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**Panel #5: Promising Approaches – 04/17/14**

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*Anita Fineday:*

Panel #5 is entitled Promising Approaches. And Panel #5 is going to identify promising approaches to responding to American-Indian children exposed to violence in the community. Panel #5 will conclude with concrete recommendations for responding and training on this issue.

The panelists for Panel #5 are Gerald Small, Chippewa Cree. He is the Tribal Councilman for the Chippewa Cree Tribal Business Committee. I'll try not to butcher this name too badly; Aisha Uwais-Savage Concha, the Attorney General for the Rosebud Sioux Tribe. Christine Meyer, the Director of Education for Coeur d'Alene Tribe. And Edward Reina, Salt River-Pima Maricopa Indian Community Tribal Law Enforcement Consultant and Retired Tribal Chief of Police.

Each panelist will have a 10-minute presentation and we will follow that by 20 minutes of questioning by the Advisory Committee. And we will start with Mr. Small. If you would, please proceed, Mr. Small.

*Gerald Small:*

Testing. First of all, good morning. My name is Gerald Small. I'm a member of the Chippewa Cree Tribe of the Rocky Boy's Indian Reservation in Montana. I feel very honored and privileged to be here today.

*Anita Fineday:*

Can you move the microphone closer, please?

*Gerald Small:*

I'm the Human Services Subcommittee Chairman for the Chippewa Cree Tribe and Elected Official to Chippewa Cree Tribal Business Committee serving a four-year term. I'm in my fourth year. For seven years I was a case worker for the Tribal Temporary Assistance for Needy Families Program and for 29 years I proudly served an educator for the Rocky Boy's Schools. Additionally, I served 18 years with the Tribal Forestry Department as a dispatcher.

The (Rocky Boy Indian @ 2:43\_APR160945PM] Reservation located in north-central Montana was established by an act of Congress in 1916. It is the home of the Chippewa Cree Tribe. Rocky Boy's Reservation is isolated by geography, weather, economics, and is considered frontier by most

Montana a designation that indicates extreme rural and isolation. The Rocky Boy's Reservation is the smallest of seven reservations in the State of Montana, about 125,000 acres. The nearest airport and major shopping facilities are 110 miles southwest in Great Falls. The nearest town of significant size is Havre, Montana, which set a record this past winter at 50-some below. Located 30 miles with a population of 9,575, this geographical isolation allows the tribal community to demonstrate clear and distinct violence prevention, cause-and-effect relationships by more effectively identifying confounding variables.

An estimated 4,000 people reside on Rocky Boy's Indian Reservation. One of every four residents is under the age of 18 years and 50% fall between 18 and 63 years of age. The total enrollment of the tribe is over 7,000. The targeted population resides in the community which endures a variety of social problems that are interconnected and complex, such as high rates of alcoholism, drug, use, poverty, housing shortages, crime, and unemployment—about 80% unemployment.

With that said, the Defending Childhood Initiative Rocky Boy's Children Exposed to Violence Project has addressed several of these issues which have affected our community; designed a strategic plan for the project is a Chippewa Cree culture-based approach to prevention and treatment that emphasizes Chippewa Cree way of life in terms of philosophy, traditional value system, customs, protocol, health and healing concepts, and education. The approach also integrates the involvement of tribal elders who serve as peacemakers providing input on program planning and implementation to promote cultural knowledge as well as working directly with families in need.

A child advocacy program was developed to provide intervention and prevention services, support of services, law enforcement court, medical accomplishment, child forensic interviewing, bullying intervention, prevention in developing proactive student-based groups. Child advocates also work in the Rocky Boy High School to implement the violence-prevention Eye on Bullying

curriculum, as well as providing direct support to students exposed to violence. Child advocates advocate for the best interest of our children by making recommendations which will be most beneficial to them in regards to their home life, in regards to the social service department, Temporary Assistance for Needy Families, tribal courts, law enforcement, and in schools. They are the voices of our children. Child advocates took a major role in safeguarding tribal children's taskforce to create a more effective and efficient way of managing child abuse in neglect cases which optimize the best possible services children and their families.

A domestic violence community advocacy program was established to provide emergency and ongoing advocacy services to children, teens, adults, and families facing violence. The program offers confidential assistance for domestic and sexual violence victims by providing crisis advocacy regardless of age, race, gender, and sexual preferences by being available 24 hours a day 7 days a week. Services include filing for temporary protection orders, court advocacy and identification, accomplishment to medical facilities, scheduling of doctors' and mental health appointments, transportation, and locating a safe place for victims and/or their children to stay in their time of need through coordination with shelters in Havre, Montana, and other tribal communities, maintaining a health rapport with local and federal law enforcement agencies to assure victims' safety and needs are met in their time of crisis. Domestic violence and children advocates are members of the Child Protection Team, multidisciplinary teams, and Sexual Assault Response Teams for specific recommendations for children and adults are provided to all members. Children Exposed to Violence Project works collaboratively with many tribal departments in efforts to deter all forms of violence and promote the strengthening of families.

The Healthy Journey Youth Camp has been sponsored by the project for the past two years with youth participants being exposed to cultural elements pertaining to Chippewa Cree traditions and values along with bullying intervention

and teen dating violence skills. Community forums and cultural affairs have been provided for our community members with the focus based around strengthening families where speakers provide information on various topics ranging from the adverse childhood studies, our heroes/peacemaker/elders panel, survival panel, Victim/Witness Advocacy, Chippewa Cree Positive Indian Parenting, historical trauma, bully interventions, and other topics. They have sought out assistance and worked collaboratively with the United States Attorney's Office for the District of Montana and state and tribal programs to offer domestic and sexual and violence training and information on child abuse and neglect for law enforcement officers, case workers from school, social services (inaudible @ 09:16\_APR160945PM), in emergency medical technicians, in tribal courts—to name a few—so community members in crisis receive the best possible services available.

The Children Exposed to Violence Project has worked with partners to provide monthly family nights to community members where children or parents or caregivers can participate in a variety of healthy (host @ 9:40\_APR160945PM) activities such as flowering plants, reading and math stations, paper art decorations, and also dancing regalia making. These events have been widely successful with 120 to 600 community participants. A school supply drive was led by the project staff with a mission of providing back-to-school basics of pencils, notebooks, pens, crayons, and other items to each and every K-12 students at the Box Elder schools and the Rocky Boy's schools. Nine hundred seventy-seven students in our community were served.

