

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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WEDNESDAY
AUGUST 24, 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

ALSO PRESENT

DONNA SABIS-BURNS, Designated Federal Official,
U.S. Department of Education

BARBARA BUTTES

JULIAN GUERRERO, U.S. Department of Education

ANGELA HERNANDEZ, U.S. Department of Education

GREG HINDSLEY, U.S. Department of Education

MAHOGANY HOPKINS, LPE Associates

MICHELLE JACOB

HOLLIE MACKEY, Executive Director, White House

Initiative on Advancing Educational Equity,

Excellence, and Economic Opportunity for

Native Americans and Strengthening Tribal

Colleges and Universities

CRYSTAL MOORE

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

2 (1:14 p.m.)

3 CHAIR JACKSON-DENNISON: Good
4 afternoon, or good morning, depending on where
5 you are. (Native language spoken.)

6 I want to say welcome to everyone, and
7 I would like to start with calling the meeting to
8 order and asking -- of course we always want to
9 ask our elder on our council to open with a
10 prayer.

11 So I'm going to ask for, Patsy, if
12 you'd open with a prayer. And then we do roll
13 call and welcome and introductions after that.
14 Thank you.

15 MEMBER WHITEFOOT: Deborah, did you
16 ask me to open up with a prayer?

17 CHAIR JACKSON-DENNISON: Yes, Patsy.
18 Can you start with that? We'd like to start with
19 that.

20 MEMBER WHITEFOOT: Okay. Thank you.
21 Thank you. I just have to have my granddaughter
22 close the door. Thank you.

1 Today on this wonderful day, our dear
2 heavenly father, I look forward to this gathering
3 that we're going to be discussing the work that
4 everyone does on Native education.

5 And as we do that, I'm going to share
6 this blessing song, you know, to help our -- help
7 each and every one of us, but also, more
8 importantly, help us with the work that we do
9 with our students and our families and our
10 communities. And so please bear with me.

11 (Native blessing.)

12 MEMBER WHITEFOOT: Wherever you're at,
13 I'm going to ask you to just raise your right
14 hand and say aye.

15 (Chorus of aye.)

16 MEMBER WHITEFOOT: Thank you. And
17 just a brief interpretation. I shared this
18 before with our NACIE committee members, and it's
19 always a reminder to me every day when I awake to
20 know that as the sun comes up in the morning,
21 that each and every one of us has our own life
22 that we're living and we all have our own

1 journey.

2 And so as the sun travels across the
3 day, so does our lives. We travel as well with
4 the work that we're doing and the work that the
5 Creator set out for each and every one of us, and
6 also everything that is on this earth including,
7 you know, the mountains, the lakes, the rivers,
8 the animals, the beings that are flying in the
9 air and the rocks that are on the ground.

10 Everything around us has a purpose.
11 And as we undertake the work that's going to be
12 done today, ask the Creator to be with each and
13 every one of us and every one of your families
14 across Indian country and these few words I just
15 wanted to share today. I'm glad to be with all
16 of you. (Native language spoken.) Thank you.

17 CHAIR JACKSON-DENNISON: Thank you,
18 Patsy. That was very, very nice, and we
19 appreciate the prayer.

20 I'd like to go ahead and introduce
21 myself, and then we'll go around and have all of
22 the NACIE councilmembers introduce themselves as

1 well.

2 I'm Dr. Deborah Dennison. I currently
3 serve as a superintendent at San Carlos Unified
4 School District. I am bilagaana, Scottish-borne
5 for the Kinyaa'aani people and of the Dine
6 Nation, and my paternal clan is Ashiihi.

7 It's always a privilege to serve in
8 this capacity and to do the work, and I'm really
9 impressed with all the work that has been done up
10 to this point. And I want to say a special thank
11 you to the subcommittee that has worked so hard
12 and those of you that have served as also
13 providers of information.

14 So thank you, and then we'll go on to
15 -- you met Patsy, but go ahead, Patricia, if you
16 want to give an introduction of yourself.

17 MEMBER WHITEFOOT: (Native language
18 spoken) Patricia Whitefoot. Good morning. I
19 greet you in the language of our people.

20 I'm a citizen of the Yakama Nation,
21 and I am also a descendant of the Toppenish in
22 Spokane and Dine.

1 I am so pleased to be here with all of
2 you today and have enjoyed working on our report
3 subcommittee, I think, since I began with NACIE,
4 and it's a wonderful process to be a part of
5 this.

6 We're always looking for input from
7 folks and your feedback as well. Thank you very
8 much, Debbie.

9 CHAIR JACKSON-DENNISON: Thank you,
10 Patsy. Let's go on to Aaron. Dr. Payment.

11 MEMBER PAYMENT: (Native language
12 spoken.) I am Aaron Payment. I am a high school
13 dropout who went on to get my higher education.

14 I think it's just an honor and a
15 privilege to be on this body with people who have
16 been engaged in Indian education since the Indian
17 Education and Self-Determination Act was passed.

18 I was a student, but the knowledge
19 that is maintained in this committee and the
20 expertise is just amazing to me. So I'm grateful
21 to be a part of that.

22 CHAIR JACKSON-DENNISON: Thank you,

1 Dr. Payment. Let's go with Robin Butterfield.

2 MEMBER BUTTERFIELD: Good morning.

3 This is Robin Butterfield. I am Ho-Chunk and
4 Anishinaabeg.

5 I'm really happy to be on the NACIE
6 Board after -- and I'm actively retired after
7 about 50 years in Indian ed. Sounds really --
8 makes me feel really old when I say that, but
9 I've been pretty reflective.

10 I just drove cross-country for the
11 feathering of my six grandchildren and one of my
12 brothers. So it's been a really powerful time
13 for all of my family members and I'm happy to
14 provide input on recommendations to Congress to
15 this Board. So (Native language spoken).

16 CHAIR JACKSON-DENNISON: Thank you,
17 Robin. Dr. Joely Proudfit, you're next.

18 MEMBER PROUDFIT: (Native language
19 spoken) Dr. Joely Proudfit. (Native language
20 spoken) Payomkawichum Luiseno, descendant of the
21 Pechanga Band of Luiseno Indians.

22 Good morning, everyone. Happy to be

1 here with my colleagues in this capacity to
2 support our students.

3 I'm Dr. Joely Proudfit, director of
4 the California Indian Culture and Sovereignty
5 Center and chair of American Indian Studies at
6 Cal State San Marcos. And I am Zooming to you
7 from Payomkawichum homelands here in North
8 County, San Diego. Happy to be here (Native
9 language spoken).

10 CHAIR JACKSON-DENNISON: Thank you,
11 Joely. We'll go with Dr. Theresa Arevgaq. I can
12 never say her last name.

13 MEMBER AREVGAQ JOHN: Yeah. Good
14 morning. (Native language spoken.) My Yup'ik
15 name is (Native language spoken). My English
16 name is Theresa John.

17 I'm the associate professor at the
18 Research Center, Center for Cross-Cultural
19 Studies at University of Alaska, Fairbanks.

20 And I am humbled to be here with
21 everyone this morning and really looking forward
22 to the productive day of our meeting. (Native

1 language spoken.)

2 CHAIR JACKSON-DENNISON: Thank you,
3 Theresa. Let's go with Mandy.

4 MEMBER PROUDFIT: (Native language
5 spoken.) My name is Mandy Smoker-Broaddus. I'm
6 a member of the Assiniboine and Sioux tribes from
7 here in my home state of Montana on the Fort Peck
8 Reservation.

9 I work at Education Northwest as a
10 senior advisor in Native and culturally
11 responsive education. Very proud and honored to
12 serve with my colleagues on this board and look
13 forward to our meeting today.

14 CHAIR JACKSON-DENNISON: Okay. We
15 have some members that are on by phone. Thank
16 you, Mandy. I guess I was muted there.

17 We'll go with Virginia Thomas. Are
18 you on?

19 MEMBER THOMAS: Yes, I am. This is
20 Virginia Thomas. I'm a member of the Muscogee
21 Creek Nation out of Okmulgee, Oklahoma, and I am
22 proud to serve on this committee.

1 I, too, like many of us, have served
2 for several years and in the midst of also being
3 over 50 years in the field of education.

4 So I'm just proud that we're all here
5 and I look forward to this meeting. Thank you.

6 CHAIR JACKSON-DENNISON: Thank you,
7 Virginia. We have Phyliss Anderson on by phone.
8 Phyliss?

9 MEMBER ANDERSON: (Native language
10 spoken.) Hello. This is Phyliss Anderson. I am
11 an enrolled member of the Mississippi Band of
12 Choctaw Indians.

13 I'm also the former chief of the
14 Choctaw Tribe and I'm very proud to be serving on
15 this council.

16 CHAIR JACKSON-DENNISON: Thank you,
17 Phyliss. Did I overlook anyone that's on the
18 NACIE Council? Doreen Brown, she may have
19 stepped off.

20 She is here today. She just had to
21 step off for a few minutes. But when she does
22 come back on -- Doreen, are you here?

1 If not, we will go ahead and have her
2 come back on when she -- and introduce herself
3 when she gets back on.

4 MS. HOPKINS: Dr. Dennison, I do not
5 see her on the line.

6 CHAIR JACKSON-DENNISON: What's that?

7 MS. HOPKINS: I do not see Doreen
8 Brown on the line.

9 CHAIR JACKSON-DENNISON: Okay.

10 MEMBER PAYMENT: She was on earlier.
11 She was.

12 CHAIR JACKSON-DENNISON: Okay. We
13 still have a quorum. So we can proceed, and I
14 want to say welcome again, and we'll have Julian
15 and -- actually, Donna, would you like to carry
16 the introductions of the staff from the OIE
17 office?

18 MS. SABIS-BURNS: Sure. Thank you,
19 Dr. Dennison. My name is Donna Sabis-Burns. I
20 am the DFO for NACIE Committee and I have a
21 number of people from the Office of Indian
22 Education. First and foremost, Mr. Julian

1 Guerrero who is our director.

2 Julian, would you like to say a few
3 words?

4 MR. GUERRERO: Sure. I'd be happy to.
5 Good afternoon, everybody. (Native language
6 spoken.) Julian Guerrero, director for OIE.

7 Such a pleasure to meet again today in
8 a full committee. Good to see everyone's faces,
9 and I look forward to today's discussions. I
10 hand it back to you, Donna. Thank you.

11 MS. SABIS-BURNS: Great. And we are
12 also joined by Angela Hernandez, Greg Hindsley.
13 We've got -- oh, goodness, we've got a couple
14 more people.

15 I'm trying to make sure I have
16 everybody covered, but a couple other people from
17 OIE who have joined us as well, and I am going to
18 turn it over to Dr. Hollie Mackey to say hello.

19 DR. MACKEY: Hi. Thank you for that,
20 Donna. My name is Hollie Mackey. I'm the
21 executive director for the White House Initiative
22 on Advancing Educational Equity, Excellence and

1 Economic Opportunity for Native Americans and
2 Strengthening Tribal Colleges and Universities.

3 Very much looking forward to the
4 discussion today and always a pleasure to work
5 with our esteemed NACIE Members.

6 MS. SABIS-BURNS: Thank you. And, Dr.
7 Dennison, I will turn it back to you.

8 CHAIR JACKSON-DENNISON: Okay. I
9 believe it's time to turn our cameras on. I'm
10 trying to -- okay.

11 We can turn our cameras on, those of
12 you that are online, and we will get right down
13 to business of the review and approval of the
14 2022 annual report.

15 So the overview will be done by the
16 OIE office, and recommendations related to the
17 activities of the OIE, and then recommendations
18 from NACIE to the White House Initiative. So
19 we'll start with Julian. Are you the one that's
20 going to do this?

21 MR. GUERRERO: Sure. And, Dr.
22 Dennison, actually the first item is the

1 discussion, deliberation and passage of the
2 annual report. So that one's going to be to
3 council first.

4 CHAIR JACKSON-DENNISON: Oh, okay.
5 Okay. We'll start there. I was looking at the
6 run of the show agenda. Okay.

7 So who wants to start by deliberating
8 discussion? Okay. Dr. Payment.

9 MEMBER PAYMENT: So our process, real
10 quickly, has been to always work as a team as
11 we've written these reports over the years.

12 We've shifted who does what parts, but
13 it's a very collaborative process. And last year
14 I thought we did a phenomenal job, but I think
15 that our report this year is even better.

16 And so we've been working for several
17 weeks -- I don't -- probably eight or longer,
18 maybe longer than nine or ten weeks, and we --
19 doing submissions and edits and reviews, using
20 the expertise that we have available right here
21 and with the support of the OIE staff, and also
22 our technical people that have helped immensely

1 with pulling and formatting stuff together.

2 So I think it's a phenomenal report
3 and I don't know if we, like, if we go through it
4 or make a -- when we're ready to make a motion,
5 I'm ready to make a motion when that time comes.
6 So thank you.

7 CHAIR JACKSON-DENNISON: Okay. How do
8 we want to handle this, Council? Do we want to
9 go through the report or do we want to -- have
10 you all had a chance to read it?

11 You should have. We've had it in our
12 capacity for a few days now. So --

13 MEMBER WHITEFOOT: I recommend that we
14 make a motion. Then we review it.

15 CHAIR JACKSON-DENNISON: Okay.

16 (Simultaneous speaking.)

17 MEMBER WHITEFOOT: I just -- of the
18 committee work that's been done.

19 MEMBER BUTTERFIELD: Yeah, I agree.

20 CHAIR JACKSON-DENNISON: So is that
21 your motion, Patsy?

22 MEMBER WHITEFOOT: Yes, I'll make that

1 motion.

2 CHAIR JACKSON-DENNISON: Patsy makes
3 a motion.

4 MEMBER BUTTERFIELD: This is Robin.
5 I'll second.

6 CHAIR JACKSON-DENNISON: And Robin
7 seconds. All in favor, say aye.

8 (Chorus of aye.)

9 CHAIR JACKSON-DENNISON: All opposed?
10 The motion carries. Okay. Now, we
11 can review it for --

12 MEMBER BUTTERFIELD: So just in terms
13 of protocol, so now we're in the discussion about
14 the motion and that --

15 (Simultaneous speaking.)

16 MEMBER BUTTERFIELD: -- would involve
17 all of the prospective comments and changes.

18 CHAIR JACKSON-DENNISON: Okay. So
19 who's going to -- you have the --

20 MEMBER PAYMENT: Would it make sense
21 for the --

22 CHAIR JACKSON-DENNISON: Are we going

1 to --

2 (Simultaneous speaking.)

3 MEMBER PAYMENT: Would it make sense
4 for somebody to just share the cover -- maybe the
5 cover letter and the table of contents?

6 CHAIR JACKSON-DENNISON: That's what
7 I'm trying to ask for. Is it going to be shared
8 on the screen?

9 MEMBER PAYMENT: Yeah. Could that be
10 -- would it be --

11 MEMBER BUTTERFIELD: Yeah, Aaron.
12 This is Robin.

13 MEMBER PAYMENT: Yes.

14 MEMBER BUTTERFIELD: I think you
15 should just go through the recommendation portion
16 of the document. That's the real heart of the
17 matter.

18 MEMBER PAYMENT: Yeah. Maybe, Borjan,
19 would you be able to share it?

20 MR. ZIC: I'm happy to do so; however,
21 I just need to be able to have the screen sharing
22 allowed, please.

1 CHAIR JACKSON-DENNISON: While that's
2 being brought up, Aaron, I would just suggest
3 that we just kind of cruise through the table of
4 contents and get to the recommendations like
5 Robin said.

6 MEMBER PAYMENT: Yeah, that's a great
7 idea. So who out there has to share it with
8 Borjan, if you could do that -- the ability for
9 him to share.

