

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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TUESDAY
AUGUST 29, 2023

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The Council met via Videoconference,
at 1:00 p.m. EDT, Deborah Jackson-Dennison,
Chairperson, presiding.

PRESENT

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

ALSO PRESENT

- CRYSTAL C. MOORE, Designated Federal Official
- JULIAN GUERRERO, JR., Director, Office of Indian
Education, U.S. Department of Education
- MAHOGANY HOPKINS, LPE Associates, LLC

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1:06 p.m.

DR. MOORE: Hello and good afternoon, everyone. Welcome to NACIE's third meeting of fiscal year 2023.

I am going to immediately turn it over to our NACIE Chairwoman, Dr. Deborah Dennison. She will give us a roll call and call to order.

CHAIR JACKSON-DENNISON: Good morning. (Native language spoken), everyone, and welcome to our NACIE meeting.

We have what seems like a pretty long two days, but I want to start by asking if we can please put up the members of the Council so I can do roll call. I know we have some new ones. I don't remember all of them.

I'm going to start with a cultural opening before anything else. I'm going to ask our elder, Patricia Whitefoot, to lead us in a cultural opening.

MEMBER WHITEFOOT: (Native language spoken.) Good morning. I introduced myself in

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the language of the Yakama Nation in Central Washington State.

As we go forward, Deborah, I'd like to make certain that we do not record this part of our presentation today.

(Whereupon, the above-entitled matter went off the record at 1:08 p.m. and resumed at 1:12 p.m.)

CHAIR JACKSON-DENNISON: Thank you.

Am I still muted? Can you guys hear me?

DR. MOORE: We can hear you, Dr. Dennison.

CHAIR JACKSON-DENNISON: Okay, okay. When it went off, I don't see anybody or anything. I just have the list of the National Advisory Council on Indian Education members.

I want to again say thank you, (Native language spoken), to Patsy for chairing that. The story behind it, it's very much heartwarming and appreciative.

The way I think we'll do our roll call because we haven't all met each other in person

-- this is our second meeting with our new members. It's online. I think we'll go ahead and start with introductions through roll call, like we did the last time. So I'm just going to go by the order of the list that I have that I pulled up in the chat.

I'll start with Phyliss Anderson.
Chief Anderson, are you here?

Okay. We'll go on to Duane Bedell.
MEMBER BEDELL: Good afternoon. I hope everybody is doing well. I'm present. Can everybody hear me?

CHAIR JACKSON-DENNISON: Yes.

MEMBER BEDELL: Okay. Did you want us to do a quick introduction of ourselves? I'm sorry. I missed the last --

CHAIR JACKSON-DENNISON: I do. I'm sorry.

MEMBER BEDELL: I apologize. Duane Bedell, (Native language spoken). I reside in Bay Mills, Michigan, which is located in the Eastern Upper Peninsula of Michigan. I live

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along the shores of Lake Superior.

In addition, I'm also the college president for Bay Mills Community College. I've been in this role for four years now. It's just a pleasure and honor to serve on this very important Committee, so I look forward to working with everybody. (Native language spoken.)

CHAIR JACKSON-DENNISON: Thank you, Duane.

Dr. Jolene Bowman?

DR. MOORE: Mahogany and Dave, can you see if she needs help unmuting her microphone?

CHAIR JACKSON-DENNISON: And I've lost the ability to open up my video. I'm not being rude or anything. I just can't open up my video. It's shut off. I don't know what's going on.

DR. MOORE: Dr. Dennison, we will troubleshoot. Dr. Dennison, would you mind going to the next person while we're --

CHAIR JACKSON-DENNISON: Okay. Let's go on to Mandy Smoker-Broaddus.

MEMBER SMOKER-BROADDUS: (Native

language spoken.) I'm Mandy Smoker-Broaddus. I'm a member of the Fort Peck, Assiniboine, and Sioux Tribes here in Montana. I was formerly the Director of Native Education for the State of Montana for ten years. And also an educator, school administrator, and tribal college instructor.

I currently work for Education Northwest, a non-profit based out of Portland, Oregon. I provide technical assistance and other services in education around the Indigenous country.

It's really nice to see all of our new members. And thank you, Dr. Dennison.

CHAIR JACKSON-DENNISON: Thank you, Mandy. Okay. I'm going down the list here. Let's go to Dr. Donna Brown.

MEMBER DONNA BROWN: Good morning, everyone. I am currently the President of Turtle Mountain Community College.

DR. MOORE: I'm sorry. Dr. Brown, your audio is low.

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MEMBER DONNA BROWN: Okay. You can't hear me?

DR. MOORE: It's just a little lower. I don't know if you can maybe get closer to your microphone to help everyone hear you. Thank you. Sorry about that.

MEMBER DONNA BROWN: Does this help?

DR. MOORE: It does.

MEMBER DONNA BROWN: Okay, good. I'll try to get someone to fix it if I need to speak again.

Hi, everyone. I'm Donna Brown. I'm currently the President of Turtle Mountain Community College. I'm a tribal member here back home, serving the institution where I got my start in education about 30 years ago. So very happy to be a member of this Council once again. Thank you.

CHAIR JACKSON-DENNISON: Thank you, Dr. Brown. We appreciate having you too.

Doreen Brown?

Let's go to Robin Butterfield.

Okay. Let's go to Dr. Theresa John.

MEMBER JOHN: (Native language spoken.) I am a Yup'ik Eskimo from Bering Sea Coast. I've been an associated professor with the University of Alaska Fairbanks.

I'm the daughter of late Chief Paul John and one of the ten children in the family. I've been a lifelong advocate for Indigenous language, education, and cultural teaching. It's nice to see new members as well. Good morning.

CHAIR JACKSON-DENNISON: Good morning, Dr. John. Thank you too.

We'll go on to Lucyann Harjo.

MEMBER HARJO: Good afternoon. Can you hear me okay?

CHAIR JACKSON-DENNISON: Yes.

MEMBER HARJO: I am Lucyann Harjo. I'm the Coordinator of Indian Education for Norman Public Schools. I'm sorry for the loud noise. I'm currently on a field trip with students. I'm Navajo. I'm glad to be here.

CHAIR JACKSON-DENNISON: Thank you and

welcome again.

Next is Dr. Aaron Payment.

DR. MOORE: I know he was trying to get into the meeting and was having technical issues.

Mahogany, could you and Dave reach out to him, please?

CHAIR JACKSON-DENNISON: Okay.
Sedelta Oosahwee.

MEMBER OOSAHWEE: Good afternoon.
Sedelta Oosahwee. I'm a member of the Three Affiliated Tribes. I'm also Cherokee. I work for the National Education Association where I'm a senior policy analyst and an outreach specialist where manage the American Indian/Ala Native portfolio. I'm happy to be here.

CHAIR JACKSON-DENNISON: Thank you,
Sedelta.

Dr. Joely Proudfit?

Virginia Thomas?

MEMBER PROUDFIT: This is Joely.

DR. MOORE: I'm sorry, Joely. It seems like you're having connectivity issues. She is unmuted, Dr. Dennison.

CHAIR JACKSON-DENNISON: She's unmuted?

DR. MOORE: She is, yes, but maybe she's having connectivity issues.

CHAIR JACKSON-DENNISON: Okay. We'll go on. How about Virginia? Is Virginia here?

MEMBER THOMAS: I'm here. Can you hear me?

CHAIR JACKSON-DENNISON: Yes. Hi, Virginia.

MEMBER THOMAS: It looks like my camera is really high but I am here.

Okay. I'm Virginia Thomas. I am a member of the Muscogee Creek Nation. I have been a member of NACIE. I was commissioned under Bush.

I have served on the National JOM Association as their board president for 16 years. I'm a founding member of that

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organization. I am currently working as the Community Chair of the Okmulgee Indian Community. I've been an educator for over 50 years.

I welcome you all. I look forward to working with you. Thank you.

CHAIR JACKSON-DENNISON: Thank you, Virginia.

Patricia? I'll go ahead and let you introduce yourself again.

MEMBER WHITEFOOT: (Native language spoken.) As I shared earlier, I'm a citizen of the Yakama Nation. I have descendency also in the Taidnapam, Klickitat, Skiin, Spokane, and Dine. I reside in White Swan, Washington.

I've also been very actively engaged with the National Indian Education Association and am currently on the board. I'm one of the founding members of the National Indian School Board Association and the current work that's going on with the Native Boarding School Initiative?.

Along with others, I just want to give

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a shout out to my grandson that's on here (Native language spoken) and my sister, Gloria Hale. Thank you.

CHAIR JACKSON-DENNISON: Thank you, Patricia. And yes, Gloria Hale, my sister too.

Let's go back to Robin. Has Robin joined us by chance?

DR. MOORE: I do not see that she's present, Dr. Dennison.

CHAIR JACKSON-DENNISON: Okay. What about Dr. Payment?

DR. MOORE: No. We have not been able to connect with Dr. Payment, but Doreen Brown has now joined us.

CHAIR JACKSON-DENNISON: Okay. Doreen?

MEMBER DOREEN BROWN: Good morning. Can you hear me?

CHAIR JACKSON-DENNISON: Yes.

MEMBER DOREEN BROWN: Good morning, everyone. Welcome, new members. We appreciate you joining us. I'm a tribal member of the Tribe

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of Aniak in Alaska. I'm a mom of two and I'm Director for Title VI of Indian Education and Migrant Education in Anchorage, Alaska.

I've spent the last year really helping my parents and connecting with my family, enjoying being a mother of one. She's still at home, and I have a grown son. Also, reclaiming my health. It's been a great journey for the year. I look forward to new adventures for the fiscal year. Thank you.

CHAIR JACKSON-DENNISON: Thank you, Doreen.

Did anybody else join us? Dr. Proudfit, is that you that I hear?

MEMBER PROUDFIT: Yes, I'm here.

CHAIR JACKSON-DENNISON: Okay. Do you want to do a brief introduction? Or as long as you want, really.

MEMBER PROUDFIT: Good morning, everyone. I am Dr. Joely Proudfit. I'm Luiseno/Payomkawichum and Tongva.

I am the Director of the California

Indian Culture and Sovereignty Center at Cal State San Marcos and the Chair of American Indian Studies at Cal State San Marcos. I'm happy to be here. Welcome to the new members.

CHAIR JACKSON-DENNISON: Thank you, Joely.

Okay. I think we've circled back with everyone. Chief Anderson, is she on now? Okay. I'll do my introduction. I was trying to multitask and get on a different way because I don't have my video, and I think it's really improper for me not to show my video. In any regard, I'll get on eventually.

I'm Dr. Deborah Dennison. I'm bilagaana, born for the Kinyaa'aanii Clan. My paternal clan is Ashiihi. I am originally from -- well, my father is from Teesto, Arizona, but I grew up and was raised in the Window Rock area.

My home now on the reservation is in Tohatchi, New Mexico. I make my home there. My kids are all grown. San Carlos Unified School District as superintendent. This is my 20th year

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as a school superintendent. It's hard to believe. It went by fast.

I'm excited to be here and I know that we've got some wonderful new members that joined us the last meeting. I'm looking forward to the work that we do on NACIE to be productive and to be getting to the grassroots level of where it needs to happen, what needs to happen in Indian education across the nation.

So thank you, everyone. We'll go on and call the meeting to order. Can you put the agenda up?

MEMBER WHITEFOOT: Deborah, can you also let us know how many folks we have --

CHAIR JACKSON-DENNISON: Okay, sure.

MEMBER WHITEFOOT: -- for NACIE that are present? It sounds like there were individuals who are present but weren't able to connect.

CHAIR JACKSON-DENNISON: Right. I don't know if Aaron's on but we have one, two, three, four, five, six, seven, eight, nine, and

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ten. Did I count that right? Ten, we have ten members present.

MEMBER WHITEFOOT: Okay. So we have a quorum then?

CHAIR JACKSON-DENNISON: We do have a quorum, yes. We are able to go on and call the meeting to order.

Crystal?

MEMBER WHITEFOOT: Okay. Thanks for clarifying that. Thank you.

CHAIR JACKSON-DENNISON: Meanwhile, I'm going to try to sign on on another link. Maybe it'll give me the opportunity while you're talking, Crystal, so you won't see me for a bit.

DR. MOORE: Sounds good. No problem. Hello. Welcome. My name is Crystal Moore. I am a citizen of the Choctaw Nation of Oklahoma. I'm at least a fifth generation Indian educator, a long history. I did have a grandmother that was in a tribal boarding school, so a long legacy.

I started out as an elementary school

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teacher, fifth/sixth grade split. And then I've taught in some form or fashion all grade levels, K to 20, and now have my own little pre-K ones, which is its own type of education.

We also would like to welcome all of our esteemed members here, Department of Education members, and other key stakeholders that we work with.

As per my normal, I'm going to take a quick run-through of the participant list and just call out folks that I know are critical to NACIE's work at the Department of Education and surrounding agencies as I recognize them.

Let's see. Starting at the top, we have Director Julian Guerrero. You will hear from him a lot throughout today and tomorrow. He is the Director of the Office of Indian Education. We are celebrating our 50th year. He is a critical stakeholder and partner of NACIE's work.

And we have all of our NACIE members. Bear with me as I scroll down. We have Ms.

Annabelle Toledo. She has been a program officer in the Office of Indian Education Formula team. I am also a group leader for that team. Annabelle has been with us for about 30 years. She's a member of Jemez Pueblo.

We have Bernard Garcia. He was my predecessor. He was a long-term group leader in the Office of Indian Education and still an active advocate for Indian Ed.

Scrolling down, we have Donna Bussell, who is on our Discretionary team in the Office of Indian Education. And a long-term advocate as well, Dr. Donna Sabis-Burns. She is my counterpart on the Discretionary team as the Office of Indian Ed Discretionary group leader.

And Greg Hindsley, he's one of our program officers in the Office of Indian Education as well. He came from the Department of the Interior after many years.

Jenelle Leonard, I believe, is a previous Office of Indian Ed Director. Please correct me in the chat if any of this is wrong.

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Scrolling down. We have Lisa Sadeghi, who does a lot of work on our contracts for Office of Indian Ed and is critical to all of these meetings for sure.

We have Patrick Carr. He is the Director of the Rural Education and Assistance Program -- I hope I got that right -- in the Office of Elementary and Secondary Ed. He's one of our direct partners.

For the OOE, Ron Lessard. He is a previous White House Initiative Executive Director and is still doing great work for Indian Ed.

And Wanda Lee, who is one of our Office of Indian Ed Formula program officers. She's been with our team for almost seven, eight years now. Nara Nayar, who is our partner with -- she leads IESLN, Indian Education State Leaders Network. So welcome.

All right. I think I was able to get to everybody. Again, thank you very much. I appreciate you all being here. You are all

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critical to the work that NACIE does. Hopefully, we'll continue to do it in other impactful ways.

All right. Next slide, please.

I'll just go ahead and note, LPE, I don't know how this happened. It looks like there was a chat from Dr. Mule that ended up on the slide. Is there any way to remove that?

And if I missed anybody in the participant list, please do put your name, your area of service, and your title in the chat. Feel free to introduce yourself.

So per our previous meeting -- we'll go ahead and transition over to this slide. Per our previous meeting, numerous stakeholders asked to kind of do a review of lessons learned as we're winding up FY23, and do a quick overview of previous meetings so that we could use that to pivot into their activity planning for the FY24 year.

And so this meeting, the goal was to do some wrap-up and then some planning for FY24, hopefully ensuring that NACIE is able to start

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the next school year with boots on the ground running, and really able to make a significant impact on all of your work and our work in Indian education.

So one of the strategies for doing a lessons-learned is a SWOT analysis. We can start here. We can also pivot over to others and we can add other columns. This was just an initial graphic organizer to get it started.

If NACIE members are able to unmute and really take over the conversation, the goal is for you all to share what you thought were the strengths, the weaknesses, the opportunities, and perhaps the threats to you not being able to do what you wanted to do.

And then we can kind of use those to look forward about how we can get your work done that you all are here for and that you're experts in.

Dr. Dennison, would you like to start off the conversation with sharing what you maybe thought were the strengths, weaknesses,

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opportunities, and threats? I think there may be other better words. That's just typical template verbiage.

MS. HOPKINS: She did mention that she was changing her device. Let's see.

DR. MOORE: Okay.

MS. HOPKINS: Dr. Dennison has rejoined. Dave, if you can please make her a co-host?

PARTICIPANT: Okay, all set.

DR. MOORE: She's not able to unmute.

MS. HOPKINS: Dr. Dennison, you should be able to unmute.

CHAIR JACKSON-DENNISON: I got it. Now I got it, yes. I can hear you now. I'm sorry. I missed a little bit of what you were talking about because I was trying to get reconnected.

MS. HOPKINS: Yes. I can do a brief overview.

CHAIR JACKSON-DENNISON: Okay.

MS. HOPKINS: So per the request in

the last meeting and ongoing conversations, the goal of this session is for NACIE members to review some lessons learned from 2023.

This is just one template that's available to us, but basically stating -- we will list out the strengths, weaknesses, opportunities, and then threats or things that may be a hindrance to what your work was for last year.

I had asked if you would be willing to start off the group with what you may have thought were some of the strengths, weaknesses, opportunities, threats, or hindrances to your work.

CHAIR JACKSON-DENNISON: Okay. I'll start off. I know that our strengths are that we have a wealth of knowledge between us all.

I think pretty much, from what I know of everyone so far, the new members, we're pretty well-grounded in our heritage and understanding the significance of how regulations, policies, and matters that are made at the federal level

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impact us at the grassroots level.

We just have a lot of great, great resources as well as strengths in the fact that a knowledge base is very, very, very healthy in that sense and well-off.

Our weaknesses are, I would say, are the not-knowing. I always say a weakness in any organization is communication. And the understanding that what's happening at the federal level sometimes isn't -- we're not understood.

I guess that's a weakness that I always have been aware of since I've become a leader at the national level. The main people that need to know about what's happening in Indian education aren't getting the message or they're not open to getting the message, I would put it.

So that sometimes draws in more weaknesses in us. And as much as we try to get the information in the hands of the right people, talking about our reports, it hasn't been

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recognized as something that can really be an efficient tool for people to use at the top. The opportunities are that we can fix those. There's always hope.

For me, personally, an opportunity has been getting to meet everyone that's on our Council. Great people. And just really getting to make a difference. We really can do that. We've been working on resolving those weaknesses that I talked about already.

We've been talking about getting it to the tribal leaders and to the university professors, in the hands of more people, our report. In the hands of tribal leaders is really important and in the hands of school superintendents that serve Indigenous children. School officials need to have the report so that they can look and see these are the issues. Sometimes people just don't know the issues.

I always say that an education -- this goes back to a weakness. Especially in Indian education, my experience has been people get

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caught up in the check-of-the-box.

That becomes a weakness for us too as NACIE. So it's an opportunity to change that and try to make a difference in the sense of we're not going to stand for just being a check-off-the-box.

We are going to put our voice out there and I think that's what we've been doing. I know with the previous administrations, we really did that. I think we got more responses that way, so we need to do that again with the new administration. Well, they're not so new now. They've been in a couple of years, but with our new people that have joined us on NACIE.

We can do that and make an effort to be heard as to these recommendations that we make and why we make them. They're not just made for any reason. We work in the field of Indian education and we bring the expertise to the organization, and not just the organization but to the different areas of the federal government.

Of course, a threat is always funding.

There's always the threat of -- I think that can be a weakness too. We don't ever know our budget. That's a threat because we don't ever know what -- we can't even have a face-to-face meeting. To me, it's a threat because it becomes a frustration for some of us that are on NACIE.

MEMBER BUTTERFIELD: This is Robin. We are having this all documented.

CHAIR JACKSON-DENNISON: It works well. There's communication --

DR. MOORE: Dr. Dennison, I really apologize. Dr. Dennison?

CHAIR JACKSON-DENNISON: I'm not sure. I'm not pointing fingers at anyone. I'm just saying that --

DR. MOORE: Dr. Dennison, I think it sounds like you're having connectivity issues.

MS. HOPKINS: Yes, Crystal. We suggest turning off the video.

CHAIR JACKSON-DENNISON: That's just an area that I think we could know more about.

DR. MOORE: Dr. Dennison?

CHAIR JACKSON-DENNISON: I can hear you. I'm here.

DR. MOORE: Okay. It's sounding real garbled for me. If you could --

CHAIR JACKSON-DENNISON: It's telling me that.

DR. MOORE: If you could move closer to your wifi --

CHAIR JACKSON-DENNISON: I am.

DR. MOORE: -- your wifi router? Okay, yes. It was sounding kind of robotic, like it was having trouble transmitting.

CHAIR JACKSON-DENNISON: Yes. I am closer to it.

DR. MOORE: Okay. Let's try again.

MR. MARQUEZ: Dr. Dennison, we just turned off your video. It sounds like your connection is more stable. So that should be okay.

DR. MOORE: Great.

CHAIR JACKSON-DENNISON: I just pretty much finished the threats. I don't know how much

you heard.

I just said the threats can become the weaknesses and vice versa, back and forth. I just think more understanding of our Council and where we fit in and understanding the importance of the work we do. They all work together.

It's a great opportunity for us to do work once people know what we do. I just feel like that's something that we need to improve on, our stance, where we stand with the important people that make policy and do policy.

We're doing all these reports every year and they never really -- I mean, we've talked about it so many times. Sometimes we wonder if they get read even. That's it.

MEMBER BUTTERFIELD: There's three hands up.

CHAIR JACKSON-DENNISON: Okay. We'll go with -- Robin was up first.

MEMBER BUTTERFIELD: I think Virginia was.

CHAIR JACKSON-DENNISON: Virginia, go

ahead.

MEMBER THOMAS: Thank you. I hope you can hear me well. I really appreciate what you said, Debbie. Everything you said was true to what we have there. I feel like we should all kind of contribute to these sections here so we can put it all together so that we know what we're working on.

Mainly, just set a foundation for the people that have joined us on the Council as new members to what we've gone through and not repeat what we've already tried, what we can't do, and what we've done. I'd like to give my ideas about this, if that's okay with you.

MEMBER BUTTERFIELD: That's what you're supposed to be doing. Go for it.

MEMBER THOMAS: Was that Debbie?

MEMBER BUTTERFIELD: That was Robin.

MEMBER THOMAS: Is she still on?

DR. MOORE: That was Robin.

CHAIR JACKSON-DENNISON: I'm still on, yes. Go for it.

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MEMBER THOMAS: Okay, good. Thank you, Debbie. As to the strengths -- I'll just make a quick comment in every category -- is the diversity among all of us.

I think the best thing about this is that we come in a diverseness of early childhood all the way through university standards, which includes not just academia but a cultural base, language base.

And we've got all these strengths that we can build upon. Every one of us on this Council has an expertise in certain areas. We're not experts at every area that we have, but all of us have been educators the majority of our lives. We know what works and what doesn't work.

My expertise is a whole different area than Theresa's. Theresa's is different than mine. I think that just works well in our strength.

As far as the weaknesses, the only weakness I see is not coming from NACIE itself, but in our work being unread and unheeded going

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into Congress. When we do a lot of lobbying for other issues that come up, we ask them, have you read the NACIE report?

And they have no idea what these are. They're not reading it. We need to work on that. How do we make sure that the people that sit on the Budget Committee, all these different committees, that they understand what we're trying to tell them about it?

We need to be more involved in getting the word out into Congress for this information. And this was an opportunity that we gave years ago. We were trying to find a director for under the department there. We went out to our tribes. We went out to our individual tribes' newspapers, magazines.

We've put the word out from people to apply for these different positions. And I think that's the opportunity, that we are all connected to our tribe. We're connected to tribal leadership, connected to our communities. So we can assist in getting this word out and

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opportunities that we have here.

I'm really glad to have this opportunity to be heard by people that just want to call in and be on this Zoom call. I know for me, it's very difficult for me to travel anymore like this, so this is the best opportunity that I can do.

And to have this available for anybody, anyone working in the public area, the tribal area that are interested in our issues, they can have this opportunity to call in.

And lastly, the threats that we have, I know that for years when we were trying to work and we were doing these committee works and we did our reports, then it would seem like this Council was treated as if we were just insignificant.

That kind of changed because we're just advisory. I know years and years ago, there were times when we were told, this is what you need to do. This is who we recommend that you hire. This is who you are. And even though we

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were just advisory, we stood our ground in trying to get things done.

So that is the threat, that we didn't have that kind of overall sense that we were significant in what we're trying to get across to the Department of Ed and to the White House.

And then the last thing, I think we've done it now, but it was not having a full Council membership. We need each other. We need the new blood that comes in, the diverseness of the new blood that comes in.

So I'm just happy that we have this opportunity to share all of our issues that come up. I hope each and every one of you have just one issue that you can add to this list. I thank you all for this opportunity. Thank you, Debbie.

CHAIR JACKSON-DENNISON: Thank you, Virginia.

Robin? I think you had your hand up next.

MEMBER BUTTERFIELD: Sure. Thank you. Sorry I was a little bit late.

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For strengths, I also acknowledge the diversity of the Board members. But I think this year in particular, we've had such incredible support from the staff at the Department of Ed, working on the report.

We have follow-through. We have regular meetings. They're willing to do background research for us. It's just made a huge difference in terms of the quality of work that we can produce.

(Native language spoken) to the staff, which includes the Office of Indian Education, and Julian and his support staff.

Another strength, I think this year was the passage of the Native languages revitalization legislation, which is going to move over into an opportunity down the road for tribes, including the creation of Indigenous language centers.

Weaknesses was not having a full Board for the majority of this last year. The second one was not being able to meet in person. It's

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just different when we meet in person, especially with something like this.

We could be seeing what we're saying written down and in front of us, and not repeating ourselves over and over again. So I think that's a real weakness.

That's also related to not having the budget that NACIE has had in the past. I think that is being corrected. There we go. So I think that has contributed to thwarting maybe some of our effectiveness.

Another weakness was that we did not have a current bylaws for the Board. We finally got that passed with some modifications so that we're all clear on how the infrastructure of the Board can work.

So opportunities for me would be -- I don't know all of the ones that exist. There used to be a National Conference of State Legislators Indian Caucus. That would be really interesting finding out what's happening at the state levels, especially as a result of our

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recommendations. That would be very helpful.

I think opportunities also lie in having us be aware of what the political arena is doing. This kind of moves into a threat because knowing what kind of support we have legislatively, I think, is important. Being able to know who can speak on our behalf, either in the House or on the Senate side.

So I think my threats really come from some of the stuff that's happening, the fear of the Republican Party and what it's doing. The banning of books, all of that sort of stuff is definitely going to have an impact on Indian Country if it's picked up at the state levels.

So I think those are really scary threats across the country in terms of curriculum and the ability to teach our Native culture and languages.

And then also if our president changes, then that means we lose possible support for even our Committee at the Department of Ed. There was very little support during the Trump

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Administration for anything that we were recommending.

So I think we need to keep our eyes on the big picture of how those kind of things are going to deter from the kinds of things that we're trying to accomplish. I'm trying not to repeat anything that was said before. Thank you.
(Native language spoken.)

MS. HOPKINS: Hi, one second. Robin, just FYI, your sound was a bit distorted at times. Just to let you know, you can turn off your video to prevent that.

MEMBER BUTTERFIELD: Okay, no problem. Thank you.

DR. MOORE: The video takes extra bandwidth so you may sound robotic if the video is on.

And I quickly want to say that I will do my best to be a note taker for you all with the table that you see in front of you. I can't guarantee it will be perfect. We can also go back and perfect it once we get the transcript

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from this meeting.

