

UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF INDIAN EDUCATION

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LISTENING SESSION

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ALIGNING INDIAN PARENT COMMITTEE NEEDS  
TO EFFICIENT AND EFFECTIVE SUPPORTS:  
LEARNING FROM VETTED PRACTICES TO  
RESOLVE BARRIERS

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TUESDAY  
MARCH 22, 2022

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The Listening Session met via  
Videoconference, at 1:00 p.m. EDT, Phillip  
Roulain, Moderator, presiding.

PRESENT

PHILLIP ROULAIN, Tribal Tech  
TAWANDA AVERY, Program Specialist, OIE  
JULIAN GUERRERO, Director, OIE  
GREGORY HINDSLEY, Program Specialist, OIE  
WANDA LEE, Program Specialist, OIE  
CRYSTAL MOORE, Formula Group Leader, OIE  
ANNABELLE TOLEDO, Program Specialist, OIE

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CONTENTS

Call to Order and Preliminary Comments ..... 4

Welcome and Overview of Agenda ..... 5

Introduction of Panelists and Overview  
of Session..... 8

Summary of Listening Session and  
Closing Remarks..... 92

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

1:00 p.m.

MR. ROULAIN: Good afternoon, and welcome to the U.S. Department of Education, Office of Indian Education, listening session: "Aligning IPC Needs to Efficient and Effective Supports: Learning from Vetted Practices to Resolve Barriers." This session will now begin.

Before we start, a few housekeeping items are:

All the lines have been muted.

This session, audio and video is being recorded and will be available after the session on the Office of Indian Education website.

Participants will be given the opportunity to present remarks and comments, with priority given to tribal leaders.

Whenever you are speaking, please announce your name, title, and tribal affiliation.

This is a closed press event. Please contact 202-401-1576 or email [press@ed.gov](mailto:press@ed.gov) for

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If you are experiencing technical issues with your sound, please contact the host through the chat window by using the private chat feature and send a message to Mark Taylor or Phillip Roulain. You may also reach us via email at [mtaylor@tribaltechllc.com](mailto:mtaylor@tribaltechllc.com) or [proulain@tribaltechllc.com](mailto:proulain@tribaltechllc.com).

I am now going to turn this session over to Dr. Crystal Moore, Supervisory Group Leader for the Formula Team at the Office of Indian Education at the U.S. Department of Education.

DR. MOORE: Thank you, Phillip.

And I'm actually going to turn the presentation back to OIE Director, Mr. Julian Guerrero, Jr., to give us a brief welcome and to review our agenda.

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Thank you.

MR. GUERRERO: Thank you, Dr. Moore.

So, (Native language spoken).

My name is Julian Guerrero, Jr. I have the distinct pleasure and honor to serve as the Director of the Office of Indian Education at the U.S. Department of Education.

Thank you so much to each and every one of you who are joining us virtually, no matter where you are. And I know that it's during the workweek. So, if you're like us, you're making time out of your busy week to make sure that we talk about important matters today.

To walk you through today's agenda, we'll have an introduction of the panelists, the session description, as well as a walkthrough of today's Secretary's Supplemental Priority alignment information, as well as an overview of the questions, and then, going question-by-question, and then, the closing reflection panel.

I think an important thing to do, in terms of just summarizing the essence of why

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we're meeting today, it's to make sure that you are heard, as stakeholders for Indian education to this very important topic; what it means to commit to a parent and family engagement, as a very, very important piece of our work at the Office of Indian Education. And we're so excited that you've taken time out of your day to join us.

So, with that being said, we want to do more listening than talking, but then, also, facilitate a very thoughtful conversation around how we can learn more and serve you better, as an Office of Indian Education.

So, with that being said, I will -- next slide, please, Phillip -- and I will turn it over to Dr. Crystal Moore, Formula Group Leader at the Office of Indian Education.

Thank you.

DR. MOORE: Wonderful. Thank you, Julian.

And a quick summary of our introduction process. I'm going to review the

panelists; give you a brief description, and talk about our alignment with the Secretary's Supplemental Priorities that were recently published.

So, next slide, please.

And first, I'd like to review all of our panelists for today. I'm joined by my esteemed colleagues, our OIE Formula Team.

We have, on the left of your screen there, you'll see Ms. Annabelle Toledo. She is a member of the Jemez Pueblo of New Mexico. She is an Education Program Specialist serving our grantees east of the Mississippi River, so, basically, the eastern half of the United States.

And if you need to contact her, you'll see her and the other emails for Education Program Specialists underneath their names. So, she's [annabelle.toledo@ed.gov](mailto:annabelle.toledo@ed.gov), if you'd like to connect with her afterward.

Next to her, we have Ms. Wanda Lee. She's a member of the Lumbee Tribe of North Carolina. She's our Education Program Specialist

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serving all of our grantees, about 40 percent of our grantees, in Oklahoma.

And then, next to her, we have Ms. Tawanda Avery. She is serving our grantees in the Southwest Region of the United States. So, basically, Arizona, New Mexico, California, Nevada. And her email there notes that it's tawandaavery2@ed.gov.

And then, last, but not least, we have our newest team member, Mr. Gregory, or Greg, Hindsley, and he will be serving and is serving our Northwest Region of the United States, including Alaska. So, you'll find his email there. It's his full name, gregory.hindsley@ed.gov.

All right. Next slide, please.

All right. So, an overview of our session.

We are going to be -- the U.S. Department of Education OIE Formula Team, "we" -- are seeking stakeholder input to identify ways that we can support the role of Indian Parent

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Committees; and noting that, when ESEA was reauthorized in 2015 -- that's our overall guidance statute for our office and our Office of Elementary and Secondary Education -- when it was reauthorized in 2015, it removed Indian Parent Committees', or IPCs, post-award oversight of our grants. And this caused grantees to have full authority over the grant awards that were funded activities, per 6114(c)(4)(a) through (c).

So, prior to 2015, IPCs had a lot more input after the grants were awarded; post-2015, that statute was updated, removing a lot of that post-award oversight by the IPCs, as noted in bullet point 2.

And you can access -- bullet point 3 -- you can access a public copy of those changes via this link. And if you want to start on page 7 of 53, that's where it really starts to talk about those changes.

So, that's what we'll be discussing for the rest of our session today.

Next slide, please.

And again, this session advances Secretary's Supplemental Priority Nos. 6A and B, which are to increase parent and family engagement.

Next slide.

So, we have a full agenda for you today. And included in that full agenda are eight specific listening sessions, questions for your input. So, we'll be asking you eight questions, and then, we're going to stop and listen and take notes, and then, give you a summary at the end of all that.

All right. And, yes, Dr. Tenorio will provide these slides and transcripts after the end of the session.

Next slide, please.

So, here are all of our questions, No. 1 through 8. As a quick overview, I won't read them all. I'll give you a minute or so to read through them, and then, we're going to go through them one-by-one with all of the panelists, and then, again, have a summary at the end.

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So, giving you just a few minutes to read.

(Pause.)

All right. I think we're at about a minute.

In summary, the theme of all of these questions is, basically: how is your IPC doing?

What would you like us to know about the current conditions of your IPC? And then, how can we support you under the current statute, as it is written?

And we'll be going through each question in just a minute.

Next slide, please.

All right. And before we get started and I turn this over to our Education Program Specialists, a reminder: this is an opportunity for you to be heard. Please announce, No. 1, your name; No. 2, your title of your professional role, and No. 3, your tribal affiliation, for the record. We ask that elected tribal leaders have the first opportunity to speak.

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And please use the "Raise Your Hand" feature to be recognized for speaking. So, that's at the bottom of your Zoom screen. It says, "Raise Hand," and there's a little hand. Please use that if you would like to be recognized for speaking.

All right. And with that, I will turn it over to Ms. Annabelle Toledo to read Question No. 1, and wait for your response.

Thank you.

MS. TOLEDO: Next slide, please.

Thank you, Crystal.

And good afternoon, everyone, and thank you for joining us.

So, our first question is: "How has the pandemic impacted the IPC pre- and post-award input efforts?"

MR. ROULAIN: Susan Hawk has raised her hand.

MS. TOLEDO: Okay. Go ahead, Susan.

MS. HAWK: Hello. My name is Susan Hawk, and I'm the Title VI Administrator at the

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Los Angeles Unified School District. I'm a member of the Sitka Tribe of Alaska.

And I would like to pose this answer for this question: that the Indian Parent Committee has been severely impacted by the pandemic at the LAUSD, in that the parents have not been able to provide input to the pandemic American Rescue dollars that are provided to the District, and Title VI has not received the benefit of the American Rescue dollars.