I know that change does not happen overnight and I believe that we are getting closer to our vision of a community free of violence. It is my hope that by strengthening our tribal programs and promoting a collaborative approach, our joint efforts will continue to build positive opportunities for our youth and families and support their critical needs in times of hardships. This echoes the words of Chief Rocky Boy who once said "Love one another and take care of each other." And I want to say we have programs and grants that support

helping children, but all of my years in teaching and working with being a case manager for Temporary Assistance for Needy Families, I learned that we all have a story. We all have a past. But we need to move forward. So I've always advocated for forgiveness. I heard Iris, I think, mention that. That's a powerful word, "forgiveness." We need to forgive our past—because there's nothing we can do about it—and move forward. We need to teach that to our children, teach them to say "I'm sorry" and ask for forgiveness for what they did or for themselves and also from above. Forgiveness. Thank you.

[APPLAUSE]

*Anita Fineday:*

Thank you, Mr. Small. Our next presenter will be Ms. Concha.

*Aisha Concha:*

Good morning, greetings to all friends and relative and colleagues. It's a pride that I'm here before you today on behalf of the Children of the Rosebud Sioux Tribe, the Sicangu Oyate Lakota, their families, their ancestors, and their future generations. My name is, as you can see, very long. I won't say it for you. [LAUGHS] And I serve the Sicangu Oyate in the capacity of the Attorney General.

The Defending Childhood Initiative began in 2010 and is operated under the Rosebud Sioux Tribe's Office of the Attorney General. The initiative supports a collaborative effort of roughly 36 organizations, all mostly tribal but some state and some federal. So that's kind of cool, I guess. And it's designed to prevent children's exposure to violence, reduce its negative impacts, and increase public awareness, all while ensuring that the Lakota culture is incorporated and maintained at every level.

I was raised on the Taos Pueblo Indian Reservation and come here not only with the knowledge gained from my own personal experiences and observations from my own childhood, but I also worked with tribes in Wisconsin and Alaska and I can say that the problems that plague Native-American children plague Alaska-Native children and they're all the same. You see it on every reservation or Native

village that I've ever been to or worked in.

I entered into indigenous law because, as a child, I had this one dream that one day Native children would get to live, grow, and develop like any other children: happy, healthy, safe, with a father that plays with you and tackles you in a playground and tickles you instead of just yells at you because he doesn't know anything else to do. The Rosebud Sioux Reservation—and this is where you guys are going to laugh because you heard from Mika yesterday and she has completely different statistics than I do about our own reservation which we both live on and we both serve. And I guess that is showing you the start of the problem; we don't actually have the same statistics about how many actual people live there, what actually constitutes a reservation. So I'll give you my statistics, but hers sound more sincere than mine. I like hers better. [LAUGHS]

The Rosebud Sioux Reservation spans approximately 1,442 square miles and it's partitioned into 20 separate districts containing over 40 different communities. The reservation spans approximately 150 miles from east to west and 55 miles from north to south. There are approximately 30,000 enrolled citizenry with at least half of them estimated to be under the age of 18. The 2010 Census reported that approximately 10,000 of the Rosebud citizenry live within Todd County, which is the primary spot of the reservation. And of this, approximately 4,700 or 43.6% of them were juveniles. A large number of the Rosebud citizenry live nearby or within a short distance of the reservation and depend on the tribal administration and services provided on the reservation. In 2013, the Rosebud Sioux Tribe Law Enforcement Services comprised of only 14 patrol officers, received over 17,000 calls for service, a majority of which children were presumed to be present at the scene or wherever the circumstances resulting in the call for service.

So many conversations about the plight of Native children focus just on just that, the plight. The successes, uniqueness, talents, strengths, and skills of our young people are too often forgotten and not enough discussed. Before I discuss the plight, I'd like to highlight that the

Sicangu Oyate Lakota are a strong people comprised of basketball stars, horseback riders, runners, dancers, lawyers, doctors, military personnel, teachers, coaches, artists, and great leaders. All these people are or once were children of the Sicangu Oyate Lakota and serve as evidence that, despite all the social ills that plague Native-American and Alaska-Native children, the possibilities really are endless. The dreams of our children are endless just like their ancestors; however, they are sometimes hampered by the cyclical trauma that affects Native life.

As the adults of today, we will not be able to ensure that every child has a fair shot to live out their dreams with hard work until we end the cyclical trauma that passes from generation to generation before the next generation's even born. As leaders and success stories, we serve as positive examples, but we must also be more than just an example and make a valid collaborative, coordinated and comprehensive attempt to repair that which is broken and heal those who are bringing children into this world. We cannot simply focus on the health and safety of the children of today or the children of tomorrow, but we must focus on those parents and grandparents who will have an influence on the raising and protection of those children.

The Defending Childhood Initiative, which Rosebud is a recipient of, is an opportunity to create this comprehensive and coordinated collaboration. Everyone here has heard of the one-in-three sexual assault and violence statistic of Native girls or the significantly higher suicide rate or the high drug-and-alcohol rate. We've discussed that over and over. There's no sense taking time to reiterate this. We all know what the problems are. What we need is to identify solutions that work in a comprehensive, collaborative, and culturally-appropriate manner. DCI is an amazing opportunity for Rosebud and has allowed us not only to identify the initial complexities and issues that allowed us to receive this opportunity, but also to become aware of more complexities [CHUCKLES] that were previously unknown. This initiative has allowed us to have endless discussion about positive possibilities—goals, hopes, and dreams—not only at an administrative level, but with the relatives we're able to

serve. The possibilities under this initiative, however, only encompass one small sphere in the realm of ending the cycle of violence, trauma, and social ills for our children and their families. But if it's allowed to continue, the sphere it encompasses will increase as well as the collaborative and comprehensive coordination between internal and external agencies.

The Rosebud Sioux Tribe, along with the Rocky Boy Indian Reservation, are the only tribes granted this initiative and it's Rosebud's hopes that more tribes are able to benefit from the initiative and amend it to fit their culture. As we all know, there's 566 different ones of us out there and this initiative allows for the opportunity of the uniqueness of each nation's culture to be incorporated into lessening the cycle of violence and creating happy and healthy and safe children. When I speak about collaboration I'm not only speaking about what we've done as the Rosebud Sioux Tribe, but encouraging all of you to look to us for assistance and to share your ideas in the efforts so as sovereign Native nations, we can better serve our future generations.

