

UNITED STATES DEPARTMENT OF EDUCATION

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NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION

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PUBLIC MEETING

+ + + + +

THURSDAY  
JANUARY 25, 2024

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

PRESENT

- DEBORAH JACKSON-DENNISON, Chair
- JOLENE BOWMAN, Member
- DOREEN BROWN, Member
- ROBIN BUTTERFIELD, Member
- LUCYANN HARJO, Member
- THERESA JOHN, Member
- SEDELTA OOSAHWEE, Member
- JOELY PROUDFIT, Member
- VIRGINIA THOMAS, Member
- PATRICIA WHITEFOOT, Member

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ALSO PRESENT

CRYSTAL C. MOORE, Designated Federal Official

XAVIER BARRAZA

JAMES DEATON, National Center for Education  
Statistics

SUSAN FAIRCLOTH, National Indian Education  
Study Technical Review Panel

JULIAN GUERRERO, JR., Director, Office of Indian  
Education, U.S. Department of Education

DERRICK LESLIE

RIVER MARQUEZ, LPE Associates, LLC

NAOMI MIGUEL, Executive Director, White House  
Initiative on Advancing Educational  
Equity, Excellence, and Economic  
Opportunity for Native Americans and  
Strengthening Tribal Colleges and  
Universities

BROOKE NIIYOGAABAWIIKWE GONZALEZ

AMY SUMAN, Laguna Department of Education

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

(1:03 p.m.)

CHAIR JACKSON-DENNISON: Welcome to our second day of our virtual meeting with National Indian Advisory on Indian Education. I am Dr. Deborah Dennison, currently work as a Superintendent at San Carlos Unified District.

And I am from the Navajo Nation. I'm (Native language spoken). So welcome, everyone. And I think we can go on to the next slide. Go ahead and turn it over for the meeting logistics, again. To --

MS. MOORE: Yes, thank you, Dr. Dennison. Good afternoon, everyone. A few meeting logistics. If you require technical assistance, please send a chat message to the Zoom technical support.

The valid number, meeting ID and access code are on the screen for your reference. If you are to lose connection, the dial-in number is 669-254-5252. Please enter the meeting ID, 1602509522, and the access code 140923.

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As a reminder, please mute your audio and turn off the camera unless speaking. Also, there is a transcriptionist. Please state your full name when speaking, thank you. Dr. Dennison?

INTRODUCTION - DR. JACKSON-DENNISON

CHAIR JACKSON-DENNISON: Thank you again. And I forgot to turn my video on some time. But yes, thank you again, we had a very, very great meeting yesterday. I felt like we went over a lot of key areas.

And I particularly really appreciate again everyone that was contributing. And we did, just to review from yesterday, we did set up the subcommittees and both the -- actually three subcommittees that we set up.

We have the subcommittee for the ARC. We have the subcommittee for the BIE. And then we have the subcommittee for the White House Initiative to go with that. So those are the areas that we do have and that we decided yesterday.

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And today, we're at some point on the agenda, I believe we're going to go ahead and set the times when the first meetings, at least for those subcommittee meetings so that everyone has had a chance to look at their calendars or go through them, so that's on today's agenda.

We also did a really great, we heard from, I would call it an action plan, where Crystal in her background with technology was able to, with our discussions we've had over the last couple months about accountability.

And making certain that, you know, we want to make certain that our the work that we do is put into a system where we can also hold accountable, make it more accountable to those that we're doing the work for and trying to encourage.

Not as a necessarily like, we're, keep in mind, we're not, we're not a Council that we're not an organization that sets policy. All we do is we're the experts in the field, and we give our input into a report that goes to

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Congress.

And we make recommendations as to how these issues can be resolved, possibly through legislation if they can do that or through other means. And we try our best to give that, you know, in a way that we can get back results.

And so, we were very, somewhat discouraged, or I was at least and that was voiced yesterday. But this action plan that we put together that I'm really excited about it.

Because it's a foundation of a strategic action plan to be able to address who's going to do what, when, and how do we know when it's going to be, if it's, if we're complete with it.

So trying to get the Congress to be able to recognize the fact that we do all this work and to make certain that they're thinking about this, it's going to be a hard task that we -- I think putting our, rising the level of who we are as a Council and being respectful of the fact that we each come from different

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backgrounds, different areas.

We each have our own perceptions on things, and by that coming together as one for a benefit of the children that we, that Indian country serves, our service throughout Indian country.

And that includes, you know, different areas of school systems. So we looked at that, and that's where these Council planning subcommittees came about, especially the BIE came about.

Because we do know that we want to look more into what's happening there and being able to make recommendations going forward from there. So that's just a nutshell overview.

And I appreciate the work that everyone has put forth, and I appreciate the subcommittees that have come forward and volunteered.

And so, we'll do a roll call real quick because I know we have several members that are on today that maybe weren't here yesterday.



So start -- or do you want to do the roll call?  
Yes, I'll do the roll call.

Phyllis. Are you here, Phyllis  
Anderson?

MS. MOORE: I believe she's unable to  
join, Dr. Dennison.

CHAIR JACKSON-DENNISON: Duane did say  
he would. Duane Bedell did say he wasn't able to  
make it. So we'll go on to Dr. Jolene Bowman.

DR. BOWMAN: Present.

CHAIR JACKSON-DENNISON: And again,  
you can do a brief introduction of where you're  
coming, calling in from, and what tribe you  
represent.

DR. BOWMAN: Greetings. I'm calling  
from Stockbridge Munsee community where I'm also  
a citizen and work as the Director of Education  
and Career Services. I wish you all well.

CHAIR JACKSON-DENNISON: Thank you,  
Dr. Bowman. Mandy Smoker Broaddus? She hasn't  
joined yet. Okay, Dr. Donna Brown? Okay, Doreen  
Brown?

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MS. BROWN: Good morning, I'm calling from, zooming in from Anchorage, Alaska. I was telling everyone earlier this morning that it's negative three, and it might be negative two now.

We're in a deep cold snap here in Alaska. We just have to dress appropriately. I'm a tribal member of Aniak, which is located on the Kuskokwim River. And I recently retired about a year and a half ago.

I get to join, continue to parent my 17-year-old daughter. She's just currently a junior. So it's been joyful. I get to spend a lot of time with my parents. I volunteer at the Senior Center, and also at Native Headstart. So I'm really enjoying my time.

CHAIR JACKSON-DENNISON: Thank you. Robin Butterfield?

MS. BUTTERFIELD: Good morning, everybody. Sorry, I couldn't be with you yesterday. I was attending a funeral of a very close family member. I am Ho Chunk and Anishinabek. I'm living in Oregon.

I was supposed to have been retired years ago but I still doing a number of contract projects including working with Portland Public Schools and San Diego County School District.

Former, little bit of everything, I think I've worked from the classroom to the national level. Very involved with NIA over the years. But I'm no longer a Board member or any connection officially. So welcome, I'm glad to be here this morning. (Native language spoken).

CHAIR JACKSON-DENNISON: Thank you, Robin. Lucyann Harjo?

MS. HARJO: Good afternoon. This is -- hello, Lucyann Harjo. A citizen of the Navajo Nation. I'm currently in Eufaula, Oklahoma with my mother-in-law and family. So I'm joining the meeting from Eufaula.

I am a coordinator of Indian Education for Norman Public Schools. I'm also a member of the Oklahoma Council for Indian Education Board of Directors advocating for the needs of Indian children in the state of Oklahoma.

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

DR. JOHN: (Native language spoken). My name is my English name is Theresa John. I am from Bering Sea coast on Nelson Island. And I'm the daughter of late Chief Paul John and I just retired as an assistant professor with the University of Alaska, Fairbanks this past spring.

And I still do some contract work with the University and with tribal organizations in Alaska. We just had 67 inches of snow in the last week.

So we are developing muscles shoveling every day and now we're going to have two to four inches of rain coming down. So I don't know where all this snow is going to go. Maybe we'll have flooding. But I am very happy to be part of this NACIE and looking forward for our discussions today.

CHAIR JACKSON-DENNISON: Thank you, Dr. John. Sedelta Oosahwee?

MS. OOSAHWEE: Hello, my name is

Sedelta Oosahwee. I'm a citizen of the Three Affiliated Tribes. That's Mandan, Hidatsa, Arikara Nation. I'm also Cherokee. I'm joining you from the Capitol of the Cherokee Nation today Tahlequah, Oklahoma.

I work for the National Education Association as a Senior Program Analyst and Specialist. I also serve on the National Indian Education Association Board of Directors. I serve on the Board of SpeakOut and I'm on the National Indian Education Studies Technical Review Panel.

So trying to do a lot of things over here helping out our students. Very happy to be here and looking forward to the meeting. Thank you, guys.

CHAIR JACKSON-DENNISON: Thank you, Sedelta. Dr. Aaron Payment? I don't think he's with us again today. Okay, Dr. Joely Proudfit.

DR. PROUDFIT: Good morning, everyone. I'm Joely Proudfit. I'm zooming to you from Carlsbad, California. Traditional homelands of

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the Payómkawichum people, shared space with the Kumeyaay people. I am Payómkawichum, Luiseño, and Tongva.

And I'm the Director of the California Indian Culture and Sovereignty Center at Cal State, San Marcos, and Chair of American Indian Studies.

I too serve on multiple boards and committees, including the State of California, Indian Oversight Committee, and California Indian Education For All. Good to be in community with all of you. Thank you.

CHAIR JACKSON-DENNISON: Thank you, Dr. Proudfit. Virginia Thomas?

MS. THOMAS: This is Virginia. I am coming from Okmulgee, Oklahoma. I'm a member of the Muscogee Creek Nation. I live in my Capitol area. I've been in education over 50, 52 years. I am retired, but not retired like most of you are.

I am currently the Chair of the Okmulgee Indian community here, dealing with

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education issues that are with our tribe, and I stay involved with in my community. Glad to be here and glad that you're all attending, especially the ones that are listening in on us. Thank you.

CHAIR JACKSON-DENNISON: Thank you, Virginia. And Patricia Whitefoot? I know she's on --

MS. WHITEFOOT: Good morning. Can you hear me?

CHAIR JACKSON-DENNISON: Yes.

MS. WHITEFOOT: (Native language spoken) Patricia Whitefoot. I greet you in the language of our tribes here, here in the Northwest. I'm a citizen of the Yakima nation here on the Yakima reservation.

I live in the community of White Swan. And still actively involved with education even though like Virginia said, some of us are retired, and similar to what Robin shared, we are continuing to do the work in various capacities as Indian Education consultants with various

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Indian organizations.

And also, higher education institutions as well, not only the state higher education institutions, but also our tribal college as well.

In terms of some of the work that I'm doing voluntarily, I have served on the Affiliated Tribes of Northwest Indians, which is made up of the 57 tribes here in the Northwest, including southern Alaska, Washington, Oregon, Idaho, Western Montana.

And so, by serving on that organization as the Education Committee Chair for several years, there's a broad range of issues that we cover with the various states. So that contributes to our report, but also it contributes to the dialog that we have here. So I look forward to 2024 with everyone. Thank you.

CHAIR JACKSON-DENNISON: Thank you, Patricia. That concludes our list for today of who's all here from the Council. And again, thank you all for joining.

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We have ten members altogether that are here, so we do have a quorum. And we'll be able to move on in our agenda. If you change the slide again? And I'm going to ask Dr. John again to do the cultural opening.

CULTURAL OPENING - DR. JOHN

DR. JOHN: Yes, good morning. I'll say my prayer in the Yup'ik language, and I'll end with a brief song. A song that has been revitalized by our elders in our Southwest Alaska.

And Yup'ik is the strongest indigenous language that is spoken in the State and hopefully we'll get more speakers and speakers from other cultures.

(Native language spoken.)

CHAIR JACKSON-DENNISON: Thank you again, Dr. John. That's very beautiful. I really appreciate that. And there's no other words to say but thank you. I mean, it's not built, like the gratitude that goes toward the cultural opening is just so important to express.

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And I just want to express that to you for the last couple days of doing our openings with the days. Thank you.

DR. JOHN: I asked the Spirit World to join us today as we work together.

CHAIR JACKSON-DENNISON: Thank you. Thank you for that. Now, where are we on the agenda? Okay, we are at the 1:15. So go ahead, Crystal.

MS. MOORE: Thank you, Dr. Dennison. And thank you to both you and Dr. John for both opening us up in a good way. And I want to do brief, welcoming remarks on behalf of the U.S. Department of Education.

And then I am a full-time employee in the Office of Indian Education. Specifically, I'm the group leader, supervisor for the OIE Formula team, also known as Title VI LEA.

About \$110 million worth of grants going out to LEA tribes BIE. And also, a member of the Choctaw Nation, citizen of the Choctaw Nation of Oklahoma. And, of course, an ACDFO

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since January 2023.

So honored to be in this position, honored to be with this team and this group of people that have joined us. And I get the honor and privilege of rolling down our participant list here. It looks like we have a total of 46 current participants.

And we have esteemed partners and supporters and stakeholders, all of those good things from the U.S. Department of Education and it looks like we have some of our other federal agency representatives here as well.

So I'm going to do a quick run through so that we can return to our agenda. And forgive me if I don't call you out and if you would like to take the chance to, or opportunity to put your name and then your title or what agency you work for in the chat, please do.

I know that NACIE members would love to have an account of who's here, and what they do, and who's being able to participate in this meeting today. We all know how extremely busy

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everyone is.

And it means a lot that you're committed enough to Indian education and to NACIE, a 50 plus year old Council and that you're committed enough to take time out of your day.

And because we know people are busier now than ever. So really quick down the list again, forgive me if I don't call you out, but please do put your name and title agency in the in the chat.

So I see Mr. Bernard Garcia. He is my predecessor in the OIE Formula team, as a supervisor group leader, now retired but I'm sure not retired, and, in all things, never retired all things.

We have, let's see Gregory Hindsley and he is on the OIE Formula team with me as a Program Officer for the northwest states. And we have Dr. Jaime Deaton, we heard from him yesterday regarding the National Indian Education Study and his partner with Dr. Susan Faircloth, who is the long running chair for the technical

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review panel.

We have Ms. Jenelle Leonard who I believe -- she was pre-me at OIE, but I believe, she was a previous Director of OIE. Jessica McKinney does a lot of wonderful policy review and creation for OESE and many other departments.

I don't know all that she does, but she does a lot, and she has been very helpful to all things Indian education and is extremely busy. So grateful she's here. Kimberly Zah, I believe, is one of our State Directors of Indian Ed., Arizona.

Forgive me if I may misquote that. You can correct it in the chat. Nat Coley -- and, it looks like Department of Labor. Nat and Deena, again, feel free to correct that in the chat.

Nate Beelen, he is our State Director of Indian Ed from Michigan and does great work there. And forgive me, I think I'm at the end of the list. Again, last time, please just drop your information in the chat if I missed

anything, or if I messed anything up.

And one other thing I'd like to say is thank you to our LP contractor for the fabulous new brochure we have for NACIE meetings. And I really encourage you to look through all of the NACIE member's bios that are in that brochure.

They collectively have hundreds, and one of my tasks is going to be to compile into calculate everybody's combined years serving Indian education. And we may even have a column for going back generations because I know I'm a multi-generational Indian educator.

So we have hundreds and hundreds of years of expertise, education, formal education, informal education on this call. And I've been doing this work for upwards of two decades.

And I don't know of a more representative, impactful council than NACIE, and I don't say that lightly. So thank you for being here. And NACIE, thank you for your commitment.

I know it isn't always easy, but you all bring your heart and soul and incredible

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brains to this work every day. So thanks for giving me the opportunity to say that.

And then I'm going to go ahead and transition over to our esteemed Director of the Office of Indian Education under the U.S. Department of Education.

And if he would, I just want to note, Dr. Guerrero, Director Guerrero, if you would like to share your screen with any slides or any reference material, please feel free to do so. Thank you.

MR. GUERRERO: Thank you so much, Dr. Moore. I appreciate that. I don't have a presentation, but I have a lot of interest and dialogue in today's discussion. And I'd be remiss not to also share with you all some good words.

(Native language spoken.)

MR. GUERRERO: Today's a good day for you all.

(Native language spoken.)

MR. GUERRERO: My name is Julian

Guerrero, Jr., I serve as the Director of the Office of Indian Education. And it's, good afternoon, Council members.

It's so good to be with you all today and to engage in some back-and-forth dialogue around the work of OIE. I know I have between now and 2 o'clock to talk with you all.

I wanted to just say in advance, and I, unfortunately, at 2 o'clock, I'll just have to step away shortly. I also served as the Department's primary point of contact for the implementation of public law 102477.

And we have a meeting with some critical updates there. I want to make sure that the Department doesn't miss out on its commitment to driving self-determination, getting out of the way, and equipping our tribal nations with pathways to increase their sovereignty in public ed.

And OIE certainly sees 477 as a vehicle to get that done. So despite that, stepping away, I will be on as long as I can and

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as soon as my meetings are done, I'll return back.

And hopefully, there's still some good discussion there. Let me just say real shortly, I have immense pride in the work of OIE and what we've accomplished, what we're accomplishing.

With such a small but dedicated group of professionals, Indian Ed. professionals. I know you all too, are experiencing the same and I see you, I hear you.

