

PSC-ED-OESE

**Moderator: Tina Hunter
September 29, 2016
7:04 am CT**

Coordinator: Welcome and thank you for standing by. At this time all participants will be on a listen-only mode for the duration of today's conference. This call is being recorded. If you have any objections, you may disconnect at this time. I would now like to turn the call over to Miss Tina Hunter. Ma'am, you may begin.

Tina Hunter: Good morning. Thank you all for joining us again today – day 2 of the NEIS meeting. So today we are going to start out with the roll call.

Woman: Okay, I will do this by your name and, again, where you're from.

(Gary Paymen): (Gary Paymen), (unintelligible).

(Julie Tronsmith): (Julie Tronsmith), (unintelligible).

(Jillian Brown): (Jillian Brown), (unintelligible).

Man: (Unintelligible).

Phyliss Anderson: Phyliss Anderson, Mississippi Band of Choctaw Indians.

(April): (April) (Unintelligible), Navajo.

(Robin Butterfield): (Robin Butterfield), Hochunk/Anishanabe.

Woman: (Unintelligible) nation.

Man: I'm sorry.

Woman: And on the line?

(Virginia Thomas): (Virginia Thomas), Muskogee Creek.

Woman: We also have (Theresa). (Theresa), do you want to say your name for the record?

(Theresa John): Present – (Theresa John) (unintelligible) Bay.

Tina Hunter: Okay, thank you all again for joining us today. I will turn over this meeting to Dr. (Debra Dennison).

Dr. (Debra Dennison): Good morning everyone. I hope you rested well. Again, I want to start the meeting with an opening prayer and (unintelligible).

Man: One of the things I'm going to ask when we do our prayer is, one of the things that we're taught in our mission (unintelligible) is to look up to the spirit when we pray. ((Foreign Language Spoken 0:02:18))

So I gave thanks to each of our directions, to our earth mother, to our water, to our food and our first sustenance, which is mother's milk and then also prayed

for a good day and, ((Foreign Language Spoken 00:03:00)), which is an old teaching where we ask are you my relative and it's really an affirmation that we are relatives (unintelligible).

Dr. (Debra Dennison): Thank you for that, Chairman (Paymen). We had a pretty long day yesterday and I want to thank everyone for bearing with one another and bearing with the agenda that we worked through. I feel like I know we didn't completely through yesterday (unintelligible) what I had added from (Sam McCracken). And I do know that we'll overview what we went through to some - and then we'll see what we have left. And I realize also that we will probably lose a quorum earlier than 5:00 because we're going to adjourn at 5:00.

So I'm thinking that we will get through as much as we can today and then hopefully we'll get to some established work agenda items and – that's what the goal is to get to that point in our committee again and then continue to work. I don't know if we'll ever – this will probably be our last face to face with this particular administration. I don't know what the protocol will be to (unintelligible) for next administration, but I just want to thank all of you from the bottom of my heart as the chair of this council. I didn't start off as the chair. We did have (Tom) – I can't think of his last name right now.

Woman: (Sabito).

Dr. (Debra Dennison): He was our chair and then as things revolved I was the vice chair and became co-chair and then chair. So that's how it came to be and we worked through all of our responsibilities and here we are in our last meeting. So it's been a journey for me I know that. I know for the rest of you as well, those of you that came on in January. I thank you because I think it's really made a difference. Again, I want to thank Chairman (Paymen) for actually

getting our invites to the tribal nations conference – the final one. I didn't think anyone was going to be able to pull it off because I thought it was going to be so crowded that everyone wanted to be there for the last tribal nations conference under President Obama, but you were able to do that. I thank you (unintelligible).

Man: (Unintelligible).

Dr. (Debra Dennison): Again, I'd like to thank Chief (Anderson) and her staff as well as Chairman (Paymen) with your presence on this council. It made a huge difference in giving the secretaries here. Just to do that was a huge accomplish. I felt like and I started thinking about it again last night thinking, - I mean, why do they have to feel this way? Because, I mean, why weren't we known about?

You know, I was like that's – and yes, maybe we should have kept trying, trying and trying, but then at the same time it took a couple days of trying (unintelligible) it happened, but – you know, I don't want to get into blame games or anything like that, but it really doesn't sit well with me that (unintelligible) all the times they've come to the table like they did, but you know that's all in a sense – in a positive way he made progress in that sense.

So we did make it happen and I just want to thank you for that because I know on my end it took a lot of effort being the chair, but I wouldn't have got the edge in without the help of who (unintelligible), who to write to, who to email, you know, all of these things. So I just wanted to say thank you to Chief (Anderson) for that and your staff – and (Edward). I keep calling him (Edward) and you call him (Eddie) but, you know, he's also a remarkable person.

Man: (Unintelligible).

Woman: Okay and then, again, as we close out our day today together I just want to wish you all well. I know at the end we'll do a closing prayer before everybody leaves to final up our work here and I just want to wish everyone well in the different endeavors that we're in and I hope that we're all back together again at some point. But I want our work to continue as we talked about on several occasions.

We continue on with – whether it be the next NEIS council that we have something tangible to work from, but to also use advice of Secretary (Jewels) and I know we've had that advice before – to keep it simple, keep it to the most prioritized – otherwise it doesn't get done and I think with that said we did experience that to some degree. We were told that. We didn't follow it, but, you know, we'll learn from that for this next council – make that recommendation onto them.

Okay, we got through the agenda – I think I want to go back up to any other questions? I know some of the people from the departments are not here, but I think there – are there any other additional questions (unintelligible) on the agenda today also (unintelligible). No she's not – yes she is. 10:30 (unintelligible).

Man: (Unintelligible).

Woman: (Unintelligible).

Woman: Basically what I just wanted to say is that I'm hoping that NEIS will get the recognition that it deserves and I know that I'll do my part to try to make that happen. I did go and talk to (Unintelligible) (Carson) Tuesday night and he –

he's my congressman, he's actually a representative in – my representative in our representation to (unintelligible) district (unintelligible). And so he asked – he said, well what brings me to DC? And, of course, I tell him. He goes, (unintelligible) and then I told him that I was staying for NEIS 's and he said, what is that?

So I told him about it and I told him about the report and he said, how many pages is your report? I think it's around 15. Look (unintelligible) break it down to 5 and it'll be (unintelligible). But he said he thinks (unintelligible) – he said he knows it's hard to (unintelligible) it's hard to read it all.

So I think that goes back to what Secretary (Unintelligible) and even when I had (unintelligible) I was like – I felt like we were putting too much items to focus on (unintelligible) things – like we were just going around the world was the recommendation. I did believe that we're going to have to help – at some point compromise on the things that we really feel is important and try to (unintelligible) our report, but also trying to get our issue (unintelligible) as well.

I just wanted to share that with you (unintelligible) on (unintelligible) that that brought back my conversation with him. I just wanted to share that with you all.

Woman: Thank you. (Unintelligible).

(Aaron): So I was just going to say that – so my perspective with my work that I do at the federal government is that they have a leader and sovereign nation and then it's my job to remind them (unintelligible) responsibility and treaty obligations. And so what I learned is you've got (unintelligible) and you have to not wait for them to ask you. You've got to go and tell them.

And so coming here on NEIS – and I’ve known about NEIS for a long time and I’ve kind of watched (unintelligible), but I’m overwhelmed by the work that you guys have done over (unintelligible). I mean the solutions are contained within what you guys have been working on for (unintelligible) generations for some.

And, to me, it’s a travesty that all that work (unintelligible) been maximized (unintelligible) at the congressional level and at the administrative level. And I think that when you operate the way (unintelligible) have always been, like when they get the reports and, you know, (unintelligible) by 10 minutes and it’s just kind of (unintelligible), but you know, I think the work that just got done (unintelligible) it’s the most important – to me, it’s been the most important (unintelligible) that exists in the federal process for understanding Indian education. And so I’m pledging help with that as well.

So I – actually and I know that we – we’re not lobbyist. The government is not lobbying – it’s not at all. You know, we (unintelligible) around that and we’re – it’s called educating members of congress (unintelligible) responsibility. And so I have done a few things to give attention to the fact (unintelligible) with (Anne Marie) and (unintelligible), you know, the secretary has (unintelligible) and so I said (unintelligible) complain that you didn’t (unintelligible) come to our meetings.

So I’ve talked to (Unintelligible)’s staff about the importance of this and he’s queued up – he’s ready to request this to come to the senate and the (unintelligible) committee. When we brought that up before (unintelligible) – no, no we don’t do that – we don’t do that. Who said we need to give them – they created this committee. Us giving them a report is not lobbying. It’s educating them with all the work that has been done. So I have queued that up

with (Unintelligible)'s office and then also in (Tom) (Unintelligible), who is our champion on the house side, and (Tom)'s (unintelligible) – Congressman (Unintelligible) is a big supporter of Indian education, (unintelligible) of opportunity, which (unintelligible) that he is champion. And I think between the two of them we can really elevate (unintelligible).

Regarding the report, I think that we should be able to even get it down smaller – like maybe three pages. A trick that I learned in my dissertation – because I'm one of those comprehensive circular thinkers and check my list (unintelligible) was 200 pages and I had to tear it down to 50 pages, which, to me, is still long, but it's (unintelligible). It's like (unintelligible) things, you know? The trick though is to reference a sufficient amount of information in the three pages, reference it in the (unintelligible). And that way the legislators who aren't going to read through all of that – time is money.

They aren't going to spend time to read through all of that. We can just hit the highlights in the three pages and reference it, they have a document they can go back to. If they see something like what's happening – the issue of data – who is an Indian? Well I don't know what that issue is about. And they (unintelligible) here (unintelligible) this tendency gives you an explanation.

So they can then go to a (unintelligible) if needed. So I think if we – we could probably – I would be – so I would ask our partners within (NIEA) (unintelligible) to take a look at our report and their experts at this. See if they can wean it down. And I'd say even though we're at the end of an administration we're probably not going to get (unintelligible) to (unintelligible) on it in this session of congress, but I do think we should team up and (unintelligible) and go educate them (unintelligible). Here's what (unintelligible) this was initiated. We just know, Secretary, if you want to give this new (unintelligible).

Woman: Thank you for that, (unintelligible). I agree totally and I think that (unintelligible) one or two priorities I think we can hit. We can hit all the other priorities by just emphasizing the first one (unintelligible) and that was really what I had hoped to do yesterday (unintelligible) emphasized because when you're late in the afternoon and you think about the adult learners, which we all are – we're adult learners and late in the afternoon – even if it was mid-afternoon – talking about all of these different integral parts that – it's just – you get in brain overload. So the same thing that you're saying, ones, twos, threes and then others can be dealt with having that in the forefront. But any other comments or questions (unintelligible) discussion?

Woman: I agree with (Aaron). I think we have to take the executive summary approach of report writing. You know, the report I gave you, there's a reason it's glossy and shiny and has pictures and bubbles. Studies show that's what people remember – and I want people to use this as an efficacy tool, especially our tribal leadership when they're renegotiating contracts and things like that.

So they can just look at the executive summary and in the back we have our recommendation, which I think is like five or six of them. I think we've just got to keep it simple and, you know, I'll pledge to help (unintelligible) myself (unintelligible) sub-committee on this last one and, you know, to the folks that have been (unintelligible) writing and doing this for so long, a huge sense of (unintelligible) commitment and accomplishment on, you know, your roles. (Unintelligible) primarily (unintelligible) – I know you were here for this (unintelligible) we came in it was a little bit shocking to hear some of what we heard and, you know, I'm like 48 years old with a five-year-old that's in kindergarten. In two months she's either going to be dressed as a pilgrim or an Indian. The plight continues, you know? You'd think in 2016 we would have resolved these issues.

So, you know, it's a real struggle and I'm like – I'm dreading Halloween and Thanksgiving. We shouldn't have to feel that way as parents. Right? She shouldn't have to feel bad for being a native child in America today. I mean it's things like there's so many just day to day issues that our young people face, including our own children and grandchildren, but I just want to say thank you to all of you for staying (unintelligible) for so long, even in those days when you feel like your workload is being read and you weren't being heard. I know I immediately (unintelligible) what? You know? And I'm just so grateful for everybody's (unintelligible) because that's what it takes. (Unintelligible)...

Man: Permanency.

Woman: Permanency in that history, you know? But I also think we need to do our role in marketing ourselves a little bit better and outreaching in that. That's going to take some time to talk to people and talk to our folks back home and I think we can do that. So whenever (unintelligible) will do (unintelligible) it's not another one of the board (unintelligible) I'm going to be basing in a couple of months and kind of put off having children (unintelligible) husband.

Man: (Unintelligible).

Woman: I just want to say a huge thank you to everybody, because I know it took a team effort. And, (Joyce), to you and your office as well and I know you're on your way out, but I welcome you to come back (unintelligible) Southern California. We will pick you up (unintelligible).

Woman: Confession.

Woman: So thank you everybody.

Woman: One other thing that I did want to say is that when I first came here I was a little bit frustrated that (unintelligible) this committee has been told, no, no and no. But one of the things that really impressed me was the level of expertise that is within this council. You all are the experts in education, I'm not. And we all as a tribal chief, you know, I have different divisions (unintelligible) under me, but when I'm listening to each of you all I was totally impressed with your knowledge and I just wanted to say thank you for your commitment to Indian education.

There's one request I would like to make. And (unintelligible) I have a very busy (unintelligible) most of the time to get to my emails. Sometimes it takes two or three days before I can get to it, but I know it's sent to me. And I know that if you were sending a document to the governor you wouldn't send it to the governor (unintelligible) – their staff. And I don't mind receiving the document, but I also need a copy to go to my staff because a lot of times I miss conferences or maybe that you all are on call or you all are doing something and then when you all start responding then there's so many emails that I have to go through. And if I could have it sent to me as well as my staff, it would be very helpful to me and I'll get you – I think you know one of them.

Woman: (Unintelligible).

Woman: (Rebecca).

Woman: (Rebecca).

Woman: She has contacted (unintelligible) as well, but I'll make sure that you have her email address.

Woman: I have it.

Woman: (Unintelligible) and that would (unintelligible). All right, thank you.

Woman: Thank you. Any other comments? Questions? Thank you everyone and we'll go ahead (unintelligible).

Woman: I just have a quick comment. I'm not (unintelligible) next year so it's kind of interesting to have this discussion, but I just want to say, you know, just based on the amount of work (unintelligible), you know, some of us have worked together these four (unintelligible) history of working together with one another and, you know, in different capacities (unintelligible) education and so I view this report and the work that we've been doing as just a continuum of the work (unintelligible) and you've heard that (unintelligible) Northwest tribes for over 20 years – about 30 years now.

Yes, 30 because I mark it by my youngest son. I was pregnant when I first came to the Affiliated Tribes of Northwest Indian tribes (unintelligible) tribal leaders to come in and speak. So it's about that long and so it – for me, it is an integral part of the work that I do anyway around policy initiatives. And so, for me, I don't look at the fact that maybe the government, as we all know – I'm just going to still go, go, go.

So that's just the nature of the work that I do, particularly are the policy level, advocacy level with the tribes and also the (unintelligible) also having been a former council. And when I've been, you know, amongst our tribal leaders they're always asking, you know, for guidance and direction and that's the

role that I play. And I don't have to be on tribal council or anything like that. I can make my voice be heard and I will let it be heard. I start off every (unintelligible) volunteer and always remember being a parent volunteer (unintelligible) made my (unintelligible) through education and pretty much, you know, educated myself that way (unintelligible) who, you know, had I (unintelligible) our elders who spoke the language, to me, that was the (unintelligible) in the ones that have (unintelligible).

So having to learn this other way of mainstream America and English and all of that – that's been a real challenge even in how I speak and a challenge in learning the English and, you know, I think of my childhood and just using words that I would (unintelligible) because that's what I thought I heard and because of the language transition. And so having (unintelligible) major challenges in life, for me, has been a blessing, but also to be that voice and advocate for our children, our grandchildren and the future of where we're going.

So I just want to say that, for me, it's been very productive and invigorating for me as well. So continue to look forward to our work that we're doing and even though as (Joyce) retires, she's not going to retire. I know where she lives. She (unintelligible) across the line from me. (Unintelligible) reinforcing (unintelligible) one another. So thank you all. You will never retire.

Woman: Give me a few months.

Woman: (Unintelligible).

Woman: I know.

Woman: (Robin), did you want to say something?

Woman: No, she was just - (unintelligible).

Woman: (Unintelligible) retired.

Woman: And that's so true and I think, as well as probably everybody, (unintelligible) to make that point. I know I'll be there on Tuesday, which is – you know, that's not a good idea. I don't know at some point if there's a connection that we can make with our annual report being somehow presented at (unintelligible) or the work that we do could present to (unintelligible) and then it can take off from there too. That's another avenue.

Woman: And this report this council has (unintelligible) in the past always met at (unintelligible) and did give an updated report to the general population of (unintelligible). That's something to think about, particularly for next year.

Woman: (Aaron)?

(Aaron): Just a housekeeping question. So (unintelligible) we don't know if we're going to exist next year. So the whole Department of Education might not even exist.

Woman: Right.

(Aaron): However, there is an appropriation and so we can probably (unintelligible) look maybe what is in the budget for the balance of this fiscal cycle. Well, let's see – so October 1 – so – no?

Woman: Tomorrow.

Woman: Yes.

Woman: Tomorrow it is.

Woman: The fiscal year ends tomorrow. That's why I had to lead this today.

(Aaron): (Unintelligibly) continuing resolution.

Woman: Until December – right.

(Aaron): Okay, so I don't know that we have any (unintelligible) before December – whatever that deadline is, but we should make some tentative plans as if we will continue to exist. The other thing is to get around this whole scheduling thing, what we do at (unintelligible) is we plan the year – at the last meeting we have the meetings set for the following year. And I think that's important. And I also think it's important to try to schedule it in conjunction with other related national meetings so that we can kill two birds with one stone. And so we should give some (unintelligible) today to talk about scheduling and to do advanced scheduling, even though it's tentative and (unintelligible).

Woman: And then the (unintelligible) put in the budget for (unintelligible) to the budget for (unintelligible).

Woman: So for this for next year?

Woman: Yes, we don't know what is in the budget.

Woman: What's in the budget?

Woman: We would have the budget (unintelligible) and then...

Woman: What do we have left, if anything, because...

Woman: We don't have anything left for the current year.

Man: No, the current year expires...

Woman: It ends tomorrow.

Man: Yes, so I would suggest that because we're on auto pilot with the federal budget that it's likely that the budget in for next year is the same as what we've had this year. That's mostly what administration (unintelligible).

Woman: I don't know about that.

Man: We should – can we get that (unintelligible)?

Woman: This is an election year.

Woman: I mean (unintelligible)

((Crosstalk))

Woman: (Unintelligible) proposed budget even though he's not – I mean he still – there's still going to be some budget – they still have budget even though he's not a president though – not the president. Is that...

Woman: Yes, it's in the oath – the office of Indian (unintelligible).

Woman: We should...

Woman: (Unintelligible) our lobby.

Woman: Yes.

Woman: (Unintelligible) what Chairman (Paymen) is saying because - some of the way I believe too. You have to move forward as though everything is going to be not just the same, but better. So we do that – you do your wish list or whatever it may be and then (unintelligible) potentially be and then we kind of do that and then when the budget does come we can see what we can afford and not afford (unintelligible) that way.

Man: But I'd like to make a request (unintelligible) to an action – I'd like to request to know what is budgeted in NEIS for next year and also the budget (unintelligible).

