

UNITED STATES OF AMERICA

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DEPARTMENT OF EDUCATION

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THE NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION

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TUESDAY

NOVEMBER 2, 2021

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The National Advisory Council on Indian Education met via Video Teleconference at 1:33 p.m. EDT, Deborah Jackson-Dennison, Chairperson, presiding.

PRESENT

DEBORAH JACKSON-DENNISON, Chairperson

CHIEF PHYLISS ANDERSON, Member

THERESA AREVGAQ JOHN, Member

DOREEN BROWN, Member

AARON PAYMENT, Member

JOELY PROUDFIT, Member

MANDY SMOKER-BROADDUS, Member

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VIRGINIA THOMAS, Member

PATRICIA WHITEFOOT, Member

ALSO PRESENT

KAREN AKINS, U.S. Department of Education

MONICA BARNETTE, LPE Associates

EZRA BOURNE, LPE Associates

RITA CHRISTOPHER, LPE Associates

TRAVIS CLARK, U.S. Department of Interior

JULIAN GUERRERO JR., U.S. Department of Education

ANGELA HERNANDEZ, DFO, U.S. Department of Education

MAHOGANY HOPKINS, LPE Associates

RON LESSARD, U.S. Department of Education

VENTURA LOVATO, U.S. Department of Interior

JILL MARTIN, ESQ., U.S. Department of Education

SHARONE PASTERNAK, ESQ., U.S. Department of Education

IAN ROSENBLUM, U.S. Department of Education

DONNA SABIS-BURNS, U.S. Department of Education

LISA SADEGHI, U.S. Department of Education

ELIZABETH WASHBURN, White House

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

1:33 p.m.

DR. JOHN:(Native American language spoken.) My name is Arevgaq, I'm from (audio interference), I'm the daughter of late Dr. Chief Paul John and the great warrior, Martina.

I have been here for over 30-some years at the University of Alaska Fairbanks and I'm really happy to be with you once again, it's been so long. Thank you. Good morning.

DR. JACKSON-DENNISON: Thank you, Dr. John. Who else have I not called on? Is Virginia on yet?

Let's go back to Patsy. Patricia Whitefoot?

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MS. WHITEFOOT: Can you hear me?

DR. JACKSON-DENNISON: We can hear someone. There you are.

MS. WHITEFOOT: Is the unmute button staying on continuously? I've been trying to get in, thank you.

DR. JACKSON-DENNISON: We're doing introductions so if you want to introduce yourself.

MS. WHITEFOOT: (Native American language spoken.)
Good morning, I introduced myself in my language of the Sahaptin people here in the Northwest.

My English name is Patricia Whitefoot and I'm happy to be here with all of you, even though I'm encountering these problems with this WebEx. Thank you.

DR. JACKSON-DENNISON: Thank you, Patricia. Do we have Phyllis Anderson on yet? I think we've gone over all the people that are here on NACIE.

Do we want to go onto the people from the Department of Ed? Mahogany, do you want to introduce people, or Donna? Julian, yes.

MR. GUERRERO: I'm happy to step in and introduce my colleagues.

(Native American language spoken.) My name is Julian Guerrero Junior, I have the pleasure of serving as Director as the Office of Indian Education. I wanted to immediately call attention to a lot of our Ed colleagues who are currently on the line with us.

First and foremost is our Acting Assistant Secretary under delegated authority, Dr. Ian Rosenblum. Ian, would you like to say hello for us?

And then we also have with us a group leader for discretionary grant programs in the OIE, Dr. Sabis-Burns. Do you want to say hi?

And moving on, we also have with us Angela Hernandez, designated federal official.

MS. HERNANDEZ: Hello again, everyone.

MR. GUERRERO: And we also have with us our colleagues from the Bureau of Indian Education at the U.S. Department of Interior. Travis Clark and Ventura, would you care to say hello?

MR. CLARK: Yes, my name is Travis Clark, the Acting Chief of Staff for the Bureau of Indian Education.

MR. GUERRERO: Thank you, Travis, and Ventura, would you care to say hello? We also have other Ed colleagues, Karen

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Akins, Committee Management Official with the Office of the Secretary.

Karen, would you like to say hello? And we also have representatives from the Office of the General Counsel with us, Jill Martin and Sharone Pasternak. Jill, would you like say hi?

And Sharone?

MS. PASTERNAK: Can you hear me before I do start? I think that helps. Sharone Pasternak, thank you.

MR. GUERRERO: Thanks, we appreciate that. And I believe that is all of my federal agency partner colleagues and I hand it back to you, Dr. Dennison?

MR. LESSARD: Julian?

MR. GUERRERO: Mr. Lessard, Acting Executive Director for the White House Initiative. My apologies, Ron.

MR. LESSARD: Not a problem. Hello, everyone, to all my friends --(Native American language spoken.) Good to see you all.

MR. GUERRERO: And then I'm getting a message, we also have the Office of Indian Education formula team also on the line with us.

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I believe because they are audience participants they won't be able to unmute themselves but just for the record, we have Wanda Lee, Tawanda Avery.

We also have Anabelle Toledo and Donna Bussell and Dr. Crystal Moore also with us as well. We appreciate their attendance.

DR. JACKSON-DENNISON: Thank you very much, and it looks like we might have Virginia on. Am I correct? I see a name that says Virginia unless it's someone else.

MS. THOMAS: It's me.

DR. JACKSON-DENNISON: Virginia, it's good to hear from you. We're doing introductions so we save the best for last.

MS. THOMAS: I am Virginia Thomas, I am from Okmulgee, Oklahoma and I'm a member of the Muscogee Creek Nation. We're the newest reservation ever, our little community changed over, so I'm happy to be here, I'm happy to hear everyone's voice.

I'm so glad we're together. Hi to everyone.

DR. JACKSON-DENNISON: Thank you, Virginia, and I think we do have a quorum so I'll turn it back over to Angela

to see if we're ready set to begin. We're going to go right into starting the meeting.

MS. HERNANDEZ: Yes, please.

DR. JACKSON-DENNISON: Welcome, everyone, I again welcome you to our online meeting. I know we have several people online as well listening in, thank you for joining us.

I want to first ask Virginia to open this up with a prayer. We always open up with a prayer, it's our cultural way of indigenous people to do so. So, Virginia, would you please do the honor in starting our meeting?

This is our first meeting with the new administration and we've all been waiting and wanting to meet and we have some important business to go over and plan for.

So, Virginia, if you would do so, I know I'm putting you on the spot but I appreciate you. Thank you.

MS. THOMAS: I appreciate the honor. Lord Jesus, I come to you today, we all come to you today in a humble status. Lord, I ask that you put your hands upon us today, put your hands upon our leaders today.

Give us the understanding and the worthiness to serve our people today, to do right by them, to do things that are asked of us in the best way that we could perform.

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Lord, I ask that you put your hands upon our tribes, upon our communities, heal those who are among us who are ill, heal our nations that we overcome this pandemic and that the people that we've lost will not be forgotten, Lord.

I ask that you put your hands upon the speakers that are giving us today, give us their honorable reports to us that we will go forth to our tribes and relay the messages.

Lord, I ask this all in your precious name, Amen.

DR. JACKSON-DENNISON: Thank you, Virginia. As we go through the agenda today, I just really want to remind everyone of our housekeeping notes that are up on the screen right now, that you remember to mute and unmute so we have audio.

We've done better recently but when you're speaking, turn on your video and introduce yourself to state your full name for the recording of who's saying what because it's hard to keep records without introducing ourselves.

So, I just want to remind everybody of that before we go on. Now I'm trying to pull up the agenda, I thought I had it up here. We are running behind time a little bit but I'm glad we did the welcome and the introductions and the prayer.

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I want to turn it over an update from the Domestic Policy Council, Elizabeth Washburn. Thank you for being here, Ms. Washburn.

MS. WASHBURN: Thank you, and thank you for inviting me. My name is Libby Washburn and I am a member of the Chickasaw Nation and I work at the White House in the Domestic Policy Council.

I'm Special Advisor to the President for Native Affairs and I have been focused heavily on education in tribal communities and just across the board working with the Department of Education and working with numerous tribal leaders since we came in office in January.

And so it makes me so happy to have this group together today. We have been working towards this for several months and I appreciate your time and your focus and your support of this administration.

We are heavily focused on education issues. It is a priority of the President and just across the board, we want to see what we can do in the four years that we're here and it's slowly chipping away.

We've got three more to go and change but I think that we've been able to accomplish some things but we're happy

that you are convened because we want to work with you on even more.

And we did finally issue the executive order that has a lot of guidance and works and establishes NACIE, and we gave you some additional things to do.

In particular, we wanted you to have the ability to consult, not consult, but to work with other entities across the government to confer as needed to continue to work with everybody within the Department of Education, but also there are other important entities that are focused on these issues.

And so we wanted you to have the ability to talk to them and the executive order also does a few new things in that we added the Department of Labor in because we know that workforce is very important.

And we also referenced the White House Council and Native American Affairs, which has an Education Committee. And so we want to make sure that we are working together and not working in silos.

And we also are very focused on funding that will soon be provided through the Build Back Better framework.

There is a lot of money for just the whole gamut of education, from early childhood care to pre-school to a range

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of education opportunities through tribal community colleges, and then into the workforce.

And so we have money at every stage. We have a lot of money that we believe is going to come into Indian Country that is focused on childcare and pre-school but we need your help to make this successful.

And how we can think about ways to work this funding into other current funding streams. And it's so important, we're looking at billions and billions of dollars over the course of a couple of years.

And so we know that we will need every person who is focused who has background in this issue to help us.

And I have been talking already to gotten people and in particular, Chairman Haaland about how to make this successful, how to work with the tribes.

This is a direct funding to them. We did an approximately four percent set aside of these funds in particular for tribal nations. And so once the framework passes, it is currently pending in Congress but we are hopeful that it will pass and we will then immediately start to brainstorm ideas of ways to make this funding successful.

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It is definitely a once in a lifetime opportunity I think to build up these important services on tribal lands and looking forward to working with you on that.

So, really, I just wanted to get some time on the agenda to welcome you, to thank you for your participation, and to let you know that we are focused and we think you're doing important work.

We want you to really engage and start to do whatever you can to help us move the ball forward in this space. Thank you so much, I'm just wanting to give some top-level remarks, and I apologize that I'm not on WebEx.

We can't access it from the White House so I apologize I'm on the phone, but I look forward to working with all of you and hopefully to see you at some point in person.

Thank you again for your time today and I look forward to future endeavors.

DR. JACKSON-DENNISON: Thank you, we can call you...?

MS. WASHBURN: Libby.

DR. JACKSON-DENNISON: Thank you, Libby, it's so nice to meet you too. Although we haven't met, it's good to hear your voice, it's good to meet your voice.

Do we have any questions for Ms. Washburn or for Libby?

Go ahead, Aaron, I know you were going to ask a question.

DR. PAYMENT: You know that little kid in the back of the room that's always got a question and his hand is always raised, that's me.