And I'm continually committed to embracing the expertise of this Council in particular. And echoing Crystal's previous remarks, thank you so much for all that you are doing, and continue to do.

And I want to do better always to lean into the expertise and the input that you have and that you bring to us. And not just to the OIE, but what I can do to relay this input throughout the entire Department, amongst my other colleagues online with us today as well.

That being said, you know, given the

circumstances we're currently in in the federal government, we are under the continuing resolution period. And it's hard to give nearly a kind of a more firm sense of actions that are going on whether those be regulatory or non-regulatory in nature.

But nonetheless, here's what I do know immediately in terms of our grant making activities that are currently in the works. We have some deadlines coming up.

In terms of an open competition that is currently open right now, our Native American language ed. program is currently open in four applications.

The opening for that period was November 28th of last calendar year. It closes March 7th of 2024. You can look at this information on the Federal Register, and I'll also do my best to drop the notice inviting applicants in the chat as well. Or if one of my colleagues to do that, that'd be wonderful.

I do want to note here is that for the

first time ever, and I pride myself knowing this, since I've been on tenure, with this position as OIE director, for the first time ever, we've had an NIA with triple digits of an application period.

I'm sure you all have seen our application periods be as low as 30 days, 45 days, 60 days. I am so enthralled to know that we have finally hit a point to seeing 100 days on an application period.

I'm thrilled about this because of many reasons. One, I hear. and I see from many of our tribal nations, grant writers, interested community stakeholders, say to us, there's just not enough time to either go get the interested partners, interested schools, interested parties, conduct the needs assessments, conduct everything that it takes to put together what we like to see in a high-quality application.

More time is necessary. And this is what we do to make sure we are responsive to this need. And I'm so happy to have seen 100. Now,

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even though we hit 100, I do want to make sure that we don't regress and kind of go backwards.

So we don't want to see lower. But as ebb and flow of things work in federal government at large, you know, we take a few steps back, we still don't want to give up on making efforts and progress forward and seeing more and more time giving, not just to this program, but to all of our programs.

We work tirelessly to make that possible. And I just wanted to highlight 100 days on an NIA application. I did not think I would see it so early. But seeing it possible gives me hope that we can continue to deliver more application periods of such nature.

In our formula side of the house, just as much, if not more work is also underway. And we have deadlines for our formula application, Part 1, open, or is opening February 5th of this calendar year.

Part 1 will close March 8th of this calendar year. Part 2 will open April 1st of

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this calendar year.

And Part 2 will close May 10th of this calendar year. And then again, not only is it about the application periods being longer, but one particular area that I find, took great pride in, is thinking about posting these notices earlier in the year.

So on the formula side of the house, I'm happy to report that we're championing posting these NIAs earlier as best as we can, and seeing how we deliver on not just more time, but earlier.

And I think in combination in the ways that we can, when we do better in making sure our grant making is stronger, quicker, more nimble, more flexible, the better, and the better we can usher in more grantees, diversify our applicant pool, rely on our communities to show us the way.

Because I know our Native communities can show us the way and how to really get behind a quality, meaningful, and healing public education. So if you recall, in June 2023, I

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outlined a much firmer sense of things I wanted to share with you.

I did have a PowerPoint presentation back in June. I imagine in a future full committee meeting, once we have an approved budget and actual appropriations, we can, we can, I can talk a little bit firmer there.

So those are all the grant making deadlines that I have now. But I do want to move to this in the sense of kind of a communication back and forth and a dialogue.

And from June, or looking back in my previous PowerPoints, there were three areas that I wanted to get your input on. Those were grant making and program administration.

The second being, development of regulations, policies, and practices. And the third being identified support connections with ed program officers.

This all speaks to, you know, your purpose as a Council, to have that very honorable authority to give us input and give us your

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expertise, as it means to giving advice.

And I don't want your advice to ever fall on deaf ears. And whatever I can do to help support making sure your advice gets to the right place is what I'm committed to.

So that being said, one of the things we do know is that this year, especially this federal fiscal year, we will need to conduct another consultation on the Department's fiscal year 26 departmental budget priorities.

And before I get into kind of my question to you all, I just want to get a general sense of make sure we're doing right by you. Are NACIE Council members seeing invitations to tribal consultations, if I could members, or is there anybody who isn't seeing those invitations?

CHAIR JACKSON-DENNISON: I'm definitely getting them. Thank you.

MR. GUERRERO: Okay. Thank you, Chairperson.

MS. WHITEFOOT: I also received them. This is Patty.

MR. GUERRERO: Great. Right, well, I'm glad to hear that. We have confirmation of receipt. If any of our Council members aren't receiving those invitations, please don't hesitate to let me know.

We'll make sure to get you on our general listserv, broadcast surveys to make sure that you can receive that information. That way should your schedule permit, we'd love to have you join us then.

So onwards to the question as far as the content of what the consultation will inquire on, budget priority development is very broad. The Department serves many purposes and many program offices within it.

A general question I had, for you all, as Council members is, as we think about fiscal year 2026, and the consultation that we want to do as a Department to tribal nations and leaders across the country, are there things that we should keep in mind? Should there's be some context we should share in advance?

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Should we maybe share certain details or give a little bit of advanced material? Or is it helpful to kind of maybe illustrate a little bit more in that narrative when we'd send out these invites, this is something we continually run into as career officials to implement good consultation.

And I know that every time we've had to have attempt the budget consultation -- this fiscal year will be our, our third attempt, I believe. And we always have room for improvement here at the department.

And if you've ever attended one of our previous budget consultations, thank you. And if you haven't, please come join us. And, but Council, as I've been talking, I hope you're thinking a little bit about some input to give.

I asked the question of you all, as we as the Department consults on its fiscal 26 budget priorities is, are there things that we should keep in mind that I can relay to my colleagues?

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MS. HOPKINS: I'm sorry, this is Mahogany, just so that you know Lucyann has had her hand up, raised for about a minute or two.

MR. GUERRERO: I'm sorry. Go ahead.

CHAIR JACKSON-DENNISON: Lucyann and then Patricia also has her hand up. So Lucyann first.

MS. HARJO: Good afternoon, Julian, good to see you.

MR. GUERRERO: Good to see you.

MS. HARJO: I just wanted, you mentioned travel consultations and asked that question. As you may know, we held our tribal consultation with tribes in the Oklahoma City metro area.

Seven school districts and 16 tribes visited yesterday during our tribal consultation, so we thank you for helping us to establish relationships, build relationships between school districts, school district leaders, and tribal nations and giving us that, that forced dialogue.

And that today, it's a lot better than

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when we first started. But it's a collaborative, collaborative and very much needed communication between both tribes and schools. So I really appreciate that requirement that the office have been a net has put in place for us.

MR. GUERRERO: I was -- Councilmember Harjo, thank you so much for those comments. And, you know, I would be remiss not to say it's been a team effort largely driven by our formula team to make sure that consultation, collaboration, and good practices revolving around what those need, have been at the forefront.

And making sure that we continue to support our Indian parent committees, making sure we support any beginner, until local level consultation knows a lot of the good practices around them.

And he'll be happy to see a lot of future efforts around this upcoming soon. And so then, thank you, Councilmember Harjo. Councilmember Whitefoot?

MS. WHITEFOOT: I, yes, good morning. And thank you for your opening words, Julian. I just wanted to speak to consultation that has previously been held with our annual NIEA conference.

I would recommend that again, some you know, we do have the federal days that people that you all participate in. But I think consultation, particularly at this national gathering would be beneficial given the, you know, the number of people that attend but they come from throughout the country. And our --

It's a very diverse participation, which would include some of our allies that we have. And I think it's important that we also educate our allies who are attending this conference. And on a smaller scale, I would also suggest take a look at our Indian Education Association's at the state level to.

MR. GUERRERO: Absolutely. And you know, as you were saying that Council member, it reminded me of the presentation that NACIE had

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given during this previous NIA, let's keep that going.

I think that when our people are given information, they know what's going on. And when they're not, then we're not doing any good service to anyone. So we'll keep that going.

MS. WHITEFOOT: Thank you very much. I appreciate that. So we want to make certain that we do that, too, next year at the conference. Thank you.

MR. GUERRERO: Yes.

CHAIR JACKSON-DENNISON: We have Robin, and then we have Doreen and then we have Sedelta.

MS. BUTTERFIELD: My comments, Julian, really relate to the need for a teacher in service. Especially, I've got, you know, maybe on the website, you've got the data on how many teacher training programs you guys still fund and where you are in the cycles of, you know, picking up new grantees.

But my questions are really around how

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do we impact in a better way the actual classroom teachers who don't have the benefit of pre service programs. Especially with states who are trying to implement Indian ed for all.

I know Oregon has our Indian history, shared history, California is working on their version of curriculum development, and trying to find ways either in combination with the comp centers or just other infrastructural mechanisms to really educate our classroom teachers.

It's another, often seen as an extra burden for them to have to learn more information, which they weren't taught when they were going through school. And for example, in Oregon, with the Indian history, shared history, the Department of Ed is relying on the ESDs to offer some training.

But in my opinion, this is just my personal opinion, it's kind of like the blind leading the blind. You've got mostly non-Native staff, who are educators who might be looking at some of the lessons that were developed by

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tribes.

So you do have, you know, tribal ownership in the content. But you may not have and I'm just saying may, because there may be some very qualified people at the ESD working at the State level.

That's not my understanding historically, of that type of expertise that you know, but. So I'm just thinking about when you're preparing this budget for 2026, if there could be some other priorities for teacher in service, not just the preservice.

So that's just one of my ongoing concerns, and maybe in cooperation with some of the other funding streams to the TA Centers, there could be provided something more substantive.

MR. GUERRERO: Yes, absolutely Councilmember Butterfield. When, as you were kind of sharing that emphasis on the in-service element, it just, I was having flashbacks to other conversations, whether deliberative or not,

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or special open sessions, presentations, about what all we do to want to improve the professional development of existing.

Our existing workforce already in, in our institutions. And this is a fine example of how two things, one your comment on the ESDs. And I know we've had a few ESDs in the past question what, about eligibility for our programs.

So that, that I'm very much happy you said that because that helps give me some perspective. And then the two is, as I hear about other colleagues who are doing work around the in-service field, I will make sure to relay the same and get back to that. Thank you, Councilmember.

MS. BUTTERFIELD: Yes, and it's not just about the content, the history, the culture, and the language, but how to effectively impact and work with our Native students that come with the historical trauma and all of those other things. So thank you.

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MR. GUERRERO: Absolutely. You bet.  
And Councilmember, I believe --

CHAIR JACKSON-DENNISON: Go with  
Doreen and then --

MS. OOSAHWEE: Yes, Doreen was ahead  
of me.

MR. GUERRERO: Sorry, about that, yes?

MS. BROWN: Good morning. Thank you,  
Julian. I have a couple of things. The first  
one is thinking about this for Lacy members,  
considering, consider highlighting tribal  
consultations within the ACR.

Last year, we did boardings, boarding  
schools we highlighted. But I think it'd be  
really beneficial to highlight great practices  
like Lucyann was talking about that was a great  
tribal consultation.

And then we could also allude to how  
to, how to conduct a great tribal consultation.  
I think there's many people or many organizations  
that still struggle with that.

So that would be a recommendation that

I would like to throw out for the membership to consider for this ACR. The other thing, just to -- I was really struggling still with PD, professional development like Robin was talking about. So I'd like to circle back around.

Not right now, Julian, about you and the Department to be thinking about how we can help you as an ACR. What do we need to include in the, in the ACR this coming up, ACR? You've given us some great feedback.

So I'd like to come back to that. Not necessarily right now, but later on in the day. And then the third thing I'd like to think, for people to be thinking about, or your expertise in this, is that I know that there's going to be great impacts if our ethnicity.

And the way we identify is going to change, and what do you think that impact is going to be and how we can proactively be thinking about how that we're going to address that.

Because that's going to, I think

there's going to be huge shifts, of course, certainly within Office of Indian Ed, but also across the country. But we're really going to be focusing on your department.

And how we're going to address that because I think it's going to have huge implications. I want to be really proactive and be thinking about what we can do ahead of the game and not reactively.

MR. GUERRERO: Councilmember Brown, absolutely. And I think in the practical sense, in whether, if it's in the recommendation kind of language format, or if it's good context and background.

I'm sure, and I believe I've seen it iterated once or twice, that maybe flesh it out a little bit more, that unique legal standing, and status of Indian. Of how so much of the communities that OIE was created to then serve is not based on race, but it is based on so many other facets of American law.

That being, of course, treaty law,

and/or public law, and or/case law. And all of those strands have to equal up to something for us all. I'm happy to help be a partner, as the subcommittee contemplates the language and narrative and give some input.

Probably around the terminology and how to like, say it in a certain way to where our department colleagues can make better sense of it. So maybe we call it, maybe we call messaging one thing, but my colleagues might see it as a dear colleague letter.

So maybe it could be like NACIE recommends a DCL on X, Y, Z, or if not a DCL, then a regulatory priority on X, Y, Z. Things of such nature, happy to kind of equip Council members with this working knowledge.

So that, in the hopes that equipping you with that helps connect the dots better, and my colleagues can better understand what you're recommending. Where you're where you're trying to go with it. So thank you, Councilmember Brown.

MS. BROWN: Thank you.

CHAIR JACKSON-DENNISON: Okay,  
Sedelta, you're next.

MS. OOSAHWEE: Hello, Director  
Guerrero. So I know we're looking at 2026 budget  
cycle. And I know that this federal budget  
process is long and kind of convoluted and  
confusing.

So I kind of want to know if the  
national activities Is part of that consultation,  
and then what it means for in person meeting for  
2024, 2025 in the national activities budget.

Have those, are those out the door out  
the window? Like what can we expect for that?  
Just kind of want to get your insight on those  
things.

And any explanation you can give to  
other people on the call about the process would  
we appreciated. That's the whole question, I'm  
sure.

MR. GUERRERO: I'm sure, sure. Other  
than saying that you probably need like two

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courses of foundation on how the budgetary process works out. Nonetheless, just saying it's arduous doesn't, still do it any good.

But I think the big takeaway here is that in terms of the FY 2025, what Julian Guerrero knows, as far as how national activities will flesh out is right now, again, under the continuing resolution period, it's hard to say because we can anticipate level.

But that's anticipating level. One of the things that comes to mind is that when, when we think about each of the sub parts in Title VI, Part A, now mind you, a little bit of just some background is that OIE is authorized through a separate law.

As we all know, the Indian Education Act of '72. But the ESCA, Elementary and Secondary Education Act as we authorized by Every Student Succeeds Act, Title VI, Part A is what kind of defines an authorized as activities for office of any event.

Now there are four sub parts in part

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A: (1) is formula; (2) is special programs; (3) three national activities; (4) is federal administration. If you haven't already seen that before, and I'm not speaking just to your Councilmember Oosahwee.

Just also kind of giving it the full Council here is that I encourage you to take a look at subpart four and see all of how we pool the authorizations for the activities of the Council.

But I'm also trying to think of like, how do we, how can your recommendations better encourage that monies to be placed in subpart four?

I don't know the answer or solution, but I do know that the question is probably for the record, how does one get monies to make sure that an account for subpart four happens so that NACIE can do its business in person and do so to fulfill better ways to implement program administration.

I think that's a key word here because

from what I've seen in appropriations language is that the keyword, quote unquote, program administration, means a lot. So I, if you look at any Consolidated Appropriations Act, I know that that's a big thing.

Now, I should say I'm not encouraging you to do any of this because my job is not in budget service. But I'm just trying to educate you on the things that are out there so that as you contemplate recommendations, you're well equipped again. So thank you, Councilmember.

CHAIR JACKSON-DENNISON: Thank you. And do we have any more questions for our director here? Robin has her hand up again. Go ahead, Robin.

MS. BUTTERFIELD: Well, based on what you just said, Julian, I was, I've always kind of been curious about it, you know, during the reauthorization like the major ESCA reauthorizations.

In the past, there have been recommendations that, you know, federal programs

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are supposed to collaborate and work together and having worked for three different State Departments of Education.

In reality, well even at the district level, in reality, the other federal programs don't consult within unit necessarily, unless you've got staffers that have been there, like Lucyann for decades.

You know, those relationships are strong and have been built over time. But in Oregon, for example, many, many of our grantees are new.

And so, they are trying to establish themselves and figure out what their services are going to be to their students and how they, you know, they're starting from scratch, basically.

And we don't have any TA centers that are on the ground like we used to back in the day. You know, when we had six centers, I worked for one of those. And it really made a difference to have somebody go out and hold the hands of those newer people.

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But my question is that when those big funding things happen with ESCA, even when we put recommendations that there's supposed to be collaboration across programs, it doesn't always happen.

And it felt like even when I was working at the district level in charge of it, a Title VI program, wasn't Title VI back then, but it, we always felt like we were kind of knocking on the door of Title I, or Migrant Ed., or whatever personnel we had at the district level that was sponsoring those programs, or at the State level, saying so what have you done for us lately?

It seems like there should be some, a little more teeth in maybe a reporting requirement or an accountability requirement in those reauthorizations.

Where they have to actually cite when they've worked with, you know, the Indian Ed. Folks, to make sure that our kids are getting the benefit of all the services that could be given

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to them.