Woman: It's budgeted in that we (unintelligible). I can send her an email right now and ask her if she (unintelligible) that information (unintelligible) next two hours or so.

((Crosstalk))

Woman: Thank you.

Woman: (Unintelligible) is going to be (unintelligible) please come to my workshop. It's 8:00 in the morning on Friday.

Man: Are you going to have coffee (unintelligible)?

Woman: Well what is it? What is your workshop?

Woman: The 10 books that we have coming. So, you know, we have one coming out – and this is important for everybody because the first one is gun on California, the second is – I want to say it's on (BIE), but we have guest editors for all other nights and these are all the different regions and there's still an opportunity to contribute, but everybody around the table depending on your region can contribute a chapter to the book. And I think (Michelle Jacobs) is doing the Northwest, but it's a really good experience and there's 10 of them and we want to encourage all the (unintelligible) districts to provide the volume. Right? Because then for new teachers this is (unintelligible) region and it's (unintelligible) type of book. Because the thing that held ours up because I could not get the information from the state of California on how much they're spending on Indian education.

Woman: Well I'm doing a workshop also on Thursday right around – I think it's noonish and it's focusing on the seven guiding principles for how to teach about American Indians effectively – not what to teach, but how to teach effectively. So it's really good. I'll be there for the pre-conference on Tuesday.

I don't know – I think I let it be known, but I'm interim superintendent at (unintelligible), but before I was asked to come there and help them I was doing a – I'm still doing a project with the (unintelligible) community and (unintelligible) doing that sovereignty and education grant and I'm the lead consultant with them on cohort 2, which is – so I did a – I developed an instrument – a research based instrument that looks at the educators of effectiveness – perceptions of the indicators of effectiveness for those who live on Indian reservations and then pooling the demographics of what the normal – what usually are the demographics that are within – and seeing if those perceptions have a relationship to (unintelligible).

And that was kind of what my doctoral dissertation was – 17 years ago – however long ago it was, but I honed in – I made it – refined it more and I call it reconciliation of knowledge, which is the western research and wisdom of our forefathers and bringing that together. Because the wisdom part is what's never been tapped into in education right now, but it's really interesting information. I did that with the (unintelligible) and so (unintelligible) on Tuesday the pre-conference, with the (BIE). I'm only there one day.

Man: (Unintelligible).

Woman: It's quantitative.

Woman: (Unintelligible). That's on (unintelligible) quantitative research data. (Unintelligible), but I am doing a lightning round thing – did you guys hear about that? Yes, on Friday morning – I guess you get five minutes. It's like a Ted talk and I'm going to talk about research and how important it is for us to document.

Woman: Oh, that's cool.

Woman: (Unintelligible) schedule or something speaker?

Woman: (Unintelligible) lightning round?

Woman: Several people – experts (unintelligible).

Woman: (Unintelligible).

Woman: (Unintelligible) is going to be there.

Woman: Yes.

Woman: Okay, I always get confused – (Nehemiah) – since he did a lot of recaps. So let's go on with our presentation from (Nia) on this senior policy (unintelligible).

Woman: (Unintelligible) going to do (Sam)?

Woman: Oh, wait – yes, I forgot.

Woman: Thank you. (Sam) – (Sam).

(Sam): Waiting patiently.

Woman: Sorry, you're going to (unintelligible) on the head.

((Crosstalk))

Man: Can you turn that thing on?

Woman: Huh?

Man: Can you turn the projector on?

Woman: Oh – projector. How do you turn the projector on?

Man: There's a remote right there. There we go.

((Crosstalk))

Woman: ...one we're missing.

Woman: Well thank you all (unintelligible) will be (unintelligible).

Man: Okay.

Woman: (Unintelligible) last year (unintelligible).

Man: That means they'll be calling me.

Woman: I know where you're at.

Man: (Unintelligible).

Woman: Yes.

Man: We did a (unintelligible).

Woman: (Unintelligible).

Woman: (Unintelligible) or did I turn it on?

Woman: You turned it on.

Woman: I pushed it.

Woman: (Unintelligible) setting up, I'm not going to...

((Crosstalk))

Woman: But there is a lot of (unintelligible) maybe going on where all the (unintelligible) I will be there for one week and I'm going to figure out a way to share or to address (unintelligible) if that's - (unintelligible) just...

((Crosstalk))

Man: All right. (Unintelligible) it's on my screen here.

Woman: Yes, someone's got me hooked up (unintelligible). That's all I can do for you.

Man: That's all you can do for me?

Woman: (Unintelligible)

Woman: (Unintelligible).

Man: Anybody know how (unintelligible).

Man: I usually (unintelligible) person next to me. I don't go too far without her.

((Crosstalk))

Woman: Oh, he's in Outlook.

Man: So it seems like it's reading – oh, you have an Apple?

Woman: He has an Apple. I don't know how to (unintelligible) Apple.

Woman: He's in Outlook.

Man: So I'll just set it up for you – so a couple of employees that are – that work very closely with the (F7) program had – went out to – one of our athletes is a girl named (unintelligible) and they went out to do some research on (Jude). (Jude) is going to be an inspiration for one of our collections of products. We're going to take her story and (unintelligible).

So during that visit they went to go visit a school called (Nichowali) School – it's a tribally grant school. And they were very moved by when they talked to kids and they had a conversation with kids – so in order to make sure I set this up in a way that – these are non-native employees that have taken their own personal time (unintelligible) project -it's their own personal time – to apply for a \$10 million grant to reinvigorate this tribal school called (Nichowali) because they were so moved by the stories of the children – the kids there – that they wanted to give them a new opportunity to – self-esteem – to be honest, the self-esteem in this school is not really high because all the athletes – if you know the (Nichowali) school is on the (Umatilla) Indian reservation right outside (unintelligible) and all the athletes and all the cool people usually go to Pendleton because it's a bigger school.

Woman: (Unintelligible) – is that what you're talking about?

Man: Yes.

Woman: Okay.

Man: Maybe...

Woman: What's (unintelligible)?

Man: So the school – the folks heard about this grant from – setup by the late Bill Gates – not Bill Gates – Steve Jobs’ wife. It’s called XQ Super School. What I’m going to do is when we get this up I want to present the deck that they presented and if it inspires any of you to take, I think, (unintelligible) immediately – to take this information, these are some really brilliant people who are – work mostly in the design world at Nike put together this presentation. All volunteer time on their own time and (unintelligible) became their executive sponsor. So I work closely with the tribal school board and the tribal council and the business (unintelligible). So hopefully – there you go. Look at that.

Woman: It doesn’t mean...

((Crosstalk))

Woman: The proper way to say the name is (Nichowali).

Man: (Nichowali).

Woman: (Nichowali).

(Group): (Nichowali).

Woman: And it’s the same language as the (unintelligible) in Washington – Oregon (unintelligible) in Oregon. So (unintelligible) Oregon (unintelligible). So just because we have a state boundary (unintelligible) we aren’t related (unintelligible). We’re all (unintelligible) in one way or another.

Woman: (Unintelligible) means the beautiful land over there.

Man: Yes, the beautiful land of (unintelligible). So I'm just going to take you through – so what is (unintelligible) school? It was founded by (Unintelligible). Again, I talked (unintelligible) about. The prize is five winning super school concepts win a \$10 million prize to go towards their school. You get (unintelligible) increments in two to three years you have to have then integrated that \$10 million in the creative use (unintelligible).

What inspired them? What energized – motivated them? It's going to visit them and – I'm not going to read the slides for you, but you guys can read the slides. They take you through.

These employees were super inspired by these kids and they went back and (Naomi Martison) is a personal friend of mine and she led the charge on this. The (unintelligible) with the concept of XQ Project (unintelligible) to reimagine the high school. The high school could be in place where it's exciting and inspiring to learn. They just wanted to give those kids the opportunity. So it was really an inspiration for them.

The competition – so this kind of takes you through a little bit of the timeline of the amount of commitment that these volunteers took to (unintelligible) project to life and send it in. It really started in 2015 is when the original thing was submitted – there were 14,000 applicants that applied for the five winners of \$10 million and going down to in August we found out that we did not win. We weren't one of the top 10, but we were in the top 15 so they're going to receive some type of resources from XQ, but they don't know exactly what that is yet.

So a little bit of context – it is in the goal to research the curriculum, the teachers and some of this stuff might be surprising, some of this stuff might be old news for all of you, but it was really relatively new for these folks who

knew very little about Indian country and they knew a little bit – very little about Indian education and they pulled this deck together.

The division (unintelligible) right into all the conversation you all have been having here – is to fulfill that commitment by the president. They took that right off the (unintelligible) Indian education website to make sure that they were doing things in the appropriate way. The goal was to make sure 100% of the students graduated high school and have the tools resources (unintelligible) for themselves. I think that's really, for me, as I kind of counseled these folks I think that was a really important thing that they knew (unintelligible).

So chapter 3 is research and insights. They prepared (unintelligible) XQ super school team. They all traveled and they interviewed the kids. The team of folks traveled out to Pendleton – or to (Unintelligible), Oregon and they talked with kids, school board, parents, community leaders, tribal council – but (unintelligible) all-encompassing – again, I keep wanting to reiterate this because it blows me away that they did this all on their own time. They didn't have to do this – they had no vested interest and they did this. So sometimes I get emotional when I talk with my colleagues because to have them have that same vested interest.

The icebreaker for the students was – is really cool. They took a really creative way and they took these two approaches. So the kids were really honest because they had – these folks came – they work for Nike so they already had cred going in and they were loose. The kids were not feeling like – they weren't talking to an elder, an adult, a teacher – they were talking to some folks that work at Nike. And they pulled it – so they were really honest with what they had to say.

Activities – too was, you know, really talk to students and storyboard some of the things that they needed and some of the requests that they heard from the kids. And, again, you guys might have seen this over and over again, but for these five or six individuals it was all relatively new information. So they looked at the curriculum. They looked at – so they – I hear this a lot when you guys were talking so I (unintelligible), but that culturally responsive curriculum (unintelligible).

So they talked about doing things at a different way. Building the school day in a different manner in a very unique way. You know, using Math, Science, Art and home economics and building that all into an encompassing way to really inspire the kids to self-identify themselves. I think that was the big thing that they want the kids to do is identify themselves as members of the (Umatilla) community.

Teachers – the teachers – they one that was staggering to me – the teachers at that school are the lowest paid teachers in that unified school district. So they wanted to take a portion of that \$10 million and make it the highest paid teachers in the school district so the teachers were proud to be there. They went through teachers like crazy because the fact that they were working at the public school in the non-native town and make more money. So that was something that they really wanted to make sure that happened.

The support level, for example, they thought this move to a block schedule for the following benefits – giving the teachers an opportunity. What they found is the teachers didn't have – have never talked to each other in the school. They didn't have any (unintelligible) focus on their class and what they did and giving those teachers an opportunity to do that and start each day with a staff meeting with the teachers so they can understand that they're working with these students.

(Unintelligible) engagements – the local business, mentors, job shadows – these are all the things that they heard from the kids is what they wanted. They wanted this – (unintelligible) – they felt like they were part of the community and I think the big thing for them is they're – the comment that really struck me was they're in a bit of a trailer - (unintelligible) existing school and the casino down the road would have two big towers and, you know, it's got an RV park and a golf course. And they see all of that stuff going on over there, but as they go to school they're going into the school that – and they were very vocal about that. And so, again, that's why a lot of the kids go to public school.

The school design – so this is something that really – so an architect – he's an architect by designing – he's a shoe designer, but he was architect by trade for the school. He designed a whole new school for these kids. So he took and prioritized the spacing and truly pulled everything together in a way that – taking examples from the children. So started to sketch some stuff out (unintelligible) design. Really looking at the concept of what that school could look like. And we presented this to the school board and we presented this to their tribal council – so the community has seen this. They've embraced it. They want to be part of it.

Look at the school concept design. All this work has been – can be handed over to the community – all done pro bono. They wouldn't have to pay for any of this. It's all done for them. They're going to be handed a package and the resources. So that's (unintelligible) in this project of what it would look like from a rendering of what the hope is for the school to look like.

The (unintelligible) renderings – so there's a (unintelligible) and they can be proud of this. The kids want to go there. And then phase 1 we are now

underway with generating grant funding. I can tell you that our Native American employees at Nike have adopted this school. So we will travel there to mentor them. We will actually bring them to the Nike campus for a career day – all the students. And the company – our company will pay for it all. Whenever we go there we will pay for it. Whenever they come to us, we will take care of the cost of that.

Priorities – they look at it from a strategy perspective, really (unintelligible) community – businesses, instructional staff, technology. One of the things that they – they have old textbooks and they feel like if we were to win this grant – whatever resources we get, the first thing they're going to buy for them is purchase those Chromebooks – the digital textbooks so that everybody has them. So they're going to get some type of resources from this grant because we did make it to the final 15 to make it in there. So there's going to be some type of resources provided.

(Unintelligible) video – I don't know if it will play. But we just wanted to close with this, you know, this is something that their kids thought – just a very bold statement and we wanted to (unintelligible) as if we were sending it to the XQ review committee we wanted to (unintelligible) too and we wanted to be able to share those dreams.

That's the project and (unintelligible) – so just a small team of people, as you can see, worked on it. My role was merely advisor. I didn't do any of that work for them. I basically advised them, but the (Naomi) and (Christine) asked me to present it to you guys – to share it with you. So I want to thank (Deb) and the folks for allowing me the moment – these few moments to share this with you, but it's an opportunity for all schools as the Steve Jobs Foundation is in the business of creating great schools. So I just wanted to share that with you.

Woman: Is it 10 million a year that they get?

Man: They get 10 million and you've got to break it up into three year periods. So you don't get all 10 million at once.

Woman: Is it a rolling grant cycle?

Man: It is a rolling grant cycle. Yes, totally. We were going to initially – if we would have won in August they would have deposited in whatever account we had designated, \$2 million (unintelligible). They would have just dropped 2 million in your account and you would go from there.

Woman: We do have a wonderful team of resources. So I'm thinking of some of the tribal schools that I know they don't have (unintelligible) that they would like, you know, architectural designers. Would this team be willing to, one, share their presentation or offering assistance to some (unintelligible)...?

Man: I'm sure. They were very passionate about (unintelligible). Again, they did it – they caught me off guard when they did it. They came to me and said, here's what we're going to do. I have zero expectations. I had no idea they were going to do this and then I said, okay, great and I didn't know what it entailed. I just said, great. And then as they started taking through this – it took – there's so much more background information – this is the high-level presentation that I'm sharing with you, but as you see, they started in 2015. So a ton of work has happened.

Woman: Yes, is it possible to send us the presentation or to be able to – a website where we could share this with schools that we know of?

Man: Yes.

Woman: Yes, because I...

Man: There's an XQ website. (Unintelligible), you know, Google (unintelligible) sign up to be a member and once you're a member you get (unintelligible) the nuts and bolts of the website, but you just have to be a member of XQ Super Schools. I don't know if you folks in the Department of ED have heard of this program before, but it's a \$100 million a year that they're giving out to redevelop education all over.

And I just want to close with, you know, thanking you guys for allowing me to be part of – I'm not in education. I'm not an educator – I've got my degree from the University of Nike. (Unintelligible) the training, the ability to follow a dream and a passion to help our kids. And they've given me that and you guys have always made me feel welcome and feel a part of a team even though that some of the ESA – all the acronyms (unintelligible) acronyms in the business world, but I want to thank you guys for allowing me to be a part of this and I will make a commitment – the first lady had a program called Let's Move After School and we're still going to keep – through the (unintelligible) fund, we still have resources set aside for Let's Move After Schools in Indian country.

We want to encourage our schools as you go to continue to advocate on behalf of physical activity for our kids and we have resources set aside in our grant program for Let's Move After Schools in Indian country. And, if you want, I can show you a grant program that received resources from (N7) and what they haven't utilized that grant. If you want to see it, I'll play it for you.

Woman: Yes.

Woman: (Unintelligible) we need money.

Woman: While he's doing that, a background on that school was it was actually created when I was at the Department of ED and we didn't have any charter school money, but we had some alternative education money. And so the major focus was supposed to be on learning language and the (unintelligible) school and this school were the first schools that we started as a pilot program for trying to bring back the language...

Woman: Revitalize?

Woman: Yes, and so it's kind of struggled over the years, you know, depending on the type of leadership that the school has had. You know, typical of a lot of communities...

Woman: You have to go to – you have to go – how far was the loss of the language before this started?

Woman: There was a major loss of the language.

Woman: Yes.

Woman: (Unintelligible) they just really have taken off.

Woman: I just did some training with the youth not too long ago and, of course, I do (unintelligible) and the use – I just happened to have a resolution as I did (unintelligible) on these affiliated tribes and Northwest Indians in the advocacy role they have. And so they (unintelligible) resolution for the

Northwest tribes and I (unintelligible) and I shared this Sunday with (unintelligible).

So they just (unintelligible) to elevate the goals for native language revitalization using cultural teaching (unintelligible) organizations takes a collective growth to support the goals (unintelligible). The next one was for (unintelligible) and to overcome the struggles (unintelligible). In its critical (unintelligible) active engagement and active high educator internship opportunities, tutoring and funding for education and ongoing training to support the need for use (unintelligible).

Three – there was (unintelligible) of native use is urgent that youth are engaged with healthy and sober role models and leadership who are proactive in the cleansing and finishing of reservation houses (unintelligible) with methamphetamine drugs and (unintelligible).

And – four – to (unintelligible) a lifelong comprehensive health education and socioeconomic status of native use, it is essential that facilities be updated and or expanded, including gymnasiums, schools and state of the art sports and educational equipment. So, I'd say in collaboration their (unintelligible) goal (unintelligible).

Woman: I want a copy of that.

Woman: Yes, they presented this before (unintelligible).

Woman: Wow.

Woman: And I do training on, you now, policy initiatives (unintelligible) statements for hearing people and students just love it. And I (unintelligible) – they just love to do that kind of work. It's just getting these big ideas out for them.

Man: So I'm going to play this (unintelligible) video – at Nike we close everything with video. So this is a program that received funds directly from Nike (unintelligible).

((VIDEO))

Man: The other reservations (unintelligible) a whole other world (unintelligible). You can tell. You can look in any direction and you won't see a lot for miles and miles. You have to drive a long way to get anywhere. (Unintelligible) until the time they get here until the time they leave. We give them opportunities to release some of that energy in a positive (unintelligible) way that (unintelligible) with that our academics (unintelligible).

Woman: (Unintelligible) and (unintelligible).

Woman: I tell them (unintelligible).

Woman: (Unintelligible) 10 year olds. When they're sitting down all day they lose focus (unintelligible) and then they get up and they do something active it just really helps their mind get going so they're ready for the rest of the day. When you actually give it a chance, you'll see that it's like 10 times better (unintelligible) and after they've been active because they're like, okay, it's active time and not (unintelligible). There's a lot of kids that don't get activities so, you know, the only time (unintelligible), you know, at school.

Woman: They're used to (unintelligible) – they're used to not (unintelligible). We're up and moving around and staying engaged to what we're (unintelligible).

Woman: I have (unintelligible) and academically at the end of the year (unintelligible) better data and I do believe that those activity breaks (unintelligible) has something to do with it.

((END VIDEO))

Man: (Unintelligible) we do this (unintelligible) partnership with Let's Move After School and the grantees. I just wanted to share that with you guys.

Woman: Nice.

Man: Know that's there. It's there for you to utilize it. We only had three schools apply last year – public schools.

