UNITED STATES OF AMERICA

DEPARTMENT OF EDUCATION

NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION

MONDAY
DECEMBER 13, 2021

The Advisory Council met via Video Teleconference, at 1:00 p.m. ESTABLISHED, Deborah Jackson-Dennison, Chairperson, presiding.

PRESENT
DEBORAH JACKSON-DENNISON, Chairperson
CHIEF PHYLISS ANDERSON, Member
THERESA AREVGAQ JOHN, Member
DOREEN BROWN, Member
ROBIN BUTTERFIELD, Member
AARON PAYMENT, Member
JOELY PROUDFIT, Member
MANDY SMOKER-BROADDUS, Member
PATRICIA WHITEFOOT, Member

ALSO PRESENT
JULIAN GUERRERO, U.S. Department of Education
RON LESSARD, U.S. Department of Education
DONNA SABIS-BURNS, U.S. Department of Education
ANGELA HERNANDEZ, Designated Federal Officer (DFO), U.S. Department of Education
LISA SADEGHI, U.S. Department of Education
MAHOGANY HOPKINS, LPE Associates (LPE)
SHIRLEY ENG, Manhattan Strategy Group
DR. JACKSON-DENNISON: Good afternoon or good morning, wherever you are. Hello, NACIE members. I'd like to go ahead and call this meeting to order. It is about 11:29 a.m. I'd also first like to start with the roll call so can we have a roll call for the minutes? Can you take roll, Angela?

MS. HERNANDEZ: Yes, Dr. Dennison. I'm going to go ahead and start with you. Dr. Deborah Dennison?

DR. JACKSON-DENNISON: I'm here.

MS. HERNANDEZ: Dr. Aaron Payment?

DR. PAYMENT: Here.

MS. HERNANDEZ: Robin Butterfield?

MS. BUTTERFIELD: Here.

MS. HERNANDEZ: Mandy Smoker-Broadus?

MS. SMOKER-BROADUS: Here.

MS. HERNANDEZ: Dr. Theresa John?

DR. JOHN: Here.

MS. HERNANDEZ: Patricia Whitefoot? Patricia, I see that you're here. Is it possible for you to click your unmute? I think it's in the lower left corner.
MS. WHITEFOOT: I did -- there she is.

MS. HERNANDEZ: There you go. Thank you. Dr. Joely Proudfit?

DR. PROUDFIT: Here.

MS. HERNANDEZ: Doreen Brown?

MS. BROWN: Here.

MS. HERNANDEZ: Thank you, Doreen. Virginia Thomas? Virginia Thomas is not here for the record. And Phyliss Anderson. Phyliss Anderson is also not here for the record. Okay, Dr. Dennison, I'll turn it back to you.

DR. JACKSON-DENNISON: All right. Thank you, Angela. I'd like to ask -- I'm going to ask Aaron because I know we're very thankful to him, but I'm going to ask you, Dr. Payment, if you can just open up with a prayer for us?

DR. PAYMENT: Oh, yes.

(Native language spoken.)

DR. PAYMENT: So I just said a traditional prayer, and I said it like an Ontario Ojibwe which is really fast. I'll translate it later so we don't run out of time.
DR. JACKSON-DENNISON: Okay, thank you, Dr. Payment. I know we have a little time before we might lose our quorum so I just want to entertain a motion from anyone. Also, before we entertain the motion I want to give my thanks out to those of you that really helped with the annual report. This is the main meaning of today's purpose of today's meeting is to approve the annual report with the idea that we will go back and tweak it some still. I know there's still some things that need to be tweaked so I'd like to entertain a motion for that.

DR. PAYMENT: Madam Chair, I'll make a motion to approve the annual report as substantively submitted with any additions, deletions, or corrections to come thereafter by a vote without objection.

MS. BROWN: I'll second.

DR. JACKSON-DENNISON: Okay. Who beat who to the second? Doreen?

MS. BROWN: Doreen.

DR. JACKSON-DENNISON: Okay. We'll go with Doreen. All in favor say aye.
(Chorus of ayes)

DR. JACKSON-DENNISON: Are there any comments or questions? Okay. Any opposition?

(No response)

DR. JACKSON-DENNISON: Anybody went to -- I know I kind of went ahead of it, but any comments before we do that?

(No response)

DR. JACKSON-DENNISON: Okay. I think the motion passed 8-0. Now, I want to turn it over to our chair of -- which is Robin of the subcommittee and have her.

MS. BUTTERFIELD: Okay, well let's just put the document up on the screen.

MS. ENG: Can you see it? I put it up.

MS. BUTTERFIELD: Yes. So we did change the cover and really looked for some good pictures. And I think we've got a really beautiful cover. I personally like it a lot. So we'll just move on.

Do we want any comments to go in the chat, Angela? Would that help?

MS. HERNANDEZ: Yes.

MS. BUTTERFIELD: Okay.
MS. HERNANDEZ: People can do it verbally or written if they choose. But yes, if there's anything that they'd like to state explicitly as an edit that would be good. Or they can send it to us after as well.

MS. BUTTERFIELD: Okay. And then the way we've been doing this at our meetings is whoever was kind of assigned that section sort of led the discussion, and then we moved to the next section and whoever was in charge.

So all we need at this point for those who haven't been privy to all those conversations is if we could have the author of that section just hit the high points. What were the sort of key changes. We're not going to get into wordsmithing because after this process we will have another edit by both the Department of Ed[ucation] staff as well as the editor. So it will be fine-tuned if there are some things. So those kind of edits we will just bypass for today.

So I believe Aaron, your name is on the --

DR. PAYMENT: No. Dr. D. But all I did, Dr. D, is I didn't change any of the substance. Well, I guess in the last paragraph you can see I -- but I just
reformatted it so it would all fit on two pages and be aesthetically pleasing.

And you can see where on that last paragraph I just corrected a little bit, like Secretary Cardona, in parentheses Education Secretary Haaland, in parentheses Interior, Secretary Walsh (Labor). So that's not substantive, it's technical I think.

Also, I added -- this is something we can change if we need to, but I added the congressman from Hawaii. The Congressional Record recognizes him as a Native American. He's Native Hawaiian, but he caucuses with the Native American caucus. And in the Congressional Record he is listed as an indigenous person.

MR. LESSARD: Aaron, could I ask a question? This is Ron. I'm not sure if it was in the past, but I believe it could also go -- I thought about this -- to the Education Oversight Committee, the chairpersons and ranking members, both the Congress side and the Senate side.

I think that has happened in the past and I just wanted to comment on that while we're on this section right now.
DR. PAYMENT: I'm wondering if we can circulate it to them without having to put them in here. What this principally is, up top you can see the leadership in the House and Senate, both the majority and the minority. And then the only other ones we listed to get it was the Congressional Native Caucus. The indigenous people that are on the Congressional Native Caucus.

MR. LESSARD: Okay.

DR. PAYMENT: Plus right now it sits on two pages.

MR. LESSARD: Would they get -- the Education Oversight Committee would receive copies as it's sent? Is that right?

DR. PAYMENT: Yes, I think we can -- that's just in the delivery of it.

MS. BUTTERFIELD: Yes, I think right now we're just following protocol in terms of sending it to the chairs of both houses. They should pass it on to their subcommittees.

MR. LESSARD: Thank you.

MS. BUTTERFIELD: Okay. So then we've got the table of contents. And we are going to be linking the executive summary sections. So somebody could click on,
say, 1.3 and it would take them directly to that section.
Isn't that's correct?

MS. ENG: Yes.

MS. BUTTERFIELD: Okay. So all of that -- and
all of those substantive recommendations have been
reworked and they align with the recommendations within
the report.

Okay, so now we are moving on to the context
section which is -- if you notice has been greatly
improved. And we've got subheaders in the different
sections. I'm getting a little dizzy. Oh here we go.
All right. So this whole section is trying to make sure
that those who are new and don't know much about Indian
education get some good historical background as well as
current legislation. Let's just kind of move through
it.

DR. PAYMENT: Robin? The interagency MOU on the
treaty rights was perfect. And I highlighted it up front
because it mirrors what we were saying. But it's now
the President issuing that order, reinforcing the treaty
and trust responsibilities. So it fits perfectly at the
top.
MS. BUTTERFIELD: Awesome. Well, Aaron, this is your section. Why don't you walk us through this piece.

DR. PAYMENT: Okay. So it's extremely well documented. It would pass dissertation Q&A. So, we just strengthened it from last year to now. Wherever we didn't have a citation throughout the whole document we paid a lot of attention to getting those citations so it can stand up.

