

UNITED STATES DEPARTMENT OF EDUCATION

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NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION

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PUBLIC MEETING

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THURSDAY  
JUNE 29, 2023

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The Council met via Videoconference,  
at 1:05 p.m. EDT, Deborah Jackson-Dennison,  
Chairperson, presiding.

**PRESENT**

- DEBORAH JACKSON-DENNISON, Chairperson
- DUANE BEDELL, Member
- JOLENE BOWMAN, Member
- DONNA BROWN, Member
- DOREEN BROWN, Member
- ROBIN BUTTERFIELD, Member
- LUCYANN HARJO, Member
- SEDELTA OOSAHWEE, Member
- AARON PAYMENT, Member
- JOELY PROUDFIT, Member
- MANDY SMOKER-BROADDUS, Member
- VIRGINIA THOMAS, Member
- PATRICIA WHITEFOOT, Member

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**ALSO PRESENT**

CRYSTAL C. MOORE, Designated Federal Official  
JASON CUMMINS, Deputy Director, White House  
Initiative on Advancing Educational  
Equity, Excellence, and Economic  
Opportunity for Native Americans and  
Strengthening Tribal Colleges and  
Universities

TONY DEARMAN, Director, Bureau of Indian  
Education, U.S. Department of the  
Interior

JULIAN GUERRERO, JR., Director, Office of  
Indian

Education, U.S. Department of Education

MAHOGANY HOPKINS, LPE Associates, LLC

SHANNON MYRICKS, White House Liaison, Office of  
the Secretary, U.S. Department of  
Education

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

1:05 p.m.

MS. HOPKINS: Good afternoon.

Welcome to today's remote public meeting for the National Advisory Council on Indian Education.

A few housekeeping notes. If you require technical assistance please send a direct message to the Zoom technical support. If your internet connection is unstable you may join via phone. The dial-in number and meeting ID are on the screen.

As a reminder, please mute your audio and please turn off your camera unless speaking. NACIE members' video is at your discretion. But as a reminder, please, you have the ability to turn on your camera if you'd like. Also, when speaking please state your full name, as the meeting is being transcribed.

Thank you. Next slide please, Dave.

Dr. Dennison?

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CHAIR JACKSON-DENNISON: Yeah.

(Native language spoken.) Good morning, everyone. We'd like to call this meeting to order and ask for the roll call so if you could move the next slide to the members.

NACIE members Phyliss Anderson, are you here? Theresa John? Duane Bedell?

MEMBER BEDELL: Present.

CHAIR JACKSON-DENNISON: Jolene Bowman?

MEMBER BOWMAN: Present.

CHAIR JACKSON-DENNISON: Mandy Smoker-Broaddus?

MEMBER SMOKER-BROADDUS: Present.

CHAIR JACKSON-DENNISON: Doreen Brown?

MEMBER DOREEN BROWN: Present.

CHAIR JACKSON-DENNISON: Donna Brown?

MEMBER DONNA BROWN: Present.

CHAIR JACKSON-DENNISON: Robin

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Butterfield?

MEMBER BUTTERFIELD: I am here.

CHAIR JACKSON-DENNISON: Lucyann

Harjo?

MEMBER HARJO: Present.

CHAIR JACKSON-DENNISON: Sedelta

Oosahwee?

MEMBER OOSAHWEE: Present.

CHAIR JACKSON-DENNISON: Aaron

Payment?

MEMBER PAYMENT: I am here.

CHAIR JACKSON-DENNISON: Joely

Proudfit?

MEMBER PROUDFIT: Present.

CHAIR JACKSON-DENNISON: Virginia

Thomas? She's still trying to get on. She's having technical difficulties.

Patricia Whitefoot?

Okay. We do have a quorum and I do want to start off by saying welcome to all of you, especially our new people that are joining

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us.

Congratulations on your appointments and we look forward to really working with you and we have -- we have accomplished quite a bit but I'm sure with all of your help we're going to be able to accomplish a whole lot more.

(Native language spoken) for the Kinyaa'aanii Clan and my paternal clan is Ashiihi Salt People and I'm originally from the Window Rock Navajo Nation area.

Grew up in Window Rock. My father was from Teesto, Arizona. But when I married I made my homestead in Tohatchi, New Mexico. So that's who I am.

I am a mother of three and I have two grandchildren, and it's just been an honor to work with all of you throughout the years and then the new people that are coming on. So (Native language spoken.) Thank you.

And I'm currently the superintendent

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at San Carlos Unified School District. I've been -- I'm starting my eighth year there and I've been a superintendent for 20 years now. So that's been a long time in the -- in the state school systems in Arizona. So it's just been an honor to work with all of you and congratulations again.

I'd like to go around and have each of the people that are here introduce themselves and just a little bit about themselves and where they're coming from just to get to know one another better. Thank you.

Phyliss? Is she here?

MEMBER PAYMENT: Would you -- would you like to, yeah, call on us?

CHAIR JACKSON-DENNISON: Yeah, I'll call on you by the order that you're on the list. Phyliss?

Okay. Theresa? She's on by phone. She's asking for the meeting ID number still.

Duane?

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MEMBER BEDELL: (Native language spoken.) My name is Duane Bedell and I'm a member of the Bay Mills Indian community that is located in the eastern upper peninsula of Michigan.

I'm also the college president for Bay Mills Community College and I have been in that role for three years now. Prior to that, I was a faculty member for Bay Mills Community College.

I started off as an adjunct faculty member and moved over to the computer science field and served as the computer science department chair for about 10 to 11 years.

I've also taught at other major universities as well. But I also have seven children and I have -- I'm losing count here, but it's either 12 or 13 grandchildren now. So it's -- life is busy but it's fun and I certainly am looking forward to all of the work that we are going to do together here and to

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get to know all of you.

So, again, thank you for allowing me to be part of NACIE.

CHAIR JACKSON-DENNISON: Thank you and welcome. Jolene Bowman?

MEMBER BOWMAN: (Native language spoken.) Greetings. My name is Jolene Bowman. At home I am a member of the Stockbridge-Munsee Community Band of Mohican Indians where I work as the director of education and career services and our focus here is to construct academic and career mind sets from Head Start through higher education for all of our members.

And I have no children but I do have a cat. I am an active advocate, and auntie for my nieces and nephews. I'm also, you know, very family oriented with my cousins. They serve as -- I have no siblings. I also am an only child but they also serve as my brothers and sisters.

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I'm excited to be here within education. There's always things to grow and learn and support, and I look forward to the diverse conversation and really having that dialogue so that we can advance and take the work that's been done historically and really move it into this new generation and different world that we are seeing and experiencing.

So (Native language spoken) thank you for that.

CHAIR JACKSON-DENNISON: Thank you and welcome again to NACIE. Let's go with Mandy-Smoker Broaddus.

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

I am a longtime educator and advocate, a -- also a writer and the mother of an 11-year-old son, and I was formerly the

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director of Native education for the state of Montana for almost a decade and now I work as a consultant for Education Northwest, one of the regional comprehensive centers through the Department of Education, as a senior advisor in Native and culturally responsive education.

This is my passion and my life's work and being on NACIE has been a tremendous honor and privilege, and the work we do together is so very important. And welcome to our new members and there's a lot of good stuff ahead. (Native language spoken.)

MEMBER DOREEN BROWN: Good afternoon.

CHAIR JACKSON-DENNISON: Thank you, Mandy. Oh, who's next? Okay. We go with, yeah, Doreen. Go ahead. I'm sorry, Doreen.

MEMBER DOREEN BROWN: It's okay. Good afternoon. I'm calling in today on my phone. I'm actually in Okanagan country today. I recently welcomed a new addition to our

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family, a new granddaughter, and so I'm helping with one of the older granddaughters here in Washington. So I'm stepping away from home.

I'm a tribal member of the tribe of Aniak on the Kuskokwim River in Alaska. I'm the former director of indigenous education and migrant education. I'm now retired. It's almost a year. It's been a great year.

I'm a parent of two children and then I have three stepchildren as well, and I'd like to say you're all -- welcome new members. This is an amazing group of people that have strong advocacy for our people and our children and I look forward to the work that we're doing. Thank you.

CHAIR JACKSON-DENNISON: Thank you, Mandy. Not Mandy, Doreen.

I'll go to Donna. Thank you. Donna Brown?

MEMBER DONNA BROWN: Hi, everybody. (Native language spoken.) I am currently the

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president of Turtle Mountain Community College. I have many, many years in education, serving at predominantly white institutions but also being a graduate of -- and a student at a couple different tribal colleges, which I believe have been probably the most important educational endeavor that Native people have made in the last 50 years.

I'm the proud grandmother of four granddaughters and the mother of four daughters so girls are definitely outweighing guys in my family and I feel like, you know, everything I do is really in honor of my grandmothers and grandfathers, and all my ancestors but also to be a role model for the future generations.

I have been a previous member of NACIE way back in 2004 and I recognize Virginia Thomas as one of the members that I served with way back then. So nice to see a familiar name, and Robin -- Robin Butterfield as well.

But I'm honored to be a part of this

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council and honored to give a voice to tribal colleges and to my own tribe, the Turtle Mountain Band of Chippewa. So thank you for having me. Very honored and proud to be here.

CHAIR JACKSON-DENNISON: Thank you and welcome again. Let's go on to Robin.

MEMBER BUTTERFIELD: (Native language spoken.) I'm Robin Butterfield. I'm Ho-Chunk and Anishinaabeg. I identify most with my Ho-Chunk side.

This is my fiftieth year in Indian education. I've seen it from pretty much every vantage point, from the classroom to the district level. I've been in three state departments of Indian education -- Wisconsin, Oregon, and Washington.

I've worked for three different technical assistance centers over the years -- the Indian Ed TA, Northwest Regional Lab, and even a short stint in the BIA in the Office of Professional Development, and I finished my

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career with NEA. So it's nice to see Sedelta, who is following in the path of the office that was created, the Office of Minority Community Outreach at NEA.

I have three children, all of whom are graduates of the University of Oregon, and I have six grandchildren and last summer I got them all feathered in Winnebago along with one of my brothers. So very happy.

Oh, and this is my fourth presidential appointment on NACIE. (Native language spoken.) Glad to have the new members aboard.

CHAIR JACKSON-DENNISON: Yes. Thank you, Robin.

Lucyann Harjo?

MEMBER HARJO: Good afternoon.  
(Native language spoken.)

I'm the coordinator of Indian education for Norman Public Schools, also a member of different councils here in Oklahoma.

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I look forward to serving on NACIE. Thank you, and I look forward to representing students and families in Oklahoma. Oh, I have four children, my husband and I.

CHAIR JACKSON-DENNISON: Welcome again, and I guess we're sisters. We're both born (Native language spoken.)

MEMBER HARJO: Nice to meet you.

CHAIR JACKSON-DENNISON: Nice to meet you, too. Sedelta?

MEMBER OOSAHWEE: Good afternoon, everyone. My name is Sedelta Oosahwee. I'm a member of the three affiliated tribes-- the Mandan, Hidatsa, and Arikara Nations. I'm also Cherokee.

Joining you today from Orlando, Florida. I'm here for a conference. It's the traditional homelands of the Miccosukee and the Florida Seminole so very happy to be here. I currently work for the National Education Association as a senior policy analyst and a

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specialist for the organization.

Prior to this, I worked with the White House Initiative on American Indian Alaska Native Education and then I was with the USDA in the Office of the Secretary.

I'm not a mom, but I'm an auntie to two amazing guys. If you've seen me on Facebook you've probably met them. They're incredible. I'm very happy to be here, excited to bring some of the different experiences I have to the table and it kind of sounds like I'm just following Robin trying to be Robin when I -- because we're doing a lot of the same things.

But she's not a bad person to be. So thank you, guys, and I look forward to working with everyone.

CHAIR JACKSON-DENNISON: Too funny. Cute, Sedelta.

Aaron?

MEMBER PAYMENT: (Native language spoken.) So I'm Aaron. I am a member of the

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Sault Ste. Marie Tribe of Chippewa Indians. I'm a high school dropout but I got my GED, and from GED to EDD, and my sister just finished her doctorate. We were both high school dropouts. We lied about our age to take our GED and somehow we passed when we were 15 and 16.

But she just finished her Ph.D. in indigenous evaluation research. So I'm missing -- I'm missing our keynote. Angeline Boulley is our keynote for our fiftieth anniversary. She's speaking right now and she's probably going to beat me up when I see her.

And then on Saturday we're having Angeline Boulley Day so we're celebrating her success with her book and, you know, her dedication for Indian education. And so, let's see, I just graduated a high school graduate, my nephew, that I fostered since he was 10. And he -- we just got him enrolled in college and I'm fostering a nine-year-old now, another

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nephew. And so it keeps you young, but it makes you very old sometimes. So I'm glad to be here. (Native language spoken.)

CHAIR JACKSON-DENNISON: Thank you, Aaron. Let's move on to Joely.

MEMBER PROUDFIT: Hi, good morning everyone. (Native language spoken.) San Gabriel Mission Indians.

Hi, good morning, everyone. I'm Joely Proudfit. I'm the director of the California Indian Culture and Sovereignty Center at California State University San Marcos and the chair of American Indian Studies at Cal State San Marcos.

I'm Zooming to you from the Payomkawichum homelands here and I'm actually hosting a conference at the same time so please forgive me if I have to step out. But I'm hosting a conference on asking the right questions to make sure California Indians are included in all things Indian education,

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especially here in the state of California as we are home to more Native Americans in the state of California than any other place. But you wouldn't know it next to the backdrop of 40 million-plus people in this state.

And we have 109 federally recognized tribes, about 80 seeking recognition in a very large non-California Native community here. And so we have our work cut out for us when it comes to supporting our students here from pre-K to postgraduate and I'm just glad to be here in community with all of you and welcome to our newest board members. So happy to see five new members here.

It's going to help elevate our work and continue to do the great work that we do and I'm so proud and privileged to work with all of you. I look forward to working with you as we move forward with this last Report and all the work that we have ahead of us. (Native language spoken.) My heart is good. Thank

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you, everyone.

CHAIR JACKSON-DENNISON: Thank you, Joely. And I think Virginia is on now. Virginia?

MEMBER THOMAS: Yes, I'm on. I'm finally here.

It is so good to hear everybody's voice and to see you sporadically on this line and I miss you all. This is a good time to be together.

I am Virginia Thomas. For those who are new on the board here I am from Okmulgee, Oklahoma. I am a member of the Muskogee Creek Nation and I too have served under four appointments continuously. So I think I'm the oldest member probably, and I mean that literally, the oldest one on -- on the board that we have here.

I look forward to meeting the new members that are here. It's so good to hear you, Donna. I'm glad that you are doing well.

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I'm glad that -- I am glad to see Janelle on the line and people that I've worked with over the years.

It's really good to see everybody, hear everybody, and I hope we can meet our expectations for the meeting. Thank you.

CHAIR JACKSON-DENNISON: Thank you, Virginia. Last, but definitely not least, is Patricia. Are you on?

MEMBER WHITEFOOT: Yes, I'm on. Can you hear me?

CHAIR JACKSON-DENNISON: Yes.

MEMBER WHITEFOOT: Patricia (Native language spoken.) Patricia Whitefoot.

Good morning. My English name is Patricia Whitefoot and I'm coming to you from Albuquerque today and I'll be here again tomorrow.

Just thankful for tribal people that are from this land here in the Southwest area. So I'm also, just for your information,

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attending another congressional work that I've been involved with on the Not Invisible Act Commission and so addressing the missing and murdered indigenous women and peoples' issues. So hearing testimony today.

So I'm going to be going in and out and I apologize for these federal meeting dates conflicting. But I'm a citizen of the Yakama Nation and I have three adult children, 10 grandchildren, and three great grandchildren, and I want to say that in terms of education I always go back to my own children as they were the ones who got me started in education because I began volunteering with Head Start at a very young age and I always say that my children were my first teachers teaching me about being a parent and then also about education, just overall.

During this period I was able to just go through Head Start in the Grow Your Own capacity and so worked my way through as a

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volunteer to a certified teacher, and then getting my teaching certificate and master's degree in education.

During that time I've also worked on -- I was also with the tribal council -- on my own tribal council, the Yakama, and also the Affiliated Tribes of Northwest Indians made up of the 57 tribes in the Northwest on the executive board for the tribal leaders, served on the Northwest Indian College -- continue to serve on the Northwest Indian College Foundation. So the role of tribal college and just lifelong education is important to me.

So yeah, just in a quick nutshell, that's it. Just it's great to hear everybody's, you know, updates and information and just want to say welcome to the new NACIE numbers and look forward to our dialogue and ongoing work with one another. Thank you.

CHAIR JACKSON-DENNISON: Thank you very much, Patricia. It's good to see everyone

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today and that concludes our roll call. We do have a quorum. So if you could move the agenda to the next slide, please.

Okay. We want to start with an opening -- a cultural opening with Julian Guerrero, our Office of Indian Education director.

Thank you, Julian.