10 PARTICIPANT: To Lauren?

11 CHAIR JACKSON-DENNISON: No, Susan,
12 that is Borjan, B-O-R-J-A-N, Borjan Zic.

13 PARTICIPANT: Thank you. Thank you.

14 MEMBER PAYMENT: Yeah, we became
15 dependent on them to do that part for us. So --

16 CHAIR JACKSON-DENNISON: Yeah, we were
17 so used to that. We thought it was going to pop
18 up. We're all looking at each other like, okay.

19 (Pause.)

20 MEMBER WHITEFOOT: And that's the
21 Office of Indian Education contractor for this
22 report?

1 MEMBER PAYMENT: Yes.

2 CHAIR JACKSON-DENNISON: Yes. And
3 they've done a phenomenal job, by the way.

4 MEMBER PAYMENT: Yeah.

5 CHAIR JACKSON-DENNISON: I really
6 appreciate the work going back and forth and
7 keeping us on our toes.

8 PARTICIPANT: Borjan, you should be
9 able to share your screen.

10 MR. ZIC: Thank you.

11 PARTICIPANT: You're welcome.

12 MR. ZIC: So now I am going to share
13 the report. It will take the slides away from
14 sharing and then the report will appear in its
15 place.

16 MEMBER PAYMENT: Yeah, that's fine.

17 MR. ZIC: So now would you like to
18 begin with the cover page and then proceed into
19 the table contents and then the recommendations?

20 MEMBER PAYMENT: Yeah. I can say
21 something real quick, Dr. D., about the cover
22 page is -- so, you know, we just went through --

1 or we're going through the beginning of the
2 healing stage with the Boarding School Report.

3 And we wanted that to figure
4 prominently -- it matches up very well with what
5 we wrote last year, actually.

6 So we wanted to show this really sort
7 of sad picture of these kids at Carlisle Indian
8 School. And then if you cursor down, you can see
9 we wanted to show the past, but also our
10 resiliency and show these young Native people at
11 graduation time.

12 And that's from Deborah's school,
13 right, Deb?

14 CHAIR JACKSON-DENNISON: Yes. That's
15 the senior class of 2022 at San Carlos High
16 School on the San Carlos Apache Nation.

17 MEMBER PAYMENT: Yes. And then if you
18 go down, we start with a -- that's just the
19 caption. We start with a letter to the members
20 of Congress.

21 So remember this is a congressional
22 report in the authorization for NACIE. That's

1 like one of our primary duties is to do an annual
2 report.

3 And so we included the leadership in
4 the House and the Senate in both the majority and
5 minority. We also included the three secretaries
6 that are referenced in the President's executive
7 order that reestablished the White House Indian
8 Education Initiative, if I -- I just abbreviated
9 that. I apologize.

10 And so this is a letter that's
11 authored by Dr. D., and so it basically just kind
12 of frames it for the recipients. And if you go
13 down -- go ahead. We wrote this and over time
14 we've done different things to improve it every
15 year and we have links in it and we have cross-
16 referencing in it.

17 And so when we share this out with the
18 legislature, we hope that they will use it as a
19 living document. And it's designed so that they
20 can go and get that information that real easily.
21 And it's cross-referenced so that they can find
22 the recommendations.

1 So go ahead. We list out the -- at
2 the bottom of the letter we list out the members
3 of our committee. And we also cc'd it to the
4 American Indian legislatures that are in Congress
5 at this point.

6 And there's a couple more that are
7 making their way through. So we've got our
8 fingers crossed, but -- so there was something
9 else I was going to say.

10 Oh, and then we do have vacancies. We
11 have five vacancies. And so we address that on
12 the -- I think the final section describes how
13 many vacancies we have and we're looking to have
14 those filled.

15 All right. You want to keep going?
16 So then when we get to the table, I don't think -
17 - Robin, you can't see what we're looking at, can
18 you?

19 MEMBER BUTTERFIELD: Well, I have my
20 print copy. Don't worry about that.

21 MEMBER PAYMENT: Do you want to cover
22 the table of contents section then?

1 MEMBER BUTTERFIELD: No, go ahead. I
2 think you're doing a good job.

3 MEMBER PAYMENT: Okay. All right.
4 And we're not going to labor through it because
5 we've all seen it and, you know, it's been picked
6 apart. It's been drafted, redrafted. It's a
7 labor of love.

8 And so you can see we have an
9 executive summary and we have contacts for
10 American Indian Education. So we wanted to frame
11 it.

12 We're really proud that this document
13 is a good, single source for somebody that's
14 going to pick it up and want to understand Indian
15 education be it higher-ups in the Department of
16 Ed or if it's the White House Council as the
17 administration is cross-pollinating their
18 commitment on the treaty and trust
19 responsibility.

20 And we're really proud that we have --
21 we have updated it so that it's reflective of all
22 the different changes that are happening.

1 We see a lot of improvements in this
2 administration with executive orders,
3 presidential memos, proclamations.

4 And so we tie that all together and we
5 do it for a reason because it ties into our
6 recommendations because it's consistent with the
7 administration's recommendations for improving
8 Indian education.

9 And so we have a section on honoring
10 the treaty and trust obligation. I'm not going
11 to go line by line through these -- so if we can
12 just skip past -- but we do have recommendations
13 that are very specific.

14 They are recommendations that have
15 been worked through by Indian country as
16 reflected by tribal leaders at the National
17 Indian Education Association, at the National
18 Congress of American Indians.

19 And so they passed a legislative
20 agenda and -- not legislative, but a policy
21 legislative agenda.

22 And so a lot of our recommendations

1 really match those, which is good, because it
2 strengthens the recommendations because we know
3 that they're not just the group of us that are
4 making the recommendations, but they are strongly
5 supported across Indian country for these
6 recommendations.

7 We're mindful that during the time
8 where we're going through the treaty and trust --
9 or the boarding school impact, that it reignites
10 our commitment and our desire to return Native
11 American languages, language assessment, looking
12 more closely and critically at performance on
13 educating American Indians both in the BIE system
14 and also in the public school system.

15 And so, you know, we just paid a lot
16 of attention to pulling together a broad-based,
17 you know, pre-birth through lifelong learning and
18 recommendations through -- across the spectrum.

19 We get into very specific
20 recommendations for different pieces of
21 legislation that do not comport with what we
22 think is advancing American Indian education.

1 So when I say that we have the experts
2 at the table, we really do have the broad cross-
3 section of Indian education leaders in the
4 country with NACIE.

5 So this report is chuck full of
6 recommendations for Congress. So it is -- again,
7 I'm just so proud to be a part of it.

8 So go ahead. Keep going. I don't
9 want to drone on. So we have a highlighted
10 section.

11 Does that mean we needed to do
12 something or did we get that? Appendix A.

13 MR. ZIC: Yes. We've inserted the new
14 -- the updated version. Dr. Dennison said that
15 our graphic designer was looking at it and had a
16 question about some footnotes -- what appeared to
17 be some footnotes that were there as
18 placeholders, but there were no actual footnotes
19 written out.

20 However, I think after emailing with
21 Dr. Dennison, she indicated, confirmed that there
22 are no footnotes meant to be in the story.

1 So it may have been something that was
2 picked up from the previous sort of Word document
3 version of this, perhaps, when we were making all
4 the edits.

5 And so would Dr. Dennison please
6 correct me if that's incorrect, if that's not the
7 case?

8 CHAIR JACKSON-DENNISON: That's
9 accurate. We highlighted -- it's probably
10 highlighted because we were going back and forth,
11 like you said, but it should be all done. It
12 shouldn't be highlighted anymore.

13 MEMBER PAYMENT: Okay.

14 MR. ZIC: I'll take that out and then
15 I'll instruct our designer for formatting to
16 simply remove those sort of placeholders that are
17 showing up in a certain view of the document.

18 MEMBER PAYMENT: Good. So my hope is
19 that when we move for approval, that we allow for
20 the Office of Indian Education to make any
21 technical edits, you know, if we find just things
22 after the fact.

1 And we did that last year. So it
2 doesn't change any of the substance, but just
3 allows for any cleanup.

4 Also, the appendices, what we've done
5 over the last several years is we wanted to not
6 only provide like a technical sort of report and
7 an expert report, but also we wanted to be able
8 to give a picture to the people that are reading
9 the report on the different impacts of federal
10 Indian policy out in the community. So it's a
11 matter of telling your story.

12 I think we started with COVID -- at
13 the beginning of COVID and we wanted to really
14 animate a recommendation so the people that are
15 reading this have a good understanding.

16 So they're being basically brought
17 into Indian country and given a little story in
18 our appendices.

19 And that gives a much richer, sort of,
20 understanding of the impact of policy as it
21 affects American Indian community. So we're
22 really proud of this part as well.

1 Okay. I think that's probably --
2 unless we need to go through and look through
3 those edits, but I think if we do those under
4 approval, I'm not sure that we have to do any
5 further walk-through unless anybody would like to
6 highlight any particular sections that they
7 wrote.

8 MEMBER WHITEFOOT: Aaron, for a matter
9 of record as the motion-maker to the report, I
10 just want to state that I agree to the revisions
11 in the approval of the report --

12 MEMBER PAYMENT: Sounds good.

13 MEMBER WHITEFOOT: -- that Dr.
14 Dennison made.

15 MEMBER PAYMENT: Thank you, Patsy. So
16 I think my part is done here unless anybody has
17 any questions or wants to hone in on any
18 particular sections.

19 CHAIR JACKSON-DENNISON: Do we have
20 any questions from any of the councilmembers?

21 MEMBER WHITEFOOT: Dr. Dennison?

22 CHAIR JACKSON-DENNISON: Yes.

1 MEMBER WHITEFOOT: I don't have a
2 question, but just to comment, Dr. Payment, you
3 mentioned that much of the substance of these
4 reports also come from our national
5 organizations.

6 I don't want to overlook the
7 intertribal organizations or regional
8 organizations that we participate in, too, with
9 tribal leadership and that includes organizations
10 such as the Affiliated Tribes of Northwest
11 Indians. USET tribes. There are several
12 intertribal organizations throughout Indian
13 country, including Alaska Natives.

14 MEMBER PAYMENT: Yes.

15 MEMBER WHITEFOOT: Thank you.

16 MEMBER PAYMENT: Yes. The document is
17 clearly informed broadly by the different
18 committee members that as a broad cross-section
19 from superintendents, from lower-L, to K-12, to
20 higher ed, and it's really, really a good, single
21 source, but it's because of the broad cross-
22 section that we try to include in our report.

1 That's a good reminder.

2 CHAIR JACKSON-DENNISON: I have to
3 agree. I think that it's -- I mean, pat
4 ourselves on the back because I think it's an
5 excellent report in -- compared to the first ones
6 we did in the start.

7 They were good, but these -- I love
8 the cross-sectioning and the able to -- the links
9 that are provided and the storytelling that goes
10 with it to show what we're talking about.

11 It comes and makes the picture really
12 clear for whoever -- whoever the reader is. It's
13 meant for Congress, but other people may read it.

14 MEMBER BUTTERFIELD: Yes. This is
15 Robin. I think my only comment, and I didn't
16 really respond with specifics, but, you know, it
17 really bothers me that, you know, from the
18 Kennedy Report on forward we still continue to
19 get the same low achievement scores, higher
20 dropout rates than other groups.

21 MEMBER PAYMENT: Yes.

22 MEMBER BUTTERFIELD: And it just -- I

1 just -- I -- in the context it feels like there
2 should be some way to really highlight that after
3 all of this time and all of the reports that
4 NACIE has been doing over the years, and the
5 initiatives that, you know, have been good, we
6 still are in a place where our students are the
7 lowest-performing, the highest dropout rate, the
8 highest suicide rate, you know, all of those
9 negative outcomes for our students.

10 We still need help and it's kind of,
11 you know, building the argument not only are we
12 obligated through treaties to get those services,
13 but the data on our students suggest that
14 whatever we've been doing still is not enough.

15 So, you know, sometimes I feel like
16 there's a level of complacency especially outside
17 of Indian country.

18 I'm not saying amongst ourselves,
19 because we're all keenly aware of how difficult
20 it is to get our kids, you know, through 12
21 grades of school minimally and to do that with
22 healthy student services and stuff, but I'm not

1 sure that the general public is still aware that
2 it's as bad as it is.

3 MS. HOPKINS: Dr. Dennison, we have --

4 MEMBER BUTTERFIELD: I'm not --

5 MS. HOPKINS: I'm sorry.

6 MEMBER BUTTERFIELD: I was thinking it
7 could be somewhere infused in the very early part
8 of the content section that, you know, and
9 there's so much good history and background that
10 went into that content section, but somewhere I
11 just really want a bolder statement about despite
12 all the efforts, we still need more support.

13 Maybe it could even be a sidebar or
14 something, you know, like a window statement that
15 just kind of puts it out there.

16 MEMBER PAYMENT: Dr. D., I think
17 Barbara was next.

18 DR. BUTTES: Did you say my name?

19 MEMBER PAYMENT: I'm waiting for Dr.
20 D. to call on me.

21 DR. BUTTES: Oh. I'm Dr. B, too. I'm
22 Dr. Buttes.

1 MEMBER PAYMENT: Oh.

2 DR. BUTTES: So sorry.

3 (Laughter.)

4 MEMBER PAYMENT: You're muted, Dr. D.

5 CHAIR JACKSON-DENNISON: Barbara, go
6 ahead.

7 DR. BUTTES: Yes. I was listening to
8 Ms. Butterfield and, you know, sometimes I think
9 we need to look within ourselves to see that
10 there are these laws and the mandates that went
11 out about districts consulting with the tribes
12 and there are so many opportunities for us to
13 partner with groups.

14 And we mentioned about the kids who
15 are not on the reservation -- I mean, I'm here in
16 Nebraska and I'm with the Department of Education
17 here in the State of Nebraska and our border runs
18 -- our northern border runs along South Dakota.

19 A lot of those kids who are in
20 northern Nebraska are from the Rosebud and Pine
21 Ridge and Yankton. And so we have thousands of
22 their kids here in the State of Nebraska who we

1 very much want to serve in the best way possible.

2 I'm Yankton Sioux from Soldier Creek,
3 South Dakota, but I'm urging the people to come
4 together. Let's talk about what we can do.

5 There are problems with meth that have
6 just made a problem that was bad worse, you know.
7 The boarding school situation destroyed our
8 kinship organization.

9 Lives have been shattered through the
10 education that the federal government provided to
11 us, you know. Language is lost, all of that.

12 We know this and now is the time to go
13 in and talk to these other people, these
14 districts where our children are being educated,
15 and let them know exactly what we need.

16 Now, I'm the liaison. So I'm saying,
17 you know, tribes were sovereign before states
18 were. States have been sovereign for less time
19 than tribes have been.

20 We have that federal government
21 relationship. We are government to government.
22 We signed treaties. We signed treaties with

1 European governments.

2 We've been around for a long time and
3 we have so many resources within our communities,
4 and I think we need to showcase those and help
5 our children see that there is another way
6 besides turning to substance abuse and violence.

7 We have issues with suicide and, you
8 know, children can only begin to learn when
9 they're able to feel safe, to feel secure and
10 worthy. You need to feel worthy.

11 So I guess what I'm saying is, I want
12 to create partnerships between the tribal
13 education organizations, the TEAs and the LEAs,
14 and have us come up with the best way to serve
15 our children.

16 And that includes enriching the
17 curriculum, offering opportunities for them to go
18 further, do, you know, do whatever they want to
19 do, whether that's going to college, becoming a
20 pilot, doing, you know, a language revival, you
21 know, whatever it is they want to do and it's up
22 to us, you know.

1 I think that -- I look at the school
2 boards, the tribal school boards, and I see them
3 as leaders.

4 And for the most part, we're looking
5 at grandparents who are serving on these school
6 boards and they love their children, but we need
7 to have them feel empowered to do what must be
8 done.