What I just want to say, I really, really appreciate the executive order and I know it took a while to get it but I appreciate all the hard work because I know what's involved in getting something like that to get clearance. And I also specifically the content of the not consultation but bolstering the role of NACIE to work through education, under education, to have those dialogs with tribal leaders, to help facilitate the states to follow through with the implementation of the Every Student Succeeds Act.

For the last four years, we have been asking for updates on implementation and it's really sad to say but for four years I've been asking this question and we have not gotten a report back.

And we're not compliance, we're not oversight or anything like that, but we believe with the body that's NACIE, all the experts that you have at NACIE, you have superintendents, you have people with doctor degrees in

education, you have college professors, you have just a broad cadre of experts in Indian education that we could be facilitative.

And having us play a role in under education to facilitate that dialog to fully implement what President Obama and Vice President Biden intended under the Every Student Succeeds Act.

We've been asking in the last three years in our annual report for a strengthened role and we ask for consultation so I know you hesitated to use the word consultation.

But I think any role that we're invited to help out with, we stand ready, we're excited about it and I think it's very meaningful, especially coming just before the summit and before our Native American Heritage Month.

So, I really appreciate that component of the executive order. Thank you.

DR. JACKSON-DENNISON: Thank you, Dr. Payment. I did want to question that a little bit more and I know I've been very candid lately because of the roles that we have and knowing you're all new into these positions.

But just to really come to an understanding of what our purpose is as NACIE and I'm glad that this is happening

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right now, I guess the question I had as you were talking was how was our report to Congress used?

Was it even used? Is it looked at? I ask these questions, as Dr. Payment mentioned, over the last four years of we did these reports and we don't know.

And even further back, we'd appreciate to know if a report is ever reviewed by anyone at the White House?

MS. WASHBURN: We're just here, we've only been here for nine, going on ten months. So, I can't speak to the previous administration or administrations. I am certain that they are used and I was in a different role in the Obama administration.

But these reports are very important and we have used them, we pull them up, we pull up previous ones to get facts and to look for suggestions and ideas.

We definitely use a lot of data in this administration but I'm sorry, I can't speak to what happened before us.

But I will assure you that we will use this information and we do on a daily basis.

DR. JACKSON-DENNISON: Thank you, that's good to hear. Are there any other questions?

MS. WHITEFOOT: This is Patsy, I have a question.

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DR. JACKSON-DENNISON: Thank you, Patsy.

MS. WHITEFOOT: Good morning, Libby, thank you for joining us today. I've been serving as the Education Report Committee Chair and I know this report backwards.

But I do want to highlight in the report that we recommend an Assistant Secretary for Native Education, which the Department for Education had before so we'd like to have that reinstated again.

That's something that's been on the report every reporting period. In addition to that, having been a former tribal leader and also was the affiliate for Tribes of Northwest Indians, we also have been working on native student identity issues.

And we know that with the Office of OMB, there's a tribal liaison slated to perhaps be hired.

This would be one of the priorities that we would have as just native student identity and for that matter, it would probably be identity issues throughout Indian Country, including the adults.

But those are two highlights that I wanted to share and then just a final one is just travel for NACIE to be able

to meet as well and to meet with tribal communities, which NACI has done before.

So, those I just want to highlight, thank you very much.

MS. WASHBURN: Thank you, I appreciate you bringing this to my attention.

DR. JACKSON-DENNISON: Thank you, Patsy. Are there any other questions or comments from the Council? I can't see hands.

MS. WASHBURN: Thank you for including me.

DR. JACKSON-DENNISON: Thank you for joining us, we really appreciate it and we look forward to working with you and helping to implement the dreams that we have for Indian Country to finally become what we --

MS. WASHBURN: I look forward to that. I hope you all have a great meeting.

DR. JACKSON-DENNISON: Thank you. I have a message that Chief Anderson is waiting to be let in. Is she in?

(Simultaneous speaking.)

Okay, we'll move on to the next agenda item and it's the Department of Education Office of Elementary and

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Secondary Education update. Mr. Rosenblum, welcome, and thank you for joining us.

MR. ROSENBUM: Good afternoon and good afternoon members of the Council. My name is Ian Rosenblum and I serve as the Acting Assistant Secretary in the Office of Elementary and Secondary Education.

In joining today's Council meeting, we're excited to be engaged with the Council and we're eager to hear from the Council on the recommendations you'll present during this year's 2020-2021 annual report.

We know that approximately 93 percent of American Indian and Alaska Native Students attend public schools outside of the BIE and it's essential that we ensure educational equity is at the forefront of all of our work in all school districts.

One of the most important sets of resources currently before us and an opportunity to advance this role is through the American Rescue Plan Act, and specifically, the American Rescue Plan Act provides \$122 billion for states and school districts.

These resources are for the return and sustaining safe in person instruction and for meeting students' social,

emotional, mental health and academic needs with a specific focus on those students most impacted by the pandemic.

I mentioned these resources because of their importance in addressing the impact of the pandemic on students and also because of some of the specific provisions that the Department has put in place.

First, we ensure that every state is required to put in place a plan approved by the Department and each plan must describe the needs of American Indian or Alaska Native students in describing the states' priorities and how they will use the resources to address these needs.

And second, every state plan and every school district plan for the use of these funds must include a robust stakeholder engagement provision that specifically includes tribes.

Beyond the American Rescue Plan Act, we are committed to working together to further develop, implement, and coordinate educational programs to improve educational opportunities and outcomes for all native students.

One of the ways that we can do that is through the Department's discretionary grant programs. I want to take a moment to highlight the proposed Secretary's supplemental

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priorities that are currently going through the regulatory process.

These proposed priorities address, one, the impact of COVID-19 on students, educators, and facility, two, promoting equity and student access to educational resources, opportunities, and welcoming environments.

Three, supporting a diverse educated workforce and professional growth to strengthen student learning. Four, meeting students' social, emotional and academic needs.

Five, increasing post-secondary education access, affordability, completion, and post-enrollment success. And six, strengthening cross-agency coordination and community engagement to advance systemic change.

Thank you again for the opportunity to join you for part of today's meeting. We look forward to the partnership and I want to turn it over to my colleague, Julian.

DR. JACKSON-DENNISON: Thank you. Julian?

MR. GUERRERO: Thank you, Mr. Rosenblum, I appreciate that and just briefly again, hello members of NACIE, it's so good to join you again virtually, it's been a while since we've been able to connect.

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But I think now that we have a new executive order in place, now that we're working through a new charter for the organization, it's our commitment from the Office of Indian Education to continue to support the success of NACIE.

There's a lot of work to be done but given the pandemic and given so many other circumstances in the return to in-person learning.

And I'm just so incredibly proud of the team that I work with, both on the formula and discretionary side of the OIE.

We do a lot and this past year, as we closed Fiscal Year 2021, I just wanted to give a series of updates in terms of how we maintained our commitment to the Indian Ed grant community.

There's many things, accolades, that we can pat ourselves on the shoulder about but I just want to hone in on a few milestones, something we can really think about where we're transforming the OIE as a program office, one of which is the migration of our new online formula application system or the electronic application system for Indian education grants, so our formula grants.

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Those grants used to be in the EDEN system and now are moved wholly into the OMB Max Platform.

We also have done a lot in transforming the way we deliver technical assistance to our discretionary grant community in the launching of a virtual annual project director's meeting, resulting in over 41 sessions, almost 45.8 hours of recorded content, 24 breakout sessions, focus groups, key notes, networking sessions.

And the closing ceremony impacting over almost 400 registered individuals this past April. We could also highlight the sorts of investments we've made in terms of stronger and more meaningful technical assistance, improving relationships with grantees.

We give them individual office hours, one on one coaching sessions, which we haven't seen before.

It's something I'm so incredibly proud of because it's important for the sake of accountability but our commitment in making that, we renew our efforts with standardizing and having standardized operating procedures for monitoring compliance efforts.

This is something so important to us because we need to know that our grant community is supported as well as being

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monitored to ensure that the activities that they're doing are really helping the communities and the students' need.

We also want to make sure these grant funds are responsibly expended, and we've seen significant gains in our efforts to continuously improve and have improvement planning conversations subsequently.

Through our grantee satisfaction scores that we received for FY21 we saw significant gains in terms of technical assistance, availability of information online on our OESE website, as well as getting constant feedback and gratitude from stakeholder organizations who really see a difference in our contact.

That says a lot. We're also committed increasing collaboration between the discretionary and formula teams. We're also committed to really improving employee morale overall.

When I came on as Director for the OIE we had quite a few vacancies and there was a lot of progress to be made and we're making progress where it needs to be made.

We're making sure we continue to bolster the vision as well as elevate the profile of Indian education within not only the OESE but the entire Department of Education.

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We're also committed timely and transparent support and it's something we're constantly working towards, being timely and transparent in the ways that we support grantees, state Indian education offices as well as tribal education agencies.

And with our commitment to stronger connections with those offices and agencies, this is now a more important time than ever to really stay focused on what this means during the pandemic and during a time where we're encouraging a return to in-person learning as well as trying to forecast out the future activities of the office, the future grants to be had.

We want to make sure that what we're designing is meaningful and it's engaging with tribal communities, that it's informed by tribal consultation.

I'm so glad, so honored that I work with an incredible amount of colleagues who move mountains every day to work through policy conversations, really look at the problems of practice, and really consider all things that we continue to do.

So, it's pretty common that I will go back through older documents that I've worked on and in my preparation for

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this meeting today, I was looking back at our 2019-2020 annual report to Congress and in that, looking back, I was looking through all the recommendations that were made last year.

I was thinking about what still can be done this year and giving more of a meaningful context to how we can try to continue to meet the recommendations, the advice of this Council.

I guarantee you this is not just a check-the-box sort of event or happening. This is a continued conversation and I want to ground us in that and I'm so happy we have the ability to do that.

Because in June of 2022 is a significant milestone for the office of Indian Ed. June 23, 2022 will be the 50th anniversary of the Office of Indian Education.

1972, June 23rd, the Indian Education Act was passed, which created the office of Indian Ed, and that was a mission and vision for supporting all indigenous students in K12 public schools.

This is an incredible challenge and to really change that condition requires not just one office to do this, it requires all of us as communities to do this.

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And if there's something to be said about that charge, to speak frankly and candidly, it's going to be more than just a new director to help accomplish those needs and get over those hurdles, and work through the problems of practice.

It takes a combination and a coordinated effort amongst all of us as a community to do so. So, with that being said, we have significant gains that have been made in FY2021 for the OIE and we have other future targets, and they're both visions for this Fiscal Year and 2022.

I'm excited that we can now resume activity for NACIE and move forward in working together. With that being said, Dr. Dennison, thank you so much for the time today. Back to you.

CHIEF ANDERSON: Good afternoon, I am on the line. Thank you all so much. Hello, everyone.

DR. JACKSON-DENNISON: Good to hear you.

(Simultaneous speaking.)

CHIEF ANDERSON: I can hear all of you. I'm on the line and I just wanted to let you all know that. Thank you.

DR. JACKSON-DENNISON: Chief Anderson, can you introduce yourself to the audience online that's with us as well?

CHIEF ANDERSON: Sure. My name is Phyllis Anderson, I am a member of the Mississippi Band of Choctaw Indians and I am just very proud to be part of NACIE.

