

U.S. DEPARTMENT OF EDUCATION
OFFICE OF INDIAN EDUCATION

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NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION

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FRIDAY
MARCH 31, 2023

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The National Advisory Council on Indian Education met via Video Teleconference, 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

AMY LOYD, Ed.D., Assistant Secretary, Office of
Career, Technical, and Adult Education,
Department of Education

MAHOGANY HOPKINS, Facilitator

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

1:06 p.m.

MS. MOORE: My name is Crystal Moore. I am the NACIE Designated Federal Official. This is the March 2023 National Advisory Council on Indian Education Open Virtual Meeting. This is day two of two, Friday, March 31.

I will now turn it over to Chairwoman Dr. Deborah Dennison to call us to order. Thank you.

CHAIR JACKSON-DENNISON: Good morning, everyone. Again, welcome to our second day of our NACIE meetings. I will call this meeting to order by taking roll call.

For those of you that are on that don't know me, (Native language spoken) Deborah Dennison (Native language spoken), born for the Kinyaa'aanii Clan and Towering House Clan of the Dine People. My (Native language spoken) are Scottish, Illogan Scottish, and my (Native language spoken) are 'Ashiihi.

So welcome to today's session. We

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have a lot of business to take care of today. I think that it's going to be a good day. I'm going to start that off by doing a roll call.

First we're going to do the cultural opening. I'm sorry. So I'm going to ask again to have Julian do the cultural opening for us.

MR. GUERRERO: Sure. Thank you, Dr. Dennison. I promise to be brief this afternoon/morning.

Good afternoon, everybody. My name is Julian Guerrero. I have the pleasure of serving as the Director of the Office of Indian Education. It's good to be with you all virtually. I hope everyone is doing well. I extend my appreciation to you all from the public joining us today.

I have another piece that I wanted to share in the cultural opening. This is a small piece but it again is in the Comanche language to open us up today with good intent.

It goes (Native language spoken).

In terms of English, it simply gets

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the point across that a person who takes on leadership typically does not search to take on that leadership easily. There's a sort of gravity, a calling to it. When you answer, it's best to answer from the heart.

And in that sentiment for each of our NACIE members, I look forward to your answers from the heart and again continuing a good dialogue in the way we do business for this council, this body.

I really feel a lot of good hope for where we can go, where we will go, happy that OIE will logistical partner in getting us there. So I hope that we continue to uplift a lot of good work. I know we will. And it's good to be here.

With that being said, Dr. Dennison, I pass it back to you.

CHAIR DENNISON: Thank you, Julian. That's beautiful.

I want to add one more thing. From the heart, for the children; that's really what we're aiming for. So I just want to keep that in

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mind too as we go through today's agenda items that we have on the agenda.

I'm going to turn it over to the DFO for her welcome and introductions.

MS. MOORE: Hi. Good morning or afternoon to everyone. Thanks again for joining us today. Welcome.

We value everyone's attendance and appreciate you taking the time out of your very busy schedule to be with us during this very important meeting with our esteemed honorable NACIE members, who have worked hard in education to the benefit of Indian education, specifically for a collective well over 100 years.

I'm honored to be the DFO, the Designated Federal Official, which collectively serves OIE and then of course Indian Ed across the federal government and throughout our nation. So welcome again. Thank you for being here.

We do have some Department of Education and perhaps some other federal partners on the call. So I'm going to go ahead and

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introduce them.

You've met our esteemed director, Julian Guerrero Jr. And then we have Ms. Annabelle Toledo. She is on the Office of Indian Ed Formula Team with me. She's been with the office well over 20 years and the federal government well over 30 years.

I see a previous supervisory group leader, Bernard Garcia. He retired and may be emeritus as well. So thank him for joining.

And we have Donna Bussell. She is with our OIE Discretionary Team and a long-term Indian educator from Oklahoma.

We have Gabriella Bugge. She is with the Office of Indian Ed Discretionary Team, on detail from their front office. She brings a lot of wonderfulness to our team and expertise.

We have Dr. Jamie Deaton. He's our National Indian Ed Study Director, the long-term Director under IES or Institute of Educational Sciences.

We have Dr. Jason Cummins. He is with

our White House Initiative. He's the Deputy Director working with our new Naomi Miguel, who is the Executive Director. And we have Jessica McKinney, who does a lot of policy work for our team.

And let's see. We have some of our project directors. We know well and appreciate their work. And Rebekka Meyer, who is from our PGSS Team. Program and Grantee Support Services does a lot of PA for our office.

Mr. Ron Lesard, he has historically been with our White House Initiative. He is currently now on detail with a really important Indian Ed project. It's a long name so I'm not going to misstate it. Maybe he can drop that in the chat for us. He's doing great work there.

We have Wanda Lee on our OIE Formula Team, who has been with us for a very long time as well.

I apologize if I missed anyone, but thank you for all your work and for being here. You are a critical part of the really important

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work that we're doing to support Indian education across the US.

Okay. And with that, I will turn it back to Chairwoman Dr. Deborah Dennison in order to do the call to order.

The roll call is on the screen, Dr. Dennison. Thank you.

CHAIR DENNISON: Thank you.

I'm going to do the roll call. And again, just a brief introduction because I know we have people that are on today that may not have been on yesterday. The work that our NACIE members do in their personal lives is very, very important to what they contribute to our overall work that we do on NACIE.

We have a wide variety of people that are NACIE members that come from various backgrounds. So I'm going to give them a chance to introduce themselves and where they come from.

Phyliss Anderson? Is she not on?

Let's go with Doreen.

MS. BROWN: Good morning. My name is

Doreen Brown. My Yup'ik name is (Native language spoken). My mom's family is originally from Aniak. I'm a tribal member of Aniak. And my father's family is from Washington.

I recently retired. I was the Director for Indian Education for many, many years in Anchorage, one of the largest grantees for Title VI Indian Ed, and was also a successful applicant for many other grants with Title VI and other departments as well.

Most importantly though, I'm a mom. I have a 27-year-old and also a 16-year-old, who is currently a sophomore in high school. Thank you.

CHAIR DENNISON: Thank you, Doreen.

I want to ask Patsy to go next.
Patsy?

Let's go with Robin.

MS. BUTTERFIELD: Good morning, everybody. I'm Robin Butterfield. I'm Ho-Chunk and Anishinaabe, but I live in Oregon. This is about my 50th year in Indian education.

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I also have three grown college graduate children, all of whom are doing well, two of whom have been through the OIE Indian Teacher Training Program. And I am retired kind of. I'm still doing some contract work for various places.

I've seen Indian education from the classroom to Congress. I'm very happy to be on the NACIE Board. I'm always seeking solutions to improve education for our kids and communities. (Native language spoken.)

CHAIR DENNISON: Thank you, Robin.

Theresa?

MS. JOHN: Good morning. I'm calling in from home because my mother's not feeling too well. (Native language spoken.) I'm Yup'ik. My English name is Theresa John. I'm Arevgaq John.

I'm an Associate Professor with the Research Center, Center for Cross-Cultural Studies. I am happy to be here with you this morning. (Native language spoken) thank you.

CHAIR DENNISON: Thank you, Theresa.

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Aaron? I don't think he's here. He's the one that said he wouldn't be here.

Virginia? Is Virginia on?

MS. THOMAS: I am. I just took it off of mute. Sorry.

My name is Virginia Thomas. I'm from the Muscogee Creek Nation. I'm in Okmulgee, Oklahoma, which is a beautiful day here. I'm really grateful for this. I've been in Indian education over 50 years. I am retired but I still do contract work for trainings and parent committees, board trainings.

It's a busy time. I'm really involved right now with our Indian community this year. I've been on this advisory for -- I was seated under Bush. I've been here for a long time.

I did want to recognize somebody that's on the list that was kind of left out. We wouldn't be where we are right now if it wasn't for Jenelle Leonard, for all the work that she did for us on NACIE when she was here before she retired out.

We're still mad at her about doing that. I'm glad that she's on board with us today and listening in, and still has an active interest in what we're doing and what we can do as NACIE.

I thank you and I welcome you here, Jenelle.

CHAIR DENNISON: Thank you, Virginia. Joely?

MR. PROUDFIT: (Native language spoken) Dr. Joely Proudfit. Good morning, everyone. Joely Proudfit. I'm the Director of the California Indian Culture and Sovereignty Center, Chair of American Indian Studies at Cal State San Marcos. I'm Zooming to you from the home lands of the Payomkawichum people. I am Payomkawichum Luiseno.

I'm the mother of Piper Proudfit. She's an 11-year-old. It keeps me motivated to continue with my heart and head, to work in Indian education.

I'm very grateful to be able to work

with so many wonderful, great educators. As you hear from my colleagues, some of them have been here for 50 years, working in the trenches of Indian education. I'm in my 28th year of being a professor.

We have a long ways to go. I'm glad to be here with my colleagues, and I look forward to being with everyone in person in the near future so we can continue the good work. (Native language spoken.)

CHAIR DENNISON: Thank you, Joely.

Let's go with Mandy.

MS. SMOKER-BROADDUS: (Native language spoken.) Good morning or good afternoon. I'm Mandy Smoker-Broaddus. I am Lakota, Dakota, and Nakota from the Fort Peck Reservation in Northeastern Montana.

I was formerly the Director of Indian Education for Montana for about ten years. I currently work at the non-profit Education Northwest, where I lead our Native and culturally responsive education work around the country.

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I'm really honored to be on this Board and to learn, grow, advocate, and continue putting our children, our communities, and our nations first. Thank you.

CHAIR DENNISON: Thank you, Mandy.

I'm going to go back up and see if either Phyliss or Patsy have joined.

Phyliss?

Patsy?

MS. WHITEFOOT: Can you hear me?

CHAIR DENNISON: Yes. Thank you.

MS. WHITEFOOT: Sorry. I was on but I couldn't get to my phone right away. (Native language spoken.) Patricia Whitefoot with (Native language spoken), the National Advisory Council on Indian Education. I'll just share very briefly.

Greetings to all of you this morning. I shared my Indian name and my English name as Patricia Whitefoot. I'm a citizen of the Yakama Nation here in Central Washington State.

I just want you all to know that for

me, right now it's a busy time as we prepare for our food and medicine gathering. It keeps me busy, on my toes every day with our children and the elders that are part of our long house here.

So this is a very busy season for us, which is the first teachings that we have. It's always a wonderful time to be with our elders and children out in the mountains where we go to gather the medicines and the food in preparation for our feast.

This teaching is so vital to our sustainability, which was also cited in our treaty of 1855. So it's important to me to make certain that we're living into what our ancestors envisioned for us so that we can continue to carry on this work into the future.

With that, I look forward to our meeting today. Thank you.

CHAIR DENNISON: Okay. Thank you, Patsy.

We do have a quorum.

I just got a message from Chief

Phyliss Anderson that she will be joining us in a bit. She's having a hard time with her phone right now, which is the case across Indian Country. Sometimes we just can't get internet access. I actually had to rent a hotel so I could have internet access today.

Thank you again for joining us. And all of you out there, thank you for joining us.

I've got to pull the agenda up again. Now we're going to go into the Subcommittee Overview of the FY22 Annual Report to Congress. I don't think that was on the agenda next but you have that up on the screen.

MS. MOORE: Yes, agreed. It's 1:20 and we're starting with the meeting calendar, Dr. Dennison.

CHAIR DENNISON: That's right. Okay. We are at the meeting calendar. We're a little bit behind but we're going to try to stay on task here.

It says that we need to establish our meeting calendar for the rest of 2023. I'd like

to ask also that we work to have this as an in-person meeting. I think we get a lot more done when we meet in person.

I'd also request from the Department that in-person meeting, in the future meetings -- it came to me yesterday with all the presentations that we would use our annual report that we've done for the last year and build off of that as an accountability plan so that if we reported on a certain area, we have that report as the area to work off of to see whether we've made progress in what we've recommended and what we've asked for as far as the changes that need to be made for the betterment of Indian education.

I just want to say to everyone that it's really bothered me that it seems like sometimes we spin our wheels in Indian Education. So I want to look at the calendar and see when it is that we have meetings.

Our open meeting number one would be -- she has up on the screen a multiple choice of

May 4, 5, 11, 12, 18, 19, and then June 1st or 2nd.

MR. PROUDFIT: I don't see that.

CHAIR DENNISON: Okay. Is it on the screen?

MS. MOORE: It was a pop-up.

Mahogany, can you try to see if you can make sure it's populated for all of the NACIE members?

MS. HOPKINS: It should be, Crystal.

Joely, do you see the --

MR. PROUDFIT: I see it now. It popped up. Thank you.

MS. HOPKINS: You're welcome.

MS. MOORE: One other quick thing, Mahogany. Can you quickly review how to help NACIE members vote for those days?

MS. MOORE: Yes. You can make multiple selections. So there are two options. Open meeting number 1 is multiple choice. The selection is there.

