

UNITED STATES OF AMERICA

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DEPARTMENT OF EDUCATION

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NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION

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TUESDAY
APRIL 26, 2022

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The Advisory Council met via Video Teleconference,
at 1:00 p.m. EDT, 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
- VIRGINIA THOMAS, Member
- PATRICIA WHITEFOOT, Member

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ALSO PRESENT

MIGUEL CARDONA, Secretary, U.S. Department of
Education

AMY LOYD, Assistant Secretary for the Office of
Career, Technical, and Adult Education, U.S.
Department of Education

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

JULIAN GUERRERO, U.S. Department of Education

MAHOGANY HOPKINS, LPE Associates

RON LESSARD, U.S. Department of Education

HOLLIE MACKEY, U.S. Department of Education

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

1:04 p.m.

CHAIR DENNISON: (Native language spoken) to all the people out there, turning to Council members and to everyone that's on, listening, and on line, on the Zoom call. We thank you very much for joining us today.

My name is Deborah Dennison. I'm the chair of the National Indian Advisory Council on Indian Education, and we're going to kick off our Tuesday, April 26, meeting.

Again, (Native language spoken), that is the word for good morning, good day in Apache.

I'm coming to you from the homelands of the San Carlos Apache Nation.

(Audio interference.)

CHAIR DENNISON: Oh. It's the San Carlos Unified School District in Southeastern Arizona. I am Navajo, and a member of the Navajo Nation, and I just want to say thank you to everyone, and we'll do the roll call with a brief opening.

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I just want to say that for the time that we have on the agenda, when Secretary Cardona comes on, we'll change that to a 30-second introduction. So you can do your introductions now, for everyone out listening, and then also at that time, because of our time limitation, we'll keep it at 30 seconds for them.

I thank everybody. We'll start with, I think Aaron's first on my list, so Dr. Payment?

MEMBER PAYMENT: Can you hear me?

CHAIR DENNISON: Yes.

MEMBER PAYMENT: (Native language spoken.) My spirit name is (Native language spoken), and it means the place above my territory where the spirits can talk directly through.

I'm a chairperson of my tribe. I am a former school board president of a BIE school, tribal grant school, and also a state charter school.

I was on the school board for a number of years. Also a faculty at the university level, previously, in Native Studies and political

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science.

My best claim to fame is I'm a high school dropout who got my GED. In Ojibwa, a G means something different, but I went back to school and I have a master's [degree] in public administration, a master's [degree] in education administration, higher ed, a master's [degree] in education specialist, K-12, and my doctorate in education leadership. And I'm a happy team member of our NACIE team.

CHAIR DENNISON: Thank you, Dr. Payment. Next on my list is Robin.

MEMBER BUTTER FIELD: Good morning, everybody. My name is Robin Butter field. I am Ho-Chunk and Anishinaabeg. I reside in Oregon. I have 50-plus years of work in Indian education. I like to say, from the classroom to Congress, practically.

I have worked in Indian Ed from every vantage point you can think of, from a classroom teacher, District Administrator, Director of Indian Education for three states, worked for three

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different technical assistance centers over the years. Worked in the BIE, also worked for NEA, the largest teacher union in the country, and I've been heavily involved with NIA.

After six three-year terms on the board, served as president a couple of times. This is my fourth presidential appointee to NACIE. I'm very happy to be here.

(Native language spoken.)

CHAIR DENNISON: Okay. Thank you, Robin. Let's go to Joely.

MEMBER PROUDFIT: (Native language spoken.) I am Dr. Joely Proudfit, and I am Luiseno/Payomkawichum in Southern California. I am Zooming to you from my office here at Cal State San Marcos, where I am the Director of the California Indian Culture and Sovereignty Center, and Chair of American Indian Studies.

I have been a professor for 27 years, and I am a proud educator, but most importantly, a mom to a 10-year-old, and I'm glad to be here with all of you. I've missed seeing you in person

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and look forward to that time soon. (Native language spoken.) My heart is good. (Native language spoken.)

CHAIR DENNISON: Thank you, Dr. Proudfit. I'd like to also congratulate Doreen, who's going to go next, on her retirement. Doreen, introduction?

MEMBER BROWN: Thank you. I'm Doreen Brown. I'm the Senior Director for Title VI Indian Education and also for migrant education in Anchorage, Alaska. I'm a tribal member of Aniak, which is on the Kuskokwim River, where the fish tastes the best.

More importantly, I'm a mom. I have two children. One is an adult. He's 26, living in Denver, best life. And I have a 15-year-old who's currently a freshman at West High School.

Yes, I am retiring. My last day at work, my career in education, is on June 30. I look forward to getting back to tradition. This job takes away from that, actually. Going to fish camp and picking berries and hanging out with my

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family out in the village, participating in winter activities.

I try to carve out time in the summer, but I really look forward to spending more time with family. My daughter's really excited, she's 15, about me hanging out with her all the time.

Not really, but I really think it's critical timing to spend the last couple of years with her before she's off to college and off to her own life.

Thank you.

CHAIR DENNISON: That's wonderful. Thank you, Doreen. I want to call on Virginia.

Virginia was on earlier. Let's go to Theresa.

MEMBER JOHN: Yeah. Good morning. (Native language spoken) Theresa John. I'm a Yu'pik from Toksook Bay, Nelson Island along the Bering Sea. I'm Zooming in from Southeast Alaska, where the Haida people live.

I'm an associate professor for the Center for Cross-Cultural Studies. It's a research center at the University of Alaska

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Fairbanks, and I am a daughter of late chief Paul John (phonetic), who was chief of our association, our village counsel president. And I've been with NACIE since 2010. I'm happy to be here with everyone this morning. Thank you.

CHAIR DENNISON: Thank you, Dr. John. Let's go back to Virginia. I see she's on now.

MEMBER THOMAS: I'm sorry I was muted earlier. (Native language spoken.)

I'm a member of the Muskogee Creek Nation here in Oklahoma, Okmulgee, Oklahoma. We're the most recent reservation that developed.

I have been in education for over 50 years. I, too, have been appointed, this is my fourth term, under four different presidents. I think Robin and I are the longest-running members of the committee. It's been a pleasure working with this group of people.

I am a founding member of the National JOM Association. I served as their president for 16 years. My specialty was under Johnson-O'Malley, and I am retired now but I am

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currently still working with my tribal education issues as well as serving as the chair of my Indian community here in Okmulgee.

I look forward to today's meeting.

CHAIR DENNISON: Thank you, Miss Virginia. Appreciate that. We'll go on. Patsy. Patricia, I'm sorry.

MEMBER WHITEFOOT: (Native language spoken.) Patricia Whitefoot. Good morning. I greet you in the language of the Cahto tribal people here in the Northwest, and I come to you from White Swan, Washington, on the Yakima Indian Reservation.

I am pleased to be with you with our NACIE telephone meeting, once again. It's good to hear everyone's voice and to be able to see all of you on the Zoom link. I look forward to a fruitful discussion the next two days regarding the business of the National Advisory Council on Indian Education.

Thank you very much, Dr. Dennison.

CHAIR DENNISON: Thank you very much,

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Patricia, as well. Let's move on to Mandy. Mandy, are you muted?

MEMBER SMOKER-BROADDUS: Yes, sorry. (Native language spoken.) My name is Mandy Smoker-Broaddus. I'm a member of the Fort Peck Assiniboine and Sioux tribes here in Montana.

I work for Education Northwest, which is a non-profit based out of Portland, Oregon. I'm a Native Education Practice expert.

Before that, I was the Director of Indian Education for the state of Montana for ten years. I have also served in the classroom and as an administrator, and have also taught at the tribal college level.

And I just have a small celebration. My children's graphic novel was born into the world today. It's called Thunderous. It's about a young Dakota girl living in Rapid City, and I'm just really proud of it.

CHAIR DENNISON: You should be, Mandy. Congratulations on that. I think we all need to get a copy of that. Thank you very much, Mandy.

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Is Phyliss on?

MEMBER PAYMENT: She's trying to dial in. I just got a message from her.

CHAIR DENNISON: Okay. When she gets on, we'll have her do an introduction.

I just want to say that we do have a quorum. There's nine of us here, and I appreciate all of you being here. I know that we were planning to have this meeting in March, but as I sent out emails to everyone, it goes back to, again, I appreciate this group very much. Our NACIE council works very hard in meeting the requirements that we have to have established.

I've been in NACIE, I'll say a little bit more about myself, I've been on since 2010, under President Obama. It's been a long time. Feels like a long time.

I just really felt like we needed to do a reset, a rebalancing, a reestablishment of why we exist, our mission. I just felt it was very meaningful to not just rush and hurry up and do another report. I felt like the pressure was on

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to do this other report. Which it is, very important to do the report, but what concerns me is we do the report and it's just a cycle, over and over and over, and I feel like we've become kind of a part of the process, the hustle and bustle thing to get the report out and go on.

It's like, where are we seeing the connection? I know I've printed out and I've read thoroughly the executive order, and I see that we are elevated there, but I just want to make certain that we do this restart now that we have a new administration. We have a new Secretary of Education who will be on later, and a way to really boost the work that we do.

Because as I near my retirement from superintendency, anyway, I know I'll not retire from education, because that's my passion. I really want this to be a time where I can see the work that we've done being carried out at the grass roots level where I've worked.

I've been a superintendent for 19 years now. It's hard to believe that. I did my

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dissertation in 2001, earned my doctorate, and it's on perceptions of effectiveness in Navajo Nation public high schools. It's just really amazing to me that that research still holds true. I've lived through it.

I've been a superintendent at Window Rock, my alma mater, and then I went to Ganado, then back to Window Rock, because of the systemic reforms put in place. That's really my background, systemic reform in Indian Country, and doing the strategic planning and making certain that the system meets the needs of the people that we're serving, the tribal students in high density communities of indigenous students.

So that has been a challenge. I've lived out the results of my dissertation three times in my career so far, where the pushback is always about integrating the curriculum of culture and language. The pushback doesn't just come from non-natives, it comes from our own people at times because of the whole assimilation, the whole movement of why education exists.

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That's what I really want to stress to everyone, is that a person that's in the grassroots areas of working daily in a community like San Carlos on Apache Nation, where 99.6 percent of our students are enrolled members of the San Carlos Apache tribe, it's really evident that what we're doing has been working here, even before COVID hit.

We were seeing the movement forward, and I just wanted to say that part of my introduction.

When COVID hit, we took some steps back, and so now we're back to looking at, okay, what do we need to adjust in our system to better meet the needs of our students and community, and the parents in the community at large?

I just wanted to add that as part of my introduction as we waited for Phyliss, and I understand she's on now, so I just want to say I appreciate everyone for bearing with me as I work with the Department of Ed and others to make certain that we have our new Secretary of Education so we could come to some kind of a reset to move forward from here. I just don't want to be part of the

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punch the ticket and get out of Dodge kind of meeting.

And also congratulations to everyone that has accomplished so much. Mandy, congratulations on your book. Again, retirement, that's a huge thing. You're so young, Doreen, to retire, but you're lucky to have all those years to spend with your child before she gets going to college or whatever she wants to do in the future.

Congratulations to everyone on the work we've done. As has been stressed, I missed seeing you all in person. I hope that our next meeting can be in person. That's my hope.

Now I'll turn it back to Phyliss to do an introduction. Phyliss?

CHIEF ANDERSON: This is Phyliss Anderson, with the Mississippi Band of Choctaw Indians. Just want to say hello to everyone. How are y'all doing?

MEMBER PAYMENT: Good to hear your voice.

CHAIR DENNISON: Yeah, good to hear

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your voice, Phyliss. Thank you, Phyliss, for getting on. I think we have our full council here.

Congratulations to us. We have a full council.

MEMBER WHITEFOOT: Great.

CHAIR DENNISON: I do want to go on to have introductions, should we do that now? I think we could stop here and then go back to Virginia, who's offered to do the opening prayer, in line with what our purpose and goals are for the next two days, and then the future of NACIE as we reset our direction.

So Virginia, I'll turn it over to you to do our opening prayer. Then we'll go on to the introductions of the staff members and others that are on with us.

MEMBER THOMAS: Thank you. If we could just bow our heads. I thank you, lord, for this beautiful day that you've provided for us, that you've provided this time that we come together.

I want to ask that you guide us today in our work to be accomplished. Give us the wisdom to be mindful of the children we represent, and the

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communities our decisions will affect.

Lord, I ask that you place your loving hands upon our national leadership, especially the people of Ukraine. I ask for healing of those with COVID, and to surround them with your protection.

Lord, I ask that you guide us in every way possible today. I thank you for giving us this time that we can join together as one, and make a decision as one, to benefit not only you as our ultimate leader, but for the children and the families.

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

CHAIR DENNISON: Thank you, Virginia.

I'd like to move to introductions of our staff that are on from the Department. I'm going to turn it over to Donna, who's our DFO for NACIE, and she can call off the staff members for introducing themselves.

DR. SABIS-BURNS: Thank you so much, Dr. Dennison, and thank you very, very much. It's a pleasure and honor to be here.

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I'm Dr. Donna Sabis-Burns. I'm the group leader for discretionary grants here in OIE, and recently appointed as the DFO. I look forward to working with NACIE in this important work.

I am going to turn it over to our director, Julian Guerrero. Julian?

MR. GURRERO: Thank you, Donna, I appreciate that. Good afternoon, good morning to those joining us in the different time zones and Eastern. I just wanted to make a quick comment to welcome everybody virtually. It's good to be here, and I'm happy to see a full quorum of the NACIE committee.

There's plenty of work to do. Just acknowledge, we also have from the Office of Indian Education, I see in the lobby, with us. Thank you to them for joining us.

With that being said, I'm going to hand it over to the White House Initiative, and Dr. Hollie Mackey to introduce herself and her staff.

DR. MACKEY: Good afternoon, good morning, everybody. My name is Hollie Mackey.

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I have assumed the position as the Executive Director for the White House Initiative as of March 14.

So my first NACIE meeting. I'm very happy to be here. I've sat in on some other NACIE meetings, and I've been following all of your work.

I'm excited to have the opportunity to listen firsthand and provide some updates for what we're doing and with us, some initiatives we have.

Ron Lessard, whom all of you are very well familiar with, and Allison Barry, who has been helping with the initiative as we transition into our new structure that we're working on to advance the work.

CHAIR DENNISON: Is there anybody else that needs introductions? I see you introduced Ron.