DR. JACKSON-DENNISON: Dr. Proudfit, please introduce yourself and then give your question. I guess it's for Julian?

DR. PROUDFIT: Yes, Dr. Joely Proudfit here. Thank you, Julian, for those comments. Do you have a report for us, a written report for us?

MR. GUERRERO: I have written comments that I can share.

DR. PROUDFIT: I think going forward it would be lovely to have a written report attached to the book board so that we can also look back and reflect on those measurements and those accomplishments that you just reflected upon.

So, that would be very helpful.

MR. GUERRERO: I'd be happy to do that.

DR. JACKSON-DENNISON: I was going to say thank you to you too, Julian, for all that you've done.

I know you're fairly new, I know it's been almost maybe over a year now and speaking from a grantee from San Carlos Unified School District, I see the communication

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improvements, I see a lot of the programs that are making an impact on our schools.

So, I just want to say thank you for all that you do and I see the camaraderie among your staff that you work with. And even though we're in a pandemic and I know you're still probably working for home to some extent, it's still been a rough year.

But as we gather to reopen schools, I'm really looking forward to working more directly with the Office of Indian Education and celebrating the successes that we see. So, thank you so much and I know that we have a long way to go still.

And as you were reflecting on the accomplishments, I was reflecting myself and thinking about how we can continue to work together and with this group of NACIE.

I'm glad what Joely said because it's really good to document what we've accomplished, what you've accomplished with your team and moving forward so that we can see from our end the progress.

We've made a lot of progress on the things that we put on the annual report that you worked on with us last time, the annual report that you referred to.

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And I know there are some things that are on there that we've been putting on year after year and there are some things that need to come off and need to change that we've had successes on with getting it across.

So, I'm very thankful in that sense as well, whether it was us putting it down, I'm a strong believer that you put it out there and it gets done.

And so I just want to say that too as far as what Dr. Proudfit brought up of documenting where we've come and what we've done and what you've done with the Department with the office there.

So, are there any other questions for Julian?

MS. WHITEFOOT: I have a comment.

(Simultaneous speaking.)

This is Patricia Whitefoot from White Swan, Washington. I have a question for Ian if he's still on, I didn't get a chance to ask him questions, but if he's not on I'll share it with Julian.

MR. GUERRERO: Ian is on with us right now.

MS. WHITEFOOT: Thank you. Well, for both of you because I know it's going to require communication and collaboration with one another. I did hear the comment that

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Ian made regarding the \$122 billion coming out to the states with social, emotional learning initiatives.

And we're having that conversation right now here in the Northwest and I want to just express concerns about the spending that's coming out because it's very significant and I understand the reason that we're hanging this.

But once we get a lot of this money coming out to our communities to express concern about individuals and organizations coming out of the woodwork to Indian Country to try to access some of this funding.

And sometimes some of the school officials that we have in place aren't necessarily from our communities and aren't familiar with some of the issues we face with some of the various contractors, et cetera, that attempt to come into our communities.

I just wanted to express that concern because this is a lot of money that's coming out to the tribal communities and, one, Julian, I hope that we try to get a handle on it in terms of the work that people have already done in Indian communities and not try to reinvent the wheel here.

Because this conversation is going on pretty heavily in our communities right now.

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DR. JACKSON-DENNISON: Thank you.

MS. SMOKER-BROADDUS: Can I make one quick comment?

DR. JACKSON-DENNISON: Who is this speaking?

MS. SMOKER-BROADDUS: Mandy Smoker-Broaddus.

I would just like to add on to Patsy's comment and say as someone who has read many of the state-approved plans that have already been approved, it was a little discouraging to note that in identifying communities, groups of people that have been disproportionately impacted by the pandemic, that the mention of specific impacts on Native communities and how those would be addressed in state plans wasn't quite -- there wasn't enough of it from states as I could see.

I think off the top of my head I could remember three or four plans that specifically mention specific efforts that are designed to address that disproportionate impact in Native communities and schools that serve Native students.

DR. JACKSON-DENNISON: Thank you, Mandy. Both comments are ones that I agree with. I think this is where I really feel strongly that as a superintendent, a practicing Native American women superintendent, one of the few in public education, in our state anyway, in Arizona, this is a real issue that I've heard about since I've ever become a

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superintendent myself. That lack of connection with what the real issues are in Indian Country from superintendents from the top administration of school Districts still is there, is still evident.

If you don't have someone that understands the real issues at the school level, at the community level, and how to address that. Maybe they don't know how because they don't know those real issues.

We still have that real problem in my experience of school systems hiring superintendents thinking they were going to be the idea that they bring the vision and all that.

We're still trying to fit into this system that hasn't worked and what the pandemic did was just so much spread that, it highlighted all the issues of higher, brought it to surface.

We talk about that in our report but it's just so evident that it's come to that point.

And luckily, in Arizona we have a very supportive state superintendent now and a Deputy Superintendent, Serena Denetsosie, who I know you know, working with our school districts out there and getting really to that point.

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We're finding we have these superintendents that really don't -- and not just superintendents but even school boards that are serving in systems that are trying to fit the system to something that doesn't work.

And so when this pandemic came through and all these programs that we have under your supervision of funding that's coming down the pipe, I think that's what Patricia and Mandy are talking about.

I don't know how to address that other than the recommendation we've been making year after year after year, is to elevate that position to be an assistant superintendent for Indian education so that you have that broader spectrum of knowledge over what really exists in Indian Country.

I think we're missing the point right there and I've experienced it in the 18 years, the 35 years I've been in education, public education in Arizona I've experienced this being an issue.

And I don't know how else to say it other than to put it out there again that that's really a problem in Indian Country.

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And I've heard it too when Obama was in administration and we were in a meeting with all the leaders, the tribal leaders, from one issue to another.

It's the lack of knowledge, the lack of understanding sometimes equals the lack of respect for the cultural values of a community, that's where we're missing the boat.

I just wanted to put it out there, that's really what I've come to understand it as.

MR. GUERRERO: Dr. Dennison, just really quick, absolutely your comments do not fall on deaf ears with the OIE. I recall conversations around the ESSA score card and the things we want to look into there.

So, it's definitely still on my mind and I haven't forgotten about that. And for the sake of time, we have to hand it over to BIE at 2:20 p.m. right now.

DR. JACKSON-DENNISON: Thank you, we'll go onto the next if there's no more questions. I don't want to cut anybody off. Is there anyone else that has any questions on this particular presentation?

Okay, thank you, everyone. We'll go onto the 2:20 p.m. presentation which is the U.S. Department of Interior

Bureau of Indian Education Update, Travis Clark. Thank you for joining us, Mr. Clark.

MR. CLARK: Thank you all for having me. I'm excited today to talk about the work we've been doing the past year, along with outlining some of our accomplishments and then having a two-way dialog with you all.

I'll take any questions or comments that you might have for us at this time. But we should have received a PowerPoint slide deck that we've prepared.

Mahogany, are you able to pull that up or should I just go off of mine? Are you able to pull it up? There we go, next slide, please. I will go fast and failure through this as quick as possible.

I know we're a little crunched for time but just know if you see any details in here that I miss, I hate reading slides of people, I don't intend to do that.

Please feel free to follow up with any of the information that we get in here. We've got a slide that I might not hit right away. With that caveat, let me go ahead and dive into it.

Obviously, over the past year, much of the effort here with BIE has been how we support our schools through this

unprecedented pandemic. Obviously during the past year, we were able to receive several pots of money disturbing for our schools to help support their continuing educational services for students in a manner that safeguarded the health and wellness of not only our students or staff, but also the tribal communities that we served.

We received essentially four pots of money for a total of nearly \$1.5 billion, all COVID-related, to help assist our schools. It was very important for us here at BIE to make sure that it wasn't a dictatorial process.

The who, what, where, when questions of the distribution, who got money, how much money, all of that good stuff. So, it was very important to us to have a two-way dialog with Indian Country.

So, prior to the distribution of these funds, we had intensive tribal consultations and listening sessions where we received input, we listed the concerns of Indian Country, and all of that went into the final method that we operated with when it came to distribution of our COVID-19 relief funds.

That certainly is something that we're going to continue supporting our schools with. Next slide, please.

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So, a quick snapshot here, and I should have mentioned on the last slide, if you look at the bottom there, we've got to break down the different pots of money, along with the total that we received.

Right now, just to give you all a quick heads-up on FY22 and then looking at years past from 2020 to 2022, you can see where the trending for -- this is the regular annual appropriations that BIE receives.

Generally we get two large pots of money, that's money that we receive for the operate of educational programs, and then educational construction funding.

Again, I believe this next year we're just shy of \$1.4 billion in those two pots of money. But as you'll see from 2020 to 2022, all of those funding lines have been trending upwards for the last few years.

Next slide, please.

Some highlights from this past year, obviously the pandemic is front and center in a lot of the work that we've been doing over the last year, namely the transition that you as educators know of moving to remote learning services, all that good stuff, over the last year.

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Obviously, it caught everybody flat-footed and BIE was no exception so we dedicated a lot of time and effort towards making that transition. That included doing IT assessments.

Obviously, the IT infrastructure that we had before was for a non-remote environment so we had to do a lot of analysis on finding out what those needs are so that we could address those needs and make sure kids had information technology equipment that would facilitate remote learning services.

We also identified a learning management system and our actively investing in that so we are all on the same page when it comes to a learning management system within BIE-operated schools.

The other big issue, obviously, that was unforeseeable before the pandemic were regulatory requirements, especially the ones that affect school funding.

Obviously, the transition over the last year into the COVID-19 environment had a great deal of unintended consequence when it comes to those regulatory requirements that were normally obligated to make sure are upheld at the school level.

We wanted to make sure that schools were not negatively impacted by that so we worked very, very diligently to identify where those regulatory waivers were needed.

And then we worked very intensely with the administration to make sure we receive those waivers so that schools were held harmless for the unintended consequences of our transition of learning services from in-person to remote.

Currently, right now our schools, it's a little bit of a mixed bag, many of our schools are back to doing in person, some of them are still providing mostly remote services and then quite a few are doing a hybrid model where they're providing remote educational services and having some in-person classroom time.

All that to say we do anticipate that we'll likely need to go through at least part of the waiver process again this year and that's something that we're again actively working with our leadership to make sure we do our part to make sure that schools are not negatively impacted from the continuing effects of the ongoing COVID-19 pandemic.

Also, at the central office level, in January we had a change in administration so we are now realigning the Bureau

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to be able to carry out the priorities of the new administration.

And then this year we have really highlighted the need to build out our support for education construction.

If you recall, a few years ago under the Obama Administration, they had the reform which on paper built a lot of capability within the BIE, a variety of school operations and functions, everything from school safety inspections.

But importantly, from facilities for maintenance, for construction, all of that good stuff, we have been actively hiring those positions so that's not a capability that only exists on paper but it's a capability that the BIE actually has to carry out.

So, we've been doing a lot of work building out our school operations division, hiring those critical positions, doing a lot of the grunt work, frankly, building up policy, processes, procedures for those folks to be able to take a more active role in carrying out those functional services.

