

- Female 1:* – some concept or grasp of that is a really good question, and I think that someone \_\_\_\_\_ can take that and can see if we can provide some global – yeah?
- Female 2:* I'm pretty sure that we could contact our colleagues at HHS and find out –
- Male 1:* Hello?
- Female 1:* Hey Will.
- Female 2:* – if they have done some kind of a similar thesis on what funding \_\_\_\_\_ children use. Similarly, we could do the same thing with the Department of Education and \_\_\_\_\_.
- Male 1:* Can anyone hear me?
- Female 3:* Yes, we can hear you.
- Male 1:* Oh, because I can't hear anything.
- Male 2:* Good morning, Will. Can you hear me? This is Bob. Will, can you hear me?
- Male 1:* Yes, okay. I've just got you real faint there.
- Male 2:* Real faint? Did you hear **Katherine** talking?
- Male 1:* No, I did not.
- Female 1:* Is there – do you guys have one of those disc phones that we could plug in here, or no? No? Well, if we move it closer up, then when you all are speaking, we're not gonna be able to –
- Female 3:* Is that the volume?
- Female 1:* Yeah, it's up all the way.
- Female 3:* All right, I was \_\_\_\_\_.
- Female 1:* Okay. No, it's –
- Male 2:* It may just be that with the notes we're taking, and the that we're now recording what's happening, having that – I mean, if Will wants to struggle through it, but my guess is – having spent much of my life in Will's position on a phone – and that may be best –

- Female 1:* To bring him – I can sit down with him when I get –
- Male 2:* Yeah, and to go through it.
- Male 1:* Yeah, thank you. The issue is that – let me just say that I'm terribly sorry that I'm not able to be there with you all. However, I am happy to report that when next we meet I will probably have \_\_\_\_ beautiful \_\_\_\_\_. So, thank you all for your flexibility and \_\_\_\_\_. I do agree with **Alicia**. \_\_\_\_ little \_\_\_\_\_. I will look forward to hearing the audio report out. It will work with the \_\_\_\_\_, or in terms of the issues brought up \_\_\_\_\_ meeting today. I also wanted to say that although I wasn't able to be there with you all \_\_\_\_\_ webcam, I will hear at the end of the day \_\_\_\_ absolutely wonderful hearing. \_\_\_\_ capable of very \_\_\_\_ from the web view \_\_\_\_ and we were all just so pleased with the \_\_\_\_ the excellent questions that you all posed. So, it looks really good. I want to thank you all for – in a couple of days, I look very forward to working \_\_\_\_\_ look forward to the debate with you all in the very near future. So, take care.
- Male 2:* Thank you, Will.
- Male 1:* Bye bye.
- Female 3:* \_\_\_\_\_ the 70 percent –
- Female 1:* Of the –
- Female 3:* – of American Indians that are not on reservations. And it's a little challenge to figure out how you could impact the American Indian population, spread out. I know in LA, we have Indians – correct me if I'm wrong – are in Long Beach and skid row. That's where they're concentrated. I don't know – they're not on the reservation, but they're living together, more or less. Not on skid row – they're getting to deal with people \_\_\_\_\_.
- Female 1:* They're everywhere
- Female 2:* No, I don't think it's – I don't think there's an isolation.
- Female 1:* I think the – I think the thing – so, **Sarah**, do you want to kinda comment back on that, and then I have \_\_\_\_\_ before it.
- Female 2:* Yeah, I mean, there are in almost all major metropolitan areas, urban aid programs. They do social services and cultural activities.

So, I think to \_\_\_\_\_, was told they were doing \_\_\_\_\_ there's a lot of history of the Indians providing services \_\_\_\_\_. But, I don't think you can say that Indians in LA \_\_\_\_\_, \_\_\_\_\_ there ever \_\_\_\_\_.

*Female 3:* There is a large population \_\_\_\_\_, and then unfortunately, unlike the population on skid row, among the – a lot of people who have issues of poverty and \_\_\_\_\_ – they have \_\_\_\_\_ like the other \_\_\_\_\_. Obviously it puts them in places where there aren't \_\_\_\_\_ and resources \_\_\_\_\_. So, \_\_\_\_\_. But there's not reservations still \_\_\_\_\_. Strategy would be –

*Female 2:* To get the urban \_\_\_\_\_.

*Female 1:* And like, in – there are no – there's one reservation in Alaska, that, you know, the population of Native – of Alaska Natives that are living in their homelands in Alaska are not on reservations. They have a different agreement with the federal government, and so they don't have reservations. So, it's not a matter of – I think the issue is that – and this, I think, gets to a point that the NCCD staff have talked even in leading up to this hearing, and the debriefings hearing, but among our team last night, is that the challenges of providing of intervening – getting prevention services up and going and getting intervention services, and engaging communities, and looking at some of the root causes or addressing it with the American Indian population is not necessarily going to be dramatically – you know, when we talk about the report, and we're gonna get to this conversation in a second, we were talking about the report sort of at the 30,000 foot view.