You'll notice a slight overlap between

open meeting number 1 and number 2. Then number 2 continues to question number 3 because it only allowed ten slots. I'm receiving some responses, Crystal.

MS. BUTTERFIELD: This is Robin. I've got a question. If we, say, mark two days, are we thinking these are one-day meetings or are they back to back, two-day meetings? It looks like they're collected in almost two -- June 1-2, May 4-5. Are we trying to mark both of those days?

MS. HOPKINS: I'll let Crystal answer that question. Just so that you know, they're all Thursday-Friday options.

MS. MOORE: Yes. Dr. Butterfield, yes. If you choose June 1, you'll also be choosing June 2. We collectively think you will need two days.

MS. BUTTERFIELD: Okay. That's helpful because then I wouldn't mark certain days if I didn't think I had the other one.

MS. MOORE: Sure. Yes. That makes

sense. Thank you.

MR. GUERRERO: Crystal, could I add a little bit more on the in-person request?

MS. MOORE: Of course.

MR. GUERRERO: I know Dr. Proudfit is also commenting on -- just to clarify the in-person. I have been asking my front office in OESE for an understanding around the budgetary allocation for in-person NACIE travel.

I don't yet have a response, but what I'm thinking is I do need to do a follow-up and I want to do a follow-up. I will do a follow-up on that request.

As you pass new dates for your next open meeting, if I may ask if you could include a request to the OE Director for them to follow up with Front Office to get a response. That way it can be a part of official business. It just helps me further justify going to my Front Office to talk with leadership on this matter.

MS. SMOKER-BROADDUS: This is Mandy. I voted but it depends on if that's in person or

if we're traveling. So mine isn't fully accurate. I feel like we should know that before.

MR. GUERRERO: Before you vote, sure. That makes sense. As it stands right now, we don't know that. I don't have a way to get you that right now.

CHAIR DENNISON: I recommend that we go ahead and vote as though it's -- I think that we should vote as though it's in person. And then I would like the push to be really made because this is not good that we have to meet virtual all the time. I think there should be a yes answer to this. I expect that.

I'm sure other councils are meeting in person. Why wouldn't we be able to? So I just think that we did have a budget for it before. Why isn't there a budget for it now?

Isn't our work important enough to be able to meet in person? Are we just really that check-off that's being done? That's what I've complained about in the past.

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So I'll write a letter and push for it on my behalf. I think we just need to push for it and vote as though it's in person. That's what I would say.

MS. MOORE: Just concurring with both Julian and Dr. Dennison. From a procedural perspective, if you vote for an in-person meeting, it's easier to switch to virtual if must be.

We don't prefer that. But if that ends up being the case despite our due diligence, then it's easier to just go ahead and do it virtually from your home instead of having to vote for virtual and then scramble for travel plans or readjust travel plans, if that makes sense.

CHAIR DENNISON: Yes.

MS. BUTTERFIELD: Also, why are the dates only through July? I was hoping we might schedule a meeting in conjunction with NIEA in October.

CHAIR DENNISON: I think we can do

that too. I read the agenda item as we'll schedule two meetings.

Am I right, Crystal?

MS. MOORE: Yes, ma'am. I think the purpose of the two meetings at this point is to really be focusing on the annual reports and make sure that the annual report is definitely covered by these next two meetings. And then the third meeting at NIEA would be an additional meeting.

Julian, do you concur with that?

MR. GUERRERO: Sort of. What we have in logistical support is two more full committee meetings. The next one I'm hoping we can focus on approving the annual report, and then the one after that can be continuing business.

Dr. Butterfield, to your comment on why does this only go to a certain date, I think it's just because the polling only allows up to that many options to select from. So you can do further dates beyond that, if I'm correct.

Is that right, Mahogany?

MS. HOPKINS: Yes, Julian.

MR. GUERRERO: Okay, great. So if --

CHAIR DENNISON: Sorry, Julian. Go ahead.

MR. GUERRERO: I was just saying ultimately, yes, to Dr. Moore and what her comments were. Thank you.

MS. BUTTERFIELD: Okay. Well, if the focus is on the annual report and it's due the end of June, then it would seem that -- I know we've been late the last couple of years. I also believe that we put so much time and effort into the last report that I'm hoping this one won't involve such a heavy lift.

We should probably look at dates closer to the end of June for at least one of the meetings and then maybe early July if we run over time wise, if that's the purpose.

MS. ANDERSON: This is Phyliss. I'm on the line now.

CHAIR DENNISON: Welcome, Phyliss. I'm glad you could join us.

MS. ANDERSON: Thank you. I just had

a hard time.

CHAIR DENNISON: I think Robin's point is very well taken. If we're going to shoot for getting the report in on time by June 30th, then we need to have our meetings before that if that's something we're trying to hold ourselves to.

MR. GUERRERO: Dr. Dennison, could I add a little bit more too?

CHAIR DENNISON: Sure. Go ahead.

MR. GUERRERO: I'm now getting additional information on the contract and the coverage of supporting the logistical needs of the meetings. We do have a contractual deadline we're working against.

In this contract currently supporting us, there's three total meetings to support within the year. That year technically ends 9/27 of this calendar year. So we can have three meetings prior to 9/27. There are two more that we do need to schedule.

We'd prefer them to be scheduled prior

to 9/27. If there's other dates you want to see beyond 9/27, that's totally fine. I'm not saying you can't talk about it. I'm just saying for the purposes of getting our logistical contract met, we do have that option for two additional meetings prior to 9/27.

MR. PROUDFIT: The May dates are a challenge for me since May is next month and graduations and finals. I hate to have anybody hold it on me but those are coming up really quick. If we're going to travel, that's four days.

So I don't think realistically May is available, at least not for me. I'm hoping we can have some dates in August or September included as options because there's the report, but there are other things that we need to discuss beyond the report as well.

MS. MOORE: I just want to chime in too and say that perhaps we could do a hybrid of folks in person and folks Zooming in as well. That way if there's somebody who cannot travel

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for whatever reason but they could still join via Zoom, I believe that's an option.

Julian, correct me if that's wrong.

MS. BUTTERFIELD: Joely, do you have the opportunity to Zoom meetings in May?

MR. PROUDFIT: Not really. Some of these dates literally fall on graduation, finals, and meetings that have long since been booked. Thursday and Friday, unless we have wiggle room to move to Monday and Tuesdays -- I hate to throw a wrench into this because I think it's so important that we keep moving forward, but next month is just --

MS. BUTTERFIELD: I think there's also an issue of subcommittees working versus the total Council. So maybe if May is too difficult for the whole Council -- plus we have new members coming on. It would be important to give them a full orientation and actually get them involved in some of the committee work.

We could still save May for some subcommittee work and then maybe look more at

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June for the first full Board meeting. Maybe there will be some behind-the-scenes work done up until then.

Does that make sense to people?

CHAIR DENNISON: That really does make sense. I can relate with Joely because that's why I didn't punch in too many May dates myself. It is the end of the school year and graduation. Although I'm not in the classroom, at the same time there's issues that come up.

If we did do a Monday and Tuesday option, that would be really good too. It's not as hectic on those days.

MR. GUERRERO: Dr. Dennison, may I add another comment?

CHAIR DENNISON: Sure.

MR. GUERRERO: June might be really nice because that could give me more time to work with communicating on the in-person request to my colleagues internally.

CHAIR DENNISON: Yes. June would work best. That's what I think too because things are

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lessened for me, personally. It's not as hectic.

MS. MOORE: I think --

MS. WHITEFOOT: Can I --

MS. MOORE: Go ahead.

MS. WHITEFOOT: I just wanted to say also some of us are very actively engaged with our tribal leaders. There are certain dates that we pay attention to as well when the tribes meet nationally, like with the White House or with the National Congress of American Indians. So we're very busy too, as well as being busy with school. It's a matter of juggling all these dates.

And I agree with what Robin said. Some of us are the habitual report writers. We don't mind doing that. Some of us can be working on the reports. I guess I'm volunteering again for the report as well. So yes, I agree with Robin.

MS. MOORE: I'll just note that Thursday and Friday was based on, I think, precedent. But I don't know that there's any real requirement to do Thursday-Friday. So if

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Monday-Tuesday would work better for the vast majority or all NACIE members, I think that's still an option.

CHAIR DENNISON: Okay. I think the habitual writers, as Patsy so eloquently put it --

MS. WHITEFOOT: I don't know about eloquently.

CHAIR DENNISON: As eloquently as it can be put.

MS. THOMAS: Debbie, this is Virginia.

CHAIR DENNISON: Go ahead, Virginia.

MS. THOMAS: I didn't hear the answer from Crystal to Julian about being able to Zoom at the same time as the in-person meeting. I didn't hear his response. Is that still available?

MS. MOORE: Julian, can we do hybrid meetings of both Zoom and in person?

MR. GUERRERO: Yes, absolutely. I know for sure if we have it at the Department, we have virtual teleconference capabilities.

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MS. THOMAS: That's the only thing I would have concern with. Because of health issues I may or may not be able to travel.

MR. GUERRERO: Sure. Yes, that's understandable.

MS. THOMAS: Thank you.

MS. WHITEFOOT: So June 15th and 16th is available for me. Are we putting our information or what are we going to do?

CHAIR DENNISON: Yes. Put when you're available. My submit button is not working. I don't know why.

MS. MOORE: Those dates can be emailed to Julian, myself, or Mahogany as well. So if it's easier just to send maybe your available or absolutely not available date, if they're not already up on the screen, you can go ahead and email them to us. We can try to compile them in addition to what we have on the screen.

CHAIR DENNISON: Great. Any more discussion on the dates? I guess we can just email them to --

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MS. WHITEFOOT: Mine disappeared. I didn't push the submit.

CHAIR DENNISON: It doesn't work.

MS. WHITEFOOT: Okay.

CHAIR DENNISON: It was just on there for us to see, I guess.

Am I right?

MS. HOPKINS: No, Dr. Dennison. We were able to capture the results.

CHAIR DENNISON: Okay.

MR. PROUDFIT: I didn't submit mine. I still have to check my calendar. So if we could do a Doodle poll or something with our folks so we can have more time. And then could August and September dates be added as long as we meet the deadline date?

MS. MOORE: Julian, if you want to weigh in.

I think the key is really trying to ensure that the report dates are met as well with these two meetings, noting that you'll have subcommittee meetings too.

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Julian and Chairwoman Dennison, I defer to you.

MR. GUERRERO: Yes. Do you mind if I chime in?

CHAIR DENNISON: Go ahead.

MR. GUERRERO: Okay. To Dr. Proudfit's point, let's do a Doodle. We can circulate some dates. I hope that we can get some additional new members to participate in those full committee meetings, crossing our fingers.

And then on the months that you choose, my only recommendation is that we try to do something late June, early July, and then another one prior to September 27. That way we don't have too much of a gap between the conduct of business and we at least meet anywhere from a range of every three to four months.

CHAIR DENNISON: Okay.

MS. WHITEFOOT: Julian, can you please explain the budget again? Are we operating on two budgets or one budget? I know you have

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several budgets, but I'm talking about the NACIE budget.

MR. GUERRERO: Sure.

MS. WHITEFOOT: We have a contractual budget. You also have your own program budget.

MR. GUERRERO: Yes. That's a great question. It is not yet clear to me, so I don't know what the allocation is for NACIE and that being broadly said in terms of travel, in terms of what your spending allowance is.

I have asked that question back in January. I'll follow back up on that as we work to get the meeting situated. I'm going to follow back up on that request.

What I'm trying to figure out is how it was done in the past and making sure we pick up that practice so we're not creating anything new. We're picking up from how things were funded prior to the shutdowns due to the pandemic.

MS. WHITEFOOT: Okay. Thank you very much. Just for your information, when I saw the

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Congressional Budget, it looked like we had \$0. We didn't have a budget. It was \$0.

MS. BUTTERFIELD: Yes. That's what we were given during Hill week too.

MR. GUERRERO: Right. To Councilmember Whitefoot's comment on the \$0, it's Subpart 4. The Council is authorized under the Elementary and Secondary Education Act as amended by ESA under Title VI Part A Subpart 4. Currently, Subpart 4 does not have any appropriations for it.

MS. BUTTERFIELD: Do you think, Julian, that that was probably -- I appreciated your wording of past practice. During the pandemic, everything was moved to virtual so that the budget would be like you're a contractor setting up virtual meetings instead of the historic practice of bringing people in three times a year. We haven't done that since before the pandemic actually.

MR. GUERRERO: Yes. That's what I'm trying to figure out in my exploration of how

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things were done, how it was set up, and what vehicle was used. Was this departmental action? Was this funding on a contract to get that covered?

I think it's the former, not the latter. Ultimately, what the challenge has been is I joined during the pandemic. So I don't know what practices looked like prior.

MS. THOMAS: Julian, this is Virginia. I'm a little bit confused about the budget. I wasn't privy to what they got on the Hill. I understand your explanation, but there's always been some type of a set-aside for trips, for NACIE to come into DC for our face-to-face meeting.

