here with us and I'm very, very grateful to see everyone once again after such a long time it seems like. And I'm looking forward to having a
productive time here the next two days. (Native
language spoken)

DR. PROUDFIT: (Native language spoken). Dr. Joely Proudfit. I'm a descendant from the Pechanga Band of Luiseno Indians from Temecula, California. And I'm from the Ngeesikat Clan.

I've been a college professor for 24 years. Oh my gosh.

MR. BROGAN: We know, you're thinking about retirement.

DR. PROUDFIT: No, I can't. I think I need 40 to get that full retirement. So, 24 -- well, it seems like a lot. It's halfway there, right?

But very similar to what my colleague here Theresa has said there's a lot of stress, a lot of tension in higher education in a time where we're talking about issues of diversity and inclusion in all various forms and capacity.

American Indians are still not
included in that conversation and it just is so frustrating.

The erasure of native peoples. We see that in every capacity and every level.

And so our jobs are hard as it is, but they're much more difficult when we have to constantly educate our administrators and our colleagues that we exist, we're still here.

In California where we have 109 federally recognized tribes and about 85 who seek recognition and the two largest urban Indian populations it's a challenge to say the least.

I happen to teach at a university that is on my traditional homeland, the Payomkawichum and Luiseno people which is something I always wanted to do. I'm a three-time tenured professor.

But even with 35 tribes within driving distance the issue of inclusion and erasure is still very much there.

We have the largest American Indian
student population per capita of any university in the state of California. That is definitely a result of a very simple tactic. If you build it they will come. You not only have to build the infrastructure to support our native students, but you have to have the capacity, the human capacity and infrastructure which means we need more native teachers and professors that look like our students, that have the same shared experience of our students.

And when you set up that kind of model it's success. And so those programs that have proven that, we just need them to be supported and replicated so that we don't get burnt out because I too am the only tenured -- I'm a full professor in the department with lots of lectures.

And I have people fly in from all over the place to come see me, to want to teach in the department because our department is so
innovative, because we have native students, because we have the opportunity to spend the classroom in the tribal community because of where we're located.

But it's always about resources and funding. And one of the issues that resonates with me as a university professor is this issue of erasure in terms of our native student identity.

If a student marks the box as Latino and American Indian the American Indian part does not get counted.

And therefore we have lots of Hispanic serving institutions, for example, in California and we don't have a single non-native tribal serving institution.

And that threshold of a 10 percent -- you have to have a 10 percent American Indian student population. We have 4 percent. But we have more people in California than in the entire country of Canada.
So some of these policies and regulations need to be changed. Otherwise we will never seek the benefit of federal funding and resources to serve the most neediest and where they're intended to serve.

So, I hope that as a committee we can continue to look at some of those issues to better serve our students who have the good fortune of graduating from high school which we know is a challenge. I'm the first person in my family to graduate from high school. My mom had a 10th grade education and my dad had a 6th grade education. So to be a three-time tenured professor and to be a full professor now in the university, but to be facing the same challenges that my mother's generation faced I think is shameful.

And so I hope that in 2019 and beyond we can do more to continue to service our tribal youth.

But I chair the American Indian
Studies Department. I direct the California Indian Culture and Sovereignty Center where we do produce research like our State of Indian Education Report for California as we found the state wasn't doing it. No one was doing it, not even our national organizations because the numbers of California Indians or Indians in California was insignificant in comparison to other populations because they're always comparing us to the larger general population.

So even though we have a large number of tribes we often don't get counted. And if you're not counted you're not serviced, right. And you're not funded.

So we end up doing our own reports and financing those through tribal funds. And this is another issue of concern is that the responsibility of tribes to do the roles and responsibilities of both the state and federal government, I think that needs to be addressed and challenged.
Tribes are sovereign nations that are responsible for their healthcare and their infrastructure and their own people. And to do the job that would not be asked to be done for any other group, ethnic group is quite frankly discriminatory and shameful.

And lastly I would like to just remind everyone that when we're looking again at issues of diversity and inclusivity and having these conversations the fact that we still have to deal with mascots in public schools, public schools that get federal dollars is just ridiculous.

And so the fact that our children have to go to school. California, we have 146 K-12's with Indian mascots. One hundred and forty-six. We lost one which was great and we did pass the legislation that was implemented in 2017 that no school in California could use the moniker redskins, but there was only three using that one. And we were the first state to pass that type of legislation.
But this piecemeal legislation that's being passed by counties and various states is not the answer.

Why can't we just say any school receiving federal funding cannot make fun of other human beings, especially human beings that attend those schools.

It's 2019. We just don't accept it for any other population, but it seems to be okay for American Indians.

And you know, I have a 7-year-old. When she was in kindergarten she came home and her neck was bloody. And it was bloody because she was scratching off her moles because she didn't want to be brown anymore.

So we have to instill a sense of pride in our young people. We have to remind them that they're important and that they're special.

And we can't do that when we have images of stereotypes on their school walls. So when we know better we do better. And I think
by now we all know better.

So I hope that I could work with all of you to make a dent and some changes in those areas. Thank you.

MS. WHITEFOOT: Good morning.

(Native language spoken) Patricia Whitefoot. I introduce myself in our language of the Yakama Nation which is one of the tribes that speak the Sahaptin language in the northwest. That includes not only central Washington but also Oregon, parts of Oregon and Idaho. So we have relationships amongst the Warm Springs tribes, the Umatilla tribes of Oregon and the Nez Perce tribes of Idaho plus the Yakama Nation.

And I come from the Yakama Nation which is the largest tribe in the northwest and I'm also associated with the Affiliated Tribes of Northwest Indians which is made up of the 56 tribes in the northwest that also include western Montana, southern Alaska, northern California.

I'm the mother of three adult
children. Yay. And I don't have to babysit. I mean, I do babysit but they don't stay with me.

MR. BROGAN: Yay.

(Laughter)

MS. WHITEFOOT: And I also have a great granddaughter from one of the southern tribes that Joely talked about in southern California. So it's wonderful to be a great grandmother today.

I also just want to say that I'm also retired having been involved in education for about 50 years from preschool to higher education and taught at preschool, elementary, middle school, high school and college. So I should have just said preschool to higher education.

But yes, I've done that work and have been actively engaged with Indian education over those years.

And also have been an elected official of my tribe meaning I've been on tribal council and I've also been serving as elected official in
other capacities of the tribe as well. And then elected official with the Affiliated Tribes of Northwest Indians too. So having that broad background is important because just in my work with education in the classrooms with Native students and non-Native students there still is a definite need particularly for communities where you have poverty, where there's a need to also address the health needs of students, all students. Health and education just naturally go together because if children aren't able to learn, have healthy foods and have health conditions in their home that are reflective of the needs that we want to see in society students aren't able to function. Children have family members at home who are dealing with cardiovascular disease, rare health conditions, you know, all of those issues. Our children wouldn't be as stressed as they are, families wouldn't be as stressed as they are as
well and I wouldn't be stressed as well. And so I just want to add that to the conversation that health is -- the health and well-being of our children, our families, our tribes and our communities where we come from is important.

I can also echo all of the concerns that have been shared here as well. And language and culture is so critical and the use of our language connects us to who we are as a people, connects us to our family, connects us to the land, the water, the universe.

And so language is vital that we continue to share the work that we've been doing collectively, but also looking at resource and funding and also policy that is in alignment with the values that the tribes hold dear to their hearts. So I just wanted to mention that about language and policies.

In addition to that I just want to speak just very briefly about the work that we've
been doing with Education Northwest in Portland, Oregon through the Affiliated Tribes of Northwest Indians. And again, we're all volunteer community members have been working with Education Northwest over a number of years. And the topic that Joely talked about about obscured identities. In our work with the northwest we were able to do some research in some of our northwest communities and came up with this paper on obscured identities on American Indian and Alaskan Native students. So it is a major issue that we face when it comes not only to providing service to students but also the funding and the ability to be able to count those students. What happens in school systems. Because, just again because of our numbers we're not necessarily involved in the registration of our students in those public schools so that's a major issue right there is just making certain
that our students are being reflected and counted accurately.

I could go on, but I won't. But just my background, preschool, having been in the preschool to higher education.

So I think preschool set the foundation for me in terms of making certain that we're addressing the holistic needs of our children and the families and the community as well with parents. Thank you.

MS. BUTTERFIELD: And I'll add to Patsy, she's also been the past president of the National Indian Education Association twice. As well as her state Indian ed organization.

(Native language spoken). My name is Robin Butterfield. I'm Ho-Chunk and Anishinaabe. I actually identify more with the Ho-Chunk side. I'm enrolled in Winnebago, Nebraska, but my grandmother was from White Earth, Minnesota.

And my granddad was the first American
Indian to graduate from Yale in 1910. And my grandmother on the Ojibwe side was American Mother of the Year in 1950. So they were some of the movers and shakers back in their day.

So I inherited a long legacy of responsibility from my grandparents. My mother and her sisters were sent off to Vassar, Wellesley and Mills and my mom was 16 when she went to Vassar.

We knew we were going to college from day one and out of the seven siblings all of us have either gotten undergraduate, master's, law degrees. Some of my nephews are medical doctors now. We have lots of attorneys.

So the belief that education is kind of a way to protect our people I think has been ingrained in me for a long time.

Out of the 47 years of Indian education I've worked for 3 different state departments of Indian ed. The longest period of time was in Oregon.
So I've seen Indian ed from both the classroom level, the state level and then I've also worked for three different regional technical assistance centers. So my real love is professional development and teacher training.

I've had the good fortune to actually be in classrooms, I would say hundreds of classrooms and worked with thousands of teachers over the years doing quite a variety of kind of innovative things to include things like the Indian Reading Series which spanned the development of the -- actually it was the collection of 137 stories that were written and illustrated by tribes throughout the northwest over a period of 10 years.

And those stories and booklets still exist and can be used for classroom resources.

In Oregon right now, in fact I'm the president of Oregon's Indian ed association. We have state legislation that has mandated the development of a series of lessons that will be
required of all students in the state. Each of the nine federally recognized tribes will also be developing their own versions of lesson plans that can be used more locally.

But we also passed -- well first of all, around the mascot issue, the state board banned the use of mascots it was supposed to be as of 2017.

And then a couple of legislators passed a bill saying well, you might be able to keep your mascot if you agreed to do some educational programming with your students and you got sanctioned by a local tribe.

So we still have about -- I think there's 5 out of the originally I think there were 17 schools in Oregon that -- so at least 12 of them have gotten rid of the mascots completely.

I don't know that anybody has circled back around to check on the educational programming requirement, but I was involved in
the legislation around kind of bringing back mascots after the state board got rid of them.

And so after the study group that I was facilitating which was an interesting process because you were either really for them or you were really against them. So trying to come up with some parameters around how would you accommodate those two very diverse perspectives.

We took it back to the state board with the recommendations that we had come up with and the state board said no. We want them gone.

So then we had the question of what trumps what, is it the state board or is it a piece of legislation.

So obviously the legislation won out and there are still some schools in Oregon that still have mascots. But there's a lot greater awareness about what the issues are and why those mascots should not be considered.

And one of them was a tribe that had been terminated that chose to use the mascot.
American Indians because they are. And so there's always this interesting variety of perspectives, especially from a tribe that had been terminated. They were fiercely protecting their I guess newly reclaimed identity.

I also am involved in the state organization and the National Indian Education Association. I'm currently the president. Going out on the 50th anniversary of our organization. So we are expecting a really big kind of culmination and celebration of 50 years of NIEA.

It will be in Minneapolis which was the birthplace of the organization. And that's October 9th through the 12th. So you should come.

MR. BROGAN: Sounds great.

MS. BUTTERFIELD: It would be very interesting convention.

MR. BROGAN: I love a celebration.

MS. BUTTERFIELD: So I think that's
all I'm going to share. Thank you.

DR. PAYMENT: (Native language spoken) So I just shared -- my spirit name is (Native language spoken) and it means a place above Bahweting where I'm from where the spirits can talk directly through.

I'm the chair of the Sault Ste. Marie Tribe of the Chippewa Indians. We have 44,000 members so we're the largest east of the Mississippi.

And my story is one from GED to Ed.D. And I'm a high school dropout. I dropped out at 15 years of age. I didn't feel comfortable in the public schools. I was a dark-skinned person in an environment that didn't welcome dark-skinned people. And so I dropped out when I was 15.

And my sister and I dropped out at the same time and we both -- we studied for one week the GED study guide at our tribal GED program and we both said well, we're ready to take the test.
So we went up to the college and our education director scheduled it. He said I'll schedule it but I'm not going to lie for you because you have to be 18.

And we took it and we passed it. Somehow we passed it. You needed a 50 to get into college. I got a 49.6 so I got admitted on probation which was probably the best thing that could ever happen because I remediated a bunch of courses that I never had. Actually it wouldn't be remediation, I never had it.

And she got a 65 percentile, but she's my older sister.

(Laughter)

DR. PAYMENT: And so I went on and I got my bachelor's degree.

When I was in high school I basically failed out of high school. But in my bachelor's degree I carried above a 3.0 which really surprised me.

And in my master's, my first master's
was in public administration and I got a 3.72. And then I've since went back and got a master's in education administration focusing on higher ed, a master's in education specialist focusing on K-12 because I think that's what's wrong with public education is the disconnect between K-12 and higher ed.

And I wanted to -- in my traditional way wanted to comprehensively understand the whole system.

And then just finished up my doctorate. Last time we were together I was saying I'm almost done, I'm almost done. And I got sick of saying that so I finished it.

Oh, also I am a former BIE and charter school president. And a faculty from a university including writing political science research and statistics course into curriculums to prove that I was not a minority hire because I know that most of my colleagues could never teach such a course, and a retention
administrator at the university level. I currently serve as the vice president for Bay Mills Community College as well.

And so I wanted to share all that with you because as a high school dropout there's a constituency that is largely ignored and that's people who drop out who could drop back in.

And generally we don't focus on that. There isn't really resources available for that. And if we have the highest dropout rate of any racial ethnic population we have the highest need for bringing people back into the fold.

I'm really just amazed at this group. And if it isn't evident yet we have one of the most distinguished group of people and a think tank if you want to call it that of people with expertise.

We've got a past president for NIEA and a current president of NIEA. We have faculty
that have published that are leading the charge across the country.

And we have former superintendents. No, you're a current superintendent. Former school board. Doctoral mentors and people who have dedicated their life to bringing other people and pulling them up with us.

And people who have worked with state departments of education. You have a diversity of expertise at this table that runs the gamut on -- that could answer any question and investigate any solution.

And so I would urge the Department of Education to see this as an opportunity. We've I won't say floundered because it's not us, but we weren't sure where we were.

At different times some of us have thought well, why are we wasting our time. But we stuck it out because that's what Indian people do. We're persistent. We're still here.

But if we look at the opportunity we
represent we really can solve some really big problems across the country.

You have the expertise sitting right here at the table. And I'm honored to be part of this group.

One thing I wanted to say very specifically is a lot of times people think that Indian education is some kind of liberal concept, but it isn't. It's a very conservative concept.

Because when we signed the treaties the federal government obligated itself and acknowledged the treaty and trust responsibility to provide education for American Indians.

That's unique. That doesn't exist -- and this surprises people. That doesn't exist for the rest of the population.

All Americans have an equal opportunity to an education, but we don't have a constitutional right to an education. American Indians do. And sometimes that's lost and so I'm here to help remind the federal government of
that.

And finally since the last time we've been together I have adopted my nephew. He was in foster care with me and then my brother passed away and so I've adopted him. So I have a 14-year-old and life is very different.

(Laughter)

DR. PAYMENT: And he's at home right now and my nephew, other older nephew, adult nephew is watching him. And I have to call and check in to make sure nothing's broken.

MR. BROGAN: Especially bones.

DR. PAYMENT: So having a young child that's being educated, he's now at the age of going to the public schools.

He's at our charter school right now in our tribal school, but we don't have high school yet. And I just hate the idea that he's got to go to high school because I didn't make it. None of our people in my family, my immediate family made it through that system.
And I just hate the idea that he has to go there. So I want to improve that system so that he can succeed. He's the kind of kid that will either get A's or D's or E's. And so with the right opportunity he gets A's. And so he deserves that opportunity. It's his constitutional right as an Indian to have an education.

And so finally, just if you can look at what we represent and fully utilize us. We almost didn't exist coming into the new administration. I had to write some justifications behind the scenes so that the Secretary could understand this opportunity.

We're not partisan. American Indian education is not partisan. We're very conservative in many of the ways that we try to educate our children and we are very interested in looking for choice opportunities for American Indians.

Ninety-three percent of our kids go to
public schools. Only a small percentage are addressed through the BIE system. And so we are dedicated to improving public education.

MR. BROGAN: Thank you.

MS. BROWN: Good morning. My Yupik name is (Native language spoken). My English name is Doreen.

My family is originally -- my mom's family is originally from Aniak and I'm a tribal member of Aniak. And my father's originally from Washington. And one day if you ever want I will tell you a great love story which happens to be about my mom and dad and one of their guests which would be me. But that's another day.

I do want to talk about gifts today. Number one, we have the gift of being able to be here today so thank you and having lots of staff and of course our esteemed members of NACIE. So that is a great opportunity to continue our efforts for Native education and our students.
I have a couple of other gifts that I'd like to mention today.

First and foremost is I am the director for Title 6 Indian education for the Anchorage school district. We have 45,000 students that are in that particular district. Eight thousand of them are Alaskan Native or American Indian.

We have just in Alaska over 200 tribes. We have over -- we have 21 official languages, 20 of them being indigenous, 1 of them being English.

Here's the win. Through a federal grant, through NALA which is new we have our first Yugtun Yupik immersion classroom.

This year is our first kindergarten classroom of 23 students that will be finishing. We will start first grade next year.

So this is a huge win and I appreciate the fact that the federal government gifted us the ability to have an indigenous language in an
urban setting. So we look forward to having many
more.

The other win is that we were gifted
this school year the first time in the Anchorage
school district that our students are actually
able to wear an object of cultural significance
for graduation. This is huge.

We look forward -- right now as of
today we have 35 notifications for our students
because they have to notify the principal that
they will be able to -- what they're going to
potentially wear for graduation.

We look at this as really a learning
opportunity for our principals, our staff to
really understand what does culture mean, what is
an object of cultural significance.

I look forward to graduation this
year. I look forward to the process. I look
forward to it being bigger and better each and
every year.

Another win. I know you probably hear
-- I just want to talk about wins today.

The next one is that out of 3,500 teachers we have about 150 Native teachers. We just gathered them together through the efforts of NEA and AEA, our local unions help sponsor this. We haven't done this in a long time.

We want them to get together. I need help with the lift. I'm one. I'm one of administration that's Alaskan Native or American Indian. I'm actually one person of color.

So I need them to help. I need them helping when we adopt a curriculum. Is it culturally responsive. Are our kids included in this. Does it infuse culturally responsive pedagogy. These are some things.

So gathering those teachers together, number one, to help with the lift.

Number two, to see where else they can insert themselves so we can get more educators so they too can be role models and help our students be the best educated in our nation. So that was
our fourth win for the school year.

So more importantly my son just graduated from college. One out of the house. He's not coming back. I'm super sad, but I'm also really excited about that.

And then I also have my midlife miracle who's still at home and she's 12. And so I relate to Frank and with Aaron with the preteen. Love it. And it's been fun. So I too have been checking in for bones and other objects that will be maintained. But thank you.

Yes, so thank you and I appreciate the minute just to say that there are some great things and we still have a lot of work to do.

In some ways -- it's bittersweet in some ways because these are wins, but they actually should just be. Right?

Like I'm a human being and they should just be. We should be able to speak our own language and be taught that, or be able to wear objects of cultural significance. So I leave you
with that. Thank you.

MR. BROGAN: Thank you. And we alluded to them a few times as we went around the table, but could I ask my colleagues, I call them the wallflowers over there. Would the garden speak up now?

Some of you have probably spoken on the phone. Some of you have met face to face because they're all not new. Some of them have been here quite awhile.

But could you run down the wall and introduce yourselves to everybody so they can put faces with names?

MS. HERNANDEZ-MARSHALL: Good morning, Angela Hernandez-Marshall, Education Department specialist.

MS. WILLIAMS: (Native language spoken). Good morning, my name is Bianca Williams. I'm the newest program specialist for OIE. I just came from the Office of Head Start for Region 11 that serves Alaskan Native and
Native Americans. So I'm happy to be here.

MS. SMITH: Kim Smith, head of the formula grants program.

MR. BROGAN: Good morning.

MS. TOLEDO: (Native language spoken). I just wanted to say that I wanted to acknowledge my elders first and readings from my Pueblo which is the Pueblo of Jemez.

And I just want to say that it's a good day to hold this meeting, to have a meeting of minds, to all come together.

And I work in the Office of Indian Ed. And I am an education program specialist and I'm one of three. I work on the formula grants.

And I've been with the Education Department since 2003. I just wanted to say welcome.

MS. LEE: Wanda Lee, formula grants. And I'm not ashamed. I'm Lumbee with a little bit of Cherokee blood and I wouldn't know what else.
MR. BROGAN: Did we get everybody?

MS. BOULLEY: We also have -- oh, I'm sorry.

MS. ORTEGA: Shahla Ortega, OIE.

MS. BOULLEY: Okay. Thank you, Shahla. We also have some NACIE members who are online or have called in and I'd like to give them an opportunity to introduce themselves as well.

If you can unmute the phone and then Dahkota, if you are there?

MR. BROWN: Yes, good morning. Can everyone hear me all right?

MS. BOULLEY: Yes.

MR. BROWN: Great. (Native language spoken) Good day, everyone. For those of you in the room who don't know me I am Dahkota Brown. I'm from the Wilton Miwok Rancheria in northern California.

I'm currently a college student here at Stanford University in the Bay Area. I don't
know what everybody else's weather has been like, but it's been real nice here.

But right now majoring in theater writing with a minor in Native American studies and currently applying to do an honor's thesis in education.

(Simultaneous speaking)

MR. BROWN: Oh, hey Wayne. As far as my front goes a lot of positive things looking up.

We have a new director of education for our education department who's doing a lot of great things.

And also recently broke ground for a tribal gaming facility which if things go right means a lot of great stuff for our education department as well.

I know that our tribal council and chairman have already kind of set forth plans for what income will look like for the education department. So yes, a lot of good things looking
up for our tribe.

And it's great to talk to everybody again and be here.

DR. PAYMENT: We're proud of you.

MS. BUTTERFIELD: Good job.

MS. BOULLEY: Okay. Wayne, would you like to introduce yourself, please?

MR. NEWELL: Hi. Good morning, everybody. My name is Wayne Newell. I'm up here in Maine in the woods. And I'm glad to be a part of the meeting. Even though I'm not there physically I am there in spirit.

I have -- this is my second round on NACIE. I was appointed originally by Jimmy Carter when he was President and I served there until Reagan got in and there was a mass firing of all the NACIE people.

Somehow they found 15 Republican Indians somewhere. So we were all fired.

Anyway, the first experience was unusually different from experiences today. We
did have enough in our budget to travel all over the country and visit many, many of the Native communities at that time.

I don't know if that's possible now. I gather it isn't.

The second time I was appointed by the Obama administration. Unfortunately my health deteriorated. I do have cancer and unfortunately or fortunately I am in remission for about six years which is great.