Just one technical thing. Later if we can work out the spacing in the footnotes because I think it's got different formatting that has been copied. So we'll just get that cleaned up. But we'll work on that just as a technical thing. All right, you want to go to the next page?

We're not going to labor through everything. Everybody can read it. We pulled things from the past report. We strengthened it by giving citations, a little more clear on the history. This is a really good standalone history. For somebody who doesn't know it before they'll know it after reading this document.

We updated using the current executive order. Go ahead. I dropped in the specific roles and
responsibility of NACIE as detailed with the new executive order. So there's no question about what our authority is and what our role is. We drop it right into the report. Okay, next.

We re-labeled education, how are we doing. We cite -- well, we preface it and tie it into Secretary Haaland's study, her investigation of the boarding school issue, and that gave us the chance to even strengthen what we said last year on historical and intergenerational trauma, and tribal critical race theory in referencing it.

We gave a nice graphic that basically just we'll have it in narrative form and a graphic. And it basically shows the dropout rate. And one of the things I tried to do is tie it back into the 69 report.

While graduation has increased the dropout rate, just proportionality between Natives and non-Natives remains the same. Our dropout rate is still twice as high as the general population. So while we've made some headway we're still -- our dropout rate is still twice as high as the general population. All right, keep going.
I can talk really fast too. So it's just reinforcing and putting in headers that call your attention so that if the only thing they read is the context in the beginning they'll get a good sort of orientation to our issues.

Okay. So we strengthened a little bit about the pandemic, and then we asked -- or we basically wanted to frame it what is our pathway back from the pandemic. And we're suggesting that we look to using technology that we might have become more adept at during the pandemic. And we don't go backwards and leave that out, that wherever it's helpful let's continue that.

But then that brings up the issue of broadband and connectivity. We preface it here and then Mandy gives it a better treatment in a later section. So we're just prefacing it here because in order for all this new technology to work we have to have broadband, and we have those needs still.

So, also the infrastructure needs were laid bare during the pandemic. So we talk about those needs in this section.

Wherever we are not fortunate enough to get the
infrastructure to cover some of the backlog we just make a reference to budget formulation and defaulting back to the normal appropriations process to try to address those issues.

All right, so the next section is on the mascot. And we had some of this embedded under climate, but we wanted to keep them separate. And so what I did was I rewrote this section, and I've been working in this space for quite awhile now. And I dropped into it the national policy standards for education administrators. And if you go down, and make a little note that these standards are incongruent with not addressing the ongoing issue of mascots, and the negative effects that they have on American Indian children, and the disservice they do to non-Native children.

And also I reference a Zoom link to a primer that we recently did -- well, actually it was last year, from NCAI. And it was with the assistance of NIEA. So if they click on that then they can go and see that, and actually see a presentation.

So we animated our report this time by actually embedding the links to make it real easy for them just
to go and click on it. They can go see directly for themselves the information.

And so what we're recommending here in kind of soft -- well, not soft recommending, but it's not a more strident recommendation is that we dust off that report and we see what needs to happen to be able to do a compilation of the needs for this issue.

We came very close in 2015. Education, the White House Initiative and NACIE collaborated, but then it got shelved. So we're asking that that be dusted off and whatever needs to happen to complete that report, that we go back and we do that.

MS. BUTTERFIELD: There are some typos I saw in that last section. Like that second to last paragraph you've got two prepositions, to and for.

DR. PAYMENT: Okay. Yes, we'll catch that. Also, when we're all done in the editing we need to replace -- we have to decide if we're using the whole White House Initiative or just say White House Initiative.

And also wherever we have Native we have to think about being consistent across the whole document with AIAN or Native.
MS. BUTTERFIELD: I think we can use both.

DR. PAYMENT: Yes, well I think so too.

(Simultaneous speaking)

MS. BUTTERFIELD: -- use like Native students instead of AIAN every time.

DR. PAYMENT: Yes. I like Native better too.

Okay, that's this section.

MS. BUTTERFIELD: Okay. And if you've got questions just let us know. One of the things that we did was try to give another story in this document. So instead of Theresa's story which kind of focused heavily on the pandemic we had a meeting with some folks that Ron helped us connect to and they sent us several options for stories, and this is the one that has been adapted. The full story that was written is in the -- will be in the appendix, in appendix A. So this is a modified story so it fits on one page.

But in here we're trying to emphasize the importance of Indian history, language, and culture, and how it can change somebody's life. So okay. So let's move on to honoring -- section 1, honoring the treaty and trust obligation. Back to you, Aaron.
DR. PAYMENT: Yes. And so this section, it flows from last year, but we cleaned it up and tightened it up. We incorporated both NIEA and NCAI's recommendation to establish this position. And that's it.

Okay, in this one we just updated to include both the President's new executive order and consultation and the proclamation on Indigenous People's Day, and also the new White House initiative. And we included Indigenous People's Day because it includes some curriculum and some direct quotes from the President in his proclamation.

MS. BUTTERFIELD: So the new initiative, Aaron, is that going to be in the appendix as well?

DR. PAYMENT: So we have to do a little work on that. We started in the appendix listing out all the initiatives so that we have a one-stop shop for that. It might end up being two pages.

So one of the things we should do in the editorial review of it is go and pull out of it all the copies of all that and put it in one spot. And that would be in the appendix so they can see in one source basically a standalone.
But we link them throughout the document too so they can just click it and go right to it.

MS. BUTTERFIELD: And while we're talking about the appendix we also added a whole section on terms. We have a lot of acronyms and stuff so we've got those in the appendix. If you read through those and find something that is really critical that's missing let us know.

DR. PAYMENT: Also, they're going to link the word in the appearance of the document so you'll be able to click on it and go right to the definition section. We're making this easy and animating it. So I think that's substantively it for this section.

MR. LESSARD: Aaron, I just had one quick comment was that not only was the proclamation signed on Indigenous People's Day but so was the executive order.

DR. PAYMENT: Yes. And there was a language one too that we need to make sure that we've incorporated that one as much as possible. Yes. Okay.

MS. ENG: Do we need a note on that to make sure that's in there?

DR. PAYMENT: When we get to the language section
we should drop it in there.

MS. ENG: Okay.

MS. BUTTERFIELD: Yes, good idea. I wasn't even aware there was one.

DR. PAYMENT: All right. And so this one again we updated -- oh, this executive order also mentioned -- supported what we were saying last year on the cross-departmental and multidisciplinary collaboration. And so we were able to strengthen the section from last year.

Wherever possible where we have gotten something out of the administration to give greater clarity we've embedded it in our document. Okay, this is -- this previews another section, so. This is substantively the same. All right, Robin.

MS. BUTTERFIELD: So we moved into adding 1.4. It wasn't in the old report, but if we're talking about infrastructure needs we need better infrastructure at the state level. So it's not just by happenstance that some states through state funding have been creating full offices of Indian education while others have nothing, or have just one person who's doing all federal programs or something.
So we added in this recommendation that we need somebody at the state level to help districts across the board with all of these kinds of needs, technical assistance, curriculum, help in Title VI programs, et cetera. So we can scroll down. So this is a whole new section basically.

And then I did this section here talking about not just the different states but the various school districts need to ensure that Title VI is not supplanting other title programs, and if kids need high poverty -- come from high-poverty communities they need that Title I funds, and then Indian ed is added over and above that, the same with bilingual, and migrant ed, special ed, you know, that Title VI is sort of a special, unique funding source that's added over and above all these others.

And so districts as well as the states need to make sure that Indian ed funds aren't supplanting other services that should be provided to Native students.

Next one, 1.6. This one was separated into two different sections from the previous report. So the first one just talks about the importance of using Native people as often as possible as professional experts and
reviewers as well as for providing technical assistance.

So that was what was originally there, but as I read through it, it sort of overlooked the need for just better technical assistance in general. And my -- I guess my thinking after reading through different sections of the report is in the next incarnation we could actually detail all the things that could be covered under technical assistance like checking for the supplement not supplant, curriculum integration, teacher training, special ed services. All of that stuff could be part of technical assistance but I just left it sort of generic in this report.

So next one, 1.8.

DR. PAYMENT: Okay, so for this one last year we wrote kind of an assertion to try to focus attention of the congressional members that read the report on the treaty and trust obligation to American Indians. And we were clarifying that certain properties are not principally part of that. But we -- so I think we kind of polished it up a little bit so it doesn't sound exclusionary, but it is focusing attention on the treaty and trust obligation.
And so something that's happening right now that's important to note is the administration has been interpreting -- under the rubric of equity they've been qualifying some properties for services under the IHS that otherwise are technically not American Indian.