Woman: Only K-12 can apply?

Man: Pardon me?

Woman: Only K-12? Or can post secondary? Can (unintelligible)?

Man: I think it is really focused on kids, but I'm not a grant (unintelligible) so I know that our focus has been the 8 to 18-year-old kid. That where we've put our focus in. It's our sharp point and the 12-year-old kids our (unintelligible) point. We wanted to really get after that 12-year-old kid because they – when they get ready to go to high school their self-esteem is high, they feel good about themselves and they can move on.

Woman: And we have a (unintelligible) – I don't know if there's a pet grant.

Man: Yes, that's a good grant.

Woman: And it's ending this year. So I think they're looking for something to (unintelligible) very similar to what you just showed, but at the same time they're looking for (unintelligible). Nobody thought about the continuum afterward so (unintelligible) see about how to go about (unintelligible) making that connect to...

Man: Yes, it's there. N7fund.com – application – we're going to shorten the application time to two months. So it's only going to be up there for – applying from November and December – January they're going to pull it down and then they're going to start giving out money. And my job at Nike is to make sure we have a million dollars a year to giveaway every year to schools – and all of it going out each year. Since 2009 we've given in excess of \$5 million away to inspire kids to be active.

Woman: I just hope that you guys take a look at the holistic approach to kids and their families. Because we've done a number of different grant projects in working with kids and what they tell us is they don't have the money to buy the groceries. It's their parents and their parents need to learn how to eat again. And so you have these little kids going home and throwing stuff out of the fridge into the trash can because they're like, this is no good. We've been taught not to eat this. Parents call us and they're like, why are you telling our kids to throw away this food? We're like – nice.

So we need to take a holistic approach. I have a young man who is 19 who is over 550 pounds and he is the first patient at (unintelligible) in San Diego to be over 500 pounds to get the stomach surgery. He's not lost 200 pounds, but

he's the third person in the family to have that surgery and now (unintelligible) per capita you have people using that as a quick fix to lose weight.

And so he's been – he takes a picture with me every month because he's documenting and he's doing a children's book for kids to not get to this point. You know? But it's great. You can see (unintelligible) first year – his freshman year at the university and I've known this boy since he was a little boy because he couldn't fit in the chair. He was uncomfortable – he couldn't study. He can't concentrate so now he's going to JC and he checks in with me every Monday and he's doing better and he got his first work back from his first math assignment and he scored in the 80 percentile.

So nutrition and diet and exercise – I mean we have still such a long way to go, but it really is a holistic family approach.

Woman: That's awesome.

Woman: (Unintelligible).

Woman: Okay, thank you, (Sam).

(Sam): You're welcome.

Woman: While she's setting up, Tina, is there an application process again for NEIS? What do we need to be doing for next go around?

Tina Hunter: You mean for – from the board?

Woman: Yes.

Tina Hunter: Oh, is there a process? This is the CMO, so she can...

Woman: Could you clarify a little bit, (Unintelligible).

Woman: Is there a process, again, for the next NEIS board?

Tina Hunter: The process will be up to the new White House liaison, who is my direct report. They'll get information from the Presidential personnel office, the transition team as to how they want to move forward. Whether – well, let me just back up and say I've been through a couple of transitions and none of them have operated the same in terms of presidential appointees.

So we will either get instructions to send all of you a thank you for your service, we appreciate it – maybe folks will come back, but again, it's all up to the next administration. So in reality what will happen is after the election we'll just – our office will wait to get instructions about all of our presidential advisory committee members, who is going to stay, who will go – to be honest, for the two transitions that I've worked with, no one has ever come back except for one instance.

So – but that's not to say that it can't happen. Because, as I prefaced this to say, through the two transitions that I've been to, none of them have been exactly alike in terms of timing and the process, if you will. The process – but the basic thing is we'll get the instructions from the presidential personnel office as to what they would like to do. And it won't just be for NEIS, it will be for all our presidential appointees.

Woman: When President Obama was...

Woman: It took him two years, right?

Woman: I'd like to say it wasn't really the president. It was more internal issues about how the process should work. There were some folks back, I guess, at the beginning – like (Jodi Delet) and some of those folks that helped with deciding who should be appointed to NEIS, but there were a lot of internal issues back and forth. I think the statute does say that the president should consult with tribal organizations and leaders about who should be appointed. So what I can recall there were some start-stops there because that process needed to be done in order to make sure that we follow what the legislations set in terms of how we were supposed to reach out...

Woman: In the meantime, until we came on - (unintelligible) or I came on...

Woman: Right.

Woman: And everybody else seemed like there's nothing that happened?

Woman: Nothing happened.

Woman: Okay.

Woman: And that's probably going to be the case this time around, to be honest. I'll be surprised if it goes any quicker, especially if we have a change in parties.

Woman: Has anyone ever stayed on to multiple...

Man: (Virginia).

Woman: (Virginia).

Woman: (Virginia).

Woman: (Virginia).

Woman: Yes, and (unintelligible) I was speaking of.

Woman: Great.

Woman: Well I was on – early in the Bush administration.

Woman: Right.

Woman: I worked for the BIA and I left the (unintelligible).

(Virginia Thomas): There - this is (Virginia).

Woman: (Virginia), hi.

(Virginia Thomas): There – can you hear me?

Woman: Yes.

(Virginia Thomas): There are three of us that have served under two presidents. And that was (Robin), (Greg Anderson) and myself.

Woman: Right.

(Virginia Thomas): We were all originally appointed with Bush and then we crossed over, which was a shock to all of us, I think.

Woman: Me too, (Virginia). Because we had already appointed what they – the White House had told our office. We had already appointed what, I guess, they consider the members for this administration. And I think – if you recall, (Virginia), I think I was the first one to call you because I was in shock as well and was told to call you and (Greg). So I still don't know exactly how that occurred, but I guess you're just magical, of course.

Woman: So we (unintelligible) until we hear (unintelligible).

Woman: You stay on on paper, but again, I don't want to give you any false expectations. I don't foresee any meetings happening or any of that until we get our instructions from the new administration. And so you'll stay on in terms of on record, but again, the process will either be that our office will help the White House prepare letters and let folks know that you will not continue to serve and from there it's just – like I said, it's anybody's guess to be honest – especially if we have a change in administration again.

Man: (Unintelligible).

Woman: Well, I mean, the other party – excuse me.

Man: Yes.

Woman: We will all be gone if that happens.

Woman: Yes, including me.

Man: (Unintelligible) hard stop on (unintelligible). It seems like (unintelligible) and so I – I have my typical in the transition (unintelligible). On one side of it I've not heard anything from the other side, but I – my recommendation would be that (unintelligible) important work to stop for two years while the administration figures (unintelligible) and if they can continue to support what we have in place, you know – that's on one side of it. I think that probably would be well received, but I don't know on the other side. (Unintelligible) platform on the other side is the Department of Education (unintelligible).

Woman: Right.

Woman: Exactly.

Woman: And, (unintelligible), the only reason that I ask is because of that period of time that we were kind of (unintelligible). I'm wondering if there's a (unintelligible) to them to continue on.

Woman: I don't foresee that. (Unintelligible) it hasn't ever happened and, again, I don't want to make it seem like I'm singling out NEIS, but none of our other advisory committees, even the ones – even the members appointed by the secretary, they don't meet. We just – there's just – I mean we are supposed to, I guess, follow whatever the next administration would like in terms of their priorities and so as Chairman (Paymen) said, hopefully if we have this (unintelligible) some of the work that you've done they'll, you know, be receptive to carrying that on. But as I said yesterday too, even with the work that you carry on – some of the recommendations that you've made, I think they're great moving forward, but we're all, I think, Tina, can attest to this.

We're at the mercy of what the new administration wants to do in terms of organizational structure, who reports to whom, we do our best to provide

recommendations, best practices, what's worked. My role is to be sure that we comply with (FACA).

So no matter what happens I have to do that so if there's not a designated federal official in place, which our assistant secretaries appoint and the new administration more than likely won't have assistant secretaries until we have a secretary, which happens early on, but to be honest, advisory committees are not at the top of their list in terms of staffing. And that's just the truth – the priority, of course, is to staff the political plot at each agency.

Woman: Thank you.

Man: (Unintelligible).

Woman: Thanks guys for allowing me to present to you guys again. I had (unintelligible) for you that I split a little bit into two. One is I wanted to make sure that you all got the report out for (unintelligible) initiatives as (unintelligible).

So that (unintelligible) in the beginning and then I am going to walk you all through the private consultation (unintelligible) edits. And I know you all know all about private consultation, but what I wanted to make sure of – and (Bill) and I are actually going to make sure of – is that you all knew how private consultation works at ED so that when something seems like it's not going right or you feel as though your (unintelligible) given, you can say, well, we actually know how private (unintelligible) policy is supposed to work and we got presentations on it and we – you all can then hold the next administration accountable for it if we work very very hard in order to get this policy through. And so you see that August 19, 2016 on there. That's because

I gave this presentation to the entire department a little while ago. I changed a couple of things around to make it work for (unintelligible).

So, first off, a little review about the White House (unintelligible) and what we have done. So the first two things are the native languages and it's not actually called the (unintelligible) report. It's called the report on Indian suicide. (Unintelligible) two reports that were listed (unintelligible) and he – the White House initiative decided – or actually we (unintelligible) provided the opportunity to draft those reports.

That's not something that's typical of other (unintelligible) initiatives – the White House initiative understanding education or the one on African Americans or the one on (unintelligible) don't typically have (unintelligible) congressional reports and we have opposites specifically in the department that typically work on (unintelligible). I say that to say, you know, (unintelligible) understand how the White House initiative gets utilized. (Unintelligible) utilized to do things that probably other offices should be doing, but the White House initiatives act to do that (unintelligible). We are the subject matter experts (unintelligible) students who are in private.

(Unintelligible) to the hill, so as a senior policy advisor in the White House (unintelligible), I have reviewed policy and provided information that goes through our office of congressional and legislative affairs and we provide input from the lenses of (unintelligible) best for Native Americans. (Unintelligible) we get things in there – we don't get things in there and then it gets packaged and sent over to the hill and we have done that for (unintelligible), we have done that for (unintelligible) (Perkins) and you did that for (unintelligible). It's actually how I first got introduced into this work because of the technical assistant – I refer to him as (unintelligible) secretary on Indian education collaboration with (Bill) and our policy shop.

Woman: What is HEA?

Woman: The Higher Education Act. So it's the act that – the (unintelligible) show you that it is – that we have provided technical assistance on higher education, on the opportunities as it relates to vocational and technical assistance – or, excuse me, technical education and then also on the K through 12 (unintelligible) trying to.

Man: (Unintelligible).

Woman: To meet all those things. And one thing I wanted to flag for you all is (unintelligible) legislation. And I wanted to make sure that you all are aware of it in particular because I think some of the things that are – that (unintelligible) that (unintelligible) committee is going to be responsible for are things that (unintelligible) on before. So there is a little bit of an overlap between those things and I just wanted to insure that everybody knows that that's coming – that may be coming down the pike – I believe the house voted on it already and it may be currently be before the senate and I'm not entirely (unintelligible) where it is at the (unintelligible).

And moving policy forward – so that's another thing that we just sort of generally do. Sometimes things that relate to native Americans and department gets stuck – very stuck.

Woman: I actually don't know.

Woman: And it is (unintelligible) – not a responsibility, but we have taken on the responsibility of (unintelligible) so when there's something like an accountability (unintelligible) someone hasn't gotten (unintelligible) as its

moving forward and I – I’m telling you this and I know that specifically this is (unintelligible) something that I really want you guys to really know about (unintelligible) it’s moving that kind of stuff forward is how the White House initiative like kind of operates.

We often get questions about things from our tribal leaders or we get questions from (NIDA) or we get questions from (AHEC) or whoever and we – and maybe it’s about (unintelligible) policy that hasn’t come out, that they’ve been thinking about or that they’ve been working really hard on and we are there to sort of help navigate it internal. All it takes in (unintelligible) and bureaucracy to get that (unintelligible) forward. So, to be honest with you, I think that’s about 50% of my time (unintelligible).

The school environment where (unintelligible) the report that we put out, but more over we have been taken to work with (unintelligible) to make sure that they are aware of the fact that we’ve – that there are civil rights violations that are going on in Native American communities and (unintelligible) where there are (FACA) where there is teasing and taunting and bullying of Native American students and just generally (unintelligible) to make sure that (unintelligible) does its job for Native American students as well as African American students (unintelligible).

Man: (Unintelligible)?

Woman: Yes.

Man: As the transition happens, one of the things I’ve asked at the staff level is that we collate the (unintelligible) that civil rights is doing along with the (unintelligible) health agenda because we have (unintelligible) on everything when there’s a relationship and I also think there’s crossover with

(unintelligible) reports and so as we get – as they write this report it would be nice if the White House initiative took some influence and for when they're doing the (unintelligible) updates on the relationship to objectifying American Indians (unintelligible) and all of that.

Woman: I would like to just echo that recommendation as well because we met more recently with the civil rights commission in the northwest and I would have to provide testimonies to that (unintelligible) so we do have the native there to show that (unintelligible). I've been thinking about NEIS and the (unintelligible) I believe that those (unintelligible) for the (unintelligible) because they have a lot of the (unintelligible) that, you know, was being addressed yesterday and so – you know, they have all that information and I think that the more that we can work (unintelligible) the better of this body will be (unintelligible) to cross reference the what's being reported by the Department of ED.

I know (unintelligible) part of the Department of Education, but many of the issues that occur with young people and their families have to do also with special education. And so yesterday when I pointed out that was the first time I (unintelligible) native children. That's a significant number of native children that are in the special education (unintelligible) – that's a direct correlation that we have (unintelligible) off of the civil rights and in Indian education.

Woman: All right (unintelligible). And I (unintelligible) I forgot to mention that we did – we do have a resolution that came from the Northwest tribes, that's also the national (unintelligible) of Native Americans. So we do have that on file.

Woman: So (unintelligible) (Pine Ridge), so we actually – the White House initiative initially participated in some – a series of four meetings that were held on the

(Pine Ridge) reservation and we held them – we held those meetings at several different schools.

The first purpose of that – and the four things that we were trying to achieve there was (unintelligible) effort led as a partner to (Thomas Onhart) and just in general the (unintelligible) the President made, but the core thing that we were working there was trying to insure that the (unintelligible) and that it was also (unintelligible) to support that student (unintelligible) we get in the (Pine Ridge) – or on the (Pine Ridge) reservation.

In addition, that (unintelligible) to be able to – because there are so many different bodies within – well, on the (Pine Ridge) reservation. There are public schools, there are (BIE) schools, there are private schools and there are tribally controlled schools and it was very difficult and has been very difficult for (unintelligible) to sort of navigate all of those different entities when having to deal with (BIE) bureaucracy, having to deal with public schools and the state and then also having, you know, just making sure that the private school was also taking in all kids and that (unintelligible) report.

So – and one of the things that the (unintelligible) secretary didn't really talk about when he went to (Pine Ridge) was that he did not go to a (BIE) school. He went to a public school that was on a reservation. So that whole (unintelligible) private school. While he was there he went with (Karen) (unintelligible) and students as well. And particularly had a (unintelligible) table with (unintelligible) school. The (BIE)...

Woman: Can I just interject something here?

Woman: Yes.

Woman: You know, I was at the tribal leaders meeting and it seemed like every secretary had been to (Pine Ridge) and I think as a recommendation in general from NEIS, if we are, you know, if we always consider the geography of Indian country, you know, you almost never hear of anything from Michigan or, you know, it's either the southwest or it's the Dakotas. You know? And I think it's really important to get aware of the breadth and depth of Indian country and, you know, I think as a recommendation maybe in the transition if they're going to do listening sessions again and whatever that they make – we make sure that it's comprehensive in that it considers, you know, more of what native country is, including urban, you know, centers.

So if they show up at LA they know where to go in LA because it's a pretty big city. Just a thought that occurred to me as it relates (unintelligible) (Pine Ridge) (unintelligible).

Woman: Yes, and I want my (Pine Ridge) people to have what they need too. I'm not saying that.

Woman: Yes.

Woman: Yes, and I'm going to be honest with you, the reason why we sort of get asked to do stuff like that is because (Bill) is (unintelligible) and, you know, it's sort of like, you know, that's how to work (unintelligible).

((Crosstalk))

Woman: He's from (Pine Ridge).

Man: Yes.

Woman: So in (unintelligible) and sometimes you get asked to really – to be this other (unintelligible) expert on like how do we (unintelligible) do the designation is in a lot of trouble (unintelligible) with a lot of difficulty that was going on. It was like, hey (Bill), you get in here and bridge the gap (unintelligible), but in terms of other things (unintelligible) will be (Ron Hasberg) (unintelligible) for (unintelligible) and...

((Crosstalk))

Woman: But, yes, he has been working as an advocate for all (unintelligible).

Woman: So...

Woman: Last two things is the (BIE) work. One of the things I just did not hear mentioned yesterday when the (unintelligible) presentation was that there is an opportunity for negotiated (unintelligible) and there is an opportunity for – what they have done is they have sent out a request for participants on a committee – multiples times. They've been doing it since December and they have (unintelligible) – a month or so they sent out a number of requests and they've been having a lot of difficulty with getting people onto that committee and so therefore they haven't started the negotiations (unintelligible) it, which honestly is a concern.

Man: Can you step back? Explain that a little bit more.

((Crosstalk))

Man: This is (BIE) reform?

Woman: No, it's not reform. This is – so under (unintelligible) (BIE) has responsibility (unintelligible) creating a safe plan and (unintelligible) to create an accountability regulations and (unintelligible) carve out in (unintelligible) that says that they have to do this by (unintelligible). They need to do that and I know that they have obligations that are going to be starting about their state plans, but they also (unintelligible) and as I see it I don't know if you all are on or have a (unintelligible) to be on the committee, but it sounds like if they need (unintelligible) more people (unintelligible).

((Crosstalk))

Woman: One of the things that I know that (BIE) is having trouble with is that (unintelligible) here is that they needed to do a (unintelligible) under (unintelligible). And so this is the outdated – I mean (unintelligible) and at one time they had requested nominations that never followed through. So they had all these leftover nominations. They decided to start over again about a year ago and because they had not received enough nominations from tribal leaders is what they told me.

So some of these organizations are trying to (unintelligible) nomination, but it has to be from the tribal leaders. And that's (unintelligible) so yesterday (unintelligible) finally enough to (unintelligible) through, but the deadline is October 3 and they do have it broken down by region how many reps from each region that they would like. So (unintelligible) – the third is Monday?

Woman: Yes.

Woman: So FYI (unintelligible) I apologize for (unintelligible) I think it's very important.

Man: I'll send a...

Woman: So thank you very much for...

Man: Message to (Anne Marie) right now and I'm going to (unintelligible) and then I'll say we might have some volunteers here. So if you can send me an email if you're interested in being – before the deadline, at least your name in there. Is anybody else (unintelligible) that way?

Woman: Only the (unintelligible) – do you know if there's anything you have to do with our ethics office if you volunteer for the negotiated rule making?

Man: I was on the - (unintelligible) negotiated (unintelligible)...

Woman: No, I know. I understand, but I'm just saying did they give you any guidance or is there anything you need to do? I just wanted to be sure if that's the case folks should check it out.

Woman: I'll get an email out to (Deb) and Tina if there are any items you need to be sure that you need to do before you serve.

Man: Okay...

Woman: Okay.