And I just had a very successful heart operation. And so I was very anxious to be part of the meeting today and so I'm glad to be here.

I have worked hard for 40 years in the Native language, the Passamaquoddy language is on the endangered species list. I guess that's the proper way of saying it.

So we have been working hard. We did publish a very successful dictionary. And I am about to publish several books that I have written over the years. I just figured it was
time to publish them and share them with a bigger community.

And the most -- nicest part of my work is working with young people and helping them through high school, for example. And using the language as a part of their basic education.

The other thing is training staff, Native and non-Native, to be receptive to the needs of the Native communities.

And all of this accumulated in just a vast -- a life for education.

I am now retired but I actually have more to do now than I did when I was working.

So that's my brief resume. Thank you very much. And I am so glad to be part of your organization. And I'm still part of NACIE and I'm so happy about that. Thank you.

MS. BOULLEY: And then I am unsure if Virginia Thomas was able to call in or not. Virginia, are you there?

Okay. All right. Thank you. Dr.
Dennison, if you'd like to call the meeting to order and do a roll call.

DR. JACKSON-DENNISON: Okay. We'll call this meeting to order officially. And thank you, everyone for your introductions. That was so -- I even learned more new about one another. I thought we knew everybody, but I guess we do that and it goes right into one of the items on our agenda which is re-envisioning NACIE.

It gives us more opportunity to know what that is. So again, calling to order and then right into the next item would be to re-envision NACIE.

MS. BOULLEY: Okay. We do need to officially do a roll call --

DR. JACKSON-DENNISON: Okay, so you want to do that?

(Simultaneous speaking)

MS. BOULLEY: -- the transcript.

Okay. All right. Ms. Doreen Brown.

MS. BROWN: Here.
MS. BOULLEY: Dr. Aaron Payment.

DR. PAYMENT: Here.

MS. BOULLEY: Ms. Robin Butterfield.

MS. BUTTERFIELD: Here.

MS. BOULLEY: Ms. Patricia Whitefoot.

MS. WHITEFOOT: Here.

MS. BOULLEY: Dr. Joely Proudfit.

DR. PROUDFIT: Here.

MS. BOULLEY: Dr. Theresa John.

DR. JOHN: Here.

MS. BOULLEY: Dr. Deborah Dennison.

DR. JACKSON-DENNISON: Here.

MS. BOULLEY: Chief Phylliss Anderson.

CHIEF ANDERSON: Here.

MS. BOULLEY: Mr. Dahkota Brown.

MR. BROWN: Here.

MS. BOULLEY: Mr. Wayne Newell.

MR. NEWELL: Dr. Wayne Newell.

MS. BOULLEY: Dr. Wayne Newell.

MR. NEWELL: Here.
MS. BOULLEY: Ms. Virginia Thomas is not able to be with us. Ms. Mandy Smoker-Broaddus also sent her regrets that she was not able to attend.

We do have a quorum and we are able to conduct business.

DR. JACKSON-DENNISON: Thank you. Now we'll go right into the re-envisioning NACIE. I know that we had a conversation a few weeks ago when Ms. Boulley first entered the -- am I saying your name right?

MS. BOULLEY: Boulley.

DR. JACKSON-DENNISON: Boulley. Okay. First entered the position and we talked about what really we need to -- I'm feeling real giddy too. It's really early in the morning for me right now.

But we're very -- I felt like we discussed and among some of us we've talked here and there about where we're going from here.

We have had that and some of you
brought it up in your introductions the gap in our meetings. Just really struggled for a while there to make some kind of movement. In fact, we've missed a couple of the reports to Congress that we were supposed to -- the annual reports.

We've been working on them but we just haven't been able to get a quorum at times. It's very difficult because everybody is so busy as we've heard around the table.

But just re-envisioning what we want to do, what our purpose is. So I wanted to start there. And I don't know if you had anything in mind to start with?

MS. BOULLEY: Yes. I would like Frank Brogan to give an update about some of the things that are going on with OESE. I have only been in my position for five weeks now, six weeks I believe, and we've had some really great conversations.

And so I think it would be really good to hear from him about a few specific things that
I think we -- would be a good way to start our meeting.

DR. JACKSON-DENNISON: Okay, thank you.

MR. BROGAN: Thank you, Madam Chair. First of all, I want to start with Angeline. I was more than impressed with her interview. I was impressed with her as we often are when we go through the hiring process with her on paper, that's impressive enough. The chance to meet her personally and talk with her and listen to her obviously turned the trick. She was in my opinion a great candidate and is going to make an outstanding director for Indian education.

We are a small if you will subset, very important but a small by volume subset of Indian education. Obviously Interior is the large body of Indian education.

But we are fiercely proud in the department of our contribution to Indian education through the Office of Indian Education.
And I think Angeline brings to us great leadership skills and helping to continue to make sure that that office and all that goes along with it remains relevant and also helps us to evolve now with the Department of Education into a role that we hope will be even more significant in the future.

The department itself is just coming off of a major reorganization. The Secretary decided that after many, many years of remaining fairly consistent in terms of how the department was organized perhaps now was a good time to review all of that and see what possible changes could be made to make sure that we were aligned appropriately within the Department of Education to meet the challenges of today and the future.

And so it was about an 18-month process from the beginning until this recent January 1 which was hailed as the implementation date of this reorganization.

The philosophy behind it was rather
simple but important, and that was that we were
a series of boxes on page after page after page
of organizational structure.

But we seemed to lack a certain
alignment of mission and of individual
contributions to that mission.

So the Office of Elementary and
Secondary Education is a good example of that.
We have wonderful divisions within the Office of
Elementary and Secondary Education, but we
onboarded as part of the reorganization what was
an independent office that is now a part of
Elementary and Secondary Education and that is
innovation and improvement.

The idea was this. With the passage
of the Every Student Succeeds Act which does
several things, but if you pulled out what are
considered to be the two major pillars of that
legislation that was passed by Congress, signed
into law, the idea number one is the
identification and return to much more by way of
local control, local authority.

I touched a little bit on this in my preliminary comments about the idea that Washington had begun to pull more and more to Washington, DC in the world of pre-K through 12th grade education.

And by virtue of that fact Congress felt it was important that we begin to recognize what I mentioned earlier that much more should be in the control of the people who actually look these boys and girls in the eye every single day and give back some of that greater local control and authority to give people the chance to create for their children in their communities and states that which is rightfully theirs, but also that which they are in the best position to create for the children in their charge.

That's the philosophical bent with the Every Student Succeeds Act.

Each state and we are working with Indian Education and the Department of Interior
as a part of the Every Student Succeeds Act. By the way, I'll call it ESSA heretofore. It's just easier to say.

I'm always sensitive to acronyms because as I joined the federal government I found where all acronyms actually go to die. It's in Washington, DC. There's every acronym humanly possible in Washington, DC.

I've been around a long time, but I met my match in acronyms when I came to DC. DC which stands for District of Columbia.

(Laughter)

MR. BROGAN: So by virtue of that fact the second underpinning of ESSA is accountability. And the title goes along with that.

We went through No Child Left Behind. We went through the Elementary and Secondary Education Act which was actually signed into law way back in the early nineteen sixties.

But this law was passed with two
pronouncements. One, a return to more local control. But two, underscore the word every student succeeds. And that's a big part of the accountability strand in ESSA is making sure that when we ask people so how are the students in your charge faring the answer is just not generally it's going very well because generally is in my opinion the old code in public education for if you shoot for the hole in the doughnut it's okay, but things around it, maybe not so much.

But we do things in the aggregate in public education and by virtue of that fact it's easy to lose people in the wash of the aggregate.

So there was an emphasis paid on that title Every Student Succeeds Act and the law was actually created to make certain that indeed we are looking at every student, not only in how we work with children every day but also how we report their achievement levels every single day.

So an inherent and really important
part of the law on the accountability side is that no longer can you just give a general assessment and report how generally everybody is doing.

Every state who has now an approved plan is required to report not only generally how their students are doing, but also the subgroups that they serve at the same time to make certain that everyone's success is being scored and counted, and everyone's weaknesses are being identified for purposes of then finding ways to reach children that we have not been reaching as well as we should across the board.

So it's a significant body of legislation, but more importantly it is a massive sea change the likes of which this country has not seen in a long, long time.

We're actually and technically in the third year of the Every Student Succeeds Act from the time it was signed into law, but the reality is we are right now in what we call the first
year of implementation.

This is the year where all states must now produce their report cards which must by law include certain metric and accountability standards laid out in the Every Student Succeeds Act with an emphasis on making them understandable to average folks.

We sometimes do education speak and we understand it, but unfortunately the general public which very importantly includes mothers and fathers don't.

They look at the aggregate because that's what they have put in front of them. Along with it oftentimes comes a significant amount of education jargon. And when it is finished they're still not sure not only how the children in the school are doing, they really don't have much of a clue as to how their son and their daughter are faring specifically.

So we're trying to turn the page and get this thing down to the point where every
mother and father understand exactly how their
sons and daughters are faring, not only where
they are succeeding but when necessary where they
aren't so that they can be better shepherds
because now they understand what's going on
during the day and can therefore contribute to
those things great and those things that are
demonstrated weaknesses on their sons' and
daughters' part to make sure that ultimately
those are corrected. That is the Every Student
Succeeds Act.

Language proficiency is a subgroup now
that stands. And a long-term need as has been
mentioned here at this table exists among
speakers of other languages in terms of making
sure that we create systems where their success
even though their native tongue is not English
can also be calibrated to assure that we're not
losing students in terms of the accountability
process because they don't happen to qualify for
the accountability strand because they speak a
different native tongue. That's a little backwards.

Because we know they're capable of learning just the same way everybody else is, but we've never done a very good job of counting that way to assure that we're not losing students or misdiagnosing students for programmatic needs because of a language barrier. So that's now getting more attention than perhaps it ever has and still a lot of work to do in that regard.

So, it is a very complicated bill as significant pieces of legislation are that come from the federal government. But truly the two pillars I believe that make it work are the philosophical change to putting back more local control, getting away from the idea that if Washington could solve all of our educational problems we wouldn't have any problems in education.

It doesn't work that way. And that great change bubbles up from the local level. It
is not handed down from the top.

The second part again is the accountability strand to make sure that what is happening either in compliance with the law or in compliance with local rules, regulations, policies, practices, is somehow measurable to make certain that indeed every student is able to be successful.

So that is a big part of what we do in the Office of Elementary and Secondary Education is help to oversee ESSA.

As I mentioned that was the genesis of the approval of all 52 plans that are currently in place.

Now we're into the implementation phase with those plans to begin to monitor and review report cards, make sure people are complying with the requirements that are laid out in ESSA as well.

Also very importantly beginning to identify and catalogue innovation that works.
Because while there are so many well-intended people out there in schools that are truly struggling to a great degree academically and socially.

Ofttimes the answer that we hear is we'd like to do different and we'd like to do better, we're just not sure what to do.

And we think it's incumbent upon us because we in the department are -- we rather have an interesting vantage point, able to sort of survey the landscape of the whole nation and our territories to be able to begin to identify those things that are working.

Because contrary to the myth there's a great deal of innovation taking place out there. But we need to help to try to identify what those innovative practices are, show the track record of success more importantly that they are evidencing with the children that we're working with in those circumstances and begin to inventory and catalogue them so that we can then
push those ideas back out into the field for people who are starving in some cases for new and innovative ways to reach the children that they're charged with educating.

And so we're beginning to do that at the same time.

We've also in the reorganization in the Office of Elementary and Secondary Education added two new groups.

One is Grantee Relations Team to be able to work with those who do look to gain access to a grant, not just from the Department of Education but in our case the Office of Elementary and Secondary Education specifically.

We oversee just in our office about $23 billion in grant awards every year. And by virtue of that fact both formula and discretionary grants.

We also are the funneling point for dollars for recovery and restart following natural disasters. Those -- the doctor in
California with the wildfires is a perfect example.

Right now Congress is getting ready to put yet another package together for natural disasters which will include the wildfires in California as well as the hurricanes that hit the northwest coast of Florida this past year.

We still work with Puerto Rico, the Virgin Islands, Guam on some of the natural disasters that they have faced in the tropical climates with hurricanes and typhoons, for example.

But this country as you know is almost biblical in nature as it relates to natural disasters. It's just a matter of who's next and what kind of natural disaster it's going to be from floods in Nebraska to earthquakes and right up the line.

And by virtue of that fact we've begun an office within an office in Elementary and Secondary Education that is completely focused on
moving those recovery and restart grants from Congress out to the people who have been hit with those natural disasters and targeting education with the dollars that flow through us to get schools back up and operational, to help families that have been displaced get resettled and back into the mainstream of educational life and the like.

And it's a first time ever for the department. We're really excited about it.

We also have started an evidence-based research component to elementary and secondary education.

Contrary to the myth in education for some years children are not laboratory mice. We should not be just trying the next new shiny object out on them to see how it goes and if it doesn't work out in four or five years we close it and move on to the next new shiny object.

It really is important and my friends in higher education know this better than anybody
that it is important to employ new strategies, but new in terms of the fact that they have been employed elsewhere and they bring with them an evidence-based research strand giving people the confidence that it has been and is being done in other places and it has a track record of success that stands behind it to prove it. So that people can then select from changes that they would like to make, but know that they're not just trying something out on their school children, that these are changes that are in place in other places under the umbrella of innovation and they've got an evidence-based research track record of success to bring along for the ride which is incredibly important and a rather new approach to all of this, sadly. Because I myself after 40 years in education have seen them come and seen them go. And largely the things that go the fastest go the fastest because they were just a new idea that
had no track record that came along with it and didn't work.

That might be sad for some, but for others who are the students they spent four or five years with something that didn't work and they're never going to get that four or five years back.

And so this will help to assure that the changes we're making are guaranteed in terms of what they've already demonstrated by way of success with students at the same time.

We also are now onboarding and finishing that up the -- what was the Independent Office of Innovation and Improvement which contains the whole notion of innovation and also oversees grants that go out the door for specific innovation and improvement kinds of efforts all over the country.

The rest of the department has also gone through some sort of restructuring. But the idea behind it is to try to better assimilate
together those things that when together serve students as opposed to fragmenting individual and breaking things down into individual components to give people more of a menu of opportunity for students as opposed to pigeon-holing great things and almost keeping them from students because they are broken and fragmented and segmented into so many different forms and fashions they're hard to get your arms around.

So that is something that we're very proud to be finishing now. Finish is a bit of an overstatement because as you all know many of you have been through some sort of reorganization.

Once you get everybody in the chairs when the music stops you really actually begin the reorganization, making sure that you are now working together, planning together, strategizing together for the benefit of those that you serve which is taking us from one page to the other in the reorganizational effort.
I want to leave you with a couple of thoughts. And then Mark and I are headed back. Believe it or not in terms of the world of scheduling today is Take Your Son and Daughter to Work Day where we're going to have a record number of boys and girls flying around the hallways of the LBJ Building all day long. And it's really very exciting. And we're a part of that so we're going to be heading back to help oversee that.

It's a great day for not only young people to engage in lots of different activities that they'll enjoy, but I always look at it this way. It's also a great way to see where mom and dad go every day and what they do. Because lots of children never really fully understand when they leave the house where they're going and what they're doing which takes me to this.

The bio is in there, but like some of you my upbringing was not terribly easy. Most of that was because of me, not as a result of me.
But I'm one of six kids and my mother had an eighth grade education. Our dad died when we were babies. My twin brother and I who are the youngest of the six -- yes, there is a twin. It's terrifying. I am much better looking and smarter than he, but I can say that since he's not in the room and don't put that in the transcript.

When my dad died very early we're fond of saying dear old dad left us with a lot of wonderful things. Money just didn't happen to be one of them.

And so my mother had to turn her attention from raising six children to going to work. And was -- with an eighth grade education she worked in kitchens and restaurants and cleaning houses to make sure that we had food on the table and clothes on the back and a roof over our head.

But she was also rest her soul the smartest human being I've ever come in contact
with in my entire life. And I've been around some really smart people.

Because she understood, preached and virtually willed that the education that we received was our responsibility to take advantage of. It was not a passive exercise. It was our responsibility to take full advantage of it if we were going to be able to have it better than she and my dad did.

And it was a tough neighborhood, but she became something of a rock star because that was a long time ago. In those days a high school diploma was the gold standard in that neighborhood.

And if you could get your kids to a high school diploma you hit the mother lode.

She went six for six and became a rock star in that neighborhood. People could hardly imagine how she made that happen.

And I used the word will before. It was sheer will. We were on the business end of
it. We didn't know there was an alternative to not finishing high school.

I was very lucky. I wanted to be a teacher from the time I was a middle school kid. Don't ask me why, I just did.

And to do that I needed to go to university and commuted for four years to the University of Cincinnati, an hour and change in and an hour and change back every night because I couldn't afford to live on campus to get my degree in elementary education. I wanted in on the ground floor, elementary ed.

And my late wife and I, she an elementary ed major as well right out of the University of Cincinnati moved to Florida and started a life there.

I was a fifth grade teacher for years and then I went back, Dr. Payment, and got my degree in administration and supervision in education.

And with that I was a dean of students
and assistant principal. I was a middle school principal. And now with a 14-year-old remember all the joys of having 1,500 sixth, seventh and eighth graders and all the things they go through beyond learning to read, write and count.

And was then a superintendent of schools which was a great job contrary to the myth. I loved every minute of that.

I was Florida's commissioner of education, preK-12. That's a big state for those of you who know something about Florida. That's almost 3 million school children just in that state and loved that.

I was the lieutenant governor of Florida for one full term and then after reelection stepped down in the second term.

In the middle of all of that, I mentioned late wife. I lost my first wife in my first year as lieutenant governor. She fought breast cancer for two years and I ultimately lost her in my first year as lieutenant governor.
And we were never able to have children which was okay with us. We were busy raising everything else's. We were in education. So it worked out.

But ultimately I met and married a beautiful young attorney and I stepped down as lieutenant governor when I was invited to go back to my alma mater Florida Atlantic University which is where I received my master's degree and become the president of the institution which terrified, Doctor, most of the faculty members who were there when I was a student there at the time.

But we did that for seven years and in the second year defied some of the stereotype about university presidents when the students woke up one Saturday morning and on the lawn of the university president's home was a 6 foot plywood stork bearing the words it's a boy.

You don't see that a lot on university president's front lawns, but he spent -- my son
spent his first five years right smack dab in the middle of a university campus. I can't think of a better way to raise a child than being in that environment. It was amazing.

And we talk about mascots. He was the mascot for the university whether he knew it or not for that five-year period of time.

I then was very fortunate to get called back to Tallahassee as the chancellor of the Florida university system, 12 incredibly public universities that serve about 400,000 students in total and did that for a number of years and was invited to go to Pennsylvania where I served as the chancellor of the Pennsylvania state system of higher education.

And that's where I was when I got the call and the invitation to join the Department of Education about a year and a half ago.

The Secretary wasn't quite sure what to do with me by way of job. You heard the resume.
Ultimately she decided on elementary and secondary which was fine with me. That was like going home. I was actually delighted she came up with that one. So that's where I've served ever since.

We want to make certain that the work you do is fulfilling. It should be. Nobody should be asked to be a volunteer anything without knowing that they have a chance to come away fulfilled with the work they've been asked to do.

I agree with Dr. Payment. It is an incredibly impressive set of CVs that sit around this table and join us by way of telephone. We need to make certain that we are not only maximizing the talent, Madam Chair, around this table but also ultimately see children as the beneficiaries of it.

I think with our new leadership, I think with the great staff we have in OIE and the ability to better organize around all of this as
it relates to you all our goal is to try to make certain that you feel fulfilled in the work that you've been called upon to do. And we're going to do everything we can that's in our power to make sure that we're good to that commitment.

So, we thank you very much for serving. We do welcome you to Washington, District of Columbia. And thank you very much for your continued service and look forward to working with all of you.

And thank you, Angeline, for giving me so much time here this morning. I appreciate it.

We also, as I give way know that one of the obligations that you have is to turn out an annual report.

I will further commit to you that that is not something you just hand to a group of volunteers and say good luck with that. It requires support.

There are logistics that go along with that. There's data that needs to be pulled and
organized. There's formatting that needs to be done. All those things that go along with making sure that it's not just an annual report, but an annual report of high quality.

And I commit to you that we'll work with you and especially those who are fortunate to be assigned to the subcommittee by the chairwoman who will work on this.

But really we do not want to leave you out there hanging out to dry on that. We will do whatever needs to be done to make sure you're in a position to turn out a high-quality piece of work that's in all of our best interests. So wanted to get that on your radar screen at the same time.

We'll get out of your way, but thank you so very much for coming together and thank you for the continued work you do for us.

DR. JACKSON-DENNISON: Thank you.

MR. BROGAN: Thank you, Madam Chair.

DR. JACKSON-DENNISON: Are you Dr.
Brogan? Okay, thank you so much, Mr. Secretary.
But we do have a couple of questions I know. I see hands going up. I have one.

MR. BROGAN: No, it's okay.

DR. JACKSON-DENNISON: And I know you're probably not going to be able to answer it right now, but it's one that I've been asking since the time I stepped foot into this council and it regards the accountability piece -- well, actually the A through F grading system.

I've told -- in fact, it was one of the last conversations I had before I left for this trip with one of my principals there. We were talking about how in Arizona I know the -- it was kicked back from the federal level.

How is it that the federal government can ensure state plans include the unique issues and social challenges? Because I can honestly tell you the school district that I'm working in right now, the A to F grading system is not anything that we can even think about because we
know we're not going to make the grade. We know it.

Our challenges are so unique and so — and to have the state just not even acknowledge that we have these specific challenges, but to give us a label, a letter grade, it's just more insulting and it's more difficult.

That's something that I've been harping on even before the letter grades came in, but when it was the labels or whatever the system is. It just doesn't ever fit schools on Indian reservations because we have such unique challenges.

I mean, just even getting -- the social and emotional needs are so great that it doesn't even fit into — I can't even think about the letter grading system. And we're lucky if we make a D and C, but even to get there it's almost impossible sometimes.

MR. BROGAN: What you're discussing, and you're right. That's big and complicated and
will require a much broader conversation.

But I do want to try to at least briefly address some of the concerns that you have.

One of the complexities that we have with going to the Every Student Succeeds Act is the fact that it does return significant local control to the people at the state level. We call them the SEAs, there's another acronym.

And then the LEAs who are the local education agencies, right, school districts, et cetera.

Is that how we do these kinds of things a great deal of is going to reside and the decisions will be made at the local level as to how they are reported.

The plan that was approved for all of the states have requirements through the Every Student Succeeds Act that had to be a part of the plan.

But how those plans are implemented as
long as they don't run afoul of the law are left
to the people at the state and local level.

There is no A through F grading within
ESSA. It doesn't include an A through F system.
It includes calculations on graduation rates and
some of the other metrics that are pretty much
standard, but each state then will determine
either through their state legislature or by the
state board of education, whatever the governance
structure looks like, exactly how the state will
report on the annual report card that they're now
creating. Some are actually out already.

But there is no mandate that they
include an A through F system.

On the bigger side of that it is very
important to know that public engagement,
stakeholder engagement is a broad part of the
Every Student Succeeds Act.

In other words, how people do things
with that local control they've been afforded is
not according to ESSA a function of whatever the
superintendent thinks it ought to be, or the
school board, or the state board of education, or
the state superintendent or commissioner of
education.