Next slide, please. Again, when we're talking about systemic investments in the BIE system, we know that there is a huge need, especially when it comes to facilities with BIE.

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Currently, our deferred maintenance backlog for all of our educational facilities stands at \$823.3 million. This is in addition to the cause to replace the 73 schools in BIE that are listed as being in poor condition.

So, on top of the 823 million, the cost to replace those school facilities that are in poor physical condition is approximately \$4.5 billion.

So, obviously, we see there is a big need there for BIE facilities. We are working actively with Congress, our Indian Affairs partners, and obviously with the Administration to be able to address these needs as best we can.

Right now the Fiscal Year 2022 budget includes \$264.3 million in annual funding for educational construction.

Obviously, there is a large gap there but we're working very diligently to make sure those needs are known so that we can get adequate resources to address those needs. Next slide, please.

As far the strategic investments, again, the learning management system that got -- I know I'm going very, very fast. I know time is short so again, stop me at the end of this if you have any questions.

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Our learning management system, obviously, when COVID-19 hit, many school districts were caught flat-footed, BIE was no different. Again, our IT infrastructure was built for in-person classroom services.

So, one of the things that we identified very early on is we had a fun bag mix, especially on a Bureau-operating school, of learning management systems that existed.

So, we wanted to make sure that, one, we were providing that capability to our schools but then making sure that we have some uniformity across the BIE because it impacted everything from professional development for teachers.

All of that stuff is impacted by the learning management system that's utilized. So, we're piloting that program at a few schools and we plan to roll this out, the LMS function, the unified BIE LMS function, over the course of the next year to several years.

Another strategic investment that we've made is the Behavioral Health Services of BIE. Specifically, we recently awarded a contract that utilizes \$8 million in order to provide services accessible to students and staff, all BIE-funded institutions.

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In addition, BIE is also overseeing \$89 million dollars in grants and contracts for higher education institutions. And in school year 2020-2021, BIE awarded 35 TCUs, a total of \$392 million in COVID-19 relief funds.

That's part of the pot of funding that you saw in the first slide. And \$15 million in new construction grants. Next slide, please.

BIE continues to make continuous improvements to the way that we're providing our services specifically.

Many of you probably know that BIE has been on a corrective action plan with the Department of Ed for the past few years.

We've made a great deal of progress over the last year specifically and couple years generally. I know within the corrective action plan, many of the findings have been removed because we made such good progress to have those removed.

So, we continue to work cooperatively with the Department of Ed to make sure all of the remaining items that Department of Education has worries about our adequately addressed by the BIE.

We also a few years ago, as a consequence of a GAO recommendation, had implemented the BIE's strategic

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direction. Within the direction we promised tribes that, hey, five years is a long time. There are going to be unforeseen things that occur.

Lo' and behold, COVID-19 hits right in the middle of the implementation of the strategic direction.

But knowing that, back in I believe 2018, we made a promise to tribal communities that we would come out for mid-cycle review, essentially a new round of listening sessions.

We were about halfway through with implementation to strategic direction to solicit additional feedback to inform the remaining years of implementation for that direction.

We successfully carried that out this summer. We received quite a bit of good input from tribes, schools, teachers, parents on where they wanted to see us focus our energy for the remaining two years of implementation.

That has now been incorporated into the BIE strategic direction milestones for what will be Year 4 and 5 of implementation. As soon as we've concluded Year 5, we'll be coming back out for an updated BIE strategic direction.

Also, to date, the BIE has now closed 20 of 36 GAO recommendations. Importantly, 14 of those 16 open recommendations are actually fairly new. They came out in

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the summer of 2020 so we've been making a very diligent effort.

I think five years ago we had closed none and many of them were several years overdue. So, we've put a lot of time and effort into making sure that we're addressing those areas of concern for the GAO.

We submitted a couple of additional things. We actually anticipate that we'll have additional closures here in the next coming month. And then finally, on top of that, we've now closed 23 of 30 OIG recommendations that have been remaining open for the BIE.

Two years ago, the BIE had not closed any. So, again, we've been spending a great deal of time and effort making sure that we're addressing those concerns that have been highlighted by those agencies.

Next slide, please. One of those OIGs was the BIEs, how we conducted background checks. We re-formed the way that we're conducting background checks to make sure that we're meeting those statutory and regulatory obligations.

That's something that OIG had a great deal of concerns with. I believe that report came out two or three years ago

but that's actually a report where the reforms that we've implemented have completely met the concerns of OIG.

And they've actually resolved all of those recommendations.

So, BIE, I can tell you today, we are completely upholding our responsibility to make sure our kids are in a safe environment and that all adults that require a background check have indeed received a required background check.

We are working with tribes, we know there has been concern from tribes elevating the standard of the background checks.

There's pretty quick turnaround so we are working with tribes and listening to the concerns that tribes have had regarding the new background check for policy to make sure that we're threading that needle of making sure we're meeting those statutory and regulatory requirements while also having as much flexibility as we can when it comes to tribal concerns.

Next slide, please. I think this is the last one. With regards to the JLM, we've finalized the JLM report that was required by statute.

That's actually going to the finalized review process at the department level and we do anticipate that we'll be able to publish that later this year.

We're now utilizing the most recent Department of Education National Center for Educational Statistics five-year estimate for JLM eligible students. That number is a little over 570,000.

And then in both Fiscal Year 2020 and 2021, BIE received an additional \$5 million in appropriations for the JOM program with the express purpose of being able to add new tribes who had not been able to previously receive JOM funding.

Through this funding, the BIE has actually added today 20 additional tribes for the 2021-2022 school year. I think that's it, yes, that's it from BIE and I'm more than happy to take any questions or comments from you all.

DR. JACKSON-DENNISON: Thank you, are there any questions or comments from the Council? Aaron, is that you? Go ahead.

DR. PAYMENT: So, what I'd like to ask is several years ago when we went through the BIE reform, if you

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remember, there were consultations all across the country, how to update and upgrade the BIE.

And so generally, the concept was to move from a compliance or bureaucratic approach for oversight to more of a line officer facilitative bringing resources to help school administrators and school capacity.

My tribe is both a state charter and also a BIE school and the services that we receive on the charter side are different than what we were getting before the reform on the BIE side.

What we have seen is true to form on what the reform was intended to do. We have seen an improvement on the BIE side where the team brings resources to bear, brings best practices, helps build capacity. And so that has changed significantly.

But what I'm asking generally across all of the tribal grant schools, has there been any central evaluation or customer service evaluation, a reflexive look back to see if they've noticed the change, if that change has been good, or what additional improvements the superintendents out in the tribal grant schools think are needed.

MR. CLARK: We have not done that. I'll be honest, that's a great idea and that's certainly something I'll bring back to Tony because you're right, you don't want to be taught where it's a one-directional conversation.

It would be good to take a pause and listen and reflect on and go, hey, has the reform been effective at achieving that goal that you're describing, moving from a command and demand organization to a customer service-based organization.

I will say for the last five years, that truly has been drilled into all of our BIE employees. And I'm glad to hear that you're at least seeing some of that on here.

I will say, just using as an example, the BIE has programmatic monitoring and fiscal oversight responsibilities that are defined in the statute and reg. And so when we were building up that process, we were very intentional on making sure.

I think in years past all schools heard was they would see a team of BIE folks come into the school, criticize, you're doing these 20 thought wrong, and then that was it, they would just leave.

And so we very consciously have drilled it into our employees, we've actually made it formal policy that's

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published in the Indian Affairs manual that that is not the way that BIE does business.

I'm sure we have oversight responsibilities but for instance, with that process, if a BIE employee is going to say, hey, something is out of compliance, then associated with that you have to have a specific contact within BIE, name, title, phone number, address that is responsible for providing follow-up technical assistance.

And there needs to be a detailed description of what that help is going to be. Is it going to be training? Is it going to be providing templates for an IDA Part B application.

It's very customized to whatever the finding was. That's just an example of the change in mindset that we have worked very, very hard within the BIE to understand.

We really are here to be technical service, technical support for schools and the mindset needs to be when you go into a school, your question is how can you better help that school?

But I will take that back to leadership because that's a very good idea and I'm almost embarrassed that we hadn't really thought of that.

But you're right, it would be good to be able to revisit with tribes and listen and see, hey, have we achieved that goal that we set out for us coming out of the reform?

Have we started to transform from that command-demand structure to a collaborative partner with tribes, rather than trying to just have a stick all the time.

That's certainly something, Chairman Payment, that we'll take back, excellent.

DR. JACKSON-DENNISON: Excellent points. Any other questions? We want to invite Ron or Julian into the conversation.

Do we have any questions from Ron or Julian or any of the Councilmembers have any more comments or questions into this discussion?

MR. LESSARD: This is Ron. Can you hear me?

DR. JACKSON-DENNISON: Yes, go ahead, Ron.

MR. LESSARD: I just wanted to comment and I wanted to thank Travis and Tony Dearman and Clint. We working really closely and really work well with the Bureau of Indian Ed now and I have to say there was some time there was a lot of distance there.

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But we are working very closely with Travis and I want to thank Travis for not only what he's doing today but his input and Tony's input on the language summit that we'll be putting on.

And I'll be telling you more about that soon but I just wanted to thank Travis and BIE Staff.

DR. JACKSON-DENNISON: Thank you, Ron. Anymore comments or questions for Mr. Clark?

I'll just close with comments, just letting you know that I really appreciate the work you're doing with the BIE and I'd like to sometime see a comparison with all the funding that goes into the BIE versus the public school systems.

I know that it's really crucial to understand on a broader spectrum how Indian education as a whole is functioning. So, I just wish you the best and hope that we continue to make progress like this.

MR. LESSARD: Thank you so much for the opportunity.

DR. JACKSON-DENNISON: Okay, Julian, did you want to say something?

MR. GUERRERO: Just to say that we're slightly over schedule so I think to maximize additional time for Ron's

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section of the agenda today, maybe we go ahead and take the ten minutes now and then Ron's section earlier.

So, maybe at 2:54 p.m., starting the break now, resuming at 2:54 p.m. and then we go into Ron's section if that sounds amenable.

R. JACKSON-DENNISON: That sounds great, I was just going to say the same thing so, yes, let's do that. We'll take a ten-minute break and come back at 2:54 p.m.

MR. GUERRERO: See you guys soon.

(Whereupon, the above-entitled matter went off the record at 2:44 p.m. and resumed at 2:55 p.m.)

DR. JACKSON-DENNISON: We're going to start with roll call. Let's start with roll call. I have a list here of everyone.

MS. HERNANDEZ: There's a list for you in the chat as well. We'll just ask members to be prepared to unmute to respond.

DR. JACKSON-DENNISON: Let me just write down my list. The chat is really hard to use in this program. Dr. Payment, are you back with us?

Doreen, are you back with us?

MS. BROWN: Yes.

DR. JACKSON-DENNISON: Patricia Whitefoot? I see Joely's back with us. Dr. John? Okay, Mandy?

DR. JOHN: I'm here.

DR. JACKSON-DENNISON: Virginia?

MS. THOMAS: I'm here.