The example of that, and I'm not taking a side on it, is the Freedmen issue. Some Freedmen that are not actual members of tribes are directly qualifying for Indian Health Service. So given that's the tenor of some policy formulation that's happening, and also given the fact that the chair of the Senate Indian Affairs Committee is Native Hawaiian from Hawaii and the Hawaii issues, and also the vice chair is from Alaska, and the issue of ANCs which was a very controversial issue last year.

We're not getting in the middle of any of that. What we're saying is that a full definition, a clarity should be through tribal consultation to give us input and to count, categorically count whatever population that would fall under the general rubric of our mission. But it's not exclusionary, it's just qualifying those properties, but to reach out to tribal communities to
conduct that consultation so that clarity is established. Go down, I'll see if there's anything else.

MS. ENG: Dr. Payment, can I change this to section 1.9?

DR. PAYMENT: Yes. We'll have to do that wherever it's outdated now.

MS. ENG: Okay.

DR. PAYMENT: I then go in and talk about the census and the chronic under count. This is actually the BIA, the Department of Interior BIA is working on some data stuff as is the NIH and now the new HHS Center for Indigenous Data. And so this is kind of a hot topic right now.

I know some of that stuff so I incorporated a little bit of it in here. And it's just critiquing the under count, and the error rate for Indian Country. And it's cited, too. Critical reporting to ensure a full accounting. Again, just what I said. Not under counting, but categorically classifying different properties.

Okay, you went too far. Creating a Native study task force. All right. There's lots of reasons why
there's an under count. I tried to use these sections kind of together to give an orientation.

And so one of the main reasons why we have an under count for American Indians is because of forced assimilation. And that came from the boarding school experience, it came from the immigrant waves, and this melting pot concept that was supposed to be idealistic but actually made people afraid to share their cultural identity. And so a lot of people don't check the box because the Dawes Severalty Act created the one quarter blood quantum requirement to be counted. And a lot of Indian people even today don't check the box if they're not at least one quarter blood because they don't feel like they're Indian enough because that was the federal policy.

And so these issues as they relate to historical intergenerational trauma and how that relates to student retention or dropout. So we wanted to give them a little orientation. We mentioned this last year but I think we fleshed it out a little bit better. And we directly tie it into the mission and boarding school study because that's kind of a hot topic right now. And Secretary
Haaland's report will be concluded next April so we wanted to be able to capitalize on having some messaging that kind of matches up with that.

And again, citing wherever -- evidence where we have in the Broken Promises report with the worst statistical outcomes.

Thank you, Theresa, for staying as long as you did and keeping our quorum.

DR. JOHN: Okay, bye bye.

DR. PAYMENT: Okay. And then so we wanted to just kind of -- we had this section last year, but it's accountability for data collection and assessment. And so just further qualifying that we want to continue to collect data from NCES and from the National Center for Education Statistics, but that there's some attention that really needs to be focused on operationalizing how we're counting, and potentially expanding who we're counting. Right now we do kind of a sampling, and I think it needs improvement because it's an under count.

Okay, Robin.

MS. BUTTERFIELD: Oh, sure.

DR. PROUDFIT: In that capacity we have to put
California in there.

DR. PAYMENT: Oh, yes.

DR. PROUDFIT: Just because we have 40 million people living in California, but we have 1.5 which is -- million American Indians living in California. That survey or that study not counting California is really harming us.

DR. PAYMENT: So let's -- can you give me like maybe, can you think it to two or three sentences and I'll embed it.

DR. PROUDFIT: Absolutely.

DR. PAYMENT: Good deal. That's right, that's our best example because it's the largest disparity in one state.

MS. SMOKER-BROADDUS: Aaron, Dr. Payment, anywhere in there do you specifically call out the mixed race category? Because when I talk to states, and school districts, and tribes that's the single biggest barrier (telephonic interference) decreasing the numbers significantly.

DR. PAYMENT: Yes. It's included in the census section, but if you could take a look at that and then
look at this section. And if we need to reinforce it in both sections then we can.

MS. SMOKER-BROADDUS: Okay.

DR. PAYMENT: Yes, you're right. You're right because remember during the Reagan era, just say no to drugs, there was also -- that was when the Hispanic term was really strong. And all of that was supposedly to make people feel inclusive, but it created more confusion than it actually helped because it caused people who didn't already identify as a member of a federally recognized tribe to consider themselves as mixed.

And we're all mixed, right. And so some people don't check the right box because -- and if you look at the outcome of the 2020 Census that population grew much faster, 160 percent growth than did the population -- we had a 27 percent increase over the 10 years from the federally recognized tribal members who identify as federally recognized. But then you got this gigantic increase in the mixed blood. And whether they're actually Indian or not is questionable, but some of that is because of that lingering sort of melting pot concept. So we'll add those. If you send them I'll incorporate
it.

MS. BUTTERFIELD: Okay. Thanks, Aaron. So there are three subsections under languages. And I asked Ron to review them all. He's been working with a cadre of language teachers.

I would suggest, and I didn't do this, I apologize. Under the recommendations section, it's in dark print, that we just leave the recommendation and end it at lifelong learning, that first sentence. And then -- so you can take that last long sentence and move it down. I think it fits best under the rationale, after the first two paragraphs. So that whole section can be moved down into the rationale, and then that would shorten the recommendation. Because there are multiple recommendations in this section as it is. So right before -- yes, right there.

DR. PAYMENT: The committee, the way the document is structured is it has the recommendations in the body, but it -- they put a macro in that will pull it right up to the top. So if the congressional office only reads the highlight they're going to get the essentials.

So what we've been trying to do, and what we will
do after we're done here today is pay attention to trying to make that recommendation as succinct as possible, and then embed the explanation in the narrative.

MS. BUTTERFIELD: Right. So, how did that get so long. Okay.

DR. PAYMENT: There.

MS. BUTTERFIELD: And I think we can make a break in this long paragraph right after communities, where it says Congress should acknowledge and insist. Yes, right there. That could be a new paragraph. There we go.

So, I think basically I mostly wordsmithed some of this stuff, and we made sure we had the correct executive order and stuff in this section. And then in the next one we kept that section because some places still talk about Native languages as qualifying as world languages. That one we didn't change a whole lot. Or the certification. Let's see, certification of language speakers. That one is still fairly consistent with the previous report.

So, moving into section 2 where we start talking about funding. In this section that talks about the distinction between Title VI and Johnson-O'Malley
separated the paragraphs so that there's one that basically talks about what is Title VI, and then the second one, when did it start, what is its focus, who oversees it.

And then the second one talks about the Indian Ed Act and the same thing. When did it start, what's its purpose. So that it just clarifies the distinction between the two so that all these efforts over the years to combine them doesn't really make sense because they serve multiple purposes and different ones from different agencies. So they are not duplicative is basically what I'm trying to emphasize there. Okay.

MS. ENG: Should we add this Indian Education Act of (telephonic interference) should we put this in the appendix as well?

MS. BUTTERFIELD: Yes, if it isn't in there. It should be.

DR. PAYMENT: Like a link you mean to it so they can go look at it themselves? Yes.

MS. BUTTERFIELD: Yes. Yes, that was the very first Indian Ed Act in 1972.

MS. ENG: Okay.
MS. BUTTERFIELD: Okay. Yes, I'm glad you caught that. Okay, so then 2.2 is talking about the commitment for the uniqueness of the Title VI program and what it does. I did edit that quite a bit.

And what I tried to do in this one was also kind of reinforce some of the other stuff in the context in that. When Title VI was funded it provided a huge number of other services which have all been dropped. Key among those is technical assistance. We used to have six technical assistance centers, and it used to fund Native students going into teaching. There used to be a scholarship program. There used to be an adult basic ed program.

So we have lost a lot over time just in the services that Title VI could fund. So it definitely needs to be funded adequately. And so down on the chart at the bottom of this section we were hoping to find at least the projected funds for this next fiscal year.

So then we're moving on to the tribal colleges, and I think it's back to you, Aaron.

DR. PAYMENT: Okay. So this one, we updated it and we checked on some things to make sure they were
correct and they are. And also I reference some of the legislation that has been drafted, not approved yet, and some funding that's included in the Build Back Better. So it's basically -- and I also dropped it to a little bit about the loan burden, and distinguish gift assistance versus loan burden because that's at the heart of why there's proposed increases in tribal colleges.

And this is all sourced. So it's directly sourced. Plus I wanted to drop this in because it's significant. The President -- the First Lady has -- Dr. Biden has a background in community college, and she's -- you can see it's coming out because she's been to three different tribal colleges already to check out the tribal college situation and from what I understand the White House has a big chunk of money, I think it's going to be over $800 million that's going to be proposed for increases for tribal colleges. So I wanted to reference that in here.