To express how this initiative has positively affected Rosebud, I'd like to give you a scenario. Before receiving this initiative, the complexities of the social ills our children suffered were suspected but not known and could not be adequately addressed if discovered. For example, a little girl sold for sex to the neighbor by her parent so that the parent who suffers from unresolved sexual assault and domestic violence can get half a bottle of Jack Daniel's is a situation we did not have a hold on previous to this initiative. Today, through our community education and the public trust in our staff, we are made aware of these situations either by the child, the parent, or both. Previous to the initiative, this little girl could have told someone what was happening to her and she may or may not have been removed from the situation. Now, we as the Rosebud Sioux Tribe, try to approach the situation collaboratively to address the family's need and protect this young girl.

Previously, this girl may have believed that life would have been easier if she had said nothing at all. Today, we may

not have all the resources needed to appropriately address this situation but we're able to let her know she did the right thing and host a naming ceremony, sweats, and other cultural means for her to feel strong and cleansed. Chances are that under the current circumstances, she may not get counseling but because of the initiative, we now know she may not get counseling and modern mental health. And we've been able to take that piece of this sphere to secure a psychologist—outside of IHS [CHUCKLES]—specifically for abused children, something we only had in a limited capacity before.

Previously, when this young girl who lacks self-esteem and the protective capacity joined a gang through sexing in, we might have thought she was just a troublemaker. Now we know the truth. When she became pregnant in her preteen years as a consequence of her unresolved trauma, she may have been judged. Today, we work to stop that judgment and place people's attention on the root cause of her actions. Previously, when she became pregnant and felt lost, she would turn to drugs and potentially be pimped out by the gang for more drugs. Now, we have the means to help her through some of that confusion and attempt to stop her need for drugs.

When it was ignored that she dropped out of school because she was just a troublemaker and came from a bad family, it is now not okay and the tribe is invested and continues to invest significant resources into ensuring that she completes her education. Previously, when her baby was born with drugs in his or her system, the baby may have just become another statistic, perhaps even ignored. But because of the discoveries of DCI, Defending Childhood Initiative, we have now secured the resources to test the baby's mental and physical abilities and develop appropriate cognitive and functional planning not only for the baby, but for her as well.

If the Defending Childhood Initiative were not in place, we all know what would happen to this girl and her baby. Today, we do not know what will happen but we can aspire to believe her life will be different due to the efforts of the collaborative effort of the Defending Childhood Initiative. We

do not have all the adequate solutions or services for that little girl in Rosebud, but we do have more than we have ever had before in this modern day and age. We cannot only identify the issues, but we can come up with many solutions. If we cannot financially support a solution, we know now what we're fighting for.

Uh-oh, she's telling at me. I have zero, guys. I'm almost done. I stare at multiple cases with similar elements on a daily basis knowing I do not have all the resources to adequately help this girl and other boys and little girls like her, much less their parents and families. However, I can rest at night knowing that we are making the best effort possible with what we do have. I cannot stand here—or sit here—before you today and say that I am adequately working to end the cycle of violence until the day that cycle's effectively ended. But I can say that because of the Defending Childhood Initiative we, as the Rosebud Sioux Tribe, are doing everything in our current capacity to end this cycle and will continue to take advantage of every resource until we end it.

When you work in professions like mine and ours, you have a dream and you work towards that dream as if there will be no tomorrow. Every minute and every hour counts. My dream is that I can get comprehensive, collaborative, and culturally-appropriate resources to allow for a generation to be born where we are not concerned about whether or not they will continue the cycle of violence and trauma, but rather whether they become an astronaut, a president, Nobel Peace Prize winner. In order to make this happen we must stop feeling hopeless. And remember we are leaving this world to these children and just like we are taught to leave the Earth in better condition than we received it, we should leave opportunities, safety, security, and life in general, better than we received it. We can do this if we stand united for our children, learn from one another's experiences, and come up with solutions rather than problems.

Rosebud has been granted an amazing opportunity that all of Indian Country can benefit from, regardless if they receive the initiative or not. And that allows us to benefit from all of

your knowledge as well. We thank the United States Attorney General for the opportunity to participate in the initiative and look forward to working with all of you to ensure that one day there is a generation of happy and healthy and safe Native children. And regardless of what I wrote, as a recommendation or something, I just would like to say that the federal trust responsibility, I never understood it to mean that we got cordoned off to be provided less adequate services. And if there's any recommendation, it should be that the federal trust responsibility should at least provide equal. We have less healthcare, inadequate healthcare, inadequate education. Everything we receive under the federal trust responsibility is less than the average American. So you ask us why we're in this situation and what you can do to help us, provide at least equal if not more because we probably need more from being provided less all these years. And that's all I got.

[APPLAUSE]

*Anita Fineday:* Thank you, Miss Concha. Our next presenter is Miss Meyer.

*Christine Meyer:* Good morning, Madam Chair and Advisory Committee. And heartfelt thanks to the Seminole people for their generous hospitality. My name is Christine Meyer and I am a member of the Coeur d'Alene Tribe of Idaho. In 2006, I was hired as the Director of Education and the tribal council asked that I bring education up another level. And to be honest, I did not know what that meant and I wasn't sure I had the capability. In 2007, this is when my real work began. The Coeur d'Alene Tribe Reservation community, in collaboration with the University of Idaho Extension, began a two-year program to address poverty on the reservation. The reservation is comprised of four communities. Each community had representation involved in the two-year process to accomplish the goals that were identified. Three committees were established: education, beautification, and communication. Two of those committees continue to be active today and that's the education and beautification. I served as the co-chair of the education committee with my colleague, Jerry (Green @ 27:25\_APR160945PM). In that first year, our grassroots group were able to accomplish two major bonds

that were passed. The first one was a new library for our community in Plummer and a new elementary school.

Also, during that first year, my supervisor, Robert (Mann @ 27:52\_APR160945PM), asked that I create a one-page document that described what the Department of Education does. That resulted in an education pipeline. That pipeline includes (birth @ 28:09\_APR160945PM) through PhD students. Our 2013 pipeline includes over 700 tribal members. This pipeline became and continues to be the center of our work in addressing poverty. Coeur d'Alene Tribe, historically and today, continues to believe education is vital to our tribal sovereignty and to our overcoming economic poverty and poverty of the spirit, individually and as a tribe. The pipeline moved us from passive recipients of state-mandated programming to an active, engaged community that meets the educational needs of our community.