Therefore, the Indian Parent Committee has not had a say to the post-award or the pre-award, as it's impacted by the pandemic. We've been limited to the funding that has been traditionally set for the formula, and our enrollment has gone down. And the identification of students has not been completed. Therefore, our Indian Parent Committee and the tribes, with no tribal consultation, have been severely impacted.

Thank you.

MS. TOLEDO: Thank you, Susan.

Any additional comments?

MR. ROULAIN: Kara Four Bear.

MS. FOUR BEAR: Yes. Good afternoon, everybody.

I am with the Cheyenne River Sioux Tribe, and I work as Superintendent for the Eagle Butte School District in Eagle Butte, South Dakota.

We've been able to actually maintain our communications and participation of our Indian Parent Committee through the use of technology. I want to say we're under restricted, I guess, access to meeting in public and, you know, maintaining those remediation efforts and the health and safety efforts along the way, just as everyone else has been.

But we've been pretty successful with it, and we're excited for the future. And we continue planning.

Thank you.

MS. TOLEDO: Thank you.

Kara Four Bear has her hand up. Kara?

MR. ROULAIN: Next, we have Talia Atkins.

MS. TOLEDO: Talia, is your mic on?

MS. ATKINS: Oh, sorry, I do not have a question. Just listening. Thank you.

MS. TOLEDO: Okay. Thank you, Talia.

MR. ROULAIN: Next, we have Lucyann Harjo.

MS. HARJO: Good afternoon. I'm Lucyann Harjo. I'm Navajo, and I'm the Coordinator of Indian Education for Norman Public Schools.

I think the pandemic has forced me to become more tech-savvy. And we continue to meet and find new ways to serve, our students serve, and have our parent meetings.

And I'm excited, as the previous speaker has spoken, about the new things that I've learned and how I could adapt to the situation and still make things happen for our community, as we serve our kids.

Thank you.

MS. TOLEDO: Thank you, Lucyann.

MR. ROULAIN: Next, we have Kimberly Zah.

MS. ZAH: Hi. This is Kimberly Zah. I'm the Indian Education Coordinator for the Navajo Nation Tribe. I'm (audio interference). I can say, at least the first year, we weren't able to meet because of everybody being in lockdown and everybody being new to technology.

But the second year, we were successful in meeting using Zoom. I think we've only been able to have public hearings, although the parent input is still low. Not a lot of parents are (audio interference). At least those that are involved do give great suggestions. It's still good. I just wanted to put that on the record.

MS. TOLEDO: Thank you, Kimberly.

MR. ROULAIN: Annabelle, we have a question that was posed in a chat box from Roseann Ritchison: "I am Roseann Ritchison, Student Services Coordinator for the Karuk Tribe.

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As far as I am aware, we do not have an IPC. Who will I coordinate an IPC with?"

MS. TOLEDO: Yes, coordinate that first meeting with your Superintendent and your Project Director. And if you're the Coordinator -- there is also a Project Director -- coordinate your meeting with your Superintendent to start your IPC, which is your Indian Parent Committee.

MR. ROULAIN: Next, we have Sandra Gordon.

MS. GORDON: I'm sorry, I inadvertently pressed that button. I was going for the chat.

Thank you.

MS. TOLEDO: Did you have a question, Sandra?

MR. ROULAIN: Next, we have Tara Tindall.

MS. TINDALL: Hi. My name is Tara Tindall. I am the Native American Teacher Leader for Madison Metropolitan School District in Madison, Wisconsin. And I'm an enrolled

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Ho-Chunk.

We have a really positive and involved Parent Committee. But because everything is all virtual, it's the Parent Committee seems really limited to those who are already involved. And the pandemic has put a lot of stress on the families. So, they're more worried about how to pay the rent. And our enrollment is also down. So, because of the pandemic, all activities have been virtual. So, that's really limited a lot of our activities. So, it's going to be hard, once the pandemic is over, to get people back involved.

Thank you.

MS. TOLEDO: Thank you, Tara.

MR. ROULAIN: Annabelle, there are not currently any hands raised.

MS. TOLEDO: Okay.

MR. ROULAIN: Ami Admire.

MS. ADMIRE: Good morning. My name is Ami Admire. I'm from the Rincon Indian Education. I am Payomkawichum.

And I just want to share that we always struggle with having parents come. Most of our Parent Committee is comprised of Indian Education Center staff. But we do our best to represent our parents, who rely on us to do so. We are very disenfranchised from our District. But we're also having trouble re-engaging and engaging parents due to grief and loss. And I just wanted to share that. We've had many people who lost young people and elders, and I think grief and loss is a very vague issue that we're dealing with.

So, thank you for letting me share that.

MS. TOLEDO: Thank you, Ami.

MR. ROULAIN: Annabelle, there are not currently any hands raised and the timer has finished.

MS. TOLEDO: Okay. All right. Then, we will go to the next slide, please, for the next question.

"How can OIE further strengthen our

partnership to promote Indian Parent Committee successes?"

MR. ROULAIN: Heather Goodface-Ferguson.

MS. GOODFACE-FERGUSON: Hello.

MS. TOLEDO: Hi, Heather.

MS. GOODFACE-FERGUSON: I am an Indian Education Liaison from Sioux Falls School District.

And I think OIE can strengthen our partnerships by offering a national IPC toolkit and something that can be accessible nationally.

Thank you.

MS. TOLEDO: Okay.

MR. ROULAIN: Tara Tindall.

MS. TINDALL: Hi. I think that one of the things that our Parent Committees could really benefit from is if we had a staff person who was available to provide in-person training.

MS. TOLEDO: A staff person at the district level or from OIE?

MS. TINDALL: From OIE.

MS. TOLEDO: From OIE?

MS. TINDALL: Yes.

MS. TOLEDO: Which state were you in, Tara?

MS. TINDALL: Wisconsin.

MS. TOLEDO: You're Wisconsin? Okay, I'm your Program Specialist. So, you can reach me via email, the contact information that was just provided. So, it would be annabelle.toledo@ed.gov. And then, what I can do is I can meet with you one-on-one during a video conference call through Teams, if you have Teams. Or I can just call you or you can call me. But we will definitely have conversations.

MS. TINDALL: There used to be an organization out of Bismarck that used to provide Title VI training. Is that available anymore?

MS. TOLEDO: We did have that in the past, but we did local training. But, yes, we can bring that up with the team. I know we used to do that in the past with Bernard Garcia. And we did have local meetings at that time.

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MS. TINDALL: Okay.

MS. TOLEDO: Okay. But good suggestion. Thank you.

MR. ROULAIN: Next, we have Lynnann Yazzie.

MS. YAZZIE: Hello. Well, good morning for us, but good afternoon to you all. I'm Lynnann Yazzie. I am the Native American Specialist with Phoenix Union High School District, and I am Navajo.

I absolutely agree with the toolkit. I think that would be an amazing resource for us Coordinators and Directors to be able to just be consistent across the board, when it comes to compliance with the IPCs, you know, Indian Education Committees.

But, as part of that, I think a recommended training for how to conduct meetings, that's something that I definitely would like to have our Parent Committee officers trained on or trained in. Because a lot of times, just that protocol and being able to run a meeting

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efficiently, and ensuring that all items that need to be discussed are covered are done. So, that would be my recommendation, is to have that type of training for our members.

Thank you.

MS. TOLEDO: Okay. Thank you, Lynnann.

MR. ROULAIN: Next, we have Donovan Begay.

MR. BEGAY: Hello. Can you hear me?

MS. TOLEDO: Yes, I can, Donovan.

MR. BEGAY: Yes, good morning. I am Donovan Begay, from the LAUSD, Los Angeles School District, Title VI Program. I am the Cultural Consultant for the Native Language and American Indian Cultural Program.

I think this is a very important question that you have here. We have a lot of parents that want to be involved, but we do have a lot of problems with verification of their enrollment, tribal membership -- not that they aren't Native American, but they don't know how

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to go about receiving their documents from their tribe.

And there may have to be some sort of an organization or office that assists these people. We have people and parents, students, in the thousands, that do not know how to obtain their tribal enrollment for their students to receive services. There is money available, but we have a lot of stories of people needing that, for us to help them. So, we do have that issue.

We also have issues where I believe that the parents, the success of what they try to suggest has been beaten down in the past -- mostly, I'd say dictatorship mentality of the District. They kind of are telling the parents what to do, and they give up.

So, we do need some sort of an enforcement when we make suggestions or requests for assistance. A lot of times, it has to go to complaints, either to the School District or to the State of California for us to just get the District to comply. And it takes a long time for

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it to go through.

It would be easier to go to a department and have them contact our superiors, our School District or Superintendent, so that they could stay on the path of assisting the parents of what's important for their children in the way of cultural and, also, their language.