9 So I support -- I support the tribal
10 education agencies. Thank you very much. I'm
11 sorry I went on.

12 CHAIR JACKSON-DENNISON: Thank you,
13 Barbara, Dr. Buttes. We'll go with Patricia
14 Whitefoot.

15 MEMBER PAYMENT: Unmute. There you
16 go.

17 MEMBER WHITEFOOT: Aaron was before
18 me, Deborah.

19 CHAIR JACKSON-DENNISON: Who was?

20 MEMBER WHITEFOOT: Aaron.

21 CHAIR JACKSON-DENNISON: Oh, he was?

22 MEMBER WHITEFOOT: Yes.

1 CHAIR JACKSON-DENNISON: Okay. Go
2 ahead, Aaron.

3 MEMBER PAYMENT: Just real quick. So
4 I don't discount what Dr. Buttes just said, but
5 what I want to not lose sight of is the critique
6 that Robin shared.

7 And, again, Robin is one of those
8 members that have been here since the beginning,
9 really, and watched Indian education grow for
10 years, really.

11 And so the one missing piece -- and,
12 you know, for the staff that's on, don't take
13 this disrespectfully at all. The missing piece
14 is -- in this report, you do a really good job --
15 we do a better than we ever have of making the
16 connection between Indian policies and the
17 outcome of that being present. It's in the
18 Broken Promises Report.

19 And the date of that shows that while
20 we have increased our graduation rate and we're
21 doing better than we ever have, proportionately
22 or comparatively we are in the exact same

1 position as we were in 1969.

2 We make this pay and that explanation
3 and -- because if you look at that section -- the
4 Report in our report year.

5 But if you look at that section, it
6 shows that the disparity between Natives, non-
7 Natives, is identical today as it was in 1969.

8 And so we're in an era where the
9 President is committed to equity and equity needs
10 to mean something very specific to American
11 Indian tribes.

12 We're not ethnic minorities -- well,
13 we are, but when we're talking about the Indian
14 trust obligation, which is why this report was
15 created, we're really talking about tribes.

16 And so we do have a section -- we have
17 elaborate sections of this report that if you get
18 to those sections, you will see our strong
19 recommendations.

20 But I'm wondering if we need to
21 include a sentence or two and allow for maybe,
22 Julian, those edits after the fact to pull that

1 forward and just kind of make that statement in
2 the cover letter because -- do you think we very
3 strongly make the case in the report? It's
4 evidenced, it's -- we have citations. We have
5 data.

6 The strongest report I think we've
7 ever had, but maybe we just need to figure out
8 how to fit it in the cover letter, because I
9 think Robin's right.

10 The other thing, real quick, is where
11 we have been stymied in the past with the
12 recommendations to share this by presenting it to
13 Congress, I think that -- I think that the
14 administration is really doing themselves a
15 disservice by not requesting to be able to
16 present this in the Senate Indian Affairs
17 Committee hearing.

18 It shows just a wealth of knowledge
19 and the policy recommendations in one single
20 source. And so we, you know, we did all this
21 work for a reason. We don't want it to sit on a
22 shelf.

1 We want somebody to look through it.
2 We want to have our day to testify on it and that
3 could be the secretary. It could be the
4 secretary and the chair of NACIE or it could be
5 Julian, but it just needs to take that extra step
6 so that we give voice to these issues that it's
7 not something that's imagined that it's been
8 taken care of when -- in 1975 when the Act was
9 passed. So, okay, that's it.

10 MEMBER BUTTERFIELD: Well, and, Aaron,
11 thank you for that because that's exactly what
12 I'm thinking and I like the idea of putting it in
13 the cover letter.

14 If you look on page 10 where we --
15 sort of what's bolded is kind of three or four
16 main statements on page 10 and 11.

17 No. 1 is, you know, what is the
18 education grade report? How are we doing? And
19 then educational attainment rates for Indian
20 students remain the worst of any racial ethnic
21 group.

22 And then American Indian students in

1 the aggregate score far lower than any non-Native
2 peers on the national assessment.

3 I think just even those and if we want
4 to mention the COVID pandemic exacerbating, you
5 know, this longstanding disparity, maybe those
6 four key statements could be embedded in the
7 cover letter.

8 And then, you know, they'll be
9 explained further in the report so that that
10 could be linked to the section in the report on
11 pages 10 and 11.

12 I think at least, at this point, that
13 would sort of help me feel like we're saying,
14 wake up, people, you know.

15 As Indian people, we've been
16 partnering for decades with all kinds of
17 institutions.

18 We've taken advantage of every
19 resource that comes out to Indian country to try
20 to help our students and our communities, but
21 it's still not enough.

22 That's kind of the main -- the main

1 heading, you know, that we want people to pay
2 attention to.

3 CHAIR JACKSON-DENNISON: Thank you,
4 Robin.

5 MEMBER BUTTERFIELD: Does that make
6 sense?

7 CHAIR JACKSON-DENNISON: It does make
8 sense. I know that there -- in the story I kind
9 of alluded to it and -- but not so direct, but it
10 seems like schools are still trying to fit the
11 ways of doing things in that don't work and
12 that's just in general.

13 What's holding us back is, again, just
14 what we're talking about, the historical trauma,
15 the intergenerational trauma.

16 It's never been addressed even in our
17 teachers, our educators. So it's just kind of a
18 -- it's something that really needs to be done.
19 The healing can really happen before we're ever
20 going to show any progress.

21 MEMBER BUTTERFIELD: Yeah. It's still
22 the blame the victim mentality.

1 CHAIR JACKSON-DENNISON: Mm-hmm.
2 Patricia had her hand up, and then Virginia also
3 wants to speak. So we'll go with Patricia.

4 MEMBER WHITEFOOT: Okay. I just
5 wanted to respond that I believe in previous
6 reports that we have begun to say this.

7 And I think Aaron is correct that we
8 can just take what's out of the document and
9 highlight, you know, the issue that Robin has
10 raised because in committee meetings we've been
11 bringing that up, but we just haven't highlighted
12 it.

13 And I think, you know, like when we
14 get into the historical trauma section that I
15 recall, we have -- I think we also need to pull
16 that out as well to highlight what Robin is
17 talking about, too. And we know these are issues
18 and we are working on these issues.

19 And I think I'm at a place because
20 I've been in education about 50 years, too, and I
21 just -- I have to admit that -- we're at a place
22 where we have, I think, increased opportunities

1 and improvements made with not only state
2 officials, but also the various state education
3 organizations that we work with such as school
4 board associations, parent teach associations,
5 early childhood education, social/emotional
6 learning folks.

7 These are all different agencies that
8 are always within the main superintendent's
9 office. And so we end up working with them as
10 well.

11 So when we talk about partnerships, we
12 are involved in these partnerships and have been
13 for a number of years, but I think we're at a
14 turning point because now we're beginning to
15 share, you know, beyond, say, the northwest
16 because -- I'm just using the northwest as an
17 example because we've had the opportunity to also
18 recently share with Alaskan Natives on the work
19 that we've been doing and I think there's a
20 groundswell in some parts of the country that is
21 occurring.

22 So I also just want to highlight some

1 of those best practices that are in place and
2 that are doing this work.

3 So I agree with this discussion.

4 Thank you.

5 CHAIR JACKSON-DENNISON: Thank you,
6 Patsy. We have a hand -- oh, we actually --
7 Virginia we're going to go with next and then
8 Joely has her hand up. Virginia?

9 Virginia, are you there?

10 Okay. Let's go with Joely. Dr.
11 Proudfit.

12 MEMBER PROUDFIT: I would just like to
13 add, you know, where we have our cover letter,
14 that I'm in alignment with what Robin Butterfield
15 was saying that we need to really address the
16 significant inequities.

17 We all know they are there. They've
18 been documented for decades. But I think coming
19 in and still riding this pandemic has really
20 highlighted those inequities and our students are
21 failing across the board from pre-K to post-doc.

22 And so we can no longer wait for

1 incremental change or hope that things are going
2 to get better.

3 There needs to be a real investment of
4 intentionality of time and resources and we've
5 been asked to do so much with so little for
6 decades.

7 And as this country really focuses on
8 issues like equity, I think those same standards
9 need to be applied to servicing, you know, the
10 first Americans, the first citizens and the first
11 nations, and we will have no future if we don't
12 invest in the education of our young people.

13 We know that culturally that is
14 typical, but this is also academically. And so I
15 think there needs to be a significant increase in
16 resources and budget allocations because across
17 the board, across the country, we know that
18 American Indian students are underserved.

19 We know that they're not even counted
20 in many of our states. California being one of
21 those states where we have the -- according to
22 the U.S. census, the majority of Native Americans

1 residing in, but we still have an inadequate
2 counting of our students. So if we don't have
3 the basic numbers, how do we know to serve them?

4 And so the inequities are far and wide
5 and this pandemic that we're still in has really
6 highlighted that and our students are suffering.

7 And our parents are not sure of how to
8 -- our teachers, our school districts -- so there
9 needs to be earmarked funding specifically to
10 bring up the levels of equity.

11 I'm not talking about equality. I am
12 very frustrated with hearing about percentages of
13 diverse students and that percentages outweigh
14 Native students. We are here and we barely made
15 it through waves of genocide.

16 And so there has to be an investment
17 of resources so that the issues of equity are
18 finally addressed when it comes to servicing our
19 Native students. And that means that Congress
20 really has to step in and fill in those gaps.

21 No longer can we wait for decades for
22 a response. The house is on fire and we need to

1 put the fire out.

2 CHAIR JACKSON-DENNISON: That's a good
3 way of putting it, Joely. We'll go on to
4 Virginia.

5 MEMBER THOMAS: Dr. Dennison?

6 CHAIR JACKSON-DENNISON: Yes,
7 Virginia. You're on.

8 MEMBER THOMAS: Good. Thank you.
9 I've been trying to jump in, but obviously my
10 jumping days are over, but I just wanted to -- I
11 apologize for my voice, you know, but I just
12 wanted to say something really short and I was
13 trying to jump in a long time ago about getting
14 this just in the cover letter that we had.

15 So thank you, Robin, for making sure
16 that we hear about this and I think it will make
17 it a little bit more personable if we put it into
18 the cover letter and not change anything into the
19 report right now because we're all just preaching
20 to the choir right now.

21 But if we put this concern, and I
22 think it's a valid concern, into the cover letter

1 that if they don't read anything else, and we all
2 know it that they may not read past the cover
3 letter, at least that point will be covered and
4 understood to what we feel.

5 So I think we should just, you know,
6 leave all of our concerns within that cover
7 letter and have it be written and go ahead and
8 approve of this annual report that was worked on
9 so diligently. Thank you.

10 CHAIR JACKSON-DENNISON: Thank you for
11 that, Virginia. And you are right. We're all
12 preaching to the choir.

13 Anyone that's on the call is
14 definitely part of the choir because we all have
15 that same vested interest in making our schools
16 and our systems of quality for our students who
17 deserve that quality education -- equitable
18 quality education.

19 And thank you for that, Dr. Proudfit,
20 because that is so true. It's not equality, it's
21 equity that we're talking about here and it's
22 never been with the foreign system of education

1 that was forced upon our people way back.

2 We've been working toward that,
3 working toward that and it's just been repeating
4 year after year after year.

5 So with that recommendation, with
6 Virginia's recommendation if I don't see any more
7 hands up, I'm going to go ahead and ask that we -
8 - I guess we voted already, but we should
9 probably call for the vote again.

10 We want to move to -- do we want to
11 redo the motion?

12 MEMBER PAYMENT: Dr. D., I think to
13 make it as easy as possible --

14 CHAIR JACKSON-DENNISON: I think --

15 MEMBER PAYMENT: -- you just ask if
16 there's any objections.

17 CHAIR JACKSON-DENNISON: Okay.

18 MEMBER PAYMENT: I'm sorry, Robin.

19 CHAIR JACKSON-DENNISON: Is there any
20 objection to --

21 MEMBER BUTTERFIELD: Well, I was just
22 going to suggest that we move to approve the

1 report as revised --

2 CHAIR JACKSON-DENNISON: Okay.

3 MEMBER BUTTERFIELD: -- assuming that
4 we know that the revision is just to try and beef
5 up the cover letter part with a few key
6 statements.

7 CHAIR JACKSON-DENNISON: Okay.

8 MEMBER WHITEFOOT: I did make that a
9 point previously that I --

10 CHAIR JACKSON-DENNISON: Okay.

11 MEMBER WHITEFOOT: -- I agree to the
12 revisions that are being provided.

13 MEMBER BUTTERFIELD: And --

14 (Simultaneous speaking.)

15 MEMBER PAYMENT: So that's a motion
16 and second to amend.

17 CHAIR JACKSON-DENNISON: Okay. All in
18 favor say aye.

19 MEMBER THOMAS: I'll call for a roll
20 call vote.

21 CHAIR JACKSON-DENNISON: A roll call
22 vote.

1 MEMBER THOMAS: I'll just call for a
2 roll call vote.

3 CHAIR JACKSON-DENNISON: Okay. So
4 Patsy?

5 MEMBER WHITEFOOT: Yes.

6 CHAIR JACKSON-DENNISON: Aaron?

7 MEMBER PAYMENT: Yes.

8 CHAIR JACKSON-DENNISON: Joely?

9 MEMBER PROUDFIT: Yes.

10 CHAIR JACKSON-DENNISON: Robin?

11 MEMBER BUTTERFIELD: Yes.

12 CHAIR JACKSON-DENNISON: Virginia?

13 MEMBER THOMAS: Yes.

14 CHAIR JACKSON-DENNISON: Mandy?

15 MEMBER SMOKER-BROADDUS: Yes.

16 CHAIR JACKSON-DENNISON: Theresa?

17 MEMBER AREVGAQ JOHN: Yes.

18 CHAIR JACKSON-DENNISON: Phyliss?

19 MEMBER PAYMENT: Uh-oh. Did we lose

20 her?

21 MEMBER ANDERSON: Yes.

22 CHAIR JACKSON-DENNISON: Oh, she's

1 there. She said yes.

2 MEMBER ANDERSON: Phyliss. I voted
3 yes.

4 CHAIR JACKSON-DENNISON: Okay.
5 Doreen? Is she back on?

6 MS. SABIS-BURNS: She should be back,
7 like, in five minutes or so, but I don't think
8 just quite yet.

9 CHAIR JACKSON-DENNISON: Okay. And I
10 vote yes. So the motion does pass.
11 Congratulations and thank you for all the hard
12 work. Especially to our co-chairs that worked so
13 hard on this.

14 And I know we all gave our input here
15 and there. It's been quite a journey.

16 MS. SABIS-BURNS: Dr. Dennison, I just
17 heard from Doreen Brown and she said, yes, she is
18 approving and that they did agree to it.

19 CHAIR JACKSON-DENNISON: Okay.

20 MEMBER PAYMENT: Oh, good.

21 CHAIR JACKSON-DENNISON: Okay.

22 MEMBER PAYMENT: Unanimous.

1 CHAIR JACKSON-DENNISON: It's a
2 unanimous vote. Okay. Can we put the agenda
3 back up on the -- I'm not sure where we are now.

4 MEMBER PAYMENT: Okay. Borjan is
5 asking if the recommendations from the
6 secretary's office could be -- I think we
7 approved that document that may include that. So
8 I don't think we need to do anything more.

9 They're minor. It's like spell out
10 the acronym rather than just the acronym.

11 CHAIR JACKSON-DENNISON: Right. I saw
12 that.

13 MEMBER PAYMENT: Yeah.

14 CHAIR JACKSON-DENNISON: So, yeah,
15 that would need to be -- that was approved.

16 MEMBER PAYMENT: Yeah.

17 PARTICIPANT: Thank you.

18 DR. MACKEY: May I ask just a
19 clarifying question? This is Hollie.

20 Do we have an ETA on when the
21 revisions will be complete in order for us to
22 start the process to disseminate to Congress?