Especially because, this is sounding like an old song, I keep bring this up, the per capita amount of money that's given to our programs for Indian Ed. is so small compared to what the other programs get for services.

So I'm just still looking at sort of parity. I guess, is the was one of the words, parity, of not just funding, but services for our kids. In some places it's great, but in a lot of places, it's not.

And I still hear some of the newer grantees sort of talking about how they don't feel like their parent committees really get the say, in the direction of the grant.

If it's been in place for years, they kind of keep on keeping on doing the same things. And they may need to, you know, be given kind of a shot in the arm of some other possibilities of what they can do.

And then of course, it all depends on who are the people in charge at the district

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level, at the state level, there's always a need for reeducation, you know, of staff everywhere.

Not because they're not well meaning, but because they just are unaware and may not have the tools. So maybe I'm kind of rambling, but I would like more accountability, I guess is the bottom line in whatever way that can be maneuvered.

MR. GUERRERO: Yes. Well, if rambling healthy or not, let me say, let me say that Councilmember Butterfield. Yes, it reminds me kind of this continued interest in like the scorecard.

So I know that there has been thoughts to this. I think it could still be workshopped and fleshed out in the report. And I think, because it's so nuanced, maybe in the subcommittee process in whatever subcommittees there are now.

Forgive me, I don't know all the names of them now this year, but happy to again be a part of trying to bring information to the table.

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We sort through it, and the Council decides on how to move forward. And thank you, Councilmember Butterfield. And Chairperson Dennison, unfortunately, I'm at 2:00 and I'll have to.

CHAIR JACKSON-DENNISON: Thank you, Julian. I just want to comment on, and I know Patsy has her hand up again. But I just want to comment on Robin's comment, because I think that's absolutely true.

That's one of the biggest worries as a superintendent that doesn't, there's a number of superintendents that serve on high density public schools like where I'm at that come in and don't know.

And it's just it, we had discussions kind of on that yesterday, but it is, it trickles to the to the district's level. The training could be somewhere around there with, superintendents don't come in fully knowing everything, especially on, in Indian country.

They don't know the funding processes.

They weren't, they aren't taught at the university level, so that's where a lot of things have to kind of take a look at one. Go ahead.

MS. MOORE: Sorry, I just wanted to know, I know Julian has a hard stop. So Julian - - we usually have time, Dr. Dennison right at the end of the meeting. So hopefully, if there's a lot of interest, so hopefully you can return and really --

MR. GUERRERO: Thank you.

MS. MOORE: Have a good 477. Back to Dr. Dennison.

CHAIR JACKSON-DENNISON: Okay. Okay, we're, what's next on the agenda? Okay, we have the FY 24 subcommittee programming. And then our I guess, our sessions on we need to decide on the three subcommittees that were established.

And I guess we'll bring Robin up to date, too, because she's on one of the subcommittees. Again, Robin, I know we got that message from you that you didn't want to chair I think in some, but you were nominated to be on

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the subcommittee again.

And so, we want to set the, at least the first, the first session, the first time you're going to meet. And I think, it was generally agreed to for the ARC, committee, subcommittee, that we would keep it the same on Fridays at 1:00 p.m. Eastern time.

And so I'll go over and review who's on the subcommittee for the ARC that we voted on yesterday. If I can read my own handwriting? We have -- where did I write that?

Okay. I know we voted for Aaron, again, to be, Dr. Payment to be the Chair and the co-Chair is Patsy. And then the Council -- I've got my names all over the place, but, Deborah, go ahead.

MS. WHITEFOOT: I did text Aaron and let him know what transpired and just asked him if it was okay with him. And he said it was.

CHAIR JACKSON-DENNISON: Okay, great. Okay, do you have the notes? I don't even have my notes that -- I have the other subcommittees,

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but for some reason I didn't.

MS. WHITEFOOT: No, I have the number nine. We have nine individuals though.

CHAIR JACKSON-DENNISON: Okay.

MS. MOORE: Yes, and Dr. Dennison, I think it's okay, if you don't have the granular list now, that will be in the transcript for you.

CHAIR JACKSON-DENNISON: Okay, great.

MS. MOORE: And so, we will be able to provide you with those lists. And then, perhaps the members that are still here today that were here yesterday, that self-selected into one of those committees, they can, they can just speak up as relevant for that for each of those committees.

CHAIR JACKSON-DENNISON: Okay. Go ahead, Crystal.

MS. MOORE: I was just two points I think that would be helpful, from my perspective that you would want to decide today for each of those subcommittees. Since you already have your membership, at least the date of the first

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meeting.

And then, maybe they can decide to run meeting schedule after that. So at least the date of the first meeting, and then it'll likely be, now noting that we don't have contract hours for any other subcommittees except for the ARC.

So those other subcommittees will, it'll be up to them to set up their, is whatever virtual calls, whether it's a Google Hangout or a, WebEx, whatever it is. And I can get some ideas to get them started and some help with those two, if needed, the technical aspects.

And then, also, from the perspective that we started yesterday with that tracker, the, with the agenda or the recommendation tracker. If each of these subcommittees, this would be my wish list.

If the subcommittees could identify what recommendations are most pertinent to their subcommittee. Like for example, any of their recommendations that would follow BIE out of the 24 from FY 23.

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That if those subcommittees could kind of take the lead on those recommendations, that, that might be helpful, as well as an idea. Just as a suggestion, but you're welcome to not go that path. So those would be the key items to identify today. And then if you if you wish.

CHAIR JACKSON-DENNISON: No, definitely I'm glad you set me on the path.

MS. WHITEFOOT: So can we name those subcommittees since Robins on, I only nominated her for ARC.

CHAIR JACKSON-DENNISON: Yes.

MS. WHITEFOOT: And she's agreed.

CHAIR JACKSON-DENNISON: Okay. So the three of you are on, Aaron, Patsy and Robin. And then I think I started a list here. And I think they're, you know, the others will, we'll go back to the record to make certain, but there are some others that are on. I think, Lucyann is on.

MS. MOORE: Sedelta offered.

CHAIR JACKSON-DENNISON: Sedelta offered, yes. Yes, then so anyway, we'll go back

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to that, because I have a list. And I think I just put people's initials on it. And I don't want to get all confused, but they did pass.

I have it passed 10-0-0. So it did pass and we'll get those names. But Patsy, being that you're the co-chair of the subcommittee that you would start, you would give us the first date of when you want to get started?

MS. WHITEFOOT: I'd like to get started, but it's going to be, depend on the time or the availability of the contractors. So I was thinking, and I haven't had a chance, I didn't think to ask Aaron this but I would say February.

You know, I have time anytime just let me know when. It's going to depend on the availability of staff. Crystal, as well as you know, the technical support.

MS. MOORE: Well, I know the contractor 100 percent agrees with you that this ARC needs to get started as soon as possible.

MS. WHITEFOOT: Right.

MS. MOORE: And so Mahogany and/or

Dave if you're still on, are you able to backchannel with your team and see when your first available Friday at 1 o'clock? Is that right?

MS. HOPKINS: Yes.

MS. MOORE: When? Your next available Friday as soon as possible. That next meeting is for you all. Mahogany, is that okay?

MS. HOPKINS: I'm sorry, Crystal, you said would you like me to let you know when the next available one is available for us?

MS. MOORE: Yes, if you can back channel with maybe Monica or your team during the, you know, the meeting and just see if, if they can, you all identify your soonest when you can start supporting NACIE's, our subcommittee meetings on Friday at 1:00?

MS. HOPKINS: Yes.

MS. MOORE: Thank you, ma'am.

MS. WHITEFOOT: You're welcome. Is that possible to get it at the end of the meeting here?

CHAIR JACKSON-DENNISON: We can.

MS. WHITEFOOT: And then the other subcommittees again, just for Robin's information or the BIE Schools, what was the others?

CHAIR JACKSON-DENNISON: Yes, the BIE schools, the White House Initiative subcommittee. And then the NIES subcommittee, study subcommittee. We actually established four of them yesterday. Am I correct? Because I have my notes here.

MS. WHITEFOOT: Yes, there's four.

CHAIR JACKSON-DENNISON: There's four of them, yes. The usual one that we've had every year, but we added three new ones. And so, I do have the NIEA, NIEA, NIES. I have Doreen as the chair. Sedelta, Mandy, myself, and Lucyann on there.

And then I think, we have a volunteer that wants to come from the, I think, if I remember Amy is her name, she emailed me after the meeting.

I don't know what committee she wants

to be on. But I'll clarify that with her. Then we also have the White House Initiative subcommittee. And we have Derrick Leslie, Lucyann is a co-Chair. And I think Patsy, you are the, were you the BIE, you're the --

MS. WHITEFOOT: I'm the BIE.

CHAIR JACKSON-DENNISON: Okay. This is a different group so. I don't have the list of the White House. I do. Sedelta is the chair. Mandy's a co-chair. Joely, myself, Virginia, and Aaron is on that one.

And then the BIE is --Patsy, I have you as the Chair. There's Derrick, Leslie, Lucyann is the co-Chair. Dani Walking Eagle, Charles Cuny, and Cecilia Fire Thunder are the members. So those are the --

MS. BUTTERFIELD: Can we be on more than one committee?

CHAIR JACKSON-DENNISON: You can.

MS. BUTTERFIELD: I'd like to be on the White House committee. I just want to distinguish, you know, what they're doing versus

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what the ARC is doing.

CHAIR JACKSON-DENNISON: Okay, okay, I'll put you on Robin.

MS. WHITEFOOT: So, Robin, would you be interested in co-chairing the ARC committee since you've done that with Aaron before? Because I'm chairing, co-chairing the BIE schools.

(Laughter.)

MS. BUTTERFIELD: Yes.

MS. WHITEFOOT: Thank you.

MS. BUTTERFIELD: Of course. Patsy and I are always add-teaming.

MS. WHITEFOOT: Yes.

MS. BUTTERFIELD: We do.

MS. WHITEFOOT: So, we and Deborah, we can take action on that. Do we need to take action since we took action on the committees? And I also, I don't mean to keep going on, but I think, BIE, there was another name that was brought up that was a part of this letter that you had. Charles Cuny would know that.

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CHAIR JACKSON-DENNISON: Yes, there was a letter that came, and the other name was Dani, Dani Walking Eagle.

MS. WHITEFOOT: Right.

CHAIR JACKSON-DENNISON: And then another name that came up. Cecilia Fire Thunder.

MS. WHITEFOOT: Right, I've got Cecilia.

CHAIR JACKSON-DENNISON: Okay. So there's those three that are. And I don't know if there's an Amy? I don't know if she's on today. Sedelta has her hand up, so maybe she knows, I'll have to pull that name out.

MS. OOSAHWEE: I don't know, but I was wondering, to help plan these are we allowed to email people outside of the meeting to help set those meeting times? Or should it all be decided here and now?

CHAIR JACKSON-DENNISON: That would be a good idea. I think you can do that. Amy Suman was the one that -- she put her name in the chat just now.

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She's here. I don't know which subcommittee she wants to be on. But yes, that's a possibility. You can work it out that way. And then we can do this once you have a better idea.

MS. MOORE: Anyways, I'm speaking specifically to Special Ed issues. So and that was brought up as part of, there was also BIE conversations there.

So perhaps, Amy, you're interested in the annual report to Congress Subcommittee? And/or the Bureau of Indian Education subcommittee, which also does significantly with special ed content?

And I'm not sure if the White House is planning on dealing with special ed content. But Amy, there's, I would say the top two would probably be the annual report to Congress and the White House Initiative.

CHAIR JACKSON-DENNISON: Okay, there's an Amber Williams in the chat box. I mean, there's a River, thank you for keeping good

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notes. He has Charles Cuny, Dani Walking Eagle, Derrick Leslie, Amber Williams, and Cecilia Fire Thunder that are non-NACIE members that would like to be a part of the, I believe it's the BIE that they want to be a part of.

MS. BUTTERFIELD: Right. Well, and we do need special ed expertise on the ARC report. I need that presentation yesterday, which is the one I've been asking for.

CHAIR JACKSON-DENNISON: I know.

MS. BUTTERFIELD: So maybe somebody can give me some insights into terms of what that was shared. But yes, we need the special ed on the report.

CHAIR JACKSON-DENNISON: Okay. Well, I think that's where Amy would want to be as well as on the ARC. So any more questions on this? I guess we can just hold this off until you all can, that our Chairs can get can come up with a date.

And then shoot it out to who's ever on your -- maybe put it in the chat box. Does date

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for these, these people that are on your, that are on the list that you have, and work around that.

MS. BUTTERFIELD: So once we set a date -- I'm sorry I keep interrupting. Once we set a date for the ARC report, would we then you said wait until the first meeting before we set up a sequence of them.

Because in the past, we seems like we're always kind of jammed for time. It was almost like every week or every other week. So we would set that up at the first meeting then?

CHAIR JACKSON-DENNISON: You set that up at the first meeting. Today, we're trying to do is just set up the first date and then the first meeting.

MS. BUTTERFIELD: Right.

CHAIR JACKSON-DENNISON: Then you can decide. And the Chairs or the co-Chairs together can work with the rest of the members and subcommittee members and decide how often do we, can we meet? How often do you think we need to

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meet to put whatever we need to put together to add?

MS. BUTTERFIELD: Okay.

MS. MOORE: And if I can note, so thank you to River, Mahogany, and our LPE team. It says that they can start on the ARC subcommittee meetings as early as Friday, February 2nd.

So thank you kindly for making that happen, really quickly. I think we didn't get started on the ARC until April last year. So huge improvements in timing this year. So thank you LPE for that.

And then also, Councilwoman Butterfield, thanks again to LPE, they said that we can get access to the raw recordings that NACIE members -- they won't be published publicly.

But for raw recordings of these sessions, so you'd like Councilman Butterfield, you can go back and look at the special ed meeting from yesterday, as soon, as likely next

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Monday, latest Tuesday, it sounds like.

So that you'll be prepared for special ed content on that Friday, the 2nd in your ARC meeting.

MS. BUTTERFIELD: Okay. Okay, thank you.

MS. MOORE: Yes, thank you.

MS. BUTTERFIELD: Yes, I like Jolene's suggestion there.

CHAIR JACKSON-DENNISON: Yes, I like that, too. So Jolene's suggestion is to provide your name, email, and which subcommittee you are interested in. And the Chair will reach out via email on a meeting schedule, the chair of the subcommittee will reach out.

So you can put that in the chat those of you that are on. I hope everybody's on today, that were, that volunteered themselves yesterday. Do we have a motion to add Robin to the White House Initiative?

MS. WHITEFOOT: I make that motion. This is Patsy.

CHAIR JACKSON-DENNISON: Do we have a second?

MS. THOMAS: I'll second. This is Virginia.

CHAIR JACKSON-DENNISON: Okay. And I'm just going to say is there anybody opposed?

I thought so. So it's going to pass. Anybody abstaining?

Okay, it's going to be at 10-0-0, then. Welcome, yes, 10-0-0.

MS. WHITEFOOT: Do we need to do motion, also, for her to be a co-Chair.

CHAIR JACKSON-DENNISON: Oh, should have -- could have asked for that to be part of the motion. Does the motion party agree to include that as part of the motion?

MS. WHITEFOOT: Yes, I do.

MS. THOMAS: I do.

CHAIR JACKSON-DENNISON: Okay. So does anyone have any objection.

Okay. It's 10-0-0. Thank you. I guess we can move on the agenda. Derrick, Leslie

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has also, everyone has, is starting to put their things in the chat box. So if you're a chair of one of the subcommittees, please look in the chat box. And they're giving their emails right now.

MS. WHITEFOOT: Deborah, can they also put in the chat their availability for that first meeting?

CHAIR JACKSON-DENNISON: Okay.

MS. WHITEFOOT: On the Friday.

CHAIR JACKSON-DENNISON: If you're available Friday, February 2nd at, would be our time, 11 a.m. Eastern time is 1:00 p.m., so. If you would let the Chair know if you're available at that time? Okay. We're ready to move on.

MS. MOORE: Chairwoman Dennison, I just would like to note that we are way ahead of schedule. And so --

CHAIR JACKSON-DENNISON: Oh, okay.

MS. MOORE: Chief of Staff Clark from the BIE, he is not on the agenda until 2:45, which is about 25 minutes out. And so, and then, right after him, we have Ms. Naomi Miguel with

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the White House Initiative at 3:30.

I don't think she's on the call either. So it's up to you how you would like to fill the next 20, 25 minutes. If you want to take a bit of a recess? That's up to you.

If you would also like to circle back to maybe look at some of these recommendations from the FY 23 Report to really tool up the ARC committee and get them prepared for their meeting next week.

There's also an option for you, is to circle back to those FY 23 recommendations. And then, so those folks can be ready for next week. Totally up to you how you want to use the next 20 minutes.

CHAIR JACKSON-DENNISON: Let's just go over the 2023 recommendations and not get too deep into it. But just to have the -- maybe Robin, you can help, Patsy. Because you were the main ones that worked on it with Aaron. And so -  
-

MS. BUTTERFIELD: Well, even before we



do that, are we done with the committees? We've only set up one committee date. And that's for the ARC committee. Are all the committees meeting on that day.

MS. WHITEFOOT: No, no.