So it's okay if you are repetitive. Forgive me if I leave stuff out, but we will go back and really try to flush this table out, and conclude it to your liking by the time we publish it internally with the group. Thank you.

CHAIR JACKSON-DENNISON: Thank you for that, Crystal.

We'll go with Patricia next.

MEMBER WHITEFOOT: Thank you, Deborah. I just wanted to also highlight some discussion that we've had at this processing in terms of putting the report together.

What was significant for me was the support of the current Department of Education staff, specifically the Office of Indian Education and also the White House Initiative. That was very important with the new administration. And similar to what everybody said about the past, just things we have to work through.

I also just want to highlight in

putting the report together, I think during the pandemic, in maybe year three we started using stories, stories of what was going on in Indian Country.

With this particular part, we might summarize specific legislation and goals that we have. It was also important to capture what was occurring throughout Indian Country. The pandemic was one of them.

We were able to use a story from an Alaska Native village about the impact of COVID on the families and communities. Thereafter we began capturing other stories.

So I would just urge individuals if they have any comments for things that are happening in Indian Country, that we pay attention to that as well because in our community we all were impacted by that.

Another strength that the White House Initiative, I think, has provided is the opportunity to work more closely with the Department of the Interior and also with the

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Department of Labor.

And of course, the White House because of the White House Initiative. We've gotten further clarification as we've moved along, particularly from the Office of Indian Education staff, on the need for clarification on policies in our initiatives. So that has been very beneficial for us.

A weakness for me, and I've shared this before, has to do with the changes and transitions that occur with the administration. We always have to look forward to that. Like any organization, even in tribal council or tribal government, you go through changes.

The same happens with Congress as well as the various departments that we've worked with. So we have to be mindful of those transitions that occur with political appointments as well. Similar to what could happen to NACIE is changes could occur because of that, so it's important that we are mindful of that.

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The other weakness, and this occurs in our communities too, has to do with the need to constantly provide education or an Indian education one-on-one to the policy makers who are not familiar with Indian education, the history of Indian education, and also the legislation around Indian education.

So that's something that happens not only at the federal level, but at the state level and at the local level as well, particularly if you don't have someone or a group of people that are maintaining that history in legislation at the community level. I find that as a significant weakness.

The opportunities, as I shared, I just want to clarify. What Robin said around the Native language centers, the opportunity is also therefore the creation of a ten-year plan.

The opportunity is there for us to be able to provide input into the ten-year plan along with the various stakeholders that exist throughout Indian Country. I think it's key that

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we all be involved in that process with Native languages over the duration of that.

As we know, Native languages are in the Department of Education. They're also in Department of Health and Human Services with the Native American Languages Act, as well as in the Department of the Interior.

So we have that responsibility to keep track of what's occurring. But also, I think this ten-year plan will allow us to all come together and work collaboratively, not only in our programs but also at the community and tribal level.

MEMBER BUTTERFIELD: Number three should be in the opportunity column.

MEMBER WHITEFOOT: Okay. Thank you. You know me. I get going here.

DR. MOORE: Yes. And please, anything like that, I'm happy to --

MEMBER BUTTERFIELD: Yes. I just didn't want it to appear as a weakness.

DR. MOORE: Well, that's part of the

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challenge sometimes because what appears as a weakness is actually an opportunity and vice versa.

MEMBER WHITEFOOT: Thank you for clarifying that, Robin. That's what it was. An opportunity is what I was saying.

The opportunity also, because we've had a long discussion about the role of tribal leaders and having been on tribal council for my own tribe and I know that some other individuals on this call are also former tribal council people.

That's important. That's an ongoing need and one that we have to continue to address. I just want to highlight some work that's been going on. And also, the opportunities are not just for the tribal leaders but opportunities for our parents and our grandparents, who are raising our children. That's something I think we really need to take a look at as well.

What about the role of grandparents?
As I shared earlier, it's a joy to be able to

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drive my grandchildren to school every day now, and to be able to pick them up and be involved in their life. They're so much work.

I think about families that have large families. It can be a challenge. I can barely do two. You think about all the other grandchildren that are out there too. Those are opportunities we really need to pay attention to.

The other opportunity is the work that's at every meeting or mostly every meeting. We have the National Indian Education Association that participates in our meetings, which is wonderful. You always want to reach out to organizations like that.

And then also, ongoing communication with the National Congress of American Indians too is important. So not only these large organizations but other organizations really, we want to make certain that we're collaborating with as well when it comes to putting the report together.

Some threats, of course I heard

funding. Over my 50 years in education, that's always been an ongoing issue. And I just want to highlight -- it kind of points to a report that we did. I just want to highlight a recent gathering of tribal leaders at the Tulalip Tribe, which is north of Seattle.

Last week there was a large gathering of tribal leaders, service providers, and community members who attended an opioid summit because of the impact of opioid in our communities and fentanyl and all of that. I've been reading some of the responses to it.

I'm also appreciative of the fact that there's this ongoing vision that tribal leaders and our communities have about continuing to address the historical and intergenerational trauma that exists in our communities.

That's an ongoing issue that we all need to be addressing. I find that we really need to pay attention to this kind of trauma that exists in our community.

So I just want to say thank you,

Deborah, for allowing me to share those few words.

MEMBER BUTTERFIELD: Doreen's hand is up, Deborah.

CHAIR JACKSON-DENNISON: Patsy, thank you. You hit on some very important areas.

Let's go with Doreen next.

MEMBER DOREEN BROWN: Thank you. So for support, the current level of support from the Office of Indian Education staff has been phenomenal.

I'm going to jump to a threat because that level of support, I hope it's not just dependent on amazing staff. We need to make sure that they have enough resources and support to continue this level of dedication to NACIE.

As far as weaknesses, I'll reiterate what everyone else was saying, which is the budget and potentially an increase in the budget. One of the concerns I have is that we don't necessarily have in our meetings a significant amount of time for our meetings to be open to the

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public.

This brings up the point of being able to have face-to-face meetings that are aligned to our cultural knowledge and our ways. With other people, that would bring diversity and other knowledge to NACIE.

So for example, having NACIE meetings before NIA or before NACIE. I think it's important that we solicit public input and be transparent and open to the public.

The other weakness is bringing Health and Human Services into our embrace, our ability to embrace what we have to share. We have to address the full child. They play a significant role in the lives of our Native children.

And then opportunities is to have regular meetings, continue building stronger relationships, and providing updates to a variety of departments. That's all I have.

DR. MOORE: You'll have the opportunity to correct anything I may not have gotten 100 percent perfect.

CHAIR JACKSON-DENNISON: Thank you, Doreen.

Anybody else? I don't see any other hands up. Do we want to just call on people? Okay. There's someone with their hand up, but we're just including the Council members for now.

MEMBER DOREEN BROWN: Actually, I have one more thing to add. This is for new members. I just wanted to know if you felt like you needed onboarding.

Were you supported in coming onto the Council? Did feel like you had enough background knowledge? Is that something that's a weakness that we can enhance to do a better onboarding process? That's for new members.

CHAIR JACKSON-DENNISON: Okay. Thank you, Doreen.

MEMBER BUTTERFIELD: I would like to add under my weakness column, if I could.

CHAIR JACKSON-DENNISON: Yes. Go ahead, Robin.

MEMBER BUTTERFIELD: Sorry. I'm kind

of losing my voice. I think it would be very helpful if we would get the full -- this is under weaknesses, not threats.

DR. MOORE: Sorry. Thanks.

MEMBER BUTTERFIELD: That's okay. I would really like to have the full participation of all the NACIE Board members in one way or another on the report. That's tended to fall on the shoulders of about three people on the Board for quite a few years.

Since we have so many new voices, I'm sure we have different points of view that should be reflected in that report. I just wanted to add that. Not having the full participation of all the NACIE members in the past, that's why it's in the weakness column. Thank you.

CHAIR JACKSON-DENNISON: Thank you for that.

Joely raised her hand. Go ahead, Joely.

DR. MOORE: Mahogany or Dave, can you make sure she can unmute, please?

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MS. HOPKINS: She was having trouble earlier. She is unmuted.

MEMBER PROUDFIT: Can you guys allow me to use my video as well? Okay. Well, I think for strengths, again echoing my colleagues. We have amazing expertise.

Most importantly, we have amazing heart and commitment by not only NACIE Board members but OIE staff. And so I don't need to belabor that point, but everybody is here for all the right reasons.

A weakness is strongly encourage more face-to-face meetings and a coordinated effort for meeting times. So having a calendar so that we can plan in advance, maybe 24 months in advance, so we get full participation.

My colleagues are experts in their fields. Some of them are college presidents. So having the time to set aside a two-day face-to-face, three-day face-to-face, perhaps to really get down to the heart of what matters in this case.

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I think face-to-face meetings, bringing those back, and being very intentional with the agenda. Giving all the members adequate time to have input on the agenda, and that we're strategic and intentional about issues that we are covering and tackling.

For example, not being so coordinated didn't allow us to be ahead of time involved in a more national conversation collectively with the ethnicity requirements and changes that are happening. I think that is such a critical area for all of us to be involved in.

So I think if we meet on a more consistent basis, we can be more engaged with pending legislative issues, policy issues, and opportunities.

I think examining the organization and to make sure the organization, NACIE and its Board, are functioning to the best of its capacity. That means having not just regular face-to-face meetings but elections and subcommittees so that, as Robin said, not all of

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the work falls just on a few people with some of the subcommittee work.

Having more consistency. I know that attending some of these subcommittees and maybe one or two people will show up, maybe no one shows up. After a while it starts to become very, very challenging. I think having more time and a more intentional calendar will be very helpful in that capacity.

The threat is we all recognize that there are political candidates in the Executive Branch that want to do away with the Department of Education. And so perhaps elevating the work of NACIE so that we are not in any way threatened with political whims because the work we do is so critical.

And with a budget allocation this small that is allocated to this group, it makes it perhaps even impossible but definitely challenging to do the work when our student population is very diverse, very dispersed, hard to reach, hard to count.

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And so I think there needs to be not only a budget increase to do the work, but perhaps an organizational increase in capacity to support the OIE staff to do the work that they're doing or to amplify the work to support the recommendations of NACIE.

DR. MOORE: Okay. I hope I got at least the gist of that. Again, Dr. Proudfit, you'll have the ability to reframe and edit.

I'm thinking that maybe some of that was over here too. Did you want me to quickly move some of these items to the opportunities or threats column? Or are you okay with this here for now?

MEMBER PROUDFIT: I'm okay with that for right now.

DR. MOORE: And again, weaknesses can be opportunities and can be threats. It's generally when you take those personality profile tests.

What is it more of? Is it more of the weakness? Is it more of an opportunity or is it

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more of a threat? There's a lot of personal preference in that too.

Okay. Dr. Proudfit, anything else you would like to add before we give somebody else the opportunity?

CHAIR JACKSON-DENNISON: Okay. Mandy has her hand up. Go ahead, Mandy.

MEMBER SMOKER-BROADDUS: Thank you. I agree with, obviously, so much of what my colleagues have already shared. I won't take up time to duplicate.

I do want to say that I feel before COVID, when we were having in-person meetings, I do feel like we were really getting to a much better place as far as our agendas and our programmatic updates from -- let's just say, for example, from the BIE or IES, other entities or parts of the government.

I feel like we were really moving in a positive direction where it did not feel like we were an afterthought, that folks were just bringing to us information of things that were

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already in progress or in motion. It felt more like a dialogue that we were discussing.

They were wanting our input on how they could advance or improve their ideas or efforts. That felt very meaningful, that we were actually being sought out for advice as an Advisory Council. And then of course, we had longer. We had more time for discussion and engagement and community building together.

When we did those -- I think it was a meeting or two ago -- we got a series of updates, which I very much appreciated and I'm sure the general public does as well, but we had no time for dialogue or conversation. We were told you can email someone, but then that becomes a discussion just between one member and that entity or that representative.

I would like to get back to that place, I guess, is what I'm saying. Do we have an opportunity to really be of use to these various efforts and initiatives because of the strength, as we've all said, of this membership,

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and the expertise and wisdom that my colleagues bring. Thank you.

DR. MOORE: Great. I think I got it here, but we can always update it. Any other comments? I think we've got a good start. We can also flush this out virtually. Okay.

Dr. Dennison, would you --

CHAIR JACKSON-DENNISON: There's a hand raised.

DR. MOORE: Duane?

MEMBER BEDELL: Hi. Good afternoon again. Being a brand new NACIE member, just coming into my second meeting here, I would just like to say one of the strengths is that the onboarding process was phenomenal. Great support from the OIE staff and the information that's generally out there to describe how the NACIE Committee really works.

Also, we have a great diversity of members here. We are experts in everything that we work on. What was said earlier is that we're not -- we all have our own individual expertise.

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I think coming together will allow us to really make an impact on Indian education. So I really look forward to working with everybody and seeing what we can do together.

One of the weaknesses that I've noticed here is sometimes it's the call for the meeting and sometimes the agenda that comes out at a later time.

I would really like to see a little bit more of a practical approach where we can get it pushed out to our members here, so that way we can plan for these meetings and we can prepare for the meetings a little bit better as well.

Perhaps that has come through and it may have gotten caught up in my email junk filter or what not, but I think that's something that we can work on as well.

I'm going to jump around a little bit here as I'm just thinking here. Some of the opportunities here that we have as well is that all of us here, we do have the ability to get in communications with our local school districts,

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to get in communications with our tribal administrator, and also just the tribal community as well.

In my portion of the country here, I can share that our report that goes to Congress to ensure that our tribal leadership is able to read it, and also reach out to some of the superintendents to some of the school districts that serve Native populations as well.

I think all of us here have that opportunity. We just have to make sure that we make time to present that opportunity for this item to be read by our supporters and the folks we work with in the communities.

I heard the threats about the funding. I am not familiar about what the budget is for NACIE. I would like to learn a little bit more about that, if you can address that at later meetings or maybe just through conversation.

I think a lot of this can really take shape for the entire Committee if we have face-to-face meetings. This platform, the online

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platform has worked really well for us to get through COVID, but I think now is the time for all of us to come together to have these true discussions with each other, to brainstorm with each other.

And bring in the nonverbal communication as well so that we can get to know each other. I think that's really going to strengthen our work together and allow us to get to know each other better and to learn about our expertise as individuals too.

With that, as a brand new member, I'm just sitting back, observing, and trying to learn as much as I can. (Native language spoken.)

CHAIR JACKSON-DENNISON: Thank you, Duane.

We have Sedelta that put her hand up. Go ahead, Sedelta.

MEMBER OOSAHWEE: Hello. Good afternoon. Julian, I think I had a little bit of a different experience with my onboarding. It kind of felt like there was a lot of waiting

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between things coming to us. The communication didn't always seem completely clear.

Even on this most recent NACIE meeting we're sitting on, I haven't seen the agenda just yet. I saw it was in the email from OIE. It's helpful to have just a breakdown of how the times are going to be put together.

As a new member, I remember the EO that was imprinted on me from the last EO and the work of NACIE, so I kind of have a good idea of what we're getting into as far as work load. But it would have been nice to have an opportunity to meet with the new NACIE people prior, maybe in a more informal way, just to get information on where we were at with things, where everything stands.

I tried to find the agendas online and transcripts, but the most recent one was 2022. I think we have March uploaded now. So I haven't even been able to see transcripts from the last meeting. I've been requesting those.

I think the Federal Notice says that

they're supposed to be posted within 21 days of the meeting and they haven't been posted. So it's been a little frustrating to try to get my grounding of where we're really at right now with the Council and how I can best support moving forward.

I think once those things are ironed out, I think we have a great Council. I think we have good experts on the panel. And I think we can really do some good work. Those are my comments. And my name is misspelled, which is okay because it happens a lot.

DR. MOORE: All right. Anything else you would like to add, Sedelta, before we move on?

MEMBER OOSAHWEE: No, I'm good. I'll take my hand down.

CHAIR JACKSON-DENNISON: Okay. Thank you, Sedelta.

DR. MOORE: Sedelta, as I've told everyone else, you have the ability to edit this and update your name, et cetera, for the record.

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Okay. Dr. Dennison, where would you like to go next?

CHAIR JACKSON-DENNISON: Theresa has got her hand up.

DR. MOORE: Great.

MEMBER JOHN: (Native language spoken.) First I just want to share with you how I feel when I speak in my first language. I always feel that my ancestors are with me, they're speaking through me, and they're there with me.

This is what I really love about this Council. We are spiritually strong. We are proactively practicing some of our ancestral practices, like how we have our sacred opening by an elder, using our language, using our ways of knowing ways of prayer, ways of believing.

This is what I really like about working with the Council here. I feel safe. I feel like I am being listened to by the people that are resilient, experienced, and very passionate about what they believe in because

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that is what our ancestors taught us.

Our ancestors are always with us. We just need to make time to listen to them speak the way they spoke and relate to each other in a culturally responsive way because that's what we can understand. That's what we know is real.

I'm sorry I was not as proactive as I would like this year. I was being a caretaker for an aging mother and other things. So I just want to say that accountability is also important. We talked about how the policy makers need to read our annual reports.

We've talked about concerning that area many, many times, how we've spent so much time and effort to put together these reports, but where would they end up. Are they just additional resources? Are they not in the hands of the policy makers as they should be?

And so that's one of the things I want to highlight, to ensure that our report is in the hands of the policy makers. I am really, really looking forward to working with the new members.

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I believe that the culturally responsive ideas and course development were threatened in public schools to be removed. It's important to empower our future leaders at this time of our lives where there's so much division going on. We know it's voting season as well.

So we need to heighten up our efforts to ensure that all of this wonderful work, all of our diverse experiences, our resilient knowledge and background is utilized in a good way.

I think that is the highlights of what I wanted to say. I concur with everybody's input on the importance of having face-to-face. We can listen to the people. We can feel them. We can sense their presence when we are there in the same room with them.

So hopefully, the budget will be heightened so that opportunity is the logic in the future. Thank you.

CHAIR JACKSON-DENNISON: Thank you, Theresa. Thank you.

I don't see anyone else's hand up.

We've got all we can get for today, I think.

DR. MOORE: All right. Thank you very much for this.

While future planning, which is also part of the agenda that was sent out to all NACIE members last Friday, I think -- in that agenda that was provided to you last Friday to get into the FY24 planning, we collectively felt that it was good to do a lessons-learned.

And just hear from each of you from your perspective, not shaded by anybody else's input but from your own perspective what you thought the strengths, witnesses, opportunities, and threats were. So thank you for sharing your perspective, your experience.

We will clean this table up and invite you to do final edits. And then we'll be able to keep it in our archives so that we can make sure to be informed by this for the rest of the year, if not future years. With that, we have the agenda.

Chairwoman Dennison, do you have the

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agenda in front of you? Because we typically do like to start our meetings with you covering the agenda. Again, that was provided to NACIE members last Friday.

Do you have that in front of you, or would you like me to share my screen and you can just roll through the agenda for the public's sake?

CHAIR JACKSON-DENNISON: I'm sorry. Yes, share your screen, please.

DR. MOORE: Okay. I usually have all of these tabs open but I tried to clean it up so we could focus. Okay. Here's day 1, and if you will please do the honor of going through the items.

CHAIR JACKSON-DENNISON: I don't see your screen. I still see the table up that we worked on.

DR. MOORE: Okay.

CHAIR JACKSON-DENNISON: He's not able to locate it.

MEMBER WHITEFOOT: Can I interrupt you

real quick? Can someone send the link to Aaron Payment? He can't locate it.

DR. MOORE: Mahogany and Dave, I thought you had worked with him on that. Can you try again, please?

MEMBER WHITEFOOT: He's not able to locate it.

DR. MOORE: Or maybe Director Guerrero, if you're able to help out? I know Mahogany and Dave have been trying.

MEMBER WHITEFOOT: Thank you, Crystal.

DR. MOORE: Of course. I apologize it's taken this long. We will invite him to add to that table from his perspective as well so that he has an opportunity to contribute.

Okay. Dr. Dennison, can you see my screen now?

CHAIR JACKSON-DENNISON: Yes, I can see your screen.

DR. MOORE: We did a little skip here. That's because the deck was off. Yes.

CHAIR JACKSON-DENNISON: So we had the

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meeting openings, everybody got the logistics. We didn't do the logistics. I think that's probably why.

Now we are at the discussion by Dr. Crystal Moore as DFO on her meeting with OGC on the bylaws. Then it'll be followed by 2023 Wrap-Up. I guess we did that. We probably need to do the calendar and activity planning. We'll have the open meeting comments after that to summarize and recess.

I'll turn it back over to you, Dr. Moore, on your meeting.

CHAIR JACKSON-DENNISON: Okay. On Day 2, similar opening. We'll have the collaborative discussion on the organizational chart. I did have a phone call with the -- I'll tell you more about it tomorrow -- the White House liaison on that item.

Then Julian Guerrero, Jr., will give the OIE updates. Then Tony Dearman will give the BIE, Bureau of Indian Education updates from the Department of the Interior.

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And then we'll have Naomi Miguel, who is our Executive Director of the White House Initiative on Advancing Educational Equity, Excellence, and Economic Opportunity for Native Americans and Strengthening Tribal Colleges and Universities. She'll be able to give us information on what's going on there.

Again we'll have public comment. We'll have discussion and summary and adjourn.

DR. MOORE: All right. Thank you. That's day 2. Some of this got a little shifted as we were working through the registration updates.

We had link issues to begin with, so apologies for some of the ships here. I'm confident we will have time to cover all these items and still have plenty of time, if not extra time, for open public comment. I know NACIE is all eager to hear from you.

I'm going to quickly go back to the bylaws. We have 30 minutes. Before I do that, I'm going to stop sharing in a moment.

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Dave and Mahogany, how do I stop sharing now? Dave, can you please assist Crystal? We also have the sized frame of the Zoom for you as well.

PARTICIPANT: You're all set.

DR. MOORE: That would be great. Okay. So I can stop sharing?

MEMBER PROUDFIT: Yes.

DR. MOORE: Okay, great. Thank you. If you could, please, resume the slides? Okay.

One more thing is I'm going to look and see if our legal counsel -- we have one primarily assigned Office of General Counsel attorney. That is our FACA attorney. There's five FACA committees.

It's the Federal Advisory Council Act, which basically is the legislation that is the foundation of all federal advisory councils, including NACIE, which is one of the five. At U.S. Department of Education, you have one attorney that's assigned to all those FACA councils. She's extremely busy, as you can

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imagine.

I wanted to follow up. There was a question about bylaws or there was actually an item on bylaws with NACIE's last meeting. NACIE had drafted -- forgive me about the details, but at some point in the past, NACIE had drafted bylaws. In fact, there was some action on those bylaws.

At the last meeting there was a vote. They were approved from within the NACIE body, the NACIE membership. Because bylaws can have an impact in the operations of any council, that is something that OGC and that our FACA attorney did need to weigh in on.

So the response from the FACA attorney was that there are no other FACA committees. None of the other four have bylaws. There is reportedly no precedent for bylaws with a FACA-based council like NACIE, which is basically NACIE's operating set of rules under GSA.

And they have asked for those bylaws to not be enacted until our FACA team is able to

have a more solid answer. Again, because there is no precedent and there is no provision for bylaws in FACA rules for NACIE's legislation.

MEMBER BUTTERFIELD: I would like to refer that there is a precedent in that we have always had bylaws going way back. So I'm not sure what you're using as precedent, but in terms of the National Advisory Council on Indian Education, we do have a unique relationship with the federal government based on tribal sovereignty.

If we are going to be a Native tribal governing organization and we would like to have bylaws because we always have had bylaws, it seems that we should be able to have an opportunity to revise them. So I'm a little puzzled by this.

CHAIR JACKSON-DENNISON: For the record, that was Robin. We'll go with Aaron next.

DR. MOORE: Mahogany and Dave, can you make sure he can unmute?

MEMBER PAYMENT: Yes, it just happened. Okay. So this is not congruent with my understanding. I served on the HHS Secretary Tribal Advisory for almost ten years. That's a FACA committee.

The National Institutes of Health, I also served on that. I came onto the HHS STAC after the existing charter and the bylaws existed, but I was on the committee when we rewrote the bylaws.

And then also, I was chair of the National Institutes of Health Tribal Advisory when we wrote our bylaws. The NIH bylaws were mirrored after the gold standard, which was the HHS Secretary Tribal Advisory.

So I'm not sure where the attorneys looked, but both exist under the stack. And then more recently, the Department of Interior established Secretary Haaland the Secretary of Tribal Advisory. They have a charter and they have bylaws. So I'm not sure.

One of the differences I do recognize,

which should be even stronger, is that NACIE is established by law. Other ones are established by administrative direction but then they're appropriated, so there's a congressional recognition at least that they're legitimate because they fund them. So it's puzzling.

But if we do take a look at the draft bylaws, the bylaws that we drafted up -- when we first started this about three years ago, they were saying, we've never had a vice chair. We don't have bylaws.

When Angeline was the Office of Indian Education Director, she found the original draft bylaws, but she didn't acknowledge that they were never approved. So I don't know if this was the same questions they were faced with then.

Where some Committee members have gone back and forth that we've never had bylaws, it seems like we're well past that because Dr. Dennison was the vice chair to another person who was chair, assumed the role, and was elevated to the position of chair from the vice chair. So

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obviously, there was a set of bylaws because there's a recognition of that, but here's the bottom line.

If under our structure or our uniqueness, because we are established by legislation, is one of the reasons there's some nuance between a FACA committee and we're established by law, then the question is, how do we establish either a charter or operating procedures?

One of the things that's important to the Council is that we have a role in identifying our agenda, our chairship, and our vice chairship.

Crystal, you were in the Department of Ed, but we have wrestled through this for several years. I can tell you the representatives on our Council now have had difficulty with the feeling of paternalism.

So I'm not saying that you're coming from that position because you were only recently challenged to try to figure out this problem that

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we've had really since Angeline was the director.

We voted at a meeting when Secretary DeVos was Education Secretary to establish a co-chair. We assumed it was done. We suspended the roles. We voted to appoint a co-chair.

And then the next meeting we were told that, no, there was a bunch of activity behind the scenes to pick it apart and there was no such thing. We were told there was no such co-chair. But then we said, okay, what do we need to do? Well, let's establish some bylaws. That's what we were told.

So we created a bylaw committee. We worked in earnest on it. I did my work quickly and turned it back around, and we put a recommendation back around very quickly.

So if this is not the venue or the process for how we do that, then what is the process for how do we do it if there is a way to do it? Or is it an instrumentality of the administration and we're just at the will of the administration, and we don't have say in it?

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Then that's another matter that can be made clear to us.

For four years now, we've been working in earnest to try to check whatever box, dot whatever I, cross whatever T. So it's a little frustrating. Anyway, I wanted to give voice to that. Thank you.

DR. MOORE: Dr. Payment, thank you. I certainly appreciate the overview of all the other great work you've done and that surrounds the critical work of NACIE with Indian education. All of that is wonderful.

Let me clarify that I have not received -- no one has told me directly that it's a no about bylaws. The response was that with ED's FACA groups -- I know there's lots of FACA committees around the government.

I was on a call with a lot of them because they're changing technical systems. There are a lot of FACA committees. And we may be getting a lot more, by the way.

For the existing Department of

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Education FACA committees, according to the attorneys and the point attorney for FACA, the other four do not have bylaws in place. So there's the precedent that I was referring to. I have no idea about all of the other FACA committees outside of Department of Education.