DR. JACKSON-DENNISON: Let's go back up to Aaron? And Patsy? We have two missing right now so we'll give a couple more minutes to come back on.

MS. HERNANDEZ: This is Angela Hernandez. Chief Anderson is also on.

DR. JACKSON-DENNISON: Yes, I'm sorry, I don't have her on my list from this morning but yes, she's on. Chief Anderson, thank you for rejoining. We need one more to join before we have a quorum.

MS. HERNANDEZ: Dr. Dennison, can you repeat who we need confirmation from?

DR. JACKSON-DENNISON: We need confirmation from Aaron Payment and Patsy Whitefoot, everyone else returned.

MS. HOPKINS: I will send a private message to the both of them.

DR. JACKSON-DENNISON: Thank you.

MS. HOPKINS: You're welcome.

DR. PAYMENT: Indian time, I'm back.

DR. JACKSON-DENNISON: For the record, Dr. Payment has rejoined so we do have a quorum. We're still waiting, Patsy Whitefoot, but I'm sure she will get on so we will go ahead and move on to our next agenda item, which is the update on executive actions and NACIE discussion.

We'll go with Ron and turn it over to you, Mr. Lessard.

MR. LESSARD: Hello, everyone, it's so great to be here again, hopefully we'll meet in person the next time. So, if you don't know me, my name is Ron Lessard, I am Mohawk.

Originally, my family came from Kahnawake and then we lived in Akwesasne, and I actually lived on Pine Ridge for many years, which is where I ended up sundancing close by at Rosebud and I was a sundancer for over 25 years on Rosebud.

I'm also an Air Force veteran, I had a top secret clearance in the Air Force. And for the Department of Education, those of you know I was Chief of Staff for three years for the White House initiative on American Indian and Alaskan Native education.

And this month I will be acting Executive Director for five years this month. So, I've had a lot of time with the

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executive orders and I was thankful that I was included heavily in this one.

I also serve as the Department of Education's tribal consultation official and I serve as the Old Lead along with BIE and the White House Deputy Policy Counsel, The White House Counsel and Native American Affairs, and I serve on the Alice Spotted Bear and Walter Soboleff Commission on Native Children, which is pretty exciting work we're doing.

I just want to have a discussion with you and start out with the executive order, which is executive order 14049.

It's the White House initiative on advancing educational equity excellence and economic opportunity for Native Americans and strengthening tribal colleges and universities.

I know a lot of thought went into this and a lot of discussions. I'm very thankful for Libby and the White House Deputy Policy Council, Tracy Goodluck when she was detailed there.

And then several folks within the Department of Education that worked on it, it was signed by President Biden on October 11th, which is Indigenous People's Day.

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And you'll see I encourage everyone to go through this as a living document and as a guide of where we can go. It does expand the role of NACIE, which I think is so important and elevate the role of NACIE.

And it really does add things to it that strengthen TCUs, I think more so than the previous executive order, including you'll see in the NACIE section of encouraging TCU representation on NACIE.

I think an important thing is that it's Co-Chaired by the Secretary of Education, the Secretary of Interior and the Secretary of Labor, they all serve as Co-Chairs.

But for me, one of the most important things in addition to the Co-Chairs was the fact that NACIE and if you look in Section 3, under all the things that NACIE does, one of them is advises the Co-Chairs.

And I think that's really important and when you look at the list of topics they had that NACIE will advise on, I think it's very important. So, it gives NACIE that role which I think should always be there when it comes to education and Native children.

Also, there's a section in there on MOAs that facilitate a partnership amongst -- I'm going to read from the EO.

In order to advance educational equity, excellence, and economic opportunity for Native American students, the Executive Director should work with the Director of BIE, the Commissioner of the Administration for Native Americans and the Department of Health and Human Services, and the Director of Indian Health Service, Department of HHS, to develop a separate memorandum of agreement between the initiative and each of these entities they will take advantage of each agency's expertise, resources and facilities.

Each MOA shall be completed with 180 days of the date of this order. So, that allows us and you work with the other three agencies to develop MOAs and there's a list of those things that we'll be working on.

Another thing I want to mention, in the executive order is the interagency working group. So, if you remember in 1 through 592, the interagency working group was part of the executive order.

And there was some confusion with that because when the executive order came out, the interagency working group

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was, of course, part of the Executive Board and part of the initiative.

But then in 2013 the White House Council on Native Affairs was created so we had these two entities reaching out to government agencies to provide information on Indian Education.

This was looked at and was decided to the interagency working group will be so that the Executive Board and Director will co-chair and I'm co-chairing that now, like I said, with Tony and BIE and Deputy Policy Council.

So, the interagency working group comes within the White House Council and in the White House Council, each agency with representation on the White House Council, which all of them are represented on the White House Council, shall prepare a plan, outlining measurable actions the Agency will take to advance educational equity, excellence, and economic opportunity for Native American communities, including the Agency's plans to implement the policy goals and directives outlined in the Subsection B.

I wanted to mention one thing because previously, we always found that the interagency working group in those reports that were supposed to be generated and the Secretary

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at that time, Secretary Arne and Secretary Duncan, redid the data call, sending out and asking for information.

A lot of this information seemed to be lumped into the MSI report that all the initiatives contributed to. This takes it out of that and it's a separate entity in the White House Council.

So, we can capture it a lot more including TCU information and things like that. Those are some highlights of the executive order, before I move on, there are several things in there.

We were able to reference COVID-19 and obviously, COVID-19 amplified a lot of problems we have in Indian Country and our students. Those outside of Indian Country thinking that we were going to use the Internet and distance learning like a lot of other communities were able to.

We know that, that was not correct. Certainly, broadband access prohibited a lot of our students from continuing their studies and so there's a gap there and certainly, some catch-up that has to be done.

I know BIE has been addressing that as well. So, I guess I'll stop, do we want to discuss the executive order first and I'll go onto my other topics?

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DR. JACKSON-DENNISON: Yes, I think we'll do it that way.

MR. LESSARD: I just would encourage everyone to please go into the executive order and look at it and read it and live with it like I have because it's your executive order as well and it's the people's executive order.

And I was able to address the Dine Council last week and one of the things on the agenda was this executive order.

There was a lot of interest in it and certainly, the attempt to break down a lot of the silos that we've seen in Indian education.

And like I said, the White House Council, Deputy Policy Council, really worked hard on that and Aaron and Libby. So, I think if we implement it correctly, it's going to be huge.

DR. JACKSON-DENNISON: The way I want to do this is if you'll put your camera on and that way, I know you want to speak and I can acknowledge you for the record.

So, if you have your camera on and you're not speaking, after the person is done speaking put your camera on. That way I can see who wants to talk. Does that work for everybody?

I see Aaron's camera is on so we'll start with Aaron Payment. Go ahead, Aaron.

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DR. PAYMENT: Thank you.

So, what I would say is taking my NACIE hat off for a second and putting my tribal leader hat on, during consultation with the Department of Education, very early on we had asked for, I had asked that we not wait an inordinate amount of time for NACIE to be reconstituted.

If you remember, actually, we waited nine months I think under Secretary DeVos and just over nine months this time.

So, we need to think about in the future some kind of a transitional recommendations because it's up to the new administration obviously. But I did give a lot of input during consultation and during the transition period.

And then I was reached out by Libby Washburn several times on this new executive order to strengthen Indian education in an era of equity, because there's other executive orders that went out for other races.

And so I played a role, not everything that I asked for made it into the final but there's some versions of what we asked for. So, I used our annual report as a template about what I thought we needed as a tribal leader.

Because I support the work of NACIE. And so we didn't get consultation but we did get a collaboration under the auspices of the Department of Education.

And we know that anyway, it's not like we're chomping at the bit to go out and start representing NACIE separate from education.

But there's really good work to happen through and under the auspices of NACIE. One example is an update on the implementation of the Every Student Succeeds Act.

That includes curriculum, that includes language assessment, it includes climate, which brings me to -- I'll wait until we get into an open discussion about the climate report.

But I'm not 100 percent satisfied with what the result of the executive order was but I'm very, very pleased that it's much more than anything we've ever had.

And it does bolster the role of NACIE in an advisory capacity to education and the BIE, and so I'm very grateful for that. But one of the things I'm not clear about is it references --

We have a White House initiative, we have an interim for five years and it's time to show our real commitment to Indian education and make that a permanent position.

Because interim for five years doesn't look to be a real solid commitment, even though we appreciate the work that Ron is doing. But also, that position that's referenced in the new executive order, is that the position that you're in now or is it a new position?

MR. LESSARD: In the executive order it indicates that the Secretary of Education will designate an Executive Director. So, at this point I've been told I'm still Acting Executive Director.

Certainly I've expressed my interest to the Secretary and I know other folks have. I'd be more than happy to drop the acting part and be the Executive Director.

I'm waiting to hear more about that because it does come to the Secretary and also, my concern was at a political appointment, can it be a career position?

Those are the things that I've asked so I'm certainly happening that he's aware. I work closely with him in the Office of the Secretary on a lot of other issues and he's

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aware that I certainly want to transition to Executive Director.

I think after working with this, the old executive order and this one, knowing how to implement this will be important. So, I'm still acting until I get the --

DR. PAYMENT: It's one and the same, it's the same position then?

MR. LESSARD: Yes.

DR. PAYMENT: And just so everybody knows, as a tribal leader, when I was advocating both our NACIE end report calling for an elevated position, also that's the position of the National Congress of American Indians, NIEA, advocating for that to be returned.

It did exist under the Bush administration and so I did advocate for that but I think their interpretation might be that it's a White House initiative or maybe there is the position coming down the road.

The only other thing I've wanted to say just real quick is I really appreciate in the executive order the reference to the Department of Labor Secretary.

Because one of the things I found in my research on high school level is anything that connects a student to

school, and if that's a WIOA, used to be JTPA, used to be CETA in the old days

And you have to maintain a certain GPA, you have to be a student, and it gives them a job. But the problem is the number of jobs that are available or that are funded are so small.

But if we had that connection through the Department of Labor and we have that additional resource to have another hook to keep the students retained in high school.

So, this will give us the chance to make those arguments, but also at the PCU level to be able to make that argument for internships, paid internships and practicums, and funding to help track students so that they can be career-ready.

And connecting with the Secretary of Labor as part of this initiative I think is a good thing. Thank you.

DR. JACKSON-DENNISON: Thank you, Dr. Payment. I have Patsy's camera on so we'll go with Ms. Whitefoot.

MS. WHITEFOOT: Before I begin, Deborah, just so I know, every time you've done the roll call I've been on so I'm not allowed to access.

DR. JACKSON-DENNISON: I'm sorry.

MS. WHITEFOOT: It's stating that I can't unmute myself.

DR. JACKSON-DENNISON: Thank you for acknowledging that, I'll make certain that's recorded.

MS. WHITEFOOT: Thank you. Some questions, Ron, thank you very much for the report and of course, I'm going to reference the report that we did for Congress.

So, just again, I want to reiterate what Chairman Payment shared about the role for an Assistant Secretary for Indian education in the Department of Education that has been prioritized.