That was before the pandemic. I understand that. But are you saying that the budget has changed so drastically that this line item for travel has been zeroed out until further notice? Explain that part to me.

MR. GUERRERO: Yes. Thanks for that question. No, I'm not saying it has been zeroed

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out. I'm saying right now I don't yet know what the budget is. I'm trying to figure out how it was funded in years prior to the pandemic is currently what I'm looking into.

MS. THOMAS: Okay. That points to another question. If we don't know what the budget is, it's so late in the fiscal year. What are we working off of?

MR. GUERRERO: My guess, and this is only a guess, is that the Office of Elementary and Secondary Ed help fund out of the shared pool of travel costs. That's my guess. I don't know that for sure.

Again, in my conversations with colleagues, this will be in my follow-up to our Front Office to figure out how was it funded in years prior and how can we quickly get more information communicated to this body.

MS. BROWN: Julian, this is Doreen. Another suggestion that I have is to talk with Bernard and also Jenelle to get historical knowledge as a sidebar conversation.

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MR. GUERRERO: Yes. Thank you so much. We'll shoot a message out to Jenelle and Bernard. We'll be in contact, as an FYI. Thank you.

MS. MOORE: Okay.

CHAIR DENNISON: Julian or Crystal, what are other councils or other committees that serve the other -- I think besides our council there's three or four others that exist. That's my understanding. Can you see if they're meeting in person and what happened to their budgets, and do a comparison there as well?

MS. MOORE: Absolutely. I'll just chime in. There are four other SCA-related committees. NACIE is one of five. So yes, we're happy to ask those questions as a comparison across different councils such as NACIE.

CHAIR DENNISON: Thank you.

MS. MOORE: Absolutely. I can share that Julian and myself have done some other comparisons beyond just the budget between the councils, inquiring if things are equitable.

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Budget is just one of them. But yes, I'm happy to make sure that we're staying on par with the other SCA groups.

Okay. With that, I think --

MS. WHITEFOOT: I have one comment before we end this conversation.

MS. MOORE: Sure.

MS. WHITEFOOT: It has to do with some of our action items as well, but since we're planning particularly for the report process, I also just want us to think about other tribal leaders' processes as well and not just education only.

Yesterday we heard from the BIE. There's much work that goes on, of course, at the Bureau of Indian Affairs. So with regard to the reporting process that I've been involved in as a former tribal leader and others, I'm wondering about the report format being similar to, say, what the BIE is doing because the tribal leaders are familiar with that report process as well.

I know Aaron's not on the phone but he

would be able to speak to this, having been involved in that process. I think it would be beneficial particularly for tribal leaders to have this type of format.

So Crystal and Julian, as you're talking, that may be something to also consider because I was thinking about how we organize the information. I think it deserves an examination of both of those processes. Tribal leaders are able to key in on that. And I think we also want to document what our tribal leaders can also key in too.

MR. GUERRERO: Right.

MS. WHITEFOOT: And it has a lot of budget information as well.

MR. GUERRERO: Absolutely. What's encouraging to know is that we do intend to go that way in a lot of our work by way of establishing what they call framing papers.

MS. WHITEFOOT: Right.

MR. GUERRERO: So helping frame that conversation, those details. A lot of this

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content can be quite dense. But just because it's dense doesn't mean it's an excuse not to do the hard work of making it palatable, plain language, and really getting clearly the points across.

We can do that. And thanks to the new consultation standards that call out for framing paper capabilities, I think this will really help continue to put us in a trajectory to increase the quality of the way we're giving out information.

MS. MOORE: I agree.

MS. WHITEFOOT: I appreciate that comment, Julian. I agree with you. Then it gets us into a scheduled time line during the year, taking a look at what happened in the past but where we need to make changes.

For me, I feel like we've been spinning our wheels with regard to the bylaws, the elections, the report, the budgeting, all of that, or I should say the late report. It seems like we're getting into that trajectory too. So

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that's not good for us as a whole. Yes, I just wanted to make that point. Thank you.

MS. MOORE: That's excellent. As Julian said, we're really working to make it culturally responsive, right, which is --

MS. WHITEFOOT: Right.

MS. MOORE: -- a major part of why we're all here, to make a lot of what we do culturally responsive to our tribes, our tribal members, and Indian Country in general.

That's a perfect segue into our next meeting agenda item, which is Points of Information. So yes, there has been ongoing questions about the bylaws and some other items that NACIE members have routinely brought up as excellent questions and excellent requests for clarification.

Director Guerrero, myself, our Office of General Counsel, and some folks from the Office of the Secretary have worked pretty hard on getting those questions answered for you. I'm noting one of them is the bylaws.

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Before I launch into the Points of Information, I want to note that we do have two other agenda items today. Both of those are more conversations about the annual report. So we can revisit how we want to make it more culturally responsive during those follow-up agenda items.

At this point we have a little bit of time carved out on the agenda to talk about those questions that have been coming through email. Do you all want it as part of the agenda? And instead of making them separate agenda items, what we did is compiled them into an administrative and procedural update for you.

If it's okay, I'm going to go ahead and start with the first one.

MS. BUTTERFIELD: Crystal, I'm sorry to interrupt. This is Robin. We're just getting some information from people in the chat from people who are listening in.

Before we move completely off of the calendar conversation, I just wanted to make a point that NACIE does meet. We are into the

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weeds with our official assignments as NACIE members. But one of them also is to collect input from across Indian Country, which is what these comments in the chat are providing.

That's why when we're talking about the calendar, it's really important to think about providing at least one opportunity annually for our members at large to bring these forward to NACIE via maybe a public meeting, which is why I brought up NIEA earlier.

So I just wanted to acknowledge the chat and that people are trying to give us information on things that should probably be included in our report to Congress. I'm sorry to derail moving on. I liked that. Sorry.

MS. MOORE: It's definitely a value-add. Yes. Please, NACIE members, be watching the chat.

Dr. Butterfield, what we're also going to do and I think we've done in previous meetings is curate all the comments and questions in the chat, and make sure that we give detailed

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responses. The detailed responses threaded in with the questions and comments will be posted on our website.

And then yes, NACIE members will certainly be encouraged to address those in your annual report. It will also be good for you to, if you so choose, circle back to these items in the chat. I'm seeing them as well. We will have two other agenda items about the annual report.

If anybody has challenges accessing the chat, please don't hesitate to reach out to Dave or Mahogany, our contractors. You can just click on their name and chat them. They can certainly help you open the meeting chat so that you have access to those.

Thank you, Dr. Butterfield. That was a very key point.

MS. WHITEFOOT: Thank you, Crystal, for that comment.

Thanks, Robin, for that reminder.

I just want to add to this discussion as a gentle reminder that what ends up happening

to us as a body is we also become involved with the transition of administration. What that means is that there's staff turnover.

We don't recognize that in our report, but I think it's a staff turnover that occurs. You might have your role, Crystal, and then there's another new person during the next meeting.

That's something of course we can't plan for, but we need to be mindful of that. So I appreciate the fact that you've all gotten together as a team. That's wonderful news. Thank you so much.

MS. MOORE: Yes. And know that our Director, Julian Guerrero, has done a great job making sure that as those transitions happen folks are fully briefed into the role and to what's required to best support NACIE in your work.

There is always going to be staff transition, as there are in many of your work places throughout the nation. We see them as

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well. So just making sure that the information backfill from both the cultural as well as the procedural standpoint happens. So yes, I totally agree.

Unless there's anything else, we'll move over to your points of information. Again, these are ongoing items that NACIE has requested information about and responses to. We wanted to ensure that we didn't leave them open and ongoing and gave you solid answers.

These answers are co-drafted with the Office of Secretary from the Department of Education, as well as our Office of the General Counsel, which is our attorney. And then with Julian and I in the document as well.

I'm just going to go point by point. The first item was discuss and make recommendations on bylaws. NACIE members have requested ongoing discussion to make recommendations on bylaws. Here is the collective response from the teams that I shared with you, OS, OGC, and then OIE.

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Official responses. Bylaws are permissible as long as they do not conflict with Presidential appointment language or SCA rules, and they are consistent with the authorizing statutes and operate within the parameters of the NACIE Charter. So they must be in line with all of the guiding documents.

Ed's Office of the Secretary reviews and approves NACIE's Charter every two years. SCA does not provide any guidance regarding the content or structure of an advisory committee's bylaws.

Per GSA, the content of an advisory committee's bylaws is at the discretion of the agency; in this case, the US Department of Education. However, the US Department of Education does not have any policies or procedures on the topic. So in short, as long as they do not conflict with any other guidance, they are permissible.

And then I'm just going to go down the list. If there are questions or comments, we can

cover them after each point and then also a summary at the end.

Number two, a quorum. Modify the requirement for quorum to ensure public meetings can be held. There was a repeated request to change the quorum requirement from 51 percent for NACIE members to something different. The collective response from the offices I mentioned were -- here's the official response.

Quote, modifying quorum is not permissible. The authorizing statute provides that NACIE's membership is fixed at 15 members. Additionally, modifying quorum requirements may reduce diversity of thought, which must be maintained and respected.

So the minimum of eight members per meeting to do any actionable business, to take a vote, for that official quorum it must stay at least 51 percent. Since the fixed membership is 15, that would be at least eight members.

Going on. If somebody has a question or comment, feel free to go on audio as I'm going

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through.

Number three, NACIE-related organization chart. There was a question about the org chart as related to NACIE. How does NACIE fit in with the rest of the Department and the White House organization?

Per the Charter -- the Charter was just signed in February of this year. Hopefully you all have a copy. If you need a copy, let us know and we can get it to you.

NACIE is an independent, advisory body that is not part of the Department's formal organizational structure, but is funded and stewarded by the US Department of Education, Office of Elementary and Secondary Education, and the Office of Indian Education. So it is funded under the Office of Indian Ed. All of the contractual work to facilitate meetings is out of the Office of Indian Ed.

There is lots of statute that goes along with it. Much of that can be found on the NACIE website under OIE. There's points 1

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through 6 about what the Council will do and who they interact with; primarily the White House Initiative, and then also the White House Liaison in terms of nominations and appointees.

And then officially NACIE in general, who the committee reports, the Council shall advise the Secretary. And the Secretary of the Interior shall report to the Initiative through and as requested by the Executive Director of the White House Initiative, which is currently Naomi Miguel.

Also noting that that advisement per some other statutes is limited for the Secretary of the Interior for items that the Department of Education has influence over or jurisdiction over, such as OIE Formula grants that I'm the supervisor for, Title VI Part A Subpart 1, because we have a cross-pollination of grantees.

OIE Formula grantees are both LEA tribe as well as Bureau of Indian Education grantees. So that would be one example of the jurisdiction for the Department of Interior.

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Okay. And again, all that information that I just covered about NACIE's org chart or how they interact with the different offices throughout US Department of Ed and the US Department of the Interior, that can be found on the NACIE website. I will put that link in the chat.

Okay. And then number four, establish regular meeting calendar to be posted to the Federal Register to ensure adequate public meeting notice to tribal communities. We 100 percent agree.

Therefore there is an action item, which we just transitioned from on the agenda for today. The goal was for NACIE to continue to post full meeting notices inclusive of agendas for each meeting in addition to a blanket notice of all the upcoming meetings.

That means once NACIE is able to come to agreement on the next two meetings, we will publish one Federal Register notice of those two upcoming meetings for the rest of the school

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year. And then after that we will also continue to post individual meeting notices which go a little bit more in depth, like the most recent one that was published for this meeting.

So we are certainly committed to supporting you to coming to agreement on what those meeting dates are well in advance, and then getting those posted in the Federal Register so that you have the best attendee situation that you can if possible. Advance notice helps with that.

All right. Number five, establish subcommittee. So there was an additional request. It sounds as though we've been successfully having subcommittees, but there was an additional request about establishing subcommittees.

The collective response from the various offices was, number one, subcommittees do not require a Federal Register notice. So you may have subcommittee meetings without publishing Federal Register notice.

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For example, your annual report writing subcommittee or bylaws subcommittee, you do not have to publish a Federal Register notice for those.

And then number two, they cannot take any official action. So a subcommittee cannot take an official action on behalf of the Council during the subcommittee meetings. Make sure that subcommittee activities have a scribe and reports out to the full committee during open business.

So for example, if you have your bylaws subcommittee, you do not have to publish a Federal Register notice about that meeting for the bylaws subcommittee meeting for the bylaws. However, you cannot take official action. So no votes in that meeting on behalf of the entire Council. And you should have a note taker, AKA a scribe, and report back to the full NACIE membership during open business.

There's some information on subcommittees that also can be found on our website, which is under the link I just put in

the chat for the last item.

Also noting that does mean a federal official has a role in the subcommittee meetings. I'm going to read this verbatim. The Assistant Secretary for the Elementary and Secondary Education shall designate a full-time or permanent part-time employee in accordance with agency procedures to serve as the DFO for the Council.