MS. BUTTERFIELD: We did separate times and dates.

MS. WHITEFOOT: Yes, no, the people that are on the subcommittees are supposed to put in the chat box to the Chair, or just put it in the chat box, what days they're available.

Because those aren't as, I guess, what's the word I'm looking for? They're important, but they're not as critical as --

MS. BUTTERFIELD: I'm -- time constraint.

MS. WHITEFOOT: So we just need to put on when people are available in these different categories, needs subcommittees.

MS. MOORE: And Chairwoman, I'm going to send, I'm just noting Dr. Bowman's comment at 2:16 p.m.

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CHAIR JACKSON-DENNISON: Yes?

MS. MOORE: I thought everybody agreed to her suggestion to provide -- each person provide their name, email, and which subcommittee you're interested in and then the Chair of those subcommittees will reach out. So --

MS. BUTTERFIELD: Okay, okay.

MS. MOORE: And that's at 2:16 in the chat, Dr. Bowman.

MS. BUTTERFIELD: Yes, because I still don't know the members of the subcommittee.

CHAIR JACKSON-DENNISON: Okay. Then --

MS. BUTTERFIELD: Even though we set the time, I don't know who else is supposed to be on that call.

CHAIR JACKSON-DENNISON: Lucyann, would you raise your hand up? Virginia, go ahead.

MS. THOMAS: Oh, I didn't keep good records yesterday.

(Laughter.)

MS. THOMAS: Thank you for dumping that on me. But I did have a question. Maybe what we can do is right now just to identify the Chair and Vice Chairs again?

CHAIR JACKSON-DENNISON: Okay.

MS. THOMAS: For those three subcommittees and then in the chat box, we can direct it towards, direct it to them to when our availability are.

CHAIR JACKSON-DENNISON: Okay.

MS. THOMAS: I for one, I volunteered for the White House Initiative. And I'm not sure who that Chair and Vice Chair.

CHAIR JACKSON-DENNISON: The Chair is Sedelta on that one, and the co-Chair is Mandy. Sedelta is here. I don't think Mandy has joined us yet. Maybe she's on now?

I'm not sure. But Sedelta is the Chair. And so, Sedelta would be the one to see what her schedule is like. And then, reach out and -- the people that are on there, okay, Sedelta. Let's go with that.

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We'll start with there because that's where you were at. The White House Initiative is Sedelta, Chair. Mandy is the co-Chair. I have Joely, myself, Virginia, Aaron, and Robin, so.

MS. THOMAS: Okay. And then, we'll just put a drop in the chat box, give them my email address, and go from there?

CHAIR JACKSON-DENNISON: Right. Then --

MS. THOMAS: Then that could be done with all the other committees if you just through who the Chair and Vice Chair are.

CHAIR JACKSON-DENNISON: Okay. The BIE subcommittee, Chair is Patsy. And she said the co-Chair is Lucyann. And then there's -- those are the two that we need to make certain things start scheduling with Derrick Leslie, Dani walking Eagle, Charles Cuny, Cecilia Fire Thunder. And there was one other name that just came up. Williams?

MS. WHITEFOOT: Amber.

CHAIR JACKSON-DENNISON: Yes, Amber

Williams. Right?

MS. WHITEFOOT: Right.

CHAIR JACKSON-DENNISON: Okay. And then, the NIES subcommittee, we have Doreen Brown as the Chair. We don't have a co-Chair listed on that one. But we have Sedelta, Mandy, myself, and Lucyann.

MS. BROWN: Jamie, this is Doreen Brown. Jamie Deaton wanted to join us as well?

CHAIR JACKSON-DENNISON: Jamie, okay. Okay. So we'll need to get back with whatever. And I'm pretty flexible with my schedule. So I can work around whatever the dates are that the majority of you are --

MS. BUTTERFIELD: So other than Patsy and Aaron, who else are on the annual report to Congress? We call it the ARC committee.

CHAIR JACKSON-DENNISON: ARC committee --

MS. BUTTERFIELD: I added Amy, for special ed. But other than Amy, who else?

MS. WHITEFOOT: There's nine of us.

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It's those that have been on it previously, like Deborah.

CHAIR JACKSON-DENNISON: Yes.

MS. WHITEFOOT: I see -- Theresa's on?

CHAIR JACKSON-DENNISON: Right.

MS. WHITEFOOT: Theresa, Mandy --

CHAIR JACKSON-DENNISON: Virginia's not on that one, are you? No, I think this is a different I don't say because that one I didn't keep good notes on.

MS. THOMAS: No, I'm not on that.

CHAIR JACKSON-DENNISON: Okay. You're not on that one. Yes, I remember.

MS. HARJO: I'm on that one. This is Lucyann.

CHAIR JACKSON-DENNISON: Okay. Lucyann's on there. There are nine people on there, though.

MS. BUTTERFIELD: I have seven, right now, including Amy.

CHAIR JACKSON-DENNISON: Okay. Well, you're missing three or four more.

MS. BROWN: Hi, this is Doreen.

CHAIR JACKSON-DENNISON: Sedelta's on there. Do you have Sedelta?

MS. BUTTERFIELD: I do not.

MS. BROWN: Hi, this is Doreen. I wrote down Aaron is the Chair. Patsy as a co-Chair, and then there's Sedelta, myself, Lucyann, Joely.

MS. BUTTERFIELD: I didn't have --

(Simultaneous speaking.)

CHAIR JACKSON-DENNISON: Yes, Doreen.

MS. BROWN: Oh, I mean, Duane, sorry.

MS. BUTTERFIELD: Oh, Duane?

MS. BROWN: Yes. Robin and Teresa. I'll repeat that list again. Aaron, Sedelta, Patsy, myself, Lucyann, Joely, Duane, Robin, and Teresa.

MS. MOORE: And noting, River put this list in the chat. So if you guys can just compare, if reasonable.

MS. BUTTERFIELD: Oh, thank you.

MS. MOORE: Yes, just compare what you

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have. And you can rectify any disconnects. And I'm not really, I'm on the I'm on all the committee that I can get on. But I'm, I definitely want to be on the --

MS. RIVERA: That would, major impact, eight.

CHAIR JACKSON-DENNISON: Definitely, you'll get that, yes.

(Laughter.)

MS. BUTTERFIELD: Oh, it's Jolene, not Joely.

MS. BROWN: Joely is also on.

CHAIR JACKSON-DENNISON: Yes.

MS. BUTTERFIELD: She's not listed on this.

MS. BROWN: Okay, Joely and Jolene.

MS. BUTTERFIELD: Okay.

MS. MOORE: I just really want to note, please be mindful that with these new -- the ARC is required, as Dr. Dennison noted, the out of three are optional.

And my humble opinion is, they're

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important optional, and, but they are optional. And so, the contractor support is only for the annual report to Congress.

So Chairs of each of these other three, the White House Initiative, and BIE, please be mindful that you will be setting up your webinar platforms, whatever you choose to use.

If you need help getting started, I will, I'm happy to do that myself for you. But you'll be doing all of the meeting management yourself. Notetaking, archiving of any notes, et cetera. So just reach out if you need help on that.

CHAIR JACKSON-DENNISON: Thank you, Crystal. So are we clear as mud? We're okay.

MS. BUTTERFIELD: Well just to make one more comment clear. But as these other subcommittees meet, and they come up with recommendations that would feed into the ARC committee that they make sure that they get that to the ARC folks. So we can include, whatever,

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you know, in terms of BIE recommendations, or any you know, anything else that needs to be in the report.

CHAIR JACKSON-DENNISON: Most definitely, yes.

MS. MOORE: Yes. And Robin, I did highlight yesterday that requirements for subcommittees, I mean they are, they're open, you can external members et cetera. The only key requirement for subcommittees is you cannot take any official action on behalf of NACIE.

And that you, all of your recommendations, key items are reported back to the full Council in an open meeting. So that's, and those are really important items.

And Joely's comment, it says in the previous years, we had a contractor who took notes for meetings, or this is recorded. This seems to be recorded. This might be helpful to ensure adequate notes are taken.

Yes, Joely, I'm not sure if you're referring to the ARC subcommittee or if you're

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referring to the school meeting. But yes, for both. So we have ten contractor meetings in the contract for meeting support.

So they will be recording FY 24 ARC subcommittee meetings. They, as you remember last year, are extremely helpful with providing copyedit support, and even drafting support throughout the whole process. They've been invaluable.

And so, they will do that for the ARC subcommittee. And then, they're also doing all of that plus more transcriptions et cetera for these full open meetings. Hope that helps.

MS. WHITEFOOT: This Patsy. Somebody said that Aaron was on the NIES. Is that correct? Because I don't recall nominating him.

MS. BROWN: No, he's not.

MS. WHITEFOOT: Okay, thank you.

CHAIR JACKSON-DENNISON: No, I don't have him on the list either.

MS. WHITEFOOT: Okay, good because I didn't want to volunteer him, and I didn't talk

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to him. Thank you.

CHAIR JACKSON-DENNISON: He's on the White House still.

MS. WHITEFOOT: Right, right, I know that.

MS. BUTTERFIELD: You're pretty voluntolding, Patsy.

(Laughter.)

MS. WHITEFOOT: If you're not here, then I'm going to.

MS. MOORE: I think we add Dr. Deaton to the NIES. But per his request, so. Right. Back to you Chairman Dennison.

CHAIR JACKSON-DENNISON: Okay, do we have any more comments on this, on the subcommittees? Or you have all the acronyms down? And I know, with you all -- I think we should take a break. How many minutes do we have left until the -- what time is it now?

MS. MOORE: Yes, ma'am. We've got about 13 minutes until the official start of the next session with Chief of Staff, Travis Clark.

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CHAIR JACKSON-DENNISON: So if every -- don't shut off your computers or anything but just let's take a ten-minute break and we will be back on just before he starts. That means three minutes, three to four minutes early, if you get back on.

(Whereupon, the above-entitled matter went off the record at 2:33 p.m. and resumed at 2:45 p.m.)

CHAIR JACKSON-DENNISON: Good afternoon. Mr. Clark? Mr. Clark, can you hear us? Can you hear us?

MR. CLARK: Do you see me now?

CHAIR JACKSON-DENNISON: Yes, yes.

MR. CLARK: I don't know what was going on, it wasn't letting me in. Good afternoon. Thanks for having me, Travis Clark, I'm a citizen of the Osage Nation and Cherokee Nations in Oklahoma.

I'm Chief of Staff here at the Bureau of Indian Education, have been for about two years. First apologies that Director Dearman

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couldn't be here today.

We're actually in the middle of tribal consultation related to our new strategic direction. And so, he's actually traveling back from Chief Flusche High School where we held our first consultation session.

I know in the requests that we received, you wanted this to be an open dialogue, sort of back and forth. So I'm here to here to just kind of converse. If you have a few talking points that I can start with some opportunities for collaboration, some work with you all?

That would have some really meaningful impact on the BIE and the students that we serve. So I can go through those really quickly. And then really just open it up for questions and two-way dialogue. If that sounds good?

CHAIR JACKSON-DENNISON: Yes, that sounds, that's appropriate. And I just want you to know that we also just established a new subcommittee, and we hope that Mr. Dearman or yourself are able to work with the subcommittee

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on putting together, you know, part of our report to Congress, specifically on the BIE, and how we can, what our recommendations are to improve in certain areas as part of our report?

MR. CLARK: Absolutely. Yes, we're more than welcome, we're more than happy to join any, any meetings, anything that you want to sign, you know.

CHAIR JACKSON-DENNISON: Okay.

MR. CLARK: We're pretty, we're pretty open about that. So just I would ask, you know, if you want any specific information, so that we come, you know, come to the table with that in hand, just let us know, let us know beforehand.

I know funding is a big one. So we can come down with breakdowns and all of that good stuff on, you know, kind of current funding, priority, stuff like that. So just, yes, absolutely feel free, our door is open.

We will be more than happy to contribute to whatever subcommittee meetings you have. If Tony can't be there, I will be there.

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Usually, Tony is able to join though.

It's just a weird, weird time where we've got some back to back to back, consultations go on. So, scheduling is a little tough for the next month or so. But after that, yes, Tony will probably be able to join your next meeting, so.

CHAIR JACKSON-DENNISON: Great.

MR. CLARK: With that, I'll just start with a couple of talking points. I know, in the email communication, really wanted to talk about some areas where there could be some collaboration and kind of co-work.

The first one, like I said, we have just started, just now started consultation on our next five-year strategic plan. We actually just got finished implementing our first strategic plan.

So a bit of context, I believe back in 2013, the GAO came in and said, BIE, you have never had a strategic plan. This is nuts. Like you need you need a strategic direction.

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So we went through a lot of consultation for our first strategic plan. It culminated in it being published in 2018. And we spent the next five years trying to work to implement that strategic plan.

Between 2018 and now a lot changed in the middle of that, like a global pandemic, Government shutdown. So it was a, it was a, it's been a, it's been a exercise for the BIE to really kind of learn a new muscle memory around strategic planning, and implementation.

So we're taking a lot of those lessons learned, that we learned from the last one. We were able to implement a little over half of the goals, priorities, kind of work items that we had identified in that strategic plan.

Frankly, a lot of them had to change pretty drastically because of the pandemic and the move to virtual learning across BIE. But we did a mid-cycle review. You know, we learned to be flexible.

We learned how to, you know, try to

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work towards some strategic reforms and goals within BIE. But still trying to be flexible. As team circumstances happened, as we learn.

We're taking those lessons to our next strategic plan. We went, we did a really comprehensive kind of assessment of what went right, what went wrong with the last one.

What were the challenges that we didn't foresee? What were, you know, what are the lessons learned that should form this next strategic plan? We've been doing that throughout the fall.

I think we gathered around 600 pieces of data through questionnaires with a lot of our stakeholder groups like NCAI, NIEA, you know, our schools, our employees. Trying to get some feedback on the last strategic plan.

And then some of some of the percolating ideas that we have for drafting our next strategic plan. Those have kind of come to fruition, and we now have a draft plan that we're taking to consultation.

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So if in terms of kind of collaborating, trying to contribute to what the vision of the BIE should be, what are those big strategic things that we should be working towards in the next five years.

It's a five-year strategic plan. This is really an opportunity to let us know what those are. So with that, we had our first consultation sessions last Wednesday. So that's, that's not going to be of much help.

But we do have three more in-person consultation session scheduled, as well as one virtual one. And I'll be I can share the dates, times, all of that with you in writing.

I'll say them out loud now, but so that you don't have to scurry around trying to write all this down really fast, I'll also share it with you all through writing. But our next one is scheduled for January 31st from 5:00 to 7:00 Eastern.

That's going to be at Cherokee Central School in Cherokee, North Carolina. The

consultation after that is February 7th. That's going to be at the Gila River Resorts and Casino in Chandler, Arizona. Again, 5:00 to 7:00 Mountain Time.

And then, the last in person consultation that we'll be holding is March 6th. And that's going to be 5:00 to 7:00 Central time at the Rushmore Hotel and Suites in Rapid City, South Dakota.

And then, the last consultation session, which will be virtual, so anybody can join, you just need to register at the link. And again, I'll share that information in writing so that, you know, you're able to register for the consultation, if you so choose.

That's going to be March 8th, from 5:00 to 7:00 Eastern time. And again, that that'll be virtual. We'll also be recording it.

So for whatever reason, folks are not able to join, you can look at the recording, after. And then, there'll be a 30-day comment period, following that last consultation from

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March 8th.

So April 8th, whatever, whatever 30 days past March 8th will be, we will actually be open for comments. So you can submit, you know, written comment, written feedback, whatever you think is lacking, missing, or you want to see changed in the draft that we're going to consultation with.

And we really emphasize, you know, we're coming to consultation, it is draft. Like everything in it can change. We're trying to make this meaningful and substantive, where you really get to have a voice in the direction of the BIE.

That was something that we really emphasize with the last strategic direction. Actually, if you go and look at our old one, we kind of, we have a graphic where we show the draft form as we went to consultation, all of the comments that we received, whether it's from tribal leaders, teachers, parents, whoever the stakeholder was.

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We color coded whatever their comments were. And then we showed in kind of a third column, how those how that feedback changed the draft plan. We're trying to be very transparent, to show that it really is a meaningful process.

And we're going to, we plan to do that again, for this time around as well. We're very much committed to showing our work so that you see, you know, you're not just speaking into a void when you're going to consultation with BIE.

We are listening. We are changing the plan in light of whatever comments or feedback that we receive. And, and also if for whatever reason, a comment is not incorporated, a change isn't made, everybody gets a specific explanation why that wasn't so.

So you know, like, the last time around, you know, we got contradictory, you know, things that we couldn't do everything right. We would get comments that were contradictory in nature.

And we explained why we made the

decision that we made. Whose comment was listened to and who's was passed over. So that's going to be a very important opportunity to collaborate with BIE, and our vision going forward, especially on big strategic items for the BIE for the next five years.

We also have two other consultation sessions, not on the strategic plan. I'm not sure how familiar everybody is with how the funding works at BIE.

But our base school funding, so the equivalent of, you know, a public school's based school funding is called ISEP funding within the BIE.

And the way that gets allocated by school is based on a formula. Same with transportation. We have a separate formula for transportation. We are going to consultation because it's been a long time since that formula was put in place.