And I just think it's critical in whatever role folks have at the Department of Education that we're all advocating the same and that we're being consistent in our message to Congress.

I would really appreciate that and with regards to your role, again, I agree, we need to have a Director. We need to have an Executive Director, I'm sorry, for that role where we have as Acting Director.

And I want to say I appreciate Libby Washburn's report particularly when she said that not only will we have

Department of Labor but also the White House Council on Native American Affairs.

I would hope that both you and Julian are able to access that and that as a Council, we're kept up to date with reports, which is what we requested from the last Director that was in this position.

We requested periodic reports and I think that's important that we do that quarterly or something like that.

That keeps us up to date on what's happening with this new administration and we know there's going to be another change coming along and we'll just have to do the same thing again just having some type of reporting for the Council I think is important to do.

And so one of the questions I have as I think about the new executive order, I am particularly thinking of the role of our tribal colleges and universities. I'm wondering who facilitates the Applicants that do come in.

Who helps to take a look at those and see where the gaps may be? Because certainly I think our tribal colleges and universities really need to be represented within NACIE.

So, I'll continue to advocate for that because I think it's important that we have that voice there as well. So,

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that's a question I do have on who facilitates that or helps with that.

And then just to put a plug in for one recommendation that has come in is the need for a similar White House conference on Indian education like we had several years ago, so that we could bring these issues to the White House.

I think it's important that we collectively advocate for such an convening of Indian education at the federal level. So, again, I just want to re-emphasize the importance of those White House conferences on Indian Education.

That's what we've had previously, I don't know what it would be this time but we'd strongly advocate for us to be convened with NACIE helping to be a part of that. So, thank you, that's a lot, I apologize.

MR. LESSARD: I think that's great, Patsy, thank you. I think for me there were several things in my participation in writing this that didn't get in there as well, like Aaron was saying.

There are some things we wanted. One of my concerns and it's always been my concern is executive orders are only as good as the staffing and the budget that can accompany that.

So, in order to accomplish all the things within the executive order, it's going to be important for the Executive Director, if I am the Executive Director, to have staff support and have budget support because there's a lot in there and it's important.

And especially in looking for ways to strengthen TCUs, there's a lot we can do. I work very close with AIHEC and with the Tribal College President so I present to AIHEC every year and I just did a session with El Maguy and some of the others, TCU presidents.

So, they're looking to this and the other thing they're looking to this executive order and I would say as we go forward looking into it is that holding the Department of Education and as advisors to the other Co-Chair, more accountability to the Federal Government to provide the best Indian education.

And the White House, the executive order, with the support of the White House and with everyone else, we should be able to do that. We should be held accountable for the things that are in this executive order.

I think in the past sometimes there are issues and there were topics in the executive order that were not addressed and should have been. Anyone else?

MS. WHITEFOOT: Just a quick question. Who helps to review these applications that come in and how often is that done?

(Simultaneous speaking.)

-- are there now for NACIE, do you know?

MR. LESSARD: I'm sorry, I didn't hear the question.

MS. WHITEFOOT: How many Applicants are there for NACIE right now and who reviews and makes those recommendations?

DR. JACKSON-DENNISON: I think she means the vacancies.

MR. LESSARD: One of the things I've asked for recently was some clear guidance on where recommendations are sent to.

In the past, the last four years in the previous administration, we were told it should go to the White House, in a recommendation should go to the White House.

And then we would find out that, for example, the TCUs had sent to several folks recommendations to the White House

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but found that they weren't there, couldn't find them. So, it was a different process when Secretary Duncan was there.

So, I think that needs to be clearer. What we used to do if you remember, if we receive any recommendations during Arne Duncan's Secretary time, we would forward them to the White House.

They made those decisions, Ed didn't make any decisions on who should be in on that. So, I don't know if there's anyone else, Julian or Karen, if you're on the line you can weigh in on the recommendations and what the process will be or is.

MS. AKINS: Ron, hi, hello, everyone. Ron, at this point in time, no process has been solidified but in the office that I work in, Office of the Secretary White House liaison, the White House liaison has been in contact with Libby Washburn.

And between the Domestic Policy Council or Libby Washburn and Claudia Chavez is currently the White House liaison, they're working those through. So, conversations are happening, I'll just say that, but no process has been solidified.

I do know they will work within the confines of what's outlined in the statute, which is the President shall reach out to tribal organizations. But again, how that will exactly work, those conversations are currently in progress.

MS. WHITEFOOT: Thank you very much, Karen. Can you provide the name, the last name of the individual, Claudia? What's her last name?

MS. AKINS: Chavez.

MS. WHITEFOOT: Thank you very much, I appreciate that.

MS. AKINS: Thank you, Karen.

DR. JACKSON-DENNISON: Any other comments for Ron? I don't see anyone's WebEx picture on?

MR. LESSARD: If you go on to another --

DR. JACKSON-DENNISON: Sure, go ahead, Ron.

MR. LESSARD: Thank you. Real quick, the executive order, please, there should be a link there to the Federal Register and please look at that real closely and anything I can do to help with that, please get a hold of me.

I want to talk about a couple of things that could be informative.

DR. PAYMENT: Before we transition, I'm sorry, I had one of my mutes on, I got both the phone and the computer going. I did have a follow-up question.

So, the White House initiative Executive Director, is that a political or is that a career?

MR. LESSARD: It had been political in the past, because our previous Executive Directors going back several years had been political appointments.

The language, it doesn't say either or in the executive order, it just says that the Secretary will designate the Executive Director.

DR. PAYMENT: The reason I ask is because I know that the process in the transition is an appointment can be made and they add the title principal something, or principal deputy in front of it.

And that's only allowed for certain time periods and then the person has to rotate out. And I'm assuming because you have been acting for five years that's not a political, that must be a career.

And I'm wondering if our position as the advisory, which is that we advocated in our report for an Assistant Secretary, maybe our recommendation could be -- I'm not

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talking about making the recommendation today but a recommendation could be to solidify the White House initiative position as a career and then to recommend -- the Assistant Secretary will have to be a political at that level.

So, that way, we get this. Putting all of our eggs in one position is not really tenable because there's a big charge behind Indian education.

So, the question that I had was -- last week I participated and moderated a session for HHS, The White House Council Health Committee, which is co-chaired by Deborah Haaland and Secretary Becerra.

And then I was also on the America the Beautiful Environmental White House Consult Committee, that's the environmental one. I was not a moderator on that one.

But is there any talk about having a White House Council Indian Education Committee for consultation?

Yes, there is a White House Council Education Committee and I co-lead that with Tony Dearman from BIE and also, Tracy Goodluck had been there but now she was detailed back where she came from in DOI.

So, the Deputy Policy Council is part of that along with BIE and the Department of Education. So, in the executive

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order it states that the Executive Director will serve on the White House Council as a co-lead on the Education Committee.

So, that's really important. And as far as the career situation, as far as me personally, I had offered because my heart was in this executive order and it has been with Native children all my life and the education of Native children, my mom being in the boarding schools and all kinds of other things.

I had expressed that if it had to be a political appointment, I would have been willing to consider that to transition from a career to a political -- if that needed to be.

I don't know that it needs to be that but one thing I think that we've shown within the Office of Indian Education that having that Director a career position, it really helps with transition from one administration to the other.

So, when your entire Executive Director and appointed staff have to leave, then it's a simple situation that happens. We have acting people that end up staying there.

Fortunately, I know enough about it after being Chief of Staff and going through that but I think it's important

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that it is a career position. That's just my personal take on it because in Indian Country, you know how it is.

We build relationships with people, with tribal leaders, with TCU presidents, and then at the end of that administration, that falls apart and you have to spend the next year building relationships again or more.

So, I think it's important that it stays a career position.

DR. JACKSON-DENNISON: Thank you for that discussion. Trying to understand this all is what we're trying to do because the positions, whether this is answering our request for an Assistant Secretary or not, that whole bit.

So, Julian, you have your camera on so do you want to speak?

MR. GUERRERO: This is Julian Guerrero for the record.

I'll just say briefly I know that a lot of folks may be unclear on whether it's appointed or whether political or career. In the chat box I shared the 2020 plum book, is a book of all political positions in the Federal Government.

So, if you look at that link and download the PDF, you'll able to go to the Department of Ed and you can look at

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all the appointees for the Agency. You'll notice that the White House initiatives are referenced.

There's another White House initiative on HBCUs there that's in there in the plum book, the White House initiative on American Indian and Alaska Native Ed now with a new title is not in there.

So, you can at least deduce that it is not political and it is a career position.

MR. LESSARD: And I just want to mention again, referring to the executive order in this was I believe intentional from discussions we had.

It says the Secretary of Education shall designate an Executive Director, it doesn't have to be an appointment.

So, he can designate the person to be Executive Director and like I said, I brought that up and it remains to be seen what the Secretary will decide on that.

DR. JACKSON-DENNISON: Her camera is on so I'm going to allow her to speak again.

MS. WHITEFOOT: Just real brief, in this discussion that we're having right now, I just really want to strongly advocate the White House Conference on Native Education,

particularly since we're coming up with the 50-year anniversary of Indian education.

I think that would be really timely for us to consider. Like in any executive order there also is collaboration on such initiatives and to me this would be very timely and a number of our NACIE Members are also suggesting that as well.

So, I just wanted to bring that to your attention, Ron, as we get ready to also establish our Committees. We may want to consider something like that.

Thank you very much.

DR. JACKSON-DENNISON: Very good suggestion. I really like that. Any other comments before we let Ron go on?

MR. LESSARD: Shall I continue? Yes.

DR. JACKSON-DENNISON: Yes, go ahead, I'm sorry, I muted myself.

MR. LESSARD: So, the next few things I'm just going to mention that I think could be or will be important as you work on the report, Executive Order 13175, Tribal consultation and strength in the nation relationships, signed by President Biden on January 26, 2021.

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In that executive order we had to submit to OMB an implementation plan, April 26th. That was submitted and it's actually 270 days later, which turned out to be last week.

We submitted the Executive Order 13175 implementation plan progress report and that went in last week. So, those are both available. I didn't include all those, there was a link, let me see.

Yes, I can send them to you but there is a link in your packet to Executive Order 13175 and there is a link to the implementation plan but because the report just went out last week, there isn't a link to that but I can certainly send a PDF of that if that would be helpful.

Another thing, next --

MS. WHITEFOOT: Yes, send that.

MR. LESSARD: I will. Actually, I'll send them both, I'll send the plan and I'll also send the approved progress report.

And some of the things, I have to say working with Secretary Cardona and the Office there, they're very amenable to getting these things and they know how important they are.

With the White House Council we actually have two additional MOAs that are right now at the Secretary's desk

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who will be signing them, one of them is the tribal treaty rights MOA.

That will be signed by all of the agencies and then also, there is this one, which I'll mention, is the new MOA on Native languages between Department of Ed and also with the initiative and then of course, BIE, and ANA, that was signed originally in 2012 I believe.

We re-signed it again in 2018 and then revised it. So, now through the White House Council and suggestions and through tribal consultations and sessions, the White House, the National Tribal Native American Language Summit, which started out eight years ago.