The other piece is that you do have a charter in place. Director Guerrero and Dr. Donna Sabis-Burns worked very hard to get that updated and approved. It was signed at the beginning of this year.

I believe that is available either on our website or I can make sure that all of you get a copy. I thought we went through that in our March meeting. So you definitely have a copy.

Also of note is NACIE is governed by FACA rules. The primary piece of legislation, of course, is ESEA from 1965 and Section 4 of that. We're going to go over that in depth tomorrow.

If some of these other FACA committees have it written into their legislation that they

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will develop bylaws like ESEA Title IV, Part A, Subpart 1, which is the OIE Formula program, it's written into that legislation that grantees and entities must have bylaws and file within six months.

So I'm not sure what everybody else's legislation has written into it about the bylaws. NACIE's legislation, from what I read and what everybody else has reported, there's no provision for bylaws, just so you know.

CHAIR JACKSON-DENNISON: Okay. I want to call on Virginia because she's the member that was on before all of us that was involved with writing bylaws, the original. Virginia, you're next, if you can shed some light on this.

MEMBER BUTTERFIELD: I think Patsy was next.

CHAIR JACKSON-DENNISON: I know. I'm calling on Virginia next because she can shed some light on the history.

MEMBER THOMAS: Thank you, Debbie. I did. In fact, the first original draft was

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drafted by me. Because I was in the same kind of state where we had no functioning rules or how things were going, we were just going by the seat of our pants.

I wrote them out. We had them done. We looked at them. We agreed on what we were going to do with it. And then we were told we can't have bylaws. So when we made the decision, the original decision about having a co-chair, that was just us. We were just saying, we're going to do this.

We weren't really looked at as a functioning council at the time, the people that were there. I came when Victoria was there and we had a difficult time trying to get into the Department's ear, but we did.

I drafted the very first one. We did not have any direction. We kind of set it upon ourselves. We were always told, it's up to you guys; do what you want to do.

So when we finally got the bylaws together and how we wanted it, at that time we

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were told we could not have it. We didn't go any farther. We submitted it. It didn't go any farther.

Then when we had a better relationship with the people that were overseeing it, different attorneys and FACA, we were told we just don't have -- you can't do this. It would have to be a total act of Congress almost to get it past what we need to do.

That doesn't mean that we can't abide by some kind of a flow for the meeting or for the Council. But as in having certified bylaws, we can't do that. I was really frustrated about it.

Aaron, I know exactly how you feel because I felt the same way to what was happening. It was very difficult because we needed direction.

And even though we have direction now on how we want to have things done, I don't see how we can override what the precedent is. The precedent that we had before was wrong, and you can't base a precedent on what we did wrong. You

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can't have something wrong and continue through just because it was wrong.

I want to make sure that we stay above-board with the Department and with the regulations, and with what all the other advisory committees or committees appointed by the Presidential staff. We have to do it right. That's my only recommendation. Thank you, Debbie.

CHAIR JACKSON-DENNISON: Thank you, Virginia. I just wanted to shed some light because I know it's been tried before.

So I'll take it back to Patsy. Go ahead.

MEMBER WHITEFOOT: Thank you, Deborah. Yes, you're right, Deborah. It has been tried before to make this change. I'm the one that initiated it to change. We made recommendations to nominate a chairperson or a vice chair. I can't recall now, but that wasn't honored.

And to me, this is another example of, as someone said earlier, this paternalism that

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has occurred over the years. I'm not saying that's you, Crystal, or any of the current staff. It's just that there has not ever been a very clear answer from the Department of Education, the attorneys.

It's always by word of mouth and not necessarily something in writing to what we are attempting to do and making changes. So it does get very frustrating, and it has been frustrating over the many years that we've been having to deal with this.

The other point I just want to make is that we're using these terms that some of the participants may not know, like FACA or the DFO, those kinds of things.

I think that would have been beneficial if we let people know the role of the DFO -- which you are, Crystal -- and then what FACA means. I think just a quick summary would have been helpful for the participants to keep up in this discussion.

So that's all I wanted to share. I

still see that there's a need for us to continue moving forward with new leadership, so that's where I'm at today. Thank you.

CHAIR JACKSON-DENNISON: Thank you for that, Patsy.

Sedelta? Or do you want to go ahead and do a quick summary of what these acronyms mean for the people that may not know?

DR. MOORE: Yes. I think it might be helpful if I put something in the chat. There are federal advisory councils/committees. There's an act. There's legislation around the committees.

NACIE is a FACA committee. Although, as Dr. Payment did a great job of covering, there are multiple FACAs. There's four others at the US Department of Education, so a total of five currently.

Because NACIE is set up as an advisory committee, a federal advisory committee, there's certain rules and regulations that they must adhere to in addition to what's in NACIE's core

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legislation of the OESE 1965.

I've linked to NACIE's website under OIE and OESE in the meeting chat. You can read more about NACIE as a FACA committee, about the charter, and about the 1965 legislation as well that created NACIE. So I hope that is helpful.

And yes, just quickly, as a DFO, as part of the OIE team -- Dr. Julian Guerrero is the Director -- we are just the messengers. We're just trying to provide you with the most up-to-date, accurate information from other sources. I'll also add a little bit more detail about FACA in the chat for you all to look into.

CHAIR JACKSON-DENNISON: Thank you, Crystal.

Sedelta, you had your hand up. Go ahead.

MEMBER OOSAHWEE: Yes. I wanted to add a little bit of history. When I was with the White House Initiative, I think we were told that if we wanted to have a vice chair, the White House would have to appoint that, and it wouldn't

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come through some sort of bylaws mechanism.

I don't know if that's changed or if it's different under this administration, but that's something we were told when I was with the initiative.

Additionally, it might be helpful to have someone from OGC, the Office of General Counsel, on the calls too just to make sure that we are doing everything that we're supposed to, that we understand what we're doing, and that we don't -- I hate to hear that there's been so much work on this, and now we're kind of at a standstill and we're at a point where a lot of work may -- we don't know what's going to happen with that work.

That's a lot of time and energy from people. It would be nice to have people who can kind of direct us or guide us initially to make sure that we're doing things that are going to be passed and that are going to work out.

CHAIR JACKSON-DENNISON: Thank you, Sedelta.

Is there anyone else? Robin, your hand is back up. Go ahead.

MEMBER BUTTERFIELD: Yes, it's been up. I have a couple of additional comments. One is that the charter is not the same as bylaws.

We know what the charter says. It basically gives us our general responsibilities of hiring the director of OIE and doing our annual report. Bylaws are procedural documents that tell us how to do the work.

And as Virginia said earlier, there was some floundering around who are officers, who does what, how is it done. Bylaws are just procedural documents and there should be no reason why the bylaws are called into question.

I just don't understand. I worked on constitutions and bylaws for decades. Every time we bring up the bylaws, there's something that's thrown into it.

We don't know what is wrong with the bylaws. Other than saying you can't have them, we are a presidential-appointed committee. And

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as Native people, we can't even adopt our own bylaws? I don't understand.

We do need to have somebody who's got some official, not just the messenger, but some reason why bylaws cannot be used as a procedural governing document. It just doesn't make sense, especially since we are supposed to have some ability of autonomy as tribal people and tribal nations to govern our own affairs.

So I know it's not you, Crystal. We're not saying that. Like you said, you're reporting back, but we should have been told that before we went to all the trouble over the years of trying to create this document. It seems foolish that we have to keep spinning our wheels.

We have formally adopted some general bylaws. They don't seem threatening to me in any way in terms of how we operate as a Council. So I think we should move forward with our document as it is.

I also want to acknowledge that I was on this Committee as long as Virginia. I was

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appointed during the Bush Administration. I've been on since the Obama years, the Trump Administration, and now the Biden Administration.

We did have when I started a chair and a co-chair. There was no question that we wanted to do that. That was based on the old bylaws. We had those in play when we did that at the time.

And so we would like to move forward. We've had the same Chair for, what, 12 years or something? I think it's time we had an opportunity as a Council to make some new, positive decisions.

And if you can sense the frustration in my voice, it's there because I've been around for at least as long as Virginia. I really appreciate you listening to me. Thank you.

DR. MOORE: So I see some hands up, but I'm wondering if those are legacy hands and if there are new comments.

CHAIR JACKSON-DENNISON: There are some hands that are still up, but I don't know

who wants to speak.

MEMBER BUTTERFIELD: I've been trying to lower my hand. It's not working.

DR. MOORE: Yes. It does get sticky.

CHAIR JACKSON-DENNISON: Virginia, your hand is still up. Hello? Can you hear me?

DR. MOORE: Yes, we can hear you. It's 3:01 now. I think everybody had at least one opportunity to comment. We have about an hour before we go to open public comment.

Are we comfortable transitioning to the FY24 planning? Everybody that wanted to speak, I think, got an opportunity. And those comments went on the record. I will happily share them with our OGC team.

I believe they're still reviewing the matter if there has not been a final decision. We certainly can share those comments with them as well, and they will be in the transcript.

Dr. Dennison, are you okay to transition over to FY24 activity planning, which is the session --

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CHAIR JACKSON-DENNISON: Yes.

DR. MOORE: Okay, great. Thank you.

Next slide, please, Mahogany and Dave.

CHAIR JACKSON-DENNISON: Move the agenda on. Where are we?

This activity planning is something that we said we wanted on the agenda. We're going to go with the full NACIE Committee to help our Director Guerrero and Crystal to plan out our activities for 2024. Thank you.

MEMBER BUTTERFIELD: It's difficult to plan if we don't know what our budget is. Can we get some feedback on where we are with that? This is Robin.

CHAIR JACKSON-DENNISON: Is Julian on or Crystal? Do you have information on the budget?

MEMBER PAYMENT: Can I just say something real quick? I didn't get the agenda. I think you said you sent it out last week. I didn't get the agenda.

And I wanted to suggest that we always

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add the budget to the agenda so we could just see what our running budget is and how we're bringing it down because I know it's limited. But if we have spillover or something or we need to spend it, that we always discuss the budget on the agenda.

DR. MOORE: Okay. I will defer to Director Guerrero on that. That's typically not in the purview of the DFO. I know he works with a team on that.

Regarding the agenda, yes, it went out Friday afternoon. It was attached as part of the meeting invite. So if you got the meeting invite, it would also be an attachment in the meeting invite for the agenda.

Okay. Director Guerrero?

MR. GUERRERO: Great. Thank you so much. Thanks, Robin and Joely. I hear you.

What we'll do is we'll send that information over in writing to you via email. I don't want to give you verbal inclinations. I'd rather give you confirmed inclinations. So I

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hear you. We'll work on sharing that information.

Back to you, Crystal.

DR. MOORE: Okay. Regarding the request for the budget to view FY24 planning, I would recommend that we do your FY24 planning or you do your FY24 planning based on what your wants are, what your wishes are, and what you would like to see happen in FY24. And then I know firsthand that Director Guerrero has worked hard on your budget and the finances for NACIE.

Even though it's an interagency council, we have worked very hard to help with that. Again, in terms of avidity planning, I would start with what you want to do, what you wish to do. And we'll see what we can do. We'll try hard to make sure the finances are there for you to do those things.

I'm just noting that FY24 for the federal government starts October 1, 2023, and runs through September 30, 2024.

Okay. I do have a table pre-made. If

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you would like, Chairwoman Dennison, I can share my screen or if you would like to share yours? However you would like to proceed, I'm happy to support you.

CHAIR JACKSON-DENNISON: Yes, Crystal. Go ahead and share your table and we'll start from there. I do want to make the statement that whatever plans we have for 2024 --

DR. MOORE: You're cutting out a little bit, Chairwoman Dennison. I'm sorry.

CHAIR JACKSON-DENNISON: We will have in-person meetings. I want to say that from the get-go. Go ahead. Put your table up.

DR. MOORE: Again, if you would like to use a different graphic organizer, I just figured I would have this ready for you in case you needed it. Let's see, share screen. Okay.

So in-person meetings, this was just an overall thought of how this would be. Let's see. Let's do this, in-person meetings. I'm just going to use your initials to note that it was for you. That would be for the full

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Committee and resources needed would be funding.

DR. MOORE: Do you have an idea of when? Or does anyone have an idea of when you would like to have those meetings again?

CHAIR JACKSON-DENNISON: I think I'd like to say just that it's going to be a major conflict with NIEA, right after or right before, so we can get what was suggested in the earlier activity that we did. I think we had it around NACIE one of the years and we got a lot of input from stakeholders.

DR. MOORE: Okay, so around other national meetings. I'm going to put NCAI and NIEA. My fingers naturally type out NACIE now.

CHAIR JACKSON-DENNISON: Aaron has his hand up so we'll go with him next.

MEMBER PAYMENT: I don't know what I did because I can't see your screen now. Click on that? No, that didn't work. So yes, I think the idea for latching onto either NCAI or NIEA really makes a lot of sense because we get a lot of tribal attention.

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And so we know that our meeting has a limited component for public engagement. It's always helpful for both elected tribal leaders, which would more likely be NCAI, but then the practitioners and the experts in Indian education would be NIEA. So if we could hit both of those somehow.

NCAI has a fall -- I'm not sure if they're still doing that, but they used to have a Unity Days in September. They had their annual meeting usually in October or November, then they have an executive winter session in February, and they have a mid-year in June.

So I'd say let's pick one of those times. And then alternately maybe NIEA conference in the fall, maybe NCAI in the spring. I think it's helpful for us to have a session in DC.

I don't think it's a problem if we had quarterly meetings. And if we did, maybe the third meeting could be a session that we -- I won't call it a hearing.

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If we were doing some level of oversight, if we were in Indian Country -- so if we traveled around and we were showing what we're doing in Indian education, both in the BIE and also Department of Education, but also to maybe gauge input and let tribal leaders have a longer time period than the short time period for open comment.

Crystal, I don't know if you were aware of this. This is one of those struggles that we had where we were told we absolutely could not have these sessions in coordination with NCAI or NIEA, which was met with this incredulousness because there's members on this Committee that have been on since Indian education wasn't active.

And they know very well that these meetings happen in coordination. So that was one of those where something was going on with their DFO and legal telling us we couldn't do something when everybody knew, in fact, that that was happening.

So I'm glad to hear the refreshing suggestion that we could meet in coordination with those meetings. Anyway, thank you.

CHAIR JACKSON-DENNISON: Just to clarify -- can you guys hear me? I know my sound is not too good.

Just to clarify that, the reason why we were told we couldn't do it at one point was because of the cost of -- again it went back to the budget and the cost to put people on. I think that was prior to -- it was around that time where it was scheduled on, I think, NCAI.

We were trying to go somewhere that was scheduled on the West Coast, and the East Coast time was such a difference. People were having to work overtime in DC. That was what I understood as one of the reasons.

MEMBER PAYMENT: I don't recall that at all, Dr. D. I know that Ron Lessard was trying to help us cut through some of the bureaucracy that was not responsive to our needs as a Council. So I'm not sure if that was --

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CHAIR JACKSON-DENNISON: I think that was the time before.

MEMBER PAYMENT: Let me be specific then to what I'm referring to. Since I've been on, we were trying to coordinate our meetings with NCAI just like I'm talking about now at NIEA.

You may be recalling something not related to what I'm talking about. What I'm talking about is that it makes all the sense in the world that we -- tribal leaders and education advocates are very busy people.

They don't have time to be going to all kinds of meetings. They already do that. So it makes sense for us to latch onto and build synergy with those existing meetings. I'm talking about scoping out maybe five years ago.

We had asked. Karen Akins was adamant that we could not do that. Ron, who was with the White House Council -- he was the acting at the time for the White House Initiative -- he checked on it.

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He explained to us that legal was not saying that. Ron could probably verify that for us if we requested it of him. I only say it to say we don't have to rehash it. It's refreshing to hear, but that kind of opposition isn't in front of us today. Thank you.

CHAIR JACKSON-DENNISON: Okay. Thank you.

DR. MOORE: I can clarify. I haven't heard any concerns about that thus far. I wasn't privy to all of the backstory. Let's focus on what you want to do and what you wish to do for '24.

I know Director Guerrero and myself are committed to doing our very best to make sure. We've been doing Indian education a long time too. We are really committed to trying to help NACIE fulfill your charge.

So let's do your wants and wishes as much as you want. We're brainstorming here. There's no commitment but we are certainly brainstorming here and putting your lists down on

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this chart. We will do our very best to help you make that happen.

So we have meetings. You want to do them in coordination with other national meetings and then a third meeting in DC, and perhaps in Indian Country outside of or in addition to NCAI and NIEA.

Anything else about meetings before we go to the next item?

CHAIR JACKSON-DENNISON: Robin has her hand up. Go ahead, Robin.

MEMBER BUTTERFIELD: Thank you, Deborah. I certainly concur with what's already been said so I'm not going to repeat that, but I think that the value of having at least one meeting in DC is that in order to write a report, we need to have background information on federal programs and how they're impacting our Indian communities.

For example, the special education request that I've made a number of times about what kind of technical assistance is being

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provided to Native parents of children with disabilities. It can only be provided by somebody in the Department who is willing to summarize that.

A little caveat to what we've received in the past. When we've had the coordinator of, say, Title I or the technical assistant centers under OERI, they don't always focus what they're doing on what they're providing to Indian Country.

I mean, in general, yes. It's valuable to know the general stuff. But for some of us who have worked at Departments of Ed for decades, we know federal programs, but we'd like to know what have you done for us lately so that we can make recommendations within our report to add onto, to modify, or suggest something that would be more helpful legislatively.

Whoever meets with us from the Department of Ed or the BIE or wherever, if they could give us some of their wants and wishes that we could actually use to propose in our report,

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that would be the most helpful information that I think we could get.

So I'm looking down the road at the next federal report and how we can get ready for it in terms of our own background knowledge and information about what's working in Indian Country, what's not working, from the program deliverer's perspective.

If those meetings could be in DC and we get that kind of input, I think that would be invaluable. Thank you.

DR. MOORE: We're ready for whoever would like to go next.

MEMBER BUTTERFIELD: Patsy's hand is up as well.

CHAIR JACKSON-DENNISON: Patricia has her hand up.

MEMBER WHITEFOOT: Okay. So with regard to meetings, Crystal, I would like to just highlight a meeting with National Indian Education or around National Indian Education.

The reason that I'm doing that is

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there are a number of related Indian organizations that participate as well, including what somebody put in the chat here, TEDNA. Others are the Tribal Colleges and Universities.

The TCUs meet there as well as our Native Languages Initiative, and preschool Head Start as well. So I just want to highlight the importance of meeting there.

In addition to those organizations, one day focuses on professional development. Another day focuses on a specialty area such as the Native Languages Initiative. So that will be highlighted this year in Albuquerque. I think it's important that we especially get there, perhaps for hearings.

And then with regard to NCAI, I would hope that would be the Washington, DC meeting perhaps. It would highlight the winter meeting, which is held in DC annually. So those are the comments that I have for meetings.

Another reason for the meetings to be held in DC is also to meet with federal officials

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to let them know about where we need support. They're not always necessarily the federal Indian education programs.

They also include other programs and opportunities. One that we've been strongly engaged in is migrant education for Native students. So it's not just the federal Indian education programs. It's the other programs too.

CHAIR JACKSON-DENNISON: I think one of the good conferences that week that I'm on a board on also is the National Indian Impacted Schools Association.

MEMBER BUTTERFIELD: Maybe we could just say federal education programs that impact Indian communities.

CHAIR JACKSON-DENNISON: I'm talking. Can you hear me? I would recommend, yes, Impact Aid. The public schools that receive Impact funds, you're going to get all the leaders there, all the participants there from tribal leaders to other leaders. So I'm just recommending that one.

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I would appreciate not being interrupted. Thank you. I'm going to go with Lucyann Harjo.

DR. MOORE: Lucyann, are you there? Your hand is raised. We would love to hear from you.

MEMBER HARJO: I'm sorry. Can you hear me okay now?

DR. MOORE: We can.

MEMBER HARJO: In planning the activities of NACIE, how does the Council prepare the agenda? And how do we decide what is critical for us to focus on as far as reports and how we advise the Secretary of Education? I'm curious what our agenda looks like throughout the year and what is most important that we address, and how do we do that.

CHAIR JACKSON-DENNISON: I'll take a stab at that. I know, Crystal, you're ready to jump in.

DR. MOORE: No, please.

CHAIR JACKSON-DENNISON: It's been

different between differing DFOs. With Crystal as a DFO, it's been her understanding that we want to hear the reports from the different agencies or the different areas.

We're going to hear from tomorrow a couple of them. That has been one of the major ways that we're getting information. In the past we have also attended the beginning or the end of NCAI. That was years ago.

We're getting information from our stakeholder groups as much as possible and the different agencies. That's what we have on the agenda that we work off of.

It's been a collaboration between the DFO, myself, and also hearing from what the Council has been talking about in recent agendas, the last agendas, what needs to be carried forward. If there's any agenda items that are necessary to be put on that they believe needs to be put on, it comes from them as well.

That's how it's been. Crystal and I usually meet maybe a couple of weeks before.

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Actually, before the time line where it has to be posted, we have to meet and finalize it as much as possible.

DR. MOORE: I'm in agreement with all that. I can tell you since I've been DFO as of January this year, the first meeting was a long list of items that NACIE members had sent to a previous DFO, Director Guerrero, as well as Chairwoman Dennison.

I think it ended up being 12 items on that list. So that became the agenda for March. It was 100 percent driven by NACIE membership.

And the last meeting, the agenda was driven by the updates from federal stakeholders because that's always a priority for NACIE members or at least has been. And then of course, reviewing and approving the arc.

We also had bylaws at the last meeting because that was requested from NACIE members. So in general, SOPs, standard operating procedure is that NACIE members will communicate up, usually agenda items through Chairwoman Dennison.

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Then per FACA rules and FACA rules are published by the GSA, which is the link I put in the chat earlier. So per FACA rules, it's the DFO regardless of who is the DFO. It just currently happens to be me.

The DFO is responsible for setting the agenda. I always collaborate with Chairwoman Dennison, and of course the meeting items should be and have been driven by NACIE members.

OIE doesn't select the agenda items. Those come organically, such as the report to Congress, or through NACIE members to Chairwoman Dennison.

And then Chairwoman Dennison and I set the final together. That has to be done approximately three weeks at least before the meeting because the NACIE -- at least a summary agenda to go in the Federal Register.

Does that help explain?

MEMBER HARJO: Yes. Thank you.

DR. MOORE: I am hearing, Lucyann, the collaborative meeting agendas. There can always

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be ways to improve things. Perhaps some brainstorming with how to expand, improve, refine that process, we certainly can always do a better job of everything.

And so we'll look at different ways to seek out formal input versus emails or phone conversations. But we can put that as a product and say six weeks before each meeting. That would involve the full Committee and resources needed. It would just be input, timely input.

CHAIR JACKSON-DENNISON: Let's go on to Aaron.

MEMBER PAYMENT: Can you hear me? I dropped a whole bunch of items in the chat. I'll go through them real quick.

Something that I think would be helpful is -- when we asked for agenda items, we all respond to all so we all see the items. And in the past, there has been a disconnect between what we've asked for agenda items and what actually gets on the agenda.

Maybe we should have a matrix, agenda

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item requests, and then the disposition of those and how that decision is made. That has been frustrating. I used to add agenda items maybe over a year ago.

I gave up because the items that I would add never made it to the agenda. I know there's a number of people on the call that know that. So that's not to say that there doesn't have to be a process for deciding, but I think that some transparency in when those requests come forward.

And then if there's even just a one or two sentence to describe why it might not be right for the agenda or whatever so that we don't feel like we're being asked for agenda items, we give them, and then they don't make it onto the agenda. So some kind of a process for that.

Also, Dr. Dennison, earlier when Robin jumped in it's because there was a lag in your sound. So I assumed you were done because we probably didn't hear you. That's why Robin jumped in. It was just technology.

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Okay. So we used to get updates on Indian Education funding. I think that some of us are really attuned and watching that really closely. Others maybe not.

But when we have a public meeting, my term is glows and grows. I think it's good when we glow about everything that's happening through the Department of Ed, Indian Ed, or through the BIE.

I think if we can get back to having that on the agenda -- and I don't mean very painstakingly through everyone, but just to call our attention to it and that be part of a report so that we get credit, so that the departments get credit for the work that they're doing.

We asked in the annual report -- I think everything I have in here is actually in the report as a request. We've asked for budget formulation to be established and that we have a role in that.

There is an example over on the HHS side. IHS doesn't have a budget formulation with

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federal staff, with tribal leaders. So for us, it might be a little different because I don't believe there's a tribal leader on right now.

It could be NACIE members. It could be federal staff and a couple of tribal leaders that can help with budget formulation to advise the Secretary on what's needed for Indian Education. We do report directly to the Secretary of Education and the Secretary of the Interior and also Labor. So that's another issue.

When I came on, I don't know that -- at some earlier point, there might have been visits with the Secretary of Education. As far as I know, there never was a session with the Secretary of Interior. I was on her ad hoc advisory, so I asked her if she would come and she did.

At the time, we had an Acting Secretary King and we had Secretary Jewell. I think over on the staff side, HHS' staff side, they do have regularly -- the Secretary of HHS

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makes time for his advisory. We are the advisory to the Secretary of Education.

So I think having the people that we report to pursuant to the Executive Order of the Presidential Memorandum, I think that would be helpful for a fly-in or drop-in for whatever time we can get from them.

So regular reports on consultation. That's been a frustration. The negotiated rulemaking put that as a requirement. Julian has gotten that information for us in the last couple of annual reports.

So thank you, Julian, for that. This is not something that we're asking for that should be difficult to get.

I think it's very helpful that we know what's happening across the states. It doesn't mean that we're supervising states, but I think as it relates to our students, we should have regular updates. That could be done quarterly.

That's again one of those glows because if the consultation is happening, then

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we're performing that function & that's appreciated. But also, the results of those could be informative on how our practice should happen.

Performance outcomes of Indian education studies like the NASIS, ongoing reports on retention and graduation, that's in our annual report. And let's go beyond the metrics that are collected. If we can identify additional metrics that we need, that is one of our recommendations in the annual report.

One of the very important things to many of us on this call is climate issues that we face. It seems like we just get so far and then -- even Obama, I think, got sheepish and the federal government got sheepish about publishing the report. But that's a very important issue that I think directly impacts retention. So any kind of update or regular reporting on climate.

All that work that went into that report that was shelved, I think that could be dusted off. And I think that probably could get

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a current update.

I would say also creating a matrix of all of the agenda items and advocacy that we've identified in the annual report. And then as we are accomplishing those, we'll just basically have a little matrix that says we've accomplished it and check the box. There's some satisfaction in that.

It also will help us to focus on those areas that we still need attention to if we haven't accomplished those. That's basic project management.

I think that's it. That's it for me. They're in the chat so you can cut and paste, if you want. Thank you.

CHAIR JACKSON-DENNISON: I don't mean to put words in your mouth, Aaron, but I think what he's saying is -- and I offered to do this at our meeting in Portland years ago -- was to do a strategic planning session. I offered to do that. That's one of my backgrounds. I hold strategic planning for schools on Indian

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reservations.

So that's something that could also be done, a strategic planning session, a work session. From there, you get a lot of your action plans as to what needs to happen on the agenda.

MEMBER PAYMENT: Agreed.

CHAIR JACKSON-DENNISON: Okay. We have Joely with her hand up. Go ahead, Joely.

MEMBER PROUDFIT: I love the idea of a strategic planning session, but we need to know our budget. Real quick, can we have an agenda template that we work from? We typically have reports from certain entities but not from everyone that needs to be reporting on a regular basis.