Ron, do you want to introduce yourself?

MR. LESSARD: Yeah, sure. Hello, everyone. Good to see you. Would like to be in person, but we do the best we can virtually. (Native language spoken) to all my wonderful friends from Pine Ridge and Rosebud and those areas.

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I'm Mohawk, and very happy to say that the White House Initiative is alive and well, and we'll be breathing new life into it. We're very excited that Dr. Hollie Mackey has joined us, and we're very excited about that. Thank you.

CHAIR DENNISON: Thank you, Ron. Is there anybody else that seems to be on, that needs to be interviewed? Julian, do you know of anyone else out there that's under the department?

MR. GUERRERO: Yes, Dr. Dennison. Sorry about that. Dr. Dennison, we also have on the line Dr. Amy Loyd with the Office of the Secretary.

Amy, would you care to say hello? Oh, it looks like Amy is unable to unmute herself.

DR. LOYD: Except now I've been given that privilege.

Hi, everyone, thank you so much for letting me join this meeting --

MR. GUERRERO: And also in the meantime, Ms. Karen Akins, Committee Management Officer with Department of Ed.

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PARTICIPANT: Julian, Amy's on.

Dr. LOYD: Julian, can you hear me?
Dr. Dennison, you can hear me though, right?

DR. DENISON: I can hear you, Amy, yes.

MEMBER PAYMENT: Maybe Julian can't
hear us.

(Simultaneous speaking.)

DR. LOYD: Hi, everyone, I'm Amy Loyd.
I'm a senior advisor to the Secretary on a
portfolio of issues, including native education.

And it's just been such a joy to join
this administration and work with a Secretary who
is fully committed to supporting educational
sovereignty and working in partnership with tribes
to advance their vision for what they want -- what
we want for our children. So I'm very excited to
be a part of this.

I read your report in December with
great interest, and I'm really eager to learn more
about how to work in partnership with you to do
the reset that you were describing, Deborah. Like,
this is our moment for reimagination and for really

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thinking bigger and bolder about how to elevate the role of native of education within the Department and across agencies for the Administration. So, thank you, everyone.

CHAIR DENNISON: Thank you, Amy. It's good to see you again, but I wish we could meet you in person soon.

I do also see there are not -- I just see so many people that have joined online, and I appreciate you being here. One being my brother Jack Jackson Jr., who's on, welcome. And I see John Forkenbrock on, I recognize you out there. And others that I know that I have worked with in Indian Country. So I appreciate you joining today and being a part of this.

The first thing on our agenda is to -- the White House initiative on Advancing Educational Equity, Excellence, and Economic Opportunity for Native Americans and Strengthening Colleges and Universities and education -- education roundtable.

So I want to again introduce Dr. Hollie

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Mackey and Ron Lessard to do this portion. Thank you.

DR. MACKEY: Thank you so much. Can everyone hear me?

PARTICIPANT: Yes.

DR. MACKEY: Okay. Just making sure. We have several of us in the room so we're -- we're playing the need-a-computer game here.

So I do want to welcome you again. We're really excited to have you and I'm very excited to step into the role. And I think to echo Amy's comments, I'm also looking forward to that reset.

So previously a lot of my work has been in policy analysis, and relatively critical policy analysis. And one of the organizations that I have relied on to drive my work and help me think about what we need to address from an empirical perspective are the NACIA reports that have come out in the past.

And so reading the report, I saw that you were all still on point with being very clear

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about what it is you wanted and what it is that we might be able to think about how to partner with and work with -- to do together.

Ron is going to have to step off for just a moment. But, Ron, I wanted to provide you a few minutes if there's anything that you would like to update about the initiative specifically before I move into some of the other pieces.

MR. LESSARD: I would like to say again thank you all for joining today. And again, thank you, Dr. Mackey.

We're really excited. I think we -- I spoke at one place and introduced myself and will say that I was very happy to not being the acting Executive Director anymore. And we're very excited that she's with us, and that moving forward we'll have some very wonderful things.

I think one of the things I would like to put out there for you is that, you know, is through, you know, that we hear you and we want to make sure that we can take away from this a moving forward. And that we look to, you know, three to

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five key topics, key things that you would like the initiative to work on as we focus on as we go forward.

And with that, I -- I'll bring that back to Dr. Mackey. And then I'll be joining back in after I get on the other calls.

DR. MACKEY: Thank you so much. I appreciate that.

So I thought I would just start by giving you an overview of what we've been working on. Right, all of you are very familiar with the executive order. It's written into your NACIE report in terms of the ways that you are serving as an advisory council for that.

So I think that it would not be helpful to take time to go over the components of the executive order with you. But we can certainly do that later if in fact people would like to.

And if you have any questions along the way, I'm also happy to answer those. If not in the brief 30 minutes before the Secretary joins us, we can do that at the end. So we'll have some

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time built in.

But a few other things. First of all, through the executive order, I'm also the co-chair of the White House Council for Native American Affairs Education Committee. And so Ron and I have been working to finalize MOAs with Health and Human and Interior in thinking through how we can better support the work.

So as you know, written into the executive order is Interior, Labor, and Education in terms of the Secretary co-chairing that initiative. And so to that end, we wanted to make sure that we're developing those relationships very intentionally with the different organizations.

And so we have been in fact doing that.

And we have the MOUs with -- the MOU -- MOAs with HHS was approved and it's in place. And right now we're waiting on Interior, and that's just in their final executive clearance page for that piece right now.

And so we had hoped to have an update for you and some outcomes from those -- those MOAs

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and how we've been able to collaborate when we have -- meetings.

The second piece that Ron has been working on quite diligently is the native languages MOU. And so we have the interagency working group, we're working to advance a number of the things that touch in all of our agencies, but also things that -- that are cross-walked within your report. And native languages is one of those things.

And so Ron has been one of the co-leads on that particular MOA and thinking through what needs to be included in the agreement and how we're going to work together collaboratively.

And so we did have a meeting this morning with the entire committee. And our next step on that is to think about really the plan for implementation. So if we have the interagency agreement that we're going to elevate native languages, then we need to figure out how we're going to actually operationalize that.

And so that's one of the areas, you know, in thinking through tribal colleges and our role

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in strengthening tribal colleges and universities.

We welcome your input in thinking through how to elevate our colleges and the roles that they play in language preservation or language sustainability, whichever the case may be.

And so to that end, Ron can speak to that a little bit more if he needs. We have the email up, thank you, Mahogany.

So the next piece that I wanted to update you on is we are also working with the Tribal Treaty Working Group and doing a deep dive, really, into all of the existing treaties to identify what is in them and what that might mean in a contemporary context.

And I know that Julian has that on the agenda for tomorrow. And so that conversation will be more focused over that, but we are -- we are certainly a part of that as well.

And so those are kind of the bigger things that we've been working on thus far. A couple of updates that I think would be interesting to you and that's one of our questions I know, Dr.

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Dennison, that you had posed is whether or not there was -- are we in process for identifying additional NACIE members.

And so the White House Liaison's Office has confirmed they have four people that they're in the process of working with for NACIE. And then leaving the one open position still that they have not yet identified somebody for.

And I don't know who those people are and I'm not a part of that process. None of us are a part of that process. But the White House Liaison's Office did want you know that they are -- they are working very hard to make sure that we have the full 15-member committee, and preferably prior to the next meeting.

So as I get updates on that, I can pass those along to Donna, who can then pass that along to you as is appropriate and necessary.

What else? We're doing a lot. So we -- on a more practical side of -- you know, the -- one of the things that we've been thinking about is how do we get out into the field more and how

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do we actually talk to the people who are most affected by our work.

And again, that's an area that we are very excited to partner with all of you on to see what can we do. Right, how can we make sure that the initiative is fulfilling its goals. And as you've read through the initiative, I'm sure you've seen it's a very lofty initiative.

And what I like about the fact that it is so lofty is it gives us the opportunity to get really creative and thinking -- in thinking through what we can do in Indian Country, right, on the ground with tribal colleges in communities, looking at how we can better partner with our urban native populations.

And so a few of the things that we're working on right now is I recently met with Lummi (phonetic) Nation and with Northwest Indian College. And so we are starting to begin the process of planning what it would look like to have a native education and economic opportunity summit, hosted in the state of Washington for all of the

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Washington tribal communities and the tribal colleges in the urban, Indian organizations.

And so this is going to be the first, our first go at trying to think about how that's going to look. But our goal, just the initiative, is to identify in every state the opportunity where we can do a similar sort of activity.

And in particular in states where we have NACIE members, you should anticipate that we would make sure that you have that information and that you're able to attend. We would of course like to recognize that you are there.

And it's a small piece to elevate and the reset that Dr. Dennison spoke of. But I think that people need to know who you are. They need to be able to put faces behind names, and they need to hear your work, and they need to hear it straight from you how it is that you support your work.

So if we have the opportunity to provide that space for you, all of the things that we are planning, we've been very mindful of the fact that to the greatest extent possible, we would like for

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you to have the opportunity to participate as well.

That's what we're -- we're starting up in Washington.

Ron has been working with the National Urban Indian Family Coalition out of Seattle, and we are going to be hosting for them an urban Indian education policy summit in June. And that's something that we're excited about.

We are very excited simply to bring people out here. I saw many of you -- many of you who have expressed that it would be nice to be in person, and I do truly hope that for the next meeting, we can be in person.

Because we think that there's just so much you can get done, right, and so many ways that, while virtual does allow us to get together conveniently, in-person also allows us the opportunity to do more of a deep dive, right.

And so we are going to be hosting them in person. It's a two-day event, and we anticipate that they will be in the Department of Education and using our facilities the first day. And they

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will deal with anything of American Indian on the second day. So that is something we are also very excited about doing.

The dates for the event, I'll have to get back to you. Ron -- oh, Ron's still on. Ron, when is the -- it's the 16th I believe, maybe, of June?

MR. LESSARD: Yes, June 16 and 17.

DR. MACKEY: Right, so June 16 and 17 is the urban. And the summit for the educational opportunity -- or education, economic opportunity, those dates have not yet been set. So we're in the very preliminary stages.

We just met last week to get the idea sort of off the ground. But we will make sure that you have all of the information as we start to finalize those things.

What else am I missing? But yeah, I would say at this point our focus really has been on the MOAs and the deliverables that are required by the initiative first and foremost.

I do know that everybody in ED has gone

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over the NACIE report in depth and has started to think about how we can align our activities and the projects that we're going to engage in in alignment with some of the recommendations from the NACIE report.

And so what we would like to do in the second half after the Secretary is done speaking is get some feedback from you. You know, when we were going through the report, there are a number of things that are in there that, yeah, some of them are legislative, some of them are budgetary, some of them would fall in line more specifically with BIE than Department of ED.

And then there's a number of them that we can help advance through the initiative or through our MOA with the BIE, right, on behalf of Ed. And so we're going to ask of you to think about potentially narrowing down three to five.

And we had a brief conversation with Dr. Dennison about this where, you know, ideally we will touch on all of your recommendations and figure out a way to address them. If not,

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operationalize some sort of initiative for a meeting or program based off of those.

But we're looking at a short-term and a long-term strategic plan, thinking this through, so with NACIE's help, to identify what is most important to you or most pressing. Because they're all very important recommendations that you have in the report.

We would like to make sure that as we structure our work for the next few months, that we're doing so in a way that deliberately responds to NACIE's report. And for a number of reasons.

You know, first of all, they're just excellent recommendations and you all are really incredible educators that we can learn a lot from.

And some of you of course, you know, I've known for quite some time, so I'm excited to be able to take some of the ideas that you have that I've learned about, not just through the report but through conversations, and advance those.

But also speaking to Dr. Dennison's idea of the reset. We are just as committed as you are

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to elevate the role of NACIE. One of the things that, just the years of experience.

And I was listening -- or listening to people introducing themselves, you know, it occurred to me that, you know, in the past we know how a lot of advisory groups work, right. And we know that they do typically do their work in isolation, they write their reports, and we don't see a lot of action on that.

And it's our goal at ED through Julian's office, through Amy, to make sure that we are connecting all of the dots, cradle through lifelong learning, and thinking about the intersections of your recommendations and how we can apply it not just specifically to a age group right or addressing -- addressing, you know, very localized sorts of ideas.

But how can we take those across and how can we broaden those. And how can we then involve our tribal colleges in ways that allow us to really think about economic opportunity as a function of our tribal colleges.

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And so some of the ideas that we've had with that is thinking, I know a lot of tribal colleges right now are struggling with accreditation for graduate programs or specific types of graduate programs.

But most specifically, one of the things that we're getting a lot of feedback on are we have tribal colleges who have fantastic teacher preparation programs but accrediting agencies are reluctant to provide accreditation for principal preparation.

And I can speculate as to why that might be, given the feedback from the accrediting agencies. But on a more cautious note, because I have not had personal conversations, I would just say that we -- we would like to press a little bit and get some definitive answers as to why it is these universities and colleges are not able to get accredited in areas that they want.

Some other things we've been thinking about is really, you know, if you look across USDA and Interior, there's been a large push for hemp

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production. There's been a large push for cyber security. There's been a large push for law enforcement.

And so we've been working with -- that mine or no? I'm sorry. So we've been working across agencies to think about not just within the realm of education, but within the realm of jobs in general, how can we better support tribes who are trying to develop programs within their tribal colleges to meet their needs.

And some of that is in response to 638 contracts, and some of that is simply in response to understanding that we need to be able to develop our own workforce for our own communities and not always rely on people from the outside to come in.

Because people from the outside oftentimes don't stay.

And you know, one of the calls that we hear often is the, you know, nothing about us without us. And so we're taking that idea and thinking through workforce development and economic opportunity in a way that allows us to

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really provide opportunities for our own people within our own communities.

Because we know that we have plenty of qualified people. We know that we have an abundance of wisdom, right, in our communities. We have really, really sharp kids, and they want to stay in the community, but there aren't opportunities for them.

So how do we make sure that the jobs that people want and the things that tribes need for nation building are available at that local level for them. And so to that end, we also have to think about, you know, in public health, the social determinants of health. We are translating that a little bit into the social determinants of education.

And so thinking through the intersections of education with social services, thinking about how do we better work with our tribal direct preservation officers thinking through how we can partner better with IHS.

And within our MOU with IHS, we have

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a data-sharing agreement embedded within that. And really get some good data that allows us to make some decisions about how we can structure the initiative so tribes can make better decisions about what it is that they want us to do on their behalf.