Man: So what I'd like to do – and (unintelligible) meet the deadline is (unintelligible) put your name and it needs to be (unintelligible) the deadline and we might have to do something more after that (unintelligible) check that (unintelligible).

Woman: Is it (unintelligible) turn that around as well. So moving on to that – the other thing that I think I spend another 50% of my time on – and if you check that my math is correct – but it's tribal consultation. And so, with that, I'm going to move into our discussion about the (unintelligible) in general. For this modular, or so to speak, presentation is just (unintelligible) expectation inspired, actions outlined in the Department of Education prior to consultation (unintelligible). That's why (unintelligible) it's not (unintelligible).

And then in order to do that I want to give you a guys a little bit of background about the process that had occurred to get up to the point that we're in right now. Of course, all (unintelligible) have to consult the trust governance and that is through the executive orders and then the (unintelligible) complications policy was drafted and published by the Department of Education.

Our current policy was drafted and developed on November 14, 2015. What happened – what we decided to do there is, there is a forward facing upper casing private consultation policy, but there is also an internal memorandum that called an (ACS) directive or Administrative Communications System that outlines the specifics of how tribal complication policy – how tribal complication is supposed to work (unintelligible).

So, essentially, (unintelligible) it has now been woven and engrained into the actual fabric of the department and it is now a management document that – or outline what is (unintelligible) complication.

That's on the end of (unintelligible) before coming and that is true.
(Unintelligible) working on the ACS directive for tribal complications.

Woman: What is ACS?

Woman: ACS stands for Administrative Communications (unintelligible). A document that (unintelligible) says (unintelligible) relate to tribal complication policy (unintelligible). That document I've been working on for over a year. Anyways, I started on it and (unintelligible) I continue to work on it to get kids heart. I've gotten a lot of pushback on (unintelligible) and it has taken many different colors throughout the department and as a result this is something that we wanted to send out just shortly after we developed the tribal consultation policy.

So just shortly after November 11 we wanted to go ahead and (unintelligible). Of course that is not going to happen and as a result of that (unintelligible) is because we need someone to make sure that this happens and is implemented in the next administration.

Man: So the way I see this is (unintelligible) – so the President issued the executive order that created advisories (unintelligible). Departments created (unintelligible) policy (unintelligible) and then this is intended to be an articulation of how that happened. And so this is critically important because – so a new administration – let's say a new administration is not going to revoke the executive order and not revoke the consultation policy, then it's critically important that this (unintelligible) so that it spells out how it actually happened. If you don't, then it's kind of loopy goosy (unintelligible) so we need (unintelligible) to push that.

So what's unfortunate is the bureaucracy is obviously finding some points of resistance for it because it tells you how you have to do certain things. Bureaucracy either transfers within, you know, (unintelligible) and so is it possible for us to see a draft of it so we can (unintelligible)?

Woman: Yes, so I have been given permission to (unintelligible). It has to (unintelligible) done by the assistant secretary for management (unintelligible) I will send it to (unintelligible) policy with this application and all of that (unintelligible) contact information (unintelligible) any questions at all about how (unintelligible).

Man: Is it likely to (unintelligible)?

Woman: (Unintelligible) my hope was that, you know, when you (unintelligible), you know, (unintelligible) horrible (unintelligible) it is my hope that I would have (unintelligible) pass that around to you all today. (Unintelligible) to the assistant secretary a month ago (unintelligible).

Woman: You said it was (unintelligible) management? (Unintelligible) just generally?

Woman: So there are diverse initiatives at the department. There's (unintelligible) in the department – hiring and that kind of thing (unintelligible), but also just that general operations that go on in terms of how (unintelligible) department (unintelligible) are created, how those (unintelligible) they operate under – the different things that (unintelligible).

Woman: Just a point of clarity, the policy has been approved. It is public and you can have that copy right now. I believe at our last NACIE meeting we did try to distribute it. If you don't have that, holler. We'll get it for you.

Man: (Unintelligible).

Woman: Yes.

Man: Yes.

Woman: And so what this is doing is looking at all of the programs within the Department of ED and how do they relate to that consultation policy? Because for a very long time it's been perceived that that's something that Indian ED programs do.

Man: Yes.

Woman Yes, (unintelligible).

Man: (Unintelligible) saying.

Woman: Yes, and to amplify your point that you made earlier (unintelligible) this is how this sticks. Like the (unintelligible) directed is how we make that this continues.

Man: Right.

Woman: Even if someone decided that the executive order, you know, the next president decided (unintelligible) change it or whatever – so this is how (unintelligible).

Man: So (unintelligible) a copy (unintelligible)?

Woman: (Unintelligible) my ultimate desire to get it to you (unintelligible).

Man: (Unintelligible) people working (unintelligible).

Woman Are there (unintelligible) schedules and consultations planned that (unintelligible)?

Woman: So we had four types of – here’s another thing that I want to also share with you all – and it’s oversharing (unintelligible). The Office of Indian education is (unintelligible) basically all the (unintelligible) that happens at the department, which is unfair to (Joyce) and unfair to her office because she (unintelligible) have to pay out funds that are supposed to be related to consulting (unintelligible) OIE programs for essentially the entire department. And we have had to add onto the programs by putting – say, for example, (Essa).

(Essa) is something that we needed to consult on – (Essa) is not a program going (unintelligible) office. There are seven other titles in there – either other titles in there and the (unintelligible) that it did (Essa) came from (Joyce)’s credit to take one of those different complications. There were four complications in Tulsa, Oklahoma, Spokane, Washington (unintelligible), Orlando, Florida (unintelligible). It was tribal year (unintelligible) and I’m not sure.

Man: (Unintelligible).

Woman: Yes.

Man: Yes.

Woman: And then also (unintelligible) as well has (unintelligible). So what we consulted on (unintelligible) native range (unintelligible) report (unintelligible) grant as well. So those four complications are (unintelligible) in terms of complications that were planned. There aren’t any other additional complications that are planned per say unless, you know, (Joyce) (unintelligible).

Woman: We also held webinar consultations for the teacher quality program and for the native Americans and (unintelligible) programs under (unintelligible). And those two programs were conducted with the same 30-day notice, but they were webinar only for lack of ability to have on-site. And, as a follow-up to the four consultations this spring and summer, we also had webinars again two different times – same presentation – on the native language because we didn't get as many comments as we had hoped for and we had questions that we needed to resolve before we could develop notice inviting applications. And so those two were held at the beginning of September.

Man: Is that closed then?

Woman: Closed.

Man: (Unintelligible) you still take comments (unintelligible)?

Woman: We could still take comments. It may be challenging to get it into the NIA for this first round.

Man: I don't know if (unintelligible) (Harper)...

Woman: Yes, she did. She did.

Man: You got what you need then.

Woman: So this slide is (unintelligible) more internal (unintelligible). So (unintelligible) complication is (unintelligible) and this was during (unintelligible) presentation for (unintelligible) and so they seem very elementary and (unintelligible) working with the Department of ED staff

(unintelligible) that they don't know very much about (unintelligible) they don't know very much about (unintelligible). The first true or false question is, it is not protocol for the tribe to reach out to ED staff outside of the complication (unintelligible), therefore, ED doesn't have to consider tribe concerns (unintelligible) and (unintelligible) directly to the (unintelligible) is that true or false (unintelligible) policy? (Unintelligible).

Woman: False.

Woman: That is right. So we do – we consider (unintelligible) complications, but it also doesn't mean that (unintelligible) generally (unintelligible) provide input on anything that (unintelligible) department (unintelligible) sending a letter to the secretary, sending a letter to (Joyce), sending a letter to (Bill) or wait to do that – requesting meetings, those kinds of things to get that. The next (unintelligible) is the tribal (unintelligible) under ED's complication policy to check-in with ED after a complication activity to insure that their ID (unintelligible) have been considered and (unintelligible) – true or false?

Woman: False.

Woman: Yes, it's also false. It is not the (unintelligible) to do that. It is – and I'll show you exactly how this works. It is ED's responsibility to make sure that we communicate to tribes who participate (unintelligible) and then what we did with the comments that we receive. So make sure that (unintelligible), but in consultation – consultation per the executive order consultation is to be meaningful and timely and input is also a very important thing to highlight there. We have to make sure that we do this in a way that is empowering, but also we need to do it before actions are taken.

So, for example, there's an (NIEA) coming out called the native language grant. We consulted before the (NIEA) came out and so (NIEA) (unintelligible). So that (unintelligible) (NIEA) come out and you're looking and saying, I don't think this is a program that has something to do with native children. I didn't see any complication (unintelligible) that's a red flag. (Unintelligible) complication on that.

There are four different phases to our consultation. There is identification, (unintelligible) of an issue or a topic or something that needs consulted on, then there's notification – notification to the community that there is an opportunity to consult and then there's the opportunity, which is basically for input – basically the consultation event. And then also there is that open period of time which it takes comments (unintelligible) that (unintelligible) tribal input and then there's follow-up. Follow-up is a part of our tribal consultation policy. It is not (unintelligible) – I guess I notify, get your input and don't follow-up. Follow-up is (unintelligible).

So identification – essentially, like I said, you're referring to the (unintelligible) of this proposed action that may affect tribes or a topic that could potentially effect the tribes. How did that occur? How did we find out that? It can be (unintelligible) internally – so someone like (Joyce), someone like (Bill) – someone like (Joyce) says, hey, (unintelligible) should probably be consulting on this or it can occur externally. So a tribal leader writes a letter to the secretary and says, hey, (unintelligible) – we need to consult (unintelligible) about it.

Notification – we have to then alert tribes that (unintelligible) different options and there's opportunity to consult and that there is something out there that may potentially affect them and then we need to offer the whole consultation. We have to give 30 days' notice. There needs to be a notification

that is sent out and we need to do it effectively so that doesn't mean bearing it at the bottom of (unintelligible) magazine, you know, or something or putting it in some place that we know that tribal communities don't really look in or (unintelligible) questionable about (unintelligible) notices. So those are things that we should – that you guys should also consider about that.

Tribal input - (unintelligible) consultation for and make sure that we capture the input so there should be (unintelligible) reporting at the complication event.

Follow up – ED is supposed to insure that appropriate documentation (unintelligible) are considered in decision making and also with sharing those (unintelligible) tribes work with the native American (unintelligible).

Identification – how does it work? How do we know that we should (unintelligible)? So proposed priorities and regulations for all (unintelligible) things like (ESSA) – some of the other types that are in (ESSA). We suggest that those things are consulted on.

They may not have an impact on tribes and it may be hard to determine, but as we know things that effect all students it is going to affect native American students so those things that we suggest the department consult on. Any proposed changes that are made – say for example, there's a grant that's already out there and the grant, for example, (unintelligible) grant. That grant added a new priority (unintelligible) Indians and Alaska natives. It's important to consult on that because that was a new change.

Major changes in additions to grants (unintelligible) policy (unintelligible) we strongly encourage (unintelligible) as well. And then any action having a direct tribal implication – so things that are related to (unintelligible) office,

(unintelligible) programs under (unintelligible) (Perkins) or other programs (unintelligible) or that are coming out of the office of (unintelligible) education – those are things that we also need to be (unintelligible).

And then negotiated (unintelligible) making – this is something that I really want you all to be aware of that we are required to consult – are required to have tribal representation at our negotiated (unintelligible).

Man: I have a question.

Woman: Yes?

Man: So I really like the way that you laid this out and what I'd like to do is – because I've been asking for this (unintelligible) advisory (unintelligible) is that consultation be (unintelligible) department under this administration clarifies what it is that should be done and this is the first (unintelligible) that I've seen somebody actually (unintelligible) out. So I appreciate that. So I'm going to share, if I can get a copy of this, with (unintelligible) that she (unintelligible) secretary (unintelligible) because she went to the White House council. So it could affect (unintelligible). So what I don't know though is how this may (unintelligible) and when it would be negotiated (unintelligible) consultation. I think (unintelligible).

Woman: So our consultation (unintelligible) are (unintelligible) is an opportunity for (unintelligible), but that is – that's one aspect of it. So, as you noticed when you were (unintelligible) participated, you do that (unintelligible) and gave input, but there was not an – there was no additional opportunity provided to give specific input on those regulations other than the broad blast to everyone (unintelligible) and then the other way to provide input (unintelligible).

Man: Yes, because (unintelligible) consultation and I did (unintelligible) because I didn't feel like I was getting – that I was usually getting heard in terms of the issues and (unintelligible) – I negotiated (unintelligible) my tribal leader (unintelligible) and so what would be helpful is for the listening (unintelligible) I think that's helpful too is (unintelligible) figure out how that fits in with what (unintelligible) and it has the potential for being able to be (unintelligible) do so. We're asking for every agency in the transition (unintelligible) administration (unintelligible).

Woman: Yes.

Woman: And if we could have the recommendations that were included – that's really what you're saying. If (unintelligible) can have that that would be what recommendations (unintelligible).

Man: This is really good.

Woman: Yes.

Woman: Yes, and I just want to add that I've also participated (unintelligible) as a tribal leader when we were rolling out the diabetes initiative. One of the things that we've added in here is the internal processes and I think it's important to know what those internal processes are too such as – this is the first time I've heard of this (unintelligible).

While we're here I wondered if we could just get a – I'm not saying of our policy, but any other to take a look at it, see what kind of internal processes you have or something that (unintelligible) under the (unintelligible) for management since we've been here these past few days we've learned about (unintelligible) the more in-depth behind the scenes work that is going on.

More so than any of the meetings and it's unfortunate that we're almost (unintelligible) and now we're learning about all of this. (Unintelligible) help us to get to tribal consultation, particularly around the internal workings would be helpful if we can get that possibly today or emailed to us about what this (unintelligible) portion.

Woman: I have a flow chart and if this information is generally helpful to you, for example, (unintelligible) this is the overview of what the tribal consultations are (unintelligible) so if I can skip to the (unintelligible) directed work then that would provide you – it is an overview – it is (unintelligible) documented (unintelligible), but it is an overview (unintelligible) how it is (unintelligible).

Woman: (Unintelligible).

Woman: (Unintelligible) check out (unintelligible).

Woman: Yes, let's do that. Let's take a break for 15 minutes - (unintelligible)?

Woman: Yes.

Woman: Okay, it's 11:06. We can be back at 11 - (unintelligible).

((Crosstalk))

Woman: I wanted to go check (unintelligible).

Woman: You do.

Woman: Yes.

Woman: I don't think (unintelligible).

((Crosstalk))

Woman: You absolutely do.

Woman: She says it just takes a while for (Carlson) to send a confirmation.

((Crosstalk))

Man: Hello, this is (unintelligible).

Woman: Yes.

((Crosstalk))

Woman: Man, that was so close today. Thank you. We don't know what we don't know. And (unintelligible) because we have (unintelligible).

((Crosstalk))

Man: (Unintelligible) taking into consideration all the bags – all the (unintelligible). If we looked at compassing – I've been in my role for 16 years. I bet you (unintelligible) contribution to Indian (unintelligible) is probably about 20 minutes.

Woman: This is (unintelligible).

((Crosstalk))

Man: Yes, on my team. You have to be (unintelligible) college, you have to a 3-point for your GPA and (unintelligible), but I just got – I was just emailing, I just got a notice that identified my recruiter (unintelligible). So what I do is I just forward (unintelligible) it's up to the recruiter.

((Crosstalk))

Man: But they pay for the travel there, home – I know, but they pay for the travel. They pay for their (unintelligible) a portion whatever – they choose to live, but they give them a stipend a year for living and they pay him \$21 an hour.

Woman: (Unintelligible) get on it.

Woman: I mean I kind of have it. Right? (Unintelligible).

Man: Yes, I can see (unintelligible).

((Crosstalk))

Woman: She was coming in as I was going out. (Unintelligible) thought she (unintelligible).

((Crosstalk))

Woman: Where are you?

Man: Help me out – (Janelle) did that. That's her.

((Crosstalk))

Woman: Yes.

((Crosstalk))

Woman: Yes, I better (unintelligible).

((Crosstalk))

Man: Click on that (unintelligible). Did you (unintelligible) on purpose?

Woman: (Unintelligible). You weren't in there.

Man: (Unintelligible).

Woman: (Unintelligible).

Man: Do not do that.

Woman: (Unintelligible).

Man: You did it on purpose. (Unintelligible) I did it on purpose.

Woman: Oh.

Woman: Yes.

Woman: Oh okay, so you actually weren't there.

Man: I was there. (Unintelligible).

Woman: You were there?

Man: I was standing right next to (unintelligible).

Woman: (Unintelligible).

Man: (Unintelligible) and didn't even know. (Unintelligible).

Woman: Oh my god.

Man: Hey, (unintelligible).

((Crosstalk))

Man: Are you there? (Aaron).

((Crosstalk))

Man: Hey, can you (unintelligible)? At 1:30 (unintelligible) because I
(unintelligible).

((Crosstalk))

Man: (Unintelligible).

((Crosstalk))

Man: Yes, so you'll have to (unintelligible) and then bring them (unintelligible).

((Crosstalk))

Man: Another good job.

Woman: Oh, thank you. I appreciate it. Are you heading out?

Man: No, no I have to (unintelligible).

((Crosstalk))

Man: Well I texted my driver.

Woman: Send it to that email? Okay, (unintelligible). Okay, (unintelligible).

Man: Okay.

Woman: Thank you.

Woman: You're welcome.

Man: And guess what, you don't have to change my (unintelligible).

Woman: Oh really?

Man: No, you don't have to change it.

Woman: You (unintelligible) that time.

((Crosstalk))

Man: I confused her person because Nike always books my travel for me.

((Crosstalk))

Man: We budget it in for me to be a part of these meetings.

((Crosstalk))

Man: Hey, so (unintelligible).

((Crosstalk))

Woman: You are (unintelligible) there.

((Crosstalk))

Woman: (Unintelligible) show up.

((Crosstalk))

Woman: Yes, he was...

Woman: He probably ducked down.

Woman: He was standing behind this and the only thing you can see – you can see – well either that's her hair or he said he was right behind her.

Woman: He ducked down.

Woman: Oh, I don't see him.

Woman: I don't either, but...

Woman: That's her right there.

Woman: That's her hair – right. He said he was right behind her.

Woman: He was hiding.

Woman: He was hiding behind her.

Woman: He don't want to take a picture (unintelligible).

((Crosstalk))

Woman: Who said that?

((Crosstalk))

Woman: That's what it says on the website – on our website.

((Crosstalk))

Woman: (Unintelligible) they start bugging me about a transcript. So make sure you cover yourself.

Woman: Oh, this is so neat. Who did this?

Woman: (Janelle).

Woman: (Janelle), that's awesome. That is so neat.

((Crosstalk))

Woman: You're welcome.

Woman: Wow, that was quick too.

((Crosstalk))

Woman: I love it, thank you. That is so neat.

((Crosstalk))

Woman: Yes, I did too.

((Crosstalk))

Man: What's up?

Woman: I'm going to need to (unintelligible).

((Crosstalk))

Man: You sent me all those papers. I sent them back right away.

Woman: No, no (unintelligible). Not the beginning stuff.

Woman: Right, you just have to read this before you leave.

Man: Can you print it?

Woman: Yes, I'm going to print it now. You just have to read it...

Man: I'll read it very quickly.

Woman: Thank you.

Woman: Perfect, thank you so much.

((Crosstalk))

Woman: I think I've heard of it.

((Crosstalk))

Woman: Put your name (unintelligible) show the number.

((Crosstalk))

Woman: (Unintelligible), but the line is so long.