Prior to COVID when we were meeting in person, we were really getting into a groove, like Mandy had said, where we found ourselves having really good dialogue and getting reports ahead of time before the meeting so we could ingest them, and then have real critical

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conversations when we were together.

Two, I would suggest that our next meeting face-to-face that we have both the Secretary of Education and the Secretary of the Interior present. I'm sure they want to hear from us. We want to let them know how dedicated we are and present the report directly to them. Thank you.

CHAIR JACKSON-DENNISON: Thank you, Joely.

Back up to Robin.

MEMBER BUTTERFIELD: Sorry. I had to unmute. Just a couple of clarifications. What I was trying to say where it says in the type of meeting, it would make more sense in terms of what I was hoping for that we say federal education programs that impact Indian education.

And then that leaves it open for Title I, migrant ed, drug-free schools, Impact Aid, all of those, special ed. That's what I was trying to convey. They're not called Indian programs, but they are programs that impact our kids.

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The second point is that in the past, we met with NIEA. That was in Fairbanks. In the past we met with NCAI and that was in Portland. But even before I ever came on NACIE, a regular agenda item on NIEA was that NACIE had hearings in conjunction with NIEA. So going back to way back in the beginning, NACIE had lots of meetings with the public.

Thirdly, and maybe this needs to just be clarified, I would like whoever meets with us not to talk at us but to talk with us. If you could put that somewhere, maybe in that federal programs box.

We want to be listened to, but sometimes people have come in and kind of done their shtick and then they leave. It doesn't really help if we can't have that kind of interactive conversation or dialogue. That's great.

We have also met with the President. As I said earlier, this is a Presidential Board. One time NACIE had George Bush meet with us.

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Another time when President Obama was meeting with the tribal leaders, he met with us. It was kind of behind the stage, but we met directly with the President.

So as long as we're talking about the secretaries, that's great. But again, this is a presidentially-appointed Board. And especially since we're moving into an election year, I would think there might be positive response that could be helpful to Indian Country if someone would meet with us directly from the President's Office. Thank you.

DR. MOORE: Yes. Thank you.

CHAIR JACKSON-DENNISON: Robin, your hand's up.

MEMBER BUTTERFIELD: I'm lowering it. Let me finish. Thanks.

CHAIR JACKSON-DENNISON: Does anybody else want to add some thoughts or ideas? Some of the new people on the Council, do you want to give any input into what you're thinking?

Sedelta, go ahead.

MEMBER OOSAHWEE: Sorry. I was just going to add that as we are charged with advising the White House initiative, it would be helpful to have more time with them on the agenda or meet with them to hear about the work they're doing and how we can support that.

I see they have 30 minutes over the next day and a half, so I think it would be helpful if we had more time with them, especially as they have new leadership and they're trying to do new stuff. Since it's part of our charge, I think we need more than 30 minutes with them in the future.

CHAIR JACKSON-DENNISON: That's a very good suggestion, especially since we're off on a new -- yes, I like that idea, definitely.

MEMBER OOSAHWEE: Thanks. That's all I have.

CHAIR JACKSON-DENNISON: Anyone else? Aaron, you have your hand back up?

MEMBER PAYMENT: Yes. I'll just echo what Sedelta said. The White House Initiative,

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in the past when it was Ron and I think even before that, they attended all of our sessions. It wasn't just a drop-in and leave.

Really, the White House Initiative should be integrated in everything we do, so having a lot more time with them. And then the other piece would be the White House Council.

The White House Council has a subcommittee on Indian education. They're really moving a lot of things. They work hand-in-glove with the White House Initiative, but I think that representation from both of those so that it's an all-of-the-above coordination of Indian education.

We are the established body that is the Presidential appointment on all of Indian education. It would be nice if all of that were aligned and all positive. Anyway, the White House Initiative and the White House Council.

DR. MOORE: Did I get that right, Dr. Payment, White House Council on Indian education?

MEMBER PAYMENT: Yes. It's a White

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House Council Subcommittee on Indian Education. One of the items that I know very well they're working on, and it's because I'm working on it with them, is their Native American Language Revitalization Project.

There's lots and lots of things happening over there. They're very proud. The White House Council and White House Initiative are very proud of different education stuff they're moving. It would be nice to have that fully integrated into what we're doing.

CHAIR JACKSON-DENNISON: That's good. I like that too. Good comment.

Are there any other NACIE members that would like to add anything? Okay.

What else did you need to do on this, Crystal, on your template?

DR. MOORE: I'm good if you're good. This was to ensure that NACIE members have full input on the activity planning for FY24. So if all of the NACIE members that are present think it's complete, then I think we're set.

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CHAIR JACKSON-DENNISON: Okay. Robin has her hand up. Go ahead, Robin.

MEMBER BUTTERFIELD: I'm sorry. We haven't said anything about our subcommittee meetings. Is that supposed to be on our schedule as well?

DR. MOORE: Yes. I did put here that subcommittee is part of this. In the past, NACIE members have mentioned wanting to expand the subcommittees beyond just having an ARC.

There was another and a third one, and forgive me for what that was, but this is certainly the place to add additional subcommittees.

MEMBER BUTTERFIELD: Yes. I see the ARC is on there. So how early? It feels like we should maybe have a target date of even February. It says early spring but, to me, the earlier the better.

DR. MOORE: Okay. So February?

MEMBER BUTTERFIELD: Yes.

DR. MOORE: That was just something I

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put in there as a suggestion. But if you wanted to go earlier, Robin, that's totally up to you.

MEMBER BUTTERFIELD: Well, because I think part of it would involve these reports from different federal programs as well to give us background. So yes. Thank you.

DR. MOORE: Do you want to move it back to January?

MEMBER BUTTERFIELD: That might be a little too early. I think we're still going to be in the formation stages as a Council. I'm good with at least making sure by February we're doing something.

DR. MOORE: Did you or anybody else want to cover other subcommittees beyond the ARC?

CHAIR JACKSON-DENNISON: Aaron has his hand up.

MEMBER PAYMENT: She was asking Robin -- we have talked about being able to invite others that are not on the Committee to be able to help us understand some of the issues. So if we could figure out how to factor that in or

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incorporate that.

But also, and we always forget this because we're Department of Ed primarily, we have tribally controlled schools and BI Grant schools. We used to get a regular update. Well, we did at the last meeting from Tony.

So being attuned to that because that is part of the Charter, for us to have our focus on that as well and their needs. Maybe Tony could also bring some TIBC information forward.

TIBC has been invaluable to help a partnership with the BIE. One of the items I know that we worked on probably about six years ago was to forward fund the schools. That was kind of revolutionary at the time, which it shouldn't be.

So there was TIBC recommending it and then tribal leaders that were on TIBC were advocating through their legislative processes, and we accomplished it. We actually got it. And that really solved a lot of challenges for the BIE.

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The BIE recommendations, they have a subcommittee on TIBC for education. So tying into that, I think, would be helpful. Also, an Office of Indian Education presentation over TIBC would be helpful.

I think when I was on TIBC, I was able to cajole the director of the Office of Indian Education because she was my first cousin. I told her, you're coming with me.

She gave a really good report. That synergy and connection back and forth was helpful. Thank you.

DR. MOORE: What does it mean?

MEMBER PAYMENT: Tribal Interior Budget Council.

DR. MOORE: T-B-I-C?

MEMBER PAYMENT: T-I-B-C, yes, T-I.

DR. MOORE: Thank you.

MEMBER JOHN: Joely, go ahead.

MEMBER PROUDFIT: I think it's important to also get a report from our non-tribal, Native-serving institutions on a regular

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as well as public education, K through 12, and higher ed. The majority of our students are in those spaces and places.

We do a really great job at hearing from BIE. We now have some tribal college leaders on NACIE, but we need to hear from public education in terms of reports for funding and support, and some data in terms of K through 12, as well as hiring.

DR. MOORE: Okay. I hope I got the bulk of that. Okay. Anything else? Let's see how we on our time. We're going to start public comment at 4:00. So we still have some time, Chairwoman Dennison.

CHAIR JACKSON-DENNISON: We could start if there's no other comments for now, because I think this is something that's a work in progress. We can keep adding to it later. And you'll send this out to us, right?

DR. MOORE: Yes, ma'am.

CHAIR JACKSON-DENNISON: Okay. Thank you. Also, I think it would be good to just move

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right on through the agenda and go to the next item.

MEMBER BUTTERFIELD: This is Robin. One quick question about tomorrow.

Can we find some time to talk about the workshop that NACIE is going to be providing at NIEA and do some planning or set up a phone call to do the planning, find out who all is going, have some sort of organization for that workshop?

CHAIR JACKSON-DENNISON: We can do that now. It's part of this whole process that we're doing. We still have a good ten minutes before we have to go into the next item. So we have ten minutes extra or a little over ten minutes. We can do that now.

MEMBER BUTTERFIELD: Okay. So maybe we need to know who all is going to be there already.

MEMBER PAYMENT: What are the dates again, please?

MEMBER BUTTERFIELD: October 8th, 9th,

and 10th, I think. Let me double check.

MEMBER PROUDFIT: Do we have a date and time of the workshop? I didn't know we were doing one and I know some of us are doing presentations there, so we want to make sure it doesn't conflict.

MEMBER BUTTERFIELD: It's the 18th through the 21st. No, we don't. We were just told -- not we. Somebody told me. It was one of the board members. Maybe Patsy knows if there's been a time assigned. Or Patsy might have been requesting that there be a workshop.

MEMBER WHITEFOOT: No, I didn't. I don't have a time or anything like that at this point. We'll wait and see. I could text somebody right now.

MEMBER BUTTERFIELD: Maybe Sedelta?

MEMBER OOSAHWEE: Yes, I'll be there. I put it in the messages or the chat, but I'll be there. This is Sedelta.

MEMBER BUTTERFIELD: I'll be there. Patsy will be there. Joely, will you be there?

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MEMBER PROUDFIT: Yes.

MEMBER BUTTERFIELD: Aaron?

MEMBER PAYMENT: I think so, yes.

What are we presenting? What's our workshop?

MEMBER BUTTERFIELD: That's what we're trying to discuss. I'm assuming it would be on the NACIE report. Who, to our knowledge, has gotten the report? I think just highlighting the recommendations. This would also be another time where we could invite input.

MEMBER PAYMENT: Yes. I love it. I think if we had a slide deck with copies of the report, so we have to figure out how we're going to pay for that, but copies of the report and then a slide deck to distill and hit the highlights, show them what we're working on. So maybe we need -- I don't know how long NIEA sessions are typically.

MEMBER BUTTERFIELD: They're usually 90 minutes.

MEMBER PAYMENT: That's perfect.

MEMBER BUTTERFIELD: Yes.

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MEMBER PAYMENT: So I'm thinking an introductory, maybe 45 minutes? No, that's too long. Thirty minutes of presentation on what we're working on, highlighting it, and then a facilitation to find out what additional needs that they identify.

And it would be also helpful, and I know that NIEA can do this very expertly because I've seen it, is to have polls along the way. If it's virtual and in-person, polls along the way about priorities.

MEMBER BUTTERFIELD: Can we maybe set up a separate call, Crystal, just to spend more time on that? We could work on a format with a slide show.

DR. MOORE: Absolutely, yes. We can do maybe an informal subcommittee.

MEMBER BUTTERFIELD: Yes.

DR. MOORE: You have a planning session where you all --

MEMBER BUTTERFIELD: Deborah, will you be there?

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CHAIR JACKSON-DENNISON: Yes. I was just putting it in the chat box that I will plan to be there.

MEMBER BUTTERFIELD: Okay. So I've got Patsy, Sedelta, myself, Joely, Aaron, Deborah. Anyone else?

MEMBER PROUDFIT: Mandy.

MEMBER BUTTERFIELD: Mandy, okay.

MEMBER OOSAHWEE: This is Sedelta. Can I ask a question real quick?

MEMBER BUTTERFIELD: Yes.

MEMBER OOSAHWEE: Do we need to go through OGC or anyone to make sure that we can do a presentation?

MEMBER BUTTERFIELD: We've done them before.

CHAIR JACKSON-DENNISON: If we do them on our own, my understanding is it's allowable. If we're doing it on behalf of NACIE, then we do need to get permission, yes.

MEMBER OOSAHWEE: Okay.

MEMBER BUTTERFIELD: We're just

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sharing information in the report. Yes. We've done -- I can't remember. We just did one recently, within the last couple of years.

CHAIR JACKSON-DENNISON: It was at NIEA.

MEMBER THOMAS: I have a question, sorry.

CHAIR JACKSON-DENNISON: Go ahead.

MEMBER THOMAS: Thank you. I just had a question. It's similar to Donna's comment. I just want to make sure.

If we have this workshop, which I think is a good thing, sharing information, getting it out there because it can also help lobby to make sure people are reading this in Congress, I want to make sure that we're above the bar.

Do we identify this workshop as being a NACIE Advisory Council workshop? How do we title this so that we don't break any kind of regulations that govern us here? We can't do it as NACIE. How do we represent ourselves?

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CHAIR JACKSON-DENNISON: I think --

MEMBER BUTTERFIELD: As a board meeting, everybody is -- go ahead, Deborah.

CHAIR JACKSON-DENNISON: You don't have a quorum. That's the way around it. You can't have a quorum of us there. As long as there's less than eight people. That's how we did it in Alaska. You were supposed to go, Virginia, remember?

MEMBER THOMAS: Yes, I do.

CHAIR JACKSON-DENNISON: I went in your place. We identified people that were going to go, but we didn't have a quorum.

MEMBER THOMAS: Okay. I just wanted to make sure that we're above the bar on this.

CHAIR JACKSON-DENNISON: We're not making any action items either. It's nothing but a few members of NACIE that are presenting.

MEMBER BUTTERFIELD: Just sharing information to the general public.

MEMBER THOMAS: How are you identifying this workshop? I just want to know.

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How do you identify or advertise this workshop?

MEMBER BUTTERFIELD: I think that's what Patsy said. Patsy, do you want to -- maybe she's contacting for information.

CHAIR JACKSON-DENNISON: Maybe identified as a subcommittee? I would think that would work, a subcommittee of NACIE.

MEMBER THOMAS: Is that something that could be allowed, just to call it a report or something?

MEMBER OOSAHWEE: Yes. And I just put in the chat if we could get something in writing or guidance on how it should be framed or what we need to do to make sure that we're doing everything correctly, that would be helpful.

MEMBER THOMAS: Yes, I agree.

CHAIR JACKSON-DENNISON: Okay.

DR. MOORE: This is Crystal. Absolutely. If somebody gives me the write-up, the abstract or the session description, if you could send that to me, I will send it off to OGC as soon as I get it.

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CHAIR JACKSON-DENNISON: Lucyann, do you have a question?

MEMBER HARJO: Yes. I'm hoping that we do get permission and that we're due following their guidelines because I would like to be part of that workshop subcommittee as well. But if we have more than eight, then where does that put us?

CHAIR JACKSON-DENNISON: I would definitely let you go instead of me. I would take myself out so that you can have that experience. We'd work around it like that. Unless anybody else wants to go also, then I can't do that, but for now we'll put that.

DR. MOORE: Before you make any decisions about who's going to go or not, if you can please send me the session description --

MEMBER BUTTERFIELD: Crystal, I would be happy to do that. I'll check with Patsy on the wording.

DR. MOORE: Okay.

MEMBER BUTTERFIELD: The Board

approved the inclusion of that workshop. So I'll work with Patsy on the NIEA Board.

DR. MOORE: Okay. I can try to ping them ahead of time and say it's basically to review the FY23 ARC and discuss the recommendations that were included in the ARC. Does that sound right?

MEMBER BUTTERFIELD: Yes.

CHAIR JACKSON-DENNISON: And find out if the subcommittee can have -- how many members can be allowed if it just has to be less than the quorum? Or can we go with more if it's just the report that we're giving out?

MEMBER BUTTERFIELD: I don't think the quorum is criteria for just doing a presentation to the public.

CHAIR JACKSON-DENNISON: I don't know. We don't know that for sure because I go by what I know from public school systems and it's pretty similar. Any time you have a quorum of the board, you have to make certain you follow.

Even if they're just meeting to

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discuss something, you've got to put a post out. If meeting to present something, you just have to put that there's no action items.

Patsy has her hand up.

MEMBER WHITEFOOT: Yes. Deborah, I don't have to be listed. I could just be in the audience, if that helps with the quorum.

MEMBER PAYMENT: You just can't say anything.

MEMBER WHITEFOOT: There's more than enough to do the report.

CHAIR JACKSON-DENNISON: Yes. That's how I feel too. I can be in the audience.

MEMBER PAYMENT: You'd have to gag me so I don't say anything.

DR. MOORE: Okay, good stuff. I'll send this over to them. I'll get a response and then share it out with you all as soon as possible so you have ample time to plan and get this all together.

We have two more questions. How many NACIE members are allowed to participate? If not

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all, how many? And then do we need a Federal Register notice if it's an open public meeting? We'll let them respond. There's no precedent for it.

MEMBER PAYMENT: I think if we plan together, we should probably notice it.

MEMBER BUTTERFIELD: So maybe when we're setting our dates, we could find a time for a call towards the latter part of September?

DR. MOORE: For the subcommittee meeting to do the planning?

MEMBER BUTTERFIELD: Yes.

DR. MOORE: Okay. Let me put that back up here.

MEMBER BUTTERFIELD: It would be NIEA Workshop Planning Committee.

DR. MOORE: And I'm sorry. What was the rest of that? You said September?

MEMBER BUTTERFIELD: I was just thinking toward the latter part of September, maybe the week of the 25th sometime.

DR. MOORE: Okay. All right.

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Anything else on this? You all are very timely. It's right at 4:00, which is when we scheduled open public comment to start.

Dr. Dennison?

CHAIR JACKSON-DENNISON: Okay. Let's go ahead and move into open public comment.

DR. MOORE: I'll stop sharing. Dave, if you can stop my computer from sharing? Thank you.

CHAIR JACKSON-DENNISON: Was it required for the public to submit anything prior or are we just taking comments?

DR. MOORE: Thank you for that.

Mahogany and/or Dave, can you review the process for folks if they want to comment verbally?

MS. HOPKINS: Hi, Crystal. Yes. We have allowed all to unmute at this time. If you wish to speak, please raise your hand, and we will call on you individually.

DR. MOORE: Mahogany, there was a gentleman that sent us a comment, an item via

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email. I forwarded it to you last night. If he's here, it might be helpful to start with him.

MS. HOPKINS: Yes. That is Mr. Martin. I did see that he was here earlier, Crystal. I'm not seeing him now.

Dave, do you see Mr. Martin as a participant? He may have left.

PARTICIPANT: No. I don't see him.

MS. HOPKINS: I believe he left, Crystal. He was here earlier but I haven't seen him.

CHAIR JACKSON-DENNISON: We do have a hand up, Alison Robbins.

MS. ROBBINS: Hi. This is Alison Robbins from the Blue Lake Rancheria. I just had a question as to the written comment period and if that was extended into tomorrow since there's going to be a meeting tomorrow, or if the comment period was still by 11:00 p.m. EST today.

DR. MOORE: If you have a comment that you would like for tomorrow, certainly you're welcome to do that even if it's after today at

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11:00 p.m.

MS. ROBBINS: Thank you very much.

CHAIR JACKSON-DENNISON: You're welcome. Thank you.

MS. HOPKINS: I do not recognize any additional hands at this time.

CHAIR JACKSON-DENNISON: Okay. Seeing that there's no comments at this time, we'll go ahead and call for adjournment.

MEMBER PAYMENT: Recess, motion to recess.

CHAIR JACKSON-DENNISON: Recess, yes, motion to recess. Thanks, Aaron.

MEMBER HARJO: Do we answer questions in the chat? There's a question from Katherine Palmer.

DR. MOORE: Lucyann, that's a great idea.

Dr. Dennison, are you okay with that as well?

CHAIR JACKSON-DENNISON: Sure, yes. You can answer questions in the chat.

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DR. MOORE: Would you mind reading them and whoever feels like they want to answer?

CHAIR JACKSON-DENNISON: Okay.

DR. MOORE: If you want me to read them, if you need me to read them --

CHAIR JACKSON-DENNISON: Yes. Go ahead and read them.

DR. MOORE: Okay. Let me see. I'm going to start from the bottom up just because I've been sharing my screen. So bear with me. Okay.

Katherine Palmer says, I've missed some of the meeting. Just wondering if GED or ABE programs have been discussed. I'm glad to hear the discussion on how to support students with disabilities with my education and also in need for student support to leave high school to adult life.

I think, Robin, that goes to your comment. Perhaps you'll want to make sure that we got those covered on those items that you contributed.

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It would be nice to make sure we have something in writing with guidance so we ensure we're above board. Yes, Sedelta, of course. I'm happy to try to help facilitate that. I will not be able to --

MEMBER PAYMENT: The rest, Crystal, is just --

DR. MOORE: Some of it's just procedural.

MEMBER PAYMENT: Yes. They're just comments from us. I don't see -- I just scanned through the whole chat. I don't see any other questions.

CHAIR JACKSON-DENNISON: There is one hand up. So we'll go ahead and go with Charles Cuny.

MR. CUNY: Good afternoon, Committee. I just wanted to comment regarding, number one, the potential meeting at NIEA with the TBIC Subcommittee on Education. I think that would be a great idea.

And then the other question is -- I

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work for Little Wound School Board. I also do some work for the Oglala Sioux Tribe.

One action item that we did in our region to the country with the Great Plains Tribal Chairman Association was basically, they passed a resolution supporting two Tribal Grant school administrators to serve on the pending NACIE Subcommittee for BIE Tribal Branch Schools.

I guess my question would be, working in this capacity, once I get that signed resolution, how do I get it to the NACIE Committee? And what are the protocols?

It sounds like from today's meeting there's some real questions regarding a charter and bylaws, and some questions on administratively how you guys handle that information.

DR. MOORE: I'll weigh in as the DFO, Mr. -- it may even be Dr. Cuny. So the procedures in place for ARC have been there for quite a while about how to communicate with the overall NACIE team.

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That's through the designated federal official, which is currently me. So if you have a report that you want to send to them, you can send it by me.

You're also welcome to send it directly to the members. I believe they provided their emails. The emails are in the annual report to Congress, so you're also able to send it directly to them. And all of that information is listed on our website.

MR. CUNY: Okay. Thank you.

DR. MOORE: You're welcome. I will put my email in the chat as well.

NACIE members, if you also want to add your emails directly to the chat, folks can have those and contact you directly.

I should also clarify that the charter is required by federal statute. So that has been in place. NACIE cannot operate without a charter. The current charter is active and accurate. I think it has to be renewed every two years. That's also on the website.

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I will say too, I did hear back from Mr. Martin. It looks like he had a conflicting meeting, but he will also try to attend tomorrow for his comments. And just in case, I will ask his permission to share his comments with you if he is not able to attend tomorrow so that you guys get them in.

CHAIR JACKSON-DENNISON: Are we okay to adjourn now? Just a summary of today. We covered quite a bit.

I really appreciate the input from everyone that you provided, especially the planning for the future. I really like that and I appreciate that, and I appreciate all of you.

I thank you all for joining us today, those of you that have been on. We still have 56 besides those of us that are on the Council. We still have quite a few people still on.

We covered quite a bit today. It wasn't really a padded agenda. I appreciate, Crystal, that you had that -- what did you call it, the first thing that you did?

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DR. MOORE: The SWOT?

CHAIR JACKSON-DENNISON: Yes. That was pretty good. I appreciate all of the input that we gave on that because I think it will help us a whole lot in focusing forward from here on, looking at where we can make some moves and make some changes.

MEMBER BUTTERFIELD: This is Robin. Do we get a copy of those charts, Crystal?

DR. MOORE: Yes. I'm sorry. I was on mute. Yes, absolutely. They're for you. I'll just do a little cleanup of my typing. And yes, they'll come back out to the team.

It looks like for whatever reason, some of you weren't able to open the agenda from the invite, so we'll send that out as a stand-alone eval before tomorrow's meeting.

CHAIR JACKSON-DENNISON: Okay, great. That's another thing I was going to mention. We had a hard time. Some of us had a hard time with the link today. These things happen. That's why we don't want to have online meetings anymore.

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MEMBER BUTTERFIELD: Deborah, do you need a motion to recess?

CHAIR JACKSON-DENNISON: Yes. We need a motion to recess.

MEMBER BUTTERFIELD: Okay. I so move that we recess until tomorrow.

MEMBER JOHN: Second, Theresa.

CHAIR JACKSON-DENNISON: Anyone opposed?

We are now recessed. Thank you. We'll see you all tomorrow.

(Whereupon, the above-entitled matter went off the record at 4:11 p.m.)

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C E R T I F I C A T E

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In the matter of: Advisory Council Meeting

Before: US DED/NACIE

Date: 08-29-23

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UNITED STATES DEPARTMENT OF EDUCATION

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NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION

+ + + + +

PUBLIC MEETING

+ + + + +

WEDNESDAY
AUGUST 30, 2023

+ + + + +

The Council met via Videoconference,
at 1:00 p.m. EDT, Deborah Jackson-Dennison,
Chairperson, presiding.

PRESENT

DEBORAH JACKSON-DENNISON, Chairperson
DUANE BEDELL, Member
JOLENE BOWMAN, Member
DOREEN BROWN, Member
ROBIN BUTTERFIELD, Member
LUCYANN HARJO, Member
THERESA JOHN, 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

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, MSG

KALILA WINTERS, Special Advisor, Office of the
Secretary at the U.S. Department of
Education

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

(1:07 p.m.)

CHAIR JACKSON-DENNISON: I'm Dr. Deborah Dennison, the Chairwoman of the National Advisory Council on Indian Education.

We're in day two of the open virtual meeting. Today is Wednesday, August 30th, and we will start with roll call.

So again, can you put the -- okay. Okay. We've got messages that Phyliss Anderson is not going to make it today.

So Duane Bedell? Are you here?

MEMBER BEDELL: I am.

CHAIR JACKSON-DENNISON: Thank you, Duane. Jolene Bowman, are you here?

MEMBER BOWMAN: Present.

CHAIR JACKSON-DENNISON: Okay. Thank you, Jolene. Amanda Smoker-Broaddus? Is Mandy-Smoker Broaddus, are you here?

She's not here. Donna Brown, are you here? Oh, Mandy's coming in right now, so --

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MEMBER SMOKER-BROADDUS: I'm here.

CHAIR JACKSON-DENNISON: Okay,
Mandy's here. Donna Brown? Not here. Doreen
Brown? Not here. Robin Butterfield? Lucyann
Harjo?

MEMBER HARJO: Good morning, present.

CHAIR JACKSON-DENNISON: Thank you,
Lucyann. Dr. Theresa John?

MEMBER JOHN: Good morning, good
morning.

CHAIR JACKSON-DENNISON: Good
morning, Theresa. Sedelta Oosawhee?

MEMBER OOSAHWEE: Hello, I'm
present.

CHAIR JACKSON-DENNISON: Thank you,
Sedelta. Dr. Aaron Payment?

MEMBER PAYMENT: I am present. I
will be catching a flight in a little bit, but
I am present right now.

CHAIR JACKSON-DENNISON: Thank you.
Dr. Joely Proudfit?

MEMBER SMOKER-BROADDUS: Good

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morning, here.

CHAIR JACKSON-DENNISON: Virginia Thomas? She messaged me that she would be late today. She's in clinics. Patricia Whitefoot?

MEMBER WHITEFOOT: (Native Language Spoken.) Present.