And saying data, right, I would also be -- it would be inaccurate for me to say that we're collecting this data to make decisions for them. What we mean by that is more specifically we are trying to also strengthen tribal sovereignty and self-determination through data sovereignty.

So in understanding the issues that we're having within education, we also want to provide a pathway for tribes to collect the data that they need without having that data coopted into the federal government, and then housed here where they never have the opportunity to use that data to make decisions about their own schools.

And then we also want to provide opportunities to bring tribes together with similar issues so they can work together in collectively

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thinking through how to tackle some of these -- these bigger problems.

So we have about 13 minutes left. I don't want to take this half hour and just talk the whole time. And so if you have any questions now, I'm happy to take those questions now.

But I do want to just restate we want to -- we want to respond to your report in the best way that we can within our channels of operation.

And so to that end, for conversation after we have a conversation with Secretary Cardona, we'll go in that direction.

CHAIR DENNISON: Wow, thank you, Hollie, thank you, Dr. Mackey.

I'm really excited to hear that because all the points you made are to me really exciting to hear. The last point you made, partnership, that's where a lot of the issues will be resolved.

I'm talking again from the standpoint of a high-density public school district that serves 99.6 percent Apache students. And that has made all the difference in the world in our school

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system.

We've partnered with not IHS, it's the 638 Hospital, we've partnered with all these other community entities that are around that the tribe included and it's made so much difference in educating the mission of why we are here, why we exist.

I just wanted to add that. So, I'd like to see that happen more across the country in Indian education. I don't know if anyone has a question they want to ask. Is there a hand up anywhere? I see Dr. Payment.

MEMBER PAYMENT: Can you hear me?

CHAIR DENNISON: Now, we can, yes.

MEMBER PAYMENT: First of all, congratulations, this is a very important position that we've got a commitment by the Obama Administration years ago and it did sit empty for quite a bit of time.

And I remember the work that was being done by Bill Mendoza and he's a friend of mind and I think he did a reasonably good job. But I also

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think that we have a new opportunity to be able to set goals and objectives for the position.

So, I'm speaking from a tribal leader perspective right now and identifying what that looks like. And that might even take some consultation with tribes to pull together.

Before, there were different moments of light and brightness but it wasn't consistent, it wasn't ongoing, it seemed to be not directive. So, you have an opportunity to do all of that, pull it together, and I think the strength of what you can be tasked to do can be supported by tribal leaders across the country asking for that.

Sometimes there's a little pushback, struggle with administrations and all of that but Indian Country has been waiting for a long time to get a very strong substantive commitment.

And so I appreciate the position being filled. And also, I thank Ron, I don't know if he's still on, in the interim, that has to be a record interim for, what, five or six years.

That's longer than most careers. So,

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the other thing I want to ask is specific to in the executive order it defines an enhanced traditional role with another Secretary and I think it's Labor.

And that has been a missing piece in the past because tribes implement education programs and we implement WIOA programs and it would be nice if we could do those together.

We are vastly underfunded for workforce investment dollars and that's another glue that keeps kids connected. I was a CEDAR worker back when it was called CEDA and my first job was I was the groundskeeper and I used to clean the toilets for our administration building.

They were the cleanest toilets in the tribe. So, I want to just ask if you can be thinking about how does that new linkage look or what could that look like with that new Secretary?

I've got some more steps to talk about relating to statistics and performance during the pandemic to catch up but I see there's lots of hands up so I'll defer for now.

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CHAIR DENNISON: Thank you. Next we'll go with Joely, she had her hand up first, and then we'll go with Robin and Patricia after that.

MEMBER PROUDFIT: Thank you, Dr. Mackey, for all that wonderful information and congratulations on your appointment. We are so thrilled that position is filled and filled with someone with your background and knowledge.

And I'm excited to hear about what's happening and what you're going to be doing in Washington State. And I look forward to speaking with you about doing some along those same lines here in California.

I'm sure, as you know, California is home to 109 federally recognized tribes, at least 80 seeking federal recognition and the largest Urban Indian population and we often are overlooked and undercounted or not counted at all.

Especially in higher education where none of our universities qualify for mass-need status, which is the non-tribal-serving Native

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American institution because you have to have a 10 percent threshold, which is very challenging in a state of over 40 million people.

My cap here is at 4 percent, which is the highest per capita of American Indian students per capita than a university in California.

So, to find a way to access those much-needed funds to support the very students we're intending to support because we have so many Native students attending our universities that are not receiving adequate support.

But especially our classrooms, K-12s as well, who are either not counted or under-counted again, and so figuring out ways to invest in nurturing the K-12 so that we have an adequately prepared student population to enroll in the universities.

It was just announced on Friday that the UC region is going to allow for tuition to be paid for for any member of a federally recognized tribe who is at the UC.

We have 10 UCs here in California

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starting in fall, and while that's a wonderful step in the right direction, it leaves so many California Indians out because it's only for members of federally recognized tribes.

And here in California, like I said, we have nearly 80 tribes seeking recognition but more importantly, we have thousands and thousands of descendants and dis-enrollees and folks who, through no fault of their own, political issues, moratoriums, are not enrolled in their tribes so they can't even benefit us of a benefit that really is intended for them.

Because after all, this is our homeland.

So, I'm looking at ways in which we can make sure that when we cast our net of support and engagement, especially in places like California where our population gets dwarfed by the overall population, that we can be very intentional about supporting our American Indian students and our workforce and looking at equity in the truest sense of the word so that we don't leave anyone behind

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and any of our students behind.

So, my heart is good and I'm so happy for you in that position. Thank you, Ron Lessard, for shepherding this position for so many years. Thank you.

DR. MACKEY: I was taking notes, Joely, actually, I sat in on your 2:00 p.m. to 4:00 p.m. session on Friday with AERA. So, I was taking notes per your recommendation.

CHAIR DENNISON: Thank you. We'll go on to Robin.

MEMBER BUTTERFIELD: Thank you very much, first, Deborah and then Hollie, for the opportunity to speak to the needs of Indian country.

I think it's difficult for people to get their heads around how complex Indian education is from the national level all the way down to the classroom.

And so having worked on many of the NACIE reports, we try to capture everything and one of the biggest things I think I feel that we need is

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an identification of things that have worked.

We've identified one of the goals that's around best practices but if think of the greatest impact in the classroom, it's the Courtroom teacher and I know the Indian Ed has training programs for Native teachers.

But most of our kids are impacted with non-Natives and so what are the strategies that we can give to system-wide educators that will make a difference for Native kids is huge.

And having worked with NEA for a number of years and having been a Courtroom teacher, I just think that sometimes we're the most undervalued group of individuals out there in terms of pay, recognition for our expertise, the time we put in with our Native youth and Native parents.

There's just got to be better systems of delivery starting from the fed to the state level, and then from the state to the district level. So, trying to breakdown all of those infrastructures and fine mechanisms that will really impact changes at the local level.

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And it seems like we've had millions of consultations and hearings and listening sessions and yet, nothing really seems to change. So, I'm really hopeful and through the other White House initiatives that we can implement some strategies that will really make a difference.

And identifying best practices, things that have really impacted communities in positive ways I think is one of the ways to help everybody do better.

But I'm very happy that we have you in a leadership position and that we can hopefully make some changes that will impact all of us in a positive way.

CHAIR DENNISON: Thank you, Robin, and I think we might have time for one more and that's Patricia.

MEMBER WHITEFOOT: Thank you, Dr. Dennison, and congratulations, Dr. Mackey, it's great to have you here and to listen to the work that's going to be taking place as we move forward.

I'm glad that Ron is still there with

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us to help shepherd this work as well. So, thank you, Ron, for your role as well.

I was particularly stressed by the health initiative and I think it has to do with the fact that with the former tribal leader this was a major issue in our community.

So, just health, and having worked in early childhood I had started to see some programs over the years, health has always been an issue that needs to be addressed.

We need to learn about the work with Indian Health Service.

In addition to talking about Indian Health Service, I would also ask that vocation numbers, we would get a copy of those MOAs with Health and Human Services, Department of Interior, and Indian Health Service as well.

Because it's going to help us as we're out in the field with families and students and communities to be able to point to those kinds of MOUs as well.

With regards to just the health

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initiative and as you probably know, particularly with Headstart, one of the programs that provides that kind of constant supportive core focus is Headstart.

It comprehensively includes health and I've always thought that needs to follow, that kind of model needs to follow, our children from K to 12 if we're ever going to get a handle on just our health needs in Indian Country as a whole.

And so in the future we need to advocate for something like that. And I don't know if you're aware of the Whole-Child initiative or the Title First were wonderful.

That needs to continue moving forward and so I look forward to working with you on this initiative as well as the offers of Indian education.

Finally, I'm at some point hoping that we'll stick it out to our regional tribal leaders for the meetings as well here in the Northwest with tribes of Northwest Indians.

That's going to be important to get the

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word out amongst our tribal leaders other than the National Congress of American Indians.

So, congratulations, I guess I didn't ask a question, I just want to continue advocating for comprehensive health needs, health education for our children and families.

CHAIR DENNISON: Thank you, Patsy. Dr. Mackey?

DR. MACKEY: Thank you all and I'm excited to work with you, and anything that you would like to, Donna, that you would like us to know about, she can certainly forward that to us.

And as you were talking it occurred to me, we can also to make sure to provide some updates to you as we have things scheduled so then you're aware of what we're doing.

CHAIR DENNISON: That's really great. I am so excited and again, congratulations, Dr. Mackey, it's really good to have someone there now that I know. And I appreciate Ron. Like someone said, I think it was Aaron, you're the longest-serving intern.

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He held the fort down for a very long time and he did a great job. It's really good to have a definite director there now so that we can work with you and really make a lot of headway and just reset.

The Secretary is on so we'd like to give him the floor and also to turn it over to -- Dr. Mackey, do you want to introduce him?

DR. LOYD: Hi, everyone, can you see and hear me?

Terrific, I'm sitting here in the Office of the Secretary right now and wanted to just take a moment to say, as I said previously, what a joy and honor it is to work with the Secretary of Education who is an educator himself, who understands the needs of students and families and communities.

And who is truly dedicated, as our entire administration is, to honoring our nation's relationship with tribes to tribal sovereignty and self-determination, and to working in partnership with NACIE and with our Native students and families

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and communities across the country on ensuring that educational sovereignty and excellence in Native education is a priority for him and for all of us here in the Department.

So I'm thrilled to be able to introduce Dr. Miguel Cardona, our Secretary of Education, to have a few remarks and then a conversation with you.

SECRETARY CARDONA: Thank you very much, Amy, I appreciate the introduction and I'd also like to thank Chairman Deborah Dennison and each NACIE member. Thank you for your leadership, your service, your dedication to our student success.

I also want to acknowledge my colleagues in the Department that are here, Amy Loyd, James Lane, James Qual. I also want to thank Jack Jackson from the Department of Labor for joining us today, and Ron Lessard also.

To all the NACIE members, I appreciate all you do to share your expertise so that we can improve educational outcomes together. I'm

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honored to meet you. In me and in the Agency I lead, you'll always find engaged and respectful partners.

We share the belief that our students can achieve anything with support and through an education that values their culture as an asset. I want to repeat that. An agency that values their language and their culture as an asset.

The Department of Education, in partnership with the Department of Interior and Labor, is committed to advancing equity, excellence, and justice in our nation's education system for Native students.

We're committed to this work because it's the right thing to do and because it fulfills our commitment to furthering tribal sovereignty and self-determination.

Native students should have an opportunity to learn their Native language and their histories and receive an engaging high-quality education that's culturally responsive.

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Each Native student deserves an education that prepares them for college. For competition careers in a global economy and for the roles in uplifting and contributing to their community.

I'm excited to talk with you today about recognizing the important opportunity we have to share and uplift the role NACIE plays in this work.

I can tell you as Secretary I'm committed to working with NACIE.

In collaboration with the initiative's Executive Director, we're so fortunate to have Dr. Hollie Mackey in this role, we see your expertise in advising the initiative.

We need your guidance on what's needed for the development, implementation, and coordination of programs that can improve educational opportunities for all learners.

I think promoting career pathways for in-demand jobs and identifying opportunities for apprenticeship, internship, and other work-based learning initiatives with Native students in my

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mind.

We need a bold new strategy will strengthen TCUs and increase their participation in agency programs. NACIE Members, your depth of knowledge spans Indian Country. That's invaluable for us at the Department as we are seeking greater guidance from the field.

Together we can also increase public awareness of the educational and training challenges that Native nations have experienced over many generations. We can co-create solutions.

We know the pandemic has made existing challenges worse within tribal communities and also created new ones. With NACIE's leadership and partnership, we can build a stronger future together.

For example, the Department and the initiative will look to you for ideas that strengthen existing local and national partnerships.

We'll look to you to help establish new,

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sustainable collaborative relationships with the public, private, philanthropic, and nonprofit stakeholders to advance our shared goals.

And we'll look to you and join you in uplifting the vast network of knowledge that resides in Indian Country.

We'll do this so that we can promote, improve, expand, and sustain culturally responsive educational opportunities for Native languages, traditions, and practices.

Together we can facilitate collaborations between the initiatives and tribal nations, Alaska Native entities, and other tribal organizations.

With your help, we can better understand what Native nations need to realize policy goals that advance self-determination, and the priorities we strive to advance at the Department of Education.

This meeting truly represents a new beginning, an opportunity for us to reimagine our relationship with NACIE, including your elevated

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role through the President's new executive order.

Thank you and I look forward to the conversation.

CHAIR DENNISON: Thank you, Secretary Cardona, we really appreciate you. You don't know how much we appreciate you coming on and your words.

They speak to our hearts because each one of us, as you pointed out, has that passion, that love for, particularly, Indian education.

So many times, as you pointed out in your comments, we do feel sometimes that we're an afterthought or we have to fit into the mold that doesn't fit us. So, that's been our struggle at NACIE as well, to really try to work.

And I feel confident that the system itself is where the answers lie, the systems that are out in our communities, they have to be designed to meet the needs of our students.

So, with that said, we want to open the discussion of just giving us a roundtable of each of the people that are here and giving them 30

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seconds to introduce themselves and to tell their background.

It's going to be 30 seconds because we want to lead into some discussions so I'll start with, again, Aaron. Dr. Payment?

MEMBER PAYMENT: Secretary Cardona, we met before at the White House initiative and I was excited by what I heard there.