1 MEMBER PAYMENT: I guess I'll ask
2 Julian if he's willing to -- it wasn't in the
3 motion, but I think that makes sense.

4 If everybody's comfortable if Julian
5 takes a stab at it, maybe Robin and I can have a
6 quick call with him just to make sure that it's
7 reflective of what we said and that will be done.

8 We can do that whenever at Robin and
9 Julian's availability.

10 MR. GUERRERO: Yeah. This is Julian.
11 I'm happy to do a phone call with you, Aaron and
12 Robin, and we can kind of the three of us work
13 through --

14 MEMBER BUTTERFIELD: Yeah. Sounds
15 good to me. Thanks.

16 CHAIR JACKSON-DENNISON: It shouldn't
17 take too much longer. It's not going to take
18 very much longer. Maybe a couple days.

19 MEMBER WHITEFOOT: Before we end, I
20 want to make certain -- oh, I'm sorry, Deborah.
21 Before we end, I want to make certain that we
22 also get ready for the next reporting period with

1 the Committee and --

2 MEMBER PAYMENT: Give us a day or two,
3 please.

4 (Laughter.)

5 MEMBER PAYMENT: You taskmaster.

6 MEMBER WHITEFOOT: You know I like to
7 have those dates. Sorry.

8 MEMBER BUTTERFIELD: Well, I appreciate
9 that, Patsy. I was hoping that we'd at least talk
10 about when our next full NACIE meeting would be.

11 CHAIR JACKSON-DENNISON: Okay. The
12 agenda is back on and so I'm saying it looks like
13 a break.

14 Do we want to take a break or just
15 keep on going through?

16 MEMBER PAYMENT: Yeah, what are we
17 breaking for?

18 CHAIR JACKSON-DENNISON: I don't know.

19 MEMBER PAYMENT: We'll take a break
20 and come back and then we'll adjourn.

21 (Laughter.)

22 MEMBER PAYMENT: We're not paid by the

1 hour.

2 CHAIR JACKSON-DENNISON: Yeah. Go on
3 to the next -- whatever is next on the agenda.

4 Let's see what -- let's go next down to the --

5 MEMBER PAYMENT: Oh, here we go.

6 CHAIR JACKSON-DENNISON: Okay. We'll
7 go on to this item, Office of Indian Education
8 Overview and Recommendations Related to the
9 Activities of OIE. Julian?

10 MR. GUERRERO: Yeah. Thank you, Dr.
11 Dennison, and apologies. The cover slide here is
12 in error.

13 I'm supposed to be for State Tribal
14 Education Partnership and then Dr. Crystal Moore
15 for formula grants, but I'm going to kick us off
16 for this next section.

17 I'm pretty excited to really engage
18 with you all on something that we've never really
19 done before. So continuing to break ground in
20 dialog.

21 Rather than coming to the council with
22 updates and decisions after the fact, we want to

1 engage with you related to a particular grant
2 program that we run out of the OIE.

3 It's one of our newer grant programs,
4 but, again, so important around what we call the
5 State Tribal Education Partnership, or STEP
6 grants.

7 The input I'm looking for today is
8 specifically regarding the STEP program. So if I
9 could respectfully ask that you be thinking in
10 terms of just keeping your comments respective to
11 the STEP program and thinking about how we can
12 move that forward.

13 So I'm going to go ahead and walk
14 through a few elements to what I wanted to talk
15 about with regard to the STEP program.

16 And if I could, I'm going to share my
17 screen and -- let me see if I can do this
18 correctly. Share screen.

19 Can you see my screen, by chance?

20 MS. HOPKINS: Yes.

21 MR. GUERRERO: Great. Okay. Thank
22 you so much.

1 To give you an idea of what the STEP
2 program is intended to do, the purpose of STEP
3 programs are -- they're twofold.

4 One is to promote increased
5 collaboration between TEAs, tribal education
6 agencies; SEAs, state education agencies; and
7 LEAs, local education agencies, that serve
8 students from affected tribes.

9 And, two, build the capacity of TEAs
10 to conduct certain administrative functions under
11 the ESEA of 1965, formula grants for eligible
12 schools as determined by respective TEA, SEA and
13 LEA.

14 An important thing I want to mention
15 here, and the distinction that gets often lost,
16 is when we're talking about TEAs, as we define
17 it, and -- or, as it's defined, is essentially an
18 agency, an instrumentality, of a tribal nation
19 authorized to do business for elementary and
20 secondary education, Native students.

21 TEAs could be tribal schools, but a
22 TEA could also be what is commonly referred to as

1 a TED, or Tribal Education Department. It could
2 be either/or.

3 So the specifics of which -- the
4 makeup of the TEA depends on what -- the function
5 that's envisioned in that TEA.

6 So I just want to clarify that bit so
7 that, you know, if you're thinking TEAs as TEDs,
8 that's totally fine. That works.

9 If you're thinking TEA as mostly as
10 just tribal schools that are authorized by the
11 tribe, that's also fine as well.

12 So it's a very broad term with respect
13 to the type of entity on behalf of the tribe.

14 And SEAs are typically the state
15 departments of education. And then LEAs would be
16 school districts just in general.

17 So, again, the STEP program, to me,
18 really is instrumental in envisioning kind of
19 where the rubber meets the road where we look at
20 the flow of money, these grants, whether they be
21 formula -- or specifically here for formula, but,
22 in broader terms, the partnership that's

1 necessary in many instances between a TEA, a
2 state education agency and an LEA around what it
3 takes to coordinate and collaborate to accomplish
4 greater systemic change for Native kids, for our
5 Native relatives.

6 So when we think in those terms, I
7 just want you to know that this program does
8 exist. So if you've never heard of this program,
9 now you know. It's a program within OIE's
10 portfolio.

11 Again, it is a newer program, but then
12 also a pretty small program that we fund, oh,
13 gosh, anywhere from three to four grants, when we
14 do compete, in a year.

15 And we don't compete every year and it
16 gets funded out of our national activities'
17 monies that are appropriated to us by Congress.

18 So it's a program that I really care
19 about, but, again, this is an interesting
20 significant program that we're looking into.

21 And the reason why we're looking into
22 it is because -- next slide here -- is we are

1 contemplating a notice of proposed priorities and
2 I have two questions for this body.

3 The first question is, just in
4 general, you know, you are members of a very
5 distinct advisory council and, given your roles,
6 what priority should OIE consider as it
7 contemplates a Notice of Proposed Priorities
8 relative to the STEP program, for question 1.

9 And then No. 2, what are some barriers
10 that face the efforts to build trilateral
11 partnerships across TEAs, SEAs and LEAs?

12 So at this time, I welcome input on
13 either of these questions. I'm particularly
14 interested in Question 1.

15 Question 2 is pretty easy because we
16 could probably all name tons of barriers. But,
17 if anything, I'd encourage the Council and I
18 welcome the Council to give me some ideas on
19 priorities we should consider relative to
20 Question No. 1.

21 So, Dr. Dennison, I hand it back to
22 you and kind of an open floor to the Council if

1 there are any thoughts and input to either of
2 these questions.

3 CHAIR JACKSON-DENNISON: Thank you.
4 So you heard the question. What are your ideas,
5 I guess. I know --

6 MEMBER BUTTERFIELD: This is Robin.

7 CHAIR JACKSON-DENNISON: Okay.

8 MEMBER BUTTERFIELD: I'd like to offer
9 a few comments, you know. I have worked at three
10 different state departments of education within
11 the capacity of a variety of different roles.

12 I've been connected to the Title I
13 office, I've gone out and monitored schools, I've
14 done drug-free schools, I did Title IV equity
15 work for almost a decade, included gender equity
16 as well as, you know, race equity.

17 And what I think would really be
18 helpful is for whatever tribal education agency
19 is chosen, is that they get some full breadth and
20 depth of training on regulations, you know.

21 Because everybody wants the money, but
22 tied to that money are all of these requirements

1 that you have to do with those funds and I think
2 sometimes it's unrealistic to expect a very small
3 tribe with few staff to be able to implement
4 federal programs, whether it's Title II, Title
5 III, language.

6 I mean, there's so many opportunities
7 there, but there also needs to be capacity-
8 building.

9 So maybe one priority would be how is
10 the SEA going to really build the capacity of the
11 TEA in terms of how to not just access the funds,
12 but implement them to the benefit of their
13 students.

14 So that's one thought there is that
15 there really needs to be some thought put into,
16 you know, what kind of resources will help the
17 TEA take on those responsibilities.

18 MR. GUERRERO: Thank you so much,
19 Robin. You exactly hit the area that I'm looking
20 for. Could you say a little bit more about maybe
21 some implementation practices that you find
22 promising? Because that's exactly the sort of

1 practices we're looking for to help kind of
2 inform as we contemplate priority areas.

3 (Pause.)

4 MR. GUERRERO: Anybody else?

5 MEMBER WHITEFOOT: Deborah, you're on
6 mute.

7 MEMBER PAYMENT: Robin had --

8 CHAIR JACKSON-DENNISON: Okay. I
9 couldn't --

10 MEMBER PAYMENT: I'm sorry.

11 CHAIR JACKSON-DENNISON: I couldn't
12 unmute myself for some reason.

13 MEMBER WHITEFOOT: Okay. I assume
14 that -- I saw Michelle's hand up first before
15 mine.

16 CHAIR JACKSON-DENNISON: Okay.
17 Michelle, go ahead.

18 DR. JACOB: Thank you so much. Yes,
19 I wanted to just add a comment in favor of what
20 Robin is saying about strengthening capacity-
21 building for TEAs.

22 And in the State of Oregon where our

1 sapsikw'ala program operates as a consortium with
2 the nine federally recognized tribes of Oregon,
3 we see a great interest in TEAs in the
4 possibility of tribes being able to certify
5 teachers.

6 Right now, that power is solely in the
7 hands of the state, which is really against what
8 we want to see strengthening TEAs and
9 strengthening tribal self-determination in an
10 education.

11 And so that's a topic that has been of
12 great interest for several years and it seems
13 like it would be a nice opportunity to really
14 build a partnership in that way so that we see
15 that power sharing between states and teams.
16 Thank you.

17 CHAIR JACKSON-DENNISON: Okay. I'm
18 muted again, so -- thank you for that, Michelle.

19 Patricia has her hand back up. Go
20 ahead, Patricia.

21 MEMBER WHITEFOOT: Yeah. I -- here in
22 the northwest and, I think, you know, nationwide

1 there's been this ongoing issue with Native
2 student identity.

3 And the STEP programs have been
4 featured at the National Indian Education and
5 we've had opportunities to interface with them
6 during that time and we learned a lot about what
7 the programs are doing.

8 I think they're in a position to
9 really examine Native student identity, Julian,
10 just because of the diversity that exists within
11 our communities.

12 And, plus, this is an issue that
13 public educators are also taking a look at here
14 in the northwest with Education Northwest.

15 And so I'd like to highlight that
16 along with Native languages as well. What is
17 working for Native languages and making certain
18 that we're capturing their best practices with
19 Native language.

20 There are limited resources that they
21 have and the limited technical support that they
22 have. So I wanted, you know, to focus on that.

1 And I agree with Robin around building
2 capacity of our TEAs and their partnerships with
3 SEAs and LEAs.

4 There's so much to learn in that
5 process and just with our northwest tribes we've
6 heard from three of our STEP programs that we
7 have.

8 And it's always a learning process to
9 learn about those memorandums of understanding
10 that they have -- the tribes have with the local
11 school districts and the status of their reports
12 that are going on. So capacity-building is one.

13 Another one would be data analysis and
14 research. What are they doing with data and how
15 are they fabricating that data and how is it
16 helping them, and asking ourselves what research
17 are they doing or questions that they're
18 addressing in their work.

19 So really applaud OIE on this ongoing
20 work with our tribes and local school districts
21 in the state. Thank you.

22 MR. GUERRERO: Thank you so much,

1 Patricia.

2 CHAIR JACKSON-DENNISON: Are there any
3 other comments?

4 Someone has their hand up here. Let's
5 see who it is. Oh, that's still Patsy, I
6 believe.

7 Is someone trying to speak on the
8 phone?

9 Okay. So moving along, Julian.

10 MR. GUERRERO: Okay. And just to make
11 sure we cover all our bases here, were there any
12 other comments or input for Question No. 2
13 speaking to the barriers that face our efforts to
14 build trilateral partnership across all three of
15 the entities?

16 CHAIR JACKSON-DENNISON: I can speak
17 from experience on that. One of the biggest
18 barriers is the lack of understanding of funding,
19 how it works.

20 For schools that are public schools on
21 an Indian reservation, that is a huge barrier.
22 Although I know we've really established a great

1 partnership with the tribe, we're not under the
2 tribe, but we are a state school.

3 But, at the same time, we go through
4 all the -- we go above and beyond in making
5 certain we have our partnerships with the Tribal
6 Education Department and with the tribe itself,
7 the council, and making sure that, you know,
8 we're all -- it's their school even though it's a
9 state school.

10 But that is a problem at times when it
11 comes to the funding part of it, because they
12 don't understand how funding flows and it just --
13 it can be a problem.

14 MR. GUERRERO: Agreed. Yeah. I'm
15 just having, I guess, a professional literacy
16 around knowing each of the title programs, the
17 rules, the statutory purposes, I think, also,
18 yeah, definitely feeds into that.

19 Thank you so much, Dr. Dennison, for
20 sharing. And I do see a hand from Patsy.

21 MEMBER WHITEFOOT: Yeah, I just -- can
22 you hear me? I got lost here.

1 MR. GUERRERO: Yes. Yeah, I can hear
2 you.

3 MEMBER WHITEFOOT: Okay. I can't find
4 my place here.

5 I just wanted to clarify the second
6 part of my earlier response was to address the
7 need to address challenges around capacity-
8 building as well as data analysis and research.

9 So those, just to clarify, it should
10 have been over there in these questions that you
11 have before us.

12 Another one, you know, I've been
13 thinking about, and this also goes back to our
14 NACIE report we've been talking about, the
15 negative outcomes.

16 I think, you know, as tribal
17 educators, we need to have our own kind of
18 certificate of educating the non-Indian systems
19 and the administrators because we spend an
20 unusual amount of time in just educating non-
21 Native people about tribal sovereignty and
22 government-to-government relations, language,

1 communication, tribal protocols. All of that.

2 So, you know, and I think that STEP
3 programs are in a position to be able to do that.
4 And my question is, how much time do we all, as
5 educators, devote to that.

6 We've been a part of the -- I've been
7 a part of the colonizing system. And so I
8 learned that system, but we're also, you know,
9 providing our own ways of teaching and learning.

10 So, yeah, we need to have a special
11 project on that, Julian.

12 MR. GUERRERO: Indeed, yeah. Thank
13 you so much, Patsy.

14 And then, Dr. John, I see your hand.
15 I'm going to come to you in a minute, but just
16 real quick I also noticed a comment from Mandy
17 Smoker-Broaddus on data sharing agreements
18 continuing to be a barrier.

19 I certainly know that we've seen that
20 out in the field. Is there a particular example
21 that comes to mind for you, Mandy?

22 MEMBER SMOKER-BROADDUS: Well, in

1 Montana, you know, one of our STEP grantees, it
2 really -- I do want to go back up and just say,
3 you know, the STEP grant created, for the first
4 time, the opportunity for the tribe to have some
5 leverage in bringing all the districts together
6 that served their students. And so that in and
7 of itself is remarkable, you know.

8 We all have this dream about
9 consultation and vision for it, but it's, you
10 know, it's more difficult and not coming to
11 fruition, I think, as speedily and effectively as
12 we would all like to see.

13 But, in particular, you know, there
14 always continues to be, you know, I've heard in
15 certain states that, you know, legal teams get
16 involved in discussions about, you know, who can
17 access that student-level data, you know, all the
18 way up to, you know, the highest levels of the
19 administration really sort of weighing in on
20 that.