Woman: Really?

((Crosstalk))

Man: (Unintelligible) took something. It's not working.

(Crosstalk))

Woman: Because we're not voting on anything we're (unintelligible). We're going to lose (unintelligible).

Man: (Unintelligible) 5:15?

Woman: 5:30. I'll probably get out of here at what? 3:00?

Woman: We probably should – the crazy weather.

Man: 2:45 I'm...

Woman: Are you guys on?

Woman: Mm-hmm.

Woman: Okay, let's go ahead and reconvene and get through this presentation and then we have one other from (unintelligible) on the strategic plans (unintelligible).

Woman: did you just take a picture of it?

Woman: Mm-hmm.

((Crosstalk))

Woman: Yes, (unintelligible).

Man: I was trying to get us a ride, but they had an Uber driver (unintelligible) and I asked him, hey, can you give me a ride?

((Crosstalk))

Man: give it to (Joyce). I mean – not (Joyce), but (Janelle).

Woman: I'll take one though.

((Crosstalk))

Woman: Do you want to (unintelligible)?

((Crosstalk))

Woman: (Unintelligible) is going to start presenting again, but we're going to run out of time again.

Woman: Okay, so this is (unintelligible) – I know, I apologize because I know that she did not (unintelligible) read what is in here. If I get a free moment, probably during lunch, I can go to ED and print off a copy for you all (unintelligible).

Man: (Unintelligible)

Woman: So to start off, the first thing that happens is our designated office (unintelligible) any particular office within the department – so that could be (unintelligible), that could be (OFPE), that could be (unintelligible) – any particular office may receive an inquiry. And that inquiry could be (unintelligible) internal or external – meaning internally someone within the department has said that we consult on this or externally (unintelligible) a letter (unintelligible) on this particular topic.

Man: (Unintelligible).

Woman: That essentially results in what is called a consultation.

Man: (Unintelligible).

Woman: That was when we started (unintelligible) ourselves we need to think about consulting. We have – there are regular responses, like our regular (unintelligible), which (unintelligible) consultation officials (unintelligible). It is a person who is responsible for withholding the (unintelligible) and the other – say, for example, there was something that needed to be done – all of the different complication events are already (unintelligible) for the entire year (unintelligible) four of them and the OPE decides, hey, I think that needed (unintelligible), but I can't make any of the consultation events that you have already setup (unintelligible) project a really big (unintelligible) a tremendous amount of time and that will require a completely different consultation and then OPE and the tribal consultation is (unintelligible) responsible for getting that (unintelligible).

So what happens it's just a regular consultation. There is a conference with what is called the tribal consultation workgroup. In this workgroup are the senior officials, (Joyce)'s office, your – our office of communication, our policy (unintelligible) and (unintelligible) as well as the office of the secretary. So all of those people come together – plus (unintelligible) in the department (unintelligible). So that means that we might have invited (unintelligible) to that particular convening of the tribal council workgroup.

You then determine what it is that we're going to (unintelligible) on, but essentially every year (unintelligible) what we need to consult on (unintelligible) this year, what is the topic and we're going to setup several different consultations throughout the year and then notify (unintelligible) are out there. After that it involves a particular tribal - few people we are calling our (unintelligible) every office in a department has a representative – or will have a representative once they get (unintelligible) signed – has a

representative who is responsible for being the point of contact for anything related to tribes.

So that means that they must – if there is an inquiry that they (unintelligible) office. They're responsible for getting that consultation (unintelligible). If there is planning for a tribal consultation event, that means that that tribal liaison official person – that (unintelligible) is (unintelligible) in that conference. If (unintelligible) tribal official, then they don't need (unintelligible) and then they intentionally (unintelligible) process for them (unintelligible).

So the PCW has (unintelligible) is what we need to consult on (unintelligible). If, however, (unintelligible) and OESE we consult (unintelligible) prospective (unintelligible) complication official and they will essentially plan out the tribal consultation. There is a possibility we have written incident (unintelligible) that a tribal liaison official might say, I actually don't want to have a tribal consultation. I don't think that we need to do it. There is a process for handling that and I'll get to that.

So on a case by case basis – this is a completely different (unintelligible), but say for example, like I said, OPE (unintelligible) and they can't make any of the other consultation opportunities that have already been (unintelligible). The tribal consultation officials meet with the (TLO) and they'll review all of the different factors, (unintelligible) specific factors that are laid out in our tribal consultation policies.

It's already in our public policy, but then it is also in the internal (unintelligible) as well of what consists of or what essentially is (unintelligible) whether or not (unintelligible). If the determination is that, no, there is no need for the consultant on that then the tribal (unintelligible) may

want to do some outreach or some support and the tribal consultation officials will make sure that the opportunity can be shared with the tribal (unintelligible) native American community.

If, for example, there is an agreement between the (TLO) and the (TPO) (unintelligible) have that consultation, then that means that the (TLO) and (TPO) will essentially plan how the consultation will go out (unintelligible). You know, make sure that they have the event, after the event happens (unintelligible) person in that particular (unintelligible) responsible for incorporating all of that policy (unintelligible) into the new policy. They are also responsible for making sure they keep up with any tribe that makes any inquiry about (unintelligible) and (unintelligible) input (unintelligible).

Let's say, for example, that there is (unintelligible) about the – between an (unintelligible) and a tribal consultation official about whether or not they should consult. The (TCW) will have a get together and they'll review and listen to why that office has determined they don't want to (unintelligible) particular topic and then the (TCW) will eventually advise and make a determination. If the tribal consultation work (unintelligible) not on the same page, then that gets elevated to different office to particularly the office of the deputy secretary, which is (unintelligible) before (unintelligible) contains the secretary and he will give his final opinion (unintelligible).

That is a very high-level explanation of what (unintelligible). So workflow and the flow chart in front of you. I'm sure you'll have questions. I'm here for the rest of the day. I'm happy to answer any of the questions that you have.

Man: Eye chart?

Woman: Does anyone have any questions?

Man: Eye chart?

Man: Maybe you can just email this out to us.

Woman: Yes, absolutely. I'm going to try to get you guys a physical copy, but then also (unintelligible)

Man: That's what our charts look like at (unintelligible).

Woman: Yes, okay. (Robin)?

Man: (Robin).

(Robin Butterfield): Well I just – I really feel like the what, so what, now what question. So what I'm hearing is if we're supposed to provide input into a transition plan, then these are the things that I heard maybe should be included. That the ACS directive on tribal consultation is – needs to be signed by the new secretary that comes in. Right?

Woman: This current administration can sign that and it will become a new document (unintelligible) the next administration.

(Robin Butterfield): So then they would need to be briefed on it?

Woman: They would need to be briefed on it and they would need to essentially make sure they do (unintelligible).

(Robin Butterfield): Okay, so then another thing in terms of transitioning is just a recommendation that the department in general should look at when they're

going out to visit tribes that they look at regional – or look at diversity and gain sort of the full breadth and depth of Indian country. Is that like a recommendation that you made? And then another one that I heard is it does not seem fair that consultation should come out of OIE's budget. It should come out of whoever is needing the consultation.

So if it's (ESSA) it should come out of the (ESSA) budget. If it's (Vulget) it should come out of (Vulget) budget. So I think that should be in there somewhere. Those are the ones I heard.

Woman: Okay. (Unintelligible), (Patsy)?

(Patsy): (Unintelligible) working out to provide information. That was the same question I was going to ask too was about the budgeting. I did hear that, but it is an issue in that we do need to make sure that we're making recommendations (unintelligible).

Woman: (Unintelligible) initiative.

Woman: So would this be a transition committee that continues to work (unintelligible)? I'm just thinking out loud. That we establish...

Woman: Could you say it a little louder? I can't hear.

Woman: I'm just thinking out loud. It came to me that maybe we have another sub-committee of putting (unintelligible) together for (unintelligible) – that's just an idea.

Man: Yes.

Woman: The only challenge with that is Madam chair is after the sub-committee has come up with whatever recommendations we would have to coordinate with Tina and (Monique to have a full – so the full-committee could sign on whatever the sub-committee came up with.

Woman: I think that we're going to have that full committee meeting anyway (unintelligible)...

Woman: The director.

Woman: Yes, the director position that's going to be needing to be looked at as well. So that would be my recommendation.

Woman: The recommendation has been made that we're putting together a sub-committee to look at that.

Woman: Do you want to get on record who that will be? Do you have any idea?

Woman: Well I think we need (unintelligible) to take action.

Woman: Okay.

Woman: (Unintelligible).

Woman: We have one more presentation on the strategic plan and after that we can do recommendations. We can do an action item.

Woman: Right. Unless there's other questions or comments.

Woman: I think we're done.

Woman: (Unintelligible), thank you (Mia) – (Mya) – (Mia). (Mia) – (Mya).

((Crosstalk))

Woman: (Mia).

Man: Momma (Mia).

Woman: (Momma (Mia). I thought I remember (Mia) (Mia).

Woman: Momma (Mia).

Woman: Okay, well let's go on with (Joyce).

(Joyce): Happy second day, folks. How are you doing? I understand you received a copy that says draft strategic plans. And the way that this is coming about is that the office of elementary secondary education has a contract with an individual and his company that have been doing work with all of our program offices. And when they came to me and they were talking about what could we do that would benefit the Office of Indian Education and they were talking about management plans, they were talking about other possibilities...

Man: (Unintelligible) I don't (unintelligible). I'll come over.

Woman: That's what he said, right?

(Joyce): I understand I had your copy. So in the process of some brainstorming I told them that I was going to be retiring and that I was very concerned about what we were going to hand over to the next person. And I wanted to acknowledge

(Janelle). (Janelle) was an acting director for 2 and a 1/2 years for this office before I came into a be a full-time position. And during that time, had it not been for her, there would have been a lot more that had fallen through the cracks, but at the time that I came into the office we had zero people who were considered (CORS) – contract office representatives. And there is a separate office that handles all acquisitions, all contracts and they have a very stringent formal process to be able to protect the funds of the federal government.

And so they – the lack of having a person with core status meant that we were dependent on other offices for that (unintelligible) education – that mediation work that we needed to handle the funds that we operate within the Office of Indian Education. And I think – let me go through this briefly with you and then let's come back and look at some details.

So the first section is like a road map. This is a very rough draft. This is not in its final form. It was created by having the contractor interview and all of the individuals in our staff, individuals that we work with within the Department of Education, the White House initiative, the front office, the – Monique's office and our legal office. And so this is kind of a culmination of everybody's thoughts about the office of Indian education.

And so the recommendations are in the first page – we can come back to those because those are based on the rest of the information. And it looks at the key educational and policy initiatives that impact American Indian Alaska native education. Pretty much factual information, but all in one place, which that's hard to find sometimes. Really hard to find sometimes. And then some potentials for risk factors – some potential for concerns.

So the office of Indian education does have a mission statement. Active 72 established the office of Indian ED and the national advisory council on Indian education – NACIE. OIE's core mission is to facilitate and then we have a – we have major areas and these each relate to funds.

The first is the formula program that is distributed to all local education agencies, which to most of Indian country means (unintelligible). That's the program there where – that one is – has a stable at approximately \$105 million over the course of these five years has been a relatively stable amount of quite some times. There's over 460,000 students every year. So if you make the math, divide that out – somewhere between 150 to 200 per child per year for all of those programs and it is a supplementary program. It is not a core program.

The second one is special programs for Indian children. Special programs for Indian children are the discretionary grant programs that some of you are familiar with as well. That includes demonstration. My first job ever as a teacher was as a teacher at an alternative school funded through demonstration. At that time, it was title IV – it's been title V, title VII, title IX, now we're title VI.

The other path of that is the professional development program. Professional development has been in the business of – at first it was fellowships to American Indian students and colleges to gain their teacher certificates and certification. It became a program that is a – not a fellowship, but is subject to repayment. However, the repayment can be one month of training to one month of employment in a qualified entity. And so we have schools that have a majority of Indian students – or a significant number of Indian students. At one time we were required to look at 5% population in those Indian schools that was hard in urban areas. It didn't apply well and yet there were lots of

students there that needed Indian teachers as well. So we've been able to look for significant areas.

We've also broadened it to include head start programs, early childhood. We've also been able to accept tribal education departments as impacting American Indian students. So those – that's the criteria at this time.

The – this is the fund that has received the large increase in this past year. This is where native youth community projects (unintelligible). And in that it is a demonstration program and the absolute priority is native youth community projects. So, as you hear these terms, being thrown about sometimes...

Woman: (Unintelligible).

(Joyce): As you hear – they're confusing because they are the same programs, but you can't tell what's going on with them. And so I'm trying to make sure that you understand that these are named differences, not differences in fund. This was not a new fund that we received.

And the third area is one that I knew nothing about before I walked in the door. And I spend probably the majority of my time trying to make sure that this third area stays in balance - national activities. Indian – its exact title is a little bit longer than that, sorry, but the national activities is the fund that has programs and contracts that are designed to be of impact across the country. And these – this information that you see in that number three line is from the directive of how that is to be covered. The other problem...

Woman: What?

(Joyce): I'm on page 5.

Woman: Oh.

(Joyce): I'm sorry, I should have been telling you pages. I was trying to get through the whole thing because I think there's room for discussion and...

Man: Oh I see – okay, keep going. You're giving us the version...

(Joyce): Yes. I'm trying to help you hear a little bit more about what's behind some of these points. And that hard one is an area that is dependent – all of those contracts require a core person to be working with each contract. You cannot have a contract operate without a core. So, remember, we had zero in the Office of Indiana Education and so we've had to build our capacity to be able to handle the contracts that are under this line item. And so we have contracts for logistics. And my apology to NACIE because I want to tell you some people you've been seeing in the room.

Yesterday there was a blonde lady here in fact and you may have seen Tina and I talking to her at different times. She is a program specialist for formula programs, but she was doubling as a note taker for us yesterday and today we have – yesterday afternoon and today we have (Angela). She also is a program specialist, only she's a discretionary programs and works with the pay back system and professional development. She is our most recent arrival. She had been initiated by fire as the summer came on. She came on just before I went into the hospital and so without a lot of support and help she had to learn her job.

As the rest of these contracts are handled throughout all of the different areas – National Indiana Education Study is one of our contracts. You heard (Jamie

Deaton) yesterday talk to you. We also fund a contract that is the (EASY) system and that's your title VII grants and that is an electronic system that has enabled our 13-person office to be able to handle 1300 grants, plus all the discretionary in these other contracts. If it weren't for that electronic system, I think we would have had a very difficult time managing that. When it was paper process 10 to 15 years ago it was double the size of staff in our office.

So with that we have a logistics contract. The logistics contract was with Manhattan Strategy. So the announcement that you've been getting over the years that come out US Department of Education and then there's something about Indian Education – it's been where we've announced job openings, we've announced tribal consultations, we've announced major events or things taking place. Those were handled by a logistics contract and that logistics contract ended on Saturday – last Saturday and the new contract is now signed, but they haven't started working. And so we don't have the note takers that we usually would have for this meeting. That's the long story to get to this short point.

As we are moving now, we have a new contract with logistics. They will handle arrangements for NACIE. They will handle arrangements for the tribal consultation and they will be working with our office to manage a list of over 4000 names and that's who we send those fires out to and they are people who have been involved in grants. They've been involved in meetings. Will have taken part in technical assistance and then we have others that are identified because of the role that they're in and we're able to sort with that list to be able to send to regions, to tribal leaders, to all educators and that has been a tremendous help for us in being able to get information out to the public. Does it always work the way we'd like to? Not always. It's a challenge to keep all of these things rolling forward in good order and in a timely fashion.

Woman: Is it still the Manhattan Strategy Group?

(Joyce): It was and now it will be Tribal Tech. Tribal Tech will be handling this and there is a transition process in place to move information from the previous contractor to the new contractor.

(Virginia Thomas): (Joyce)? (Joyce)?

(Joyce): Yes? Yes?

(Virginia Thomas): This is (Virginia). I didn't get a copy of that. Is there a way I can, you know, get an email on this or something?

(Joyce): I'm just now having it sent out to you. I just now asked for it. I saw your text just now.

(Virginia Thomas): Oh okay, thanks.

Woman: Sorry, (Virginia). They got this overnight. We were running back and forth yesterday. We weren't – my phone wasn't sending information to (Angela) appropriately and so we didn't get it until last night and Tina made hard copies for the group this morning.

(Virginia Thomas): It's hard sitting on the phone and listening to this when I want to be there so bad.

Woman: We miss you.

Woman: (Joyce)? What about that – the 360. Is that under this as well? Is that under the website for title VII?

(Joyce): We have two communities of practice. One community of practice – and you're right – it's the Grad 360 website. And that's part of the title that they have still used and that name. I'm not sure why we have it titled that way, but yes. And that's under the formula program. You can always get to that by going to the ED.gov engine education and it is a link under there. And it does have a lot of the resources. It will be where we have the list of all of the LEAs that are 40,000 or more.

Woman: Is that a contract as well?

(Joyce): It is a contract as well. That's under the ED contract.

Woman: Cool.

Woman: I'm sorry. Are you able to (unintelligible) now? Is your phone working now?

Woman: My phone isn't working.

Woman: Okay, so we don't have – I'm sorry, (Virginia), we don't have an electronic copy to send to you right now.

(Virginia Thomas): Okay.

Woman: We'll get it to you right after.

(Virginia Thomas): Okay, thanks.

(Joyce): (Unintelligible) the research the national activities – yes, we have some of their contracts. We also have a technical assistance contract. That technical

assistance contract is serving NYCP and step grantees and that is going to – that has another community of practice. It's only been up and running for less than a month and that community of practice is going to hold resources relevant to those partnership programs that both of those grants are.

We are also holding technical assistance day the day before the start of NIEA on October 5. And the grantees have been directly invited to attend that and they will be in a session kind of summarizing where they've been for the first year. Our new grantees who are just – that will have just been awarded this week will be invited if they're already in the NIEA they can attend that TA day as well.

Then we have added - in 2012 there was \$2 million that was rolled into national activities. Under that we started having discretionary programs under national activity. The step grant is under national activities, not under these other grant program funds. When ESFA came out they also identified the native American language – the various (unintelligible).

They're calling it an emersion (unintelligible), but that's only in the title and the challenge will be how we can take 20% of national activities, the total for national activities is \$5,000,565 - \$5,565,000, sorry. And 20% of that is equal to 1.1 million. For native language programs for all 567 tribes, how we can we make something (unintelligible). That's why we've done so much consultation this year about that native language grant program. It is so small amount of money and we have – it is such an incredibly large need. It is the single thing we hear every time we go out (unintelligible).

Woman: Did you get additional funding for that this year?

(Joyce): No. No. We have – there is a request as the new budget rolls – yes, there is hope, but at this time that’s all I can count on is a million-one.

Woman: Oh. So (unintelligible) recommend the budget?

(Joyce): It’s possible. I’m pleased that we’ve got the continuing resolution and we’ll at least be open on Monday. We will be there on October 5. So either you have a summary hear of a lot of the work and (unintelligible) but I’m trying to make sure that you hear, is that there are a lot of these things that were not apparent to me as I came into this position. And so as you are looking at this new person coming in – as you’re looking at where does this person sit within the office. You – there are a lot of things to look at in how they roll with or don’t roll with this position.

Okay, page seven – okay.

Woman: I have one more question.

(Joyce): Okay, yes?

Woman: So where did the consultation come out of? National (SAP)?

(Joyce): Logistics.

Woman: Oh okay.