And we've had a lot of feedback that, hey, this needs to get updated to account for,

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you know, new factors. So it's kind of a very important consultation to be a part of, especially if you've got BIE schools within your tribal jurisdictions.

We're going to consultation on this funding formula. How is that money, you know, going to be weighted and allocated based on a variety of factors? So those consultations are actually going back-to-back.

We're trying to be good stewards of government money. But they're kind of, they're co-located with the in-person consultations that we're doing on the strategic direction.

So in addition to the strategic direction, we've got consultations on the ISEP formula funding, that's from again, February 7th at the Gila River Resorts and Casinos. It's 1:00 to 3:00 p.m. So ISEP formula consultations, and then having a break and then moving into the consultation on the strategic direction.

And the second consultation is going to be March 6th. Again, at Rushmore Hotel Suites

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in Rapid City, South Dakota, again, 1:00 to 3:00 p.m. Central Time. So again, occurring right before the consultations on the strategic direction.

A couple of other things that we would like to highlight. Our new Behavioral Health and Wellness Program, that's a big initiative that we, that we're very proud of that we're rolling out.

Essentially, it's going to do a number of things. And it's going to be available to all BIE schools, all BIE students, staff, whether tribally controlled or Bureau operated.

It's a suite of services that are going to be provided by the BIE to our schools and students surrounding behavioral health and wellness. So kind of, the big one, a couple of big ones --there's four.

We have a new crisis counseling support line that is that is available 24/7. Again, available to students and staff. Now, it's really crisis support counseling.

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So folks can call this line if they're experiencing a crisis, or students, or staff can call this line and get some immediate counseling services kind of done virtually.

And then, this kind of the really short-term crisis counseling line. The second service that's being provided under this under this new program is virtual counseling services.

That again, is going to be rolled out and available at our schools. So that's going to provide virtual counseling services, a little bit more long-term than the, you know.

If you think about it, you know, the crisis phone line is, you know, as soon as they have an immediate crisis, they can call the sign get some access to, you know, some professional counseling services.

The virtual counseling services are a little bit more longer term. So, you know, they can get, basically schedule some professional counseling sessions that can be set up and conducted virtually at the schools themselves.

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And then, the third service that's being provided through this program is essentially like a crisis response team. We have, unfortunately, encountered some tragic situations that our schools.

That, you know, we want to be able to have that capability internal to BIE to send crisis support staff on site to schools that are experiencing a crisis for whatever reason. So we'll have that capability built out as well in this program.

And then, the fourth area is training and technical assistance. So providing lots of behavioral health counseling, you know, training opportunities, technical assistance, all that good stuff.

I think, we've to date, we've got over 1,300 people, 1,300 folks, certified in mental health first aid through this BHWP program. So it's something that we're very, very, very proud that we finally been able to provide to our students, schools and staff.

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And then, the last thing to quickly touch on -- no, I'm sorry, that's it. That's it for my notes. So you know, those are those are the big messages that Tony wanted me to communicate here to this group.

You know, obviously our two major consultation sessions and then BHWP, which we're very, very excited to be able to provide to our students, schools, and staff. And with that, I'll pause.

And I know you guys want kind of a back-and-forth conversation and more than happy to field any questions, or just kind of have a two-way conversation with you all.

CHAIR JACKSON-DENNISON: Thank you, Mr. Clark. I do have a question that kind of stems over a discussion we had yesterday under Special Ed. And it's more of -- my background is in public education, so I'm not too familiar with BIE.

But I know that what we've been working on doing instead of having crisis --

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that's wonderful that we have, we will have Crisis Response Teams. But is the BIE doing anything, becoming more trauma informed, trauma responsive prior to incidents happening? Like are we working with families?

MR. CLARK: Yes. So our Chief Academic -- we do have a number of initiatives. And you'll have to excuse me, I'm a lawyer by training. I'm not an educator.

So I always feel a little a little out of my depth when I'm when I'm talking kind of specific, you know, subject matter expertise areas.

But with that in mind, I do know, our Chief Academic Officer has been working on. You know, a lot of the curriculum development is trauma-informed curriculum.

I know the beach BWEP contract that is providing the services, that is all trauma, and trauma-informed, you know, the manner in which they're providing those services are trauma informed. So yes, much of the work, you know.

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Kind of, it's not one thing within BIE.

The trauma-informed, kind of process, is informing all the streams of work at BIE from curriculum development and implementation, you know, technical assistance, TA training to, you know, educators is trauma-informed. The, you know, the BHWP services are all trauma informed, so, yes, yes.

CHAIR JACKSON-DENNISON: Great, I'm glad to hear that. That's awesome. Are there any other questions from the Council? I know, we had someone from the chat asked a question about where they could find more information online. I think it was, I read that.

MR. CLARK: Yes, I can give you -- we do, we do have information available on our website. But better yet, I can just put you straight into contact with our BHWP Program Coordinator. You know, she's, she is the expert at it.

So I can provide that information to you all. And you can feel free to -- again, we

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try to be an open book here at BIE. You can reach out to her directly and get all of the, you know, she is the subject matter expert. She can give me any information that you want on that.

CHAIR JACKSON-DENNISON: Okay, thank you. Any other questions? Okay, Robin, go ahead.

MS. BUTTERFIELD: Yes, I also am, you know, really impressed with the emphasis on behavioral health. You said you had about 1,300 folks that were already trained in that kind of information. How do you roll that out to the schools to make sure that it's equitably distributed across all the schools?

MR. CLARK: Yes, so our behavioral health folks, that was not done in like one training. That's taken about a year of just providing dozens, and dozens, and dozens of opportunities for folks to take advantage of that training.

We do coordinated communications through our communications office that goes to

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every school, tribally controlled, or Bureau operated, informing them of the opportunity.

Basically, right, like, here's the schedule of behavioral health, mental health, first aid trainings that are being provided. You know if you're able to have staff join.

So that basically, that's communicated all the way down to every single school. You know, I'll be very frank. You know, we know within our Bureau operated schools, right, it doesn't just land with a school leader.

We're able to communicate that down all the way through the school. I will say we have had some folks come back that, you know, like a teacher at a tribal controlled school say, well you know, I wasn't aware of, you know, these opportunities.

When it comes to tribally controlled, we can provide that we provide that communication to school leaders, you know, but they're not our employees. So it's very hard to know whether those opportunities are being communicated down

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from the school leader level.

You know, obviously, you have lots of folks that have provided, that have received this certification through tribally controlled. You know, they obviously receive that communication, but.

All that to say, I'm very confident that all of these opportunities for receiving this training and accreditation as certified, you know, certified Mental Health First Aid practitioner, that's being communicated all the way down to --

I mean, we have, you know, from the principals to the teachers to the, you know, the classroom assistants to you know, bus drivers, they're all being provided and they're all, they're all free to attend this training and get the certification.

Not just that, I mean, we really, it's our goal that everybody had a BIE operated school, every employee has had this training. But whether or not some of that gets communicated

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down on the tribally controlled side, I'm just not sure because those aren't our employees.

But at a minimum, we are communicating every opportunity to take advantage of this, to those, to all of our schools, whether it's tribally controlled, or Bureau operated, at least reaches that school leader level at the tribal control side.

MS. BUTTERFIELD: Would it be possible to send that information out through the State Indian Ed. offices?

MR. CLARK: I assume so. But I can check with our communication staff and see if that's a possibility, yes. Absolutely.

MS. BUTTERFIELD: And is it possible that they could open up attendance to say teachers from, you know, surrounding schools?

MR. CLARK: That I'm not sure of because I know that the training is attached to federal dollars for BIE schools. So I don't know. Put my lawyer hat on. What I can, let me research that question. And I'll try to get an

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answer for you.

My instinct is, the answer might be no, because generally, generally these dollars are -- there might be a legal issue with us opening trainings to non-BIE grant school staff.

MS. BUTTERFIELD: Well, yes, I get that, it could be an issue. But it also could be if we are training teachers, if somebody else comes in the door --

MR. CLARK: Well, I can -- I'm a lawyer, so I can talk bad about lawyers. I can kick them if they want to, if they want to, you know, it'll, it'll be on their on their head.

MS. BUTTERFIELD: All right, thanks.

CHAIR JACKSON-DENNISON: Patsy has a question.

MS. WHITEFOOT: Yes, thank you, Mr. Clark, for sharing your update with us. I'm a former director for Native education for our tribe with Yakima Nation in Washington State. And I'm also a former BIE School Administrator for our tribally controlled school.

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So I have a question. Well, first of all, I just want to make note that we have a Superintendent from New Mexico, who's asking where can we learn more about these health and wellness initiatives? So where can this Superintendent from New Mexico learn more?

MR. CLARK: They're all available online, at our website. When if he's a Superintendent at -- it's not clear if that means a public school or BIE school. If it's a BIE school --

MS. WHITEFOOT: BIE, from what I understand.

MR. CLARK: If it's BIE school, you should be getting some communication from our communications office.

MS. WHITEFOOT: Yes, I think she's tribal, from what I saw, so.

MR. CLARK: Okay. It's all available on our websites. And then we also have the BIE roll call newsletter, where all of these opportunities are posted. And those go to all,

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again, all tribal control schools, as well as BIE operated schools.

MS. WHITEFOOT: Okay, thank you. I had a question. You were talking about the strategic direction that you're working on with them, the ISEP formula. And you were mentioning graphs, I think.

And so, I'm curious about the strategic direction that you're moving in, particularly with ISEP. So if you have these graphs, and you're looking at previous funding levels for ISEP? So is that what we have --

MR. CLARK: Oh, yes, I apologize if there's some confusion. I don't have graphs on the strategic direction. I think somebody asked if we could come to future meetings. And I just meant to say, if funding is -- I use that as a for example.

If funding is something that you want to talk about at a future subcommittee meeting, just giving us that heads up, so that we can come prepared with that information. That's all,

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that's all I've had.

MS. WHITEFOOT: Oh, okay. Thank you very much. I appreciate it. Because I just know that ISEP has always been a major issue, as well as you know, operations and maintenance.

MR. CLARK: It's not top, we don't treat it -- it's not top-secret information. It's absolutely something that we'll share. We just need some lead in time to get that stuff prepared.

MS. WHITEFOOT: Okay.

MR. CLARK: That's all. That's all I meant.

MS. WHITEFOOT: Wonderful. Thank you very much. And then I've also overseen Johnson-O'Malley. And you didn't speak to that, but I do have a question about Johnson-O'Malley.

MR. CLARK: Yes, go ahead.

MS. WHITEFOOT: And just I understand that there has been an increase in Johnson-O'Malley and update in the count of JOM-eligible students?

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MR. CLARK: So we're in a weird -- I don't want to say weird. We're kind of in an interregnum a little bit when it comes to JOM. There have been increases, but they haven't been substantial increases to JOM.

However, the goal has been, you know, with JOM stakeholder groups is, you know, obviously we have been operating on the 1995 student count for a long time.

MS. WHITEFOOT: Right.

MR. CLARK: The Johnson O'Malley Modernization Act, essentially, you know, there had been before that Act came into place, there were, we had tried our darndest to get an updated student count.

But the problem was, we had no legal authority at all to require folks to give us an updated account. So we would get these updated accounts, but we knew they were way under reported because people just weren't being responsive.

They, they, you know, we had, we had

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no stat, right? There was no, we had no legal authority whatsoever. The JOM Modernization Act, it essentially gives us the legal authority -- I'm being very right, strategic in what I'm saying.

MS. WHITEFOOT: Right.

MR. CLARK: It gives us the legal authority, there are consequences now to not submitting an updated student count.

MS. WHITEFOOT: Okay.

MR. CLARK: So now, we have an updated count that we feel is accurate. Right? It's pretty darn accurate because people don't want to lose that funding, so people submitted counts.

With that new count, the hope for Johnson O'Malley stakeholders, because they've been trying to go to, you know, our JOM stakeholder groups have been going to Congress advocating for an increase to the program, but they were operating on numbers from 1995.

The idea, the idea now is, and what BIE is responsible for is, you know, conducting

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the count. We've now conducted the account. We're providing that student count number. And, you know, Congress can choose to plus up the program or not in light of accurate student counts. I hope that makes sense.

MS. WHITEFOOT: And so, we know that the count is much higher than that 1995 count?

MR. CLARK: Much higher.

MS. WHITEFOOT: Right, right, okay. And then my final question, because I'm here in the Northwest, and we're in communication with our tribes here around the Northwest about some of these issues.

I don't mean to step on our Alaskan Natives, relatives that are on this call. But I've always have been concerned about the lack of funding or any funding for Alaska Native education through the Bureau of Indian Education. And I'm just wondering if you can just really quickly summarize why --

MR. CLARK: Sure.

MS. WHITEFOOT: -- Alaska Natives do

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not receive funding from the BIE. And then, because here in the Northwest we have significant number of Alaska Natives that are, you know, that reside in our States here in the Northwest.

MR. CLARK: So it predates my time at BIE. I think it predates my birth, frankly. Right? It was long time ago Alaska was included in the BIE system.

MS. WHITEFOOT: Right.

MR. CLARK: I think sometime in the 70s it was decided at the State level. And I don't want to misrepresent. Obviously, I wasn't around this. So I was born in '82, like I don't --

That history is, it's, it predates my time here. Predates almost everybody's time that works at BIE. But our understanding is, at that time, again, I think it was in the 70s, there was an agreement between the State and Alaska corporations that they would leave the BIE system and become and enter the State system.

So when that happened, all of those

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Alaska schools left the BIE system. Now, I will say we have, Alaska, villages have, many have communicated to us a desire to return to the BIE system, to leave the State system and become a BIE school system.

MS. WHITEFOOT: Right.

MR. CLARK: The issue is, in our underlying stats -- I'm going to get very wonky and lawyerly here, so bear with me, I'm sorry. In our underlying statute, we do have authority to add new schools to the BIE system.

However, every single year since 1995, in our appropriations, Congress has included specific language that prohibits us from spending any money to expand grade levels or add new schools to the BIE system.

So we call it, kind of the shorthand is it's a more it's our moratorium. We are, we do not, we are not legally allowed to spend any, not one dime of government funds on adding schools or expanding grades past to two grade levels at current BIE schools.

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So it's kind of a tortured answer to say there's history that I'm only vaguely familiar with, from a very long time ago, where the Alaska schools transition to becoming part of the State of Alaska school system and away from BIE.

And then in 1995, Congress has said no more. We will not allow you to spend any money on adding new schools to the BIE school system. So that's why Alaska schools do not receive BIE funds.

MS. WHITEFOOT: Okay.

MR. CLARK: The only program that BIE operates really that, that Alaska, you know, Alaska Native villages take part of is the JOM program.

MS. WHITEFOOT: Okay, thank you very much. I really appreciate that. Since I've asked about that, because I'm here in the Northwest and amongst our tribal leaders.

MR. CLARK: Absolutely. And I will say, you know, if an Alaska Native student is --

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you know, we do have Alaska Native students. They're just enrolled at schools in the lower 48. Right?

They're, we call them ISEP-eligible. They're still eligible to generate funding for a school. They just have to be enrolled in one of those 183 existing schools, that existed at the 1995 moratorium.

If folks want a fix to that it's not, we do not have legal authority. Congress always has legal authority to lift the moratorium. So if you're talking about advocating that, that's the avenue, is, Congress is the one that has power over that not BIE, unfortunately.

MS. WHITEFOOT: Okay. Thank you very much.

CHAIR JACKSON-DENNISON: Thank you. I have, going back to, I'm not going to call it a dead horse, but I'm a horse person, but not say, or a dead dog, but --

And I did see a comment in the chat about how the Mille Lacs Band of the Ojibwa

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Health and Human Services has contacted, has connected with the local districts to provide mental health supports in the schools to band members.

And coming from my experience going back to the discussion on trauma informed, I work as a School Superintendent in the San Carlos Apache Reservation in southeastern Arizona.

And it's, just I'm wondering, we had to implement the trauma informed piece, the mental health components of it, also to parents. And so if you're not able to include parents -- are you able to include parents? Or is it, does it fall like under the funding coming from a certain federal fund that you can't use it for anybody but the students or the teachers?

MR. CLARK: So we do, so for the BHWP, we do allow -- yes, parents can. They just have to be connected to a BIE funded school is the short answer.

CHAIR JACKSON-DENNISON: Okay. But it's very similar to the comment that Brooke, and

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I'm not going to attempt her name, but it's Brooke Gonzalez, put out. But it's we have the same kind of work that we're doing with the local, the 638 hospital in San Carlos.

Where we have a partnership where they provide the services right there in the school. And that, that seems to have really helped us a lot.

And I think that's the same thing she's talking about where that, that becomes a trauma informed approach that extends outside training.

But yes, I know, it's so needed throughout. As I think it was Patsy that mentioned, anyone in the community that can understand it, and the approaches have to change. And that our actions have to change in the way we've done school or history, you know, for the longest time now, throughout the history.

So I just wanted to add that because it did come up in the chat box here that that's happening in one of the schools in our

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communities out in Indian country. So that's, I just wanted to share.

And do we have any other questions from the Council, or comments? Anyone that's on the BIE subcommittee have any burning questions? Now's the time to ask to get started.