The DFO per SCA rules is able to approve and/or call the meeting of the Advisory Committee or subcommittee meeting. That is also on that same NACIE website. So the DFO, whether it's me or whomever else, can approve that meeting, the subcommittee meetings, and then also call the meeting to order for the official full NACIE Council and/or the subcommittee.

And the DFO should be involved in those subcommittee meetings as needed. Typically, I believe historically it's been a listen-in only type of DFO present. So that works.

All right. Number six, review procedures to fill NACIE vacancies. This has been an ongoing request by NACIE members. I know we've had some recent movements on this as of, I think, yesterday but this was our previous answer. We'll still go ahead and give this to you. It was approved by and drafted by all the members I mentioned as well, OS, OGC, and OIE.

So item number one, nominations must be furnished -- and this is a direct quote from the original statute. Nominations must be furnished from time to time -- that's a quote -- by Indian tribes and organizations. And they must represent different geographical areas of the United States.

I'll read that one more time. Nominations must be furnished, from time to time, by Indian tribes and organizations and must represent different geographic areas of the United States.

A nomination must be provided in writing to indian.education@ed.gov. And that

email will be routed to a secondary email with the White House Liaison for further handling to the White House Boards and Commissions Office. So it comes to OIE, then goes to the White House Liaison, currently Shannon Myricks, and then it gets forwarded on to the White House Boards and Commissions.

Noting the White House memo that went out yesterday, we do have President Biden's intent to appoint new NACIE members. So this process seems to be working. And you will be likely receiving these new NACIE members fairly soon. Again, noting that it's an intent to appoint, not an official appointment yet.

Okay. And number seven, discuss NACIE membership criteria. So there were some questions about what is required to be a NACIE member. Some of that was covered in the last item that I just talked about. A NACIE nomination is from an Indian tribe and/or organization and they must represent different geographic areas.

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And in addition, any further questions regarding NACIE membership criteria should be routed to the White House Liaison's Office for further handling to the White House Boards and Commissions. So if you have further questions, those are not handled by the Office of Indian Ed or even the US Department of Education. That is actually handled by the White House Boards and Commissions Office.

NACIE members, we will provide you with that email directly. You can route your questions directly to them for handling and a response.

Number eight, NACIE leadership roles. There has been a request to have a co or vice chair. The collective response from the Office of General Counsel and Office of Secretary is that there is no provision in the governing statute or policy for a co-chair and/or vice chair. So no provision in the governing statute or policy for a co-chair and/or a vice chair.

That being said, an advisory

committee's authorizing legislation typically provides for the role of a chair or a co-chair. NACIE statutes and the executive order is silent on the matter.

Usually the statute for the governing body or the SCA committee has verbiage about the allowance of a co-chair or a vice chair. However, NACIE statutes and the executive order is silent on the matter.

So in lieu of such language, we recommend that we would defer to the appointing authority, who in this case is the President. Therefore, if you have further questions about that, it would need to go back to that White House Boards and Commissions.

We can provide you with that email. Until they are able and/or willing to make a determination, we are not able to go forward with a co-chair or a vice chair.

Okay. I'm not hearing any comments or questions. Rolling on.

MS. BUTTERFIELD: This is Robin. I'll

just stop at this particular point. When I first started on NACIE, we immediately elected a chair and a co-chair. This is probably back in the Bush administration. There was no issue made of that at all. That's how Debbie got into the chair position because she was the co-chair.

So it's been a little confusing even in just what you said that, first of all, we can make our own set of bylaws. And in the bylaws we could identify, couldn't we, that we would like to have a co-chair aside from going all the way to the President.

That sounds really convoluted to me. Do we have some autonomy really or not as a Presidential appointed committee? It doesn't make sense to me, I guess.

MS. MOORE: That's a great point. I'm not the final authority of course, absolutely not. I can say that off the top of my head with bylaws, noting that they have to align with all other existing statute, policy, and guidance including the Charter.

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I think that's what the Office of the Secretary and the Office of General Counsel is saying here. Yes, you can create bylaws. They have to comport with the other guiding documents. And currently there's nothing in those other documents that allow for a co-chair and a vice chair.

I think your point that there's been precedent for that is good. And I think that should be in your question that goes back to this email that we're going to get you that goes to the White House Boards and Commissions Office. According to OS and OGC, they make the final decision since it's absent in NACIE statutes and the executive order.

MS. WHITEFOOT: You say it doesn't allow but it doesn't not allow, right?

MS. MOORE: Yes. Quote, it's silent on the matter.

MS. WHITEFOOT: Silent on the matter. Okay, yes.

MS. MOORE: So their comment after

that is in lieu of such language, we recommend deferring to the appointing authority. If the statute or the policy is silent about something, in lieu of that then you go to the appointing authority, who in this case happens to be the President via the White House Boards and Commissions Office.

So I think it's certainly worth a question to them. We'll provide you with the email. I think listing all of your justification in that email would be helpful.

MS. WHITEFOOT: Has the body taken action for a co-chair, vice chair, whatever? Since the precedent was there, what happened to that then? Do we know what happened with the internal Department of Ed action to not honor that?

MS. MOORE: I missed the first part of the question. I'm sorry. Can you repeat that?

MS. WHITEFOOT: I was just basically summarizing what you were saying, that there's the silence on this matter. And secondly, there

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had been precedent set and action was already taken for a position.

And for whatever reason we don't know, there wasn't a response. That position wasn't seated. So now we're saying we have to go back to the appointing authority. That just seems strange.

MS. MOORE: Yes. Unfortunately, I don't have a better answer. This was the Office of the General Counsel, Office of the Secretary, and White House Liaison's final answer as of this Wednesday, so two days ago.

I think those are all good comments. We will provide you with the White House Liaison's email address to state those reasons and that rationale in an email to them because, again, they're the final authority. We're just the messengers at this point.

MS. WHITEFOOT: Thank you.

MS. MOORE: Of course. Our goal is just to get you some solid answers that you can at least go to the next step with. They may not

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be final answers, but solid answers for you to maybe go to the next step.

MS. WHITEFOOT: Thank you so much. It's appreciated.

MS. MOORE: Of course, of course. Sorry it takes a while. These are really good questions though.

Okay, number nine. We're almost done here. We've got just a few more. Number nine, review NACIE's role in budget formation for Department of Education and the Interior, and discuss possible recommendations.

Here's the official answer. NACIE can and should make funding recommendations. Again, NACIE can and should make funding recommendations. I'm happy to say that. But they are limited to programs with respect to which the Ed Secretary has jurisdiction.

So you may and you should make funding recommendations for programs that the Ed Secretary has jurisdiction over. Basically, if the Ed Secretary -- currently Dr. Miguel Cardona.

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If he has jurisdiction over those programs then, yes, you should and can make funding recommendations for them, anything under the US Department of Education.

That would also be the US Department of the Interior, certain programs that relate to the US Department of Education. That's the easiest way to say it.

In short, NACIE should not be making funding recommendations for Interior in general. Like National Park Service, you don't have any authority over National Park Service because US Department of Education Secretary doesn't have any jurisdiction over them either.

So you should not be making funding recommendations for Interior in general and Labor in general, although you do have some authority over Labor per the White House Initiative Executive Order 14049. Those programs are outside of Ed's purview.

So both Interior and Labor in general are outside of Ed's purview, so you don't have

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authority to make funding recommendations for them, but you absolutely do have the ability to make funding recommendations and we encourage you to for anything under US Department of Education's purview.

That is under Section 7471, your authorizing statute for the National Advisory Council on Indian Education. I can put a link for that in the chat as well.

MS. WHITEFOOT: So we can't make recommendations for Johnson O'Malley? Is that what I'm hearing?

MS. MOORE: That's a good question. I'm not sure if the Secretary of Education has any authority over Johnson O'Malley officially. I know with Title VI and the OIE Formula grant, that would be an absolute yes.

MS. WHITEFOOT: Right.

MS. MOORE: Johnson O'Malley and OIE Formula do intermingle a lot. I'm not going to give a solid answer because I'm not sure about that.

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Julian, do you feel comfortable answering that?

MS. WHITEFOOT: Perhaps you can get clarification. The same would go with our BIE schools as well that are funded by Department of Education. I've served as a school administrator for one of those schools.

MR. GUERRERO: Yes.

MS. WHITEFOOT: That is a concern. So I think it's important that we get clarification on that.

MS. MOORE: Sure.

MR. GUERRERO: This is Julian Guerrero. I also think another good clarifying point is sort of teasing out the difference between a programmatic recommendation versus a funding recommendation.

For sure the funding may be off the table. But to what extent is it programmatic because it's within the practical interests that these two programs in this case, Johnson O'Malley and Title IV Indian Ed Formula, really tend to be

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in the same place. It's hard to distinguish between the two in many instances.

It's probably not going to be a satisfying answer but, like Crystal said, we can go back and try to further clarify a little bit more and tease that out.

MS. WHITEFOOT: Thank you.

MS. MOORE: Absolutely, yes. I'm certainly happy to do that.

MS. WHITEFOOT: I don't think the writers of this report were making these recommendations. They're making statements out of order.

MS. BUTTERFIELD: I think when we've made recommendations, it's been fairly generic. It's like increase funding. We're not giving actual dollar amount proposals to Congress. We leave that up to others.

MR. GUERRERO: Sure.

MS. BUTTERFIELD: I don't see that as being something out of the purview, making recommendations about general legislation.

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MR. GUERRERO: Yes.

MS. MOORE: Yes. This question was specifically about funding recommendations, so that's what NACIE members came in with. What is NACIE's role in budget formulation for Department of Ed and Interior, and discuss and make possible recommendations?

So this was very specific to funding, but we can also go back and ask about programmatic recommendations, not just funding. And I know that sometimes programmatic leads into funding recommendations, but we can also just get an answer for programmatic.

MS. WHITEFOOT: As we're writing the report and there's a need for technical support, say, in another program, is that something we can do? We haven't done that before but I think that'd be helpful.

MS. MOORE: Can you say that again? Help me understand what --

MS. WHITEFOOT: As we're writing the report, we could plan to perhaps have additional

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technical support from programs in the agency to make certain that we're being clear on the intent of the recommendation.

MS. MOORE: I see. So request other program offices in the US Department of Education to participate or maybe review your content for the annual report?

MS. WHITEFOOT: Um-hum.

MS. MOORE: Okay. So NACIE can and should -- their words were should make funding recommendations. There are limited programs for which the Ed Secretary has jurisdiction. So anything under the US Department of Education you can make and you should make funding recommendations for.

The question is can you request their support for annual report writing. I'll defer to Julian on that one. I'm not sure.

MR. GUERRERO: Yes. I'm happy to chime in there a little bit.

Councilmember Whitefoot, do you mean when you're doing the drafting if you can send a

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section draft to the program offices to say, how does this sound?

MS. WHITEFOOT: Right.

MR. GUERRERO: That's doable. I think I would also want to make sure that it was communicated that the Council is okay with that, if the full committee is fine with that, so we avoid the appearance that the Department is manipulating your voice. We don't want to go too far down that track. So if the Council is comfortable --

MS. WHITEFOOT: Definitely not.

MR. GUERRERO: Yes. So I think we'll just have to have this delicate balance of receiving technical advice on the technical aspects of the content. And then the Council always having the ability to adopt that advice or not.

MS. WHITEFOOT: Thank you.

MS. MOORE: And I would assume that we would also need to just make sure it's a request and not a requirement on other offices to

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participate. Would you agree with that, Julian?

MR. GUERRERO: Yes, sure. I think that'd be fine.

MS. MOORE: Okay. I'll give it a minute. Is there anything else before I go on to the next item?

MS. BUTTERFIELD: No. Just a comment that in the past, we do our work on the report and then the final edit goes back to the Department of Ed.

That's really where I thought we got any kind of input if we were off target or out of line in making a recommendation that couldn't be supported by the Department. So I think we've always had at least that possible check and balance before the report is actually produced.

MR. GUERRERO: That's absolutely right. I think it's probably a matter of expanding that umbrella a little bit and just making sure it gets down to the programmatic offices.

MS. BUTTERFIELD: Yes.

MR. GUERRERO: I think our constraint typically is always the time line.

MS. BUTTERFIELD: Yes.

MR. GUERRERO: We're just so close from trying to go from draft to full committee vote. So we'll have to keep that in mind.

MS. BUTTERFIELD: And can you maybe just give a ballpark time line for when we finish our work, does it take another month before it actually appears in the Federal Register?

MR. GUERRERO: For a meeting or just for the --

MS. BUTTERFIELD: Just the report itself.

MR. GUERRERO: A month is a little bit tight. I'd say a month and a half. If we want to get it connected to the program offices, a month and a half is probably the best, most ideal amount of time we would want to give. At least a week's worth of review or week and a half of review and then sending it back. Leave some wiggle room for minor back and forth.