(Joyce): That logistics contract that we have is where we also handle the consultation (unintelligible).

Woman: But is that under the third one then?

(Joyce): The third one.

Woman: Okay.

Woman: What is the amount (unintelligible) for the consultation? I'm curious.

(Joyce): NACIE consultation list served and the total for that contract is about 360,000. It is also the contract that when we do a peer review for a new grant application we are able to roll over the cost of that from the fund that is making the grant into there to be able to cover the peer review costs.

Woman: (Joyce), another question. On the NIEA that's under national activities – or that number three as well. So isn't there – so the over sampling piece of that. That was not done in this last go around. Is that correct?

(Joyce): They still over sampled in the 2013. They continued to over sample in those states, but there was not a separate report that was produced since 2013. As I understand, their report they are looking at a couple of reports coming out. The first one will be – is a draft. It's not coming out yet.

Man: Do you have (unintelligible)?

(Joyce): And that was with (Jamie Dean) yesterday.

Woman: Right.

Man: So can I take (unintelligible)?

(Joyce): Uh huh.

Man: So I read that report and I'm trying to make use of it for my dissertation and I think the way that the data was coming (unintelligible) conclusion (unintelligible) period. So I don't know if that came up. It was some criticism a little bit. Is it almost – it almost looks like if – it almost looks like culture is detriment to (unintelligible) in the way that it was written. And I don't know if it's the way they operationalized the study. It was very complicated. That's for the data part. It's the reporting and drive conclusions from it. And I...

(Joyce): I agree. I know that there are some shortcomings for how the data is coming out. Part of this is the same problem that Indian issues have in all research that is stringent. The more stringent the research requirements are the more challenge we have in our small communities where somebody could be identified or where the information can't be generalized from this group to that group. And so there's difficulties in how research happens for us. There is an advisory council for that NIES study and it is predominately native people.

Man: So I guess my next question is (unintelligible)?

Woman: Yes.

(Joyce: Yes.

Man: Okay, because I'd like to know more about that. Because I – again, and I don't mean to be, you know, (unintelligible) stepping on anybody's toes, but just the way the report is written. Let's say somebody in congress – they're going to say, look at these Indians they're talking about bringing back (unintelligible) language and this report suggests that that lowers performance. So that – and I speak – I talk (unintelligible) NCAI and also (unintelligible) and that's kind of the impression that that report does give.

So I'm worried about that and so I don't – so like – I don't know. I need to know more about that group that helped coach that study – the report and then there's a really important thing when we're saying minority populations and I know NTES guards the (unintelligible) nation and there's only certain people that can get access to (unintelligible) reporters and congressmen can try to get past that data and then write reports to fit their purpose. So the ethics of reporting is really important.

(Joyce): Yes.

Man: So I need to know more about that.

(Joyce): And there is a training session every year for American Indians to be able to be interacting with the data that NEIS is collecting.

Man: Good deal.

Woman: Yes.

(Joyce): I think it's challenging. There's no doubt to that.

Woman: Yes, so I've had a researcher who has attempted to do that and we have a very significant (unintelligible) population. However, we weren't included. And so that was interesting because (unintelligible) that report. It makes me wonder how we're addressing diversity there – (Robin) brought up, you know, how are the, you know, states being selected that are being, you know, (unintelligible).

Woman: (Unintelligible)

Woman: So that should be one of the recommendations is that we really take a look at (unintelligible) some way make some recommendations (unintelligible) report.

(Joyce): It is a large cost to the national activities every year.

Woman: Yes.

(Joyce): And it is something that was begun because there was no information on American Indians that was being accepted on a national basis. We have researchers and I know that at home there were always people with doctoral studies who wanted to study one class or another and we finally established an IRB to be able to guard some of that – over samples. And then misinterpret it and...

Woman: (Unintelligible).

(Joyce): For that contract?

Woman: Right.

(Joyce): it's a million-one. It will go down to 970,000 next year.

Woman: I could do all 50 states for that cost. (Unintelligible).

(Joyce): If you had the data in front of you in the first place though. They're getting the data.

Woman: No, I would go get the data. We go get the data. So that's why I really encourage every state to do their own because every state is different and (unintelligible) different story – some different questions to ask. That's, again, something to look at is how are we doing these studies?

Woman: I just (unintelligible) a little bit. Just to go back to the baseline for information collected for like – for the (FEAC) plan. That when they look to see how, you know, they're native (unintelligible) are performing, that your suggestion there of either being generally then having conducted some kind of study so that when they create their state plan they can adequately track the native view, adequately determine whether – how far they are behind or whether they are (unintelligible) at all or whether they're excelling. You know, that critical information is going to be needed – well is probably needed now. It will definitely be needed when states start creating their (unintelligible) plan next year.

(Joyce): Research is a challenge. The fact that our native language program is coming out of national activities means that we have to look at where we could cut anything and everything in order to do that. Because it's a statute, it came off the top. Then we have to see what else we can afford.

Man: (Unintelligible) one last one – I'm sorry. So when we got an update on the (unintelligible) for (NCAI) and that information – so I can't help but (unintelligible), you know, when we were looking at this data (unintelligible), you know, what – the integrity of the data and (unintelligible) getting it.

So this issue is much bigger (unintelligible). We're grappling with this (unintelligible) the health research advisory council and also the national (unintelligible) health tribal advisory council and we're wrestling through this and the child study that was done – basically they couldn't figure it up so they

dropped it. So we – when we criticized it's not that we're (unintelligible) it's because we wanted points.

(Joyce): Of course. Of course.

Man: Yes.

Woman: Well at our last meeting I had asked for who pays for the, you know, basic main study at the department. Is that...

(Joyce): Federal government. It's a department in its own. It's not who pays for it.

Woman: But my – well so my issue was why don't they pay for the over sampling? That's what I brought up last time. I mean, you know, it says trust responsibility is another agency and they have responsibly to pay for the over sampling. So what is the mechanism for getting their accountability? Do you have an idea?

(Joyce): By talking to the right people. And it's a good point that you are raising. It's the same point that we are looking at when we talk about programs that say all students. I didn't include these two and so it's the same question only in a different venue.

Woman: So (unintelligible) did you (unintelligible) with?

(Joyce): Institute of Education Services.

Woman: Scientists.

(Joyce): Scientists.

Man: So that's – to my understanding it was – it's been (unintelligible)...

Woman: (IES)?

Man: Yes – not at all.

Woman: No, not yet. No. IES is education.

Man: Education – okay. So I'm going to guess that the reason why we separated out is to be able to address separate issues related to American Indians. I don't know – you guys will know – maybe know the history of when it became (unintelligible).

Woman: 2005.

Man: Probably branched out because it wasn't addressing American Indian issues. So having it separate is important so that we can have some role in how they do it, but it needs to be – if it's going to be good information, you know, because garbage in – garbage out. We heard that yesterday. It's a (unintelligible) right? Because they're not doing the diversity. Right? And like (unintelligible) and operationalizing the study, but it's garbage. So they have to fully fund it.

(Joyce): We're a hard people to identify and the very fact that each of the 567 tribes creates their own enrollment criteria and we know how broad variation can be, it's a challenge. When we do our ED 506 forms for the formula program we are probably the most accurate of any of the data collectors on who is in and who is not. And you know that that is a fuzzy criteria. Because it goes to

second generation. So it goes beyond what those 567 tribes have established and it accepts a grandchild of any of those members.

Man: That's just like the – that's the Medicaid definition (unintelligible).

(Joyce): There are...

Woman: (Unintelligible) be collaborating with (unintelligible) partnership (unintelligible).

(Joyce): Yes.

Woman: That's what we discussed (unintelligible) we have or even reform.

Man: Yes.

Woman: (Karen) has information she wants to get out on...

(Karen): Oh. Yes. So Ms. (Butterfield) asked about (Nag) and I am aware that there's been an advisory board that advises on the nation's report card, the National Assessment Governing Board. So I don't know - I'm definitely not the content knowledge expert but at www.nagb.org, N-A-G-B .org you can read about their studies, when they meet.

They actually have a press release that I think has already gone out or may be going out where they're looking for members. I don't know how that'll intersect. But perhaps there's folks out in your community that could look at the press release and perhaps put in an application to be board members.

I don't know off the top of my head what their (slots are) prescriptive and their legislation, what the membership should be comprised of but I will say that for the time that I'm doing that, I don't remember to my knowledge that they've had very many or any Native Americans representation on that board.

Woman: You're absolutely correct. And that council - that board is over the other study and this study has its own council that it works with. And so it's this multi-tiered process.

(Karen): I'm sending the link now to (our audience).

Woman: Thanks.

(Karen): (Okay).

Woman: (Unintelligible).

(Karen): Yes. Okay. Thank you. (I'll do that right now).

Woman: So I was appointed recently to (them) and there were two things that came out of it that were very apparent. One, the funding issue and the whole council was in agreement this should not be submitted under the (early) budget. This is like more of the science component or under that department. So that was one strong recommendation that came out of there.

The second one is there is frustration on how we're identifying students and how districts are able to identify those kids. So for example in Alaska we have a (unintelligible) native students but when you look at the sampling criteria of what they want for an (IEF), they're only looking for students in fourth and

eighth grades that have self-selected, self-identified as Alaska native or American Indian.

That's puts the sample size down to miniscule numbers especially from a (unintelligible) they were selected and I can't remember how the criteria is, the point being that the (unintelligible) are not.

So Anchorage was not even included and we're the largest - we're the largest population of native students in the state because of the way they're looking at identifying students. And it really - it diminishes.

And then parents have to opt in. And so that depends on - with your own state and how they identify them in (draft) being able to participate in the survey and/or tests. So that was another project that we have to look into. So very difficult just from an Anchorage point of view.

So they have multiple layers and multiple hurdles that they have to go over. So something - and they're well aware. They've made some strong recommendations on how to look at that. But then it goes back to what we addressed yesterday, which is the whole identification of native students and so forth.

Woman: One other point I wanted to make is in lower (custom) schools (unintelligible) the children still have their native language as their first language.

And when they're assessed for their linguistic fluency and for their, you know, knowledge in their grade level, that has been an issue because, you know, when they're (training) to students from K to five (unintelligible) and then here comes national assessment tools that are in a foreign language for them.

And there's no (conflators) in there. It becomes like you're asking me to take something in French, you know, it's like I don't know how to, you know, do whatever.

And so for many years it has been the reality. And I don't know (if the) native language programs or if there have been, you know, with this, you know, enthusiasm in bringing indigenous languages into our classrooms. That's going to be in an issue.

Are we going to develop tools or assessment tools that do align with the language of the classroom or, you know, you know, that's a real, real issue. And I believe, you know, our area is a (low combination) across the board.

And I know (those students) are fluent in - they're fluent in their knowledge, their wisdom because they grow up in that family with holistic worldview, with holistic traditional education.

And here we turn around and assess them in the Western system - in a linear system. And so, you know, we're facing this real complex and real serious issue as we are stepping forward to say well they're (confidence) are not almost there.

You know, it's kind of like we have to come up with a framework that would be kind of okay there is - they're just, you know, catching up with the (Phase 2) transition. So I'm just bringing that up because our native teachers have had to battle with this for many years, you know. Thank you.

Man: So during the negotiated rulemaking this came up and (Leslie Harper) was just amazing. But I don't (Leslie) on our group but she's the - she's curriculum (at - to both) schools.

Woman: Yes.

Man: And well that - she's (understanding) anyway, so. The two Indians that negotiated the rulemaking happen to be (unintelligible). But we...

Woman: (Unintelligible).

Man: ...raised this issue because in Puerto Rico what's happening is that same issue that favored in the assessment in English when they were learning in Spanish. And so it all had to be translated through a language. And so that same case for our language medium schools and schools where Indian kids - their first language is their main - their primary language.

And so what we were asking for them, I don't know where it ended up but what we were asking for is that we get a waiver like Puerto Rico gets. If the local school system - the state doesn't reach out and articulate how to assess - appropriately assess because it - when we were trained at the - this one woman came in and gave - she gave us needs to be valid, reliable and fair.

And if we're translating and filtering through some other - through English, we will assess their intelligence, that's not a good measure. It's not fair. That's not as reliable or fair. And so...

(Joyce): In the new assessment regulations 200.6, Section B I believe it is the statement about testing in American Indian language. And so it is starting. They are still working on how do we get this done. But it is in there. Yes. And thank you for being on the committee because it wouldn't have been without the voices that were there.

Man: Our team approach was, you know, my style (unintelligible). (I won't let it go). It's like (unintelligible). But (Leslie) was the knowledge expert. And so we did make a (good) team to be able to push that because we were getting some resistance and we just - that's what I - that was when I said okay, (unintelligible) but I said okay, then I'm taking that up, put my travel hat on and (unintelligible).

(Joyce): As we look at how that is implemented, the - remember the great continuum of native language use in our communities. From those communities where language is alive and well to those where it's almost extinct.

And so there's a challenge for us in how that law gets implemented so that it fairly and appropriately assesses in both of those extremes. And so that's with ongoing discussion that is taking place daily.

Woman: I know I stepped out for a while though getting back into the discussion here but I - we need to take a look at the agenda and (Ellen), (Joyce), are you still presenting? Are you...

(Joyce): Well we all the way to Page 7.

Woman: Okay. So you're still going.

(Joyce): If I could...

Woman: Sure. Go ahead.

(Joyce): ...let me just wrap up a little bit because I think this discussion has been valuable for me...

Woman: Yes. Right.

(Joyce): ...and as I continue working with this but this is going to be a tool that the next person is going to have (and somebody) walk in.

Man: Yes.

(Joyce): It's going to be a secret to the main.

Woman: Okay. Go on then.

Man: The codebook.

(Joyce): This is the codebook. And so if we skip over to Page 8, you'll see a chart for where we exist within it. The three maps on Pages 10 and 11 are maps that you have seen before. These are the distribution of where our programs exist across the country.

And you'll see more information at the bottom of the formula program on Page 10. And that's coming from the large volume of grantees. Then move on to - the process that the team used with us as we worked on this is to look at this through the slots format; strengths, weaknesses, opportunities and challenges.

And so as we went through that, we wound up with a lot of information that's going to take us several of these next several pages. And I don't think we have the time to dwell on any of it but it's available for you to take a look at.

The new thing that I think is going to be of interest to this group is starting on Page - oh, they stopped doing page numbers. It looks like this.

Man: Yes.

(Joyce): On that page is some information about the relationship with other programs within the Department of Education. And so the - you'll see on the right hand corner (Nancy) circled in the big (white) arrow moving - needing to move up to sustain. That there is - the conversation with individuals came back to this again and again recognizing that this needs to be an elevated role.

And so you see the different programs that are under the Department of Education and you can see some of the relationship where they are - there needs to be more explanation. There needs to be more opportunity to cross those silos that we live in.

And the silos are created because programs are created (unintelligible). And then how you come to some of those maturity and be able to cross over those silos and that's kind of what you've been talking about both days.

The next one looks at mutual support needed and looking at other departments, other agencies that are other federal programs out there; Bureau of Indian Education, the Administration for Native Americans under Health and Human Services. This isn't meant to be complete. It is meant to be where are the greatest needs at this time.

The next one is non-government entities. And you'll see (charter) education departments, national assembly, National Indian Education Association; that there needs to be that strengthening.

At the moment they are - they're on the left side of the chart. There needs to be that stronger role where it's possible. Certainly if there is a separation of the

federal role versus the private role and you don't get to blend those, you want them to be mutually independent because they both have important voices to carry forward.

The next one is with tribes. And a critical need to be better with tribes. I think that education because it was taken on by the Federal Government by mission and now by states has left tribal government out of that critical role.

But tribal government has also many other demands on it. And those other demands because this one isn't (bleeding). This one some things are taking place. It isn't as high on the priority list for most tribes.

When we try to do tribal consultation our target audience is tribal leaders. And we get - we always get a few. We don't get a focus. NCAI 20 years ago when I was looking at that from a tribal perspective we were struggling to get heard as an education entity.

There was an education committee who we had to argue that we needed to be able to come into the education committee. So I know that things are changing. If I look back to my high school experience to where we are now, we are in a world apart but there are always more things to be done. There is more information to be gathered.

The last page is kind of the summary of some of the priorities and recommendations. And the contractor and I have not talked about these. This is just his summation from information that he was gathering.

So this will look different the next time you see it. When it is finalized we will send copies to everybody to be able to take a look through this. But it is a critical piece of being able to understand the Office of Indian Education, its

role within the department and the many different arms and branches of things that we've been involved with.

Man: Good job.

Woman: Yes. Yes. This is really good.

Woman: Yes. Good job.

Woman: I always think of the good ideas (and) strategic plans five years for each plan. It's so helpful and hopefully it makes you feel (unintelligible) planning effort that we can (unintelligible) from the administration. It was really awesome. That is excellent.

Man: Having struggled through it and figuring out, that is a great (unintelligible).

(Joyce): I feel like it. I can almost apply for my job.

((Crosstalk))

Woman: Okay. We are - as you can see less than (unintelligible). We have a couple items that we need to talk about before we lose a quorum because I know people are going to start (leaving) here and we'll need some action items.

One of them is the current annual report to Congress and the recommendations. Again, speaking out loud about something that were said both from Sally Jewell and we heard it again from (Keith Anderson) this morning about do we want to go ahead and send this annual report to - understanding Tina hasn't been...

Woman: It's in the mail. I can have it pulled out.

Woman: If you all want to...

Woman: (In house mail)

Woman: I don't know what your thoughts are on revamping it before we send...

((Crosstalk))

Man: I think - here's what I think. I think - so what I think we should do is we're going to submit it. It's going to get challenged. Maybe it'll get some attention given that we - (critical that we) focus on.

But I do think we should go ahead and just complete it as it is. But then meet again to summarize it, put it in a format where it can be digested. And then figure out how to disseminate it (under the rules) and give attention to it (under the rules).

So and so that means eventually taking this hat off. And I know, you know, (Phyllis) I think would be willing. I would be willing. And I think it would be helpful if we can coordinate with them so that if you're here we can go and get the help. But that would not be as (unintelligible). That would be (unintelligible). So we can do this - a summary of it.

So what I'm going to request (Millie) to do is to do the executive summary approach. So then whoever those (travelers) might be that bring this to the Hill can have a (in place) document (moving forward).

That same document could be shared next week. And then at NTAI the following week. And so that it can be disseminated out to the (Indian country).

Woman: (Sure but) can we - are you saying you wanted the executive summary to be disseminated next week?

Man: If we're able to do...

Woman: Because the only problem with it and I apologize, you know, I hate to be the grim reaper all the time but we have...

((Crosstalk))

Woman: ...fifteen day Federal Register notice, the chair and Tina along with (U guess) (Joyce) and anyone else from the initiative have items for the agenda that have to be pulled together and then posted first. So anything...

Man: Oh no, no. I don't mean - so let me - so the report's done and it's in the mail, right?

Woman: Correct.

Man: What I'm saying is (unintelligible) that.

Woman: But how would you formulate as a committee the executive summary without convening? And even if you had a subcommittee that you could - yes. If you could do that but then still the full committee would at least have to have a brief conference call. Again, unfortunately that has to be announced to sign off on whatever the subcommittee...

Man: So...

Woman: ...developed as an executive summary.

Man: ...here's what I mean. I think that (we got) the report. Whatever NIEA does with it, whatever NCAI does with it, I mean maybe NIEA and NCAI can collaborate on making a (principle thought and) sharing the information and also a full copy of the report.