MR. GUERRERO: Thank you, Chairperson Dennison. It's always good to see relatives albeit virtually. But what an exciting time, right, to have a full NACIE membership.

And when I first joined the Department of Education we had been always advocating for vacancies to be filled and I'm sure the existing members for that were advocating well before I joined.

So this is a good time for us. Much work to do. But I wanted to be brief in some of the opening remarks and share a short

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reflection with us all online virtually, and if you will I will do my best to both speak it in my language but then also give you a short translation.

So just real briefly, I want to share in this opening (Native language spoken) that we're seeking to the Creator for guidance today. But (Native language spoken) it's a wonderful day. It's always a good day. (Native language spoken) that we hope that guidance arrives to all of us as individuals and as a collective and that (Native language spoken) that on this motherly Earth that we also may find connection. (Native language spoken) that, again, this is a wonderful day. (Native language spoken) that although we have shortcomings we know we can grow as better people together (Native language spoken) that although the temptations are great we know that we can move forward together and that we want to share (Native language spoken) that we are

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going to share with each other in good feeling and good spirit and that together we are blessed. (Native language spoken.) We're blessed always.

So thank you very much, and Dr. Dennison, back to you.

CHAIR JACKSON-DENNISON: Thank you so much for that, Julian. We really appreciate that opening -- cultural opening and it's just -- I can't express myself enough for the direction that we are going now.

So we're thankful to all those involved with helping us fill the five seats. It's going to help our work be a whole lot, not easier, but more, I guess, working smarter and so I'm so grateful for that addition, as has been mentioned, and I just want to again say welcome to everybody and welcome to all of our former members that are -- that have been on with us all this time. So (Native language spoken) from the bottom of my heart.

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Let's go on to Crystal. She's going to do -- Crystal is our DFO. She's going to be introducing -- doing a welcome and introducing and the swearing in oath of office.

Crystal Moore -- Dr. Moore, thank you.

DR. MOORE: Thank you, Chairwoman Dennison, and for Director Guerrero for leading us into this wonderful session. It's an important session in such a good way.

I am Crystal Moore. I am currently the DFO. I follow in a long line of wonderful DFOs behind me or before me to work with NACIE to help empower our collective efforts as much as possible.

So I'm a member of the Choctaw Nation of Oklahoma. My great grandmother was a boarding school enrollee and our family is rooted in southeastern Oklahoma and I come from a long line -- multigenerational line of Indian educators.

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I'm currently the mom of a 14-month-old amazing little girl and we live with my husband in northern Virginia close to D.C. at this point.

I have the best -- one of the best jobs on the planet and that's being the supervisory group leader for the Formula Grants. I get to do the DFO for fun. My day job is the supervisory group leader for the Formula Team.

We have about \$110 million in grants per year and we're right in the middle of making these awards so bear with us. I have a 20-year history in K to 12 grade education. I started as a classroom teacher, fifth and sixth grade, and then became a higher education professor and I have an EDD in education technologies with a dissertation focused on Native women leaders and work-life balance and capacity building.

So all good stuff that has led to

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here. We also -- Dr. Dennison -- Chairwoman Dennison did a wonderful job of introducing all of our honorable NACIE members that are on the call.

We also have some honorable OIE staff and ED-wide staff on the call and, really, this is -- they're relatives but they're also friends and family. So for our friends on the call from ED and OIE I'm just going to quickly go down the list to call them out because in some way, in some fashion, all of these folks contribute good thoughts and good energy, and good work to NACIE's efforts.

So looking down quickly, and forgive me if I skip over someone I'm going to do my best, we have Dr. Donna Sabis-Burns. She is a previous CFO and is our group leader along with me in OIE.

I see Greg Hindsley. He's one of our OIE Formula program officers. Jessica McKinney does a lot of our great policy work

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for ED. Linda Brake is one of our newer hires on the OIE discretionary team.

We have Patrick Carr, the director in our rural -- our REAS program, Rural Education and Assistance Program -- achievement program. And we have, let's see, Wanda Lee, who is one of our OIE Formula Team members, Annabelle Toledo, one of our other OIE Formula. Bernard Garcia -- he's a previous OIE Formula team member, group leader and supervisor and acting director at some point, too, and maybe even a DFO at one point.

I'm also seeing Donna Bussell. She's on our OIE discretionary team. Jenelle Leonard is a previous OIE director, I believe, and forgive me in advance if I'm misquoting anything.

Karen Akins is our CMO. She works with all the FACA committees -- Federal Advisory Committee Act. NACIE is one of them and she does an excellent job of supporting us

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and she works really hard to make sure that we do our best by NACIE and their role.

Let's see who else we have. Ron Lessard -- he is our previous White House initiative executive director and we have Shannon Myricks. She's our White House liaison that worked very hard to get our new five NACIE members confirmed so -- and she'll be speaking later on today.

So and I see lots of our wonderful community members that we work with and within Indian Ed throughout the country on a regular basis. So thank you all for joining. And with that, I will ask to go to the next slide, please.

Okay. So speaking of those five new NACIE members that we are so thrilled to have and many people worked very hard and consistently and fervently to get them on board, and so I know the existing NACIE committee is thrilled to have them and so it's

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-- and it sounds a bit like a homecoming or a returning for some of them.

So starting at the top we have Duane Bedell and I'm just going to read their names because Ms. Myricks is going to be -- I think it may be Dr. Myricks is going to be giving you a full introduction but I'm going to quickly read their names.

Duane Bedell -- he's from the Bay Mills Indian community; Julian Bowman -- Dr. Bowman from Stockbridge-Munsee; Donna Brown -- Dr. Donna Brown from Turtle Mountain Chippewa; Lucyann Harjo, she's a Navajo from Oklahoma; and then Sedelta Oosahwee and she's from Oklahoma, I believe, but she's been living in Washington, D.C.

So with that, if you can go to the next slide and we're going to take care of some official business so that they can do official business, and I'm going to get there, too. One moment.

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And so I will now lead our new NACIE members through their swearing in process including their official oath of office statement that's required by all new employees of the federal government including NACIE members which are special governmental employees.

So if all of these new NACIE members can go ahead and come on camera and unmute, and Mahogany, if you could help me confirm that they're all on camera and off mute.

MS. HOPKINS: Yes. One second, Crystal. Dave, can you spotlight Jolene Bowman, Duane Bedell, Sedelta Oosahwee?

MEMBER OOSAHWEE: Oosahwee.

MS. HOPKINS: Oosahwee. Donna Brown and there's one -- Lucyann Harjo. Thank you.

DR. MOORE: Okay. Are you ready?

I think we've got everyone. Mahogany, one last confirmation.

MS. HOPKINS: Yes.

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DR. MOORE: Okay. Thank you.

Okay. So all new members please repeat after me all together.

I, and then state your name, and then keep repeating do solemnly swear -- and here we'll go onto the script on the screen -- I will support and defend the Constitution of the United States against all enemies foreign and domestic; that I will bear true faith and allegiance to the same, that I take this obligation freely without any mental reservation or purpose of evasion and that I will well and faithfully discharge the duties of the office on which I am about to enter, so help me God.

(New NACIE members are sworn in.)

Okay, and that you are officially sworn in and free to do NACIE business. Thank you all. And with that, Mahogany, just if you can please go to the next slide.

Okay, and we will turn it over --

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the presentation over to our White House liaison, Ms. Shannon Myricks, to do a full and appropriate introduction of our new NACIE members. Thank you, Shannon.

MS. MYRICKS: Thank you so much, Crystal, and thank you so much to NACIE for allowing me to join your meeting and get to meet our existing members, our senior folks, our folks who've been holding it down for a long time, and then our new members, welcome, welcome, welcome.

It is so great to see your faces. After seeing names on pages and amazing profiles it's nice to be able to connect the human to all of the work you all have done and the amazing work I know you will do.

So, unfortunately, Executive Director Naomi Miguel is not able to join us today. As I'm sure you all heard, the Supreme Court has ruled on affirmative action and so she is busy being responsive to what that news

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means.

But we are fortunate enough to have Jason Cummins, her deputy White House liaison -- her deputy director is actually here and will proceed with the formal introductions of our newest NACIE members.

So handing the floor over to Jason. Thank you so much.

DR. CUMMINS: Thank you, Shannon. So in this part, I guess, I've been called upon to formally introduce everyone. Do we have all of our nominees present?

That's correct? Yes?

DR. MOORE: Yes.

DR. CUMMINS: Okay. And I did listen to the introductions earlier. So I want to welcome to the NACIE board, and if I say some names wrong please forgive me.

So Amy Cappellazzo, Susan Shoenfeld Harrington -- and if I say something wrong go ahead and speak up and correct me.

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DR. MOORE: And, yeah. And Mr. Cummins -- Dr. Cummins, if I can just chime in.

DR. CUMMINS: Yes, I would appreciate the assistance.

DR. MOORE: If you'll scroll down a little bit on that -- on that page, because that's the full list of all the governmental employees. So if you'll just scroll down a little bit we'll get to the NACIE members.

DR. CUMMINS: I see it. So you'll see this news from the case really has all of us hustling over here and so forgive me.

DR. MOORE: Yeah. Thank you for --

DR. CUMMINS: Duane Bedell -- I got the list.

DR. MOORE: Perfect.

DR. CUMMINS: Welcome, Duane Bedell, Jolene Bowman, Donna Brown, Lucyann Harjo, and Sedelta Oosahwee. Did I get that right?

MEMBER OOSAHWEE: It's Oosahwee.

DR. CUMMINS: Oosahwee. Sedelta

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Oosahwee. Forgive me. And I will just say we did do a lot of work. So thank you to Shannon and Naomi.

We have been working hard to get a full NACIE on council and so we did a lot of work on our end and we're just really happy to have this meeting and to have a quorum. It's been a long time coming so we're really happy to have all of you. Thank you.

DR. MOORE: Okay. With that, Dr. Cummins, is there anything else you would like to add or would you like me to go ahead and expand?

DR. CUMMINS: If I -- if Director Miguel is next on the agenda I can fill in for her.

DR. MOORE: Yes, and we -- so Director Guerrero will switch spots with Ms. Miguel, and we wanted to do a little bit more of a reading of our new NACIE members' bios.

DR. CUMMINS: Okay.

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DR. MOORE: Would you like to do that or would you prefer myself --

DR. CUMMINS: I'll pass it over to you and then I will cover Naomi's spot on the agenda. So thank you very much, Crystal.

DR. MOORE: Oh, excellent. Okay. Or -- and participants, bear with us. There's been some big shifts with the federal government today with some decisions that were handed down so that's what's causing some of this shifting. So please be patient with us.

Director Guerrero, would you like to do the honors of reading our new NACIE members' bios? We have waited a long time.

MR. GUERRERO: Sure.

DR. MOORE: Okay. Excellent.

MR. GUERRERO: Happy to do that.

DR. MOORE: Excellent. Okay. Thank you.

MR. GUERRERO: And I promise to -- I promise to be brief here. And if I could,

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could you hand me over the link that I need to use to get there?

DR. MOORE: Yes, sir. Just give me one moment and I will put it in the chat for you.

MR. GUERRERO: Sorry for the silence there, folks.

MEMBER BUTTERFIELD: I'm dying to know what the decision was of the Supreme Court.

DR. MOORE: Oh, dear. We -- let's not do -- let's do that later.

MR. GUERRERO: I have the bios in front of me. Thank you so much for --

DR. MOORE: And it's halfway down the page. Yeah. Thanks. I'll go and --

MR. GUERRERO: Yeah. I do see that. Thank you, Crystal. And then thank you, Dr. Cummins. Thank you, Shannon.

Thank you to everyone and especially, again, colleagues who are on with us today. Like I promised, we'll run through

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these bios pretty briefly.

The first -- our new member on the list is Duane Bedell, member, National Advisory Council on Indian Education. Duane Bedell is Bay Mills Indian community tribal member who resides in Gnoozhekaaning. Duane, do you mind correcting me on that pronunciation there? The place of the pike?

MEMBER BEDELL: I'll be honest it's Gnoozhekaaning.

MR. GUERRERO: Gnoozhekaaning.  
Thank you so much, Duane.

Bay Mills Indian community located in Eastern Upper Michigan in the UP. Bedell has worked in tribal communities for more than 20 years in various roles. He served as an information technology director for the Inner Tribal Council of Michigan and adjunct faculty member for Bay Mills Community College and a full time faculty in computer information systems, department chair.

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Bedell also served as Bay Mills Indian Community's tribal manager for two years before being named BMCC's Board of Regents as Bay Mills Indian Community College president and CEO in 2020.

In addition to serving tribal communities in various capacities he has provided 23 years of service to tribal colleges and education in general.

Bedell attended Haskell Indian Junior College and moved to Michigan to complete his studies at Bay Mills Community College. He graduated with an associate of applied science degree in computer information systems.

While working full time and raising a family, Bedell continued attending college. After several years Bedell earned a bachelor's degree in information technology and security from Baker College.

Bedell graduated with a master's of

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art in education technology from the University of Michigan Flint. In 2018 Bedell completed an education specialist degree from the University of Michigan Flint.

In 2020 Bedell earned his status as a doctoral candidate in education administration. He is currently writing his dissertation. Mr. Bedell, soon to be Dr. Bedell at some point in time, welcome.

Next we have Jolene Bowman, a dear friend of mine. Dr. Bowman -- Dr. Jolene Bowman's strong allegiance for equity in Native education is what drives her passion to work collaboratively at removing barriers and improving education experiences.

Her grandparents, mother, and aunts unknowingly served as change agents by supporting her active thoughts, ideas, and dreams which in turn motivated her to serve others in the capacity of cultivating academic and career mind sets for a sustainable future

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in pre-K through higher education.

As our ancestors taught us so that we could teach in the future, Bowman is committed to service and leadership that encompasses respecting elders, veterans, and as such employing this guidance to build self-awareness within our youth so that they can be the future that we want to see in the world.

She is a citizen of Stockbridge-Munsee Community with over 30 years of tribal work experience including being a director of education and career services for the past 16 years.

In addition, she is currently serving in the second term on the National Indian Education Association Board of Directors while also serving on Wisconsin Indian Education Association as an alternate for the central region. The Wisconsin Tribal Education Directors Association, the governor has appointed as a public member of the Wisconsin

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Women's Council.

In March of 2020 Bowman was featured as Madison 365 as one of Wisconsin's 38 most influential Native Americans in a five-part series.

Her former leadership position in both 2018 and 1998 - present, the 2015, '17 and 1920 Stockbridge-Munsee vice president, Bowman believes that as a collective voice we can build, support, and believe in the dreams of others to encourage their success for a better world. Dr. Bowman, welcome.

Donna Brown -- Dr. Donna Brown, Turtle Mountain Band of Chippewa, is currently the president of the Turtle Mountain Community College -- TMCC -- a tribal land grant college located on the Turtle Mountain Indian Reservation in Belcourt, North Dakota.

In her role as president she oversees all financial, operational, and development work for the TMCC. Her

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professional life has been devoted to education, specifically assisting American Indian students to succeed in college.

She has held various faculty and administrative roles including graduate faculty in the Department of Counseling, Student Affairs, and Education, as well as affirmative action officer and chief diversity officer.

She has served on committees such as the board of directors for the YWCA, Native Nations Task Force, Executive Campus Diversity officers, and University of North Dakota's President's Advisory Council on Women. Dr. Brown, welcome.

Lucyann Harjo, Member, National Advisory Council on Indian Education. Lucyann Harjo is a citizen of the Navajo Nation. She is married to Lincoln Harjo, Muskogee and Seminole, and they have four children -- Dinah, Zechariah, Joseph, and Noah.

Harjo is the Coordinator of Indian

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Education, administrator for Title VI and Johnson-O'Malley programs in Norman Public Schools. Both programs serve over 2,300 American Indian students in pre-K through 12th grades from 78 tribal nations.

She is an at-large representative for the Oklahoma Council for Indian Education and represents OCIE on the Oklahoma Advisory Council on Indian Education.

As a state-appointed counsel advising the state superintendent's office of the Oklahoma State Department of Education, Harjo has an associate's degree from Haskell Indian Junior College, a bachelor of science, an education degree, and a master of legal studies degree from the University of Oklahoma. Lucyann, good to see you again and welcome.

And next and final, Sedelta Oosahwee, member National Advisory Council on Indian Education. Sedelta Oosahwee, Mandan, Hidatsa, Arikara Nations, is currently a Senior

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Program Policy Analyst Specialist within the National Education Association where she manages the American Indian Alaska Native desk.

In this role she manages national partnerships, assists with outreach, and advises on policy. Previously, she served on the Obama-Biden administration as a senior advisor and acting deputy director for the Office of Tribal Relations in the office of the secretary at the U.S. Department of Agriculture.

Before that she was the associate director of the White House Initiative on American Indian and Alaska Native Education. Prior to shifting her career focus on the national level Oosahwee served as special projects officer at the Cherokee Nation and coordinator for student programs in the Center for Tribal Studies at Northeastern State University in Tahlequah, Oklahoma. Go Riverhawks.