CHAIR JACKSON-DENNISON: Okay, thank you. We now have a quorum to continue. So we have one, two, three, four, five, six, seven, eight, nine present. Thank you.

I'm going to our first item. Go on to the first. Okay. We're going to ask Theresa John to do the opening.

(Whereupon, the above-entitled matter went off the record at 1:10 p.m. and resumed at 1:12 p.m.)

CHAIR JACKSON-DENNISON: Thank you very much, Theresa. That is much appreciated. We can go on to the next agenda item.

Okay. Crystal, we're going to move on to you as a NACIE designated DFO.

DR. MOORE: Chairman Dennison, may I

ask if you would cover the agenda for us first?

CHAIR JACKSON-DENNISON: Oh, sure.
Okay.

DR. MOORE: That would be great.
Thank you.

CHAIR JACKSON-DENNISON: Okay, we
have 1:20 Collaborative Organization Chart.
You probably saw, I actually had the opening
just now.

So we have the covering of the
organizational chart by myself and the DFO, Dr.
Moore.

We have a 2:30 discussion with
Julian Guerrero, Jr., Director of Office of
Indian Education, followed by 3:00 p.m., Tony
Dearman, Director of the Bureau of Indian
Education, Department of Interior.

And then at 3:30, we have discussion
with Naomi Miquel, who is our Executive
Director of the White House Initiative.

And then at 4:00-4:20, we have open
public comment, followed by discussion at 4:20-

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4:30, then adjourn. Thank you.

So we'll go on to the first item. And I don't know how much discussion we're going to be needing on this.

I will bring in Dr. Moore. Do you want to talk about it first and then I'll tell you what I know about this? Okay.

DR. MOORE: Great. And then one more little caveat. Would it be okay if I did a quick welcome of all of our --

CHAIR JACKSON-DENNISON: Oh, yes. Sorry. We skipped that. I'm sorry.

DR. MOORE: No problem. And if you like, I think we have some time if the NACIE members would like to also do a brief introduction of themselves for folks who weren't able to attend yesterday.

CHAIR JACKSON-DENNISON: Yes, that's completely okay. I should have done that, again, but I just figured we were continuing.

So go ahead and let's do that. That's a good idea.

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DR. MOORE: Oh, well, I'll turn it back to you, and then you have -- David, if you could go back to the member list and then we can just work through the way Dr. Dennison did earlier and give everybody a chance to say hello and welcome.

CHAIR JACKSON-DENNISON: Yes, because we do have new members and we may have people on today that were not on yesterday that are in our attendance in our audience.

So we'll start with Duane. You're first on the list.

MEMBER BEDELL: (Native Language Spoken.) Good afternoon. It's afternoon here in Michigan.

My name is Duane Bedell. I am the President for Bay Mills Community College located in Brimley, Michigan.

I'm Ojibwe from the Bay Mills Indian Community, also known as Gnoozhekaaning, also known as the Place of the Pike.

I've been working in education for

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about the last 20 years, 21 years, and in higher education, started off as an adjunct instructor, moved on to a full-time faculty member, and now president of this institution here.

Again, as I said yesterday, it's a great pleasure to work with such awesome colleagues on this very important counsel and I look forward to the work that we're doing. (Native Language Spoken.)

CHAIR JACKSON-DENNISON: Thank you, Duane. Okay, Mandy, you're next. Oh, I'm sorry, Jolene Bowman, Dr. Bowman.

MEMBER BOWMAN: (Native Language Spoken.) Greetings. My name is Jolene Bowman and I wish you all well.

I am Stockbridge-Munsee community member. I also work for the tribe as the Director of Education and Career Services for the last 17 years, where our focus is conservating academic and career mindsets for a sustainable future from Head Start through

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higher education and beyond.

It's a pleasure being here. I look forward to learning and serving. And it's again great to be here. (Native Language Spoken.) Thank you so much.

CHAIR JACKSON-DENNISON: Thank you, Dr. Bowman. Mandy, you're next.

MEMBER SMOKER-BROADDUS: (Native Language Spoken.) I'm Mandy Smoker-Broaddus. I am a member of the Fort Peck Assiniboine and Sioux tribes, located in Northeastern Montana.

I am a former educator, school administrator, tribal college instructor, and I worked for the State of Montana as the Director of Indian Education for ten years.

Currently, I work at Education Northwest as a Senior Advisor in Native and Culturally Responsive Education.

It's good to be back with our group again today. Thank you.

CHAIR JACKSON-DENNISON: Thank you, Mandy. Did Dr. Brown show up? Okay, we'll go

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on to Doreen. Did Doreen come in? Okay. What about Robin? Okay, we'll go to Lucyann Harjo. Thank you.

MEMBER BUTTERFIELD: Doreen is here.

CHAIR JACKSON-DENNISON: Okay. We'll go with Doreen, then. Doreen Brown?

DR. MOORE: Can you help her unmute, please, Dave? Maybe that's the delay.

RDR. MOORE: Doreen Brown is not currently muted.

DR. MOORE: Okay. Doreen, if you could work on your microphone, and then we'll circle back.

CHAIR JACKSON-DENNISON: Yes, we'll come back. Robin, go ahead.

MEMBER BUTTERFIELD: Good morning, everybody. I'm Robin Butterfield. I'm Winnebago and I'm Chippewa.

My grandfather is from Winnebago, Nebraska. My grandmother is from White Earth, Minnesota.

I have 50 years in Indian Education.

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I've been the director of Indian Ed for three different state departments, Wisconsin, almost ten years in Oregon, and Washington State.

I've also worked for three different regional and national technical assistance centers, as well as working as retired from the National Education Association.

Currently, I'm retired, kind of. I'm doing a lot of training, webinars, and technical assistance in various parts of the country.

I'm very happy to be here. (Native Language Spoken.)

CHAIR JACKSON-DENNISON: Thank you, Robin. We'll go on to Lucyann.

MEMBER HARJO: Good afternoon. My name is Lucyann Harjo. (Native Language Spoken.)

I'm the Coordinator of Indian Education in Norman Public Schools. I'm also a councilmembers, member of the Oklahoma Council for Indian Education, who I represent a lot of

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times throughout the state.

But I serve 2,300 kids, Indian students, in Norman Public Schools in Norman, Oklahoma, right in the center of the nation.

We have 74 tribal nations represented throughout the canvas of our kids and in our district.

I'm glad to be here. Thank you.

CHAIR JACKSON-DENNISON: Thank you, Lucyann. Dr. John, you're next.

MEMBER JOHN: (Native Language Spoken.) My Yup'ik name is Arevgaq, which is the namesake of my grandmother's youngest sister.

And I'm one of the ten children survived by years of boarding school at the Mission School in the Yukon River.

And I've worked on and off for about 35 years with the education department. I just retired from the university, but I'm still serving on graduate committees.

I taught for Center for Cross-

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Cultural Studies, which is a graduate program at University of Alaska Fairbanks.

And I've worked with elders and bilingual teachers on my career to help implement, develop and implement culturally relevant curricula for the children in Southwest Alaska.

And right now we have a very strong immersion school there where it's fully supported by the parents.

And so I am very humble to be here with all my professional colleagues here and looking forward to another successful day, hopefully. Good morning.

CHAIR JACKSON-DENNISON: Thank you, Dr. John. We'll go onto Sedelta Oosahwee.

MEMBER OOSAHWEE: Good afternoon. My name is Sedelta Oosahwee. I am a citizen of the Three Affiliated Tribes and I'm Cherokee.

I work for the National Education Association as a Senior Policy Analyst and Outreach Specialist.

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And I'm very excited to be here.
Thanks, guys.

CHAIR JACKSON-DENNISON: Thank you,
Sedelta. Dr. Payment, you're next.

MEMBER PAYMENT: (Native Language
Spoken.) So I just wanted to say thank you to
all of our Indian education warriors that bring
information to people, to all our relatives.

I'm at the airport, as you can hear.
I was trying to speak in between those.

Let's see. I have a Doctorate
degree, Ed Specialist degree, Masters in
Education, MBA, BS, and GED.

I'm a former tribal school board
president and also a TCU vice president.

I appreciate our collegial
relationship among all of us as experts. We
are not a bureaucratic top-down structure, and
so we will resist that.

And I also want to say that I have a
lot of experience with both the White House
Council and the White House Initiative,

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testifying in front of Secretaries Haaland and also our Education Secretary on Indian Education, and propping up our work through NACIE through that process.

So I'm glad to be here. (Native Language Spoken.)

CHAIR JACKSON-DENNISON: Thank you, Dr. Payment. We'll go with Dr. Proudfit.

MEMBER SMOKER-BROADDUS: (Native Language Spoken.) I'm Dr. Joely Proudfit. (Native Language Spoken.) Luiseno/Payomkawichum and Tongva. Good morning, everyone.

I'm Zooming to you from my office here at Cal State San Marcos. I am the Chair of American Indian Studies and the Director of the California Indian Cultural and Sovereignty Center.

I'm entering my 29th year as a university professor and I have a room full of students right now.

It's day three of the academic year, so quite busy. I'm very happy to be here as we

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take our journey to support our American Indian students.

And I'm here in Southern California really trying to elevate and represent our California Indian tribes.

Of course, we care about all students, but we are home to 109 federally recognized tribes and about 80 seeking recognition and a very large relocating community.

So oftentimes, we go underserved in a population in a state that has over 40 million people.

So I'm happy to be here and to lend a voice in that effort. (Native Language Spoken.) My heart is good. I welcome everyone.

CHAIR JACKSON-DENNISON: Thank you, Joely. Is Virginia here yet? Okay, Patricia Whitefoot?

MEMBER WHITEFOOT: (Native Language Spoken.) Patricia Whitefoot. Good morning,

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everyone. I introduced myself in our language of our Plateau tribes here in the Northwest.

That includes tribal folks in the Warm Springs Umatilla tribes as well as the Nez Perce. And I'm here on the Yakama Nation Reservation in Eastern Washington.

I just want to just say in terms of education, I started out in education as a parent volunteer in Head Start, which took me through 50 years of native education from early childhood to higher education, lifelong learning, and continue to do that.

I've served as the Tribal Education Director for the Yakama Nation as well as the Human Services Director for the tribe, and have also been on elected positions for my tribe, including the tribal council as well as our code of ethics board, and have also served on the Affiliated Tribes of Northwest Indians Executive Board with our 57 tribes here in the Northwest.

I just want to say that in terms of

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the work that we're doing, I really have a strong desire to continue working toward tribal sovereignty and our inherent rights as native people individually and collectively.

And so I just want to make certain that we also address those inherent rights that we have as individuals and as a people, because it's through that that we continue to do our work with our students, with our own family members, our grandchildren, our great grandchildren, and helping to lift up tribal sovereignty and the role of tribal leadership in terms of our relationship with the various governments we work with, whether that be here in the United States or internationally.

We still have a strong inclination to make certain we're addressing tribal sovereignty.

So with that, I just want to say thank you and good to be with everyone.

CHAIR JACKSON-DENNISON: Thank you, Patricia. Did anybody else show up yet that's

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on our list that hasn't introduced themselves?

DR. MOORE: Chairwoman Dennison, Doreen Brown has rejoined.

CHAIR JACKSON-DENNISON: Okay, Doreen. We'll go ahead and call on you.

MEMBER DOREEN BROWN: Thank you. Good morning. Can you hear me now?

CHAIR JACKSON-DENNISON: Yes.

MEMBER DOREEN BROWN: Oh, okay, great. I'm Doreen Brown. I am a tribal member of Aniak Tribe, which is on the Kuskokwim River.

I recently retired. I have actually been in education since I was 19 years old. I started as a Youth Development Tutor for Indian Education.

And so that's 39 years of serving our people in that capacity. Now I get to -- I was -- I just retired, sorry, as the Director for Title VI Indian Education and also for Migrant Education.

Now, I get to spend time with my

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parents and my daughter who is currently a junior. Thank you, and welcome, everyone.

CHAIR JACKSON-DENNISON: Thank you, Doreen. I guess I'm last to go. (Native Language Spoken.)

I'm Deborah Dennison and my descent is Scottish, born for the Kinyaa'aanii Towering House Clan of the Navajo People.

And my paternal clan is Ashiihi, which is the Salt Clan. And the Towering House Clan is identified as leaders in our Navajo Nation clanship system.

And so I've been an educator for 37 years. I started as a high school teacher and taught the Title I, it was Chapter I back in the day, Title I reading and ELA courses for students at risk, and went on to teach at community college, at Dine College, where it was up the road about an hour.

I went up there and I taught there for four years, and then I went on back to -- I went back and obtained my Master's and my

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Doctorate in Educational Leadership and Policy Studies.

And I've become an educational leader practitioner. I'm not a Ph.D., I'm a practitioner for school systems that are -- mainly K-12 practitioner.

And so I see every day what the needs are at the grassroots level, at the level of everyday within Indian education.

I am coming to you from the homelands of the San Carlos Apache people where I have -- that's when I said (Native Language Spoken), that's their way of saying good morning and hello.

And I have been here for, this is my eighth year as a superintendent here. I also spent overall 20 years, this will be my 20th year as a superintendent in Indian land schools that serve 99-100 percent Native children.

So I'm coming to you from, again, San Carlos where I have a good relationship with the chairman.

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We've built strong partnerships throughout, which, my lights just went out because I'm not moving, but the chairman of our tribe and also the Department of Education at the tribal level, which is so important.

And I just wanted to share that with you because it's really hard to do that for public schools, as we have learned throughout the years.

That partnership is essential for getting to the needs and the desires and the actual wants of a community such as San Carlos or any tribal community.

You ask them, for the first time they've been asked what it is that you want your students to know and be able to do when they graduate from our school system.

And that's the whole idea behind systematic reform and what I've been working on here in San Carlos.

And for the first time ever this year, our first elementary school is going to

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be off school improvement, which is a big thing, because we were once the lowest performing school in the state of Arizona, and is why I've spent some long years here.

So thank you. And I don't know if anyone else has shown up, but I'm glad to be here and be with everyone.

I hope we get Virginia on soon and who else is not here? Phyliss won't be coming on, but I think that's everyone.

DR. MOORE: Yes, I think you're right. Thank you to Chairwoman Dennison and the esteemed NACIE members.

I always feel as though it's one of the most incredible sessions of our time together is when you all cover your esteemed history through the many years that you've worked in Indian education and helped get all of us that are doing this work as well as NACIE to what I think is a very good point in your history.

So, in our collective history. So,

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Dave, if you could go to the welcome slide. Thank you. We're jumping around here in the front a little bit. Thank you. Okay.

So, my name is Crystal Moore. I am honored to serve as the current NACIE DFO. I, as they say, stand on the shoulders of giants.

There's been several many DFOs before me. It's an important position within the U.S. Department of Education.

And everybody has done a lot of work in order to serve as the DFO and to really come along side by side with NACIE so that we can further your work and our work in Indian ed.

I'm a citizen member of the Choctaw National of Oklahoma. I am at least, and still counting, fifth generation of Indian educators, in a very large family that's rooted in Southeastern Oklahoma, where my great grandmother was a tribal boarding school enrollee.

And I was born and raised in Southern California. So I have that interplay

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as well.

I have taught every grade level in some form or fashion from K-20, and for the past four years plus, I have and continue to serve at the root, a foundation, almost a half million children, Indian children in our K-12 schools across the U.S. via the Office of Indian Education Formula Grants, where I serve as the group leader with an incredible team that I don't know how they get all the work done that they do and we do, but it happens every day.

And so, thankfully, we're able to get about \$110 million in grants out the door every year.

And I also hold an Education Doctorate in Education Technologies out of a university in Southern California.

I also would like to take a quick couple minutes to roll through our participant list. We have 49 folks on the call.

And we worked with an incredible

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group within the U.S. Department of Education. We are fortunate to have many retirees that continue to support us.

And so I'm going to do a quick run-through and just shout-outs to all of them and their fabulous work and then for taking the time to be with us today.

We're busier now than ever at the U.S. Department of Education, I think. And we are doing a lot.

And so, thank you for taking your time. I am going to -- the first person on my list is our esteemed director who is an incredible professional.

And I have recently, not recently, I have more increasingly over recent times, but steadily, whenever I wanted to have a model, a role model, for new team members, I always say, just watch how Director Guerrero carries out his work, because he's a consummate professional.

And we are honored to have him in

the Office of Indian Education.

And we have, let's see, okay, we have Ms. Annabelle Toledo. She's a member of the Jemez Pueblo. She's one of our Office of Indian Education Formula team members.

She's been with OIE for well over 20 years, maybe 30 years, and then she was with Interior before then.

So, she holds a lot of historical knowledge for us and is just an incredible team member.

Donna Bussell came to us, a long-esteemed amount of work in Indian ed. She's from Oklahoma as well, and she's currently on our OIE Discretionary Team, holding many hats, doing incredible amounts of work every day as well, in partnership with our group leader, Dr. Donna Sabis-Burns, which is my counterpart on the Discretionary Team.

These ladies move mountains every day. And I'm not exaggerating. It's incredible work they do.

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And Greg Hindsley is on our Office of Indian Education Formula Team. Came to us after a long career in Interior.

We were able to fortunately grab him over, and now he is in OIE. And doing great work.

We have Jenelle Leonard, who I believe is a retiree. She pre-dates me, but I do remember, I believe a previous Indian Ed Director.

And if I misstate something or you would like to expand on your work, please enter that in the chat for everybody to see.

We have Dr. Linda Brake who came to us. She's in Arizona, I believe. Again, long career in, I believe she has a background in special ed, and she's on our Discretionary Team.

She's a newer member to the team, but has had a long career.

So we have Lisa Sadeghi. She is our wonderful contracting officer that helps with

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all of our OIE contracts that are critical to the work that we do and to what NACIE does.

I see our friend Nate Beelen from Michigan. He I believe is at the State Department of Michigan Ed, and he's one of our OIE partners.

And of course, Mr. Ron Lessard, who was one of our long-term White House Initiative Executive Directors.

Lifetime of incredible work that continues as well.

We have Director Tony Dearman from the Department of Interior. And I think everybody knows all the great work he does.

And he's on our agenda, so he'll be, you'll get to hear directly from him.

Wanda Lee has been with our team going on about eight years, I believe. She's on the Office of Indian Ed Formula Team.

She is Lumbee from North Carolina and has had a 30-plus-year career in Indian ed as well.

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And I think that's all I see. If I missed you, I apologize. Please put your name and whatever part of your bio you want in the chat.

Okay, all right, thank you. And then, Dave, can you please go back to our housekeeping slide.

All right. Typically, our wonderful contractors, Mahogany Hopkins, she had a small prior engagement that she has to be off for just a little bit of the time of the meeting, so I'm going to run through for her.

And so, starting with Zoom. If you require technical assistance, please send a chat message to the Zoom Technical Support under your chat.

You should be able to, when you click on the two in the bottom right hand part of your screen under the chat, you should be able to select that Zoom Technical Support. You can send a direct message to them.

And if you have any issues, if your

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internet connection isn't stable, you may join by a phone, the dial-in number, and I'll just say it for the record, 669-254,5252, meeting ID is 16067828057. Access code is 922575.

Please have your audio on mute unless you are on the agenda to speak. We will have a time for open public comment and hope that that time is completely filled with all of your comments.

And video, please turn off your video camera unless you are speaking.

And then transcription, when speaking, please state your full name for the recording stenographer prior to starting your talk.

I also want to add that as a reminder and/or review for our guests that are new to NACIE, NACIE is a presidentially-appointed federal advisory committee established under the Elementary and Secondary Act of 1965, which is now under the U.S. Department of Education.

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As a federal advisory committee, NACIE is subject to the U.S. General Services Agency, or GSA, FACA policy. And I have put that link in the chat already so you can read all about FACA-specific rules for every presidential advisory committee or council.

Again, these meetings are recorded and transcribed word for word. Those transcripts will be published on NACIE's website, I put that link in the chat also, after they have been 508 remediated so that they're fully accessible for everyone, even those that have any special needs.

That publishing of those 508 remediated documents take approximately 21 days and so bear with us, because sometimes that 508 remediation does take a little bit longer than expected.

But we certainly strive to get them up there as soon as we possibly can for you.

Okay, and with that, I believe we're ready to transition. We're a little bit behind

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the schedule, but I think we'll still be okay to keep our end time at 4:30.

So, Dave, if you can go to the first session, and then, Dr. Dennison, I will turn it over to you, Chairwoman Dennison, to open up that session of the agenda.

CHAIR JACKSON-DENNISON: Okay, thank you. Thank you, Crystal. Okay. You have collaborative discussion. Is that what's next on the agenda?

DR. MOORE: Yes, ma'am, I believe that was it. It was 1:20, we had set for that. Sorry, the agenda's -- this Zoom is probably taking up your whole screen and the agenda was on a different screen.

But, yes, this is the first post all the introductions.

CHAIR JACKSON-DENNISON: Okay, so it says, the agenda that's up, it says collaborative discussion. Let me move this out of the way.

It just lists all of us, myself as

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Chair and Director Guerrero and then Naomi Miguel. So do we want to just turn it over to Director Guerrero for now or each one to do an update?

Is that what we're going to do? I thought we had another item on the agenda ahead of this.

DR. MOORE: Let's see. Did I misread? This was originally 1:20. We took a little bit more time with everybody introducing themselves, so this was scheduled at 1:20-2:30.

CHAIR JACKSON-DENNISON: Okay. Well, we'll start with Mr. Guerrero, the BIE, not the BIE, but the OIE Director.

MEMBER BUTTERFIELD: Excuse me, this is Robin Butterfield. It says organizational chart. Is there a graphic that we're supposed to look at?

CHAIR JACKSON-DENNISON: Okay, that's what I thought. That's what I was getting at.

DR. MOORE: Yes, and my apologies.

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So, maybe I should give the background of this.

So, in the last meeting, in the June meeting, there was significant questions by multiple NACIE stakeholders, including NACIE members, about how and why does NACIE basically operate?

What are their rules, roles, responsibilities, rights, that sort of thing. And there was multiple discussions with, again, multiple stakeholders.

And we agreed during the last meeting to put that organizational chart and detailing out everybody's rights, roles, responsibilities, based on what was written in NACIE's original charge.

So there is a slide deck that -- so there's additional slides after this. Chairwoman Dennison, what we had talked about was, the key is to be able to identify what NACIE's rights, roles, and responsibilities are, and one of the ways to do that is to look at the pure legislation, because since NACIE is

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presidentially appointed and has existed since 1965 legislation, it's best for NACIE to interpret or to identify their rights, roles, and responsibilities, which we'll get to later with that graphic, the chart, which is about five slides down after all of the relevant statute and policy.

CHAIR JACKSON-DENNISON: I just wanted to make certain, because it was on the agenda and I thought it was before this agenda item.

But I just wanted to say that I did have a conversation with the White House liaison. He contacted me on Monday and just said that he understands what we're trying to get at, but at the same time, we have to give them some time to look at all the different -- what's said in the White House Initiative.

And that's the driven part. But we're not part of the Department of Education. We're not part of the organization.

We are just an advisory council.

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And so it's not particularly one box that we fit in. And so, that makes sense to me.

And so I just, I will be sharing that again when we get to the point. I just wanted to say that.

And Aaron has a hand up, so go ahead, Aaron.

MEMBER PAYMENT: Yes, if I could just -- the other reason we wanted to have this discussion was because several members were not completely familiar with how all of it fits together, the White House Initiative, the White House Council.

Over the years, because of my former elected role, I was really engaged in that, so that's why I think I have a practical sort of experience with it.

The Midwest Alliance of Sovereign Tribes pushed the White House Council to be creative.

And I wrote the resolutions, so I'm excited about that. But they are propelling

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forward on all kinds of Indian education initiatives.

And so, I think we wanted this conversation to also be kind of like a discussion of how all that pieces together and then get updates from both the White House Council, the White House Initiative, in cooperation with NACIE.

Ninety-three percent of our children are in public schools. Seven percent are BIE. So then also, our ongoing engagement with Tony Dearman.

And so, I'm getting ready to get on the plane and I apologize, but I hope that our discussion can be focused on how we can work collaboratively and collegially rather than more sort of micro-focused on our roles and responsibilities, because I think that's why we requested it, is to figure out how we can pull all of these pieces together so that we can focus on the receiving end, which is our students.

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Not only our K-12 students but our higher ed students, and then in the report, our tribal college students and also our GED recipients. We must never forget about our GED recipients. I'm one of those.

And so, I do have to leave. I apologize, but I did get a commitment yesterday. I reached out to Secretary Haaland and informally and as an individual, not as a member of NACIE, and I said, hey, I think NACIE's going to invite you to a future session. Would you be interested in attending? By the way, Sally Jewell came to one of our sessions.

And she was very excited about it. So once the formal request goes out to her, she said she'll be looking forward to it.

So with that, we really have good work to do. We have all kinds of players in it. There's no need for territories or boundary lines. We just work as a team.

And I'm really excited about what

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the White House Council is doing. So if we can tie all of that into what we're doing and give a good explanation of that, it wouldn't be part of an org part, it would just be part of an operational start on how all of it fits together, maybe using concentric circles rather than hierarchical sort of structures would be good. (Native Language Spoken.)

DR. MOORE: Thank you, Dr. Payment. And I think you may have seen my concentric circles about five slides ahead.

So I think everybody's thinking along the same lines. Typically, I think it's important, because there's been a fair amount of maybe miscommunication or lack of understanding about what the statute says, I went back through the statute, and I've read this a lot in the past.

I went back and there was things that I found that I haven't seen before. And Chairwoman Dennison is 100 percent right, I also met with the White House liaison, the

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White House Initiative Executive Director, and some RFGC members, and absolutely, not myself, and NACIE cannot do a final determination of the actual outcome of all this.

But what we can do is look through the statute. What you can do is see, and we can make collaborative, concentric circles charts where things sort of overlap and identify what your rights are, your roles are, and your responsibilities are as written in the published statute.

So that was the request. And we all committed to doing that. And so, certainly, the White House liaison and the other folks will want to continue to weigh in.

And they should, because they are key partners in all of this as a presidentially appointed council.

So with that, if it's okay, if we can kind of dive into what you see on this first screen. This is a copy and paste straight from the statute.

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There are some highlights because it's a lot of text, some highlights and some bolds and some underlines just to focus, but the verbiage is straight from the legislation, the policy, the executive order, or whatever it is, with no interpretation.

So, I'll give you all a few minutes to read. And again, this is NACIE's initiating statute, via the Elementary and Secondary Act of 1965.

It is Subpart 4. I linked in the chat earlier to the statute, and if you just do a keyword search for Subpart 4 you'll find all of this here.

And it looks like my PowerPoint kind of jumped around at the bottom there. But again, it's a straight copy and paste with some bold highlights.

So I'm going to give you about two minutes.

All right. So, and I'm just going to roll through. Please utilize the chat if

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there's anything that I miss or you want to add.

So under duties, in bold, and the bolds and the highlights and the underlines, again, are mine, everything else is a straight copy and paste, advise secretary.

And then in brackets, if it's in brackets, that means I did add it just for clarification, so secretary, and because this is an Elementary and Secondary Act under the Education Department now, that secretary is referring to education. So I just clarified that one.

And the Secretary of the Interior, so two secretaries, concerning the funding and administration, including the development of regulations and administrative policies and practices, key words, any program, including any program established in this part, Title VI, Part A.

And then A, with respect to which the Secretary of Education, is what it's

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alluding to, has jurisdiction, keyword and, includes Indian children or adults as participants.

