

U.S. DEPARTMENT OF EDUCATION
OFFICE OF INDIAN EDUCATION

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NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION

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THURSDAY
MARCH 30, 2023

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The National Advisory Council on Indian Education met via Videoconference, at 1:00 p.m. EDT, Dr. Deborah Jackson-Dennison, Chair, presiding.

PRESENT:

- DR. DEBORAH JACKSON-DENNISON, Chair, Navajo Nation, Arizona
- CHIEF PHYLISS J. ANDERSON, Mississippi Band of Choctaw Indians, Mississippi
- DR. THERESA AREVGAQ JOHN, Yup'ik, Alaska
- DOREEN BROWN, Yup'ik, Alaska
- ROBIN BUTTERFIELD, Winnebago/Chippewa, Oregon
- AARON PAYMENT, Chippewa, Michigan
- JOELY PROUDFIT, Luiseno/Payomkawichum, California
- MANDY SMOKER-BROADDUS, Fort Peck Assiniboine Sioux, Montana
- VIRGINIA THOMAS, Muskogee Nation, Oklahoma
- PATRICIA WHITEFOOT, Yakama Nation, Washington

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ALSO PRESENT

DR. CRYSTAL MOORE, Choctaw, Designated Federal
Official

JULIAN GUERRERO, Comanche & Kiowa, Director,
Office of Indian Education

SHANNON MYRICKS, White House Liaison,
Department of Education

TONY DEARMAN, Cherokee, Bureau of Indian
Education, Department of the Interior

FAATIMAH MUHAMMAD, Impact Aid Program,
Department of Education

JAMES DEATON, PhD, National Indian Education
Study, Department of Education

JACK JACKSON, Navajo, Tribal Liaison,
Department of Labor

NAOMI MIGUEL, Tohono O'odham Nation, Executive
Director, White House Initiative,
Department of Education

JASON CUMMINS, Apsaalooke Nation, Deputy
Director, White House Initiative,
Department of Education

PATRICE H. KUNESH, Standing Rock Lakota, Health
and Human Services/Administration for
Native Americans

MATT SCHNEER, Associate Division Director,
Office of Special Education, Department
of Education

SHANNON O'NEILL, Ed.D., Education Program
Specialist, Office of Special Education,
Department of Education

PATTI BELTRAM, Ed.D., Project Officer, Office
of Career, Technical, and Adult Education,
Department of Education

CELESTE McGLAGHLIN, Native American and Alaska
Native Children in School Program, Team
Leader, Office of English Language
Acquisition, Department of Education

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C-O-N-T-E-N-T-S

Call to Order & Roll Call	4
Cultural Opening	
Director Julian Guerrero (Comanche & Kiowa) .	8
Welcome and Introductions	10
Meet the New Initiative Executive Director, Naomi Miguel	26
Federal Partner Updates:	
Director Tony Dearman (Cherokee)	27
Director Faatimah Muhammad, Impact Aid Program (IAP), U.S. Department of Education	52
Director Jamie Deaton, National Indian Education Study, U.S. Department of Education	72
Jack Jackson (Navajo), Tribal Liaison, U.S. Department of Labor	94
Naomi Miguel (Tohono O'odham), Executive Director, White House Initiative	103
Health and Human Services Updates:	
Commissioner Patrice Kunesh (Standing Rock Lakota), Administration for Native Americans	119
Matt Schneer, Associate Division Director and Shannon O'Neill, Education Program Specialist, Office of Special Education	139
Patti Beltram, Project Officer, Office of Career, Technical, and Adult Education	161
Celeste McLaughlin, Team Leader, Native American and Alaska Native Children in School Program, Office of English Language Acquisition	172
Adjournment	185

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

(1:04 p.m.)

DR. MOORE: All right, hello everyone. Welcome. Thank you for joining us today for NAICE's public meeting. This is Day 1 and this is their first meeting for the calendar year 2023.

My name is Dr. Crystal Moore. I am the fairly newly appointed, recently newly appointed designated federal official for NAICE. And I am also an employee.

I am a supervisory group leader in the Office of Indian Education. And so with that, I will turn it over to our Chairwoman, Dr. Deborah Dennison to call us to order and take a roll call of NAICE members.

DR. DENNISON: Okay. (Native language spoken) Good morning, it's morning here in Arizona still so good morning, I'm Deborah Dennison, the, I'm superintendent at San Carlos Unified School District on the Apache Nation.

I am Navajo and I'm calling this

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meeting to order by taking roll call. So I'm going to ask Crystal to name the names because I don't have the list in front of me, but let me see if I can find, but Crystal, can you go ahead and name off the NAICE members?

DR. MOORE: Yes, give me one moment and I'm happy to do so. Okay, we have, first we have Dr. Deborah Dennison, Jackson-Dennison. She is our Chairwoman and a member of the Navajo Nation in Arizona.

Next we have Chief Phyliss J. Anderson. She is a member of the Mississippi Band of Choctaw Indians in Mississippi. Third, we have Dr. Theresa John, she is Yup'ik up from Alaska.

We have Dr. Doreen Brown. She's also Yup'ik of Alaska. Dr. Robin Butterfield. She is Winnebago and Chippewa from Oregon. Dr. Aaron Payment, who is Chippewa and he is from Michigan.

Dr. Joely Proudfit, Luiseno and forgive me for not pronouncing the second tribe correctly --

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DR. PROUDFIT: Payomkawichum.

DR. MOORE: Thank you, ma'am. From California. And then we have Mandy Smoker-Broadus, she is Fort-Peck and from Sioux, Montana.

Again, Mandy, forgive me for not pronouncing the name correctly. And then Virginia Thomas, Muskogee Nation from Oklahoma. And then Patricia Whitefoot from the Yakama Nation in Washington.

And with that I will turn it over to Dr. Dennison for roll call.

DR. DENNISON: Thank you. Phyliss Anderson? Phyliss are you here? Theresa, are you here?

DR. JOHN: I am here.

DR. DENNISON: Okay. Doreen, are you here?

DR. BROWN: Good morning. I'm here.

DR. DENNISON: Robin, are you here?

DR. BUTTERFIELD: Yes, I'm here.

DR. DENNISON: Aaron, are you here?

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Joely, are you here?

DR. PROUDFIT: Yes, I'm here.

DR. DENNISON: Mandy, are you here?

MS. SMOKER-BRAODDUS: I'm here.

DR. DENNISON: Virginia?

MS. THOMAS: I'm here.

DR. DENNISON: Patricia? Patricia?

So we have --

FEMALE PARTICIPANT: Patricia was on, she said she was driving and would check back in when she got home.

MS. WHITEFOOT: I'm here. Present.

DR. DENNISON: Okay, present, okay, so we have -- am I missing someone? Someone else between Phyliss and, I have Phyliss, Theresa, -- Phyliss didn't answer. Is she on by chance?

CHIEF ANDERSON: Yes, I'm on.

DR. DENNISON: Okay.

CHIEF ANDERSON: This is Phyliss.

DR. DENNISON: One, two, three, four, five, six, seven, eight, we have and then with myself nine present and I believe that's a

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quorum. Okay. Can you move the agenda along?

I can't see the agenda. I just have, it just has me, okay. Now we're going to turn it over to Julian to do the cultural opening for the meeting. Thank you again.

MR. GUERRERO: Yes, thank you, Dr. Dennison, Chairwoman Dennison. It's good to be here. Just briefly in my native tongue. (Native language spoken) My name is Julian Guerrero. I have the pleasure of serving as the Director for the U.S. Office of Indian Education who in today's meeting is providing logistical support and is carrying forward the work of the National Advisory Counsel of Indian Education.

It is an honor to be doing this work as well as do just a brief reflection opening for us today. And the piece that I chose that I wanted to share with you all today is a kind of a reflection piece in Comanche in the Comanche language.

But you know, the intent is it to be in a native language and then to really for all

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native languages and to really share that piece out, so bear with me.

I am not a fluent speaker in my native tongue, however, like most of us as native individuals are working to reclaim what was once taken away.

So it's good to be here nonetheless, so I'll briefly recite this in my native tongue. (Native language spoken) And just real briefly, what that is speaking to is, you know, asking the Creator to, you know, give us good reflection points in today.

And to really mix the day about ignoring all of the distractions that tend to pull us away from all the good things that surround us in the world.

And really asking for the opportunity to, you know, be, take on leadership in the ways that we need to for everyone and that, you know, we embrace and we share a lot of passion, love and commitment and integrity in what we do.

And that may it protect us in moving

forward so. It's good to be here, again and with that being said, I will pass it back over to Dr. Dennison for the remainder of the meeting.

Contractor, it looks, oh great. Looks like we do have the agenda opened up now, so Dr. Dennison, I'll leave it with you.

DR. DENNISON: Thank you, so much, Julian. And thank you for the prayer in your native language. It's always so touching to hear native language throughout our, you know, the work that we do so thank you very much.

(Native language spoken) We'll go on to the welcome and add introductions. We're just going to go around the group and introduce ourselves and where we come from and keep it as brief as possible.

But go ahead and I'll start, I'll start with it and then. (Native language spoken) Deborah Jackson-Dennison. (Native language spoken) I come from the, my father was originally from, he's an educator and, he was an educator a long time.

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And he came from KeySto, Arizona. And then my mother came from California so and that's who I am. And I recently, I recently moved down, well actually the last seven years I've been down in the San Carlos Apache Nation as superintendent.

So thank you for all that you guys do. Thank you. We'll go on to Phyliss.

CHIEF ANDERSON: (Native language spoken) Phyliss Anderson. Hello, my name is Phyliss Anderson. And I am a member of the Mississippi Band of Choctaw Indians and I'm a former Chief of my tribe.

It's good to hear everybody's voices, look forward to the meeting and thank you for all the work that you do.

DR. DENNISON: Thank you, Phyliss. Theresa?

DR. JOHN: (Native language spoken) My Yup'ik name is (Native language spoken). Good greetings from my homeland here in Nunaka Toksook Bay, Alaska. And it is also nice to be here with

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everyone.

Hope we have a productive session.
(Native language spoken) Good morning.

DR. DENNISON: Thank you, Theresa.
Doreen?

DR. BROWN: Good morning. My name is
Doreen Brown. My Yup'ik name is Agafaya. I'm a
tribal member of Aniak. It's a village on the
Kuskokwim River in Alaska. I am the proud mother
of two children.

I have a 27 year old and a sophomore
in high school. And I am here today along with
all of you to do the best that we can for our
native students. I appreciate you all being
here. Thank you.

DR. DENNISON: Thank you, Doreen. Ms.
Robin?

DR. BUTTERFIELD: Oh, good morning,
everybody. I apologize. My voice has been kind
of on the decline. I'm trying to get over a
viral respiratory issue.

Yes, good morning. I'm Ho-Chunk and

Anishinaabe. I live in Oregon. I -- you were going to say keep it brief. I was born in 1949 and then in elementary school in Anchorage. No, I'm just kidding.

I have about 50 years in Indian Education beginning with classroom teacher. I've seen Indian Ed from pretty much every vantage point possible. I've been a district administrator.

I've been an Indian Ed Director in three different states, Wisconsin, Washington and Oregon. I've worked with three technical assistant centers including a number of years working in the BIE in the Northwest.

And then the Albuquerque office and my final official position was working for NEA as the outreach person for American Indian Alaskan Natives.

And then I've done, you know, a number of contract projects since I've been technically retired. But I've also been very involved in NIA and I am very happy to be part of NAICE and to

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continue to try and seek solutions for the issues that face our kids and communities. (Native language spoken)

DR. DENNISON: Thank you, Robin. Go to, Aaron's not here so we'll go to Joely.

DR. PROUDFIT: (Native language spoken) Dr. Joely Proudfit, Luiseno Payomkavichum, descendant of the Pechanga Band of Luiseno Indians. I'm the daughter of Helen and Fonte Robe (phonetic) and my maternal grandmothers are Lupe Grijalva Guerrero, Refugia Flores Grijalva, and Candelaria Flores, Juana Hapish and I'm the great, great, great granddaughter of Pablo Hapish of the Nesika clan.

I am the Director of the California Indian Culture and Sovereignty Center at Cal State San Marcos and Chair of American Indian Studies. I'm in my 28th year of being a college professor.

And I'm excited to say that I have been very pleased to see my daughter taking on the role of supporting the ongoing activism that

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needs to happen in public schools to make that change so I'm very proud of my one and only child, Paperabush (phonetic) Proudfit.

So I know that we have the next generation of educators and we're going to continue the work that we are doing here today. Good to see everyone.

DR. DENNISON: Thank you, Joely. Move on to Mandy.

MS. SMOKER-BROADDUS: Can you hear me okay, Deborah? I'm in the car.

DR. DENNISON: Yes, I can hear you fine.

DR. SMOKER-BROADDUS: Okay. Good. (Native language spoken) Good morning to you all. I'm in Montana so it's still morning time here. And I am a Lakota, Dakota and Nakota member of the Fort Peck tribes here in Northeastern Montana.

I work for Education Northwest currently as a senior advisor in native and culturally responsive education. And I'm just so

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happy to be here.

This is a tremendous group of people and the work is so very important. Thank you.

DR. DENNISON: Thank you, Mandy.
Moving on to Virginia.

MS. THOMAS: Can you hear me?

DR. DENNISON: Yes, Virginia.

MS. THOMAS: Thank you. This is Virginia Thomas. I am from the Muscogee Creek Nation in Okmulgee, Oklahoma. The big town of Okmulgee.

I've been in Indian Education over 50 years. I have retired, but I still do some consulting for different education programs. I am involved on technical serving for my tribe.

I've been involved with, I sat on the Board for NIA. I'm a founding member of the National GOM Association. I've worked in three major states, California, Alaska and in Oklahoma here for Indian Education and I am proud to be a part of NAICE.

I think I'm the oldest running member

on this Committee. And I'm glad that everybody is here. It's good to hear everybody's voices, it's good that we're all back together in some way.

And I look forward to today and all that we have on the presenters and I thank all of those on the administrative side for taking your time to be with us today and to guide us through different things to be informative of what we need.

And I thank you for all the people that are just listening in to our conversation today and hopefully that if you have any concerns that you can put a listing down so we can hear what they are and give you an opportunity to approach the NAICE members. I thank you.

DR. DENNISON: Thank you, Ms. Virginia. And last but not least is Patricia.

MS. WHITEFOOT: Good morning. I'm trying to get connected on my laptop right now, so I'm just waiting for me to transition over, but I'll go ahead and begin with greeting.

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(Native language spoken) Patricia Whitefoot. My English name is Patricia Whitefoot. I'm a citizen of the Yakama nation. And my homelands are from the central part of Washington State and, of course, throughout the Northwest. I'm transitioning now.

DR. DENNISON: Thank you, Patricia. We'll go on. Is there anybody else? I want to make certain that I got everybody. I think that's it. So I just also want to say thank you to all the NAICE members and the audience that we have and then the Department of Ed.

I'm going to let Department of Ed officials, I'll let Crystal go ahead and introduce them.

MS. WHITEFOOT: Deborah, can I finish.
I was --

DR. DENNISON: Oh.

MS. WHITEFOOT: -- just transitioning.

DR. DENNISON: Okay.

MS. WHITEFOOT: Sorry, I was transitioning from the phone.

DR. DENNISON: Okay. Go ahead.

MS. WHITEFOOT: Yes, I just want to say that I feel very blessed today having joined our elders and our young ladies and our children this morning in our longhouse as they prepare to go out and gather the new foods and medicines and so interrupted that time by being with NAICE.

As we know, the traditional teachings of our children is very important in recognizing, you know, that we have many of our children that are missing school for three days to be able to go out and gather the foods and medicines.

All which isn't necessarily carried out in the English language, but in the ways of our people and so I'm very proud of our young people and, of course, we're the ones that have to advocate for our young children when they're maybe marked absent.

But we also let the schools know that this is what the children are doing. So this is what the work is about with NAICE. I'm just glad to hear all of the updates from every one of you.

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Thank you.

DR. DENNISON: Thank you, again, Patricia. I know the work you do is really remarkable and we appreciate you and all of you so all of our, we have a great group of NAICE members.

Again, I'm going to turn it over to Crystal who we want to just introduce who's on with the officials from, or not the officials but the people that are working there at Department of Ed. Thank you.

DR. MOORE: Thank you, Chairwoman Dennison and other honorable NAICE members. It was great to hear all of your introductions. And yes, we do have a pretty good list of folks from the U.S. Department of Education as well as our federal partners that are joining us.

So I'll just quickly introduce myself. Dr. Crystal Moore, I six generation Indian Educator from Oklahoma. I'm a member of the Choctaw Nation of Oklahoma.

And great grandmother was an Indian

boarding school enrollee and so there's lots of history there. I started my career in education as a K-12 educator in California.

About ten years in the classroom and then ended up as a Higher Education Professor and Education and Technologies. And then fortunately wonderfully found my way to the U.S. Department of Education and Office of Indian Education where we have a wonderful team.

Some of those folks are on this call and I'd like to call out their names. We have Dr. David, Donna Davis Burns, she's our previous CFO. We have Shannon Myricks who is our Whitehouse liaison.

She'll be speaking soon. We have Dr. Jason Cummings who is in our Whitehouse Initiative Team, Lisa Cydasi (phonetic) who's our COR, helps with all of our contracts, Ms. Annabelle Toledo who's on my formula team.

She's been here for a long time. Many of you know her. Greg Hindsley, he's one of our newer members came to us from Interior. Dr.

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Jamie Deaton, he does our national Indian Ed study and will be presenting Ms. Patti Beltram, Dr. Patti Beltram and she'll be presenting later as well.

Ms. Rebekka Meyer who does a lot of technical assistance work with our PTSS Group, really supports OIE quite a bit. Ms. Wanda Lee, one of our long-term OIE formula members, Mr. Ron Lessard, is currently on a detail, but with our Whitehouse Initiative for several years.

And then we have our extended family, federal family, plus contractors so. And then we also have Ms. Naomi Miguel who we'll be introducing.

I'm going to pause for a minute and then transfer it over to our wonderful OIE Director, Julian Guerrero, Jr. to introduce himself and then it will come back to me to launch into the full agenda. Thank you, Julian.

MR. GUERRERO: Thank you, Dr. Moore. And just real briefly again, hello for those who I didn't get to say hello to. Julian Guerrero,

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Director for the Office of Indian Education.
It's good to be here.

I'm really excited about full-slate dialogue and discussion and conversation today. We have with you, a very robust amount of representatives across the federal family and this is one of the main key asks.

And a consistent ask from this body to really make sure that NAICE is just not having the relationship with the OIE, but more across the Department and this is our commitment to delivering on that promise.

And this is just the start so I look forward to dialogue and discussion and less talking at you and talking with you. That being said, Dr. Moore, back to you. Thank you.

DR. MOORE: Thank you, Julian. And hopefully you can see my video now. I would quickly like to introduce Ms. Shannon Myricks. She is a really important part of our team as the Whitehouse Liaison under the U.S. Department of Education.

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And so I will go ahead and turn it over to her for some further introductions with some of our, one of our new team members. So Ms. Myricks, can you take it away?

MS. MYRICKS: Thank you so much, Crystal. Much appreciated. Good morning and good afternoon to the NAICE members, Chair and Ed staff here today. I'm so proud to be able to join this call just for a little bit to introduce someone who is new to the U.S. Department of Education.

But I know is not new to the tribal community. Naomi Miguel is actually our new Executive Director for the Whitehouse Initiative on Advancing Educational Equity Excellence and Economic Opportunity for Native Americans and Strengthening Tribal Colleges and Universities.

She is placed in the Office of the Secretary on the second floor. She will have the direct ear of Secretary Cardona. She will nix the Chief of Staff and our other senior staff across the Department.

I want to tell you a little bit about Naomi before I hand the floor over to her. She most recently served as a staff director for the subcommittee for indigenous peoples of the United States and the House Committee on Natural Resources at the United States House of Representatives.

So we were able to pull her over from just down the street to come over to add and continue the really important work that you all do here at NAICE. Naomi is actually from the southern region of Arizona.

She graduated from Mount St. Mary's University undergraduate, an all-women's college in Los Angeles. She has received many accolades including the Alumnus Rising Star award from Mt. St. Mary's University Alumni Association.

And she's a recipient of the National Center 2021 Native Americans 40 Under 40 award. There is so much here that I want to be able to read on this bio, but I think what's most important is that I yield the floor over to Naomi

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Miguel. Thank you, all.

MS. MIGUEL: (Native language spoken)
Good afternoon. My name is Naomi Miguel. I'm
from the Tonono O'odham nation. Thank you,
Shannon, for that introduction.

I just wanted to pop in and say a
quick hi and welcome all of you to this meeting.
I'm very excited to be working with you and
you'll hear a little bit later about what we're
going to be doing with the Whitehouse Initiative.

But I just wanted to first thank all
of you for taking time out of your busy days and
look forward to having a bigger discussion with
you about the Initiative and the ways we can work
together. Thanks.

DR. MOORE: Okay, thank you so much to
both of you for being here and for highlighting
Dr., or Ms. Miguel's new work with Department of
Ed.

We're really excited to have her and
so thank you again to Ms. Myricks and Ms. Miguel
for joining us this morning. We're now going to

transition over to the bulk of our meeting for today which is our Federal partner update.

So as you saw earlier on the screen, we're going to be starting promptly with the Director Dearman, Tony Dearman who is Cherokee, from the Bureau of Indian Education or the BIE under the Department of the Interior.

So I will go ahead and turn it over to Director Dearman for his updates and dialogue with our NAICE members. Thank you for joining us.

MR. DEARMAN: Thank you, Crystal. And thank you to all the members of NAICE and I just want to really relay our appreciation of having this opportunity to collaborate and to provide our update around the Bureau of Indian Education.

What I am going do, I'm going to shift to a slide so just, give me just a second. Switching now. All right. I am the Director of the Bureau of Indian Education.

I've had the honor of being in this position for almost six and a half years. And,

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you know, I will say that the Bureau of Indian Education is one of two federally operated education systems.

The other being the Department of Defense. So we have a PowerPoint presentation that I am going to share with the group today. And I'm trying to clear my screen up.

We have different divisions throughout the Bureau of Indian Education. And as you can see here, we have the different areas which are led by Senior Executive Service employees.

We are structured to where since 2006 we've been building out the Bureau of Indian Education out away from the Bureau of Indian Affairs. And as you can see, this is our Senior Leadership organizational structure.

This is where we get very unique. We have 183 schools. We have 55 that we directly operate and we have 128 that we support the tribes in the operation of the schools.

We have some of our tribes that all we have to do is the Bureau of Indian Education to

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stay out of the way and they know what they're doing and they have excellent education programs.

We have approximately 45,000 students that attend our Bureau of Indian Education schools. We are located in 23 states and on 64 reservations. So consultation is very important to the BIE.

And we'll talk a little bit throughout our presentation about some of the consultations that we've had and some of the consultations we will have moving forward.

We also operate two post-secondary institutions which is Southwestern Indian Polytechnic Institute in Albuquerque, New Mexico and Haskell Indian Nations University located in Lawrence, Kansas.

I'm a visual learner so I like to show exactly where our schools are in the 23 states with the number of schools and the operation of our schools.

You can see here in the orange are our Bureau operated schools and in the blue we have

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our tribally controlled schools. You can see that in New Mexico and Arizona, we have the highest number of BIE schools, BIE-funded schools in those two states.

We have 22 residential facilities that the BIE directly operates and then as well as 22 residential facilities that our tribes operate for a total of 44 residential facilities within our system.

We have four peripheral dormitories where the kids reside in our dorms, but they attend the nearest public school. And we had the opportunity to actually present last week to CCSSO which is Counsel of Chief State School Officers which is all the state superintendents.

And we wanted to make sure that they were aware that we have a presence in 23 of the states that they would represent. Staff, we have in all of our Bureau-funded organization, we have a little over 6,100 staff.

We receive students from approximately 36 states represented here by this map. And out

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of the 574 tribes, we have representation of over 200 within our school system.

These are three areas, you heard me talk about consultation. We are finishing up our first ever strategic direction in the BIE. And these are three areas we felt like were very important through our consultation listening to our stakeholders.

And that's to provide a culturally relevant education, working with our tribes, of course to instill a knowledge in our students so that they can become leaders to continue to promote tribal sovereignty.

These are five core areas or values that we had identified going through consultation in our first ever strategic direction and that's Service, Excellence, Integrity, Focus and Respect.

Some of the BIE priorities that we've identified and you know, they always say you can tell your priorities by your budget and they align to our budget request which we'll cover in

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some slides later on.

But one of our priorities, these are not in any type of order, is going to be or is preschool. We truly believe that investing in Early Childhood, getting our students within our system on task, ready to go at grade level is critical.

And in preschool, we know and understand and look forward to working with some of the tribes that have preschool programs that we can actually tie into our schools.

Our K-12 system, the main funding that we receive that supports our K-12 system is our ISEP funding. And we have areas of ISEP funding around academic counts, student transportation as well as residential.

The one thing I will add to this piece is we are preparing to go out for consultation this summer and listening to our stakeholders, it's time because we feel like it's a great opportunity to go out and listen to how we can actually look at the ISEP formula and look at

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areas of the ISEP verification process and make some changes and amendments.

We always hear from our tribally controlled schools as well as our tribes that tribal grant support costs are critical and up until just a few, well probably four or five years ago, our schools were not receiving 100 percent tribal grant support costs.

And we really worked with our budget team to make sure that this is met 100 percent of tribal grant support costs. Facilities, we really target to make this a priority to make sure that our schools have resources for facilities operations.

Post-secondary, we work with 33 TCUs which includes Haskell and SIPI and we want to make sure that our post-secondary is supported as well.

Education management, this is the funding that we use to support our schools so when you look at the education systems of the states of the 23 states that we have schools in,

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this would be the state department that really comes in and provides technical assistance to the schools that they work with.

And education construction, we will cover some slides over education construction which is definitely a need within our system and we'll go over some numbers just here in a little bit.

Some of the legislative proposals that we've had is there is a moratorium in place that was put in place by Congress that does not allow BIE to expand grades or bringing in new schools that were not in place in I believe it was '85, '86.

That is a moratorium that was put in place by Congress. And the proposed legislative language. We are looking at and have the ability to work with tribes that want to expand schools that were K-2 structure or K-4 structure more than one grade.

Budget overview, we like what we see here because we see an upward trend. And you can

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see, we go back to the '22 enacted, look at the '23 enacted and we look at our '24 requests.

And as you can tell, we are, the budget is on an upward trend which is what we need to see to support our students and our staff. Overall, we have a 15 percent increase from the '23 enacted.

A breakdown of our overall funding, you'll see that the majority of it is going to be around elementary and post-secondary programs and a lot of that is, you know, like what we've talked about earlier around ISEP.

You see a representation that the chart at the bottom, the post-secondary programs, the education program management as well as education IT. So more budget figures.

You'll see the program, the changes, and our proposed, our requests. You'll see the plus-ups, you'll see the increases in percentage to the far right from the '23 enacted.

But overall what you're seeing right here is you're seeing a budget request that is

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37.2 million above the '23 enacted. School deferred maintenance, this is something that we feel like we really need to be transparent and have this type of data to share with our stakeholders or tribes.

You're going to hear me say over and over, our strength comes from our tribal leadership and our stakeholders such as partnerships with NAICE, NIA and other organizations, NCAI.

Right now, we have 83 schools that are listed in poor condition. We have 15 schools that we have funding moving forward, reconstruction, or facility replacement.

You can tell with inflation we want to make sure that we are making sure that everyone is aware of the inflation that we have experienced because when we started this process of really pulling in the data, the average cost of building the school was anywhere from 60 to 65 million.

Now, we're hovering around 90 to 95

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million for a new school construction. So to replace the remaining 68 schools that are listed in poor condition that there has been no funding identified for, it would take approximately \$6.2 billion to come in and replace those 68 unfunded schools.

It's not on this slide, but we also have a deferred maintenance, you know, when we say deferred maintenance, that's just to get our schools up to par, to get them from being in poor condition to fair.

And it's a little over 900, 920 some odd million in deferred maintenance costs to get our schools back. And what we've done in deferred maintenance, I am proud of our team to say this is we've gone in, we do our own inspections of our own schools and we work with our schools to make sure that the abatement plans are put input into Maximo so that it captures the need of our system.

And here listed are recent successes, schools that have been constructed and, you know,

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we truly believe that our students deserve the best. So I'm going to go back to deferred maintenance.

When we talk about deferred maintenance, getting back up to fair, that's just fair. We want to go above and beyond fair because our students deserve the best.

Some construction figures here, we have the replacement school construction listed. We have, again, I always like and I ask our staff to give me what was in active, what we actually received.

Then we can start really breaking it down and looking at what we're requesting. And these are all the figures that we have around the construction piece of the BIE.

And in BIE, we work around construction with other entities within Indian Affairs like with BIA, and then also we work with OFPSM, Office of Facility Management and Construction.

There's several people that have a

hand in on any time we go in and do construction. What we are doing in our standing up the Bureau of Indian Education, we are pulling all the facilities out of the BIA regions, their Regional Directors, and we're bringing it over to BIE.

We have four more remaining regions and we will have all of our facilities under our umbrella and authority. The one thing I want to point out here is employee housing and repair.

We all know that in our system, we have schools in such remote locations that we have to have adequate housing to house our staff. So I am very happy to see that that is a line item in the requested budget.

Native language revitalization, we had the honor of hosting the, or leading working with other federal agencies, hosting the native language summit this past summer in Oklahoma City and had an outstanding turn out.

This has become a priority of our tribes, our tribally controlled schools, our Bureau operated schools, this is something that

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we're hearing across from our stakeholders that we need to really infuse some type of program, language program, in all of our schools and that's what we're working to do.

So with this, we are continuing to work with our tribes to listen to actually how we can implement culture language into our schools. One of the things we've done in the BIE is in the past our language and culture teachers were not paid equivalent to our certified staff.

So what we've done is we've gone in and changed that pay scale to where they are paid almost equivalent with the certified teachers and we have to work with OPM because we're federal agency.

But another thing that I like about that piece is that we work with tribal leadership to identify people that they feel can come in and teach culture and language.

We found out during the pandemic we definitely needed to make some adjustments in our education system. So what we have done is we've

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implemented a Strategic Transformation of Education program which we've invested in a learning management system that we're implementing into our schools.

But before we do that, we actually go in and look at the infrastructure and make sure that the infrastructure, the IT infrastructure of the school can actually hold and support a learning management system.

What I'm proud to say about this is as we implement this program throughout our system, where we have the ability, we're actually providing trainings for guardians and stakeholders in the communities in their native languages.

Preparing for the future, you're going to hear me talk about partnering with tribes. Again, I've already said our tribes are our muscle and our strength.

An example of what we're doing here is we have started an Indian school in California that has received donations from the San Manuel

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Band of Mission Indians to implement a pathways program.

And we have identified these areas of need throughout our reservations and our tribal communities that we are implementing and working with our students so that when they return home, they're ready to really support and promote their tribal communities.

Behavior health and wellness, we identified this as a priority within BIA before the pandemic. And since the pandemic, you know we've all received the COVID relief funds, we've received ARPA funds, we're very thankful for the administrations to really assist us with all the funding that we've received.

One of the projects that we have and it's just gone out for bid is we're implementing a behavior health and wellness contract that will not just include our K-12 system, our 183 schools, students, staff, and families.

It's also going to assist in providing behavior health services with all of our tribal

colleges and universities as well. Some of the things that we've been doing around supporting our tribal communities before the contract is, we've been having talking circles, we've been providing trainings around youth mental health and first aid.

And I am proud to say that since we've been training youth mental health first aid throughout our system, we've had over 672 staff members that have been trained and certified in youth mental health and first aid.

And that's an eight-hour course. Excited about this project as well. We are identifying community members from our indigenous communities that we can actually set up contracts with to provide culturally relevant foods.

And really work with our indigenous community members to bring in culturally development foods. But going above that, we're also in the process of hiring nutritionists that can come in and make sure that they serve as a liaison between our schools and the tribes.

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We've identified four pilot programs who are going to implement our Indigenous Food Hubs this next year. Working with partnerships, according to trusts for public lands, over 28 million students do not have a public park or any type of park playground within ten minutes of their homes.

And it's even farther when you look at some of our communities that we have our schools. So what we're doing is we're partnering with the trust for public lands and we've identified nine schools in Arizona, Idaho, South Dakota, Montana, New Mexico, and Wisconsin.

We were going to work with the tribes to make sure that we are getting their input and we're going to be developing culturally relevant and playgrounds that our students and our communities can be proud of.

Another initiative that we have is we are working with the Clean Energy Initiatives and we've had three BIE schools that have been awarded some funding to support the clean bus

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initiatives and we have ten additional schools that are on the waiting list.

This is another area that we are really looking at when we go in and we construct new schools, is making sure that we have, when working with the tribes, to make sure that we have electric chargers available to continue on with this initiative.

And my last thing, I know I'm just a little bit over, but we always want to talk about the opportunities of the Bureau of Indian Education.

Working with our current administration and through the pandemic, we've been able to advertise a lot of our positions remotely because we've always said if there is a way that we could hire the experts and leave them in the communities, and we would actually, it would help us recruit and retain staff.

So that's what we've been doing. We've actually been advertising the positions and advertising them as remote and as we hire people,

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we set them up in their homes or if there's a near-by office, we work with them there as well.

But right now we have a great opportunity for our community members to come in and look at the Bureau of Indian Education. And just clicking here on the side are just some of the reasons that people should give us a look.