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Oosahwee works closely with a number of higher education organizations and has assisted with grants and scholarships that are focused specifically on serving indigenous students.

She is currently serving on the board of directors for the National Indian Education Association and Speak Out: The Institute for Democratic Education and Culture. She has also served on the technical review panel for the National Indian Education Study since 2018.

In 2014 she was named one of the National Center for American Indian Economic Developments 40 Under 40. Oosahwee earned her undergraduate degree in public affairs (?) administration, and master's of education in higher education administration from the University of Oklahoma. Sedelta, welcome.

That concludes all the new member bios. Thank you so much, Crystal. Back to

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you.

DR. MOORE: Thank you very much. And now we are going to do a little bit of shifting. If you can go to the next slide, please, Mahogany. Great.

And thank you, Director Guerrero and Dr. Cummins again, very much, for those -- for that wonderful introduction of our new NACIE members.

We again are thrilled to have them and thank you for giving them a welcome that they deserve.

Okay, and then now we're going to do a little bit of shifting again due to current events happening just today. So we're going to -- we're going to do a little bit of switcheroo and have Director Guerrero switch spots on the agenda with Ms. Miguel.

So, Director Guerrero, if you can come back. Okay, great. Thank you. And he'll do his talk for you. Thank you.

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MR. GUERRERO: Thank you.  
Contractor, let's go ahead and get to my  
presentation -- my slides further down, please.  
There we go. Next slide.

All right, members, here we are. We  
got through the introductions. Now we're at  
our first item of discussion and I do want to  
emphasize that I purposefully used the term  
discussion.

I've heard since August of 2020 that  
NACIE wants less being talked at and more talked  
with in dialogue, in exchange, in  
communication, meaningful interaction,  
meaningful engagement. And that being said,  
happy to continue and make good on this interest  
and make sure that the Office of Indian  
Education continues to make sure that we do our  
best to lead by example and be of service to  
this National Advisory Board.

So that's the reason why we went  
with the title discussion with the Office of

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Indian Education. I don't want to take up all of the time and the air space with my comments, and I'm welcome to take questions after I give some updates.

But really, again, I'll take some moments of pause and brevity to welcome input along the way. So that being said, next slide, please.

The background of supporting NACIE's duties, today's dialogue is to support NACIE and its implementation of Section 6141(b)(1) and (b)(3) of the ESEA as amended by the Every Student Succeeds Act with respect to the Indian Education grantmaking and program administration areas.

Our discussion today is going to cover any one of the following areas: grant making, program administration updates, development of regulations, policies and practices, as well as the most important, to identify and support connections with other Ed

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program offices.

Next slide, please. To give you an idea we are currently in fiscal year -- federal fiscal year 2023. We are in pretty much the last quarter of our federal fiscal year. There is quite a bit of work still yet to do as we close up this fiscal year and think about the next.

My updates on this slide are particular to this current fiscal year and in terms of grant making and program administration to give a little bit of an update I'm sure you've seen in some of the headlines and some press releases and then probably in some chatter in your communities in terms of OIE grantmaking there's a lot going on and this is good news for us all.

And by the numbers, overall, in fiscal year 2023 the OIE received \$194 million in the Consolidated Appropriations Act. How the top number of \$194 million breaks out, \$110

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million of that has gone to Formula Grants for this year's administration.

As a reminder, Formula Grants are those where we count the number -- an eligible applicant submits and applies for these funds and submits a student count and we have a formula that we apply against that number and provide an entitlement payment to the applicant.

The next is beyond the \$110 million we have \$77 million in competitive grants out of that \$194 million. This comprises of new and continuing awards for this fiscal year.

So what a new award is is that there's no existing award base and that these are brand new awards that we -- that we give out.

Continuation awards are awards that we continue to fund based off their progress to annual performance reports. Continuation awards are when you get a grant, you typically

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are four or three -- anywhere from three- to five-year cycle or a period of performance.

Continuation awards are typically the amount of funds to keep that grant going in years two, three, four, five respective to the program.

So the \$77 million is comprised of both new and continuation awards and the remaining \$7 million is National Activities. These support studies and contract work.

To give you an idea of what the study would be it could be the National Indian Education Study, which for us is certainly the case, and the contracts are logistical contracts, technical assistance contracts, you name it.

But it really supports the work of making sure that our grantees aren't just out there alone and that they can have a partner in the Department of Education and we help make sure that they're supported along the way as

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they implement their work.

And in terms of program administration, aside from making new and continuing awards important things to know is that the State Tribal Education Partnership -- STEP -- the National Native American Language Resource Center -- NNALRC -- and the Native American Teacher Retention Initiative -- NATRI -- new award competitions are currently underway and from this -- from all the way from July through September.

And another point of interest to point out here is that for the State Tribal Education Partnership Program we underwent rulemaking this fiscal year and a notice of final priorities was -- NFP was published.

Before I go to the next slide I just want to pause and ask if there are any questions or comments to this -- the slide here from NACIE members, please.

MEMBER BUTTERFIELD: This is Robin

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Butterfield. I just wanted to know where the funding for NACIE fits in here. I know at one point there were no funds so I'm just curious.

MR. GUERRERO: Yeah, it's a great question. OIE gives -- for that fourth bullet point, the \$7 million in 'National Activities', OIE uses some of that money out of contracts to support the work of NACIE.

So we use the OIE budget to make sure NACIE is supported. Those services look like this, what we're currently using right now. There's a contractor supporting this public meeting.

Also making sure we have supports for the subcommittee meetings as well as the logistical support of the Annual Report to Congress and making sure that that's supported as well. So it comes out of that \$7 million.

MEMBER BUTTERFIELD: So, Julian, will there be funds in the coming year for NACIE travel to have an in-person meeting?

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MR. GUERRERO: That's a good question. So I have been asking colleagues in the Department how we're going to need to start planning for the travel expenditures.

I don't believe that the \$7 million will cover travel expenditures but we still need an answer, right. So one of the -- one of the areas is to try to figure out how those funds are covered in the out years from now.

CHAIR JACKSON-DENNISON: This is Dr. Dennison. I would really appreciate what you're doing and everything. But at the same time, just like Robin had mentioned, we really need to push to have in-person meetings now.

It's something that makes a huge difference and I really don't -- I don't know what to do other than to -- I don't know if we need to put that into our Report to Congress that we haven't met in person for a long time and that there's no budget for it or what is the issue that we're -- that we're coming across

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that we can't seem to be having an in-person meeting?

Is it just not important enough? You know, like, I know I hate to say that but that's the signal that I get when whenever we find out that we don't have the budget to meet in person.

MR. GUERRERO: Yeah, it's a good question and I know I'm working on my end with respect to what I can try to find out information and get an update.

So I think I leave this to the -- this committee, to your prerogative if you want to include that as a recommendation on your end that's up to the committee.

But what I can do on my end is continue to gather information and maybe bring an update in the next time we have a full committee meeting and I commit to having that be a bullet point in my section of the presentation on the next go round.

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CHAIR JACKSON-DENNISON: Several hands up so we'll go with Jolene Bowman.

MEMBER BOWMAN: I just need help understanding, and maybe it's how it's appropriated. But I love these programs, the STEP and the following program.

But is there a reason why they're competitive and where does Indian commerce law as part of the Constitution play in them as being as far as American Indians possibly being exempt from competitions? Just wondering, and I need help understanding. Thank you.

MR. GUERRERO: Yeah, and Dr. Bowman, that's a great question. I don't know the answer. But we're taking note of that and I can get that over to counsel to kind of look into that question on the exemption.

But as a matter of how it's done, we implement based off of what it says in statutory language.

So looking at the Elementary and

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Secondary Education Act as amended by Every Student Succeeds Act, you know, it really drives and governs how we deliver and distribute these monies.

So a large element of that is driven by statute. I think to some degree maybe we can kind of bring more information to help -- to help clarify and just so you have a better understanding.

It sounded like you wanted to know more about that in general. So I'm happy to provide information.

MEMBER BOWMAN: Thank you for that and I appreciate your response. I just question how it's appropriation in the statutes. It'd be, you know, there is, you know, exercising the sovereignty of tribal nations and somehow getting that in that language where we -- where American Indians due to the new commerce clause within the Constitution is exempt from competing for any federal funding because this

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is all good work and it's just something I would like to see eventually if possible on how -- how that can be -- if it can even be.

But I appreciate you giving me that background because that's usually the hardship is the - how the statutes is written. Thank you so much.

MR. GUERRERO: Absolutely. Thank you, Dr. Bowman.

MEMBER BUTTERFIELD: And if I -- this is Robin Butterfield. If I could just add, at least historically the STEP programs had a very limited amount of money to fund them.

So that was why they had to have a competition in order to just start that whole initiative because that was new, you know, state tribal education agreements. They were -- originally when they were piloted there was very limited funding for that.

MEMBER WHITEFOOT: Can I --

CHAIR JACKSON-DENNISON: Okay. Dr.

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Payment has his hand up.

MEMBER WHITEFOOT: Can I just -- oh, go ahead.

MEMBER PAYMENT: Elders first.

MEMBER WHITEFOOT: You go ahead, Aaron.

MEMBER PAYMENT: Okay. Okay. So Julian, I hate to jump in on the Indian agent but you got strong shoulders.

So, you know, we're advisory to the Department of Education, the Secretary of Education, the Secretary of Interior and Secretary of Commerce and so what you're hearing very loud and clear is a concern and an advocacy for a role for NACIE in the budget formulation.

If you look for -- in this year and in last year we created a really strong justification. Other advisories like the HHS STAC -- Secretary's Travel Advisory -- and then on the BIE side -- and then we're going to hear

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from Tony Dearman later -- the Tribal Interior Budget Council plays a very specific role in advocating for funding and priorities.

And, you know, it's funny because NACIE is the oldest advisory. It's the oldest tribal advisory and it was born out of the Kennedy Report in '69 and then legislation in '72.

And so for being the oldest advisory, you know, the time has come for us to play a particular role in helping to advise the Department of Education.

You know, BIE has only 7 percent of our total students and there is a commitment, an advisory and budget formulation. We have the other -- on the Department of Ed side the other 93 percent and so, you know, you're hearing things, and I'm really grateful for Dr. Bowman's comments, about Formula rather than grant funded in competition.

And so we are very grateful for the

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initiatives that are budgeted but you're hearing the need for us to play a more active and affirmative role in advising the administration on our needs and how do we meet those needs through fiscal responsibility and the treaty and trust obligations.

Anyway, so we'll just put a pin in it. But I know that Patsy wants to say something about that, too. And Patsy, you're after Sedelta.

MEMBER OOSAHWEE: Hi. Yeah, Sedelta Oosahwee here. I just kind of wanted to kind of ask the same question. But I know in our charter it has the amount that would be kind of like estimated for us at \$185,000.

I know in the past they were able to travel people and the other White House initiative commissions have been able to meet in person.

So as a suggestion it might be helpful to talk to some of the people in those

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offices to find out how they're able to get funding for that because I've seen and I know people on those councils who are meeting in person, and I know the optics of that aren't great to have our Council unable to do that while others are, especially with the needs in our community and what we're facing right now.

So, you know, anything we can do to help with this let us know because we really would like to see this kind of taken care of. Thanks.

Patsy, I think you're next.

MEMBER WHITEFOOT: Okay. Thank you. I just want to -- Julian touched on this before but I just want to be able to share, you know, with particularly the -- the new members that this is an old topic we have had for some time. It's not a new topic.

So when I first came on we were already questioning the budget, and so I agree with Aaron we just need to have, you know,

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something, you know, in terms of how do we play a more active role in this whole process and we have continued to address this issue annually with, you know, as the -- as the commission. Or what are we? Advisory board, excuse me. I'm in two different meetings.

But I also just want to say that in the past I know that NACIE has gone out to the tribal communities. They've been at the National Indian Education Association before I even came on.

They've been in -- they've taken testimony and input on the Department of Education programs and opportunities that are available for Indian education.

And so that's what I would hope we would work toward as well as to perhaps meet with the -- during the National Indian Education meeting and so we can have face-to-face conversations with our tribal programs and in Ed programs that are out there.

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And so I know, Julian, it's a challenge within the agency because we have been saying this for some time. But anything we can do to help support you I think that's what we're about, too, is to help support you. Yeah, I just want to make certain we're having face-to-face conversations with everyone.

MR. GUERRERO: Absolutely. I'm interested in the same and we're going to get there.

MEMBER WHITEFOOT: I know you are.

CHAIR JACKSON-DENNISON: Yes. I just want to add to that that as a public school superintendent that serves 99.26 percent San Carlos Apache students and I know that urban schools also serve a number of -- I think I read 30 percent of our Native students are attending urban schools.

And then, overall, the 93 percent that attend public schools across the school districts are really not -- they're not -- and

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this is where I keep seeing -- I know, you've heard me say this so many times, but it gives us this feeling that we're just an afterthought and when you talk about Indian -- and I've had this experience over the years every time I go to the federal level and talk to them about whether it be Impact Aid or any other issues that we have in public -- in our public school systems that they don't -- people at the federal level -- I'm talking about Congress -- really don't understand that that's a statistic.

They always think that Indian education is the BIE and it's just a -- it's a struggle every time to try to explain that we're not BIE.

I'm representing -- in my role as a public school superintendent, I'm representing the 93 percent of indigenous students -- Native students -- that attend public schools, and it's such a misunderstanding and it's the way we're organized and that's why it goes back to

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that main recommendation that we have been making since I've been on.

I think Patricia and I came on the same time and that's been our recommendation in the Report to Congress every year that we elevate the position of undersecretary of Indian education or assistant secretary of Indian Education I think is what we -- and there's just so much confusion out there when it comes to this.

Not being able to even have a budget gives that strong emphasis again that we are just jumping through the hoops and not understanding Indian education. And then, you know, it's really -- it's really an issue.

So I just wanted to say that again. I know, Julian, you're doing a great job and I know you've heard me say this but in my school system we have grants but it's much more than grants that we're running off of.

So we really need to have that issue

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dealt with a little bit more. That's something that I'm just saying again because I know we have new members on.

I strongly support the work that we do and the work that you do, and we -- somehow we just need to get our recommendations that we make need to be heard and at least give us a yea or nay, you know, from -- because we're making these recommendations year after year after year.

So it goes back to that main recommendation we have been making year after year. Thank you.

MR. GUERRERO: Absolutely, Member Whitefoot. It looks like your hand is up as well.

MEMBER WHITEFOOT: Oh. I put my hand up but I realized that I forgot to mention that we also go through transition periods as well, you know, transition in terms of staff -- staff coming and going and so that becomes a

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challenge as well.

We have to go back and forth, you know, bringing everybody up to date again. That's a major issue and I don't think we mentioned that in the Report.

But, you know, just like elsewhere, you know, in tribes as well they go through transitions. So transition is a major challenge as well. So thank you.

MR. GUERRERO: Yeah, thank you. And thank you, Dr. Dennison, for your comment as well. We'll continue to move that forward.

I am over time so I'm going to have to swiftly go through my last two slides and then -- but again, this isn't the end all, be all, for an opportunity to voice and chime up. I'll be on throughout the meeting today and tomorrow. So I'm here still.

Could I get the next slide, Contractor, real quick? So these are projected and estimates so we're not bound to these. But

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to give you an idea of kind of where we're at in fiscal year '24 we're, pending Congress, to tell us kind of what the appropriations and authorizations will look like.

But if we were to think about the department's request, the department did submit a fiscal year '24 budget request to the Office of Management and Budget, better known as OMB, that looks level funded with one change.

The request in fiscal year '24 is an additional \$7 million to Formula Grants for a total of \$117 million and then a level funding request for \$84 million in the competitive 'National Activities' accounts.

And then in terms of program administration we might see a Native American language competition and maybe potential rulemaking for some of the programs that we're running.

Again, it all depends on where the appropriations land to determine how we move

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forward with the program administration.

Next slide, please. And then some discussion areas which we really touched over this already.

It was a moment to kind of just let me know what you felt about the fiscal year '23 and '24 information that I'd shared. But then I did want to share briefly that we're continuing to increase our tribal consultation opportunities and get more participation from not just Office of Indian Education but other program offices and principal operating components throughout the department and then increasing our connections with NACIE to other program offices.

And so to look at some of the data in terms of publication of annual reports to Congress because I know that's up on this agenda here shortly looking at the publication dates some promising and good news is that we're starting to publish earlier and earlier and

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earlier.

So when I first came on in 2020 we published December of 2020. I think the next year shortly after December 2021 and then the year after that September 2022 and the year after that, which is our current year, we're looking at a June 2023.

So I think the earlier we publish the more we can continue to focus on the conversations and prepare ourselves for that much more agile and streamlined and cohesive Annual Report.

Again, we're welcome -- we welcome and always in service to the idea that the Annual Report is your key advocacy tool to move this work forward.

Next slide, please. That being said, thank you so much, Council, for hearing this and being part of the short discussion.