So and includes Indian children. Or number two under there, under B, may benefit. So if it includes Indian children or it may benefit them, and the Secretary has jurisdiction.

Okay, so, NACIE has purview over that, or has the ability to advise the Secretary of Ed and Secretary of the Interior.

And then there's some other -- I skipped to number three. Then number two is about advising on the Director of the Office of Indian Ed, which you're all clear about.

Number three, submit to Congress, not later than June 30, we're getting closer to that deadline every year, NACIE is getting closer to that deadline every year, a report on the activities of the council.

And those that report can include recommendations that the council considered

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appropriate for the improvement of federal, doesn't just say Department of Education, it says improvement of federal education programs, that include Indian children or adults as participants, or that may benefit Indian children, and recommendations concerning the funding of any program as described in subparagraph (A).

Okay. So I'm going to roll on. And then we're going to kind of distill this into our concentric circles, is the plan.

Okay. Next slide, please. Okay, one other important piece of legislation that's critical to NACIE and the Office of Indian Education is this 3424(c), which is under the Department of Education's legislation, and then Office of Indian Education.

And I alluded to that in the chat earlier as well. And I'll give you about two minutes to go ahead and read before I hone in on some things.

Okay, I think we're almost at two

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minutes. So in terms of NACIE, particularly the focus here is 2(b), the duties for the Director of Indian Education, which is currently Julian Guerrero, Junior, the Director shall be involved and be primarily responsible for the development of all policies affecting Indian children and adults under programs administered by the Office of Elementary and Secondary Education, which is basically the office of all K-12 education.

Okay. So that's the important piece here. And then, one of the important pieces as it relates to NACIE.

And then if you go to the next slide, Dave, please, okay, and then we also, NACIE members have well-noted, and then we have consistently worked with the White House.

NACIE has consistently worked with the White House Initiative and its NACTU, as you see on your screen, Native American Tribal Colleges and Universities, particularly as it relates to NACIE.

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So it is a lengthy executive order, 14049, and it was signed by President Biden October 11, 2021.

And Section 2, you can see the highlights there. So there is established the Department of Education the White House Initiative of which the Secretary of Education, the Secretary of the Interior, and the Secretary of Labor shall serve as co-chairs.

So those three secretaries are the co-chairs of the initiative. The Secretary of Education shall in consultation with the other co-chairs of the initiative designate an executive director. That is currently Ms. Naomi Miguel.

And then Part D of that is the Executive Director shall work with the Director of the BIE, the Commissioner of ANA, Administration for Native Americans, ANA, of the Department of Health and Human Services, Director of IHS, and the Department of Health and Human Services, and to develop a separate

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MOU.

So I'm trusting there is an MOU. I still need to see that. I'm trusting there is an MOU.

Okay, next slide, please. In Section 3, there's a lot of content here. So again, we're still on the Executive Order 14049, White House Initiative.

And we have NACIE is definitely spelled out in the first line there. There's a lot, but NACIE shall serve as the advisory council, in highlights, for the Initiative and shall report to the Initiative, AKA co-chairs, who are the Secretaries of Education, Interior, and Labor, who, these are keywords, through and as requested by the Executive Director.

So for the purposes of the White House Initiative, NACIE goes through and as requested by the Executive Director, as you see on the screen. And again, that's a straight copy and paste from the Initiative, which is also linked in your chat.

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In addition to and consistent with the duties set forth in Section 6141, which is NACIE's originating legislation from 1965, NACIE shall in consultation with the Initiative, so consultation with the Initiative, advise the co-chairs, which are the three Secretaries, of the Initiative on these subitems.

So, professional education outcomes, strengthen TCUs, carve pathways, participation in agency programs, public awareness, local and national partnerships permitting and approving many educational opportunities for Native languages.

So all of those are all the items that NACIE should be working with the Executive Director to advise these co-chairs on under this 14049.

Next slide, please. And then it continues. This White House Initiative, there's a lot there.

So under B it says, the NACIE, and

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again, it's copy and paste, the NACIE and the Executive Director shall, as appropriate and consistent with applicable law, facilitate frequent collaborations between the Initiative and tribal nations, Alaskan Native entities, and other tribal organizations.

So NACIE working with the Executive Director, which is Naomi Miguel currently, will facilitate frequent -- so NACIE's involved in these collaborations with the federal nations and tribal courts.

So C, the Executive Director shall in consultation with the NACIE address the NACIE's efforts pursuant to Subsection A of this section in the annual report of the Initiative submitted to the President.

So the Initiative, White House Initiative, submits an annual report to the President, and that report should address NACIE's efforts.

And then the Department of Education shall provide support staff for NACIE, which is

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why we do. Okay, next slide, please.

MEMBER BUTTERFIELD: I have a question, sorry. On that last line, what does that mean, address? The Executive Director shall address NACIE's efforts. What does that mean?

DR. MOORE: Well, I'm not in a position to answer that, because it's straight from the executive order. I would defer to the White House Initiative Executive Director on that and/or our White House liaison.

MEMBER BUTTERFIELD: Well, yes, I would really like to -- this is Robin, I'm sorry I didn't say. Because if it's related to the annual report, does that mean that the Executive Director would review and comment or modify and change or what does that really mean?

DR. MOORE: I believe this is a separate report. This is the Initiative's report that goes to the President.

But again, Naomi will be on the call

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and we can ask her.

MEMBER BUTTERFIELD: Oh, okay. Because it says address NACIE's efforts. Anyway, it's confusing to me. So, yes, if we could get clarity on that, that would be helpful. Thank you.

DR. MOORE: Of course. It's a great question. I read that several times, too, and, yes, so we'll get clarity from her when she's on.

Okay, so those are the core pieces of policy, statute that impact NACIE. There's lots of others, but this is the core from what we've gathered.

So moving on to the next slide, please, okay, and let me just check our agenda. Let's see. Okay, we've still got 30 minutes for this at least.

And my guess, I could be wrong, my guess is that this is just kind of the beginning of the conversation and we'll give NACIE's key stakeholders time to also

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contribute to this, like the White House liaison that Dr. Dennison spoke with, and then Director Dearman I believe is on.

So the key is for you all to flesh these out together. What's in the intersection? And if there's a better way for you to display this information, great.

This was just an initial brainstorming graphic for you. But we can certainly put it -- so based on what you just saw, Chairwoman Dennison, did you want to take that information and then start to kind of map it out of how NACIE interacts with these other groups, just as a draft mode?

CHAIR JACKSON-DENNISON: We can do that. Yes, I think that's the best approach. Go ahead and do that.

DR. MOORE: Okay.

CHAIR JACKSON-DENNISON: Look at them and see where they fit, or add them in.

DR. MOORE: Or maybe list them out and then you can start to see, and maybe with

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the help of our partners, kind of start to formalize the map. I mean, I will completely defer to you to what you want to do next.

CHAIR JACKSON-DENNISON: It looks like you're doing a mind graph or --

MEMBER BUTTERFIELD: Venn diagram.

CHAIR JACKSON-DENNISON: Yes, it's a Venn diagram, but it's got a different name to it. So go ahead and start with --

DR. MOORE: Well, I'll take notes, and then how about you guys, NACIE and partners, stakeholders, can tell me what to write. I'll just take notes.

CHAIR JACKSON-DENNISON: Okay.

DR. MOORE: Dave, can I share my screen, please?

PARTICIPANT: Yes, I'll go ahead and stop sharing.

CHAIR JACKSON-DENNISON: Patricia has her hand up, so we'll go with Patricia.

MEMBER WHITEFOOT: Yes, I just have a question about the individuals that are

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responsible for each department section.

I'm wondering if there's been any discussion with them as well. I mean, the Department Secretary and the Secretary of Labor and the Secretary of Interior.

Has there been any conversations with them to also get their input? I noticed that Tony Dearman is on. I don't know if anybody's here from Labor.

Because they also had this responsibility as well. So I think it would be helpful to have their understanding of what their role is before we even begin this process.

DR. MOORE: I can, if nobody wants to weigh in, I can tell you what has happened is that there have been discussions with the stakeholders within the U.S. Department of Education.

And Tony Dearman is aware of the discussions. He's not officially weighed in yet, but certainly will have plenty of time to

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do so.

I do not know of any conversations with the Department of Labor. And that could make sense because, again, per what was on this slide here, let's see, this, forgive me here, let's see.

So, the initiative adds Labor. Labor was not directly spelled out, the Secretary of Labor was not directly spelled out in the 1965 legislation. It was added here.

And it says, through and as requested by the Executive Director. So, it seems, and I think it would be best for the White House liaison or perhaps Naomi Miguel to weigh in on that, if we were going to reach out to the Department of Labor to get their input. We would go through -- apologies -- through the Executive Director at the White House Initiative.

MEMBER WHITEFOOT: Okay.

CHAIR JACKSON-DENNISON: It sounds like that we really do need to hear from Ms.

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Miguel before we really can move on. But Lucyann Harjo has her hand up, so I'll yield to her.

MEMBER HARJO: Yes, I'm looking at Slide 14, and is that what you're hoping that we create? And I guess the different departments and how they intersect, is that diagram in the middle, so we're all trying to help each other to serve students well, would that be in one of those oval circles, would that be OIE, the Office of Indian Education?

And another oval would be Tony Dearman's leadership in the Bureau of Indian Ed? And then another of the ovals would be the White House Initiative?

CHAIR JACKSON-DENNISON: That's a good question.

DR. MOORE: I don't think there's any preconceived notion, noting what Dr. Payment said earlier about not wanting a top-down approach.

I, in my mind, went to circles just

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to get the conversation started, but there's no expectation. If you all collectively want to change it to top-down or side-to-side or however you want to do it, this is just the conversation starter and brainstorming starter because it seemed to make sense with the circles meeting together.

So, if you want to propose that, Lucyann, that's totally up to you. But again, this is NACIE's maybe first effort at kind of creating some sort of model of how you work with everybody else that you're supposed to.

CHAIR JACKSON-DENNISON: There was a hand up. Kalila? Are we taking comments from outside of NACIE or is in just NACIE for now?

DR. MOORE: So I think Kalila might be --

CHAIR JACKSON-DENNISON: White House Initiative, it says.

DR. MOORE: -- speaking for Naomi. So, Dave, if you can unmute Kalila as maybe Naomi's delegate?

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MS. HOPKINS: Hi, Crystal. Yes, she is. I sent you a few messages in the chat.

DR. MOORE: Okay, sorry, I've been busy. Okay. Yes, so --

MEMBER SMOKER-BROADDUS: Hi. I'm sorry, I apologize, Dr. Moore. I don't mean to interrupt. I just wanted to give a heads up that unfortunately, Naomi is not able to join us yesterday or today.

She is out sick, and I am not a very good substitute, except that I can provide updates. I apologize, but I can provide updates as to what is happening in the initiative, and I just wanted to give you the update that she is not here.

So, I will take back the information that you guys are providing. Happy to do that, but I didn't want you to continue the conversation without understanding that she wasn't here. So just as a heads up. Yes, and I'll go back on mute.

DR. MOORE: Thank you, Ms. Winters.

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That helps. And, yes, thank you so much for serving as her delegate --

MEMBER SMOKER-BROADDUS: No problem.

DR. MOORE: -- while she's out of office, and we will look forward to your update. She does have a session later on today, and so we'll look forward to your White House Initiative updates then.

And in the meantime, we'll just, Chairwoman Dennison, reserve space for her and the White House Initiative in this overall conversation.

CHAIR JACKSON-DENNISON: We have Robin's hand up and Patsy's hand up. So I don't know who -- I think Robin first. Or Patsy, was your hand up?

MEMBER WHITEFOOT: No, Robin was first.

CHAIR JACKSON-DENNISON: Okay. Go ahead, Robin.

MEMBER BUTTERFIELD: When I think about this graphic, and I do like the idea of

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circles, because that suggests overlapping and whatnot, it sort of seems like because we're advisory, we aren't the direct implementors of policy and practice.

We would be a larger circle around these intersecting circles. And maybe the White House Initiative would be around us, if we're trying to look at I don't know who, but it would be advisory.

Not that we are in charge of, but that's what's difficult for NACIE, and it has been in the past, even when we had our other Presidential initiatives.

We weren't given added responsibilities from the original -- from those in the original statutes of NACIE, I guess I should say.

But it would be helpful to have what these other entities are from other departments. And as long as we're just advisory, we are trying to provide input to all of them.

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CHAIR JACKSON-DENNISON: That's a great suggestion. Patsy?

MEMBER WHITEFOOT: Just a minute. Can you hear me?

CHAIR JACKSON-DENNISON: Oh, yes, we can.

MEMBER WHITEFOOT: Okay, so as I'm looking to the information that was provided to us by Crystal, thank you, Crystal, did a great job just helping us get started here, I am just looking to I guess Naomi to provide that leadership and us responding to it.

And I want to also follow up to the discussion that we had yesterday. I can't recall who made this suggestion, that in the future that the White House Initiative be included in all of our discussions that we're having, particularly with NACIE.

And then, in addition to that, because we only get together like, you know, two times a year, if that, then I also think we need to have representation from the other

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departments as well.

So we've been talking about Department of Education, Department of Interior, Department of Labor, but yet in the regulations or whatever it is, policy, we also list Health and Human Services.

And so in my mind, it seems like the White House Initiative would be taking the lead on this process.

That's where I'm at and how I'm understanding the outlines that were provided to us. But I agree with Robin and trying to at least shape it to determine where NACIE fits with these other departments as well.

There was one item, I can't find it right now, but there was one page that referenced the Director of the White House Initiative.

DR. MOORE: I might have it on my screen, if that's the one you're thinking of. It says that NACIE, I'll highlight, NACIE shall serve as the advisory council for the

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Initiative and shall report to the Initiative, which are the co-chairs, Secretaries of Education, Interior, and Labor, through and as requested by the Executive Director.

NACIE already advises the Secretaries of Education and Interior per your 1965 legislation.

MEMBER WHITEFOOT: Right.

DR. MOORE: So Labor was added here, through and as requested by the Executive Director. And that's under Section 3 of 14049.

MEMBER WHITEFOOT: Right. Thank you for that reminder. I just couldn't locate it right away.

DR. MOORE: There's a lot. This is just a piece of it, little sections of it.

MEMBER WHITEFOOT: I would approve it if the Executive Director could at least begin and then we could respond, but perhaps at this time we could at least organize the framework.

CHAIR JACKSON-DENNISON: Yes, the

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framework of it.

MEMBER WHITEFOOT: Right. Thank you.

CHAIR JACKSON-DENNISON: Robin, did you have your hand up or did you just take it back down? Okay.

MEMBER BUTTERFIELD: No, I just wanted to agree with Patsy, how important it is for us to meet with the Executive Director.

We can't advise somebody that we don't know and talk to on a regular basis. This is a longer discussion.

CHAIR JACKSON-DENNISON: It is.

MEMBER BUTTERFIELD: Getting clarity across these roles and responsibilities.

CHAIR JACKSON-DENNISON: I totally agree with that.

DR. MOORE: So, I don't know, Chairwoman Dennison, what this would look like, but could that be done in a subcommittee? Since the NACIE meetings are so limited.

CHAIR JACKSON-DENNISON: Maybe it

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could. That might be the possibility we have to look at, because this is a lot of work that we need to come up with.

And so maybe we could get some of the subcommittee, some of the subcommittee members, especially the new people on board, the new people, NACIE council members that are on, to be a part of this committee, if that's okay.

Because then the discussion with the White House, with Naomi, would be one on one with them, and then get back to the full council as to what's been come up, how it came up, I mean, how it's been developed.

DR. MOORE: Yes, and per FACA, anything you could try an overview of the policy or process. I mean, you could, in general, you could have subcommittees and then any voted items would just have to come back to the full --

CHAIR JACKSON-DENNISON: Right, that's exactly what I mean. So do we want to

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solicit committee members for this? I think this is the exact way we should go.

I agree with what Patsy said about this part. Patsy or Robin, about we need to have Naomi to kind of start this because we don't know, we haven't met with her too often and we don't really know a lot about what's been going on, and just at least, we've had an update the last couple times but I think it's really important that we meet with her.

So, I'm asking for volunteers from the council to serve on this subcommittee.

MEMBER WHITEFOOT: I had my hand up.

CHAIR JACKSON-DENNISON: Patsy?

MEMBER WHITEFOOT: Yes, not to volunteer right now. I'm just not ready. On the agenda, I can't recall the agenda now, is there a place for us to get into subcommittees?

CHAIR JACKSON-DENNISON: No, I don't think so.

MEMBER WHITEFOOT: Oh, okay. All right. I just wondered if we want to wait for

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that on the agenda.

DR. MOORE: Well --

MEMBER WHITEFOOT: But I agree with subcommittees, too. I think that's the direction to go now.

DR. MOORE: I'm sorry to interject. Perhaps some, since Ms. Miguel was on the agenda, or is on the agenda, her delegate will be doing the update at 3:30, and you're particularly talking about maybe there might be time to add this subcommittee.

Talk about that with Ms. Winters? Of course, it's up to you. I'm just trying to help you brainstorm.

CHAIR JACKSON-DENNISON: Virginia just sent something in the chat, so if she can get help, that would be great, getting on.

Okay, so we'll wait until the 3:30 presentation.

DR. MOORE: We have about 7 minutes left of this session.

CHAIR JACKSON-DENNISON: Okay.

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DR. MOORE: It's of course, your time, however you want to use it.

CHAIR JACKSON-DENNISON: I think we go back to the agenda items and just wait on this one and come back to it when we hear from the White House Initiative report.

DR. MOORE: Okay, sounds great. We have Director Guerrero at 2:30. Would we like to strike that, ask if he could start that now, or do you want to take like a 5-minute break?

CHAIR JACKSON-DENNISON: Do we need a break, councilmembers? Oh, Patricia, do you have your hand up?

MEMBER WHITEFOOT: No, ma'am. No, I'm sorry.

CHAIR JACKSON-DENNISON: Okay, I'm sorry. We can take a 5-minute break. Let's take a 5-minute break and just come back on at, what is it over there, 2:30?

DR. MOORE: 2:30 here.

CHAIR JACKSON-DENNISON: About 2:30. Yes, 2:32, around 2:32 we'll come back.

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DR. MOORE: 2:32, okay.

(Whereupon, the above-entitled matter went off the record at 2:24 p.m. and resumed at 2:36 p.m.)

CHAIR JACKSON-DENNISON: Okay, we're ready.

MR. GUERRERO: All right. Well, I'll jump in. Good afternoon, honorable NACIE members. Good to be with you all.

I have been online in the background multitasking, but I'm giving you my full attention and especially my appreciation for addressing you all this afternoon.

I do promise to stay on time. I have you until 3:00 p.m. today. The two elements of what I wanted to bring to you all, the first is I'm not quite sure if other members had seen, but in a previous presentation, I shared a copy of the fiscal year 2024 budget request from the Department of Education.

I just want to make sure that the

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members and the public can know that there's a copy of this on our website.

I'm dropping that link in the chat now. The entire Department of Education FY 2024 budget request.

In that link, there's a hyperlink in the Volume I, Indian Education. In the Indian Education volume, I'm also going to drop that link, too, is the budget request for fiscal year 2024.

So one of the last things I shared in the update was just basically around making sure that folks have a copy of the budget request, because it's probably the best synopsis or the best or the best document that we already have in publication to talk about the question of the department to the Congress.

That goes to appropriation language, announces the provision changes, appropriation adjustments and transfers, a summary of changes, authorizing budget inflation, appropriation security, and listed items in the

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'23 Appropriations Report, as well as a summary of the request and then the various activities described in the report, those being the Grants to Local Education Agencies, better known as Formula Grants, Special Programs for Indian Children and National Activities, also both known as Discretionary Programs.

There are a plethora of summary tables to look at. But this is a document that I do suggest thinking about the dialogue that we had, continue to have, and me reflecting on the areas of improvement as we move forward and as the OIE engages in dialogue with the law consistently.

I think this should be a document that we frequently can go back to in a way and think about how we're looking at what sort of advice, or OIE would like to solicit funds, NACIE on things that we should probably change in a new document, as well as carry on and make sure that it's also shared with our budget terms officer.

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Now, mind you, the second hyperlink is just in Volume I Indian Education. If you go back to that first hyperlink, there are many books, many books, Education for the Disadvantaged, Impact Aid, School Improvement Program, School Readiness, Innovation and Improvement, Safe Schools and Citizenship Education, English Language Acquisition, Special Education, Rehabilitative Services, American Printing House for the Blind, National Technical Institute for the Deaf, Gallaudet University, and Career, Technical, and Adult Education, that's just on one.

And then Volume II goes into more post-secondary education as well. So thinking about kind of a starting place, I prefer using these documents mostly because these are the same sort of documents that we're surely incorporating into our annual charter consultation on soliciting your budgets.

Just recently, the Department completed tribal consultation on fiscal year

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2025, and vividly and through transparency and hindsight, NACIE wasn't part of that conversation.

We've got to do better on making sure that NACIE is a part of that conversation and part of that planning.

But as far as all of our other partners, the White House Initiative, making sure that they have the right to exercise that important leadership in this work, as well as all of the other divisions and principal operating component leaders, and the various Assistant Secretaries and their Deputy Assistant Secretaries, making sure that they're involved in this process.

So in the next go round, because very soon we'll have to start thinking about planning for the FY 2026 fiscal year budget request, we can do much better making sure that NACIE is part of that effort.

So, to the business at hand, there's some elements that I would like to sort of get

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your thoughts on.

And this is going to be particular to a new initiative that the OIE has recently been working on.

Just to give a little bit of context before I ask the question, the context is this, that in this current fiscal year that we're wrapping up, the Department received explanatory statement language from Congress requesting that the Office of Indian Education use the demonstration program authority to establish a teacher retention initiative.

I had mentioned this a little bit in one of my previous updates, but I didn't go any further down into the weeds on that program, as we were coming to work on piloting a design.

Needless to say, and the reason that you've been keeping track of our Federal Register notices, we did do a competition for the Native American Teacher Retention Initiative, better known as NATRI.

And in our NATRI competition, we

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tried to do our best to meet the language in both the appropriation and the explanatory statement.

We suspect, I suspect, that in the fiscal '24 year for OIE, we're going to be requested or asked to again do another teacher retention initiative or teacher retention push.

There is some chance that that may occur. I'm thinking that the OIE should really think about getting ready for that eventuality or reality, no matter if we have to continue the motion or not, just trying to do better to plan ahead and think ahead.

And at this moment in time, this is a great opportunity for me to solicit your advice as a council on certain things that we're going to be looking for as we think about standing up the Native American Teacher Retention Initiative.

So currently, I'm here to ask you, honorable councilmembers, a few questions so that we're on the right track as we brainstorm

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around this.

So, again, we think in the next fiscal year we're going to be asked by Congress to continue to work on a teacher retention initiative.

Now, this is separate from teacher recruitment. We do have a teacher recruitment program in the OIE that was called the Professional Development Program, for short. Indian Education Professional Development.

If you are not familiar with our PD program, and I'm dropping into the chat for both councilmembers and the public, our landing page for the Professional Development Program.

The PD program already focuses on a specific purpose, that it is to help increase the number of qualified Indian individuals, professionals that serve Indians, and providing the training to qualify them, the Indian individuals, to either become teachers and/or administrators.

In short, in that recruitment

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program, in PD, once a scholar gets recruited, they get trained, they get educated, they get certified, then they become placed into a school where they must serve an equal amount of time on their payback requirement.

Let me also say this. Our PD program is not entirely grants. It is a sort of payback program.

So if a participating student or scholar receives four years of time invested in them becoming educated and then to do their work and induction and training and certification, and then they get placed in a site, they have to work in a high density site, a high density Native American student population site, for an X amount of time to then pay back the support that they received from the PD program.

If you are familiar with other sorts of grants, we typically call those, I think other significant ones are like TEACH grants, or elsewhere throughout the department.

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So PD program is great. And I say all of that because it is to recruit Native individuals. Going back to the context, in FY '23, we receive direction to do a retaining Native American teachers.

So on the other side of that coin is the retention of existing teachers that we have. It's not necessarily the PD program, but it's retaining existing teachers.

If I could ask each of the councilmembers to put themselves in OIE's shoes in FY '24, there's a process that we all must undergo in this sort of democracy called making sure that information is out there, making sure that programs are well designed and thought through, and subsequently, how could this teacher retention initiative be differentiated or distinguished from the PD program and not look duplicative?

Because both are inherently important, right? Recruitment is important. So is retaining. It's also equally important.

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So, to my questions, as we think about standing up the Native American Teacher Retention Initiative in the next year and in the other years, we have to differentiate between two types of training.

The first is a type of training for future employments. If you will, that is the PD program, right?

They get trained. A scholar, a future teacher, is receiving training for future employment as an educator.

That's the payback requirement. The second type of training we're looking at is training for those who are currently employed already so that they can stay in their employment and stay in the education field.

The reason why we want to distinguish is because if we put NATRI close to PD or within the same area as PD, then we may need to think about the payback requirements also being applied to NATRI.

In no way would we want to

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inadvertently create a payback requirement for any participant in the draw who is receiving benefits of NATRI to then have to pay back those benefits in that sort of payback.

So, is there a way that we can distinguish between training for future employment versus training to stay at your current employment?

So my question for the council is that. What are ways that you think in your experience in Indian education to better distinguish between training for future employment versus training for those who are currently employed so that they stay with their current employer?

I'm happy to ask that question another way if I didn't get directly get that question out. Chairperson Dennison?

CHAIR JACKSON-DENNISON: Yes, I have several hands up, but I just want to say before, because I was going to put my -- I don't put my hand up but I know that I've been

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doing this for 20 years in high density school systems, and one of the best retention is higher pay.

That's really what people stay for is if you pay them to stay because it's very difficult to recruit.

But if you provide more pay and then you have a structure, a system in place that provides that professional development and they see they're going to be supported by the administration and supported by the principal and the central office administration on the roadmap that they're working towards, they will all stay.

But that's just been my experience that those are the two areas that the professional development would need to be more in forms of getting trained in the more recent curriculums that are up, especially for Indian country.

I think that my experience has been, if you provide training, even for teachers that

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aren't Native American, that you provide them training in the cultural relevancy, culturally sensitive approaches, and they really do like that.

And we have a partnership with NAU that has that exact same thing happening, where we have teachers.

I know Navajo Nation did it first, but we followed in that, and Apache Tribe followed in that, and our school district, anyway, and some of the teachers are also from other school districts around us that are part of that process.

So it's been done through the Northern Arizona University, and it's really based on cultural sensitive, cultural relevant curriculum that they're trained on.

And then Robin had her hand up, followed by, I think it was Joely next and then I don't know who else, but we'll go with Robin.

MEMBER BUTTERFIELD: Yes, thanks for the question, Julian. So first, in considering

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preservice training, I think it's really important, and I think this has been brought up at least, I know I have in the past, is that there not be limitations for where our Native teachers can work to gain their payback.

I think the idea is like they were trying to fulfill two issues. One is to staff hard-to-staff Native schools in communities, but the other is to get a large number of Native teachers who could teach anywhere.

I mean, even in large urban districts, it's important to have Native role models in classrooms where there may not be a lot of Native students.

So, I think there shouldn't be restrictions on where these teachers, once they graduate, can teach in order to get the payback requirement.

So that's one issue in terms of preservice.

I totally agree with Deborah that any way you can reward teachers who are already

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teaching. In some communities, it might be assistance with housing or travel reimbursement if they have to come from a longer distance, or certainly increased salary, additional credits as most districts ask you to do so many credits per year to upgrade your license, or to help pay for the license renewal.