I soon realized it was not enough to have a visual representation of our work. It meant that we were going to have to move those 700 individuals along that pipeline. That resulted in our learning to collect authentic data. Yes, we do submit the federal and the state reports as required; however, those reports do not serve our daily work. So in the past couple of years we have been spending time on learning how to collect data that is meaningful to us. And we have since been collecting data on our Early Head Start, our Head Start, elementary, middle school, high school, and post-secondary students. The data system has led to a deeper community analysis of root causes of why students may not be successful and where students are not successful. For example, this fall, I noticed that we had some students that were not successful in our community college so I asked my higher-education manager to schedule a meeting with the vice presidents; the Vice President of Instruction and the Vice President of Student Services. And in result of that meeting, we were able to design a plan to increase the success on that college campus.

Below the pipeline we have identified all of our collaborative partnerships and tribal programs, universities and colleges,

and other resources supporting each of those segments of that pipeline. To meet the many educational needs, it is critical to collaborate with local and regional partners. The tribes of Idaho have formal MOUs with three Idaho universities and two Washington universities. These agreements were signed by the tribal chairmen and the presidents of each of the universities. Can you imagine trying to gather five presidents and five tribal chairmen together on one event? Well, it did happen. We utilize those MOUs with four of the five universities on a committee. And with one of the colleges, I meet with them on a monthly basis. I serve as our chairman's representative. It is during these meetings we advocate and negotiate for the needs of our children or youth on and off campus. The presidents and provosts serve on these committees as well. Their participation is essential in supporting our goals.

For example, in result of our partnership with North Idaho College, we were able to create a certificate and a two-year business leadership degree, a certificate and a two-year hospitality degree, and we are now in the process of developing a restoration certificate and two-year degree. Also negotiated for these degrees to transfer to our four-year colleges and universities. We also collaborate with our universities in writing grants. These funds support our vision of education. The University of Idaho submitted an NSF grant and it was funded for the Spokane and the Coeur d'Alene tribal youth—our fourth, fifth, and sixth graders—and that grant has a strong stem component. And recently we just submitted a \$3 million grant to the NSF Foundation. And the tribe took the lead on that grant and we are going to partner with Washington State University and the University of Idaho. I just read yesterday that that grant is pending, so we are hoping that it will be funded. What that grant is going to do for us is allow us to develop indigenous curriculum units for our tribal school and our early childhood center.

In the past several years we have worked closely with our wellness center and we are currently strengthening our relationships with the other 19 tribal government programs. For example, natural resources, law enforcement, courts. And one of the grants that is helping us do that is the CTAS

from the Department of Justice. They're difficult grants to write because it does require us to lay out a plan that's going to have us work collaboratively. And the Promising Neighborhood grant did that as well, even though we received a high level of points that wasn't funded. But I think those grants, the intention is very good because it does help us to really work together to address those issues that are underlying success on that pipeline.

In summary, this is what we have learned: It is critical for tribes to develop a vision for education. That pipeline has resulted in our collaborating with our local and regional partners. It also has given us a voice. We now advocate and negotiate with our partners because we know what we want and what we need. We also are seeking funding that is specific to our needs. We're not allowing the grants to guide us; we are using those funding sources to help meet our dreams. And also the integration of resources and services, it's very important. You cannot do it without working together. Also, the development of a progress-monitoring system, and now we're in the process of designing a longitudinal system to measure our effectiveness.

So I just want to share my sincere thanks for giving the Coeur d'Alene Tribe to participate in this opportunity.

[APPLAUSE]

*Anita Fineday:*

Thank you, Miss Meyer. Our next presenter will be Mr. Reina.

*Edward Reina:*

Thank you. (NATIVE LANGUAGE @ 36:55\_APR160945PM), Edward Reina. Good day, I'm Edward Reina. (NATIVE LANGUAGE @ 37:00\_APR160945PM), more commonly known Pima—that's another story. I'm part of the (NATIVE LANGUAGE @ 37:07\_APR160945PM) group from Arizona. I'm retired law enforcement. I have 40+ years in law enforcement. That's a long time.

[LAUGHTER]

*Edward Reina:* Cathy, can you start?

*Catherine Pierce?:* Okay, got you going.

*Edward Reina:* No, no, no, don't start for five more minutes.

[LAUGHTER]

*Catherina Pierce?:* No preferential treatment.

*Edward Reina:* [LAUGHS]. I served five tribal governments as chief of police. And law enforcement, particularly in the area of violence against children, is very difficult. We're first responders to violent situations involving children. And what is particularly heartbreaking is a child—you may make an arrest or just see the child get teary-eyed, crying, but I've come across often is when a child is—there's no expression. They've taken it for granted and that is even more difficult because you realize then that child that's seen enough violence that it became a way of life. And you know that child later and true to what I believe through my experience is that child is going to become a violent offender also unless there's some type of intervention.

So what I want to present is what law enforcement agencies can do. Provide an example of a multidisciplinary approach. You've heard some of the comments here that multidisciplinary approaches are very important. Development of training and education necessary to form an effective multidisciplinary team, a team that would close the gap we often see within the structure of government services. Finally, some recommendations that would allow tribal governments to enhance and expand their current programs and provide the resources for tribal law enforcement agencies to begin development of multidisciplinary teams. And you may ask, why law enforcement? Because there always seems to be—as I said, we are the first responders. We can make an arrest. We can halt the violence temporarily. But that's really a Band-Aid approach to a larger problem.

So what we need to do is seek a change that would directly

assist the victim and families. Throughout my career, that has been my focus. Most children look up to law enforcement. An officer is their first person they see after a violent event. If the officer leaves without recognizing and responding to the victim appropriately, the opportunity to intervene to the victims is particularly drastic. The officer should be able to complete an initial assessment and ensure the victim receives immediate services when necessary. And that isn't difficult to do. This is an adjustment from traditional style of policing, which is simply arrest and incarcerate. Law enforcement must make this transition to collaborative policing to ensure our communities are safe and that quality of life for our communities is improved. We must interact with our citizens, interact with human service agencies, other service providers, and any and all organizations that are willing to help. This is necessary to address the multitude of crime and social problems overwhelming our communities.