But I'll say this more importantly, just like all of y'all, the focus of BIE is the students. And I will close with this because I always say this, could you imagine what we could accomplish if we could truly focus on our students and just eliminate all of the adult driven decisions that we have to deal with on a daily basis?

I want to thank everyone for your time and I believe that I have time to answer some questions now so thank you so much.

DR. BUTTERFIELD: I have a question.

MR. DEARMAN: Yes.

DR. DENNISON: Okay, Robin, please say your name and then for the record.

DR. BUTTERFIELD: Yes, this is Robin Butterfield. (Native language spoken) First of all, I've got sort of three key points. One is around student data, one is about professional development teacher quality and the third is a comment about "a system."

So first, Tony, I just want to complement you for your longevity in the office. I think, you know, one of the issues over time having been in your system is, you know, transitioning and not having consistent leadership and capacity building, that sort of thing so congratulations on that.

That's really important. I noticed in your presentation you didn't give any student data in terms of achievement which kind of gets to my third point around systems.

I know at least when I was there, there was a lot of discussion about collecting data on student performance across 23 states. Which would be extremely costly and there's so much diversity in the BIE system.

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Just up in the Portland area office, we had I think 14 schools. I went out to every one of them. I met with all the principals, not one principal had a same way of looking at PD.

Every one of them used a different type of instrument or no instrument. So I think teacher quality is probably one of the most powerful determinates on whether students do learn academics as well as their cultural heritage and information.

So I think the biggest challenges are the fact that you really don't have a system. I mean a system that evaluates consistently across all these varying, different types of schools, different types of staffing practices, even the compensation for teachers was so varied in the Northwest from some people getting hired in the fall and fired in the spring so they could collect unemployment or some being paid according to tribal salaries versus competitive teacher salaries in public schools next door.

I mean, so I just am always in awe

that the BIE does as well as it does given that level of infrastructural complexity I guess I'll say. But so I guess my question is, you know, is there any further talk about some kind of a system-wide student assessment system or a system-wide professional development system?

And then the second part of that is, how difficult is it for you to recruit quality teachers and keep them over time?

DR. MOORE: Can I chime in Dr., Director Dearman? I am so sorry. I, we definitely want you to answer those questions. We also have a really packed agenda.

And so in order to be respectful of the time that you committed to as well as the time that other folks committed to, I'm wondering if it would be possible for you to respond to those questions in writing as a follow up.

MR. DEARMAN: Absolutely.

DR. MOORE: Would that be okay?

MR. DEARMAN: Absolutely. We'd be happy to follow up and, Robin, I definitely have

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some good news around your questions so we'd be happy to follow up in writing.

DR. MOORE: That would be wonderful. And I would love to hear the answers to those questions as well as the rest of the teams. They're fabulous questions and we are so grateful that you took time out of your busy schedule.

I know oftentimes we've kind of seen your team members and so we are happy to have you back.

MR. DEARMAN: Thank you.

DR. MOORE: And are thrilled. So we, if that's okay, we'll send you those questions in writing and there may be a few extra added to that list. And then if you wouldn't mind responding in writing, that would be great.

MR. DEARMAN: Absolutely. Thank you

--

DR. MOORE: Okay.

MR. DEARMAN: -- for the opportunity.

DR. MOORE: Thank you so much, sir, and we just appreciate you. Have a great rest of

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your day and hopefully you can stay on with us.
Thank you.

Okay and with that, thank you so much to Director Fatimaah Muhammad. She is our Director of the Impact Aid Program otherwise known as IAP here in the U.S. Department of Education.

She's been in that role for about two or three years, but a long-term employee of the U.S. Department of Ed, a long-term leader and so we are thrilled to have her here and just excited to hear about what she has to say.

And if you'd please be thinking of questions for her and hopefully we'll get to those questions in a live format. If not, again, we'll ask her to do what Director Dearman's so graciously agreed to which is follow up in writing so that we can get to everybody so.

Okay, and with that, Director Muhammad, are you here? Okay, one other item too while we're waiting for her to come on camera and audio, is I just want to remind everybody that

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please do send, we want your questions, we want your comment, we want this to be very interactive so we have a chat feature at the bottom of your zoom screen.

And so please go ahead and enter any questions, comments by selecting the question comment bank in the meeting chat. So there's a question, comment bank. Please enter your comments and questions there.

Feel free to just drop them in at will. And we will be happy to circle back to those during the meeting or after as time permits. So thank you again. Director Muhammad, it's all yours now.

MS. MUHAMMAD: Okay, thank you, Crystal. Appreciate it. Good afternoon, everyone. And I want to send a special thanks to Crystal and Julian for having me and Director Dearman, I signed in early and I was enjoying everything.

And Crystal, I do too wanted to hear a response to that question. I was like, no,

don't cut him off, I want to hear the response so this is great and it's a great opportunity to be able to speak here.

I will try to go through my slides really quickly just in case there are any questions because I know everyone is trying to kind of get back on schedule. Okay, all right, next slide please.

Today I'm going to talk briefly about the purpose of Impact Aid, talk about the funding schedule, because of the pandemic that has been a big question during the last three years.

And also talk briefly about the eligibility and the consultation requirement. Next slide please. Impact Aid, the whole program overall is the oldest educational program. It's been around since 1950.

And the main purpose of Impact Aid is to replace the lost tax revenue because of federal activity. These schools are located on federal property, as all of you know, Indian land, military bases, national parks and other

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federal property.

So therefore, they cannot generate the tax revenue that school districts such as the ones locally here in Alexandria, Virginia where I am or in Maryland or other states, they generate tons of money for property tax, et cetera for schools. Okay?

So the next slide please. I just wanted to give an overview of the amount of funding that the program has received over the last five years. And some of this is due in part to the hard work of institutions such as the National Indian Impacted school district, NAFIS organization and the hard work of the LEAs that go to their Congressman and Congresswomen and Senators talking about the need of funding for the local school systems that are impacted.

We've seen an increase over the last five years. Right now we're sitting at about \$1.6 billion. We've also had an increase in construction funds which a lot of our Indian lands schools applied for our construction

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grants.

This year we have a new grant running for fiscal year '23. The NIA is posted right now and those application submissions, submission date, the last date is I believe May 15th.

I'll put the link to the NIA in the chat at the end of this presentation. The staff have already conducted an information meeting about the grant process.

I know \$18.6 billion I believe it is, isn't a whole lot, but it is a \$1 million increase from what we've previously received. Usually we get about I would say 20 applications and we are only able to award about six grantees on average. Okay?

The next slide please. I wanted to give a visual representation of the school districts that we represent in the Impact Aid program for our constituents.

Where are they located? And as you can see from this slide, we have over 500 LEAs on Indian land that serve over 100,000 students.

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And then, of course, we have a large student population for our uniform services. So this just gives you a view of where these schools are and who receives the funding.

So overall, it's about 800,000 federally connected children. And that's for fiscal year '23 applications. We'll update this once we finish the applications that we're reviewing right now for fiscal year '24.

Those applications close in January of this year and pending the appropriation and the award of funding in October 1, the team will be ready to distribute fundings for the fiscal year '24 applications.

There's been a lot of questions about the funding because of the Coronavirus Relief Act and the Supplemental Flexibility Act which allowed our districts to use previous year data on their student counts just due to the challenges of getting that information because of the pandemic.

Okay, next slide please. So how can

schools use their Impact Aid fund? Once the funding leaves the Federal Government, it becomes, it goes into general funds and it could be used for basic support, whatever schools choose to do with it.

A lot of schools have used it for teachers' salaries, for subs, for after-school programs, for supplies, so it's very, during the most recent conference about two weeks ago, I received a booklet about this thick of just the diverse ways in which every school district may do something different with their funding.

I think it's great. I think it's a very unique program because of that. All right. The children with disability funding, those fundings are a little different than basic support. They have to be used for children with disability.

And I spoke briefly about the construction already, but those funds must be used for a construction. Okay. The next slide. All right, so in regard to what I was talking

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about the payments, initial payments are awarded at what we consider like a 50 percent proration of what your overall funding may be.

We at the Department, just receive our full apportionments for fiscal year '23 in February and we've awarded initial funding to districts at that proration that you see on the slide.

And then around March 17th, we were able to increase that proration to 90 percent. So what that means is at this point, most of our districts have received 90 percent of what they are likely to receive for fiscal year '23.

Our goal is to hopefully be back on schedule for '23 in regard to when the final payments will be made. So right now I'm looking at the possibility of making final payments for fiscal year '23 by next year let's say spring, early summer.

Right now the next goal because things must happen sequentially as far as funding an Impact Aid, we need to close our final payments

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for fiscal year '21 and hopefully that will occur very soon and then close out fiscal year '22 shortly thereafter.

And then as I stated, close out fiscal year '23 next year spring and hopefully we will be back on schedule. The pros and cons of rewarding certain flexibilities which are good during the state of a pandemic.

Okay, the next slide please. All right. How do Indian land districts show that they're eligible for funding? School districts must make a list of children enrolled on a survey date.

The survey date is, it has to be four days after the start of school and they must provide a list to the certifier, an appropriate certifier, not the principal of the school, not the secretary, they have to be the appropriate certifier, certify that those children are on that land.

And once that information must be submitted with the application. Next slide

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please. I will try to speed up a little bit for you to sort of get you guys back on schedule.

So on this slide, there are eligible, it shows the different types of eligible Indian land from trusts are restricted. Oklahoma has its own unique tribal treaty land and that's the land.

I heard the previous director talking about visiting Oklahoma. Last year I had the opportunity to visit Oklahoma for the conference and also to work with the Impact Aid districts in Oklahoma through their state association.

They have the districts in Oklahoma probably represent about 200 or more, give or take, of our Indian Land Districts or our overall districts that receive Impact Aid funding. The next slide.

I'll speed up a little bit. We'll talk about the certification of Indian land, who's qualified to do that certification, the BIA, the Tribal Official and talk about the school district, what they're responsibility is

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as far as the survey date.

And we cannot forget the role of the Special Education Director and making sure that he or she certifies the number of children that have an active IEP during the survey date. The next slide please.

One of the things we get questions about sometimes are Indian policies and procedures. The Impact Aid Statute is on here as to the requirements for the, and we call it IPPs.

You probably have heard that term or a lot of you are probably familiar with IPPs and participating in the IPP process. Next slide. Okay, myself and Julian and also others worked on creating this particular slide because sometimes we get questions of cross program.

And we just wanted to give a visual as to what each of the three programs, what's their role and responsibilities surrounding consultation?

And I'll speak primarily about Impact Aid because it's basically six requirements that

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are in Impact Aid that break down what the overall end consultation process should look like.

And I would describe it big picture that participation of Indian children in LEA educational programs, these are conversations that need to be ongoing with the parents and with the community at large.

All of us know as educators that with the inclusion of parents and the activities of students and their learning process, can bring about positive results with students. Next slide.

Okay, that's basically what I was talking about. And if you want to see the six requirements, we have a lot of resources on our website regarding trainings, trainings resources, examples of IPPs, any information that you would see.

I'll put the NIA and I'll put the link to our resources in the chat once we finish. Next slide please. Yes, so this is the process

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of like another visual as to the power it must happen in regard to assessing and providing data, soliciting recommendations.

That's a piece I talked about. You know, communication within your communities that must take place. And if there are comments that you receive regarding the Indian policy and procedures, you must address those comments and recommendations that you receive and then you must follow up.

It's not a one and done type thing. It must occur annually. Next slide please. Okay, we have examples as I stated on our website. We've had questions about the waiver component.

It does not mean that you're waiving around a way of giving away your rights. We have some districts that work exceptionally well with their tribal leaders and their communities and they are very happy with what's going on in those schools.

So they're signing off regarding the

IPP stating that these things are occurring, that they concur. They're satisfied with the educational services that their children are receiving. Next slide. Okay, all right.

I know I sped up a little bit at the end. I'll put those the two items I said I would put in the chat in a moment, but Crystal, do I have a moment for any questions? If not, they can send the questions also as you did with Dearman if that would help with the schedule.

DR. MOORE: That would help with the schedule, however, I think we have a couple of minutes just to be respectful of your time as well.

MS. MUHAMMAD: Okay.

DR. MOORE: To at least get some questions on the record so --

MS. MUHAMMAD: Thank you.

DR. MOORE: -- NAICE members, is there anyone that would like to put a question or so, a couple of questions on the record for Director Muhammad?

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And we're certainly looking at the chat too so if somebody would like to put those in the chat, we'll take all questions there.

DR. BUTTERFIELD: This is Robin. I'll ask one quick question. If indeed the tribe feels like they have not been adequately involved in, you know, kind of the key direction of the program, I mean even to the extent of say staff hiring qualified staff, or you know, determining where some of the dollars will go.

Is there any recourse through Impact Aid to get them into compliance more? Or, I don't know quite how to frame that because I mean, I'm thinking of a specific school district in Oregon that even was looking into a civil rights complaint, but it was an Impact Aid district.

MS. MUHAMMAD: Okay, so three parts as you added more to your question. If it's a civil rights complaint, it should go through the proper channels for civil rights.

If it's a matter of the IPP not being

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in compliance or not being afforded an opportunity to provide recommendations, you can do, of course, the first thing is work directly with the LEA.

And if you aren't satisfied with that and you feel they're not in compliance with that IPP, you can feel free to reach out to your program analyst.

And your program analyst can work with you or work with the school district actually to inform them as to the procedures and if it needs to be escalated, they'll escalate it to me.

DR. BUTTERFIELD: Is the program analyst at the district level or the state level?

MS. MUHAMMAD: Not the state level, at the federal level. Remember Impact Aids go, Impact Aid funds go directly from the U.S. Department of Ed to the LEA.

DR. BUTTERFIELD: Perfect. Okay.

MS. MUHAMMAD: Okay, so if they're

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right, so what I'll do if I'll put the list of our resources in the chat. I just put one for the NIA and then I will put the how do you find your LEA's analyst in there.

And on our website. Okay, so I'll put those two things in the chat in a few minutes. Okay?

DR. BUTTERFIELD: Thank you.

MS. MUHAMMAD: You're welcome.

MS. WHITEFOOT: I have a quick question. How does Impact Aid address the runaround of Title 6 coordinators who are familiar with such an issue, administrative and in some cases don't really communicate with the Indian Education program until there's a time that's needed for signed off by the parent committee.

They're not involved in the full year planning, all of that. The only time that they become involved is during the sign off.

MS. MUHAMMAD: So I'm not sure because you said Title 6 and that's 7 or you --

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MS. WHITEFOOT: So is Title 6 the education program under the Department of Education.

MS. MUHAMMAD: Okay, Impact Aid is Title 7 so I'm going to let Crystal or Julian take that question. Okay? So that's if the tech person could go back to the slide with the three different programs just real briefly please.

MS. WHITEFOOT: That's just been a common practice.

MS. MUHAMMAD: Yes.

DR. MOORE: Yes, and that's a great question so --

MS. MUHAMMAD: Yes.

DR. MOORE: -- I will quickly just respond to that. So as Director Muhammad said, there are three programs that primarily, there's other programs that kind of interface as well, but three programs that are involved with Indian Education K-12 --

MS. MUHAMMAD: Right.

DR. MOORE: -- Impact Aid is the one

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Director Muhammad is over and they have their, their process as well, their IPP process. It sounds to me that you truly are referring more to our Title 6 Part A, the YE Formula Program which I'm a supervisor for and then Julian Guerrero is the Director for.

So I think it's probably best for us to respond in writing to that separately as well. We do hear that a fair amount of time, just so you know, and so we do have SLPs in place with how to respond to that.

And we can certainly provide you with that. I won't take any more of Director Muhammad's time for that, but we certainly are happy to give you a full and complete answer on that.

MS. WHITEFOOT: Yes, because it's an ongoing thing.

DR. DENNISON: I can answer some of that being a member of NECA and NAICE. NECA and NAFIS for a long time. It's separate. They're totally separate.

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They're supposed to be separate. I can't ask our, because Federal Impact Aid is not Indian Education money.

MS. WHITEFOOT: Right.

DR. DENNISON: It's not. And people get that confused all the time even at the federal level it's confusing because that's why I keep saying I've always stressed that and we all have always stressed in our report to Congress that we need somebody at the top there that understands public education on Indian land.

So we need, we need a -- this is where that request that keeps coming for a deputy superintendent or sometime of Indian Education because of the large percentage that attend public schools compared to the BIE schools.

And so I know in my school district we, our Title 6 is totally separate from our Impact Aid. It's because it's not Indian Education money. So --

MS. WHITEFOOT: Yes.

DR. DENNISON: -- like I said, we have

to do the presentation to the Council every so often for Impact Aid. That's how we do our waiver.

DR. MOORE: Very good. Thank you so much, Director Muhammad, for your time and this was very informational. I learned a lot so appreciate you joining us this morning, this afternoon, morning for some of them.

And yes, if anyone has any additional questions for Director Muhammad and her Impact Aid team, please feel free to put them in the chat. You can also email her. I believe her contact was there.

You have her website with all their contact information if you need otherwise to get in touch with her you can contact myself or Dr. Guerrero and we will certainly put you in touch.

And we will certainly make sure that you have detailed answers in writing to all of the questions that we received. Okay, and with that, thank you very much, Director Muhammad. And we're going to --

MS. MUHAMMAD: Thank you.

DR. MOORE: -- hopefully transition, thank you, over to our director of our national Indian Education study, Dr. Jamie Deaton and he's going to respond to some questions perhaps about some current LMB 15 and so it's all to you, Dr. Deaton, thank you.

DR. DEATON: Thank you very much. And it would be great to bring up the slide deck. It is my pleasure to be with you virtually and I look forward to seeing you again in the person, in person.

Since we last met which I know was pre-pandemic, I have much to share, but I also want to just reserve a large portion of the session for listening.

And I have designed my slides to showcase recent data from the National Assessment of Educational Progress and the National Indian Education Study and also leave ample time for discussion around OMB's proposed revisions to race and ethnicity statistical standards.

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So let's move onto the next slide. So this is what I'll cover at a very high level today. So we have time for discussion and comments at a more ground level. And with that we can go to the next slide.

So first let me share about NAEP and then we can go on. The National Assessment of Educational Progress has measured student achievement across the country in a variety of subjects areas since 1969 reporting out results for the nation, states and select urban districts.

NAEP, in fact, predates the U.S. Department of Education by about a decade. And American Indian and Alaskan Natives have always been in our NAEP samples.

But for too long, and in too many places, we were getting dashes instead of data. A dash being the common symbol used when a group of students is too small to meet reporting standards out for subgroup.

And that in large part led to the

National Indian Education Study which began in 2005. NAEP has been often called the gold standard of large scale assessments, but what might mean more for some is it's also the short standard of large-scale or any assessments.

We are very efficient. Students take only one subject only a portion of the total number of blocks so we can get in and out and they can go back to their day-to-day learning so to speak.

So let's go on for NIES information. And we can go on again to the next slide. So NIES is conducted through NAEP at grades 4 and 8, grades in which we have very large samples, state level samples which yield the reporting of American Indian Alaska Native specific data.

NIES involves students taking either the reading or mathematics, NAEP assessments, and an NIES specific survey which is also administered to their teachers and school administrators.

I should mention too as it relates to

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assessment questions, we keep those secure. So we can use those in future years and better measure trend over time.

In contrast, the survey questions are not considered secure. In fact, we post them prior to the study being conducted. So they are available for the public and educators to use and to peruse as they see fit. Let's go onto the next slide.

All right, so NIES was last conducted in 2019 and the report came out in May 2021. It focused on these two themes. With our NIES report, we also want to show the diversity of experiences within the American Indian and Alaska Native student population.

For instance, there's a wide range of opportunities students have in engaging in their language and culture both inside their school and outside their school.

And this report was largely driven through meeting with and getting guidance of our NIES technical review panel. And we have a nice

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overlap with the NIES technical review panel and two members of NAICE so I wanted to thank Doreen and Mandy for their service on both today's panel on the TRP.

Let's go on to the next slide. We have reportable results from American Indian Alaskan Native students for the nation. And generally speaking, if a state has approximately 1 percent or more American Indian Alaskan Native students, we can get state level results through oversampling.

Nebraska was a state that we added to the 2019 NIES study that we have Nebraska overall results. While I said we have results for 15 states, it is so vital and important to have participation among all 50 states.

And to be able to portray a representative picture of the diversity and range of experiences across the country. And let's go on to the next slide.

As a statistical agency, we also want to be cautious as to how these results are used.

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We are not going to tell educators who know their students best here are the NIES results now go do X, Y, and Z.

Rather, we want to use the study and the report to provide this information to educate our school leaders and others as an additional resource.

I should mention too, as it relates to reporting, we have still kept an NIES hard copy of the report to ensure it gets in the hands of those without easy access to digital technology or the internet.

Upon release we also cast a wide net. We sent hard copy reports to all federally recognized tribes, all state recognized tribes and a host of others including American Indian Alaskan Native focus and media.

Let's go on to the next slide. While the 2022 NAEP Administration was not in NIES here, we still had reportable results for American Indian Alaskan Native students for the nation and for both grades 4 and 8 in subjects

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reading and mathematics.

I'm showing results for mathematics so what you see here is includes some state level results for American Indian Alaskan Native students too.

Even though we don't have the NIES oversample, we're still able to point out American Indian Alaskan Native results. And this was the first NAEP administration since COVID began.

What we saw in the national level and in many cases at the state and district level were declines in performance. And this was true of, across all sub-groups of students.

From here let's switch to NIES results. Then we can go on. And let's go on again. So what we're seeing here is a general pattern of stability across these three categories that we stopped by an NIES report being low density public schools.

Those are as a reminder, those are a lot of the schools in sample and that involves

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students that are, come from schools that are -- have fewer than 25 percent native populations, high density schools and then BIE schools. And let's go on.

And again, we see numbers a little different, pattern of performance is largely the same. And let's go on as well. And so we also spotlight and I have survey questions in the report.

And this includes both results from a single question as well as composites which you see are here which spotlights who taught you most of what you know about American Indian Alaskan Native history.

And we can go on to the next slide. I'm really excited about this next section. And this, I wanted to showcase a recent data release and that being the NIES qualitative data component.

And at the end of both NIES student teacher surveys, we asked each respondent two open ended questions. These questions are

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different for students than for teachers.

The NIES qualitative data companion is available via the NIES home page. This is a public use data file so no restricted use license is needed.

And before we released it, we reviewed all responses and where appropriate, we redacted information so no personally identifiable information would be disclosed.

For example, if I wrote I go to Cardinal Forest Elementary and I love reading. This would be shown as I go to and then in brackets [school name] and I love reading.

So this question that you see on the screen is if you know the name of the American Indian tribe or Alaska Native group that you belong to or are enrolled in, or if you think you know it, please write it in the box below. Do not worry about spelling.

If you belong to more than one American Indian tribe or Alaskan Native group, write the names of as many as you know. So let's

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see just a sample of responses now. Let's go on to the next slide.

So we see the first three are versions of Ojibwe. We also see a longer response. I am Blackfeet and I come to school to learn about my tribe, family and how we came and became the tribe we are today and I love learning more about the tribe and stories about other tribes like the Crow.

We also see a host of other responses like I like to play volleyball and to play basketball as well as students that say they don't know.

Now let me show you one sample teacher response and then we'll transition into a conversation about these revisions to OMB's race ethnicity standard.

So we asked, one of the questions we asked teacher is this, what have you found to be the most effective teaching and learning strategies for increasing achievement of your American Indian or Alaskan Native students?

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And let's go on to the next slide. And here is just a sample of responses. We did see one that I've shown as the first response that there's a couple in this category across the whole data file and that's I don't have any American Indian or Alaskan Native in my classroom.

And I think this speaks to a larger issue of native students being in classrooms and not being seen as natives by their teachers and perhaps this speaks to teachers having a certain stereotype of what native students might look like or may not look like.

We see other responses as well. The second response is indicative to a lot of those that participate in NIES and that being we do not have a large American Indian student population.

They are served through a separate Indian Education program. Students are enthusiastic about learning about American Indian history and culture in a small group setting they then share with the remainder of the class things

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they have learned in Indian Ed.

And I like this third response in particular. It's I let them tell their story, their truth and each activity. So from here, let's go on.

I want to get a brief update of where we're heading or what is being proposed and open for public comment between now and April 12th on the federal race and ethnicity statistical standard.

So let's go on. So this is, you know, the two questions that existing format for self-response asking first if are you a Hispanic or a Latino?

And then what is your race, select one or more. Let's go on to the next slide. This is what is being proposed as a single question that does a couple of things.

It adds Hispanic or Latino to the single question. It also adds a separate category for Middle Eastern or North African. So you see this on the proposed minimum on the left?

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And this is the proposed detailed version on the right. And let's go on to the next slide. And this will spotlight what is being shown among the American Indian or Alaskan Natives so we have a call out box where respondents can print in their responses as well too.

All right, so with eight minutes left, that concludes my remarks. I am open for questions, comments, and discussion. I also as we have this, I want to drop a couple of things in the chat too.

One is that link from OMB that has information about this work. I will also drop in the chat the NIES home page that has the qualitative data companion.

And I will in the data companions available, about a third of the way down from the home page, and I will also drop in the chat the report card NAEP that has results from 2022 reading and mathematics so. Welcome questions and comments at this time.

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DR. BUTTERFIELD: James, I have a question. This is Robin Butterfield. But it really deals with more the financing of the National Indian Ed Study.

DR. DEATON: Yes.

DR. BUTTERFIELD: Does, is that still paid for out of the Office of Indian Ed?

DR. DEATON: It is still paid for out of the Office of Indian Ed. And I thank you very much. I know we've, I've long met with this Committee.

Years ago, there were some budgetary constraints and we shifted, based on a reduction in funding, we shifted the study from once every four years, once every two years to once every four years.

It bumped an additional year because of the pandemic. And one of the conversations we had years ago, I know with your Committee is wanting to preserve the depth of data with acknowledgment in non-NIES series.

We will still get some American Indian

Alaskan Native data and some state level data as well. And whenever possible, we will try to always --

DR. BUTTERFIELD: But my question, my question is really about how is the regular NAEP study funded? And why isn't the oversampling of Indian data at this point just integrated into the overall work that the NAEP does? It seems like a civil rights question.

DR. DEATON: Oh, yes. Oh, sure. So I can talk about that too as well. And we really have beyond the OIE money, we have bolstered what we do as part of the regular NAEP funds.

2014 was an example. We conducted National-level samples for four NAEP assessments. In technology and engineering, literacy, U.S. history, civics to geography and we had reportable American Indian and Alaskan Native data for only one of the four.

For only technology and engineering literacy so prior to 2018, we did our NAEP samples for all national-level assessments to

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ensure that we can get American Indian Alaskan Native data possible.

And when we did those four again in 2018, we were able to report out American Indian Alaskan Native data for each of the four. So beyond NIES when it is we don't conduct NIES.

We still have bolstered our American Indian Alaskan Native sample using NAEP funds.

DR. BUTTERFIELD: But that was one of our recommendations to Congress is to include the data on our Indian students even if it involves an oversampling as part of a recognition that this group, you know, is a federal trust responsibility.

DR. DEATON: Yes.

DR. BUTTERFIELD: That should be integrated not have to pay in addition any Indian Ed funds to cover that. It just seems like it's not really a I guess what I'm trying to say is it doesn't seem like it's an inclusive process within the --

DR. DEATON: Yes, I don't want to --

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because I want to get to other questions, but I can add a little bit more. The NIES funds, the OI funds specifically pay for the oversample of the OI school as it relates to study.

During an NIES year all BIE schools serving grades 4 and 8 are in the sample so that's one thing it pays for. It also pays for our technical review panel.

It pays for a continual outreach for the study as well as a host of other things such as survey questionnaire development which we are doing some new surveyor questionnaire development for 2024 NIES.

DR. MOORE: Doreen has a question. She has her hand up. Go ahead, Doreen.

DR. DEATON: Oh, please.

DR. BROWN: Hi, Jamie. How are you?

DR. DEATON: Good. Good morning.

DR. BROWN: Good. Hey, if you can go back a couple of slides because I have a clarifying question.

DR. DEATON: Sure.

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DR. BROWN: About indigenous --

DR. DEATON: Okay.

DR. BROWN: So American Indian Alaskan Native, is that definition going to change to include all indigenous populations of North America and South America? Is that particular definition changing is my first question.

DR. DEATON: I am not sure off hand. I know that's been a topic of discussion for groups that I have presented at including the state of indigenous leaders network.

So in, you know, I think that's a really good question, it's a really good comment too.

DR. BROWN: Okay.

DR. DEATON: Because that can shift the population if it does change.

DR. BROWN: So this is to NAICE members that it is imperative that we take a look at this individually and probably and as a committee.

There is some suggestions that I think

water down or include students, student populations that we may not want to include. And the other piece of that is the tribal identity piece.

We're still grappling, I'm grappling with how are they going to be able to identify students, self-identify? It's difficult to get 547 tribes on there let alone you saw Jamie's example of trying to identify having to ask students to self-identify their tribe.

So there are some significant issues or potential issues with this new ethnic and racial statistics if that's what it's called. I can't remember. So I think NAICE needs to look at this again.

If, Jamie, if you wouldn't mind putting that or one of the OIE staffers if you can put that in our chat so that people can look at this again, because it is imperative that we make comments either individually or other organizations and NAICE I think there's going to be some huge kick back and potential funding

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issues.

I see lots of things. If the changes are made in a way that is not cohesive and I guess in favor or with our tribal rights and our tribal sovereignty.

DR. DEATON: Absolutely. And I added it to the chat a bit ago, but let me just add it again so it's right in people's vision.

DR. BROWN: I mean they're even asking questions is if we're going to eliminate the question or potentially, you know, having race identified and ethnicity identified.

And those are people that are saying yes eliminate and put those two together or just have one together and people don't even know the definition of what race is and ethnicity, a lot of people.

So again, I just, everyone that's on this call, to go and take a look at that because it's important that we get off on the right foot with these proposed changes. Thank you.

DR. DEATON: Thank you very much.

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DR. DENNISON: I don't know if we have time for one more question, but Patricia has her hand up.

DR. MOORE: Yes, I think we are, we are really running behind schedule and so that means --

DR. DENNISON: Okay.

DR. MOORE; -- that our folks up towards the end of the presentation are not going to get to speak if we go much more with questions on this one.

So again, I will go ahead and just encourage, these are all really important questions, I think we could have a full day just on this one topic.

And so please make sure your questions are added to the chat and that we or we get them by email, that sort of thing and we will respond in writing.

Dr. Deaton has put some great resources in the chat as well and he also mentioned about commenting. There is official

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periods of comments that, comment requests that are open right now.

So as he suggested, consider making official comments to OMB about these proposed changes. Okay, and with that, we're going to go ahead and gently transition and thank you, Dr. Deaton, very much --

DR. DEATON: Thank you so much.

DR. MOORE: -- for your time. It's always really informative and you do great work on our behalf so thank you for taking some time out of your day with us today.

DR. DEATON: Thank you for the great partnership.

DR. MOORE: Thank you. Okay, take care. Okay, and then Mr. Jack Jackson is, he is Navajo, he is a tribal liaison from our U.S. Department of Labor and he very graciously agreed to spend some time with us again this afternoon.

And he's going to give you some talking points as well as allow for a little bit of time for some Q&A at the end. Thank you, Mr.

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Jackson, for joining us and I turn it over to you.

MR. JACKSON: Thanks, Crystal. If we could go ahead with our first slide, next slide please. Good afternoon, NAICE participants. My name is Jack Jackson.

I am the tribal liaison here at the Department of Labor in our office and Congressional or Office of Congressional and Intergovernmental Affairs.

I also have here with me one of my colleagues, Theresa Lujan. Theresa, if you could introduce yourself as well.

MS. LUJAN: Sure. Hi, everyone. My name is Theresa Lujan. And I am Escolar Apache and Picuris Pueblo. I work in DOL's Office of Federal Contract Compliance programs.

And I serve as the help desk branch Chief in OFCCP. I'm assisting Jack today because I also serve as DOL's secondary point of contact for the tribal liaison and consultation matters as required by the Memorandum of Uniform

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Standards for Tribal Consultation that was issued November 30th of 2022.

Thank you to the NAICE team for inviting DOL to join us today and I'll turn it back over to Jack.

MR. JACKSON: Thanks, Theresa. As you see, we will be providing three updates on what Department of Labor has been engaging in as it relates to Indian Education.

The first is our Native American Languages Memorandum of Agreements. In November of last year, the Department of Labor joined 12 other Federal agencies in signing a Native Languages MOA to promote collaboration and programming resources development and policy related to native languages.

As a supporting agency to the MOA, the Department is an agency that may not have expressed legislative authority programs or activities related to native language preservation, maintenance or instruction, but agreed to support this MOA by recognizing and

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promoting a use of Native American languages to the extent practical.

Our third, second update is on the electric vehicle initiative for tribal nations. This was announced last year at the Whitehouse tribal nations summit in November.

DOL is supporting this EV initiative by providing technical assistance to highlight potential funding opportunities, collaborating with federal agencies involved in this initiative to release a new tool kit that may provide tribes the information they need to start planning and implementing EV infrastructure projects and expanding training, teachings and employment opportunities for tribal members within the EV market.

In this initiative, the Department of Education will consult with tribal colleges and universities on implementing an electric vehicle training program, EVTP, to support training and certification of workers installing EV supply equipment.