I just want to ask if you could be thinking about what the linkage with the other two Secretaries will be in the executive order, the Department's Secretary of Interior and Secretary of Labor.

We desperately need some follow-up on ESSA. I was a negotiated rulemaker for the Every Student Succeeds Act. We've been trying to get some information for the last several years but it has not been forthcoming.

We need a scorecard of how the states are doing and some guidance from the Secretary back up to the states to encourage them, we need reliable and valid --

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(Simultaneous speaking.)

CHAIR DENNISON: We need to stop and go to the next person, please. The next person is Robin. Robin, are you muted?

MEMBER BUTTERFIELD: I'm just unmuted now. Good morning, Secretary Cardona. I'm Robin Butterfield, I'm Ho-Chunk and Anishinaabeg, enrolled in Winnebago, Nebraska. I have 50 years of experience in Indian education, from being a classroom teacher to working with NIA on legislation. This is the fourth the NACIE presidential appointee for myself, but I've also worked a lot with the National Indian Education Association, with six three-year terms. Proud parents of three college graduates. (Native language spoken.)

CHAIR DENNISON: We'll go with Joely.

MEMBER PROUDFIT: (Native language spoken.) Joely Proudfit. Good morning, Dr. Cardona. I'm Joely Proudfit. I am the Director of the California Indian Culture and Sovereignty Center at Cal State San Marcos in North County,

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San Diego, and the Chair of American Indian studies.

I have been a professor for 27 years in American Indian studies and supporting California Indian education. We welcome you and look forward to working together with you to support Indian ed.

Thank you.

CHAIR DENNISON: Thank you, Joely, we'll go with Doreen.

MEMBER BROWN: Good morning from Alaska, Secretary Cardona. I am the Director for Title 6 Indian Education and Migrant Education, and we actually have one of the largest Indian education programs in the nation. We have over 8,000 Native students in Anchorage. You're either going to be our customer or are currently our customer or have been our customer.

I am a tribal member of Aniak. And more importantly, I'm a mom. I have a 15-year-old and a 26-year-old. Thank you for coming and having this dialogue with us.

CHAIR DENNISON: Thank you, Doreen. we'll go with Virginia.

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MEMBER THOMAS: Thank you, Mr. Secretary, for being with us today. I am Virginia Thomas. I'm a member of the Muskogee (Creek) Nation of Okmulgee, Oklahoma. I, too, have been on this team for NACIE over the last four terms.

I am an educator. I served over 50 years in the field of education, with a specialty of JOM. And I am so grateful that you're here with us today.

CHAIR DENNISON: Thank you, Virginia. We'll go to Theresa.

MEMBER JOHN: Good morning, (Native language spoken). I'm Yupik from Alaska and I'm an associate professor for the Center for Cross-Cultural Studies. It's a research program under University of Alaska Fairbanks. I've been there for many, many years and I hope that the student needs in Alaska that are unique will be met in every way that they can be, so thank you so so much for being with us today.

CHAIR DENNISON: We'll go with Patricia.

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MEMBER WHITEFOOT: (Native language spoken.) I'm Patricia Whitefoot. Greetings from the Yakima Nation in Central Washington State. I'm here amongst our Northwest brothers and sisters and relatives.

I just wanted to highlight the fact that in order for us to work towards education sovereignty of determination, we really need to focus on the comprehensive needs of our children, up to our young students that are in college as well. Thank you very much for your time.

CHAIR DENNISON: Mandy?

MEMBER SMOKER-BROADDUS: Thank you, Secretary Cardona, it is such a pleasure to have you join us. My name is Mandy Smoker-Broaddus, I'm a member of the Fort Peck Assiniboine and Sioux Tribes in Montana, where I was the Director of Native Education of the State for almost 10 years. I currently work for education Northwest, which hosts one of the regional comprehensive centers. Thank you.

CHAIR DENNISON: We'll go with Phyliss.

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MEMBER ANDERSON: Hello, this is Phyliss Anderson and I am a Member of the Mississippi Band of Choctaw Indians. We're the only federally recognized tribe in the State of Mississippi and we have six schools, elementary schools, one middle school, and a high school on the reservation for our Choctaw children.

I want to thank you for coming and sharing information with us, we look forward to meeting you in person and I hope that we can get a lot of work done that's needed for our Indian students. Thank you.

CHAIR DENNISON: I'll go with myself now last. (Native language spoken) is good morning here in Arizona. I'm coming to you from the Southeast part of the state on the San Carlos Apache Nation.

I am an enrolled member of the Navajo Nation, I am Viligana (phonetic), born for the Kin'ya'anni clan and my paternal clan is Ashi'hii'. And I've been a superintendent now for 19 years, 36 years as an educator and it was really a privilege

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to have you come before us in person online today.

Thank you.

SECRETARY CARDONA: Thank you for your service, Deborah.

CHAIR DENNISON: Thank you. I'd like to also start the discussion with just a basic question.

Given how NACIE Members see our purpose individually and as a Council, as NACIE resets and rebalances how the U.S. Secretary envisions, I know you talked about it in your opening comments being a part of your four priorities that you put out.

And elevating NACIE to rebalance our efforts towards advancing educational equity, excellence, and economic opportunity for Native American students.

SECRETARY CARDONA: Thank you for that question and for the introductions, it's a pleasure to meet everyone. Today is a 30-minute engagement and I want to tell you, it's more important to me to have a partnership.

What I gather is there's room for

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growth, let's put it nicely there.

There's room for growth to make sure your voice is heard, to make sure this partnership is in fact a partnership where we're hearing from you regularly but we're also acting on what we hear.

You're part of an advisory group and that should mean there's reciprocal communication where you feel like your comments are heard and they're acted upon.

To me, I always say that in order for us to improve, whatever we do needs to have your fingerprints on it.

Who better than you to advise us on how we're going to improve Native education and promote -- I also want to focus on this -- promote the beautiful parts of the culture and language and practice that exists.

I think often times we run the risk of looking at deficits. We have a lot to learn from Native instruction and the cultures and customs that exist in our Native institutions, our tribal colleges.

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I was in the pueblo of Jemez last week in New Mexico and I'll tell you, talking to the Governor there and talking to the educators, we have a lot to learn in the United States about how to make sure we're honoring past cultures and past traditions and helping students feel seen and heard.

So, to answer that question, I hope you interpret this as a new day for NACIE and the Department of Education and while these events are important to have these conversations, I think it's more important when the cameras not around, when we're working with our students and working together.

I read the report and I look forward to really digging deeper as the year progresses with Hollie and our team here. At the end of the day, I want you to feel like it's a true partnership.

And then I just want to comment real quickly, when the President selected a Secretary, he chose folks that are going to work together. And it's really important that you know that we've

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been charged with working as one unit, interagency work.

So, Deb Haaland and I will work closely, will work regularly together on these issues, we discussed it several times already. This morning I was with the Department of Justice working on second chance health programs for incarcerated individuals.

It's really important that we use a whole-government approach so it's not going to be uncommon for me to work with Marty Walsh over at Labor to discuss ensuring access to internship or apprenticeships for folks in Indian Country.

I want to make sure you hear from me directly that I want to fight for you, I want to fight for what you believe needs to happen. You are the voice of the people that we need to serve better.

So, I look forward to working with NACIE and so does my team. We are a service agency and I hope to hear from you that there's a greater level of responsiveness from this Agency as long as I'm

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Secretary.

CHAIR DENNISON: That is really refreshing to hear and I appreciate that. Already, I'm feeling a whole lot better, I just want to say that. I know that and I'm thankful that you are here meeting with us.

I know Robin had her hand up and wants to ask a question.

MEMBER BUTTERFIELD: I really appreciate your comments about action, listening to us and then implementing. We've written so many NACIE reports that it feels like have fallen on deaf ears.

But one of my big concerns right now deals with this critical race theory and the oppression of integrating accurate history and culture.

I helped, along with Patsy, authorize a resolution that NIA is putting forward about the importance of teaching everybody about what has happened to Native people over time.

They cannot understand anything about

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sovereignty if they don't understand all of the awful atrocities that have happened in history to Native people and have established, through treaties, the whole nation of sovereignty and recognizing that, as people's, we have rights and larger society has responsibilities to validate and honor those.

I'm curious about what sort of stance the U.S. Department of Education can take in countering, first of all, the ignorance, and secondly, the oppressive banning of books and refusal to teach accurate history.

I can go on and on.

I've worked for three different departments of education, Washington, Oregon, and Wisconsin in the Office of Indian Education. And I know how much impact the Departments of Ed can have on local school districts.

I think there need to be a national statement in support of what a lot of our states are doing in terms of developing curriculum about Native people in the State.

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What kind of national position can we take that will really make a difference?

SECRETARY CARDONA: Thank you, Robin.

I think I can talk on this for another three or four hours.

MEMBER BUTTERFIELD: So could I.

SECRETARY CARDONA: We have an opportunity here. It's unfortunate how far things have gotten in this space and how backwards it's going in some place.

What I do believe, though, Robin, is that there's intentionality to create division and it allows folks to have the microphone and to be in front of the camera to steal a headline.

So, my stance on this has been not to frame it or even use their language the way they're framing it.

My statement and our position here at the Department of Education is to promote, affirm, education that shows what I call, what Dr. Rudine Sims Bishop calls, windows, mirrors, and sliding glass doors, where curriculum is a window into

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another culture, a mirror so that young Native American students can choose themselves in a positive light in their curriculum.

And sliding glass doors is where you get to walk through and experience someone else's culture. I think at the Department I have been meeting with my senior team to be a little bit more vocal around those issues.

We've done similar advocacy around the important rights of LGBTQ students but I think multicultural education and cultural responsiveness has become almost up for debate, and it cannot be up for debate.

What I will say, too, is this is all of our work.

It's really important that you continue to elevate your voice on this, continue to be on the offense around the importance of teaching culturally responsive, and true history, wars and peoples and all.

They're a part of history that we're not proud of and we need to teach our children about

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this in a way that shows that while we're proud of America and diversity, there are things that haven't happened that just were not good and really hurt people. And we're still seeing the effects of that today.

And let me just close with a quick story.

I was in -- I think it was Tohono O'odham and I talked to a student -- no, it was in Saginaw Chippewa. And I talked to a student in a community college who said, I was failing in the traditional school, I was doing poorly, I was being kicked out and I didn't do well because it wasn't seen.

He enrolled in college, he's an honor student in college, not in high school, because he enrolled in a tribal college. He said I'm learning about my own language, I'm learning about my culture, I'm valued for what I bring to the table. His life turned around because of that experience.

It's unfortunate that our students, 90 percent of Native students are in traditional schools.

It's unfortunate that we're ignoring that and we're missing an opportunity to show them

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the beauty of the culture. In traditional schools we have a lot of work to do. Our position is while we do -- I hate to use this disclaimer but it's true.

We don't deal with curriculum but we have a responsibility at the Department of Education to affirm cultural responsiveness and to affirm the beautiful diversity that makes this country what it is, even if that means we have to acknowledge part of our history that we're not proud of.

CHAIR DENNISON: We don't want to repeat the same mistakes.

SECRETARY CARDONA: Exactly.

CHAIR DENNISON: Thank you for that, Secretary Cardona, I know your time is limited with us and we're coming to a close here. I just want to share with you a poster that our students came up with that talks about just what you're talking about.

It says Kill the Indian and Save the Man. And they talk about the atrocities and it's

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made up of their own research. We have some really great students here in San Carlos that I hope one day you can come meet.

They're just wonderful and we've had this whole push, just what we're talking about, integrating the curriculum and it's made a world of difference. If you ever want to spotlight a school District that has done so, it's here in San Carlos.

And so I appreciate you being on and I appreciate you coming to us, and I know if you want to close with some closing remarks, I'll leave it at that.

SECRETARY CARDONA: I should have had shorter answers so I could get some more questions but I'll say this. The education system in this country has worked intentionally to eradicate the culture of Native Americans.

We have work to do together and NACIE is going to be a big part of what that look like moving forward, and I welcome the opportunity to engage with you more closely to not only read your

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reports but have them influence the work we do.

Deb Haaland and I, and others, will work really hard to make sure we make up for lost time.

NACIE, I know you've maybe felt a little less engaged lately.

Let's make up for lost time together and let's commit to working together to make sure our Native students feel seen, heard, and respected.

And I just want to leave by saying hi, I see some students back there and I'm a teacher at heart so it's always great to see students. Those are the reasons we do what we do.

Let's work closer together, let's make sure the students standing behind me are proud of the work we do together.

I'm committed and my team is committed to making sure we work closely and for the benefit of all the students across the country. thank you very much for your time today.

CHAIR DENNISON: Thank you so much. We are at the 2:30 p.m. mark so we'll turn it back

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over to Hollie.

DR. MACKEY: As I had mentioned in the beginning, Ron and I were thinking through how we can best serve you, and I think echoing Chair Cardona's words, we are a service organization and this is our role, to make sure we're fulfilling the responsibilities that are embedded within the executive order.

And so Ron is going to lead this next session or the next part of our session, and we're reserving 15 minutes at the end for lingering thoughts or comments, being mindful there's never enough time in meetings to get to everything.

But what we would like to do through this time is really listen in on a discussion or the way you as a group are thinking through what your top I would say three to five, probably five, biggest priorities are for us to think about at this time.

I'll turn it over to Ron.

MR. LESSARD: Okay, can you hear me now?

Thank you, Hollie, and I really thank Secretary

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Cardona for his leadership and his words.

It's really refreshing to have a Secretary that understands how important culture and tradition and languages are to us and shares so much with us.

I'm really excited about that and having Hollie with us is just a wonderful opportunity. So, with that, I really wanted to get to this plan.

It was a great suggestion, as Hollie and I were talking about you to identify, asking NACIE to identify, the five things that you would like the initiative to focus on as we're moving forward.

And I think that will be helpful, so I'd just like to have a discussion about that an open it up to you for that.

CHAIR DENNISON: Thank you, Ron. You did mention that and I think it's really important that we do do that. In fact, if I remember right, this was what we were asked in the Obama Administration to narrow it down to our top

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priorities.

We tried and we tried and we tried, and we still came up with more and more and more. So, we do have a lot because of our mindset of knowing there's so much work to do in Indian Country as far as education.

And it does connect directly with all entities of a community that we serve our communities in Indian Country. So, I'm going to leave it open.

Aaron has his hand up so I'm going to turn it over to Aaron to start talking if it's still up from the Secretary, I apologize.