And then we go to data collection. So, this is a space that I've focused on for my whole career, and it's to improve understanding, retention, and matriculation of Native students in non-Native serving institutions.
So, rather than just leaving us to sink or swim out there we're asking for Education to have some effort to try to dialogue, bring together compendiums of information, colloquiums, and try to better understand some of the retention issues.

So this actually ties directly into my dissertation topic. So I pulled from it liberally and referenced some of the different theories that impact. So, but we need a comprehensive review of what those factors are and those issues are that either promote or discourage graduation. Data-driven retention services.

And then down here we reference accountability scorecard. So what's different between us and everybody else is there's a federal right to have education, a treaty right to have education. And so we would like to know how well the federal government is doing. And so it's not -- it is fair, it is fair to ask for some accountability scorecard on these different factors. So, all right.

And mitigating the expense of higher education. This is where I was talking about addressing gift assistance versus loan burden, and then the focus on the
Pell grant. I also did this very specifically for a reason because in the Build Back Better there are -- this administration, the Biden administration is aware and because of the campaign there was a lot of talk about free college, free two-year college. And so I kind of stayed away from that rhetoric, but I did focus on the parts about increasing Pell grants. And there is a big chunk of money in the Build Back Better proposed for Pell grants, increasing Pell grants.

Then I dropped in some legislation that also supports increasing Pell grants. So we're agnostic about it. We know we need more money. We'll take it whether it's in Build Back Better or if it's some standalone legislation, but we're just referencing that we know that additional funds are needed. Pell grant has not kept pace with the cost of living.

So, oh this is just a little more detail about some of the theories and how they come together to provoke thought about the need to better understand why -- we have -- not only do we have some of the worst graduation rates, or the highest dropout rates at the K-12 level, it also remains true at the college level. So
it's time for us to understand that better, and once we understand it better then we can fashion initiatives or interventions to be able to retain Native students at a greater rate. That's it.

MS. BUTTERFIELD: Okay, thanks Aaron. So the next section is all on Title VII impact aid, and that's over to you, Dr. Dennison.

DR. JACKSON-DENNISON: Okay, thank you all. This is pretty much up to date as far as what has happened in impact aid. I think the major change is the -- if we go down to the -- it's explaining what 700, all the impact aid is the seven hundreds. And so the changes with the -- right here, Congress. Okay, supporting -- go back up. Go back up.

Explaining why the Congress needs to ensure -- wait. You keep moving me around, I'm getting dizzy. Okay. Where were we. A little bit lower. I mean, go down a little bit. The full funding. We connected it back to the HR-5255 that would -- and then making certain that there's the funding formula. There's enough funding for Native students through impact aid, or the ISEP formula, that it's increased for all students throughout.
So that's one of the things that we've added.

And then we also talked about the learning opportunity threshold because those of us that are involved with public school, impact aid schools, we take it for granted everybody knows and so that is something that I think it's defined in the definitions as well.

MS. ENG: It is.

DR. JACKSON-DENNISON: Okay.

DR. PAYMENT: Hey, Dr. D? I apologize. I see up there where I had -- there was a notation. I think it was after I left last Friday. But I'll go back and read through it. It looks like you want me to add some language to call for consultation. And I can go back and add one or two sentences.

DR. JACKSON-DENNISON: That will work.

MS. BUTTERFIELD: Can we go back up to number A just real briefly? I think, or wait, no. It's B, I'm sorry. Let's go down to B. I think the part that's in blue, if we could abbreviate that so -- because you've got the recommendation. I think it needs to be much more succinct. Usually the titles for the sections are only like one line.
DR. JACKSON-DENNISON: Yes.

MS. BUTTERFIELD: So if we could just make that, you know, maybe provide the increases to the ISEP formula.

DR. JACKSON-DENNISON: I think that should go somewhere else because ISEP is totally -- but then we were talking about how again it goes back to our number one recommendation, how at the top they don't -- there's not clarity as to the different formulas, whether it's impact aid or ISEP, the two major formulas that fund students on Indian --

MS. BUTTERFIELD: Well, all I'm saying is can you come up with like a one-sentence basically that encompasses this section? I mean, it shouldn't be like six lines long. And then if you want to add some of that to the recommendation section that would probably fit better, just so it's consistent with the way the other recommendations are formatted. So maybe you could take that second sentence basically.

DR. JACKSON-DENNISON: Oh, that would be another -- would be C probably, right?

MS. BUTTERFIELD: If that's a whole separate
section, is that what you're saying? Because you're
talking about the ISEP formula.

  DR. JACKSON-DENNISON: It's talking about full
funding, yes. The first one is too -- no matter their
educational setting are provided the resources. That
would be a recommendation then, the highlighted area.
So maybe you should just ends on retention, period, and
then that is moved down to -- in the rationale.

  MS. BUTTERFIELD: I just think you can probably
stop the -- under B right after quality of education.
Or if you want to go to retention.

  DR. JACKSON-DENNISON: Okay, yes.

  MS. BUTTERFIELD: It just seems (telephonic
interference) that's all I'm saying.

  DR. JACKSON-DENNISON: Okay. Let me look it over
and I'll change that around.

  MS. BUTTERFIELD: Yes, okay.

  MS. ENG: Yes, because you also talk about
advancing toward the impact aid down here in your
recommendation.

  MS. BUTTERFIELD: Right.

(Simultaneous speaking)
MS. BUTTERFIELD: -- needs to be shorter, that's all.

DR. JACKSON-DENNISON: Okay, I'll work on that. The rest of it is pretty much explaining lot and how we've been at the low end -- we've never been full funded. And then it goes down into the -- this is where it's changed is the repealing section, 7009, because New Mexico fell out of equalized. And so it's just Alaska and Kansas. And I think Alaska is falling out too, or was it staying the same. One of them is staying the same and one of them -- oh, Kansas remains equalized but Alaska formula is currently in question.

So, those are the major states that were really -- equalize isn't the right, from the state's point of view they're equalized across the state. Every student costs the same amount to educate. But it's really unequal because -- that's what it's really explaining is that it's really unequal when they're equalized. It's really an unequal education when they're equalized across the state because impact aid's purpose is to equalize up, not equalize across. So that's the difference between it all.
Then on the construction and renovation of facilities, 7007, it's always just been a very minimal amount that we get according to -- compared to other schools across the country. So we're just saying that -- I mean, impact aid was left off the new law, the new legislation, and so we're saying that it should be -- we still have the same problems and yet we were left off and we're asking to -- we're showing the data here, how many students and how many schools are served, schools are serving Native students and those buildings are -- some of them are literally falling apart at the seams pretty much. And yet they're still being used. So it's really hard to -- when you're not getting 100 percent and you're having to -- so then we go into the impact aid study below that needs to happen.

Again, my whole feeling on this, and I know it's because I come from the background of public schools, that people don't understand. We say it in the very beginning, people at the top don't really understand Indian education. They don't really understand it, the demographics of it. And it's hard to -- when we have someone there in Washington that's over the BIE and
they're always there. We have Julian but he's over the
-- mainly the grants. I don't know if he gets invited
into the -- how often he gets invited to talk to the
superintendent of the -- secretary of Education. That's
the difference. So, I know someone's always testifying
on the BIE's behalf, but then I don't know who testifies
on our behalf when situations are like this. That's
where the difference is.

DR. PAYMENT: This is really good to give them a
one-stop shop to understand this in the public space.
So it's excellent.

MS. BUTTERFIELD: Yes, I think over time we've
all come to understand impact aid, but it is a confusing
area for a lot of other folks, that those dollars are in
lieu of the tax base.

DR. JACKSON-DENNISON: It's not even Indian
education money. That's what people don't understand
too. It's in lieu of the tax base that doesn't exist.
And I'm always arguing with the different people that I
have to deal with locally that say we have to pay tribal
taxes to some extent. And I'm like well, you better be
careful because are you able to make up the difference
of impact aid if we get that taken away. That's really
the concern that I always have.

MS. BUTTERFIELD: Yes. Okay, so moving on to
section 3 here again this is when I keep talking about
the need for technical assistance. What I've kind of
written in here is that if we could identify promising
practices and share them across the board there's really
very minimal infrastructures to be able to do that. And
so when we lost all of our Title VI funding for Indian
ed we lost infrastructure that worked at one time. So
just in general all the technical assistance that we
receive goes from comp centers to states and not to LEAs.
And there's no guarantee that even if a state has chosen
to really focus efforts on Indian education that they
are capable or competent to do all the work that's needed
to improve Native schools. So the need for A is huge in
Indian Country. It's really huge. So that's that
section. Okay, early childhood.