Okay, I guess we don't have any more questions, Mr. Clark. And we're very thankful and send our regards to Director Dearman. And thank him for always being a part. Okay, Robin, raised her hand. Okay, Robin, go ahead.

MS. BUTTERFIELD: You're not off the hook yet.

MR. CLARK: I was almost done. I was on the --

(Laughter.)

MS. BUTTERFIELD: No, no, we can't let you go yet. I guess, you know what I wanted to know how soon the next reauthorization for BIE would be. Partly because you know, there are States that are looking to be more innovative in terms of how they fund tribal schools.

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And Washington State is one of them that in their State budgets they've added in tribal compact schools. And those, mostly, we're targeting BIE schools so that they get funds from both the BIE and the State.

And I know that I've heard that Alaska is looking at something they're calling tribal compact schools. I don't know how they're configuring that, or what they're, if it's the same as what Washington State has done.

And it seemed like years ago, North Dakota, or maybe, yes, I think it was North Dakota was also looking at some different funding options for schools.

Because most of our BIE schools have been historically underfunded in terms of the needs that are actually there. And in the beginning, at least, I thought it was sort of termed double dipping.

But I'm just curious about how we solve this problem of underfunded schools. And I'm sorry, I'm kind of losing my voice. But when

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would be the next time when something like that could be entertained in terms of putting it into law?

MR. CLARK: So this, what you're describing is a little, it's not as straightforward as like a Congressional. So you're dealing with two separate, you're really dealing with three sovereigns, right?

Like the situation you have in two states that do that, you're right, or North Dakota and Oregon. Right, the BIE is obligated to --

MS. BUTTERFIELD: Washington.

MR. CLARK: Or sorry, Washington. BIE is obligated to provide, right. Congress appropriates funds for BIE schools. A state can separately choose to also fund BIE schools with State tax money.

Like, that's their choice as a State. The States of Oregon and North Dakota have chosen to do that. And it's not, you know, it's not -- double dipping kind of has the inference that

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it's somehow untoward or illegal. It's not, right?

A state can choose to fund whatever schools it wants to fund, right? If it's a, you know, if they want to also provide funding to a BIE school, they can. Congress cannot and BIE cannot make States do that, right? Like that's a free choice that's made by a State.

And that has occurred in two instances, Washington and North Dakota. If you're talking about when our funding cycle is, we obviously, we've already got well, that's a very loaded question. Because it's, we're not really in a normal budget formulation. And right?

MS. BUTTERFIELD: But are you in --

MR. CLARK: We're just operating off CRs, right? Like that's just kind of been our reality for a while.

MS. BUTTERFIELD: Yes, I know about that. But like the ESE, the Elementary and Secondary Education Act is reauthorized, don't

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they provide funds for the --

MR. CLARK: It's not, yes, it's not like you're thinking. ESEA is not what would add, would permit schools to join the BIE system. That would be from our annual -- right, like I said, our enabling statute, the statute that makes BIE exist has language that lets us add schools.

So theoretically, we could. However, in our annual appropriations bill, so every year Congress passes a bill funding BIE and every -- right, that's, it's the appropriations bill. It's the bill that, you know, Congress is allocating money to all the programs that it operates.

When it comes to BIE, every year, they give us a bill and say you're authorized to, you know, we are appropriating these dollars to you. And then, in the terms of that bill, they say however, big caveat, you cannot spend any money on adding schools to the system.

MS. BUTTERFIELD: So how does that get

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changed? That, that is Congress' prerogative. And as an executive branch employee, I can't -- right, that's Congress's prerogative to appropriate and create whatever strings they want to attach to those appropriations.

Every year since -- it's not that they passed a bill in 1995 and they've never revisited it. Every year since 1995, in their appropriations bill, they add language that states BIE cannot spend any money on adding new schools or expanding grade levels beyond I think it's to grade levels at existing BIE schools.

MS. BUTTERFIELD: Well, I know that the National Congress of American Indians has also supported Native Alaskans receiving BIE funding as long as there's money added to accommodate those additional schools. So I don't think anybody wants to cut the pie smaller.

MR. CLARK: Yes. But there's got to be --

MS. BUTTERFIELD: The real answer to your questions is, yes, it's a Congressional

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advocacy fix. Like, if that wants to be changed, that's, I mean, frankly, it's just it's done at the Congressional level. Right?

They can choose to put whatever language they want into those appropriations bills. And that's the language that they put into those appropriations bills every year.

MS. BUTTERFIELD: Okay, thank you.

MR. CLARK: Yes.

MS. MOORE: I'd just like to have, we have about four minutes left with Mr. Clark. Mr. Clerk, if you could share that reference, that citation, to that reified 1995 law about the no additional funding NACIE, that might be helpful.

MR. CLARK: I will for this year. But again, it's not a law that just, you're not going to go into 25 U.S.C., whatever, and find. It's just language that's in every year's appropriations bill.

But I'll share with you the 2024 appropriations bill. And it's buried in there. But it's there. And essentially, they copy and

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paste it every year. It's the same language every year since 1995.

CHAIR JACKSON-DENNISON: Okay. We have a couple of hands up. So if we can Lucyann to go ahead and ask her question. And then, if we have time to Theresa. But only have a few minutes, so just, thank you.

MS. HARJO: Good afternoon, Mr. Clark. Thank you for your presentation. I'm Lucyann Harjo. I'm new to NACIE, just joined last summer. And I'm the coordinator of Indian Education for Norman Public Schools. Our district is not in any tribal jurisdiction.

But we serve a lot of students from 78 tribal nations. And when I learned that the Bureau of Indian Education required, now requires students to be one fourth or a tribal citizen, why did the BIE make that decision?

Why did they not stay with the federal policy, implementing the certificate degree of any blood? As long as students had that, they were on their way to tribal citizenship.

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Why do they go back? Why did you all go back on federal policy and require students to now be citizens or be one fourth degree Indian blood?

MR. CLARK: So there's some nuance. I guess, as a threshold issue, that we haven't changed the way children are or have been counted towards ISEP eligible or not? It's, those regulations haven't changed at all.

So I guess I'm a little confused. I don't -- there wasn't a change. It's either enrolled tribal citizen and/or a descendant. That the quarter is the descendency piece, I guess?

MS. HARJO: Right.

MR. CLARK: I don't know. I don't know what you've heard, but I don't think that's accurate. We haven't changed our interpretation.

MS. HARJO: We actually have visited with an official from the Bureau of Indian Education. And they're requiring us to submit a new student count by the end of the school year

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or before September 1st.

But the conditions are our students now have to be a tribal citizen or be at least one fourth degree Indian blood even if they have a certificate of Indian blood on file.

(Simultaneous speaking.)

MR. CLARK: Is that for JOM? Or --

MS. HARJO: Yes, JOM.

MR. CLARK: Just connect with me offline. I know the JOM Manager and I can try to figure out an answer for that. My understanding is, we have not, our regulations haven't changed. So I don't --

I can give you my information. You can connect with me offline, and we can try to hash out that issue, but I'm not aware of any change to the interpretation.

MS. HARJO: I would love to that conversation with you. Thank you.

CHAIR JACKSON-DENNISON: Thank you, Lucyann. I think, do we have time for one more? Or are we pushing?

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MS. THOMAS: Debbie?

CHAIR JACKSON-DENNISON: Yes.

MS. THOMAS: This is Virginia.

CHAIR JACKSON-DENNISON: Go ahead,  
Virginia.

MS. THOMAS: I'm just asking if  
Lucyann and Travis could share that information  
with the rest of the Board. If there's a  
determination of change, or if there's not  
determination of change. I find that very  
interesting that she was -- or who asked this of  
her for the school district.

CHAIR JACKSON-DENNISON: Okay, thank  
you. Theresa had her hand up. I don't know if  
she still wants to ask a question? Or if she's -  
-

DR. JOHN: Just a brief question. Are  
there any schools in Alaska, like those villages  
that opted out of the corporation that receive  
BIE funding? And as NACIE, we are opt to service  
all students, American Native, and Alaska Native  
students equally across the nation.

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And I hope that somehow in our report, we can articulate that some students should not fall into the crack because of the policies. I understand the State opts to run the schools here in Alaska. But sometimes our leadership does not support that idea.

MR. CLARK: Yes, so again, the only BIE program that operates in Alaska is the JOM program. And that's because of that history I was explaining before in, I think, the 70s.

We had lots of BIE schools that were in Alaska, but sometime in the 70s, there was an agreement that every Alaska Native school went into the state system and exited the BIE system.

And then, in 1995, since, well I shouldn't say in, but since 1995, Congress has put in every appropriations bill that we are not allowed to spend any appropriated dollars on adding new schools. Which that, that's what it would take, right?

Like, for Alaska -- it's not limited to just Alaska, right? We've had tribes, you

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know, BIE, has had more than 183 schools in its history, right? Like, that's not a special number.

It's only a special number because in 1995, we happen to be operating 183 schools. Prior to that, schools would come in and out of the system.

In 1995, that's when Congress said no more. You can no longer spend appropriated dollars on adding schools into the BIE system. And that's why, since then, we don't operate any schools in Alaska.

We have no flexibility to add new schools to the BIE system. And like I said, it was not just Alaska Native villages that have asked us to add a school.

We've had, you know, tribes express interest in the lower 48 that want to establish and operate a school, but it's the same rule. We're not allowed to expend any money.

So I'm just trying to say it's not, that, that moratorium that doesn't single out

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Alaska. It's just Alaska Native schools are prohibited by that same rule, if that makes sense.

DR. JOHN: Yes, I attended a BIE school when I was younger, prior to becoming statehood. And I thought Yup'ik Nations was under BIA, but I guess I was, misunderstood. Okay, thank you.

CHAIR JACKSON-DENNISON: Thank you, again, Mr. Clark. And thank you to Director Dearman. And we will look forward to working with you.

MR. CLARK: Thank you so much.

CHAIR JACKSON-DENNISON: Thank you. Go ahead, Crystal.

MS. MOORE: I'm just noting we're at 3:33. We have Naomi Miguel, Executive Director of the White House. I believe she's on the call?

MS. MIGUEL: Yes, I'm here.

MS. MOORE: Right, okay. Over to you.

MS. MIGUEL: Okay, Mahogany, can you change to the next slide, please?

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MS. HOPKINS: One second, Naomi. We received the PDF. Dave is trying to get that up since it's not a PowerPoint.

MS. MIGUEL: Okay, that's fine. It was a little too big to send the email. So I'll just do quick introduction.

(Native language spoken.)

MS. MIGUEL: Good afternoon. My name is Naomi Miguel. I'm the Executive Director for the White House Initiative for Native Americans and Tribal Colleges and Universities.

I appreciate you all giving me some time. I know that there are a couple of topics that you all want to discuss. So I'm going to run through really quickly what the initiative has been doing since our last update in August.

And then, I do have on the slides some time for us to kind of go through that discussion. So next slide, please. Next slide please. Okay, so since the last time I updated you all in September, the Undersecretary James Kvaal -- and I know I pronounced that a little

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wrong.

He visited the Navajo Technical University and Diné College, along with our Assistant Secretary of our office on Career, Adult Education, sorry, Career Adults and Technical Education Office, Amy Lloyd.

We went to visit Navajo Tech, and we got to visit a lot of their engineering and also labs. And we went to Diné College's campus over in Crownpoint where we got to hear from their student body president, and also some faculty there. So next slide.

Also, in September, we worked with our office on Indian education and our tribal consultation working group on having a consultation for three programs within the Department of Education, our tribally controlled post-secondary career, and technical institutions program, our ready to learn program, and our education innovation and research program.

Those last two programs we're holding consultations to find best practices on how to

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engage with tribes and tribal education departments.

It was really fruitful. And coming up, we will be having another consultation. And I'll get into a little bit about that background later on. Next slide, please.

Also, we've been continuing to do our interagency work. As you recall, we have the two other co-chairs for the White House Initiative. That's the Department of Interior Secretary, Deb Haaland, and Department of Labor Secretary, Julie Su, or Acting Secretary.

So with that interagency work, we developed an ongoing relationship with the Department of Labor. And we held an interagency convening in October, where we invited a lot of federal officials, and also Native officials within the Biden-Harris administration to come together.

And discuss what we are doing to help with the workforce, but also how we can make sure we are promoting education and economic

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development.

But also, how are we developing these resources for our youth students and professionals who have disabilities. So this was a day-long event at the Department of Labor.

We had a lot of great discussions. We also had the Treasurer of the United States who also participated in this. And we are working on having a report from this interagency working group.

And that should be coming back out in the next few months. It's more internal for federal agencies to kind of look at and examine how best they can move forward with programming, or also looking into best practices for engaging Native communities. Next slide, please.

Also, what we did in October was we, with the Department of Interior and also HHS, helped with the National Native American Language Summit that was held in Albuquerque, New Mexico.

It was day-long event. We held the panel to discuss one of the ten-year plans'

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points of focus. And we are also working to develop that for the upcoming year.

So we'll have more information on the Native Language Summit for this year, coming soon. Next slide, please. Also, in October, we held a listening session for our Raise the Bar: Lead the World Initiative, which is a priority for the Secretary. One of those priorities is multilingualism.

And we held a listening session to hear your thoughts about what that means to you. But also, with the Office of Indian Education and our Office of English Language Acquisition, we presented a lot of information about our language programs.

And also, gathered your feedback from you about those programs and what needs to be changed either through funding or through implementation. So it was a really great discussion and I was really happy to coordinate with those other offices as well. Next slide.

In November, we had a Native American

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Heritage Month event. This was a half a morning, or half a day event where we gathered everyone, both the Office of Indian Education grantees, and also Federal staff, to gather and celebrate Native American Heritage Month.

We had a couple of panels. Our first panel was on boarding school. That was done with the National Native American boarding school healing coalition. They did a presentation about the history of boarding schools.

Then we went into another presentation about our Native language resources, which are in the Office of Indian Education. Those grantees are speaking right in that photo with everyone on the stage.

We also had a panel for our Native American teacher retention initiative. Those grantees came up and talked about their plans for their grants.

And also, in the top right corner of this slide, you'll see that we are also honored to have our federal employees who are

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celebrating work anniversaries.

So that's, we made sure to take some time to honor those who have been with us for a while. And we, also, on the left hand, you'll see we had a student, come, and sing a couple of songs for us.

And then on the bottom right corner, we had a tribal college university student come, and who's also an aspiring graphic artist, take notes about different quotes that he heard throughout the day and the morning.

So that's just a little bit of what he did. There's a full, there's more to that, on the finished product. I was able to show that to the Secretary and he is working on getting the finished product up here near his office in the secretary's office still.

So he wants to make sure that that piece of artwork is up as a reminder for our federal employees to remember our federal trust responsibility, but also look at the work of our TCU students. Next slide.

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And this is just a photo of our stakeholder engagements. We went to a Navajo Nations dinner during our Tribal Nations Summit. And then the far, right corner is the Secretary's engagement with tribal leaders.

We were able to bring in some top folks from the Department of Education to listen to concerns from tribal leaders. And also give some context about some of our programs.

As a follow-up from that engagement, the Secretary did commit us to have a tribal consultation on data. So that is something that we are working on right now.

So make sure to send you all the information on when we have the date confirmed for that. And also welcome your feedback on what you want us to kind of focus on as well for that.

In the bottom photo, we also had the White House Tribal Youth Forum, where a lot of federal employees were able to come in and sit in with groups of students and listen to their stories and engaged in them and talk to them

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about what we're doing in the federal government.

In this photo, in particular, I'm talking to a student who was wanting to become a teacher and on the fence. So obviously, I used that as an opportunity to really encourage her to stay on the teacher track and let her know how important our teachers are. Next slide.

So speaking of students, another project that we've been working on has been talking with the White House Fellowship Program and the White House Internship Program on doing some outreach efforts for our Native students and working with them on making sure that they can get word out about their various application processes.

But also making sure we are including our tribal colleges and university students in a lot of these discussions but also outreach efforts.

I also included the Udall Foundation, which is an independent agency within the federal government and their internship program that runs

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every summer. Next slide, please.

So this is also a photo, last week, I worked with the Office of English Language Acquisition and our Office of Civil Rights to do a presentation and training in Arizona. So one day was an engagement with teachers, educators, Board members.

And then, the second day was a whole day filled with classroom visits. So this is actually a photo from one of those classrooms. This is a dual language program where the teacher is teaching Spanish, and also highlights a lot of multilingualism work that we're doing.

We're also including Native languages in this discussion, so -- not pictured. But we did visit a high school that has the Yaqui language included into their curriculum.

And it also meets the State's requirements of a foreign language. So that was really nice to kind of see what's going on the ground. And also, you know, see the students and their learning. Next slide, please.

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So I just wanted to open that up for any questions about any of the events or projects that we've been doing from August to now. And then if there are None, then we can move forward into the topics that you all wanted to discuss. So I'll give a short pause on that.

CHAIR JACKSON-DENNISON: Okay, do we have anyone from the NACIE Council that has questions on the presentations? Robin, go ahead.

MS. BUTTERFIELD: Well, I think it would be really helpful to hear what you're planning on doing in the future. I, you know, having my orientation for a lot of my questions come from the vantage point of being the Director of Indian Ed. for three different states, as well as working at the district level, as well as working for three different technical assistance centers of Indian Education.