Because they're basically Native. They know where they come from. They know how they act, what's important to their people, to themselves, and to our families. And we get a lot of non-Native people dictating what we're supposed to be or where we're headed. So, we do have those problems, and we're just asking for help. So, that's what we need.

So, thank you for listening. Thank you.

MS. TOLEDO: Right. Thank you, Donovan.

For the parents that are needing assistance regarding where or who to contact in terms of their enrollment or really just getting

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started, are you familiar with the National Congress of American Indians' website? It's ncai.org. And when you're on that website, click on "Tribal Directory," and it will provide you with all the listings of the federal- and state-recognized tribes. And it will provide you the name of a tribal chairperson, their address, their phone number. It's all the contact information. So, that's a good resource to get started, if the families are wanting to reach out to their tribe for their tribal enrollment.

MR. ROULAIN: Next, we have Kayti Parker.

MS. PARKER: Good morning, everyone. My name is Kayti Parker. I am with White River Unified School District in Arizona. I take care of the Title VI Program funds.

You mentioned the regional meetings. And when I first began, yes, that's what we used to do. And this time, especially after everyone has been isolated, I really think it's a good idea to try and plan for some kind of face-to-

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face connection.

So, like we do have this format, but the ability for parents to just kind of come together and listen to our leaders in person is much more meaningful than by virtual platforms.

And I also think that it's important because the parents get to see what the next level of involvement is, even at the national level, state level. And I think, you know, if we help to train them in that process, they'll get their hands in and understanding why their involvement is needed to just put together the Title VI Program.

MS. TOLEDO: Thank you, Kayti.

MR. ROULAIN: Annabelle, the timer has ended, and there are no hands raised currently.

MS. TOLEDO: All right. Thanks, Phil.

I will turn the next slides over to my colleague, Tawanda Avery.

MS. AVERY: Good afternoon. My name is Tawanda Avery.

The next question is: "How can the

OIE increase parent, family, and tribal engagement with IPCs?"

MR. ROULAIN: Tawanda, there are not currently any hands raised at the moment.

MS. AVERY: Okay.

MR. ROULAIN: Susan Hawk.

MS. HAWK: Oh, thank you. Again, I'm from LAUSD, Title VI, and I'm a member of the Sitka Tribe.

I think it's very important that the OIE help our Title VI programs with engagement through maybe some more active oversight or suggestions; an academic calendar perhaps suggested for implementation of Title VI programming; maybe quarterly reporting to tribes and parents; maybe the tribal consultation toolkit, which is very helpful in making examples of maybe the Oklahoma State or Washington State or Alaska as examples for having tribal engagement.

Also, the education to the districts, maybe a webinar training for the districts to

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understand what tribal consultation is, and that it does have a process of open consultation. Providing information-sharing about their students; the data that might be requested, that's very important.

I think that even large school districts don't have an idea of how our students are being served, or not being served, in the Title I programs or in the standard English learner programs or the enrichment programs. So, I think that districts could learn from the OIE, if they were to provide a webinar.

Thank you.

MR. ROULAIN: Next, we have Ami Admire.

MS. ADMIRE: Again, Ami Admire, Valley Center-Pauma Unified School District, San Diego County. Payomkawichum, the Rincon Indian Reservation.

I just want to reiterate what the previous person from LA stated. I think our districts don't understand what Title VI is

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about. I don't think they understand culturally responsive curriculum. They state it in the application, but they don't understand what it is.

And in our District, I don't think they listen to what the parents say, what culturally responsive curriculum or what culturally responsive activities look like. And in our District, what we would appreciate is the contact. Because we feel that we don't have anyone that we can contact at the Office of Indian Education. We have reached out several times via emails and various other ways, phone calls.

We're constantly feeling like we're railroaded by the people who lead our meetings. We don't feel like our parents are actually leading our meetings. And so, it's very frustrating and can feel contentious oftentimes.

And so, I just really feel like there needs to be that support coming from the Office of Indian Education.

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So, thank you.

MR. ROULAIN: Phylicia McDonald.

MS. McDONALD: Can you hear from me?  
Can you hear from me?

MS. AVERY: Yes, I can hear you,  
Phylicia.

MS. McDONALD: Okay. I'm having  
problems with my microphone. So, (audio  
interference) --

MS. AVERY: Phylicia, you sounds very  
low and a low muffle.

MS. McDONALD: Hello. Can you hear me  
a little better?

MS. AVERY: Yes, that's better.

MS. McDONALD: Okay. So, I am a  
Tribal Education Advocate. I work with  
Confederated Salish and Kootenai Tribes.

In Montana, we have 11 Districts with  
11 additional Early Childhood Headstart buildings  
that we cover, and there's only two of us. So,  
we have a hard time getting education to the  
parents on what Title VI is, what they can do.

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We have one current IPC that is, I would say, aggressively advocating for their students, and they are literally headbutting up with our schools and administrators who are really trying their best to fulfill cultural and traditional things in the school; you know, making it a little bit more visible.

So, education definitely is something that I believe all of our parents would benefit from. Even myself, who's been working here for three years, doesn't know very much about Title VI and what we can and cannot do. I'm working with old information. So, yes, education would be best for my area.

MR. ROULAIN: Next is Christina Narvaez.

MS. NARVAEZ: Hello. Christina Prairie-Chicken Narvaez. I'm Oglala Lakota, and I'm for the Sacramento City Unified School District. Although we have a number of students, primarily, we're on Nisenan and Miwok land.

So, we do have a good group of parent

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involvement and we work closely with one of our local tribes. But I think that the parents that have been involved have given so much time and energy and resources to the program. I think that it would be beneficial to have like a funding line, where we can pay for food for those meetings. Right now, we're in pandemic times. So, we haven't been able to meet in person yet. Or even stipends for parents that participate. Because of the amount of time and energy that they do -- because they meet monthly -- do give to the program, it would be helpful to compensate them in some way.

MR. ROULAIN: Next is Alison Black.

MS. BLACK: Hello. My name is Alison Black. I'm the Native American Programs Coordinator for EPIC Charter Schools in Oklahoma; the President for the Board of Directors of Oklahoma Council for Indian Education.

I've had some conversations with our Executive Director of Indian Education for the State of Oklahoma. And I was thinking, I

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couldn't help but wonder what it would be like if you all involved State Indian Education Directors, like Jackie White, to get these education pieces out to help build community; to engage parents, families, and tribes, if you were using those departments within the state.

I know you're limited to what you can do and what information you can provide, but considering that piece to take some of the load off, empowering those State Directors to help you build that community and engagement within the states that do have it. And I understand not every state is fortunate to have an Office of Indian Education like the State of Oklahoma, but I can't help but wonder how beneficial that would be for both families, Title VI people, coordinators, and your office as well.

Thank you.

MR. ROULAIN: Tawanda, there are not currently any hands -- oh, excuse me. There is one. Karen Kitchen.

MS. KITCHEN: Good afternoon,

everyone. Thank you for having this.

Yes, I'm in Portland, Oregon. My tribal affiliation is enrolled Osage Nation of Oklahoma.

I retired a few years ago, in 2016 actually, as being the Project Director for the Indian Education Program in Portland. And back in December, our current Director resigned her position to take another one. And meanwhile, the program was sort of taken over by another department within our District. For the last several decades, our program has always existed in funded programs. And now, it's been placed in another department called RESJ, Racial Equity and Social Justice.

Well, we quickly formed a Parent Committee to deal with all these changes, because no one in our community, including the current Indian Ed staff, were a part of any of these discussions that led to the program being moved.

So, since we were made aware of this back in late January, we've asked the Office of

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Indian Education in D.C. if there's some way that we could obtain a copy of the grant for year '21-22, just to see where we're at in achieving the goals and objectives that the previous Director had set up.

So, we have lots of questions, lots of concerns. One of our elders went before the School Board and spoke out about the fact that, here, you know, these decisions are being made without input by our Native community.

And I see that the seconds are ticking away, but I also want to echo the concerns of some of the other folks on this listening session that, in terms of helping our parents get educated, regular updates would be wonderful. But, years ago, I got to attend, at one of the National Indian Ed Association conferences, when there would be listening sessions for all of us Title VI folks. I think the gentleman's name was Ron Friendly. And he created a PowerPoint about the importance of our students getting cultural-specific supports in special ed and in Title I

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and Title III.

And at the time I was leaving, the Office of Indian Ed was actually encouraging -- and I interpreted it as, you know, expecting -- that all the funded programs would kind of work together, because we know our Indian kids are bringing lots of different monies into the districts where they attend, far more than the Formula Grant provides.