I mean, there's a number of things that can be done as incentives to teachers in the classroom.

Another one might be a requirement to take the integrating Indian history and culture in the classroom and you get some rewards for that. So it's sort of targeting what type of inservice those teachers get.

When I was working at Northwest Regional Lab, we developed a series of monographs called Effective Practices in Indian Education.

And there was one that talked about teaching practice, another one focusing on the principal as the instructional leader, and a

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third one focused on integrating culture in the classroom.

And then we went out and worked with a dozen schools throughout the Northwest for over a year.

And we assessed at the beginning a single goal that each school could focus on and then we came back with strategies to help them achieve that goal.

And then at the end of the year, we measured whether or not they made progress. And even that is a reward for teachers, knowing that if you really focus on something concrete, you can make a difference.

And they chose a variety of different areas to target. And what was interesting to me is no matter what the target was, it influenced other areas of school success.

For example, if they chose improving student attendance, that also involved parent involvement, strategies in the classroom,

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different kinds of things.

If they chose, I remember one middle school wanted a greater return on student homework. So that again impacted teacher practice, involving parents, et cetera.

Or they might even choose, another one was improving student attitude toward school. So it's that sort of developing that collegial approach in a single site to improve outcomes for Native students.

So that was part of sort of the effective schools movement, but it had an Indian twist to it.

And every school that we worked with measured advancement in terms of whatever goal they chose when they measured it at the end.

Anyway, that's just a few suggestions in working with schools. Thank you.

MR. GUERRERO: Thank you so much, Robin.

CHAIR JACKSON-DENNISON: Virginia

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had, or, actually, who had -- Dr. Bowman had it first, and then Virginia. Thank you.

MEMBER BOWMAN: Greetings. I'd like to share that I agree with everything that was said. I love the suggestions.

Many times we talk about the challenges but we don't provide any suggestions, and I love all the suggestions.

And I just want to share from my personal perspective. So I actually had my master's degree, but when I received my position as Director of Ed, I went back and received my bachelor's degree in teaching, went through student teaching, and it seems like the professions are backwards.

Those that are in professions that require licensing, professional development, in positions that are working directly with elders or children, are the ones that are paid the least.

And I've seen firsthand, no one's in the position unless they are in the position

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for love.

However, they can't stay in the position because they don't make the wages enough to meet their debts and/or inflation and/or even their classroom supplies, earn enough to deliver.

And as we are growing in this day and age, the challenges are becoming more and more difficult for our teachers.

And I think everything, along with wages, they should be comparable for the profession. And the licensing that they're required to attain and maintain during their employment and all the professional development that's required of them, that they also be compensated accordingly.

Our children's lives, our future generations, are rooted within the classrooms, and the classroom environment has to be enriching, multicultural, and a safe and healthy environment to learn and grasp everything that's being delivered in the classroom.

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So I want to say thank you for those who spoke before me because you really have everything planned out.

And I just wanted to share from my personal perspective that that is exactly true. Every day I would go to class, I would go to my student teaching happy go lucky, I'd have a skip in my jump and my hop or my walk or my gait, and every day I left feeling exhausted, defeated, but I went back, not only because it was required for my student teaching, but because I care.

And you had relationships with the children in your classroom, so you feel like, okay, today's a new day, it's going to be different today.

We're going to tackle this. So it's a challenging profession besides all the licensing, professional development.

It's a challenging profession, yet it's not compensated for. They're not given the resources to be successful in their

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classrooms.

And so, I praise teachers every day because it's not a profession that their wages don't match the demands of their profession. (Native Language Spoken.) Thank you.

CHAIR JACKSON-DENNISON: Thank you, Dr. Bowman. Virginian, you're next.

MEMBER SMOKER-BROADDUS: Thank you.

CHAIR JACKSON-DENNISON: Then we'll go with Patsy.

MEMBER SMOKER-BROADDUS: Thank you. Joely, that was beautiful. My heart goes out to you. I can hear your voice, the strength of the teacher.

I actually went through a program like this, but it wasn't under the Department of Ed. It was under the Bureau at the time.

And it was in the late '60s and I got \$500 a month to go through the Native American Teacher Intern Program out of San Diego State with John Rouillard.

So I know what this is. And if I

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have, I agree with all the recommendations that were said before me, those who have personal experience.

I was probably one of the early ones that receiving training like this and to try to do this.

But the two or three things that I want to mention, and the pay is the big thing, to be -- public school at the time was more inviting to go into than to go on to work on reservation, on reservation schools or even BIA schools.

It was more profitable. And if your heart was where it was, then you led back to the different reservation schools or the bureau schools.

So the pay rate is something else, especially the payback time that you have to go back to it.

The other issue that was real important to me, and it was important to John when he was trying to mentor us, was teachers

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are teachers, but we also have to train administrators.

You don't quit at just teaching, you go on to get your other degrees to be an administrator.

So we need to make some kind of encouragement to make sure that we encourage these teachers to look beyond just teaching in the classroom, to apply their skills into administrative positions that they could go into.

They could stay on the reservations or tribal schools or school districts that have predominantly Indian students that are there.

They have to be well versed in programs that are available. JOM, the Title programs, and when you're teaching, you don't know what's out there.

You don't know everything. We assume that they do, but they don't. They're just little babies coming through, trying to learn the best they can by master teachers,

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which leads me to my biggest thing, is we need to develop some kind of a mentorship for these students that are coming through there.

I was very blessed to be at San Diego State to where there was a lot of native teachers that were working there that you could depend upon to reach out to, even though the Department of Ed at that time was all non-native people that you had to compete with.

But if we had some kind of a way that we could work into a mentorship for these students, or some kind of informational letter or who to work with or something, some guidance they can get, that would be the biggest thing that I could see that would help more than anything.

I agree with all the other comments, I just want to make sure that we add those couple more things.

And I thank you for your time. Thank you, Julian. I believe in you.

MR. GUERRERO: Oh, thank you so

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much. I appreciate that. And unfortunately, I'm going to stay on and we can come back to this conversation, but to stay on track, Chairwoman Dennison, I suggest we move to Director Dearman and then the Initiative and then I can come back on later and we can pick up where we left off.

CHAIR JACKSON-DENNISON: Okay, so we'll hold off on Patricia's. I just wanted to add before we do close that that comment that Virginia made about the leaders, that's so essential right now.

I mean, I'm trying to retire and my board just asked me to stay on and do a mentorship for superintendent possibilities that can take my place.

They're not out there. So, yes, let's go ahead and take a break, and then we'll go onto -- not take a break, what did I say? Tony Dearman, thank you.

DR. MOORE: Mahogany and Dave, could you ensure he's able to unmute and go on

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camera?

MR. DEARMAN: I can unmute but I cannot show my video. Oh, there I am. Well, I'm good if you all want to just keep peppering Julian with all those questions. I'm fine with that.

Oh. Well, I, too, want to thank everyone for the opportunity. This is something that we look forward to is having this meeting with our NACIE members.

So I appreciate, it really was Robin at the very beginning, and it might have been an in-person session that we were at, they had asked how we were included as the Bureau of Indian Education.

And Robin says, yes, they are. Really appreciate the opportunity and collaboration.

For updates, I really like the feedback that Julian got back from the members about ideas to recruit and retain.

And we have, just like everyone

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else, we've definitely been taking that on as a challenge, looking at creative ways to think out of the box.

Right now in the Bureau of Indian Education, we have schools in 23 states, and 2 of those states pay more than what we are able to pay in the Bureau of Indian Education.

Our Bureau of Indian Education schools pay on the Department of Defense pay scale. And we were fortunate enough to receive increases in ISEP from Congress, with the expectation that our 128 tribally controlled schools increase their teacher pay to match that of the DoDEA pay scale as well.

The problem with that that we have experienced is our ISEP WSUs per student funding has been so underfunded that a lot of our tribally controlled schools took that funding and adding positions that they desperately needed within their schools.

So we will continue to make sure that ISEP requests, not just WSUs for academic

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but also residential and transportation are always a priority in our budget request.

What I will do is make sure that I put the link in to our Greenbook. When we came on as a leadership team, we were embedded in the Bureau of Indian Affairs Greenbook.

And so what we have started doing, what we've done, is we've actually broke out because we're our own Bureau now, we actually have our own Greenbook.

And it's 200 pages, but it's, you don't have to go through the giant book, BIA and all their programs to find our programs.

So we have our own Greenbook. And it can also be found on our website as well as BIA's website.

Staying on the retention piece, we have been, I feel like we're spot on with some of the recommendations.

We are looking at ways that we can make sure that we are competitive. What we have been against in the Bureau of Indian

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Education is when we get our teachers, we either get our teachers at the very beginning of their education teaching career or their very end.

Because in the federal government, our teachers are only allowed to bring in five years of retirement.

And if you have a teacher that's sitting there with 15 years experience in the public school system, it's hard for them to leave 10 years of retirement on the table to come into the Bureau of Indian Education.

We've made some changes, meaning this is, we've matched the states that our schools are located in.

We've matched those teaching criterias or credentials, but we've also given our principals the opportunity by matching their pay that they're at with the state to make us more competitive.

We have been paying for, depending on the school's budget, but the school leaders

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have the opportunity to pay for certifications to assist teachers.

Also, we've been providing trainings around what funds they receive that they can actually use to help some of our employees go on to get their teaching certification.

I really enjoyed the comment about, hey, it's just not teachers, we need a lot of staff within our school.

And we also have been making sure that any time we talk about or have conversations around pay increases that it includes everyone, especially in our residential schools.

Because right now, we're having a hard time filling our home living assistants, and that's a tough job.

If you've ever been around the residential school setting, our residential staff, they're awesome and they have a tough job.

Because from my past experiences,

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the off reservation residential school leader, we had little ones from fourth grade to the sixth grade.

We'd have 36 in one dorm. And could you imagine having that many little guys, little girls in the dorm, just bouncing off the walls in the evenings, trying to get them to take their showers and get them ready for bed?

So we're making sure that we include everyone, because the one thing that we really try to make a point, when we talk to any Congressional delegation, it's just not our teachers that we need to focus on.

People that are bus drivers, are cooks, are janitors, and we do not function as a school system.

So we are also looking at retention. And we have some other initiatives that we're using, like bonuses to bring in our teachers.

Like I said, really matching the pay of where they were, where they come into us, so they don't lose any of their pay.

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Now, what we have done for our members who are from New Mexico, because this has been a concern of a lot of our tribes in New Mexico, is the state of New Mexico gave increases in their teachers' pay.

And we've been getting a lot of concerns from our tribal leaders about what are you going to do as BIE to match that?

And so what we -- we have matched it in our Bureau operated schools, but we've also made available what we've had to do to our tribally controlled schools so that they can see where the funding is coming from as well.

The one thing that I want to make sure that all of our NACIE members understand is there is no difference in the funding with our tribally controlled schools and our Bureau operated schools.

We have 128 tribally controlled schools, we have 55 Bureau operated schools. And the funding, ISEP funding, Indian School Equalization Program funding, is provided based

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on WSUs.

And so they're all the same. We receive the same. And so what we've been doing is really pushing out with the increase of ISEP, we've been working with our tribally controlled schools, letting them know that that is the expectation of Congress is to increase their pay to make us all more competitive.

In our tribally controlled schools, our tribes set their pay scales.

I just sent a text, because I want to make sure we are preparing you all for consultation. And so I sent a text to my team saying that we have to make sure that we provide our members here notice of our consultations that we're preparing to go out for.

In the past, I feel like the Bureau of Indian Education has not done as good of a job as what we could have done in notifying everyone about consultations.

We follow the process, we send out

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the Dear Tribal Leader Letter, and in the past, that's just where it's gone, and we're just really crossing our fingers, hoping that it gets to the right people within the tribes.

We're going to take ownership of that and do a better job moving forward. So what we're going to do is continue sending our Dear Tribal Leader Letters out with the framing documents around what we're consulting over, but we're also going to make sure that we send it to groups like our members here, our tribal education departments, our schools, because we need to make sure education, any time we're consulting on education, it has to get to the people that have the knowledge to actually provide consultation, to provide comments, that's really going to benefit the BIE.

We are preparing to go out for consultation around special education policy and procedures.

So that notification is going to be coming out. We've heard again from our tribal

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leaders, shift from virtual, come to us.

If it's important, you'll come and consult with us face-to-face. And I like that. And so we are going to try to make sure that all of our consultations are in our communities.

However, we still feel like there has to be a virtual option in case people miss some of the consultations, so we'll still provide at least one virtual option for our consultations.

So one is going to be around special education policies and procedures. Another one is going to be Indian School Equalization Program, ISEP.

Because we've been hearing over and over, and those of you, I know there's several members and individuals that are on the call today, have known about BIE for years.

Our policies are so outdated that we need to do a better job of updating policies. ISEP is something that's going to be a process

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because we've continued to hear we need changes in ISEP.

So we're going to go out for consultation, not just ISEP on academics but residential and transportation.

And we want to make sure that we hear from people that have the experience and the knowledge of the BIE and how it works.

So we'll be sending that out and we'll make sure that our group here is included.

The other one is going to be our strategic direction. We're preparing to go out for consultation around what our partners, stakeholders, tribal leaders, teachers, our students, everyone thinks that our next five years strategic direction should be centered around.

This last five years, we had six goals and we felt like we were doing a really good job of hitting the milestones, making sure we were hitting the strategies that we had in

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place, that were put in place, actually, by our feedback that we received from consultations, and then the pandemic hit.

And we went from really working on our strategic direction to survival mode to supporting our tribes, making sure that we were there, supporting our tribal leadership in our communities.

We did learn something from the last strategic direction. We were, I say, over ambitious.

Because what we've done is we've pulled back and we've looked at other organizations, DoDEA and other states, the Department of Defense schools and other states, to look at their strategic directions, and we were definitely over ambitious in our last strategic direction.

And we want to make sure that we pull back on some of those strategies and milestones so we can actually get attainable this next go round.

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And just with Julian, we are members of the White House Council, and there will be a consultation, I know.

I believe the letters have already gone out over the Native language consultation. It's the ten-year plan.

And that is one of the big work products that's going to be coming out of the White House Council Initiative.

And we have a lot of groups that are part of the White House Council in education, so there's going to be a lot of representation and support through that ten-year language plan.

And with that, I'm sure that everyone is tired of listening to me. If anyone has questions, I'd like to provide time to address any questions that any of the members may have.

CHAIR JACKSON-DENNISON: Thank you, Mr. Dearman. I'm going to jump right in with mine. It's more of a comment, and it goes back

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to also what Julian was saying.

And I applaud you on recognizing some of the areas of what he was asking for. And that's something that I feel very strongly about, that I had mentioned earlier, is that the funding system, the processes, whether it's the ISEP process, the systems, the BIE, tribally controlled schools, or whether it's public school Impact Aid, that funding process and understanding that is not taught in universities and colleges.

And it's almost an on the job training. You might agree with me, when you started in your leadership, along the way you probably had to learn that.

It's not something that, just like me, I didn't have a clue about Impact Aid until I started in my leadership roles as an assistant principal way back.

So that in itself is something that really needs to happen, because if you don't understand the funding processes, it's really

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hard to, as a principal, as an assistant principal, it's really hard to implement what you need because it goes back to understanding how it works and making certain that you have your students in school as much as possible and all of that comes into play, your teachers and everything.

So that in itself is something that Julian probably could use to recruit or retain, just giving some kind of certificate of understanding funding and how it works for the school systems.

I just, I really applaud you on what you're doing in working with that. But I just wanted to comment on that and thank you.

And then we have Robin who has her hand up.

MEMBER BUTTERFIELD: Oh, thank you. First of all, Tony, I just want to commend you for your longevity in an office that I think is probably one of the hardest jobs I have witnessed over the years.

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But I also want to comment on trying to level the salary for teachers. When I was in the BIA in the Northwest, and it was the BIA back then, so that tells you how long ago it was, when I went around to all 14 schools as a school improvement person, I found out all the variety of ways that the staff were being compensated.

Most of the time, it was less than the neighboring school district. There were times, there was another instance where, this was a tribally controlled school where the teachers were actually fired in the spring and hired back in the fall so that they could collect unemployment during the summer to balance out their salaries.

So there was just all over the map, but it was left up to the tribes to determine. Another school paid the teachers according to what tribal employees were paid, but it wasn't commensurate with what public school teachers were paid.

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So I think as an incentive alone, trying to get a handle on that, you need to be commended for those kinds of attempts.

And geographically, because a lot of our schools are in remote areas, it's even harder to attract teachers, especially if they get paid less.

There was one school in my group that was paid less than poverty rate. So it was something like \$14,000 a year, I won't say where that was, but I'm sure that's improved by now.

Anyway, so thirdly, I also agree with you that six goals is way too many. In my experience, when we were doing our effective schools training and working with whole cadres of schools, if you had more than three, it was tough for people to track and focus on and measure and then target strategies for and then build the accountability at the end.

So I think too many kind of sabotages people's ability to focus.

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Thirdly, I also think principals as the instructional leaders needs to be included in whatever school improvement efforts you enter into.

I remember being responsible for one summer institute, and that's what we -- was the first time a lot of the line officers were sort of introduced to the idea that they needed to be focusing on instruction and how they looked at staff and their ability to deliver effective instructional practice, and there was no training for them.

The first meeting I ever had with the principals, I had been out to every school and I grabbed their teacher evaluation instruments, and they were all over the map again because some didn't have any, they just had a casual conversation with staff.

Others had very detailed, like 20 factors that they would check off as they went around.

And I handed them out to all of the

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administrators and I said, I'd like just to have a conversation, which of these -- I took the names off the schools, but I said, what's good about these? What's not good about these? Can we come up with some sort of guidance of how you evaluate instructional practice?

So I found there was a need for doing that. Another issue that I observed was that sometimes when there was an administrator in a school that didn't do a good job, the school board praised them to get them out of there.

So another, I know some administrators that bounced around to three schools and they were not very effective, but the first school board wanted to get rid of them.

So they didn't tell the truth when they passed him on to another community. So I guess what I'm saying is there should be some way to measure their effectiveness within the system that's more data driven as opposed to

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personality driven.

Anyway, I could probably go on quite a while, but at least those are a couple of the key ideas that, from what you were saying, really struck me.

MR. DEARMAN: Thank you for that. And Robin, I did leave out a couple of updates just so I could address questions, but someone did mention, it might have been you or Dr. Bowman, about don't forget about our principals, school leadership.

And so what we had this last summer, we had a principal leadership institute for our new principals that had been in our system two years or less.

And then we had a principal leadership academy for our new principals and our principals that had been in, pretty much it was open to everyone.

Because we are such a unique system and what I really enjoyed from the principal leadership academies, we had a request at one

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of the sessions to have a principals' roundtable with leadership.

Loved it. We had two sessions and we gave them time to really tell us what we can do to get better.

And right now, we're responding to all the comments and questions that we received from the sessions.

And we're going to make sure, because one thing that BIE has -- I know when I was a school leader in the BIE, we never got feedback.

We never got anything back. We always had demands. We want this and we want this and we want it yesterday, but we'd never see feedback.

So we're going to make sure that our principals are receiving feedback.

On the data workshops, we had two training sessions over interactive data workshops. You said something that, you talked about putting the schools' data up there.

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We have started pushing out our schools, failure is not an option. And right now, our data has nowhere to go but up.

So we're having very hard conversations and where you and I are a little bit different, that principal is going to own their data because we're going to hold our principals accountable.

So we're going to make sure we're working with Department of Ed to make sure we're getting close to producing report cards for every school.

And what we've been telling our school leaders is you're going to have to make sure that the teachers have the support to make sure that all of the curriculum is aligned to the standards and we are really focusing on data, making the changes.

With that, our behavior, health, and wellness contract, we're rating on one, our referral intake form, from OMB to be cleared, and it's going to go live.

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Because we all know, if you've had any experience in education, before you can get a student ready to learn, you have to make sure their behavioral health, that they're well, they're supported, and they're ready to learn.

So we are very comfortable and confident that our behavior, health and wellness contract that's in place is going to assist.

Because what we have -- we're being transparent. When we have suicidal ideations or we have behavior health issues in communities, we want to have our own resource to be able to send straight to that community as a crisis team to really insert our crisis team working with the tribes, of course, in making sure that we're on the ground there supporting our students and our families and our teachers.

So this behavior health and wellness program that we are waiting on OMB to clear the referral intake form will cover all of our 183

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schools across 23 states and 64 reservations.

But also, our tribal colleges and universities. And I think from what I'm hearing, this may be one of the first vehicles that we have ever had to make sure that we have coverage around behavioral health.

I want to go real quick to Dr. Moore. I really like the circles that you had because just what was stated earlier, Impact Aid, it's important to know where funding is coming from and who it comes from.

Like with Impact Aid, that's definitely something that our schools or public schools work with Julian and his team.

We do receive parts or funding from Department of Ed around special education and then Title funds.

But understanding that, I feel like it would be -- I liked it because we are very unique but we all are here to serve our students and our communities.

I think understanding where we

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overlap in our services is critical.

CHAIR JACKSON-DENNISON: Excellent. Yes. I really think that it's such a fantastic job and I commend you and your department on everything that you're doing.

Dr. John had her hand up from the last, and then Crystal has her hand up as well. So Dr. John?

MEMBER JOHN: Yes, I just wanted to follow up on what Robin was saying. It's a common practice in Alaska where there's an experience of culture shock.

Administrators and certified teachers, different staff members that are sent to rural school sites.

And these are common practice if somebody is not fit into that school system. Everyone works together to get rid of them.

May be a superintendent. May be a principal or assistant principal or certified teachers or special ed teachers.

They work hard to pass them on to

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another school systems where their students are going to feel that impact from them.

When my niece was having a problem four years ago in the village, I went and approached the principal there.

Instead of supporting the student who was mistreated by the teacher, the principal told me, oh, I support the teacher that is in culture shock from New York City who had never been in a village where there's no cement on the roads, we still have gravel to travel on in the villages, or you get there only by airplane or by boat or by snow machine.

So definitely, we have many teachers that are experiencing culture shock. And many of the students are first language learners and when these teachers do not understand the first language of the students, how are they going to know how to communicate with them?

And that is why it is very critical to concentrate on training that is culturally responsive.

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When I got on, I shared with my colleagues that Alaska had adopted what we call Alaska Standards for Culturally Responsive School.

Cultural standards for the students, teachers, schools, curriculum, and communities. And we also have guidelines for respecting cultural knowledge.

And you can acquire these for free online under Alaska Native Knowledge Network System.

But that is a real issue among rural schools in Alaska, specifically where there's no common stores where you can go get chicken or hamburger.

It's a total life change. And so I hope that as you talk about collecting data, your staff hopefully will consider going through these villages and see the reality yourself with your own eyes, with your own hands, with your own nose and all your senses, so you understand what the real life is like up

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there.

Right now, the gas is \$10 a gallon. And here we complain in Alaska for \$4.50 a gallon. I'm like, oh, that's not even close to what my brothers pay for to go out in the field to go subsist.

And so, when you think about all these cultural dynamics that exist in the world of the children, in the world of the parents, in the world of their epistemology, what is real?

How do they know what they know? It is very critical to work with the local experts. And I say local. I would define the local experts to be the passionate lifelong devoted parents and teacher aides that don't even have funding to go to college, that can't even pay for internet at home.

If they took one class, they have to go to school to take that one class because they cannot afford for the internet or for the computer.

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So these are real time realities in Alaska. Half of my siblings don't have internet access.

And there's ten of us. And it's because it costs over \$500 to have internet right now.

So when you think about these real things that the students are facing in remote areas, I think it would be sensible to send someone from your office or from D.C. or from White House to put together a real data, a hardcore data, that give us a real picture of what life is like in these places where the teachers are not trained to do well, to succeed.

And so, as I think about my own teaching program, I went through Second Language Acquisition Teacher Education, and I acquired my Ph.D. because they paid for my scholarship.

I could not pay for the Alaskan Ph.D. program here. But I'm very grateful for

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that, because in that program, there were four of us Ph.D. students and 18 masters students, and we all graduated with that funding.

And I give the credit to the education department for that. So grants like that, that support strong effort on initiating, implementing culturally responsive curricula that apply to all the stakeholders, the parents, the administrators, the staff members, teacher aides.

It will only improve the needs of our students if something like that was to be discussed on the table.

We need discussions like this. I appreciate this time today where we have an opportunity to voice, not just our voices, but to voice what the voiceless people, for the parents, for the students, for the grandparents, for the elders, who need to be heard.

So I applaud the meeting today for giving us an opportunity to address some of

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these issues. Thank you very much.

MR. DEARMAN: Thank you, Dr. John. One of the things that we have to address that we've put in place is mentoring our principals, especially when they're coming from outside communities that they're not really familiar with.

So we will mentor them with another principal that has been successful in working in similar communities, if not the same tribe.

So, appreciate that. And you can ask any of my staff, I'm fortunate that I am coming from one of our tribally controlled schools as a science teacher, a coach, and a principal, and I've been through one of our off reservation residential schools.

I've been fortunate enough to be a leader of one of the largest off reservation residential schools.

And I will tell our people all the time, you have to get to our communities and understand why you do what you do.

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Without that connection, I'll go back and, I had a tribal chairwoman one time during tribal nations summit, she said, don't Google us, don't look us up online.

Come to us. Come in our backyards. And I talked about consultation, our tribal leaders are telling us, if it's important, come to us.

Don't get online, the internet. Come to us if it's that important.

And so thank you for that, because it does confirm that we are on the right track and we're listening to our leaders. So thank you.

CHAIR JACKSON-DENNISON: Thank you, Mr. Dearman. Are there any other questions or comments for our Director of BIE?

Okay.

DR. MOORE: Can I quickly chime in?

CHAIR JACKSON-DENNISON: Go ahead. I forgot, Crystal, you had your hand up at one point.

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DR. MOORE: No problem. I'll be really quick. Per your comment about the circles, Director Dearman, I hope that you or your delegate, and/or your delegate, could join that subcommittee and flesh those out.

MR. DEARMAN: Absolutely.

DR. MOORE: Thank you.

MR. DEARMAN: Yes.

CHAIR JACKSON-DENNISON: And we do have a hand up. Lucyann Harjo, go ahead.

MEMBER HARJO: Good afternoon, Tony. I think that I'd like to also include in this conversation the support staff.

Our program has only one certified teacher and many support staff and they make a tremendous difference in working with all of our students here in Norman Public Schools.

And so, the salaries of, and benefits for, support staff is not what we would like for it to be.

And so it's hard to keep staff who are not paid what they are worth or at least a

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livable salary.

It seems like we tend to overlook that group of employees who are constantly in touch with and work with our kids.

All the time, they may not be a teacher, they may not be a principal or counselor, but they are the ones in our program who are face-to-face with our kids, our Indian kids, in a large school district, and making a huge difference.

And I hope that throughout the conversations, I know Julian was asking for suggestions as well, but that seems to be my focus of when working with our kids in our large district, I have to be very outspoken, and advocate for our staff when it comes to salaries and fight for increases that support them and their families. Thank you.

MR. DEARMAN: Thank you.

CHAIR JACKSON-DENNISON: Thank you, Lucyann. I totally agree with that. And because the support staff, and I'm sure it's

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the same way in the BIE, are usually the grassroots people and they're going to be your true, hardcore, you don't really need a retention plan for them because they're going to be there through the thick and thin of everything, but providing them a higher salary that they may -- for us, it's the mines we compete with and it's the mines -- I'm sorry, I'm not even on camera, but it's the mines and it's the local school districts that are around us that we compete with for our support staff.