All of these things must be created
with the engagement of parents and stakeholder
groups at the local level first.

Even now that we're in the waiver
process because that's a part of the ESSA law
where once your plan is approved you have the
ability if you decide to utilize it to ask the
Department of Education for waivers from certain
things.

That tacks, and very importantly so,
right along with asking for a waiver to change
something. That waiver must have included within
it evidence stakeholder input and engagement.

Why? It's to keep people from saying
we know what our plan said. That was created
with stakeholder engagement. But we'd like to
change from it and do it a different way and that
not include the same stakeholder engagement.

It's to assure that people are not making decisions for the children in their charge in a vacuum, that all of these changes and all the different approaches must include that stakeholder and local engagement.

So that's -- and I'm glad you mentioned that because I didn't, and that's a very important part of the philosophy that stands behind this law at the same time.

DR. JACKSON-DENNISON: Thank you. I think the unique relationship between the federal government and Indian Country is where the state sometimes forgets that.

And so it's like a one size fits all when they submit to the federal government for approval.

And I can tell you I was pretty grateful that it was kicked back from the federal government because I'm thinking to myself as a superintendent maybe the federal government is
thinking, okay, how are you going to handle this unique group of people.

I mean, I always say it. We're the lowest performing -- across the country it's that way, Indian Country. We have the lowest performing.

And I think sometimes the states would be glad to get rid of us because we bring the score down.

But you know, it is what it is. And so my thinking is okay, when will that day come when the federal government tells states you have to include -- and I know that relationship between the tribes, that's important to have there, but it's almost -- many times just becomes a check off the box again.

MR. BROGAN: Yes. And Chairwoman, you've touched on something else too.

I alluded earlier to Interior and BIE, Bureau of Indian Education. One of the caveats laid out in ESSA is also for Indian education as
I touched on very briefly creating a state plan for lack of a better term with Indian education with the recognition that indeed Indian education is not just one education system, right.

DR. JACKSON-DENNISON: Right.

MR. BROGAN: The basic caveats may be laid out in that plan, but that plan also has to be reflective of the differences within Indian education.

I think the figure we use is 93 percent of students are educated under ESSA plans because they attend traditional public schools.

But this plan that I'm talking about once it's created and signed off to also needs to talk about the different kind of approaches that people are using in Indian education beyond that 93 percent, beyond the traditional.

And that includes how Indian education programs meet certain accountability requirements and make changes, et cetera, et cetera, the same way.
But also recognize there is not one Indian education. There is one state of Ohio, but there is not one Indian nation. When it gets down to the issue of education there are different approaches based on tribal circumstances, beliefs, philosophies, approaches, cultural and academic and then the two joined at the hip.

And that is why I think the creation of that plan is going to be considerably more complicated than perhaps even a general state plan even for a state as big as California.

It's one thing to come up with a state plan. It's another thing to come up with a plan for something as diverse and different as Indian education is in our nation.

DR. JACKSON-DENNISON: Dr. Payment.

DR. PAYMENT: Actually, I want to reinforce that.

So I served on the negotiating and rulemaking team for ESSA. There was two of us.
The other one I always want to recognize because she was amazing, Leslie Harper. And so sometimes stuff is lost in translation. Even though we speak English sometimes it's still lost in translation. What I haven't heard yet from you -- that's why I want to make sure and get clarity is -- so when we were meeting with the negotiating and rulemaking team which was about 20 people it included 5 state superintendents. Clearly they weren't understanding what we were talking about with respect to treaty and trust responsibility and making sure that the ESSA included consultation.

A lot of talk especially from that group, that subgroup of our committee was on state sovereignty, on sovereignty and the right. So education is a local administered right. It's not a federal one. And that's for good reason.

And there are federal protections, and
that's for good reason as well. And so we were trying to articulate this and it just, it wasn't registering. So the second morning we met I asked if I could do a blessing for the meeting. And I did it entirely in Anishinaabemowin which is Ojibwe language.

And then at the end of it I informed them that I was going to assess them at the end of the meeting in their understanding of what I said. And it got very uncomfortable.

MR. BROGAN: Create a bit of panic, did it?

DR. PAYMENT: It did. That's important because when we are doing language medium schools and when we're doing assessment always it's translated through English with the exception of Puerto Rico.

Puerto Rico is not that way. Puerto Rico they develop the assessment in their own language and so it's not having to be interpreted
through English. So that was a learning moment.

Another learning moment was for me to educate my colleagues on that committee about sovereignty.

And one threshold moment was when Dan Evers who was on our committee is now the Governor of Wisconsin asked if I would have lunch with him because he said I see you're getting frustrated. I see my colleagues at the state superintendent level are not -- it's not registering. He was a former superintendent for Wisconsin.

And so we met and then I explained it to him, gave him an Indian 101 over lunch and then he understood.

And he said okay. And so we went back in. Then we explained it again and basically he said you cannot reinforce and support state sovereignty with respect to education without understanding tribal sovereignty.

Sovereignty is derived from the exact same paragraph in the Constitution for states and
It's Article 1 Section 8 Paragraph 3 that Congress shall have the authority to regulate commerce with foreign nations among the several states and with Indian tribes.

And so we insisted and we finally had the others capitulate because we had a consensus decision-making so we had to all agree.

And finally everybody agreed with the consultation requirement for states and the Every Student Succeeds Act with tribes.

And so I'm very interested in doing a score card. And Department of Education should expect a score card and evaluate from those individual plans what portion of it relates to American Indians.

That's something I think we can be facilitative and helpful. Not as a gotcha exercise, not as anything like that.

But if a state doesn't have the plan fully developed we can be helpful and facilitative in looking at the states that do
have it very well.

Finally, and I had a whole bunch of things but I know you've got to go, and I know there's others that want to speak.

Michigan did develop a very advanced tribal consultation template booklet. And I think it's a very good example for other states.

We're still in the process of implementing it. It did require consultation with local tribes.

And they created a portal so that local tribes can upload our individual histories and our expectations in it.

So it's one thing to expect teachers to be culturally sensitive and to educate about American Indian history and contributions, language. It's another to give them the tools to do it. And so that's what that plan did.

So we can be helpful with that, but I would like for us ongoing to be part of the evaluation and advisory in that evaluation.
MR. BROGAN: I appreciate that as well as the issue of tribal consultations which are going to be very important in this process at the same time.

I also didn't mention our relationship with Interior/BIE. Many of you, maybe all of you know but there is a new assistant secretary. As a matter of fact she and I were confirmed by the Senate at almost the same time, Tara Sweeney.

And I have met with her and she's terrific. She's very smart. She has been around. This is interesting. She doesn't come from education which with some people is always a knock when they're working on education.

Not with Tara. She is willing to take a very fresh look at how things have been done in the past. She will be a very important player in the creation of an ESSA plan. As a matter of fact Interior will be the prime driver behind the development of that plan. We'll be involved tangentially.
But I feel very good about having her in that particular chair. She doesn't need me endorsing her at all, but I do for what it's worth.

As a matter of fact Angeline and I are going to go over there and meet with her in the not too distant future not only to introduce Angeline to her but also to begin to have more conversations about the development of the plan. And I forgot to mention that earlier.

DR. JACKSON-DENNISON: Okay. Robin has a question.

MS. BUTTERFIELD: Yes. Thank you so much for your personal background. I thought that was very helpful in terms of giving us an opportunity to understand sort of who you are and where you come from.

I guess my question is really about -

MR. BROGAN: It's really a resume of a man who can't hold a job if you really cut right
to the chase. That's what you've got here.

(Laughter)

MS. BUTTERFIELD: But you see education from a wide perspective and I think that's very helpful.

And I really appreciate the fact that you are here at our meeting. Having been involved in NACIE for a while we really struggle to have access to decision-makers.

So my question is really, I was looking at the organizational chart. And for years we have, and I'm saying we in terms of like the Native community. I've been connected with NIA for decades. I'm serving out my sixth three-year term as a board member so I'm well aware of the positions of the organization.

And we have advocated always that our Indian education office be elevated within the department because we want that federal trust responsibility to be met by the department.

I guess we've always felt that if it's
kind of buried down within multiple levels that our voices are not heard the way we need them to be heard.

And also along with the charge of NACIE we don't just oversee the Office of Indian Ed. Our charge is to look at any funding source or any services that could be provided to our communities as a result of that trust responsibility.

So I want to thank you for being here because it's suggesting to me that maybe we will be heard.

And I don't know how often your offices meet, but I guess my question is when we make suggestions or recommendations where do they go within the department. Because we've crafted letters to the Secretary over the years. We've done our due diligence in creating our annual reports and summarized our recommendations, but I think we feel frustrated that now what. You know, what happens with the suggestions.
MR. BROGAN: What I would actually like to do and I was thinking of this some time ago after a meeting with Angeline is -- this might sound a little quirky, but I would like to when the annual report is complete and ready to go I would like to perhaps have the chairwoman come and present that personally to the Secretary.

And then talk through it. Not just present it. For purposes of making sure everybody understands what an important document that is.

That is not just a compliance document. That document is a statement full of very important information that everyone should have, thus not only creating a hard copy but putting it on the web.

But also I thought maybe it might be even more personalized if we might be able to orchestrate and organize around that.

I know that sounds almost symbolic, but maybe it is. Maybe that's okay.
MS. BUTTERFIELD: Actually I think we would appreciate that.

MR. BROGAN: We also, and I take full responsibility for this. We have changed the placement in the reorganization of OIE.

We are in a funny-shaped building. It's very long and it's just a giant rectangle. And it's full of cubicles. And hard offices are largely on the outside.

It makes organizing people a very difficult thing to do. You either but people in a location where they feel completely detached and in the shadows, or you stick them right out in the middle. And there's really no perfect placement.

But as we were looking to -- because it wasn't just about onboarding new offices with us, it was about where everybody was for greater efficiency and organization, et cetera.

I made the decision that as we were looking to where to put people there are two very
long hallways that cut down the middle of the third floor where we are, elementary and secondary education, about 265 people total.

I call them Broadway because if you come onto the third floor or go off of that third floor you can't do it without walking up and down one or both of those long stretches. And they go from one end of that building all the way from the other.

And so now the Office of Indian Education is on Broadway. And that was important to me.

I felt -- and again, there's no right placement for everybody, but the thought was, and they've already started to adorn the fronts of those cubicles which are on Broadway with information about Indian education because part of our problem in a big department like the Department of Education is oftimes we don't know what each other does or do in the Department of Education.
And I'm not talking about the Office of Elementary and Secondary Education knowing what goes on in Post Secondary Education, I'm talking about everybody in Elementary and Secondary Education knowing what everybody in Elementary and Secondary Education knows.

You've seen the chart. We are lots of offices within a big office. And everybody loves each other and everybody gets along, but it doesn't mean you know exactly what those people do during the course of the day.

So OIE is now on Broadway. And I've gotten some really good comments from some people not in OIE from some of the other offices about the placement because nobody I think ever intended to put OIE in a position of being in the shadows. It's just the nature of that building and the way it sets up.

But I just thought it was a good time to put them on Broadway.

MR. BROGAN: Thank you for that. And
Patsy has a question also.

MS. WHITEFOOT: Yes, just a comment and a question. So thank you for acknowledging the work that we do on the report. I am part of that subcommittee that does that report.

And one of the major issues I've had is just the non-access to data. I mean, we've had the data shared with us. However, we've not been able to make it a part of the report because we don't necessarily get that kind of communication with the folks that have that data.

We did finally get it at the end of one year and that was the first time -- we'd been asking and finally began getting that.

But that would be very beneficial for us to have, particularly when we put that report together. As you said, you want to see quality report, something like this. We want something very quality with some of the photos of our students, Alaskan Native students as well, and show some of the data and the work that we've
been working on.

In all of the -- I guess the partnerships that we have, particularly with the White House Initiative on American Indian and Alaskan Native Education because that's one of our charges as well, as well as that relationship that we have with the Bureau of Indian Education. So looking forward to it and really appreciate your sharing that with us. And we'll look forward to your follow-up.

I'm curious about that relationship with your Office of Innovation and Implementation if that's what that is? Improvement. Okay.

I'm curious about that.

MR. BROGAN: Yes. Again, they were an independent office for some years. Grants flow through there oftentimes dedicated to innovative programs, innovative practice. Ofttimes seed money to try to get a great innovation kickstarted and get it up and get it operational.
A lot of the school choice issues flow through there. Dr. Payment, charter schools was a part of that office and now has moved in with us. So charter schools now is under Elementary and Secondary Education, for example.

But the improvement piece is also important. How do you determine if the innovations are successful. So they're going to fit right in with the menu that we've got and be an important part of both of those things.

MS. WHITEFOOT: So, I'm curious then. I know one of our guests here, Jenelle is here, so really appreciative of her being here too because she has part of that history of the work that we've done.

So in the past we were asked about resources that were made available that weren't available and so action needed to be done. And so action was taken to provide resources to the education centers, the regional education centers and follow up.
That relationship is important because we're talking about local control. And so a regional engagement as well is important. So I think that's something we really need to take a look at. So thank you.

MR. BROGAN: Thank you. And I'm going to step away because you've got an agenda that is long. She's going to keep you really busy for the next day and a half, I assure you of that.

But again I want to thank all of you for coming together and thank you for giving me all this time this morning. I'd stay with you all day but you'd get tired of me after a while. But I thank you very much for coming together and we look forward to being great partners with you along the way and those you represent. Thank you, Madam Chair.

DR. JACKSON-DENNISON: Thank you.

And thank you for your time because we've never had this before. We're so appreciative. I just
want you to know you're a breath of fresh air for us because I feel excited about the work we're doing now just by having you here this long.

MR. BROGAN: My time is yours.

DR. JACKSON-DENNISON: Thank you.

And we're excited. Thank you.

(Applause)

DR. JACKSON-DENNISON: Do we want to take a break? Okay, let's take a break.

(Whereupon, the above-entitled matter went off the record at 11:20 a.m. and resumed at 11:42 a.m.)

MS. BOULLEY: Dr. Dennison, with your approval if we can adjust the NACIE agenda. Our morning time we had intended to talk with NACIE about going over the charter and some issues regarding that, and then getting into some envisioning.

With our time right now I'm wondering if we could take just about 15-20 minutes with Karen Akins regarding the charter and the FACA,
the Federal Advisory Committee Act.

DR. JACKSON-DENNISON: That's fine.

MS. BOULLEY: Okay, thank you.

DR. JACKSON-DENNISON: So we'll go ahead and turn it over to Karen.

MS. AKINS: Thank you, Dr. Dennison.

First, just let me say welcome to all of you. I'm glad you all made it here safely.

Let me just say that it seems like this meeting so far has been an air of being able to preset the button. Sometimes just like marriage is different, partnerships maybe don't work out or I'm not sure how to describe it, but today is like I've heard a couple of the council members already say that it's really exciting to be here.

I concur that the opportunity to have time with a senior official from the department is -- just doesn't occur.

I think I'll take a few minutes in the spirit of what I heard you all say just to
introduce myself, tell you a little bit about me and also acknowledge some of my colleagues that were here earlier and had to go back to the department. And then we'll get into just a couple of things about the charter and FACA and I'll be sure I try to stay on track.

So I started at the department in 2000. I came to the department as an intern. Those of you who have known me for a really long time know that I have a hidden disability. I'm actually legally blind so I rely mostly on peripheral vision.

And so I came to the department as an intern through the Office of Disability Employment. And I was an intern in what was then called the Office of Intergovernmental and Interagency Affairs where the committee management program was housed at the time back in 2000.

So I was an intern for about six months and I guess I probably did a fairly good
job and so they hired me on to do ad hoc projects within that division.

And the Committee Management Office at the time was housed in the Intergovernmental Affairs Office at the Department of Education and so right when I was appointed as the committee management officer for the department, the third woman in the history of the department to have the position we moved to the Office of the Secretary.

And actually that move made sense because the advisory committee management program pretty much has two tracks.

There's the legal side, the Federal Advisory Committee Act or FACA that you all have probably heard about. Some of you have been on the council for a while. So that side of it is the legal side if you will about regulations and making sure you have a charter and Federal Register notices and all that jargon and those things that you've probably heard about again,
some of you, over the years that have served on
the council.

The other track is staffing. And so
typically the folks that I report to directly are
political appointees. We used to have a White
House liaison office. Now the office if you will
was reorganized into the Office of the Secretary.

So there's myself and a political
appointee who is the White House liaison.
However, we both now report to the same person
within the Office of the Secretary.

So each day for all of the advisory
committees some I guess we have about 15 now.
Each day I'm either working on staffing or on the
other track which has to do with again all the
legal, the charters, Federal Register notices and
I'm trying to think of what else.

So after doing that since 2000 what I
want to say is first of all let me back up and
say thank you for your work. I think I shared
with Dr. Dennison that NACIE was one of the first
advisory committees I guess if you will that I
was assigned to work on and handle some issues.
And so I've never been a parent like a lot of
you, but I kind of felt like as my first child if
you will I've been attached to NACIE in that way.
And again brought in like maybe my
third day at the department to come down with one
of the legal folks that I worked with at the time
to handle some challenges. Members had some
concerns, some of the same things that you all
have expressed for the time that you've been
appointed.
I want to maybe extrapolate some of
the things I've heard around the room today. For
me day to day and I think I could speak for all
of the folks that are career staffers within the
Office of the Secretary that it's non-partisan
for us.
Our work is on behalf of the
constituents, stakeholders and taxpayers. And
that's the way I carry myself every day within
the Office of the Secretary regardless of who's there in terms of political appointees.

The majority of my work is I guess framed by the Federal Advisory Committee Act and so I know it may seem a lot of times especially in my role that it's like no, no, no, no, no, no and I so I want to say today that I think we want to reshape that.

And the reason why I asked if I could kind of start first is before you get into your conversation about re-envisioning NACIE, just to kind of share with you some context if you will.

So again, as I carry myself and do this work every day I think about what would be best. Even though it may not be a direct line is what would be best to support our advisory committees because your success is not only my success for my program and as a staffer, but it also means that I don't hear the stereotypes where it is committee members only come to Washington. All they do is pontificate and meet.
What really happens. Where is the deliverables.

So in having that said that I want to acknowledge Angeline who has started -- not only is she your executive director, but under the Federal Advisory Committee Act by law we need a designated federal official for every advisory committee that we have as a department.

And this is also government-wide. Let me just say that every agency manages and conducts their committee management program differently.

I go to quarterly committee management officer meetings and so every agency is different. So if you've served on other advisory committees for other federal agencies that's great. That's definitely a testament that you all have great credentials and background I'm so glad that we're able to utilize and get your recommendations and advice.

I've said to our staffers and tried to
advocate that this definitely is one of the best groups. And I think I could say that since I’ve been doing this job since 2000, one of the best group of experts that we have in terms of Indian education.

And so Angeline has stepped right in and worked with me. Ron Lessard who’s sorry that he couldn’t be here today. And as you know you’re also the advisory council for his initiative.

But Ron and I sat down with Angeline and I think we’ve had some frank conversations. We tried to without scaring her give her some recommendations and tips and concerns.

And I think between the three of us we’re committed to making sure we provide the support that you need.

In terms of logistics and the Federal Advisory Committee Act Angeline is always your first point of contact as the designated federal official. By law she’s the liaison between
yourselves and the department.

So in the past where it may have seemed confusing or what have you I think I can say, and I don't know if Angeline wants to say anything or pinch me on the arm, but Angeline is committed to being the first point of contact not only within the context of the Federal Advisory Committee Act, but she's committed herself to making sure that she, myself and Ron, whatever you need that we're going to work together and make sure to the best of our ability that we can get it and make the if possible bureaucratic red tape that you may have felt like you've always had to run through to get what you want, that we kind of help either totally take that away or at least give you a reasonable explanation about what needs to happen for the things that you want to do.

And so I just want to -- one of the conversations Angeline and Ron and I had early on is you all can't do your work if we don't help
you in terms of giving you the things or the priorities that the department is currently working on and asking your opinion as it relates to Indian education.

If we don't do that because the crux of all the federal advisory committees is advisory. As you know, you don't make policy. You don't put together budgets or things like that, but as I've heard around the room some of your concerns, you should be involved in the conversations.

You all are the experts. But if we don't share with you what's going on. Not just coming to meetings. Sometimes I step out of my lane. I shared with Angeline that I try to attend these meetings to make my program, committee management program better for the department.

So it's more than just a bunch of presentations and you hear and then there's no follow-up if you ask questions.
And so again, Angeline, Ron and I and other staffers and I think most of my colleagues had to get back to the department and I'll weave that in as I kind of make these comments.

But it's not just about coming to meetings and then we don't provide the support that you need when you ask us questions and things if we're asking you to advise on certain items.

And so -- and as all you all know not only do you advise Ron Lessard's White House initiative but also the Department of Interior. And I think I heard comments from the assistant secretary today that he's going to work with Angeline to make that bridge happen.

So I guess if I had to encapsulate in the few minutes that I have FACA is pretty much, there's I guess five top provisions if you will that you want to remember.

The first one is that you have to have a charter in order to meet. And the charter is -- the format that you see in the charter that
you all have, that format is if you will dictated
by us, by a division within GSA called the
Committee Management Secretariat.

So the Department of Education, VA, or
whomever supports advisory committees, we don't
make that charter format. The charters as GSA
dictates to us or trains us if you will in the
Federal Advisory Committee Act, the information
that you see under each category within the
charter, that is a mirror image of what's in the
authorizing legislation.

And if you will I'm a conductor within
my program to lots of other offices within the
Department of Education.

So the charter every two years has to
be renewed. And so in order for you to meet the
charter has to be in place.

So my responsibility for all of the
charters within the department is when that time
frame is about to occur, usually three to four
months before a charter is to expire I alert the
designated federal official that we need to work on updates.

In your case unless ESSA has changes or something changes in your authorizing legislation every two years we make sure that -- and when I say we that's the Office of the General Counsel staff work with me.

You may have gotten to meet Morris Barren personally. He's your ethics attorney. He just makes sure that for anything that pertains to ethics within the charter he and the rest of the staff on the ethics side of our Office of the General Counsel will review the charter.

And then we have a Division of Business Law side that also reviews the charter just to make sure that everything within the authorizing legislation is inserted properly per GSA into each category.

So, Lauren Friedrich who was here earlier, the young lady that was sitting next to me, she's our federal advisory committee attorney
if you will.

Some of you all may have been here in the past when we had Karen Mayo-Tall as our federal advisory committee. She will be leaving to go to another agency.

But Lauren shadowed Karen Mayo-Tall. She's a really great attorney. She's been good to work with. She started to work with me on a regular basis. So from this point on if you have questions about the Federal Advisory Committee Act hopefully Angeline will have an opportunity to go to the formal training that GSA provides, but if you have any questions of course you can always contact me directly. You can contact Angeline.

But I just want you to remember that in order for you to meet you have to have a charter. So that's number one.

Number two, with Angeline being the executive director, Assistant Secretary Brogan, as it has been in years past, Assistant Secretary
Brogan by I guess power of his position delegated Angeline to also be the designated federal official for NACIE.

And so to me as it has been in years past that makes sense because now we have an opportunity not to only have Angeline as the executive director, but she also as the designated federal official can ensure that your meetings are going to be more productive because she understands the policy pieces of the office and can I guess help the chairwoman and you as members inform your meetings in terms of maybe there's things that are going on at Interior, for example, or something else that the department is working on that really may need NACIE's input.