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As part of that consultation, the Department of Labor is committed to providing technical assistance on open educational resources related to electric vehicles developed through the Department's previous community college investment.

The Department of Labor's Employment and Training Administration, ETA, has provided a briefing to our office on the Open Educational Resources, OER, related to electric vehicles available on www.skillscoms.org which is available now to any college for use.

This OER could potentially be useful in developing EVTs. We are working with ETA and providing information to education on these OER resources for potential use in the Department of Education's consultations.

Our next step is to work with education so that we can deliver this technical assistance to tribal colleges and universities. In our second commitments to the EV initiative, the Department of Labor will conduct direct

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outreach to tribes, tribal colleges and universities and other tribal organizations, applicants for our planned building pathways to infrastructure jobs, grant program which will competitively award funds for sector based training programs across infrastructure-related sectors including training for professionals, scientific and technical occupations that support renewable energy.

The Department of Labor is planning a webinar with travel entities to walk through the main steps on tips on applying for this DOL funded grant.

This webinar will pay particular attention to the upcoming funding opportunities announcement for the building pathways to infrastructure job grants program currently forecast on grants.gov as well as general tips for other grant competitions.

Additionally, the Department of Labor will hold a pre-application webinar for all potential applicants to this FOIA which will be

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published in early April of this year.

Our third commitment in the EV initiative, the Department of Labor will continue to engage with tribes, tribal colleges and universities and other tribal organizations to promote registered apprenticeships as a work for strategy including opportunities for expanding registered apprenticeship programs in the EV industry.

As part of the Office of Apprenticeship's ongoing efforts to expand registered apprenticeships to new and emergence, emerging industry, our Office of Apprenticeships will continue to engage with industry stakeholders to stake and develop EVRA programs.

This includes funding registered apprenticeship industry intermediaries and clean energy which can include EV and providing technical assistance to, technical assistance to apprenticeship stakeholders including tribes to start their EVRA programs.

In February of this past February, the

Department published a request for information seeking information on existing RA efforts for several industry sectors as well as identifying the Department's intent to publish upcoming requests for proposals prior to getting several industry sectors including fleeing energy.

The RFP is expected to be published in spring of this year with a new RA industry intermediaries award in June, by June 30th this year. And third is our Federal Native Americans Resource and Building, Knowledge Building Convening.

This is scheduled for June 13th, from 9:00 a.m. to 3:00 p.m. It will take place here at the DOL headquarters in Washington, D.C. Our office of Disability Employment Policy team is working with the Department of Education on the E-invite that will come from the Whitehouse TCU Director, Executive Director, Naomi Miguel and co-signed by the Assistant Secretaries of our ODEP and the Department of Education.

This in-person event will bring

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together a cross-section of federal government officials and agencies from different quality of life areas such as youth investment, education, housing, health and human services, environment and climate justice, transportation, commerce procurement and service delivery.

The aim is to identify collaboration opportunities in federal and public facing systems to address diversity, equity inclusion and accessibility in education, workforce and economic development to enhance and expand access to resources and opportunities for Native American communities with and without disabilities nationwide.

This convening will allow federal agencies to engage and think critically about leveraging resources and human capital to build knowledge or enhance strategy development and collaboration with a shared focus of strength and capacity building across federal systems and native communities.

The convening will target leaders from

up to 12 federal agencies with native and funding, excuse me, with native funding portfolios focused on education, workforce and economic developed initiatives to inform an equity and including summary report.

The summary report will include strengths, opportunities and challenges as a framework for policy implementations and form ODEP's strategic planning.

I've thrown a lot at you all and I thank you for this time. If you have any questions, I think I have some time for that.

DR. MOORE: Yes, I agree. A question or two at least and then we'll just ask everyone else after that to put them in the chat. So yes, please, if anyone has a question or two.

MR. JACKSON: If not, you have our email addresses there on the last slide for myself as well as Theresa. So we welcome any questions and we will get back to you as soon as we can. Looks like I'm giving everybody back at least nine minutes.

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DR. MOORE: Well, thank you Mr. Jackson. So appreciate you and Theresa for all the work it took for you to be here. Lots of excellent information and I know that we appreciate it above that.

So thank you and with that, we'll take those minutes back and we'll transition over to our new Executive Director of our Whitehouse Initiative here under the U.S. Department of Education, Ms. Naomi Miguel. Thank you.

MS. MIGUEL: All right. (Native language spoken) everyone. Good day. My name is Naomi Miguel. I will be given an update about the Whitehouse Initiative, what we're doing.

We'll start out with the objectives of what the Whitehouse Initiative is mandated by the Executive Order. I'll go into a little bit of how NAICE fits into that.

And then at the very end we'll give you some updates about what we're currently doing. And at the very end, I'll have my Deputy Director, Jason Cummings also come on and help

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give you all an update on that.

So what you see up here on the screen is the initiative's objectives as they were laid out in the Executive Order. So for those of you who are new or joining, the Whitehouse Initiative on advancing educational equity excellence and economic opportunities for Native Americans and strengthening tribal colleges and universities was created through an Executive Order that was created back in October 2021.

And it laid out some objectives that the initiative can work on and they're very broad, but I wanted to just highlight a few. So the first is understanding systemic and educational challenges facing native students.

And that also includes barriers to getting higher education institutions supporting data collection related to native students and we view that as being culturally competent data collection.

Also looking at students participating in high-quality childhood development, early

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childhood programs promoting educational opportunities with other agencies, creating opportunities for strategic partnerships and developing those partnerships between public, private, philanthropic and nonprofit entities.

And then also looking at what are some of the outcomes or areas that we can help as we're looking at the impact of native students specifically in education in the wake of COVID-19 and whether that's related to academics, financial, social emotional mental health.

We also want to host tribal consultations on education issues, support career and technical education and job training programs, ensure traditional ecological knowledge, native languages, cultural and education needs are met with our students.

But overall, we want to make sure we're supporting those professionals who are supporting our native students and whether that be in student, excuse me, whether that be with teachers, school leaders, or administrators, we

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want to make sure that we're highlighting what those best practices are.

So next slide please. So this is where you all come in. So Section 3 of the Executive Order talks specifically about all of you who are members of NAICE.

And it states that this is an advisory council for the Whitehouse Initiative and that as requested, we can get your input on the following points.

And that means improving educational opportunities for Native Americans, promoting career pathways, strengthening tribal colleges and universities, increasing awareness about some of the educational challenges or solutions for native students, getting advice on establishing public private partnerships and promoting and improving opportunities for native languages and traditions and practices that are sustained through culturally responsive education.

That last point, I wanted to highlight. That is something that the secretary

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does take very seriously. We'll talk a little bit later about some of the work with native languages that we are currently working on.

But I did want to make sure I highlighted that as one of the priorities that the secretary does have. So if you go to the next slide please.

Okay, so we're going to give you a quick update on what we've been doing for the initiative. Just for context, I do want to have, if we can, get Jason Cummings, my Deputy, on. Jason? I'll give tech a quick second to get him on.

MR. CUMMINS: Am I on? Can you hear me?

MS. MIGUEL: Yes, there we go. I guess introduce yourself really quick. And then, we can get into the updates.

MR. CUMMINS: All right. Hello, everybody. I'm Jason Cummins here, member of the Apsaalooke nation from South Central Montana. I know a lot of you so good to see everybody on the

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call and great to see everybody else's names and thank you for joining on our call. And I'll turn my camera off until it's my time to visit. Sounds good?

MS. MIGUEL: Yes, that works out.

MR. CUMMINS: Okay.

MS. MIGUEL: So I'll just go through a little bit of the structure of how the initiative is. So we work in tandem with the White House Domestic Policy Council, and also with the White House Council on Native American Affairs.

So the White House Domestic Policy Council is housed at the White House. And we are working with them, as you heard previously, on some of the initiatives that are coming straight out of the White House.

One of them being the White House's charge for electronic vehicles on tribal lands. So we've been working with them on seeing how we can make sure that we are establishing a workforce that is going to be ready for

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electronic vehicle rollouts on tribal lands and what that looks like.

So a lot of those initial discussions have been looking at where can education fit into that, but more specifically, where can tribal colleges and universities fit into that discussion.

Through the White House Council on Native American Affairs, that is housed in the Department of Interior. The executive director of that council is Anthony Morgan Rodman.

And we work with him on that council as a co-lead for the education committee. And within the education committee, what we've been doing is having a lot of discussions about native languages, but also just general education issues that we can discuss with other Agencies.

So the White House Council on Native American Affairs is also where we do a lot of our inter-Agency work. Some of what you heard earlier are projects that we are deeply involved in.

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And then, the next topic that I have on here is the Secretary's vision for Indian education. So as I mentioned, in the previous slide, the Secretary really does want to focus on native languages, and creating a supportive education environment for Native students.

And that includes making sure that Native students feel supported. But also, that we are listening to the community. In one of my first meetings with him, we talked about his priorities.

And one of the first things he did say was that he wanted to hear from you what your priorities are, and what you want us to consider here at the Department, but also what you're seeing on the ground.

He's, he comes from, his background is from education. So he's very much familiar with some of the mechanics. But he also is very mindful of our community, and the fact that we are very much community based. And he wants to be very respectful of that.

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So that's, that's some of the initial discussions I have had with him. And I'll kind of jump a little bit into, and I'll call for Jason to come back on, to talk a little bit about the 10 Year Native Language Plan that we're working on with the Department of Interior.

But that was a 10 Year Plan that was released during the White House Tribal Nation's summit back in November. So we'll give you a little update about the work that we've been doing on that. If Jason, if you'll jump back on?

MR. CUMMINS: Thank you. So the 10 Year Plan is in draft status right now. And that was created in discussion with Native American leaders, education leaders, educators, speakers, you know, just through a lot of different sessions.

And we have four sessions mentioned within the draft plan itself. And then, we have had two more since then. One specifically through HHS and the other through the White House.

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So taking all that feedback, we came up with the draft plan, and I can share that in the chat. And I just want to emphasize that it's a draft right now.

And then I will share the email `nativelanguagefeedback@ed.gov`, where we want to solicit even more of your voice. Because I think a lot of us in these roles share your sentiments that nothing about us, without us, you know.

We want this plan to be yours and we want to do right by our communities. So we're hoping that next -- the tribal, well the plan is at the next tribal nations summit, the plan will then be finalized.

So this first year of the plan is creating awareness. And there's a lot of different facets there. And I'll share that, there.

The second, the next point, which is also a part of the plan is a native language retention and revitalization lit review. So that would be a literature review of existing research

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on the best ways to revitalize language.

And knowing that every community is not the same, there's not a one blanket approach to this. And some communities will need different strategies, because maybe they're at a different juncture in their story.

So basically, we're working on a lit review of all the literature out there, and we will look to you for guidance in that, as well. So if you know somebody who wants to help us in that, that would be terrific.

The next bullet point is a national comprehensive study on Native American education. Our Secretary, or the Secretary Miguel Cardona, has made a principal agreement to this.

So it will include existing data, the NIES data that was mentioned earlier, as well as data that's going to come out of HHS' driven fielding survey.

And we want to include qualitative, quantitative data, and just get an overall picture of what is going on in Indian education.

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The details, more than that, I don't have for you. And that's still being formulated. But the plan is that this study will be done in 2026 and it will not be done out of relationship with NACIE and the initiative's other partners.

So those are the updates I have for now. And I'll grab a copy of that plan, and I'll drop it in the chat box if it's not there already. Thank you, everybody.

MS. MIGUEL: Thanks, Jason. Let's see. Okay, there we go. Thanks, Jason. I know we're a little bit running on time, but I just wanted to give the opportunity for those members of NACIE --

I think the other updates, actually, before we, before we jump -- I'm not sure if some of you were able to see, but the White House did release a statement last night for the President's intent to appoint the five seats that NACIE needs to be filled.

So that is really exciting. We're very excited to see the White House giving us an

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indication that they want to move forward with some of those nominations.

And I wanted to also just mention that those nominations are not finalized quite yet. The nominees need to go through a internal ethics scrub before they become official, so just hang tight with us.

And I'll hopefully, we'll have those finalized confirmed members of NACIE fairly soon, and before our next meeting. But just wanted to give you guys all some time to ask us any questions if you had any.

MS. BUTTERFIELD: This is more of a comment. This is Robin Butterfield. It sounds like this national comprehensive study of Native American education is kind of another benchmark on the road of sort of national studies.

The last one was the Indian nations at risk. And there were 21 papers that were actually commissioned around specific topics. It would be interesting to have a comparison of basically how far have we come.

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And it's my understanding that those papers are still available. I'm not quite sure of all of them, but I know the summary report's available. The one I did on parent engagement, I've seen recently.

But I just want to acknowledge that there's a little frustration on some of us who've been around for 50 years that it seems like we've done so much, and yet we've made such little progress. And so, I hope this report can reflect something different.

MS. MOORE: Thank you for that, Robin. Patsy has her hand up.

MS. WHITEFOOT: Yes, good to see you, Naomi, and Jason. I just have a follow up question. And thank you, Robin, for our 50 years of engagement with native education.

You know, I was just thinking of individuals on the committee, I was thinking about Theresa John, also. And the work that she does with native languages. You know, we have resources that are part of NACIE.

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But, Jason, I wanted to follow up particularly on the report and having attended our Tribal Leaders Summit as well, not in my own rope as tribal leader, but also, more recently. I do want to say that --

My question that I have has to do with the indicators. What kind of indicators are we considering looking at? Or have those already been approved? In terms of --

MR. CUMMINS: They have not.

MS. WHITEFOOT: Okay.

MR. CUMMINS: They have not. So what do we want to do is work with NACIE and others. And then, we can plan out all this this year. And then, the goal is that in November during Tribal Nations, then we can then release what this study will entail.

MS. WHITEFOOT: Okay. And so, I guess, along that line then, I think it's important for our next NACIE meeting, Naomi, that we have a face-to-face meeting in some way.

Because I think that would be more

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effective for us to be able to come together and work on that. We have the report to do, which some of us are very actively involved.

And so, then we have also then this work. Well, Naomi, everything that you gave us. So we have a whole host of more work to do. But thank you, I really appreciate this overview that you're giving, providing for us. Thank you so much for your work.

MS. JACKSON-DENNISON: Thank you, Patsy. Joely has her hand up.

MS. MOORE: We have about a minute or two left, and then we're going to need to transition over to Commissioner Kunesh with HHS ANA.

MS. PROUDFIT: My hand was up for Dr. Denton.

MS. MOORE: Okay.

MS. JACKSON-DENNISON: Thank you, Joely.

MS. MOORE: Okay. Yes, thank you so much, Naomi. We really appreciate your time and

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all of the wealth of information that you've shared with us.

And it sounds like we will be working together to find some future time for you to work with NACIE regarding this report, this comprehensive study coming up.

So we will definitely keep that on our forthcoming agendas to allow for that time. So thank you again to both Jason Cummins, as well as our Executive Director, Naomi Miguel, for that update from the White House Initiative.

And now we are going to transition over to our also very newly appointed Commissioner Patrice H. Kunesh. And she's a member of the Standing Rock Lakota tribe.

And she is from the Health and Human Services, HHS, and the Administration for Native Americans, or ANA. So I will turn it over to her now. Thank you, Commissioner Kunesh for being here today.

MS. KUNESH: Yes, yes. And thank you for that nice welcome. This is my first time to

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this meeting in this role as the Commissioner for ANA.

And I just am really pleased to be part of this conversation. I feel that this, this time is really critically important, as we heard earlier about, we've been in this work for so long, so many decades.

And what progress are we making to really advance the education outcomes for our children? So I really am in awe of all of your work, and your efforts, and your perseverance. And we can only do this together.

So my comments today are going to be from a perspective that I've been here for not quite three weeks. And I'm learning fast and furious about everything and everywhere that ANA is impactful with its work.

I think you know ANA has been around since 1974 or '76, you know, through the Native American Programs Act. But we've really evolved, as well.

And we've had some real challenges in

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the past couple of years, I should say opportunities, to really distribute some tremendous funds to Indian country through our grant program.

So let me just share a few updates with you a few thoughts. And, and see if you have questions and comments, too, in reaction to what I'll be sharing.

So I was confirmed and sworn in on May, on March 8, I think. And I immediately plan to jump into the work. I went to Washington, D.C., met the Deputy Commissioner, Hope McDonald Lone Tree, and the rest of our staff.

And I'm just amazed at how much we do. And that's not just at ANA, but at the Administration for Children and Families, and Health and Human Services. I'm going to try to sort of loop ANA into the work that you're all doing, especially around education.

So you probably all know that ANA supports Native American communities by providing financial assistance through grants, capacity

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building services to tribes.

Especially, to support their economic self-development, to support their, their tribal Court development, anything that really lifts them up in terms of their capacity to take on more responsibilities and delivers essential services even better.

We gather and share data. And we advocate for improved policies within HHS and really across the Federal Government. We support education related grants, and we start those from birth to adulthood. And we really love that education continuum.

Many of our early childhood grantees apply for our services and our funding through the Native American Language Preservation and Maintenance Program. That's also part of the Esther Martinez Immersion Program.

These are really obviously focused at native language. But when they're connected and combined with early childhood, we really see amazing changes and transformations in the brain

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development of our sacred little ones that last well on to their adult years.

So we have many wonderful grantees around the country from Alaska to Hawaii. We talked to one grantee yesterday from Guam really trying to revitalize a very ancient language.

We've also had opportunities to, recently, to visit the Tiwa language immersion project that's implemented by the Pueblo of Pojoaque, for example, in New Mexico.

And they are educating more than 50 kids on a full-time basis in a language immersion education program. And it allows the community to recruit and retain language teachers, often many of them are elders as well. And they've been showing also these long-term benefits for the public community as a whole.

We partner with our language with ACF Agency, such as Head Start. Head Start, I know pretty well, because my daughters went to early Head Start. And I know that these are critically important programs for some really needy

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communities.

We also have Social and Economic Development Strategies, or what we call our SEDS grants, and then a special carveout for Alaska. And these are really flexible grants.

And what I'd love to ask all of you is to help us generate interest. We welcome applicants and we really want to diversify the portfolio of grantees and those organizations and tribal nations who receive our funds.

So if you know of communities that need technical assistance to access the grants, let us know. We really have a tremendously helpful technical and training team.

So you probably all know about the Durbin Feeling Native American Languages Act and that was passed earlier this year in January.

The purpose of this legislation is to improve inter-Agency efforts to support the native language, to reclaim the language to preserve the language, and to reduce inefficiencies in these inter-Agency efforts.

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So we look forward to working with many of you. ANA is going to be overseeing some of the survey work and the President has asked that a report be sent to Congress with the recommendations of these several agencies, the Department of Health and Human Services, the Department of Education, Interior, and so forth.

And these do require consultation. We want to include traditional tribal leaders, so that we get a really good understanding of how language and culture is transmitted. And we also want to include representatives of the Native American language communities.

So the legislation, as I mentioned, charges ANA to lead the development and implementation of this nationwide survey on native languages every five years.

We haven't done this before. We're happy that we're tasked to do this. But it's a learning process, right? And we really look forward to working with other Federal Agencies.

And Michelle Sovay on our team is sort

of the lead planner. And we're putting together the framework for what we think is going to be a really robust and impactful survey experience.

So Congress outlined six items that must be included in this particular survey. Information on what native languages are currently spoken; estimate the number of speakers in each native language; gather any relevant language usage in terms of the statistics or other information about the quality or quantity of usage; information on the current types of language projects and practices.

And there's so many. There's so many neat, innovative practices that I've seen. We also want to collect information on any unmet resource needs for native languages.

And then, there may be this catch all category of anything else that we come across that we think we really need to include. So we're going to be doing consultation, again, on implementing this law.

And I know that that consultation is

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going to be really rich and vibrant. And I'm really looking forward to being part of that. So we, we're in the budget cycle again. When are we not, right, in the Federal Government?

But on March 9th, the President released his budget, proposed budget for fiscal year 2024. And that budget was informed by direct consultation with tribal leaders.

And that consultation is such a high priority of President Biden. And I'm really impressed by the depth and the scope of these consultations.

So we're really pleased that President Biden continues to be committed to these historic investments in Indian Health Service, tribal public safety, affordable housing, education, and everything else. So, yea for this administration.

So the 2024 fiscal year budget features some really important investments in ACF programs. And I do think these are, again, investments that will pay dividends across the

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lifespan.

It also reflects, you know, through consultation, priorities by, priorities of tribal leaders. So for example, how do we fund childcare for low and middle income families and provide universal preschool for all four year olds?

I mean, that's a pretty tremendous commitment there. So, President Biden has included 9 billion for the Child Care and Development Block Grant, and additional funds about 13 billion for Head Start for comprehensive early learning and development for infants, toddlers, and preschool kiddos.

I just think that this is pretty phenomenal when they're really going to lift up Head Start teachers, as well, to help address the staff shortages.

And specific to some of the work that we're doing here at ANA, this budget includes an overall proposed increase of 27 million, which is a 45 percent increase in our current budget.

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And that reflects a support for all the amazing work that Native communities are doing every day to address their critical needs, and social, economic development and language preservation, environmental resources, and so much more.

So specifically, there's an additional 5 million for the Native American language program and then two new initiatives. Seven million for the tribal integrated early education services.

I think we're calling that TIEES. And then, 15 million for the strengthening trauma resilience. It's a native grant demonstration project.

If we get close to this funding, we are going to be so excited. The proposed monies that are earmarked for the Native American language program will give ANA an opportunity to meet these urgent needs across the United States.

And remember our Pacific Islanders. We stretch all the way out to Hawaii and the

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Pacific islands and really help support and uplift their native languages.

So as to this Tribal Integrated Early Education Services, that program would facilitate the development of a comprehensive, tribally driven early childhood education system.

And we have so many really wonderful examples ongoing. But we really want to see that proliferate and spread across Indian country.

Both the best practices, the languages, the teacher development, and of course, just preparing our children for their education career.

So we know that better community coordination is needed to address the impacts of trauma. The resources to increase and improve this service coordination is really necessary.

So that's why we're really pleased that this proposed budget includes 15 million for the strengthening trauma resilience native grant demonstration project.

And I think we're calling it trauma

informed practices, but it's also resilience, strengthening our abilities to cope with some of the real challenges that we have across Indian country.

Child welfare, Indian Child Welfare has been a big part of the work of a ANA and several other principals in HHS. We all know that we're waiting for the Supreme Court decision on *Backen v. Haaland*.

And we really have no idea which way or how the Court is going to opine on that case. But in any event, you know, tribes have sovereignty, self-determination, and self-governance. So there's lots of things that we can do and support in any eventuality.

At the Administration for Children and Families, and ANA, our Assistant Secretary has been meeting with the Department of the Interior leadership and Department of Justice to coordinate our collective support for whatever the outcome of the decision is.

And these, through these meetings,

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with at very high levels, we're developing really concrete actions that can be activated right away once we see what the decision is, and what it means to Indian country.

So I'm really, really pleased about this response. We also need to prepare tribes, you know, with this capacity building, whatever that might be. So that they're not missing a step or losing any opportunity to support the well-being of Native families.

So on February 2nd, ACF, in collaboration with the National Council of Juvenile and Family Court Judges, we held a web-based conversation about ICWA and the role of collaborative relationships between tribes and states and other stakeholders in their communities as promising practices to improve outcomes.

And the Assistant Secretary just recently announced or will announce some additional funding to support these best practices between tribes, and States, and their

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communities.

So Assistant Secretary Contreras has also started holding regional convenings around elevating, promising and collaborative child welfare practices.

We had one last week in New Mexico, which was very well attended. Our policy Director Milton Bluehouse has been facilitating those.

We have updating regional convenings coming up soon, one in Arizona in April. We'll be in Alaska in May. And then, we plan on going to Nebraska and Montana as well.

And if any of you want information about those convenings for your community or for your network, please don't hesitate to ask because we'd love to hear from all stakeholders in this space.

So as a newly confirmed ANA Commissioner, I can tell you that I've already witnessed how much our ANA team works every day to ensure that tribal citizens benefit from all

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that we have to offer.

And we have a lot. And we have a great team. For myself, I think that creating change within tribal communities will be, and is my number one priority.

And it takes all of us to do this work together. So thank you for this opportunity to share. And I look forward to opportunities to collaborate. And just let me know when, and where, and how we can get together to do that. Thank you.

(Native language spoken.)

MS. JACKSON-DENNISON: Okay, thank you too. Are there, is there time for questions, Crystal?

MS. MOORE: Thank you. I think we have a couple of minutes for some questions. Yes, like a question or two. And then anything else beyond that can go in the chat if we don't get that right.

MS. JACKSON-DENNISON: Okay. And do we have any questions or comments? I don't see

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anybody's hand up.

MS. KUNESH: I see that some of these fact sheets have been placed into the chat, which is really fantastic because I just scratched the surface.

We really have -- oh, I'm loving some of the language, native language comments. Our language is our power. So I really love that.

The ceremonial annual theme, fantastic. I just think this is really our strength, right? Our future. The next generation, really our strength. Yes.

MS. MOORE: Okay. And with that, yes, thank you. So I'll give one more call, maybe there were some NACIE members that were initially interested in maybe a little bit of information about ICWA.

There's, I know there's a lot of information available. From NACIE, one more time, does anybody want to ask specific questions about ICWA from Commissioner Kunesh?

MS. BROWN: Hi, this is Doreen.

MS. MOORE: Hi, Doreen.

MS. BROWN: Hi, I was just wondering if there was something specific that NACIE could do to support ICWA in their efforts with this impending, in my opinion, doom. Potential doom.

MS. KUNESH: Yes, yes. I think, you know, we're an education consortium. So what do we do best? We educate. And if anyone is not aware of the Backeen case, or the particular challenges that it raises to, to Congress's authority to legislate for tribes, to Native people as a political status versus a racial status, or whether States, you know, whether Congress can require States to provide active efforts, for example.

All of these really cut to the core of tribal sovereignty. So we need everybody alert, well, awake, alert, and really activated to engage with their communities, tribal communities, both on the reservation and off the reservation.

First, we don't want to miss any

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opportunity to engage with tribes regarding our Native children. In our conversation with DOJ yesterday, they're really looking to get into cases at the Tribal Court level, or at the very first instance before they're elevated to any higher Court.

And certainly, what we're seeing in Federal Courts, and possibly in the Supreme Court are really shaking the foundation of both Indian law, tribal sovereignty, and so forth.

So, I think if there's -- the basic thing we can do is just inform, and educate, and get people involved. And communicate, and share information about what's going on.

So that we can step in and address some of these issues earlier, rather than later, preserving both the tribe's authority and good relationships with States along the way.

MS. MOORE: Okay. And with that, thank you, Commissioner Kunesh, for that wonderful response, complete response. If there are other questions or comments for Commissioner

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Kunesh or her team, feel free to drop them into the chat.

We will make sure they are routed directly to her and her team.

MS. KUNESH: Absolutely.

MS. MOORE: So again, we really appreciate your time, your team's time. You know, it's an effort, especially when you're new to your role now. And so thank you so much for being here.

And with that, we'll transition over to our next presenter, which is Mr. Matt Schneer. He is our Associate Division Director of the Office of Special Education Programs under the U.S. Department of Education, and his team member, Dr. Shannon O'Neill. And with that, I will turn the mic over to them.

MR. SCHNEER: Thank you, so much, Crystal, for the opportunity to have a discussion around special education and Native communities, with this organization. We greatly appreciate it.

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As Crystal mentioned, I'm joined today by my colleague and team member Shannon O'Neill. We both represent the Office of Special Education Programs.

We have a number of slides here. We're going to go through some of the slides quite quickly and provide the rest of the presentation as a resource for you.

Moving forward, we're going to try to point to some of the major initiatives that we are working on that we think have an impact on your community, as well as other communities, as well as some important data that I think points to some important issues.

And we certainly want to provide you an opportunity to ask questions or make some comments. So with that, let us move to the first slide. We can go on to the next one, Shannon, thank you.

So the Office of Special Education Programs, or OSEP, is the Federal Office that's responsible for overseeing and implementing the

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major Federal law for the education of students with disabilities, which you probably are familiar with, the Individual Disability Education Act. I would note -- or IDEA.

I would note that IDEA is unique among Federal laws in that it brings forward actual Federal rights to an education for students with disabilities that go across all States and all programs.

And that is a very different situation than in most education legislation. The other thing I would note about IDEA is that, in its fundamental aspect, it is a law about equity.

Specifically about equity for students with disabilities. But within that, particularly under this administration, we're concerned that students with disabilities from all backgrounds, ethnicities, racial groups, et cetera are also treated equitably. So that certainly includes those, that, those native populations that we work with.

Our office has two divisions. One is

our research to practice division, which gives out a number of different types of discretionary grants, largely to support technical assistance organizations, and model demonstration programs.

And then the division that Shannon and I both work in, which is called the Monitoring and State Improvement Planning Division.

We are the office that oversees and monitors how our grantees, which includes States, entities, territories, and the Bureau of Indian Education implement IDEA, and oversee the programs in their local Districts and schools. Next slide, please.

So our division then is responsible for making sure that States meet the major priorities that are outlined in IDEA, which is to improve educational outcomes for all children with disabilities.

And that the School Districts are in compliance with all the requirements of IDEA. And we do this through reviewing annual reports, and grant applications, as well as monitoring

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processes.

Shannon and I both work directly with the Bureau of Indian Education. I've actually was the State contact or lead for BIE starting in 2008, until I went into my current role. And now Shannon -- and I'm overseeing a team of State contacts or leads, and working with 15 different states, including the BIE.

Shannon is now in that role. And for the purposes of IDEA, the BIE operates as a State. When we send them a grant, like we do to all States, and they are then responsible for ensuring that children with disabilities ages five to 21, living on, attending elementary and secondary schools that are on reservations that are funded by the BIE, receive a free appropriate public education.

Obviously, we know that most of your children do not attend BIE funded schools. But that is our most direct connection there. But we still are also responsible for ensuring that all Indian children are getting what they are

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entitled to under IDEA, as well. Next slide, please.

So from here, I'm going to hand it off to Shannon, who's going to go through a number of different initiatives and data that we think will be of use and of interest to you. Thank you. Shannon?

MS. O'NEILL: Thank you. Thank you, Matt. So these are two opportunities for our Department to work directly with some groups that are focusing on supporting Native American children and their families.

So the first one is the Tribal Early Childhood Federal Partners Workgroup. And I recently had the pleasure of joining this workgroup earlier this week.

But prior to that, we have two staff members who are participants in that work group more regularly, and really looking at Tribal Home Visiting Programs and strengthening the supports that are available to infants, toddlers, and their families.

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The other one is a Native American Working Group, which is, it was organized through the State Personnel Development Grant. And this group consists of five state agencies that have focused their work on improving teacher preparation programs.

And improving the professional development to their staff as it relates to increasing their knowledge as it relates to Native American culture, language, things that they can do to better their own work.

So next, we'll move into the priorities from the Office of the Director within the Office of Special Education Programs.

So these key areas really are the things that were identified by Secretary Cardona. He put out a Department wide call to action, if you will, and basically wants to transform preschool through 12 education.

So what the goal is, is to really unite around what works and what we have research about to focus on improving outcomes for all

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children, especially for our children with disabilities. But this focus is on all children.

So as you'll see on this particular slide, the educational environments, this is the data that we collect from States each year. And while this data is from 2020, 2021, so it's just a couple of years old, it's still pretty accurate for what we have now. We just don't have a graphic that reflects the most current data.

You'll see that, that gray or that dark area represents students that are educated in the regular class. So where we would expect to see students without disabilities educated, that's where we're seeing the majority of our American Indian or Alaska Native students educated.

And then you'll see as the blocks get a little bit smaller, those indicate the different types of special education settings that students can be educated in.

This is important because as we think about academic recovery and all that goes into

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that, the U.S. Department of Education is really focusing on raising the bar for all children.

So that means access to high intensity tutoring, or strong science, technology, engineering, math, and arts education; improving funding for education; promoting more equitable disciplinary practices; and expanding access to summer learning.

So because we know that the majority of our students are being educated in their regular class, we know that they will have access to those same high level programs.

Okay, the next one, personnel shortages. So I think I saw something earlier that this was a topic, or someone had put it in the chat.

So personnel shortages are certainly being felt across our country. But we know that it's impacting our Native American communities at rates that are significantly higher.

In our work with the Bureau of Indian Education, the BIE, we do know that some of the

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reservations are a bit more remote, and maybe don't have the luxury of being in a well populated area where recruiting staff is as easy.

So the Department is focusing on how to increase funding for HBCUs, MSIs, and of course, tribally controlled colleges and universities.

So some of what that means would be including tuition subsidies, and personnel preparation program enhancements. So providing some incentives for people to go into the field of education, and particularly special education.

We know this is an area that is greatly impacted by the personnel shortages. We also need to think about how we're going to expand the teacher pipelines.

So how are we going to not only focus on who we have, but who we need to get in the future? So working with the U.S. Department of Labor, looking at registered apprenticeships, and then also some grow your own programs.

So if we have let's just say a

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paraprofessional, working in a school, who has expressed interest in becoming a special education teacher, how can we help support the funding for programs for those individuals to then go through a program where they can become a certified teacher?

All right, so the next one, at OSEP, we really look at how we disseminate our technical assistance resources. This has become a big focus. I'd say particularly over the last few years, I think, since COVID, pushing out information has been a priority.

So on the left, you'll see OSEP's discipline package, which was a pretty significant release from the Department. And it was a co-release if you will. So the Office of Civil Rights also contributed to this.