And recognizing that over 75 percent of our Native children attend public school, I mean, 93 percent, attend public schools, and something like 75 percent live off reservation.

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So I think, to really impact the improvement for Native students, we've got Title VI, but it is consistently as I've mentioned, all day long today, it's been underfunded.

If you look across the different federal programs that provide support services for needy students, the dollar amount per pupil is so much less for Indian Ed.

So what I'm interested in is how are you going to take a snapshot of school districts with larger Native populations? And a couple of examples I'll give is that I know in California and Joely Proudfit can probably get more specific information. But at the State level, they have one staff member serving in the Office of Indian Ed.. for the whole State.

And there was one gal that attended one of our trainings, who was the only Indian Ed.. person in the entire Los Angeles County school system that was directly hired to provide services for Indian student outreach in that district.

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In Portland Public Schools in Oregon, we had a huge brouhaha because the district reorganized the Indian Ed. program into what most people perceived as a lower stature position in the district and did not allow for enough staff to provide services that the district at one time had been providing.

So there's lots of infrastructural problems at the public school level, which I don't think are being acknowledged in any of the presentations or the groups that you've met with so far. So that's my question is, how do you deal with huge numbers of Native children attending public schools?

MS. MIGUEL: So the first part of your question, it kind of goes back to what my colleague was saying from BIE. It really comes down to appropriations from Congress on how much money each office gets each year. So that's part of the answer.

The second part of the answer is within the Department of Education, it was

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pointed out that we did not do tribal consultation on our budgets. So for the past two budget cycles, including this past year, we held consultations about what our budget should look like.

And so, all of our budget folks take that into consideration when developing our budget request and giving that to the White House.

So the President's budget for this next fiscal year has not been released yet. But I would recommend taking a look at that and making sure that those line items that you're mentioning, are, are looking as they should.

MS. BUTTERFIELD: Well, thank you. I think we're -- just a follow up, I think one of the greatest needs, in my opinion, is teacher training, at all levels.

And especially in service teachers, who haven't gotten a lot of background information necessarily, in their pre-service programs.

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Because we do have a few programs that are funding Native teachers, but that doesn't deal with the vast majority of teachers in the system. I'm working with Portland Public Schools right now.

And they've got six Native administrators in, you know, a district with over 37 schools. You know, so that the representation is just not there. And so, we need to educate those non Native people. Thank you.

CHAIR JACKSON-DENNISON: Thank you, Robin. I've another, some other hands. Joely's next, but before Joely speaks, I just want to add to what Robin said before. And I don't really need an answer.

But I just think that one of the questions I have that kind of piggybacks off of Robin's comments is, does the Secretary recognize the fact that NACIE really would like to see him come to talk with us, like former Secretaries have.

And also the fact that, do you

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represent the Secretary? Do you see yourself -- where do you sit on this paradigm that we're supposed to be doing work with, and how it's laid out for us to supposed to be advising the Secretary of Education and the Secretary of the Interior?

And yet, it's just, it's not happening. And I don't know how else to say other than that, so. And then, are you the representative that that he sends instead of his office?

Because that's the gist of what I felt like was said, when I got the email back, sent to me from why he couldn't come. So that's, that's a question I have.

MS. MIGUEL: Yes.

CHAIR JACKSON-DENNISON: Okay, go ahead. And if you want to something.

MS. MIGUEL: The White House Initiative, is, used to sit in the grand scheme of the Department, was in the office of, I think it's Office of Communications and Outreach.

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When the Biden-Harris administration came in, and when Secretary Cardona came in, recognizing the important importance of having diversity, and diverse voices in the education system, he moved the office into his office.

So I am in his office, in the Office of the Secretary. And one of my duties as the Executive Director is to serve as the Senior Policy Adviser to the President and Secretary of Education for Indian education.

So meetings that I have with him and things that I hear on these calls are conveyed to him. I do know that he's been having a really busy schedule, based off of a lot of what's going on right now.

You know, the focus right now is a lot of school shootings. So I will convey to him, again, that you all want to meet with him. And we'll do our best to make sure that that can happen.

CHAIR JACKSON-DENNISON: Well, because it becomes communication. And it becomes -- not

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that you can't communicate that. But it doesn't say that in the statute. And I really think it's important that we -- there's a purpose for why we exist.

And we are experts out in the field. And it goes back to these events that you go to, previous White House Initiative, Director, Executive Director would invite one of us there in our community.

They would ask us to come join them. I've been to several consultations. And if I had known that it was in my community, I would have definitely gone to it.

And because people know us in the communities. And that's why we were selected for these positions. And so, we're the experts in the field of Indian Education.

And so, I mean, we've been in it for a long, long time. Some of us longer than others, but that's what I would want to see happen from my point of view, as a leader expecting to be asked to come to certain

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consultations or just to be there.

I've sat at a table a few times, one in Albuquerque, one in Window Rock, a couple of them in Window Rock, and then, you know, just other places that are from the area where I'm from.

And I'm sure when you're out in other areas, other people would, would love to be, that are on the NACIE Council love to just sit there and be a part of it, and know that we're listening to the same information, and being able to, to just simply do our jobs better too, and what's expected of us.

Unless there's nothing expected of us instead of putting other than putting this art together every year and nothing becoming of it. So I want to let Joely speak now. And then we'll have, so Sedelta has her hand up, too. So Joely, go ahead.

DR. PROUDFIT: Thank you. Well, I just want to say thank you, Naomi, for that presentation and the work that you're doing. And

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I would like to encourage at our NACIE meeting, and hopefully, it's face to face that we allow Naomi to have more time, so we can have more dialogue around these issues.

I think we really, this is an important office that needs to have an important discussion in a variety of areas. And Robin brought up some important ones, and that's the public schools.

California, as you know, is an enormous state. We have more people in California than the entire country of Canada. And we're asked to do and support so many with so very little.

And it's not just resources in terms of financial, but the human capacity and the retraining of 400,000, K through 12 teachers is an overwhelming step. So we need a better system.

And like Robin said, L.A. having one person to address the 700,000 off-reservation unit people that live in that community and the

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countless number of Native children.

So if we could, you know, take a better examination of not only educational data, and resources, and statistics, but hold our public institutions, especially our universities accountable to what they're doing to support the American Indian, Alaskan Native student population on their campus.

Especially when, you know, like the number one public university in the country is UCLA. And our State is home to ten research ones, public universities. But I would like to discuss a more strategic focus of how we can do that.

And take a snapshot and figure out how we can hold some of these institutions accountable to addressing Native students. And then, maybe, also have a more strategic conversation about NACIEs.

And in States like ours, where the population size is so large, reaching a 10 percent threshold makes little to no sense. And

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that'll never happen here in a State of this size.

So making thresholds of institutions that have a large population, but compared to the overall population, putting a 10 percent margin doesn't make sense for a State like California versus other states.

So just, I would like to have a more strategic conversation about your office and how we can work together with NACIE. But really allowing you more time and more time for us to engage with you.

CHAIR JACKSON-DENNISON: Thank you, Joely. We'll go ahead and do go with the Sedelta.

MS. OOSAHWEE: Thank you, Naomi, for your presentation. I really appreciate it. I kind of want to echo what Dr. Proudfit said as well, with more time with you. I think it'd be really helpful for us in doing our work and working together.

I also want to thank you for convening

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the interagency working group in October. I know that's a very important part of the initiative. And I know that the Agencies have plans that they're supposed to work on as part of the Executive Order.

I think with the plans, and then with the recommendations that we make to Congress, that could be a really comprehensive approach to trying to fix some of the issues that we've been dealing with and talking about with the NACIE.

I don't know, I had to step off for a second. So I'm not sure if you heard that we now have a subcommittee, so we can hopefully have more time to work with you a little more substantially.

But I did notice in the EO that it has the Department of Ed. shall provide support staff for NACIE in the Executive Order that created the initiative. So I'm kind of curious if you have thoughts on what that could look like.

Would it be something like the DFO being moved to that Department, so we could have

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more, like more conversations with you and a bit better communication?

What does? You know, what are your visions for that, I guess? And anything else we can do to help you moving forward. I'm looking forward to working with you.

MS. MIGUEL: Thanks for that. And I didn't hear the subcommittee discussion earlier. But it's good to know that that is part of what NACIE is thinking.

In terms of like the support staff, we don't have a support staff right now to help with NACIE in the White House Initiative office, and also in the Office of the Secretary.

So in terms of making that connection, the outreach, and I'll do a better job at making sure that you are all included in efforts that we do on the ground.

So as Chair Dennison, as you know, like we had the visit last week in Arizona, that's just one of a couple of engagements that we have.

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So definitely I'll make sure to let you know when we have our next one. And also, letting you all know, when we're out in the field, or even when I'm doing presentations. It would be really great to meet up with you or even have you featured with your expertise. So thanks for that.

CHAIR JACKSON-DENNISON: Thank you, Naomi. Do we have any other questions from anyone? Let's see what's in the chat box before we move on. Okay, we, yes, I didn't mention the committee yet.

But yes, we do have a White House Initiative subcommittee, so. And Sedelta's the Chair, and Mandy Smoker Broaddus is the co-Chair. So they'll be in touch with you. And there are several of us on that subcommittee that are going to be helping out too.

We just want to improve are working together and making certain that we're all going the same direction and providing the best we can possibly provide to our students across Indian

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country. So oh, okay, Robin, not Robin, Patsy has her hand up. Okay, Patsy.

MS. WHITEFOOT: Okay. Hi, Naomi. Good to see you, and thank you for your report, really appreciate it. So of course, I'm going to be on the annual report to Congress.

And also, we've established in another subcommittee with working with BIE funded schools. And so, was pleased to see the role of the tribal university in your photo and sharing about that.

So just want to make certain that we're also paying attention to the diversity of our tribal communities. You know, from early childhood, of course, on up to higher education, and adult education, particularly with the White House Initiative.

And I did hear you say that you did meet with, you know, you meet met with the partners. And I was glad to hear that you also met with Health and Human Services, where they have not only the Native languages, but they also

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have the early childhood component too.

So I just want to be mindful that, I guess, for you is, to just ask. What do you foresee in terms of this broad responsibility that the White House Initiative has from, you know, early childhood?

For me, my experience has been infant/toddler, you know, up to adult education, and lifelong learning. So what do you foresee? And where do you see the White House Initiative going as well?

MS. MIGUEL: So I think that's, that's a really great question. And I will tell you what the Secretary told me, the first week I was here. You know, and coming from my background from Congress, you know, there was some issues that I knew about that was mainly focused on BIE.

And, you know, just letting him know, some of the issues I know from the ground. His response to me was, what does the field want? And what do our stakeholders want?

So my charge from him -- and I

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completely agree with him. So my charge was to listen to you all on what you all want us to do. So that's kind of why I give you these updates. But also, I'm open to hearing what your experiences. And where --

And I know you all have different experiences and expertise in the big picture of education. So that's where I want to make sure that we're having this discussion and being able to have open lines of communication.

So that when I do get asked certain questions, that I can ask you all, what's your idea? Or what do you want do you want to see? So I'm glad to hear that the subcommittee was created. Because I think that'll make it a little easier for us to open those lines of communication.

MS. WHITEFOOT: Right. And I guess, I would just want to make certain that in the future meetings, because of the kind of dialogue that we're having in this two-day virtual meeting, hopefully in the future, you can

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participate in the two-day meetings with us as well, so.

Because those recommendations that we're making, you know, cover you know, the total work of Department of Education, as well as these other partners that we have with other Departments too. So just want to say thank you and look forward to seeing you again. And Happy New Year.

MS. MIGUEL: Yes, Happy New Year to you.

CHAIR JACKSON-DENNISON: Okay, I don't see any other hands up. So unless I'm missing someone somewhere.

MS. MIGUEL: Okay, I can go to the next slide. And that's more of the discussion part.

CHAIR JACKSON-DENNISON: Okay. I thought we were done.

(Simultaneous speaking.)

MS. MIGUEL: Yes, that's like one piece of the discussion. But it's fine, it

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flows.

CHAIR JACKSON-DENNISON: Okay, thank you.

MS. MIGUEL: Okay. So and this is kind of, linked on to what I've heard some of you mentioned, too. I know the focus that you all wanted to kind of have a bigger discussion on was focused on the President's Report.

So I did look at NACIE's last annual report to Congress and did see that there were two recommendations that I saw that were a little bit more relevant for the White House.

I know that there are others in this report that are specifically toward the Department of Education. So not knowing that you all were going to develop to the subcommittee, I think that is some a good starting point for us to kind of gather those recommendations together.

And work together on how we can work in the Department, but also within other agencies, if it's applicable, on getting some of those recommendations attended to or at least

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begin to work on that.

So these were two different points that were brought up in your annual report, create and fund an Assistant Secretary on education position, and then also advanced access to the White House Initiative Executive Director.

I believe in that second point, it was recommended that that office be moved to the Office of the Secretary. And glad to report that that move was made. So just wanted to bring up those two points.

And then if you go to the next slide, I also wanted to know what your input is. So this President's Report in the Executive Order 14049, it's recommended that within one year of the Executive Order that a report to the President on Indian education should be given.

Since the inception of the White House Initiative, to my understanding the report hasn't been given. So what are topics or recommendations that you would want to see in this report?

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Again, this is just a very broad question. And I understand that maybe we can talk more deeply into the subcommittee on looking at what that, what these recommendations are.

But just wanted to kind of bring this question top of mind. Since you've been doing a couple of days of gathering information from agencies.

CHAIR JACKSON-DENNISON: Patsy, go ahead.

MS. WHITEFOOT: Yes, the one that has been on, you know, the top of my mind over the years that we've been working on the annual report to Congress has to do with them with the misidentification, under representation of Native students.

And I share that because here in the Northwest, you know, it was our tribal leaders that brought this up as an issue. And, and we know, this is a very complicated topic, because of the various federal agencies that have their own definitions.

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And so, we just recently talked about, you know, the Johnson O'Malley definition. And then, we have the Title VI definition. But we know that there's, you know, the communication that's going on with the Office of OMB, Office of Management and Budget.

And where there is this other definition that is inclusive of us, South American indigenous people. So we know that's a major issue.

So my question is how? You know, because we've been making this recommendation every year, because of the work that the tribes have done.

So what are we going to be doing here internally within the Department of Education to not only take a look at the work that we're doing here in Indiana Education, but also with the Bureau of Indian Education, and with the Department of Health and Human Services, with OMB. Have you been involved in any of those types of meetings? And what are you taking a

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look at as well? Thank you.

MS. MIGUEL: Yes. So I do attend some of those meetings with OMB and the issue of the different counts was brought up at the Tribal Nation Summit, from, actually from a tribal leader from the Northwest.

And the response of the Secretary was that he wanted to have a tribal consultation on that topic. So as, as I mentioned, kind of in the slideshow, we're currently working on developing that.

So once we get a date solidified, and kind of get through what questions we want to ask, or get the input from you all, I'll make sure to send you all that information.

MS. WHITEFOOT: Okay. Thank you very much. I look forward to that.

MS. MIGUEL: Yes. I know that this is something that is across the board over several different agencies. So if we can at least start the ball on a conversation rolling with consultation here at the Department of Education,

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I think that'll be a first step in engaging some of our other federal partners to want, to encourage them to do the same.

MS. WHITEFOOT: And then, you know, I'm in various meetings, I just wanted to add this on because this is part of the issue too. And, of course, having worked with our tribal leaders in the Northwest on this topic, you know, I hear the term indigenous being used by our Native educators as well, or other Native folks.

And it always just pains me, although I agree with using the term indigenous, but because of our, the federal trust responsibility that the Department of Interior has in particular has with regard to the mission for American Indians and Alaska Natives, that's the point I tried to get across.

That, that's a term that's used in our relationship with the government. And, and so I just want to just, you know, ask us to think about the term of indigenous being used.

And because what happens, and this

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happened here, Washington, particularly with the work that we're doing on missing and murdered indigenous women, there were other individuals that, who were indigenous from their countries that wanted to participate with us with the missing and murdered.

And so, this then becomes a broader issue. So just wanted to point that out. And I don't know if that's something you've encountered, but I've encountered it more and more. You know, even with some of the advisory boards that I'm on. And just want to bring that up and point that out to folks. Thank you.

CHAIR JACKSON-DENNISON: Thank you, Patsy. Robin, go ahead.

MS. BUTTERFIELD: Yes, I think terminology is really important. Thanks for bringing that up, Patsy, which is, you know, having a history of working with the National Indian Education Association.

And of course, we advocate for our Native Hawaiians and our Alaska Natives, as well

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as our American Indians. And so, there are differences in terms of, you know, how services are provided for those various different groups.

I mean, we definitely, in spirit of solidarity with our, our Native communities, you know, want to be supportive. My main issue is, we've got to find a way to create a better system of educating the educators about our people. There's, you know, wherever our kids reside, there needs to be more efforts made.

Contrary to some of the political efforts in some states like Florida, where they want to do away with accurate history and culture, our community absolutely has to have the general public understand the importance of tribal sovereignty, and the relationship of the federal government to those of us who occupied this land first.

And that is, it needs to be done through State level initiatives, District level initiatives, some of our research, technical assistance centers. However, we can build that

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infrastructure.