We're going to be holding our eighth one and we had about 50 or 80 people at the first one and now the most recent registration for this upcoming summit is over 460 people have registered.

So, that's coming up but what we did is we were expanding the MOA and you'll see that real soon. Like I said, it's in the process of being signed and it'll be ready by the Tribal Nation's Conference Summit.

And so will the treaty rights MOA. But the new agencies signing onto this would be agriculture, the Institute of

Museum and Library Sciences, Library of Congress, National Endowment of the Arts, National Endowment for the Humanities.

These are some additional agencies that are doing work in the field of preservation and revitalization of Native languages and rather than have them on the outside, they are going to be a part of this MOA, which like I said, is in the process of being signed by all the agencies right now.

So, I think that will be pretty exciting when you see that. Again, I want to mention the summit. So, November 18th and 19th, National Native American Language Summit, the registration link should be in your packet.

The theme is Native Communities leading and taking control of their native languages. I just want to give a shout-out to the National Indian Education Association. We worked with Diana and others.

We were planning to hold this in person in Omaha, however, we weren't able to do that and so we had to do it virtually and our Office of Communications and Outreach is doing the work on this.

Each year, one of the three original agencies is the lead on this. This year the Department of Ed has the lead and

next year it will be BIE on the lead. So, I encourage everyone to register for the language summit.

One thing that we're going to be doing at the language summit, last year we honored with an achievement award the code talkers.

This year we'll be honoring and reflecting on the boarding school era especially due to Secretary Haaland's initiative on boarding schools.

One of the things we'll be doing is on the second day, on the 19th, actually, I believe but I don't know for sure that Secretary Holland or certainly, Assistant Secretary Bryan Newland will be speaking along with, I don't know if you know it, Rosalie Talahongva, who is the Phoenix Indian School will be speaking.

So, we're happy to do that and that'll be coming up on the 18th and 19th. Real quick, I want to mention again the White House Tribal Nation Summit is coming up on the 15th and 16th.

I've been working closely with Secretary Cardona. He's going to be leading a panel discussion titled Native American education and Native Languages. That's going to be on the 15th.

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And then on the 17th he's going to lead a panel with Secretary Becerra from HHS. The White House Center for Native American Youth on Mental Health and Native Youth, that's on the 17th.

Those things will be shown. The only other thing I want to mention is I serve on the -- I have since the beginning -- the Alyce Spotted Bear and Walter Soboleff Commission on Native Children.

We'll be providing a report to Congress and it's been extended now so the report will probably come in 2023 I believe. But due to COVID-19, all of our hearings have been virtual and you'll see in the packet, I included the website for the Commission.

It has a list of the Commissioners and the next hearing, in person we're hoping, is going to be in Phoenix in February and that will be a public hearing.

So, lots more but that's what I wanted to give you, the highlights of some of these things that could be useful for your report. Any questions?

DR. JACKSON-DENNISON: Thank you, Ron. Joely has her camera on so go ahead, Dr. Proudfit.

DR. PROUDFIT: Thank you, Ron, for all that great information.

I was wondering if going forward now that we have the White House Council on Native American Affairs happening again, if our previous report or current report could be made available at that time since we'll have so many tribal leaders there and the Secretary of Education there?

I'm glad he's focusing on two areas but those are merely two areas, language and I think mental health and wellness.

It would be really important to take that opportunity to underscore the investment that the feds are making in American Indian education across the board, and to have someone-sheets with some data.

I think this is a missed opportunity for us as an AC not to be actively engaged at that time during those meetings. Education is truly the path to self-determination and so I think providing some material at that time would be good.

Because just having the Secretary of Education focus on those two specific areas is merely a fraction of making sure that we have successful students.

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MR. LESSARD: I totally agree. These topics didn't come from the Secretary himself asking to have this panel, it was just that because the MOA and Native languages was coming out, White House Deputy Policy Council was focusing on those topics based on the MOA.

But I think digging deeper, when the Secretary visited Saginaw Chippewa Tribal College and also Tribal College Rhode Island, there was a lot of information provided on the Build Back Better program and how much of that in there is for tribal communities.

So, I think that can be extrapolated and I can work on that for you because a lot of information was gathered. That would be helpful, the funding and things that went on to increase that.

Even during some of the COVID-19 funding, if you would want to add that in the report, I can pull some of that together for you.

DR. PROUDFIT: Yes, that would be helpful and I really, too, want to underscore the role and the responsibility of public institutions.

Gathering data from TCUs and BIE is definitely attainable but it's the public institutions. Since the

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majority of our students are in public institutions, having that information available to all of us as well as to our elected tribal officials I think would be most helpful.

MR. LESSARD: If I could speak to that, this has always been a pet peeve of mine. I know that we do say and we know that BIE represents about eight percent of our students. And yes, in TCUs we can look at the 37 so we have some data from those numbers.

Because we know the numbers of eight percent and we know how many TCUs. One of the problems I find, and this is just after looking at that statistic, and we tried to do this with the previous executive order, going back an administration.

There isn't, to me, a strategic plan to address the other 90-some percent of Native students. It becomes hit or miss. It's like, well, let's contact this particular school district that's doing this.

So, when we did the school environment listening sessions discussing the mascot issue. But I really think with NACIE's help we could come up with something, some kind of strategic plan.

How do we actually go out and address that statistic? We have approximately 1300 Title 6 grants, that's one place to get information but I think that with your help we could put together some kind of plan.

How are we going to go out and change this? We always talk about it, we use it as a statistic but what's being done to reach out to all those Native students that are not covered in the eight percent?

DR. JACKSON-DENNISON: That is a great point. That's been what we've been saying all this time, and I agree.

This is a good time to transition into our next topic, which is the annual report because I know the executive order and everything, all the new language and everything, and the questions that were coming up into are going to go right into the next topic on our agenda.

So, let's move on to the annual report planning, which established the annual report Subcommittee, set the first Subcommittee meeting date, identify tentative next public meeting dates to approve in the annual report.

Because I don't want to fall behind time and we're right on time with things. We're a little bit behind but that's okay, just about eight minutes.

MR. LESSARD: Thank you, everyone.

DR. JACKSON-DENNISON: Thank you, Ron. So, our next topic, we'll go back to the annual report planning. We need Subcommittee Members.

MS. HERNANDEZ: Dr. Dennison, I'll just note in consultation with the FACA attorney that because we have ten members right now, we are asked to limit the Subcommittee membership to six members and that's just so we don't come close to achieving quorum in the Subcommittee meeting. So, I just wanted to clarify that.

DR. JACKSON-DENNISON: The previous Subcommittee, do we have record of who was on that?

MS. HERNANDEZ: I can read that off for you if you like.

DR. JACKSON-DENNISON: Please do.

MS. HERNANDEZ: Patricia Whitefoot was our Subcommittee Chair, Mandy, Aaron, Robin, Virginia and Theresa also played a role in it as well, Dr. Dennison.

DR. JACKSON-DENNISON: That was six, right?

MS. HERNANDEZ: That was seven total last year.

DR. JACKSON-DENNISON: I think I wasn't on but I would get on as chair, just for transmitting the report and whatnot.

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MS. HERNANDEZ: So, again, it was Patricia, Mandy, Aaron, Robin, Virginia and Theresa. I know Julian helped us quite a bit there too.

Do we have any volunteers that want to step up and lead this again?

I see Patricia's camera on, do you want to say something Patricia?

MS. WHITEFOOT: Yes, I'd be glad to help with the Committee. Again, I've been doing this since we began and I think Robin would be willing to.

I know she's not here because of a death in her family but I think she would be willing to do this as well, Robin Butterfield.

DR. JACKSON-DENNISON: Okay, Patsy, Robin, do you want to be the Chair of the Subcommittee?

MS. WHITEFOOT: I don't mind, if no one else wants to be.

DR. JACKSON-DENNISON: So, we'll have Patsy as the Chair and if anyone else wants to claim that? Robin, you're volunteering Robin?

Is there anybody else that wants to be on it that hasn't been on it before that wants the experience of being

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on this Committee? I know Aaron wants to be on it so I'll put him down.

DR. PAYMENT: Yes, I'm willing to serve, I was waiting to try to obligate Patsy as Chair first.

DR. JACKSON-DENNISON: Dr. Payment, we have you down. So, I have two people for sure and Robin has been volunteered. Is there anybody else?

MS. HERNANDEZ: This is Angela, just for the record, I will reach out to Robin Butterfield afterwards just to confirm from her directly. That's just for the record, thank you.

MS. WHITEFOOT: Yes, and I would suggest to wait a while because she's going through a funeral right now, maybe give her a week.

MS. HERNANDEZ: Absolutely, thank you.

MS. WHITEFOOT: Thank you for being so considerate and respectful.

DR. JACKSON-DENNISON: Anyone else want to volunteer before we appoint?

Of course I'll be on but I was going to be on just as -- I can go ahead and be on. Two for sure and possibly three,

I'll go and ahead be on there officially as well since we're not hearing from anyone.

MS. HERNANDEZ: Dr. Dennison, can I ask you to repeat the four again?

DR. JACKSON-DENNISON: Right now we only have for sure Patsy and Aaron. We think Robin will be okay with being on but we're going to wait for the final word for her and then I will be on.

MS. SMOKER-BROADDUS: This is Mandy. I haven't heard anything yet about the timeframe, which I think impacts my decision.

DR. JACKSON-DENNISON: Okay, we haven't set a timeframe but I do know that the Department has really stressed that we would want to get the report out.

We haven't talked about this and maybe we should talk about this before moving forward on the apartment.

And we want the report to go out by December and because we haven't really done a whole lot this year other than this meeting right now in 2021 -- my dates are all confused.

We need to possibly look at the last report we did and look and see what's in there that still can be continued on,

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because there are some items in there that really have been accomplished.

And so I was talking about the impact aid issue in New Mexico and how they've conquered that and it's been our recommendation in our NACIE report all these years that they no longer be equalized.

And they finally got that approved and so that's a huge accomplishment in Indian Country. So, those are some of the things that we need to start taking out and then putting the next steps of what we want in, in that particular area.

That's just one example. I know Patsy and the group last year did an excellent job, I really liked the layout of it, I really liked the tone of it. It came off really well and I like the storytelling that went into it.

And so I'm thinking that it shouldn't be too difficult to go from there to be able to produce it by December 17th would be the deadline to get it in. So, we'd work backwards from that date to go however many times we need to meet as a Subcommittee.

It is a short time away but we can do it.

MS. SMOKER-BROADDUS: And the report I think just requires some clarification on some of these topic areas as well and just realigning it.

DR. JACKSON-DENNISON: I think that we can still do this.

MS. HERNANDEZ: So, on the logistics side, can I just share --

(Simultaneous speaking.)

Dr. Dennison's point, she mentioned December 17th, not dissimilar from last year because last year ended up having to be rushed too if you all recall.

There was a push and I know a number of you who worked on the Subcommittee worked weekly to draft with the end date of a public meeting in order to approve. And so we would need to be able to establish as a membership a tentative next public meeting date during the week of December 13th.