So there is a lot of good information in these resources. Unfortunately, we don't have time to go over it. But it's just one that we want to highlight, as it relates to supporting our students with disabilities in our schools.

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And I do know, just in talking a little bit with again, the BIE, and then, also looking at some of the data, which is what you'll see on the right hand side.

Where we're looking at total disciplinary removals, and how does discipline look for our Native American and Alaskan Native population?

And how are we ensuring that we're supporting students, teachers, and families when we think about discipline and promoting positive behavior results as opposed to those punitive disciplinary actions.

And the next one, reconceptualizing transition from birth to grade 12. Of course, there is a lot of focus on graduation. And when we start that process for our students with disabilities.

Again, another graphic, it is a couple of years old. But the data that we have currently looks pretty similar in terms of the numbers.

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So that blue dot is all students with disabilities. And the yellow, the yellowish color is our American Indian or Alaska Native students with disabilities.

And you can see here, this data looks pretty good in terms of the graduation rate being at 76 percent. However, the dropout rate is a bit higher than we would see for all students.

So that's definitely an area of focus. We want to involve families early in the expectations. We want to start as early as possible, even as early as early elementary school. We can always start thinking about what's next for our youth with disabilities and how we're preparing them for life after school.

So I would like to highlight just two states because I think it's really important to highlight when things are going well.

The BIE focuses on post-secondary outcomes by working to improve graduation rates and to decrease dropout rates through their State Systemic Improvement Plan, which is part of their

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SPP APR, which is an annual performance report that gets submitted to OSEP.

We are actually in the process of reviewing State submissions now. But that's one State that really highlights the work of improving post-secondary outcomes.

The other state is Montana and they too have focused on improving graduation rates for their American Indian and Alaskan Native population. I think they have seen some nice improvements over the last several years by putting a distinct focus on this.

We know that preparing youth with disabilities is integral not only for the child but also for the community, especially in tribal communities where we want to ensure that our young people are graduating and able to move on into the next step of their career or their life.

And one other area that's a big focus for us and has been for the last several years is the area of equity. So again, with this graphic, you'll see Indian Alaskan Native children are

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educated in schools across the country.

So this is even more of a reason why it's important for OSEP to focus on equity and everything we do, both internally within our team, but then also externally in our work with our States. And with our technical assistance centers, which I'll talk about in just a moment.

So we're currently looking at ways that we can continue to increase the equity focus within our work. So, for example, one of the things that I just --

Submit an annual report, and as they submit that, based on all of the data they've collected, and they set targets for some of the things they want to improve on, what we do then at the Department is turn around and make a determination of the State's performance.

So we have four areas, we have needs requirements, needs assistance, needs intervention, and needs substantial intervention.

And once we look at that, a little bit more closely, we can start to see how we can

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shift with equity focus in that determination process.

So for example, we might look at how a student or how a State is performing against other States as it relates to their improvement of those graduation rates. So how is that looking?

So this is still something we're considering. We are, this is a multi-year project. So it's definitely not something that we'll see immediate results of because it takes time to do this well.

We want to make sure that we're doing it well. So we did solicit feedback for a while from external stakeholders. We've taken that information. And now we're trying to make a plan for how we're going to do that moving forward.

And I think our last slide before we get into some discussion is about collaboration with our tribal communities. So this graphic is from a resource funded by the Department.

The information is part of a larger

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project that focuses on assisting states with reducing systemic inequality, eliminating opportunity gaps, and creating equitable opportunities and outcomes for children, youth, and adults with disabilities.

So the purpose of this specific project is for the work with State agencies to develop partnerships with tribal leaders to improve educational outcomes specifically for Native students.

So it's really the work of the Technical Assistance Center, working with State leaders to give them the strategies and set them up for some success in developing those collaborative relationships to ensure that all students needs are being met.

All right. So a few questions that we just wanted to -- I know there was an interest in having some dialogue about some of the work that we do.

So really kind of looking at the NACIE group for questions you might have? Are there

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issues or things that you're concerned about? And you want to discuss now? Or how can OSEP support the work with tribal communities, specifically in developing those effective partnerships?

Because as we've heard, and Matt certainly knows far more than I do, since he's been working in this for much longer, we know that developing those relationships hasn't always been easy.

MS. BUTTERFIELD: Yes, I have a question. This is Robin Butterfield. And it deals with really outreach to Native American parents and the elimination of the NAFTEC Center, the Native American Parent Technical Assistance Center.

That was helping build capacity within the other special ed TA Centers across the country to do a better job of outreach to Native parents. It was highly successful. And then it was disbanded. And I was just curious about the thinking behind that.

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MR. SCHNEER: Well, thank you for that question. I think that's something we've addressed previously. That the Parent and Training Information centers are a vital part of supports that we provide throughout the country.

They're funded through Part B of IDEA and administered by our colleagues in the research to practice field. I was not part of the discussion when they made that decision to transition that program.

But what I can tell you is that all of the resources that were developed by that organization were kept and are still utilized by our national center that coordinates assistance to disseminate those to each of the States' parent and training information centers.

And there's also an advisory board on Native American or American Indian issues that works with those centers to help continue to provide the support to Native families there.

So the idea is for each of the State PTIs, Parent Training Information Centers, to

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have the resources and support that they need to be able to meet the needs of Native families of students with disabilities. But I appreciate your concern about that transition.

MS. BUTTERFIELD: Has there been a study of a comparison of activity may be lost, because of the lack of the center? I've looked at the resources and I know they're there.

I mean, I've helped develop them. So I'm obviously interested in them, but, but there was an increased interest in capacity on the part of staff, all across the country, to participate in that kind of experience. And so, I'm going to a webinar, it's actually --

MR. SCHNEER: Right.

MS. BUTTERFIELD: Yes, working with people who know how to reach out to Native parents.

MR. SCHNEER: Right. I appreciate that. I'm not aware of any such study done, we can do some follow up with the program officer that works with that area to see if there

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additional information we could provide to you.

We can get that available to you through Crystal, if that would be helpful. Or we can provide our email addresses and we'd be happy to follow up with you directly.

MS. BUTTERFIELD: That'd be great. Thank you.

MS. JACKSON-DENNISON: Okay, we're a little behind time. So I want to ask them to go on from here. And again, if you have questions, put them in the chat box or send an email.

MS. O'NEILL: This is actually, so we wanted to stop the slides here for the questions. The remainder of the slides, if this is going to be shared with everyone, are just informational.

MS. JACKSON-DENNISON: Okay. So I think if someone else has a question, I see a hand.

MS. O'NEILL: Yes, Patsy has her hand up, but I don't know if that's from the last time.

MS. JACKSON-DENNISON: Okay.

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MS. WHITEFOOT: Yes, I had a question. Just, and I put a comment in already. I heard you provide just a quick overview of the various supports that you're working on.

One support I think is critical is particularly for our Indian reservations, and our villages in Alaska, is the need for housing.

I didn't hear anything stated about housing for teachers. I know, I benefited as a teacher in a very rural, remote, you know, reservation. And housing is critical. And I know that the Bureau of Indian Education has faced that. But that is an issue that exists in Indian country. And I'm --

MR. SCHNEER: Absolutely, I mean, you're, you know, better than I, of course. But that is, we recognize that is a problem. Under the current appropriations that we get for the Individuals with Disabilities Education Act, we don't have any funding that could be directed specifically for housing.

I don't know enough about the

Department of Interior BIE funds to know what can be provided there. We do have funds that go to, as I think Shannon mentioned, helps for professional development, as well as teacher prep programs for all teachers, as well. But nothing specific towards housing.

MS. WHITEFOOT: Yes, it may be beneficial to reach out to the Department of Interior. It's been a long standing issue that they've worked on diligently over many, many years.

MR. SCHNEER: Yes. Thank you very much.

MS. MOORE: Yes, thank you. Thank you all. Thank you, Shannon. Thank you, Matt. Thank you, Patsy, for your question. And I just appreciate your time and effort to be here with us today.

And with that, I'll ask that any other questions directed for OSEP be put in the chat or you see their contact information on the slide. Thank you, Shannon.

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And, and we'll now transition over. We have two presenters left. And to honor their time we'll go ahead and transition. So we have Ms. Patti Beltram.

She's the project officer with the Office of Career Technical and Adult Education, otherwise known as OCTAE, under the U.S. Department of Education. So Patti, please, please take it away. Thank you.

MS. BELTRAM: Well, thank you. Thank you for inviting me to present today. I am Patti Beltram. I permanently work remote from Peoria, Arizona. I have been married for 32 years. Jody, he is a history teacher, and we have one son.

I am an education program specialist with the U.S. Department of Education Office of Career, Technical and Adult Education in the Division of Academic and Technical Education, the College of Careers transition branch.

I have served as a project officer for three discretionary, statutory discretionary

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grants. These grants are the Native American Career Technical Education Program, Native Hawaiian Career and Technical Education program, and the tribally controlled post-secondary career and technical institutions program.

I was a high school career and technical education or CTE teacher in rural and suburban areas of Arizona for nine years in which I received to national CTE Teacher of the Year awards.

I was a CTE administrator for 15 years. I have taught in post-secondary level for over 29 years. Today I am joined with my colleague Adam Flynn-Tabloff, who is the chief for public administration and accountability branch. Next slide, please.

Today's conversation will be around these four programs, unlocking career success, State formula grants, statutory discretionary grants, and CTE challenges' prize competitions. Next slide, please.

The first program unlocking career

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success is an inter-Agency initiative that reimagines how our nation's high schools prepare all students to thrive in their future careers.

The initiative blurs the lines between high school, college, and the world of work, providing students with accelerated and innovative opportunities in earning college credits and gaining real world career experiences.

This joint effort across the U.S. Department of Education, Labor, and Commerce, will support public and private sector leaders, Government Agencies, and other community based organizations to help students earn post-secondary degrees and industry credentials that our employers need, and our economy demands.

Together, we can create multiple pathways to success and fulfill the promise of education as a bridge for people to create the lives that we want and help our students to reach their endless potential. Next slide, please.

The four keys to unlocking career

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success are: 1) dual enrollment or earning college credit during high school; 2) work-based learning, which is gaining early exposure to real world experience; 3) workforce credentials that develop a competitive edge for the students' careers; and 4) career advising and navigation which helps the student to make informed decisions about life after high school. Next slide, please.

The unlocking career success initiative includes four key areas of work to accomplish our goals. Number one, practical tools, and playbook for stakeholders that is focused on college and career readiness. The QR code will be provided in the next slide.

Number two, communities of practice that allows collaboration directly from the field about the challenges and opportunities in advancing college and career readiness for students.

Number three, summits, and exemplars to uplift best practices, share learnings and

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highlight exemplars within each of the four pillars.

And number four, career connected high school grant of \$25 million to be awarded to grantees to jumpstart and or advance their work on college and career pathways. Next slide, please. The unlocking career success URL, the email and the tools and playbook QR code are provided here. Next slide, please.

Each year under the Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education for the 21st Century Act, also known as Perkins V, Congress appropriates roughly \$1.1 billion in State formula grant funds under Title I or the basic State grants for the development and implementation of career and technical education programs at the secondary and post-secondary levels. Next slide, please.

Secondary eligible recipient is quote, a local education agency including a public charter school that operates a local education

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agency, an area career technical education school, and education service agency, and Indian tribal organizations, or tribal education agency or consortium eligible to receive assistance under Section 131. Next slide, please.

Post-secondary eligible institutions' missions fall in three areas. An Indian tribe, tribal organization, or a tribal education agency that operates a school or may be present in the State.

A post-secondary educational institution controlled by the Bureau of Indian Education or operated by, or on behalf, of an Indian tribe that is eligible to contract with the Secretary of the Interior for the administration of programs under the Indian Self-Determination and Education Act.

A tribally controlled college or university. Eligible recipients at the secondary and post-secondary level should work with their State CTE office to determine eligibility and, and any allocation of funds.

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Each year under the Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education of the 21st Century Act, also known as Perkins V, Congress, appropriates four discretionary grants. Next slide, please.

The first is commonly called NACTEC, or the Native American Career and Technical Education Program. Congress appropriates roughly \$16 million annually under the Native American Career and Technical Education Program to Federally recognized tribes and tribal organizations, Alaska Native entities and eligible Bureau of Indian Affairs, BIA, funded schools to provide career and technical education programs for Native Americans and Alaska Natives.

In fiscal year 2021, the Department awarded 39 grants under the NACTEC program. You can see the descriptions at the link above. A new competition will be held in late 2025.

NHCTEP, Congress appropriates of roughly \$3.2 million under the Native Hawaiian

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Career and Technical Education Program to community based organizations primarily serving and representing Native Hawaiians to plan conduct, and administer career and technical education programs for Native Hawaiian students.

In fiscal year 2021, the Department awarded nine grants under the Native Hawaiian program, see descriptions at the link. A new, a new competition will be held in late 2025.

Each year under the Strengthening Career and Technical Education for the 21st Act, or Perkins V, Section 117, Congress appropriates roughly \$10 million under the tribally controlled post-secondary career and technical institutions program to tribally controlled post-secondary career and technical institutions that do not receive assistance under the Tribally Controlled Colleges and Universities Assistance Act, nor the Navajo Community College Act to provide basic support for the education and training of Indian students.

In September of 2020, the Department

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awarded two grants ranging from 2.3 million to 7.1 million. These awards are for the fourth year of a five-year funding cycle. See the description at the link. A tribal consultation will be held this spring of 2023.

The Perkins Innovation and Modernization Program, the purpose of this program is to identify, support, and rigorously evaluate evidence-based and innovative strategies and activities to improve and modernize career and technical education, and to ensure workforce skills taught in career and technical education programs funded under Perkins V. And that they aligned to the market needs. A new competition will be held in fall of 2023. Next slide, please.

In addition to formula grants and discretionary grants, OCTAE has joined with America's innovators through a series of prize competitions to provide students with contextual skill building experiences that increase access to and expand the capacity of career and

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technical education, or CTE.

Our current challenge competitions are Career Z Challenge. The challenge is to create and or enhance high quality and community stakeholders to provide students interconnected and expansive career development opportunities and experiences across grades 9 through 12.

The prize pool is about \$2.5 million. Eligible entities must meet the definition of eligible recipient in Section 321(A) of Perkins V and eligible to receive under Section 131, Perkins V, which we presented earlier.

The launch date was March 16 of this year. The website, careerzchallenge.com is active. You'll also see a video from Secretary Cardona.

The second challenge is the CTE momentum challenge series. The purpose of this challenge is to prepare high school students for rewarding careers and increased access to career and technical education focused on a topic of national importance.

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The 2023 theme is, Your Place in Space. The prize pool is about \$50,000. Eligible recipients must meet the same criteria as above. And the release date was March 21 of this year. The website is ctemomentum.com.

Future challenges can be found at challenge.gov. Next slide, please. My contact information is provided here. I stand ready for your questions.

MS. JACKSON-DENNISON: Okay, NAICE counsel, do you have any questions for Dr. Beltram? Okay, thank you, Dr. Beltram. I think that was totally an excellent presentation. Thank you.

MS. BELTRAM: Thank you.

MS. JACKSON-DENNISON: We'll move right along.

MS. MOORE: Thank you.

MS. JACKSON-DENNISON: Celeste McLaughlin?

MS. MOORE: Yes, yes. Thank you, Dr. Beltram, for that wonderful update. And yes,

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with that we have a little bit of time back.

And so, we will transition over to Ms. Celeste McLaughlin. She is the team leader with the Native American and Alaska Native Children in School Program.

Otherwise known as the NAM program, under the Office of English Language Acquisition or OELAS, and the U.S. Department of Education. So Celeste, it's all yours. Thank you for being here today.

MS. MCLAUGHLIN: Absolutely. Do you have my slides?

MS. MOORE: Celeste, are you able to see those?

MS. MCLAUGHLIN: Yes, I see it now. Thank you.

MS. MOORE: Okay, great.

MS. MCLAUGHLIN: Very good. Good afternoon, everyone. As she mentioned, I'm Celeste McLaughlin, and I am the team leader for the Native American and Alaska Native Children in School Program, otherwise known as NAM.

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It's in the Office of English Language Acquisition here at the U.S. Department of Education. It is certainly a pleasure to join your council meeting today as a Federal partner. Next slide, please.

To provide you with an overview. In a nutshell, the NAM program awards grants to eligible entities to develop enhanced capacity, to provide effective instruction and support to Native American students who are identified as English learners.

The goal of this program is to support the teaching, learning, and studying of Native American languages, while also increasing the English language proficiency of the students served to meet the same standards as all children.

Not only is native language instruction critical for student engagement in fostering a rich sense of self, but research has shown that students who are bilingual have cognitive and social benefits. The NAM program

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honors this preface. Next slide, please.

Here we have an overview of the eligibility criteria for the NAM program. There are a number of entities that are eligible to apply for the NAM program, including entities that carry out programs for individuals served by elementary, secondary, and post-secondary, schools.

Primarily for Native American students, which includes Alaskan Native, Native Hawaiian, and Native American Pacific Islander children. Next slide, please.

Here is an overview of the types of projects in our NAM program. Our grantees comprise student instruction in the preschool, elementary, and secondary levels.

Many of our grantees are implementing dual language instructional programs in English and the native language that helps children learn and be proficient in two or more languages. Some of our grantees are using their NAM funds also to develop native language curriculum, instruction,

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and assessment materials. Next slide, please.

We currently have two cohorts of named grantees, which include a total of 16 grantees in both the 2018 and 2021 cohorts. As you can see, our NAM grantees are concentrated in the Midwest and West.

On this map, we see the number of NAM grantees received by each State for both cohorts combined. Four States received two or more NAM grants since 2018, while six States received at least one NAM grant since 2018. Oklahoma has received the most NAM grants since 2018. Next slide, please.

This program started back in 2003. It has been funded at \$5 million per year since its inception. So it is a small program. We currently have a competition open for the NAM program, and the applications are due by April 25th.

I know the Office of Indian Education showcased the competition through their channels when the competition opened back in February.

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This is a five year grant. And we estimate the range of awards to be between 275,000 and 325,000 per year with the average size of these new awards being roughly \$300,000.

And we anticipate awarding seven new grants with this current competition. For more information regarding the competition, please visit our applicant web site listed on this slide.

We also have the link to the notice inviting applications on this slide. And lastly, if you have any questions regarding the NAM competition, please email the mailbox at nam@ed.gov and our office will be certainly be happy to assist you. Next slide please.

Here we have several resources you might find helpful. We have a link again to the NAM Program website. We have a link to our national clearinghouse for English language acquisition, also known as NCELA.

I've included direct links from the NCELA website to several resources you might find

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interesting. And with that, I am happy to answer any questions you might have regarding the NAM program overall, the NAM competition.

MS. JACKSON-DENNISON: Thank you, Celeste. I am asking NAICE if any of you have questions.

MS. BUTTERFIELD: This is Robin Butterfield. I do have a question. Have you done kind of a study about the effectiveness of these programs in terms of, you know, language development in both areas, English and the native language? And the second question is why are there so few grants?

MS. MCLAUGHLIN: Okay. The first question, yes. The last study that we did of the program was of the 2011 and 2013 cohorts. And I'd be happy to email the study to you.

MS. BUTTERFIELD: Is that the most recent? That's quite a while ago.

MS. MCLAUGHLIN: Yes, that is the most recent study that we've done. Our resources are quite limited in our small office and that was

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the last study that we've been able to conduct.

And although it was regarding those two cohorts, it was done, you have to consider the fact that it's a five-year grant. And so for instance, the 2013 cohort ended five years after 2013.

Oftentimes, grantees get no cost time extensions, and the grant might extend another year, which would be six years. So we wait until we get all of the final performance report data in to be able to properly assess.

So it's not as old as it might seem. In addition, you asked a question relative to, I forgot, I just had it. Quickly, I'm sorry, what was your second question?

MS. BUTTERFIELD: Well, one was the study of effectiveness, and the other was why so few grants?

MS. MCLAUGHLIN: Because the funds are so few. It's only \$5 million per year and so that, the cohorts overlap, so you have to consider that it might be between, the most that

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I've seen during my tenure since 2017 has been a total of 19.

But that will depend in terms of how many grants we can fund, it depends on how the applicants write their application. Some applicants might take, for instance, a planning year in year one.

So therefore, they're not using any resources in year one. They're just maybe using the maximum of \$325,000 for the remaining four years. So when, and then they may, the budget, their budgets may go up and down for each of the five years. So it depends on how it averages out, how far the money can go.

MS. BUTTERFIELD: Yes, well, my question is kind of related to the fact that NAICE, you know, writes a report to Congress with requests.

And, you know, it seems to me there's always a need to expand, you know, programs like this, but we need the data to show the effectiveness of the dual language --

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MS. MCLAUGHLIN: Right.

MS. BUTTERFIELD: -- approach to natives --

MS. MCLAUGHLIN: So, yes, you're, you're absolutely right. But beyond the actual study that we have done, we do conduct a discretionary grants report every year that we submit to Congress to demonstrate our results, year to year.

So that is not an official study, if you will, it's just an overview of the data we've received for each year. But the study is more comprehensive in terms of looking at the overall five years of the program.

So we do have yearly data that we submit to Congress. Would you mind putting your email in the chat so that I could email you those documents? I'd be happy to share them with you.

MS. JACKSON-DENNISON: Okay, are there any other questions? Well, thank you very much for your presentation.

MS. MCLAUGHLIN: Absolutely. It was

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a pleasure presenting to the council today. And my name and email is on the screen. If you have any questions after this webinar, feel free to reach out to me. I'm always happy to help and look at ways we can collaborate and support the field. So thank you so much.

MS. MOORE: Celeste, thank you so much. Yes, we appreciate your time. We know it takes a good amount of effort to prepare and then to be here, so. And you've got a lot to do, as we saw on the screen. So we appreciate you. Thank you.

MS. MCLAUGHLIN: You're welcome.

MS. MOORE: And with that, NACIE team members and community, we have completed our agenda for today. So all of our presenters have spoken.

There was a lot of great content and a lot of good questions and comments in the chat. Please feel free to continue to add to that.

And we have a packed schedule for tomorrow as well, full of NAICE business. And we

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have amazingly finished the presentations a little early.

So Chairwoman Dennison, I will turn it back to you to handle the rest of the eight minutes how you see fit, and then adjourn by 4:30. Thank you very much.

MS. JACKSON-DENNISON: Thank you. Thank you, Crystal and thank you all of you. I know there are people wanting to ask more questions, but we felt it was really necessary to do as much as we could today.

And what I'm really hoping for is that the next meeting we will have will be a face-to-face meeting and that we can plan it out more so that we have time for correspondence back and forth with presentations.

Because that's how, you know, we learn, and we figure out what can be done and put into our report and hear, hear the concerns of others that may be on the council or maybe even in the public comment.

So I thank everyone for their day, for

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their day of being here today. It's been a long day because I was out late last night with my students, the son's basketball game, so I'm very worn out myself.

But it's a good day today. So we had a good day to day. I also would like to ask if we can get the PowerPoint presentations sent to us.

We normally have those ahead of time. And it would be great to have them in our possession so we can really go through them. And I like to use mine later and refresh myself and then have, that's how questions come up for me to ask later, so.

MS. MOORE: Yes, absolutely. And apologies if you didn't have them before the meeting. That was certainly our intent. So I will circle back and see what happened. But absolutely, you will have the full board book of all the presentations.

MS. JACKSON-DENNISON: Okay, great.

MR. GUERRERO: Dr. Dennison, just for

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the record, we did send those out. I remember seeing them. But if the contractor can bring those back up to the top of the inbox, that would be helpful.

MS. HOPKINS: Yes, Julian, I'll resend.

MS. MOORE: Thanks, very good. And agree it was a very quick paced meeting. And we, Director Guerrero and I have already started talking about a different format for, potential formats for future meetings that allow for a lot more dialogue or invite a lot more dialogue, and back and forth, maybe like a panel type session.

So just so you know, we are considering that and appreciate everybody's commitment to make it through our schedule for today.

MS. JACKSON-DENNISON: All right. Well, if there's no other questions or comments, I'd like to call for a motion to adjourn.

MS. PROUDFIT: This this Joely, motion to adjourn.

MS. BUTTERFIELD: This is the second from Robin.

MS. JACKSON-DENNISON: Okay, all in favor?

(Chorus of ayes)

MS. JACKSON-DENNISON: I only heard two people. Okay, let's all say in unison. All in favor?

(Chorus of ayes)

MS. JACKSON-DENNISON: That's three people. Four people with me. Anyone oppose? Let's put it that way. Okay. No opposition. This meeting is adjourned. Thank you very much. We'll see you tomorrow.

(Whereupon, the above-entitled matter went off the record at 4:26 p.m.)

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A		
a.m 100:14	88:2 91:7 181:20	African 83:21
Aaron 1:15 5:18 6:22	added 50:14 65:19	after-school 57:7
Aaron's 14:5	76:12 91:6 92:17	afternoon 24:7 26:3
abatement 37:18	addition 87:17 169:17	52:16 71:8 93:19 94:5
abilities 131:2	178:13	172:19
ability 34:17 41:12	additional 45:1 71:9	Agafaya 12:7
able 19:11 24:8 25:8,20	77:6 85:17 128:11	agencies 39:17 95:13
45:15 53:3 55:14	129:7 132:21 158:1	96:10 101:2,16 102:1
58:10 76:17 78:7 87:4	Additionally 98:20	105:2 109:17 125:5
90:6 114:17 118:1	address 63:8 67:11	125:21 144:4 154:7
151:17 157:2 172:13	101:9 128:17 129:3	163:13
178:1,11	130:15 137:15	agency 40:15 76:21
above-entitled 185:15	addressed 156:3	95:17,18 123:19
absent 19:18	addresses 102:18	165:21 166:1,2,3,8
absolutely 49:19,21	158:4	agenda 8:1,2 10:5
50:17 91:6 138:5	adds 83:19,20	22:19 49:13 181:16
159:15 172:11 180:5	adequate 39:12	agendas 119:8
180:22 183:15,19	adequately 65:6	ages 142:13
academic 32:15 145:22	adjourn 182:5 184:20	ago 33:7 57:9 85:12,19
161:19	184:22	91:7 177:19
academics 48:9 105:10	adjourned 185:13	agree 102:13 184:8
accelerated 163:6	Adjournment 3:22	agreed 51:17 93:18
access 77:11 101:11	adjustments 40:21	95:22
124:12 146:3,7,11	administer 168:4	agreement 113:15
169:21 170:20	administered 74:20	Agreements 95:11
accessibility 101:10	156:7	ahead 5:4 10:17 17:22
accolades 25:15	administration 3:15	18:14 19:1 24:1 27:8
accomplish 46:12	45:14 77:19 78:9 97:8	52:5 88:15 92:12 93:6
164:12	119:17 121:16 127:18	94:4 161:3 183:9
accountability 162:15	131:16 140:16 162:15	aid 2:5 3:8 43:6,8,11
accurate 145:7	166:16	51:5 53:10,15,18
ACF 123:18 127:20	administrations 42:14	55:18 57:1 58:22
132:11	administrative 17:7	60:11,16 61:9,22 62:1
achievement 47:16	67:13	65:12,16 66:19 67:11
73:9 81:21	administrator 13:9	68:4,22 70:2,19 71:2
acknowledge 116:6	162:11	71:11
acknowledgment 85:21	administrators 74:21	Aids 66:18
acquisition 2:19 3:21	105:22	aim 101:7
172:7 173:2 176:20	adult 2:16 3:19 46:13	Alaska 1:14,14 2:17
Act 56:16,17 120:20	123:2 161:6,18	3:20 5:15,17 11:22
124:16 140:4 159:19	adulthood 122:12	12:9 16:19 74:16
165:11,13 166:17	adults 154:5	75:14 80:16 123:4
167:2,4 168:11,18,19	advance 120:9 165:5	124:4 133:12 145:15
action 144:17	advancing 24:15 104:6	150:3 159:7 167:13
actions 132:2 149:13	164:19	167:16 172:4,21
activated 132:2 136:18	advertise 45:15	Alaskan 13:17 73:15
active 38:11 61:5	advertising 45:21,22	76:7,9 77:17,21 78:4
136:14 170:15	advice 106:16	78:8 79:13 80:21
actively 118:3	advising 164:6	81:22 82:6 84:4 86:1
activism 14:22	advisor 15:21	86:18 87:1,5,8 89:3
activities 62:10 95:20	advisory 1:3,8 8:14	149:7 151:9,22
169:10	106:7 156:17	174:10
activity 53:20 83:4	advocate 19:17 122:9	Albuquerque 13:15
157:6	Affairs 28:15 38:19	29:14
actual 140:6 180:5	94:10 108:12 109:9	alert 136:17,18
Adam 162:14	109:19 167:14	Alexandria 54:4
add 10:13 25:9 32:17	affordable 127:16	align 31:22
	afforded 66:1	aligned 169:14
		all-women's 25:14
		allocation 166:22
		allow 34:11 93:21
		101:15 119:8 184:11
		allowed 56:18
		allows 123:13 164:17
		Alumni 25:17
		Alumnus 25:16
		amazed 121:14
		amazing 122:22 129:2
		amazingly 182:1
		amended 165:12 167:3
		amendments 33:2
		America 89:6,6
		America's 169:19
		American 2:17 3:20
		13:17 14:17 73:15
		74:16 75:14 76:6,9
		77:16,21 78:4,8 79:13
		80:15,21 81:22 82:6
		82:17,20 84:4 85:22
		86:18 87:1,4,7 89:3
		95:10 96:1 101:13
		108:11 109:9,19
		111:14 113:13 115:16
		120:20 121:21 122:16
		124:16 125:13 129:8
		129:18 143:11 144:1
		144:10 145:15 146:19
		149:7 150:3 151:9
		155:13,15 156:18,18
		162:1 167:8,10 172:4
		172:21 173:10,14
		174:9,11
		Americans 2:12 3:15
		24:16 25:19 100:10
		104:7 106:12 119:18
		167:16
		amount 23:5 54:9 69:9
		181:9
		ample 72:20
		ANA 118:15 119:18
		120:2,16,18 121:15
		121:18,20 125:2,15
		128:20 129:19 131:6
		131:17 133:19,21
		analyst 66:8,9,15
		67:4
		Anchorage 13:3
		ancient 123:6
		Anderson 1:13 5:12
		6:14 7:17,19 11:9,10
		11:11
		Angeles 25:15
		Aniak 12:8
		Anishinaabe 13:1
		Annabelle 21:19
		announce 132:20

announced 96:5 132:20
announcement 98:16
annual 135:9 141:21
 151:1 152:12
annually 63:12 167:10
answer 7:16 46:17
 49:12 69:15,19 177:1
answers 50:4 71:19
Anthony 109:11
anticipate 176:5
anybody 18:8 135:20
anybody's 135:1
Apache 4:21 11:5 94:15
apologies 183:16
apologize 12:19
applicant 176:8
applicants 98:3,22
 124:8 179:5,6
application 55:4 59:22
 179:5
applications 55:13 56:7
 56:8,10,14 141:22
 175:18 176:11
applied 54:22
apply 122:15 174:5
applying 98:12
appoint 114:19
appointed 4:9,10
 119:13
apportionments 58:5
appreciate 12:14 20:4
 50:22 52:16 71:7
 103:2,5 118:7,22
 138:7,21 157:3,19
 160:17 181:8,11
 184:15
appreciated 24:6
appreciation 27:14
apprenticeship 99:8,17
 99:20
Apprenticeship's 99:11
apprenticeships 99:6
 99:12,13 147:20
approach 17:16 113:3
 180:2
appropriate 59:16,18
 80:7 142:16
appropriates 165:14
 167:5,9,21 168:12
appropriation 56:11
appropriations 159:18
approved 117:9
approximately 29:3
 30:21 37:4 76:8
APR 151:1
April 83:8 99:1 133:11
 175:18
Apsaalooke 2:10

107:21
area 45:3 48:1 145:11
 147:3,13 150:9
 151:19,21 157:22
 166:1
areas 28:10 31:3,6,14
 32:14 33:1 42:3 73:10
 101:3 105:7 144:15
 152:18 162:8 164:11
 166:7 177:11
AREVGAQ 1:14
Arizona 1:12 4:19 5:10
 11:1 25:12 30:2 44:12
 133:11 161:13 162:8
ARPA 42:13
arts 146:5
asked 79:21 81:18,19
 125:3 178:13
asking 9:10,17 83:13
 91:9 177:5
asks 23:7
aspect 140:13
assess 178:11
assessing 63:2
assessment 49:5 72:18
 73:7 75:1 175:1
assessments 74:3,5,18
 86:15,22
Assiniboine 1:17
assist 42:14,21 176:15
assistance 22:6 34:2
 96:8 97:3,20 99:19,19
 121:22 124:12 141:3
 148:9 152:6,19
 154:12 155:15 156:14
 166:4 168:17,18
assistant 13:13 100:20
 131:17 132:19 133:2
assisting 94:19 154:1
Associate 2:13 3:16
 138:13
association 16:18
 25:17 60:12
attend 29:4 30:12 70:15
 142:19
attended 117:2 133:7
attending 142:14
attention 98:15
audience 18:11
audio 51:22
authority 39:8 95:19
 136:11 137:17
available 45:7 75:7 80:3
 84:18 97:11,12 116:2
 116:4 135:19 143:21
 158:2
average 36:19 55:15
 176:3

averages 179:13
awake 136:18
award 25:16,19 55:14
 56:12 98:5 100:9
awarded 44:22 58:1,6
 165:4 167:18 168:7
 169:1
awarding 176:5
awards 162:10 169:2
 173:7 176:2,4
aware 30:17 36:17
 136:9 157:20
awareness 106:14
 112:16
awe 48:22 120:10
ayes 185:5,9