I'm giving you an example of how this work the last place I worked. And each place I worked for the five tribes, there was some type of multidisciplinary approach. I'll discuss a Prevention Coalition Tohono O'odham Nation. If you know anything about the Tohono O'odham Nation, it's 75 miles of border along the Mexico/Arizona Border. So there's a multitude of problems we have a result. So we took a multidisciplinary approach to address the problems that contributed to the violent crime and social disorder. We did that because of a series of youth suicides, eight in a years' time. There was very little being done in cooperation with others. Each department was doing something separate. We recognize that each department was providing services individually that, on occasion, were overlapping and duplicated services provided by another department. There were gaps in the system of service providers. We had to establish a system of effective service to close those gaps.

The result was establishment of the Prevention Coalition. The Prevention Coalition includes representatives from Tribal departments, Department of Public Safety, law enforcement, judicial, education, Department of Health and Human Services, Housing Authority, schools, faith-based

communities, federal agencies including the FBI, Bureau of Indian Affairs, DEA, Customs and Border Protection, and district council chairs and citizen volunteers. Now, this was a process that required education in the role of each department, some cross-training including education of citizens and their role as part of the MDT. As the process development grew, it eventually became an essential part of a formal system. It's a style of cooperating from problem-solving policing that emphasizes safety of victims of crime, by promoting the establishment of prevention and intervention programs. With participation of human services agencies, citizens, even civic organizations, not only can law enforcement develop effective programs, but other departments can strengthen their services that are unique to the community.

The coalition met monthly to coordinate services and identify areas of concern. Five subcommittees were established: community policing; community restoration; prevention, intervention, and treatment; environmental workgroup; and law enforcement. When a concern was identified, a joint program was established and, if necessary, funding was sought. An example was a domestic violence coalition. After completion of an assessment of services, we identified that the tribal government domestic violence program and the prosecutor's office both provided services to victims of crime. As a result, a partnership was developed between the prosecutors and the Department of Health and Human Services domestic violence program. This partnership doubled the number of personnel serving victims.

Also, domestic violence coalition had a concern on the weak domestic violence law. Working with coalition—which has representatives from law enforcement, prosecutors, defense advocates, tribal/legislative representative to the citizen survivors of domestic violence—they strengthened the law and drafted new laws including victim rights and stalking law. These were presented to the Tohono O'odham Nation Legislative Council and adopted.

Now, for training and education: additionally—and using a DV program as an example—we provided education for

officers on what the DV advocacy program services entailed, provided pamphlets for the officers to give to victims. And advocates also agreed to respond to domestic violence calls with the officers. So when an officer responded, requested their presence, no matter what time of day or night, they responded to the scene. Officers team with DV advocates in the classroom to develop an understanding of each agency's role and responsibility. Advocates went on police ride-alongs learning about police operations in the community. Officers were educated on the dynamics of domestic violence to increase their knowledge of treatment issues, as well as the type of services available for the victim. Policy and procedures were developed with input from the advocates. Cross-training was implemented and a joint PowerPoint presentation was made throughout the community, at district meetings, faith-based organizations, and to tribal employees.

One point I want to emphasize is the MDT concept can be started with minimum or no funding. It can be part of the tribe department meeting schedule and responsibility. In my example of the DV coalition, additional funding to increase services and personnel was not necessary; but in combining resources of the DV coalition and the prosecutor's office, services were enhanced and personnel were doubled. Adding to this was the trained officers which again increased services for victims.

I suggest this concept can apply to any program, particularly to establish child protection teams—although most of Indian Country has or should have in place the multidisciplinary approach as established in the 1990 Indian child and family protection act. The act included the development of child protection teams which included participation of FBI, BIA, U.S. Attorney's Office, tribal prosecutors, Child Protection Services, tribal police, among others. Thus, there is a basic structure already in place supported by the federal act in tribal governments.

Now, there are barriers and gaps in the system. A substantial weakness frustrating the development of multidisciplinary teams is hesitancy for change. It's

necessary to transform police chiefs and social service managers to be effective in the use of multidisciplinary team programs. They can apply their leadership skills to promote, inspire, motivate, and support the operations of MDTs. The key to overcome this hesitancy is education. I use such example the issues we experience sharing development of the multidisciplinary team program with domestic violence program. There was mistrust between law enforcement and victim advocates. And several incidents occurred that hampered cooperation. The solution was education and awareness of roles and responsibilities of both law enforcement and domestic violence advocates. Joint training and ride-alongs were used to close the gap of mistrust and hesitancy until eventually you develop and effective and model domestic violence program.

An important element of MDT programs is identifying gaps in the system and allow the departments to eliminate or minimize the gaps. It's also necessary that prevention programs be recognized as different from intervention programs. As an example, programs provided by law enforcement include police athletic leagues, citizen police academies, neighborhood watch, school resource officers, and others. These prevention programs are excellent, but their target is the community at large. Intervention programs target at-risk youth and families. Children exposed to violence are always at risk. Other adverse children generally have problems at school, are runaways, or children and families that are already in the justice or social service system. Most of these behaviors are symptoms of a larger problem and may, in fact, be a child exposed to violence. A multidisciplinary program can identify the at-risk child and intervene before they become involved in criminal misconduct, socially-unacceptable behavior, or harm themselves.

Some of the recommendations I recommend is it will take time. Some do take time. It probably took us a year before we developed an effective prevention coalition, but it is a rewarding and successful program. Based on my experience in developing and participating with multidisciplinary teams and programs, I recommend...I

recommend that I find the page I was missing.

[LAUGHTER]

Uh-oh.

*Female:* No recommendations? [LAUGHS]

*Edward Reina:* Yeah, I have recommendations. She said I have no recommendations. The recommendations are right here. First, for the Bureau of Indian Affairs Justice Services, Indian Police Academy, develop training on a multidisciplinary approach in policing to be delivered in the field, on site, based on curriculum developed by a multidisciplinary group. Prevention/intervention grant awards be made available specifically to develop multidisciplinary teams. COPS program should focus on intervention in addition to prevention. All personnel involved in a multidisciplinary team who have regular contact with families and children—such as teachers, CPS—Child Protection Services—law enforcement—should receive ongoing training on children exposed to violence and urge tribal governments to support the development of multidisciplinary programs within their tribal departments. Develop policy and procedures on law enforcement response to children exposed to violence.