DR. JACKSON-DENNISON: I didn't really touch on
this. Patricia did the last one and I thought it was
pretty good. But I got to thinking in the middle of the
night over the weekend that Native philosophy of when
education really starts, it starts in the womb. So I mean, maybe in the next report we can add something like that in this area. But I left it the same as Patricia had worked on it in the last report.

MS. BUTTERFIELD: And maybe by the time we do the next report we'll have more information on Build Back Better because they're supposed to be putting a lot of focus on pre-K.

DR. JACKSON-DENNISON: Right. That's true.

DR. PAYMENT: Yes, I understand it's going to be $1 billion.

DR. JACKSON-DENNISON: Wow.

MS. BUTTERFIELD: Yes, we need to be advocating for that. Okay. Parent engagement. I left it much the same. I did the report for the Indian nations at risk on parent engagement. So I tried to just emphasize that the research says if we could get parents engaged it improves almost every variable in schools, attendance, student attitude towards school, direct learning if they're working directly with the parents, all that kind of stuff.

There's a huge need to be intentional about parent
engagement because it was intentional to remove parents from the education process back in the day. So that's a huge need in Indian Country. Technology. Mandy.

MS. SMOKER-BROADDUS: Well, I tried to sort of rework this section, but I'm wondering now because Aaron talked about so much of it in the infrastructure piece up above. It's really -- I mean, there's two pieces, right. There's a piece about connectivity and broadband, but then also the piece about do you actually have the tools you need, especially highlighted during COVID. So I don't know if -- I mean, it's fine here, but I feel like we're kind of repeating ourselves a little bit. But whatever you guys think.

DR. PAYMENT: Yes, what I tried to do was just to preview it because if all they see is the first part. But -- because this is a hot topic right now, right, broadband, connectivity, pandemic. I don't think it's duplicative. I think I can potentially kind of condense it down a little bit up in the annual report, and then reference the page that it's on. Because this section is really good in laying out what's needed.

MS. BUTTERFIELD: Yes. I was going to say --
because this is the recommendation section. The other
is the context section which might overlap some with the
rationale part of it. But this is -- we actually need
to really highlight the technology needs because they're
huge in Indian Country. So I don't think they're too --
- I don't think they're duplicative at all really.

(Simultaneous speaking)

MS. SMOKER-BROADDUS: Should I add more?

DR. PAYMENT: If there's something more than --
because we might want to say a little bit more with. All
right, so if you follow it through it's a matter of the
software that's out there, the support that's out there
and the broadband that allows that to happen. But also
the interface with the child, what is that. Is it a
computer? Is it a tablet, a laptop? What kind of
technology could make that even more conducive to them
actually using it. So that's one piece that we might
want to strengthen.

MS. BUTTERFIELD: You might want to add something
on just staff preparation, you know. Do we have the
expertise in Indian Country to help the kids use the
equipment the way they should.
DR. PAYMENT: Oh yes. Yes, they show us how to use it.

MS. BUTTERFIELD: Usually, yes, thank God. I have my kids. So yes, so professional development might be one of the areas where the funds could be used as well. And do all our kids even have computers. I don't think so. Or even cell phones, you know.

DR. PAYMENT: You know, this new -- for the $1 billion that was allocated out, when they did the RFP process, the application process the tribes oversubscribe -- that's a term I never used before. They oversubscribed, which means that they identified $5 billion worth of need. So that's why the administration, when they included the $2 billion more in the infrastructure bill it's looking at pushing out $1.2 of that out the same way that they did the first round to fill some of the holes that they aren't going to be able to fund in the first round.

There's some talk about pushing some automatically out because they give a half a million. Every tribe got a half a million under the broadband bill. And those, the competitive part of it, the
application part of it, it does allow for applying for tablets, and how does somebody interface with the broadband. So yes.

So now would be a good time for us to say, you know, to make the connection complete we have to have a way for the child to interface with this new service.

MS. BUTTERFIELD: Yes.

DR. JACKSON-DENNISON: Yes. I think one of the challenges that we're having, and I know it's not just down in southern Arizona where I work, but it's also up north and the tribes up north are having is that there's a monopoly, and when there's broadband coming across the area to the non-Native school systems they get it but there's a monopoly on the reservations. It's not something that Congress can handle, but I'm just sharing that. It really creates a more uneven disparity because the local technology company has a monopoly over. And so it's very, very hard to deal with -- I don't know where we would say that, but it's just something that I'm sharing with you that really hurts us.

MS. BUTTERFIELD: Yes.

DR. PAYMENT: Yes, so Dr. D, what they're going
to try to do is in the next round -- and also in a round
of funding that's available through USDA is tribes were
pushing during the consultation that they include
language for funding that's not just funding for tribes,
but also funding that is for states, territories and
tribes.

And so there's going to be language included that
will create incentives for local governments and private
industry to collaborate with tribes. Because then you
can match these dollars over here with the tribal dollars
over here.

The only way broadband is really going to work is
for public-private partnerships to make that connection.
And so we were successful in getting them to include
language in the appropriations that says states,
territories and tribes so we can try to pull that
together. Otherwise it is at the whim of private
industry.

MS. BUTTERFIELD: Okay. Just moving along because
we're getting close to the end. The last section that I
did is the one on just (telephonic interference) we're
moving past it. Can you back up to the last
recommendation section under 3? This again was looking at school climate. And that encompasses a lot of things.

This is where we took out the section about mascots because all we had in there was a letter of recommendation which Congress doesn't do that. So we had to focus it on what would Congress do or could do to work on improving school climate.

And I think this again speaks to the need of technical assistance because there's so many areas, teacher quality, that kind of professional development. Disciplinary practices impacts climate. Having wraparound services and addressing historical trauma. Attendance issues. We've got a whole program just on improving Native student attendance. So it's a huge area that has many parts, and so if we could even just get a study to explore what those strategies are because there is stuff existing. Working at Northwest over the years we went and worked with whole schools at a time to do a circular school improvement process that really made a difference with those schools. But it's sort of a comprehensive approach. So if we could study that and make some recommendations down the road that would
strengthen this one a lot.

Okay, section 4. Back to you, Dr. Payment.

You're on mute.

DR. PAYMENT: We included this one last year and it's even stronger now because of the President's new executive order and giving a deadline. After the Obama-Biden administration the GAO did a report and they reported that only 60 percent of the agencies and departments actually complied with the President's order.

And so President Biden gave a deadline, 90 days. And that's why tribes were inundated for the first eight months of this administration. Over 50 consultations were held. We were able to actually just make this a little stronger and to tie it in to -- and give back a little bit of the history.

But then it ties back into the Every Student Succeeds Act included language, we worked really hard to get language in there for states to conduct consultations on curriculum and language assessments. And during the whole four years of the last administration remember we couldn't even get reports about what was happening or
how they were doing.

And so this just ties it all back together again, and how we really need to be -- really Congress should be conducting oversight on the implementation. But certainly in our space and the role that we have as NACIE we would like to see how we're progressing. Because if we're not progressing we might urge the Secretary of Education to do a guidance letter to facilitate states to actually follow through with ESSA and to conduct those consultations.

On the other end of this is more informed curriculum that is steeped in our experience. That is referenced in the President's proclamation on Indigenous People's Day. And so we really did I think tried to pull all that together. And so this section was strengthened based on President Biden's additional level of a commitment to consultation.

MS. BUTTERFIELD: Aaron, under this section do you reference Appendix B where you have the graphic on the consultations framework?

DR. PAYMENT: Yes. Yes.

MS. BUTTERFIELD: Where is it?
DR. PAYMENT: It's right there.

MS. BUTTERFIELD: Oh, there it is, okay.

DR. PAYMENT: And whoever did the little magic did an amazing job. I appreciate it. It looks way better than the rudimentary chart that I had.

MS. ENG: I will let the graphic designer know that. Thank you.

MS. BUTTERFIELD: So, I did have one thought about this last section. I almost thought it might start the report as opposed to end the report.

DR. PAYMENT: I like that idea. I do.

MS. BUTTERFIELD: That's, you know, because we start off in the beginning talking about infrastructure within the Department of Ed elevating the position. But even before we have that the most important item is always consulting on federal policy. So, it's just a thought.