MEMBER PAYMENT: Can I ask if we first can get rid of the screen that's up so we can see each other like we're in person? If it's a roundtable it seems like we should see each other.

And so then I would like to go to a couple things. So, in education we have glows and grows.

One of the grows is I appreciate the Secretary coming on. We're going to need a little bit more time than that.

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This isn't a criticism at all. I serve on the HHS Secretary Tribal Advisory, Secretary of HHS, we have about an hour with him and we do get to do some of the deep dives.

And I think that will help us because with our new position that was just filled and with the work that Ron does, we want to move the recommendations in our report from us doing all that work to a substantive action plan so we have something to report out on what we're doing.

One of the things I wanted to say was to let him know that we have -- really, I've been on different advisories before but this has got to be one of the top-notch qualified Indian educators across the country.

And we cover early education all the way through tribal college, we have superintendents at public schools that are Native American, we've got experiences with tribal grant schools. And so he really has at his fingertips the experts in the country.

And so I want to make sure that we don't

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get diminished and we get a presentation of the commitment and it doesn't have this meat and potatoes with it.

The other thing I wanted to say was part of this initiative, the best and the most important thing this initiative can do is to get a sense, if you think in terms of a researcher, of where we're at.

We are the only people in this country that the Federal Government has a treaty and trust obligation to. And so then the question is how are we doing? What's the grade report, what's the scorecard?

There's all kinds of misnomers in the data reporting on high school graduation that deserves some attention and experts look more closely at that.

I was a big fan of the Obama administration but within the span of six years we went from a 50 percent graduation to a 65 percent graduation and I'm concerned certain populations were included in that data that shouldn't have been.

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So, that's one of the things that we get a scorecard of where we're at so that we know where we want to go. Also, one other thing, and I don't want to monopolize here, is ESSA.

You all know that I've been asking for six years now, five years, under the Trump administration for follow-up on the implementation of the Every Student Succeeds Act and the negotiated rulemaking.

That specifically addresses curriculum and what are the states doing in terms of curriculum? Because I was the negotiated rulemaker, we made sure that consultation with a capital C was included.

Now, we know the Department of Education comes under attack by the Republicans who want to eliminate it and Republicans want to eliminate the Department of Education.

But there's things that the Secretary can do in guidance letters to urge Departments of Education that are at the state levels to follow through on ESSA. It is the law of the land until

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it's repealed.

And it does have specifics that are supposed to be happening across the states and reaching out to tribes and asking tribes to help craft that curriculum.

Earlier, Robin was addressing critical race theory, there's also tribal critical race theory which a Native researcher writes about and so we want not to lose ground and if we're implementing ESSA according to what the negotiated rulemaking said, then that's about doing accurate curriculum, true curriculum, age appropriate.

We want scorecards on all of it so we can move in a direction. You're all educators, you know that we have to do rubrics. You don't just create a goal and objective and then just hope it happens.

We want specifics and benchmarks and measurable objectives.

CHAIR DENNISON: Thank you, Aaron.

I just want to add to piggyback onto what Aaron said, one of the areas that I've been

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harping over the last 12 years, you've probably heard me say this, but one of the issues that really hinders us the most is understanding the definition of what Indian education truly is. Where do our students attend school? Because across the nation different issues for different areas and more particularly the different areas, I just find it still in the Year 2022 after I've been a superintendent now for 19 years and an educator for 36 years, there's still that bottleneck at the top of understanding how things get to the areas that because of the percentages are not recognized, it seems like?

When you talk about Indian education at the top, they still think it's the BIE. And so with that said, I'd like to really make one of the priorities we look at to come up with a definition, if it's not already been done.

I'm sure it's already been done, but really talk the same language because we're leaving off a lot of issues I know in my area. It's not getting to our area when we talk about things.

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And it's not impacting because of the fact that the discussion seems to be centered around the students that are in the BIE systems and talking about housing and facilities and construction that we have to go to our impact aid to use.

It seems like it's just so not understood at the top that 93 or 92 percent of our students are in public school systems like the one I'm referencing.

There's still that gap there in my view, as the local grassroots area superintendent working in the trenches of Indian education. Somebody else had their hand up.

I'll go back to Ron, go ahead.

MR. LESSARD: I was just saying thank you Dr. Dennison.

One of the things tasks, as you know, when we talk about 92 and 93 percent, it's an important cog in the wheel of Indian education, the BIE, however, there are very few other than the Department of Education that are on the level to address the other 92 percent.

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We have an opportunity here so thank you. Robin, did you have your hand up?

MEMBER BUTTERFIELD: Yes, I do. I'm going to actually use our table of contents from the NACIE report and identify five that I think are of high importance.

Of course, number one is always honoring the trust responsibility with tribal consultation. That's point one.

The second one that I think, and I'm trying to think systemically how we can make the biggest difference would be 2.4, creating positions and Indian ed plans at the state level.

So, holding our state accountable for the delivery of services that come from the Department to Congress.

2.7 is improving the quality of technical assistance which can also be derive through the technical assistance centers, the state departments of ed and districts, including professional development for teachers and administrators.

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The fourth one would be expanding the finding accountability for data collection and assessment, kind of supporting what Aaron had said.

And within that you have to also just have a discussion and clarification about who is an Indian?

You've get to get some common definition. And then the last one for me is what I mentioned earlier, 4.1, identifying and disseminating promising practices, within that I would hope would be pilot programs, teacher ed programs for not just Native teachers but the teachers of Native students.

So, those would be my five top if I had to narrow it down right now.

MR. LESSARD: Thank you, Robin.

MEMBER BUTTERFIELD: I try to be on task.

MR. LESSARD: After 50 years you should be. I'm getting there.

CHAIR DENNISON: Who else had their hand up? I know there were some hands up earlier.

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MEMBER PAYMENT: Dr. D, while people are waiting to put their hands up, our document is the blueprint for them to look and animate.

So, what would be helpful is if the Department of Education in collaboration with the Department of the Interior would just take a deeper dive on that report and then to come up with an action plan for how they're going to address it.

We're not unrealistic, we know not everything will get done right away, we know there's systemic change that's needed but that is the perfect document for them to work against.

The other thing I really want to say to the Secretary, I'm going to have to schedule a tribal leader with him, and that is that all the hard work that we do on this report, and you guys have been doing it for years, that needs to be animated.

The Department of Education should reach out to the Senate and Affairs Committee and say, by the way, you created us back in 1969, how

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would you like a report?

I think we would be best served to create that accountability back too.

That's in our report by the way and I know we've got pushback because there was at one point this misinterpretation that it would be lobbying and it absolutely is not lobbying.

I've read the laws, I've asked attorneys, it's not, but if Department of Education were to do it, then we would create the expectation that annually they're going to ask to see our report.

And then that will help the Department of Education for ask for additional funding for alignment of resources, this is a synergistic sort of effect.

CHAIR DENNISON: I agree with you, Aaron, and in fact, that's the frustration I felt in this whole time as I expressed in my email to you all earlier.

The red tape that gets so frustrating, it's designed to frustrate us I guess, those of

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us in the trenches working in education and trying to get things, you just get frustrated and you just end up doing what you can do with what you have.

And that's really what's happened to us as a NACIE Council and I'm glad to hear the positiveness of Secretary Cardona.

I'd like to also ask from Dr. Mackey and others that have the ability to provide the same type of as spelled out in the new executive order, the three Secretaries as co-partners to also meet with us.

Or have them go through the, if they haven't already gone through the report that we did, the last report that we did or the most recent report we did, and really understand what we're saying.

I think that's the way, in my view, elevation works.

I'm like what Dr. Mackie said earlier, I'm the roll up your sleeves kind of gal and just get to work and get it done and take care issues and deal with them.

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I don't feel like sometimes that's been the case and so I really think we need a schedule early enough to know when our meetings are, when the Secretaries can be available.

It was very productive to hear from him today for me, especially I know that because I've been feeling very frustrated and so I think with the others as well.

I think we need to have the same thing with the other two Secretaries that are on this new executive order as working together as a team with us. That way it gets connected to all areas of understanding the seriousness of the points we make in the reports.

I just want to add that. Patsy has her hand up.

DR. MACKEY: Can I just interrupt for one moment, Dr. Dennison?

I'm just going to make sure that you all know on the schedule for tomorrow one of the things that we do see as an obstacle to accomplishing many of our goals is not having the

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meetings planned far enough in advance.

So I know often it does have it on the agenda to set far in advance when we're going to do the next meeting. So just to address that concern now, that is something we have thought of.

CHAIR DENNISON: Okay, great. Patsy.

MEMBER WHITEFOOT: Yes, I'll go ahead and just follow-up with you, Dr. Mackey. Previously, when I was working out in the community, I realized that NACIE had been historically been in the community, but they've also had worked with the National Congress of American Indians or the National Indian Education Association to hold meetings at these events, so we weren't duplicating, you know, the work that we're doing.

And this way, there's the opportunity to also meet with the tribal leadership, as well, and I think that's important. So I would ask you to also consider that as we take a look at future meeting dates.

And then, in addition to that, NACIE also has a very small budget, and that just happens

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also with Indian education programs, in our Office of Indian Education Programs in the federal, I mean, from every case file, higher education is always the same with the small budgets that we have. And so we'd really ask that you pay attention also to your budgets. I mean, I don't know how the Title VI program has been funded over the years. I mean, yearly, we have to submit that application but never taking consideration of the need for budget increases, particularly in Title VI and I would also say the tribal colleges, as well.

Dr. Mackey, you just got me going off on another tangent here. I just wanted also to speak to, you know, the work that we do with the Indian Education Report from NACIE. It is important, but we come to understand, for those of us that have been on this committee for several years now, we recognize the fact that, you know, the Department of Education is transitioning every four years, and so we're caught up in the reality of politics in government. So, you know, we want to try to meet these time lines so we're not

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overlapping or we're doing this work at the last minute, like this last time, to get that report in, and then we become behind because we didn't have the communication and we don't know what goes on, you know, within the Department of Education and these transitions that occur. And so we're not aware of those politics that may be getting in the way of the work that we need to do.

So just recognizing, you know, these transitions that occur and then the evolution that occurs.

This is the first time that we've had a Secretary of Education even acknowledge the report, and so that's pretty significant and that's huge to us. He said I read your report, and so, again, that was the first time we had a response like that to the NACIE membership. And it makes a person feel good, particularly if you've been working with a team to get this report completed.

And I agree with, you know, pretty much with what Robin said in terms of some of the priorities. I would add, though, you know,

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education sovereignty also increase our traditions and culture and our language. It's all tied up in sovereignty in terms of language and our world view and, you know, indigenous knowledge system.

So as we continue moving forward, I think we just need to have a mission that states that because, in the report, we kind of categorize it in our table of contents, but I think if we add that in it would help to go a long way because language, of course, is going to be covered in all of the subject areas that was put into the report and culture and tradition that cause increases of the mechanisms that we're given.

So thank you for allowing me to share my perspective.

CHAIR DENNISON: I completely agree, Patsy. I think it's embedded throughout, but it never hurts to be overstated.

And I think one of the things that you brought up is so significant in that it does overlap. There's no way you can separate out one is more important than the other in our report that

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we worked on time and time again. I'm really glad, like, as Patsy mentioned, that the Secretary did read our report and does understand what we're talking about. It was very enlightening.

At the same time, like I mentioned, I went on the Hill about a month ago now and my own congressman in Arizona and senators did not know anything about our report. So there's that bottleneck again. And so I sent it to them, wanting them to read it because, you know, they should have received it, but for some reason it's not of significant importance to them or whatever. I know it would be if someone highlighted it and said, hey, this is really important for you when you're working on legislation or working in the area of Indian education. It's not just education, it's every area of the community's well-being in Indian country.

So I just wanted to add that.

MEMBER WHITEFOOT: Yes, and that's the reason that I say comprehensive services, just like Head Start, because there is an emphasis on what

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happens when these kids get to kindergarten. It drops off, everything just drops off at that level.

So I still see this need for us prioritizing help in there, as well.

CHAIR DENNISON: I agree. Now, Joely has her hand up, too. So, Joely, go ahead.

MEMBER PROUDFIT: Yes, thank you. I just want to highlight in the report, I agree with Robin in the top five, but really underscore, if we don't have an accurate count of who we're talking about in terms of Native students, we're going to continue to not serve them. So I think that has to be prioritized. We have to, once and for all, address the IPEDS disparity, which is really, really hurting our students because when institutions look at percentages and they don't see our students as a significantly important population, they're going to overlook us or put us to the back or ignore us, whether it's intentional or not.

You know, even the education study has never, ever used California as a sample because

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of that very population disparity that I've talked about, while we have large, large populations of American Indian tribes and American Indian students in our public schools.

So we have to do better. And, you know, various administrations have been told about that.

John Tippeconic is a colleague who is right down the office here; he teaches with me and, when he was in the position of Office of Indian Education, was making these same arguments.

And so I think we need to move the needle forward if we're going to support our students because, if COVID has shown us something, it's that the disparities, not only are they large that we all understood but they have been magnified. And we know that if students aren't reading at grade level by the third-grade, odds are they're not going to finish high school. We know that the largest dropout rate in higher education are community college students. After that, it's public higher ed. And so these are where our students are at.

And so there is going to be a crisis

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in tribal governance in our future in climate change if we don't address this pipeline issue, which COVID has really permanently highlighted for us. But I don't see the resources and the support being directed at the most marginalized students that need this type of support.

Being in a state like California and receiving the same support for curriculum development that the Hmong and the Cambodian community receives is hurtful, to say the very least. But it's not effective when you have 109 federally-recognized tribes that you need to write the curriculum for.

So this cultural tax that all of us have been under, we do it because we love our kids, we love our teachers, and it must be done. But we have to address the issue of equity.

And on that note, the issue of safety and health and wellness for Indian children is a priority. In February and in December, white supremacists attacked our building outside here.

I run the California Indian Culture and

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Sovereignty Center. Like I said before, we have the largest American Indian student population per capita. They put bumper stickers and stickers around this building that said better dead than red, not stolen but conquered. I still have not been able to get my university to do a public service announcement to inform the rest of the public so that we can protect ourselves.

What that says to me and my students is that we don't matter, that we don't matter. But you know why that happens? A part of that is when you still have 143 public K through 12 in California with Indian mascots. We basically are saying it's okay, it's okay to see our Indian people and our children as dead or in the past or to be made fun of.