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MS. BUTTERFIELD: Yes. We're still getting even in the chat some feedback from just the general feedback that they don't know about the report, they don't know what's in it, they didn't know when it came out. They don't know if it's helping drive some of their issues and requests.

That's really frustrating on the part of the NACIE Board that's putting a lot of time and effort into researching, writing, debating what to include. And then to find out that Indian Country doesn't know much about it.

That's another longer conversation about how can we better use this tool to drive improving Indian ed overall for all our different constituent groups, public, Tribal, BIE-funded, all of that, because this is a wonderful tool. Knowing what goes into it and the time and effort into it, I think that's the whole purpose of the statute in the first place, trying to have some kind of impact nationally.

MS. MOORE: Yes. I think we 100

percent agree. And I do agree it's certainly worthy of a longer conversation about how to make sure that really important report -- and I think it's excellent -- gets out into the hands of everyone involved in Indian education. So we certainly will take that item and make sure that we follow up on it either offline or in our next meeting.

Julian, do you agree?

MR. GUERRERO: Yes. It's going to be a journey, but I'm excited to make this part of our furthering of commitment with working with NACIE to make this report strong. We need it to be strong.

MS. BUTTERFIELD: Yes. Thank you.

MS. MOORE: The response from the team was they weren't asking for any changes to current activities or precedent in this regard. They were just answering NACIE's question and request to make funding recommendations to other federal agencies.

So that was that answer, but they

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weren't weighing in at all on NACIE's annual report activities with that response that I just read to you about the Secretary's jurisdiction.

MS. WHITEFOOT: As I'm thinking about what you're sharing with us, Crystal, I'm thinking about the process that we're going to be getting underway very soon. I'm always feeling like we also need to have action taken by the NACIE Board to approve this report so that we can ensure we're following the appropriate processes as well. Our jurisdiction is mainly with Department of Education is what I'm hearing.

MS. BUTTERFIELD: Also, Patsy, sorry to interrupt --

MS. WHITEFOOT: We can give general recommendations for the Department of Interior and Department of Labor because of the White House Initiative.

MS. MOORE: Um-hum.

MS. WHITEFOOT: So yes, having to think that through. I think that's going to take further discussion. I'm wondering if there's a

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need for some kind of action, that's all. Sorry, Robin.

MS. BUTTERFIELD: No. I just wanted to add to what you were saying. I think these recommendations also got hijacked a bit when we started getting our President's Executive Orders on Indian Education because he required us to hold meetings with other agencies and to have conversations about how to improve anything that impacted Indian education.

Starting with, I believe it was the Obama Administration with the President's Executive Order that said NACIE would be a guiding group for these interagency meetings around educational improvement.

So we were, I think, initially very puzzled about what is our role at NACIE to these other agencies and organizations. And I don't know that that ever got really resolved in any concrete way with any sort of directives or written rulings around that.

And then as each administration has

subsequently come on board NACIE's name gets used, but we're never quite sure what our role is in terms of making those recommendations in our report. So we've tried to err on being inclusive as opposed to exclusive in terms of trying to improve things.

MS. MOORE: Yes. I totally understand. And again, this response was prompted by NACIE's question of what is your role in terms of federal budget recommendations. So that was the answer.

Noting that NACIE's current governing policy is our current executive order for the White House Initiative on -- and I'm not going to say the whole name -- the White House Initiative. I'll stop there because it's a really long name and I don't want to misquote it, as well as the other guiding statutes and policies that I referenced, 74071 for the NACIE statute there.

So all of those current, not expired but current legislation and policy as well as NACIE's Charter is the current guidelines. And I

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know some of you have been on the NACIE Board for a very long time so you have all the historical knowledge, which is wonderful, but going on current practice to align with current statute and policy and executive order.

This does dovetail into the next item, which --

CHAIR DENNISON: I have something to say. Hold on.

MS. MOORE: Okay.

CHAIR DENNISON: This is where the frustration comes in for some of us. This item that you're talking about goes with the previous item of where we stand as NACIE. I don't mean it as an org chart. I was the one that asked that question. Not as an org chart, as we know we don't work for the Department of Education.

Where do we fit in and where are we making a difference? Are we just spinning our wheels if people aren't reading our report and they don't even know it exists?

It's just been frustrating because I

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know that I feel like Indian education isn't just Title VI. It's a lot bigger than that. We don't have anybody at the federal level that's really -- maybe that's where Naomi comes in. I'm not sure if that's what it's saying.

That's what I don't understand. Who is there at the top that's equivalent to the BIE Director?

MS. MOORE: I'll answer that. He's on the call. It's our OIE Director, Julian Guerrero. He does a lot of amazing advocacy on our behalf. He works tirelessly. I see him on Teams at 10:00 at night and 5:00 in the morning sometimes.

CHAIR DENNISON: Okay.

MS. MOORE: He is our point person. That is pretty well spelled out in the statute as well. He can go ahead and put that in the chat because I don't remember.

He runs in all these circles. He is our point person in terms of Office of Indian Ed and Indian Ed at the US Department of Education.

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We do have the White House Initiative folks and they are operating under that executive order. But in terms of career staff that are here long term, OIE has been here for 50 years.

So your point person for that would be Julian Guerrero Jr. And he's our Director. The rest of us are just kind of supporting.

Like I said, OIE has been doing this work for 50 years. We are and will continue to be one of the leading, I would say -- and I think I can say this on the record. I think we are the leading voice for Indian education.

The vast majority of us are tribal members. The leadership of OIE are all tribal members and have been doing Indian education for a long time. So I hope that helps.

In terms of the annual report, you all are going to have the rest of the afternoon to really dive into that. We're a little over time with my speaking, so I do want to stop talking and turn it back to you because you all are the important piece.

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I do want to give you a couple of other points to answer your questions, to make sure that you at least have those. We can continue to do the back and forth Q and A to really make sure that you're as impactful and as strong of a council as possible. We are committed to helping you do that.

You had a request to review the Congressional Annual Report to Congress and discuss possible follow-up recommendations. You did do your report and it was beautiful. Well done. Everybody agrees to that. From what I've heard, it's the best report that NACIE has published in a very long time. So kudos to you.

You do have an agenda item to really dive into that. I'm going try to wrap this piece up so you can get to that. You'll be encouraged to discuss your follow-up items and any action around your annual report that is so impactful and so critically needed throughout the US.

We're committed to helping you communicate that out and get it in as many

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people's hands as possible, both throughout Indian Country and then surrounding Indian ed.

One more item. The next item is dialogue with Department administration officials regarding requests for hearings with congressional committees. This is an important one. Some of you wanted to have hearings with congressional committees about your annual report and NACIE's work.

Here's the official response. Julian and I are just the messengers. This came from OGC and OS per the legislation in the statute.

Quote, from a SCA perspective, individual members may not purport to speak on behalf of NACIE unless authorized to do so by a vote of the full committee. And even if so authorized, that person may speak only about information that is already on the public record. Perhaps such as your annual report; I squeezed that in.

Discussion of matters related to NACIE's work including individual members'

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thoughts and opinions should be on the public record during an open meeting. Also, applicable NACIE statutes and executive order only allows for the advising of Ed, Interior, and Labor Secretaries as Ed has jurisdiction over their programs.

The statute does not mention advising congressional committees. Again, the statute does not mention advising congressional committees.

In summary, if a person is going to speak on behalf of NACIE, then NACIE members have to take a vote for that person to do so. And they can only speak about what is already on the public record, without adding in individual thoughts and opinions unless they're on the public record.

Okay. That's the lot. We can follow up. There's lots of statutes. Here's another link for you in the chat. And I'm going to do one more link in the chat that backs up what was just said per the SCA rules and other

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legislation.

Okay. We have basically two items left -- I'm sorry -- three items left. I'll go ahead and go through those.

Somebody wanted to discuss special education services to Native parents and/or guardians and discuss those recommendations. We adjusted this one by we had the Office of Special Education programs.

That was Mr. Matt Schmeer and -- forgive me -- one other. I can see her name. I just can't say it right now. They presented yesterday afternoon and they provided an update of discussion to you.

MS. BUTTERFIELD: Shannon.

MS. MOORE: Shannon O'Neill. Thank you. They provided a pretty solid update, I believe.

If you have further questions, we're happy to facilitate another conversation with them or maybe some back and forth emails to get any other questions answered. They really are

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our experts on special ed with Native American populations with the US Department of Education.

MS. BUTTERFIELD: Yes. I'm the one that submitted that. I think Matt is the one that said he would try to get back to me. I wanted some qualitative feedback as well as just informational. Thank you.

MS. MOORE: Sure, yes. They really are the experts. They also published some fact sheets -- I'm not sure if that was -- I don't recall seeing that -- a couple of years ago. So they really have been trying to make a good faith effort to support Indian education special ed, which is greatly needed right now.

Okay. The next item, so two more left, discuss proposed revision to White House Office of Management and Budget Policy Directive 15. Again, we had a presentation yesterday, Dr. Jamie Deaton.

A lot of the US Department of Education's work around that Policy Directive 15 has been headed under the IES, Institute of

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Educational Science, where Dr. Deaton also works. So he's been involved in those and that's why we asked him to cover that content.

If you have further questions/comments, we're happy to facilitate that conversation. You have his email as well. I'm noting that we agree. It's been an item of importance and interest for our office as well.

MS. BUTTERFIELD: Can I just say a little bit more about that, Crystal?

MS. MOORE: Um-hum.

MS. BUTTERFIELD: Maybe I'm not thinking about this appropriately. It seems to me that when all students are assessed, if there's an under-represented group, out of that pot of money the Indian Ed, which is a smaller group, should be funded instead of going to the Office of Indian Ed, whose funds seem to be more limited.

Maybe that's my perception but given all my work at the state level, the dollar-per-pupil amount that goes out for Indian

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Ed is so much smaller than Title I, ELL, or whatever. So I guess I'm getting territorial about our money.

It seems like when you're doing assessments, all groups should be assessed, not going to a special group to make them pay for that assessment.

MS. MOORE: Yes.

MS. BUTTERFIELD: It's like an equity issue to me.

MS. MOORE: Yes. I've totally got it. I think you noted that with him yesterday. I think he got it as well. So we will wait for a response.

MS. BUTTERFIELD: I wasn't sure if he got it.

MS. MOORE: Okay. We can check in with him to make sure he did.

MS. BUTTERFIELD: Okay. Thank you.

MS. MOORE: Thank you.

Okay. There was a request about the HHS update with the Indian Child Welfare. You

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had a report from the new Commissioner, Patrice Kunesh. You do have her contact information. She put it in the chat.

Please do follow up with her if you have further questions. That's technically outside of NACIE's purview since it's a totally different agency. However, noting it is important to Indian Ed as well.

The last item, last but not least, request for updates from federal partners. All of those happened in pretty quick succession yesterday so thank you for that. And thank you for your patience for that quick schedule yesterday, by the way.

All right. We're about ten minutes over. I apologize for running a little bit over. I am going to now transition over to our Chairwoman, Dr. Deborah Dennison, to lead a discussion about the '22 Annual Report Action Item Follow-Up.

Thank you, Chairwoman Dennison. I'm going on mute.

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CHAIR DENNISON: Thank you, Crystal and everyone. That was quite a list of information.

Again, I'm a little concerned about the idea that it's still not understood what Indian education really is across the nation. It's not just grant programs. It's a lot bigger than that.

At some point, if we're ever able to get that across somewhere -- maybe it is the action items follow-up that we do today. I'm just going to ask for input from everybody on follow-ups on the action items for 2022 that you think we should carry over again to 2023.

How are we going to handle the 2022 report given all the information we just got? Do we just want to go through it and look at it? We only have an hour -- actually less than an hour.

MS. MOORE: Dr. Dennison, again I'll defer to Julian, but I would say proceed as normal. And then whatever we need to adjust, the fine points later, that's fine. I would say just

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proceed as normal.

Julian, would you agree?

MR. GUERRERO: Absolutely, yes.

MS. MOORE: Okay.

MR. GUERRERO: Through your subcommittee process, Dr. Dennison, as the subcommittees are working we can walk parallel to that and bring clarity.

I agree with you, Dr. Dennison, on what is what. What is up, what's down, what's right, what's left?

Maybe that's over time having a one-pager that grows slowly, incrementally around defining those parameters. To me, that kind of goes against Native knowledge --

CHAIR DENNISON: Exactly.

MR. GUERRERO: -- putting up barriers and fences. I struggle with it, but I think that's what makes us strong people is that we have to think linearly and then cyclically. I think there's nothing that's going to stop us from feeling uncomfortable in this phase, but

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nonetheless we're going to move forward in both ways.

CHAIR DENNISON: Yes. I just want to share that in my leadership role as a school district superintendent now for over 20 years, I've always stayed away from having lawyers define what it is. I guess this is where the bureaucracy meets head-on because it is all under government. So it's really difficult for me.