Sort of at that, you know, we're gonna look at this at a higher level set of recommendations, and at that level, we need to address all communities, and certainly if – as we're detailing findings, and as we're detailing recommendations, we will be recognizing the unique status, and the unique relationship that the federal government has with the American Indian in Alaska, and the Native Alaskan tribes – or Alaskan Native tribes. I keep tripping over that term, even though – but, I think that we aren't – we want to recognize that it's not just tribes and tribal organizations that will be serving the populations. When they live in Seattle, they're gonna be accessing services wherever they are, and their people.

So, we want to allow – at some level, I think we're gonna have to start thinking about – and this gets to the point of what – you know, we've talked a lot about some of the challenges, but what do we do with that? How do you talk about the solutions, other than

just easier access to funding, and maybe more funding? How do we talk about – what are some of the things that we would want to see happen with that? Whether it's within a tribal community, a rural community, an urban community that may or may not – that will obviously include American Indian and \_\_\_\_\_, because –

*Female 2:* I'm not sure I understand what you're saying here. What are some of the things we want to see happen with what?

*Female 1:* I think that we've talked quite a bit about the information that was heard yesterday, and some of the recommendations that were made yesterday by witness, and also some of the ideas that the task force members are – how they're aggregating that information in some of their recommendations that they're trying to articulate. But, much of that – much of the conversation has been about access to funding, creating collaborations – but what do we do with that? What are the activities that we would be seeing? How are we – what are the – if the funding goes out there, what are we gonna see happen with that money? Does –

*Male 3:* And clearly, accessing money is important, right? If it gets to be \_\_\_\_\_ if you have the same hurdles, and burdens, and obstacles to get funding, you haven't done much. So, it's an important part of it, but what you have – I concur with **Deirdre**. What I think we are striving to get is both a sense of, okay, if we save funding, yes, do something. We don't know what that language is. We don't know what that veto looks like. But then, what do we do with that money? Right? And how is this doing the thing with the money, like, how is it both the same and different? Right? And this is, I guess, the question around – you know, in Indian communities, this is worth all of the community building we talked about. Many of the communities have talked to me about how different kinds of challenges have different kinds of situations, and how do you deal with it? We didn't talk a lot this morning about rural youth who don't live in tribal communities. Right? What are their challenges? What do we need to think about, and what do we need to do there?

*Male 4:* May I also – I agree with your point entirely. If you're gonna have – this group is going to be bringing to light issues that are related to exposure to violence that will be – you'll be making points, recommendations throughout your reports that are going to apply across the board. Some of which came from this population, that are going to apply more broadly. The American Indians are more likely to talk to us about the generational trauma, and this type of

thing. But generational trauma applies to other populations as well.

Likewise, things we hear from non-tribal populations are going to apply to cases here. So, when we think about tribes, I think one of the points we talked about just now, I think, makes a lot of sense. Hey, 70 percent of this population is going to be living out in urban centers. We also heard how there's 566 federally recognized tribes, and by the time the report comes out, there might be a couple more. They're all sovereign entities, and one of the things tribal members will say themselves is, "Two tribes really aren't quite the same." That applies to a lot of things, not just in culture, but also the structural dynamics, the capacities, et cetera. So, I think ultimately we – the challenge of this group is to take this huge amount of information we're going to be taking in, and find ways to say, "Well, what are some of those issues that we are going to make?" There's points we are going to make in a more cross-cutting way than – there'll be some subset of points, or an additional set of points and recommendations that are gonna be made with specific reference to rural, and tribal, and Alaska Native, et cetera.

But, you know, what exactly will they do with that money? I don't know that you're gonna get to that level of specificity. I think you can point – you can kind of directions – you can say that there are examples, and there are models, and there are a better and worse direction, et cetera. But you know, again, we'll talk more about the report in a few minutes, but it's not gonna be 600 recommendations, or laundry lists – so, we've got to find ways to hit that right level. We talked – General Taguba talked about that 10,000 foot perspective. So, that's the challenge of this group, and as many issues as we hear about, it's hard not to get – to start connecting to many other topics. This is so related. So, joblessness, or travel issue. So, it's gonna be a real challenge for us to tease out: what really hits the mark? When we look back at some of the earlier task force reports on different topics, I was struck by a section in one of the reports, right up front, that said, "We're not telling you everything that's important to know about this stuff. We're not telling you – we're not making every recommendation that really could be made here. We're making the ones that we feel are most important, and are – there's a clear path to get it done." That's my sense for the challenge of this group.