And December 17th is a Friday but if we want to solicit now or we could even do it offline if necessary if you're not ready. But if you guys want to point out maybe a couple of dates during that week and then we can finalize via email.

Thank you, Mahogany, our logistics staff just put the calendar up on the screen in case you are connected to the computer. That's really the second full week of December.

There's a half week in that first week and so I don't know, Dr. Dennison, if you want to solicit some feedback on dates that works for folks?

DR. JACKSON-DENNISON: Let's work from that end then. So, the week of the 13th through the 17th is the week that we're looking at having a full NACIE meeting again to accept the document that we work on between now and then, the Subcommittee works on.

So, look at your calendars, everyone, and see that week what day works for everyone. think this would be the time to get it solidified if we can.

I know some of you may have other commitments, it's the end of the semester and there's testing going on in my [school] district.

And for some reason, my chats won't open up on here, I don't know what I'm doing wrong but Aaron just chatted something and I don't know what he said.

MS. HERNANDEZ: Dr. Payment is asking if Indian preference was used in the selection of technical consultant.

I'm going to make an assumption he's referring to the contractor. Yes, he was, twice over and I'm happy to have a further discussion about it offline or in a different capacity, but yes.

DR. JACKSON-DENNISON: Okay, we'll stick with what we're doing now and then we can go to those questions later. So, we're looking at the week of December 13th through the 17th. It's the second full week in December.

MS. WHITEFOOT: Is Aaron still on?

MS. HOPKINS: He mentioned that he needed to leave.

MS. WHITEFOOT: I'm just curious about when his meetings are held.

MS. HERNANDEZ: If we can get a couple of tentative dates from the group remaining that week, we can confirm it via email.

MS. WHITEFOOT: I'm flexible about dates so it would be up to Mandy and I think Robin is pretty flexible too, just in my experience in working with her.

DR. JACKSON-DENNISON: I'm flexible too.

MS. HERNANDEZ: So, this will be for full membership, remember.

MS. WHITEFOOT: Yes, that's right. I'm still flexible that last week.

MS. HERNANDEZ: And Doreen says the 13th actually works well for her I believe.

MS. WHITEFOOT: That's fine with me. What time, Doreen? This time?

MS. BROWN: That is the best day for me.

(Simultaneous speaking.)

DR. JACKSON-DENNISON: You said the same day. Is there a time for you?

MS. WHITEFOOT: What we have right now works for me.

DR. JACKSON-DENNISON: Thank you. Dr. Proudfit, does that work for you?

MS. HERNANDEZ: She texted that works.

DR. PROUDFIT: Yes, that with our team works.

DR. JACKSON-DENNISON: Chief Anderson, does that work for you?

MS. HERNANDEZ: Mahogany, can you remind those on the phone what steps they use to unmute?

MS. HOPKINS: Rita, if you can have Chief Anderson unmute?

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DR. JACKSON-DENNISON: And Virginia Thomas as well. Virginia, does that date work for you? Okay, Theresa John, does that work for you?

DR. JOHN: Yes.

DR. JACKSON-DENNISON: Back to Phyllis Anderson, does that work for you? Doreen, you said that works for you?

MS. BROWN: That's correct.

DR. JACKSON-DENNISON: So, I think everybody's okay on the 13th except we haven't heard from Chief Anderson. Maybe she can just give us a thumbs-up or something in the chat?

MS. HOPKINS: Chief Anderson, if that works for you, that means you raise your hand and that is okay. If that does not work, press star 3 to say no, that does not work.

MS. HERNANDEZ: Dr. Dennison, while we're resolving that technical issue, can we ask those who are agreeing to the Subcommittee, I believe that's you, Mandy, and Patricia, is that right?

DR. JACKSON-DENNISON: Yes.

MS. HERNANDEZ: Is there a day, a general day or days, during the month of November that would work for the Subcommittee convening? Or if we can establish one initial date.

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DR. JACKSON-DENNISON: I'm going to leave that to Patsy because I'll work around her schedule and try to do my best to put things aside on my calendar.

Because my calendar fills up fast and then I can just move around and delegate things out that I can let someone else handle so I can do this work. That's what I'm working to do.

MS. WHITEFOOT: I have time next week. The following week is going to be really busy, the mid-week of November but the 8th, 9th, and 11th I'm available. Mandy?

DR. JACKSON-DENNISON: And what time would that be?

MS. WHITEFOOT: Anytime on the 8th and the 9th. The 11th would be the morning.

MS. SMOKER-BROADDUS: I will be in Alaska those days working so I'm not available. This is way too soon for my schedule, I'm traveling a lot unfortunately.

MS. WHITEFOOT: So, the week of the 15th I'm booked up, boarding school is going on, all of that. The week of the 22nd, I can also just reach folks but the week of the 22nd I have Monday, Thursday, and Friday.

That's Thanksgiving. I have Monday and the 24th, Monday and Wednesday.

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MS. SMOKER-BROADDUS: Let's go back to the first week in November. What day did you say, the 8th and 9th?

MS. WHITEFOOT: That's the second week of November, I can do the 8th and 9th and 11th.

MS. SMOKER-BROADDUS: Mandy cannot.

MS. WHITEFOOT: Right, so we can get caught up the 9th and 11th. What time? I'm available. The morning hours are best for me.

MS. SMOKER-BROADDUS: I would do the morning too. I have a Board Meeting that day on the 9th so it's better --

MS. WHITEFOOT: We could go to the 11th?

MS. SMOKER-BROADDUS: Yes.

DR. JACKSON-DENNISON: That's Veteran's Day.

MS. WHITEFOOT: That's right. The 8th?

DR. JACKSON-DENNISON: Let's do the 8th.

MS. WHITEFOOT: What time, earliest?

DR. JACKSON-DENNISON: 10:00 a.m. to 12:00 p.m.

MS. WHITEFOOT: Pacific time, right?

DR. JACKSON-DENNISON: Yes.

MS. HERNANDEZ: So, the 8th, 10:00 a.m. to 12:00 p.m.?

DR. JACKSON-DENNISON: Yes.

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MS. WHITEFOOT: Just to get us started. And then we can set the dates for whoever can show up there.

MS. HERNANDEZ: Dr. Dennison and Patricia, just one last piece of business. We can discuss during that time how to make sure we're debriefing Mandy and assuming Robin can join her as well.

MS. WHITEFOOT: Okay, I don't know about Robin joining us right away but she'll eventually come on.

DR. JACKSON-DENNISON: So, Mandy, we'll circle back with you.

MS. HERNANDEZ: And it would be helpful to have Julian on just for feedback, if Julian could be on?

DR. JACKSON-DENNISON: Weren't you the one who kept the whole subcommittee together.

(Simultaneous speaking.)

MR. GUERRERO: Usually I'd like to say it was a team effort but I definitely was the person that got this organized, and I'm happy to do that again this year. So, I have the 10:00 a.m. to 11:00 a.m., was it?

DR. JACKSON-DENNISON: 12:00 p.m.

MR. GUERRERO: Which I think translates, 1:00 p.m. to 3:00 p.m. Eastern. I have it on my calendar, I'll make time.

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MS. WHITEFOOT: And I can be flexible. I can go in the afternoon also if it makes it easier for folks back East, because I do some work back East. So, I can go 12:00 p.m. to 2:00 p.m. also.

MR. GUERRERO: Just as a reminder, last year we did every Friday 3:00 p.m. to 4:00 p.m. Eastern, not saying we do that this year but just if anybody was curious.

MS. WHITEFOOT: That would be helpful for me too to get us on every Friday or something, because I can do Fridays as well.

(Simultaneous speaking.)

MS. HERNANDEZ: -- when we first meet. I can do that.

DR. JACKSON-DENNISON: And we work from home on Fridays so it makes it easier for me because in the office, that's when it gets really busy.

MS. WHITEFOOT: Great.

MS. HERNANDEZ: Wonderful, is Ron on? Ron, can you meet with us on the 8th from 10:00 a.m. to 12:00 p.m. Pacific time? Let's see, what is that?

MR. LESSARD: Is it December?

MS. HERNANDEZ: November.

MR. LESSARD: November 8th?

DR. JACKSON-DENNISON: Yes.

MR. LESSARD: What time?

DR. JACKSON-DENNISON: It would be 1:00 p.m. to 3:00 p.m. your time.

MR. LESSARD: That's November 8th, I'm sorry. We've got so much going on this month. I could do 1:00 p.m. to 3:00 p.m. because we've got a thing at the UN at 3:00 p.m. 1:00 p.m. to 3:00 p.m., yes, I can.

MS. WHITEFOOT: I think you could help fill in some of the gaps, that would be great.

MR. LESSARD: Definitely, happy to do that. Angela, would you be sending the invite?

MS. HERNANDEZ: -- invite to all of you. And just a small reminder to move your clocks back on Sunday.

MR. LESSARD: Who invented that? It wasn't Arizona.

DR. JACKSON-DENNISON: I don't have worry about that, I used to have to worry about it when I worked in the Navajo Region but not in Southern Arizona, they don't believe in that.

MS. WHITEFOOT: Can you send us a copy of the report or something in word format? That would be great.

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MS. HERNANDEZ: The last annual report, yes. I'll coordinate with Julian.

DR. JACKSON-DENNISON: So, that's set, now is there anybody else that wants to be on now that you know the first meeting will be November 8th? And from there, it may be every Friday after but we'll decide that when everybody meets on the first day.

No one else wants to join? I guess it's good enough to just have who we have, right? Do we think we need 6?

MS. WHITEFOOT: We invited special individuals. I was reading the reports about what was going on in Alaska, Patricia can share her story. So, yes, I'd really like to consider that again.

DR. JACKSON-DENNISON: That's a great idea to continue. I think that's it then. What else was on? So, we set the first Subcommittee date, identified next tentative public meeting date to approve annual report.

Did we do that? Did we set the date? Yes, we did on the 13th of December. And so I think we're done.

MS. WHITEFOOT: I will be following up with NACIE membership to provide the links that Ron is sharing. He's already sent them to me so I'll be sending those shortly.

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DR. JACKSON-DENNISON: Thank you. Do we have a motion to adjourn the meeting from anyone?

MS. WHITEFOOT: I move, this is Patsy, to adjourn the meeting.

DR. JACKSON-DENNISON: Okay, Patsy motions to adjourn the meeting, do I have a second?

DR. JOHN: Theresa.

DR. JACKSON-DENNISON: Theresa seconds. All in favor say aye?

(Chorus of aye.)

Somebody spoke up.

DR. PROUDFIT: Yes, there were some questions in the chat by Aaron. Does that get tabled to next meeting?

DR. JACKSON-DENNISON: Yes, they're not on the agenda so we'll discuss that when it's on the agenda.

He can offer to put those on the agenda or we can talk about it when we're putting the annual report together.

DR. PROUDFIT: On the 13th?

DR. JACKSON-DENNISON: Yes. Okay, all in favor?

(Chorus of aye.)

All opposed? Okay, motion is approved. Thank you for all coming together and thank you, Angela, and all the people

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that worked so hard to put this together. Thank you to your staff and thank you to the people that joined us.

(Whereupon, the above-entitled matter went off the record at 4:13 p.m.)