I think that's one of the greatest needs out there is to continue to educate our educators up and down the -- sorry I'm losing my voice, but. Up and down at all levels, so I'd like to explore with you some mechanisms for how to do that effectively.

I have worked for NEA. I've worked at different State departments, I provided technical assistance. As I said, within the BIE, at the State levels, regionally, et cetera. And I still see, you know, every year we've got new teachers. So there's never a lack of need for that type of focus.

And the second thing is that I got a little confused. Were you talking about in our report to Congress the request to have a position as an Assistant to the Secretary of Education? Because we've asked for that in every report that we've put forward, and we've never gotten a response.

Historically, there's been attempts

over time to put somebody in a position like that, either through a White House Initiative, or just from relationships with whoever the Secretary of Education was.

But there's never been any consistent installation of that kind of a position that lasts. So I'm confused in terms of what you were saying. So, go ahead, sorry.

MS. MIGUEL: I'm sorry, I'll just clarify. I think in terms of what recommendations would be great that you already identified in your report to Congress.

That particular recommendation I saw as being beneficial in, to identify as a starting point for the White House Initiatives report to the President.

MS. BUTTERFIELD: Thank you, yes.

MS. MIGUEL: Yes.

MS. BUTTERFIELD: Yes, that's great.

CHAIR JACKSON-DENNISON: Okay, are there any other questions for --

MS. MOORE: I'd like to follow up on

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that just as DFO in my record, keeping in the annual report or committee report that I have to file with the FACA database.

CHAIR JACKSON-DENNISON: Okay, go ahead.

MS. MOORE: Thanks. So Naomi, can you just help me understand? I know that this EO 14049 started back in, I believe it was December of 2021.

And this annual report to the President, and keyword annual report, to the President was in that initial document. So do we have any drafts? Any reports at all to the president since 2021?

MS. MIGUEL: I started this position in 2023. So to my knowledge, there hasn't been.

MS. MOORE: Okay. And can you tell me the month? What month 2023 you started?

MS. MIGUEL: February.

MS. MOORE: Okay. So you've been in that seat roughly almost a year.

MS. MIGUEL: It'll be my year

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anniversary next year, or next month.

MR. MOORE: Okay. So do we have a draft? Do we have anything that, for that report to the President?

MS. MIGUEL: That's where this conversation is beginning.

MS. MOORE: Okay. So that draft is starting now. And so that will likely be filed? Will we have a 2024 report, or will it be 2025?

CHAIR JACKSON-DENNISON: Sorry. Patricia, I'm going to mute you.

MS. WHITEFOOT: Okay.

MS. MOORE: So do you expect a 2024 or a 2025 report? And just to inform both the White House Initiative subcommittee, as well as the annual report to Congress?

MS. MIGUEL: I would want to talk with the subcommittee before answering that.

MS. MOORE: Okay. So right now, you don't have any specked out on your calendar, any proposed, or even a draft of your report to President for 2024? That's what I'm hearing.

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Okay. And then I also, just so I know for again, that FACA report. It sounds like you've had multiple stakeholders -- thanks for sharing all those photos, stakeholder visits.

Has NACIE been invited to any of those visits? Collaborations, consultations with the various stakeholders as per required in the White House Initiative Executive Order?

MS. MIGUEL: No. The invites were for the White House Initiative.

MS. MOORE: Right. But I'm looking at -- so Executive Order 1449, 2021. It says this is 3(b), the NACIE and Executive Director shall, as appropriate and consistent with applicable law, facilitate frequent collaborations between the Initiative and tribal nations, Alaska Native entities, and other tribal organizations.

So as I read it, as it's been explained to me, NACIE should be involved in those external collaborations that are frequent. And I just want to make sure, did I miss anything? Were they -- was NACIE invited To

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those collaborations at all?

MS. MIGUEL: But there's a hand up of one of the Commissioners.

MS. MOORE: Okay. So was -- or can you answer that question? Or is there --

MS. OOSAHWEE: Can we do this in an email, possibly? This seems like we could be using this time differently. But I did have a question for Naomi.

MS. MOORE: I would like her to answer that question if there's an answer. It's, I think it's a simple yes or no. Was there an invite?

MS. MIGUEL: Again, invites were sent to the Initiative.

MS. MOORE: And NACIE wasn't involved, okay. All right, I got my answer. Thank you.

CHAIR JACKSON-DENNISON: She did say she would invite to any future ones, so.

MS. MIGUEL: Going forward.

MS. OOSAHWEE: If I have any further questions, I think that could be an email. I was

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wondering, you know looking at the order, and having worked with the Initiative previously, it is a huge body of work that you're in charge of moving.

Can you tell us what your staff is right now? So we have an understanding of, you know, who and how many people you have working with you to do all of this work? And I think that's important to know.

Because in our role to support you, I want to make sure that we're doing our best effort to make sure that you have appropriate staffing, as well. And that you have the resources you need to fill out those obligations in the EO.

MS. MIGUEL: So far, since July of last year, it's just been me.

MS. MOORE: Okay. Well, thank you. Thank you for that. That's, that's a lot of work. Thank you for all that you've done.

CHAIR JACKSON-DENNISON: Yes. Thank you, Naomi. I think that that would be one of

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the recommendations that we make, again, in our report is that we need to have some staffing, for you to be able to do a lot of the work that needs to be done, so. Are there any other questions or comments from the NACIE Council?

DR. BOWMAN: This is Jolene. I do want to echo that bit. It's very important. And this is the reason -- pardon me?

CHAIR JACKSON-DENNISON: We lost you for moment there, or I did.

DR. BOWMAN: No, I just want to say that, you know, echo that. This is the -- we need to put American Indian education or Indian education on the forefront and make it a hot burner.

And really push these things we're discussing, really on the front and ask for nothing less this. These are the minimally things that we should be asking for and taking no for an answer.

I would like to see us be more aggressive in our writing. As this is the reason

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why. This is, we just see all the acronyms underneath her name. There's so much that it's impossible.

They're setting this position up to not be able to do as well as they could without a staff. That is just mind boggling to me. I'm just struggling for words right now. Because I'm just in -- I just can't believe it.

Shame, just shame for how that happens. And how that consistently be understaffed. I'm not sure how we can be supportive. I don't know if there's -- how we would go about this.

But I really believe that staffing the White House Initiative area will be, will work for all. No matter where we live, no matter what our circumstances are.

Indian education needs to be a priority and it needs to be a priority on every American's desk. And without it staffed, that's not happening. I just --

Thank you for letting me interject.

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Just feeling really emotional about this. And how devastating it is to hear that there is one person for all these acronyms. Thank you.

(Native language spoken.)

CHAIR JACKSON-DENNISON: Thank you, Dr. Bowman. That's exactly what the point I'm making is that when I say that sometimes just things are done. And it's just like I'm not fully understanding the demographics of Indian country and what the real needs are. And how --

That's why it's so important to have a conversation with the powers to be, like we have in the past to let them know that here's our recommendations. Have you had a chance to read them and what are your thoughts?

And I know It's been a while. So thank you for that. Anybody else going over this report and -- or actually this presentation and seeing what visit you want to add.

I know that the Chair of the White House Initiative subcommittees will be reaching out to you, Naomi, and getting your schedule to

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see when you're available to work with us on this subcommittee. Robin does have her hand up, so.

MS. BUTTERFIELD: Oh, I just noticed that at Xavier, put a nice recommendation, I think that wouldn't be difficult to follow up on. And that is, maybe the committee, the NACIE committee can send some kind of a letter of request, just to increase the support staff, you know, to Naomi. That could be one of the subjects of one of the next calls on how to give her more support.

CHAIR JACKSON-DENNISON: Okay. Thank you for that.

DR. PROUDFIT: Joely, go ahead. I would augment that. Thank you, Xavier, for putting that in there too. I would suggest that we also augment that to give us some support, so that we can collectively meet.

And maybe, you know, have some time with Naomi and to be strategic in our alliances in the work that we're doing. When you're one person in an office, it makes it challenging to

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get anything done.

And it just seems like, you know, at the rate we're going we're set up to fail. And I hear the frustration from Jolene. I think many of us have had that frustration for years now.

And it's frustrating because I see other populations, making strides, and getting resources, and offices, and investments, and improvements.

And we're still taking a very bureaucratic approach to getting very, very minimal things done. So I think we have to, we have to be more --

We have to meet more frequently. And I think one of the ways in which to be more successful is to meet in D.C. and write that letter, get that in.

Perhaps maybe working with the White House advisor. I believe her last name is Rhys. And maybe she can offer some guidance and some recommendations.

CHAIR JACKSON-DENNISON: Excellent

idea. Anyone else have a comment? That concludes the presentation. Right, Naomi?

MS. MIGUEL: Yes. That's the end of the presentation.

CHAIR JACKSON-DENNISON: Well, I thank you so much. I know, it's tough. And you're trying to do the best. And we appreciate all that you do. And just keep in touch and communicate as we move forward. And I think we'll start with who the subcommittee will be, will be working with you more. So I appreciate that.

MS. MIGUEL: Yes, thanks so much. Thanks for giving me the time.

CHAIR JACKSON-DENNISON: Anyone else? Last call? Okay. Thank you. We'll go ahead and move on with the agenda.

MS. MOORE: Chairwoman Dennison, that goes back to you to open and facilitate open public comments if folks would like to. If the public would like to enter a comment to NACIE, then please just raise your hand. I'll

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acknowledge you, and then the contractor will unmute you.

CHAIR JACKSON-DENNISON: Okay. Anyone from the comment? (Laughter.) Anyone for the public want to make a public comment? Let's see.

MS. MOORE: Dr. Dennison, we do have one in notes from Mr. Xavier Barraza. He's been a frequent commenter of ours in the past. I'll go ahead and read his comment. Unless you want to? That you be fine if you want to.

CHAIR JACKSON-DENNISON: Go ahead.

MS. MOORE: The subcommittees have no -- this was at 4:28. "The Subcommittees have no FACA requirements, with the exception (that there cannot be a majority of the members at any one subcommittee meeting to meet a majority) you can meet whenever and have any initiatives you want, including lobbying Congress."

Mr. Barraza, I will need to verify that including lobbying Congress with our ed attorneys, and specifically our ed FACA attorney, who's an expert in FACA law.

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Also, there, she has already stated that there are two core FACA requirements for subcommittees. So I've mentioned them earlier, yesterday, as well as earlier today.

But I will go ahead and restate them, which is number one, the FACA committee cannot make motions, they cannot take action on behalf of the full committee. They can only, as Dr. Dennison has noted, they can make recommendations to the full committee.

But those, all the activity, needs to be summarized and reported back to the full committee. Basically, the subcommittees cannot act on their own. And they are just a, not just, they serve really important capacity.

They meet, create advice, recommendations from the subcommittee that must, absolutely must come back to the full committee for review.

And then if action is needed by the full committee, then the full committee will take that. So just wanted to make sure that was

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really clear for everyone.

CHAIR JACKSON-DENNISON: Yes, I agree with that. And I know that it's been drilled into us by our former people that worked with us in the past that we can't lobby Congress. It's that's an absolute, no. We can --

If we go there, but we don't introduce ourselves as representing NACIE, we're there for another reason then we can bring up issues, but. We can bring up the report to Congress or whatever. But we cannot go there with the intent to lobby Congress.

MS. MOORE: And you can speak on behalf of yourself as a professional, as we've talked about before, with your recent meeting with the Senator, I believe it was last fall.

So you can speak on behalf of yourself as a professional. You just cannot purport to represent NACIE as Council. And I can share that legal verbiage from our FACA attorney back with the NACIE members in writing, and so you'll have it in your email. I believe I've shared it, but

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I'll share it again.

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

MS. BUTTERFIELD: I guess my understanding was that just using the word lobby itself implies that you're kind of pressuring, possibly paying, possibly, you know, incentivizing your recommendations.

But anybody, in any group, even 501(c)(3)s can inform legislators.

So it's kind of, you know, people may think it's a fine line, but there's actually a very clear distinction in terms of how you're getting that information across --

CHAIR JACKSON-DENNISON: Right.

MS. BUTTERFIELD: -- and who are proposing to represent. But any individual person can try to get points across to their representatives, is my understanding.

MS. MOORE: Yes. And that's a really good point. I mean, NACIE members, as special government employees, you've all had your ethics

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training with Ms. Gentry. So there's a higher threshold for FACA members, NACIE members.

And it's not just it's not just a requirement for NACIE. It's for all FACA members, U.S. Department of Education has four other FACA groups. And then, there are other FACA committees outside of other, in other agencies outside of Department of Education.

And so, they're, you know, the professional, I, myself, am able to speak with leadership and representatives, et cetera. But it's under certain guise.

And as federal employee, GS employee, I even have stricter requirements on how I can interact with different agencies and leadership, per the ethics rules.

And so, lobbying is a very loaded word. And NACIE members are not allowed to lobby Congress on behalf of NACIE. You do an annual report to Congress, which is a set of recommendations but that's very different than lobbying, so. And I'm happy to send these back

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out as a refresher.

Because I know I get a refresher every year, sometimes every six months, because it's a lot to maintain all the different rules and regulations. And again, those are not specific just to NACIE. It's all FACA members, sometimes, and then SGE, special government employees too.

CHAIR JACKSON-DENNISON: Thank you for that. Yes, I would like to see that sent out again. In fact, aren't our, isn't it time to send in our -- don't we have to have a yearly training again? On that particular, on FACA, on -- we turn in our, we used to have it every year. But I don't know if it's necessary anymore.

MS. BUTTERFIELD: Don't bring that up.

(Laughter.)

MS. MOORE: I'll put that in my notes, too. I have to go through it every year too. And my report forms do. So it's all, it's just of the federal government trying to keep their nose clean. Trying to make sure that everybody stays above board.

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And so it's not just NACIE. It's everybody, we all get to do it. And yes, I'm happy to send that back out as refresher. It helps me every time I do it, so. And I'm not seeing, Dr. Dennison, I'm not seeing any other hands.

CHAIR JACKSON-DENNISON: I'm not either.

MS. MOORE: Wait, wait, wait, here's one. Where did it go?

CHAIR JACKSON-DENNISON: Patricia?

MS. MOORE: Patricia, yes.

MS. WHITEFOOT: Yes, I'm transitioning, got to go pick up my grandchildren after school. But just wanted to, also just, you know, chime in about the statements that Aaron Payment has been making with regard to FACA and the work that's been done with Health and Human Services, particularly with the STAC, the Tribal Advisory Committees.

And so, I think it would be very helpful to learn more about how STAC has been

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able to function because that's primarily with tribal leaders. And so, perhaps, somebody in HHS that we can hear from as well, just in terms of the work that we do with our tribal leaders as well.

MS. MOORE: So are you proposing that for an agenda item for your next meeting? Is that what I'm hearing?

MS. WHITEFOOT: I'm thinking about training. But it could be an agenda item. I mean, I think it'd be worthwhile for everyone to know. You know, how tribes are advocating, and also how tribes and organizations are lobbying. It becomes a part of their process.

And so, I think it'd be important to know, because we are, you know, we work, you know, sometimes daily with tribes. And so, I look forward to that kind of dialogue. And Aaron could help lead us. I'll voluntold him.

MS. MOORE: Okay. I mean, NACIE is so important and so impactful. And, you, you know, as an aside, personally, I wish you had a lot

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more meetings where because I know you could pack every meeting for an entire, you know, a monthly meeting for every year.

So it just becomes a strategy of what you think will be most helpful, I think, especially for your main deliverable, which is that annual report to Congress. And all the other work is important. And that's, that's your homework.

And so, that's where it becomes strategic, is you all deciding what is the most important face to face, even if it's a virtual face to face time that you can have with your stakeholders in order to inform your annual report to Congress, which, which is your main tool to, as Joely put in the chat, to inform Congress, is that report.

And then tracking the recommendations, right? You know, you can make recommendations all you want, but the key is to track how they're being implemented, if and when, et cetera, in my opinion,

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CHAIR JACKSON-DENNISON: Okay. Thank you for that. And I guess we can add that to the next agenda. Because I would like to have some deeper understanding. And you know, what, how far can we go?

And if we just need to just call it informing Congress or, you know, whatever we can do to try to get the ball rolling. I appreciate it. There's no one else.

I think Patricia's hands, still up, but I think she's just hasn't taken it down. Am I right, Patricia? Are you wanting to ask something again? Okay. Well, that's all we have for today.

We thank you. We thank everyone for the last two days and all the good healthy discussion we've had, for all the input, and all the evidence from the OP NACIE, as well, those of you that are non-NACIE members that have stayed on with us for the two day.

Some of you have been here both days. So I appreciate that. And I appreciate all of

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you as NACIE members. Thank you. I now ask for a motion to adjourn.

DR. BOWMAN: This Jolene, I move to adjourn.

DR. JOHN: Second, Theresa.

CHAIR JACKSON-DENNISON: Theresa seconds. Jolene motions, Theresa seconds. All in favor say aye.

(Chorus of aye.)

CHAIR JACKSON-DENNISON: Anyone opposed say aye.

(Laughter.)

CHAIR JACKSON-DENNISON: Okay. The meeting is adjourned. Thank you.

(Whereupon, the above-entitled matter went off the record at 4:40 p.m.)

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