So, again, I know I'm out of time. I appreciate having an opportunity to share what's happening here in Portland with our District. And I just thank all the other folks who are providing you all with concerns that we all have around the country right now.

Thank you.

MR. ROULAIN: Tawanda, the timer has run out, and there is not currently any hands raised.

MS. AVERY: Okay. Next question, please.

"What can be done to empower IPC and

LEA Administration employees' shared leadership efforts?"

MR. ROULAIN: Patricia Aguirre.

MS. AGUIRRE: Yes. Hi. Can you hear me? Can you guys hear me?

MR. ROULAIN: Yes, ma'am. Yes, ma'am.

MS. AVERY: Yes.

MS. AGUIRRE: Hi. My name's Patricia Aguirre, Hillsborough County Public Schools in Tampa, Florida. I am the Project Coordinator for Title VI here.

We have a unique population, various tribes throughout the country located here in Florida. Our closest tribal is the Seminole Tribe. So, we have a mixture. We don't have a big group of student population designated as Title VI.

However, I say that because our IPC committee is small and mighty. And they've been very fierce advocates in meeting with Board Members here in our District, as well as District leaders in curriculum development to really voice

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their concerns on what these lessons are for the school year and be possibly sensitive and aware to the needs of indigenous students and populations here.

So, from our stance, having the parents really kind of lead the way in advocating the needs of them and their students has been very powerful. We have a Committee of Diversity and Inclusion and Community Diversity and Inclusion Task Force that meets on a regular monthly basis, where they come and they participate as part of the Task Force. And they'll be sure that those needs are met and that they're also just kind of at the forefront of concerns for the students here.

So, we are, however, going back to Question 3. I'm sorry, I'm kind of getting a little late to signing on.

We have a small group, and unfortunately, the parents in the IPC are getting ready to have students graduate. So, I kind of piggyback and echo the sentiment that we really

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look forward in getting some more just kind of feedback of what other districts throughout the country are doing to really engage the families, especially the ones that are a smaller section of the country, where we don't have as large of an Indian student count. That would be very helpful.

Thank you.

MR. ROULAIN: Lucyann Harjo.

MS. HARJO: Good afternoon. This is Lucyann Harjo from Norman Public Schools. I'm Navajo and Coordinator of Indian Ed for our District.

I think that continued communication with school district leadership is important. How the Office of Indian Ed does that is --

MS. AVERY: Hi, Lucyann. You're very low.

MS. HARJO: I'm sorry.

I think the continued communication with school districts is important. I don't know. For Oklahoma, I know that this information

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sent out through the Oklahoma State Department of Education. But that continued just communication with them, updating them on the importance of the Title VI Program and how it serves American Indian students, reminders.

I think we have a great relationship with our School District in Norman simply because they understand the parameters of the grant and how it is used to serve American Indian students.

They're reminded by that. I think that just continued communication would be great.

MR. ROULAIN: Tawanda, there are not any hands currently raised.

MS. AVERY: Okay. I'll give it a few more seconds.

MR. ROULAIN: Susan Hawk.

MS. HAWK: Hello. Thank you again. Susan Hawk with LAUSD.

I think it would be great to empower the Indian Parent Committees and the District administration and employees, if we're able to have trainings about what coordinated services

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are. I think I heard from Portland and San Diego that there are concerns about whether or not, you know, the District has our Title VI Program in the appropriate department within the District, because there are quite large districts.

In Title VI, we were recently just moved to the English Learner, Title III, Program, and it makes it very difficult to inquire about special needs for our families, of which we have about 20 percent of our students are in special needs.

We also have a lot of students that are in recovery, needing recovery to graduate. However, being in the English Learner Program, we're not able to coordinate those services with enrichment, neither we're not able to provide enrichment services, to even inquire about AP courses for our students.

So, we're contained in these departments, and it's very important that we have this leadership from -- our parents want the services, but they don't have the language to

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request it. As we try to train the parents, we're also having to train the districts.

And so, this leadership would be training, first, with the District in understanding what the coordination of services is, in order to meet the needs of the students, of which at our District 70 percent of our students don't meet the benchmarks for State standardized tests. The need is great, and our parents are very frustrated. You can imagine employees are frustrated, being hired on a temporary basis.

It's very important that we have this leadership. And across California, it's also not required that districts even apply for Title VI.

I don't know if it is required across the country. But that's an issue. I think educating districts that the programs are there, not only Title VI, Part A, but Part B. These are very needed services for our students in large urban areas, where Native students have migrated to for opportunity, and we don't have the monies or the

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programs there to support them.

So, I see webinars being important, but also follow through with oversight would be really important to see that the districts are even having these programs, or if having them, having them in the right departments.

Thank you.

MR. ROULAIN: Tara Tindall.

MS. TINDALL: Hi. I'm Tara Tindall.

And I think it would be really wonderful if there was a way for the Title VI employees and staff to somehow connect with each other, or even our programs. Sometimes we would connect at NIEA. And Wisconsin has an organization called WIEA, Wisconsin Indian Education Association. But, with the pandemic, we haven't been able to attend. Well, that's the one time where we meet other Title VI staff and we find out that we have the same issues.

Our State, Wisconsin, organized a one-day consortium of Title VI staff, and that was nice that we could get together. But, a lot of

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the times, the State, they're unaware of our federal guidelines. So, yes. And I'm the only Title VI staff, and I'm actually paid by the District. So, this year, my Title VI Program, my job went under curriculum instruction, and I'm limited to two days a week to work on Title VI. The rest of the week, I'm working on curriculum.

So, it's one of the problems that I think is nationwide where, when you're the only Native staff in the district, that you get stretched to cover as much ground as possible.

Thank you.

MR. ROULAIN: Tawanda, the timer has finished, and there are still three hands raised.

Lucyann Harjo.

MS. HARJO: Hi. I'm Lucyann Harjo from Norman Public Schools, Coordinator of Indian Education. I'm Navajo.

I think what would be great would be for the Office of Indian Ed to host professional development at upcoming national conferences, such as the NIEA, but announce it to school

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district leaders across -- for us, it will be Oklahoma, since NIEA is coming to Oklahoma City.

Because it's important for our District leadership to receive the invite, and in a timely manner, so we could promote it well in advance. So that they are encouraged to attend.

Thank you.

MR. ROULAIN: Donovan Begay.

MR. BEGAY: Hello. Good morning. My name is Donovan Begay. I'm with LAUSD, with the Title VI Program. I'm a Cultural Consultant for the Dine language in the American Indian Cultural Program.

When you ask this question about what can be done to empower the Indian Parent Committee, they need support. There is really no place to really go to, if they have a complaint, if they have -- and nobody is being held accountable for these obstacles or hurdles that they have to go through just to make a suggestion for their parents -- I mean for their children.

So, after this meeting, I'd like to

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ask, what's going to happen from here? I mean, we've been in a lot of these meetings with oversight departments, and like nothing happens.

So, there's a lot of frustration that parents do have that we do not have answers for.

And so, here in Los Angeles, we're kind of meshed in with the -- I want to say they describe it as indigenous people, which is a Latin background. And we're kind of like forgotten about.

I moved here about seven or eight years ago, and most of the people I met, they've never even met a Native American before. And they believe a lot of tribes don't exist anymore.

So, that's what's going on, is a possible genocide, I would say, on the part of a lot of the institutions here. It's that, without this sort of support, Native Americans don't exist in this State.

We have to fight tooth and nail just to be heard that we are still here. We do have children in the School District and they're

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accepting funds on behalf of our students. And we do need help.

So, my question would be, what is going to be done, once this meeting is over? And how can we really get help? Because, after this is over, I believe that there's not really anything going to be followed up.

So, anyway, that's my question and, also, I guess what I want to talk about.

Thank you.

MR. ROULAIN: Tawanda, the final person is Ezra Whitman.

MS. AVERY: Okay.

MR. WHITMAN: Hi. I know we're overtime. So, I'll try to be as quick as I can.

My name is Ezra Read Eagle(phonetic) Whitman. I'm a member of the Nez Perce Tribe and I'm a teacher in Portland Public Schools.

As a concerned member of the community, and to this question as far as empowering IPCs and LEA, I just wanted to echo really quickly everything that's been said as far

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as having proper contacts and trainings for a District that does act sort of unilaterally, when they moved this Title VI programming from funded programs to a community partnership without any involvement of the Native community, which is, I believe, a requirement.

When I reached out to the Oregon Department of Education, they confirmed that they don't have the authority or oversight over Title VI programs. So, there's really no recourse or no one to really reach out to, as far as voicing concerns.

And so, I think, to help these committees, it would be really great to know, who do we reach out to? And then, also, how do we help a district understand that they aren't a sovereign nation who can act this way? And how do we help them understand parameters, and get training in those parameters as a community? I think it would be really, really helpful.