Law enforcement agencies have consistently developed policies and procedures, so it shouldn't be difficult at all for departments to develop policies and procedures to guide officers, identify liability concerns, and supported by training. I suggest a model policy and procedures be developed by a multidisciplinary group to include a training key. This should be provided to all law enforcement agencies. Policy should outline effective response that should include, but not limited to, assessment of any physical harm to the child; minimize the impact and consequence to the children; maintain the safety of the child, maintain the accountability of the offender; the knowledge of risk identification and safety planning. The training key should include training of officers and the child protection team.

One thing I do want to, without having to reinvent the wheel

in this effort, is a partnership with the International Association of Chiefs of Police. IACP is a project-enhancing law enforcement response to children exposed to violence. I suggest that tribal law enforcement participate in this project. IACP has an Indian Country Law Enforcement Section that can integrate Indian Country views in the IACP project. This will build on the material and resources that have been developed as best practices create a series of tools and resources that improve law enforcement agency operations, policies and procedures, and enhance or develop models of training for law enforcement. I do emphasize input from the Indian Country Law Enforcement Section which will, again, address what you've heard today is the cultural and traditional input that is necessary to effectively impact the resources and strengthen the progress within Indian Country. Again, the traditions and customs from each tribe varies differently, so with the input from Indian Country in this project, it will greatly help. And IACP is a strong supporter of Indian Country issues so we should be able to partner with them with very little persuasion.

I will close by listing six basic but valuable elements as stated by Larry Cohen of the Prevention Institute. I've always followed this when developing multidisciplinary teams and this on the strength of multidisciplinary teams. The example I used, if you remember from domestic violence program, used each one of these points. And as indicated, the program was strengthened significantly. The strength of an MDT program has been shown to influence policy and legislation. If you remember the DV program, it was able to develop policies and procedures for the police department and their department; also had the Legislative Council of the Tohono O'odham Nation strengthen the DV code. Change organizational practices. The practices with law enforcement and domestic violence advocates changed by including them both in their operations and how they both saw the organizations' operations and strengthened both of them as a result.

Foster coalitions and networks. The coalition comprised of all kinds of coalition—and it's not limited to just what I mentioned. What I was really proud of was the inclusion of

the faith-based communities. In the Tohono O’odham Nation there’s probably seven different faith-based organizations: the Catholics, Protestants, just anything. And we had one meeting where we had all the leaders of those groups get together. I presented the PowerPoint presentation to them with assistance from the other tribal departments and we were able to develop a coalition of that—which was very good because then you identify—they were providing programs themselves. A lot of the religious organizations were providing programs that strengthened their youth, did a lot of things that were from their faith-based organizations.

We educated service providers on the coalition and each one’s role. What happens at the beginning of each meeting was we asked each department to explain—it would be maybe a 10- to 15-minute presentation on their role as a service provider to Tohono O’odham Nation so each one there understood more of what the other department’s doing. We promoted community education, as I mentioned. We went out as a team to each district. Tohono O’odham Nation has 11 districts and we went to each one with the district council members, district community members, and promoted the prevention coalition. As a result, we got cooperation from them and input and participation. We strengthened individual knowledge skills, particularly the community members. We’re always very fortunate to have community members. That’s the voice. Each one of them served on one of the committees and their voice was very strong in supporting all of our efforts.

So you heard today about a lot of the programs that are occurring throughout Indian Country. One of the things you always heard was cooperation. That is necessary in Indian Country because that is what everything is based on. We always work in cooperation with each other. In my O’odham tradition, sometimes it took forever to get things done. But that’s because the people were always meeting. They met constantly, whether it took time to meet, and you don’t interrupt anybody when they’re speaking. You gave them respect whether you agreed or not with them. Because you have to listen to the pro and con of each because you don’t

keep your mind at one—you know, my way is the only way that this way can be done. Because someone with a different opinion probably has a good idea that can at least strengthen what you have to say and then strengthen your program. That's the strength of the multidisciplinary approach. Everybody has time to talk. We didn't limit it. And sometimes—I would say most of the time—we came up with better programs.

So, again, getting back to why I think law enforcement should take the lead—although I certainly wouldn't say they have to. You can identify a strong person from another department that can work in conjunction with the Chief of Police, Director of Public Safety, whatever it is. Get it going and be persistent because if you're not persistent, it'll fall by the wayside. You have to get the Legislative Council input. And how do you get that done is by having them participate. Give them monthly reports on what's going on, the result of the efforts.

So, again, I appreciate the opportunity. Advisory Board, Madam Chair, I appreciate the opportunity to present this to you. And I thank the audience for—hopefully I have provided you with valuable input. Thank you.

[APPLAUSE]

*Anita Fineday:*

I want to thank all of the panelists for your presentations today. You certainly gave us a lot to think about and gave us a lot of really specific recommendations. At this point, I'm going to turn it over to the members of the Advisory Committee for questions of the panelists.

*Joanne Shenandoah:*

My question is directed to Mr. Reina. For your testimony, thank you very much the multidisciplinary training that you recommend. I have a couple of questions. One is you say that everyone gets together. You brought seven faith-based organizations together, for example. And then what happens is you have monthly reports after these sessions. And how do you get the community at large understanding or knowing about that, number one. Like are the monthly reports available to like the whole community so they know

the work that you're doing or can keep up to date and may there be monthly community meetings where people will know what's available to them? In addition, I'm really curious about the recommendation for police athletic leagues and citizen police academy. That's very fascinating. And so I just had those two kind of questions for you.

*Edward Reina:*

Okay, the first, community outreach is very important and that's why I illustrate how the Tohono O'odham Nation is set up. There's 11 districts. Each district has a separate council and chairs and they serve on the larger Legislative Council, which is 22-member council. So our outreach was aimed for each one of the districts. Each month we would meet in a different district. We get with the chairman. We want to make a presentation and we give that district the opportunity to provide what they do also. Because each district is like a little government of their own, so they have services also. So our outreach is you can give a presentation what you do and please invite your community members to participate. And some of them have community workgroups within their own structures. So along with that—particularly the faith-based which is throughout the community—they invite their constituents. So it ends up being a very large—sometimes 30, sometimes up to 60 people at the district levels that attend. And the same goes; you tell one person, sometimes they tell six people. Pretty soon, I think the number is 600 people learn of the program. Mainly it's gossip, but anyway.