And we try to keep their salary higher, and our teachers as well. Okay, Lucynn, go ahead. You had your hand back up.

MEMBER HARJO: Sorry, but also not only our Indian ed staff, all Native, or all working with our Indian kids, but they are one of the few Native teachers they will see in the district that they can work with.

So out of 1,300 teachers, 62 are Native in Norman. So it's a very small percentage of Native teachers that our kids

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have direct access to, they have a role model, they have an advocate.

And it's very far and few between. Also keep that in mind, I guess. I'm really directing that to Julian as well.

CHAIR JACKSON-DENNISON: Thank you. Crystal? Or who are we going back to now? Thank you, Mr. Dearman. I really appreciate your presentation and your passion that you show for our Native kids throughout the country and it's just, it's very, I feel it from Arizona. So thank you.

MR. DEARMAN: Thank you. I appreciate that. Thank you all for your work.

CHAIR JACKSON-DENNISON: Okay. Now we go onto the White House Initiative report.

DR. MOORE: Yes, and it's Ms. Winters, Kalila Winters, that is going to be serving as Naomi Miguel.

Naomi is our White House Initiative Executive Director. So Kalila is serving as her delegate for today.

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CHAIR JACKSON-DENNISON: Welcome, Kalila.

MEMBER SMOKER-BROADDUS: Hi, everyone. Thank you so much for allowing me to be here today. I have enjoyed being on the call, listening to all of your updates.

As I've mentioned or as was mentioned, Naomi is out sick, and I am a poor substitute. So I'm going to give the update.

But that, unfortunately, is the most that I can do at this point. I will be able to also take back your feedback, but I wanted to just put that out up front just to level some expectations.

I wanted to start with the fact that previously in July, July 20th, our Executive Director Miguel participated on a federal panel for the U.S. Department of Treasury's Financial Literacy and Education Commission.

The meeting focused on tribal communities. She was able to highlight tribal colleges and universities, how they're using

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grants to promote financial literacy among their students.

It's important to note that the discussion led to the creation of the tribal and native resources website launch on MyMoney.gov.

And the Department also shared many financial tools for higher education.

Also earlier, this month, August 11th, Naomi was able to provide the keynote remarks for the Gila River Indian Community's Teacher In-Service Conference.

And that's for K-6 teachers. Upcoming, we have on September 5th the U.S. Department of Education will conduct a tribal consultation.

I believe Julian mentioned that earlier. But we're going to conduct a tribal consultation on Tribally Controlled Postsecondary Career and Technical Institutions Program. That's TCPCTIP.

Also our Ready to Learn programming,

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which is RTC, it's also referred to as Ready to Learn.

It was formerly Ready to Learn Television. And then also Education Innovation and Research, which is EIR.

We're going to have notifications that are going to be sent out to tribal leaders and we'll make sure that you all receive a copy of that notice. That's September 5th.

In addition, also wanted to update that from TCUs this month, the Northwest Indian College will celebrate its 40th anniversary, so congratulations to them. It's quite an accomplishment.

Coming up in October, we are asking that you save the date. The Initiative is working with HHS and Interior on a Native Languages Summit.

The theme is language sovereignty, Native languages and self-determination. This will occur on October 17th in Albuquerque, New Mexico.

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As part of the partnership, each agency will lead a panel on a topic related to the draft ten-year Native Languages Plan.

The Initiative oversees the second session related to recognition. The recognition is formal policy recognition of the U.S. Government's role in erasing Native languages in a state of crises, and the need for federal resources and support for Native language revitalization.

In addition, as part of this session, it will be discussed what is the federal government and others doing so far, what have we heard in listening sessions, and what is needed.

Ideally, we want to have panelists who are from the following groups. So, federal officials, tribal leader, and Native Hawaiian. Also organizational representatives.

So this is actually a request that that was included in this update. If you guys have anyone who comes to mind, does NACIE have

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recommendations, have panelist recommendations for this session?

I will pause there and see if there's any recommendations or if you want to think about it, I'm here for at least until about 4:30.

So definitely reach out if you have updates for the panelists. In addition, in November, the Initiative is also brainstorming activities to celebrate Native American Heritage Month.

The request would be that NACIE members would see a Native American Heritage Month -- would want to see, I'm sorry, what you all would want to see out of a Native American Heritage Event.

Examples could include an education panel, education discussion from federal agencies, or student involvement.

Yes. So that's the other request that Naomi had. The most immediate request is the panelist recommendations for October 17th.

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So if you don't have any recommendations yet for Native American Heritage Month, or if you don't have anything right now for the panelists for October, I can give you an email, the email address that you should send the recommendations to, is whi-nativeed@ed.gov, and I can put that in the chat as well.

So I will pause to see if anybody has any recommendations for the session in October or if you have any ideas for Native American Heritage Month.

As I mentioned, I'll be around at least until about 4:30. So again, thank you for having me today.

I see that I might need to defer to the Chair.

CHAIR JACKSON-DENNISON: Yes. Thank you very much for your presentation. And we'll go to Lucyann who has her hand up. Thank you, Lucyann.

MEMBER HARJO: Hi, Ms. Winters.

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Would you please give me the titles for your panelists? Who are you looking for?

MEMBER SMOKER-BROADDUS: Yes, so we are looking for, it's going to be federal officials, tribal leaders, and Native Hawaiian leaders, and then organizational representatives as well.

DR. MOORE: Ms. Winters, hi, this is Crystal. I just want you to be mindful, there's some ideas in the chat for you, if you can see.

MEMBER SMOKER-BROADDUS: Okay. Thank you for that. Let me see what we have. So, it says, can you add a link to the DTLL.

So I'm sorry, but I don't know -- oh, the tribal consultation. Okay. I am going to have to get back to you, Ms. Peebles, on that, because I don't have that information readily available for you, but I will definitely get back to you.

Hopefully, I can connect with the Chair regarding contact information or if you

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can put your contact information in the chat, I'd be happy to do that.

I don't have the information on hand, so I'm not able to provide it, but I will follow up for sure.

I can tell you that it's September 5th. That's the information that I have so far.

I see another hand. I don't know --

CHAIR JACKSON-DENNISON: Lucyann? Lucyann, is your hand still up or did you just -- did you want to say something again?

MEMBER HARJO: No, I'm sorry.

CHAIR JACKSON-DENNISON: Okay. Robin, you're next.

MEMBER BUTTERFIELD: I just wanted to ask if you are going to pay for the travel for the panelists out of the White House Initiative.

MEMBER SMOKER-BROADDUS: I will find out. I don't know that answer. But I will find out about that.

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MEMBER BUTTERFIELD: Well, I would love to encourage Theresa John to participate if her way could be -- costs could be covered.

And I don't know how Theresa feels about that, but if the focus is on indigenous languages, she's quite an expert.

MEMBER SMOKER-BROADDUS: Thank you so much for that --

MEMBER BUTTERFIELD: And she's from Alaska, so we always try to balance Alaska Natives, American Indians, and Native Hawaiians.

CHAIR JACKSON-DENNISON: Yes.

MEMBER BUTTERFIELD: Just a thought.

MEMBER SMOKER-BROADDUS: I will take that back. Thank you so much for that. And definitely noting the piece about the travel.

Ms. Peebles, I definitely want to address your comment, I just don't have the information. And I very much apologize. Okay, I see -- so thank you, Julian, for the assist.

He put the notice right in the chat

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for us. It was actually distributed on August 4. So Ms. Peebles, are you able to see the chat?

So if you can just see the notice, that will have all the information. Thank you so much, Julian.

CHAIR JACKSON-DENNISON: Thank you, Julian, for doing that. Okay. And I don't see any more hands up, so you all --

MEMBER SMOKER-BROADDUS: Before I go, I'm just going to put in the chat the email that I mentioned. So I just put that in the chat. And if you have any other suggestions, please reach out and, Ms. Butterfield, I will definitely make sure I follow up about the recommendation that you had.

CHAIR JACKSON-DENNISON: Thank you so much for your presentation. And we wish Naomi the best in getting well.

MEMBER SMOKER-BROADDUS: Thank you so much. I will definitely pass that along.

CHAIR JACKSON-DENNISON: Thank you.

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Crystal? Who's next?

DR. MOORE: Chairwoman Dennison, would it be all right to circle back to Julian? I think he has about seven minutes available that he can take questions.

CHAIR JACKSON-DENNISON: Sure. Okay.

DR. MOORE: Thank you, Ms. Winters.

CHAIR JACKSON-DENNISON: Thank you, Julian, for coming back on again. Thank you.

MR. GUERRERO: Oh, you bet. No, thank you. I'm really here to get as much advice as possible regarding the question that I had.

And to loop back, the question is, there's two types of training. There's the training for being recruited as a Native educator, and then a training to be retained as a Native educator.

I'm now looking at, what's your advice around how to differentiate between those two types of training, training for

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recruiting and training for retaining?

CHAIR JACKSON-DENNISON: Okay, Patsy had her hand up, if I remember right, so I'll go ahead and go back to Patsy.

MR. GUERRERO: Okay. Thank you.

CHAIR JACKSON-DENNISON: Are you still with us, Patsy?

MEMBER BUTTERFIELD: She had to leave temporarily. She might be back.

CHAIR JACKSON-DENNISON: Okay. Doreen, do you want to say something? Okay. Oh, no, you just had the chat.

MEMBER DOREEN BROWN: Yes, I just put a resource for the Alaskan Native Language Council for this date for Kalila.

MEMBER SMOKER-BROADDUS: Thank you very much for that.

MR. GUERRERO: And then I can go into the next question, too, in case folks are still pondering that.

I took notes on everything previously said, but for the next question, we

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also know, at least we have reasonable suspicions, that supporting retention efforts could be also supporting housing for our Native teachers.

And there's different threads of conversation around that. There's housing, meaning constructing housing so teachers can be retained and stay in the community, or it could be housing affordability to just help teachers with that affordability for the housing so they stay in the community.

Is it a matter of constructing the housing or affording the housing? And if both, what's your advice around which one of those two is greater?

CHAIR JACKSON-DENNISON: Okay, I'll talk first because I have direct experience with this. I'll give the experience I had here in San Carlos, is that we lack housing so we lose teachers and can't even recruit because we do have a few housing but it's nothing that's going to keep teachers here a long time.

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And that's including our Native teachers. There's this idea that Native teachers here in particular, and I've never experienced this in other school districts, but here, the board and others kind of have this idea that Native teachers that are local from here should be able to get housing through the tribe.

And that's not necessarily possible at times, but we do have some that kind of get in the housing and they don't ever move because they think that's going to be their house forever.

So it kind of goes to both ways, but we really need housing and that's something that we've been talking about as far as legislation through Impact Aid to improve housing for being able to use that funding for housing for our teachers in general.

It affects everything. We lost teachers this year because they didn't have housing and they have to rent from the local

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nearby town, that rents in Globe, that are just so outrageous.

And so we're kind of not as remote as Alaska. Theresa, when you're talking, I'm thinking, oh, that's relevant here, that's relevant here, but we are pretty remote, and it's very hard to -- we're probably one of the last school districts to get teachers.

I mean, I didn't have any applicants for principals this year. I had two openings and I had to make some moves and just make people -- put them in -- I had to put my Assistant Superintendent into a principal role because of housing.

And so that's really an impact on us. And so, it's just hard right now anyway. So that housing issue is something that hits us right in the center of every aspect of working toward student achievement and having the best qualified people for the jobs.

And just wanted to add that. So I don't know how to give you an idea on doing it

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other than --

MR. GUERRERO: No, that's okay, and just to clarify, it's constructing the housing more so than affording existing housing in the area, is that right?

CHAIR JACKSON-DENNISON: I think constructing the housing is more important.

MR. GUERRERO: Okay.

CHAIR JACKSON-DENNISON: I've worked in other school districts that have very nice housing constructed and much more housing, and it's still not enough at times.

But if you have to find affordable housing in the area, it's going to be hard because we're surrounded by Globe, which is 30 miles away, and their cost is so high.

MR. GUERRERO: Thank you. Thank you so much. I've got one minute and then I've got to jump. But I see other hands.

CHAIR JACKSON-DENNISON: Okay.

MR. GUERRERO: Robin and Dr. John?

CHAIR JACKSON-DENNISON: Okay, Robin

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and then Theresa.

MEMBER BUTTERFIELD: I'll try and keep it short. I agree completely with what Deborah said, that situation that some of the schools in Oregon that I'm thinking about, they are public school districts, but they don't even think about the need for housing.

They expect teachers to travel from at least 10 miles or 20 miles one way every day. The one place I'm thinking of does have some housing but it's not in the best condition.

So at least it would need some remodeling and upgrading. It's just not the best. So, yes, that's all.

MR. GUERRERO: Thank you.

MEMBER BUTTERFIELD: Yes.

CHAIR JACKSON-DENNISON: Thank you, Robin. Theresa?

MEMBER JOHN: Yes, housing situation is severely bad in rural Alaska. The housing in my village is over 50 years old and they're

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falling apart.

And in many villages, there's still only water and there's no water and sewer system. It's all Honeybucket.

And so the teachers even have second shock when they can't even take a shower and flush their toilet.

And so, the housing situation is really bad. And the school situation, in my village, there's only one school for K-12, and that's not right.

In 2023, going on 2024, we're a village of 600 people. For the kids to go to school in one building, to be breathing the same air between 5-year-old and 18-year-old children, how does that create the space for children that are pre-teens that need their sacred space to grow emotionally, psychologically, physically, and to be there with their siblings in the same building for eight hours.

So I would hope that that would

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change so that the wellness in the school system improves. Thank you.

CHAIR JACKSON-DENNISON: Thank you, Theresa. Let's go to Sedelta.

MR. GUERRERO: Thank you.

CHAIR JACKSON-DENNISON: Sedelta, are you there?

DR. MOORE: Looks like she's calling in from a phone and may not be able to unmute from the phone.

MS. HOPKINS: Dave, can you please make Sedelta co-host again, please?

PARTICIPANT: Okay.

DR. MOORE: And Julian, I know you had a hard stop at 4:00.

MR. GUERRERO: Yes, I can give another minute real quick for Sedelta.

DR. MOORE: Okay.

PARTICIPANT: Yes, it looks like Sedelta is connected by phone. I'm not able to make her co-host but she could dial *6 to unmute from her phone.

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MR. GUERRERO: And Sedelta, I know you have unmute twice, the one on your computer and then the one on the phone. That messes me up sometimes on mine.

MS. HOPKINS: I think she's on the phone only, Julian.

MR. GUERRERO: Okay.

MS. HOPKINS: There she is.

MEMBER OOSAHWEE: Can you hear me now?

CHAIR JACKSON-DENNISON: Yes.

MR. GUERRERO: Yes, we can hear you now.

MEMBER OOSAHWEE: Okay. Okay, thanks, sorry.

MR. GUERRERO: No problem.

MEMBER OOSAHWEE: I just had a question and then something to offer for the NACIE members. I know there was a lot of conversation on housing.

I think it might be beneficial to bring in USDA as well and their Rural

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Development. Office of Tribal Relations would also be a good asset.

There's a lot of programs and housing available, programs specifically for housing at USDA in terms of rural development.

So maybe they can visit with us at some point in the future. I also had a question about the OIE budget.

I was kind of glancing at it in 2024. Under national activities, I noticed that NACIE wasn't mentioned at all in that, so I was wondering if that was an oversight or if we can get some more information on that.

Because I know NACIE is always in the national activities budget and I didn't see it listed at all in the 2024 proposed budget.

DR. MOORE: Thank you.

MR. GUERRERO: Yes, if you can actually -- again, thank you for that, Sedelta. If you don't mind, maybe pointing out the last year that it was in there, because for as long as I've been in the position, it's never been

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in the national activities budget.

We would love to see it go back. And if I can reference the previous year and the previous language, that's going to make that a little bit easier.

MEMBER DOREEN BROWN: Okay, I know it was in our budget, not that.

MEMBER OOSAHWEE: Yes, I don't have it off the top of my head, but I can try to get that and email that, if it helps.

MR. GUERRERO: Sure. I'll take it.

MEMBER BUTTERFIELD: It was around the time that Joyce was in that position, Joyce.

MR. GUERRERO: Okay, that's good to know. Okay, thank you. I do need to hop off. Thank you, folks. Back to you, Chairwoman Dennison.

CHAIR JACKSON-DENNISON: Thank you, Julian, and wish you a nice rest of the day. Where are we now, Crystal, on the agenda? We need to go back to the committee, establishing

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committees?

DR. MOORE: Yes. Dave or Mahogany, can you please put up the agenda again? What a great meeting.

Okay.

MS. HOPKINS: And Dave will share his screen shortly.

DR. MOORE: Okay. There you are, Chairwoman Dennison.

CHAIR JACKSON-DENNISON: Okay. Before we go in to open public comment, I think we would probably want to establish the committee that's going to work with Naomi.

And so do we have any -- I'll just open up for volunteers.

DR. MOORE: Also, I would like to note that it seemed to me that Director Dearman agreed to be on that committee.

And I should sunshine that OGC, our attorneys, have agreed that non-NACIE members can serve on NACIE subcommittees.

CHAIR JACKSON-DENNISON: Okay, so

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that opens up to pretty much anyone that would like to be on that committee. Anyone from NACIE or anyone from the listening audience?

MEMBER BUTTERFIELD: This is Robin. I will volunteer, and I'll volunteer Aaron as well.

CHAIR JACKSON-DENNISON: Okay. And Sedelta is volunteering. So Aaron, or actually Virginia, Aaron, and Sedelta. Okay, who else is volunteering? Some of you are shy to jump in and say.

Lucyann likes to be on the committee.

MEMBER BEDELL: Good afternoon, this is Duane. I'd like to be on the committee as well.

CHAIR JACKSON-DENNISON: Duane. And just so you know, as Chair, I always join the committees as far as just oversight sometimes. I'm able to get on. So, okay, anyone else?

So far, we have Virginia, Aaron, Sedelta, Lucyann, Duane. Anyone from the

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outside? I'll look at the chats.

MEMBER BUTTERFIELD: You didn't include me.

CHAIR JACKSON-DENNISON: Oh, Robin, okay. I'm sorry, Robin. Was there anyone else?

MEMBER JOHN: Theresa, here. I can.

CHAIR JACKSON-DENNISON: Theresa?

MEMBER JOHN: Yes.

CHAIR JACKSON-DENNISON: One, two, three, four, five, six, seven. There's seven. Charles Cuny and Danielle Walking Eagle. Okay.

Can you send us your email addresses, too, so we can know how to connect with you? Or send them to, I guess Crystal, those of you that are not on --

Okay, we have Virginia, Aaron, Sedelta, Lucyann, Duane, Robin, Theresa, Charles Cuny and Danielle Walking Eagle.

DR. MOORE: And Director Dearman.

CHAIR JACKSON-DENNISON: Oh, Director Dearman, yes. Do we want Julian on

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there?

DR. MOORE: I was just, yes, thinking, let's reserve a space for him and he can confirm.

CHAIR JACKSON-DENNISON: And of course, you'll be there as oversight.

DR. MOORE: Oh, not as oversight, as a DFO.

CHAIR JACKSON-DENNISON: DFO, I'm sorry. DFO.

DR. MOORE: Definitely not oversight.

CHAIR JACKSON-DENNISON: Okay. Sorry. Okay, we've got to make sure we don't have more than quorum. And we don't. We have one, two, three, four, five, six, seven. Seven that are from -- and I won't get on unless someone's absent.

So then Charles, Danielle, Director Dearman, Julian, and Crystal are. Crystal's just as the DFO.

Okay, let's close that section and

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are there any other comments on this before we move on to open public comment?

Okay, so let's move on to open public comment, and I don't know if anyone has submitted anything. Patricia, go ahead.

MEMBER WHITEFOOT: Yes, I just wanted for the record to share that I have a letter that was submitted by a Marian Tenorio from Portland State University to NACIE, and I did email a copy of that suggestion or recommendation that she had to be included with NACIE.

And so that's just to report that, and we have it on, you have it, Crystal, and you have it, Deborah, as well.

So, the people who have been responsible for writing the report. Thank you.

CHAIR JACKSON-DENNISON: Thank you, Patricia. Robin?

MEMBER BUTTERFIELD: I just want to be sure we set a date for the subcommittee working on the workshop for NIEA. Could we set

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a date for that call?

CHAIR JACKSON-DENNISON: Sure. We didn't set a day, did we?

MEMBER BUTTERFIELD: I don't think so.

CHAIR JACKSON-DENNISON: Okay. And then we also need a date for this new subcommittee.

DR. MOORE: Would you prefer to do that via one of those apps where people can submit multiple dates and times?

CHAIR JACKSON-DENNISON: Yes, can we do that? It's a Doodle poll.

MEMBER BUTTERFIELD: Yes. No, I think that's great.

CHAIR JACKSON-DENNISON: So make certain that we get some guidance on whether or not we can do the workshop type thing, because I'm thinking that last time we had to do something more, we could do a presentation but we, again, couldn't have the quorum and we couldn't be -- I think Department can't pay for

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the travel, so it's people who are already going to be there or are planning on being there.

So that's going to have to be asked. Those questions are going to need to be asked. So you can check on that. I appreciate it.

We have, is it X. Barraza?

MR. BARRAZA: Hi, Chairwoman, yes, it's Xavier Barraza.

CHAIR JACKSON-DENNISON: Okay.

MR. BARRAZA: So I work for Charles and Little Wound School. The Oglala Nation has six schools on the reservation, and Charles and Janelle are both superintendents from two different schools, which is why they want to be on the Tribal Controlled Schools Subcommittee.

So I'll email you email information. Both of them couldn't attend today because they have their weekly meetings with their superintendents for their tribe.

But I just wanted to say that, and thank you for adding them to the subcommittee.

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CHAIR JACKSON-DENNISON: Thank you, too. Thank you. Okay. Virginian?

MEMBER SMOKER-BROADDUS: I just have a question here. I'm not going to be at this conference. I'm not going to the workshop or anything like that, but I guess I missed the portion of why are we doing a workshop?

Just to make a presentation of this annual report? Or what is the whole gist of this workshop to why?

MEMBER BUTTERFIELD: I can respond to that. This is Robin.

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

MEMBER BUTTERFIELD: We talk all the time about the importance of letting Indian Country know all the good work that NACIE does.

So since this is the national conference, it's really important that we help get the word out.

So, yes, it's just a presentation on what's in the current report and how people

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could become involved in offering suggestions for improving Indian education.

It's been done, I would say dozens of times at NIEA, especially in the past.

CHAIR JACKSON-DENNISON: Thank you, Robin.

MEMBER SMOKER-BROADDUS: Okay, so, I know yesterday there was a conversation about is it called a workshop or we couldn't use that label. Is it a presentation? I just don't want to -- did we ever come up with a solution for that?

MEMBER BUTTERFIELD: I don't believe that the wording of it is even an issue. We've done in the past as a workshop.

I'm trying to think. It was just within the last couple of years. Might have been in Minneapolis that we had the last one.

But it doesn't matter whether it's a presentation or a workshop. And it was proposed by the NIEA board to have a presentation on the work of NACIE at the

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convention.

CHAIR JACKSON-DENNISON: I think that it's important to not label it a workshop, according to FACA. So that's just the concern that I think Virginia's bringing up. Am I right, Virginia?

MEMBER SMOKER-BROADDUS: I caught some of this yesterday, and I thought, wait a minute, wait a minute, what's going on?

Because I thought, is there a concern that it's being labeled as a workshop, that we couldn't use that vernacular, that we had to make it a presentation?

I'm just concerned.

MEMBER BUTTERFIELD: What's the difference?

MEMBER SMOKER-BROADDUS: I don't know. I don't know. It was brought up yesterday. I'm just trying to clear it up in my mind.

CHAIR JACKSON-DENNISON: Okay, we'll get guidance on that. Sedelta, you have your

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hand up, too.

DR. MOORE: Chairwoman Dennison, that may be a legacy hand from when she spoke earlier.

CHAIR JACKSON-DENNISON: Okay. All right. Well, if that's it, then --

DR. MOORE: We do have, I see two comments by email from --

CHAIR JACKSON-DENNISON: Okay.

DR. MOORE: -- the community. I put the first comment from Dr. Joseph Martin. His comment is quoted in the chat.

And then I also followed up with a response from Dr. Donna Sabis-Burns, who is the director, I'm sorry, is the group leader in the Office of Indian Ed over the discretionary programs and that PD program, that professional development program.

So there's the response. I believe the information we're looking for is already available on the professional development website under OIE's website.

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And they are working on updating that data. And then I also received a second question or a second comment via email.

This was a Ms. Twyla, and forgive me with the last name pronunciation, Jagielo. It's J-A-G-I-E-L-O.

I tried to copy and paste it in the chat multiple times and even through Word and it's still not working.

If we have time, there's probably about three minutes worth of comments and questions here.

Would you like me to read those? Or I can just forward them to the council separately.

CHAIR JACKSON-DENNISON: Just give us the gist. And is Dr. Martin on right now? Does he want to make his comments now? Then you can just forward that if he's here.

DR. MOORE: Dr. Martin's comment is already in the chat with the answer. He was coming in and out. He's going to try to answer

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or ask it or comment live, but he had some conflicting meetings.

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

MEMBER BUTTERFIELD: I just wanted to say that we did include that recommendation in this most recent report.

CHAIR JACKSON-DENNISON: Okay.

MEMBER BUTTERFIELD: Maybe we can look up the section and send it to Julian.

CHAIR JACKSON-DENNISON: Okay. Yes. Are there any other comments or --

DR. MOORE: We have Twyla, and I think you might be interested in definitely hearing this live because she agrees on the recommendation to address the issue on the budget to increase funding for the National Advisory Council for Indian Education, or NACIE.

She is the CEO of the Federal Employees Legal Defense Fund Incorporated. So again, the Federal Employees Legal Defense Fund

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Incorporated CEO.

She said a better understanding of OMB's approach to developing strategic alliances with NACIE could help explain where appropriations are going to be targeted in your strategy to ensure a budget increase.

I suggest you look at some of their business practices and their models. She agrees with holding face to face meetings as well as a hybrid approach, provide access to persons with disabilities, make a recommendation to discuss something none Indian non-profit organizations or corporations who sell indigenous language products.

These non-profits don't consult with the federally recognized tribes. They literally are stealing intellectual property from tribes. Many of these tribes that are recognized by the state governments may not consult or get consent from federal tribes prior to developing their own lesson plans to teach Indian languages.

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This is going to be a major issue with the initiative to revise Indian languages. And something about adult education learning.

She thinks this is a problem that she addressed in the strongest possible sense. And she said thank you for the opportunity.

And again, I'll forward these to the committee as well. To the council.

CHAIR JACKSON-DENNISON: Thank you for that, Crystal and Twyla.

Okay, I think that concludes the open public comment section. And do we want to call for adjournment? It's been a long two days and I have people waiting outside my door, so I kind of need to get going, too.

MEMBER HARJO: This is Lucyann. I move to adjourn our meeting.

CHAIR JACKSON-DENNISON: Thank you, Lucyann. Do we have a second?

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

CHAIR JACKSON-DENNISON: Okay.

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Lucyann called for adjournment, Robin second. Anyone opposed to adjourning? I'm not going to say in favor, because I know we all have -- is there anyone who wants to stay on?

Okay, no one. This meeting is now adjourned.

(Whereupon, the above-entitled matter went off the record at 4:20 p.m.)

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