21 And I just, you know, again, the
22 tribes are a government entity and should have

1 the same access, you know, that the education --
2 the Department of Education has to that data and
3 information that schools share with them readily.

4 So I just, you know, I hear from
5 communities and tribes that want to know about
6 their citizenry, where they're located, you know,
7 how they're doing, and to be able to provide
8 supports, really, you know.

9 It's not about anything else other
10 than tribes having, you know, a deep concern for
11 how their students are doing out there.

12 And so, you know, it's just something
13 I hear often.

14 MR. GUERRERO: Yeah. Yeah.
15 Definitely. I appreciate you elaborating for us.
16 And just a short follow-up question to that, you
17 know, you mentioned thinking about eligibility.

18 Should the Department take into
19 consideration, like, that those MOUs, those data
20 sharing agreements, that they be fully signed and
21 executed in order to be eligible prior to
22 submitting an application or should there be some

1 leeway around they can apply, be eligible, but
2 then they have to produce that data sharing
3 agreement within 30, 60, 90, 120 days from --

4 MEMBER SMOKER-BROADDUS: Right.

5 That's a really good point. I think -- that
6 makes me a little nervous.

7 I think one of the things of the STEP
8 grants that could be considered in the future is
9 sort of a tiered system.

10 I think you have new TEAs, or TEDs or
11 tribal schools that, you know, need more support
12 and might not be ready yet or have the capacity
13 to have those sorts of agreements in place before
14 being awarded.

15 But then you do have states where --
16 or situations where, you know, there is a bit
17 more experience, the relationships are in place,
18 they've been talking about it for a long time,
19 you know.

20 So I don't want to narrow it so much
21 that we're again losing some of those places
22 where those schools, those tribe -- tribal

1 education departments where, you know, they're
2 just sort of, you know, entering into this, you
3 know, relationship with their schools as well.

4 MR. GUERRERO: Got it. Thank you so
5 much. And, Dr. John, thank you for being
6 patient. Sorry about that.

7 MEMBER AREVGAQ JOHN: (Native language
8 spoken.) I just want to make a comment that I
9 agree with the previous input already on these
10 questions.

11 And in Alaska, it's so difficult to
12 connect and communicate with other villages let
13 alone connect and communicate with the agencies
14 that exist within the villages.

15 And the first point I want to make is
16 that the education level of our tribal leaders in
17 the villages that I am from is high school. The
18 highest level.

19 And when I think about, you know, who
20 they hire as consultants to understand -- earlier
21 somebody said procedures and rules and policies
22 of all these interrelated or agencies that come

1 from different entities, how do they talk about
2 it?

3 But the main thing I really have been
4 thinking about is the connectivity, the
5 broadband.

6 As the Committee knows, I could not
7 join the Friday meetings because we don't have
8 internet in the village.

9 And when I asked the tribal office,
10 they said they have to protect their own web. So
11 I couldn't go use theirs. So I didn't have
12 internet for three months.

13 I'm proud to say that I'm back to the
14 internet world now, now that I'm out of the
15 village.

16 So that is the real story for our
17 students that are having a hard time especially
18 during COVID where they're required to go home
19 schooling.

20 When I think about my own family in
21 the village, one has internet out of five in
22 their 50s, right, 50 years old, because one --

1 only one can afford at the rate that they are
2 offering them in the villages.

3 And my sisters are paying minimum of
4 \$500 to have internet, all of them, for their
5 children right now.

6 So when you think about that on top of
7 mandatory payments for their houses, for their
8 lights and for their food, that's a lot of money.

9 So when you step back to think of
10 those children that are not given proper
11 resources, the teachers that don't have
12 appropriate resources to teach their classrooms
13 or -- we don't even prepare the young children to
14 take jobs, right?

15 As I reflect on my own village, my own
16 family, the third generation has no interest in
17 college right now and yet we talk about how they
18 need to prepare, but where the partnership needs
19 to be is at the educational entity.

20 The teachers need to inspire the young
21 people that they can start planning for their
22 future.

1 I think that point came to me strongly
2 in boarding school. Out of all of us my age
3 group in the village that went to boarding
4 school, for those of us that went to Catholic
5 school, a lot of us -- majority of us went to
6 college.

7 The other students that went to public
8 schools did not. They ended up raising families
9 in the village.

10 So I just wanted to make the point
11 that we need to become aware and conscious that
12 there needs to be more connectivity, there needs
13 to be more communication especially if we want to
14 enhance indigenous language, ceremony,
15 storytelling. We need to provide proper tools so
16 they can begin somewhere.

17 So I would hope that the -- that the
18 leadership that have power will consider at least
19 the connectivity of those funding for higher
20 education.

21 There are some interests of indigenous
22 people wanting to go to college, but they don't

1 have the funds.

2 And some of them are provided by their
3 corporate tribes or whatever, but very minimal
4 like \$500 a semester or \$1500 a semester.

5 That does not cover all the required
6 costs for books and for tuition and for
7 everything else.

8 So I just want to make aware that we
9 have to make sure that there is connectivity all
10 across the board.

11 If we want equity for our students and
12 also for the teachers as well, we definitely need
13 more Native teachers, we definitely need more
14 language teachers and teachers that -- with
15 proper tools, proper resources in the classrooms.

16 And I know I'm taking a lot of time,
17 so those are the points I wanted to make. Thank
18 you for this very important discourse on this
19 topic.

20 MR. GUERRERO: Thank you so much, Dr.
21 John.

22 CHAIR JACKSON-DENNISON: Thank you,

1 Theresa. There's one more hand up. Barbara, go
2 ahead.

3 You're muted, Barbara.

4 DR. BUTTES: Yeah. I was trying to
5 find the mute button. Thank you so much for
6 those comments, Dr. John.

7 Yes, I was on a meeting yesterday with
8 the Rosebud -- I mean, well, it's Oglala Sioux
9 tribe, but the Rosebud people were there as well,
10 and the under secretary, to talk about a grant
11 that they had gotten so that they could get
12 internet into the communities.

13 I was just up there last week and
14 there's no internet to speak of. And even if the
15 kids had hot spots during the time -- they were
16 out of school for over a year and even with
17 hotspots there was nothing to connect to.

18 So there is still no connectivity and
19 those kids got behind. And I think it is very
20 important.

21 And I think the chairperson up there
22 at Oglala said that that's really the way their

1 community is going to move forward if they have
2 connectivity because that's where the world is
3 right now.

4 So I definitely agree with that and I
5 also agree with your point about communication.
6 I know that I've been -- my children are 50s and
7 they are grown. I went with them through school
8 in Montana and Washington.

9 I mean, I know that schools and
10 teachers and organizations and tribes have tried
11 their best to partner with -- but it just doesn't
12 always happen.

13 And I think a lot of it has to do with
14 some of the other things that we're talking about
15 here, the fact that we spend so much time
16 educating these non-Indians about who we are and
17 what we need.

18 I really think these are important
19 issues that do need to be written down,
20 communicated in writing maybe very much like the
21 essential understandings that tribes have come up
22 with.

1 We need to have people understand that
2 that communication can't be just a one-off or
3 just a quarterly meeting or an annual conference.

4 It has to be ongoing and tribal people
5 need to see that the other institutions are
6 interested in including them and welcoming their
7 voice at the table.

8 So thank you so much, Dr. John, for
9 bringing up those important points.

10 CHAIR JACKSON-DENNISON: Thank you.

11 Any other comments for Julian?

12 Okay.

13 MR. GUERRERO: Okay. Well, we can
14 move over to part 2 for OIE Section. I wanted to
15 take the time and introduce one of my good
16 colleagues, Dr. Crystal Moore, formula group
17 leader for formula grants in the Office of Indian
18 Education.

19 And as most of you are well aware as
20 members of NACIE, our formula grants are
21 expensive about to the tune of 1,300 from last
22 year's cycle.

1 These are grants to LEAs, Indian
2 community-based organizations, BIE school sites
3 and etcetera.

4 So, Dr. Moore, I'm going to hand it
5 off to you and for your slides, and I'm going to
6 share my screen again to show the slides that you
7 have prepared for everyone.

8 DR. MOORE: Great. Hi, everyone.
9 Thank you, Julian, for the warm welcome and good
10 to see many of you -- all of you again.

11 It's been a few years, so many thanks
12 to Julian for allowing me just to chime into the
13 meeting quickly and give you an update on our
14 formula team.

15 I'm going to prep you in advance. You
16 may know I have an infant and she's four and a
17 half months old. She's currently napping, so
18 cross your fingers that she stays that way.

19 But if she doesn't, then Julian has
20 graciously agreed to take over as, of course, we
21 do all this work together as a team, him, Donna
22 and myself, within OIE. So he's graciously

1 agreed to take over driving this presentation to
2 you if I have to pop off.

3 So in 30 minutes we briefly just
4 wanted to get you up to date. It's been a few
5 years. There's been lots of twists and turns
6 across our nation with COVID, etcetera.

7 You're all more than aware especially
8 in your localized settings and here is our FY22-
9 23 OIE formula award stats hot off the presses.

10 So this is just high-level information
11 of where our now almost \$110 million went, what
12 all our grantees got this year.

13 You'll note those of you who stayed
14 pretty aware of our work, we -- it's roughly
15 about \$5 million more than we had last year.

16 So I like to think, and I'm hoping
17 that your advocacies on our behalf is working
18 with Congress because we did get a little bit
19 more money.

20 I mean, the \$5 million certainly helps
21 and it's better an addition of 5 million versus a
22 minus of 5 million.

1 So we made good use of that money and,
2 as you'll note, that our largest grantees --
3 Oklahoma currently at 28 million, which is just
4 less than they have gotten in previous years.

5 Alaska approximately 12 million. We
6 had 1,276 grantees this year, which is a
7 reduction of about 30 of what we had last year.

8 And much of the rationale of why we
9 had less folks applying for our grants this year
10 was because they had significant amounts of
11 unspent money from last year because of COVID,
12 right?

13 It's not because they need less money,
14 but it's just they're having harder -- we're
15 finding very level high generalization that
16 they're having a bit of a harder time spending
17 the money just because of reduction in staff,
18 reduction in overall Native personnel.

19 And I'm sure you've heard those news
20 stories and you've experienced it somewhat in
21 your settings as well.

22 So we do, again, have roughly 30 less

1 grantees. Much of the explanation being that
2 they had so much leftover money in previous
3 years.

4 So we still fund approximately almost
5 a half million students across the nation. So
6 that's pretty standard. And then we have the 38
7 states.

8 I think maybe because of the STEP
9 grant that Julian just mentioned, we are starting
10 to see a little bit more -- a few more grantees
11 coming online.

12 Like, Virginia has more than we've had
13 in the past and they do have a pretty good
14 statewide consortium, and Julian can tell you a
15 lot more about that, in part, due to the STEP
16 grant. So it's working and we definitely like to
17 see that.

18 You'll note that the gray -- and I'm
19 trusting that many of you have seen these maps
20 before, but the gray states are states that we
21 have zero grantees.

22 So we want to increase our market

1 share, those of you with a business background,
2 and we definitely are interested in getting new
3 grantees in the state so that we're fully
4 represented and that our Indian students are
5 being served.

6 Because I'm sure we have Indian
7 students in the states, we just don't have
8 grantees that are serving them. So that is
9 certainly a priority.

10 And we do very active outreach to all
11 new possible grantees. We certainly do try to
12 even actively recruit, as best as we can as a
13 formula grant, new grantees and we will hold
14 their hand through every step of the process.

15 We did that several times last year
16 and myself and the program officers will meet one
17 to one and say, here's exactly what we can do to
18 help you get your grant in.

19 So if you know grantees that could
20 possibly -- or applicants that could possibly
21 have grantees with us or grants with us, please
22 do connect us and we're happy to help them. So

1 that's the high-level lay of the land.

2 You'll note that several states have
3 well over a million dollars in grants. Arizona,
4 New Mexico, New York. Certainly California,
5 Washington State, some of our bigger grantees.

6 So we, again, always are looking at
7 increasing our allocation as well as increasing
8 number of grantees and our students. So that's
9 the high level of what we've got for this year.

10 Any initial comments/questions before
11 we go on to ask for your granular input?

12 CHAIR JACKSON-DENNISON: Any questions
13 from any of the council members or anyone?

14 DR. MOORE: Okay. Julian, did you
15 want to comment on anything there before we move
16 on?

17 MR. GUERRERO: Just real briefly. I'd
18 say that, you know, we certainly mean it in terms
19 of the way we've not just humanized the way we do
20 business and being much more personal one-on-one,
21 hands on, but I think one effort that certainly
22 deserves a major highlight is the modernizing of

1 our services as well and recently we had moved to
2 a new -- this is the lay term of it, but a new
3 platform essentially.

4 And then thinking about the ways that
5 we can continue to leverage newer technology to
6 help make sure that we're decreasing burden on
7 those applicants, also being responsive to areas
8 that they need support on.

9 So this is an ecosystem that Dr. Moore
10 and her team have been heavily, thoroughly
11 involved in.

12 So, you know, we see this in the
13 numbers. We see this in the return applications
14 that we see in each cycle.

15 So that's what I'll say about that
16 and, Dr. Moore, I'll give it to you for the next
17 slide.

18 DR. MOORE: Okay. Thank you. Yes,
19 and completely agree. And to also note that
20 while we are modernizing, so are the grantees.

21 And so we -- a significant amount of
22 our work is responding to grantee input and

1 grantee need as well as hopefully the input that
2 we're going to get from you as a result of this
3 session. So if you -- thank you.

4 So as Julian and I were brainstorming
5 about how we wanted to proceed with our time with
6 you today and make it most meaningful in line
7 with his impetus, his priority on really being
8 active, good listeners about what does NACIE need
9 from us, what does NACIE want to see, what are
10 your experiences, to really make sure that we're,
11 again, actively listening to your wants, needs
12 and wishes for our OIE formula program because
13 we're here to serve you and you serve our
14 constituents and we serve the constituents, so --
15 it's, as you said, an ecosystem -- so one of the
16 things -- one of the brain maps, graphic
17 organizers, that we've used in the past is the
18 SWOT analysis at a very basic level.

19 And the goal was to give you as much
20 time as possible while we're here on the call
21 together to share what you feel is our strengths,
22 our opportunities, our weaknesses and,

1 quote/unquote, threats.

2 And since your report to Congress is
3 still hot off the presses as well, I obviously
4 haven't had a whole lot of time -- I'm still
5 technically on leave, but -- I haven't had a lot
6 of time to dig through it, but I have dug through
7 the previous ones.

8 And so we can, you know, whatever you
9 have put in there, and I'm sure Julian knows that
10 word for word, but whatever you put in there, we
11 can pull out the strengths, opportunities and
12 threats from that that you've already listed
13 there.

14 So this is really an opportunity of
15 anything else above and beyond that maybe didn't
16 make it into the report, or you thought of after
17 the fact, or that you really just want to
18 emphasize to make sure we're hearing you as we're
19 working with these grantees on a day-to-day
20 basis.

21 So I will leave it at that unless
22 anybody wants more clarification of what we're

1 really interested in here.

2 MEMBER BUTTERFIELD: Well, this is
3 Robin and I can't see the screen, but did you
4 already do a summary of the focuses of these
5 programs, like, 60 percent do tutoring, you know,
6 40 percent do summer programs, you know.

7 Have you done that already?

8 DR. MOORE: We have various data
9 analysis reports like out-of-school-time
10 activities. We have data -- and this is from
11 previous years. So it doesn't include the
12 current year. So we do have various data
13 products and that's a good point, Robin.

14 We are more than happy to produce, and
15 we can produce, additional data reports for
16 specific items that you would like to see.

17 So you tell us what you would like to
18 see. If we don't already have it, we'll create
19 it.

20 MEMBER BUTTERFIELD: Yeah. So one of
21 the things that, you know, I also have been an
22 Indian Ed director at the district level.