*Female 3:*

In my opinion, \_\_\_\_\_ sound like those who testified \_\_\_\_\_ cited specific programs, and those specific programs \_\_\_\_\_

interactive \_\_\_\_\_. My colleague, \_\_\_\_\_ was talking about different programs that they could use. I think that that is a very concrete way for us to look at \_\_\_\_\_ done, and perhaps that show \_\_\_\_\_ be positive, not just for Native Americans, but just to tag onto what you just said – in general. I'm sure that there are a lot of programs about being \_\_\_\_\_ shown themselves to be functional programs for strengthening communities. There are a lot. And I think that one of the outcomes of this hearing that we \_\_\_\_\_ for us is to catalog the \_\_\_\_\_ programs that have been shown to – from those people in the Native American communities that have been \_\_\_\_\_ to be very \_\_\_\_\_ successful to improve \_\_\_\_\_ issues. Not just child abuse, but in general. \_\_\_\_\_ child \_\_\_\_\_ to violence. That, I think, will be helpful because eventually, perhaps there'll be \_\_\_\_\_ programs in all of our \_\_\_\_\_ that everybody keeps talking about this program \_\_\_\_\_ for us, and that would take those different programs that would come to \_\_\_\_\_ surface to a higher level of \_\_\_\_\_ to what's possible \_\_\_\_\_.

*Male 5:* \_\_\_\_\_ something I've \_\_\_\_\_. If not, the \_\_\_\_\_ and \_\_\_\_\_ what were the complicated \_\_\_\_\_ related \_\_\_\_\_ comes to my mind was this sort of access to facilities \_\_\_\_\_. That would translate to –

*Female 1:* Can you repeat those again? Just so – I just want to make sure I've got them parsed out –

*Male 5:* They're resources. \_\_\_\_\_ access to facilities. I don't know whether they're rural, or they're urban, or wherever they are. \_\_\_\_\_ training in education, so \_\_\_\_\_, say, \_\_\_\_\_ indication of aspects in dealing with \_\_\_\_\_ the language \_\_\_\_\_. I'm going to use an analogy. \_\_\_\_\_ has 8 million of the 22 million veterans that are \_\_\_\_\_ today. 8 million are registered. 5 million are receiving direct \_\_\_\_\_ compensation. That's a huge \_\_\_\_\_. They have \_\_\_\_\_. Well, my good friend the secretary said, all right, we have common themes here, so he \_\_\_\_\_ five strategies. \_\_\_\_\_ one was \_\_\_\_\_, the other one was homelessness, and another one was access to healthcare, and the other one was disability, and the other one was women's health.

Because somehow, this – you can't \_\_\_\_\_ this indigenous people because that's a minority 'cause somebody forgot over the process of time. And what we're getting \_\_\_\_\_ children, so \_\_\_\_\_. And based on all of that, \_\_\_\_\_ and funding, and the limited resources that he has \_\_\_\_\_ department, its number are \_\_\_\_\_ up. Years ago, it was 93 billion, and this year he's got 134 billion. Something because \_\_\_\_\_ approach \_\_\_\_\_. I think that – I'm just using that as sort of as a model where at the end of the day, we

are \_\_\_\_\_ common theme that we're \_\_\_\_\_, and \_\_\_\_ the top three or five things that we need to focus on, and how do we translate that to recommended action?

*Female 1:* And I think this is – this can serve as a good transition into the conversation that we need to have about – what are the themes? What are the themes that we can pull that we know? And, what are the themes that we can recall, and how else can we go back and start recalling those themes? And we could hear from the task force, but we can also offer the ideas or the activities that we know your staff, the NCCD team, will be doing in the next month to support this activity as well. So, if we want to start with the comments from the task force on the themes – Tony shared with us how he's sort of been thinking about this.

*Male 6:* \_\_\_\_\_.

*Female 2:* What was it? We're sending them what? Changing \_\_\_\_\_?

*Male 6:* \_\_\_\_\_.

*Female 2:* And I also think that's something that's translational \_\_\_\_ local communities. Resetting what's normal –

*Female 1:* Resetting what's normal.

*Male 6:* \_\_\_\_\_.

*Female 2:* We defined what \_\_\_\_\_.

*Male 2:* And that goes beyond education and training. I mean, education and training, I agree is very important, but it does – it's a different thing.

*Female 2:* It is, and it happens to be publicized \_\_\_\_\_. \_\_\_\_\_ to talk about \_\_\_\_\_ testimonies.

*Female 3:* \_\_\_\_\_ just a general lack of awareness.

*Female 2:* Get it done \_\_\_\_\_.

*Male 4:* Where they \_\_\_\_\_.

*Female 1:* Well, and it –

*Female 2:* \_\_\_\_\_ thing was done with domestic violence. \_\_\_\_\_.