I don't want to take away time from being able to talk about the Annual Report to

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Congress. So I will hand it back to -- looks like maybe Dr. Dennison, if -- I think you're next on the agenda here.

MEMBER BUTTERFIELD: There is a hand up.

CHAIR JACKSON-DENNISON: Okay.

MR. GUERRERO: Oh, I'm sorry. Yes?

MEMBER BUTTERFIELD: Jolene Bowman had her hand up.

CHAIR JACKSON-DENNISON: Jolene, do you want to say something?

MEMBER BOWMAN: No, that must have been from before. Do I have to take it down again? I don't know how to proceed.

MR. GUERRERO: Oh, yeah, and --

MEMBER BOWMAN: That's probably what I didn't do.

MR. GUERRERO: Okay.

MEMBER BOWMAN: I just wanted to say, you know, it's hard and it's difficult. We know you navigate some murky waters and we

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appreciate that effort.

We really appreciate you your taking this information in and moving it along the way. But we know that the difficulties lie outside and that's where -- I think that's why it's important that we meet maybe in person so that we can actually -- you know, they can see more than just -- they can see the full Advisory Council --

MR. GUERRERO: Yeah.

MEMBER BOWMAN: -- and saying the same message. But, again, thank you for what you do.

MR. GUERRERO: Thank you, Dr. Bowman. Thank you, Dr. Dennison.

CHAIR JACKSON-DENNISON: Thank you, Director Guerrero. Excellent job. Excellent presentation. Let's go ahead and move the agenda along to the next slide. Okay.

MR. GUERRERO: Oh, Contractor, we're going to go back a little bit because we jumped

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ahead. So let's go back to the Annual Report to Congress. Yeah, right there. Yeah.

CHAIR JACKSON-DENNISON: Thank you again. We'll be opening up the discussion on the Annual Report to Congress subcommittee fiscal year '23 and summary letter draft presentation. I'm going to turn this over to the chair of the subcommittee, which is Aaron -- Dr. Payment.

Do you want to lead the -- start the discussion on what we have done so far? I wasn't on every one of the calls, but I tried to get on every time as Chair of the Council and I just saw that they were doing an excellent job.

It was really hard to get through it again but I really like the changes and I just wanted to say that from the get-go. So Dr. Payment?

MEMBER PAYMENT: Yes. So several years ago I was recruited by my aunties on this



committee and I missed a couple of meetings and they gave me kind of that look that the aunties -- only the aunties can give you and then I realized -- I realized that I needed to step up and so this year I -- last year -- actually, last couple of years I've been diligent in helping on the committee and then this year I -- Patsy told me when I missed that meeting and so I became the chair of the committee.

So just a little -- a little lesson there is don't miss a meeting because you might be put in charge of something. But so we have a really good deep expertise on NACIE and so with our new members we're really excited to have you and right away you guys are jumping right in and pushing the envelope on issues and that's just so encouraging.

And so for the Annual Report we have, you know, kind of a template that we have been using. There's recommendations that we do. Some of them are year after year.

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Some of them are coming to fruition and we're pretty excited about that. And so I'm asking if I can share the document. Looks like I can. So it's going to stop at that slide that you guys were looking at.

But this is the Annual Report and so we really -- last year, you know, kind of parallel with the -- our new secretary, Secretary of Interior Deb Haaland, created the boarding school initiative and the investigative report. And so during the last year she's been having her road show with meeting with people -- the Road to Healing.

And so this -- these pictures, some of them were taken from -- I took some of these pictures in Pellston, Michigan, where people came, survivors came.

So we really kind of wanted to carry the spirit of that and honor the survivors and, you know, the trauma that we went through. And so, you know, you see our secretary, Deb

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Haaland.

Our relationship on NACIE is with three of our secretaries -- Secretary Haaland, Secretary Su, and Secretary Cardona. And so this is the cover and this is actually -- these are survivors here that were at that Pellston meeting.

So I did notice and we got to circle back that the cover citation is not correct here because that was the old one and so I didn't catch that earlier and I apologize.

But I can send River the correct -- and Crystal, the correct picture here with Chairwoman Regina Gasco-Bentley, who is a survivor herself.

So all right. We'll come back to that. But so we start with a cover letter to Congress and we make sure that we include all of the people who have to see it -- the leadership in the Congress -- and then also we cc it to the Native American members of

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Congress.

They're usually really good and supportive of us so we want to make sure we include them. And we also squeezed in and we made it fit so all of our 15 members are on the cover letter. So the letter comes from our Chair but also all of our cover -- our members are included in the cover letter.

So I'm not going to go line by line through the section because we sent it out last night but we do have our content sections, which is linked to the Report throughout.

We have our appendices, executive summary. We try to do a context. We try to give the reader a context.

But we also format the Report so that the -- you know, like the 20 something that's sitting at the desk in the various legislators' offices, who have a lot of authority, a lot of ability to get information and get stuff done, can easily flip through

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this document and get information.

We submit it as a PDF and we also include lots of links. So the links will lead directly to legislation or it will lead to another section of the document.

We really wanted to animate this document, so we make it a tool so that members of Congress can understand our issues and they can go and look at it. If something comes up, they can ask their staff go find about this. We really want this to be a tool for that.

So we figured prominently the secretary -- again, Secretary Haaland -- in the report -- in the investigative report as it relates to the historical trauma and the outcomes of historical trauma, which is seen and demonstrated in the Broken Promises Report.

So please, everybody, this is an expert document that we have been distilling and working on and adding to over the years. So it's a culmination. This is the high school

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graduation rate, which, ironically, is the same disparity today that exists -- is the same as it was in 1969.

So if you're getting little bits and pieces of the outcome of the affirmative action, affirmative action was gutted and so, yes, we still have a disparity in 2023 that equals the disparity that existed in 1969.

We do have more Native Americans graduating from high school, but the difference from our graduation rate to the non-Native graduation rate is the same as it was in 1969.

So we share a little bit more about some data and giving justification to members of Congress of the social outcomes, social indices and outcomes of historical intergenerational trauma.

And then here's the section on page 14 if you want to brush up on budget formulation and our justification for how we should be part of that and we can do -- you know, we have a

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really good solid expertise here among all of us that we could play a valuable role in assisting the Department of Education and their budget formulation as it relates to the 97 percent of our students who attend public schools.

All right. So just flipping forward, it addresses all kinds of issues of climate and culture, mascot issues. But I wanted to call your attention to this section right here, and I want to thank Julian.

First of all, when we first started listing out consultation, which kind of was borne out of a greater expectation in the Every Student Succeeds Act, if you recall I was one of the negotiated rulemakers on that and so we have been asking for years to update and populate, all right, what kind of consultations are happening and Julian did an excellent job of pulling that information and so you can see the table here.

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But we also were asking the White House Council and the White House Initiative to give us an update on what they've been working on, because we want to celebrate the successes of this administration as it relates to Indian education and Native languages.

And so we did get this information. It came a little bit late. But Jason is on a call. He was the one that got the information to us. So I had to reformat it. This came after you got the information on Monday. I did send this out to everybody, I think, yesterday night.

But this is the inclusion that we want to consider in adding this to our Report so that we really kind of focus in on what's happening with language and the revitalization of language, and the Department of Interior, the Department of Education, and the White House Initiative and the White House Council are all teamed up to create a 10-year plan on

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Native language revitalization that will be rolled out in January of 2023. So this section just kind of really flushes that all out.

All right. That's it. Please read through the Report. I do think we have it on for tomorrow for enactment.

So if you don't want to read through a lengthy document just go and search for the areas that you find important. But we have all kinds of recommendations. They're all linked, and I have to thank Robin and all of our former members who have helped create this document over the years.

This really is an expert document to guide members of Congress and the department to support the staff that are in the department to say, well, NACIE said, NACIE said, and with that it does look like Patsy has a question.

MEMBER WHITEFOOT: I just had a quick question -- maybe it's to Debbie -- about the motion to insert the context that Aaron

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talked about with regard to Native language. Will that be tomorrow or should we just -- because it finalized tomorrow.

CHAIR JACKSON-DENNISON: Yeah. Why don't you just do it today?

MEMBER WHITEFOOT: Okay. So I'll go ahead and make the motion to insert the context regarding Native languages in the annual NACIE Report to Congress.

MEMBER BUTTERFIELD: I'll second the motion. This is Robin.

CHAIR JACKSON-DENNISON: Seconds it. So for the record, Patsy motioned and Robin seconded the motion to insert the language that was added today or actually added yesterday. Are there any discussion on it? Any more discussion on this before we take a vote?

Okay. All in favor say aye.

(Chorus of ayes.)

Are there anyone opposed?

Motion carries.

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MEMBER PAYMENT: And that would be my report.

CHAIR JACKSON-DENNISON: Thank you. Thank you, Dr. Payment. I want to commend you. Just it really has become a very interactive professional Report and I'm very satisfied with how it comes out year after year.

I think it can't get better and it gets better. So thank you so much. And I know a lot of it goes to when Jason came on or when Julian came on and really was able to make it interactive like it was.

So it's come a long way since I first started with just the paper report and now it's like very interactive and very -- so much information on it in this Report.

So I thank you and the rest of the subcommittee who are working so diligently on it and all the members that have put forth -- even those that aren't on the subcommittee that have put forth information and that's really

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how it works is expertise in every angle that we come across.

And as has been mentioned, everyone has their own area of expertise that they add to it. So yeah, Pat, thank you so much and we'll get more into it again tomorrow. Thank you.

MEMBER WHITEFOOT: I have my hand up.

CHAIR JACKSON-DENNISON: Oh, okay. I'm sorry. Who's that? Patricia, go ahead.

MEMBER WHITEFOOT: Yes. Just a quick comment. Wondering if we also need to include language here to highlight the need for increased funds for NACIE as well. Should we do that here --

CHAIR JACKSON-DENNISON: Yes.

MEMBER WHITEFOOT: -- or tomorrow?

CHAIR JACKSON-DENNISON: Let's -- let's do that one tomorrow because I think someone has to come up with a --

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MEMBER PAYMENT: Dr. Dennison?

CHAIR JACKSON-DENNISON: Go ahead.

MEMBER PAYMENT: What I'll do is today -- through our meeting today I'll go back and I'll read through the budget formulation section that we wrote and I'll see if it's clear enough or if it's not clear enough.

Then I'll add the language to say, you know, one of our first tasks would be to establish a permanent budget -- an ongoing and permanent budget as it relates to our face-to-face meetings in support of NACIE.

MEMBER WHITEFOOT: As it pertains to travel, face-to-face meetings with tribal communities.

MEMBER PAYMENT: Okay.

CHAIR JACKSON-DENNISON: Yes. Yes, I agree. That would work good and then we can vote on that tomorrow.

Also, this brings up a whole other question. I did receive requests from one of

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the tribal colleges asking for language on something and I didn't know if it was too late, if we wait for '24 or -- I was going to forward that on to you, Dr. Payment, and see if it fits anywhere.

But yes, I have that and then something from scholarships from the Navajo Tribal Scholarship. So it's kind of --

MEMBER PAYMENT: If you send me the tribal colleges. First of all, I'm so grateful that we have got two new tribal college people representatives here, because in the past it's been a challenge to try to get information from tribal colleges for inclusion in here.

We have worked a little bit with AIHEC but, you know, we know it's not exactly the same and so I would say send me what you got and I'll see if I can weave it in. If it's too comprehensive we may have to wait till next year.

But I will welcome our new college

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president's role on our committee to help us with that section in a subsequent year.

MEMBER WHITEFOOT: And I just want to bring to Dr. Payment's information that there were -- from XB in our chat that there were three provisions in the Department of Education funds that was rescinded in the Fiscal Responsibility Act.

Can we also let Congress know that those funds were rescinded? So, Aaron, look at the chat.

MEMBER PAYMENT: Okay. I will.

CHAIR JACKSON-DENNISON: Yeah. I'm not sure I see that.

MEMBER BUTTERFIELD: Yeah, I had my hand up about that as well. But I think we need more information. So if Xavier could send that to Aaron that would be helpful.

CHAIR JACKSON-DENNISON: Yes, I agree.

MEMBER PAYMENT: He said yes.

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CHAIR JACKSON-DENNISON: Okay. And that's Robin that made that comment, for the - - for the record. I know voices now. Okay. I'll be sending those --

DR. MOORE: Aaron, they'll need an email to translate that information. Somebody either Xavier or Aaron, if you can share.

MEMBER PAYMENT: I just shared it. I just sent them my email. Great idea. Great minds think alike.

CHAIR JACKSON-DENNISON: Okay, great. Any other comments on the Report to Congress or the Subcommittee's Report to Congress and -- okay.

I think on our agenda then we'll take a vote on it all tomorrow. But we'll move forward to -- I believe it goes back to Dr. Cummins. I got a text saying that Dr. Cummins is going to say something -- report something else out.

DR. MOORE: Yeah. So thank you,



Chairwoman Dennison. Exactly. You're exactly right.

Yes, we switched spots with Director Guerrero and then the White House Initiative and reportedly Dr. Cummins will be presenting on behalf of the White House Initiative. Dr. Cummins, are you ready?

DR. CUMMINS: Okay.

All right. Before we start, I just want to say that we have as the Initiative made budget requests so that NACIE could meet together in person we haven't heard back yet so I don't want to get everyone's hopes up. So that work has been done.

We have been advocating for in-person meetings for everybody and, hopefully, this time I will do a better welcome. So welcome, NACIE. Welcome, National Advisory Council on Indian Education.

I'm very happy that you have a full Council and for me personally it's very

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important that we have Native voice in the work that serves Native students. We can go on to the next slide.

So our Initiative operates under, of course, you know, an executive order and that very long job title is basically -- summarizes our charge.

It's a very far-reaching charge that we have and the executive order on -- the executive order on White House Initiative on Advancing -- on Advancing Educational Equity Excellence, Economic Opportunity for Native Americans and Strengthening Tribal Colleges. So it is a pretty big transfer. Next slide.

Within our charge there we have a lot of objectives and whether it's from preschool, higher ed, to college and career tech, tribal colleges, creating employment opportunities working with Labor, working with White House Council on Native American Affairs, the Ed Committee which is really working with

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all the moving parts in the federal government to meet all of these objectives.

We're very fortunate that WHCNA has had many tribal engagements this year and our partners within the White House Council are terrific from HHS, Interior and just everybody else who signed on -- USDA, Library of Congress. There's a lot of great people working together in this spirit.

So I'm not going to read all of that for you -- we did present that ahead of time -- unless you want me to. I don't know if we can take a look. Next slide.

So one thing for us is, and just approaching our relationship with NACIE from a place of learning, is we want to take the time to learn how we fit together. How does the Initiative fit together with the Council and the Department of Ed, OIE? How does this -- does this all work?

So how do we fit with NACIE and OIE,

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and we're really open to learn. We know that we have some charges to work with NACIE, and charges might be the wrong word but we have some directives and we would like to know the purpose and I think with our new NACIE members, too, they would ask that as well if -- what's our purpose, what's our direction, what are the mechanisms and how best can we utilize the NACIE voice in the work of education, labor.

So I would -- I would safely assume that but for NACIE section three we now go through some of the legislative stuff where we see the Initiative and NACIE working together, some of the executive order and then I'll finish up just with some of the things we're doing recently.

So NACIE in section three, the National Advisory Council -- the Department of Education's National Advisory Council on Native Education and NACIE comprised of members appointed by the President under Section 6141

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of the Elementary and Secondary Education Act of 1965 -- ESEA -- shall serve as the Advisory Council for the Initiative and shall report to the Initiative through and as requested by the executive director.

So we see there there's a connection between NACIE and the Initiative to serve as Advisory Council for us and through and requested by our director, and not just for us but for the department, too.

So next slide. Section three is continued. In consultation with the White House Initiative, NACIE may advise the co-chairs of the Initiative on the following: improving educational opportunities for Native Americans; promoting career pathways; strengthening TCUs including participation in agency programs; increasing public awareness of educational challenges and solutions for Native students; establishing public and private partnerships and promoting and improving

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opportunities for Native language -- languages, traditions, and practices to be sustained through culturally responsive education.

So I think that's very helpful there, that we can see, all right. There's the advisory capacity and it gives us some clarity where that could happen.

Next slide. Yeah. So I will leave that there because it is much too small on my screen.

Let me see. The National Advisory Council on Indian Education is authorized from the Elementary and Secondary Education Act of 1965. The Council is governed by the provisions of FACA, the Federal Advisory Committee Act.

Next slide, and then we can cover a little bit of the National Advisory Council on International Education.

Next slide. So to be a member there is an established -- there is established a National Advisory Council on Indian Education,

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hereafter in this section referred to as the Council, which shall consist of 15 Indian members who shall be appointed by the President from lists of nominees furnished from time to time by Indian tribes and organizations and represent different geographic areas of the United States.

Duties -- the Council shall advise the Secretary and the Secretary of the Interior concerning the funding and administration including the development of regulations and administrative policies and practices of any program including any program established under this part with respect to which the Secretary has jurisdiction.