So it's not actually our - what we have to do. But I would like if NIEA and NCAI (end up) collaborate. And then we put, you know, it back up and they can see it. But it's just a matter of disseminating information in our partner groups can take it from there.

Woman: I agree. That probably more a suitable process than trying to get a subcommittee together again and (unintelligible).

Man: Yes.

Woman: And the same time there's other organizations do that. I was trying to get it out. We just have the National Federal Impact Aid Conference was going on. And there's a component for the Indian land where all of - not only tribal Indian land school board members.

And that was a perfect opportunity to get it when they went up to the hill and talked to Congress. That's another - that was one thing I was trying to get it out in time for but we, you know, we didn't get it out till the day after, so.

But another process but we need to be thinking about all the different ways that we can begin to hold Congress accountable to the - to understanding the plan and reading the plan and tell them to do so.

Man: What's the name of that Impact Aid program?

Woman: The National Association of Federally Impacted Schools. The Indian land component is the National Indian Impacted School Association. And Brent Gish from Minnesota is the Executive Director.

Woman: I also (Briana) don't think we should do anything more with this document because we've already really done it twice and it's - and what I think - I think most organizations are going to take the document and look for the parts that already kind of - there's mutual agreement on whatever.

And they'll probably in their digest, you know, pick (apart what) they want to highlight that are compatible. But I'm still curious about the letter to the Secretary also. Are we just sort of abandoning that since it's so late in the game?

Or - so that's one work item. But the other is the transition document. So I guess my recommendation is to kind of forego the letter to the Secretary because it seems a little superfluous at this point. But the transition document could - I mean because it will be addressed to the Secretary anyway. So it can kind of morph into that.

Man: Yes.

Woman: (Unintelligible) and understand transition - make it a transition letter to the Secretary.

Woman: Yes.

Man: Yes.

Woman: And that would be a different approach than what we've done. And perhaps now that he's met with us, (they'll) be more inclined to take it...

Woman: Yes. I noticed he did say he read the document...

((Crosstalk))

Woman: That's (why) I felt like...

((Crosstalk))

Woman: It was in his briefing (doc), so. I definitely put it in the briefing doc.

Woman: You can lead a horse to water...

Man: (Unintelligible).

Woman: ...but you can't...

((Crosstalk))

Woman: So then we just set up a subcommittee for the transition letter.

Woman: Letter about the transition.

((Crosstalk))

Woman: Yes.

Woman: It's not only a transition letter though I think to the Department of Education, also the Department of Interior as well. A transition letter to both Secretary and...

Woman: Yes. I know in the past we've talked about giving the copy to the Community of Indian Affairs and I think that we should still do that just for the record to have on file. Would that - would the committee (unintelligible).

((Crosstalk))

Woman: We can do that.

Woman: That would be Indian country too.

((Crosstalk))

Woman: ...list of topics. I think when (we try to address the transition).

Woman: Okay. Go ahead.

Woman: Well (we all) have already talked about the new (OIET) director position needs to be addressed immediately. So what - how are we going to engage in that process if we're no longer here after January 21st or whatever (unintelligible)?

We need to establish that process or that (unintelligible) that's still there in this position - with the position - we're the ones that did the work on the position description. So I want to make certain that we're engaged in that process.

Woman: No. That should be done.

Woman: That should be done.

Woman: But the selection, the interview and everything how long is that going to take?
We don't know.

Woman: No. We do - don't we know?

Woman: The selection process we don't know how long it's going to take.

Woman: Yes.

Woman: The length of - right.

Woman: Right.

Woman: Because I'm concerned about that.

Man: They both (unintelligible).

Woman: We both...

((Crosstalk))

Woman: That's a good one.

((Crosstalk))

(Joyce): Have no calls at the end of October.

((Crosstalk))

Woman: And then consultation was requested the target program (OIET).

((Crosstalk))

Woman: ...that's all (checked out).

((Crosstalk))

Woman: Another one I heard was project initiatives and/or complication must represent and target (unintelligible) representation for your country. Another one - I (haven't seen where this) - but when (unintelligible) there were no core employees, which meant that (OIE) was at the mercy of other staff. So how do we address that that well to manage our funding without the consent of (unintelligible). And then I think...

Woman: Well I think...

((Crosstalk))

Woman: ...before you delete that one it's a simple process of requiring (that) to get, you know, the core (unintelligible).

Woman: Yes. I don't know what that all entails. What is a core employee?

((Crosstalk))

Woman: ...Federal Government training is offered regularly to be a (unintelligible).

Woman: Yes. But what's the timeline of that?

Woman: They offer it all the time.

(Joyce): We actually have four people who are (at course) now.

Woman: Yes. Already.

(Joyce): Good. And we have the ability to have additional people take training on a regular basis. As the beginning of the new fiscal year training will be available in this next couple of months. So if it's internally affordable and doable, it is simply (unintelligible).

Woman: Well we certainly...

Woman: Yes. (I am quoting).

Woman: Just send them permission.

Woman: Yes.

Woman: The goals that were established I think that would have been helpful to have in front of us as we were writing this report because we could have organized it under those three goals. (Unintelligible) to see it afterwards. It would have been helpful for us (unintelligible) rules write up.

Woman: Yes.

Woman: In our transition document we're going to do that.

Woman: That's great.

Woman: The request for - and we've been asking this increase in the funding and we continue to ask for it. The (unintelligible) issues and (unintelligible) issue, you know, and I'm aware that that data is guarded but we need to break through that whatever (is the issue).

I just (found out what those issues are) (unintelligible) study and they - the main language is a (statute) and so (unintelligible) will come from (ET) from (unintelligible) and some (unintelligible). You know, maybe standalone funding of that.

And I heard the comment made that (unintelligible) probably the most accurate data and I think we need to capture that because that could help us with the data identification issue regardless of how membership and all of that and I (unintelligible) but the (506) is important. It had a bad couple (unintelligible).

I know that the status of our (people) could change. They might be (descendants) but they can still come around and they could be (in most of our) tribes. The demographics of our tribe are changing. The discussions (unintelligible) occurred. We're having those conversations regardless of our change in demographics and the multi-racial makeup of our communities and the importance of our (demographics).

My (stand is) pretty much (lifelong) and I defend the (unintelligible) to come home. So it is important (unintelligible). We need to keep (capitalizing on), you know, the importance of (506) and the services that our families receive through (through Indian health systems); there's that pray for me for the White House Council on Native American Affairs and we need to be there. And so we need to make sure that we have representation (there - that office).

Woman: (That is good) - have you back up. You were saying which mission and goals?

Woman: Of the Indian Education Office. Our Indian Education Office.

Woman: But our charge is broader than Indian education.

Woman: Well it's a starting point and there is...

Woman: If you're talking about the three - the mission...

Woman: (Right).

Woman: ...it's worded as we start with the mission decisions to develop our (unintelligible) mission and vision.

Woman: Right.

Woman: Different things.

Woman: That's a starting point. And I know...

((Crosstalk))

Woman: It's changed over the...

((Crosstalk))

Woman: The other thing - thank you (Robin) for asking. The other one is kind of the (May) report. You go look at that report and it's going back for some time. You look at how wonderful it is (on the data). And I'm assuming that Mr. (Deacon) or this Dr. (Deacon) that is involved in doing that report that (I) was sharing yesterday.

And here you look at the framework of that report, the charts that I used, that (Janice) used and the (programs that I used) and what (Tony) was talking about. It does (unintelligible). So I think this would (be neat) to have that kind of technical support too. I don't know where we get. I just have to request for new funding. That's what we need to do to be able to put out the report.

Woman: Yes. It would be a lot more - people would be much more likely to pick that up and read it.

Woman: Right.

Woman: It has better graphics.

((Crosstalk))

Woman: ...supposed to be for Congress. This should be (fine).

Woman: Yes.

Woman: Yes.

Woman: Greater appeal to Congress.

Woman: In the report.

Woman: (Madam), you'd have to increase the budget for that more so than any other population. They're so hard to reach. It takes more effort to reach Alaska and California. You know, it's that and then to make it interactive, user friendly. Our report is downloadable. It's GIS interactive. And our communities are so spread out. Putting in this one version but making it user friendly and updating it all the time. People can (maybe pick out). It's getting longer.

Woman: (Unintelligible).

Woman: So let's (unintelligible).

Woman: Okay.

Woman: Okay. So now we need to establish the committee and then - (I'll just get) some dates on when the committee - subcommittee will meet. And then we need to schedule our whole council meeting - telephonic council meeting to approve the subcommittee's letters. Volunteers for the subcommittee. I'll have to do that first. And then - okay. (Julie).

((Crosstalk))

Man: ...likely. Again (unintelligible).

Woman: And (Robin).

Woman: But I'm not sure.

Woman: Do you believe where (Patsy) put her hand up?

Woman: She did.

Woman: Oh she did already.

((Crosstalk))

Woman: No. No.

Woman: We don't need a chairperson. I mean...

Woman: You just (needed me).

Woman: No. No. It's just pretty simple.

Man: Plenty of chiefs and not enough (unintelligible).

Woman: Anybody else?

Woman: Feel (helpful) to have them.

Woman: (Virginia), do I see your hand up?

(Virginia Thomas): No. (Unintelligible) see me from there.

Woman: She can't see me from there.

Woman: Yes.

(Virginia Thomas): If it's needed, then yes, I'll volunteer. But I'm not chair.

Woman: Oh. I just think that - yes, you'd be important because of your history with (unintelligible).

(Virginia Thomas): Oh, I thought you were going to say because of my style.

Woman: That too.

Man: Chair our hiring committee for the new director.

Woman: Oh yes. You're the chair of the other committee, right?

((Crosstalk))

Woman: ...focus on you then. You are. Yes.

Man: Her and I.

Woman: Oh, you and (Sam).

(Virginia Thomas): Oh, the...

Woman: The Selection Committee or the Hiring Committee for...

(Virginia Thomas): Yes. I am.

Woman: Okay. All right. So I'll leave it at that. We have (Julie), (Robin) and (Patsy) and I guess I don't know when - what your dates look like to have your - you want to schedule that on your own or you want to let us know?

Woman: It would have to be well after (unintelligible).

((Crosstalk))

Woman: ...probably.

Woman: Right. End of October.

Woman: (Unintelligible).

Woman: Yes. We have to meet it - we have to meet it and I discussed this too.

((Crosstalk))

Woman: Yes. I guess we could for it...

((Crosstalk))

Woman: ...(really do it now).

Woman: Oh, okay. No. I meant...

((Crosstalk))

Woman: ...that too.

Woman: Okay.

((Crosstalk))

Woman: ... (ongoing) you all. We need (to be our) meetings.

Woman: Do we have to give notice?

Woman: No.

Woman: No.

Woman: Not for the subcommittee.

Woman: Twenty-first would be good for me.

Woman: Of October?

((Crosstalk))

Woman: ... October 21.

Woman: Twenty-eighth.

Woman: First for November - November 30.

Man: November 24.

Woman: The 31st. What's the 24th?

((Crosstalk))

Woman: No, that's my anniversary.

((Crosstalk))

Man: Oh, I thought you guys were...

Woman: Nobody got your joke.

Woman: Oh you're looking at November.

((Crosstalk))

Woman: Oh.

((Crosstalk))

Woman: So what were you suggesting?

Woman: October 31 or Halloween.

Man: Not very precise.

Woman: No. But all - you said the 28th.

Woman: Right. The 21st.

Woman: I'll have to go upstairs (for) my calendar. So when we break for lunch I'll go check. I think it's fine.

Woman: (Unintelligible)?

Woman: Yes.

((Crosstalk))

Woman: So what time? Okay.

Woman: What time?

((Crosstalk))

Woman: Okay.

Woman: One o'clock. Pacific Time or 1 o'clock Eastern?

((Crosstalk))

Woman: Four o'clock Eastern then.

Woman: Yes.

Woman: (Good).

Woman: Okay. So that's that. And do we need a motion to draft the Secretary - the letter and then also then - we need a motion (unintelligible).

Woman: No.

Woman: We need a motion (to form this) other committee.

Woman: For the committee.

((Crosstalk))

Woman: Okay. Let's...

Woman: I'll move to...

Woman: Establish a committee.

Woman: ...establish a transition - a committee or subcommittee to make recommendations...

Woman: Okay.

Woman: ...for education.

Woman: Okay. Can you give a motion and second?

((Crosstalk))

Woman: Okay. And interior also.

Woman: Right. (Because it)...

Woman: Okay.

Man: Transition committee.

Woman: I did say that.

Man: Oh.

((Crosstalk))

Woman: There's a motion to develop a subcommittee to replace the letter to Secretary with a transition letter to both Secretaries and to the second letter (Robin) that need discussion - any more discussion. All in favor say aye.

Woman: The discussion...

Man: Aye.

Woman: ... that we get that to the (unintelligible).

Woman: Okay. All in favor say aye.

Man: Aye.

Woman: Aye.

Woman: Aye.

Woman: Any opposition? Motion carried. Okay. That's taken care of. Now do we want to hear from anyone else on any of the areas?

Woman: So who's leaving by when?

Woman: Several people are leaving. I'm leaving...

((Crosstalk))

Woman: What time do I need to leave?

((Crosstalk))

Man: Depends on how hard it's raining. Depends on how hard it's raining.

Woman: Yes. It's (boiling) out there when I walked out but I don't know if it's raining or not.

Man: It's that they don't have any confidence driving in the rain here. So I think 45 minutes needed for the drive...

((Crosstalk))

Man: ...depending on traffic.

Woman: You want to talk about that.

Woman: Okay. So (unintelligible). We will send out a...

Woman: Expense form.

Woman: ...yes. Thank you. The expense form and we will complete it, send it back via email. We will need a telephonic conference meeting that we can schedule and probably need to kind of coincide with the timing of - I don't know if we

can do that because I don't know where we are in the process of (Joyce)'s replacement, so.

Woman: So the vacancy announcement, the subcommittee prepare, (what's going online) it should be posted next week for 30 days.

Woman: On the 1st of October or the 3rd of October.

Woman: But around that date for 30 days.

Woman: Until the first week of November would be 30.

Woman: And then how long does it take to narrow the field down to...

Woman: Well it depends on the review.

(Joyce): Depends on the cross of people who want to be me.

Woman: Yes.

Woman: Doesn't it also depend on, you know, the number of applications because HR has to do the qualification. So they're going to have to review all of - whoever applies. And it depends on their workload. I can't, you know, I can't speak to their workload. Lately it's been taking them a little while.

((Crosstalk))

Woman: Yes.

Woman: I think it takes about a month to get it through.

Woman: Yes.

Woman: It takes about a month when we did the one for (Joyce)'s.

Woman: (Yes).

Woman: And we - I think we got them early December.

Woman: What we did was we sent - (Virginia) can help with that process then because she went through the applications with HR. Right (Virginia)?

(Virginia Thomas): Yes, it was me.

Woman: That's the plan this time as well.

Woman: Okay. So she can...

(Virginia Thomas): It is? Oh yes.

((Crosstalk))

Woman: It sped it up a little bit I think because we just let - leave it without anyone who's pushing their schedule and...

Woman: I know.

Woman: But we can do that again I think, right. That the plan? And I would think probably the first part of December there would need to be a meeting, right?

Woman: Okay. So again, I mean this is a different group in HR. And they don't have the contractor support that they had in the past. So we will push them as hard as we can. I just don't want to commit to a meeting date until we know where we are.

Woman: Well but at least for us holding some dates would be helpful.

Woman: Yes.

Woman: Okay. Maybe the second week of December.

Woman: Second or third week of December.

Woman: Okay.

Woman: Third week before Christmas.

((Crosstalk))

Woman: End of November.

Woman: Yes. It would be a full meeting.

Woman: It'd be a full meeting.

Woman: Yes.

((Crosstalk))

Woman: ...so we have a budget passed too. Assuming they will. Everybody kept saying we'll go past the budget because it's an election year. But the election will be over at that point, so.

Woman: Right.

Woman: We'll see.

Woman: We'll see.

Woman: Are CR closed till December what?

Woman: Right.

((Crosstalk))

Man: Sixth.

Woman: Sixth.

Woman: Sixth.

Woman: I was just saying if you're going to push...

((Crosstalk))

Woman: ...for the end of November, it's starting to get late. (Unintelligible).

Man: How about November 24?

((Crosstalk))

Woman: That's a horrible time.

Woman: We will send you to Washington then.

Woman: Okay. We'll get back on that one then. But we do need to have another meeting not only just for that but also that drives everything but we also need to accept the - our vote on the letter - the transition plan - transition letter for the plan but the transition letter that's going forward.

Woman: Based on our (university scheduled election) earlier than later because of the (final sweep).

Woman: Earlier than what? That doesn't - I don't know what you're talking about.

Woman: Earlier than like...

((Crosstalk))

Woman: ...for example. After that (unintelligible).

Woman: Oh, okay. November 24.

((Crosstalk))

Woman: Right. (Unintelligible).

Man: Well, (I'll get) over it. We can't (unintelligible).

Woman: December.

Man: (Unintelligible).

Woman: November 31.

Woman: Thirty.

((Crosstalk))

Woman: I'm looking at the...

Man: November 31.

Woman: December.

((Crosstalk))

Woman: November 30 and...

((Crosstalk))

Woman: Oh November 30.

Woman: I think that's all we have.

((Crosstalk))

Woman: Okay.

Woman: Transition framework plan.

((Crosstalk))

Woman: There's food. So let's just break for lunch.

Man: Okay.

Woman: I think they're done, right?

Woman: I think we're done.

Man: (Unintelligible).

Woman: No. I...

Woman: Let's eat.

((Crosstalk))

Woman: ...and blah, blah, blah.

((Crosstalk))

Woman: Yes. I need to get back. (I need to go pee). But (unintelligible).

Woman: (Debbie).

(Debra Dennison): Yes.

Woman: Can you text me with (unintelligible) come back?

(Debra Dennison): Okay.

((Crosstalk))

Woman: I'm going to go offline.

(Debra Dennison): All right. I think we're about done though. When we come back on we'll adjourn and I mean like see if anybody has anything else. And then...

((Crosstalk))

Woman: Okay. No problem.

(Debra Dennison): Well, I'll text you...

((Crosstalk))

Woman: Okay. Thanks. Bye.

((Crosstalk))

Woman: I'll check with...

((Crosstalk))

Woman: And (Janelle), start recording.

((Crosstalk))

Woman: Because that's about an hour ago...

((Crosstalk))

Woman: Okay. I meant...

Woman: I haven't been in there.

Woman: Oh.

((Crosstalk))

Woman: Yes. True.

Woman: Yesterday was bad.

((Crosstalk))

Woman: All of that. Right?

((Crosstalk))

Woman: Okay. Bye-bye.

Woman: I guess I'll be back...

((Crosstalk))

Woman: Thank you so much.

Man: I know I signed my life away.

Woman: Thank you.

Man: You're welcome.

Woman: (So appreciated).

((Crosstalk))

Woman: So did we settle on any other date besides...

((Crosstalk))

Woman: ...October 28?

((Crosstalk))

Woman: How does the 28th look for (Robin)?

(Robin Butterfield): Perfectly wide open.

Woman: (Oh great).

(Robin Butterfield): Okay.

((Crosstalk))

Man: Actually (Robin), you guys want on our (copy) list?

((Crosstalk))

(Robin Butterfield): On what?

Man: When we release our collection, all the local tribes (should have come). So usually we have like 300...

((Crosstalk))

Man: ...all waiting in line...