*Female 3:* \_\_\_\_\_. She said, “How \_\_\_\_\_?” I think that they \_\_\_\_\_. \_\_\_\_\_ even though it’s so \_\_\_\_\_. We need \_\_\_\_\_. I just think that the \_\_\_\_\_ strategy will raise the profile. It’s something that is really \_\_\_\_\_ think about. How can I \_\_\_\_\_ doing effectively \_\_\_\_\_? \_\_\_\_\_ about the \_\_\_\_\_ accessible \_\_\_\_\_ raising \_\_\_\_\_, and the other thing that she talked about was we are \_\_\_\_\_ these children \_\_\_\_\_. So, that \_\_\_\_\_. \_\_\_\_\_ question of \_\_\_\_\_. So, it is a \_\_\_\_\_ in those \_\_\_\_\_ so that \_\_\_\_\_ can say \_\_\_\_\_, and a \_\_\_\_\_.

*Female 4:* So many times \_\_\_\_\_ social work, \_\_\_\_\_ foster \_\_\_\_\_ in terms of \_\_\_\_\_, and they were trying to replace parents, which they can’t do. So, I was gonna say there are certainly issues that come up, and I don’t know how they \_\_\_\_\_ overall report, but it seems to me that the early childhood, the home visiting \_\_\_\_\_ come in from early childhood, and when \_\_\_\_\_, and when the \_\_\_\_\_ sense of stability and safety of children is established. Someone talked about \_\_\_\_\_, and it seems to be that that is always something that \_\_\_\_\_ any program, and it doesn’t have to cost a lot of money, but who is the role model? Obviously, education \_\_\_\_\_, the ABC special? \_\_\_\_\_ huge thing, and it is \_\_\_\_\_. Did you see it?

*Female 2:* I’m not a big fan of it, to be quite honest.

*Female 1:* There’s actually a YouTube rebuttal to it from the kids.

*Female 4:* Okay, \_\_\_\_\_.

*Female 1:* I haven’t watched the video – or the Diane Sawyer special. I saw the YouTube rebuttal from the kids, and basically it’s: “We aren’t just victims. We are more than the problems that we’re portraying. We are survivors. We are smart. We will be your next doctor. We will be your next lawyer.”

*Female 4:* \_\_\_\_\_.

*Female 1:* So, I don’t know what your issues were. I didn’t see the special. But, I think the –

*Female 5:* I thought it was exploitive. I thought it presented a lot of social problems that \_\_\_\_\_ explained \_\_\_\_\_ the conference. So, she talks about the \_\_\_\_\_, but doesn’t explain why \_\_\_\_\_. So, I was \_\_\_\_\_ problem with it.

*Female 4:* The big problem that \_\_\_\_\_ effort to raise awareness. That was probably the most \_\_\_\_\_ program on this issue ever, and had \_\_\_\_\_ was very \_\_\_\_\_. So, it seems to me that if we're going to try to represent reality, we are certainly \_\_\_\_\_ to do that – that doesn't exploit the children. One of the thing she didn't emphasize was education, and whether or not \_\_\_\_\_ the right way, I thought that indicating that one of the ways \_\_\_\_\_ these kids was their education, and because \_\_\_\_\_. And the other thing that we heard qualifies the \_\_\_\_\_ collaboration – it's really a challenge when you want to maintain the identity of a culture, but you also want collaboration with everybody else in terms of the \_\_\_\_\_ resources, so I think that's something we need you to include in the report, but it needs to be done in a sensitive way so that they're not just saying, well, \_\_\_\_\_ can't we all work together on similar \_\_\_\_\_. It doesn't work that way. \_\_\_\_\_.

*Female 5:* \_\_\_\_\_ kind of complicating \_\_\_\_\_. That's usually one of the biggest challenges when you're doing a collaborative effort of any kind. You stick to the vision. That way when we all start – because inevitably, we're gonna start bickering about the certain things – and we'll go, "Okay, wait a minute. This is about children. It's supposed to fund all children. It's \_\_\_\_\_ all different kinds of options." So as long as we can keep that as our main point, I think that's going to serve kind of as the North Star. But I read public exposure as something that's been coming throughout, and I'm not gonna be surprised if you hear it again in the other two hearings. I know it came up in listening session in \_\_\_\_\_, too. So – and not just newspaper – just the internet, but everything, and so we know that there are certain different populations within our country, so we have the YouTube, and Facebook, and Twitter, and all that. At the same time, we have people that like to read the newspaper. Some like to go on \_\_\_\_\_.

*Female 1:* There was a sigh of relief when you said \_\_\_\_\_.

*Male 2:* There are some dinosaurs around here.

*Female 5:* I don't remember the last time I actually, physically read a newspaper.

*Female 1:* I can't, either.

*Male 2:* \_\_\_\_\_ work with here, yeah?

*Female 5:* I'm just gonna represent the youth \_\_\_\_\_.

*Male 2:* Oh, oh. You were in one of these articles.

*Female 1:* And you can read about them online.

*[End of Audio]*