Angeline can make that happen. And so I think that that's great that the assistant secretary did that.

He expressed to me early on during the interviews that that's something that he desired to do. I think if he was still sitting here,
believe you me he knows that I also pushed for it because again your success is my success in showing that the work that we do behind the scenes, all the other staffers not only in the Office of Elementary and Secondary Education but all the other staffers that work to put these meetings together, and support you, and make sure that all the Federal Advisory Committee Act regulations are followed, it makes us look like we're doing what we're supposed to do.

The other piece I want you to remember, and I know it's frustrating. You all are very busy. But we have to have a Federal Register notice.

I'm not sure I know -- there's been lots of numbers thrown around in terms of the date that you have to post a notice, but per the law it's 15 calendar days before the date of the meeting.

There have been instances, and this is not just for NACIE but our other federal advisory
committees within the department where meeting notices have been late.

But per the law unless you have an extenuating circumstance, I mean something really, really like something happened to the meeting venue, it was flooded, or there was some national security incident. Hopefully that will never happen, but typically those are the reasons that it's okay to post a late meeting notice.

When those instances occur though in terms of if we think it's going to be late or in this case we wanted to make sure that we had a quorum.

So even though that kind of touches the line I let our OGC folks decide on that. But because we wanted to make sure we had a quorum of members.

And hi, Wayne and Dahkota. I didn't get a chance to -- I know I've met both of you. But thank you for being here as well because it's important as you all know to make sure that every
meeting as best we can that we have every member participate and engage whether in person or by phone because in order for you to conduct business you have to have a quorum of members.

So you want to be sure that you always do that. So I would say that that's one of the other important FACA provisions.

Also, and you all did a really great job. Thank you so much. You want to always be sure that every year annually that you have your ethics report submitted.

I think hopefully Morris did a great job with working with everyone to make sure and all the different things that need to happen sometimes.

Well, let me just back up and say that our mail service can be very slow. If you send something through the mail not only -- it will arrive at the department, but before it even comes to the different offices where it needs to go.
We have a mailroom. I think there's some scanning involved. Maybe some kind of radiation or radiation of mail where if we get it sometimes it might be all stuck together.

So you're best bet is if we can assist you is to send it overnight or use a courier.

We have not caught up quite yet with electronic mail. So me personally, if you're okay with your personal information being sent by email I'll leave that to your discretion.

But until we finally get to the point where we can accept electronic signatures you may want to try to use a courier service.

So, have I forgotten anything? Does anyone have any questions for me? Hi, Robin.

MS. WHITEFOOT: So I'm not clear. Are you saying that we need the new charter now?

MS. AKINS: So yes. I'm sorry, I forgot that.

So when you last met your charter was about to expire. And again I'll just share that
typically when charters are about to expire I always alert all DFOs three to four months ahead that a charter is about to expire. We need to begin to work on the internal processes to make sure the charter is renewed.

And typically the charter is not going to change unless the authorizing legislation is going to change.

And so again, all the information under each category mirrors the authorizing legislation except for some of the things that we do as a precedent within the department which is for example, we always make sure we state the exact amount of budget.

I'm trying to think. We also usually state maybe differently from other agencies where the committee is going to be funded and housed.

So if you read your authorizing legislation you may say well, wait a minute, I didn't -- this is not from our -- why is this in the charter.
So some of the wording and language or verbiage if you will that you will see will be the things that we've done as an agency to ensure that we help I guess -- I'm trying to think of the right way to say it.

So the verbiage is just information that we've inserted in the charter as a practice as a department.

But no, your charter is now good until June of 2020. But again, as best I can which I always do is -- and I don't think we'll have any challenges this time around is your charter will be renewed if you will well before or if I realize that there's a meeting and there's going to be some kind of -- I don't know what the right word is.

We'll just say what happened the last time won't happen again. Let me just say that.

MS. WHITEFOOT: So the question I had had to do with the authorizing legislation. Are you saying that's ESEA?
MS. AKINS: ESSA.

MS. WHITEFOOT: ESSA now.

MS. AKINS: Yes.

MS. WHITEFOOT: Okay. So it sounds like that then -- and it's that one page that we received for the FACA policy or legislation about -- is it the charter? And so it should also reflect the authorizing legislation of ESSA.

MS. AKINS: Yes.

MS. WHITEFOOT: Okay, so it's ESSA then. And I can't recall what the charter says now.

MS. AKINS: No, that's okay.

MS. WHITEFOOT: But really just want to highlight the importance of recognizing tribal sovereignty, that federal trust responsibility. And I think in ESSA that there has been an increased volume of statements that are made in ESSA today.

So the next time I see us really highlighting that in the charter.
MS. AKINS: I understand. Okay.

Thank you for that.

MS. WHITEFOOT: So, just looking --

to a committee I think it's going to be important

for us to work on that with a subcommittee. I

don't think we've spent the time that we really

need to devote to the charter and take into

consideration all those aspects of the work that

we're doing not only with the Department of

Education and the White House Initiative on

American Indian and Alaskan Native Education, but

also the shared responsibility that we have with

the Department of Interior Bureau of Indian

Education.

So I just want to highlight that for

the record. So that when the next time comes

around which isn't too far off.

I mean, we're on the verge of having

to do that now and so I'm going to suggest that

we establish a committee to be able to do that.

DR. JACKSON-DENNISON: Okay.
MS. AKINS: And I think I probably want to if the council and Chairwoman Dennison are okay with that, if I'm able to ensure maybe we have some of our general counsel folks dial in and assist.

Because the other thing is I know there were some discussions a while back about the council doing bylaws. And so I'm by no means the legal expert, but we want to make sure too that we distinguish between those two.

And I would defer to my OGC colleagues in terms of we want to make sure that we're inclusive of the executive order for the initiative and those kind of things.

We want to make sure we're inclusive, but then not over-reach and do any wordsmithing if you will or creative writing because our language in the charters has to match for the most part.

But yes, thank you for that and I did make a note of that. Thank you.
MS. BUTTERFIELD: So the other question that I had was around the issue of a quorum because I thought the original number of NACIE board members was 15.

MS. AKINS: Correct.

MS. BUTTERFIELD: And we are shy of some of those positions being filled. And so that creates problems in terms of establishing a quorum.

MS. AKINS: Yes.

MS. BUTTERFIELD: What will be the process going forward to fill those positions so that we don't keep having that problem?

MS. AKINS: So, what I shared with Angeline and I tried to share with other folks that might not quite understand the composition of the council is the council I would call I guess I would say a hybrid where you have authorizing legislation statutory, but as members you are appointed by the White House.

And so not to make any excuses, but
sometimes I'll say that causes some challenges in terms of appointing members to the council as this is not secretarial appointments, this is the White House.

And then if we get it to a point where it's almost time for transition or actually to be honest elections it's a little harder to get focus on that.

In my role I don't have I would say a direct connection to the White House, but my counterparts or colleagues within the Office of the Secretary can make sure that if NACIE has any recommendations that they want to share with Angeline in terms of appointees.

We actually, I don't know, maybe some of you are aware received a letter within the department from Senator Hogan recommending two individuals from tribal colleges for appointment to NACIE.

But to be honest writing to the Secretary of Education, that's fine, but the
President is the appointing authority for this council. So the best that we can do within the department is if we receive recommendations, or information, or letters even from the Hill the best that we can do is to transmit that information to the White House.

And that information if Angeline receives it, if I receive it, if Ron Lessard receives it the best that we can do is make sure we package it up and get it to the Under Secretary or the Secretary's front office staff.

And then from there at least definitely within my role there's nothing else I can do.

We can also always check in with Assistant Secretary Brogan for questions. But to be honest, Robin, there's no process.

If I ventured to give you a process it could be that way today and then change with staff that change over at the White House, with political appointees quite honestly that change
within the Office of the Secretary.

And the process if you will could also change with the change of administration, whichever way that goes after the next election.

MS. BUTTERFIELD: But in terms of steps it sounds to me like we would make the recommendations to the White House and then the White House would make recommendations to the Secretary.

MS. AKINS: No.

MS. BOULLEY: The charter says the council consists of 15 members who are Indian including Alaskan Native as defined in the statute and are appointed by the President from lists of nominees furnished from time to time by Indian tribes and organizations.

MS. AKINS: Right. So, and I apologize, Robin, if that got confusing. The President is the appointing authority for the council.

So where the Secretary may be able to
speak with someone at the White House and say
hey, we've gotten these recommendations. To be
honest in the end it's still up to the White House
presidential personnel office if you will.

DR. PAYMENT: So, I have the
experience of serving on HHS STAC and also HRAC,
Health Research Advisory Council under Office of
Minority Health as the chair and National
Institutes of Health Tribal Consultation Advisory
as chair.

And so the way that I think it should
work is the Secretary can manage the nomination
process up to the President and help facilitate
getting word out when there's vacancies and
provide that.

Because the President, his office of
-- it's EOP, whatever that stands for. They
aren't out actively looking to fill those
positions unfortunately.

But the Secretary's office can be
facilitative in that.
MS. AKINS: That's correct.

DR. PAYMENT: But what I wanted to say was a couple of things.

So, one of our traditional teachings back home is that our orientation is facing forward. And so whatever delays or whatever has happened in the past we have a new opportunity today to go forward.

And I'm excited about it. It seems like we have a renewed commitment.

And however, Indian people also have long generational memories. And so we know what not to do and mistakes to do again. And so focusing on how to move forward.

So one thing that we could consider is both HHS STAC, well all three, HRAC and NIH all have bylaws that they have drafted up. Like operational bylaws that are consistent with the charter.

So those are really good examples.

We've worked very hard to develop those and
they're constantly being tweaked and changed and improved.

So one thing that I would consider because we -- the appointments are out of our control. And if there's large vacancies then we won't be able to get quorum or it becomes more difficult to get quorum.

So consider changing the bylaws to read a quorum of those seated no less than 10. Because that's also a commitment that we don't have like three people that are making decisions or whatever.

But like a quorum of those seated no less than 10 to be able to operate.

One other thing that I think is just -- that we do at STAC that should allay any concerns with scheduling is we shouldn't be piecemeal scheduling as we go.

What we should consider doing is setting our annual schedule because then we can all commit to not scheduling in conflict with our
meetings. And then we never will have the problem ever again.

Once we have that annual schedule laid out then we just build into it walking backwards project management and posts when we will be notifying and posting it in the Federal Register, all of that.

Because we're all -- if you haven't noticed yet we're all incredibly busy people committed to everything back home. And so trying to schedule even with three months notice is almost impossible for this group.

But if we did it well in advance. And I'm hoping before we're done today that we will project out the balance of this year and placemark some dates for next year.

What typically works is like if it's quarterly meetings that we have that we commit to like the third Thursday in the first quarter and then the second quarter and so on.

So I think that in and of itself will
really allay any concerns.

What it appeared like was a lack of commitment to meeting. And I know that that's not true because we convinced the Secretary to continue our appointments rather than start over.

At the end of last administration -- what's the guy's name that's on the phone again?

MS. AKINS: Wayne.

DR. PAYMENT: Yes. He had said that during the Carter administration Reagan came in and just the massacre happened.

And so I was worried about that because we have a different administration. But we have ongoing work to do regardless of who's President and who's -- what party we're under.

So I do think it bears well on the Secretary that she continued our appointments. And if that hadn't happened it would have been at least a two-year lag.

Unfortunately it kind of ended up to be a two-year lag anyway, but I think we can get
around that and go forward.

And so my orientation and focus will be how can we go forward, how can we serve the Secretary, how can we serve, also incorporate the Interior Secretary because remember before the end of the last term we recognized that they have a role to play here because they educate 7 percent of our kids. So some accountability.

And I'm glad you guys are going to meet with Tara Sweeney to make sure that she understands she's got a role here too.

And then I think the BIE is going to be here sometime today or tomorrow.

So my focus is going forward, recognizing that we have long memories so we know what not to do again. And we'll alert if that's coming up again.

MS. AKINS: Right. And so thank you. Because you've done such a great job in a short period of time getting your doctor I always want to call you Dr. Payment, but if you're okay I'll
call you Aaron.

Thank you for your comments and I just want to clarify a couple of things.

So yes, the Secretary can make recommendations, but the thing we want to remember is in the end the EOP or whatever the acronym is, the President is the appointing authority.

And so part of my role is to alert all the staff that is appropriate within the Office of the Secretary when we have vacancies. So that's not only for the council, but that's for all of our advisory committees. That's one of my responsibilities.

So it's not that at any given time the staff are not aware of the vacancies. And so even if the Secretary advocates or whatever you may want to call it about recommendations wherever we get them from.

Sometimes it's out of all of our hands. The staff from what I understand over at
the Presidential Personnel Office are assigned several agencies. Maybe one person may be working on staffing not just for advisory committees but for political slots within each agency.

One staff person may be working on three or four staffing projects for Ed, VA, or what have you.

And so that's not to make excuses but I'm just trying to be I guess real world that it's not as seamless as you might think.

I think the fact that you all weren't totally terminated is a testament again. Not to toot my own horn, but myself and Ron as best we can we advocated on your behalf to say hey, we've got the best group of folks we've ever had. Somebody needs to look at this.

So I don't know totally how the decisions were made, I wasn't involved in the conversations, but I know that folks recognize we have a good group of people.
At any point in time if the White House because you all are I guess phrase in my business is you serve at the pleasure of the administration. So it could be midway, it could be at the end of this administration.

And this is for all of our presidential advisory committees. We don't sometimes know.

We have several -- I shouldn't say several. We have a couple of presidential advisory committees that don't have any appointees right now. They're still working on it.

They haven't met. They don't have members. The administration is still working on it.

So I think that again a testament to you all and your background and credentials and your expertise.

And I think that folks recognize the fact that there is a lot of value in continuity
and the composition of folks and your backgrounds that was important to make sure that the work continued on.

And so my one last thing is to your point about the calendar. And if Angeline and Dr. Dennison and you all as council members do come up with days for the rest of the year there's nothing in the Federal Advisory Committee Act that prohibits just we'll go ahead and announce those days all at once.

So we can announce all the dates and then we will have the Federal Register issue out of the way unless there needs to be an amendment.

And I get those Federal Register notices and make sure I coordinate them through all the internal reviews. So I can make sure that that happens in consultation with Angeline and Dr. Dennison.

So I don't want to take up any more of my piece but I thought it was important for me to kind of share with you some of the things on
the Federal Advisory Committee Act stuff if you will before you go into your discussions about re-envisioning NACIE.

Because I just want to be sure unlike in the past as best I can I want to make sure it's not about no, no, no, you can't do that, but just to ensure that unfortunately no matter what I may want to help you support, whatever I might want to support you in doing I still have to make sure just like I do with all of our other committees we make sure the work that we're doing is advisory recommendations within the Federal Advisory Committee Act.

And thank you again, Aaron, for some of the things you do on some of your other committees that you serve on. But again, within Ed I have a plethora of other people that I coordinate with.

And so again, ethics, Morris Barren. Jill Martin was here. I'm not sure if she's still here. She's the program attorney. She
does a lot of the programmatic legal interpretation. I think Angeline has already worked with her on some things.

But we will often turn to Jill to make sure that anything programmatic within Indian education at the council, not only is it ethical, is it permissible under the authorizing legislation. So it just depends.

We'll always -- at least I will try to make sure I coordinate that. We look at things you may want to do on a case by case basis. But I definitely want it to be a more open discussion back and forth rather than just from at least my program and my side. And I think Angeline will work with me on this. It's not going to be no, no, no, you can't do that, no, just because. So that stops as far as I'm concerned today.

MS. BOULLEY: Joely has a question.

DR. PROUDFIT: Real quick question.

So we have 12 members seated on NACIE. We're supposed to have 15.
MS. AKINS: Correct.

DR. PROUDFIT: What constitutes a quorum then?

MS. AKINS: Well, so I got this from our legal folks that because the authorizing legislation states that you have 15 members the way that it's calculated is half your full composition plus 1.

Their determination is in order for you to conduct business for every council meeting you need eight members.

DR. PROUDFIT: And my second question. When letters are going to the Secretary about NACIE or the constitution of NACIE from outside organizations or recommendations is there any obligation to share that with NACIE?

MS. AKINS: I'm sorry, I'm not sure -

- DR. PROUDFIT: Letters, for example, where people are writing to suggest names for
appointments to NACIE.

MS. AKINS: I will check into that.

To be honest I don't know and I don't know about Privacy Act, like if someone was to write from their personal -- let me check into that to be honest.

DR. PROUDFIT: Since a senator recommended two individuals.

MS. AKINS: Well, and that was something that would be public information and so I knew I could share that.

But in other instances I'd rather check than to give you guidance or make a statement on that.

DR. PROUDFIT: I think that's important for us to know the outside interests and who's recommending whom to join the board.

MS. AKINS: I agree.

DR. JACKSON-DENNISON: Okay. I know it's 12:23 right now and we have 1 o'clock BIE coming.
MS. BOULLEY: What is the pleasure of the group? Would you like to reconvene at 1 o'clock sharp? Would you like to convene at 1:15?

I want to recognize that everyone has been here all morning.

DR. JACKSON-DENNISON: I think 1:15 because maybe we can go find something to eat and then come back.

MS. BOULLEY: All right. Then we'll reconvene at 1:15.

DR. JACKSON-DENNISON: Okay.

MS. BOULLEY: Thank you.

DR. JACKSON-DENNISON: Thank you.

(Whereupon, the above-entitled matter went off the record at 12:24 p.m. and resumed at 1:31 p.m.)

DR. JACKSON-DENNISON: We did make some changes to the agenda. And I think we're going to push the re-envisioning to tomorrow morning.
So we'll call the meeting back to order and we'll go right into our agenda. Angeline, you want to introduce?

MS. BOULLEY: Thank you. I'd like to welcome Juanita Mendoza from the Bureau of Indian Education. And she's going to be providing an update for everyone.

I believe there are -- is there a handout?

MS. MENDOZA: No, I don't have a handout but I can provide the PowerPoint that I'm going to be presenting to the group. After the meeting I can send it to you.

MS. BOULLEY: All right. Thank you.

MS. MENDOZA: So, first off I want to thank everyone for inviting a representative from Bureau of Indian Education to be here.

Director Dearman apologizes that he could not be here to provide the update. He is in Albuquerque working with staff, our senior leaders.
But he does look forward to working with NACIE in the future. He was very happy to learn that the group will begin meeting and work will continue to take place.

So let me just introduce myself. I'm Juanita Mendoza. I am a member of the Pascua Yaqui tribe.

I currently serve as a special assistant to the director. However, I've been with BIE for over 10 years and I've served in different capacities.

I've worked on post secondary issues, policy and then most recently I served as the chief of staff before this position. Can you go to the third slide?

So I wanted to just follow up on -- provide a little bit of information about the reorganization.

I know the group, it's been several years since the group met and at that time BIE was initiating or implementing a reorganization.
So we have continued to do work with the reorganization over the past few years.

If you recall the reorganization was to take place in two phases. Phase one was to realign our associate deputy directors. They were to be aligned to school types. So for example, there's a bureau operated associated deputy director, a tribally controlled ADD, and then we have an ADD that focuses on Navajo and Navajo has both operated and tribally controlled schools.

Phase one of the reorganization also established education resource centers. There are 14 across the country.

We established an Office of Sovereignty and Indian Education.

And we established the School Operations Division.

Phase two of the reorganization will focus on providing resources and technical assistance to schools.
Right now BIE is building up the School Operations Division. We've created a BIE Facilities Office and we have also hired school safety specialists. Those individuals go out to the schools to inspect them to make sure the facilities are safe learning environments for our students.

In addition, they are working with the school staff to help with abatements when they find issues.

We continue to look for staff to work at the ERCs as well as into these other divisions that we've established.

And I want to kind of give a plug here for BIE in terms of hiring staff. We're always looking for high-quality staff. It can be difficult to recruit, recruit for positions like special education, school improvement specialists. So please if you know of somebody who would like to work with the bureau refer them to the USAJobs.gov website and there are always
advertisements for positions, especially our teachers and principals.

DR. PAYMENT: Just if I could add that these are not political positions.

MS. MENDOZA: Not political.

DR. PAYMENT: So they extend past a particular administration. They're considered career positions.

MS. MENDOZA: Yes.

DR. PAYMENT: Yes. So there might be greater stability in that in helping to attract.

MS. MENDOZA: Next slide. So I wanted to talk about some of the accomplishments BIE has made.

So again we've filled some key leadership positions to oversee BIE acquisitions and contracts. This has been a real serious issue for BIE. When we need to provide supplies to the schools we've had difficulty working with our sister bureau in Indian Affairs for multiple reasons.
For example, we've had problems getting food for our students in our boarding schools because of contract issues. Getting a contract officer, awarding a contract.

With school facilities we have problems because BIE doesn't operate, manage our school facilities. That is done by BIA. So we've had difficulties there. So we're trying to shift that so BIE has more of a -- they have a contributing role in how facilities are managed.

Again, we have the school safety and we've really made an effort to recruit and bring on new staff.

One of the recent accomplishments is we've hired a student behavioral health specialist. And this has been a huge -- well, it's had a huge effect on the organization.

We all know about the problems that our youth are facing in Indian Country and by bringing this person on we've been able to really
kind of look at the issues across our schools. They've been collecting quantitative data so they can really direct services. We've been able to develop partnerships with Indian Health Service.

We've had partnerships but to build them up, make them more robust.

We've implemented a couple of programs at our schools that provide professional development to our staff.

We have mental health first aid which provides training to staff. It's mental health. It's like they're the first line staff to deal with students that are having problems.

So we want to make sure that they're able to recognize those signs.

And then also how to react to them.

So we've implemented that mental health first aid.

And we're also bringing a trauma resiliency program into 10 of our schools. It's
a pilot program that we're working with University of Montana.

We've changed our hiring practices. In the past when we would look at hiring teachers we had actually requirements that our applicants meet that were even more strict than the state's.

So what we've done is we've changed our practices so if a teacher is state certified they are able to work at our schools. It just did not make sense to make it harder for teachers to get jobs at BIE. So we did change that.

We've hired talent recruiters. The recruiters go out to post secondary institutions to recruit for teachers and other staff at schools.

And they've also been working with national organizations that focus on teacher recruitment.

And we've also established a data governance board. BIE collects tons of data and we've definitely needed to improve how we collect
that data and how the data is organized.

And we also need to be sure that we are making data decisions. So next slide.

We recently published the first strategic direction, strategic plan. We call it the strategic direction.

And part of that is we've created a performance management system. So we are monitoring how the work is being done, when it's done, if it's not being done because we want to be sure that we have transparency as well as we want to make sure our staff is held accountable for moving the work forward.

We continue to work with the National Board for Professional Teaching Standards. We offer this to bureau operated as well as tribally controlled schools.

And I wanted to just give an example. JKL Bahweting Amishinabe School is one of our I guess highlight schools.

Since they started the program or
partnership with NBPTS they have actually -- half of the teachers have taken advantage of that opportunity.

BIE pays for the certifications. We help pay for travel. If they're a bureau operated school we actually give bonuses for teachers that are taking advantage of that.

And it's professional development that our staff really need.

DR. PAYMENT: Can I say something real quick?

MS. MENDOZA: Yes.

DR. PAYMENT: If you know of a school that's interested our teachers are really excited about it and they like to share that with other faculty so that they can promote it.