And so, I appreciate the time. Thank you.

MR. ROULAIN: There is no one else currently waiting to speak.

MS. AVERY: Okay. Next slide.

Reminder: this is an opportunity for you to be heard. Please announce yourself: your name, title, and tribal affiliation, for the record. We ask that elected tribal leaders have the first opportunities to speak.

Please use the "Raise Your Hand" feature to be recognized for speaking.

Now, I will turn it over to my colleague Wanda Lee.

MS. LEE: Good afternoon. It's Wanda Lee, Lumbee. I'm the Program Officer for the State of Oklahoma.

Question 5: "What are your IPCs' current and/or persistent barriers to success? For instance, policies, procedures, et cetera."

MR. ROULAIN: Wanda, we are currently waiting for someone to raise their hand.

And Lynnann Yazzie.

MS. YAZZIE: Hello. Thanks again.

So, the persistent barriers I think for us is keeping consistent officers, and them maybe understanding the roles that they're serving, whether it be president or vice president or secretary, treasurer.

We've had officers. It just hasn't been very consistent. So, we just meet with all of -- my staff and I just meet with all of our parents, and they all help make decisions on the budget and give input on maybe types of workshops and classes and trainings to offer from our program, and how we can support our students and families.

But we just kind of receive that information from just overall parents who attend our monthly meetings, as opposed to our officers being consistent and serving in those specific roles. So, that's why I had mentioned earlier training for parents to learn how to run business meetings, understand what those roles are, and how they can be most helpful, and maybe efficient, as they serve in those roles.

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So, for us, I think that has been a persistent barrier, is just keeping some consistency.

Thank you.

MS. LEE: Thank you, Ms. Yazzie.

MR. ROULAIN: Next is Ami Admire.

MS. ADMIRE: Thank you.

Our current barriers are all of those things, including our District not accepting or considering our recommendations thoughtfully or meaningfully, and just doing whatever they, the District, deems that they want to do, and not seeing us as the experts in our children's education.

MS. LEE: Ms. Admire?

MS. ADMIRE: Yes?

MS. LEE: It's very difficult to hear you. Can you sort of summarize and start again?

MS. ADMIRE: Yes. I apologize, I'm on the road.

I was saying not seeing us as the experts in our children's own education, and not

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accepting our recommendations. I guess that's the summary.

Thank you.

MS. LEE: Thank you, Ms. Admire.

MR. ROULAIN: Kayti Parker.

MS. PARKER: Hi. I just have a quick comment on this.

So, one of our barriers is just technology itself. We're in a rural area with a lot of mountains. And so, we have not really had a large input of parents coming in. Because we had our meetings on Zoom and Google Meet. But the parents couldn't access it just because they have no access to internet at home. The cell services are terrible here.

So, I know there is a different department for this, but if OIE could advocate for the tribal communities' internet access, that would be really great.

MS. LEE: Thank you, ma'am.

MR. ROULAIN: Karras Wilson.

MR. WILSON: Hello. I'm Karras

Wilson. I'm from the Fort Yuma Quechan Tribe.

MS. LEE: Yes, continue, sir.

MR. WILSON: Hello. I'm Karras Wilson, former Director of USC and, also, from the Fort Yuma Quechan Tribe. I'm currently with LAUSD.

And some of the issues that I see working with the District is not following the directions. They believe we're uneducated; we don't know anything, and this seems to be really an issue.

But the larger issue is the term "indigenous" alone. They're trying to make it a race class. Indigenous is just an adjective. It does not mean anything. But they're forcing it that way. And they're allowing other students to take part in a lot of fundings and stuff.

That is a major barrier. They have not disclosed the budget. And this has gone on for close to two years now. So, oversight needs to be administered.

This is not just LAUSD. It's

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throughout the State of California, talking to other Title VI programs. There is no type of oversight. That's what needs to be done.

Thank you.

MS. LEE: Thank you, Mr. Wilson.

MR. ROULAIN: Charles Wagner.

MR. WAGNER: (Native language spoken.)

Can you hear me all right?

MS. LEE: Yes, sir, we can.

MR. WAGNER: All right.

(Native language spoken.)

My name is Chaz Wagner, and I am from the Ojibwe Tribe, Bois Forte in northern Minnesota. And I work for Hibbing High School and Chisholm High School, School Districts here in northern Minnesota.

And I'm fairly new to the position, and I'm realizing the barriers here, some of the barriers that they have here is largely the funding. Just there's a lot of hoops to jump through in order to receive just not even a whole lot of money to work with. And I just wanted to

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touch on that today, and just let people know our issues up here.

This is valuable time spent on applying for these grants and for funding, when we could be out educating our youth and spending time with the kids.

And I just wanted to kindly offer my input today.

(Native language spoken.)

Thank you.

MS. LEE: Thank you, Mr. Wagner.

MR. ROULAIN: Tara Tindall.

MS. TINDALL: Hi. My name is Tara Tindall. I am from the Madison Metropolitan School District in Madison, Wisconsin. I am enrolled Ho-Chunk.

And I'd like to repeat some of the things that were already said by others. Regarding policy and procedures, the "no food," it's a barrier for parents because, according to our traditions, we would gather around food. And no incentives, that's another barrier.

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I can only speak for myself, but there's a lack of outreach to the new families because of being overburdened with the other duties that have been added to my job with the curriculum. My parents are very strong advocates for curriculum, but there's been a pattern that's been years, decades even, of plans that are shared regarding Indian curriculum, and then, those plans get dropped, either because of staff turnover, or for whatever reason. And this gets very discouraging for the parents.

Being an urban area, with enrollment, we have a lot of issues. One issue is some people, they're adopted out of the tribe, and then, they lose connection with their tribe. And it also relates to our history of parents attending boarding schools and kids taken out into foster care. So, all that leads to a lack of connection with their cultural identity.

And lastly, I think having recently done the student count, one lesson that I learned from my husband, who worked in Alaska doing Title

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VI, a Home School Coordinator for years, is that he taught me that you don't say, when you're trying to do outreach, you don't say, "We have a program." Instead, you say, "We need your help." And that's really opened a lot of doors.

Thank you.

MS. LEE: Thank you, Ms. Tindall.

MR. ROULAIN: Wanda, we did have a few people that had their hand raised, but, then, they had lowered it. So, currently, we don't have anyone with their hand raised. And the timer is about to run out.

MS. LEE: Okay. We can go to the next slide, I believe.

Question 6: "What types of systemic change need to be accomplished to support the Indian Parent Committees, even post-award, and to strengthen Title VI, Part A, Program results?"

MR. ROULAIN: We have Susan Hawk.

MS. HAWK: Thank you. Susan Hawk, LAUSD. Member of the Sitka Tribe.

I see that the systemic change that

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would most likely provide a large support to strengthening Title VI, Part A, would be the coordinated services of the Title programs that are considered part of the Consolidated App, Titles I through V. Those different programs of the ESEA legislation could be required, as they are already.

However, the districts do need to be educated. And it should be that, if anybody has American Indian students, that they should be required to apply for this program. There doesn't seem to be a requirement for the District to even apply for the program.

Therefore, that systemic change would be to: one, require the program of the districts; two, to require the coordination of the services, Titles I through VI, and No. 3, the tribal consultation. Some districts don't do it in the urban areas because there are no tribes within 50 miles. However, that should be and is a requirement. And it should be that the largest student count of the pupil demographics are who

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we look to, to support, if not a state program, a strong state program that would be a systematic oversight or requirement in following up with these districts to see that these services are provided to our students.

Because, previous to my coming to LAUSD, the Title VI Program was just a drum group off the LAUSD site, and there were only two students served there who were federally recognized tribal members. There's no real requirement, or if there is the requirement, there is no systemic support. And so, I see that the systemic support would be the requirements to be enforced.

Thank you.

MS. LEE: Thank you, Ms. Hawk.

MR. ROULAIN: Next, we have Donovan Begay.

MR. BEGAY: Hello. Donovan Begay with LAUSD, the Cultural Program for Title VI.

When we talk about systemic change, that would, to me, suggest what would be written

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into the grants that are given to the school districts. And for the spending of the funds, we need more power for the parents to be able to suggest or approve the spending of the funds. Quite often, the funds are spent even before the parents have input, and the direction that it goes often does not allow the services for the students. So, we do have a huge problem with the funds going to the District, but not ending up where it's directed.

There's often been hiring of non-Native employees with high salaries that deplete the funds. And we need either more funding or we need to be able to help the parents make those suggestions.

So, thank you.

MS. LEE: Thank you, Mr. Begay.

MR. ROULAIN: Wanda, there are not currently any hands raised.