The other thing is that we only have one recommendation under this one so it almost seems like - - unless we have multiple recommendations that. I mean it could be a standalone as number 1. Anyway, I was just thinking about that.
DR. PAYMENT: I'm all for it. The only thing I will tell you because I've shared a lot. I've shared a lot about myself that I never thought I would but I'm OCD so I get nervous even thinking about moving it. So if somebody can move it up there so we can see -- not right now because I don't want to go into a tizzy, but if they can move it to see what it looks like then we can -- I think flowing from consultation because it flows from the very first action in Indian Country that Biden issued was the consultation policy. So if we put that up towards the beginning everything else that's read flows from that. So I think that makes sense.

MS. BUTTERFIELD: Yes.

(Simultaneous speaking)

MS. BUTTERFIELD: -- start off talking about trust responsibility and that's, you know, true consultation.

MS. ENG: So should we make this roman numeral I and then this would be 1.1, and then everything else will be renumbered after that? Is that what we're saying? Okay.

MS. BUTTERFIELD: Yes.

MS. ENG: We'll do that today, and then we can
send it out tonight and you guys can take a look at it and approve.

MS. BUTTERFIELD: Yes, because in the place now it almost looks like an afterthought and it should be more important than that. So then that makes -- I mean we have sort of three basic areas, improving infrastructure, funding, and what was the last one. I don't remember the key heading, but yes. Okay, I like that idea.

So then for the good of the order we have the appendix and the appendix is really beefed up from before. Go ahead, Aaron.

DR. PAYMENT: Oh, just I updated this section a little bit.

MS. BUTTERFIELD: Oh, okay.

DR. PAYMENT: There's not too much though. Otherwise it's principally the same as last year.

MS. BUTTERFIELD: So we do have some memos that we included. We've also got the glossary of terms which is very extensive. And I really appreciate the work that the staff has done in pulling this together. It's awesome.
I think these are tools that lots of programs and organizations can benefit from. So.

DR. PAYMENT: So Robin, I would just add that in the edits if we could, whoever's doing the fly spec'ing -- the final edits is pull out anything that -- especially if it's somebody that's not deeply in the Indian education space. You come across something that you're not quite sure. If we have links to it let's drop it in.

I'm thinking if Appendix C ends up being one or two pages of links then I'm thinking about the staffer that sits at the desk in the congressional office that says I know right where to find that. That's in the appendix. And they can go and get it and they can click on it.

So if we can read back through the document for any links that we should provide here. And it would be the presidential memos, the executive orders, the new interagency MOU. Just make it available for them in one spot.

MS. ENG: Okay. Should we provide the link and the reference in the order that it appears in the
document, or should we put it in alphabetical order?

    DR. PAYMENT: Probably alphabetical order.

    MS. ENG: Okay.

    MS. BUTTERFIELD: Yes, I'm okay with either, so. We'll leave it to our OCD person. Thank goodness.

    DR. PAYMENT: And there's our terms. You know what, after somebody reads this report they're going to be an expert.

    MS. BUTTERFIELD: Yes, I know it. That's what I thought too. I just had a process question and it deals with the story in the appendix. Do we need to get approval from Loretta Salazar that we've modified her story, and is she okay with it? Do we need to do that?

    MS. ENG: I think we probably should.

    MS. BUTTERFIELD: Is that something maybe Ron, you could do?

    DR. PAYMENT: Are you still there, Ron?

    MR. LESSARD: I'm still here. That was Salazar's story did you say?

    MS. BUTTERFIELD: Yes. It's in two places. The full unedited version is in the appendix, but we've edited so it would fit on one page in the earlier part
of the document. I just want to be sure that we've acknowledged her and let her know that that's the case.

   MR. LESSARD: Okay, sure.

   MS. BUTTERFIELD: So if she gets a copy and reads the edited story she might be offended. I don't know.

   MR. LESSARD: I'm happy to do that. I'll get a hold of Dede Yazzie and let her know. And yes.

   MS. BUTTERFIELD: Okay, that would be great.

   MS. ENG: Ron, should I send you a version that has the edits, like the highlighted edits so she knows where it's changed?

   MR. LESSARD: Yes, sure. Yes, that would be great.

   MS. ENG: Okay, I'll do that today. Or tomorrow morning.

   MR. LESSARD: And just the justification was just because of length?

   MS. BUTTERFIELD: Length. To be succinct, and yet we still have the full story available. But yes, it's more trying to highlight the most important, salient parts.

   MR. LESSARD: I think that will be fine. I'll
let them know.

    MS. BUTTERFIELD:  Great. That was a loose end I
just thought of. It's like getting permissions for
pictures.

    MR. LESSARD:  Yes.

    MS. BUTTERFIELD:  And thank her profusely for
getting that to us in such a timely manner. That was
quite a request.

    MR. LESSARD:  That was a great meeting with Dede
Yazzie and the folks from Phoenix.

    MS. BUTTERFIELD:  Yes.

    DR. PAYMENT:  Good deal.

    MS. BUTTERFIELD:  Okay, so I can turn this I guess
back over to Deborah. Are there any -- well, maybe we
should talk about the review process and timelines.

    MS. ENG:  Hold on, let me bring up the calendar.

    MS. BUTTERFIELD:  Yes.

    DR. JACKSON–DENNISON:  Sure, thank you.

    MS. ENG:  So we are here. Monday, the 13th. And
then what I have is final comments to me by noon tomorrow.
And then we'll put all the edits together, incorporate
all the edits, and then send it back to NACIE by the end
of the day. And then we would like approval by Wednesday at 9 p.m. And then it goes to the copy editor and they have two days with it. We'll recover the copy edits unless somebody else wants to recover them.

DR. PAYMENT: Hey Shirley? I would just not use the term approval because we've already approved it. So just say final edits.

MS. BUTTERFIELD: Yes. And does -- who is following up with the DOE folks? The Department of Ed review. Is that something Julian would collect, or does it go to you? Angela or who?

MS. ENG: I think Angela.

MS. HERNANDEZ: Yes. Sorry about that. Robin, we expect to have the comments this afternoon.

MS. BUTTERFIELD: Okay.

MS. HERNANDEZ: And they'll be incorporated into the comments that you guys will get from Shirley tomorrow.

MS. BUTTERFIELD: Okay. If there's anything -- I'm just thinking if there was anything major then maybe the subcommittee needs to get an email or something.

MS. HERNANDEZ: I will definitely let Julian know
that. I can tell you now that for the most part what
I've heard so far preliminarily is that they're primarily
editorial and pretty similar to last year just in terms
of combining certain sections, you know. Streamlining
if you will. But that's it. But nothing substantive
that I've heard.

MS. BUTTERFIELD: Okay, well that's good.

DR. PAYMENT: Wonderful.

MS. ENG: So as it stands now the NACIE
subcommittee members will have two reviews, one on
Wednesday before it goes to the copy editor, and then
one on Monday before it goes to 508 remediation. And
our hope is to get the -- turn around the final document
by Thursday end of business.

DR. PAYMENT: Do we have meetings scheduled to do
that, or it's just through comments through email?

MS. HERNANDEZ: We have not set anything. That's
at your subcommittee's discretion.

DR. PAYMENT: My recommendation would just be --
because it seems like we're at the home stretch, is if
we just circulate and make any comments if necessary.

MS. BUTTERFIELD: So that means that we would get
two more copies, one after the copy editor, and then --

MS. ENG: One before the copy editor, and one before the 508 remediation.

MS. BUTTERFIELD: Okay. Yes.

DR. JACKSON-DENNISON: Okay. I think that looks good.

DR. PAYMENT: Happy, happy, joy, joy.

MS. BUTTERFIELD: Yes.

DR. JACKSON-DENNISON: Yes. Are there any questions from any of the other members of NACIE that you want to say or anything, comments or questions?

Okay. Anybody else that's on the subcommittee?

I want to just say that I'm really thankful. It just looks so much better, and I'm really grateful to the -- to Shirley and your crew, and Aaron and Robin. You guys really added some juice to it all and made it really -- it is, it's a very educational document. And it is a great effort from everyone that worked on this. It just makes so much more meaning to it. It is something that you can use to teach a class about Indian education and what the issues are, and what the practitioners of Indian education which is all of us that are on this
council, what we see and believe, and what we hear, and what we know to be -- what will make a difference. And so I just want to say thank you to all of you.

MS. BUTTERFIELD: There is one question, Dr. Dennison, about when the document would be accessible to others.

DR. JACKSON-DENNISON: Yes. I think Angela answered that on the chat, that it would be accessible as soon as it's approved -- I mean, as soon as it's -- it will be on the webpage. It's always posted on the NACIE, on the Department of Education -- not DODE, that's Navajo Nation. The Department of Education webpage. It will be where it usually is.

MS. BUTTERFIELD: Right.

DR. PAYMENT: Good deal.