But it's really catch/hold in our community. And our teachers are so excited that they will excite other teachers.

So when it starts out it's like why do we have to do this, it's a lot of work, blah blah...
But then they pay for everything and then they do get a bonus and an increase in their salaries when they do it. So it's infectious. Once the ball gets rolling then everybody wants to do it.

And our goal is to have every teacher certified.

MS. MENDOZA: Wonderful. We will continue to work with the national board. It's in our plan as we move forward.

And most recently the assistant secretary initiated a separation of the BIE budget from the BIA budget.

The plan is by doing this we will have more responsibility for our acquisitions and our procurement, school safety support.

But it allows BIE to really have more control over the services that are being provided. Next slide.

So as I mentioned earlier we've done
some work with -- I believe I mentioned it.  

Sorry if I didn't. BIE was recently designated a high-risk agency by the Government Accountability Office, the GAO.

Since 2013 there have been numerous reports that have found mismanagement of funds, just an array of different issues.

So what we've done is we've been able to really dive into doing the work that the GAO has found.

We've hired specific staff to deal with these issues. And since this has happened we've been able to close 9 of the 13 outstanding recommendations.

And this has been a huge accomplishment for BIE. I feel like we've really started moving towards a better managed school system. So this has been definitely an accomplishment for the bureau.

DR. PROUDFIT: Can you speak to the 9 of the 13? Do you have those?
MS. MENDOZA: I don't have them, but I could provide that to you. I'm trying to think because some of the recommendations were really -- like one was developing a strategic direction which we've done. Developing a communications plan. We've done that.

Initiated a financial decision-making policy. We've completed that. Overseeing the school inspections. So there are quite a few. And I can provide that information for you later.

DR. PROUDFIT: That would be helpful.

Thank you.

MS. MENDOZA: Okay. So speaking of the strategic direction can you go to the next slide?

So as I said we established the first strategic direction in August of 2018. The work that took place in order to get to that point, we went out for five tribal consultations and we did three listening sessions. We really engaged stakeholders in having a voice in how this
strategic direction was being created.

We also really worked with our staff
to make sure that there was buy-in, that they had
a say in how we developed our goals and the
milestones.

BIE wants to focus on the success of
the child from kindergarten through post
secondary and career. We believe that not all
students will be going -- will want to go to post
secondary institutions so we do recognize that
there are students that will want to go into just
a career and we want to make sure that they can
transition to that.

We want to make sure that our students
are obtaining an education that's culturally
relevant.

We want our students to -- so here are
the goals. We want to make sure our students are
learning in safe and supportive learning
environments.

We want to prepare our students to
think globally and have the knowledge, skills and behaviors to be leaders in their communities. And we want our education system to be effective and accountable to all stakeholders. So, we want to be able to be accountable to our parents, our tribes. So that's the system we want to have instilled. Next slide.

So as we proceed with this work we developed some guiding principles for our staff. We wanted to make sure that the staff, as they continued with the work they focused on excellence, they focused on student-centered and committed to holistic needs of the students, have high standards of character and professionalism.

We wanted to foster communities of support. And we wanted to support students through proactive and responsive teamwork, schools, tribes and communities. Next slide.

The strategic direction and a lot of the supporting documents that were used to help develop the strategic direction notes when we
went through consultation the comments we received, the recommended changes. That is all on our website. So you can go to the BIE education website and on the front page there's a link to the strategic direction. Next slide.

A major effort right now that BIE is undertaking is negotiated rulemaking for the BIE Standards, Assessments and Accountability System.

With the passage of the Every Student Succeeds Act in December 2015 our Secretary was required to develop new regulations to implement the Standards, Assessments, and Accountability System.

And the Secretary was to do this through the negotiated rulemaking process.

We want to move away from our 23-part accountability system. Right now we use the assessments or the accountability system of the 23 states our schools are located in.

And this has been very difficult for
BIE to really tailor the needs of the schools and the students. So we definitely want to move away from that to a unified system.

However, tribes are still able to apply for waivers so they can have their own I call it that SAAS, Standards, Assessments, and Accountability System.

So this is a timeline of how we've proceeded with the work. But I wanted to also just go back further.

In August 2016 we did announce that we intended to establish a negotiated rulemaking committee. We requested comments and we did request committee member nominations.

When the new administration came onboard they wanted to have a more active role in the negotiated rulemaking process. So they asked us to go back out and request nominations for committee members.

So the people that we had vetted and agreed to be on the committee we had to go back
out. We couldn't move forward with them.

So we did finally do that. September of 2017 we -- the rulemaking committee nominations went through and then we published the proposed membership in April of 2018.

In August of 2018 we -- there was a published notice of establishment and the schedule of our committee meetings.

We held our first meeting in September of 2018 and that was in Billings. And then subsequently we've had three more meetings. We had a meeting in Albuquerque, in Arlington, Virginia, and then most recently in Phoenix, Arizona. So we've had a total of four meetings with our committee members.

As of right now we are given the meetings the comments that were provided, the negotiations between the federal representatives and the tribal committee member. We have collected all of that information and we are working on finalizing our draft regulations.
It is our intent to have that completed very soon so we can go out for consultation on those draft regs in late June, early July.

We plan on having six consultation sessions across the country. Right now we've identified Washington State, Rapid City, Albuquerque, Window Rock, Minneapolis and Nashville to hold these consultation sessions.

So, I also wanted to let people know because I know there's probably lots of questions about the work that's taken place and information that was provided to committee members so they can make a lot of the decisions that needed to be made in the regulations.

So if you go to our website there's the meeting notes. There's supported information that the committee members needed to have the technical information to make those decisions.

And the public is still able to submit
comments. The comment period is open. Could you go to the next slide? Sorry. So you can see the web address.

And then if people want to submit comments on the draft regulations they can submit it to BIEComments@bia.gov.

And so you know, while we are finalizing the draft regulations the most recent version of the draft regulations that were presented in the fourth meeting in Phoenix, that is available on the website. Next slide.

Another major project is the Johnson O'Malley student count. For quite some time JOM stakeholders have been advocating for a new JOM count.

The last count was completed in 1995 and it identified 271,000 plus students. We know that is not accurate.

We did perform another count I believe most recently in 2014 and the number of identified students went up to 341, a little over
However, we know that's still not correct. We missed a lot of students.

So most recently the Johnson O'Malley Supplemental Indian Education Program Modernization Act, Senate Bill 943 was introduced.

And in the bill they asked -- they wanted BIE to go out and conduct a new count, to do research on what would be the best way to gather the number of students.

So in the past we've contacted the current JOM contractors and then we've just had a public announcement requesting for them to submit the number of students that they provide services to.

So the -- asked us to do more, asked us to do better than that. They wanted us to look at other possibilities for getting the total number of students that are eligible to receive Johnson O'Malley services. And so we've looked
into that.

One of the suggestions was to consider using the Census or consider using Department of Education's numbers. But we've had to weigh how that would work for us.

So the act then did become public law 115404, the Johnson O'Malley et cetera act. In there they did change one of the eligibility requirements.

In the past JOM students had to be a quarter degree Indian blood from a federally recognized tribe. So that -- and an enrolled member of a federally recognized tribe. So that really limited a lot of students from being eligible to receive our services. So that was actually changed.

In the language it will say a member of federally recognized tribe and a quarter Indian degree blood. Now it says or, so you can be one or the other because some tribes have a lower blood quantum requirement. Next slide.
So we do plan on going out for consultation to look at the eligibility requirements beyond that just member of a federally recognized tribe or quarter Indian blood.

So we have six onsite consultations planned. The Riverside Anadarko -- well, Riverside Indian School which it's in Anadarko, Oklahoma.

We will have one in Albuquerque, one in Bismarck at the United Tribes Technical College, at Chemawa Indian School in Salem, Oregon. Then we will be having a session in Cherokee, Choctaw. And we anticipate that we will be at NCAI midyear in Reno-Sparks.

And then we'll also have two webinar consultations.

Once the consultation sessions have ended and we've done some of the research that was required of us in the act we will -- we have a due date of June 2019 to produce a report. So
we will be doing that.

And so those are just some of the major initiatives, work that BIE has been working on completing.

So it's been very busy for BIE. I believe we've really been making a lot of improvements, really working diligently to change the direction of the bureau, make some significant changes that will support our schools and support our students.

We have Director Dearman who I believe is actually the longest serving director for BIE in the 39 years that BIE -- well, previously we were the Office of Indian Education Programs in BIA.

My director, Director Dearman has been working very hard to make sure that BIE is fulfilling its mission and that we are transparent and that we are accountable.

And we always welcome tribal input and other stakeholder input. So thank you for
allowing me to be here to provide an update.

DR. JACKSON-DENNISON: Thank you for that. We'll go ahead and go to the questions. And I see Dr. Payment has his hand up already.

MS. BOULLEY: Before Aaron does, I just wanted for follow-up, Juanita, you're going to provide us with a copy of the presentation so we can get that out to the NACIE members.

And then also there was a question, Juanita, to provide an update on closed of recommendations. Dr. Proudfit, was that a question --

MS. MENDOZA: For the GAO findings.

MS. BOULLEY: The GAO findings.

Okay. All right. I wanted to make sure it was recorded in my notes.

DR. JACKSON-DENNISON: Okay. Go ahead, Aaron.

DR. PAYMENT: Okay. So, two of the other hats that I wear is on NCI their education subcommittee board liaison and also on TIBC,
Tribal Interior Budget Committee.

And so we are glad that the BIE was moved out of the separate appropriations or handled that way anyway from the rest of the Department of Interior because too often we -- we're kind of like the red-headed stepchild in tribal priorities which is kind of a backwards way of looking at the treaty and trust responsibility anyway because they're all priorities.

And education unfortunately, BIE education doesn't rank high because it's competing against all these other priorities and a very small fraction of tribes have BIE schools. And so it generally doesn't make the cut of the top priorities.

The Midwest did make the BIE like number three. Education was number three for us.

So I'm encouraging you when your tribes and they do budget formulation through TIBC. And there's -- TIBC is all across the
country and Alaska is that you make sure that
they understand that they need to advocate for
Indian education.

As a result of our last TIBC meeting
we asked for BIE to identify cuts in DOI other
than Indian education because of the trust
responsibility and to look differently about the
budget process for the BIE so it doesn't get lost
in the shuffle.

Also there was a request to look at
unexpended BIE dollars in the staffing. Of
course we want to fill those positions. But that
there was a question about where does that money
go and can that money be reprogrammed in terms of
either scholarships or building capacity in
Indian Country so that we have people to draw and
attract.

Another one would potentially be
relocation expense. Because for those BIE
schools that are still residential in nature it's
difficult to get people to go to those areas if
there's no housing. And sometimes they have to
drive 50 miles to get to where they're working.
And doing that daily becomes basically impossible.

I wanted to echo something that I've been saying a long time. It's my own echo. It's Alaskan Natives were under Senator Stevens shortchanged in the BIE and Alaskan Natives don't get to participate in BIE education systems like other tribes across the country.

And any advocacy that can come from especially Alaskan Native assistant secretary so that we can begin to improve that would be appreciated.

Another one is in the reorg one of the reasons why I was a proponent and I've attended I think three or four of the consultation sessions was this rethink about what the education resource -- they were line officers, now the resource officers would do.

And rather than sort of a catch you
exercise, or gotcha exercise in a bureaucracy
that was not looked at favorably, instead
replacing that with like a charter officer.

So one of the reasons why my school
does really well is because we're a BIE school,
but we're also a charter school in the state.
And the relationship that we have with our
chartering entity is much, much different than
typically the line officer was.

They facilitate. They bring
resources. They advocate. They help us to
figure out systems better and improvement, school
improvement. That's a very different approach.

And so as long as that is part of this
reorg I think it will be successful. But we have
to not lose sight of that portion of it.

And then lastly with the JOM count,
tribes know how this would work best. We have
actual counts. And when we're looking to the
Census that is absolutely not the solution.

I can tell you in Chippewa County
where my tribe is situated and we happen to be Chippewa. We'd like to say it's our county but it's not.

The population is off by 21 percent. And so they count the number of Indians in Chippewa County at a certain number. And we have actual enrollment. And it's undercounted 12 percent. And that doesn't even consider the Bay Mills Indians that live in the same county and other tribes that may live in that county.

So I think if there was -- so the consultations, I think we could figure this out. I think tribes could prescribe to Congress, to funders how many Indian kids we actually have. Because we have actual information.

Now that's going to be an undercount because there's Indians that are not registered members of tribes as well, but that should be like the baseline and the correction should be added on top of that.

MS. MENDOZA: And I forgot, that was
actually one of the methods that was included in
the act. They wanted to kind of look, research
what would be better or more beneficial, to look
at tribal enrollment, look at the Census if that
was even possible, and then the other was to look
at Department of Education numbers or just go
ahead and do an entirely new count.

So we needed to really assess what
would be the best route to go and then that's
part of the consultations.

DR. PAYMENT: In the order of accuracy
tribal enrollment will be the most accurate. And
then Census might be second.

Department of Education is actually
going to probably be down the list because we
still have the impact of assimilation, forced
assimilation and historical trauma and
populations that don't self-identify but they are
registered members.

When I did my dissertation research
the university I looked at, there was a big
undercount because there were people who didn't identify themselves as Natives because there's different stages in life.

When you enter college you're right at the tail end of wanting not to be different and so unless you were raised in a cultural environment that fully embraced our culture you might check a different box. And you might change it later on and check a different box.

So some kind of formula that maximizes the likelihood that we get the best count. And it might be some combination thereof and the greater of those counts might be the more accurate way.

It's critical because in Chippewa County the error rate is 21 percent. And if our funding comes based on that from the Census then we're underfunded 21 percent.

So we know by actual information. So any combination of those in coming up with some kind of formula and putting that back out to
consultation, it would be appreciated.

MS. MENDOZA: Thank you. Those are really good points. Thank you.

DR. JACKSON-DENNISON: Any other questions?

DR. JOHN: Alaska is a very, very large state and there's a lot of migration due to people that have higher education cannot live in the village because there's no jobs, for example, for those of us that went to college. We can't live in a village.

So a lot of times what happens is that we're forced to relocate along with the children and families.

There's a lot of movement in the state due to subsistence lifestyle. And students that were enrolled like for example in my village one semester due to subsistence then they'd have to go to another school to live there for fishing or whatever.

And then next semester they'll go
back. And you're talking about 500 mile
difference and three flights later. There's no
highway, no nothing.

And so my thinking is how do the
schools control the per capita for Native
students to go to these schools.

And my tribe, the only way to identify
the students is to bring them physically to the
village, get to the village 500 miles away to go
get their picture taken to prove that they're
Native.

And that's what my sister did a month
ago. They had to take their children from
Anchorage to Bethel to the village to get them to
be identified as a Native student. Because the
only place that can verify them is the tribal
office and the tribal office is 500 miles away,
$1,000 apiece later. Now the student can be
stamped as a Native student, a tribal student.

So it becomes very complex. We don't
get into our car and drive for seven miles, seven
hour mile. There's no way.

So my sisters did that last month and I'm like they reside in Anchorage so how do they get counted in Anchorage. Which schools -- I mean some of them go to public schools. Some of them go to charter school.

And so it becomes kind of like complex and I'm thinking -- and some of them are home schooling because life is so complex in that kind of environment and state.

So I have like maybe 20 nieces and nephews that are spread across the state. Who gets the money for them?

And I understand that the tribes get JOM money and then the school district gets rest of the money. It gets lost. It gets muddled in the general funds. You know, they probably use them for sports or whatever.

There is no category that says this amount of students should go to literacy for the Natives that don't speak English, that aren't
proficient in English, or second language learners. There's nothing like that that I can think of.

I have developed indigenous science K-3 in the school district. So the school district covers about 17, over 15 villages. And it's in a sub village.

And all these villages are like hundreds of miles away from the main district office. And you know, the parents don't have control as far as I understand. Maybe the advisory school board might, but the money is way over there in the headquarters. And here's these hundreds of villages spread across the land that you can only get by air or by boat.

And so what I'm trying to say is that I think we need to also consider that type of life and country that the children live. And make sure that they get the money, the rightful money that goes into their education. Thank you.

MS. WHITEFOOT: So I just wanted to
very briefly also echo what Theresa says because we have a similar situation in the northwest as well with migratory lifestyles and fishing for subsistence as well. So that's important to pay attention to our migratory way of life as well in our communities.

I just wanted to also acknowledge the work that you're doing around the strategic direction. I think that's a long time coming and also addressing those high-risk designations as a former superintendent of BIE school have been aware of those high-risk designations.

I do want to speak though to Johnson O'Malley having been our education director for our tribe. Again that's one that is a long time coming as well.

I also support looking at tribal enrollment. But I also think we need to take a look at public school, the Title 6 Indian education program because you're going to have a very much different count there having worked in
this particular program.

I think that's one of the first ones we really want to highlight is looking at that rather than the Census. I'm currently working on Census and know what Census is all about as well, but the Title 6 programs I think is where we really need to look at.

I just want to say that in addition to that I've been working with Education Northwest in Portland with the Affiliated Tribes of Northwest Indians.

And we've put out a paper called Obscured Identities and that addresses the misrepresentation, the misclassification and the underrepresentation of American Indians and Alaskan Native students in our school systems including primarily in our public schools.

So that is a challenge in recognizing who our American Indian and Alaskan Native students are. They don't necessarily have to be enrolled under Johnson O'Malley as long as
they're able to demonstrate one-fourth degree or more. I'm familiar with that longtime legislation that's been in place.

And so I just want to continue to advocate for that and look forward to you coming out to the northwest.

DR. JACKSON-DENNISON: Thank you, Patsy. Any other questions? I also too want to commend you in the BIE on the plan, the strategic direction plan.

I did have a couple of questions on the school safety. Do they also train on the safety plans as far as do they train staff on the safety plans that they've developed, or are they just --

MS. MENDOZA: Well, all our schools have to have safety -- they call them COOPs, continued operations in say like a disaster or a critical incident. All our schools do have to have plans.

And we do provide assistance and
training to help the schools with those plans.

The school safety specialists, it sounds like they're going in -- the title sometimes doesn't make sense.

It's actually primarily, say, OSHA.

DR. JACKSON-DENNISON: Okay, that's what I was wondering.

MS. MENDOZA: Yes, OSHA requirements.

There's different requirements for exits.

DR. JACKSON-DENNISON: Lighting, cables.

MS. MENDOZA: Yes.

DR. JACKSON-DENNISON: Okay. That was one of my questions.

And then I really want to commend you and I want to look in more to the behavioral health specialists because that's what I'm finding in the public schools that where we're really lacking and where we're really, really struggling especially where I'm at now as a superintendent is I want to -- we're trying to
implement the trauma informed, trauma sensitive
schools approach and working with the health
centers and everything.

But it sounds like you all are doing
that. So I want to commend you on that.

Then again the mental health and all
of that goes together. And I think that's a
huge, huge accomplishment so I just want to say
thank you for doing that and thank the director
for his work on that area because I really see
that as like I said to the assistant secretary
earlier those are the areas that we really have
to pay attention to prior to worrying about the
A through F grading system.

Because without that we're never going
to be able to get those scores up that we're
always trying to work toward. That's something
that has really hit hard to me as a leader in
where I'm working at right now because it's such
a struggle. So thank you for that.

And then what other questions did I
have? I think that's about it. This is exciting work that you're doing.

MS. MENDOZA: Thank you. And like I said earlier we look forward to working with NACIE. We're excited that the group is going to continue to meet and further the work that they're supposed to be doing. So thank you.

MS. BOULLEY: Thank you for coming.

DR. JACKSON-DENNISON: Thank you.

(Applause)

MS. MENDOZA: And I do have cards here if anybody's interested. Definitely if you have any further questions or need any other information please let me know.

MS. BOULLEY: While we transition to NIEA getting ready to present I wanted to introduce Ruth Ryder who is the deputy assistant secretary.

She formerly was with formula grants and now she's the DAS over a lot. She's my immediate supervisor.
DR. JACKSON-DENNISON: Thank you. Welcome.

MS. BOULLEY: And so if you want to introduce yourselves to Ruth I think that might help her a lot.

And then Mike, I don't know if you'd like to introduce yourself as well.

MR. CHAMBERLAIN: I'm Michael Chamberlain. I'm the lead for the department's rural outreach at the U.S. Department of Education in the Office of Communications. I have cards too.

DR. PAYMENT: Do you want us to go around real quick?

MS. BOULLEY: Yes, please.

DR. PAYMENT: My name's Aaron Payment. I'm the chairperson of the Sault Ste. Marie Tribe of Chippewa Indians.

A lot of our concerns are very similar to rural education. So we're really happy that you're here.
MS. BUTTERFIELD: Yes, and I'm Robin Butterfield. I'm Ho-Chunk originally. I live in Oregon. I work with the Oregon Indian Education Association. And I'm also President of the National Indian Education Association.

MS. WHITEFOOT: I'm Patricia Whitefoot, a member of the Yakama Nation from White Swan, Washington, a very rural high school and remote community on the Yakama Indian Reservation.

I work primarily with -- volunteer primarily with the Affiliated Tribes of Northwest Indians which is made up of the 54 tribes in the northwest. And I serve as the education committee chair and have been in that role for a number of years.

MS. RYDER: I actually grew up in Washington State.

MS. WHITEFOOT: Oh, okay. Wonderful.

MS. RYDER: -- the Pacific Northwest, Bellingham.
(Simultaneous speaking)

MS. RYDER: I was very near the Lummi Indian Reservation and then I lived on the Port Madison Indian Reservation as well.

MS. WHITEFOOT: Wonderful. We look forward to working with you.

MS. RYDER: Thank you. I'm excited to be here.

MS. BROWN: Doreen Brown. I'm from Anchorage, Alaska and I'm currently the director for Title 6 Indian education.

DR. PROUDFIT: Hi, my name is Joely Proudfit. I'm from the Pechanga Band of Luiseno Indians in Temecula, California.

I'm the director of the California Indian Culture and Sovereignty Center at Cal State San Marcos and the chair of American Indian Studies.

We're home to the largest population of American Indian college students of any university in the state of California per capita.
DR. JOHN: Hi, I'm Theresa John, associate professor, University of Alaska Fairbanks with the research center, Center for Cross Cultural Studies which has Ph.D. and master's program.

And I've been with the university on and off for about 20 some years starting from Bethel, Alaska to Fairbanks to Anchorage.

And we have about 40 some graduate students in our program. And I also help develop indigenous K-6 with the local school district in science and literacy and social studies when they ask me to.

But there has been some movement to it that statewide of trying to expand the work of the Yupik charter school there which is known internationally now as a successful school.

So our region is the strongest Yuktun speaking culture. I'm the first generation to be exposed to western schooling. My parents have never been to school before.
And so we come from remote area. No gas, no oil, no gold. So they bypassed us for many years. So we were very, very lucky. We got to have a very, very powerful indigenous education as a first language base and foundation of our culture.

I'm still learning about the western world which is wonderful. I love learning other cultures. So welcome, thank you.

DR. JACKSON-DENNISON: Hi again. I'm Deborah Dennison. I'm originally from Arizona, Navajo Nation, and my husband is from New Mexico so we're right across the state line where my home is.