MS. LEE: Okay.

MR. ROULAIN: Okay. Next, we have Lynnann Yazzie.

MS. YAZZIE: Hi. Thank you.

So, I'm listening to a lot of -- and it's very concerning that, you know, I'm reading in the chat how the budgets are already just created by districts and by schools. I don't know; I'm assuming that's before it gets to the Title VI Program Director.

I'm just wondering if there is some sort of notification that can go out to all Districts LEAs who receive Title VI funding. Because I know, for us, I take it -- I'm more of that liaison -- so, I take it directly to the parents. They approve everything, as far as the budget goes, and then, that's what is submitted to our Finance Department. And that's how our funding is utilized.

And I think, in my position, I ensure that our funding goes towards what the parents agreed upon and what they approved. So, I'm just curious maybe how that works -- and I don't know; maybe that's a discussion for another time -- but how that's working in other districts and

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schools, that decisions are made without that sort of input.

So, I was just curious. It was more of a maybe question/comment to others. But that is very concerning to hear, though.

Thank you.

MS. LEE: Thank you, Ms. Yazzie.

MR. ROULAIN: Next, we have Lucyann Harjo.

MS. HARJO: (Audio interference.)  
Norman Public Schools in Norman, Oklahoma. (Audio interference.)

I think what I wanted to comment on is the atmosphere that is related --

MS. LEE: Ms. Harjo?

MS. HARJO: Yes?

MS. LEE: We can't hear you.

MS. HARJO: Okay now?

MS. LEE: Still not loud enough.

MS. HARJO: I don't know what I can do. Maybe I need to speak a little louder maybe.

Is that helpful?

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MS. LEE: That's better, much better, ma'am.

MS. HARJO: Okay. I think what I would like to comment about is the presentation from the Office of Indian Education leadership and from the staff there. It's many times I had conversations about the Office of the (audio interference). I used to be like, "Yikes," because there are a lot of policies that we could follow to make sure that we are in line with.

But, recently, within this past year, that presentation of OIE has really opened up the need to help me feel that the work that we are doing is appreciated and that we are all in this together. "How can I help you?" -- that message came across really strong from Mr. Julian Guerrero. And I second --

MS. LEE: Ms. Harjo, you're becoming muted again. Can you speak directly into the speaker?

MS. HARJO: I don't know if you can hear me now.



MS. LEE: That's much better.

MS. HARJO: I mean, I was just saying that the message, the overtone, of how OIE presents makes these relationships workable with Program Directors and Coordinators, I just felt like in the past I've always, whenever we are talking about OIE, I'm more of a "Yikes." I get tense and concerned because I'm wondering if I'm doing everything that I'm supposed to be doing, as Coordinator of Program Services here.

But recently, I was just mentioning that that kind of changed for me when Mr. Julian Guerrero really spoke to Directors and said, "Hey, we're in this together. How can I help you?" Coming from that type of leadership change, the way I perceived OIE, I just wanted to add that bit.

I'm sorry. I'm sorry it took so long.

MS. LEE: Very good, Ms. Harjo.

MR. ROULAIN: Ezra Whitman.

MR. WHITMAN: Thank you again.

Systemically, I would really hope for

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some clarity around what is indigenous, what that means. I've been receiving conflicting information from the District level, and then, the State level as far as who I count, when I outreach to families and try to enroll students in Title VI, as far as we have these beautiful indigenous youth who come from outside of the country who (audio interference). I don't know if the District knows or if, federally, there needs to be a decision around what is indigenous and how we count these people. Because some people tell me no; some people are telling me yes. So, clarity would help systemically.

MS. LEE: Thank you, Mr. Whitman.

MR. ROULAIN: Donovan Begay.

MR. BEGAY: Hello. Thank you all. I'll try to make this quick. Donovan from LAUSD, from the Cultural Program.

Funds and the programs should be starting at the beginning of the year. This is very important because of the fact that, the longer that we wait, the less services that the

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students get, which is what the fundings are supposed to be for.

We're going towards the end of the year, and we finally got our Title VI Program. This is LAUSD. They should be up and running at the beginning of the year, practically, from the first day.

We've been trying to get hired on from the beginning of the year. There was talk that we would be hired in December, but that's still late. And we finally -- my own children finally started receiving tutoring services in, I believe, late October or early November. And that's a long time to wait for those type of services through the funding programs.

So, if something could be done by way of it be written into the funds that the services need to be available at the beginning of the year, it's very, very, very important for the progress of the students.

Thank you.

MS. LEE: Yes, sir. Thank you, Mr.

Begay.

MR. ROULAIN: Clarence Hogue.

MR. HOGUE: Yes. Good afternoon. Clarence Hogue. I am Navajo. I'm currently living and residing in Albuquerque.

So, I guess one of the hats that I wear is I support a local charter school in Shiprock, New Mexico. It's called Dream Dine Charter School. We're part of the local School District there. So, when we got reauthorized for five more years, we were authorized through the School District.

And so, in New Mexico, there's only two ways that you can become authorized. It's through either the State Public Education Commission or through the local school district.

And so, we're doing it through our local School District.

And so, we're still learning a lot. We're the first charter school that is being chartered through this particular School District. So, they're learning as well. And so,

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we're really trying to work on our partnership and relationship.

And so, I know our parents for this charter school -- we have about 50, close to 50 students now. They're still considered a part of this School District, but it seems like there are times when we don't feel like we are a part of the School District.

And so, I know that there is an IPC Committee, and I think we are allowed to participate on that. So, I know we have one of our parents who is on that Committee.

But the last time I checked their website -- and I think there's supposed to be like about 10 members -- only three seats I saw on their website have even been filled. And so, that makes me to really think about like, what kind of communication is happening between the School District and the parents?

So, just a concern for me, just because I, as a leader for this school, you know, I want our children to get the best services

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possible. And if our parents aren't part of those decision-making processes, then I think a lot of voices are not being heard and they're not at the table to provide their input. And so, that is concerning for me.

Thank you for that.

MS. LEE: Thank you, Mr. Hogue.

MR. ROULAIN: Tara Tindall.

MS. TINDALL: Hi. I'm Tara Tindall, Madison School District, Wisconsin. Ho-Chunk Nation.

So, I think one of the changes, systematic changes, would be a requirement that the staff, the administrators, and teachers be aware or learn what Title VI is and what the requirements are. Because I have had parents tell me, when they contact their school and they ask about, specifically, a Native American program, they're told that our school does not have one.

And even if it's website support to provide videos for training -- and that

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requirement should also include a history of Indian education in the United States. Because, in my career, most teachers who are mainly white have no idea about the history of Indian education, including boarding schools and their effects.

Another issue that would require a systematic change is having Native books in the school libraries. Every time when I ask if they can purchase a book, a particular Native book, they always look at Title VI and ask me if I have these books.

The teachers also, we need of Native staff in the schools. This is such a common problem, that I think just having more staff as support would really help. It would also help the parents. We just found out we have a Native teacher who has been teaching in our District for 30 years, and we had no idea.

Another issue is, how do we reach and connect with special-ed students, who make up 25 percent of our population? How do we include

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them? We invite them, but they don't come. So, somehow, we have to find ways to meet their needs, and that would also include talented and gifted. Because I just found out a couple of years ago that 18 percent of the Title VI population is talented and gifted, and I had no idea. So, those students also need to be addressed.

Thank you.

MS. LEE: Thank you, Ms. Tindall.

MR. ROULAIN: Wanda, there are currently no hands raised, and the timer has ended.

MS. LEE: Okay. Let's go to the next slide, please.

MR. HINDSLEY: Hey, everybody, Greg Hindsley here.

Question 7, slightly related to the previous one: "What types of cross-agency coordination is needed to advance systemic change?"

MR. ROULAIN: Gregory, there are



currently no hands raised.

Karras Wilson.

MR. WILSON: Good afternoon. Karras Wilson from Fort Yuma Quechan Tribe.

Currently, what's going on across the nation is this whole thing of equity and inclusion. However, by the term "indigenous," we're being clumped in with a number of different groups, Hispanic, other groups as well. And this is creating erasure. We are being washed out.

And this has happened before in 2004 with D-Q University. It was a tribal college in Davis, California. This was the reason why BIA shut it down, because Hispanic students outnumbered American Indian students because of that term.

Well, people don't realize the term doesn't mean anything. As I said before, it's just an adjective. There is no legality towards this. It's not your race.

This has been a major issue that you cannot advance the change without following the

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law. The law is Indian. And everybody wants to use the term, not realizing it's a globalized term that is inclusive to every single person in the world.

And I'm actually writing a book on this and the damage it's causing to Indian education. And no one seems to see this. And we're seeing a lot of funds going to non-American Indian people and groups. It needs to stop using this term.