DR. JACKSON-DENNISON: And it's public. Yes.

MS. BUTTERFIELD: And then will the final be mailed out to all of us?

MS. HERNANDEZ: Yes.

DR. JACKSON-DENNISON: It should be.

(Simultaneous speaking)

DR. JACKSON-DENNISON: -- anytime I could get to
-- in a conference or somewhere where we have quite a few Native educators. I would just give it out. I've been giving them out. I had our last DFO give me a bunch of copies the last time and so I gave them out at the NISA conference two years ago, before the pandemic.

MS. BUTTERFIELD: Yes. Go ahead.

MS. BROWN: This is Doreen. Thank you. I just want to say this is amazing. You guys did a really great job. And I -- NACIE has always tried to inform, but with this topic it not only took a great leap, a colossal leap is what I was saying when I was reading it, not just being informed but also to educate. And that's really powerful. So thank you, it looks great. It is great.

DR. JACKSON-DENNISON: Thank you.

DR. PAYMENT: Robin, will you sign a copy for me please as our chair?

(Laughter)

MS. BUTTERFIELD: Of course, Aaron. You need to sign it as well.

DR. PAYMENT: I'm going to sell it on Ebay.

DR. JACKSON-DENNISON: But you know what, the greatest thing about it. We're not just complaining or
whining, and saying do this, and do this, do this, do this. We're saying here's why, and here's how it connects to the real world that we live in. That's what it's really saying. Yes.

MS. BUTTERFIELD: Yes. So yes. So once we get this one done how soon do we start on the next one?

DR. JACKSON-DENNISON: I'm already getting some ideas in my head about the story too. I think we should highlight a story on someone's educational trauma, or educational -- historical trauma. Like I think about my dad's story. I'm sure there's plenty of other stories that you all have that you know of that should be told in this document as you're putting consultation up front, and you have right in there with a story or two about someone who's lived it. Yes.

(Simultaneous speaking)

MS. ENG: -- great to have more than one story in there. Like just mini stories throughout the document. I think that would really enhance some of the things.

And I was also thinking with some of the infrastructure maybe pictures as well.

DR. JACKSON-DENNISON: Oh, that would be good.
MS. ENG: -- would be really good, and make it very strong. And I also wanted to say thank you for letting us -- having us along for the ride. You guys are doing such important work. I thank you so much for letting us be a part of this.

MS. BUTTERFIELD: We sure appreciate you, Shirley.

DR. JACKSON-DENNISON: We sure do. Yes.

MS. HERNANDEZ: Dr. Dennison and Shirley, this is Angela. I just want to call to your attention the question from Mandy, just a process clarification point. She's just asking after this meeting now will the subcommittee receive the latest version that you've just walked through here.

MS. ENG: Yes. I hope to have that out either later on -- well, it's already 3 o'clock. Probably first thing tomorrow morning. And then -- let me know. I mean, I can send the document out as it is now, and then we can work on the edits. Maybe that might be more efficient.

MS. HERNANDEZ: I think so. And it will give NACIE members more time because you're asking for their comments by noon tomorrow.
MS. ENG: Yes, yes. Okay, I'll just send this out as soon as this meeting is over.

DR. JACKSON-DENNISON: Okay.

MS. BUTTERFIELD: Okay. And then any further comments should be done via email.

MS. ENG: Yes.

MS. BUTTERFIELD: And is that addressed to you again, Shirley?

MS. ENG: Yes. For efficiency yes, let's just keep the process the same.

MS. BUTTERFIELD: Okay.

MS. ENG: So just remember this is not a shared document. So if you make edits you have to attach the document to the email.

MS. BUTTERFIELD: Right, right. Is that all we have on our agenda then? We've got the next steps. Did you want to go over that, Dr. Dennison?

DR. JACKSON-DENNISON: I was just reading the chat. What was that? Go over next steps?

MS. BUTTERFIELD: I think we've done most of this. Yes, that's on the agenda. It just says review any edits, timeline. We did that. Transmit it to Secretary,
transmit it to Congress. We don't know those dates.

DR. JACKSON-DENNISON: No. We go through the -- yes. Right in there, the 21st through the 23rd of December. And then it would go out. I'm not sure how it goes out. Usually I just get notified when it's been sent. That's usually how it works.

MS. HERNANDEZ: So our office will support transmitting it to -- meaning OIE will transmit it to the Office of Legislative and Congressional Affairs at the department, and it is that office, that division that sends it out to the members of Congress that you have listed in your annual report.

However, the transmittal to the Secretary of Education will need to come from you, Dr. Dennison. And I have a couple of templates that I'm putting together of letters so that that will be something that comes from you because it comes directly from NACIE and not from us.

DR. JACKSON-DENNISON: Okay. So, maybe the subcommittee could meet again after this -- maybe in January to go over the one that goes to the Secretary.

MS. ENG: Does it have to be -- does everything
have to be transmitted before the end of the year?

MS. HERNANDEZ: I know that was the ideal.

(Simultaneous speaking)

MS. BUTTERFIELD: -- in a time crunch.

DR. JACKSON-DENNISON: Okay. The subcommittee, when are you guys available before the 31st of December to transmit the Office of the Secretary, or to the Secretary directly? Both Secretaries as a matter of fact. Or actually all three Secretaries now.

DR. PAYMENT: Yes.

MS. BUTTERFIELD: That's a good point.

DR. PAYMENT: I'm going to be maximally available next week and the following week because a lot of people take vacation times but I don't.

MS. BUTTERFIELD: Yes, I'm pretty much around myself. Not on the 23rd though.

DR. JACKSON-DENNISON: Okay. We could do it anytime, yes. Between -- let's do it -- let's have a subcommittee meeting if everyone is available on the week of the 20th then. Because I'm off.

MS. BUTTERFIELD: Well, but I thought we've got to wait for the 508 remediation? How about the week of
the 27th?

DR. JACKSON-DENNISON: That's fine too. That's fine.

DR. PAYMENT: So just pick a time. I'm maximally available.

DR. JACKSON-DENNISON: How about the -- I don't like to do Monday because who knows after Christmas too.

MS. BUTTERFIELD: How about Tuesday?

DR. JACKSON-DENNISON: Tuesday works for me.

MS. BUTTERFIELD: And I'd prefer not to have to get up at the crack of dawn.

(Laughter)

MS. BUTTERFIELD: How about 10 o'clock Pacific time? That would be 1 o'clock.

MS. HERNANDEZ: 1 Eastern.

MS. BUTTERFIELD: 1 Eastern. Would that work?

MS. HERNANDEZ: On Tuesday the 28th?

MS. BUTTERFIELD: Yes.

MS. HERNANDEZ: Yes.

MR. LESSARD: Yes. Robin, my email will have an on annual leave automatic sendback, but I'll be able to join the meeting. That's not a problem.
MS. BUTTERFIELD: Okay.

DR. JACKSON-DENNISON: Okay. Thank you, Ron.

MR. LESSARD: I had to use it or lose it so I had to kind of put in for it.

MS. HERNANDEZ: And Dr. Dennison and other subcommittee members, the purpose will be to, one, take a look at what is the final final version of the report, and in advance of that meeting I'll send a quick copy of the templates of the letters that would accompany those. And then you can -- if you want to adjust, edit, et cetera, you can feel free to do it during that time. Does that work?

MS. BUTTERFIELD: Yes.

DR. JACKSON-DENNISON: Yes.

MS. ENG: Can I interject a second? So after the 20th we can't make any other edits to the document. So what I'm thinking is you could have the meeting on the 20th and then go through what you want and when you want to send things. Yes, just assume -- after the 20th we can't make any additional edits.

(Simultaneous speaking)

DR. PAYMENT: That's a good catch.
DR. JACKSON-DENNISON: I could do the 20th.

MS. BUTTERFIELD: Could we move the time though to 1, 1 Eastern on the 20th?

MS. HERNANDEZ: Yes.

DR. PAYMENT: Works for me.

MS. BUTTERFIELD: All right.

MS. ENG: And then there we can also get final – I won't say approval, but a nod to the final report. The final edits. Because we'll probably send out the final final report sometime during the weekend, either late Saturday or early Sunday, so you'll have time to take a look at it.

DR. JACKSON-DENNISON: Okay.

MS. BUTTERFIELD: Monday the 20th at 1 p.m. Eastern.

MS. ENG: I'll send out this calendar too so you have it.

MS. BUTTERFIELD: Oh, okay, great.

(Simultaneous speaking)

MS. ENG: Sorry, I missed that.

(Simultaneous speaking)

PARTICIPANT: I heard the question, Shirley. I
will send this. We'll use the same one from the subcommittee that we've had the last six weeks or so.