But I'm currently working in southern Arizona as a superintendent at the San Carlos Apache Nation public school district there. I'm just finishing up my 16th year as a superintendent. I was the first Navajo woman superintendent, first Native public school superintendent in Arizona. So that was one of
the things that I'm really proud of.

And I come from a long legacy of leadership in my family. My father was one of the earlier tribal presidents. He was really involved with the Tribal College Act which was the Navajo Community College Act in the early days and that now is a tribal college act which is really what all the tribal indigenous colleges followed to be able to have their own universities and colleges across the nation.

So, that's pretty much who I am. My mother is -- I like how Doreen introduced herself earlier. I want to share love stories because our parents, my mother came from California and came out to the reservation and met my dad. It was a love story too.

My mother is originally from actually Georgia and the east coast area, but she ended up in California with her father as a single father so ended up in Arizona with my dad. So that's where I'm at.
CHIEF ANDERSON: My name is Phylliss Anderson and I'm the chief of the Mississippi Band of Choctaw Indians in Mississippi.

We have eight schools, tribal schools, six elementary, one middle school and a high school. We also have a Choctaw virtual learning center that allows students that have dropped out or are in the threat of dropping out to come back to the school system and get their high school diplomas.

This is a great program or center that we started that allows our students to come back. The thing about it is that I believe that the age limit is at 24.

And so we're seeing more and more people that want to come back into the school system and get their high school diploma. So we're looking to see what we can do to expand on that.

But just glad to be here and welcome.

MS. BOULLEY: And then online we have
Wayne Newell from Maine. Wayne, are you still there?

And we also have Dahkota Brown who is a student and he had classes. He's at Stanford. And so I know he had classes today and tomorrow too so he was going to be intermittent.

MS. RYDER: Well, thank you all. It was good to meet you. Just quickly, I've been in the department since 1988 in the Office of Special Education Programs.

And I'm really excited. I've been in my new job for seven days so I'm very new, but I've worked with programs in the Office of Elementary and Secondary Education for years and I've worked with the BIE and BIE schools and tribal schools in my previous role.

And then of course have always worked very hard to support public schools and the work that they're doing with all children including Indian children.

So I am learning a lot from Angeline
and I'm very excited to have her as a mentor in this work. We're learning all the new systems together. So thank you so much for allowing me to be here.

MS. BUTTERFIELD: I just have a question especially since we don't really have on the agenda much to cover special ed.

And I'm aware that about last October when there was a reauthorization or a reorganization of the technical assistance centers that support parents of children with special needs.

They kept one of the direct outreach centers that's in Albuquerque, but they did away with the NAPTAC center which was the Native American Parent Technical Assistance Center.

And the purpose of that center was to educate the other 100 centers about how to do better outreach to Native families.

And it was a highly successful program. And I'm wondering who's doing that work
now and why that decision was made basically.

   MS. RYDER: They folded that work into
-- there is a national center, it's the Center on
Parent Information and Resources, CPIR, C-P-I-R.
So they folded that work into CPIR and then there
are four regional technical assistance centers,
the parent technical assistance centers, they're
PTACs.
And CPIR and the PTACs' role, their
roles are to work with the state PTIs, the parent
training and information centers.
So there was some concern that the
center was in -- was it New Mexico?

   MS. BUTTERFIELD: There is one in New
Mexico, but that's the --

   MS. RYDER: That's the -- right. And
that's the state center.

   MS. BUTTERFIELD: Right.

   MS. RYDER: Right, yes. The concern
was that the previous center NAPTAC was not
working as well nationally as it could have been.
So we were looking at a way to kind of make sure that there was outreach nationally through the CPIR and the parent training -- parent technical assistance centers.

So if you don't see that happening I'll give you the name of somebody in my old office to contact.

MS. BUTTERFIELD: Yes, because my concern is when you don't have a center that really focuses on that it's not going to happen.

MS. RYDER: One of the stipulations was that the CPIR hire someone with Native American background who could function in that role.

So again, if you don't see that that outreach is happening. And I'm happy to check back with my old office to make sure that that did happen.

MS. BUTTERFIELD: Yes. If we could get a map of where those four centers are.

MS. RYDER: Of course.
MS. BUTTERFIELD: So, I know they do lots of data collection in special ed. So how are they going to track the services for Native parents?

MS. RYDER: They do have an annual data collection that they do through each one of the state centers.

And some states have multiple centers. Like California I think has five or six parent training and information centers.

And they all do annual data collections. I think one of the things that they do is look at the demographics of the families that they're reaching out to.

One of the things Angeline and I talked about is that maybe for the next NACIE meeting when you have the U.S. Department of Education offices coming that maybe the Office of Special Education Programs could come. So we talked about that for the next meeting.

MS. BUTTERFIELD: Yes. Because the
reason that center -- it was in existence to begin
with was because our Native parents were so
highly underserved. And from all the indications
that we got that we had really started to build
capacity by creating cohorts of folks that worked
in the other 100 centers. So you had trained
staff that really knew better how to reach out to
Native parents.

And they were highly committed to
doing that work.

MS. RYDER: Okay. Another part of
the parent training and information center
program are the community parent resource
centers.

And the community parent resource
centers are more topical. Like there's one that
works with foster families that have foster
children. There are several that are inner city
working with parents of kids who are English
language learners, inner city New York with kids
who are living in poverty.
I frankly don't know if there is a CPRC that is working with Native American families, but that's something that I can look into and would be something that would be an option in the future.

MS. BUTTERFIELD: And I'm glad that you brought up work with foster children because I was going to bring that up as well.

In some of our tribal communities we have a significant number of children that are in foster care and most often with non-Native families. And so that's important as well under special education.

Unfortunately what happens with some of our Native students is they go undercounted or misclassified or misrepresented because the foster families don't really know their background as a tribal student. So they can be considered as a migrant student because they're moving as well.

And I've talked with our state
director about that as a major issue. Thank you.

DR. JACKSON-DENNISON: Thank you.

And I think we need to move on to the next item on the agenda.

MS. COURNOYER: I feel like a teacher on the first day of school. Hello, everyone. Thank you for the conversation.

I was talking to my legislative analyst while I was listening and I was like oh, we're doing this and we're doing this and we're over in that state. NIEA is everywhere. And it's exciting to hear need. It's exciting to hear success and support and it's exciting that I'm here so that I can say we can fulfill your need. We can support your request, your gap, your question, your concern. But you have to come to convention. No, I'm just kidding.

So good afternoon, everybody. And I know everyone -- I was watching the last conversation. Everybody is looking around and
on your laptop. So I want to be energetic and exciting because I love NIEA.

So good afternoon and thank you for the invitation. Thank you for the invitation, NACIE advisory committee. Thank you, Department of Education. Thank you, Angeline and congratulations and welcome.

My name is Diana Cournoyer for the record. I am an Oglala Sioux tribal citizen. I say I'm from the Pine Ridge Indian Reservation. That's where my tribal community is from.

I was born and raised in Dallas, Texas. I always start out my conversations, my presentations as I am a product of federal policy. Relocation. Born and raised in Dallas but I'm Pine Ridge Oglala.

My grandfather and grandmother met in Haskell. I love love stories. We wouldn't be where we are without those love stories. We wouldn't be who we are without those love stories. We wouldn't be.
But federal policy. A public school native. I'm an urban native. But I'm also a reservation Native. So I bring all of that experience to this position and to this organization.

Okay. Next slide. So we're going to talk about NIEA, not about me.

Our advocacy priorities are based on our strategic plan. I also want to acknowledge BIE's development of their strategic direction.

And I want to acknowledge and call out we're aligned. NIEA and BIE are aligned.

And that's not by accident. That's not because we copied off each other in class. That's because we know what our students need, we know what our communities need. We know what's needed to provide a quality education.

Native education priorities at the national level. Service at organizational level, at the local level, at the state level and...
at the tribal level.

Empowering our members. President Butterfield, I read the constitution today for the first time after it changed.

NIEA was established to empower our people. I always knew that, but I didn't know that it was in writing in the constitution so now we really have to do it by technical assistance and training and development of tools and resources.

But we can't develop those tools on our own. It's with the support of groups as you guys and the BIE and our local groups.

And advocacy. We're always advocating. We're always teaching each other and always learning from each other.

And then the constant narrative, the constant conversation. We don't want anyone to ever forget about what we're doing and that's changing education systems to serve our Native students. Next slide.
So to make change we have to start somewhere and we have legislative priorities. So within this administration we talk about our Higher Education Act.

The Senate and the House leadership have both indicated that the Higher Education Act is a priority for this Congress. Though the committee leadership in the Senate have begun discussions regarding these priorities legislative language has yet to be introduced.

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

We also are celebrating along with the United Nations and many other indigenous communities International Year of Indigenous Languages.

We continue to prioritize native languages through the Esther Martinez Native American Languages Programs Reauthorization Act.

This bill reauthorized the 2016
legislation to provide additional flexibility for tribes to promote thriving native languages through language nest and immersion programs, language programs within public schools.

February the law passed the Senate Committee on Indian Affairs sending it on to the full Senate for consideration. It has yet to move forward in the House.

And then finally, as always we continue to advocate for school construction. These critical resources to support school placement, repair, the development, the establishment, the building of systems and school resources so that our Native students can have equity in access to science labs, to computers, to bandwidth and technology.

As congressional leaders consider options for a possible infrastructure package tribes and schools that serve Native students must have equity to access and ensure that students are able to learn in safe and healthy
school environments. Next slide.

Current legislation. On the screen in front of you, you see several pieces of legislation that have been introduced or are being negotiated that relate to Native education.

Though this is not an exhaustive list, these are bills that have had the most recent move or conversation on the Hill.

The first two bills you see are the Higher Education Act and Esther Martinez. Senate Bill 279 was introduced by Senator Thune's office to address a technical issue in the Indian Healthcare Improvement Act which provided employees at tribal schools authorized by PL 638 access to federal health employees but did not include tribal schools which is 297 schools.

The Senate Committee on Indian Affairs has scheduled a hearing to consider this bill on May 1. And we look forward to working with Congress to support parity in access to health benefits among all of our tribal school
employees. Next slide.

Appropriations. I've learned in this position that not only is it important to advocate on legislation, but it's really critical to advocate on the money.

Where's the money going to come from. How much are we going to get. And how is it going to be implemented or spent.

So each year we work with many partner organizations to elevate tribal priorities for Native education.

As we move into the Fiscal Year 2020 appropriations cycle we look forward to continuing to advocate for fully funding programs that serve Native students including the Title 6 Indian education formula grants, school construction for BIE schools and for public schools that serve Native students, Native language immersion programs and impact aid.

This year we have included a new request for Congress to provide supplemental
appropriations to fund the development and the implementation of BIE's assessment system under the Every Student Succeeds Act.

Currently students in BIE schools take an assessment required by the state that the BIE school is geographically located in.

For the first time ESSA requires the BIE to develop its own assessment system. NIEA is supporting to advocate for funds necessary to ensure proper implementation of culturally relevant system that will fully serve the unique needs of Native students. Next slide.

On March 11 the administration released the President's budget request to Congress for Fiscal 2020. This proposal included $64 billion in discretionary funding for the Department of Education and $936.2 million in total operational and construction funding for the BIE.

When looking at the President's budget it is critical to remember that Congress
ultimately controls final appropriation levels for federal agencies and programs.

Though NIEA was disappointed to see overall cuts proposed to Native education programs we remain hopeful regarding the outlook of appropriations in Congress.

Over the past few years we have seen increases across the board in funding for Native education despite initial proposals to slash the budget.

Most significantly appropriations for school construction in BIE increased over $100 million in part due to NIEA and partner advocacy on the Hill.

Over the past year this increase has provided funds for three new BIE schools.

NIEA remains engaged in this process at the federal and state level. Sorry, NIEA remains engaged in ESSA implementation at the federal and state level.

We have provided comments on over 11
plans. As of September all state plans have been approved by the Department of Education. However, BIE's plan still remains unapproved.

I'd like to talk about our state work next. Next slide.

So without the funding pieces a lot of our state work cannot be carried out because education dollars at the state level.

So after the passing of ESSA NIEA took a different look at education and we realized that a lot of the influence, the power and the decision-making is going to be at the local level moving forward.

But when you've removed a lot of that decision-making over many years and now you're giving it back to our communities we realized there was going to be a gap, a misunderstanding, hesitation, fear, concern.

So we're taking a deep dive look at high populated Native states. We've counted 23 following with the BIE system, the BIE schools
are located.

And we've engaged all states. We've reviewed their plans. We've attended their Indian education association meetings. We've offered our assistance and our support.

And currently we have eight states that have reached out to NIEA asking for assistance and requests. And it's actually specifically around the conversations that you had before I presented.

So in Alaska the data question. Your concern. The mobility. All of those issues are brought to our attention and we're trying to figure out how can we help.

You're right, millions of miles. And we're only one organization. But how can we support, what can we do to collaborate to bring the state to the table.

In Oklahoma foster care was also a concern. How are foster care agencies, how are ICWA agencies responsible for ESSA. They didn't
even know that they were written in the ESSA law. So how are they supposed to support students in public schools. They were very concerned.

So we wrote in your folder we wrote a one-pager. And this is specifically for Oklahoma, but this is an example of what we can do for any state.

And now we do trainings in Oklahoma across the state with ICWA workers and district and tribal ed workers.

They've never collaborated, never communicated. They didn't even know each other. So this is an opportunity and NIEA is supporting and funding and bringing collaboration to the table.

New Mexico. They've invited us out to come and do some developing communities of practices in schools that are struggling.

They had a grading system and all the schools that were in F, receiving an F grade were mostly Native or high minority schools.
So come and support us, assess us. Where are our gaps. Where are our holes. How do we train our school leaders.

In New York the state has divided by themselves, they've divided up themselves to north, west and east. And the Indian ed representative in the state of New York is not involved in the conversation. So we're there and we're trying to help bridge those gaps and be a mediator.

Minnesota, North Dakota and Wisconsin. So all states have asked us to come attend, learn, listen and then what can you do to support.

We ask every state to do the same thing. Arizona. We would love to come out there. Never been invited.

I know Nadine very well. Just an invitation is all we need. We do not like to go in, we do not like to be this bold national organization. We want to be at the table with
everyone, so an invitation.

In addition to the state conversations, in addition to us attending state meetings we developed an innovative education initiative.

In this initiative one aspect of the initiative is to create a website to recruit and retain teachers serving Native students. So teachers working in schools, public schools, reservation bureau, whatever the school is serving Native students.

And it's a website. It's a job search website. Next slide.

It's a job search website, teach.niea.org. You can post your vacancies. As a teacher or an educator you can search for vacancies.

You can search by state. You can search by content, expertise area. We include early childhood all the way up through 12th grade teachers. We include superintendents and
principal vacancies. We include immersion and
language vacancies across all states. It doesn't
have to just be high pop Native states.

This is a part of our commitment and
we want to demonstrate that it's not just -- we
hear you only focus on schools on reservations.

No. We're focusing on all schools that serve
Native students. Large populations or one
student. One Native student matters.

So by housing these vacancies in one
place we're able to streamline this job search.

We heard in New Mexico if you're in an
isolated community the only place you see a job
vacancy is in the grocery store. So we want to
give another space to advertise jobs and also as
an educator to look for a job.

So I'm down to the recommendations
already. Our recommendations. NIEA's
recommendations for NACIE.

Fill critical roles with permanent
leadership. The White House Initiative on
Alaskan Native and American Indian Education director must be filled.

Facilitate improved coordination between Ed and BIE. The Department of Education's MOA with the BIE is scheduled to be renegotiated over the coming months.

And then ensure BIE representation at NACIE meetings. NACIE serves a national voice to represent all Native students. So having BIE at the table would be a key to include those students as well. Next slide.

My final plug also in the folder is coming to the convention. It's our 50th annual. It's kind of a big deal, 50 years.

I've been reading up on the history of NIEA. I thought I knew the history. I don't know the history. It's a pretty awesome history and NACIE was at the beginning. I learned that the other day on the plane. Amazing.

So have NACIE come and do a session, a plenary representing the power, the voice, the
impact, the influence and the steady continuation of collaboration and support. Doesn't matter if you're at the federal level, the state, or the tribal level. It all is necessary.

So there's information on our website. And then there's future dates on the back. Albuquerque is 2020. And we're starting over. So originally or historically we were in Minnesota, Minneapolis, and then we moved to Albuquerque the following year. So we're trying to start that process again. And then we went to the Northern Plains and we've chosen -- we're going to honor Omaha, Nebraska. We haven't been there since the eighties. So.

Any questions? Comments?

DR. JACKSON-DENNISON: Any questions?

We'll go with Robin.

MS. BUTTERFIELD: Well, I just was noticing on the slide and I never noticed it before --

MS. BOULLEY: Can you make sure you
turn on your microphone?


When NIEA makes recommendations on funding I noticed under the school construction boxes that you had up there that there was $500 million for public schools and $430 for BIE schools.

I'm just curious how do we come up with those dollar amounts? Because you would think that there would be a much larger recommendation for the 93 percent of Native kids in public schools.

MS. COURNOYER: I'm going to look to my legislative analyst.

DR. JACKSON-DENNISON: And for the record you probably should say your name.

MS. ELLIOTT: My name is Adrianne Elliott. I'm a Legislative analyst with NIEA and a citizen of the Cherokee Nation.

We have a collaborative process for our budget recommendations. So for each of our recommendations we go out to our tribes, we go
out to our partner organizations.

This is all done in conjunction with our communities and with our partners.

And so for the specific recommendation that you were talking about we have worked pretty closely with the National Association of Federally Impacted Schools and they did a study a few years ago on the need in public schools specifically on and around Indian land and land that is federally impacted.

And so we worked with them to come up with those numbers. I can get you more specific details on what the background of that $500 million is, but that's what the basis of that number comes from.

MS. BUTTERFIELD: Okay, that's really helpful. Thank you. Because I'm thinking of for example the public school in Portland that's in kind of a shabby building. And that would not be getting impact aid money.

So I'm sure that especially since this
particular Congress is supposed to be committed
to working on infrastructure and we thought that
education infrastructure was a good push that
that dollar amount requested could be a lot
higher.

MS. ELLIOTT: Exactly.

MS. BUTTERFIELD: But thanks. At
least it gives me a sense of where we come up
with the estimate.

DR. JACKSON-DENNISON: Patsy.

MS. WHITEFOOT: Thank you very much,
Diana, for your presentation. I appreciate it.

I had a question about NIEA working
with the states. I'm wondering about also
working with our tribal organizations as well,
for instance, the Affiliated Tribes of Northwest
Indians because of the work that we're currently
doing with Education Northwest. And so this
would be coming from a tribal perspective.

Are you open to that?

MS. COURNOYER: I would welcome it.
I just have to be invited.

MS. WHITEFOOT: Okay, all right. And then finally I do agree that NACIE does need to be at NIEA to do a presentation so I'm going to recommend that because NACIE definitely was a part of NIEA in the very beginning. Thank you. That's my memory, my institutional memory.

DR. JACKSON-DENNISON: Thank you. Are there any other questions from council members? Okay, thank you for your presentation. (Applause)

MS. BOULLEY: Dr. Dennison, with your approval could we take a 15-minute break and then Office of Indian Education will be ready to do our presentation.

DR. JACKSON-DENNISON: We're back on schedule.

MS. BOULLEY: And we'll be back on schedule.

DR. JACKSON-DENNISON: So we'll reconvene everything at 3:15. Not 3:30, 3:15.
MS. BOULLEY: Thank you.

DR. JACKSON-DENNISON: Thank you.

(Whereupon, the above-entitled matter went off the record at 2:59 p.m. and resumed at 3:18 p.m.)

MS. BOULLEY: All right. I'm Angeline Boulley. I'm the new director for the Office of Indian Education. As you know Joyce Silverthorne retired in 2016 and the department has been with acting directors in the meantime. And so I'm very happy to be here now.

I'd like to introduce my staff who are here. So why don't we start with Shahla.

MS. ORTEGA: Hi, everyone. Can you hear me?

MS. BOULLEY: Yes.

MS. ORTEGA: Okay, good. Thanks. My name is Shahla Ortega. I've been with the department a lot longer than I have been with the OIE but I started working in OIE back in I think it was 2012-2013 when they had a new program...
called the State Tribal Education Partnership and they needed someone with experience to come and manage the program. And that's where I started and I've been here ever since.

I still manage the STEP program and I'm sure Angeline will tell you more about what the program is about. Some of you may have been more familiar with it.

We are having a new competition this year and hopefully we'll have another one next year. There have been some changes made to the program and I think Angeline will go over some of that with you.

I also manage two contracts one of which is the Tribal Tech and that's the contractor that is working on NACIE meetings. I think you're familiar with that.

So I'm happy to be here and thank you and welcome.

MS. SMITH: Hi, good afternoon. I'm Kim Smith and I work on the formula grants mostly.
And I'm a former teacher at Bahweting School.

And I went back there just last weekend. I wanted to visit my family and I went back to the Sioux and I ran into a student and she said she was 33 years old. So that means I'm like 35.

I was like you're 33 years old. So I didn't feel aged until that moment. But it was a fantastic visit and I'm so excited that you're all here today. Thank you.

DR. PAYMENT: Kim helped make our school a great school.

MS. SMITH: And it grew and grew and grew, but I looked at it from the parking lot. I didn't want to just like bust a move in and say hey, I'm here. So the next time I will schedule something. So, thank you. Yes, I just didn't want to just like show up.

MS. WILLIAMS: Good afternoon. My name is Bianca Williams. Like I mentioned before I'm the newest employee here. I think it's my
eighth day or ninth day. Last week was my first week.

So I just am very happy to be working with all you guys and to be here. I am a Lummi tribal member so I'm from Washington State as well.

I was previously with ACF for six years and I worked for the Administration for Native Americans for the Office of Head Start Region 11. So thank you guys.

MS. TOLEDO: Thank you and good afternoon again. This is Annabelle and I'm from the Pueblo Jemez. And I've been with the Department of Education's Office of Indian Ed since 2003.

I started out in discretionary for about two or three years, then moved over to formula. And I've been here ever since.

I'm happy to be at the table with my elders again to finally be at the elder table I guess. In my culture I would be considered
elder.

I'm just happy to be here and I enjoy working on the formula grant.

MS. LEE: I'm Wanda Lee and I work in formula too. And I started in formula when I was about 19 years old. It was in Baltimore, Maryland.

I went to day school. I was in Title 7 there. We were doing curriculum. And we did different levels of books. They were printed in Alaska. Beautiful.

And then I returned home. I've been everywhere, done a little bit of everything in education. I've worked with a lot of adults and I was the Indian commissioner, one of them for about six years in Baltimore.

And I always wanted to be involved in Indian education at this level.

MS. BOULLEY: And we have Erica Outlaw is our administrative assistant and she had to leave so she couldn't be here for this portion of
the meeting.
And then Angela Hernandez-Marshall also works on discretionary grants and she had to be back in the office for a technical assistance appointment. Okay, so next slide.

DR. PAYMENT: Could I ask a question?

MS. BOULLEY: Sure.

DR. PAYMENT: So, one of the things that I wanted to do but obviously it didn't happen because we're over here and not over at Department of Ed was to actually see your physical layout.

So one of the things that I want to say is that we don't fulfill the consultation requirement in the executive order, but we're advisory to the department.

And so wherever possible my expectation is that we are doing consultation back out in Indian Country.