That includes Indian children or adults as participants or that may benefit Indian children or adults. That gives us even more clarity.

Next slide. Make recommendations to the secretary for the filling -- for filling

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the position of director of Indian education whenever a vacancy occurs and submit to Congress no later than June 30th of each year a report on the activities of the Council including any recommendations that the Council considers appropriate for the improvement of federal education programs that include Indian children or adults as participants or that may benefit Indian children or adults, and recommendations concerning the funding of any program described in subparagraph (a).

Next slide. So here's some sections from ESEA or E-S-E-A and ESEA -- E-S-E-A.

Next slide. And just covering this quickly. Next slide. So this really gives us a good grounding and I'm just putting this out there -- it will be given to the Council here -- that from the Initiative's point of view we want to work closer with NACIE and to figure out what the relationship is, because reading this a lot of our executive order as expressed

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in the really big job title and all of our priorities and it -- our work off of that so we know that.

So the National Advisory Council on Indian Education, the membership, there is an established -- there is established a National Advisory Council on Indian Education -- I'll skip to one -- consists of 15 Indian members who shall be appointed by the President from lists of nominees furnished from time to time by Indian tribes and organizations and represent different geographic areas of the United States.

The Council shall advise the Secretary and the Secretary of the Interior concerning the funding and administration, including the development of regulations and administration policies and practices of any program including any program established under this part with respect to which the Secretary has jurisdiction and that includes Indian

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children or adults. So it's kind of a repeat. Let's go on to the next slide.

Next slide. This was big news for us and, like I said, we're very happy President Biden announced their appointment. So next slide. We can skip, I think, to the second to the last slide. Let me see. There we go -- last slide.

So those for us -- so what we have been wrestling with and trying to understand and you'll see in the chat there's more information. So I've, in my own experience, not at your level as the National Council, I've been fortunate to serve on other councils and really work to find the mechanisms to include our Native American and indigenous voice in the work that serves our students and our communities.

And our motivation is for you to be able to do that and so that we can do that effectively, we can do that powerfully, and

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because the sentiment in this administration by many of the top leadership is 'nothing about us without us'.

That's been something that I've heard from many on the White House Council on Native American Affairs is 'nothing about us without us'. So we really want to utilize your voice.

We want to figure out these mechanisms, figure out where we can work together and take your voice seriously, and thank you for that.

Any questions or comments or -- and thank you for that, Crystal and Chad. I appreciate it.

CHAIR JACKSON-DENNISON: A hand is up. So we'll go with Dr. Payment first.

MEMBER PAYMENT: All right. First of all, so you've heard of FUBU but we like to use FUBI, 'for us by Indians'. So what I would like to say is so in my former capacity as a

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tribal leader when the new administration came in, you know, we had some frustrations in the last administration.

And I'm not going to get partisan, but I'll also say we have had some frustrations even previous to that because we are advisory and we really have the experts in the country that are on this committee.

And, you know, over time we have had -- we have faced some roadblocks and just some unnecessary sort of inertia and, you know, so I have the experience right now of doing, like, a legislative and policy review on this other project I'm working on and, you know, I have a great respect for the role of advocacy and the -- you know, the sum of human knowledge and the culmination of different efforts that lead to, you know, moving forward and evolving, evolving federal Indian policy as it relates to education.

And so I had the privilege of

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helping Libby Washburn when she was in the White House and helping to write the Presidential Memorandum and the new executive order that established our role and gave her my input as an individual, my input on what would strengthen us and how all of these pieces really should work together.

And so I appreciate, Jason, you asking -- Dr. Cummins, I'm sorry -- you asking us how this could be articulated or how we can make permanent. We want the White House Council to be permanent.

We want how -- we want the White House Indian Education Initiative to be permanent. They laid fallow for four years during the last administration but we -- anything we can do with the sum of all of it, the all of government approach, in our role to support and -- but it means taking it one step further and articulating what it means and not just having, you know, some really nice

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sounding sort of executive orders or memoranda that say, you know, this is how we'll operate.

But I think let's take it a step further and say, okay, what does that look like. How do we articulate that so that what we do is we create an expectation that the work that we're doing is ongoing and that it's not going to dissipate, you know, when a president changes or they -- a president becomes disinterested, I guess. I don't know.

But so I appreciate you asking that question and so let's think about and be mindful about how do we take it a step further and articulate our relationship in advising the three secretaries and also our relationship and our key role in the presidential memorandum and executive orders with respect to advising the White House Council and the White House mission. So thank you.

DR. CUMMINS: Did you say FUBI?

MEMBER PAYMENT: FUBI. FUBI. FUBI.

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'For us by Indians'.

DR. CUMMINS: So what -- and I apologize for reading all those slides to you but just covering that's what we have, and then I would suggest that we also take what was put in the chat because together that gives us, you know, a really good picture of how we can all work together and be productive.

And I'll pass.

MEMBER PAYMENT: I'll lower my hand.

CHAIR JACKSON-DENNISON: Thank you. We also have a hand up from Robin and then Patricia and then Sedelta.

Robin, Patricia, and Sedelta.

MEMBER BUTTERFIELD: Yeah. So this Robin Butterfield, and actually when Obama's administration authorized the first President's executive order on Indian education, NACIE was involved in that as was NIA, and Patsy and I sat up in a hotel room at one time, you know, scripting some of the language for the first

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executive order and NACIE was, again, put in there as kind of an oversight group.

Now it sounds like there's a separate group called the Education Subcommittee of the White House Council and the -- when I looked through the list of the responsibilities it mirrors -- it's like nobody read our NACIE Report.

We've already been doing this work and it's like folks aren't paying attention to all the work that we have done because we were sort of charged with -- the NACIE Council was charged with the oversight of the previous president's executive orders and so we have tried to include information that impacts not only the Department of Interior and Education but even Health and Human Services, to some degree, as well as some of the other agencies.

So it's -- I guess my frustration is that it doesn't feel like we're on the same page and that all the work that's being done by

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NACIE, which is the most thorough report on Indian education that I think you'll find anywhere that's current -- I mean, we have tried extensively to make sure we get all the most up- to-date information and so I do hope that -- we have been confused as NACIE members over time in terms of what is our role.

During the Obama administration we actually had one joint meeting with others -- representatives of the other secretaries. But that hasn't happened since then and, of course, during the previous administration we didn't expect much.

But I just would -- I fully agree with Aaron that we need to have something that's sustained over time that clarifies kind of these various efforts, because we need to be working together, as you said, and being aware of what's already in place versus what needs to be created.

So this White House Council

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Subcommittee seems like a new entity and yet NACIE is charged with some of the responsibilities.

So I'm still confused, and so I hope we can have a further discussion maybe with some of the subcommittee members.

I know Aaron's been involved but, you know, a lot of us on NACIE have not been and so I'm just advocating for some clarity on what the White House Council does versus what NACIE does and how we talk to each other and with each other. Thank you.

DR. CUMMINS: Thank you, Robin. I'll read a couple of the comments and it's true, I think you're adding into the chat there and Sedelta. So it's her understanding that the subcommittee is a federal employee and agency driven and Dr. Payment mentioned the White House Council and the White House Initiative.

It is an implementation working

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committee of the administration's team members and we have -- we need to have a direct role with them. So and I just echo your concerns, too, and yes, how can we amplify the voice of NACIE now that we have a full council.

CHAIR JACKSON-DENNISON: Thank you for that, Robin, because I've been on that same -- trying to figure it out where we stand for a number of years. So thank you for that.

Let's go on to the next person. That was Patricia. Was it Patricia? Yeah.

MEMBER WHITEFOOT: Yeah. I'm not going to repeat what was already said. I just am in agreement with them.

I do want to point out, Dr. Cummins, as you were reviewing the material it was pointed out that there are co-chairs of the initiative. So where -- who are those co-chairs?

And so I think that's something we need to take a look at as well and as we're

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thinking about all of these federal agencies that we're to be working on I almost feel like we need to have, like, an organizational chart, you know, that summarizes the expectations, say, from not only Department of Education, but Department of Interior and Department of Commerce.

So we know, you know, the specific language for the initiatives in particular and, of course, of the current work that's going on with NACIE where -- what are the roles and responsibilities for every one of these agencies because both of -- because right now we're completing the report for all of these agencies.

And then I don't -- over the years we haven't seen anything related to Department of Health and Human Services and, yet, that's where early childhood begins and many of our tribal programs seek those services such as substance abuse, mental health services, you

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know, with SAMHSA for prevention education with our students.

So there's, yeah, definitely work to be done. So I'm going to leave it at that for now. Just want to point out, you know, these issues that would help us if we -- if there was some kind of organizational chart.

DR. CUMMINS: Good idea, and thank you. The co-chairs are the secretaries of Ed, Interior, and Labor. So those are the co-chairs of the initiative. Just a quick answer there, and I love the idea.

MEMBER WHITEFOOT: Yeah. And perhaps this -- just for information, HHS -- because HHS has always been -- has not been a part of education and, yet, that's where our early childhood ed programs lie and prevention work lies and, of course, and in health service, too.

DR. CUMMINS: The different agencies do --

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CHAIR JACKSON-DENNISON: Thank you, Pat.

DR. CUMMINS: -- down to the executive order do submit a report of what they did to support our executive order and then they submit to us plans for the following year, and it might be a good idea to probably -- maybe we could summarize a lot of that from HHS from Labor, Transportation, everybody.

MEMBER WHITEFOOT: Yeah. Great idea. We don't want to reinvent the wheel here.

CHAIR JACKSON-DENNISON: Okay. We have Sedelta and Virginia with a hand up. Sedelta, and then we'll go with Virginia after that.

MEMBER OOSAHWEE: Okay. Can you hear me now? Sorry, I was having issues. Can we have Virginia go and then I'll go? I need to pick something over here real quick.

CHAIR JACKSON-DENNISON: Okay. Virginia, go ahead.

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MEMBER THOMAS: Can you hear me?

CHAIR JACKSON-DENNISON: Yes.

MEMBER THOMAS: Okay, good. Well, I just had a concern. I totally agree with all the comments, especially with Robin's comments. I just want to make sure that we have follow through on this, Jason.

You know, there's some concerns here, some real valid concerns, and we're saying these things. But before we hold you responsible for getting this information back to us as NACIE members I just don't want to have it laying out there in the -- in the wilderness and did we ask them about this?

Because it's happened to us before. We have asked for different information or information for people or other things and someone else says, oh, I thought so and so was going to do it. I thought so and so was going to do it.

I want -- I want to know -- these

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are valid questions that came up -- who is responsible for getting this information back to?

DR. MOORE: Well, I'm raising my hand to talk. I'm not offering --

MEMBER OOSAHWEE: Can I go first or should I --

DR. MOORE: Yeah, go right ahead.

MEMBER OOSAHWEE: So, you know, as the co-chairs of the Initiative are Labor and Education Interior. You know, I was looking through the executive order and a lot of our work is focused on advising the Initiative on various items and I guess my concern is when I look at the agenda we don't have anyone from Labor, we don't have anyone from -- we have Interior represented but there seems to be a lot of gaps in our presentations and information we're receiving. So it's hard for us to fulfill these roles.

So I'm kind of curious who is

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setting the agenda and how that impacts the work of NACIE and our ability to kind of fulfill some of these things because I also am concerned that I only see the initiative on here for 30 minutes and a large part of our role falls under the executive order that also created the Initiative.

I'm not sure how we're able to really fulfill that without more input from the Initiative and then some of these other departments and agencies that aren't here.

I also know that the agency plans - - I don't know if we ever get copies of those because that can help inform our work as well. And then, finally, there's one year after the date of the order the co-chairs of the Initiative were asked to, you know, send a report to the President.

I don't know if that's been received by the NACIE, but it's hard to do this work when we don't have all of those pieces of

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information and all of those people at the table.

So that's kind of what I wanted to add to the conversation.

DR. MOORE: Yeah, and I can -- I can respond just factually. So the purpose of this meeting per the request of NACIE members was -- the vast majority of the purpose was to review and perform any edits to the Annual Report to Congress.

So that's why there was abbreviated presentations as requested from NACIE, and what I'm happy to do is reforward out or resend out if you weren't at the previous meeting that we held in March. We had a very rapid pace back-to-back sessions with numerous of our federal partners that presented.

So if you were in that March meeting that's when a lot of it was covered. There was updates that hadn't actually happened in quite a while.

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So we were -- we were appreciative of all the federal partners who did show up then and we, again, will forward out those board books with all the presentations from all of those folks that took up the full meeting time Thursday and Friday. So we'll get that out.

Again, for this session, the primary focus was to review, possibly edit, and then approve the Annual Report to Congress because that's due right about now, technically, and so, again, the members -- NACIE members, set the agenda and -- or at least offer us any agenda topics.

And so, of course, new NACIE members, we will welcome that content from you, too. The sooner we get that the better because we can make sure it gets into the agenda, and then as the DFO I work with Chairwoman Dennison to set the final -- final agenda per FACA regulations.

So that's how that happens as well.

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And then also what I heard from the conversation that's been happening with Dr. Cummins here and everybody else who spoke is that there's a real desire to get everybody at the table, maybe not so much for just rapid fire presentations again but more so to have a conversation about how you all work together and, you know, who's on first, what's on second, who's on third to have everybody what's your role, what's your responsibility, what's your authority, what isn't.

And oftentimes those conversations are best in real time and with everybody at least in a virtual room if not a physical room. We are trying, as Director Guerrero said, to get everybody in a physical room together because agreed it's much better to do those types of meetings that way.

But at least in a virtual room have everybody at the table and just have a real maybe panel discussion of what you see your

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role to be, what you would like it to be, and what the statute says about it. And so we do have one meeting left on our slate for this year. This is meeting two -- currently we're in two of three so we have three of three left.

And so just, NACIE members, if you would think about if that's how you would like to spend your third meeting really having a really frank discussion with all potential players at the table.

We can certainly circle back with Chairwoman Dennison and then craft out that agenda to give you all that kind of panel discussion.

Okay, I'll stop. Thank you. Back to you, Dr. Cummins.

CHAIR JACKSON-DENNISON: I would like to add to that. Julian will remember this. When I first -- after, you know, we -- after we have come -- we haven't met in person for -- since before COVID and, of course, back when we

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first started meeting again since COVID I expressed this very same thing that has been expressed today with Julian, and I think Donna was our CFO at the time.

I don't know if Crystal was on the meeting. But we really do need the org chart, that everything flows through communications and who sits where and who sits.

So I'm glad that we have the expertise of Sedelta on as well, because these have been questions that I have felt very frustrated about and to know that there's just another committee that's made up of -- that could be a plus for us but this the first time I'm really hearing about it.

So I'll be honest, I didn't know that that's what it was made up of and I don't think -- it sounds like most of us didn't know that are on the NACIE Council up until now.

So the communication really needs to improve, because we don't know where we stand

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at times, and with that meeting that happens the next time that would be -- that would be something that would really benefit all of us and make us stronger.

So I just want to add that. Thank you. And then we have hands up from -- I saw that we have -- before Aaron put his hand up we had Virginia.

Did she go already? Virginia, are we -- we had -- okay, we have Donna. Is, Donna, your hand up or is it just Aaron -- Dr. Payment? Will go with Dr. Payment.

MEMBER PAYMENT: Okay. So here's the way I see it. Okay. So we are expressing ourselves so please nobody on the call take it the wrong way.

In the lead up to the meeting that we had with Acting Secretary King and Secretary Jewell at the time that happened because we were getting a little frustrated.

The different travel advisories that

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exist have transcended really kind of the structure that was in place for NACIE in the past and so, like, the Secretary travel advisory for HHS they meet directly with the Secretary.

The -- there was an ad hoc Secretary advisory under Sally Jewell and now there's a formal one. Secretary Haaland created the Interior Secretary travel advisory.

Now, there is a distinction because those are made up of elected tribal leaders, and I don't know that any one on our committee is elected including myself at this point.

But I think that the gravity and the level of importance and the executive order establishing the White House Council, the White House Initiative, reaffirming NACIE's role as the lead advisory for those I think really supports the notion that we have a relationship with the three respective secretaries and we can play a really valuable role.

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Now, does this mean we think we need to have the secretaries at every meeting? No. But we should have representation or the secretaries at at least one meeting per year and I welcome the notion of the White House Council.

I can tell you putting my former hat on the reason why I understand this stuff is because we created it. Our tribal leaders question and we have got resolutions passed and pushed the creation of it, and it laid fallow for four years.

But the new administration is picking it up and running with it. So this really could be a wonderful opportunity and we can -- you know, we would welcome performing the role that the President has established us to perform to advise on Indian education issues.

The other thing is that if you look at across the spectrum of the -- of the members

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that are on NACIE--we really have a body of experts. Read the Report.

I mean, you know, if you read the Report you can see the depth of the expertise that we have across the spectrum and we just picked up additional expertise, people who have worked directly in federal Indian education policy in the administration and then also with the tribal colleges joining.

So we look -- we should look at this as an opportunity. Jason is, Dr. Cummins, is asking us to help articulate what that looks like.