So we have to address all children but especially look at equity and bringing our Indian children out of the dark ages of funding and letting them know that they, too, should be prioritized and are loved. And so we need to do better in that.

I can't keep continuing singing this song and,

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yet, you know, fighting for my daughter not to have to deal with genocidal celebrations of Gold Rush or mission systems or going into a school that celebrates Indian mascotry. Like, what is going to take for our Native children to be treated like everyone else's children, for us to be prioritized?

So I just hope that with this new administration and this new leadership that we can tackle the lowest-hanging fruit, which is can we identify our people accurately, because we know what it takes, we know what it takes, we put it in black-and-white writing. Let's fix that once and for all. Two, let's provide the equitable funding that is needed to raise our children's attainment up.

DR. MACKEY: Yes, I just want to say something here. I mean, I think we all feel like your words, I know those of us in this room, because we all feel what you're saying. And we've asked you to identify (audio interference) but I think this is a good opportunity for us to stop for just a minute and wonder why and why these things are

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important.

So I appreciate you sharing that, Joely, because it's easy to get lost in the (audio interference) and you did just bring us back pretty significantly to the violence that our students are experiencing, that we are experiencing, and the things that we don't have immediate answers for but we can definitely work on to the best of our ability through that, so thank you.

CHAIR DENNISON: Okay. Thank you. Is there anyone else that has their hand up? I don't see anyone else.

Okay. I'm going to turn it back to you, Ron. Do you want to say -- oh, Patricia. Oh, okay, go ahead.

MEMBER WHITEFOOT: I'm moving to another room so I'm going to sign out for a while.

CHAIR DENNISON: Okay. Thank you, Patricia.

MR. LESSARD: Does anyone else have any comments, recommendations?

MEMBER PAYMENT: Yes. So, one that

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builds on what Dr. Proudfit said is, and this is one that's actually, I think, in our report, but it's the work, all that good work that was done when the initiative was first created and then, because of whatever, it was left to fallow after Bill Mendoza left, and it's the mascot report. And I know that's controversial.

You know, when you hear, when you hear the passion in our voice, sometimes you might think, oh, my God, they're radical. But it's not a matter of being radical. It's a matter of being heard for the first time. And we go through that so often.

And this issue of the mascot issue is uncomfortable for some educational leaders, but it's truth. And we are the only race that has to endure this. No other race has to endure this.

When Dr. Proudfit was talking about the slogans that were thrown out, those might seem shocking to people who have never heard it before.

But those of us who grew up with it, spare a fish, spear an Indian; spare two fish, spear a pregnant

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Indian, that kind of stuff is alive and well and it's perpetuated through this Indian mascot issue.

And so, you know, I don't even think it's a matter of bravery anymore. I used to think, you know, a president could be brave if they stick their neck out and address it. But we need to dust that report off and pull back all that information.

There's more information now, Dr. Stephanie Fryberg's work that she's done. There's more information now than ever before for us to make the case. And if the Department of Education is not putting it out, the school districts aren't going to volunteer it.

So, you know, there's a role to play, a guidance role, a guiding role, not a directive role, for the Department of Education. But if the Department of Ed is not singing that song, then we're out singing it to ourselves.

MEMBER BUTTERFIELD: I just want to add to what Aaron said, you know, and Aaron and Patsy and those of us that are working with NIA and NCAI, we've had conversations about these kinds of

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things. And when I think the whole charge for doing the effective practices, you know, I think of, you know, what Oregon has done. You know, our state board just drew a line in the sand and said there will be no more mascots in schools as of, I think it was, I don't remember, I think it was 2007. And we went from 15, and the last time I checked, which was maybe a year and a half ago, we were down to five. But the five that held on to some kind of an Indian name also had to agree to provide staff in-service and curriculum and, you know, educational materials for staff and students.

And so that's where we can highlight, you know. Nothing succeeds like success. If some places can do it, that might give an idea to some other place. So that's why I put effective practices or, you know, promising practices in there as one way to capture those kind of things that are solutions to ongoing problems.

I'm just horrified, you know, with what's happening, you know, around this denial of accurate factual history and that people are so

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misinformed and confused and, you know, doing horrible things as a result of their lack of understanding. And as educators, that's our job is to develop understanding, you know, within our communities.

So I just wanted to say that, you know, because I'm just horrified.

MEMBER BROWN: Yes, I appreciate that, Robin. And I appreciate what Joely has said with such passion, too. You can hear it in her voice as she speaks about it because she witnessed it right there recently, I guess, and it's terrible.

But I also want to add to that that I had an interesting conversation with one of the teachers that works in the school district because of our mascot being the Braves. And you know you've heard me say I don't want to tackle that because, as a superintendent, you become the target when something like that, and I just want to make it to retirement. But then I start thinking after talking to this teacher, because she was talking about how the students here question why are we

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called the Braves? And so it is getting out there, and so I'm wondering if maybe we could do, like, a survey of some sort to schools that still have mascots, perpetuating cartoons or whatever, and do that somehow to the community.

MR. LESSARD: Yes, I wanted to mention, and, Aaron, you know that I was right in the midst of putting that altogether. We had identified over 2,000, I don't even like the term offensive, you know, they were hurtful, harmful mascots, some are, whether it be three-dimensional, someone on a horse, you know, all those kinds of things.

But one of the intentions of that and, you know, I think Hollie and I can have a great discussion about this, one of the intentions of the school environment listening sessions when we did the nine cities was to provide something like that for the school districts, for the people in the school districts, and also we brought the Office of Civil Rights folks with us so that families and Native students and families and communities didn't feel alone if there was a process for filing a

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complaint for bullying and things like that.

But I think what was important happened in Oklahoma and other places is people could take that report into the school board meeting and talk about these, you know, things from not only a personal perspective but what Native youth are saying. And, you know, it was really powerful, and I think we realized later in years that it was probably more powerful than we realized at the time.

You know, so something like that. You're right. Maybe we can dust that off.

MEMBER BROWN: Okay. I see Theresa has her hand up. Theresa. Dr. John.

MEMBER JOHN: Yes, good morning. I am very, very happy to hear what the Secretary said this morning and all my colleagues, by and large, up to this stage.

One area that I think about is the mental health of the students. They need positive cultural identity, and I was happy to hear the Secretary emphasize the culture language in culture as an important element of that. And, you know,

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in Alaska, we have been talking about national topics, like murdered women in our state, as well as trauma from the pandemic, as well as boarding schools. So all the dialogues are bringing all these issues of how everything is interconnected, the churches are interconnected to our school lives and the grandparents' experience, loss of language and culture, and we were removed from our villages.

I was removed by boarding school people from 15 years old on up. I had just turned 15 until I was a high school graduate.

So all that is connected and lost between the culture of the school, and the culture of the communities need to be looked at, as well.

And the children need to create somehow a healthy being, mind, body, and soul and spirituality. And we need to think of ways to collectively create a strategic plan that is local-based because all of our students are different. They have different needs.

In Alaska, you know, we have 229 tribal schools, and each student has a completely

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different environment, completely different language and historical accounts.

And so I believe that we can concentrate on the mental health of the students, as well as the relationships between the parents' community and the administrators' worlds that need to be addressed to enhance improvement as we move forward. So I just wanted to emphasize that we need to look at the mental health of the students all across the lands and identify what their needs are as we march to decolonize and indigenize their school.

Thank you very much.

DR. MACKEY: And I think, speaking to that point, we have been very intentional in working with Health and Human Services and joining the executive order to DOJ on addressing violence in Indian country and (audio interference) crisis. Like many of you, my mother is a boarding school survivor, and, unfortunately, I have several relatives from the Northern Cheyenne who have been victims, and so our families continue to deal with

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that. So please know that is definitely on our priority list to make sure that we have better interagency working arrangements to deal with those things because schools are hubs. Schools are where we can provide information, we can provide services.

So thank you for addressing that.

MEMBER JOHN: Out of nine children, six of us all went to boarding school.

CHAIR DENNISON: Thank you, Dr. John. Anyone else want to add at this time?

MEMBER BUTTERFIELD: Well, I just want to add one thing, not necessarily as one of the five key priorities, but I think I've asked this a number of times to get up-to-date current information on our students with special needs and the support that their parents are getting. You know, I was talking recently with somebody who's really dealing with a difficult child at home. You know, I did work with the NAPTEC center up until it was defunded. It was the only center in the country that was working with the all other hundred

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special ed centers addressing the needs of Native parents. So I don't know why we lost that center, but, you know, the need is still out there.

And so I'd just like more data. We can't make a recommendation if we don't know kind of what the current state is. So maybe at another meeting, we could have, you know, the service centers and the special ed folks kind of talk to us about where our Native children are. And I know that they're still significantly overrepresented in, you know, SPED classes. So I'll just put that out there again.

MR. LESSARD: Yes, thank you.

CHAIR DENNISON: Any other NACIE members want to speak? We have all the way until -- oh, gosh, what is it? I'm looking at the agenda. We don't have a break until 3:45. Maybe we need a break now and then come back?

MEMBER BUTTERFIELD: Would you like to do that?

CHAIR DENNISON: What do you guys think? Or do you want to keep going?

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MEMBER PAYMENT: I think keep rolling, if possible, just because I have to start our counsel session with our membership at 4:00 Eastern.

CHAIR DENNISON: Okay.

MEMBER PAYMENT: And I'm wondering what the next item is.

CHAIR DENNISON: Okay, okay. We'll turn it back to Ron and, yes, Ron, go ahead. Ron and Dr. Mackey.

MEMBER PAYMENT: Isn't it the subcommittee, is it for the next year's report? You're looking for us to pull that together, like who is going to volunteer for that?

CHAIR DENNISON: We could go on to that. I don't know if there's any more comments from -- I don't want to leave this until we have everyone make certain they've had a chance to speak. We haven't heard from some of our council members that are on --

DR. MACKEY: And you know what, Dr. Dennison, one thing we can do is, if you want to

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move to that next agenda item, then we can -- I'm staying on -- so we can come back to Ron and I's session later if people need to marinate a little bit and think and then come back into it.

CHAIR DENNISON: Great suggestion. Thank you. Let's do that then. Let's go on to the item that we have listed on our agenda, which is the -- where are we? I guess they just took the agenda off.

MEMBER PAYMENT: Dr. D., it's subcommittee overview of FY 2022 annual report to Congress.

CHAIR DENNISON: Okay. I think it would be 2021, wasn't it? We haven't done '22.

MEMBER PAYMENT: Oh, Phyliss is looking to say something. So is it star-six on the phone?

ZOOM HOST: That's correct. Pressing star-six will mute you.

MEMBER PAYMENT: Did you hear that, Phyliss?

ZOOM HOST: Phyliss, I see your line is unmuted.

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MEMBER PAYMENT: Say something.

CHAIR DENNISON: We can't hear you, Phyliss.

MEMBER ANDERSON: Hello? Can you all hear me?

CHAIR DENNISON: Yes.

MEMBER ANDERSON: Okay. I'm so sorry.

One of the things that I wanted to elaborate a little bit on is that it is very difficult that, even in the state of Mississippi where we're the only federally-recognized tribe in the state of Mississippi, not everyone knows that we even exist and doesn't know a lot about us. And I know that this is true all in Indian country where we have so many Native Americans living in different states, and history is not being told properly. And I think this would be a very difficult undertaking, but I believe that we must somehow push for our history to be brought into the public schools, as well as Native schools, so that people can have an understanding of who we are and where we come from and then where we're at and where we

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are at today.

It's difficult trying to explain to others who we are because they really don't know about us. And although we are all Native American Indians, we do have different cultures, we have different languages, we have different traditions.

But we're all still one, and it's very hard when we have -- what is it -- 574 different federally-recognized tribes, yet we also have state tribes, too.

So it's hard to tell that history to where people can really know who we are. But I think that to start something, and one of the things, and I agree with Joely on this, is that even to identify ourselves, you know, we hear so many different terms being used to identify the Native American Indian. And I think that it would be great if we could just, if we had one to identify.

Like, I know that I am a Choctaw of the Choctaw Tribe. I know that I am American, Native American Indian. But there are people that still refers to us in different ways. They call us First

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Peoples, they call us indigenous. I'm sure there's more out there; I can't think of it right now. But to me, that's very important. In order for us to teach history to our children, I think that that starts with each tribe and each tribal leader has to be able to push within their areas of what history they want told. Maybe not what they want told but what the history really is because even some of our schools still use history from out west. Well, that doesn't describe us.

So that's something that it's really, I would really love to see. And I don't know how the rest of you all feel about it, but one thing I'd like to see history, the right history being taught in our public schools and our Native schools.

Second, I think that we need to make some identification and stick to it, instead of thinking who we are or people giving us names or people saying what we should be called. I think we should be one.

That's just my opinion. I don't know if any of you all agree with that or not. But thank

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you.

CHAIR DENNISON: Thank you. I have two messages. I can't get to them. Is there anybody else from NACIE that wants to speak on this area before we move on to --

MEMBER WHITEFOOT: This is Patsy. Can you hear me?

CHAIR DENNISON: Oh, yes, Patsy. Go ahead.

MEMBER WHITEFOOT: Oh, okay, yes. It's probably me chatting saying I'm not able to get in, I can't be unmuted. But thank you for whoever unmuted me.

I just wanted to follow-up similar to what Phyliss was saying. I'm just thinking about how I would introduce myself. So, for instance, if I'm in a tribal ceremony, the moderator would say, you know, identify yourself, and I know that I identify myself not only with my Indian name but also my tribal background, so the tribal background isn't only Yakama. However, that's how I'm enrolled. But I would also share that I'm also

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a (Native language spoken), I'm also Klickitat, I'm a descendant of Spokane, and I'm also Dine. And in all of these, you know, we're still a migratory people. I'm thinking that do I really need to do that. So in teaching students, I basically taught them to know your descendants, even if they're un-enrolled, they're not enrolled.

To just say that I'm a Yakama descendant, something like that, so that they begin to acknowledge who they are.

But, yes, this is a challenge around Native student identity. You hear, like, all of these terms, and I wonder, well, when did these terms start then? You know, because, I guess, it's because where we're located here in the Northwest, we're very close to Canada, and so we do have relationships amongst our First Nation people in Canada, and so we want to support our First Nation folks in Canada, as well as Alaska natives. We have a significant Alaska native population, so, throughout the regions, it varies and even tribally, as well.