And I want to promote tribes to look to the new day that we seem to be moving in and
that means coming to visit you all and giving
expectations for what individual tribes would
like.

And so now earlier it was mentioned
that you guys are on Broadway. Are you all
together now, are you clustered together, or are
you all scattered around?

So you don't have to answer that. My
recommendation would be that if we're going to
advocate for tribal leaders to come and advocate
for the treaty and trust responsibility that it
needs to be something that's worth showing.

And not only the quality of the people
but also the cluster so then when they come they
can meet the people who are distrusted -- not
distrusted -- discharged --

(Laughter)

MS. BOULLEY: Entrusted.

DR. PAYMENT: Who's discharged with
the duty of upholding the treaty and trust
responsibility.
So this conspiracy theorist in the back of my head is, you know, is that why we didn't meet over there.

MS. BOULLEY: No. Today it was Take Your Children to Work Day and so the facilities in the department were booked. It was going to not be the best day to have people, visitors who are not children at the department.

Also we planned the meeting with a little less notice than what I would prefer and so we do have arrangements with, say, the Smithsonian Native museum to hold some dates far in advance.

So as you set your calendar we can really talk about different locations and which would be ideal. And certainly proximity to LBJ Building so that the Secretary of Education if we can request for her to meet with you, but also Secretary of Interior. So there's a lot of good things to take into consideration.

I also wanted to introduce Jill
Martin. She's been a familiar face at a lot of our tribal consultations. And Jill is an attorney with the Office of General Counsel and she is one of our program attorneys.

All right. Thank you. Okay, so today our presentation and we just have a short one. Next slide.

You've met our staff and we're going to talk just a little bit more about that, and just a little bit about our budget.

I can certainly follow up and provide more information. I'm just still getting up to speed on a lot of things with the department and so I wanted to make sure that I didn't overwhelm you as I am learning more things that I didn't provide everything.

I'm overwhelmed. I will help you to not be overwhelmed.

Then we'll get into -- we'll focus mostly today on our discretionary programs. Formula we'll touch on just briefly, but really
I'd like to save that for our next meeting I'm hoping in the fall.

Timing-wise it works out better to discuss formula programs in the fall because right now we're going through our application process. So we'll have some good data by the fall.

And then I just want to touch on our national activities and then leave plenty of time for questions and follow-up.

Okay, so skip over the next slide too.

Okay. Office of Indian Education really focuses on two main areas, the formula grants and the discretionary.

And with our discretionary you can see we have four competitions or four programs, professional development, STEP which is the State Tribal Education Partnership, NAL@ED which is the Native American Language, and demonstration which has been called NYCP, Native Youth Community Projects.
And then I put everyone's name to it. And as you can see like we have Angela listed twice. We didn't clone her. She just has additional -- double responsibilities. Okay, next slide.

As you know, Joyce Silverthorne retired in 2016. At that time there were 15 staff members and you can see the breakdown between the leadership, formula team and the discretionary team.

So at that time the director had two admin assistants. There was a group leader for both formula and one for discretionary. And then there were program specialists.

In the years since we wanted to show what has been happening with OIE staff and where we are at right now. So as you look at 2019 we have myself and Erica Outlaw in the leadership. For formula team we have the three wonderful people who you met here today. And on discretionary we have three, so Angela, Bianca
and Shahla.

MS. BROWN: And I know there's a reduction in staff but there's also been an increase in the types of grants, number of grants.

MS. BOULLEY: Yes. If we can go right to the next slide what we tried to do is to provide that information. So what we're looking at here, this slide looks at our grantees, the number of grant awards that we give and our staffing.

So as you can see with our formula grants we serve around 1,300 per year. And right now Kim --

MS. WILLIAMS: It's 1,322.

MS. BOULLEY: Right. Because right now formula grants have a two-part application. So part one is always a higher number and then there are some that decide when part two comes around that they're not able to really complete part two so that right now we're in that in
between stage.

And then for discretionary you can see what is a new award and what was continuing. So when an NYCP might be a four-year award and so that first year it's considered a new award and then those subsequent years are the continuation.

And so you can see our total discretionary grants for each of the four years. And right now for 2019 we are -- for 2019 we have those squiggly lines, the approximate, that's what it means. And that's because we can't guarantee that every current grantee will necessarily be eligible for a continuation award.

The continuation awards for our discretionary grantees is based on satisfactory progress with their annual progress report. And so that would be say the maximum number of continuation awards that we would have.

So you can see our numbers are kind of like still to be determined.

But you can see the number of staff
that we have and the load of awards that they are
doing.

DR. PROUDFIT: How is this possible?

So what's the story here?

MS. BOULLEY: What's the story is that
the level of technical assistance that we may be
able to provide and the level of monitoring, we
have to look at it as a triage and we're going to
spend our pressure resources, our staff time and
effort on the most critical needs.

So certainly when we're aware of
grantees that their projects are in distress
that's where our time and effort goes. So we are
not able to spend as much time on those grantees
that --

MS. BUTTERFIELD: The story that I
wanted to hear was why. Why are we so
understaffed?

DR. PAYMENT: We're losing ground.

MS. BOULLEY: Well, the Department of
Education like all of the federal agencies have
been under a hiring freeze. And so as people leave positions, there's attrition every year as people retire, as people find new opportunities. Those positions aren't necessarily guaranteed to be filled.

There is a freeze and you seek for a waiver to be able to fill a position. So we've been working with a hiring freeze and that has impacted -- it has impacted not just Office of Indian Education. It is department-wide.

DR. PAYMENT: So just to put a fine point on it, for other agencies that serve Indian people, that more obviously serve Indian people different grounds like NCAI, NIEA have advocated that those hiring freezes be lifted.

But if it's not obvious to Indian Country for Department of Education then our eye wasn't on the ball.

The other thing that correlates with that time period is that we've been inactive. Not by our choice. But for the first two years,
first year and a half until the Secretary reenergized and agreed to let us continue. And then over the last year it's been kind of hit and miss and we've been wanting to meet.

But certainly I don't think it would be our advice as an advisory board to diminish the federal trust responsibility and commitment to Indian Country.

And so rather than you have to explain why that's happened before you came in essentially is that my advice personally and I think collectively is that we don't want to see a diminishment of that. We need to have the capacity.

Because it becomes an impossible task. And the fact that we're even using terms like discretionary, we're pushing to have this become mandatory for certain Indian programs and services across the treaty and trust responsibility.

And so recently a group of us
advocated to the budget -- House Appropriations Committee and one of the budget staff said well, all stakeholders want to have their funding mandatory.

And I had to clarify to her that we're not a stakeholder. There's a treaty and trust responsibility behind this. And it's not all met on the BIE side, but we expect it to be fulfilled on the Department of Education side too.

So in a friendly way I think our advice collectively would be that we reinstate those positions, that the hiring freezes don't diminish our ability to perform our function through Department of Education. In a positive, productive advocacy way.

MS. BUTTERFIELD: Just to sort of add to that because this is extremely troubling to me. I think there's also a severe equity issue there.

Our kids are always sort of last on the list, lowest priority, low achievement and we
continue to see resources taken away from them that they severely need.

It's not our children's fault that they're not able to succeed if we don't have high-quality teachers, we're lacking resources, our buildings are falling down around them. It's just wrong. And even when you look at the amount of money that goes into Indian education formula grants and you compare that to Title 3 or Title 1 or any of the other programs we get such limited dollars. And we're expected to do miracles on the periphery of these other programs.

And so our kids again, we don't have enough money at the local level and now we don't even have technical assistance and support for all of those folks who are running those grant programs. It's just not right.

MS. BOULLEY: We do have some contracts that do provide technical support or technical assistance to some grantees, but the
communication of staff in responding to grantee
questions, that is what gets delayed.

DR. PAYMENT: Can I put another fine
point? So, in the last two years I've noticed
because I serve on a number of different
capacities. One of them is STAC, HHS Secretary
Tribal Advisory.

Another is under Office of Minority
Health, Health Research Advisory. And Health
Research Advisory was just disbanded without any
consultation with Indian Country.

And under HHS STAC CMS was advocating
or explaining that they felt there was some kind
of civil rights violation by serving American
Indians in a distinct way from non-Indian people,
other populations.

And they have since capitulated on
that. They have retracted that. We repeatedly
asked them for legal opinions about that and
nothing ever came.

They capitulated. And so I'm hoping
that ideology -- because I can't say that that's a driving ideology under the current administration.

But I hope that that's not affecting us in the Department of Education.

And so if we've committed to the minimal staff that we had to begin with certainly somebody should do some kind of analysis to see if the capacity for providing the functions even exists with the diminished resources and the diminished staff.

And I think you'll find if you look at that very closely it's probably not even possible.

So we don't want to lose ground. We want to gain ground. And so diminishing the staff commitment.

And some of it might have been during the hiring freeze and all of that. But as we kind of move out of that it might be time to take a look at that again and fill those positions.
Before positions are eliminated there should be some kind of analysis to show whether the capacity exists to perform the treaty and trust responsibility.

And I would say that it's minimal as it was. It was minimal.

MS. WHITEFOOT: And I just want to highlight the fact that in our report to Congress that is addressed right up front. So I won't be long, just want to just kind of highlight that.

DR. JACKSON-DENNISON: I have that written down already as one of the things I want to talk about.

MS. BOULLEY: We do have one position, a program specialist position that has been approved and it is posted. And we had the contractor Tribal Tech send out an announcement for interested candidates to apply.

So we are hoping that we will be able to hire someone that will probably be assigned to the formula grants.
And then I just found out yesterday that I think we have a group leader posting that is starting in the process. So it still has some more steps to go.

But I wanted to alert you to where things were exactly right now, the snapshot right now. Okay, next slide.

Okay, budget. So FY '18 is the year that starts basically October 1. It's end of September, but October 1 of 2018 through end of September 2019. So this is our current fiscal year that we're in.

The number of awards. So formula grants are in dark and then all the other discretionary grants -- so you can see how many awards, grantees that we have and the funding that's been obligated for this year.

Sure, Robin.

MS. BUTTERFIELD: So why was there just one in NAL?

MS. BOULLEY: The NAL competition
last year, there was one grantee that scored high
and there was a reason why they were ruled to be
ineligible, or there was a reason why they were
not awarded and it was -- they looked back through
it and had determined that an error had been made
and that they were eligible to receive the award.

Oh, for the 2017 competition. It
wasn't a new competition. It was someone from a
previous competition that was determined that
they were eligible and should have -- they would
have been included in the award the previous year
had they --

DR. PROUDFIT: Can we follow up on
that? How often does that happen? How was that
error caught? Was the applicant insistent on
having their application re-looked at? How did
that come about?

MS. BOULLEY: I will follow up on that
because the details are something that I don't
have the specifics to.

But I do know that any tribe that does
not receive a grant, an award, they are able to get feedback on what the reviewer comments were. They get feedback on that.

And then certainly they can also request to have -- receive the top scoring grants and the lowest scoring grants. They can be provided with some redacted grants. That's public information and so they can see perhaps where their application fell in into those categories in order to help improve their own grant-writing and grant proposal in the future.

DR. PAYMENT: If they're not zero year funded does the funding come out of the year that they applied or does it then make us short for the next budget year?

MS. BOULLEY: That I don't know.

DR. PAYMENT: That's a good question. Because although it feels good that somebody caught it and the justice was there, you know, that they actually got it.

But then taking it out of the next
year's funds makes it short the next year.

So somebody else can advocate because we can't do that here, but somebody else could advocate for zero year funding for any funding that ends up in that kind of situation. So you have the ability to use funds past a fiscal year.

DR. JACKSON-DENNISON: Are we able to see who got what awards?

MS. BOULLEY: It is announced -- grant awardees are publicly announced. It should be on the website.

MS. WHITEFOOT: I have a quick question.

MS. BOULLEY: Sure.

MS. WHITEFOOT: I've seen in the past where we've been able to take a look at the formula grant per pupil allocation. Can that be provided as well?

MS. BOULLEY: Sure.

MS. WHITEFOOT: Thank you.

MS. BOULLEY: Okay, next slide. And
that looks at this coming year starting basically October 1.

So what we're looking at, what is budgeted for formula grants and then for each of the discretionary programs.

MS. BUTTERFIELD: So there would be no new awards then in 2019? They're just continuation awards this year?

MS. BOULLEY: Actually, we have a STEP -- we do have a new STEP competition. And so that we're looking at about 1.5.

MS. ORTEGA: If I could add something here. The STEP program is funded through the national activities. It doesn't have its own separate funding stream like NYCP and professional development.

So, depending on the amount of money available in the fiscal year we're in it could be more than $1.5. It could be a little over $2 million.

So we're looking at sort of pooling
the funding that may be available that we didn't spend and kind of plowing it back into the competition we're running this year.

We can do that if the money is coming from national activities. So there is a little I'd say room to kind of move things around in the national activities.

However, if the program has its own funding stream like for example demonstration program has you're basically restricted to spend the money for that particular program.

MS. BOULLEY: And so that's an error for STEP. It shouldn't say continuation awards. It should say new awards.

And so this summer we're going to be doing one new competition for STEP and then for demo instead of doing a new competition what we're doing is it's an opportunity for us to go back to the FY '15 NYCP grantees who are -- their grants are ending in September.

And we're going to do data collection
extension awards. And we have that cohort.

We have an opportunity to collect long-term data and more rigorous data from that first cohort of grantees.

The purpose of that is to identify promising practices. And so the purpose of NYCP was to develop college and career readiness and school readiness.

So many of our grantees have said if we could have designed our project this way in the beginning we could be collecting this data now.

And so this is an opportunity for us to go to them and say okay, what long-term outcomes can you provide. That's invaluable for us to get. They've had their projects.

And so they're going to be able to collect long-term outcomes on how many students graduated from high school. How many went to college or trade school or employment. So being able to collect long-term outcomes.
They can also propose data collection projects that will involve a control group. So they can really develop some -- they can develop some really good projects. Or they're continuing in their projects, they're just collecting additional data that is going to help us to see how successful the NYCP projects have been and what we can do moving forward to help grantees design better projects to get quality data.

The best grant you've ever written is the grant you would write when your grant is done and you're like, oh, if I only would have known I could have done it this way or I should have done it.

You have to write a grant with the end in mind. The data you want to collect at the end of your grant, that's how you have to write your grant.

And fortunately, I think that this is a really great opportunity for us to shape all of our grants moving forward. So, okay. Next
slide.

Into our discretionary grants. We've been doing some tribal consultations. And I'm really excited to get your input.

We still have an open window on public comments so your comments are -- this is the perfect time for your meeting.

So we did the Native American language program. We worked on some rulemaking for the FY '20 competition. So that would be not this summer but a year from then approximately.

And we did a consultation in Traverse City. And all of our consultations we do we do as a hybrid. So we try to be in Washington, DC or out in communities, but we always have online and toll free phone line. So if people don't have internet they can still, if they can dial in they can still hear what's going on. So we always do our consultations as a hybrid just like we're doing this meeting here today that way.

DR. PAYMENT: I'll just make a point
that the one in Traverse City happened in conjunction with self-governance. So we know that these can happen in conjunction with other meetings.

MS. BOULLEY: Right. And sometimes that makes sense and other times it doesn't.

For example, we did a tribal consultation last year on the Alaskan Native Education Program and we did it in April in Kansas City.

Logically a tribal consultation on the Alaskan Native Education Program should have been done in Alaska and it should have been done at a time of the year that didn't impact subsistence activities and where tribal leaders would be able to attend.

When you tie in a consultation with a national event like even tying something in with NCAI not every tribe belongs to NCAI. Not every tribe belongs to NIEA. You need to be careful and I'm mindful of that moving forward that when
we want to hold a consultation to get tribal leader input and we want to look at being where tribal leaders are going to be that we don't only just do that, and that we also look for where does it make sense to get out into the communities and make sure.

You know, I don't think we've done a consultation in Michigan or in the Great Lakes region in a while. Seattle, it's been a number of years since there's been a consultation in Seattle.

And so we're trying to get out into the communities to make sure that people are able to have a face to face with Department of Education leadership and program people and give us input.

DR. PROUDFIT: I'm so glad to hear your strategic intentionality about tribal consultation.

In the past one of the things that has frustrated me the most and it was probably my
first real deep dive into your office, this office was finding out about a tribal consultation at the LAX Airport which what tribes exist in Los Angeles. None. No federally recognized tribes.

And then to have it done in such a way where hardly anyone showed up it leads folks to believe that no one cares and they don't participate.

I thought I got the point across really well. And then to hear that there was another one several years later at a museum in Los Angeles County during the school week and then wanting to encourage participation and voice from Native students is just bizarre to me.

So to hear you proactively consider culture impact is so appreciated. So thank you for that.

MS. BOULLEY: Thanks. Well, and that's -- I'm proud of my experience on the contractor side. And as the meeting contractor
we researched the past 10 years from Office of Indian Education and where the consultations had been. We plotted them on a map. We know exactly what happened where.

And we're able to learn lessons from things. And so moving forward to be very deliberate and mindful of where is the best place to hold consultations. So thank you.

And then we're right now currently doing consultations next week and the following week.

So we have -- on the demonstration grant program. We have made those announcements. And on that we're looking at expanding choices for families to enhance education options for Native children.

And so we're really truly looking for input on what that might look like in your community, what options might your tribe be interested in pursuing.

We want to hear from urban areas. We
want to hear from rural tribes, rural communities that don't have internet. If you have one BIE school what options might be available to you. So I'm really hoping that we get excellent turnout and really good feedback from people. So we have in Seattle and then in Washington, DC. That one will be at the Native American Museum, the Smithsonian. MS. WHITEFOOT: Where's the one in Seattle? MS. BOULLEY: It's at the Doubletree Hilton by Seattle Airport. So we did it -- that location was chosen deliberately to be close to Alaska and to -- because we haven't done one in Seattle for a while, but we wanted to be convenient for Alaska. And that was a place that was able to honor the government lodging rate. And because people would be flying in we wanted to make sure it was convenient and they didn't have to worry about transportation from the airport to another
MS. WHITEFOOT: This is the same thing we do. We meet out in the tribes throughout the year. But for time we do the airport in case of severe weather conditions.

MS. BOULLEY: Okay. All right. Next slide.

So for NAL@ED I just wanted to give you a snapshot of what this current year FY '18 looks like and then what's coming up for FY '19. And then what's coming up the year after.

And what I'd like to call your attention to is that we're going -- we did rulemaking this year. We did a consultation. We still have an open period for comments on that.

And then we're getting ready. We anticipated a new competition for Native language next summer. Or summer of 2020.

I say summer but really, I shouldn't be that specific. To be announced during FY '20.

MS. BUTTERFIELD: So in terms of the
280

dollar amounts about how many awardees do you
arrange?

MS. BOULLEY: We don't have the final
budget allocations for FY '20 yet. We have what
is budgeted. I believe we're looking at -- I'd
have to go back a couple of slides to see what
that dollar amount was.

MS. BUTTERFIELD: Do they average
like $500,000 or something?

MS. BOULLEY: I think for the NAL@ED
grants I believe those could range from $250,000
to $750,000.

MS. BUTTERFIELD: Okay. And those
are for three years?

MS. BOULLEY: Per year. And those --
I believe those are three. I believe they're
three-year.

MS. BUTTERFIELD: Three-year grants.

MS. BOULLEY: Yes. I'm still getting
-- I still have to look up a lot of the details.

MS. BUTTERFIELD: It's okay.
DR. JOHN: I'm really hoping that someday you will have something organized in Alaska because you have a lot of recipients there. There's over 220 some tribal villages there.

And I am hoping that the staff members will immerse themselves to a new environment, a new space to understand where their students live and breathe and live and commute.

I know that the schools' calendars will tell you, define their subsistence activities out of the year. That's what they base their curriculum development on.

That's one area that you can educate yourself on. And I'm hoping that someday there will be orientation for the administration to understand that the academic cycle of the students that live in different worlds especially with climate change, our worlds are changing really fast.

And so that's just one recommendation
I have and hopefully sometime that there will be some understanding that Alaska is not that far and it's not that expensive. And there are some modern sewer system in bigger cities so you don't have to use the honey bucket.

(Laughter)

DR. JOHN: And it's a reality for many of our students. They still have honey buckets there. It's true. But anyhow, thank you.

MS. BOULLEY: Okay, yep. So the native language is three years, and that's defined by statute. I was at the Tribal Consultation for the Alaska Native Education Program and so, you know, there was some flak about the timing and the location of where that consultation was, and then someone had said well, okay.

So we should do a consultation in June in Anchorage and they said no, because (a), that's subsistence season, you know, time for that, you know, and then (b), tribal leaders, if
you -- you can't get a hotel room in certain months of the year.

Like it is overrun with, you know, and just certain meetings that it would not be convenient for a tribal leader to attend at certain times of the summer. That wouldn't be -- it would be difficult to find hotel space.

DR. JOHN: Yeah. Summertime might be a little bit more expensive as well. Winter is --

MS. BOULLEY: Right. So those types of considerations we'll definitely look into, you know, be mindful of it. So okay. The STEP, and that's the program that Shahla serves as the program leader for.

We did consultations last December in Washington, D.C., and so we're going to be announcing the competition for this, for this summer. Then we will -- also, we're anticipating another competition for STEP next summer. Those are all anticipated and we can't be very specific
about it right now.

MS. BUTTERFIELD: Can I just ask, how do you evaluate the effectiveness of those grants?

MS. BOULLEY: Well, the State Tribal Education Partnership, that is to -- for Tribal Education Authorities, sometimes called Tribal Education Departments, to increase their capacity to be able to take more responsibilities from an LEA or an SEA.

MS. BUTTERFIELD: Right.

MS. BOULLEY: And so it would be how that grantee defined their objectives, whether or not they were -- whether or not they were successful in meeting those.

MS. BUTTERFIELD: Okay. My observation of some of the ones in Oregon was that they -- of course they were brand new and I think kind of feeling their way, was it was a struggle for them.

MS. BOULLEY: The focus for the
competition this, in FY '19 is going to be on one-year project periods for state and federally recognized tribes to develop a new TEA. So for those tribes that do not have a TEA, to give them an opportunity, a one-year project to develop a TEA.

MS. BUTTERFIELD: I mean just the concept itself I can appreciate, but you know, having worked at three different departments of Ed and moving from like drug-free schools to Title I, Indian Ed, Title IV civil rights, you know, each one of those thrusts of activity are so huge.

And then to expect a tribe to pick that up in a year or even a couple of years just seems unrealistic.

MS. BOULLEY: Well, it's to increase their capacity. So I think it's in how they defined what objectives or what they had defined as increasing their capacity.

MS. BUTTERFIELD: But they kind of
don't know what they don't know and what they need to know, so they need a lot of support from the state.

MS. BOULLEY: Shahla, do you want to chime in on this?

MS. ORTEGA: Yeah. I was going to say, it just takes me back to when I joined the Office of Indian Education.

It was -- the STEP program was piloted in 2012, and to be honest with you -- and Jill can speak to that because she was involved in it at the beginning, from the beginning and up to a point -- it was a program that was considered to be very important at the time, because they saw a need for capacity-building when it came tribes who were interested in taking on certain functions that, you know, SEAs were doing.

There was a lot of interest in that. But in actuality, they weren't there. So they needed help. So this program was basically designed to help them put them on that road to
develop capacity the way they saw fit, to take on certain functions.