I cannot say what it does for reservations, and everything, but a lot of people are starting using this. But I've seen this in large metropolitan areas; it's being used by different groups as the way to be inclusive.

So, this is a major issue, that systematic change is utilizing that word. It needs to be stopped.

Thank you.

MR. HINDSLEY: Thanks, Mr. Wilson.

MR. ROULAIN: Alonso Escalante.

MR. ESCALANTE: My name's Alonso

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Escalante from Ketchikan, Alaska. I'm the Curriculum Director here and the liaison for the Title VI Parent Committee.

And just thinking about systemic change and some of the efforts we've made to really be collaborative and have a robust Parent Committee here in the last few years, and not that we've arrived; we still have a lot of work to do.

But I think a lot of it comes down to transparency and requiring districts, really, to be transparent with the fact that we have a Parent Committee and who's on that, and what decisions have been made. You know, has there been frequent communication and collaboration with the tribes?

And if there was, even if it was a one-pager, that at the end of the Title VI process, it had to be posted, either in schools or on district websites, that just said, you know, "In collaborative efforts with our Parent Committee, with the local tribes, and the School

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District, these were the funds. Here are the funds. This is what the Parent Committee has determined the funds to be used for. And if you have any comments or questions, you can please reach out to the officers of the Parent Committee or the School District liaison."

Something like that, like a one-pager that just made it super transparent, and that it had to be posted either in the schools or on the district website for folks to be able to access.

Thank you.

MR. HINDSLEY: Thank you.

MR. ROULAIN: Nate Beelen.

MR. BEELEN: Yes, my name is Nate Beelen. I'm an indigenous education consultant with the State of Michigan.

And one of the things I think would help with cross-agency coordination is just coordination more with the state educational agencies. Most state education agencies, even if they don't have a specific Indian education office, have individuals working in programs like

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Title I, or working in areas like parental engagement, parental involvement, that are a requirement of Title I.

And outreach with them and coordination with them would really help extend the resources of the Office of Indian Education, but also coordinate supports for districts where there is overlap of some of the program, and also, just coordinating programs and services to indigenous students within each district.

And part of that would be, also, ensuring that there's a point of contact for each state education agency, so that we can actually follow through on Section 6119, which requires LEAs to submit their applications to the state education agency before submitting them to the federal government.

MR. HINDSLEY: Thank you.

MR. ROULAIN: Donovan Begay.

MR. BEGAY: Hello. I'm Donovan Begay from LAUSD Cultural Program, a Title VI program.

The types of cross-country

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coordination, cross-agency coordination from the Department of Education to the school districts, I think that it's very important that your agency, who oversees the education of all children of the United States, is to let them know what your expectation is from the school districts, like also including the superintendent and school boards, because they're the ones that make the decisions.

And it's very important that that happens because of the fact that, as parents, we're also on the low end of the totem pole. So, we're having a lot of problems with implementing the suggestions that we have to help with our children. So, that's very important that the Department of Education lets them know, either some sort of retraining or some sort of communications, that they have to recognize that we do exist.

And that's kind of like my suggestions. Thank you.

MR. HINDSLEY: Thank you.

MR. ROULAIN: Ami Admire.

MS. ADMIRE: As far as cross-agency, I know, as an example, in our District -- and I hope you can hear me -- but we are always trying to reach out to our San Diego County Office of Education. And there's a migrant department, but there's no Native American or American Indian department. And San Diego County has the most reservations than any other county in (audio interference). And that just doesn't seem to (audio interference). And so, for us, something like that would be really helpful, if an agency existed to support our Indian communities.

Thank you.

MR. HINDSLEY: Thank you.

MR. ROULAIN: Kimberly Daingkau-Begay.

MS. DAINGKAU-BEGAY: Good morning.  
Thank you for allowing us the space.

One of the cross-agency coordinations -- well, as mentioned, Kimberly Daingkau-Begay, Kiowa, Caddo, Pawnee. I work in the Tucson, Arizona area with the Amphitheater Public Schools

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as Native American Education Coordinator.

But one of the things that our District does that would be helpful and encouraging for out school districts is to work with your county superintendent's office. Our County Superintendent has really helped me in our program in supporting our Native American students.

For instance, before the legislation came out in support of Native regalia at graduations, he was very vocal and wrote letters of support on behalf of our District to support our students before that legislation here in Arizona actually became law.

And so, just working with the county superintendent's office is one way that you can get support and strengthen your voice at your schools for your Native students.

Thank you.

MR. HINDSLEY: Thank you.

MR. ROULAIN: Gregory, the timer is almost finished, and there are not any hands

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raised currently.

MR. HINDSLEY: Okay. We can go on to the final Question No. 8.

"What are your IPC success stories? What is working well? Any other positive feedback you can give, things you want to share with the group?"

MR. ROULAIN: Alonso Escalante.

MR. ESCALANTE: Alonso Escalante from Ketchikan, Alaska.

So, our Parent Committee, a few years ago, created a position called -- they titled it the Cultural Coordinator. And they did the hiring, and they have hired just an amazing individual who is working in all of our schools -- working with teachers, just really helping to get teachers to that level of cultural relevancy, and working with Alaska cultural standards. She's in classrooms, working with kids. I mean, she's just unbelievable.

But, really, this whole movement, it was the vision of the parents, and it's just had

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a tremendous impact on the last three years. So, I just wanted to share that.

MR. HINDSLEY: Thank you.

MR. ROULAIN: Christina Narvaez.

MS. NARVAEZ: Hello. Christina Prairie Chicken Narvaez. I'm Oglala Lakota, and I'm over here in Sacramento City Unified School District.

Some of the things that our parents -- because we don't have like the funding, line items, in our grant to pay for certain things -- so, they spend a substantial amount of time throughout the year fundraising for different events. So, they help with our back-to-school event. They partner with an agency and get donations of toys during the holidays. So, they do like a Christmas drive-through toy distribution the last three years.

And then, they also, for our graduation, because we don't have the ability to pay for gifts for our children, they actually fundraise for that. And they're the ones who,

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for the last 10 years, have provided gifts for our graduates. And that's been just like a consistent practice.

And so, like on their committee, they have like a Chair, Chair of the graduation, Chair of the holiday, a Chair for back to school. Like there are committees, three different committees on there from the parent community.

MR. HINDSLEY: Thank you.

MR. ROULAIN: Susan Hawk.

MS. HAWK: Hello. Yes, Susan Hawk from Title VI at LAUSD.

One success we have had at our Indian Education Parent Committee has been, during the pandemic, the Indian Education Parent Committee instituted a Hiring Subcommittee to request Indian preference, according to Public Law 93-638. Therefore, this year, our staff that are hired have been hired according to Indian preference, requiring federal recognition and tribal enrollment to be hired.

And we see that as a success because

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we're able to ask for services for the students that are American Indian that are enrolled in federally- or state-recognized tribes. So, we are asking for those services, and that's a success, in that we do have four staff. Although we are just part-time, we are American Indian and we are asking for services for American Indians.

Thank you.

MR. HINDSLEY: Thank you.

MR. ROULAIN: Next, we have Kimberly Daingkau-Begay.

MS. DAINGKAU-BEGAY: Thank you. Again, Kimberly Daingkau-Begay, Kiowa, Caddo, Pawnee. Work with the Amphitheater Public School District in Tucson, Arizona.

One of those successes I just wanted to highlight, which one of the other participants mentioned, is that our Parent Committee, due to the lack of funding and providing incentives or student gifts, during our end-of-the-year celebration or our student ceremony, what we call it, our Parent Committee actually came together.

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We worked with local artists, cultural artists in our area. In our area, it's the Tohono O'odham and Pascua Yaqui. And we worked with the elders and the local artists to come in to show us how to make traditional items.

And so, they provided the student gifts in that way, to where our parents, it's a family engagement, cultural nights that we have that were provided, of course, pre-COVID. And they created these student gifts that were highlighted and we gave out to our graduating Native seniors and all of our eighth grade promotees who went on into high school.

But it was a collaborative effort between our Indian Parent Committee, and it was the initiative that they put forth in making that happen.

Thank you.

MR. HINDSLEY: Thank you.

MR. ROULAIN: Next, we have Florraine Super.

MS. SUPER: Hello. Can you hear me?

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MR. HINDSLEY: Yes.

MS. SUPER: Okay. Hi. My name is Florraine Super, and I'm with the Karuk Tribe. I sit as the Title VI Chair for the Yreka Union School District. I just wanted to share some success.

We don't have a lot of parents, but I do have contact with them outside the committee.

And so, we were able to get extra buses, so that kids could stay at the school longer for tutoring. And it comes up to our Native American community.