DR. JACKSON-DENNISON: Okay.

PARTICIPANT: And I will -- will this be for everyone, all of the NACIE members that join this meeting on the 20th?

MS. HERNANDEZ: No, only the subcommittee members. We can't have all of the NACIE members, otherwise it's a public meeting.

PARTICIPANT: Okay, all right. I'll send a new invite for the 20th at 1 p.m. Eastern time.

MS. BUTTERFIELD: While we rarely get all the NACIE members. Throw that out there as a gentle reminder.

DR. JOHN: I'm back. I'm available on the 20th.

DR. PAYMENT: Hey, good to hear your voice.

DR. JACKSON-DENNISON: Okay, I think we're just about complete with everything then. Are there any other comments or questions?

MS. BUTTERFIELD: I'll just -- so when are we going to have a meeting of NACIE?

DR. PAYMENT: Oh yes.
DR. JACKSON-DENNISON: A full meeting?

MS. BUTTERFIELD: Yes, a full meeting in general.

DR. JACKSON-DENNISON: I would think in January. January or February. Early in the year so we don't have crunch time again.

MS. BUTTERFIELD: Yes. A little, yes. We'll still be in a crunch time.

DR. JACKSON-DENNISON: Angela, could you --

MS. HERNANDEZ: I can certainly send out a few dates. I don't know if anybody knows just off the top of their heads right now whether there are any particular times or dates or weeks during January and February that would definitely be off the table because of other events.

MS. BUTTERFIELD: Thanks for asking. I'm going to have my left knee replaced on the 10th so give me a couple of weeks if you could.

MS. HERNANDEZ: Of January?

MS. BUTTERFIELD: Of January, yes.

MS. HERNANDEZ: That's not a good New Year's resolution, Robin.

MS. BUTTERFIELD: But down the road it might be
better.

MS. HERNANDEZ: True, true.

MS. BUTTERFIELD: It's not a good way to start off the year for sure.

DR. PAYMENT: Are we talking about in person or virtual?

MS. HERNANDEZ: Virtual.

DR. PAYMENT: Okay. Well, you could do it from your hospital bed. Come on.

(Laughter)

DR. PAYMENT: We're not asking you to run a marathon.

(Simultaneous speaking)

MS. BUTTERFIELD: -- not be doped up. That's all I'm asking.

DR. PAYMENT: Oh okay. You might be a little loopy.

MS. BUTTERFIELD: Might be a little loopy for a couple of days. So that would put us toward the end of the month.

DR. JACKSON-DENNISON: Maybe in February would be best. Give you some time to heal, and give us some time
to get the semester started with our different jobs.

DR. JOHN: Yes, I agree.

DR. JACKSON-DENNISON: Probably in February.

DR. PAYMENT: The first week maybe?

MR. LESSARD: So Aaron, is the -- the winter session NCAI is going to be in person, you think?

DR. PAYMENT: Yes. As of right now we think so. But you know the omicron variant may throw us for another loop.

MR. LESSARD: So that's the 13th through the 17th.

MS. BUTTERFIELD: And NIA is doing their Hill week in March. I think it's the second week. The fifth through the eighth or something like that.

MR. LESSARD: AIHEC usually has their board meeting -- actually they usually have it at the Holiday Inn across from the Department of Education in February. But they usually, I think they time that around the same time as the executive winter session.

DR. PAYMENT: Yes, you've got it on the 13th.

MR. LESSARD: Yes.

DR. PAYMENT: So maybe Ron and I and others who know of some of these meetings that would potentially
conflict could just send some of those dates like on a two-month calendar, January-February, and then we could Doodle poll for the times that are open.

MS. HERNANDEZ: That would be extremely helpful. Yes. You want to send any dates or significant -- for any of you.

DR. PAYMENT: I'll start like a PDF document that I'll circulate and then everybody could just add to it.

DR. JACKSON-DENNISON: Okay. That works.

DR. JOHN: My schedule is I teach Tuesdays and Thursdays, and I go until 8-9 at night, so I prefer Monday or Friday.

DR. PAYMENT: Monday or Friday. Hey Theresa, do you know Mike Williams?

DR. JOHN: I do.

DR. PAYMENT: He's in Florida right now. He's posting pictures of him getting a tan -- no, in Hawaii.

DR. JOHN: Oh. Yes, they're my distant relatives. He's always say my cousin, my cousin is here. Yes.

(Simultaneous speaking)

MS. BUTTERFIELD: Just to double check, the NIA will be in D.C. the weekend of February 14th.
MR. LESSARD: Yes.

DR. PAYMENT: Oh, that's right when -- we have to get our schedules worked out between NIEA and NCAI. I'll work on that.

DR. JACKSON-DENNISON: Yes. It would be good if we could take this report out to the public at some point in a conference type session.

DR. PAYMENT: Yes.

DR. JACKSON-DENNISON: We kind of had an idea of doing that at NIEA but it didn't come together very good the last time. We just were there.

(Simultaneous speaking)

MS. BUTTERFIELD: -- together was at the 50th in Minneapolis when we -- the last time we did it.

(Simultaneous speaking)

DR. JACKSON-DENNISON: It would be good to do that and have that --

DR. PAYMENT: Robin, do you want to work on seeing if we can get that for the next NIEA and I'll work on the NCAI one.

MS. BUTTERFIELD: Oh sure, yes.

DR. PAYMENT: I'll get a conference session
breakout.

DR. JACKSON-DENNISON: Yes. I think the more we get it out there the more people will understand who NACIE is. That's another thing that I've learned is that people don't even know who NACIE is. And that's where -- we want to make it so -- I'm talking about the general Native educator out there doesn't know sometimes who NACIE is and what our purpose is. And so that's where we miss the boat too in getting information that is important into this report and then sharing it back out, that we're reporting this and then there's accountability in it where you can come back and say hey, what about this, or what about that, and we get more information. And that way. That's just my idea.

MS. BUTTERFIELD: And I agree, and I think that NACIE used to be able to hold listening sessions at these big events where we could get more grassroots recommendations if we missed something in the report. It would be helpful. So I think it is important.

DR. JACKSON-DENNISON: That's how we got a lot of this stuff, from -- this information that we do have was from those listening sessions that we held early on.
Yes.

MR. LESSARD: Yes.

MS. ENG: Dr. Dennison, you also talked about a logo for the report.

DR. JACKSON-DENNISON: Oh yes, okay. I'll send that to you. I still have it in my email. I'll send it to you. I think Robin might have commented back on the colors if I remember right.

MS. BUTTERFIELD: Why don't you send that out to the subcommittee.

DR. JACKSON-DENNISON: Okay, I will do that.

MS. BUTTERFIELD: And then Theresa, you know, you need to look at this report and make sure we're inclusive of Native Alaskan issues.

DR. JOHN: Okay.

MS. BUTTERFIELD: -- missed something.

DR. JOHN: Okay, I'll do that.

MS. BUTTERFIELD: Maybe you and Doreen could double check.

DR. JOHN: As you were talking about -- Dr. Dennison, about people not knowing who we really are or why we're here I think it would be a good idea to have
like Some sort of a write-up to share with education agencies or newsletters, or something like that.

MS. BUTTERFIELD: Well, there is that summary on that one page that Aaron did that talks about NACIE. You could just duplicate that.

DR. JOHN: Okay, that sounds good. I like that, thank you.

MS. BUTTERFIELD: Okie doke.

MR. LESSARD: I think it would be good when the report's finished maybe a media advisory or a press release from Secretary Cardona, or something along those lines where it takes it right to the level. Because the White House counsel will hear it, and if it goes out everywhere with the Secretary announcing the release of the report. Something, something that would raise it to that level and he can carry a copy with him everywhere he goes.

MS. BUTTERFIELD: That would be awesome.

DR. JACKSON-DENNISON: Yes.

MS. BUTTERFIELD: Same with Interior.

MR. LESSARD: Yes.

DR. JACKSON-DENNISON: Okay, I'm trying to look
for that logo but I'll send it out as soon as I find it.

MS. BUTTERFIELD: If we're done I move we adjourn.

DR. JACKSON-DENNISON: Okay. Thank you. Second
-- motion and second. All in favor say aye.

(Chorus of ayes)

DR. JOHN: Happy holidays.

DR. JACKSON-DENNISON: Happy holidays everyone.

MS. BUTTERFIELD: Happy holidays, everyone. Be
safe.

MS. HERNANDEZ: Thank you everyone.

MR. LESSARD: Thank you, everyone.

(Whereupon, the above-entitled matter went off
the record at 3:09 p.m.)