((Crosstalk))

(Robin Butterfield): Oh my God, yes, sure. Of course. No. What I was going to ask you...

Man: You don't needed the...

((Crosstalk))

Man: It's going to be November 6 on a Sunday.

((Crosstalk))

Man: Are you going to fly from Alaska to (unintelligible) or what?

((Crosstalk))

Man: You are?

((Crosstalk))

Man: November 6.

((Crosstalk))

Man: Oh, I don't know.

((Crosstalk))

Woman: ...on November 6. Okay.

((Crosstalk))

Man: What's that?

((Crosstalk))

Man: Oh God, yes.

Woman: Is it at the Nike store in (Beaverton)?

Man: We're deciding. That's where we have...

((Crosstalk))

Man: So we're deciding. They didn't like it.

Woman: Well I must...

((Crosstalk))

Man: Yes. Online.

Woman: On what?

Man: Online.

Woman: (Going) to put it online?

Man: Yes.

((Crosstalk))

Woman: Oh I know.

((Crosstalk))

Man: All natives are in there. Crazy.

Woman: Yes.

((Crosstalk))

Woman: What day is it?

Man: November 6.

((Crosstalk))

Woman: November 6.

((Crosstalk))

Man: Yes. So just email me and let me know if you want to come and I'll get...

((Crosstalk))

Woman: That sounds cool.

((Crosstalk))

Man: A bunch of people drive from the...

((Crosstalk))

Woman: Yes, I bet.

Man: Get in line.

((Crosstalk))

Man: The stores are open at 10:00. But you - but in the past like people from (Water Springs) are...

((Crosstalk))

Man: They come and they put their lawn chair out...

Woman: In the morning - right.

Man: ...sit out there waiting for the doors to open.

((Crosstalk))

Man: No. In our (play) store.

Woman: Oh, okay.

((Crosstalk))

Woman: (Beaverton).

Man: (Beaverton). Yes.

((Crosstalk))

Man: Buy as much as you want.

((Crosstalk))

Man: Sort of like a little industrial area.

((Crosstalk))

Man: It's right next to the (Max) station.

((Crosstalk))

Man: The (Max) tracks run right there. That's right next door.

Woman: Okay.

Woman: Yes.

Man: It's just so cool that they all come in (unintelligible) people in there (chomping) away. They drive down from (Lemi) all the way down to (Tampa House) to (Layla).

Woman: That is neat.

Man: It's cool. It's fun. And then I practice my retirement job. I'm like the Wal-Mart greeters.

Man: Hey. Thanks for telling us...

((Crosstalk))

Man: (Buenos dias), did you get a basket?

((Crosstalk))

Man: Sometimes. Depends on their schedule.

((Crosstalk))

Man: The Northwest people are pretty spoiled though. Just have so much in...

((Crosstalk))

Man: They're right there with me all the time. They're spoiled.

((Crosstalk))

Man: We have a (turn in) package.

Man: We do? Okay.

Man: Like the most recent program I got - I just started was we sell a small...

((Crosstalk))

Man: I mean I donate...

((Crosstalk))

Woman: We're going to go ahead and reconvene, (you know). Going to start moving people but I think we're really pretty much done with the business of (NACI). And I know on the record we want to do some - a little bit of recognition of people. More to come so that we more directly - (Joyce). And I'll turn it over to (Robin). (Take it) (Robin).

(Robin Butterfield): Well, I just wanted to make sure that we had a chance to say a small thank you for all the work that you've done. You know, you're our girl. We hired you. So just on behalf of (NACI), it's a small token of how much we appreciate your work and how conscientious you've been and with, you know, sort of your personal commitment anyway. But we love you and we thank you for your service very much.

((Crosstalk))

(Joyce): ...very much.

Man: And people who don't know, (Joyce) is being recognized as the (unintelligible), (a big achievement) award.

(Joyce): There's something scary about lifetime achievement. I don't know that I'm done.

Woman: I know. It feels so final.

(Joyce): Yes. Oh, those are beautiful. (Thank you) very much. Been the hardest job I've ever had. The learning curve begins straight up and never straightened out. I think with the (ticking) time that we are working with today is the first time to kind of summarize it into one place. And we've been meeting with (Kim) since April or May to do this.

And the - it's one thing to do things every day that come up on your calendar you need to get done. It's another thing to step back at where it all fits. And so this has been - this has been an interesting process.

I knew when I came to the Department of Education that the Office of Indian Education had been struggling for a long time. And so I wasn't surprised that there were things to get done.

Although I do have one point. It was a month before they told me because I was on the bad list with the Office of Inspector General. I think they were afraid I was going to leave.

That - the variety of experiences, the pieces that have come together with this have drawn from everything I've ever done. I have now 12 great grandchildren at home, two of them that have been born since I left and two more that will be born before I get home.

And I am very anxious to get there. I'm missing my family. I feel like it has been very difficult to make the expensive trips home. And so I'm really looking forward to it.

And I thank you for this opportunity because it really has been an opportunity. And it really has been a labor of love that I have in my office - if you come into my office there is a - probably two by four foot pictures of my family at home trying to remind me why did you choose to do this.

The commute to and from the office has been as much an education as what we do in the office. I have neighbors that evidently moved out last (night). They're the only two neighbors that my sister and I have known in three years of living in apartment complex with 185 apartments.

Woman: Wow.

(Joyce): That's not like home. And sometimes I have to remind myself why I did it. So thank you. This has been educational. It has been a - hopefully a forward movement with the kind of things that you're doing. We have a good staff. They work hard.

When I was sick this summer, they covered. I literally couldn't even call them and tell them I wasn't coming. And (Bernard) at the end of the first week came and met with me and brought me my computer. I didn't open it for a while.

But it was really heartwarming to come back to the office and realize that they had picked it up, they had kept things moving and we were at the busiest time of five years this summer.

And so there's a vote of confidence for the crew that will be continuing on. I know that they will help the new person as that new person begins. Thank you.

(Robin Butterfield): Well I know (Joyce), you know, having also lived in DC for a while, that's hard for Indian people to be away from their communities for an extended period of time. It is a real personal sacrifice. And especially, you know, with the expertise and the history that you brought, you know, as the Director.

You know, I think we were really lucky. And I hope that like you that it continues forward. So again, I just think you did a wonderful job. We're glad you could adjust to it, deep learning curve. And sorry to see you go.

(Joyce): I am. If I had done something like this sooner, I probably wouldn't have left at five years. But...

Man: Can I say something?

(Joyce): Yes. Sure.

Man: So I (don't) know you well enough to know everything (you're sad about). But I do know how effective in day in and day out (things that we fight for). And you (protect our) children, provide them opportunity and so you were one of the (top spots) because you know that we have to have that purpose and mission behind you (unintelligible) happy now (unintelligible).

And so I know that's probably one of the most difficult jobs that you can possibly have to carry your enthusiasm forward. I really appreciate that (unintelligible) plan that you (unintelligible) and carry it forward. So in our language we ((Foreign Language Spoken 1:04:43)). Is that you're a female warrior (unintelligible) Indian Country.

(Joyce): Thank you.

Woman: Thank you. Anybody else?

Woman: I was just going to talk about me getting lost again.

Woman: And I'm very much like that. I can't get anywhere without my GPS. I (unintelligible). I was in a (Doctorate) program and it was one state over. So I know (unintelligible) insurance because I too - I'm too much of a home girl to do it myself even with a PhD in (Total) Science.

So I know it takes, you know, mounds and mounds of courage want to leave your home community and come to a big city like this. So that is definitely recognized and we appreciate you and would be happy if positions open up.

You know, we all look around (unintelligible) it's also expected for you to sacrifice. So just so we can have all of that family (nights). But there was (unintelligible) in Montana but I was there for a couple days (unintelligible) the college - you were there with you sister.

(Joyce): They were (unintelligible).

Woman: Yes. And I'm like hey, (Joyce) is here. So it's still nice to see our own people in our own home communities. You know, it's just a good friend, you know, a

comfort - it's just a good friend (vibe). And so you're happy to be here and be the bureaucratic person to get things done is so well, you know, well needed and we respect you for it and thank you for it.

So and in your language we say ((Foreign Language Spoken 1:06:35)), which means my heart is good. And so ((Foreign Language Spoken 1:06:40)).

Woman: (Joyce), I've been the Director for Indian (unintelligible) for 12 years and I will say that I want to say thank you. The level of transparency and the ability to really actively listen and think about what's best for our kids and people that are on the ground working.

I felt like you held up that and really helped guide us, give us guidance and transparency so we could do the best job that we could for your students. You've grown this department by leaps and bounds. And again, that little transparency support has been so beneficial; I'm blessed 12 years with you (made such a big difference). And thank you because it is really making a difference for our kids.

Man: Anybody in here (roasted)?

(Joyce): (Exactly) blubber all afternoon.

Man: From the State of Montana we (submit). Welcome home.

(Joyce): Yes. I can't wait. No. Real...

((Crosstalk))

(Joyce): ...snow tires or treaded are in here.

Man: (They don't know).

(Joyce): They last.

Man: It's okay to drive in the snow.

Woman: Anybody else?

((Crosstalk))

Woman: I also want to say thank you (Joyce). I was on the committee that elected you.

Man: So was I.

Woman: I - yes. Several of us were on that. I was actually in Reno, Nevada and we were doing the interviews and I was like - I was on the road with my daughter at a rodeo. I'll admit now. And I was like listening (out loud) and I remember exactly what I was doing when we listened to your interview - was on my phone. And I thought it was - I thought it - we had some good applicants. And...

Woman: Yes.

Woman: ...and I want you to know that (I know you). You were the one that was the - of course you know that already. But you were the (unintelligible) amongst many of us that were on the selection team. And so it was good to get to know you and work with you over the years and learn from you too because you have a wealth of knowledge and very good experience.

And so I wish you well and I know that you had a hard time these last few months. So I'm hoping that going home will give you full recovery. I'm sure that's what you need and what you desire. I'm sure those grandbabies are waiting for you too. So thank you for your time and thank you for your commitment to the Department of Education and Indian education.

(Virginia Thomas): (Debbie), this is (Virginia).

Woman: Okay.

Man: Hello.

(Virginia Thomas): Can you hear me?

Woman: Yes we can.

(Virginia Thomas): Good. (Joyce), I just want to add to what everybody's talking about about you and everything. But I just want to remember when you worked on (May)'s team and the problems. You said well, (unintelligible) this. And then you turned into the (May).

And you did make a difference for us. You made it a nice transition. But the best part was I remember is when you first came to the meeting as our new Director. You tried to advise everybody about you knowing all these acronyms. And I know that they were written on your hand.

(Joyce): They probably were.

(Virginia Thomas): Everybody was talking and you were just nodding your head the old Indian way like you really knew what they were saying. You had to go study what all those acronyms meant.

(Joyce): (Janelle) gave me the name of a person on staff and (Michael Delotta) gave me a 75-page document that had acronyms.

((Crosstalk))

(Joyce): In the first week I was finding acronyms that weren't in his list.

(Virginia Thomas): So I guess you could you - you are now well versed in the emojis of acronyms.

(Joyce): You know the one with the panicked face?

(Virginia Thomas): Yes.

Woman: Yes.

(Virginia Thomas): But (Joyce), I tell you it was a pleasure serving with you as a (NACI) member when you were on the (NACI) Board and then working with you, you know, working in this position, it's been a wonderful time together.

I remember coming and doing some training for (JOM) up on the reservation with you for the first...

(Joyce): Yes.

(Virginia Thomas): ...and we just really hit it off (on) each other long, long time. And, you know, I hope we still stay in touch and depend on each other and hopefully things are going well. I hope the next person in line follows in your footsteps.

(Joyce): I hope we've laid it out well so that that's going to be a good opportunity. So if you know people who might want to be considering this, put their names in anyway. If they don't get a name in, you can't be considered. If they get a name in, they can still take a look at what the job really is.

(Virginia Thomas): Yes. Yes. It was meant to be for you to be there (Joyce). But thank you. Thank you from the bottom of my heart.

(Joyce): Thank you (Virginia).

Woman: Thank you.

Woman: Well, I...

(Joyce): As a quick response...

Woman: Okay.

(Joyce): ...all of those wonderful things. There was a team at the Office of Ed that I interviewed with. None of those people are there now. The turnover is incredible. I (hope) no understanding of how challenging that can be. We think we're re-educated and re-educating all the time. And that's because there's new faces all the time.

Woman: And so before we end, I (know we're) going to end but I just want to be able to just share with (Joyce), you know, about how much I appreciate her

stepping up. And I know it was a difficult transition here. Like everybody said, I was (trained) to be there from the beginning with you. And as previous to that as well.

So just helping you to make that transition I just want to share before I share the (following with) (Joyce) that this week we've had a young girl that returned home from the military and (unintelligible) responsibility (unintelligible) to bring them home. And that's what I feel because (Joyce) was (unintelligible) connected with her tribes that we are in the Northwest.

And we're very close with everyone in the Northwest that's had a lot of friends and colleagues in her part of the country just as well. This is the video that (Pam) shared this morning's family were related to one another in one way or another in the Northwest.

So I just wanted to share with (Joyce) that what we're doing here is we're basically standing up - we're standing her up and acknowledging the work that she did.

But we're also standing ourselves up today because we've been a part of that process whether we were here or not because we all have a vision for our children. We all have a vision for our families. We all have a vision for our communities that our tribes will one day stand up and we're going to be strong.

And we're seeing that today. We're seeing that, you know, small places around Indian country. And that's what I - people like (Joyce) have helped us to be able to do. We can look to people who've been able to embody that in their life and in their spirit.

So I'm going to ask (Joyce) if she would please come and stand up. I'm going to ask (Janelle) too because (Janelle) was a part of that process. I'm going to ask her to come and stand with her. And Tina, I'm going to ask you to stand with her too because you've also been a part of this as well.

And I'm aware the East is but if you guys can look at the East, that would help me.

Man: Let me get my...

((Crosstalk))

Woman: ...here to help me know where (we're at).

((Crosstalk))

Man: (Sure). Anybody have the app on their phone? (I don't).

((Crosstalk))

Woman: Okay. So thank you for helping to point the direction. And as we look to the East, I'm going to give (Joyce) (with this) to commemorate here time that she (unintelligible).

So I just shared earlier that, you know, we have ceremonies when people come back home. And I'll be thinking of (Joyce) when she comes home. Just recently - just a few weeks ago we had a young lady come home from the military.

And as a elder in my community, I had to undress her. She came home in her military fatigues. And family was there; the men on one side; the women on another side. And we made her face the East when she came in. She came in our (long) house and went around behind.

And the people, you know, we assigned individuals to bring her in. And I waited for her to come in. And one of my sisters she - when she came in we had the drums signing for her and we were all singing for, you know, her spirit to come back because she'd been away for some time. We want her spirit to come back in a good way.

And so her spirit comes back because I remember this young lady and little girl being a part of our (small house) just like I know (Joyce) you're going to go back and recall her memories of being a young girl in her homeland and her memories of her family to be able to return.

When she came in and the end of that portion we undressed her. We undressed (unintelligible) that she was wearing and she put it aside for now. And maybe (Joyce) has those kind of ceremonies. I don't know. But I just want to be able to explain on behalf of our children and the lives that we have that, you know, they go out in the world and this young lady's fighting for America and we've got to be able to help her come back in and transition her.

And this takes time to do. It doesn't happen overnight. She came - she's come back to her mother and her father, sister and (brother) and another sister that's missing within the past month who's been probably murdered we think.

And so, you know, and (Joyce) will go back to things that happened there the way they were. But we have our family responsibilities to help one another to be able to transition back into our community.

And by just singing this song, you know, and I'm thankful to (Erin) for the words. And it shows that she truly is a warrior in her own way. Because women haven't always claimed - we have claimed that and it's something that I have started doing probably about 15 years ago because it's usually the men who are singing.

Just one day it just can be about the women are warriors too. And so I was in mountains, I just, you know, just all the women who were with me doing our traditional food gathering, I sang this song that typically the men sing.

And it was so empowering when I did that because it reminded me of an elder who's still with us that that - got to remember that the women were warriors too. And so it just really empowered me when I did that because sometimes it's unusual for women to go out their ways to do that.

And so I want to share this song with (Joyce) for her return back home because I've known some of the elders on her reservation and have traveled with some of them. Because I know that they're no longer there but they would be doing the same thing. So I'm going to share this song with all of you.

And whenever I share these like they just (immediately come along) that (unintelligible) just, you know, helped bring (Joyce)'s spirit back. And I know she's (here) a few more days but nevertheless we're all here together at this time to help her, you know, think about this time that we had together. So I'll just turn toward East. We'll look towards (Erin). And (Erin).

Man:

Oh.

Woman: Oh. It's this way. Okay.

((Crosstalk))

Woman: Oh, okay. This way. And you can all, you know, just - I invite you to participate or stand, whatever you want to do. So we have the men and women on one side but we're okay where we're at. So I just want you to be aware of that. Thank you.

((Foreign Language Spoken 1:20:27 - 1:24:55))

Please raise your right hand. Bring your (palms) to the left and say ((Foreign Language Spoken 1:25:02)).

And just in closing here I just want to share the - this particular song, you know, with - you can imagine our loss - (how it's really long). And historically our people would, you know, enforce that and then our people went out to war.

And the elders had told me that the men went off to war. And when they returned back from the (unintelligible), go around their (long) house three times. And they would come back on horseback three times.

And the song would be sung to find out who came back and who did not come back. So, you know, it's the simple lines, you know, that warrior spirit about us as well. And that we all come together for one another. And that's why I think that may be (how it's done).

And the Department of Education has done as well. And so we want to help (Joyce) (unintelligible) as she makes this transition back that her spirit might (work within her). And that she returns home to the spirit that (we know).

Woman: (Virginia). (Virginia).

(Virginia Thomas): Yes.

Woman: We're just checking to make certain you're still there.

(Virginia Thomas): I'm here.

Man: (We need an air conditioner) (unintelligible).

((Crosstalk))

Woman: Okay.

((Crosstalk))

Woman: Okay.

((Crosstalk))

Woman: Okay. We're going to call for one more motion and that's a motion to adjourn.

Woman: Before we do, I missed - did we set another call besides the one for the subcommittee?

Woman: Okay.

Man: Yes. We were working on it.

Woman: We're working on that but I think we said something sometime in December - the first part of December.

Man: We got hungry.

((Crosstalk))

Man: And then I think we wanted to stay away from (unintelligible).

Woman: November. The last week of November or...

Man: Yes.

Woman: ...first week of December or the 8th.

Woman: Well the status report...

Woman: That's right.

Woman: ...before the weather gets bad.

Woman: Okay. Okay.

((Crosstalk))

Woman: I know the 24th. Yes.

((Crosstalk))

Woman: That's the date. We're all set on that. We'll get a doodle from Tina.

((Crosstalk))

Woman: November.

Woman: November 24.

Woman: I just had to say...

((Crosstalk))

Woman: November 31.

((Crosstalk))

Woman: November 30.

Woman: Thirtieth.

Woman: Sometime between November 30 to December 8 between that week.

Woman: The sooner the better just so we know what's going on.

Woman: Okay.

Woman: Call for a motion to adjourn.

Woman: Make a motion to adjourn.

Woman: (Received) the motion and (Erin) second. All in favor say aye.

Man: Aye.

Woman: Aye.

((Crosstalk))

Woman: All opposed. (All right. Cool). Motion carried. You all have a safe, safe trip home and thank you all for your time and for your commitment to (NACI).

END