[LAUGHTER]

The prevention coalitions, the word got out and we were very, very satisfied with it. We had one meeting once a year at the capital of the Tohono O'odham Nation in Sells and it got so large we had to get a bigger space to hold the meetings. So it's just mainly word of mouth. And our service providers, we developed brochures for them to give out whenever they're going to services. So it's just being out there all the time, particularly the leadership of the departments. Everywhere I went as the Director of Public Safety, I carried the brochure. I carried my word of mouth. Don't forget if you want to provide some additional input, be sure and come to the prevention coalition, and we explained

it. So that's how we were able to spread the word and get more people to participate. Hopefully it's still going. I'm not sure if it is, but a very strong program.

On your second issue, most departments have programs funded by the COPS program on developing police athletic leagues, sometimes a mentoring program—which I very much support mentoring programs because mentoring programs you do identify the at-risk youth and provide a mentor to elementary-aged children. So police athletic leagues, sometimes it's a police officer. It really takes an imagination of the police chief and listening to his officers. Or you might identify an officer, each day during his tour he may stop, sees children playing basketball. He may stop and start playing basketball with the kids. So that's a good, positive role model. So you take it further as a conscientious and very imaginative police chief and say, "Hey, I see you're doing that. Can we support you any other way? What else can we do?" The police chief can now go to recreation and develop how can we help this officer? How can we help start a police athletic league?

Because the elementary-aged children do have some respect for police officers. They're a leader in the community. So if we reach them before they reach the later years, before they get involved into the gangs, then we can make a real impact and change the direction of their environment that is particularly destructive. Because then you can identify, well, this child is always coming—police officers can just sometimes have a child open up to them: "Well, I don't want to go home." You heard that a lot the last couple of days. The officer, if he's trained well enough, sometimes they just have it in their heart to listen. But some do need training and then they can get more out of that kid. And they're not there to have them snitch on the parents, but to focus on how they can help that child and that family make a difference.

*Joanne Shenandoah:* Thank you.

*Edward Reina:* So I hope that answered your question.

*Anita Fineday:* Thank you. Additional questions?

*Female:* This question is for Christine. Your dataset is amazing. I mean you're tracking down to every single child and whether they've had a vision screening, whether they're behind in their immunizations, all of those things. It's amazing. And we often hear that the first sign that we see when kids are having trouble is in school. And so I guess my question is I can see a lot of people would benefit from this model and it's wonderful, but how did you start? Is it something that came to you at 3:00 in the morning and you wrote a grant? I guess how did that magic happen?

*Christine Meyer:* Well, I laugh when you say 3:00 in the morning because I have to admit I am on the stationary bicycle around 3:30 in the morning.

[LAUGHTER]

And many times I'm sending out texts at that time. And, honestly, that is the time. When I was writing my dissertation back too many years ago, I started getting up very really in the morning and I found that that was the time for me to really process where we were going. And I find that that's the case now. I write grants during that time and my office manager has learned to interpret my writing. And it really has unfolded. And I have to say, truthfully, it's a God thing. Developing those authentic data systems—and thank goodness I have a very strong executive manager in our early childhood program and she has been very responsive to my coming up with these ideas. And she believed in developing this template to really collect the health screening information, the educational, et cetera. And it has not been without its trials and implementing—especially when I didn't even know how to do it.

So we've just had to allow us to make mistakes along the way. But I think you see our documents. I think we're at a place that we can really make good decisions based upon this data. And we're collecting it for our middle-school program, all of our post-secondary, and we put together a yearend report for the Tribal Council so that they know

where their dollars have gone, where our federal dollars have gone to, and our successes and our not-successes also; again, because we want to be able to serve our entire membership. And so we really are becoming data-driven and I just take it one day at a time. And I have to say, it's not just me alone. I have an incredible group of people and they're truly patient because I have to keep sending back the template with that data and saying, "You know what? This doesn't quite do it yet"—and keep sending it back and keep sending it back so that we have true, authentic data that will help us to make the very best decisions. So it's just been unfolding.

*Anita Fineday:*

Thank you.

*Ron Whitener:*

Christine, you said something about seeking resources that were based upon the needs of the tribe, not based upon the demands of the grant. Could you talk a little bit more about how you do that? It sounds like you use a lot of discretionary grant opportunities. Those grants require certain things. When they don't align with the needs of your community exactly, do you just not apply for them? Talk a little bit more about that.

*Christine Meyer:*

I'm happy to do that. And, yes, again, I have very competent office staff. And I have one person who is just researching grants for us and she lays them on my desk and, again, early in the morning I'm on that stationary bike and I'm reading those grants. And because I know that pipeline so well and I'm involved with our data, that is the selection process we go through. And we really want to develop and I have been given a mandate by our Tribal Council. They want us to develop a STEM workforce, short-term and long term, and so we're looking at grants that have a strong STEM focus. And then also, in our work, we've learned how critical it is to collaborate with our other tribal programs, so looking for grants that will help support us to be able to do that. It's not my favorite thing to write those grants and I really regret we did not get that Promising [*sic*] Neighborhood grant, even though we were in the very, very top echelon. That would have improved our ability to be able to collectively work together to move people on that pipeline.

But it's really data driven is how I make that decision on whether we're going to pursue those funding sources or not. It has to support our vision of where we're going as a tribal organization.

*Aisha Concha:* Are we allowed to ask questions?

[LAUGHTER]

*Anita Fineday:* Sure.

*Aisha Concha:* That question that you asked is really important to us and it really hits home because we have several grants that we applied for thinking that it's going to help. One of them is called the Methamphetamine Initiative, for example. It's supposed to help, but it's hurting us way more than it's helping us. It is so restrictive. It wants an education outreach, but then it won't pay for their mileage. And so are they really supposed to go out to the communities? How are they supposed to get out there? It has all these ridiculous requirements that we're incapable of doing it. It's doing nothing but hurting us. It's not addressing the meth issue. It's just making an administrative nightmare. It's one of *many* that's doing that. And one of the biggest problems with these grants I see is that they have a great goal on paper, but the person who's writing them—genius writes an amazing opportunity but doesn't think about Indian Country at all; the expanse, the lack of staffing. Nothing is thought of when they write it. And then we get them and then they're so restrictive, it just hurts us. We've got a huge meth problem. We've got \$650,000 we're sitting on and we can't use it effectively because there's no way to use it. So we're just sitting on it, trying to figure it out. But it's one of many and I think that's a huge problem. We have money, but we can't use it for what we need. I know that's totally not the way it's supposed to go, but I did it anyway.