So we welcome that, and maybe it would be some kind of interface between NACIE and some of the team members that are on the Education Subcommittee that do the follow up, because that's really how things get done so that we can kind of articulate that out and then take the next step in drafting out what that looks like, going forward, no matter who's

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president. So thank you.

CHAIR JACKSON-DENNISON: Thank you, Dr. Payment. Back to -- okay, Robin, go ahead. Robin?

MEMBER BUTTERFIELD: I just want to make one comment because as this conversation has evolved I think I'm getting the distinction between having agency-focused folks on the President's Initiative and having these presidential-appointed folks that represent a broad spectrum of Indian education.

And so it reminds me of the conversation that we have had previously about writing a letter to the Secretary of Education directly asking for specific things whereas when we write our report to Congress we're asking for a broad menu, I guess, is one way to put it of requests and then it would be helpful to have representatives of these other agencies give us feedback because we're always wondering -- you know, we can ask for things but we --

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it's hard for us to know whether things are responded to or even heard unless we have those opportunities to interact.

So I appreciate Aaron's distinction about at least clarifying in my mind that we're talking about agency folks as well as people from the broad spectrum of education expertise. And so I'm kind of getting a clear -- at least, in my mind, a clearer picture of who we are and how we might work effectively together.

So (Native language spoken).

CHAIR JACKSON-DENNISON: Thank you for that, Robin. Any more comments? Somebody else had their hand up, I think. No, it's Robin, it's your hand still up. Let's go ahead and go back to the agenda unless there's more comments to be made.

DR. CUMMINS: Chairwoman or Chairperson, just throwing out there -- I'm not asking for a discussion but what -- and maybe you can talk about it amongst yourselves or at

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the next meeting or tomorrow or later.

But what about some sort of training for the Council and how everyone feels about that and just, like, the way I'm feeling is I'm going to learn and I think what mechanisms are there that present opportunities, you know, to utilize NACIE's voice and so I think that would take training.

So with the link that was put in our chat and then with everything I presented, like, how do we fit that all together and to be effective. So and I'll leave it there. Thank you, everybody.

CHAIR JACKSON-DENNISON: Thank you, Dr. Cummins. I think any training that we can have is always -- is always something good. But, again, I don't know what the rest of the Council thinks. But we can discuss that at a -- at some time but anything we can do to make ourselves better is always my view on things.

So someone -- Christine Whitehorse,

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do we take questions from not a Council member?  
Is this an open -- no, we'll have to take --  
we'll have to wait on that one because we are  
only -- we're in our meeting right now. So we  
can put these comments in the chat.

MEMBER PAYMENT: That's correct, Dr.  
Dennison. That's correct.

CHAIR JACKSON-DENNISON: Okay. So  
you can put your comments in the chat because  
this is a discussion among the NACIE Council  
and the Department -- the staff that are  
presenting from the Department.

So we can move on to the next agenda  
item. I don't know where we are unless you put  
it up on the screen.

DR. MOORE: We are actually about 43  
minutes ahead of schedule today because the  
conversation about the Annual Report to  
Congress went more quickly than we had  
originally planned, Chairwoman Dennison.

And so, Director Dearman is

scheduled to go on at 4:00 but maybe he or his representative is here early and would like to go early. So I'll leave that option open.

MEMBER PAYMENT: Dr. D?

CHAIR JACKSON-DENNISON: Yes?

MEMBER PAYMENT: I've been --

CHAIR JACKSON-DENNISON: Go ahead, Aaron.

MEMBER PAYMENT: I've been drafting language and in about maybe five minutes I could go back over the budget part. I still have to do those other two areas but I've been -- I'm a little ADHD so I got to be doing two or three things at once.

But I could go back over -- like, maybe if we took a five-minute break I could come back. But if somebody is here that could do Tony's presentation, that would work, too.

CHAIR JACKSON-DENNISON: I don't know if anyone's here yet. But let's do take a break because it is a little after 12:00

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o'clock here.

I'm sure those of us on the West Coast can use a -- or the Southwest coast can use a little bit of a lunch right now. So let's take a, what, 10-minute break?

MEMBER PAYMENT: Ten sounds good.

DR. MOORE: Yeah. The -- the record admin, again, is set to go at 4:00 o'clock Eastern time. So in about 42 minutes.

CHAIR JACKSON-DENNISON: Let's take a break until -- here it's 12:18. Let's come back at 12:30. It gives a 12-minute break.

MEMBER PAYMENT: I'll be ready.

CHAIR JACKSON-DENNISON: I'll sign off. Just take a break and go do what you need to do. Thank you, all.

(Whereupon, the above-entitled matter went off the record at 3:18 p.m. and resumed at 3:31 p.m.)

CHAIR JACKSON-DENNISON: Okay. Is everyone back? Ready to start up again?

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DR. MOORE: I'm back.

CHAIR JACKSON-DENNISON: Okay.

Well, 31.

MEMBER THOMAS: Virginia. I'm back.

MEMBER OOSAHWEE: This is Sedelta.

I'm here.

DR. MOORE: Chairwoman Dennison, did you want to do a quick roll call again? We have time.

CHAIR JACKSON-DENNISON: Okay. Can you do that?

DR. MOORE: And, Contractor, if you can go back to the roll call slide for Chairwoman Dennison, please. Thank you.

CHAIR JACKSON-DENNISON: Okay. Let's go back through the roll call. Phyliss Anderson? Theresa John? Duane Bedell?

MEMBER BEDELL: Present.

CHAIR JACKSON-DENNISON: Jolene Bowman? Mandy Broaddus? Doreen Brown? She's here.

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MEMBER DOREEN BROWN: Here.

CHAIR JACKSON-DENNISON: Donna  
Brown?

MEMBER DONNA BROWN: Present.

CHAIR JACKSON-DENNISON: Robin  
Butterfield?

MEMBER BUTTERFIELD: Here.

CHAIR JACKSON-DENNISON: Lucyann  
Harjo?

MEMBER HARJO: Present.

CHAIR JACKSON-DENNISON: Sedelta  
Oosahwee?

MEMBER OOSAHWEE: Present.

CHAIR JACKSON-DENNISON: Aaron  
Payment?

MEMBER PAYMENT: I'm here.

CHAIR JACKSON-DENNISON: Joely  
Proudfit? Virginia Thomas?

MEMBER THOMAS: I'm here.

CHAIR JACKSON-DENNISON: And  
Patricia Whitefoot?

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So I didn't count how many that was.  
One, two, three, four, five, six.

Okay, good. I do have a quorum.

MEMBER PAYMENT: Patsy is here.  
Patsy is here, too. I can see her so --

CHAIR JACKSON-DENNISON: Okay.  
Okay. We have a quorum. We'll move ahead.  
I'll turn it back to you, Aaron, what you were  
going to give us an update on, what you've done  
in the --

MEMBER PAYMENT: All right.

CHAIR JACKSON-DENNISON: Okay.

MEMBER PAYMENT: Multitasking --  
while I was multitasking. All right. So wait,  
I got to move this down here. All right.

So what I did was, we already had,  
like, a budget formulation recommendation but  
what I did was I crystallized it and  
strengthened it and included the language with  
regard to in-person meetings.

So the first thing I did was I took

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this -- this part here and it was previously led into when we were talking about infrastructure. This originated, like, the year before, as we were all excited because there was going to be this big chunk of money.

I think that -- I think it was \$800 million that was going to go to tribal colleges in early education but it got quashed and it didn't happen, right.

And what was the name of that? It became the Jobs and Infrastructure Act, but before they were calling it something else. But, anyway, so we completely got left out for new school construction for BIE and so what I did was I just kind of pulled that up.

It used to be under budget formulation but I pulled that up as part of the continuation for the infrastructure conversation.

Then what I did was, and I'm going to read this. I know it's a little bit long,

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but that way you won't have to read it later. So what I did was 93% -- I reminded them 93 percent of American Indian and Alaska Natives students -- so there we go -- students attend public schools while 7 percent attend Bureau of Indian Education and Tribal Grant schools. Long-standing -- a long-standing recommendation by the NACIE is to perform an advisory role in budget formulation.

A significant example of the need for an advisory role for NACIE in budget formulation is to ensure the stated commitment of the President in executive orders and presidential memoranda is carried out in terms of responsibility -- responsibly budgeting for implementation.

The fact is that NACIE does not have a distinct operational budget, which would primarily include travel to in-person meetings in the nation's capital, travel to Indian country to hold listening sessions or hearings

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as so designated, and ensuring the annual NACIE Report to Congress is delivered.

It is understood that face-to-face meetings did not happen during the pandemic, but no face-to-face meetings have occurred since 2019 or nearly an entire high school or college cohort.

While the BIE has a specific focus on American Indian and Alaskan Native education to the travel Interior budget Council process whereby the tribal leaders participate in budget formulation of our positions this simply does not occur through any known advisory capacity for American Indian education as a charge of NACIE and advising the U.S. Department of Education and the Office of Indian Education.

In contrast, the primary tribal advisory for the promise of health in the treaty and trust obligation is performed under the HHS budget formulation annual hearings and through

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IHS budget formulation workgroup.

That Title VI -- okay, that Title VI Indian Education Impact Aid or other federal equity funding measures remain nominal, yet, the worst -- the educational outcomes persist, suggest a greater commitment to funding American Indian and Alaska Native education as needed.

Establishing a budget formulation function would represent a good start. NACIE, therefore, recommends to the Secretaries of Education, Interior, and Labor collaborate on an appropriations request to Congress to memorialize NACIE's operations budget to match the commitments so eloquently established in the administrative directives and consistent with the enacting legislation in the Indian Education Act passed in 1972, which created both the Office of Indian Education and the National Advisory Council on Indian Education. That's it.

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CHAIR JACKSON-DENNISON: Great.  
That sounds -- any comments? We have -- Robin,  
go ahead.

MEMBER BUTTERFIELD: Sorry. I had  
to unmute myself. Just in a couple places it  
needs to include Alaska Natives. It is on the  
lower paragraphs but not in the upper ones. But  
yeah, thanks for whipping that together, Aaron.  
That was great.

MEMBER PAYMENT: It is in the very  
first part there, so this --

MEMBER BUTTERFIELD: I think it's -  
- it's before -- where did I see it?

MEMBER PAYMENT: Right here.

MEMBER BUTTERFIELD: No, it was up  
above. It was up above that. Sorry.

MEMBER PAYMENT: It's right there.  
Maybe I just skipped it while I was reading.  
I'm looking, looking, scanning, scanning. It  
seems like it's there.

MEMBER BUTTERFIELD: Oh, I know I

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missed -- I know I saw it specifically. But that's okay. I can look back through it when I can actually find it. Going back and forth is making me dizzy.

MEMBER PAYMENT: Right. Okay.

CHAIR JACKSON-DENNISON: I think it looks excellent. It sounds excellent and I love that you're OCD. You really can pull things together under pressure.

MEMBER PAYMENT: Thank you.

CHAIR JACKSON-DENNISON: Anything else do you want to go through or what else you tackled or was that it?

MEMBER PAYMENT: That was it for now. The other was -- I'm waiting -- well, I'm waiting on you, Dr. D, on the tribal college one and that one I know I will get to tonight.

Okay. I sent that to you earlier. Is it your Yahoo email?

MEMBER PAYMENT: Oh, okay. I never looked over there so I will. All right. But

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I'm not going to be able to do that till later, though, I know for sure.

CHAIR JACKSON-DENNISON: That's fine. So any other comments from anyone on -- anything more on the report? Okay, go ahead. Who's -- Aaron, is that you?

MEMBER PAYMENT: No. No. I just - - I confirmed that I did get your email and I got Xavier's so I will be able to do that later.

CHAIR JACKSON-DENNISON: And anything else from anyone on the Council? Okay.

MEMBER PAYMENT: Where do we want to meet first when we come back together?

So you know the administration is committed to including Native Hawaiians in the language project, so I think we should meet in Hawaii.

MEMBER BUTTERFIELD: Oh, I quite agree. But we're meeting tomorrow, correct? This is Robin.

MEMBER PAYMENT: Correct.

CHAIR JACKSON-DENNISON: Yes.

MEMBER BUTTERFIELD: Maybe we can decide that tomorrow.

CHAIR JACKSON-DENNISON: Yeah. Okay. Is there anyone here representing -- I know we're still a few minutes early but representing Tony Dearman? Tony -- did I say it right? Is it Dearman?

MEMBER PAYMENT: It is.

CHAIR JACKSON-DENNISON: Okay. Yeah, Crystal, do you mind?

DR. MOORE: I did -- at Julian's prompting, I did send out an invite to Director Dearman and then he had possibly was going to have his delegate, Travis Clark, potentially, have a discussion with you in lieu of him.

So Mahogany or Contractor, can you tell us if either Travis Clark or Director Tony Dearman is on the call? Or is there anybody from BIE? Okay.

So they are slotted to do their

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discussion time with you all at 4:00. So we're still about 18 minutes out of that. And so if there was anybody else that wanted to bring up anything else that we have talked about today or if it was -- it's on the agenda and, NACIE members, you can -- the agenda that was published in the Federal Register, the summary, if it's anything in those categories you can refer back to that or bring it up.

MEMBER PAYMENT: I just got -- I just texted Tony Dearman and he said he's going to be here in 18 minutes.

DR. MOORE: Seventeen and counting now. Okay. He's very timely. That's great. So, Chairwoman Dennison, I defer to you on how you would like to spend your next 17 minutes.

MEMBER BUTTERFIELD: This is Robin. I have a couple of suggestions or it's just information, especially for the new folks.

CHAIR JACKSON-DENNISON: Yes, go ahead.

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MEMBER BUTTERFIELD: Go ahead?

CHAIR JACKSON-DENNISON: Yes, go ahead.

MEMBER BUTTER FIELD: Okay.

MEMBER PAYMENT: Mute -- I'm sorry, I've got to mute.

MEMBER BUTTERFIELD: Okay. Just so people know, a couple of the things that are not sort of fully described in the report that we have had conversations around, one is that I would like to see at some point, and I was told it will take a while to pull this together, but a comparison of federal programs per pupil expenditures.

So, for example, not the total amount of, say, Title I funding but, you know, what does the per pupil amount that schools get, what is that compared to what Indian Ed per pupil amount is or ELA amount or migrant ed amount, because usually those things, you know, having worked at the state level there's a per

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pupil dollar amount and, of course, it varies from state to state as well.

But I was wanting to sort of illustrate or have illustrated the fact that Indian Ed funding is really small compared to a lot of the other federal funding streams, and since NACIE oversees all of these various funding streams that might impact Native students I'm really curious to see what those other dollar amounts are because some of our students are eligible for multiple services under those different programs. So that's one thing.

And then the other discussion that we had was wanting to see more specific information of Native student services and services to parents from the Special Education Office and the technical assistance centers.

There are about 100 special ed centers that provide services in the states and there used to be a center that was specifically

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created to build capacity within those hundred centers so that they could do better outreach to Native students and parents, and then that was defunded.

So I just am curious to sort of understand the rationale for defunding that because there's always a need for capacity building. But also I just am curious about what's happening in terms of special ed since a lot of times our kids are overrepresented in classes. I used to know the bureau's statistics but I'm sure my information is quite dated.

So just so new members know that there are missing pieces in our Report and that we're continuing to look for what else we might have missed.

CHAIR JACKSON-DENNISON: Thank you, Robin. Maybe this is the time that we can also bring up what kind of ideas.

I know it's early on and it's fresh and -- but kind of some ideas if they've had -

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- if any of the new members have had a chance to skim through the Report what they may see. Robin, you brought that up, and we can see what else that they may see that possibly if you have had a chance -- I don't know, maybe you haven't had a chance -- to what can be included in the Report, moving forward.

So I don't know if I'm premature in asking this but do you have anybody that's as OCD as Dr. Payment then you might have already gone through it again. Any hands up? So I guess that's my answer. Robin, thank you for that.

MEMBER PAYMENT: Dr. D, I just sent out the changes that we just made on the budget formulation so everybody will have a hard copy of it. So I did a reply all, and for the new members, you know, I don't like to read. I grew up reading comic books. That's my only literature.

But the best way, like, if you have

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a topic area that you're interested just do like a search in the -- in the document to go find those sections. But we're going to rely on your expertise to help us write the new one so become familiar with our expert document.

CHAIR JACKSON-DENNISON: Great suggestion. Okay. Robin, you still have your hand up, but Donna Brown has her hand up. Donna?

MEMBER BUTTERFIELD: No, I put it down and I'd put it back up. So --

CHAIR JACKSON-DENNISON: Okay. Donna?

MEMBER DONNA BROWN: Hi, everybody. Donna Brown talking here. You know, having been on NACIE 2004 for a few years back then and being the primary writer and sometimes co-writer of this Report, you know, we all put a lot of work into these reports and as I scan through the current Report that we're about to submit, I mean, I think it all covers a lot.

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It covers a lot of really important topics.