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This is one of the reasons in the report we really wanted to pay attention to the identity, the Native student identity issues. And there are many because these definitions have been defined by various federal agencies, typically without our input into those definitions. And so that's what we have to contend with is to go back and facilitate some corrections in them with the federal government and those various agencies.

And so there's much work to do. And I was thinking, as, you know, staff start working on this, you know, locally, it's going to be important that we work out some kind of mechanism where there's dialogue going on. If people haven't gotten into the depth of some of these issues, then I worry about how our voices are going to be represented. And so that's what I wanted to say with regard to the report. There's so much depth to what we're saying, and we don't want to contradict anyone. And we also have to pay attention to some of the court cases that have resulted in some of the changes with regard to our

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Native student eligibility, so there's a lot of research that needs to be done. And that's one of the reasons that we do need to have funding for Native education, as well, particularly for the Office of Indian Education because they have to contend with this, but other agencies have to, as well.

So I look forward to getting back into this report committee. Thank you.

CHAIR DENNISON: Well, if there are no other -- oh, someone has their hand up again. Who is that? Virginia, go ahead.

MEMBER THOMAS: It's me. Thank you. I just have to piggyback. Some of you are saying what's wrong with Virginia, she's not saying anything, but I'm fighting some kind of allergies here, so I don't want you to hear me blowing my nose all through this.

But I think it was Patsy who said it earlier that I am just so happy to hear the words I have read your report from the Secretary, and I think the more dialogue that we do have with the

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Secretary and having this in the report, and we've had it in there as long as I can remember, it seems like, and if he's reading it, then we stay on top of this, you know, that there's something that can happen at his level that would encourage schools to take a deeper look at what their next steps are or how it affects the Native students within that school because some students who may be Native or Indian, they don't want to identify, thinking that this is what's going to be a stereotype against them.

I know here in Oklahoma this happens a lot to where the names are standing, and we have school districts fighting to keep their name, and Red Skins is one of them because they claim it's tradition. And it discourages students who are in that school district to identify, and, if they don't identify, how can we reach out through title programs to work with them? I think Robin was saying it earlier that how can we work with our students if we can't get to them?

So I was just overwhelmingly happy that

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the Secretary actually said that he read this report because I know for years, you know, I kept thinking who's reading this, you know, why are we putting so much time in there? We used to show up early and cluster together in trying to write these things, and then you wonder who is really reading this?

So I'm happy about this. I'm just happy that he's given us hope, you know, that a difference can be made, other like other terms that we've served that it's fallen upon deaf ears.

CHAIR DENNISON: Yes. Thank you for that. I agree. Are there any other comments from the NACIE Council? Going once, going twice.

We'll move right along to the subcommittee overview of the 2022 annual report to Congress. This might get us going again, get our engines going again, because I know there was a group of us that worked so diligently on this every Friday for how many Fridays in a row, and I want to thank those of you that really were, Aaron and Robin really held the fort down and Mandy and

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others that came --

MEMBER PAYMENT: Dr. D., do you know who I want to thank?

CHAIR DENNISON: Who?

MEMBER PAYMENT: I want to thank everybody who has worked on all these reports over the years because that's a lot of work.

CHAIR DENNISON: It is, it is. And regenerating it and then trying to find out what still are the issues, what's been taken care of and what hasn't, and what has come up in the meantime. There's a lot of research that goes into this, so I just thank everybody, yes, everybody that has ever worked on the report. Because I know, since I've been on it, there's been times, like Virginia said, that we would come, we'd stay late when we were in-person, we'd stay late and we'd really get our sleeves rolled up and put things all over the board, and then go from there and organize.

So it's a very humbling process when you start looking at it as a comprehensive report

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because it is very comprehensive and everything connects to everything else. And there's no missing links in it, as far as I feel, I believe, in looking at the research that's been done behind it. So thank you to everyone that's been involved all the way around.

And there may be some things that we didn't even think of during the time, so this is an attempt to, when you listen to the overview -- and I'm going to ask, Aaron, do you want to take the lead on the overview?

MEMBER PAYMENT: So I'm wondering, I was wondering what we were doing. So are we just, are we going back through the report to kind of summarize what we've already done?

CHAIR DENNISON: Right.

MEMBER PAYMENT: Oh, okay. So I'll just give some broad strokes without getting into any real detail. I would say that we really stepped it up in this report because we had envisioned a new administration and pushing to hire the White House initiative position, moving it from an

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interim to a permanent. And we knew that we were going to have, hopefully, have a new opportunity to try to move the ball. And the administration, Olivia Washburn was so helpful in getting the executive order established and the Indigenous People Proclamation established and giving greater teeth in the executive order this time than ever before. Remember, that was one of our recommendations in the last several reports that we up the ante, basically.

The one part that really surprised me that I was grateful for was the addition of the additional reporting from the White House initiative position, executive director, to the Secretary of Ed, the Secretary of Interior, and the Secretary of Labor. So, now, the President put that in the executive order for a reason, so, hopefully, we'll see what that actually translates to.

But I would just say that, you know, if you read the executive summary of, like, the beginning part and then the documents prepared --

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so you can preview it real quick. Remember when we first talked about how do we make it so that the staffers or the members of Congress can see at a glance and they can go in and they can cherry-pick and look at stuff that's specific.

Also, the team that helped us with this was really helpful because it's linked. It's linked across the PDF readable documents, so if you're looking through the index, not the index but the contents, and you click on something, it will bring you right to that section, and that makes it easy for the staffers who are really the ones in the congressional offices that can bring to light that level of expertise.

We really strengthened the report from anything we've ever done. We tried our best to add evidence and citations this time, more so than we ever have. So, you know, the broad array of topics, I just think we did a phenomenal job. Obviously, I'm pretty proud of it.

CHAIR DENNISON: Yes, we did. We did do a good job. I'm proud of it, too.

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MEMBER PAYMENT: Yes.

DR. SABIS-BURNS: Dr. Dennison, this is Donna. I just wanted to interject for a second and ask, if we will be bypassing the break and if we will be talking about the creation of a new subcommittee, it may behoove us to do a roll call at this point because I do believe we need to vote on the creation of that subcommittee, if I'm not mistaken, or any next dates. Is that okay to take care of that now?

DR. SABIS-BURNS: Yes, we can establish new -- it says subcommittee overview of the annual report to Congress, so I thought we wanted to go back and look at the report.

MEMBER PAYMENT: That's what I thought, too. That's what I thought it said, so I was a little confused.

DR. SABIS-BURNS: It does say that. But if we're going to be moving into this direction, let's go ahead and do a roll call just so that formality is done.

CHAIR DENNISON: Sure. I think

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everybody is still on. Let's do the roll call.
Aaron is still on. Robin, are you still on?

MEMBER BUTTERFIELD: I am.

CHAIR DENNISON: Joely is still on.

MEMBER BUTTERFIELD: No, she left.

CHAIR DENNISON: Okay. Joely left.

Doreen? Is Doreen on?

MEMBER BROWN: Yes, I'm still on.

CHAIR DENNISON: Okay, all right.

Virginia?

MEMBER THOMAS: Yes, I'm still here.

CHAIR DENNISON: Theresa?

MEMBER JOHN: Here.

CHAIR DENNISON: Patsy? Or Patricia,
I'm sorry.

MEMBER WHITEFOOT: I'm here, I'm here.

CHAIR DENNISON: Mandy?

MEMBER SMOKER-BROADDUS: I'm here.

CHAIR DENNISON: And Phyliss? Phyliss
is on. It's just she has a hard time connecting.

So without Joely, that brings us to nine without
Joely. And I think Phyliss is on, but, even if

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she is not on, we still have a quorum.

MEMBER BUTTERFIELD: Yes, you're right.

CHAIR DENNISON: Okay. Now let's form our next subcommittee.

MEMBER PAYMENT: I'm willing.

CHAIR DENNISON: Okay, Aaron.

MEMBER WHITEFOOT: I can be on, too.

CHAIR DENNISON: Is that Patsy?

MEMBER WHITEFOOT: Yes, it is.

CHAIR DENNISON: Okay. Aaron, Patsy.

MEMBER BUTTERFIELD: This is Robin.

CHAIR DENNISON: Robin. Anybody else? Theresa? Okay.

MEMBER THOMAS: It's Virginia. I'll help.

CHAIR DENNISON: Okay.

MEMBER PAYMENT: Do we have to make sure we don't have a quorum?

CHAIR DENNISON: Yes, so we have one, two, three, four, five. Of course, I come on. I won't put myself on the committee, but I'll be

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on as chair. So there's five right there, so I'll get them, as well, and make certain, in case somebody can't get on, that we have at least --

MEMBER PAYMENT: Can I ask, Dr. D., can I ask if everybody that is a member of NACIE, if you have a particular section that you want to flesh out or if you want to strengthen with your practice or your expertise and you want to bring that to light, you don't have to be on the committee necessarily. But if you want to do that part, we would welcome it.

CHAIR DENNISON: That is so good to do; yes, Aaron. I'm glad you suggest that.

Anyone want to take a part that's not on the committee? At least let us know -- Aaron, are you going to chair this time? You're the first one to volunteer.

MEMBER PAYMENT: Well, Joely is not here. We should just direct her to do it. No, I will.

(Simultaneous speaking.)

MEMBER PAYMENT: I got to earn my

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stripes because I know I was on the committee one year and I only attended one meeting, so I'm making up for lost time. Making up for 50 years.

CHAIR DENNISON: Okay. So Aaron will chair. That way, we know he will make certain that we're all on. Okay. So anybody want to co-chair with him or does he want anyone to be a co-chair?

Any recommendations for the co-chair between the five of you? It helps to have a co-chair.

MEMBER PAYMENT: Ante, I need an ante.

MEMBER WHITEFOOT: If Robin has time, I would suggest Robin because I can work with Robin. That doesn't mean I can't work with you, Aaron.

MEMBER PAYMENT: We work really well together. We got a whole bunch of stuff passed at NCAI.

MEMBER WHITEFOOT: Exactly.

MEMBER BUTTERFIELD: Well, I know Patsy is pretty busy. I can co-chair, sure.

CHAIR DENNISON: Okay.

MEMBER PAYMENT: Awesome.

MEMBER WHITEFOOT: Thank you very much,

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Robin.

MEMBER BUTTERFIELD: You're welcome.

CHAIR DENNISON: So that's been established. Do we want to take a vote on this?

Do we have a motion to approve our subcommittee?

MEMBER BUTTERFIELD: So moved. This is Robin.

CHAIR DENNISON: Okay.

MEMBER JOHN: Second. Theresa.

CHAIR DENNISON: Theresa, second. All in favor, say aye.

(Chorus of aye.)

CHAIR DENNISON: Anyone opposed?

The motion carries.

MEMBER PAYMENT: We should pick Joely and tell her that she was made the chair.

CHAIR DENNISON: 9-0. Okay. Next is set the first subcommittee meeting date. You need to get your calendars out.

MEMBER PAYMENT: All right. So what is -- our normal deadline is actually, is it June 30th?

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CHAIR DENNISON: June 30th usually is the deadline.

MEMBER WHITEFOOT: Hey, Aaron, I just wanted to, before you do the deadline, can you also highlight, you know, the story that we include in the report, as well as any relevant data would be supported, as well.

MEMBER PAYMENT: Yes.

CHAIR DENNISON: And the photographs.

MEMBER PAYMENT: Right.

MEMBER WHITEFOOT: And photographs.

MEMBER PAYMENT: Yes, I like that idea.

MEMBER WHITEFOOT: Can you share that, as well, for the record?

MEMBER PAYMENT: Yes. So I think, remember we were having trouble finding an appropriate time, and we ended up coming up with a time. Do we have anybody that volunteered from Alaska?

CHAIR DENNISON: Theresa.

MEMBER PAYMENT: Theresa. Okay. So we don't want to go too early, and I think we settled

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on, like, was it like 1:00 on Fridays?

CHAIR DENNISON: Yes.

MEMBER JOHN: Four hours.

MEMBER PAYMENT: So that would be 9:00
your time?

MEMBER JOHN: Yes, that would be fine.

MEMBER PAYMENT: Except, could we do
2:00 Eastern because I have a treaty meeting at
1:00 every Friday.

MEMBER JOHN: That's on Friday?

MEMBER PAYMENT: Yes, every Friday.
So how about 2:00 on Fridays for our meeting?

DR. SABIS-BURNS: I'm going to
interject just to let you know that we probably
will not meet that June 30th deadline, basically,
because we do have a need to have an opening meeting
to pass the report. So it may end up into July.

MEMBER PAYMENT: Sounds good.

DR. SABIS-BURNS: Just to throw that
out there.

MEMBER PAYMENT: Yes, that sounds good.

And I think what we should do is we'll, if I could

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work with the staff to pull together a draft schedule before we meet because what we'll do is we'll put together the project management that needs to happen, and we'll pick an end date. And then we'll be able to project the meeting notice well in advance, and we'll operate as if we're going to meet that time line.

CHAIR DENNISON: Great. That's a good idea.

MEMBER PAYMENT: So maybe we do -- oh, that's the date you're looking at for scheduling --

DR. SABIS-BURNS: Yes, that's kind of giving everybody enough time, not around the holiday week, and so forth.

MEMBER PAYMENT: So how about we tentatively pick this time line, but what I'd like to do is do a doodle out to everybody. No, no, actually, we should -- no, if we do that, it's going to take longer. So why don't we just pick, like, every Friday at 2:00, and then at the first time we get together we find out for everybody that's

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on the subcommittee. If we have to tweak it, we'll tweak it.

DR. SABIS-BURNS: And is that for about an hour, Aaron?

MEMBER PAYMENT: Yes, one hour. And then what we'll do is we'll add time as is necessary.

CHAIR DENNISON: I think that's what we've done in the past.

MEMBER PAYMENT: Yes. So can we, if there's no objection for everybody that's volunteering, it will be 2:00 on Fridays and staff could send out a Zoom -- what is it called -- an invitation, so they can click on it and add it to their calendar.

CHAIR DENNISON: Aaron, is that 2:00 Eastern Time? Are you on Eastern Time?

MEMBER PAYMENT: Yes.

CHAIR DENNISON: Okay. 2:00 Eastern Time then. Thanks.

MEMBER JOHN: This is Theresa. I have retreat on the first Friday and then another retreat on the 20th. I'll let you know if I can get out

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of that.

MEMBER PAYMENT: Oh, okay, okay.

MEMBER WHITEFOOT: So is this starting May 6th then?