1 DR. MOORE: Yes.

2 MEMBER BUTTERFIELD: Of course working
3 at three different departments of Ed, I'm well
4 aware of what the Title VI, Title IV, Title V,
5 whatever year it was, that a lot of the programs
6 offered.

7 And, to me, you get the biggest bang
8 for your buck if you're going to be doing things
9 that actually train your non-Native teachers --
10 well, Native teachers as well in terms of the
11 needs of kids.

12 And so I'm really curious to find out
13 how many of the grantees do periodic teacher
14 training offerings for the district.

15 Sort of paralleling that, how many do
16 parent engagement kinds of workshops? I know
17 they all are required to have parent committees,
18 but having offered the Indian parent report in
19 the Indian nations at risk years ago, the
20 greatest return in terms of the types of parent
21 engagement really is around teaching and
22 learning, you know.

1 Since historically our parents were
2 removed from that process the -- how do I say
3 this -- things like family math, parent reading
4 night, you know, that incorporate culture all
5 along the way, have the greatest potential for
6 increasing student performance, attendance,
7 attitude towards school, all of that kind of
8 thing.

9 So those two -- again, I'm kind of
10 back to capacity-building, you know. How do we
11 impact the whole system in terms of meeting the
12 needs for our students?

13 And I'll just give one example of the
14 project that I worked on and it was in
15 collaboration between two school districts.

16 I was in Salem, and Norrine Smokey-
17 Smith was in Portland. So we decided to offer an
18 Indian student leadership program focusing on
19 middle and high school students and what we first
20 realized is you can't just do a one-shot thing in
21 the summer.

22 We took our kids on a journey of

1 bringing all -- as many as we could together one
2 full day a month and organized it around a theme.

3 And, I mean, there were some really
4 good structural components, but what we also
5 included was inviting middle school counselors to
6 be with us during those days so that they could
7 sit in discussion groups with Native students and
8 start to really hear them and understand the
9 needs that they had.

10 We also brought in our citywide police
11 chief and, you know, service providers, you know,
12 other people that also -- they were really mostly
13 there to listen, but also then be able to provide
14 ongoing services after they left that experience
15 with our students.

16 So finding creative ways to in-service
17 staff, I think, is -- has a lot of potential for
18 systems change.

19 MR. GUERRERO: Yeah, Robin, I think
20 you hit two incredibly important topics that
21 we've actually been looking at.

22 We've done listening sessions back in

1 March of '22 around kind of
2 parent/family/community engagement, but then you
3 also touched base on it's kind of a professional
4 development for Native and non-Native educators
5 to learn how to better, you know, serve the
6 Native student populations.

7 You know, these are certain elements
8 that we have -- we certainly have on the
9 peripherals, but I appreciate you raising them
10 here because then we can kind of think a little
11 bit more closer and narrower and how to bring
12 those out of the peripheral and more into our
13 focus. I appreciate that comment.

14 MEMBER BUTTERFIELD: Well, and kind of
15 related to that, and then I'll be quiet, is the
16 notion of how do teachers use a lot of the
17 curriculum that's being developed at different
18 states effectively and not sort of trivialize
19 their cultural presentations in the classroom.

20 That requires some good professional
21 development around those materials.

22 MR. GUERRERO: Certainly.

1 DR. MOORE: Yeah. I'll quickly chime
2 in, too. Thank you. And she's awake, so bear
3 with me.

4 So we do have data around professional
5 -- required professional development because it
6 is required for our grants to -- both for the
7 Native teachers as well as the non-Native.

8 We can provide you that data on how --
9 what that looks like and how that's happening.
10 They have to report -- our grantees or applicants
11 have to report that as part of their application.

12 So if that's what you're asking for,
13 Robin, we can certainly provide that and other
14 similar-type information for you.

15 MEMBER BUTTERFIELD: Yeah, that would
16 -- that would be great.

17 MR. GUERRERO: And I do see a hand
18 raised from Patsy.

19 MEMBER WHITEFOOT: Yeah. I was
20 wondering about kind of the data that can be
21 shared. Are there other datasets that could be
22 shared as well?

1 And I think it would have been helpful
2 if you have an up-to-date application. That
3 would be great to take a look at as well as the
4 report where this data is coming from.

5 DR. MOORE: Yes. Absolutely. Yes to
6 both of those. We do have an updated
7 application.

8 We've reviewed it, Julian and the OIE
9 formula team, with our program attorneys,
10 reviewed it at length and really streamlined it
11 about two years ago before we migrated to the new
12 OMB Max System.

13 And so it is available online. We can
14 certainly provide that to you. I think that is
15 one of our strengths and it's a living document.
16 So we can always look at ways to improve it. And
17 so, yes, we can provide that.

18 And then anything that is collected in
19 that application that you'll see, we can provide
20 data on. So across from our grantees of what
21 they're reporting via that application.

22 So if you're just trying to give

1 Julian a list of items you want, the data points
2 you want, we can provide that to him to pass on
3 to you all.

4 MEMBER WHITEFOOT: Well, all I was
5 saying, whatever those data points that you're
6 taking a look at with regard to Title VI would be
7 helpful to share with us.

8 DR. MOORE: Yes. Absolutely. Our
9 Excel spreadsheet that we download from all the
10 applicants that are provided is, I believe, about
11 800 columns worth of data --

12 MEMBER WHITEFOOT: Right. Right.

13 DR. MOORE: -- for about 1300
14 grantees, but we can certainly provide that.

15 And if you have items that you would
16 like us to highlight, we are more than happy to
17 do that for you, too.

18 MEMBER WHITEFOOT: And the reason I
19 ask that is, because, you know, I get asked
20 having done this years and years and now a
21 retired educator, that we still get asked, you
22 know, about Title VI and -- for new grantees.

1 And I just share, you know, the
2 history that I've had with Title VI and the
3 opportunity also for tribes to be engaged in that
4 process.

5 So I think, you know, I could --
6 tribes would especially be interested in that
7 kind of information as well.

8 DR. MOORE: Yeah. So I'm hearing more
9 of maybe like an annual report from OIE formula,
10 too. Maybe that would -- I mean, we do provide
11 some data.

12 But in terms of, like, a real nice
13 granular report, Julian, maybe we can figure out
14 a way to make that happen.

15 MR. GUERRERO: Yeah.

16 MEMBER WHITEFOOT: Great idea. Thank
17 you.

18 MR. GUERRERO: I'm pretty sure we can
19 continue to dig through that.

20 MEMBER BUTTERFIELD: I was just going
21 to kind of piggyback on what Patsy said. I think
22 that, you know, within our NACIE reports we've

1 bene asking for best practices.

2 And so in an analysis of these
3 programs, you know, what -- first of all, what
4 are people counting as criteria for a best
5 practice.

6 I would assume that it has, you know,
7 some kind of impact on students, but it might
8 also be teachers, it might also be parents.

9 And that would be a really valuable
10 piece of information, a collection of
11 information, you know, on where in the country
12 people are making a difference for students and
13 community.

14 MR. GUERRERO: Sure. Absolutely.

15 DR. MOORE: That sounds like another
16 great opportunity. And I'm going to lean on
17 Julian to make sure that we don't duplicate all
18 the great work you've already put into the annual
19 report to Congress since he knows that so well,
20 but, yeah, I thank you for these ideas. They're
21 perfect and a wonderful opportunity for us.

22 MEMBER WHITEFOOT: Yeah. Somehow

1 bringing up those best practices, I think that's
2 what we're looking for. I agree with Robin.

3 MR. GUERRERO: Great. Thank you so
4 much.

5 MEMBER WHITEFOOT: Some years ago they
6 used to have What Works in Indian Education.
7 Remember that? And they started a What Works, I
8 know that, about 20 years ago.

9 Maybe this could be something to
10 restart the What Works again.

11 MEMBER BUTTERFIELD: Yeah. I remember
12 those pamphlets.

13 MEMBER WHITEFOOT: And that went
14 along, though, with the technical assistance,
15 too, the technical assistance that we used to
16 have years and years ago.

17 And so somehow, like, thinking about
18 that process as well and reconsidering those.

19 MR. GUERRERO: Great. We can
20 certainly find a starting point and then build
21 off of it from a starting point.

22 And bearing in mind our staff

1 capacities always try to protect as much as their
2 time as possible, but still, nonetheless, we can
3 find at least a starting place and go from that.

4 Dr. Dennison, were there any other
5 comments?

6 CHAIR JACKSON-DENNISON: I don't see
7 anyone with their hand up. So I think we had
8 plenty of comments. So it sounds like you've got
9 some good ideas and I am anxious to see how this
10 turns out.

11 MR. GUERRERO: Okay. Well, just to
12 briefly close out this section before we move on
13 to the next item on the agenda, I just wanted to
14 say again this is kind of twice we've really made
15 a concerted effort to engage in meaningful
16 dialog.

17 So we've heard you from meetings in
18 the past wanting to engage in dialog. I hope
19 that we're proving ourselves to that promise and
20 really engaging in that.

21 Awesome. If you get a chance to check
22 the video, see Dr. Moore's video there, we want

1 to make good on that dialog and engage in those
2 conversations.

3 So we hope we're meeting that and
4 we'll continue to meet that. So this is one way
5 we're exercising that and we don't want to stop
6 there.

7 So we're learning and listening as we
8 do this exercise, and then kind of build out and
9 encourage other title offices to become a part of
10 these discussions as well.

11 So hopefully kind of building the
12 runway for us to engage in further discussions
13 like these, but for other type of programs.

14 With that being said, Dr. Dennison,
15 that concludes OIE's item for 2. I'll give it
16 back to you for Item 3.

17 CHAIR JACKSON-DENNISON: Thank you.
18 And I guess we need the agenda back up, but I
19 believe it's the recommendations for White House
20 Initiative, if I remember right, on the agenda.

21 DR. MACKEY: That is correct.

22 CHAIR JACKSON-DENNISON: Okay.

1 Hollie, good to see you.

2 DR. MACKEY: Good to see you. So I
3 appreciate the way that this meeting has been
4 going. I think that there's always so much more
5 that NACIE has to offer than what we can capture
6 in the reports. And so having this opportunity
7 for dialog, I think, has been really beneficial.

8 What I would like to focus on today
9 and get recommendations from NACIE on is really
10 thinking through the annual report and kind of
11 prioritization of recommendations from that
12 report.

13 There are a number of recommendations.
14 Some fall within the Initiative and some may not,
15 but I did put a link to the Executive Order for
16 Advancing Educational Equity, Excellence and
17 Economic Opportunity for Native Americans and
18 Strengthening Tribal Colleges and Universities in
19 the chat for anybody who would like to pull that
20 up who might not have it.

21 And within that executive order there
22 is a subpart 5A that has six very specific areas

1 where we ask NACIE to provide recommendations
2 through the Executive Director in order to advise
3 the secretaries as to what their thoughts are on
4 these various items.

5 So if we can go to the next slide, so
6 these are the six questions, and I apologize if
7 the writing is small.

8 You can pull it up in the Executive
9 Order as well and go down -- actually, I think
10 it's 3B now is where it is -- or 3A.

11 And so it's really an opportunity for
12 any of you to think about these questions and
13 things that might not be in the report that you
14 would like to add.

15 I know we had a really fruitful sort
16 of conversation dialog in the beginning where
17 Julian was speaking about equity versus equality
18 and pieces that might not be captured in the
19 report in the same way that you might be able to
20 verbalize it here.

21 And so we just want to take these
22 questions one by one and I would ask specifically

1 we keep the comments at the beginning to NACIE's
2 comments so we can differentiate between NACIE
3 and then public comments.

4 And we'll have time at the end should
5 Dr. Dennison decide that she wants to open it up
6 to -- certainly open it up for public comment.

7 So the first question is what is
8 needed for the development, implementation and
9 coordination of educational programs and
10 initiatives to improve educational opportunities
11 and outcomes?

12 And, again, if it's in the report,
13 I'll pull from the report. But if there's
14 anything you'd like to add to that question, I'd
15 like to address that one first.

16 CHAIR JACKSON-DENNISON: Anyone have
17 any comment?

18 DR. MACKEY: Or if you have a
19 different question you'd like to address so we
20 make sure that we get it on the public record, if
21 you would just please note which question you're
22 responding to ahead of the answer so we can

1 collate that into our recommendation notes.

2 CHAIR JACKSON-DENNISON: Anyone? Any
3 of the NACIE councilmembers have any
4 recommendations on what is needed for the
5 development, implementation and coordination of
6 educational programs and initiatives to improve
7 educational opportunities and outcomes?

8 I think it's a real broad question.
9 Somebody has their -- mute their phone or mute
10 their -- there's some background --

11 MEMBER BUTTERFIELD: Yeah, this is
12 Robin. I think the only thing that we did not
13 put in the report that I want in the report at
14 some point, maybe the next cycle, has to do with
15 the data and some recommendations for students
16 with special needs.

17 And I've talked about that before and
18 it's hard to make a recommendation unless we get
19 the current state of, you know, where our
20 students are.

21 I know about ten years back where we
22 were and it was appalling, you know, that -- the

1 overrepresentation of Native students in Special
2 Ed, but I don't know where we are today.

3 And so that is maybe just something to
4 be thinking about for the future, you know, what
5 is the status of our students' needs?

6 And then secondly, what kind of
7 services are being provided to parents and to the
8 service providers for parents?

9 CHAIR JACKSON-DENNISON: Thank you,
10 Robin. That would be something to include for
11 sure.

12 I'm just speaking again from
13 experience, and I think I touch up on it in my
14 own story that we tell in San Carlos about
15 development, implementation and coordination
16 improving programs and overall improving the
17 system and I'll just, you know, say it again
18 here.

19 I feel like I believe that the schools
20 I've been into, there is -- it's -- we really
21 have to determine who is really on board with our
22 -- with -- I know that in my communities where

1 I've grown up and where I've implemented the
2 research that I've done in my own doctoral
3 studies, I have found that the biggest pushback
4 for implementing culture and language and
5 implementing in a way that is very successful,
6 the pushback comes from some of our own people
7 who have already been assimilated and don't
8 believe that it's necessary.

9 So that's the hardest part in
10 education reform is the idea of -- and I say this
11 in my own research -- the idea of -- it sounds
12 easier said than done because we have our own
13 people that -- and then -- and so it just makes
14 it that much worse for when you have non-Natives
15 or others that have their influence on English-
16 only or whatever the legislation is that they
17 push for to -- or, you know, other areas that are
18 really on the political highlights of pushing
19 down and oppressing people of color.

20 So I think that's the biggest
21 challenge that I see is a way to -- and that's
22 where I think it's really important to help

1 schools that are on Indian reservations and serve
2 Native students to identify who really is on
3 board.

4 It's hard to do. It's hard to do, but
5 it can be done because if you have these
6 naysayers, it's not going to work.

7 You can try to implement programs and
8 initiatives that are -- and their ideas are that
9 it -- it's a real -- the divide also hits us in
10 Indian country that's on the broader spectrum of
11 society as a whole. That's the biggest pushback
12 that I've experienced.

13 DR. MACKEY: Thank you. Thank you for
14 that. I think maybe shifting then into Question
15 2, I think 2, 3, 4 and 5 are really not addressed
16 in the NACIE report, but are listed in the
17 Executive Order as an area where we want to have
18 those recommendations provided by NACIE.

19 So did any of you have any thoughts
20 about how to promote career pathways for in-
21 demand jobs for Native American students,
22 including registered apprenticeships,

1 internships, fellowships, mentorships or work-
2 based learning initiatives?

3 CHAIR JACKSON-DENNISON: Patricia has
4 her hand up. So I'm going to go ahead and have
5 her --

6 MEMBER WHITEFOOT: I want to go back
7 to No. 1 just real quickly. Just want to
8 highlight the recommendation that was made in
9 NACIE about the role of parent and family
10 engagement to address No. 1.