B

B 156:6
back 7:10 10:2 17:3
 22:18 23:16 35:1
 37:14 38:2,5 50:10
 52:11 53:7 58:14 59:6
 60:2 68:7 74:9 88:20
 90:22 95:5 102:20,21
 103:7 104:10 111:4,9
 111:11 172:1 175:14
 175:22 182:4,15
 183:18 184:3,13
Backeen 131:9 136:9
background 110:17
backgrounds 140:17
Band 1:13 5:13 11:12
 14:8 42:1
bank 52:7,8
bar 146:2
barriers 104:16
based 85:13 98:5
 110:21 132:14 152:13
 163:13 168:2
bases 53:22
basic 57:4,16 137:11
 165:16 168:19
basically 61:22 62:14
 113:7 115:22 144:18
basis 46:15 123:12
basketball 81:12 183:3
Bay 11:22
bear 9:2
becoming 148:2
began 74:1 78:10
beginning 13:6
behalf 93:11 166:13
behavior 42:9,18,22
 149:12
believe 7:22 32:4 34:13
 38:1 46:17 55:5,10
 71:12

belong 80:17,20
Beltram 2:16 3:18 22:2
 22:3 161:4,10,12
 171:12,12,15,22
benchmark 115:16
beneficial 160:8
benefit 133:22
benefited 159:9
benefits 123:16 173:22
best 12:13 38:2,7 69:7
 77:2 106:2 113:1
 130:10 132:21 136:8
 164:22
better 75:2 122:7
 130:14 144:11 155:19
 159:16
beyond 38:6 86:12 87:6
 134:19 180:5
BIA 38:19 39:4 42:10
 60:21 167:14
bid 42:17
Biden 127:10,14 128:9
BIE 13:14 27:6 29:7
 30:3,6 31:5,19 34:12
 38:16,17 39:5 40:8
 44:21 46:9 47:22 49:1
 70:16 79:3 88:5 142:4
 142:8,10,16,19
 146:22 149:2 150:19
 160:1
BIE-funded 30:3
big 16:10 53:12 62:4
 131:6 148:10 151:19
bigger 26:13
biggest 48:11
bilingual 173:21
billion 37:5 54:20 55:10
 128:10,12 165:15
bio 25:21
birth 122:12 149:15
bit 22:7 24:9 25:1 26:9
 29:8 34:8 45:10 60:1
 60:18 64:5 88:2 91:7
 93:21 103:17 107:2
 108:8 111:3,4 114:12
 135:16 145:18 147:1
 149:2 150:8 152:21
 172:1
Blackfeet 81:5
blanket 113:3
blessed 19:3
Block 128:11
blocks 74:8 145:17
blue 29:22 150:1
Bluehouse 133:8
blurs 163:4
board 16:17 156:17
 183:19

boarding 21:1
body 23:8
bolstered 86:12 87:7
book 183:19
booklet 57:10
born 13:2
bottom 35:14 52:3
box 80:18 84:5 114:8 158:11
brackets 80:13
brain 122:22
branch 94:18 161:20 162:16
break 62:1
breakdown 35:8
breaking 38:13
bridge 163:19
brief 8:16 10:16 13:2 83:6
briefing 97:9
briefly 8:8 9:8,9 22:21 53:9,13 57:19 68:8
bring 43:18 62:11 72:9 100:22 184:2
bringing 34:12 39:5
brings 140:6
broad 104:13
Broadus 6:4
Brown 1:14 5:16 6:19 12:6,7 88:17,19 89:1 89:3,15,18 91:9 135:22 136:2
budget 31:21,22 33:9 34:21 35:4,16,22 39:14 127:3,6,6,7,19 128:20,22 130:19 179:11
budgetary 85:12
budgets 179:12
build 101:17 155:17
building 28:13 36:20 47:12 98:3,16 100:11 100:11 101:20 122:1 132:7 169:21
bulk 27:1
bullet 113:12
bumped 85:17
Bureau 2:4 27:6,16,20 28:1,9,13,14,22 29:4 29:22 39:2,22 45:11 46:5 141:10 142:3 146:21 159:12 166:12 167:14
Bureau-funded 30:19
Burns 21:12
bus 44:22
business 181:22
busy 26:12 50:7

Butterfield 1:15 5:17 6:21 12:18 46:19 47:1 47:2 65:4 66:14,21 67:8 85:1,2,6 86:4 87:9,16 115:13,14 155:11,12 157:5,16 158:6 177:7,8,18 178:16 179:15 180:2 185:1

C

C-O-N-T-E-N-T-S 3:1
Cal 14:16
calendar 4:6
California 1:16 6:3 11:2 14:15 16:19 21:3 41:21
call 3:1,1 4:15,15 5:1 6:12 21:10,11 24:9 61:10 84:5 91:19 108:1,2 111:3 124:3 135:14 144:17 184:20
called 74:2 90:13 141:6 167:7
calling 4:22 129:12 130:22
camera 51:21 108:3
Candelaria 14:12
capacity 47:12 101:20 121:22 122:5 132:7 155:17 157:11 169:22 173:8
capital 101:17
captures 37:19
car 15:11
card 84:20
Cardinal 80:11
Cardona 24:20 113:14 144:16 170:16
care 93:16 128:10
career 2:16 3:18 21:2 105:13 106:13 130:13 151:18 161:6,18 162:2,3,4,6,18,22 163:8,22 164:6,10,14 164:19 165:3,6,7,11 165:12,17 166:1 167:2,3,8,11,15 168:1 168:4,11,14,16 169:10,12,22 170:3,6 170:20
careers 161:20 163:3 164:6 170:20
careerzchallenge.com 170:14
Carl 165:10 167:1
Carlos 4:20 11:5
carried 19:13

carry 174:6
carrying 8:13
carveout 124:4
case 53:5 131:11 136:9
cases 67:14 78:12 137:4
cast 77:13
catch 126:17
categories 78:19
category 82:4 83:21 126:18
cautious 76:22
CCSSO 30:14
Celeste 2:17 3:20 171:19 172:3,9,13,20 177:5 181:7
center 14:16 25:19 154:12 155:14,16 156:14 157:7
centers 13:13 152:7 155:18 156:4,16,19 156:22
central 18:4 107:21
Century 165:13 167:4
ceremonial 135:9
certain 18:9 59:7 82:11
certainly 65:1 69:12,14 71:17,18 137:7 139:15 140:19 146:17 155:7 173:3 176:14 183:17
certification 60:19,20 96:21
certified 40:10,13 43:10 148:6
certifier 59:16,17,19
certifies 61:4
certify 59:19
cetera 54:6 140:18
CFO 21:13
Chair 1:9,12 14:17 24:7
Chairwoman 4:14 5:9 8:7 20:12 182:3
challenge 170:2,3,3,17 170:18,19
challenge.gov 171:7
challenges 48:11 56:20 102:7 104:15 106:15 120:22 131:3 136:10 164:18 171:6
challenges' 162:20
chance 7:16
change 15:2 89:4,17 134:4
changed 40:12
changes 33:2 35:17 91:2,21 93:5 122:22
changing 89:7

channels 65:21 175:21
charge 108:19
chargers 45:7
charges 125:15
chart 35:14
charter 165:22
chat 52:3,7 55:7 62:21 64:7 65:2,3 67:2,6 71:12 84:12,15,19 90:18 91:7 92:17,21 102:15 112:3 114:8 134:19 135:3 138:2 146:16 158:11 160:20 180:17 181:19
check 7:10
Cherokee 2:4 3:7 27:5
chief 1:13 5:11 7:17,19 11:9,13 24:21 30:14 94:19 162:14
child 15:3 128:10 131:5 131:5 133:4 151:14
childcare 128:5
childhood 32:5 104:22 105:1 122:14,21 130:6 143:14
children 2:18 3:20 12:10 19:4,9,10,17,20 56:6 57:15,17 59:12 59:19 61:4 62:5 64:3 120:10 121:16 130:12 131:16 137:2 141:17 142:13,19,22 143:12 145:1,1,2 146:2 151:22 154:4 172:4 172:21 173:17 174:12 174:19
chime 49:10
Chippewa 1:15 5:18,19
Choctaw 1:13 2:1 5:13 11:12 20:21
choose 57:5
Chorus 185:5,9
chose 8:17
circle 52:11 183:18
circles 43:4
citizen 18:3
citizens 133:22
City 39:18
civics 86:17
civil 65:15,19,21 86:9 148:17
clan 14:14
clarifying 88:21
class 82:22 145:12 146:11
classroom 13:6 21:4 82:7
classrooms 82:9

- clean** 44:20,22 99:17
clear 28:7
clearinghouse 176:19
clicking 46:6
climate 101:5
close 46:10 56:10 58:22
 59:2,4 129:16
closely 152:22
co-lead 109:13
co-release 148:16
co-signed 100:20
code 164:15 165:8
cognitive 173:22
cohesive 91:3
cohort 178:5
cohorts 175:2,4,8
 177:16 178:3,21
collaborate 27:15 134:9
 181:5
collaborating 96:9
collaboration 95:14
 101:7,19 132:12
 153:19 164:17
collaborative 132:15
 133:4 154:15
colleague 139:2 162:14
colleagues 94:12 156:7
collect 48:19 126:15
 145:5
collected 152:14
collecting 47:19
collection 104:18,20
collective 131:20
college 14:18 25:14
 97:6,12 161:20 163:5
 163:7 164:1,14,19
 165:6 166:18 168:19
colleges 24:17 43:1
 96:18 97:20 98:1 99:4
 104:8 106:13 109:6
 147:6 168:18
color 150:3
Comanche 2:2 3:3 8:19
 8:19
combined 122:21 175:9
come 10:15,20 22:18
 25:9 37:5 40:18 43:21
 46:4 51:21 79:1 81:5
 100:18 103:22 106:4
 111:4 113:18 115:22
 118:1 126:18 183:13
comes 34:2 36:7
 110:17
coming 70:13 108:16
 119:6 133:11
comment 47:6 52:2,7,8
 83:8 89:13 93:1
 115:14 159:2 182:21
commenting 92:22
comments 52:6,9 63:6
 63:8 73:4 84:10,22
 90:20 93:1,4 120:13
 121:7 134:22 135:7
 137:22 139:17 181:19
 184:19
commerce 101:5
 163:11
commissioned 115:20
Commissioner 3:14
 118:14 119:14,19
 120:1 121:12 133:20
 135:21 137:20,22
commitment 9:21
 23:11 99:2 128:9
 184:16
commitments 97:21
committed 49:15,16
 97:2 127:14
committee 17:1 25:5
 67:17 85:11,19 89:21
 109:13,14 116:19
common 68:10 73:19
commonly 167:7
communicate 67:14
 137:13
communication 63:5
communities 14:2
 41:14 42:5,8 43:3,15
 44:9,18 45:18 63:5,19
 101:13,21 112:11
 113:4 121:21 124:1
 124:11 125:13 129:2
 132:17 133:1 134:4
 136:19,20 138:20
 139:12 146:19 151:16
 153:20 155:3 164:16
community 24:13 43:14
 43:18 46:4 62:8 97:5
 110:9,20,21 113:2
 123:13,17 130:14
 133:15 139:12 151:15
 163:13 168:2,19
 170:4 181:15
companion 80:2 84:16
companions 84:17
compared 70:16
comparison 115:21
 157:6
compensation 48:16
competent 104:19
competition 167:20
 168:9 169:14 175:17
 175:21,22 176:6,7,13
 177:3
competitions 98:19
 162:20 169:20 170:2
competitive 48:20
 164:5
competitively 98:5
complaint 65:16,20
complement 47:8
complete 69:15 137:21
completed 181:15
complexity 49:2
compliance 65:12 66:1
 66:6 94:17 141:20
component 63:15
 79:19
composites 79:11
comprehensive 113:13
 115:15 119:6 128:12
 130:5 180:13
comprise 174:15
concentrated 175:5
concern 157:4
concerned 140:16
 155:1
concerns 17:13 182:19
concludes 84:9
concrete 132:2
concur 64:2
condition 36:12 37:3,11
conduct 87:6 97:22
 168:4 178:1 180:6
conducted 55:8 74:13
 75:6,10 86:14
conference 57:9 60:10
confirmed 115:9 121:9
 133:19
confused 70:6
confusing 70:7
congratulations 47:13
Congress 34:11,16
 70:9 87:10 125:4
 126:4 136:14 165:14
 167:5,9,21 168:12
 179:17 180:8,16
Congress's 136:10
Congressional 94:9,9
Congressman 54:15
Congresswomen 54:15
connected 17:20 56:6
 122:20 165:3
connection 142:20
cons 59:6
consider 58:2 93:3
 110:14 178:3,22
considered 75:5
considering 117:8
 153:9 184:15
consistent 23:8 47:11
consistently 48:13
consists 144:4
consortium 136:7
 166:4
constituents 55:19
constraints 85:13
construct 45:4
constructed 37:22
construction 34:4,5
 37:1 38:8,9,16,18,21
 39:1 54:21,22 57:20
 57:21
consult 96:18
consultation 29:6 31:4
 31:7,15 32:18 53:14
 61:20 62:2 94:21 95:1
 97:1 125:8 126:20,22
 127:8,9 128:3 169:4
consultations 29:9,10
 97:17 105:13 127:12
consulting 16:14
contact 71:13,15,16
 94:20 142:4 160:21
 171:7
contacts 142:7
content 181:18
context 107:10
contextual 169:20
continual 88:9
continue 14:1 15:6
 25:10 31:12 45:7 99:3
 99:14 152:9 156:19
 181:20
continues 127:14
continuing 40:5
continuum 122:13
contract 13:20 42:18
 43:3 94:17 166:14
contractor 10:4 184:2
contractors 22:12
contracts 21:18 43:15
contrast 75:4
Contreras 133:2
contributed 148:17
controlled 30:1 33:4
 39:21 147:6 162:4
 166:12,18 168:13,15
 168:17
convening 100:12
 101:15,22
convenings 133:3,10
 133:15
conversation 17:12
 23:4 81:16 120:4
 132:14 137:2 162:17
conversations 62:6
 85:18
coordinate 131:20
coordinates 156:14
coordination 130:15,17
coordinators 67:12

cope 131:2
copy 77:9,14 114:7
COR 21:18
core 31:14 136:16
Coronavirus 56:16
correctly 5:22 6:7
correspondence
 182:15
cost 36:19 178:7
costly 47:21
costs 33:5,8,11 37:13
council 1:3,8 71:1
 106:8 108:10,11,14
 109:8,11,12,18
 132:12 173:4 181:1
 182:20
counsel 8:14 30:14
 171:11
country 73:9 76:19
 121:3 123:4 130:9
 131:4 132:4 146:18
 152:1 155:19 156:5
 157:12 159:14
counts 32:15 56:19
couple 64:12,21 82:4
 83:18 84:11 88:20
 121:1 134:17 145:7
 149:19
course 18:5 19:16
 31:11 43:12 56:1 66:3
 130:12 147:6 149:15
 159:16
Court 122:4 131:8,11
 132:13 137:4,6,8
Courts 137:8
cover 31:22 34:5 73:2
 87:18
COVID 42:12 78:9
 148:11
COVID-19 105:9
create 163:17,19 170:3
created 104:9,10
 111:14
creating 61:15 105:2
 110:5 112:16 134:3
 154:3
Creator 9:11
credentials 163:15
 164:4
credit 164:2
credits 163:8
Creek 16:9
criteria 171:3 174:3
critical 32:7 33:5 129:3
 159:5,11 173:19
critically 101:16 120:5
 123:21
cross 61:16

cross-section 101:1
Crow 81:9
Crystal 2:1 4:8 5:2,4
 18:14 20:8,19 24:6
 27:12 52:16,18,21
 64:7 68:5 94:3 134:15
 138:19 139:1 158:3
 182:8
CTE 162:7,9,11,20
 166:21 170:1,17
ctemomentum.com
 171:5
cultural 3:2 8:4 48:9
 105:16
culturally 15:22 31:9
 43:16,18 44:16
 104:19 106:20
culture 14:16 40:7,9,19
 75:18 82:21 125:11
 144:10
Cummings 21:16
 103:22 107:11
Cummins 2:10 107:14
 107:19,20 108:6
 111:12 117:10,12
 119:9
curious 155:21
current 45:13 72:6
 126:11 128:22 142:5
 145:9 159:18 170:2
 176:6
currently 15:21 22:9
 98:17 103:20 107:3
 126:7 149:21 152:8
 175:2,17
curriculum 174:22
cut 53:1 136:16
cycle 127:3 169:3
Cydasi 21:17

D

D 165:10 167:1
D.C 100:15 121:12
daily 46:15
Dakota 15:17 44:12
dark 145:11
dash 73:19
dashes 73:18
data 36:4,19 47:4,16,20
 56:18 63:2 72:18
 73:18 74:16 79:17,18
 80:2,4 82:5 84:16,17
 85:20 86:1,1,7,19
 87:2,5,11 104:18,19
 113:16,17,18,21
 122:8 139:13 143:5
 145:5,6,9 149:3,20
 150:5 152:13 178:10
 179:21 180:11,15
date 55:5,5 59:13,14
 61:1,5 170:13 171:4
daughter 14:9,21
daughters 123:20
David 21:12
Davis 21:12
day 4:5 9:13 51:1 92:14
 93:12 103:12 129:3
 133:21 182:22 183:1
 183:2,5,6,6
day-to-day 74:9
days 19:11 26:12 59:15
deal 46:14
deals 85:3 155:13
Dearman 2:4 3:7 27:5,5
 27:9,12 46:20 49:11
 49:19,21 50:11,17,20
 52:19 64:10
Dearman's 51:16
Deaton 2:6 3:9 22:1
 72:4,7,8 85:5,8 86:10
 87:15,22 88:16,18,22
 89:2,8,16 91:6,22
 92:20 93:7,8,13
Deborah 1:9,12 4:14,19
 5:8 10:19 15:11 18:16
decade 73:14
decades 120:7
decision 131:8,21
 132:3 156:9
decisions 46:14 164:8
deck 72:9
decline 12:20
declines 78:13
decrease 150:21
deeply 109:21
Defense 28:5
deferred 36:2 37:8,9,13
 37:15 38:2,4
definitely 34:6 40:21
 49:12,22 119:7 150:9
 153:10
definition 89:4,7 91:16
 170:9
degrees 163:15
deliver 97:19
delivering 23:12
delivers 122:6
delivery 101:6
demands 163:16
demonstrate 180:8
demonstration 129:14
 130:21 141:4
Dennison 4:15,17,20
 5:8 6:12,13,17,20,22
 7:3,5,7,13,18,20 8:7,7
 10:3,6,7 11:17 12:4

12:16 14:4 15:8,12
 16:4,7 17:17 18:7,18
 18:20 19:1 20:2,13
 46:21 69:19 70:5,22
 92:1,7 182:3 183:22
density 78:20 79:3
Denton 118:17
department 1:1 2:4,5,6
 2:7,8,9,11,13,15,17
 2:19 3:8,10,11 18:12
 18:13 20:10,16 21:7
 23:11,21 24:10,22
 26:18 27:7 28:4 34:1
 51:6,10 58:4 66:20
 68:2 73:14 93:18 94:8
 95:8,12,18 96:17 97:2
 97:7,16,22 98:10,20
 99:3 100:1,17,21
 103:9 109:10 110:15
 111:6 125:6,7 131:18
 131:19 138:15 143:10
 144:17 146:1 147:4
 147:19 148:15 152:16
 153:21 160:1,8 161:8
 161:17 163:11 167:17
 168:6,22 172:8 173:2
Department's 97:5
 100:4
depend 179:3
depends 179:4,13
depth 85:20 127:11
deputy 2:10 70:13
 103:21 107:11 121:12
descendant 14:8
describe 62:4
description 169:4
descriptions 167:19
 168:8
deserve 38:1,7
designated 2:1 4:10
designed 72:17
desk 94:18
detail 22:9
detailed 71:19 84:1
details 114:1
determinates 48:8
determination 152:17
 153:1 166:17
determine 166:21
determining 65:9
develop 99:15 154:8
 157:9 164:5 173:8
 174:22
developed 97:4 102:4
 156:12
developing 44:16 97:14
 105:4 132:1 154:14
 155:4,9

development 43:19
47:5 49:6 88:11,12
95:15 101:11,18
104:22 122:4 123:1
124:3 125:15 128:11
128:13 129:4 130:5
130:11 144:3,8 160:4
165:16 170:6 177:11
dialogue 23:4,14 27:9
154:19 184:12,12
different 13:11 16:14
17:9 28:8,10 48:5,14
48:15 57:12,16 60:4
68:8 79:6 80:1 101:2
111:16 112:17 113:5
113:6 116:11 140:10
141:2 142:7 143:5
145:19 184:10
difficult 49:8 90:7
digital 77:11
diligently 160:10
direct 24:20 97:22
127:8 142:20 176:21
directed 159:20 160:20
direction 31:5,16 65:7
directly 28:18 30:6 66:3
66:19 138:4 142:2
143:10 158:5 164:17
director 2:2,9,10,13 3:3
3:5,7,8,9,13,16 8:10
13:10 14:15 22:17
23:1 24:14 25:3 27:5
27:9,19 49:11 51:4,5
51:16,19 52:13,18
60:8 61:3 64:21 68:16
69:1,6,13 71:5,10,21
72:3 100:19,19 103:8
103:22 109:10 119:10
133:8 138:13 144:13
184:9
Directors 39:5
disabilities 101:14
140:2,8,15,17 141:18
142:13 145:2,13
148:22 149:18 150:2
150:4,14 151:14
154:5 157:3 159:19
disability 57:15,18
100:16 140:3
disbanded 155:21
disciplinary 146:7
149:6,13
discipline 148:14 149:6
149:11
disclosed 80:9
discretionary 141:2
161:22,22 162:19
167:6 169:18 180:7

discuss 109:17 155:2
discussion 23:4,14
26:13 47:19 72:21
73:3 84:10 89:9 109:7
111:14 138:19 153:19
156:9
discussions 109:3,15
111:2
disseminate 148:8
156:15
distinct 151:12
distractions 9:14
distribute 56:13 121:2
district 4:21 13:8 54:13
57:11 60:22 65:14,17
66:10,15 70:17 78:12
districts 54:3 55:18
56:18 58:7,12 59:10
59:11 60:11,13,15,16
63:18 73:12 141:12
141:19
diverse 57:11
diversify 124:8
diversity 47:22 75:13
76:18 101:9
dividends 127:22
division 2:13 3:16
138:13 141:1,5,7,14
161:19
divisions 28:8 140:22
documents 180:18
doing 8:15 15:6 19:20
26:10 29:2 39:2 41:20
43:2 44:10 45:20
88:12 103:14,21
107:9 109:15 111:11
121:19 126:20 128:20
129:3 153:13
DOJ 137:2
DOL 95:4 96:7 98:12
100:15
DOL's 94:16,20
dollars 65:10
Domestic 108:10,13
donations 41:22
Donna 21:12
doom 136:5,5
door 48:21
Doreen 1:14 5:16 6:17
12:5,7,16 76:2 88:14
88:15 135:22 136:1
dormitories 30:10
dorms 30:11
dot 150:1
Dr 1:9,12,14 2:1 4:3,8
4:14,17 5:6,8,14,16
5:17,18,20 6:1,2,12
6:13,16,17,19,20,21

6:22 7:2,3,5,7,13,18
7:20 8:6 10:2,5,7
11:17,19 12:4,6,16,18
14:4,6,7 15:8,12,14
16:4,7 17:17 18:7,18
18:20 19:1 20:2,12,19
21:12,15,22 22:3,20
23:16,17 26:16,18
46:19,21 47:1 49:10
49:10,20 50:3,12,19
50:21 64:11,16,19
65:4 66:14,21 67:8
68:12,15,22 69:19
70:5,22 71:4,16 72:2
72:4,6,8 85:1,5,6,8
86:4,10 87:9,15,16,22
88:14,16,17,18,19,22
89:1,2,3,8,15,16,18
91:6,9,22 92:1,4,7,8
92:20 93:6,8,9,13,15
102:13 103:1 118:16
138:16 171:11,12,21
183:22
draft 111:13,19 112:2,4
driven 46:14 75:20
113:18 130:6
driving 7:10
drop 52:10 84:11,14,19
114:8 138:1
dropout 150:7,21
dual 174:18 179:22
due 54:11 56:19 175:18
Durbin 124:16

E

E-invite 100:18
ear 24:20
earlier 27:3 35:12
109:21 113:17 120:6
124:17 137:16 143:16
146:14 170:12
early 32:5 52:19 58:19
99:1 104:22 122:14
122:21 123:20 128:13
129:10 130:3,6
143:13 150:10,11,12
150:12 164:3 182:2
earmarked 129:18
earn 163:14
earning 163:7 164:1
Eastern 83:21
easy 77:11 147:3
155:10
ecological 105:15
economic 24:16 101:11
102:4 104:7 122:2
124:2 129:4
economy 163:16

ed 13:7,10 18:12,13
20:11 22:1 24:7 26:19
51:10 66:20 83:1 85:4
85:7,9 87:18 155:18
Ed.D 2:14,16
edge 164:5
EDT 1:9
educate 77:5 136:8
137:12
educated 145:11,13,16
145:20 146:10 152:1
educating 123:11
education 1:1,1,3,8 2:3
2:4,5,6,6,7,9,11,13,14
2:14,15,15,16,17,19
3:8,9,10,17,17,19
4:13 8:11,14 13:6
15:20,22 16:12,14,20
20:16 21:2,5,6,8,8
23:1,22 24:11 27:6,16
27:20 28:2,3,9,14,22
29:2,4 31:10 33:19,21
34:4,5 35:15,16 39:3
40:22 41:2 45:12 46:5
51:7 61:3 67:15 68:2
68:3,20 70:3,11,14,20
72:4,20 73:14 74:1
82:19 95:9 96:18
97:15,19 100:17,21
101:3,10 102:3
103:10 104:17 105:9
105:13,14,17 106:20
109:4,13,14,16 110:3
110:6,18 111:15
113:13,22 115:16
116:17 120:9 121:19
122:11,13 123:13
125:7 127:16 129:10
130:4,6,13 136:7
138:14,15,20 139:3
139:20 140:1,4,7,11
141:11 142:3,17
144:14,19 145:19
146:1,5,6,22 147:12
147:12 148:3 159:12
159:19 161:6,8,16,17
161:18,19 162:2,3,7
163:11,19 165:11,13
165:18,21,22 166:1,2
166:3,8,13,17 167:2,4
167:9,11,15 168:1,5
168:11,20 169:11,12
170:1,21 172:8 173:3
175:20
Education's 97:17
educational 24:15
53:16 62:6 64:3 72:19
73:8 97:3,9 104:6,15

105:1 106:11,15
141:17 145:4 154:9
166:11
educator 10:21,21
20:20 21:3
educators 15:5 62:9
75:7 77:1 111:15
effective 81:20 118:1
155:4 173:9
effectiveness 177:9
178:17 179:22
efficient 74:6
effort 138:8 160:17
163:10 181:9
efforts 99:11 100:2
120:11 124:19,22
136:4,15
eight 7:21 84:8 182:4
eight-hour 43:12
either 74:17 90:20
elders 19:4 123:15
electric 45:7 96:4,19
97:4,10
electronic 108:19 109:1
elementary 13:3 35:10
80:11 142:14 150:12
174:7,16
elevated 137:5
elevating 133:4
eligibility 53:14 166:21
174:3
eligible 59:11 60:3,4
165:20 166:4,6,14,19
167:14 170:9,10,11
171:3 173:8 174:4
eliminate 46:13 91:10
91:14
eliminating 154:2
elimination 155:14
else's 108:1
email 71:12 92:18
102:18 112:5 158:4
158:11 165:8 176:13
177:17 180:17,17
181:2
embrace 9:20
emergence 99:12
emerging 99:13
emotional 105:11
emphasize 112:3
employee 4:11 39:9
51:9
employees 28:11
employers 163:16
employment 96:14 97:7
100:16
enacted 35:1,2,7,20
36:1

encourage 92:13
ended 21:5 79:22 178:5
endless 163:21
energy 44:20 98:9
99:18 100:6
engage 99:4,14 101:16
136:19 137:1
engagement 116:4,17
173:19
engaging 75:17 95:8
engineering 86:16,20
146:5
English 2:18 3:21 18:2
19:14 172:7 173:1,11
173:15 174:18 176:19
177:11
enhance 101:11,18
170:4
enhanced 173:8
enhancements 147:10
enjoying 52:19
enrolled 59:12 80:17
enrollee 21:1
enrollment 164:1
ensure 77:10 87:1
105:15 133:22 151:16
154:15 169:11
ensuring 142:13,21
149:9
entail 117:17
enter 52:5,8
enthusiastic 82:20
entities 38:18 98:11
105:5 141:10 167:13
170:9 173:8 174:4,5
entitled 143:1
environment 101:4
110:6
environmental 129:5
environments 145:4
equipment 96:22
equitable 146:6 154:3
equitably 140:19
equity 24:15 101:9
102:5 104:6 140:13
140:14 151:21 152:3
152:9 153:1
equivalent 40:10,13
escalate 66:12
escalated 66:12
Escolar 94:15
especially 121:19 122:2
138:8 145:1 151:15
essential 122:6
establishing 106:16
108:21
Esther 122:18
estimate 126:7 176:2

et 54:6 140:18
ETA 97:8,14
ethics 115:5
ethnic 90:12
ethnicities 140:18
ethnicity 72:22 81:17
83:9 91:12,16
EV 96:7,13,15,21 97:21
99:2,8,18
evaluate 169:9
evaluates 48:13
event 100:22 131:12
eventuality 131:15
everybody 12:19 17:1
18:9 51:18,22 102:21
107:20,22 108:1
114:9 136:17
everybody's 11:14 17:2
184:15
evidence-based 169:9
evolved 120:20
EVRA 99:15,21
EVTP 96:20
EVTs 97:14
exactly 29:18
example 41:20 80:10
86:14 90:9 123:10
128:4 136:15 152:10
153:3
examples 62:18 63:13
130:8
excellence 24:15 31:17
104:6
excellent 29:2 103:4
171:13
exceptionally 63:18
excited 14:20 23:3 26:8
26:20 43:13 51:11
79:16 114:22 129:17
exciting 114:21
excuse 102:2 105:21
executive 2:8 3:5,12
24:14 28:11 100:19
103:8,17 104:4,9
106:5 109:10 119:10
exemplars 164:21
165:1
existing 83:12 100:2
112:22 113:16
exists 159:13
expand 34:12,18 99:11
101:11 147:16 169:22
179:20
expanding 96:14 99:7
146:7
expansive 170:6
expect 145:12
expectations 150:11

expected 100:7
experience 126:3
157:13 164:4
experienced 36:18
experiences 75:14
76:19 163:9 169:21
170:7
experts 45:17
exposure 164:3
expressed 95:19 148:2
extend 178:8
extended 22:11
extensions 178:8
extent 65:8 96:2
external 153:15
externally 152:5
extra 50:14
extremely 47:21

F

Faatimah 2:5 3:8
fabulous 50:6
face 14:2 182:14
face-to- 182:13
face-to-face 117:21
faced 159:13
facets 112:17
facilitate 130:4
facilitating 133:8
facilities 30:5,7,8 33:11
33:14 39:4,7
facility 36:14 38:20
facing 101:8 104:15
fact 48:12 73:13 75:5
110:20 135:3 178:4
179:16
fair 37:11 38:5,6,6 69:9
fairly 4:9 115:9
fall 48:18 166:7 169:15
familiar 61:12 67:13
110:18 140:3
families 42:20 121:16
128:5 131:17 132:10
143:12,22 149:10
150:10 156:20 157:2
family 22:11,12 23:6
81:6 132:13
fantastic 135:4,10
far 35:20 58:21 61:1
115:22 155:7 179:14
farther 44:8
fast 120:15
father 10:20
Fatimaah 51:4
favor 91:4 185:4,8
feature 52:3
features 127:20
February 58:6 99:22,22