My question -- and I think this goes back to what has been talked about a lot today -- is who's going to read it and what kind of accountability and taking action on our report is there.

You know, so that's a concern of mine because if there's no accountability or no, you know, reporting back to us what will be addressed and what maybe we can't address at this point, you know, that would be important for us to know.

Otherwise, we're submitting report after report, year after year, and not really getting, you know, a lot of action on it or at least feedback.

The other thing is, and it goes back to a lot of the conversation I heard early in today's meeting, is I guess I'm hoping this is a change and I feel really optimistic.

Otherwise, I wouldn't have wanted to

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get back on the Council. When we went to meetings and back in that day we did meet in person.

There was never any online meetings. When we met, we usually got presented with decisions that had already been made or what was already going on.

I know we're not a policymaking Council but we're an advisory council and I don't remember ever once being asked for advice based on our expertise in the room as far as what to do or what action to take. It was always here's what we have done, and that was it.

So, overall, I'm just hoping that that has changed a bit and/or will continue to change in a positive way and with that goes our Report as well, hoping that that will be looked at in a serious way.

CHAIR JACKSON-DENNISON: Thank you, Dr. Brown. Very, very good points that -- you

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identified exactly what our struggle has been with them as far as no accountability to.

We have even written that and wrote that we haven't received any feedback in previous. We used to do the letter to the Secretary with recommendations that paralleled with our report.

Some years back we did that and we still never got any reply back from anyone and it does get frustrating. I know that in my particular role that I have, whenever I do go up on the Hill, I'll ask -- I'll ask congressmen or their staffers have you seen the report?

That's -- that's one of the things that we have -- that I know I've done and then I know that the department has done a little bit more this year or last year as far as making it a little bit more accountable.

But it has been a struggle, a real struggle to -- my answers used to be, "no, we have never heard of the Report." So, you know,

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these are my own congressmen that I'm -- from my state that I'll be asking. And now when I go up there they'll say, "oh, we read your report, yeah." And so it's starting to get better from my records -- from my viewpoint anyway.

So I don't know how else we can do that and if that was already -- was a problem when you were on, then it's something that really -- it's very frustrating because we do put a lot of work into this and it goes back to, again, the whole -- the whole what our purpose is, you know, what -- if we put so much time and energy into these reports and nothing becomes of them then why are we doing it.

Are we just a checkoff? That becomes what my biggest cry has been for quite a while since I've been on -- with the last 13 years since I've been on and it does become very frustrating.

And then it goes back to your second

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point, which was our purpose and really wanting to make certain that we have an established purpose and that we are really wanting to -- I mean, I know we have -- we need to -- I've said this way back -- I remember saying this way back in the time we met in -- I think it was in Seattle at NCIE one time.

We didn't used to have problems with travel as much as we started to have in more recent times, but we were there in person.

We were able to get a lot of feedback from people that were our stakeholders that were at these different conferences, tribal leaders and educators and NCAI and NIEA and some of the places that we've traveled to it was very -- it was so much -- there was so much more information coming to us and we were -- we were using it in a way that -- making our reports that we were thinking that we were really making a difference at that time.

Right now it's just -- it has been

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an issue where we don't feel like we're -- we have been making a difference. I'm just being very candid here.

As a result, I feel like some of the members that we did have on started to just drop off and it's been very frustrating.

So that I'm hoping changes with the -- what we have just heard from Dr. Cummins and the whole making partnerships with and building our relationships with the Council or the -- what is that, advisory group that they have that are members of the staff that makes -- to me, it's an exciting time to hear about that because it has been very frustrating and we have had people that have been good leaders in our -- in our Council that have left because I guess it was just the frustration of it all.

So you bring up some really good points that have been a challenge for NACIE, sounds like going back before we were on, before I was on, for sure.

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But any little way that we can get Congress or get the Secretary to respond back to us or to at least know that we have made these great recommendations and that we're experts as we have been -- as Aaron keeps talking about, we all come from all different corners and we all have our expertise that we're bringing these forward as a -- to help them do their jobs a little bit better. To help Indian education as a whole would be really helpful.

But we're just missing that link somewhere and, again, I'm grateful that you're on because you have that experience from the past. But that has -- you bring up two different really good issues that we have -- I've also experienced since I've been on and I think the others feel the same that have been on.

So thank you for that and just putting it out there that that's been a struggle for us. Thank you.

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MEMBER PAYMENT: Hey, Dr. D, Tony Dearman is with us.

CHAIR JACKSON-DENNISON: Okay, great. So we'll turn it over to Crystal and you can introduce him. Thank you.

DR. MOORE: Yeah. Wonderful, wonderful discussion. Thank you all for sharing and important knowledge being carried forward and it is going to make it into the recording and the transcript.

So and with that, we're three minutes ahead of the schedule now and we have our Director, Tony Dearman, from the Bureau of Indian Education and the U.S. Department of the Interior back.

Under a lot of special requests from NACIE members they wanted you to come back and expand your conversation with them from last time. We have revisited -- they have revisited--your slide deck and your transcript from your last session and found it extremely helpful to

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inform a lot of their work.

So thank you again for sharing your valuable time with everyone and returning to have another in-depth discussion. Thank you.

MR. DEARMAN: Well, thank you. I appreciate the opportunity. I'm actually in New Mexico. We are hosting a Principal Leadership Academy, which we're including all of our leaders in our school system.

So it's an honor to be here. So, Crystal, my question would be are we -- am I going to be fielding questions from the group from the last meeting?

DR. MOORE: Yeah, I believe the intent of the NACIE requesting you back and really wanting to have just a frank open discussion, probably what you've sort of just heard.

And so unless you want to lead off with some talking points, the floor is open between you and NACIE. They can chime in and

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ask you questions and follow up or, really, it's open to whatever you want for your time with them and vice versa.

MR. DEARMAN: Well, then what I'd like to do is start addressing questions that the members may have.

CHAIR JACKSON-DENNISON: Okay. Dr. Payment has his hand up. Go ahead, Dr. Payment.

MEMBER PAYMENT: I hate awkward silences. So I will say I wasn't here, Tony, last time, but what I am interested in hearing about -- well, two things really.

So we just had a really good, rich conversation about -- and I was actually lifting up the work that TIBC does and really kind of the hand in hand work that TIBC supports, the BIE, and one of the big -- if you remember, one of the big tasks that came from TIBC was forward funding for the BIE schools several years ago and both the BIE supported that and that happened.

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So there was an accomplishment. We don't have a similar sort of budget formulation on the Department of Education side for NACIE and so if you could talk maybe just a couple minutes about how that works, how well it works.

And then after that if you could just kind of maybe talk about the BIE reform and how some of the greater focus on the needs of the schools -- of the tribal grant schools and how you were an integral part of that and how that changed from what it was before to help facilitate what it is now.

MR. DEARMAN: Thank you, Dr. Payment. It's great seeing you again. Can you real briefly the first question you had repeat that?

MEMBER PAYMENT: We're thinking through in our recommendations to Congress and recommending to the secretaries -- the three secretaries -- a budget formulation function on the Department of Education side.

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You got -- we kind of got it covered on the -- on the 7 percent from the BIE schools through TIBC but we don't have something similar on the -- on the Department of Education side.

MR. DEARMAN: Okay. Absolutely. TIBC has been a great advocate and partner through the Tribal Interior Budget Council and we do participate in those meetings and we absolutely--

MEMBER WHITEFOOT: Tony, what is TIBC?

MR. DEARMAN: TIBC is the Tribal --

CHAIR JACKSON-DENNISON: Not everybody knows what TIBC is.

MR. DEARMAN: You. I thought I had said that but Tribal Interior Budget Council and so what it is it's a group of tribal leaders that come together. Not all of them have our schools.

So we have worked with TIBC to

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actually prioritize or have a questionnaire of priorities that we send out not only to our schools but the TIBC members around the table, and it has helped us in really pushing because they work through the NCAI and it has helped us and we have seen an increase in budgets and I really feel like it's because of our tribal leaders, our partnerships, because there's one thing I will say and I continue to say, is that our power comes from our tribal leaders and organizations such as NACIE, NIEA, NCAI, and other organizations that are pushing for our students.

Also, Dr. Payment wanted me to talk about the BIE reform and we are pushing through the reform. One of the big things that's really going to have an impact on the 128 tribally-controlled schools as well as our 55 BIE-operated schools is the facility piece because we are pulling over all of the facilities from our BIE regions.

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You know, we broke out as our own Bureau in 2006 but we broke out in name only. We didn't break out in functions. So since then we have been building our capacities to take care of ourselves, building the capacity to become our own Bureau.

We have three more transitions that will take place. We have -- July 3rd we'll be transferring over the Western and the Northwestern regions from the BIE and then in October we will be transitioning our Navajo region, which consists of 66 schools.

And then in November we'll be transitioning our Great Plains region to the BIE. So what that's going to do is eliminate layers at our schools and that we at BIE have to work through to do the repairs and make sure our facilities are taken care of.

As I've stated before, I feel like one of the biggest miscommunications throughout the reorganization was whose responsibility it

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was. One of the things that we have done in BIE working with DFMC, which is Division Facility Maintenance and Construction -- and, Ms. Whitefoot, thank you for reminding me that not everyone knows our acronyms.

And then working with the Bureau of Indian Affairs we have actually put a service level agreement in place that explains whose roles and responsibilities -- each role is and taking care of our schools.

And I guess that we have three more transitions and, then what that means is, we will work directly with the schools and DFMC to make sure that our schools are -- the facilities -- are taken care of.

Just some interesting statistics that I feel like our members need to know is we have 88 schools that are listed in poor condition and the estimated cost to replace those 88 schools is approximately \$6.2 billion.

Deferred maintenance -- you know, we

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have said this, when we assembled our team, I was challenged or I was told one time in a -- in this hearing-- "they're tired of hearing our stories." They want to see the data.

And so what we have really been working hard, and that's one of the big conversations we have had this week with our school leaders, is telling our story through data. So we're collecting data.

We're making sure that we have the information and, doing that, we have increased our deferred maintenance by making sure and working with our schools to report maximum items that are going to increase deferred maintenance. Deferred maintenance right now across our school system is a little over \$1 billion. So the need around facilities is -- it's definitely a need within BIE.

Dr. Payment?

MEMBER PAYMENT: That was awesome. Hey, so I wanted to share with you, Tony, that

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last year's Annual Report and again in this year's Annual Report we talked about how the schools' -- backlog of school construction was left out of the -- well, previously it was whatever the -- I forget the name of it but the language that never happened and then the jobs and infrastructure that were entirely left out because in our request for budget formulation on the NACIE side, you know, we also were recommending the backlog be caught up.

And so I wanted to share that with you that we -- you know, we reinforce the backlog needs to be -- and then new construction because tribes are -- tribes that are adopting -- tribal schools, tribal grant schools -- are outperforming all other forms of schools and so that really is the model of success under the BIE.

But, you know, it makes it challenging when a school is -- considering opening in the school but there's no new

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construction funds. And so we're working hand in glove in supporting that in our -- in our Annual Report.

MR. DEARMAN: And thank you for that. You know there is something that when we work with DFMC -- Division of Facilities Maintenance and Construction -- we created what they call a Facility Conditions Index Report and this is something that's been very useful for our tribes because you can go to that report and actually see where your school ranks in the area of falling within priority lists of being replaced.

And one -- another thing I've told our school leaders and our tribes is we can actually provide a facility condition index for every building that's on their campus and we have been finding that that's very useful because when our tribes go to the Hill they have that information to really push for additional funding.

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And there was one thing I would like to make clear, when we talk about deferred maintenance -- I might have said this in our first meeting -- that's just to get our buildings up to par.

Our kids, our staff, our tribes, they deserve better than just par. So, you know, that little over \$1 billion in deferred maintenance -- to get it to where we really want that, for our students and our staff, is going to be even higher than the \$1 billion.

MEMBER PAYMENT: Dr. D, I see Robin has her hand up.

CHAIR JACKSON-DENNISON: Yeah. I was just trying to recognize Robin. Go ahead.

MEMBER PAYMENT: Sorry.

MEMBER BUTTERFIELD: Yeah. One of the questions that I have really is around instruction. What is your, I guess, overall plan for improving the quality of teaching in the classroom and then how do you know whether

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you've been successful in terms of student outcomes?

MR. DEARMAN: Great question. And, Robin, I think that was something on one of the questions that you had asked before when we didn't have the data to answer.

MEMBER BUTTERFIELD: I'm sure I probably did.

MR. DEARMAN: Well, you know, we have our first ever Standards Assessment Accountability System within the BIE. We went through negotiated rulemaking and went through consultation to establish that because what we have dealt with in the past is we have dealt with, you know, we have schools in 23 states and they've taken multiple assessments.

However, in the SO we have made sure too that our tribes have the ability to waive out of our system.

So we at least have our own Standards Assessment and Accountability System

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to where we can start aligning our curricula with the standards to be assessed.

Having meetings like we have had this week -- this week we have had the interactive data workshop and it was hosted by a division of performance and accountability and we're looking at data entries. But really breaking down that data down to the school level and looking at grades and how they're performing.

In our assessments and accountability system we also have benchmark assessments because we have to know where our schools, our students are, because we all know the pandemic has really -- we have some learning loss that we have to make up.

So our -- the way we're going to know if we're making ground is looking at the level or percentages of proficient students throughout our entire school system.

Looking at our professional

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development opportunities that we're providing our staff, one of the things that we are doing is, you know, we got caught in the pandemic without having good IT support.

We're building out IT support since the pandemic to where our students -- we're going to be implementing blended learning -- and I want to make sure it's clear because when we have had started pushing this out some of the teachers thought that we were trying to replace them with technology.

And so we have had to really be letting our teachers know technology is only a tool, that it's always going to be the teacher that makes the difference.

So having that blended learning where the students have the IT equipment at all times no matter where they go, they have access instead of a backpack with seven giant books and notepads and things like that -- having that blended learning and targeting the

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standards and really looking -- use them last year and this year as a baseline of proficiency within our student achievement.

But I do want to say this, too, is that there's other areas of data that we can look at to see if we're really progressing and improving the BIE that impacts student achievement like our quarters, because we know that our quarters are in dire need to recruit and retain teachers.

So, Robin, and I could go on and on about the different areas that we're going to be looking at and measuring for success. But, ultimately, around that is making sure that our teachers in our school system know the standards that they're going to be assessed on, providing technical assistance training for them, and tracking that to where we have every year -- every year we have the data and we know where we need to make improvements based on the standards and our student assessment scores.

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MEMBER BUTTERFIELD: I mean, I'm really glad to hear you sharing some of that. I just remember, you know, when I was -- back when we were in the system and there were school improvement specialists, you know, I went out to all 14 schools in the Northwest and I met with all the principals.

I observed in classrooms, and I asked each one of them for their tool for assessing teacher performance and everyone had a different tool to having no tool.

And then when I brought them together I took the names off of the tool and I handed them out the samples, out to everybody, and I just asked all the administrators -- I said, you know, this is the range of things that people are using but what do you think is a good one, because there were some that were very detailed to others that were just random conversations about how are you doing.

And so that -- what appeared to me

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is that there wasn't anything that was systemic and that's what I guess I'm asking. And I know with the tribal contract schools there's a lot of independence, you know, for how they do that. But I'm just still curious about, yeah, how those conversations occur and how administrators know if there's effective instruction going on in the classrooms.

MR. DEARMAN: And that is a great question. In our 55 bureau-operated schools we use the Federal Teacher Performance System, which, you know, there's five elements there and we all know that there's a lot more that goes on in the classroom than five elements.

So incorporating performance in our standards of the government's EPAS system -- Employee Performance Appraisal System -- we have done a better job of getting out and making sure that our principals have these in place and that our teachers are being evaluated.

As far as the 128 tribally-

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controlled that's definitely a topic of conversation that our EPAs -- our education program administrators -- and our associate deputy directors are having with the schools and providing technical assistance along the way.

This is the one thing that I think -- and it's just like any other school system. Some of our schools are performing outstanding. They're doing wonderful things.

Bringing those schools in as -- I'm going to say as a mentor, really sharing best practices, we need to do a better job at doing that and I feel like that's what we're doing here this week is we're giving schools the opportunity to talk about their best practices and sharing what's working.

And by bringing the school leaders, there's been some conversation around, you know, teacher performance. So this is another way of doing that. But you're spot on around

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the performance standards of tribally-controlled and the BIE.

CHAIR JACKSON-DENNISON: Thank you for that question, Robin. That's really good and your answer, too. I have a question. I don't see any other hands up from the Council so far.

MEMBER WHITEFOOT: My hand is up. Oh, I thought I had it up. I may not have it up.

CHAIR JACKSON-DENNISON: Well, go ahead, Patricia. Then I'll ask my question.

MEMBER WHITEFOOT: Oh, no. Go with your question because I see Charles Cuny's hand up, too. We're taking questions from the Council.

CHAIR JACKSON-DENNISON: Okay.

MEMBER WHITEFOOT: My question -- and I applaud you on all the work you're doing. It sounds really -- and I come from the background of school reform.