One of the areas that tribes were very much interested in was developing their own curriculum, and sort of to culturally educating the state and also LEAs as far as Indian education was concerned. They didn't have really that much influence in influencing the way curriculum was developed at the state level, but this was a way for them to kind of step in and introduce some changes to that.

So in 2012, you're right. There was some struggle in terms of some of the grantees making it. It was actually a teaching moment for a lot of us to see what worked and what didn't. So when there was a time to have a new competition, I think that was in 2015, things were looked at.

We looked at what worked and what didn't, and tried to improve the program, you know. So moving forward this program, in its
third competition this year, and so this year we had -- not this year but the calendar year I'm talking about, we had the tribal consultation to gauge interest in terms of what shape it should take this time.

We also had an ESSA change in terms of the -- who could, who could -- there was some regulatory language changes in terms of ESSA that allowed the Department to expand who could apply for this program. So not only the tribally, federally recognized tribes could apply this time; also state-recognized tribes could apply for this program.

So the design is to have it offered as a 12-month program, and I can't speak to what that actually involves because it hasn't been published yet. But then next year, pick up on that and offer another three-year program. So we're going to have a back-to-back competition basically this year and next year. Each time, we're trying to improve the program as we move
MS. BOULLEY: Next slide. Okay.

Demonstration. We talked about that we're doing the consultations. Right now, we're going through the rulemaking for the FY '20 competition. So again, you will hear me say four times that we are anticipating a new competition for 2020.

So not this program year but next program year, we anticipate doing four grant competitions.

MS. BUTTERFIELD: So how often do you change the focus of what a demonstration grant will be?

MS. BOULLEY: I think that the overall purpose of the demonstration grant is to identify new promising projects, promising ways of meeting the needs of Indian children, and that sometimes follows presidential and secretarial priorities.

NYCP was the -- with President Obama's administration, that was something where really
it was emphasizing tribal sovereignty in tribes identifying what needs and what programs would best meet their students' needs in their communities, and designing a program around that.

So in this new administration, we're continuing on that tribal sovereignty and looking at what tribes would decide in terms of expanding options for parents to have new opportunities for their children to enhance academics, culture and language, after-school programs, services that are not currently received and what options might be available for them.

MS. BUTTERFIELD: School choice, kind of focus?

MS. BOULLEY: Education choice, yes, yep. And so the consultations are going to be held on May 2nd and May 7th. The announcement includes the background information and questions that we want to get input on, because the priorities for that competition that would be happening in 2020 haven't been written.
They won't be written until input is received from tribes, from tribal leaders and the public about this -- about what that should look like, what makes sense in their communities, that might work, how might an urban community look very different than a rural.

So right now, I would say this is all like an information-gathering to come up with solutions that are really going to work in Indian country.

MS. BUTTERFIELD: So in these announcements, will they be seeing these announcements consistently?

MS. BOULLEY: The announcements are always -- we post those in the tribal --

MS. ORTEGA: Could I ask, when you say these announcements, are you referring to the consultation piece of it?

MS. BUTTERFIELD: Right.

MS. ORTEGA: Yes. We have two listservs that we send the announcements to. One
is managed by Tribal Tech, the contractor, and we basically sent the Tribal Tech announcement through Tribal Tech to two separate groups. One is tribal leaders, and the other one is to the public in general.

I believe, you can correct me if I'm wrong, the listserv, the number of -- what is it 4,000, the listserv?

MS. BOULLEY: 5,000.

MALE PARTICIPANT: It's almost 6,000.

MS. BOULLEY: Almost 6,000.

MS. ORTEGA: Almost 6,000. That's how many receive the listserv announcements.

MS. BUTTERFIELD: What about NACIE?

MS. ORTEGA: NACIE specifically. If you're listed in the listserv, you will receive the announcement. We don't send tribal consultation announcements separately to NACIE. But if you join the listserv that we have with Tribal Tech, then you will receive the announcements.
MS. BOULLEY: I think that we can make sure that we send around to -- that we get -- we have everyone's email, and so we'll provide them to Tribal Tech and they'll add you to the listserv. We do our job announcements on there, the tribal consultations, the notice of this meeting. I think that was --

(Simultaneous speaking.)

MS. BUTTERFIELD: I'd like to ask Tribal Tech to just say a few things about how they manage.

MR. ROULAIN: Good afternoon. My name is Phillip Roulain, and I am with Tribal Tech. I am one of the contractors that work with the Office of Indian Education. I specifically manage the Tribal Education Directory listserv on the behalf of the Office of Indian Education, and by law for people to receive notifications, you must subscribe.

So I'm more than happy to prepare a communication that can be sent out by the Office
of Indian Education that will contain the correct
link to which you can subscribe to the listserv,
and then that way because I can't unfortunately
just take your email and add you without a
specific permission.

So that is something unfortunately
that I can't do. But I'll make sure to get that
information to the Office of Indian Education
following the meetings, and then that way you'll
be able to subscribe and receive all of the
notifications.

DR. PAYMENT: Can you circulate that
-- will you be able to circulate that to like
NCAI and NIEA?

MR. ROULAIN: A lot of -- many of the
staff and the executive directors and other key
guys at NIEA and at NCAI are already on the
listserv.

DR. PAYMENT: Oh I know, I know. I'm
not sure about the NIEA, but NCAI does get them.

Just to follow up to say if individuals would
like to add their name --

MR. ROULAIN: Absolutely, I understand what you're saying. So yes, an invitation to join the listserv can definitely be sent out.

MS. ORTEGA: If I could add one more thing. We have another contract that I manage. It's the TMG. It's called TMG for short, the Millennium Group International, and through that contract we set up a community of practice for -- mainly for STEP and NYCP grantees, through which we also send out announcements.

But I kind of advise against you subscribing to that because not only you'll receive these announcements; you'll also receive other emails you probably don't want to read, because there is a lot of email activity, activities through that community of practice that pretty heavily grant-oriented, that you may or may not be interested.

But that's another option. If you are
interested let us know, and we'll add you to that list as well.

DR. PROUDFIT: Can I just also piggyback off of I think what Patsy was trying to say, is that I get the emails because I'm on the listserv.

But we're a committee appointed by the White House, and it would be wonderful to have strategic communications directed at NACIE, so that we're -- it's on our radar, that this is important, this is coming directly to us rather than the thousands of emails we all get in our inboxes, because we belong to several listservs.

So I just think it's more out of just being kind of intentional and respectful of this committee, of getting information and you know, other information you think would be pertinent. Even if we had some communication from maybe somebody from your office to give us updates or information or just some FYIs that we might need to know.
MS. BOULLEY: Sure. I think that at your morning portion of the meeting where you're going to be talking about your calendar and re-envisioning NACIE, to talk about communication, you know. Is it something that -- do you want to set up Microsoft teams? Do you want to do something with Gmail?

Is there anything -- how best can we communicate with NACIE, you know? What's the best way that we can, and what options are available with technology now?

DR. JACKSON-DENNISON: And that is something that we've talked about, Angeline and myself as we prepared for this meeting, because I felt like that was really necessary to do, and that's where we strategized on what we would call that subheading, and she came up with reenvisioning NACIE.

So those are some of the areas. Communication is a big one, because we've struggled in that area. It's not just NACIE;
it's across -- I mean this is something Indian country struggles with completely, and it's like just -- sometimes there's one -- I sit on several like, as you say, several hats.

But it's like there's one committee doing one thing and then you think well, we're doing the same thing over there and sometimes we don't connect.

DR. PAYMENT: Or not duplicating efforts.

DR. JACKSON-DENNISON: Yeah. So we need to -- we need to not duplicate efforts even more, so yeah.

DR. PAYMENT: Well, I guess one other thing would be maintaining the list, because elections happen, the leadership changes. Education departments are probably more stable than the elected leaders sometimes. But recognizing that there's a need to have a couple of different ways to get the communication of the tribes.
MS. BOULLEY: Sure, okay. I think can you go back one slide, because I think I did miss -- if I missed PD.

All right, and so again we're anticipating a new competition. We did do a tribal consultation last November in Washington, D.C., and I think that, a lot of the information feedback that we got from tribal leaders and language programs was offering a competition where we look at existing language programs and new language programs, and making sure that we're not having new grantees compete against existing ones, but making sure that we're being --

Those are new programs, that we're able to look at those and maybe have a separate, a separate track for them.

MS. BUTTERFIELD: I have a couple of concerns in terms of professional development that I've become aware of, and it's because I have two daughters that have both graduated from, you know, the professional development
opportunities in Oregon, one from the Sapsikwala program out of Eugene, and then the other one is currently getting her master's at Portland State.

I've been led to believe that at least one of the programs is not going to recompete because they were told that a graduate from the program, to qualify for their payback, had to work in a school that had 50 percent or more Native students. Is that correct?

MS. BOULLEY: Actually, that's what the consultation got at. There were a number of questions that talked about what might there -- what might be some broader, more opportunities for students to do their service payback, because we recognize that the definition as it currently was, was narrow, and it was not --

The need for teachers to do their service payback, it impacts urban schools that aren't ever going to reach that percentage of Native students.

MS. BUTTERFIELD: There's only one
school in Oregon that would meet that criteria.

MS. BOULLEY: Exactly, exactly. And so that was the beauty of that consultation, was getting feedback that said exactly that.

MS. BUTTERFIELD: Being able to do your service payback at a tribal education department, being able to do your service payback at a school that had less than 50 percent Native students, and under what circumstances, all of those options.

That was -- the intention was to provide more opportunities so that we don't have students feeling like their wings are clipped.

(Simultaneous speaking.)

MS. BUTTERFIELD: -- and now they can't get employed in their community or, you know. So I --

MS. BOULLEY: Yeah. We had graduates I know from the Eugene program that had to leave the state. Here we trained them in Oregon and they went to South Dakota.
MS. BUTTERFIELD: Exactly.

MS. BOULLEY: It was like, you know, and it's simply because of the payback requirement. So it didn't make any sense. We need Native teachers everywhere.

MS. BUTTERFIELD: And so I really look forward to the new competition that would be coming out next year. There will be the rulemaking, the Notice of Public Rulemaking will be announced, and so you'll be able to see that expanded opportunities for service payback described in the NPRM, and you'll be able to -- there will be a public comment period on that.

And so please, you know, chime in on that and say yes, this works, yes this is great, you know, or you know, what about this? How would this impact? But that's exactly the time for that public comment is during that NPRM.

MS. BOULLEY: Okay, and you don't have that date yet?

MS. BUTTERFIELD: And then Jill, I
want to make sure I --

MS. MARTIN: Just to be really precise, because I know that sometimes things spread by rumor and not all the facts are out, but the ESSA changes to the ESEA added to this particular program, the requirement that service payback be in an LEA with a high proportion of Indian students.

That was not defined, so as Angeline said the purpose of the consultation was to get input on how should Ed interpret high proportion? Should it be a set percentage like 50 or another number, or should it be something different.

And so when the NPRM goes out, it will contain a proposed interpretation of what it means to be an LEA with a high proportion, and then as Angeline said, everyone can comment on that and then the final rules.

MS. BUTTERFIELD: Well, and an LEA is different from a school.

MS. BOULLEY: That's right. That's a
change.

MS. BUTTERFIELD: And I think that was also part of the confusion, is like a single school. I mean in Portland, there's concentrations of Native kids in certain areas of the city, but they may not be a school that would have even close to 50 percent. So yeah.

PARTICIPANT: (off mic) Or vice-versa. The school may have the population percentage, but the local community may not. Like in our case, it was -- But we're also an LEA.

DR. PROUDFIT: So the Pala tribe has one of those professional development grants, and they're running into the same problem. So we can still enroll students because they come to our campus to enroll in the teacher training program. Can we then -- is it safe to tell them you'll be fine if -- no, not yet.

MS. BOULLEY: I wouldn't be able to answer that. I would have to look into that and
get back to you.

MS. MARTIN: Existing grants aren't affected by the new rule. Existing, if they have an existing grant, it's under the old statutory provision, not this new requirement --

MS. BOULLEY: So you still have to go to the 50 percent.

MS. MARTIN: So this is -- these new rules will only affect future grants.

MS. BOULLEY: So but the 50 percent is not -- yeah. There's no, okay.

(Simultaneous speaking.)

MS. BUTTERFIELD: Because these programs kind of are trying to accomplish two things, and they kind of work against each other. One is to try and move teachers into schools that tend to have trouble attracting teachers. That's one possible goal. But another one is just to increase the number of Native teachers.

When you pair the two, the one starts to work against the other because of, you know,
lifestyles. I mean my one daughter's husband couldn't move, so they couldn't go to South Dakota and get a job. So then she substitute-taught for two years and was driving up and down the southern part of the state for two hours here and half a day there, and scared to death that she was going to get strapped with payback, you know. So it was tough.

MS. BOULLEY: Okay. Going forward, I think we're ready to just touch briefly on formula and then we'll wrap up. So I am -- for your next meeting, whenever that may be, we'd like to get more into the formula guarantees.

But just so that you know that the majority of them are LEAs, and then that you can see the percentages of BIE contract, and grant and contract schools, how many schools our grantees are BIE-operated schools, how many are tribes that apply in lieu of an LEA, and how many are Indian organizations, so just the information there.
And then currently we have just shy of 1300 grantees. We serve over four -- my glasses, these are brand new and they're already too weak.

(Simultaneous speaking.)

MS. BOULLEY: They look good but -- so nearly 460,000 American Indian and Alaska Native students, and then the range of awards go from $4,000 to just under 3.3 million. The median award is just under $40,000 per grantee. So that means that 50 percent of the grantees are under $40,000. Actually it's like 38 thousand something something, and 50 percent are over 40,000.

MS. BUTTERFIELD: Angeline could you -- I think I've asked for this before, and I don't know if anybody has been able to pull it together. But you know and I know that Patsy's asked for the per-pupil expenditure and I know it varies from state to state.

Could you do a comparison between what does -- what do students in Title III get, what
do students in Title I per pupil allocation?
Because I think I would highlight, you know, how pitiful our dollars are per student. I mean a $40,000 grant would barely pay for one staff person, you know.

MS. BOULLEY: Sure, sure.

MS. BUTTERFIELD: So if you think of what kind of services you could provide, it's just appalling. Unless you combine it with other things, and we've been very creative in Indian country to do that. But you know, to really fulfill the intent of, you know, the services that we try to provide, it's tough.

MS. BOULLEY: Right, exactly. Next slide.

MS. WHITEFOOT: I just want to quickly add that this is an important topic, and this is one of the major activities of NACIE as well. I also just want to speak to the 4,000. We advocated for that 4,000, years ago, particularly for some of our villages, where we have intact
land bases but yet we have just a limited number
of children.

And that is a tribal land base, and we
want to make certain that we maintain that
relationship that we have as tribes as well.

MS. BOULLEY: Right.

MS. WHITEFOOT: So that 4,000 is
important. Even though it's small, it still says
that you do exist as a village. So that's
important.

MS. BOULLEY: Exactly. What we're
getting ready for right now or what we're in the
middle of is the EASIE application. So Part 1
is done and so now we're into Part 2, and grantees
have until May 16th. So you can see how many
applicants filled out Part 1, and so we'll see
the number that complete Part 2.

And then the number of new applicants
so far. And then let's see, Kim, Annabelle or
Wanda, did anyone want to say anything about the
program highlights, and is that why there were
new grantee, why there are new applications?

MS. SMITH: This year when we decided
to do two, instead of just doing an email blast
to all the applicants, we decided to develop one
for the tribal education directors at the states.
So they had their own separate email. It didn't
give them a login or password or anything, but it
explained the details of the program.

We sent that out prior to the
application, and we have 23 new applicants.
That's higher than we've ever had, but usually
you get eight to twelve per year, new applicants
that have never applied before. But we've had
12 new applicants from Minnesota.

So I'm really excited about that and
what that means, and that was just one little
thing. It was one email blast that had that big
of an impact. I don't know if we've ever had
1,323 applicants at this stage of the application
process, but I'm really excited about that.

DR. PAYMENT: Can I just reinforce?
That's an innovation that with Indian country, that taking an extra step is really helpful, and putting stuff out and saying let's all apply doesn't really work. But for Indian people making sure they see it, so that's appreciated.

MS. BOULLEY: Sure.

DR. PAYMENT: Somebody in Minnesota is on the ball.

MS. BOULLEY: Yeah, and as you, you know, think of new ways. I mean maybe someone posts something on social media. Maybe someone does, you know, like different ways of how can -- how can the communication get to our communities, urban, rural tribes, wherever. So okay.

And then just real quickly, next slide, another reason why -- why I wanted to focus on formula grant next time is the implementation study of the Title VI formula grant program is in the final review right now. I just looked at the report this week, and so then it's going to be
approved and distributed this summer.

And then what we're hoping is that they can come and do a presentation to NACIE and the questions that the study looked at were what services do, you know, Title VI grants support; how do grantees work with stakeholders to identify children and plan services to meet those needs; and how do grantees measure progress.

So those are, you know, some great questions. Initially what I can say is that we need to -- we need staff to be able to provide targeted technical assistance because the $4,000 grantee that's serving ten children looks very different from the $3.3 million program.

Formula grants that are done by BIE schools or tribes operated in lieu of schools look very different from formula grants that are operated by LEAs.

And so we need to figure out how to specialize that technical assistance, so that we are truly helping those small grantees to say
here's some really great practices of some grantees who are similar in size to you.

Here are some great ideas that you might not have thought of. Here are some ways that they measure progress, you know, and give that targeted support to those grantees.

And then for the larger programs, you know, he did you ever think about doing it this way? These are some common, some best practices of some larger, and then you know, the same for BIE schools and tribes, and just really looking at that because I don't want us to treat our formula grants as all the same because just like our tribes and our communities, everything is so nuanced.

I think the better job we can do targeting our services and assistance, that's going to be even more helpful to those grantees.

MS. BUTTERFIELD: Sorry, Patsy. I got it first.

(Laughter.)
MS. BUTTERFIELD: I beat you to it. This would also make really great workshop sessions at NIEA, and I like your idea about doing it by, you know, sort of size because, you know, it's only realistic when you know that you're in a comparison group like that. I think it would be a really wonderful thing, because we're always asking for best practices and yeah so --

MS. WHITEFOOT: So when this study came out, I think we were in transition and with Joyce, and so there wasn't real clear communication about this coming out to the field. So there was contention about the study, you know, from participants particularly at NIEA when the Department came out. And also just want to continue to advocate for Indian studies or programs, projects that are evaluated by our own Indian people, rather than non-Indian companies.

MS. BOULLEY: Yes, and I will say that study did have a tribal advisory committee that helped to guide that research, and they were
involved in the design and the execution of that study, and also reviewed the final report, too.

So and if you go to the next slide, it's about the NIES as the National Indian Education Study, and that is another study that has a technical review panel. Doreen is on that, so Indian education, Indian researchers are part of that. They help inform and guide that study.

So we just finished the -- NIES is done every four years, and so we just finished doing the study with BIE schools and while it's part of the NAEP assessment. We did meet the participation rates for both grade 4 and grade 8.

So if you see the 2015 results, they were not able to report out for grade 4. They missed it by one school, and you have to have at least 70 percent of the BIE schools participate, or else you can't report out BIE school results as a cohort, and we did make that participation rate for the 2019 study.

And so there will be a technical
review panel meeting sometime this summer, and then Jamie Deaton, he was here at your meeting last year and he very much wanted to be here this year, but had another commitment. So he's committed that he'd really like to do a more in-depth presentation with you --

(phone ringing.)

operator: Good afternoon, Operator.

may I help you?

ms. boulley: And that's it for Office of Indian Education so --

ms. brown: Angeline, I just have a question --

operator: Hello? Hello?

ms. brown: --on the previous, talking about the previous study. If there's a way that of course NIEA can get a copy of that, the final report, and then grantees would like to see it before it comes out. I think -- I mean I just, I have concerns about what's going to be reported.
OPERATOR: Good afternoon, Operator may I help you?

(Simultaneous speaking.)

MS. BROWN: --I'd like to know what it's going to say, so I can look for questions or a feedback in my community. And then of course -- sorry. NACIE get a report, also NIEA, NCAI and at least pushing that out --

(Simultaneous speaking.)

(Phone ringing.)

MS. BOULLEY: The reports cannot be released publicly. They can't be released to the grantees ahead of time. But as soon -- you know, that government reports are typically embargoed until they're publicly, made publicly available.

I did, I was able to be part of the review of the final review of it, and there wasn't -- I am appreciative of the concerns that were raised when they presented this at NACIE or at NIEA in 2017, uh-huh.

MS. BROWN: So there were changes from
that point forward, because we were a little up
and arms on that, and just making sure that Native
people is done by Native people for Native
people.

MS. BOULLEY: Right, right.

MS. BROWN: And that was what the
issue was.

MS. BUTTERFIELD: Yes, and that was a
major issue, yes, a very major issue. So I have
a question. So I'm assuming that the committee
members that were here were non-Title VI
programs?

MS. BOULLEY: I have the names of the
people who were on the committee. I don't have
them right now but --

(Simultaneous speaking.)

MS. BUTTERFIELD: Can we get a copy
of that? We weren't aware of that.

MS. BOULLEY: Okay. Some were Title
VI program people and some are researchers. So
I'll provide those names.
DR. PAYMENT: Angeline what about --
what about -- so we have -- we're accustomed to
tribal leader calls for data that's as soon as
it's unembargoed, it's simultaneous from when
it's unembargoed. But maybe as a courtesy for
the grantees releasing that information
simultaneous, and even identifying any topline
information that might be sensitive, so that they
can be prepared to answer.

MS. BOULLEY: Okay, okay. NIES, the
follow-up report for the 2015 results are coming
out in May, and that's the report that the
technical review panel has also written a report
talking about the context of the National Indian
Education Study. It looks at academic achievement
in reading and math, and it also looks at the
engagement of culture and language in school,
classrooms and schools.

We want to make sure that people look
at the data and understand what that data means,
and that they don't make -- that they don't
conflate culture and language activities with academic achievement because there are so many other factors that are involved.

But to people who just glance at data, they make erroneous conclusions that can be damaging to our students. And so the technical review panel worked very hard on drafting a document that provides context for the data, and that will be released simultaneously with that report.

DR. PAYMENT: Spurious.

MS. BOLLEY: Spurious? Oh, okay. All right. So thank you and if you have any questions, I know we're at the end of our day and we'll be here tomorrow, too. So any questions that you have for follow-up, I'd be happy to chart those and follow up.

DR. JACKSON-DENNISON: Are there any questions from any Council members?

(No response.)

DR. JACKSON-DENNISON: Okay, thank
you. That was very good information. Thank you for your report and my mind is spinning.

MS. BOULLEY: I just -- my hats are off to the staff who do so much and, you know, really serve our grantees well, and we just understand there are finite limits to number of hours of the day that they -- what they can do and they do a fantastic job.

(Appause.)

DR. JACKSON-DENNISON: Thank you. We are at 4:42. I think we've had a full day, and I'd just offer to accept the recommendation to adjourn for the day.

DR. PAYMENT: Recess.

DR. JACKSON-DENNISON: Recess for the day. Recess. Do we have a recommendation to recess?

(Simultaneous speaking.)

DR. JACKSON-DENNISON: Okay. We will recess until tomorrow morning, and we will see everybody at nine o'clock.
(Whereupon, the above-entitled matter went off the record at 4:43 p.m.)