132:11 175:22
federal 2:1 3:6 4:10
 20:17 22:12 23:6 27:2
 39:17 40:14 53:20,21
 54:1 57:2 66:18 70:2
 70:7 83:9 87:13 94:17
 95:13 96:10 100:10
 101:1,8,15,20 102:1
 122:10 125:21 127:4
 137:8 139:21 140:1,6
 140:7 143:14 173:4
federally 28:2 56:6
 77:14 167:12
feedback 112:1 153:14
feel 19:3 32:20 36:3
 40:18 52:10 66:6,7
 71:11 110:8 120:4
 138:1 181:3,20
Feeling 124:16
feels 65:6
felt 31:6 146:18 182:10
FEMALE 7:9
fewer 79:2
field 147:11 156:8
 164:17 181:6
fielding 113:19
figure 182:18
figures 35:16 38:8,15
file 80:4 82:5
filled 114:20
final 13:16 58:15,17,22
 178:10
finalized 112:14 115:4
 115:9
financial 105:11 121:22
financing 85:3
find 5:4 67:3 119:4
 176:17,22
fine 15:13
finish 18:16 56:8 62:21
finished 182:1
finishing 31:4
fired 48:18
first 4:6 5:7 26:11 31:5
 31:16 43:6,8,11 47:2
 47:7 66:3 73:6 78:9
 81:3 82:3 83:13 89:7
 94:4 95:10 104:14
 110:10,12 112:15
 119:22 136:22 137:5
 139:17 143:13 162:22
 167:7 177:14
fiscal 55:3 56:7,9,13
 58:5,13,18 59:1,2,4
 127:6,19 167:17
 168:6
fit 75:8 109:4,6 182:5
fits 103:18

five 7:21 31:14 33:6
 54:11,19 114:19
 125:17 142:14 144:4
 176:1 178:5 179:13
 180:14
five-year 169:3 178:4
fleeing 100:6
flexibilities 59:7
Flexibility 56:17
flexible 124:5
floor 24:19 25:2,22
Flores 14:12,12
fluent 9:3
Flynn-Tabloff 162:14
focus 31:17 46:9,12
 77:17 101:19 110:4
 144:22 145:2 147:17
 148:10 149:16 150:9
 151:12,19 152:3,9
 153:1
focused 75:12 102:3
 122:19 144:5 151:8
 164:14 170:21
focuses 150:19 154:1
focusing 143:11 146:2
 147:4
FOIA 98:22
folks 20:15 21:10 49:16
 92:8
follow 49:18,22 50:2
 51:17 63:10 116:15
 117:1 157:21 158:5
following 106:9
Fonte 14:10
Food 44:2
foods 19:6,12 43:16,19
foot 91:20
forecast 98:18
Forest 80:11
forget 61:2
forgive 5:21 6:6
forgot 178:14
form 102:8
format 51:15 83:12
 184:10
formats 184:11
former 11:13
formula 21:19 22:8
 32:22 69:4 162:19
 165:15 169:17
formulated 114:2
Fort 1:17 15:18
Fort-Peck 6:4
forth 125:7 137:10
 182:16 184:13
forthcoming 119:8
fortunately 21:6
forward 8:13 10:1 11:15

17:5 23:14 26:13
 29:11 32:9 36:13
 72:11 115:1 125:1,21
 127:2 134:8 139:9
 140:6 153:17
fostering 173:20
found 21:7 40:20 81:19
 171:6
foundation 137:9
founding 16:17
four 7:20 30:10 33:6
 39:6 44:1 59:14 85:15
 85:16 86:15,19 87:3,5
 111:18 128:6 152:18
 162:18 163:22 164:11
 165:1,3 167:5 175:9
 179:10 185:11
fourth 169:2
frame 65:13
framework 102:8 126:2
free 52:10 66:7 71:11
 138:1 142:16 181:3
 181:20
front 5:3
frustration 116:7
fulfill 163:18
full 22:19 58:5 67:18
 69:15 92:14 181:22
 183:19
full-slate 23:3
full-time 123:12
fund 57:1 128:4 179:4
fundamental 140:13
funded 86:6 98:13
 142:16,19 153:21
 156:6 167:14 169:13
 175:15
funding 32:12,14,14
 33:20 35:8 36:13 37:3
 42:15 44:22 53:10
 54:10,16 56:4,12,16
 57:2,12,15 58:3,6,21
 59:11 60:16 85:14
 90:22 96:9 98:15
 99:16 102:2,2 122:15
 129:16 132:21 146:6
 147:5 148:4 159:20
 169:3
fundings 56:13 57:16
funds 42:12,13 54:21
 57:3,20 66:19 86:13
 87:8,18 88:2,3 98:5
 121:3 124:10 128:11
 160:1,2 165:15
 166:22 174:21 178:19
furious 120:16
further 24:2 49:4
future 41:16 75:2 119:4

135:11 147:19 163:3
 171:6 184:11

G

gaining 163:8 164:3
game 183:3
gaps 154:3
gather 19:6,12 122:8
 126:8
general 57:3 78:17
 98:18 109:16
generally 76:8
generate 54:2,5 124:7
generation 15:5 20:19
 135:12
gently 93:6
geography 86:17
getting 32:5 38:5 44:15
 48:17 56:20 73:18
 75:21 100:5 104:17
 106:16 142:22
give 5:6 9:11 17:15
 27:18 38:11 46:7
 47:15 54:9 55:17
 60:14 61:17 69:15
 93:20 103:19 104:1
 107:8,12 111:9
 114:13 115:11 129:19
 135:14 154:13
given 49:1 103:13
gives 56:3 141:1
giving 63:17 102:21
 114:22 118:8
glad 17:1 19:21
go 5:4 10:12,14,17 11:8
 14:4,5 17:22 18:8,14
 19:1,6,12 24:1 27:8
 32:6,18,21 34:7 35:1
 38:2,6 39:1 41:5 45:4
 52:5 53:4 54:15 65:10
 65:20 66:18,19 68:7
 73:5,7 74:9,11,12
 75:8 76:5,19 77:2,18
 78:16,16 79:4,7,15
 80:10,12 81:1 82:1
 83:5,11,16 84:2 88:15
 88:19 91:19 92:10,12
 93:5 94:4 103:17
 107:6,16 108:7
 114:11 115:5 134:19
 139:6,18 140:8 143:4
 147:11 148:5,20
 158:9 160:2 161:3
 179:12,14 183:11
goal 58:14,20 117:15
 144:20 173:12
goals 164:12
goes 57:3 145:22

going 5:2 8:3 10:14
 13:2 15:5 18:13 20:7
 22:15 26:10,22 27:4
 27:17,17 28:6 31:15
 32:3 35:9 36:6 38:2
 41:16 42:21 43:19
 44:2,14,16 53:9 63:20
 68:5 71:22 72:5 77:1
 89:4 90:6,21 91:10
 92:9 93:5,20 107:8
 108:22 113:18,22
 118:13 119:12 120:13
 121:17 125:2 126:2
 126:20 127:1 128:16
 129:17 131:11 133:12
 137:14 139:6,9 143:3
 143:4 147:15,17
 150:18 153:17 157:13
 158:14
gold 74:2
GOM 16:18
good 4:18,19 6:19 8:7
 9:7,11,15 10:1 11:14
 11:20 12:3,6,18,22
 15:7,14,15 17:2,3,19
 20:15 23:2 24:6,7
 26:3 50:1 52:16 59:7
 71:4 88:18,18,19
 89:13,13 94:5 103:12
 107:22 108:4 116:14
 125:10 137:17 148:18
 150:6 172:18,18
 181:9,19 183:5,6
 184:7
governance 131:14
government 57:2 101:1
 122:10 127:4 163:13
grab 114:7
graciously 51:17 93:18
grade 32:6 34:20
 149:15
grades 34:12 74:13,14
 77:22 88:6 170:7
graduated 25:13
graduating 151:17
graduation 149:16
 150:6,20 151:8 153:6
granddaughter 14:14
grandmother 20:22
grandmothers 14:11
grant 33:5,8,11 55:2,9
 98:4,13,19 121:4
 128:11 129:14 130:20
 141:22 142:11 144:3
 165:4,15 175:11
 176:1 178:4,8
grantee 123:5
grantees 55:14 122:14

123:3 124:9 141:9
 165:5 174:14,17,21
 175:3,3,5,8 178:7
grants 55:1 98:17
 121:22 122:11 124:4
 124:5,12 141:3 162:1
 162:1,19,20 165:16
 167:6,18 168:7 169:1
 169:17,18 173:7
 175:10,12 176:6
 177:13 178:18 179:4
 180:7
grants.gov 98:18
graphic 145:9 149:19
 151:21 153:20
grappling 90:5,5
grateful 50:6
gray 145:10
great 10:4 14:13,13,13
 20:5,14,22 32:20 46:3
 50:16,22 53:2,2 57:13
 68:12 72:9 92:20
 93:10,13 108:1 134:3
 158:6 172:17 181:18
 183:10,21
greatly 138:21 147:14
greeting 17:22
greetings 11:21
Greg 21:21
Grijalva 14:11,12
ground 73:4 110:16
group 4:12 10:14 16:2
 20:5 22:6 28:6 73:19
 80:16,21 82:21 87:13
 143:18 144:2,4
 154:22
groups 89:10 140:18
 143:10
grow 147:21
Guam 123:5
guardians 41:13
Guerrero 2:2 3:3 8:6,9
 14:11 22:17,20,22
 69:5 71:17 183:22
 184:9
guess 49:2,3 87:19
 91:4 107:17 117:19
guidance 75:21 113:9
guide 17:8
guys 11:7 60:2 115:11

H

H 2:11 119:14
Haaland 131:9
half 27:22
hand 25:2 39:1 88:15
 89:8 92:3 116:13
 118:11,16 135:1

143:3 149:4 158:18
 158:19
handle 182:4
hands 77:10
hang 115:6
Hapish 14:13,14
happen 15:1 58:21 63:2
happened 183:18
happy 5:7 13:22 16:1
 39:13 49:22 50:2,9
 52:11 63:20 69:15
 125:19 158:4 176:15
 177:1,17 180:18
 181:4
hard 54:12,14 77:9,14
Haskell 29:15 33:16
Hawaii 123:4 129:22
Hawaiian 162:3 167:22
 168:5,7 174:11
Hawaiians 168:3
HBCUs 147:5
Head 123:19,19,21
 128:12,17
heading 83:7
headquarters 100:15
health 2:11 3:14 42:9
 42:18,22 43:5,8,11
 101:4 105:11 119:16
 121:17 125:6 127:15
hear 10:9 11:14 15:10
 15:12 16:6 17:2,14
 19:22 20:14 26:9 33:3
 36:6 41:17 50:4 51:12
 52:21 53:1 69:9
 107:14 110:13 133:17
 159:8 182:19,19
heard 31:3 60:8 61:11
 108:15 109:20 120:6
 155:6 159:2 185:6
hearing 40:1
held 132:13 167:20
 168:9 169:5,15
Helen 14:9
hello 4:3 11:10 22:21
 22:22 107:19
help 45:19 64:10,11
 94:18 103:22 105:7
 113:10 124:7 128:17
 130:1 148:3 156:19
 163:14,20 181:4
helped 157:9
helpful 124:14 158:3
 176:17 184:4
helping 155:17
helps 21:18 160:3
 164:7 174:19
heritage 48:10
hesitate 133:16

Hey 88:19
HHS 111:21 118:14
 119:17 122:9 131:7
HHS' 113:18
hi 26:7 88:17 94:14
 135:22 136:1,2
high 12:12 73:2 79:3
 127:9 132:1 146:3,12
 162:6 163:2,5 164:2,8
 165:3 170:4,19
high-quality 104:22
higher 21:5 104:17
 137:6 146:20 150:8
highest 30:3
highlight 96:8 104:13
 106:22 148:21 150:16
 150:18 165:1
highlighted 107:5
highlighting 26:17
 106:1
highlights 151:5
highly 155:20
Hindsley 21:21
hire 45:17,22
hired 48:17
hiring 43:20 65:9
Hispanic 83:13,19
historic 127:14
history 21:2 79:14
 82:21 86:17 161:14
Ho-Chunk 12:22
hold 41:8 98:21
holding 133:3
home 7:11 42:6 80:3
 84:15,19 143:19
homeland 11:21
homelands 18:4
homes 44:7 46:1
honor 8:15 27:21 39:16
 161:2
honorable 20:13
honors 174:1
hope 12:2 116:10
 121:12
hopefully 17:13 23:18
 51:1,14 58:14 59:1,5
 72:2 115:8
hoping 112:12 182:12
HOPKINS 184:5
host 77:16 81:10 88:10
 105:12 118:6
hosting 39:16,17
house 2:3,9,10 3:13
 25:5,6 39:12 108:10
 108:11,13,14,17
 109:8,18 111:8,22
 114:17,22 119:11
House's 108:18

housed 108:14 109:9
housing 39:9,12 101:4
 127:16 159:7,9,11,21
 160:6
hovering 36:22
Hubs 44:3
huge 90:22
human 2:12 3:14 101:4
 101:17 119:16 121:17
 125:6

I

IAP 3:8 51:6
ICWA 132:14 135:17,21
 136:4
Idaho 44:12
idea 131:10 140:4,5,12
 141:11,16,20 142:10
 143:1 156:6,21
identifiable 80:8
identified 31:15,20 37:4
 42:3,10 44:1,11 91:12
 91:12 144:16 173:10
identify 40:18 90:6,9
 101:7 169:8
identifying 43:14 100:3
identity 90:3
IEP 61:5
ignoring 9:14
imagine 46:11
immediate 153:11
immediately 121:10
immersion 122:18
 123:8,12
impact 2:5 3:8 51:5
 53:10,15,18 55:18
 57:1 58:22 60:11,16
 61:9,21 62:1 65:11,16
 66:18,19 67:11 68:4
 68:22 70:2,19 71:2,10
 105:8 139:11
impacted 54:13,17
 147:14
impactful 120:17 126:3
impacting 146:19
impacts 130:15
impending 136:5
imperative 89:19 90:19
implement 40:7 41:11
 42:1 44:2 141:11
implementation 125:16
 165:17
implementations 102:8
implemented 41:1
 123:9
implementing 41:4
 42:5,17 96:13,19
 126:21 139:22 174:17

importance 170:22
important 16:3 19:9
 23:20 25:10,22 29:6
 31:7 47:14 76:15
 91:20 92:13 117:20
 120:5 123:22 127:20
 139:13,14 145:21
 150:17 152:3
importantly 46:8
impressed 127:11
improve 124:19 130:16
 132:17 141:17 150:20
 152:15 154:9 169:10
improved 122:9
improvement 141:7
 150:22 153:5
improvements 151:11
improving 106:11,18
 144:5,7,22 146:5
 151:6,8
in-person 100:22
inbox 184:3
incentives 147:11
inception 175:16
include 42:19 87:10
 89:5 90:1,2 99:18
 102:6 113:16,20
 125:9,12 126:19
 175:3
included 126:5 128:10
 176:21
includes 33:16 78:3
 79:10 99:16 104:16
 110:7 128:20 130:19
 140:19 141:9 164:11
 174:10
including 13:13 25:16
 77:16 89:10 98:7 99:7
 99:20 100:6 102:5
 142:8 147:9 165:21
 174:5
inclusion 62:10 101:9
inclusive 87:20
income 128:5
increase 35:6 54:18,20
 55:12 58:10 128:21
 128:22 130:16 147:5
 152:9 169:21
increased 157:11
 170:20
increases 35:19
increasing 81:21
 106:14 144:9 173:14
Indian 1:1,3,8 2:3,4,6
 3:9 4:13 8:11,14 13:5
 13:7,10,17 14:16,17
 16:12,20 20:19,22
 21:8 22:1 23:1 27:6

27:16,20 28:1,9,13,14
 28:22 29:4,13,15
 38:18 39:3 41:21
 45:11 46:5 53:21
 54:13,21 55:22 59:10
 60:4,15,19 61:8 62:5
 63:7 67:15 68:19 70:3
 70:11,14,19 72:4,19
 73:15 74:1,16 75:14
 76:6,9 77:16,21 78:4
 78:8 79:13 80:16,21
 81:22 82:6,17,19,20
 83:1 84:4 85:4,7,9,22
 86:7,18 87:1,4,8,11
 87:17 89:3 95:9 110:2
 113:22 115:18 121:3
 127:15 130:9 131:3,5
 132:4 137:9 141:10
 142:3,22 145:15
 146:21 150:3 151:9
 151:22 156:18 159:6
 159:12,14 166:2,7,12
 166:14,16 167:14
 168:20 175:20
Indians 1:13 5:13 11:12
 14:9 42:1
indicate 145:18
indication 115:1
indicative 82:15
indicators 117:7,7
indigenous 25:4 43:14
 43:17 44:2 89:1,5,11
Individual 140:3
individually 89:20
 90:20
individuals 9:5 116:19
 148:4 159:19 174:6
industry 99:9,13,14,17
 100:3,6,8 163:15
inefficiencies 124:22
inequality 154:2
infants 128:13 143:21
inflation 36:15,17
inform 66:11 102:4
 137:12
information 48:10 55:8
 56:20 59:21 62:18
 71:15 74:11 77:5 80:8
 80:9 84:14 96:12
 97:15 100:1,2 103:4
 119:1 126:6,10,11,15
 133:14 135:16,19
 137:14 148:12,18
 153:16,22 156:4,16
 156:22 158:1 160:21
 171:8 176:7
informational 71:6
 158:15

informative 17:9 93:10
informed 127:7 131:1
 164:7
infrastructural 49:2
infrastructure 41:6,7,7
 96:13 98:4,17
infrastructure-related
 98:6
infuse 40:2
initial 58:1,6 109:3
 111:1
initially 135:15
initiative 2:9,10 3:5,13
 21:17 22:10 24:14
 26:10,14 44:19 45:8
 96:4,7,10,17 97:21
 99:3 103:9,14,16
 104:5,12 106:8
 107:10 108:9 119:11
 163:1,4 164:11
initiative's 104:3 114:5
initiatives 44:20 45:1
 102:4 108:16 129:9
 139:10 143:5
Innovation 169:6
innovative 126:14
 163:7 169:9
innovators 169:19
input 37:19 44:15 106:9
inside 75:18
inspections 37:17
installing 96:21
instance 75:16 137:5
 178:5 179:6
instill 31:11
Institute 29:14
institution 166:12
institutions 29:13
 54:12 104:17 162:5
 168:14,16
instruction 95:21 173:9
 173:19 174:15,22
instrumental 174:18
instrument 48:6,6
integral 151:14
integrated 86:7 87:17
 129:10 130:3
integrity 9:21 31:17
intensity 146:3
intent 8:21 100:4
 114:19 183:17
inter-Agency 109:20
 124:19,22 163:1
interactive 52:2
interconnected 170:5
interest 124:7 143:6
 148:2 154:18 157:11
interested 135:16

157:10
interesting 115:21
 177:1
interface 68:18
Intergovernmental
 94:10
Interior 2:5 21:22 27:7
 109:10 111:6 125:7
 131:18 160:1,9
 166:15
intermediaries 99:17
 100:9
internal 115:5
internally 152:4
internet 77:12
interrupted 19:7
intervention 152:20,20
introduce 10:14 18:15
 20:8,18 22:17 23:19
 24:9 94:13 107:17
introducing 22:14
introduction 26:5
introductions 3:4 10:13
 20:14 24:2
intuitions 166:6
invested 41:2
investing 32:4
investment 97:6 101:3
investments 127:15,20
 127:22
invite 184:12
inviting 95:4 161:11
 176:11
involve 150:10
involved 13:21 16:15
 16:16 65:6 67:18,20
 68:19 96:10 109:21
 118:3 137:13
involves 74:17 78:22
 87:11
IPP 61:13 64:1 65:22
 66:7 69:2
IPPs 61:10,12 62:18
ISEP 32:14,14,22 33:1
 35:12
Islander 174:11
Islanders 129:21
islands 130:1
issue 12:21 67:13 82:9
 159:13 160:9
issued 95:1
issues 14:1 47:9 90:11
 90:12 91:1 105:13
 109:16 137:16 139:14
 155:1 156:18
item 39:14 51:20
items 64:6 126:4

J

J 1:13 5:11
Jack 2:7 3:11 93:16
 94:6,19 95:5
Jackson 2:7 3:11 93:16
 94:1,3,6 95:6 102:17
 103:2
Jackson-Dennison 1:9
 1:12 5:8 10:19 118:10
 118:19 134:13,21
 158:8,16,22 171:10
 171:16,19 177:4
 180:19 182:7 183:21
 184:18 185:3,6,10
James 2:6 85:1
Jamie 3:9 22:1 72:4
 88:17 90:16
Jamie's 90:8
January 56:10 124:17
Jason 2:10 21:16
 103:22 107:11,12,20
 111:4,11 114:10,11
 116:15 117:1 119:9
job 98:17 105:14
 155:19
jobs 98:4
Jody 161:14
Joely 1:16 5:20 7:1 14:5
 14:7 15:8 118:11,20
 184:21
John 1:14 5:14 6:16
 11:19 116:20
join 24:9 95:4 173:3
joined 19:3 95:12 139:1
 162:13 169:18
joining 4:4 20:17 26:22
 27:10 71:7 94:1 104:5
 108:2 143:15
joint 163:10
Jr 22:17
Juana 14:12
Judges 132:13
Julian 2:2 3:3 8:4,9
 10:8 22:17,19,22
 23:17 52:18 61:14
 68:5 69:5 184:5
jump 111:3,11 114:16
 121:11
jumpstart 165:5
junction 113:6
June 100:9,9,13
justice 101:5 131:19
Juvenile 132:13

K

K-12 21:3 32:12,13
 42:19 68:20
K-2 34:19

K-4 34:19
Kansas 29:16
keep 10:15 13:2 49:9
 70:8 75:1 119:7
keeps 70:13
kept 77:9 156:13
key 23:7 47:3 65:7
 144:15 164:11
keys 163:22
KeysTo 11:1
kick 90:22
kidding 13:4
kiddos 128:14
kids 14:2 30:11 123:12
kind 8:18 12:19 47:16
 49:4 50:8 53:7 65:7
 68:18 111:2 115:16
 117:7 154:21 157:13
 177:9 179:16
Kiowa 2:2 3:3
kit 96:11
know 8:21 9:10,11,18
 9:19 10:10 13:19 15:4
 19:8,10,19 20:3 21:21
 24:12 28:1 29:1 31:20
 32:8 35:11 37:8,22
 39:10 42:11 45:9 47:9
 47:10,18 49:3 50:8
 53:6,21 55:10 62:9
 63:5 64:5 65:7,9,13
 69:10 70:17 72:13
 77:1 79:13 80:15,18
 80:22 81:13 83:11
 85:10,19 87:13 89:9
 89:12 91:11,15 92:1
 103:4 107:22 111:16
 112:9 113:10 114:11
 116:3,18,21 120:18
 120:19 121:20 123:19
 123:21 124:11,13,15
 126:22 128:2 130:14
 131:7,12 132:7 134:9
 135:18 136:7,13
 138:8 142:18 146:9
 146:11,18,22 147:13
 149:1 151:13 154:18
 155:8 157:8,17
 158:20 159:9,10,12
 159:16,22 160:1
 175:20 177:10 179:17
 179:19,20 181:8
 182:9,17 184:14
knowing 113:2
knowledge 31:11
 100:11 101:18 105:16
 144:9
known 51:6 161:7
 165:13 167:4 172:6

172:22 176:20
knows 155:7
Kunesh 2:11 3:14
 118:14 119:14,19,21
 135:2,21 136:6
 137:20 138:1,5
Kuskokwim 12:9

L

Labor 2:8 3:11 93:18
 94:8 95:8,12 97:2,22
 98:10,20 99:3 147:20
 163:11
Labor's 97:7
lack 157:7
ladies 19:4
laid 104:3,11
Lakota 2:11 3:15 15:17
 119:15
land 53:22 55:22 59:10
 59:20 60:5,6,7,15,19
 70:11
lands 44:4,11 54:22
 108:19 109:1
language 2:18 3:21
 4:17 8:9,20,22 9:9
 10:9,10,12,18,19 11:9
 11:19,20 12:3 14:3,6
 15:15 18:1 19:14 26:2
 34:17 39:15,18 40:3,7
 40:9,19 47:2 75:18
 95:20 103:12 111:5
 112:20 113:1 122:16
 122:20 123:6,8,12,14
 123:18 124:20,20,21
 125:11,13 126:8,9,12
 129:4,8,19 134:12
 135:7,7,8 144:10
 172:7 173:1,15,18
 174:18,19,22 176:19
 177:10,12 179:22
languages 9:1 41:15
 95:11,14,16 96:1
 105:16 106:18 107:3
 109:16 110:5 116:21
 124:16 125:17 126:6
 126:16 130:2,11
 173:14 174:20
laptop 17:20
large 56:1 62:8 70:15
 72:15 73:22 74:3,14
 82:17
large-scale 74:5
largely 75:20 79:6
 141:3
larger 82:8 153:22
lastly 176:11
late 167:20 168:9 183:2

Latino 83:14,19
launch 22:19 170:13
law 126:21 137:10
 140:1,13
Lawrence 29:16
laws 140:6
LEA 62:5 66:4,20
LEA's 67:4
lead 125:15 126:1 142:4
leader 2:18 3:20 4:12
 51:10 117:4 172:3,20
leaders 31:12 63:19
 77:6 89:11 101:22
 105:22 111:15,15
 117:3 125:9 127:8
 128:4 154:8,13
 163:12
leadership 9:18 28:16
 36:8 40:17 47:12
 131:19
leading 39:16
leads 142:7
learn 48:9 81:5 174:19
 182:18
learned 71:6 83:1
learner 29:17
learners 173:11
learning 41:3,9 62:11
 74:9 81:7,20 82:20
 120:15 125:20 128:13
 146:8 164:3 173:13
learnings 164:22
LEAs 54:14 55:21
leave 10:6 45:17 72:20
leaves 57:2
led 28:11 73:22
Lee 22:7
left 83:22 84:8 118:13
 148:13 161:2
legislate 136:11
legislation 124:18
 125:14 140:11
legislative 34:9,16
 95:19
Lessard 22:9
let's 58:18 73:1 74:11
 75:8 76:5,19 77:18
 78:15,16 79:4,7 80:22
 81:1 82:1 83:5,11,16
 84:2 114:10 147:22
 185:7,12
level 32:6 49:2 66:15,16
 66:17,18 70:7 73:2,4
 74:15 76:10 78:3,11
 78:12 86:1 137:4
 146:12 162:12 166:20
levels 132:1 165:19
 174:16

leveraging 101:17
liaison 2:3,7 3:11 21:14
 23:21 43:22 93:17
 94:7,21
license 80:4
life 101:3 150:15 151:18
 164:8
lifespan 128:1
lift 128:16
lifts 122:4
limited 177:22
line 39:13 117:19
lines 163:4
link 55:6 62:20 84:13
 167:19 168:8 169:4
 176:10,17,18
links 176:21
Lisa 21:17
list 5:3 20:15 45:2 50:15
 59:12,16 67:1
listed 36:12 37:2,21
 38:9 176:8
listen 32:21 40:6
listening 17:12 31:7
 32:19 72:16 110:9
listing 17:14
lit 112:21 113:7
literacy 86:16,21
literature 112:22 113:8
little 24:9 25:1 26:9
 29:8 30:20 34:7 37:12
 45:10 57:16 60:1,18
 64:5 79:5 88:2 93:21
 103:17 107:1 108:8
 111:3,4,10 114:12
 116:7,9 123:1 135:16
 145:18 149:2 152:21
 158:9 172:1 182:2
live 13:1 51:15
lives 163:20
living 142:14
LMB 72:6
local 54:17 141:12
 165:21,22
locally 54:4
located 29:5,15 53:20
 55:20
locations 39:11
logistical 8:12
Lone 121:13
long 10:22 21:20 69:21
 73:17 85:10 120:7
 160:9 183:1
long-term 22:8 51:9,10
 123:16
longer 81:4 155:8
longevity 47:8
longhouse 19:5

look 11:15 17:5 23:13
 26:13 32:9,22,22
 33:21 35:1,2 41:6
 44:8 46:5,7 62:2
 72:11 82:12,13 89:19
 90:14,18 91:19 113:9
 125:1,20 134:8 148:8
 149:7 152:21 153:3
 181:5
looked 157:7
looking 34:17 38:14
 45:4 48:4 58:16 65:1
 65:15 104:21 105:6,8
 109:4 117:8 127:2
 137:3 143:19 147:20
 149:3,5 152:8 153:7
 154:21 180:13
looks 10:4,4 102:21
 109:2 149:21 150:5
loop 121:18
Los 25:15
losing 132:9
lost 53:19 157:6
lot 9:20 22:5 35:11
 45:15 47:19 54:21
 55:11 56:15 57:6
 61:12 62:16 71:6
 78:22 82:15 91:16
 102:10 107:22 109:3
 109:15,19 111:16
 112:8,16 134:2
 135:18 148:18 149:16
 181:10,18,19 184:11
 184:12
lots 21:1 91:2 103:3
 131:14
love 9:20 50:4 80:11,13
 81:7 122:12 124:6
 133:17 135:8
loving 135:6
low 78:20 128:5
Luiseno 5:20 14:7,9
Luiseno/Payomkawi...
 1:16
Lujan 94:12,14,15
Lupe 14:11
luxury 147:2

M

ma'am 6:2
mailbox 176:13
main 23:7 32:12 53:18
 98:12
maintenance 36:2 37:8
 37:9,13,15 38:3,5
 95:21 122:17
major 16:19 139:10
 140:1 141:15

majority 35:9 145:14
 146:9
making 36:16 45:5
 58:17 61:3 93:3 110:7
 120:8 141:15
management 33:19
 35:15 38:20 41:3,9
mandated 103:16
Mandy 1:17 6:3,6 7:3
 15:9 16:4 76:3
Manuel 41:22
map 30:22 175:7
March 1:6 58:9 121:10
 127:5 170:13 171:4
Marcos 14:17
marked 19:18
market 96:16 169:14
married 161:13
Martinez 122:18
Mary's 25:13,17
Maryland 54:5
materials 175:1
maternal 14:10
math 146:5
mathematics 74:18
 78:1,2 84:21
Matt 2:13 3:16 138:12
 143:9 155:6 160:15
matter 65:22 185:15
matters 94:21
Maximo 37:19
maximum 179:10
McDonald 121:12
McGLAGHLIN 2:17
McLaughlin 3:20
 171:20 172:3,11,15
 172:18,20 177:14,20
 178:19 180:1,4,22
 181:13
mean 48:13,22 63:16
 65:8,14 74:4 91:9
 128:8 157:9 159:15
means 58:11 92:6
 106:11 132:4 146:3
 147:8
measure 75:3
measured 73:8
mechanics 110:19
media 77:17
medicines 19:6,12
meet 3:5 73:20 129:20
 141:15 157:2 170:9
 171:3 173:16
meeting 4:5,6 5:1 8:5
 8:12 10:3 11:15 26:7
 27:1 52:7,12 55:8
 75:21 115:10 117:20
 117:21 120:1 131:18

173:4 182:13,14
183:17 184:8 185:13
meetings 110:10
131:22 184:11
member 5:9,12 11:11
12:8 15:18 16:17,22
20:20 69:20 107:20
119:15 138:16 139:2
members 4:16 5:5
17:16 18:11 20:6,13
21:22 22:8 24:3,7
27:10,13 43:10,14,18
46:4 50:9 64:19 76:2
89:19 96:15 106:6
114:13 115:9 135:15
143:18 181:15
Memorandum 94:22
95:11
mental 43:5,8,11
105:11
mention 74:22 77:8
115:3
mentioned 92:22 110:3
111:18 113:17 125:14
139:1 160:3 172:19
met 1:8 33:10 48:3
72:13 85:10 105:17
121:12 154:16
Mexico 29:14 30:2
44:13 123:10 133:6
Meyer 22:5
mic 138:17
Michelle 125:22
Michigan 1:15 5:19
middle 83:21 128:5
Midwest 175:5
Miguel 2:8 3:5,12 22:13
24:13 26:1,2,3,21
100:19 103:10,11,13
107:16 108:5,7
113:14 114:10 119:10
Miguel's 26:18
military 53:22
million 36:1,21 37:1,13
44:5 55:11 128:21
129:8,10,13 130:19
165:4 167:10,22
168:13 169:1,2 170:8
175:15 178:20
Milton 133:8
mind 50:15 90:16
180:16
mindful 110:20
mine 183:12
minimum 83:22
minute 22:15 118:12
minutes 44:6 64:13
67:6 84:8 102:22

103:7 134:17 182:5
missing 7:14 19:11
132:8
Mission 42:1
missions 166:7
Mississippi 1:13,13
5:12,13 11:12
mix 9:13
MOA 95:14,17,22
model 141:4
Modernization 169:7
modernize 169:10
moment 5:6 64:7,8
152:7
momentum 170:18
money 54:6 70:3,20
86:12 179:14
monies 129:17
monitoring 141:6,22
monitors 141:9
Montana 1:17 6:5 15:16
15:19 44:12 107:21
133:13 151:7
Moore 2:1 4:3,8 5:6 6:2
20:12,19 22:20 23:16
23:17 26:16 49:10,20
50:3,12,19,21 64:11
64:16,19 68:12,15,22
71:4 72:2 88:14 92:4
92:8 93:9,15 102:13
103:1 116:12 118:12
118:18,21 134:16
135:13 136:1 137:19
138:6 160:14 171:18
171:21 172:13,17
181:7,14 183:15
184:7
moratorium 34:10,15
Morgan 109:11
morning 4:18,18,19
6:19 12:3,6,18,22
15:15,16 17:19 19:5
24:6 26:22 71:7,8
88:18
mother 11:2 12:9
motion 184:20,21
Mount 25:13
move 8:1 15:8 73:1
115:1 139:17 144:12
151:17 171:16
moved 11:3
moving 9:22 16:5 29:11
36:13 139:9 153:17
MSIs 147:5
Mt 25:16
Muhammad 2:5 3:8
51:4,20 52:13,15
64:15,18,22 65:18

66:17,22 67:9,21 68:4
68:11,14,16,21 69:1
71:5,10,21 72:1
Muhammad's 69:14
multi-year 153:9
multiple 163:17
muscle 41:19
Muscogee 16:9
Muskogee 1:18 6:8
Myricks 2:3 21:13
23:19 24:4,5 26:21