I'm just sharing this out loud with everybody that when you, like you just said, put up barriers, we can't really get to the heart of what some of the issues are that are hurting our children or helping our children. Just trying to work on that is difficult with all the variables but we'll go on, like you said.

So I want to ask, do we want to establish our annual report subcommittee? That's in the next item. Let's just discuss the report and we'll go from there.

Any comments from anyone?

I think we'll just move right into --

MS. WHITEFOOT: I don't have a question right now, but I have a comment to Crystal and Julian.

I just want to say thank you for this work that you did because you are answering our questions point by point. I know it's taken a lot of research on your part to be able to do that.

These are the same questions that we've asked and I think this is the first time that we've gotten a response, so I really appreciate all of the work that you've done to go through point by point the concerns and questions that we've had over time. Every time we get busy with the report, these questions continue to come up. So I just want to say I really appreciate it.

There's one question that I do have and it's based on one of the recommendations. It's been there year after year. That has to do with the recommendation -- again talking about precedence in the past, in the Department of

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Education we did have an Assistant Secretary of Indian Education.

And as I say that, I think about all the recommendations. So the question then has to do with all of the recommendations and I'm not asking you to do that right now, but the Assistant Secretary is a burning issue.

I don't expect you to answer it right now. That's a top priority, the Assistant Secretary for Indian Education function.

CHAIR DENNISON: Exactly.

MS. WHITEFOOT: Thank you.

CHAIR DENNISON: I agree with that.

I thank you too, Julian.

And I thank you too, Crystal, and our past DFO as well.

Donna, thank you.

As I mentioned earlier this morning when we first started the meeting, perhaps one of my frustrations -- it came to me thinking about it last night, about the work that we've done so far -- perhaps what we need to do for our annual

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report is look at it and see where we are. Instead of just repeating the same thing over and over, where are we with that?

Not that we haven't been doing that, but it just feels like we get these presentations all day yesterday. We didn't have enough time to really ask questions there, so maybe we can go back to discussions some of those questions that we had.

But also, seeing have we progressed any on our recommendations? If we haven't, then that should lead up to our next meeting agenda, to those areas that we have people using the report to present on their areas, not just giving a presentation on what's going on.

I know that it's been a while since we've had a meeting. So it's good that we had that yesterday. I just want to say that I'd like to see that happen in the future, use the annual report.

If you're over Indian Education, Julian, I guess that's something that we can ask

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you and your staff to do. Use the report that we've put together. Go back and create the agenda for those groups to come in and use our recommendations to see what they have done on it.

That might put the accountability in place that we won't be spinning our wheels in the mud anymore. That's something that I want to say to begin with.

We can just go point by point on the annual report and see what 2022 looks like compared to 2021. That's my recommendation. I don't know what the other councilmembers feel like.

MS. WHITEFOOT: I don't want my wheels to be in the mud either. I've been up in the mountains so they have been in the mud. So yes, I agree with you, Deborah.

CHAIR DENNISON: We could look at the annual report. Or we could just go on and establish the committees.

I'd really like to get the new members on as well. This group is going to be the one to

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do the 2022 report, but it'd be good for the new members that are coming on to understand what we've been doing so far.

I'd like to go on and do action items as to establishing the subcommittees, if that's okay with everyone.

MS. WHITEFOOT: It's okay with me.

CHAIR DENNISON: Okay. Let's just move on with the agenda then and establish the subcommittee for the 2023 Annual Report.

MS. WHITEFOOT: Is that an action item? I can't see the agenda right now.

CHAIR DENNISON: It's an action item to establish the 2023 subcommittees. The first one is the annual report to Congress.

MS. WHITEFOOT: I'll volunteer to be on the committee.

CHAIR DENNISON: Okay. So we have --

MS. BUTTERFIELD: I'll also volunteer.
This is Robin.

CHAIR DENNISON: Robin.

MR. PROUDFIT: I'll volunteer. This

is Joely.

CHAIR DENNISON: Joely.

MS. WHITEFOOT: Can we volunteer Aaron?

CHAIR DENNISON: Yes. That's what happens when you're not in the meeting.

MS. WHITEFOOT: Exactly.

CHAIR DENNISON: Okay. Anybody else from the committee?

MS. BUTTERFIELD: I'd like to leave it open for some of our new members possibly to join.

CHAIR DENNISON: Okay. And then of course, I'm always on. I've always been a part of it.

Who would we nominate to be the subcommittee chair?

MS. WHITEFOOT: I think last time we did co-chairs. I can't remember.

MS. BUTTERFIELD: We did. Aaron was the chair. I was the co-chair.

MS. WHITEFOOT: Okay.

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MS. BUTTERFIELD: Right now I'm kind of busy. I don't mind being a co-chair, but right now I'd just as soon not be the chair.

CHAIR DENNISON: Okay.

MS. WHITEFOOT: And I don't mind being the co-chair again if Aaron's not able to.

CHAIR DENNISON: Okay. So for now we'll make it the two of you.

MS. WHITEFOOT: Yes.

MS. BUTTERFIELD: Great.

CHAIR DENNISON: I'm sure he'll jump on board and be the chair. I don't see that as being a problem.

MS. WHITEFOOT: And then also, the rest of the NACIE members. When we've needed something we've called out to them.

CHAIR DENNISON: Exactly.

MS. WHITEFOOT: Theresa's provided a story for us because she shared information with me about what was going on in Alaska.

I think if there's something we really want to highlight during the year with a story,

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if we want to make certain we have stories in the annual report -- the latest one is about boarding schools and those kinds of things. Previously we had a story on the impact of COVID.

CHAIR DENNISON: Right. They were all excellent.

So we have Robin, Patsy, Joely, and Aaron. Of course I'm on it too, but I don't want to chair. I'll do as much as I can but I'll be on most of the committees that are established.

MS. BUTTERFIELD: We usually go to Virginia to JOM.

CHAIR DENNISON: Okay.

MS. BUTTERFIELD: And we go to U for Impact 8.

CHAIR DENNISON: Yes.

MS. THOMAS: I would be available to assist, but I choose not to be on the committee. I'm kind of overwhelmed with work here and I can't really commit.

MS. WHITEFOOT: I would just add for the discussion about -- well, let's take the

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action first and then we can discuss. I'll move to approve.

CHAIR DENNISON: Patsy moves to approve.

MS. BUTTERFIELD: I'll second.

CHAIR DENNISON: Robin seconds.

All in favor say aye.

(Chorus of aye.)

CHAIR DENNISON: Any opposition?

The motion carries.

We'll go on to the next subcommittee.

MS. WHITEFOOT: Just a discussion.

CHAIR DENNISON: Okay, discussion.

MS. WHITEFOOT: Yes. Following up on the wonderful report that we just received and the summary of that report, I just want to ask the question about when we're making these recommendations, how is that information being shared internally within the Department of Education, with the appropriate personnel, managers, et cetera?

If we're recommending to honor the

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Treaty and Trust obligation or recommending revitalizing the Assistant Secretary function within the agency, how are we getting out our recommendations is my question for our two leaders.

CHAIR DENNISON: Julian and Crystal?

MR. GUERRERO: Yes. I'm happy to share a little bit about how we did it last year.

In terms of dissemination to the Hill last year, I'm very pleased that we got it to over 150-plus members of Congress. That included the Congressional Native American Caucus Offices, the Senate Health Committee, the Education and Labor Committee on the House, the Senate Indian Affairs Committee.

And then on the House side, I don't know what this acronym stands for. It's IPUSSC. I don't know what that acronym means.

As you were talking, Councilmember Whitefoot, I was trying to look this up too. All of those contacts equal about 150-plus offices that we reached out to.

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I think one thing that's become apparent is even though we gave it to 150-plus offices last year, it may not have made it to the staffers because some staffers have shared that they still don't know what that report is. So I think this is an area to improve in the next iteration.

We get it to those main contacts but somehow -- I don't know to the degree to which the Department can control this, but try to make an effort to include in that dissemination, can you please get this to the appropriate staffer who handles these topics.

We also did an interagency transmittal to each of the Department Secretaries of Education, Interior, and Labor. Again, that was likely to a general email inbox. And the follow-up piece is the degree to which we can control the follow-up from that is kind of hard to grasp.

I will say that since I've been on with the Department, last year was our strongest

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dissemination. But we still have a ways to go.

MS. WHITEFOOT: Okay. That's helpful to know. I just wanted to say that when I was on the Hill in March, every office that I went to I made certain I mentioned the report, particularly to the staffers. So that's important. I'm glad to hear that we have that transmittal going through these three agencies.

I'm just curious, do we want to do Health and Human Services too? There are recommendations in Health and Human Services, general recommendations that is.

MR. GUERRERO: We haven't in the past, but I'm sure we can add that to the list of the interagency transmittal this year.

MS. WHITEFOOT: I was just thinking about the head start.

Go ahead, Robin. Thank you.

MS. BUTTERFIELD: I was hoping maybe we could add the state departments of Indian education.

MR. GUERRERO: Yes.

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MS. BUTTERFIELD: At the state level. They could be responsible for getting it out to their constituent tribal groups and so forth. It would really be helpful to push it further out than just DC.

We're getting a lot of feedback of, I didn't know there was a report. I don't know what you guys are putting in there. So that might help at least move it further out.

MR. GUERRERO: Yes. I appreciate you mentioning that, Dr. Butterfield. One of the things we could maybe do to broaden our dissemination is once the Hill and the interagency transfer is complete, maybe we can make an announcement like a general broadcast on our OIE Listserv.

MS. BUTTERFIELD: Yes.

MR. GUERRERO: That includes state directors and state Indian ed offices. We have been working to try to garner a closer relationship with those state offices. So we can make that part of the communication out.

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CHAIR DENNISON: I'm also wondering if it's possible to send them to the tribal education departments across the country. And then maybe to the chairman or the president of the tribes' offices, really try to get it out there to the tribes.

Then it becomes a more available tool for them to look at when they think about education. And when they go up on the Hill themselves, they can ask about it themselves as well.

MR. GUERRERO: Yes.

MS. WHITEFOOT: Along that same line, I'm wondering if you send it to the National Congress of American Indians, to these types of organizations and the intertribal organizations as well.

MS. BUTTERFIELD: You said the affiliated tribes, those kind of --

MS. WHITEFOOT: Right.

MS. BUTTERFIELD: -- groups? Yes.

CHAIR DENNISON: And also, Julian, you

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send the emails to me all the time on Title VI or the different programs. I get them as a superintendent. Maybe send out a link to the superintendents across the country.

MR. GUERRERO: Yes, definitely. That's what we could do, as I mentioned when we were meeting with the State Indian Ed Director. We can take that message, copy and paste, in the other respects that we could try to get the word out.

CHAIR DENNISON: That would be really great.

MS. WHITEFOOT: I would add the state superintendents as well. Some of us are working very closely with the state superintendents.

MS. BROWN: Julian, I have a suggestion.

MR. GUERRERO: Yes.

MS. BROWN: A number of years ago, it's a blur but part of the public forum when you were applying for a Title VI Indian Education funding, the NAEP data was attached to that. So

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it was just something that was attached somehow with the application for Title VI funding.

MR. GUERRERO: Yes.

MS. BROWN: Would it be possible to include this report? It's kind of a report card of what NACIE's doing and the Office of Indian Ed.

That would go out to all of the directors or grant facilitators for Title VI Indian Education, but also to the public forum potentially. That's to tribes and any other organization that schools are supposed to be partnering with for Title VI Indian Ed.

MR. GUERRERO: Yes, Doreen. I like that idea.

MS. BROWN: And then it also goes out to tribes because they are meeting with tribes. So it's not necessarily up here. It's actually with the people that we're serving.

MR. GUERRERO: Right, yes. And making sure we're trying to make it part of our existing mechanisms we use to interface with our -- we can

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explore that for sure. I'll work with both of my group leaders to see to what degree we can make this part of some of the language that's already imbedded in our work.

CHAIR DENNISON: Yes. With the technology we have now as far as information flowing much faster, we can take advantage of in so many ways with getting information out.

MR. GUERRERO: Right.

MS. BROWN: Yes.

CHAIR DENNISON: All the different ways we can just get it out.

MR. GUERRERO: Yes.

MS. BUTTERFIELD: Now another question with the subcommittee working on the next incarnation. Are we going to set some phone calls up for the subcommittee before we adjourn?

MR. GUERRERO: Yes. I can provide some information on that. Looking at what we've been identifying internally, the contractor can help support ten subcommittee meetings.

I think last year we did those

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subcommittee meetings every Friday, back to back. The subcommittee could continue to try to do that, but the information that I did want to share is that we have ten slots this year to use versus last year we had six.

MS. WHITEFOOT: And they have to be completed by when, Julian?

MR. GUERRERO: By September 27, actually a month before the last day so there will be some time for billing, payment, and all that. But if anything, I'm sure the subcommittee days would happen well before the --

MS. WHITEFOOT: Before May 30th or whatever?

MR. GUERRERO: Right.