11 I just really think it's important
12 that there be, you know, a targeted way to
13 involve our parents.

14 Even though Title VI doesn't have the
15 resources to really address that, I think that
16 it's something that perhaps Office of Indian
17 Education should help to address by building
18 partnerships with, you know, maybe some national
19 parent groups or organizations to provide that
20 kind of support.

21 I just think it's so critical when
22 we're talking about, you know, our students, that

1 parents and families have to be a part of it.

2 It's not just those that are working
3 in Title VI, but the families need to be engaged
4 in order to help build our tribal nations and our
5 tribal communities.

6 And then with regard to 2, 3 and 4,
7 I'll go ahead and respond to that. How to
8 promote career pathways.

9 I believe in the NACIE report we do
10 get at that particularly with early childhood
11 education; however, I definitely see career
12 pathways as an opportunity for our students to
13 become, you know, culturally engaged in any
14 career pathway that they may be pursuing.

15 And so along the same lines as early
16 childhood education where you're working, you
17 know, with para-professionals, individuals that
18 are, you know, wanting to pursue their own career
19 in education.

20 Like, Head Start is a wonderful
21 pathway and something that we've been doing here,
22 addressing here in Washington and want to

1 continue to support those kinds of initiatives
2 that are already in place.

3 And of course for any country, Head
4 Start is a wonderful initiative to model after to
5 take a look at interns, mentorships and work-
6 based learning initiatives. So that's it for
7 now. Thank you.

8 CHAIR JACKSON-DENNISON: Mandy has her
9 hand up.

10 MEMBER SMOKER-BROADDUS: Thank you,
11 Dr. Dennison. Hollie, I'm in no way a career and
12 technical ed expert, but I have been sort of
13 investigating it a little bit more recently and I
14 have not known that the Perkins grants that had a
15 special emphasis in Indian country.

16 I don't know if it was just this past
17 year for those funds going out, if they
18 increased, but I know that it was made a priority
19 area for Perkins.

20 And so, you know, that's part of, you
21 know, everything that they do with that funding.
22 And so I will be curious to sort of learn -- am I

1 getting feedback? Sorry. Is that okay?

2 Okay. I just think there will be
3 lessons to learn from those sites that are
4 hopefully, you know, really trying to expand
5 those types of services and opportunities for our
6 young Indian students.

7 So I would just encourage that we sort
8 of investigate that additional investment through
9 the Perkins funding in the future.

10 DR. MACKEY: That's an excellent
11 recommendation. Thank you for that.

12 Other thoughts on career pathways or
13 potentially TCUs?

14 MEMBER PROUDFIT: This is Joely. I
15 would invite some data and information on what is
16 currently being done in career pathways,
17 internships, fellowships, mentorships and work-
18 based learning initiatives.

19 You know, the data that's not
20 collected limits us from really addressing these
21 issues.

22 So there should be an obligation with

1 the treaty trust responsibility for the states to
2 tell us what they're doing to support students in
3 these areas.

4 So I think we need to know where we're
5 at to see where -- it comes into an investment of
6 resources. We know this. It comes down to
7 investment of resources.

8 I'm constantly finding my students'
9 internships based on my own relationships and
10 resources.

11 That takes time from me and that also
12 leverages my resources, but there's no
13 institutionalized, structured, you know, program
14 designated for Native students to have priority
15 in internship or in fellowships or in
16 mentorships.

17 I'm working with our 116 community
18 colleges here in California which have a number
19 of wonderful career pathways.

20 This is the first time since its
21 inception of the California Community College
22 system that they're actually doing an outreach

1 and marketing campaign to recruit and retain
2 Native students.

3 I mean, this is, you know -- sorry.
4 Poncho Villa Jack is activated by the doorbell.
5 But if this is the, you know, progressive,
6 liberal state of California, what is not
7 happening in the other states?

8 So I think where we see best practices
9 with other populations, why not then invest and
10 replicate where it can be effective for Native
11 students?

12 And, again, this will take resources,
13 you know, because hearing \$5 million here, \$2
14 million here, \$20 million there, it's laughable.
15 It's ridiculous. There's not a lot to do with
16 that.

17 So I mean, I -- it's just frustrating.
18 We, you know, there are -- I mean, I can write up
19 a report and give you a roadmap, but is somebody
20 going to invest in it, would be my, you know, I
21 guess, the point, you know.

22 I mean, I just got a text from a

1 student now who is looking for an internship.
2 And I'm like, okay, let me see what I can do, but
3 there's no database of where we can go to, as
4 educators, to match up our Native students with
5 professional partnerships and organizations.

6 And maybe there could be something
7 like that, but we have so many private nonprofits
8 out there looking to not only fill the gap, but
9 to take on these opportunities to be the ones
10 taking on the resources and then gatekeeping to
11 our Native students. So I'm concerned about
12 that.

13 CHAIR JACKSON-DENNISON: Thank you,
14 Joely.

15 MEMBER BUTTERFIELD: Yeah. I would
16 just like to add to -- sorry.

17 CHAIR JACKSON-DENNISON: Patricia?

18 MEMBER BUTTERFIELD: Oh, sorry.

19 MEMBER WHITEFOOT: Hollie, I just
20 wanted to add to No. 3, strengthening TCUs and
21 increase their participation in agency programs.

22 I think it would be beneficial, as

1 NACIE, if we had some kind of overview of what's
2 going on with TCUs in the agency.

3 I don't think we've ever really had
4 any kind of major overview because I think that
5 there's a way for us to partner with TCUs beyond
6 high school career pathways, higher education.
7 And so just want to know what has been happening.

8 I know I've taken a look at tribal
9 college, universities, and also the -- what is it
10 -- the historically black colleges and noticed
11 the sizeable amount of funding that they receive
12 as compared to tribal colleges and just see some
13 inequities there.

14 And so would really like us to take a
15 look at all of that with tribal colleges and
16 universities, including the other type tribal
17 initiatives for colleges as well.

18 So that's such as your nontribal
19 something something. It's such a long title.
20 Nontribal --

21 DR. MACKEY: Nontribal public -- or
22 Native-serving institutions.

1 MEMBER WHITEFOOT: Yes, that one. So,
2 yeah, I would really like to take a look at
3 what's going on.

4 And then I know I've also supported
5 the colleges particularly with endowments and
6 funding for scholarships as well, but not all
7 tribal colleges have endowments.

8 So I think it's important for us to
9 really think about a serious partnership with our
10 tribal colleges and higher education.

11 I mean, we put that in our -- we do
12 mention it in our report, but I think we really
13 need to work on that more. Thank you.

14 CHAIR JACKSON-DENNISON: Thank you,
15 Patricia. There's some excellent ideas coming
16 out of this.

17 DR. MACKEY: Joely, is that your hand
18 up again?

19 MEMBER PROUDFIT: Yes. And I would
20 add because we're seeing more and more
21 institutions of higher learning provide free
22 tuition and, you know, while I applaud that,

1 let's face it. The enrollment numbers are down
2 and so people are looking to get students back.

3 Tuition is one of many problems.
4 Housing to support students. This goes back to
5 your question in No. 2 about internships,
6 fellowships and work-based, you know, programs.

7 Many of our Native students don't have
8 the resources to participate in these
9 internships.

10 So when a student gets an internship,
11 for example, in D.C., they need to get there,
12 they need to find housing, they need a computer.

13 And so, you know, there should be --
14 if we really want to focus on a well-rounded
15 student to take advantage of these opportunities,
16 we have to make sure that the student is prepared
17 to take advantage of these opportunities because
18 there's no point in applying if you can't fund
19 yourself to be there.

20 And so I think given our special
21 status, there can be some accommodations made to
22 make sure that our students are participating in

1 that because we know that students who engage in
2 research graduate and go on to graduate school.

3 So this is an opportunity to support
4 the whole student in a very high-touch way.

5 DR. MACKEY: Theresa, did you want to
6 go next?

7 You're muted right now.

8 MEMBER AREVGAQ JOHN: I think we -- it
9 is important to understand and focus on our own
10 indigenous values, our own indigenous elders, our
11 own indigenous ways of teaching, ways of knowing.

12 And those will give us powerful steps
13 that have been demonstrated by our ancestor
14 spirits and what they have taught to us.

15 For example, in my class I use -- in
16 graduate-level class I use Qanruyuteput
17 linruugut, Our Teachings are Medicine.

18 And these were developed by the elders
19 in our southwest Alaska region for the last 50
20 years.

21 And we are very, very lucky to have
22 people that can teach and educate in their first

1 language.

2 So this is a dual-language program,
3 Yup'ik and in English, which is appropriate for
4 both undergraduate classrooms as well as for
5 graduate classrooms.

6 And I also use the Original
7 Instructions book in my traditional ecological
8 knowledge class, Indigenous Teachings for a
9 Sustainable Future.

10 And these are also -- the content is
11 also provided by the indigenous elders from
12 across the United States.

13 So there are some resources available,
14 but we do need -- I firmly agree that we do need
15 funding set aside for mentorship, for leadership,
16 for people to work with the elders.

17 I used to organize elders-in-residence
18 program at University of Alaska where I would
19 invite the elders to come for one or two months
20 out of the semester.

21 And we paid for their lodging, we paid
22 for their food, we paid for their airfare and we

1 paid some for their time, but their focus, their
2 real point was to educate the younger generation
3 to prepare them to become the next leaders.

4 And I think that is something that we
5 need to look into. What does the classroom look
6 like in the environment of the children we are
7 teaching?

8 Children that live along the rivers,
9 children that live along the ocean, children that
10 live in the interiors, their environments are
11 different. Their philosophies are different.
12 How they're impacted by college and spirituality
13 is different.

14 And so we need to really promote a
15 partnership, a very powerful partnership with our
16 indigenous elders, indigenous leaders and certify
17 teachers and administrators to work together
18 because there has been so much turnover -- high
19 turnover in Alaska.

20 I think our principals stay only one
21 or two years in our villages. It's very, very
22 sad and even our teachers.

1 And so I think if we come up with
2 something that is culturally responsive,
3 culturally relevant and a good working group that
4 includes the tribes, the schools, the
5 professional people, either indigenous or
6 nonindigenous, to work together, I think we can
7 promote something that is good to meet the needs
8 of our students. Thank you.

9 DR. MACKEY: Thank you for that. Do
10 we have anybody else who wanted to comment on
11 Questions 1, 2 and or 3?

12 Okay. So I'm going to shift into 4,
13 5 and 6. 6 being of kind of particular
14 importance as the Tribal Nation Summit is coming
15 up and we're working on a Native languages MOA,
16 but also being mindful -- I want to make sure
17 that there's time for public comments as well.

18 So 4 and 5 kind of work together in
19 really ways that, you know, brainstorming how we
20 might increase public awareness and general
21 solutions for the education and training
22 challenges and equity disparities.

1 And then the second is thinking about
2 approaches to establishing local and national
3 partnerships with public, private and
4 philanthropic nonprofit organizations.

5 So if you have any thoughts, NACIE
6 members, on 4 or 5, I would like to combine those
7 together and get some things down there.

8 And then we'll take 6 separately
9 because I think that you'll have a lot to say on
10 6 and I want to make sure that I can keep all of
11 the different recommendations together.

12 CHAIR JACKSON-DENNISON: This is Dr.
13 Dennison.

14 I think I'd like to go back to the way
15 beginning of the meeting today where Dr. Payment
16 talked about finding a way, whether it's through
17 OIE staff or whether it's through -- somehow we
18 have to get even our report in the hands of
19 people that read it.

20 I know every time I go up on the Hill
21 I ask that question to different congressmen and
22 women. Have you ever heard of the NACIE report?

1 And they say no -- most of the time they say no.

2 Even our friendly Congress people to
3 Indian country, they'll say no, but would you
4 send it to me? So somehow, some way it needs to
5 start there.

6 We're doing all this work and we're
7 not elevating it ourselves by letting it collect
8 dust on the shelves somewhere not making certain
9 that it needs to be known that that is important.

10 That all those things that we -- these
11 issues and these -- it's from the heart that we -
12 - those of us that have worked on it so
13 diligently, passionately believe from what our
14 own experiences and expertises are, that these
15 are the things that will make a difference in
16 Indian country.

17 So even trying to generate solutions
18 to the community will improve if that -- if we
19 can get somehow into the light of things and I
20 think the opportunity is now. We can do it now
21 before anything changes, if anything does change.

22 So I just want to encourage that

1 because if we could get on and somehow get to
2 either do a hearing, as was suggested by Dr.
3 Payment, or some sort of way to get it known that
4 this report is important, right now it feels as
5 though we do it every year and it just doesn't go
6 anywhere. So that's my recommendation.

7 DR. MACKEY: And I just wanted to let
8 you know we've been working on that broader
9 dissemination piece on our end and it will be
10 much more broadly disseminated, we're hoping, to
11 every person in Congress as well as we'll have it
12 available up on OIE's and the Initiative's
13 websites.

14 From there, we can't guarantee people
15 will read it, but we will make sure that they
16 receive it absolutely. I appreciate that
17 comment.

18 MEMBER BUTTERFIELD: This is Robin.
19 I do feel like sometimes we don't talk enough to
20 each other. And having been on the board of
21 directors for Vision Maker Media for a few years,
22 and I know Joely is still on there -- at least I

1 think so -- the whole purpose of that
2 organization funded through public broadcasting
3 is to tell Native stories.

4 And that's why I think best practices
5 collecting, you know, those kinds of stories
6 about what's working is the best way to get
7 information out not just to the general public,
8 but to ourselves.

9 I remember hosting the first ever
10 language and cultural conference within the BIE
11 when I was there in the Office of Professional
12 Development and had been out to all 14 schools in
13 the northwest that were BIE funded.

14 And to find that most of those schools
15 were offering language instruction for a half
16 hour two or three times a week was never going to
17 be a vehicle for actually maintaining, sustaining
18 and increasing language capacity for most of
19 those children.

20 When I brought in some of the Native
21 Hawaiians who had learned from the Native Maoris
22 that you need full-on immersion programs,

1 everybody started incorporating that kind of
2 information.

3 So that's an example of taking a best
4 practice and sharing it with the people who have
5 the vision and the capacity and the resources to
6 implement that kind of a practice.

7 We just need more of that. There's
8 lots of successful programs that I've seen over
9 the years that have made a difference in
10 significant ways, but we don't share it. We
11 don't know about it.

12 And some of it is dependent on a
13 certain level of knowledge and leadership, but a
14 lot of it is transferrable information that other
15 places can learn from. We just don't have a very
16 good mechanism for getting the word out

17 And so not just within educators, but
18 within the general public, you know,
19 organizations like Vision Maker Media, can really
20 make a difference in partnering with those kinds
21 of places. Public television, I think, is a
22 great unutilized resource.

1 DR. MACKEY: Thank you. Joely, did
2 you have your hand up?

3 MEMBER PROUDFIT: Yes. I ditto those
4 comments and I think I said this before to NACIE
5 and it's worth repeating.

6 When we look at language, and
7 especially language immersion in cultural
8 programs, all institutions of education, state-
9 funded institutions, government-funded
10 institutions, had a hand in deconstructing their
11 culture and their language and they all need to
12 play an important and immense role in bringing
13 them back.

14 And so marginalizing language and
15 cultural learning, onsite programs, after-school
16 programs, if there's funding, simply on
17 reservation is never going to get us where we
18 need to be.

19 So it would be wonderful if this
20 country, along with its apologies and
21 conversations around equity and its land
22 acknowledgments, can recognize that it's going to

1 be up to these institutions and especially as we
2 have our secretary of interior traveling the
3 country to hear the stories -- the traumatic
4 stories of the boarding school era, which we are
5 still recovering from that.

6 And so in an effort to bring back
7 language and culture, it has to be a part of
8 learning of the land on the land and that means
9 for everyone.