N

NACIE 114:5,14,20
115:9 116:22 117:13
117:20 119:5 135:15
135:19 136:3 154:21
181:14
NACTEC 167:7,18
NAEP 73:6,13,16 74:2
74:13,18 77:19 78:9
84:20 86:5,8,13,15,21
87:8
NAFIS 54:13 69:21
NAFTEC 155:14
NAICE 4:10,16 5:5
13:22 16:21 17:16
18:11 19:7,21 20:5,13
23:9 24:7 25:11 27:10
27:13 36:9 64:19
69:20 76:2 89:18
90:14,21 94:5 95:3
103:18 106:6 171:10
177:5 179:17 181:22
NAICE's 4:5
Nakota 15:17
NAM 172:6,22 173:7,22
174:3,5,14,21 175:5,7
175:9,11,12,17
176:12,18 177:2,3
nam@ed.gov 176:14
name 4:8 5:2,5 6:7 8:9
11:10,20 12:6,7 18:2
26:3 46:22 80:13,15
94:6,15 103:12 181:2
named 175:2
names 5:2 21:11 80:22
108:1
Naomi 2:8 3:5,12 22:13
24:13 25:2,11,22 26:3
100:19 103:10,13
116:15 117:20 118:5
118:22 119:10
nation 1:12,18,18 2:8
2:10 4:21 5:10 6:8,10
11:5 16:10 18:3 20:21
26:4 73:11 76:7 77:22
107:21
nation's 111:8 163:2
national 1:3,8 2:6 3:9
8:13 16:18 22:1 25:18
53:22 54:13 72:3,18
72:19 73:7 74:1 78:11
85:4 113:12 115:15
115:17 132:12 156:14
162:9 170:22 176:19
national-level 86:15,22
nations 29:15 96:4,6
112:13 115:18 117:16
124:10
nationwide 101:14
125:16
native 2:12,17,18 3:15
3:20,20 4:17 8:8,8,22
9:1,3,4,8,9 10:9,10,12
10:18,19 11:9,19,20
12:3,14 14:2,6 15:15
15:21 18:1 24:16
25:19 26:2 39:15,17
41:14 47:2 74:16
75:15 76:7,9 77:17,21
78:4,8 79:2,14 80:16
80:21 81:22 82:6,9,12
86:1,18 87:2,5,8 89:4
95:10,13,16,20 96:1
100:10 101:12,21
102:1,2 103:11 104:7
104:15,18 105:8,16
105:20 106:12,16,18
107:2 108:11 109:9
109:15,18 110:5,6,8
111:5,14 112:20
113:13 115:15 116:17
116:21 119:17 120:19
121:21 122:16,20
124:16,20 125:12,17
126:6,8,16 129:2,8,14
129:18 130:2,20
132:10 134:12 135:7
136:11 137:2 138:20
140:20 143:11 144:1
144:10 145:15 146:19
149:7,7 150:3 151:9
151:22 154:10 155:13
155:15,19 156:18,20
157:2,17 162:1,2
167:8,10,13,16,22
168:3,5,7 172:4,4,21
172:21 173:10,13,18
174:9,10,10,11,19,22
177:11
nativelanguagefeedb...
112:6
natives 13:18 73:15
82:10 84:5 167:16
180:3

Natural 25:5
Navajo 1:12 2:7 3:11
 4:22 5:9 93:17 168:19
navigation 164:6
NCAI 36:10
NCELA 176:20,22
NEA 13:16
near-by 46:2
nearest 30:12
neat 126:14
Nebraska 76:12,13
 133:13
NECA 69:20,20
necessarily 19:13
necessary 130:17
 182:10
need 9:19 17:10 34:6
 35:5 36:3 37:20 40:2
 42:4 54:16 58:22 62:7
 70:10,12,12 71:15
 96:12 113:4 115:5
 118:13 124:12 126:19
 132:6 136:17 147:15
 147:18 157:1 159:7
 163:16 179:20,21
needed 40:21 67:16
 80:5 130:15
needs 15:1 66:12 90:14
 105:17 114:20 126:16
 129:3,20 152:18,19
 152:19,20 154:16
 157:2 169:14
needy 123:22
Nesika 14:14
net 77:13
network 89:11 133:16
new 3:5 19:6 24:3,10,12
 24:13 26:18 29:14
 30:2 34:12 37:1 44:13
 45:5 55:2 88:12 90:12
 96:11 99:12 100:8
 103:8 104:5 123:10
 129:9 133:6 138:8
 167:20 168:8,9
 169:14 176:4,5
newer 21:22
newly 4:9,9 119:13
 133:19
news 50:1
NHCTEP 167:21
NIA 13:21 16:17 36:9
 55:3,6 62:20 67:3
nice 11:22 75:22 119:22
 151:10
NIES 74:11,13,17,19
 75:10,12,22 76:1,13
 77:2,9,19 78:6,15,19
 79:18,20 80:2,3 82:16

84:15 87:6,6 88:2,5
 88:13 113:17
night 114:18 183:2
nine 7:22 44:11 102:22
 162:8 168:7
nix 24:20
nominations 115:2,4
nominees 115:5
non-NIES 85:21
nonprofit 105:5
normally 183:9
North 83:21 89:5
Northeastern 15:19
Northwest 13:14 15:20
 18:6 48:17
note 140:4,5,12
notice 176:10
noticed 47:14
November 95:2,11 96:6
 111:9 117:15
number 13:13,19 29:19
 30:3 61:4 74:8 126:7
 134:5 139:5 141:2
 143:4 164:12,16,21
 165:3 174:4 175:7
numbers 34:7 79:5
 149:22
Nunaka 11:21
nutritionists 43:20
nutshell 173:7

O

O'Neill 2:14 3:17 138:16
 139:2 143:8 158:12
 158:19
O'dham 2:8 3:12 26:4
objectives 103:15
 104:3,11
obviously 122:19
 142:18 157:10
occupations 98:8
occur 59:1 63:12
occurring 64:1
OCTAE 161:7 169:18
October 56:12 104:10
odd 37:13
ODEP 100:21
ODEP's 102:9
OELAS 172:8
OER 97:10,13,15
OFCCP 94:19
offer 134:1
office 1:1 2:3,13,15,16
 2:18 3:17,18,21 4:13
 8:11 13:15 21:8 23:1
 24:18 38:20 46:2 47:8
 48:1 85:7,9 94:8,9,16
 97:9 99:10,13 100:16

138:14 139:3,20,21
 140:22 141:8 144:13
 144:14 148:16 161:6
 161:17 166:21 172:7
 173:1 175:20 176:14
 177:22
officer 2:16 3:18 157:21
 161:5,21
Officers 30:15
official 2:2 4:10 13:16
 60:21 92:22 93:4
 115:6 180:10
officials 18:14 20:9,9
 101:2
OFPSM 38:20
oftentimes 50:8 178:7
oh 10:4 12:18 18:18
 86:10,10 88:16 135:6
OI 88:3,4
OIE 22:7,8,16 23:10
 86:12 90:17
Ojibwe 81:4
okay 4:17 5:7 6:17 7:13
 7:13,18 8:1,3 15:11
 15:14 18:20 19:1
 26:16 46:21 49:20
 50:13,19 51:3,19,20
 52:15 53:7 54:7 55:15
 56:22 57:21 59:9
 61:14 62:14 63:13
 64:4,15 65:18 66:21
 66:22 67:5,7 68:4,6
 71:20 89:2,15 92:7
 93:5,15,16 107:8
 108:6 114:11 117:11
 117:18 118:18,21
 134:13,21 135:13
 137:19 146:13 158:8
 158:16,22 171:10,12
 172:17 177:14 180:19
 183:21 185:3,7,12
Oklahoma 1:18 6:8
 16:10,19 20:20,21
 39:18 60:5,9,10,12,13
 175:11
Okmulgee 16:10,11
old 12:11 145:7 149:20
 178:12
oldest 16:22 53:16
olds 128:7
OMB 84:13 93:4
OMB's 72:21 81:16
once 9:5 56:8 57:1
 59:21 62:21 85:14,15
 85:15 132:3 152:21
ones 19:16 54:4 123:1
ongoing 14:22 62:7
 69:18 99:11 130:8

open 79:22 83:7 84:9
 93:2 97:3,9 175:17
opened 10:5 175:22
opening 3:2 8:4,16
operate 28:19 29:12
 30:7
operated 28:2 29:22
 39:22 166:13
operates 30:6 142:10
 165:22 166:9
operation 28:20 29:19
operations 33:14
opine 131:11
opinion 136:5
OPM 40:14
opportunities 45:11
 75:17 96:9,15 98:15
 99:7 101:8,12 102:7
 104:7 105:2,3 106:12
 106:18 121:2 123:7
 134:8 143:9 154:4
 163:7 164:18 170:6
opportunity 9:17 17:15
 24:16 27:15 30:13
 32:21 46:4 50:20 53:2
 60:10 66:2 114:13
 129:19 132:9 134:7
 137:1 138:19 139:16
 154:3
oppose 185:11
opposed 149:12
opposition 185:12
orange 29:21
order 3:1 4:15 5:1 32:3
 49:14 103:17 104:4,9
 106:5
Oregon 1:15 5:18 13:1
 13:12 65:15
organization 30:19
 54:14 138:21 156:13
 166:8
organizational 28:16
organizations 36:10
 90:21 98:2 99:5 124:9
 141:4 163:14 166:3
 167:13 168:2
organized 144:2
originally 10:20
OSEP 139:21 148:7
 151:2 152:3 155:2
 160:20
OSEP's 148:13
outcome 131:21
outcomes 105:7 120:9
 132:18 141:17 144:22
 150:20 151:6 154:4,9
outlined 126:4 141:16
outreach 13:17 88:9

98:1 155:13,19
outside 75:19
outstanding 39:19
overall 35:6,8,21 53:16
 56:5 58:3 60:15 62:2
 76:13 86:8 105:18
 113:21 128:21 177:3
 180:13
overlap 76:1 178:21
oversample 78:7 88:3
oversampling 76:11
 86:6 87:12
oversee 141:11
overseeing 125:2
 139:22 142:6
oversees 141:8
overview 34:21 54:9
 118:7 159:3 173:6
 174:2,13 180:11

P

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

4:1
p.m 1:8 4:2 100:14
 185:16
Pablo 14:14
paced 184:8
Pacific 129:21 130:1
 174:11
package 148:14
packed 49:13 181:21
page 80:3 84:15,19
paid 40:10,12 48:19
 85:7,8
pandemic 40:20 42:11
 42:11 45:14 53:11
 56:21 59:8 85:18
panel 75:22 76:1,3 88:8
 184:13
Paperabush 15:3
papers 115:19 116:2
par 37:10
paraprofessional 148:1
parent 67:16 116:4
 155:15 156:3,16,22
parents 62:7,10 155:14
 155:20 157:18
park 44:5,6
parks 53:22
part 13:22 16:21 18:4
 23:20 49:7 54:11 69:4
 73:22 86:13 87:12
 97:1 99:10 112:20
 116:22 120:4 122:17
 127:2 131:6 150:22
 153:22 156:4,6,8
 157:11
PARTICIPANT 7:9

participants 94:5
 143:18
participate 82:16
 157:12
participating 61:13
 104:21
participation 62:5
 76:16
particular 61:15 83:3
 89:6 98:14 126:5
 136:9 145:3
particularly 117:2
 140:15 147:12 148:10
 159:6
partner 3:6 27:2 123:18
 173:4
partnering 41:17 44:10
partners 20:17 114:5
 143:14
partnership 93:14
partnerships 36:9 44:3
 105:3,4 106:17 154:8
 155:5
parts 65:18
pass 10:2
passed 124:17
passion 9:20
pathways 42:1 98:3,16
 106:13 163:18 165:6
Patrice 2:11 3:14
 119:14
Patricia 1:18 6:9 7:7,7,9
 17:18 18:1,2,7 20:3
 92:2
Patsy 116:13 118:11
 158:19 160:16
pattern 78:18 79:6
Patti 2:16 3:18 22:2,3
 161:4,8,11
pause 22:15
pay 40:12 87:17 88:3
 98:14 127:22
Payment 1:15 5:19
payments 58:1,1,16,17
 58:22
Payomkavichum 14:8
Payomkawichum 6:1
pays 88:7,7,9
PD 48:4
Pechanga 14:8
Peck 1:17 15:18
pending 56:11
people 16:2 17:11
 19:15,16 20:10 38:22
 40:18 45:22 46:7
 48:17 70:5 90:18
 91:13,15,17 136:12
 137:13 147:11 151:17

157:17 163:19 182:9
 185:7,11,11
people's 91:8
peoples 25:4
Peoria 161:12
percent 33:8,10 35:6
 58:2,10,12 76:9 79:2
 128:22 150:7
percentage 35:19 70:15
Perfect 66:21
performance 47:20
 78:13 79:6 151:1
 152:17 178:10
performing 153:4
periods 93:1
peripheral 30:10
Perkins 165:10,14
 167:1,5 168:12 169:6
 169:13 170:10,12
permanently 161:12
permits 52:13
perseverance 120:11
person 13:17 68:7
 72:11,12
personally 80:8
personnel 144:3 146:13
 146:17 147:9,14
perspective 120:14
peruse 75:8
PhD 2:6
phenomenal 128:16
philanthropic 105:5
phone 18:22
phonetic 14:10 15:3
 21:17
Phyliss 1:13 5:11 6:13
 6:14 7:15,15,16,19
 11:8,10,11,17
picture 62:4 76:18
 113:22
Picuris 94:16
piece 8:17,19 9:1 32:17
 38:16 40:17 63:4 90:3
 90:4
pillars 165:2
pilot 44:1
pipelines 147:16
place 34:10,11,13,16
 63:6 69:10 100:14
 171:1
placed 24:18 135:3
places 73:18
plan 111:5,7,13,19
 112:2,10,12,13,15,20
 114:3,7 117:14
 121:10 133:12 150:22
 153:16 168:3 182:14
planned 98:3

planner 126:1
planning 67:19 96:12
 98:10 102:9 141:7
 179:6
plans 37:18
play 81:11,11
playbook 164:13 165:8
playground 44:6
playgrounds 44:17
please 46:21 51:13 52:1
 52:5,8 53:8,15 54:8
 55:16 56:22 59:9 60:1
 61:6 62:22 63:12 68:8
 71:11 80:18 88:16
 92:16 94:5 102:16
 106:3 107:7 133:16
 141:13 143:2 161:8,9
 162:16,21 163:21
 164:9 165:7,9,19
 166:5 167:6 169:16
 171:7 173:5 174:1,12
 175:1,13 176:7,13,15
 181:20
pleased 14:21 120:3
 127:13 130:18 132:5
pleasure 8:10 72:10
 143:15 173:3 181:1
plus 22:12
plus-ups 35:19
point 13:8 39:9 47:17
 58:11 78:7 86:7 94:20
 106:21 112:19 113:12
 139:10
points 9:12 47:3 93:21
 106:10 139:13
Pojoaque 123:10
policies 61:8 122:9
policy 63:7 95:15
 100:16 102:8 108:10
 108:13 133:7
political 136:12
Polytechnic 29:14
pool 170:8 171:2
poor 36:12 37:3,10
pop 26:6
populated 147:3
population 56:2 75:15
 82:17 89:17 149:8
 151:10
populations 79:2 89:5
 90:2 140:20
portfolio 124:9
portfolios 102:3
portion 72:15 74:7
Portland 48:1
portray 76:17
position 13:16 27:22
positions 45:15,21

positive 62:12 149:11
possession 183:11
possibility 58:17
possible 10:16 13:8
 49:17 86:2 87:2
 150:12
possibly 137:8
post 75:5
post- 163:14 165:18
post-secondary 29:12
 33:15,17 35:10,14
 150:19 151:6 162:4
 162:12 166:6,11,20
 168:14,15 174:7
posted 55:3
potential 90:12,22 96:9
 97:16 98:22 136:5
 163:21 184:10
potentially 91:11 97:13
power 63:1 135:8
powerful 48:8
PowerPoint 28:5 183:7
practical 96:2 164:12
practice 68:10 141:1
 156:8 164:16
practices 48:15 106:2
 106:19 126:12,14
 130:10 131:1 132:17
 132:22 133:5 146:7
 164:22
prayer 10:8
pre-application 98:21
pre-pandemic 72:14
predates 73:13
preface 174:1
prep 160:4
preparation 144:6
 147:10
prepare 19:5 132:6
 163:2 170:19 181:9
preparing 32:18 41:16
 130:12 150:15 151:13
preschool 32:4,8,10
 128:6,14 144:19
 174:15
presence 30:17
present 1:11 2:1 7:12
 7:13,22 30:13 161:11
 166:9
presentation 28:5 29:9
 47:15 55:7 71:1 92:9
 139:8 171:13 180:21
presentations 182:1,16
 183:7,20
presented 89:10 170:12
presenter 138:12
presenters 17:6 161:2
 181:16

presenting 22:2,3
 181:1
preservation 95:21
 122:16 129:5
preserve 85:20 124:21
preserving 137:17
President 125:3 127:5
 127:10,13 128:9
President's 114:19
presiding 1:9
pretty 13:7 20:15
 123:20 128:8,15
 145:7 148:14 149:21
 150:6
previous 21:12 56:18
 60:8 97:5 110:3
previously 55:12
 108:15 156:3
primarily 61:21 68:17
 168:2 174:9
principal 48:4 59:17
 113:15
principals 48:3 131:7
print 84:6
prior 75:6 86:21 100:5
 143:17
priorities 31:19,21 32:2
 107:5 110:11,14
 128:3,3 141:16
 144:13
priority 33:12 39:20
 42:10 127:10 134:5
 148:12
private 105:5 106:17
 163:12
prize 162:20 169:19
 170:8 171:2
probably 33:6 48:7
 60:14 61:11,12 69:7
 89:20 121:20 124:15
 140:2
problem 159:17
procedures 61:9 63:8
 66:11
process 33:1 36:18
 43:20 55:9 61:13 62:2
 62:11,22 69:2,2 87:20
 125:20 149:17 151:3
 153:2
processes 142:1
procurement 101:6
productive 12:2
professional 47:4 49:6
 144:7 160:4
professionals 98:7
 105:19
professor 14:19 21:5
proficiency 173:15

proficient 174:20
program 2:5,14,18 3:8
 3:17,20 35:15,17 40:2
 40:3 41:2,11 42:2
 51:5 53:15,16 54:10
 55:19 57:14 61:16
 65:8 66:8,9,14 67:15
 68:2 69:4 82:19 96:20
 98:4,17 121:4 122:17
 122:18 123:13 129:9
 129:19 130:4 147:10
 148:5 156:10 157:21
 161:16 162:2,3,5,22
 167:9,11,18 168:1,8
 168:15 169:7,8 172:5
 172:6,22 173:7,12,22
 174:3,5,14 175:14,16
 175:18 176:18 177:3
 177:16 180:14
programming 95:15
programs 16:14 29:2
 32:10 35:10,14 44:1
 57:8 61:18 62:6 68:8
 68:17,18,19 94:17
 95:19 98:6 99:8,15,21
 105:1,15 120:20
 123:22 127:21 138:14
 139:4,21 140:9 141:4
 141:12 143:20 144:6
 144:14 146:12 147:21
 148:4 160:5 162:18
 165:18 166:16 167:16
 168:5 169:13 174:6
 174:18 177:10 179:20
progress 72:19 73:8
 116:10 120:8
project 2:16 3:18 43:13
 123:9 129:15 130:21
 153:10 154:1,7 161:5
 161:21
projects 13:20 42:16
 96:13 109:21 126:12
 174:14
proliferate 130:9
promise 23:12 163:18
promising 132:17
 133:4
promote 31:13 42:7
 95:14 99:6
promoting 96:1 105:1
 106:12,17 146:6
 149:11
promptly 27:4
pronouncing 5:21 6:7
proper 65:20
properly 178:11
property 53:21 54:1,6
proposals 34:9 100:5

proposed 34:16 35:18
 72:21 83:7,17,22 84:1
 91:21 93:4 127:6
 128:21 129:17 130:19
proration 58:2,7,10
pros 59:6
protect 9:22
proud 12:9 15:2 16:20
 19:15 24:8 37:15
 41:10 43:7 44:18
Proudfit 1:16 5:20 6:1
 7:2 14:6,7 15:3
 118:16 184:21
provide 27:15 31:9
 43:16 59:16 66:2
 69:12 77:5 96:11
 128:6 136:14 139:7
 139:15 156:5,20
 158:1,4 159:3 167:15
 168:19 169:20 170:5
 173:6,9
provided 97:8 160:2
 164:15 165:9 171:8
provides 34:2
providing 8:12 41:13
 42:21 43:5 63:2 95:7
 96:8 97:2,15 99:18
 118:8 121:21 147:10
 163:6
PTIs 156:22
PTSS 22:6
public 4:5 15:1 30:12
 44:4,5,11 48:21 70:11
 70:16 75:7 78:20 80:4
 83:8 101:8 105:4
 106:17 123:17 127:16
 142:17 162:15 163:12
 165:21 182:21
publish 100:4
published 99:1 100:1,7
Pueblo 94:16 123:9
pull 9:15 25:8
pulling 36:19 39:3
punitive 149:12
purpose 53:10,18
 124:18 154:6 169:7
 170:18
purposes 142:10
pushing 148:11
put 17:14 34:11,15
 37:19 55:6 62:20,20
 64:6,7,20 65:2 67:1,2
 67:3,5 71:11,17 90:18
 91:14 92:20 102:15
 144:17 146:15 158:11
 159:2 160:20 182:18
 185:12
putting 90:17 126:1

151:12 180:16

Q

Q&A 93:22
QR 164:14 165:8
qualified 60:20 65:9
qualitative 79:18 80:2
 84:16 113:20
quality 47:5 48:7 49:8
 101:2 126:10 170:4
quantitative 113:21
quantity 126:10
question 46:19 49:3
 52:6,8,22 53:12 64:20
 65:5,19 67:11 68:6,13
 79:11 80:14 83:17,20
 85:2 86:4,5,9 88:14
 88:21 89:7,13 91:11
 92:2 102:13,16
 116:16 117:6 134:18
 155:12 156:2 158:17
 159:1 160:16 177:8
 177:12,15 178:13,15
 179:16
questionnaire 88:11,12
questions 46:18 49:12
 49:18 50:1,5,6,13
 51:14,15 52:1,6,9
 53:6 56:15 61:7,16
 63:14 64:8,9,17,21
 65:3 71:10,20 72:5
 75:1,4 79:8,22,22
 81:18 83:12 84:10,21
 88:1 91:10 92:10,14
 92:16 102:12,20
 115:12 121:7 134:14
 134:17,22 135:20
 137:22 139:16 154:17
 154:22 158:10,13
 160:20 171:9,11
 176:12 177:2,6
 180:20 181:3,19
 182:10 183:13 184:19
quick 26:7 65:5 67:10
 107:9,12,17 159:3
 184:8
quickly 20:18 23:19
 53:5 68:15 139:7
 178:14
quite 22:7 65:13 115:4
 116:2 120:15 139:7
 177:19,22
quorum 8:1
quote 165:20

R

RA 100:2,8
race 72:22 81:16 83:9

83:15 91:11,16
racial 90:13 136:12
 140:18
raises 136:10
raising 146:2
range 75:16 76:18
 176:2
ranging 169:1
rate 150:6,7
rates 146:20 150:20,21
 151:8 153:6
reach 66:7 157:17
 160:8 163:20 181:4
reaction 121:7
read 25:21
readiness 164:14,19
reading 74:18 78:1
 80:11,13 84:21
ready 32:6 42:7 56:13
 108:22 171:8
real 9:9 22:21 68:8
 120:22 131:3 163:8
 164:3
really 8:22 9:1,13,17
 20:3 22:7 23:3,9,20
 25:10 26:20 27:14
 33:9,12 34:1 36:3,19
 38:13 40:2 42:7,14
 43:17 45:4 47:14
 48:12 49:13 53:5
 67:14 79:16 85:3 86:5
 86:11 87:19 89:13,13
 92:5,13 93:10 107:17
 110:4 114:21 118:7
 118:22 120:3,5,9,10
 120:20 121:2 122:4
 122:10,12,19,21
 123:5,22 124:5,8,13
 125:10,20 126:3,19
 127:1,2,10,13,20
 128:16 130:1,7,8,17
 130:18 131:10 132:1
 132:5,5 135:4,6,8,10
 135:12 136:16,18
 137:3,9 138:6 143:19
 144:15,20 146:1
 148:8 150:17 151:5
 154:11,21 155:13
 182:10,12 183:11
reason 152:2
reasons 46:7
Rebekka 22:5
receive 30:21 32:13
 58:4,13 60:16 63:7,9
 124:10 142:16 166:4
 168:17 170:11
received 25:15 38:12
 41:22 42:12,13,15

54:10 55:12 57:10
 58:12 71:20 162:9
 175:8,9,10,12 180:12
receives 56:4
receiving 33:7 64:4
recipient 25:18 165:20
 170:10
recipients 166:19 171:3
recite 9:8
reclaim 9:5 124:20
recognition 87:12
recognize 159:17
recognized 77:15,15
 167:12
recognizing 19:9 95:22
recommendations 63:3
 63:9 66:2 87:10 125:5
reconceptualizing
 149:14
reconstruction 36:14
record 46:22 64:17,21
 184:1 185:16
recourse 65:11
recovery 145:22
recruit 45:19 49:8
 123:14
recruiting 147:3
redacted 80:7
reduce 124:21
reducing 154:2
reduction 85:13
referring 69:3
reflect 116:10
reflection 8:16,19 9:11
reflects 128:2 129:1
 145:9
refresh 183:12
Refugia 14:11
regard 57:22 58:15 63:2
regarding 62:17 63:7
 63:22 119:5 137:1
 176:7,12 177:2 178:2
region 25:12
regional 39:4 133:3,10
regions 39:4,6
registered 99:6,8,12,16
 147:20
regular 86:5,13 145:12
 146:11
regularly 143:19
reimagines 163:2
related 95:16,20 97:4
 97:10 104:18 105:10
 122:11 179:16
relates 74:22 77:8 88:4
 95:9 144:8,9 148:21
 153:5
relationship 23:10

114:4
relationships 132:15
 137:18 154:15 155:9
relative 178:13
relay 27:14
release 77:13 79:17
 96:11 114:18 117:16
 148:15 171:4
released 80:6 111:8
 127:6
relevant 31:10 43:16
 44:16 126:8
relief 42:12 56:16
remainder 10:3 82:22
 158:14
remaining 37:2 39:6
 179:10
remarkable 20:4
remarks 84:9
remember 66:18 90:14
 129:21 184:1
remind 51:22
reminder 78:21
remote 39:11 45:22
 147:1 159:10 161:12
remotely 45:16
removals 149:6
renewable 98:9
repair 39:9
replace 37:2,5 53:19
replacement 36:14 38:9
report 70:9 75:11,13,20
 77:5,10 78:19 79:9
 84:20 87:4 102:5,6
 116:10 117:2 118:2
 119:5 125:4 151:1
 152:12 178:10 179:17
 180:7 182:19
report's 116:3
reportable 76:6 77:20
 86:18
reporting 73:10,20
 74:15 77:9
reports 77:14 141:21
represent 30:18 55:18
 60:14 139:3
representation 31:1
 35:13 55:17
representative 76:18
representatives 23:6
 25:7 125:12
represented 30:22
representing 168:3
represents 145:11
request 31:22 35:22
 70:13 100:1
requested 39:14 106:9
requesting 38:14

requests 35:2,18 93:1
 100:5 179:18
require 125:8 136:14
required 94:22
requirement 53:14
requirements 61:10,22
 62:16 141:20 152:19
research 112:22 141:1
 144:21 156:8 173:20
resend 184:6
reservation 136:20,21
 159:11
reservations 29:6 42:4
 142:15 147:1 159:6
reserve 72:15
reside 30:11
residential 30:5,7,8
 32:16
resilience 129:14
 130:20 131:1
resource 77:7 100:11
 126:16 139:8 153:21
resources 25:6 33:13
 62:16,17,21 67:2
 92:21 95:15 97:4,10
 97:16 101:12,17
 116:22 129:5 130:16
 148:9,19 156:12
 157:1,8 176:16,22
 177:21 179:9
Respect 31:18
respectful 49:14 64:13
 110:22
respiratory 12:21
respond 49:17 68:16
 69:8,11 72:5 92:18
respondent 79:21
respondents 84:6
responding 50:16
response 52:22 53:1
 81:4,15 82:3,15 83:2
 83:13 132:6 137:21
 137:21
responses 80:7 81:1,10
 82:2,14 84:6
responsibilities 61:19
 122:6
responsibility 60:22
 87:14
responsible 139:22
 141:14 142:12,21
responsive 15:22
 106:20
rest 50:5,22 121:13
 139:7 182:4
restricted 60:5 80:4
results 62:12 73:10
 76:6,10,14,14,22 77:2

77:20 78:2,4,8,16
 79:10 84:20 149:12
 153:11 180:8
retain 45:19 123:14
retention 112:21
retired 13:21 16:13
return 42:6
revenue 53:19 54:3
review 75:22 76:1 88:8
 112:21,22 113:8
reviewed 80:6
reviewing 56:9 141:21
 151:4
revisions 72:21 81:16
revitalization 39:15
 112:21
revitalize 113:1 123:6
rewarding 59:7 170:20
RFP 100:7
rich 127:1 173:20
right 4:3 17:20 27:19
 35:20,21 36:11 46:3
 53:7 54:19 55:3 56:9
 57:14,22 58:16,20
 59:10 64:4 67:1 68:21
 70:4 75:10 84:2,8
 91:8,20 93:2 103:11
 107:19 111:13 112:4
 112:11 125:20 127:4
 132:2 134:20 135:11
 148:7 149:4 154:17
 157:15,19 171:17
 180:1,5 184:18
rights 63:17 65:16,20
 65:21 86:9 91:4 140:7
 148:17
rigorously 169:8
Rising 25:16
risk 115:19
River 12:9
road 115:17
Robe 14:10
Robin 1:15 5:17 6:20
 12:17 14:4 46:21 47:1
 49:22 65:4 85:2
 115:14 116:12,16
 155:12 177:7 185:2
robust 23:5 126:3
Rock 2:11 3:15 119:15
Rodman 109:11
role 14:22 51:8 61:2,19
 120:1 132:14 138:9
 142:5,9
roles 112:8
roll 3:1 4:15 5:1 6:12
rollouts 109:1
Ron 22:8
rope 117:4

roughly 165:14 167:9
 167:22 168:13 176:4
routed 138:3
runaround 67:12
running 16:22 55:2
 92:5 114:12
rural 159:10 162:7

S

sacred 123:1
safety 127:16
salaries 48:20,21 57:7
sample 78:22 81:1,14
 82:2 87:8 88:6
samples 73:16 74:14
 74:15 86:15,22
San 4:20 11:5 14:17
 41:22
sat 16:16
satisfied 64:2 66:5
saw 27:3 78:11 90:8
 146:14 181:11
saying 70:8 91:13
scale 40:12 74:3
schedule 50:7 53:7,11
 58:15 59:6 60:2 64:10
 64:12 92:5 181:21
 184:16
scheduled 100:13
Schneer 2:13 3:16
 138:12,18 156:1
 157:15,19 159:15
 160:12
school 2:18 3:20 4:21
 12:12 13:3 19:11 21:1
 30:12,14 31:2 36:1,20
 37:1 38:9 41:8,21
 54:3,13,17 55:17
 57:11 59:11,15,17
 60:22 65:14 66:10
 70:17 74:20 75:18,19
 77:6 80:13 81:5 88:4
 105:22 141:19 148:1
 150:13,15 162:6
 163:5 164:2,8 165:4
 165:22 166:2,9
 170:19 172:5,22
schools 15:1 19:19
 28:18,20 29:5,18,19
 29:20,22 30:1,3,3
 32:11 33:4,7,13,20,22
 34:3,12,18 36:11,12
 37:2,6,10,14,17,18,22
 39:11,21,22 40:3,7
 41:4 42:20 43:22 44:9
 44:12,21 45:1,5 48:2
 48:14,21 53:20 54:7
 54:22 56:3 57:1,4,6

63:21 70:16,16 78:20
 78:22 79:1,3,3 88:5
 141:12 142:15,19
 148:22 152:1 163:2
 167:15 174:8
science 146:4
scientific 98:8
scope 127:11
scratched 135:4
screen 27:3 28:7 52:4
 80:15 104:2 181:2,11
scrub 115:6
seats 114:19
second 5:21 24:19
 27:18 49:7 82:15 96:3
 97:21 107:12 112:19
 170:17 177:12 178:15
 185:1
secondary 94:20
 142:15 163:15 165:18
 165:19,20 166:19
 174:7,16
Secretaries 100:20
secretary 24:19,20
 59:18 106:22 107:6
 110:4 113:14,14
 131:17 132:19 133:2
 144:16 166:15 170:15
Secretary's 110:2
section 79:16 106:4
 166:5 168:12 170:10
 170:11
sector 98:5 163:12
sectors 98:7 100:3,6
secure 75:1,5
SEDS 124:3
see 5:4 8:2 14:21 15:7
 23:18 28:10,15 29:21
 30:1 34:21,22 35:1,5
 35:9,13,17,18,19
 39:13 55:21 58:7
 62:15,19 75:8 78:3
 79:5,12 80:14 81:1,3
 81:4,10 82:3,14 83:22
 91:2 95:7 104:2
 107:22 108:1 114:11
 114:17,22 116:14
 121:6 122:21 130:8
 132:3 134:22 135:2
 145:3,10,13,17
 148:13 149:4 150:5,8
 151:22 152:22 153:11
 157:22 158:17 160:21
 167:19 168:8 169:3
 170:15 172:14,15
 175:4,7 182:5 183:18
 185:14
seeing 35:21,22 72:11