MS. WHITEFOOT: May 30th, okay. It looks like every week then, if you really look at it.

MR. GUERRERO: It's my time to have weekly interface with subcommittee members.

MS. BUTTERFIELD: There you go.

MS. WHITEFOOT: It really is. It

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does. We have nine more weeks, so yes. We have to meet this next week.

CHAIR DENNISON: That's possible. I can put that down.

MS. BUTTERFIELD: I can meet next week.

CHAIR DENNISON: Okay.

MS. WHITEFOOT: I can meet the 7th and the 14th of April.

MS. BUTTERFIELD: The 7th, 14th. Let's see. I can do the 21st. I have 7/14-21. But if not --

MR. PROUDFIT: What's the time period?

CHAIR DENNISON: Well, we're trying to get it out by June. Am I right?

MR. PROUDFIT: The time.

MS. BUTTERFIELD: The time of day she's asking.

CHAIR DENNISON: We were meeting at 1:00, my time 1:00.

MS. BUTTERFIELD: Are you two hours ahead of us, Deb?

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MS. WHITEFOOT: 10:00 would be good.
Deb, you're in school. What time is your lunch?

CHAIR DENNISON: Just set it and I'll
put it in my calendar so that I'm not bothered.
I'll just get it done.

MS. WHITEFOOT: 10:00 would be good?

CHAIR DENNISON: 10:00's fine.

MS. WHITEFOOT: My time.

CHAIR DENNISON: Okay.

MS. BUTTERFIELD: That's 10:00
Pacific.

MR. GUERRERO: So that would be 1:00
p.m. Eastern. That's 10:00 a.m. Pacific.

MS. WHITEFOOT: Okay. For an hour,
right?

CHAIR DENNISON: Yes. You can put
down an hour.

MS. WHITEFOOT: Okay. We've got the
7th and 14th taken care of.

MS. BUTTERFIELD: I'm not available
the next two Fridays, the 21st through the 28th.

MS. WHITEFOOT: We could take a look

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after the 14th. We can take a look at another day.

CHAIR DENNISON: Yes. Set those first two dates and then we'll go from there.

MS. BUTTERFIELD: Go from there, right.

CHAIR DENNISON: Yes.

MS. BUTTERFIELD: Could we maybe set one in May, like the 12th?

MS. WHITEFOOT: I can do the 12th.

CHAIR DENNISON: I can too. I'm available.

MS. WHITEFOOT: I can do 10:00 on the 12th.

MS. BUTTERFIELD: Okay, same here.

MS. WHITEFOOT: So after that, we can set the next few days?

MS. BUTTERFIELD: Yes. I'll be happy to text or email Aaron on those dates.

MS. WHITEFOOT: And then Julian, it'll be important to hear from you about your review of other reports. For me I think it's important

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that the report also builds on some of the work that the tribal leaders have done because there's been years, years, years, and years of that report. I think it's important for tribal leaders to pick up this report and be able to use it.

MR. GUERRERO: Right.

MS. WHITEFOOT: So hopefully, you and Crystal will have that by the time you meet. You'll have at least a summary of what your thoughts are.

MR. GUERRERO: We can try, yes. The first meeting on the 7th? Is that the date? We can do our best. It's going to be tight. We have grants that we're getting out the door right now. That's going to take priority for most of our weeks, but we always find a way to try to work it.

MS. WHITEFOOT: I think it'd be good if we had -- what's his name here from BIE. What's his name? Who gave the report yesterday?

MS. BUTTERFIELD: Tony Dearman.

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MS. WHITEFOOT: Tony.

MS. BUTTERFIELD: I had that question about professional development for teachers.

MS. WHITEFOOT: I think if we had Tony, we could hold a conversation with him and have him take a look at the report.

MS. BUTTERFIELD: Yes. I could tell a lot of folks hadn't read the report when I was on the Hill.

I've got just a beginning list of things that I thought of when we were writing the other report, just off the top of my head. One involves migrant ed support for students. Another one is I still want to pursue more of how the Special Ed Department tracks services to Native communities.

The third is just general technical assistance. When we lost the regional technical assistance centers, we lost the opportunity for people to get programmatic support, how to improve their programs.

This is becoming clearer to me as I

look at both Oregon -- we have a group that meets pretty regularly, the Title VI offices. But just talking to some of the individuals who are now in those roles, there's a whole new generation of Title VI directors who don't have that historical depth of knowledge about what's possible and how things can be run, how to access resources beyond just their Title VI program.

So it seems like there's a real need for some ongoing technical assistance and support. Even looking at Oregon where we've got six positions at the state level, it's still not clear what kind of support they can give to those programs.

So that's a whole can of worms in terms of helping programs improve and feel like they're supported at the district level, and that they can really move forward in support of their kids. I'm getting that information from Indian Ed, but I'm also working currently with San Diego County, 20 Tribal Ed directors, and about 20 Title VI directors. I think TA is an ongoing

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issue.

MS. BROWN: So Julian and Crystal, do you guys document or keep tabs on what questions or technical support you guys are offering when somebody's calling in or emailing? Is there a database that you guys are keeping?

MR. GUERRERO: There is. Specific to Title VI Part A programs, yes. We do have banks of requests and data. A lot of it is dynamic and really a living resource, but when we notice patterns is when we usually deploy TA.

Again, a lot of this TA is we just don't have a limited amount of hours to give out to every question that comes in. We really focus on the patterns of things that come in.

MS. BROWN: Okay.

MS. MOORE: To that end, can I --

MS. BROWN: Go ahead.

MS. MOORE: -- just add really quick because I think this might be helpful? To that end, we do keep pretty significant data sets. And we don't have one stand-alone data person,

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but if you need it or if it would helpful to have certain data sets for your annual report, feel free to always ask. We will certainly do our best to get that back to you.

Again, we have 1,276 grantees currently across the nation, many of them BIE operated, LEAs, et cetera. So if we can be helpful with some data within reason, please, we're happy to do so.

MS. BROWN: It's being able to tell a story, right. We find this significant and we think that it can be addressed with regional support. Yes. Thank you.

MS. MOORE: You're welcome.

MS. WHITEFOOT: I just think the use of the current data sets, Crystal, that you already have would be sufficient because I keep bringing that up to our state agency. We already have access to information.

And we've got to learn how to use that data that's already there in Title VI, for example. I think that's a good starting point to

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whatever you have. I would recommend that.

MS. BROWN: That's an important point. Any other program within the agency that keeps specific data to Native students, it would be helpful to have all of that.

I was also going to ask with the Department of Ed, we also have our technical centers as well for folks like Mandy that are part of that. I'm certain that they're keeping data as well and letting us know what kind of work they're doing.

I think it would be good to highlight some of that work because there's been good work going on with the regional centers. And perhaps that's what we want to do to demonstrate the need for an ongoing technical center that really focuses on Native education.

Mandy, I don't mean to put you on the spot.

Julian, you would know who to speak to about that highlighting some of that work. I think it would be well worth our time to just

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highlight that work.

MR. GUERRERO: Yes.

MS. BUTTERFIELD: We made that request several years ago. That was when there was actually some additional dollars put in to -- I think it was about three centers to focus specifically in on Indian issues.

I don't know what happened with that, if the funds dried up and the activities went away. I know the Northwest has always been pretty good, helping us out, but I don't know about other parts of the country.

I want to add more thing that I think we need an extensive conversation about. That's the issue that the Alaska Native people keep bringing up about access to Johnson O'Malley funds and impact to aid.

When they became corporations, it's my understanding they then were sort ruled out of the ability to utilize those kinds of dollars. And when I was in DC this month, even when I was finishing up as President of NIEA, we had a

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number of groups that even came through NCAI that were asking for support.

And NCAI did support that notion that somehow those dollars that could help their schools be reinstated. It's longer and I know it's a complicated issue, but I'd like to have some kind of conversation about that funding issue for Alaska tribal schools.

MS. WHITEFOOT: Right. I support that too.

So Mandy put in the chat the National Native Education Collaborative. If there's some way, Mandy, we can get that provided to us, that'd be great.

Along that same line, I'm just thinking about some of the testimony given to staffers during Hill week. I really advocated for Title I funding with a meaningful consultation.

When you think about Title funding, you begin to take a look at the funds that are there. I'm certain the majority of our children

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are in the Title I programming, but when you're talking about \$18 billion, not all states are responding to the consultation process in their applications that they provide to the Department of Education.

I think it's important that we pay attention specifically to Title I as well because that's pretty significant. It would be a way for us to continue focusing on tribal consultation in a meaningful manner.

MS. BUTTERFIELD: So other than those small tasks.

CHAIR DENNISON: Okay. Any other comments or suggestions?

MS. BROWN: This is for Crystal and Julian. I have two things that are heavy on my heart today. I don't know if it's NCAI's, in their lane to address this.

The first one is of course the court case that's going to the Supreme Court just about ICWA. It is a concern. I just have a concern that we're not going to have tribal sovereignty

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over children.

Is it appropriate to put something about that in our support of sovereign nations and control over where our students go? Or recommendations that it be preempted at an earlier stage when our children are actually removed from home? That's the first one.

The second one, I'd like to give recommendations. Or if I'm really off topic -- the other one is the proposed changes to ethnicity and race. I remember as a director for Title VI Indian Ed, getting that information from our families was difficult. I think Jamie alluded to that yesterday.

So making those proposed changes and just being nervous about what that could look like. That's foundational for our funding, recognizing who our students are. We already have problems with the census. I just see it as an issue.

Maybe this isn't the time or place to discuss this or put it into the report, but if

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you can talk to that, that would be great. If not, I'll put my efforts in other places that I already am putting efforts.

But I think this was my -- it's burning because it's foundational. It's who we're serving. And if we can't identify them, they're not in our control or with our families, or with our tribal members, it's a concern. We're losing business. And not that this is business but it's our people.

MR. GUERRERO: Yes.

MS. MOORE: Yes.

MS. WHITEFOOT: And Doreen, that issue has been in our report annually.

MS. MOORE: Yes.

MS. WHITEFOOT: There's a need for further elaboration on that as well. Yes, it's been in there.

MS. MOORE: Noting that I have tribal members and a huge family, I've dealt with these issues personally too.

Remember what the guidance was earlier

in those talking points. It has to relate to something that the Secretary of Education has jurisdiction over. All of those children that are covered by ICWA are also Indian Education students or likely are.

So if I were writing this report myself, I would talk about it like a Venn diagram. Julian and I talked about Venn diagram yesterday. Where are the intersections between these issues with ICWA and the Directive 15 coming out under OMB?

How do they intersect with something the Secretary does have jurisdiction over in terms of the education of those students, that their identification could be modified with this OMB potential role change as well as the case with ICWA?

Specifically for ICWA, those are Indian Education children. And if ICWA is changed in any way, how will that impact their Indian Education efforts? That's just off the top of my head.

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Julian, do you have other thoughts?

MR. GUERRERO: Yes. To be responsive to what you just mentioned, Doreen, I will say to both points, the ICWA court case and the proposed changed to ethnicity and race, ultimately what the Council puts in your report the Department cannot edit. They cannot modify your voice.

That's as much as I want to say because we can't say any more. That's just fact. Whatever you put in your report is your report.

MR. PROUDFIT: I had my hand up. This is Joely. I'd like to also underscore Doreen's comments, especially about the OMB decision.

I believe comments have to be in by April 14th. We're working with our state Department of Education in California to submit comments. California has been really hit hard by the way race and data is collected that there's a huge undercount of our Native students.

As many of you are aware, we have 109 federally recognized tribes. But we have about 80 seeking recognition, who to no fault of their

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own are not recognized.

By the time they got to California, they sent three Indian agents. They kept our treaties in a vault for 50 years and paid us \$0.47 an acre in the 1970s. So there's a lot of issues with how do we identify our students.

Just last year the UC system voted to offer free tuition to enrolled members of federally recognized tribes, which we applaud and is a wonderful thing, but you can imagine there are many non-enrolled California Native students.

I'm a descendent. I'm one of them that doesn't qualify for certain benefits, but the least we could do is make sure that our people are counted. We have certificate degrees of Indian blood. We have descendancy papers. We have California judgement roles.

But the issue of who is counted -- if you look at what OMB is doing right now, they're even counting Mayans and Aztecs. I don't know how you do that and not count descendants and not count some of our non-federally recognized tribal

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partners who have been here since time immemorial and just didn't have the good fortune to be recognized.

So these are some real critical issues and, like Doreen said, foundational. If we can't count our people, we can't serve our people. And we're missing a lot of opportunity to financially support them and to physically support them.

So I do think that's a priority for us. I would have liked to have had an all day, maybe two-day discussion over the OMB change. If there's anything we can do as a collective body to at least put our hearts and minds together to come up with a more appropriate strategy that doesn't leave any of our relatives sidelined, I would most appreciate that.