10 Our priority is our children, our
11 Native children, but I want to make sure that as
12 my daughter attends a public school, that the
13 children sitting next to her have the opportunity
14 to respect and learn about the land of which they
15 live and work on.

16 And that means learning the language
17 and learning the best cultural practices to
18 sustain that.

19 And so I think we need to make it
20 mandatory for all institutions, pre-K to 16, to
21 teach the language of the land that they are
22 housed on and cultural practices, especially

1 traditional ecological knowledge.

2 And I think that would be a really
3 fine way when to make sure that our language
4 never dies or goes dormant, but also, like the
5 Hawaiians have done for many years, they're not
6 encouraging you to learn their language. They're
7 requiring you to learn their language.

8 DR. MACKEY: Okay. Being mindful of
9 time, I'd like to just transition over to
10 Question 6.

11 As some of you might be aware, we are
12 -- the co-leads for the White House Council for
13 Native American Affairs, Native Languages MOA,
14 which is a group of, I believe, up to 27 agencies
15 who have all committed to identifying ways to
16 revitalize or support Native languages within
17 tribal communities and urban areas.

18 And so I was wanting to get some
19 feedback on you in the broad sense in terms of
20 culturally responsive education, but a lot of
21 that's in the report.

22 So in terms of thinking about Native

1 languages, any strategies or ideas or
2 recommendations you might have for promoting,
3 improving and expanding those opportunities just
4 really building off of what Dr. Proudfit has just
5 shared with us?

6 (Pause.)

7 CHAIR JACKSON-DENNISON: I
8 accidentally muted you, Hollie. I think it's
9 getting late in the afternoon. We're starting to
10 lose people, but --

11 DR. MACKEY: Yes. So maybe we should
12 shift into this, you know. We have 16 minutes
13 left in this meeting, if my timing is not off.

14 If you would like to open it up, Dr.
15 Dennison, to public comments as well, we can
16 certainly do that and then just leave a couple
17 minutes at the end for you to close us out.

18 CHAIR JACKSON-DENNISON: Sure. That
19 would be fine. And we can use this question to -
20 - out in the public to be a, you know --

21 MEMBER BUTTERFIELD: Should we talk
22 about our next NACIE meeting before we close out?

1 CHAIR JACKSON-DENNISON: Yes. We'll

2 --

3 (Simultaneous speaking.)

4 CHAIR JACKSON-DENNISON: I don't know
5 if we can do that, but we'll --

6 DR. MACKEY: Yeah. We can take ten
7 minutes of public comments or ideas. And whether
8 you're, you know, public or a NACIE member, I can
9 put my email address into the chat if you'd like
10 to provide, you know, more information to us.

11 And then we can save that last five
12 minutes, then, for you to determine your next
13 NACIE meeting and close out.

14 So I will leave it to you to
15 facilitate. I'll mute myself this time.

16 CHAIR JACKSON-DENNISON: Okay.
17 Public, we are open to anyone who would like to
18 talk.

19 Please state your name if you are
20 trying to talk because we see someone's phone on.
21 I think that might be Robin, though.

22 Robin, are you trying to say

1 something?

2 MEMBER BUTTERFIELD: No.

3 CHAIR JACKSON-DENNISON: Okay. Are
4 there any public comments on -- this is a very
5 important question.

6 DR. MACKEY: I think you're probably
7 right. I think people are tired. It's been over
8 two hours, so -- I put my email address in the
9 chat. So if anybody would like to think about
10 that and --

11 CHAIR JACKSON-DENNISON: Okay.

12 DR. MACKEY: -- we'll pick this up --
13 in terms of NACIE, we'll pick this up again. And
14 I've taken -- I'm going to look into Perkins a
15 little bit more intentionally and see what I can
16 find about where we're at with funding in
17 different like states with TCUs, as was
18 recommended by the Committee earlier.

19 And so we'll see this again. I just
20 wanted to make sure that we had an opportunity
21 with the final report going in and kind of a
22 regrouping and thinking about how we're going to

1 move forward with this next year and make sure
2 that we're addressing these issues, right, kind
3 of a baseline.

4 CHAIR JACKSON-DENNISON: Yeah. This
5 No. 6 question is something that's near and dear
6 to my heart.

7 I know that it's been an ongoing
8 battle in some of the places where I've worked as
9 a superintendent.

10 It takes the -- it takes leadership to
11 make this happen because, like I said earlier in
12 my comment, that you may try to implement
13 something that will support Native languages,
14 culture and traditions into the ways of -- the
15 way of life into the school system that brings
16 that social, emotional piece of -- we have a
17 saying -- and I say this in the story, we have a
18 saying in San Carlos. It's Maslow before Blooms.
19 And because that's where we're missing in a lot
20 of the research. It shows that.

21 I mean, we talked about it earlier
22 year after year after year, you know. We have

1 the same results, but we're not really getting to
2 that healing. We're not doing the social and
3 emotional piece that -- and that social and
4 emotional piece comes from when kids start to
5 self-identify with who they really are.

6 And the curriculum is not all designed
7 as from a different culture or different
8 community and it's really designed to be relevant
9 and responsive to who they are.

10 And so that, to me, is the most
11 powerful way to improve scores and improve
12 student learning.

13 I always say that the Navajo Immersion
14 School that we have in Window Rock that we
15 started there, that had started years ago as a
16 program, but we made it a school within a school,
17 really was an English -- was really an English --
18 when they pushed for the English-only back 20-
19 some years ago, that particular immersion concept
20 that we were using wasn't English learning
21 concept because they get a better handle on the
22 language development piece of their own, you

1 know, their own language.

2 And it helped because by the time
3 those students reached the high school level,
4 they're outscoring the mainstream students who
5 didn't go through immersion.

6 So those are the experiences I've had
7 in promoting, improving and expanding
8 opportunities for Native languages.

9 And I heard Robin a bit ago talk about
10 that how everybody did immersion. We were
11 probably part of that at that time.

12 I know that whole effort was there and
13 it's still there. I'm always proud of it. I'm
14 not there anymore, but I'm still proud of the
15 school in itself.

16 And I see that that particular school
17 outscores the traditional schools most of the
18 time in the standardized testing.

19 So, and we all know that's in English,
20 so it's really a -- it's really a great question
21 and I think it's a deep question and it's
22 something that requires identifying your

1 stakeholders and their beliefs, again, about
2 education and about their beliefs about culture
3 and language integrated into the school setting.

4 Not everybody agrees to that and
5 that's where that whole historical trauma and
6 that all came into place with the church's
7 influence so heavy in some of the communities
8 where I worked that they think of it in a
9 different way than those of us that are promoters
10 of it.

11 So I'll just leave it at that for now,
12 but that's what my thoughts are as a 20-year
13 veteran now of being a superintendent for 20
14 years. I can't believe I've been doing this for
15 20 years, but that's how long.

16 And that -- and it's gotten easier.
17 I can say that it's become easier to do this
18 work, but in the early stages I would have all
19 kinds of roadblocks put in my way and in the way
20 of my staff that were trying to work on things
21 that were in the best interest of the students
22 and this whole idea of language, culture and

1 integrating it within the curriculum so we can be
2 a culturally responsive institution.

3 It used to be very difficult. Now,
4 it's gotten -- it has become better. And as
5 Joely had put in her -- in the chat box, some of
6 the states are really pushing like Montana
7 Education For All. North Dakota just passed
8 legislation. South Dakota. There's states out
9 there that have done things.

10 And I know in Arizona we're doing some
11 dynamic things. I just did a -- I just came from
12 a session where Department of Education -- the
13 Office of Indian Education is really working on
14 collaboration between all the school systems, all
15 the public school districts that serve indigenous
16 kids and Arizona, the high-level -- high number -
17 - I forget the name of it -- high-density
18 schools. And so we all came together and this is
19 about the fourth meeting we had.

20 And I know Lynnann Yazzie, who is the
21 new deputy superintendent for Indian Education,
22 is on the call right now. So I'm glad she's here

1 and I want to acknowledge her, but that's the
2 work that's happening in Arizona that I feel like
3 probably should happen in all the states across -
4 - if they are not already happening.

5 But that more collaboration and
6 communication in working together to look at what
7 are the best practices in all these questions
8 that are here, how can we approach to make
9 schools better and putting our heads together in
10 that sense, you know, it just is so important.

11 So I'll just leave it at that for now.
12 Thanks, Hollie.

13 DR. MACKEY: Thank you. And I will
14 turn your meeting back over to you. Looks like
15 we don't have any other hands raised.

16 CHAIR JACKSON-DENNISON: Yeah, it's
17 too deep of a question for late afternoon.

18 Okay. So we have a couple items to --
19 there you go. Closing remarks. Before we go to
20 closing remarks, I think we want to -- Robin
21 would like to definitely have kind of an idea
22 from you all as to when we might have our next

1 NACIE meeting and whether it would be in person.

2 Are we starting to ever go back to in-
3 person meetings or is this going to be the way of
4 our meetings from here?

5 MEMBER PROUDFIT: Can we have --

6 CHAIR JACKSON-DENNISON: I don't know
7 if this is directed at Julian or --

8 MEMBER PROUDFIT: Can we have an in-
9 person meeting? Is there anything preventing
10 that?

11 MS. SABIS-BURNS: Hi. This is Donna.

12 I -- no. To answer your question, I
13 don't think there is. We just need to start
14 getting logistics back after a couple of years
15 on, you know, what that's going to entail, but it
16 sure would be nice.

17 MEMBER PROUDFIT: Can I --

18 CHAIR JACKSON-DENNISON: And, Donna,
19 do you know when we would have -- when we'd be
20 able to have another meeting?

21 MS. SABIS-BURNS: Let me get with who
22 I need to get with at the Department to see what

1 that time line is going to look like.

2 I'm really not positive yet, but I'll
3 work with Dr. Mackey and some other people with
4 FACA and see if we can figure that out.

5 I know there was talk about NIEA,
6 either before, during or after that.

7 CHAIR JACKSON-DENNISON: Right.

8 MS. SABIS-BURNS: I heard that or saw
9 that someplace, but happily we'll look into that.

10 MEMBER PROUDFIT: Okay. Can I just
11 make a point, because I have a paper to present
12 at NIEA. We were just alerted that State of
13 California employees are not allowed to travel to
14 Oklahoma anymore.

15 There are 20 states that California
16 state employees are not allowed to travel to
17 because they violate LGBTQ standards.

18 MS. SABIS-BURNS: Oh.

19 MEMBER PROUDFIT: It's a state law.
20 Oklahoma just got added to it. So unless
21 somebody else covers our costs -- and so I just
22 want to make folks aware -- it's crazy what's

1 happening out in the world right now, but we have
2 a screening at NMAI on the 19th of the
3 documentary Imaging the Indian, which is a really
4 powerful documentary.

5 And we all know that Indian mascots in
6 public schools is still an enormous problem to
7 solve. And it would be wonderful if we could
8 schedule a meeting maybe around that time so that
9 our committee can participate and perhaps
10 inviting a congressional delegation and
11 leadership from both the Interior and Education
12 departments to kind of --

13 DR. MACKEY: What was the date for
14 that?

15 MEMBER PROUDFIT: It's Saturday,
16 November 19th at NMAI.

17 DR. MACKEY: Okay.

18 MEMBER PROUDFIT: Thank you.

19 MEMBER BUTTERFIELD: Yeah. Well, we
20 -- and this is Robin. We did have a conversation
21 maybe six months back about trying to coordinate
22 a NACIE meeting with NIEA.

1 So -- and I thought we were looking at
2 like a post-NIEA meeting like around the 10th or
3 11th. I don't know if that still works for folks
4 or not.

5 DR. MACKEY: I mean, maybe just
6 flagging for all of you, isn't the 11th
7 Indigenous Peoples Day back in your home states?

8 I know from our end where they are so
9 far in advance that it's -- we would have to log
10 in virtually most likely, anybody from Ed,
11 because we have to be there for the Native
12 Language Summit, which I put the registration
13 into the chat box.

14 So I would suspect that it would be --

15 MEMBER BUTTERFIELD: What day is that?

16 DR. MACKEY: The Native Language
17 Summit is the 4th. And then NIEA starts on the
18 5th.

19 MEMBER BUTTERFIELD: Yeah. Maybe we
20 could do it the 3rd.

21 MEMBER AREVGAQ JOHN: This is in
22 November?

1 DR. MACKEY: October.

2 MEMBER AREVGAQ JOHN: October. Oh,
3 okay.

4 DR. MACKEY: October.

5 MEMBER BUTTERFIELD: In Oklahoma City.

6 DR. MACKEY: I think to Dr. Proudfit's
7 comment, we would need to find the funding for
8 people from California because the state doesn't
9 pay for events that are hosted in states that
10 have anti-LGBTQ policy.

11 So we would need to make sure we had
12 either a strong, like, virtual way also for
13 people to engage because there's a couple of
14 other states that also don't allow travel into
15 those states. I suspect it will impact NIEA
16 pretty significantly.

17 CHAIR JACKSON-DENNISON: Well, if you
18 can get back with us on the possibility of --

19 DR. MACKEY: That's what I was just
20 thinking, Dr. Dennison. So why don't -- Donna
21 and I will talk with Julian and make sure that we
22 have everything we need to know for FACA and see

1 some opportunities.

2 I know I like the idea personally of
3 the 19th. I won't -- I mean, I won't be in town.
4 Secretary Cardona may or may not either because
5 we have -- we've been invited to an educational
6 leadership event in Seattle that day.

7 But, you know, I don't know how that
8 will play out, but I think any way that we can
9 support, right, or think about partnering with
10 other efforts going on, I think, is always
11 important particularly if there's going to be a
12 film screening and the opportunity to invite
13 people who have then received the NACIE report to
14 attend.

15 CHAIR JACKSON-DENNISON: All right.
16 Okay. Closing remarks. Ready to move on to
17 closing remarks, everybody?

18 Well, I just want to say thank you to
19 all of you that have worked to put this together.
20 I especially want to thank the Committee, the
21 Subcommittee that have worked -- and everybody
22 was -- had input at some point or another.

1 We were dragging people in at certain
2 points, but to make certain that we produce this
3 well-prepared document as our annual report. It
4 just keeps getting better and better every year.

5 I'm also thankful to the department
6 there and all your staff, Hollie, and Donna and
7 Julian and everybody else that's there. And I
8 also want to recognize Ron and the work he's done
9 with all of us. And so I guess he moved on to a
10 different position, Hollie?

11 DR. MACKEY: No, he's in the same
12 position. He's just detailed to the Commission
13 on Native Children and they are planning for -- I
14 think it's a full two-day event based out of
15 Sacramento.

16 So he's still with us, but he has been
17 -- he's brought a lot to the table. We do
18 appreciate that.

19 CHAIR JACKSON-DENNISON: And we want to
20 say thank you to him. So please let him know that
21 we appreciate the work that he's done with
22 holding the ground -- holding it steady while we

1 --

2 DR. MACKEY: Absolutely.

3 CHAIR JACKSON-DENNISON: And I just,
4 again, want to say thank you to everyone for
5 their hard work and their passion and their love
6 for our indigenous students throughout the
7 country -- Indian country. So (Native language
8 spoken). Thank you.

9 Do we have a motion to adjourn?

10 MEMBER PROUDFIT: This is Joely.

11 Motion to adjourn.

12 MEMBER AREVGAQ JOHN: Second. This is
13 Theresa.

14 CHAIR JACKSON-DENNISON: All in favor
15 say aye.

16 (Chorus of aye.)

17 CHAIR JACKSON-DENNISON: Anybody
18 opposed? Want to stay on?

19 We are adjourned. Thank you, everyone.

20 (Whereupon, the above-entitled matter
21 went off the record at 4:01 p.m.)

22

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on Indian Education

Before: US DED

Date: 08-24-22

Place: teleconference

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