We have a Native American Share Day that we go in and talk with the third and fourth graders and share our local tribe's culture. And that's been going on for about, I think, 10 years now.

And then, we also have a dedicated Title VI teacher that's on staff.

I'm also connected with our Yreka Union High School, which we provide the Karuk language. And that's been in the school system

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for the last 16 years.

And we also provide necklaces and graduation stoles for the graduates.

And my last favorite thing that we've been working with the school is that they provide a language field trip that we get to take our students who are learning the language to outreach with our master speakers. And those programs have been really nice within our local school districts.

Thank you.

MR. HINDSLEY: Thank you.

MR. ROULAIN: Tara Tindall.

MS. TINDALL: Oh, hi. Tara Tindall.

I wanted to share our indigenous cooking class here in Madison School District. Our chef, she used to be our AISES, American Indian Science and Engineering Society, Coordinator. And she was really into indigenous food sovereignty. Like our Parent Committee is into that, too.

So, they asked that we create an

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online, virtual cooking class. So, the chef creates the menu and she lists all the ingredients. Parents' supervision is required for that for the participants. And I buy the food and set up a pickup weekly. And I also buy, we bought the book Sioux Chef.

And that has gone over a couple of times the last year, and it's been well-received by the parents, by the families. And I think a lot of the success is because parents are involved.

Thank you.

MR. HINDSLEY: Thanks.

MR. ROULAIN: Next, we have Kimberly Zah.

MS. ZAH: Hello. This is Kimberly Zah. (Audio interference.)

MR. HINDSLEY: Sorry, Kimberly, it's hard for us to hear you.

MS. ZAH: My success stories -- can you hear me now?

MR. HINDSLEY: It's still difficult.

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MS. ZAH: (Audio interference) the last time. So, I don't know if -- there is an (audio interference). So, I don't know (audio interference).

MR. HINDSLEY: Feel free to summarize it in the chat as well.

MS. ZAH: Okay. Thank you.

MR. ROULAIN: Next, we have Lynnann Yazzie.

MS. YAZZIE: Hi. Thank you.

Some of the things, pre-COVID, our Parent Committee actually, when we had our parent meetings, we had potlucks, where everybody just brought a dish to share. And so, that, actually, really increased attendance at our meetings. So, that was really helpful, just doing the potlucks. Of course, again, that was pre-COVID.

When we went into COVID times, the parents, then, decided to do drive-in movie events. So that people could still socially distance, but come together in some sense and show different Native movies, you know, movies

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with Native actors and directors. So, that was one way that we kind of mitigated activities during COVID.

And then, our holiday celebration is one of our largest events every year. We held it in two separate locations; held it outside, you know, again, socially distanced, but still came together. And our Parent Committee and our Youth Councils worked together to provide little goodie bags for the kids and little like presents, just small gifts that were donated here and there.

So, those are just some of the things that our Parent Committees and Youth Councils have worked together to provide. And during these events, we always have some sort of a cultural presentation, whether it's singers or dancers. And so, I just wanted to share that.

Thank you.

MR. HINDSLEY: Thanks.

MR. ROULAIN: Next, we have Ezra Whitman.

MR. WHITMAN: Hi. Thank you.

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So, a success story really quick. Tomorrow, I get to observe and help coordinate the hanging -- here in Oregon, in Portland Public Schools, the high school I work at -- observing the hanging of the nine federally-recognized tribes of Oregon, hanging their flags up in our student commons. It's going to be a really, really cool thing for our Native student populations.

And this only happened through the coordination with the Parent Committee, the parents who kept us on task for getting this done. And it was through that relationship that we actually discovered in Oregon there's a flag rule; that when requested, schools are required to hang tribal flags, much the same way that you see the Oregon State flag and the U.S. flag hung out in front of the school.

Again, this only happened through the coordination of the Parent Committee. So, I really do appreciate that. So, tomorrow's going to be a fun day.

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MR. HINDSLEY: Great. Thanks.

MR. ROULAIN: There are currently no hands raised, and the timer has ended, sir.

MR. HINDSLEY: Great. Thank you, everybody, for contributing for each of these questions.

I now pass it back to Dr. Moore.

DR. MOORE: Great. Thank you, Greg, and thank you to the rest of the team for leading us through these questions. My hand was steadily writing, taking copious notes.

So, on our last remaining content slide, we have some questions. I will go ahead and answer both of these, for the sake of time. We have about six minutes left in our session. So, I'll do a first-run answer of these, and then, I'll turn it over to our Education Program Specialists, our panelists, to see if they want to add any to that. And then, Mr. Roulain will close us out with the next slide in, roughly, six or less minutes.

So, No. 1, what did I hear from

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today's participants? Lots of needs, and we heard you loud and clear.

Also, just be mindful that we will be getting a detailed, word-for-word transcript of what was shared in this session, as agreed to at the beginning. Those transcripts, this one, as well as the other three listening sessions, will be posted on our OIE website. I put that, the link to that, in the chat. It's our oese-oie@ed.gov. But we'll give you that link again towards the end of the presentation.

So, you'll find the transcripts there.

If there were some tips or tricks that you learned about throughout the session, you'll be able to reread those again.

And we also will be posting those transcripts on our OIE Formula Community of Practice website. It's the easie.grads360.org website, and we'll give you that link. If you are one of our Formula Grantees, you should be well familiar with that website.

So, we'll make sure to post the

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transcripts there for you, as well as the recording. So, you'll also get the recordings of all the presentation, and you'll be able to scroll back and forth and replay things, and really be able to dig into the content again.

Because there was a lot of wonderful "needs" that we needed to hear about and some "wants," and then, also, some incredible successes that we certainly wanted to hear both sides of your experiences working on the OIE Formula Grants within your respective areas.

No. 2 here is, how can Ed help the Indian education community leverage federal resources for their programs?

So, thank you again. Lots of notes here about how we can help you and leverage the resources, but as well as some not only leverage, but really help folks to understand what is available and what's required.

So, I heard our participant loud and clear, that he wants some practical next steps of what we're going to do with this information.

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These two hours that we shared with you were important, and it was a lot of our time to have the entire team, including our Director, on the call, as well as the contractor facilitating this session for you. So, it was a big investment on our part, and we certainly are going to respond to your questions, your concerns, at length in a follow-up, as we always do within our OIE Formula webinars, if you've attended those in the past, about our EASIE application. So, we will certainly follow-up, granular, detailed follow-up.

I also heard that you are needing/wanting, of course, always ongoing training, professional development. This is the U.S. Department of Education, and we take training and education and professional development seriously. Many of us are long-term previous teachers, educators, professional development folks. And so, we certainly will provide that training ongoing.

We have a plethora of resources on our

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EASIE website, our Community of Practice website, that we provide, but we certainly can continue to do those and make them better, as you suggest. I heard some suggestions which were great suggestions in this session.

I love the idea of a toolkit. I have created numerous toolkits in my past for other efforts, and I think they're fabulous. So, we certainly will get to that toolkit. That will probably go to the top of our list because there was at least five of you that I saw, if not more, requesting that toolkit. So, I think that is one of our first stops in responding.

And then, also, heard loud and clear -- I think it was Lucyann Harjo -- about inviting LEA Administration in a timely manner to those trainings and national conferences, so that they are getting the same information and that they're learning how important your programs are to us at the national level in the U.S. Department of Education and Office of Indian Education. We have made numerous attempts to include them in

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our trainings and events, but we will continue to get better and better as much as possible with that.

We heard about some of your barriers.

There is definitely a need for increased respect and recognition, and we certainly will encourage that and put that language, those needs, into our documentation. Collegiality, collaboration, we have already been including that, but we will certainly detail that even more.

There was a great suggestion about a one-pager and for LEAs to summarize the grant programs and to publish those in a public setting for all constituent stakeholders to see those.

And also, a one-pager about roles and responsibilities for all the stakeholders -- the LEA Administration, the staff, the IPCs, community members, all of those. So, we can clarify what the statute says. It's not OIE's rules; it's the statute's rules about what the statute requires each of those stakeholder's roles and responsibilities to be.

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So, I will end there. And if there's any more comments, anything I've missed, anybody wants to say any final words from OIE Education Program Specialists, I'll turn it over.

(No response.)

If not, Phillip, it will go back to you.

Thank you.

MR. ROULAIN: Thank you, Crystal.

And thank you, everyone, for attending today's session.

If you would like to provide written comments, you can do that via email at indian.education@ed.gov no later than 11:59 p.m. Eastern time on March 31st, 2022.

Thank you.

This session has ended.

(Whereupon, the above-entitled matter went off the record at 3:00 p.m. EDT.)

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