CHAIR DENNISON: I think going back to ICWA and maybe even the case that Joely brought up, as far as education is concerned and bringing it under the umbrella of the Secretary of Education, maybe it would fall under -- I'm pulling a long shot here but this is where I

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think it really affects children -- the mental health and research behind self-identity.

Understanding your identity is important for learning. You can't really move forward until you know who you are, be proud of who you are, and all of that. That goes back to Doreen's comments.

I think that maybe in some part of our section we could include that on the mental health and well-being of children because that impacts learning. So that would be my suggestion.

MS. BROWN: And I think it does fall under that, but I'm going to go back to the importance of this. I think it's foundational. I think it's one of the top ones.

If this is not done correctly, we will be losing our indigenous children in so many ways, not even just a mental health way. It'll be a physical loss, a spiritual, a cultural, and a linguistic. So I think it needs to be, in my opinion, right there in front.

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I just think it's the implications of our tribal sovereignty, just our rights. I don't mean to be conspiracy but if I could look into the future, if this isn't done well with race and ethnicity and we lose our ICWA rights, it's doom.

CHAIR DENNISON: I agree. So we'll get those topics into the report somehow. We're going to stretch that boundary.

MS. WHITEFOOT: So I'm sending some infographics that we worked on with Education Northwest on identity issues. I worked with Mandy's office. The tribes in the Northwest came up with this information.

CHAIR DENNISON: Thank you.

MS. WHITEFOOT: I think I've shared it before.

CHAIR DENNISON: Got it, yes.

MS. BUTTERFIELD: So should we move on to the other --

CHAIR DENNISON: I think we should. Yes, I'd like to move on.

We need to set up a subcommittee for

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the bylaws. Any volunteers?

Virginia, you were heading that one up for a while there.

MS. THOMAS: I'll assist. I'll be on the committee.

CHAIR DENNISON: Okay.

MS. BUTTERFIELD: I've done a million bylaws over the years. I don't think this should be a very long task. I know that Aaron already provided a real detailed written revision. So if we took a look at what he did and move forward with that, hopefully it won't take a lot of time.

CHAIR DENNISON: I think the main part is just to go back and see how it relates to the Charter. What are the other areas of guidance that were given?

MS. BUTTERFIELD: Well, I think some of the things that Crystal provided today were questions.

CHAIR DENNISON: Okay. So Robin, you're on it too?

MS. BUTTERFIELD: Yes. I'm happy to

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do that one.

MR. PROUDFIT: We should nominate Aaron for that. I'm sure he wants to be on that one.

MS. WHITEFOOT: Yes. I was going to say, did you put Aaron on?

CHAIR DENNISON: So we have Virginia, Robin, and Aaron. Anybody else?

MR. PROUDFIT: That one's not that much work. I can help.

MS. BROWN: Joely, bless your heart. Thank you. Yes. We should be able to get that one taken care of.

Do we want to just do that after the other meeting?

CHAIR DENNISON: That's a possibility.

MS. WHITEFOOT: That works.

CHAIR DENNISON: Like an hour after?

MS. BUTTERFIELD: Yes. Let's do an hour after.

MS. WHITEFOOT: I'll be on the committee if I can. I might have a meeting right after. So I'll be on when I can.

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CHAIR DENNISON: Okay. Anybody else on the Council that wants to volunteer for this?

MS. BROWN: This fun, exciting bylaw committee.

CHAIR DENNISON: Yes.

MS. WHITEFOOT: A long time coming.

MS. BUTTERFIELD: Oh my God, I can't even think of how many times I've revised bylaws. Constitution and bylaws, that's my name.

CHAIR DENNISON: So I have Virginia, Robin, Aaron, Joely, and Patricia.

MS. BUTTERFIELD: Yes.

CHAIR DENNISON: I'll sit in on them too. That's a good start. Anybody can jump on too if you let me know.

We're asked for a point person. Who is going to be the point person for this?

MS. BUTTERFIELD: I'll take the point since we already designated Aaron chair on the report.

CHAIR DENNISON: Robin's the chair of the bylaw committee. Okay.

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Anything else? Are there any other subcommittees that need to be established?

MS. BUTTERFIELD: I just have a question. Maybe Julian or Crystal you know the general time frame when these identified NACIE members might be official?

MR. GUERRERO: That's a good question, Dr. Butterfield. We don't know. Yes. I'd be lying to you if I even just tried to say, like to give you a general time line. We don't know, but we will continue to ask questions as to the time line.

MS. BUTTERFIELD: Okay. Well, we want to put them to work so we want to know how soon we can grab them.

And by the way, I'm not a doctorate. I noticed several people were using that. My brother would probably be offended. Two of my brothers would be offended.

MR. GUERRERO: Councilmember Butterfield, yes.

MS. MOORE: I think we need to give

you an honorary doctorate, so Dr. Robin Constitutional Bylaws Butterfield.

MS. BUTTERFIELD: It sounds nice.

MS. MOORE: It sounds wonderful.

MS. BUTTERFIELD: I meant to say that earlier and then I just got so caught up in the conversation. I forgot to say anything.

MS. WHITEFOOT: Just say Dr. Constitution. That's all.

MS. BUTTERFIELD: I've got a doctorate in Constitution and bylaws, that's for sure.

MR. GUERRERO: I just have a follow-up question on the subcommittee support. As I mentioned before, we have ten slots, for lack of a better word, ten slots to support subcommittees.

Do you want to try to divide those supports between the two by number? Any thinking around that?

MS. BUTTERFIELD: That would be six, right?

MR. GUERRERO: Last year we did six.

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Now this year we have ten that we can use.

MS. BUTTERFIELD: I'm saying right now we've identified three for the report and three for the bylaws. That's six of those five, correct?

MR. GUERRERO: Got it. I see what you're saying. Okay. Yes. I wasn't keeping track of all your dates, but it looks like in terms of what you're thinking you already have assigned three for the annual report subcommittee and three for the bylaws; is that right?

MS. BUTTERFIELD: Yes, if those are counted separately as slots. If the two hours can be one slot, then we get more slots. Are you seeing how I'm thinking.

MR. GUERRERO: Yes. I see how you're thinking.

MS. WHITEFOOT: That's Ms. Constitution.

CHAIR DENNISON: They're going to take away your doctorate.

MS. WHITEFOOT: I can do that.

MS. BUTTERFIELD: I better mind my Ps and Qs then.

MR. GUERRERO: I mean, technically it's not wrong. If it's one meeting then that's one meeting. We'll follow up by email to get all of our dates correct so then we can keep track of the slots that we're looking to utilize.

MS. BUTTERFIELD: Yes because right now I have April 7th at 10:00, April 14th at 10:00, and May 12th at 10:00. Those are all for the report. And then we've added the 11:00 on those three days for the bylaws, which I'm hoping will be done by May 12th.

CHAIR DENNISON: I think they should be done by then, maybe even sooner.

MS. BUTTERFIELD: Yes, right.

MS. THOMAS: Julian, this is Virginia. I just have a question on that. I like the idea of this. I just don't want us to do any infraction if there's any kind of policy.

If we can combine this and make it a continuation of a committee, then I'm the only

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one that's throwing it off because I'm not on the annual report like I was last year. So I'm the only one that makes a difference between the two.

If you can find out if this counts if it's the same committee members, I will volunteer to be on the annual report committee.

MR. GUERRERO: Thanks for mentioning that, Councilmember Thomas.

MS. BUTTERFIELD: Sneaky move, Virginia.

MR. GUERRERO: I don't think you're going to go awry of any practice or policy here. It's just the bottom line is we have ten slots that we need to use. I don't want you to use less than that or more than that. Use ten. So however you organize it, use ten.

MS. THOMAS: As long as the two committees, if we are allowed to have two committees or two issues come up at the same time, I'm okay with that. I just don't want us to do all this work and say, you guys messed up. Let's make sure that we're okay in doing this.

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MR. GUERRERO: I don't imagine that will happen.

MS. MOORE: I'll chime in. It's Crystal. The OGC and OS were clear that you can create subcommittees. And there is not a limit specified.

MR. GUERRERO: That's correct.

MS. MOORE: I hope that helps.

MR. GUERRERO: The hard line is you're not taking action. There's no action being taken during the subcommittee.

CHAIR DENNISON: Speaking of action, do we need to take action now to approve the subcommittee of Virginia, Robin, Aaron, Joely, Patricia, and myself?

MS. BUTTERFIELD: Yes.

CHAIR DENNISON: We need a motion.

MS. BUTTERFIELD: Well, I'll move to approve the bylaws subcommittee.

MS. WHITEFOOT: I'll second.

CHAIR DENNISON: Patsy seconds.

All in favor, say aye.

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(Chorus of aye.)

CHAIR DENNISON: All opposed, say aye.
Okay. It passes.

Now we can continue discussing, if you
want to.

MS. MOORE: I just want to note that
I put that information about the bylaw guidance
in the chat with the link to the website that
goes into more detail about it.

CHAIR DENNISON: Thank you.

MS. MOORE: You're welcome.

CHAIR DENNISON: All right. Well, if
there's no more discussion -- any other comments
from anyone about anything? We covered our
agenda.

MS. BUTTERFIELD: Well, maybe just a
follow-up to the new prospective NACIE members.
As soon as they're official, can you notify is?

MS. MOORE: Yes, absolutely. Julian
and/or I will do so.

MS. BUTTERFIELD: Okay. Thank you.

CHAIR DENNISON: That concludes our

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meeting.

MS. BUTTERFIELD: I just want to say thank you both, to Julian and Crystal, for really following with specific issues and concerns. Even though some of us have been around for a little while, it's helpful to get some updates on regulations and that kind of thing.

We've been feeling like we can't even move forward until we get more comprehensive information. So thank you for being so responsive and helpful.

CHAIR DENNISON: I concur with that. Thank you so much, Julian and Crystal, for providing that.

MR. GUERRERO: Yes, absolutely. This is our work. This is what we signed up to do, to serve the interests of Indian education, members of the public. We're happy to do it.

I constantly try to put myself in your shoes as a member for however many years you've been on this Council. You probably haven't seen much change. Our challenge is to try to move

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that needle.

It's always good to be a thought partner and a steward with how we move this relationship forward, and that was my commitment when I first joined. I told you guys a long time ago we're going to turn this relationship around. I feel like we're cultivating that and we're getting there.

MS. MOORE: I just want to add to that. I'm concurring with everything Julian said. We're just gaining steam. So thank you for letting us do this work and be partners with you. There's a lot more work to come. We're excited to do it. So thank you.

CHAIR DENNISON: Great. Thank you all.

MS. THOMAS: Debbie, just a last thing. I want to acknowledge you. I know how difficult it is to chair a committee even in person. And doing it over Zoom is pretty much impossible to keep everything straight and keep us on track with the agenda.

So Debbie, thank you for being part of

us, voicing your concerns, and keeping us on track. Thank you.

CHAIR DENNISON: Thank you for acknowledging that. I appreciate it. I enjoy being on this Council. I just appreciate everyone on here too and all the work you do.

MS. WHITEFOOT: I included in the chat the various documents that we've worked on with the affiliated tribes of the Northwest Indians and Education Northwest. Again, I just want to highlight the fact that Mandy works there.

Through our tribal leadership, we've been able to come up with these documents. And have conducted case studies with tribal and Indian education programs around the Northwest as we redevelop infographics and have reviewed them in our work. It's become very handy in sharing with Office of Management and Budget.

There's a lot of work that needs to continue moving forward. If you have any questions, please email me about that information.

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MR. GUERRERO: Dr. Dennison, if I may?

CHAIR DENNISON: Go ahead.

MR. GUERRERO: If I may just really quick, I want to acknowledge a good colleague of mine, Dr. Amy Loyd, who is also with us online. She serves as the Assistant Secretary for the Office of Career, Technical, and Adult Education, a Native in a very strong leadership position at the Department.

Hello, Amy. Thank you for joining us today.

MS. LOYD: Thank you, Julian, for saying hello. I really just came on camera to applaud the gratitude to Dr. Dennison's leadership. Thank you, all of you, for serving on NACIE.

This is such an important body of work that you are leading. We really want to work in partnership with you and lift up your vision and voice for our young people, for the future of our Native young people, families, and communities. So thank you, thank you for all you do.

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CHAIR DENNISON: Thank you. Thank you too.

Okay. Do we have a call for adjournment or do you guys want to stay on another hour? Actually, it's 40 minutes.

MS. BUTTERFIELD: I move that we adjourn.

CHAIR DENNISON: Okay. Robin moves for adjournment.

Do we have a second?

MS. THOMAS: Second.

MS. WHITEFOOT: Did you second, Virginia?

MS. THOMAS: Yes, I did.

CHAIR DENNISON: Virginia seconds.

All in favor say aye.

(Chorus of aye.)

CHAIR DENNISON: Anyone opposed?

Thank you, everyone. The meeting is now adjourned.

(Whereupon, the above-entitled matter went off the record at 3:54 p.m.)

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on Indian Education

Before: US DED

Date: 03-31-23

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