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My expertise is really looking at -  
- looking at the system and having a systems approach to meeting the needs of each school that I've been in, and I've been in three schools as a superintendent and every school has been different as far as two of the tribes were Navajo and then -- I mean, two of the schools were Navajo and the one I'm in right now is San Carlos Apache, and really getting the stakeholders' involvement with the -- with system changes, system reform, has been instrumental in helping.

So I didn't know if something that -- especially with the trauma-informed piece, I don't know how that's -- if that's happening in the Bureau schools or I know it's hit and miss in the public schools but in the Bureau schools how are -- how is it faring in that sense of really getting to the core of issues that we have had over a hundred years of dealing with in Indian education.

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MR. DEARMAN: That's a fantastic question. You know, we had prioritized behavior health support within the BIE before the pandemic and the pandemic just really prioritized and highlighted the need of behavior health support across the entire education system.

What we have done is we have been working to get a national behavior health and wellness plan off the ground -- a program off the ground and the White House -- there was actually a press release today that the White House put out because we are almost live to the point of where we're able to really support all of our Bureau-operated schools, all of our tribally-controlled schools.

But the language that we have included in this contract is our tribal control or tribally-controlled colleges and universities and it's -- it could be one of the largest behavior health contracts that the

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Department of Interior has ever had in place and what that's going to do is provide the 24-hour hotline and another -- you know, virtual counseling.

But the piece that I'm really excited about is, unfortunately, whenever we have suicidal ideation or, you know, the completion, sometimes we see clusters start popping up.

We start seeing multiple suicidal ideations or attempts and we have always had to really rely on local resources as a crisis team. So in this contract we have a crisis team that we can deploy whenever we have that situation arise within our communities and I know that that's definitely needed within our system.

The other things that we have done to really assist our schools is looking at local resources. We have had weekly meetings with Indian Health Service as well as even CDC to look at making sure our schools were safe

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facilities.

But the behavioral health support from Indian Health Services, that collaboration along with tribal resources, is something that we have really worked hard to make sure that we connect our schools with their local resources.

So we are addressing that through the behavioral health and wellness program that we're implementing. Also, we have been providing technical assistance to our schools because through the COVID funding and the ARPA funds they have also the ability to go out and contract any type of behavior health services they needed with those funds as well.

CHAIR JACKSON-DENNISON: Thank you for that. We'll go back to Patricia.

MEMBER WHITEFOOT: Thank you, Deborah.

So the question I have, we were -- previously to our meeting with you right now we had a discussion on the White House Initiative

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for Native education in tribal colleges and universities and we were being asked by the -- our staff there with the Department of Education about, you know, implementing that and in that Initiative we have a White House Council whereby I think you are serving as the co-chair and I don't remember who the other one was serving as a co-chair.

But, anyhow, according to the Initiative when you begin taking a look at that there's work that needs to be done and so having worked on the -- also our Annual Report to Congress, you know, I requested that the staff provide us, like, an organizational chart whereby we're working with Department of Education and what are the responsibilities and roles and how do we interface with one another.

Similarly, it's a question I have for the Department of Interior -- how does NACIE interface with Department of Interior and then how do we entertain -- interface with the

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Department of Commerce.

Also, at the same time, having been a former superintendent of a Bureau-funded school we also worked closely with Department of Health and Human Services. But that isn't necessarily under our purview as NACIE.

And so my question is, again, having been a superintendent of a Bureau-funded school, I know that similarly for our administrators, our school boards, our parents, you're also juggling all those rings too, you know, with these silos that are -- exist out there.

And so how do we make certain that we get clear representation for our tribally-controlled schools, you know, from the tribes in this process, particularly of education. I'm former tribal council so I also understand and have worked on some of the committees, you know, with Congress and so I understand, you know, what's going on.

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But how do we allow for continuity, consistency, and increased funding? What are your suggestions for working more closely with you and making certain we're getting the voices of our tribes, tribal-controlled boards, tribal-controlled schools and, you know, the Bureau-funded also?

MR. DEARMAN: Well, we could write a book on that and --

MEMBER WHITEFOOT: Oh, I know.

MR. DEARMAN: -- and we could go and sell many books. You know, the one thing that we have started doing is -- knowing that we have schools in 23 states is we are also a member of the Chief Council of State School Officers -- CCSSO -- and we have had the opportunity to present and tell about our schools to the entire body of CCSSO.

To really truly represent everyone would be to have the Bureau of Indian Education at the table, the state education at the table

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with the tribes, because those three entities in every state, you know -- and definitely Julian and Jason from the Department of Ed -- but when you really look at having input and building the collaboration it would be the BIE, state that the schools are in, along with the tribes that are impacted through the education process.

You know, I would definitely say that Department of Ed would really need to, like, Julian's team and Jason would need to be part of the conversation because they would need to know what they could actually push through the Department of Ed as well based off the needs from the conversation in each state.

You know, there is something I know that's been mentioned with our members here is BIE has 7 to 10 percent of all the indigenous students across the system.

The remaining 93 to 90 percent are in the public school system or other education

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systems and throughout the state. So, you know, we believe that we should -- we need to be at the table.

But I think, Patricia, that would be one way that we could actually really bring the collaboration that you're talking about together and on a regular basis because when you look at the turnover in the education or the state education leaders it's regular and every time there's a turnover -- and we say this working with our tribes -- we try to keep track of our tribal elections because if there's a turnover we need to be at the table meeting with our new leadership.

So it's going to be continuous -- a continuous process. But that would be something I would select we could put in writing and, you know, someone like NACIE or other education organizations to the system making sure that's written somewhere and that becomes a policy that we all go by -- that procedure.

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MEMBER WHITEFOOT: Yeah. And so thank you. I'm just thinking about, you know, the subcommittees that we have. There's a sense that there should -- we have our report subcommittee, we have our bylaws subcommittee and so I'm thinking that there needs to be a Bureau subcommittee.

But then we have to take a look back at the initiative which says that the Bureau of Indian Affairs or DOI is co-chairing this initiative.

So my question is getting to be so how do we make certain we're working on that but at the same time with NACIE as a whole how do we make certain we're getting the voices of our Bureau-funded schools and, you know, to 97 schools, all of them?

Because on the committee right now I don't think we have that voice of the Bureau. Some of us have experience in working with them but having the body, I think, is important.

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MR. DEARMAN: And I believe that with the 10-year Native language plan that's coming out it's going to have an impact. That is going to be a vehicle that's going to impact all of our states and all of our schools.

I feel like there is representation from all of our indigenous students through that plan because the Department of Ed they're also part of that. I know Jason and Julian are right alongside of us in that.

MEMBER WHITEFOOT: Okay. So we'll need to really dig deep into that as well. All right. Just wanted to share that with you. Thank you, and I appreciate you staying at the BIE.

I mean, we talk about transitions and the ones that I mentioned with our Department of Ed staff as well -- you're going to be here but we don't know how long.

MR. DEARMAN: Do you know something that I do not? Maybe we need to have a call

after this meeting.

MEMBER WHITEFOOT: Thank you for your leadership.

MR. DEARMAN: Well, I can tell you this. I've never had a job that partners in this position, but I've never had a job that's more meaningful. So I have no plans of leaving this position.

MEMBER WHITEFOOT: Thank you.

CHAIR JACKSON-DENNISON: Thank you, Director Dearman.

Are there any other questions from the Council or would you like to go into any other things that you wanted to talk about with us or did we answer all the questions that people have? That's what I'm asking right now is do you have anything else you want to share with us, I guess, is what I should say?

MR. DEARMAN: Deborah, was that for me or for the members?

CHAIR JACKSON-DENNISON: It's for

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you.

MR. DEARMAN: Okay.

CHAIR JACKSON-DENNISON: It's from  
all of us.

MEMBER PAYMENT: Hey, Tony?

MR. DEARMAN: Yes, sir, Dr. Payment?

MEMBER PAYMENT: We need a visit.

MR. DEARMAN: Absolutely.  
Absolutely.

MEMBER PAYMENT: Come for a visit.  
We have added to our school. We'll take you  
out for white fish.

MR. DEARMAN: Okay.

MEMBER PAYMENT: But you got to pay  
for it. You got to pay for it.

MR. DEARMAN: Yeah. I was going to  
say, you know -- you know food always. That's  
my language.

Yeah, there is something that I'd  
like to make sure the members are aware of that  
we're hearing a lot of from our tribally-

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controlled schools as well as our Bureau-operated schools and that's the continued support for ISEP appropriations because that is one thing -- and I know Mr. Cuny has his hand up and I cheated and looked at the chat -- and that will help our schools with teacher recruitment and retention, having the ability to offer the same pay.

The Congress did give us an increase in appropriations in ISEP. But a lot of those schools with the expectations that our tribally-controlled schools use that to get on the same level as the Department of Defense schools pay that we pay in our Bureau-operated schools.

However, we know that a lot of the schools have been in need of increased ISEP and had other needs outside of increasing the pay for the current staff.

So but we have been working with our tribally-controlled schools to let them know

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that there is the expectation that Congress is going to increase the pay, which would help retention. But the continued increase, because this is something that, again, that we have heard from our tribally-controlled schools and our tribes, is there has to be an increase in ISEP appropriations to continue with the increases of the staff and to be competitive with the states that our schools reside in.

And then, of course, the facility - - the facility piece, you know, with the needs that we have and the funding that we're receiving that's definitely going to be a need within the Bureau of Indian Education.

CHAIR JACKSON-DENNISON: Thank you.

MR. DEARMAN: Absolutely.

CHAIR JACKSON-DENNISON: If there's no other, I guess that we're -- that concludes our visit with you.

MEMBER BUTTERFIELD: I have my hand up. This is Robin.

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CHAIR JACKSON-DENNISON: Okay. I didn't see you, Robin. Go ahead.

MEMBER BUTTERFIELD: Just one more quick thought, I guess. You know, when I was working in Washington State it was the first time that we had explored the possibility of tribal compact schools, which meant that the schools could get state dollars and, of course, most of those were Bureau schools that were eligible for those funds.

So it increased exponentially the amount of money that those schools could have to operate. So I'm kind of curious if you're aware of that whole infrastructure that was built in Washington and if that could be, you know, explored with other states, if they've seen that model that, you know, could benefit other BIE-funded schools elsewhere.

MR. DEARMAN: Thank you, Robin, and you're correct. I believe we have seven schools that are part of the compact schools with the

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state of Washington and, you know, again, that's a relationship that we would love to have with all of our states.

But we're -- what we have in the Bureau of Indian Education is we have some of the states that our schools -- the tribally-controlled schools will receive funding from the state and it seems to be it's more of the northern states where they actually -- the state works with them and provides additional funding.

And then when you look down to our southern states the states really have not had a lot to do with this and it's just going to vary in the 23 states that we have.

MEMBER BUTTERFIELD: So I guess my question, though, is how could you promote that, share that, kind of energize other places with that success?

MR. DEARMAN: One of the things that we have started doing to promote that is we

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bring up, like, through meetings like this, we let our school leaders, our school boards, our tribes know what other states have because I know that there is a -- there's a group of school leaders and school boards in New Mexico from our tribally-controlled schools that are starting to work with the New Mexico delegation to see what they can do in working with the state to be recognized and possibly receive some funding from the state.

So by sharing that information in there every chance we have an opportunity, to collaborate with the state that we reside in it would be appreciated and that's how we -- that's how we do that.

CHAIR JACKSON-DENNISON: Okay. Any other questions?

MEMBER PAYMENT: Dr. D?

CHAIR JACKSON-DENNISON: Yeah?

MEMBER PAYMENT: Well, I was just going to add to that topic. So, you know, we

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-- I got excited. This is going to sound strange coming from me but I got excited when Secretary DeVos became the secretary because she has a long-term sort of advocacy for alternative education and the terms of, you know, different ways charter schools, basically, your schools of choice, and I just dropped into the chat a report that we did at NACIE in anticipation that there might be a new opportunity. And so there's, you know, these compacts.

But, you know, I'm a 'mend it, don't end', it sort of person with public schools. But in the meantime we still have the worst graduation rate and it's persistent.

Tony, earlier I explained -- it's in our report -- that it's ironic but the graduation disparity between Natives and non-Natives is the same as it was in 1969. It hasn't changed.

We have had -- we have increased but

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we have increased that in tandem with the general population so the disparity still exists. And so as long as that happens we need an alternative and -- or choice and the ideal for my community has been a tribal grant school that we operate and with funding from the BIE and we have an excellent school. It's outperforming the public schools.

Whenever we add to it we have a waiting list to get in and so we need to do more of that. When tribal people are empowered to educate their own people we do it best.

And so this is a long-term strategy, but anything -- anything we can do in partnership to advocate for new opportunities for Indian kids to get educated and not get left behind we're all in.

MR. DEARMAN: Thank you for that statement. You know, that is something. I actually attended one of the sessions here over graduation rates because I am still having a

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hard time believing that our graduation rates are that low and I'll tell you why.

In looking at some of the data when I first came in as director we would have schools reporting zero percent graduation rate and the ones reporting zero we attended and said, okay, did we just not have a graduation at this school last week? How do we have a zero graduation rate?

So what we have to do -- and I'm going to own this one and this is something that I'm pushing our team -- we have to make sure that our schools know to keep track of that fully four-year cohort and Infinite Campus, our NASIS system because what's happening is we have turnovers in our staff in our schools and if a student leaves it's critical that we go in and we do the drop down tabs to transfer in, to transfer out.

But what's happening is we're seeing schools that are having a graduation report and

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then when you look at the dropout report the same student that graduated had left somewhere in that four-year cohort but came back but was never really picked up and Infinite Campus was not updated to reflect that student came back.

So we have some catching up to do. I've asked for specific graduation report training that's going to be in Phoenix to where we really start working hard and diligently with our high schools to make sure that our graduation rates are reported accurately.

That's the only way we're going to be able to go in and say, okay, now we know that the graduation reports are accurate. Now let's start developing some programs working with tribes, local resources, to see how we can support our students.

But we have to make sure that we have a great starting point, a baseline of information that's accurate, by accurate data reporting.

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CHAIR JACKSON-DENNISON: Thank you for that and I totally agree with that. It's all a numbers game and it's something that has to be done or it's not a true reflection. So accurate reporting is so important.

Any other questions? Otherwise, we really thank you, Director Dearman, for all the work you do and we especially like your -- I do anyway -- your innovative way of doing things for Indian country and for the Bureau schools. So thank you so much on behalf of the Council. That concludes our session with you.

MR. DEARMAN: Well, thank you. I do have to give a shout out to my team. I have an exceptional team. So I couldn't -- I couldn't be in this position and doing the job without great team members and great support. So thank you all. Appreciate your support.

CHAIR JACKSON-DENNISON: Thank you. There is another question in the chat that comes from one of our -- one of our new Council

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members.

It says, what about the chronic absenteeism rate gaps that exist between Native students and other students? That's something that's always an issue. I know that from even our Native students in the public school sector. It's very difficult.

MR. DEARMAN: And that is a topic of training that we have in our session and, again, I'm going to really look at local resources where we have tribal support and dealing with the absenteeism of our students.

It seems to be a great collaboration and partnership to where we can work together to reduce the number of absenteeism or the truancy issues that we may have in some of our schools.

CHAIR JACKSON-DENNISON: All right. Well, thank you so much. If there's no other questions we -- oh, Robin has her hand up.

MEMBER BUTTERFIELD: Sorry. It's

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more a comment. I know I put you on the spot during Hill Week about whether you read the NACIE report. So I won't ask you that again.

But I just want to thank you for, you know, actually staying in the Bureau for a while because it's hard to get a grasp of that whole system short term, and over time, I think, you know, we can see things are getting better. So (Native language spoken.) for that.

MR. DEARMAN: Thank you.

MEMBER BUTTERFIELD: And we'll have a new report coming out that you can read.

MR. DEARMAN: Well, my team members definitely they push that Report in front of me and say this is a must read. You have to read it. So yeah.

MEMBER BUTTERFIELD: Oh, perfect. Perfect. Thank you.

MR. DEARMAN: Yes. Absolutely.

CHAIR JACKSON-DENNISON: Okay, thank you. I know we thank you for your going over

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the time, too. You let us go over the time with you. So thank you so much.

MR. DEARMAN: Thank you.

CHAIR JACKSON-DENNISON: Back to our agenda. I think that pretty much wraps up our agenda for today. Am I right, Crystal?

DR. MOORE: Yes, ma'am. You're -- we're all done for today and you've got plenty of time with Director Dearman there at the end.

CHAIR JACKSON-DENNISON: Thank you, and we will go ahead and recess until tomorrow. So --

DR. MOORE: Sounds good. Thank you. Contractor, can you close this up? See you all tomorrow same time, same link, hopefully the same and more faces. Thank you.

MEMBER BUTTERFIELD: Thank you.

PARTICIPANT: Thank you. Good night.

MR. GUERRERO: Thank you.

(Whereupon, the above-entitled

matter went off the record at 4:39 p.m.)