78:17 108:20 110:16
137:7 145:14 184:2
seek 14:1
seeking 100:2
seen 13:7 50:8 54:18
82:10 116:5 126:14
151:10 179:1
select 73:11 83:15
selecting 52:6
self 173:20
self- 83:12 131:13
166:16
self-determination
131:13
self-development
122:3
self-identify 90:7,10
Senators 54:16
send 50:13 52:1,17
64:9 142:11 158:11
184:1
senior 15:21 24:21
28:11,15
sense 173:20
sent 77:14 125:4 183:7
sentiments 112:8
separate 69:21,22 70:1
70:18 82:18 83:20
separately 69:8
September 168:22
sequentially 58:21
series 85:21 169:19
170:18
seriously 107:1
serve 43:21 55:22
94:18,20
served 25:3 82:18
161:21 173:16 174:6
service 28:11 31:17
76:3 101:6 127:15
130:17 166:2
services 3:14 42:22
56:2 64:3 101:4
119:17 121:17 122:1
122:7,15 125:6
129:11 130:4
Services/Administrat...
2:12
serving 8:10 16:15 88:6
168:2
session 12:2 72:16
184:13
sessions 111:17,18
set 43:15 46:1 152:14
154:13
setting 82:21
settings 145:19
seven 7:21 11:4 129:9

176:5
shaking 137:9
Shannon 2:3,14 3:17
21:13 23:19 26:5
138:16 139:2,18
141:5 142:2,6,9 143:4
143:7 160:3,15,22
share 8:18 9:1,20 28:6
36:4 72:14 73:6 82:22
112:2,5,8,17 121:5
122:8 134:8 137:13
164:22 180:18
shared 101:19 119:2
158:15
sharing 121:8
she'll 21:15 22:3
sheets 135:3
shift 27:17 89:16 153:1
shifted 85:13,14
short 74:4
shortages 128:18
146:14,17 147:14
shortly 59:3
show 29:17 59:10 75:13
81:14 179:21
showcase 72:18 79:17
showcased 175:21
showing 78:2 123:16
shown 80:12 82:3 84:4
173:21
shows 60:4
side 17:7 46:6 149:4
sign 67:20
signed 52:19 67:16
significant 90:11
148:15
significantly 146:20
signing 63:22 95:13
similar 149:21
single 79:11 83:17,20
Sioux 1:17 6:4
SIPI 33:16
sir 50:21
site 176:8
sitting 54:19
situation 140:10
six 7:21 20:19 27:22
55:14 61:22 62:15
126:4 175:10 178:9
size 176:4
skill 169:21
skills 169:12
slide 27:18 37:7 53:8,15
54:8 55:16,21 56:22
57:21 58:8 59:9,22
60:3,17 61:6,13,15
62:13,22 63:12 64:4
68:7 72:9 73:1,5

74:12 75:9 76:5,20
77:18 79:15 81:2 82:1
83:16 84:3 94:4,4
102:18 106:3 107:7
110:4 139:18 141:13
143:1 145:4 153:18
160:21 162:16,21
163:21 164:9,15
165:6,9,19 166:5
167:6 169:15 171:7
173:5 174:1,12 175:1
175:13 176:9,11,15
slides 32:1 34:5 53:4
72:17 88:20 139:5,6
158:13,14 172:12
SLPs 69:10
small 73:20 82:21
175:16 177:22
smaller 145:18
Smoker- 6:3
SMOKER-BRAODDUS
7:4
SMOKER-BROADDUS
1:17 15:10,14
social 105:11 124:2
129:4 173:22
solicit 112:7 153:14
soliciting 63:3
solutions 14:1 106:15
somebody 65:2 70:10
113:10
son 161:15
son's 183:3
soon 21:15 59:2 102:20
115:9 133:11
sophomore 12:11
sorry 18:21 49:11
178:14
sort 47:3,12 60:2 92:18
115:17 121:18 125:22
sounds 69:3 108:4
115:14 119:3
South 44:12 89:6
107:21
southern 25:12
Southwestern 29:13
Sovay 125:22
sovereignty 14:16
31:13 91:5 131:13
136:17 137:10
space 133:18 171:2
speak 53:3 61:21 74:10
92:10
speaker 9:3
speakers 111:15 126:7
speaking 9:10 21:15
76:8
speaks 82:8,11

special 2:13,15 3:17
52:17 61:3 124:4
138:14,20 139:3,20
144:14 145:19 147:12
148:2 155:18
specialist 2:15 3:17
161:16
specific 65:14 74:16,19
115:20 128:19 135:20
136:3 154:6 160:6
specifically 88:3 105:9
106:5 109:5 111:20
129:7 140:14 154:9
155:4 159:21
sped 64:5
speed 60:1,18
spelling 80:19
spend 93:19
spoke 57:19
spoken 4:18 8:9 9:9
10:12,18,20 11:10,19
11:20 12:3 14:3,7
15:15 18:1 26:2 47:2
103:12 126:7 134:12
181:17
spotlight 79:8 84:3
spotlights 79:12
SPP 151:1
spread 130:9
spring 48:18 58:18 59:5
100:8 169:5
St 25:13,17
stability 78:18
staff 24:8,21,21 25:3
30:18,20 35:6 38:10
39:12 40:10 42:20
43:9 45:19 55:7 65:8
65:9 121:13 128:18
143:17 144:8 147:3
157:12
staffers 90:17
staffing 48:15
stake 99:15
stakeholders 31:8
32:19 36:5,8 40:1
41:14 99:15,20
132:16 133:17 153:15
164:13 170:5
stand 171:8
standard 74:3,5 81:17
83:10
standards 72:22 73:21
95:1 173:16
standing 2:11 3:14 39:2
119:15 160:9
Star 25:16
start 10:17,18 23:13
38:13 59:15 96:12

99:21 103:15 122:11
 123:19,19,21 128:12
 128:17 149:17 150:11
 150:13 152:22
started 21:2 36:18
 41:21 133:3 175:14
 184:9
starting 27:4 142:4
state 14:17 18:5 30:14
 30:15 34:1 59:8 60:12
 66:15,17 74:14 76:8
 76:10,12 77:15 78:3
 78:12 86:1 89:11
 141:7 142:4,6,11
 144:3,4 150:21 151:4
 151:5,7 153:4 154:7
 154:12 156:21 162:19
 165:15,16 166:10,21
 175:8
State's 152:17
stated 59:4 63:13 159:8
statement 114:18
states 13:11 16:19 25:5
 25:6 29:5,18 30:4,18
 30:22 33:22,22 47:20
 54:5 73:11 76:15,16
 106:7 129:20 132:16
 132:22 136:13,14
 137:18 140:8 141:9
 141:15 142:8,12
 145:5 150:17 152:6
 153:5 154:1 175:9,10
States' 156:15
stating 64:1
statistical 72:22 76:21
 83:9
statistics 90:13 126:9
status 111:13 136:12
 136:13
Statute 61:9
statutory 161:22
 162:19
stay 29:1 51:1
step 97:18 132:9
 137:15 151:18
steps 98:12
stereotype 82:12
stop 158:13
stopped 78:19
stories 81:8
story 83:3 113:6
straight 108:16
strategic 31:5,16 41:1
 102:9 105:3
strategies 81:21 113:5
 124:3 154:13 169:9
strategy 99:7 101:18
street 25:9

strength 36:7 41:19
 101:19 135:11,12
strengthening 24:17
 104:8 106:13 129:13
 130:20 131:2 143:20
 165:12 167:3 168:10
strengths 102:7
stressed 70:8,9
stretch 129:22
strong 146:4
structure 28:16 34:19
 34:19 108:8
structured 28:12
student 32:15 47:4,15
 47:20 49:5 56:2,19
 73:8 75:15 79:20
 82:17 90:1 105:21
 153:4 164:7 173:19
 174:15
students 12:14 29:3
 30:21 31:11 32:5 35:5
 38:1,7 42:6,20 44:5
 44:17 46:10,13 48:8
 55:22 62:11,12 73:20
 74:6,17 75:17 76:7,10
 77:2,21 78:5,14 79:1
 80:1 81:12,22 82:9,12
 82:19 87:11 90:1,7,10
 104:15,18,21 105:8
 105:17,20 106:16
 110:6,8 140:1,7,14,17
 145:11,13,15,20
 146:10 148:22 149:10
 149:17 150:1,4,8
 154:10,16 157:3
 163:3,6,14,20 164:20
 168:5,21 169:20
 170:5,19 173:10,15
 173:21 174:10 183:3
students' 164:5
studies 14:18 115:17
study 2:7 3:10 22:2
 72:4,20 74:1 75:6
 76:13 77:4 85:4,14
 86:6 88:4,10 113:13
 114:3 115:15 117:17
 119:6 157:6,20 177:9
 177:15,17,21 178:1
 178:17 180:6,10,12
studying 173:13
sub-groups 78:14
subcommittee 25:4
subgroup 73:21
subject 74:7
subjects 73:10 77:22
submission 55:4
submissions 55:4
 151:4

submit 152:12,13 180:8
 180:16
submitted 59:22 151:2
subs 57:7
subsidies 147:9
substantial 152:20
suburban 162:8
success 154:14 162:18
 163:1,18 164:1,10
 165:7
successes 37:21
successful 155:20
suggested 93:3
suggestions 89:22
summary 102:5,6 116:3
summer 32:19 39:18
 58:19 146:8
summit 39:18 96:6
 111:9 112:13 117:3
summits 164:21
superintendent 4:20
 11:6 70:14
superintendents 30:15
supervisor 69:5
supervisory 4:12
Supplemental 56:17
supplies 57:8
supply 96:21
support 8:12 28:19
 33:5,8,11,20 35:5
 41:8 42:7 44:22 57:4
 57:17 95:22 96:20
 98:8 105:13 122:2,3
 122:10 124:19 129:1
 130:1 131:15,20
 132:9,21 136:4 141:3
 148:3 155:3 156:20
 157:1 159:5 163:12
 168:20 169:8 173:9
 173:12 181:5
supported 33:17 110:8
supporting 14:22 43:2
 95:17 96:7 104:17
 105:19,20 143:11
 148:21 149:10
supportive 110:5
supports 22:7 32:13
 121:21 143:20 156:5
 159:4
supposed 70:1
Supreme 131:8 137:8
sure 23:9 30:16 33:10
 33:13,17 36:16,16
 37:18 41:6 43:21
 44:15 45:5,6 61:3
 67:21 71:18 86:10
 88:22 89:8 92:16
 94:14 105:18 106:1

107:4 108:21 110:7
 114:16 116:2 138:3
 141:15 153:13
surface 135:5
surround 9:16
surrounding 61:19
survey 59:12,14 61:1,5
 74:19 75:4 79:8 88:11
 113:19 125:3,16
 126:3,5
surveyor 88:12
surveys 79:21
sustained 106:19
switch 78:15
Switching 27:19
sworn 121:9
symbol 73:19
system 30:9 31:2 32:6
 32:12,13 34:6 37:20
 39:10 40:22 41:3,9,11
 42:19 43:9 47:6,10,22
 48:12,13 49:5,6 130:6
system-wide 49:5,6
systemic 104:14
 150:22 154:2
systems 28:3 33:21
 47:17 54:17 101:9,20

T

TA 155:18
take 4:15 9:18 24:4 37:4
 60:15 63:6 65:3 68:6
 69:13 74:6 89:19
 91:19 93:15 100:14
 103:6 107:1 122:5
 161:9 179:6
taken 9:6 153:15
takes 134:6 153:11
 181:9
talk 29:8 31:4 38:4
 41:17 45:10 49:4 53:9
 53:10,13 60:19,21
 86:11 107:1 111:4
 152:7
talked 35:12 63:4
 110:10 123:5
talking 23:15,15 43:4
 54:16 57:22 60:8
 62:15 93:21 149:1
 184:10
talks 106:5
tandem 108:9
target 33:12 101:22
targets 152:14
task 32:6
tasked 125:19
taught 79:12 162:12
 169:12

- tax** 53:19 54:3,6
TCU 100:18
TCUs 33:15
teach 40:19
teacher 13:6 47:5 48:7
48:20 79:21 81:14,19
130:11 144:5 147:16
148:3,6 159:10 160:4
161:14 162:7,9
teachers 40:9,13 48:16
49:9 74:20 80:1 82:10
82:11 105:22 123:14
128:17 149:10 159:9
160:5
teachers' 57:7
teaching 81:20 173:13
teachings 19:8 96:14
team 2:18 3:20 21:9,17
21:19 23:20 24:3
33:10 37:15 50:9
56:12 71:11 95:3
100:16 124:14 125:22
133:21 134:3 138:1,4
138:15 139:2 142:6
152:5 172:3,20
181:14
team's 138:7
teams 50:5
tech 68:6 107:12
technical 2:16 3:19
13:12 16:15 22:6 34:2
75:22 76:1 88:8 96:8
97:3,19 98:8 99:19,19
105:14 124:12,14
141:3 148:9 152:6
154:12 155:15 161:6
161:18,19 162:2,3,5,7
165:11,12,17 166:1
167:2,3,8,11,15 168:1
168:4,11,14,16
169:11,12 170:1,21
technically 13:20
Technologies 21:6
technology 77:11 86:16
86:20 146:4
tell 25:1 31:21 35:3
36:15 77:1 83:3
133:20 156:11
ten 21:4 44:6 45:1
tend 9:14
tenure 179:1
term 61:11
terms 47:16 117:9
122:5 126:9 149:21
150:6 177:10 179:3
180:13
terrific 113:11
territories 141:10
- thank** 4:4 6:2,13 8:5,6
10:7,8,11 11:7,8,15
11:17 12:4,15,16 14:4
15:8 16:3,4,8 17:6,11
17:16,17 18:7,10 20:1
20:2,11,12 22:19,20
23:16,17 24:5 26:1,4
26:11,16,21 27:10,12
27:13 46:16,18 50:11
50:17,21 51:2,3 52:13
52:15 64:18 67:8 71:4
71:21 72:1,3,7,8 76:2
85:9 91:21,22 93:6,8
93:11,13,15,22 95:3
102:11 103:1,6,10
108:2 111:12 114:9
116:12,16 118:7,8,10
118:19,21 119:9,19
119:21 134:7,11,13
134:16 135:14 137:20
138:9,18 139:19
143:6,8,8 156:1 158:7
160:12,14,14,15,15
160:16,22 161:9,10
161:10 171:12,14,15
171:18,21 172:9,16
177:4 180:20 181:6,7
181:12 182:6,7,8,8,22
185:13
thankful 42:13
thanks 26:15 52:17
94:3 95:6 114:10,11
184:7
That'd 158:6
theme 135:9 171:1
themes 75:12
Theresa 1:14 5:14 6:14
7:15 11:18 12:4 94:12
94:12,15 95:6 102:19
103:2 116:20
thick 57:10
thing 32:17 39:8 40:16
45:9 47:13 63:11 66:3
69:18 88:7 92:18
137:12 140:12
things 9:15 17:9 40:8
43:2 58:20 61:7 64:1
67:6 82:22 83:18
84:11 88:10 91:2
110:12 131:14 144:10
144:16 150:18 152:11
152:15 155:1
think 16:22 18:9 25:21
47:9 48:2,6,11 57:13
57:13 64:12 69:7
80:17 82:8 89:12,22
90:14,21 92:4,14
101:16 102:12 112:7
114:15 117:19,22
120:18 121:10 126:2
126:19 127:21 128:15
129:12 130:22 134:3
134:16 135:10 136:6
137:11 139:11,13
143:5 145:21 146:14
147:15 148:11 149:11
150:17 151:10 153:18
156:2 158:17 159:5
160:3 171:12
thinking 51:13 65:14
116:18,19 150:13
155:22
third 5:13 47:5,17 83:2
84:18 96:3 99:2
100:10
Thomas 1:18 6:8 7:6
16:6,8,9
thoughts 121:6
three 7:20 13:11,12
16:18 19:11 31:3,6
44:21 47:3 51:9 53:12
61:18 65:18 68:7,17
68:19 78:18 81:3 95:7
120:15 161:22 164:21
166:7 185:10
thrilled 50:12 51:11
thrive 163:3
thrown 102:10
THURSDAY 1:5
tie 32:11
TIEES 129:12
tight 115:7
time 10:22 15:16 17:8
19:7 21:20 26:12
32:20 39:1 46:16,17
47:9 49:9,15,16 50:7
52:12 64:13 67:15,19
69:9,14,21 70:6 71:5
72:20 73:3 75:3 84:22
92:2 93:9,11,19,22
102:11,12 108:3
114:12 115:11 118:22
119:4,8,22 120:5
134:14 135:20 138:7
138:7 148:20 153:12
158:9,21 160:17
161:3 172:1 178:7
181:8 182:15 183:9
tips 98:12,18
Title 67:12,22 68:1,5
69:4 70:18 165:15
Tiwa 123:8
today 4:4 8:17,18 9:12
12:12 15:6 17:5,8,13
19:3 23:4 24:8 27:2
28:6 53:9 73:3 81:7
93:12 94:19 95:4
119:20 120:13 139:1
160:18 161:11 162:13
172:10 173:4 181:1
181:16 182:11 183:1
183:5 184:17
today's 8:12 76:3
162:17
toddlers 128:14 143:21
Tohono 2:8 3:12
Toksook 11:21
Toledo 21:19
tomorrow 181:22
185:14
tongue 8:8 9:4,8
Tonono 26:4
tons 54:6
Tony 2:4 3:7 27:5 47:7
tool 96:11
tools 164:13 165:8
top 70:10 184:3
topic 89:9 92:15 110:1
146:15 170:21
topics 115:20
total 30:8 74:7 149:5
175:3 179:2
totally 69:22 70:18
171:13
touch 71:16,17
touching 10:9
town 16:10
traditional 19:8 105:15
125:9
traditions 106:19
trained 43:10
training 43:8 96:14,20
96:20 97:8 98:6,7
105:14 124:14 156:4
156:16,22 168:20
trainings 41:13 43:5
62:17,17
transfer 22:16
transform 144:18
Transformation 41:1
transformations
122:22
transition 17:21 27:1
72:2 81:15 93:6 103:7
118:14 119:12 138:11
149:15 156:10 157:4
161:1,3,20 172:2
transitioning 18:6,19
18:22 47:11
transmitted 125:11
transparent 36:3
transportation 32:15
101:5
trauma 129:13 130:16

130:20,22
travel 98:11
treated 140:19
treaty 60:6
Tree 121:13
tremendous 16:2 121:3
 128:8
tremendously 124:13
trend 34:22 35:4 75:3
tribal 2:7 3:11 12:8
 24:12,17 31:13 33:5,8
 33:11 36:7 40:17 42:4
 42:8,22 43:3 48:20
 60:6,21 63:19 90:3
 91:4,5 93:17 94:7,21
 95:1 96:4,6,15,18
 97:20 98:1,2 99:4,5
 104:8 105:12 106:13
 108:19 109:1,5 111:8
 112:12,13 117:3,4,16
 122:3 124:10 125:9
 127:8,15 128:3
 129:10 130:3 133:22
 134:4 136:17,19
 137:4,10 143:13,19
 151:15 153:20 154:8
 155:3 166:3,3,8,8
 167:12 169:4
tribally 30:1 33:3 39:21
 130:5 147:6 162:4
 166:18 168:13,15,17
tribe 5:21 11:13 16:15
 65:5 80:16,21 81:6,7
 81:8 90:10 119:15
 166:7,14
tribe's 137:17
tribes 15:18 28:20,21
 30:7 31:1,10 32:10
 33:4 34:18 36:5 39:21
 40:6 41:17,18 43:22
 44:14 45:6 77:15,15
 81:8 90:8 96:11 98:1
 99:4,20 122:1 131:12
 132:6,15,22 136:11
 137:1 167:12
TRP 76:4
true 78:13
truly 32:4 38:1 46:12
 69:3
trust 44:11 87:13
trusts 44:4 60:5
truth 83:4
try 14:1 53:4 60:1 86:2
 121:17 139:9
trying 12:20 17:20 28:7
 53:6 87:19 90:9 123:6
 153:16
tuition 147:9

turn 4:14 6:11 8:3 20:7
 24:1 27:8 39:19 94:1
 95:4 108:2 119:18
 138:17 152:16 182:3
tutoring 146:4
two 7:20 12:10 28:2
 29:12 30:4 51:8 57:9
 64:6 67:6 75:12 76:2
 79:21 83:12 85:15
 91:14 102:14,16
 111:20 118:13 129:9
 134:18 140:22 143:9
 143:17 150:16 161:2
 164:16 169:1 174:20
 175:2,9 178:3 185:7
type 32:3 36:4 40:2
 44:6 48:6 63:11
 184:13
types 48:14,15 60:4
 126:11 141:2 145:19
 174:13

U

U.S 1:1 3:8,10,11 8:11
 20:16 21:7 23:21
 24:10 51:6,10 66:19
 73:13 86:16 93:17
 103:9 138:15 146:1
 147:19 161:7,17
 163:10 172:8 173:2
umbrella 39:8
undergraduate 25:14
understand 32:9
understanding 104:14
 116:1 125:10
understands 70:11
unemployment 48:19
Unfortunately 148:19
unfunded 37:5
Unified 4:21
uniform 56:2 94:22
unique 28:17 57:14
 60:6 140:5
unison 185:7
unite 144:21
United 25:4,6 129:20
universal 128:6
universities 24:17 43:1
 96:19 97:20 98:2 99:5
 104:8 106:14 109:6
 147:7 168:18
university 25:14,17
 29:15 166:19
unlocking 162:18,22
 163:22 164:10 165:7
unmet 126:15
upcoming 98:15 100:4
update 27:2,16 56:7

83:6 96:3 103:13
 104:1 107:9 111:10
 119:11 171:22
updates 3:6,14 19:22
 27:9 95:7 103:20
 107:18 114:6,15
 121:5
updating 133:10
uplift 130:2 164:22
upward 34:22 35:4
urban 73:11
urgent 129:20
URL 165:7
usage 126:9,11
use 33:20 56:18 57:1
 75:2,7 77:4 80:4,4
 96:1 97:12,16 143:6
 183:12
useful 97:13
Usually 55:13
utilized 156:13

V

v 131:9 165:14 167:5
 168:12 169:13 170:10
 170:12
values 31:14
vantage 13:7
varied 48:16
variety 73:9
various 159:3
varying 48:14
vehicle 96:4,19 109:1
vehicles 97:4,10 108:19
verification 33:1
version 84:2
versions 81:3
versus 48:20 136:12
vibrant 127:1
video 23:18 170:15
Videoconference 1:8
view 56:3 104:19
village 12:8
villages 159:7
viral 12:21
Virginia 1:18 6:8 7:5
 16:5,7,9 17:18 54:4
virtually 72:10
vision 91:8 110:2
visit 60:10 108:3 123:8
 176:8
visiting 60:9 143:20
visual 29:17 55:17
 61:17 63:1
vital 76:15 156:4
voice 12:19 112:7
voices 11:14 17:2
volleyball 81:11

W

wait 178:9
waiting 17:21 45:2
 51:21 131:8
waiver 63:14 71:3
waiving 63:16
wake 105:9
walk 98:11
Wanda 22:7
want 18:8,10 19:2 20:8
 25:1,20 27:14 33:16
 34:18 36:15 38:6 39:8
 45:10 46:16 47:7
 49:12 51:22 52:1,1,2
 52:17 53:1 62:15
 72:15 75:13 76:21
 77:4 83:6 84:11 87:22
 88:1 90:2 105:12,18
 106:1 107:4,10 110:4
 110:14 112:3,6,10,11
 113:20 115:1 116:6
 117:5,13 124:8 125:9
 125:12 126:15 130:8
 133:14 135:20 136:22
 139:15 148:21 150:10
 150:11 151:16 152:15
 153:13 155:2 158:9
 163:20
wanted 8:18 26:6,11
 30:16 52:21 54:9
 55:16 61:17 76:2
 79:17 104:13 106:21
 110:13 114:13 115:3
 115:10 117:1 154:18
 158:13
wanting 85:20 182:9
wants 110:21 113:10
 144:18
Washington 1:18 6:10
 13:11 18:5 100:15
 121:11
water 90:1
way 17:4 21:7 29:1
 45:17 48:4 63:17
 84:18 91:3 117:21
 129:22 131:10 137:18
 185:12
ways 9:18 19:14 26:14
 57:11 113:1 152:8
 181:5
we'll 10:12 11:8 14:5
 18:8 22:13 29:8 31:22
 34:7 50:13 51:14,16
 56:7 60:18 65:3 81:15
 102:14 103:6,7,15,19
 107:1 111:9 115:8
 133:11 138:11 144:12
 153:11 161:1,3

171:16 185:14
we're 8:3 10:13 15:5
 17:3 19:16 26:9,20,22
 27:4 36:22 38:14 39:5
 40:1,4,14 41:3,12,20
 42:13,17 43:19 44:10
 44:10,16 51:21 54:19
 56:8 65:1 71:22 78:7
 78:17 83:7 90:5 91:10
 93:5 103:14,20 105:8
 105:19 106:1 107:8
 111:5 112:11 113:7
 114:12,21 118:13
 125:18,19 126:1,20
 127:3,13 128:20
 129:12 130:18,22
 131:8 132:1 136:7
 137:7 139:6,9 140:16
 145:14 147:15 149:5
 149:9 150:15 152:8
 153:8,13,16,17 158:8
we've 28:13 29:10
 31:19 34:10 35:11
 37:14,16 40:8,11,11
 40:22 41:2 42:12,12
 42:15 43:2,4,4,7,9
 44:1,11,21 45:14,16
 45:20,21 50:8 54:18
 54:20 55:12 58:6
 63:14 85:10 107:9
 108:20 109:14 111:10
 116:8,9 120:6,20,22
 123:7 153:15 155:6
 156:2 177:21 178:1
 180:11
wealth 119:1
web 176:8
web- 132:13
webinar 98:11,14,21
 157:14 181:3
website 62:17 63:14
 67:5 71:14 170:14
 171:5 176:18,22
week 30:13 133:6
 143:16
weeks 57:9 120:15
welcome 3:4 4:4 10:13
 26:7 67:9 84:21
 102:19 119:22 124:7
 181:13
welfare 131:5,5 133:5
well-being 132:10
wellness 42:9,18
went 48:2 121:11
 123:20 142:5 185:16
West 175:6
White 2:3,9,10 3:13
 108:10,11,13,14,17

108:18 109:8,18
 111:8,21 114:17,22
 119:11
Whitefoot 1:18 6:9 7:12
 17:19 18:2,3,16,19,21
 19:2 67:10 68:1,9
 69:17 70:4,21 116:14
 117:11,18 159:1
 160:7
Whitehouse 21:14,16
 22:10 23:21 24:14
 26:10 96:5 100:18
 103:8,14,16 104:5
 106:8
who've 116:7
wide 75:16 77:13
 144:17
Winnebago 5:18
Winnebago/Chippewa
 1:15
Wisconsin 13:11 44:13
witnessed 133:21
wonderful 21:9 22:16
 50:3 123:3 130:7
 137:21 171:22
wonderfully 21:7
wondering 49:16 136:2
work 8:13,15 10:11
 11:16 15:6,20 16:3
 19:21 20:3 22:6 25:10
 26:14,18 33:15 34:3
 34:18 37:17 38:17,19
 40:6,14,17 43:17
 44:14 46:2 54:12,14
 60:11 63:18 66:3,9,10
 84:14 86:8 93:10
 94:16 97:18 99:6
 103:3 104:12 107:2
 108:9 109:12,20
 111:10 116:20 117:13
 118:2,5,6,9 119:4
 120:6,11,17 121:11
 121:18 125:3 128:19
 129:2 131:6 134:6
 140:21 141:6 142:2
 143:10,18 144:5,11
 146:21 151:5 152:5
 152:10 154:7,11,19
 155:3 161:12 163:5
 164:11 165:5 166:20
work-based 164:2
worked 13:12 16:18
 33:9 61:14 160:10
workers 96:21
workforce 101:10 102:3
 108:22 164:4 169:11
workgroup 143:14,16
working 9:5 13:14,16

20:10 26:8 31:10 32:9
 39:16 40:4 42:5 44:3
 44:20 45:6,13 97:14
 100:17 107:3 108:15
 108:20 111:6 113:7
 119:3 125:1,21
 139:11 142:7 144:2
 147:19 148:1 150:20
 154:12 155:8 157:16
 159:4
works 108:5 133:21
 144:21 156:19 157:22
world 9:16 163:5,8
 164:4
worn 183:4
worry 80:19
wouldn't 50:15 90:16
write 80:18,22 179:5
writes 179:17
writing 49:18 50:2,14
 50:16 51:18 69:8
 71:19 92:19
wrote 80:10
www.skillscoms.org
 97:11

X

X 77:3

Y

Y 77:3
y'all 46:9
Yakama 1:18 6:9 18:3
YE 69:4
yea 127:17
year 4:6 12:11 14:18
 44:3 55:2,3 56:7,9,11
 56:13,18 58:5,13,18
 58:18 59:1,2,5,5 60:9
 67:18 85:17 88:5
 95:12 96:5 99:1 100:8
 100:10 111:5,7,13
 112:15 117:14 124:17
 127:7,19 128:6 145:5
 162:9 165:10 167:1
 167:17 168:6,10
 169:3 170:14 171:5
 175:15 176:1,3 178:9
 178:20 179:7,7,9
 180:7,9,9,12
yearly 180:15
years 11:4 13:5,13
 16:13 21:4 22:10
 27:22 33:7 51:9 53:12
 54:11,19 75:2 85:12
 85:15,15,16,19 116:8
 116:16 121:1 123:2
 125:17 145:7 148:11

149:20 151:11,20
 160:11 161:13 162:8
 162:12,13 178:5,9
 179:11,13 180:14
yellow 150:2
yellowish 150:2
yesterday 123:5 137:3
yield 25:22 74:15
young 19:4,15,17
 151:17
youth 43:5,8,11 101:3
 150:14 151:13 154:4
Yup'ik 1:14,14 5:14,17
 11:20 12:7

Z

Z 77:3 170:3
zoom 52:4

0

1

1 4:5 55:11 56:12 76:9
1) dual 164:1
1.1 165:14
1.6 54:20
1:00 1:8
1:04 4:2
10 3:4 111:5,7,12
 168:13
100 33:7,10
100,000 55:22
103 3:13
117 168:12
119 3:15
12 95:12 102:1 144:19
 149:15 170:7
128 28:19
12th 83:8
13 128:12
131 166:5 170:11
139 3:17
13th 100:13
14 48:2
15 35:6 36:12 72:6
 76:14 129:13 130:19
 142:7 162:11
15th 55:5
16 167:10 170:13 175:3
161 3:19
172 3:21
17th 58:9
18.6 55:10
183 28:18 42:19
185 3:22
19 179:2
1949 13:2
1950 53:17

1969 73:10
1974 120:19

2

2 164:2
2.3 169:1
2.5 170:8
20 55:13
200 31:2 60:14
2003 175:14
2005 74:2
2006 28:12 165:11
167:2
2008 142:5
2011 177:16
2013 177:16 178:5,6
2014 86:14
2017 179:1
2018 86:21 87:4 175:4
175:10,11,12
2019 75:11 76:13
2020 145:6 168:22
2021 25:19 75:11
104:10 145:6 167:17
168:6 175:4
2022 77:19 84:20 95:2
2023 1:6 4:7 169:5,15
171:1
2024 88:13 127:7,19
2025 167:20 168:9
2026 114:4
21 59:1 115:19 142:14
171:4
21st 165:13 167:4
168:11
22 30:5,6 35:1 59:2
23 29:5,18 30:17 33:22
35:2,7,20 36:1 47:20
55:3 56:7 58:5,13,15
58:18 59:5
24 35:2 56:9,14
25 79:2 165:4
25th 175:19
26 3:5
27 3:7 12:11 128:21
275,000 176:3
28 44:4
28th 14:18
29 162:13
2nd 132:11

3

3 106:4 164:4
3.2 167:22
3:00 100:14
30 1:6
300,000 176:4
30th 95:2 100:9

32 161:13
321(A) 170:10
325,000 176:3 179:10
33 33:15
36 30:22
37.2 36:1
39 167:18

4

4 3:1 74:13 77:22 88:6
164:6
4:26 185:16
4:30 182:6
40 25:19,19
44 30:8
45 128:22
45,000 29:3

5

5 129:8 175:15 178:20
50 13:5 16:12 58:2
76:16 116:8,16
123:11
50,000 171:2
500 55:21
52 3:8
547 90:8
55 28:18
574 31:1

6

6 67:12,22 68:1 69:4
70:18
6,100 30:20
6.2 37:4
60 36:20
64 29:5
65 36:20
672 43:9
68 37:2,5

7

7 67:22 68:5
7.1 169:2
72 3:10
76 120:19 150:7

8

8 3:3 74:13 77:22 88:6
121:10
800,000 56:5
83 36:11
85 34:13
86 34:14

9

9 128:10 170:7
9:00 100:14

90 36:22 58:10,12
900 37:12
920 37:12
94 3:11
95 36:22
9th 127:5

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In the matter of: National Advisory Council
on Indian Education

Before: US DED

Date: 03-30-23

Place: teleconference

was duly recorded and accurately transcribed under
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