MEMBER PAYMENT: It looks like it. Does anybody -- wait. Let me look first. Yes, that will be our first session will be May 6th.

MEMBER THOMAS: Okay. Aaron, this is Virginia. Are you going to send out, like, a breakdown, outline breakdown prior to the 6th so that we could, like, prepare to what we should want to work on?

MEMBER PAYMENT: I don't know if I want to predetermine that. I think what I'm willing to do is to work with the staff to rough up, like, a time line for what we anticipate we're going to try to get done week to week. And then I think, you know, as a subcommittee, once we come together, then what we should do is scope out the duties and what parts people are going to be volunteering to do.

I think this time around will be easier

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than before because we did a lot of this after we got started on the last report. So I would say if we could hold those assignment sort of things to the first meeting.

MEMBER THOMAS: Oh, no, I wasn't saying to have, make your assignments right now, but just an overview of what you want in the report, like an outline of the report, so that we'll know what we're looking for?

MEMBER BUTTERFIELD: Well, I think, Virginia, we would use the previous report, like we've always done, as a place to start. And it would be helpful if we'd all just read through this most recent report and kind of like identify maybe what we feel we could contribute to certain sections.

MEMBER PAYMENT: Yes, yes.

MEMBER THOMAS: Okay.

MEMBER BUTTERFIELD: And then what's missing because I made a list of some things the last time, like the special ed thing, that I thought was missing, and I think there's some PD stuff

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that's missing, you know. Anyway, if we read through it, we probably will come up with some other ideas.

MEMBER PAYMENT: Yes. So the technical assistance people were really helpful last time, and what we could do is we could go through and maybe ask them to delete content but leave the headings. And then when we come together, that will help us.

One other thing for everybody to be thinking about is if there's a theme or a couple of themes that you want to drive in this next report.

And also somebody said earlier the stories, if we want to think about what those might stories might be that we want to add, if it's one story or more than one story.

And, again, whether you're on the subcommittee or not, if you have expertise in a particular area that you want to grab a hold of and say I've got something to contribute here, you are welcome to volunteer to write a section and submit it to the subcommittee. But then we just

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got to be careful about, it's come to the committee and then we'll do the work so that we're not violating the Open Meetings Act.

Sounds good. So if staff could send out an invite for the dates from now through the last, I think you had the third to the last week in July, and we'll commit to those dates.

CHAIR DENNISON: Sounds great to me. Is that okay, Julian and Dr. Mackey?

MR. GUERRERO: I'm sorry. What was the question again?

MEMBER BUTTERFIELD: I don't know who sends out the dates but could someone --

MR. GUERRERO: Oh, we can work with our contractor to kind of pull up the total number of days between now and the next time the full committee will meet. That leads me to the next question of when will the next full committee meet?

MEMBER PAYMENT: Oh, that's a good one. You mean the full advisory, NACIE?

MR. GUERRERO: Correct.

MEMBER BUTTERFIELD: Because we'll

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have to meet to approve the next report. Then I just want to say here, on our next meeting, we can honor some of the agenda topics that I didn't want to put on this time because I really wanted this to be a reset of our direction moving forward, so we can get back to some of the areas that we wanted to.

MEMBER PAYMENT: So, Julian, with respect to the time line for writing the report, if I could meet with you and Dr. Mackey to lay that out so that you guys then know what we need to post for the meeting, for our next meeting for the report. But then before we're done tomorrow, we should try to cement additional meeting times throughout the year, how often we're going to meet.

And if we could try to pick those well in advance and try to coordinate ourselves, then we can get those notices put out.

MR. GUERRERO: Right. We are all about getting future meetings set up. This next meeting, we'd like to get those dates now so we can go ahead and begin the work on the Federal Register notice

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to not be in such a rush.

MEMBER PAYMENT: You mean before we're done tomorrow?

MR. GUERRERO: Before we're done, preferably, today.

MEMBER BUTTERFIELD: Like right now.

MR. GUERRERO: Yes, yes, like right now.

MEMBER PAYMENT: All right. Well, everybody, look at your calendars. It's back to you, Dr. D.

CHAIR DENNISON: Okay, yes. And I just want to add, too, that I'd like to use the process of setting this agenda date is, in future meetings, you know, it's been, just come to me, and, if you want an agenda item added, we'll add it. We'll look and see what we can do.

So in this particular case, the main thing that we're going to do is approve the report to Congress. So looking at the July date, the 22nd is when you kind of think that you will be done with the draft? Is that what I'm seeing?

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MEMBER PAYMENT: Optimistically.

CHAIR DENNISON: Okay. So then why don't we make it shortly after that, like the --

MEMBER PAYMENT: Oh, so what I was thinking is that we would post to meet by, I don't know if it will be the 22nd. That will be the meeting to approve the report. But then we might want to think of a September face-to-face meeting and then another face-to-face, but it would be nice if we picked Indian country for one of the meetings and maybe D.C. for the other meeting.

CHAIR DENNISON: Okay.

MEMBER BUTTERFIELD: I agree.

CHAIR DENNISON: Who is that?

MEMBER BUTTERFIELD: Robin.

CHAIR DENNISON: Okay.

MEMBER PAYMENT: If we're out of the pandemic.

MEMBER BUTTERFIELD: Yes.

CHAIR DENNISON: So September would be our next time we meet then face to face?

MEMBER BUTTERFIELD: No. Well --

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MEMBER PAYMENT: We can pick that. I just threw out September, and maybe September - November.

CHAIR DENNISON: Okay.

MEMBER BUTTERFIELD: Well, October 5th through the 8th is NIEA in Oklahoma City.

MEMBER PAYMENT: Oh, maybe we could do it there, now that we know that we can. You will reach a lot of Indian people if we did it, like, you know, what's it called? Piggybacking NIEA.

DR. MACKEY: So can I, just to throw in the legal barriers to that. We can't hold our meetings in conjunction with any of the major conferences because it then gives the impression that DOE endorses it. So you would have to schedule it outside of the meetings, the actual meetings for NIEA.

MEMBER PAYMENT: So, Hollie, welcome to our world. We went back and forth on this, and we were told, I think it's a misinterpretation of what we're asking.

DR. MACKEY: We can go back because I

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had, I just asked the question again last week, and then I had asked it in my second week here because it also, like, I had always assumed that we could, having not been in a federal role before.

CHAIR DENNISON: So we can hold it there, but we don't have to hold it in the same building and which we've done before.

MEMBER PAYMENT: Right.

CHAIR DENNISON: We did that.

MEMBER PAYMENT: So, see, Dr. Mackey, that's where, when people presume what we're talking about without asking us. We weren't saying at all holding our meeting at NCAI or NIEA. We were saying that Indian people come together for those two meetings, and having our meetings and some portion of our meetings just before or just after might really work well because, especially if you're going to do consultation, if you want input from respective tribes or people that are engaged in Indian education.

So the question shouldn't be we can't do something. It should be is there a way that

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we can capitalize on a tribal audience to do it within the regulations either just before or just after.

MEMBER BUTTERFIELD: So saying that then, October 4th or 5th would be days before NIEA meets.

MEMBER PAYMENT: And that's a --

MEMBER BUTTERFIELD: Tuesday -
Wednesday.

MR. GUERRERO: I also believe that there's a tribal language summit that's supposed to be October 4th, I think. I think October 4th is supposed to be a tribal language summit.

MEMBER PAYMENT: Yes, the first and third Tuesdays are council meetings for me, so what would be, Robin, when is the conference done, NIEA?

MEMBER BUTTERFIELD: It usually ends on Sunday, the 9th, at noon.

MEMBER PAYMENT: So maybe a two-day meeting the 10th and 11th?

MEMBER BUTTERFIELD: Yes, we could do that.

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MEMBER PAYMENT: Or we could start at noon on the 9th, and then go through the end of the day on the 10th. That way, if any education people wanted to stick around for our meeting, they could stick around.

MEMBER BUTTERFIELD: Yes.

CHAIR DENNISON: Is there something about holding it on a Sunday?

MEMBER PAYMENT: Not for us.

CHAIR DENNISON: I think there is because you have staff and --

MEMBER PAYMENT: Oh, yes, you're right.

CHAIR DENNISON: -- that have to be on.

MEMBER PAYMENT: You're right.

CHAIR DENNISON: They get paid overtime and all of that.

MEMBER PAYMENT: Yes, that's a good catch.

CHAIR DENNISON: So it would need to be Monday and Tuesday.

MEMBER WHITEFOOT: Or we could just, we could take a look at NCAI in Sacramento.

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CHAIR DENNISON: When is that?

MEMBER WHITEFOOT: It's November -- I have it here -- 31st through, I mean October 31st through November 3rd.

MEMBER PAYMENT: So maybe, usually they finish by noon, so we could do, like, start half a day on the 3rd and go through all day on the 4th.

There's how many tribes out there? Oh, Joely got off the call, though. A large population of tribes.

CHAIR DENNISON: That would be good to have it in California.

MEMBER WHITEFOOT: Really. I agree.

MEMBER PAYMENT: Yes, Sacramento. Is there -- oh, this is you, Dr. D., but I would support that. Right after NCAI, making sure that we're following all regulations and NCAI is completely done.

CHAIR DENNISON: The way we held it some years ago, I know, Patsy, Patricia was there and Virginia was there, we held it with NCAI but at a different location.

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MEMBER WHITEFOOT: Right. That's when it was in Portland.

CHAIR DENNISON: Yes, and then we were able to get a lot of input from tribal leaders who came over and participated in our public comments section, public hearing section. We got a lot of --

MEMBER BUTTERFIELD: There's also an argument to be made for, you know, getting the voices of Native educators in connection with NIEA, you know, especially within communities, as well. So I don't know. Of the two, I feel like we get maybe more input from the 10th and 11th of October.

CHAIR DENNISON: I agree with you, Robin, because we did do NIEA, as well, in Alaska.

MEMBER BUTTERFIELD: Yes, we did Anchorage. Yes.

MEMBER PAYMENT: Yes, I think you're right on that.

CHAIR DENNISON: And I think we got a lot of information at that point from the stakeholders in Indian country in Indian education.

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MEMBER PAYMENT: So if we're meeting in July to do the report, we kind of want to skip a month, and you're in September, then you're October, or you could do a late August meeting or you could do another meeting in December. Maybe one in Indian country on October 10th and 11th and then maybe our final meeting in D.C.

MEMBER BUTTERFIELD: Yes, yes, I still want to figure out how we get that input on SPED, special ed, from the department, as well as, you know, we do have that bylaw work that we needed to do for NACIE.

MEMBER PAYMENT: Yes. We did a lot of it already. We're ready to go. We've been waiting for about two years.

MEMBER BUTTERFIELD: I know.

MEMBER PAYMENT: So if we do December, and I apologize because I'm going to have to cut out because I chaired the membership portion of our meeting, if we do December as the second meeting in D.C., we should try to do it earlier in the month so that we don't have to compete with holiday stuff.

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MEMBER BUTTERFIELD: I agree totally.

So looking at the week of the 5th?

MEMBER PAYMENT: Yes, except for Tuesday the 6th I have council, but maybe the 8th and 9th. That's the same week.

MEMBER BUTTERFIELD: Yes.

MEMBER PAYMENT: Those would work for me.

MEMBER BUTTERFIELD: They work for me.

MEMBER PAYMENT: I'm going to leave now, Dr. D., and I apologize. I think you still have a quorum.

MR. GUERRERO: Before you leave, Dr. Payment, could you clarify for me which two dates in July we're going with? I didn't --

MEMBER PAYMENT: Oh, I think we were looking at the dates, like -- oh, we didn't pick a date.

MR. GUERRERO: Yes.

MEMBER PAYMENT: So knowing that we're probably going to be pushing up against the deadline, maybe the 22nd. That gives us four extra

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days.

MEMBER BUTTERFIELD: I'm not available at all that last week, so the 22nd would work.

MR. GUERRERO: The 22nd?

MEMBER PAYMENT: Yes.

MEMBER BUTTERFIELD: And that's for what? The --

MEMBER PAYMENT: The report.

MR. GUERRERO: Approval, correct.

MEMBER BUTTERFIELD: For the whole council?

MR. GUERRERO: Yes, full committee approval for the report.

MEMBER BUTTERFIELD: Okay.

MEMBER PAYMENT: Remember last time when we were, like, okay, we've got to call them, got to make sure we're going to make it. And then we wait until the last minute, and then everybody was there. It was like, oh, thank God.

MR. GUERRERO: Okay. July 22nd.

MEMBER PAYMENT: I mean for finals.

MR. GUERRERO: Right. Okay. Is

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everyone else on the Council okay with the 22nd?

MEMBER WHITEFOOT: I am.

MEMBER BUTTERFIELD: Which means we would have to have a complete draft ready by the 15th then.

MR. GUERRERO: Correct.

CHAIR DENNISON: Is that virtual or is that -- it will be virtual again?

MR. GUERRERO: For the sake of, if it's a one-day convening, we'd probably best do virtual for a one-day convening, just so we're lean in terms of costs. That way, we can make sure we're good for costs in future meetings.

CHAIR DENNISON: Okay. Let's set that for now, and then we'll decide on the next meeting tomorrow. Do we have time to tackle that tomorrow?

MEMBER PAYMENT: Yes, that sounds good.

MR. GUERRERO: We can use some time tomorrow. And, Dr. Dennison, you might also contemplate for agenda items in advance, too.

CHAIR DENNISON: Okay.

MR. GUERRERO: So I know you make a call

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out to members. If you could just let them know you want agenda items by our next date because we're start rolling on the Federal Register notice now.

CHAIR DENNISON: Okay. We'll get those dates.

MEMBER PAYMENT: And also another, I see in the chat there might be a concern about not planning too much in advance, but the thing is we can always change plans. The thing is you got to get in the system first, and, if we have to change plans, we'll change plans.

CHAIR DENNISON: Okay.

MEMBER PAYMENT: All right. I got to go before I get in trouble.

CHAIR DENNISON: Okay.

MEMBER PAYMENT: I don't want to get locked up by my council.

CHAIR DENNISON: I think we're pretty much done with today's agenda.

MEMBER WHITEFOOT: I think so, too.

CHAIR DENNISON: Let's adjourn for the day.

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MEMBER PAYMENT: Recess.

CHAIR DENNISON: Recess for the day.

MEMBER PAYMENT: I appreciate all of
you. All right. Thank you all.

(Whereupon, the above-entitled matter
went off the record at 3:58 p.m.)