*Anita Fineday:* Thank you for that. Additional questions?

*Female:* So just to follow up, is that the IHS meth grant? Do you know what the granting agency is?

*Aisha Concha:* That one's under COPS. It was granted to the tribe in 2009. It was a three-year grant. We just filed an \$850,000 grant and we just received an extension for 18 months and we still have over \$600,000 to spend. That's how ineffective it's been. And it's sad because we have a huge meth problem in our children and adults and we can't address it appropriately.

*Anita Fineday:* Additional questions? Dee?

*Dee Bigfoot:* This is absolutely fascinating. I just am grateful for getting information. Dr. Meyer, can you speak a little bit more—you said you have an annual report to the Tribal Council. How do you get that information actually to the general population, to the community members? And then what kind of effort was it to be able to get some more personal information—whether it's immunization rates—did you have MOUs with the schools, with IHS, with tribal health departments or the medical clinics? I'm just wondering about the real nuts and bolts about how did you do it? We heard the vision at 3:30 in the morning—and maybe that's why I'm not a visionary because...

[LAUGHTER]

I'm not awake at that time. So tell us about the nuts and bolts of how did you get this and how do you continue having that ongoing support from—I can see it by being able to give that information back to the Tribal Council and that it pushes the next opportunity to get funding. But I think that there's also community exchanges, probably, that is very important.

*Christine Meyer:* I'll try to answer that the best I can. I oversee a staff of about 40 people now and with our early childhood data that we collect, internally, we have it class by class, student by student, and then each content area we have center wide. And, again, internally we have names on the student by student. That stays in-house. But any time we report outside, it's coded so that those names are not disclosed. So I require each of my managers to provide me a semester report and a yearend report, and all of that data is then compiled into that yearend report. And then any of the

federal funds that we receive—for example, for our Back to the Earth, parents sign waivers so that we can collect that kind of information. And same way with our middle school, the Strengthening the Spirit, the NSF grant, again, parents—we have waivers that allow us to collect that data. And, again, what we make sure is internally I see those names. We also have a second report that we share with our external audiences, so those names are never disclosed. Again, it has not been an easy process. Again, those managers are outstanding in terms of—I mean that takes them a length of time to put those reports together. And, again, I've had to send them back over and over to make sure that they are real. So, again, it's ensuring that they submit semester reports to me, both semesters, and then that becomes a yearend report that goes to the council and to our community. And those waivers allow us, again, to be able to put together those reports.

We are also in the process of developing a longitudinal system and right now it's for our STEM pipeline. And I asked my office manager—because she's been working on this for months—and I said, "Okay, draw me a report now." And so she was able to draw me a report on the sixth grade class and so we now can see one individual has participated in six STEM activities. Another individual has participated in three STEM. What we hope is to see those sixth graders continue to participate in STEM and result in a workforce long term. So, again, it's been trial and error. I don't even have the computer skills. That's why I wear the title "director" because I can direct [LAUGHS] and because, again, I work with an incredible staff. They response to my request and that's what we do. I don't know if that helps with the nuts and bolts, but it's trial and error.

*Dee Bigfoot:*

Can I ask the question a different way? So, for example, once you have the data—for example, I'm looking at the dataset for the turtles. There are 18 of them. And some of them needed vision screening. Some of them needed follow-up exams, et cetera. So how does that communication happen between—

*Christine Meyer:*

Oh, got it. I'm sorry.

*Dee Bigfoot:* Once you have the information, is it simply an interdepartmental referral between your education program to the health department? Is it a self-governance program? Is it a standalone, separate IHS-run facility? Is it a (open @ 81:02\_APR160945PM) program?

*Christine Meyer:* Oh, okay, I got it. Thank you for clarifying. Yes, there's a referral system. So that child that needs to go for a vision exam, a referral is written to our medical center—or to our families, first of all, in hopes that they carry it out. And sometimes they don't, so Shannon follows up and follows up until that's complete. In the education with our family service, again, we have comprehensive data on our families. And there's many of our tribal members that do not have a GED or a high school diploma. So what that education coordinator does is write a referral to my department. My GED manager is responsible for calling that family member, getting them in to complete their GED. Same way if they need employment, they send them to my depart—a referral is written. So that's the nuts and bolts of how we do that. It's all through a referral system and we refer them to the appropriate tribal program.

*Anita Fineday:* One more question.

*Ron Whitener:* This question's for Edward. In a number of communities, MDTs have struggled to sort of get off the ground or, more commonly, to sustain the effort. And what we hear occasionally is that there's not enough police officers, there's not enough tribal prosecutors, there's not enough FBI agents, there's to enough child advocates, victims advocates. And so how to do you convince them—or how did you convince them—that in spite of this sort of huge workload that yet one more meeting in their day, on an ongoing basis, was going to make their jobs easier as opposed to be one more meeting? I've heard that sort of observation, I guess, by people who are overburdened already to be convinced, if you will, that an MDT is going to help them, help their communities?

*Edward Reina:* Well, as I mentioned, it took us a year to really get it to be an

effective program and that is exactly what you're going to hear, "Well, I don't have time. I'm too busy." Well, an hour out of the workweek is—because ultimately, at the end of an effective program, the workload is—like I mentioned, domestic violence, you find out you got more help there. They doubled their resources. The officers were trained how to identify domestic vi—it's not hard for an officer to identify it, but they identified what type of services they could provide. So, actually, you're lessening the workload. You're adding to the individual staff. You're adding more staff and resources.

So that's why training on an effective method of a multidisciplinary team. You can't just say, "Let's start an MDT," and then nothing's being done. Somebody says, "Well, I don't want to go to the meetings," so the director or whoever, the leadership has to take the lead. The chief of police has to take the lead. The chief of police can direct that an officer, a child crimes investigator, be at every meeting. Or that the officer that's running the police athletic league be at every meeting and the education director. And this has to come from the top—from the Legislative Council, the chairman, governor, whatever the title is—and first have to convince the leadership, because I've gone through all of that. We've had courts that just refused to participate and so you need to be persistent and they will participate once they see the effectiveness of it.

So it takes a lot of work, but that's not unusual. That's what I heard and that's what you're going to always hear once you get it going. Somebody needs to come in and demonstrate the effectiveness of it. Because I remember starting it, nobody knew what an MDT was. The CPT started by the federal government—child and family protection act—I don't even know if that's still going, but that's a federal act that should be the basis for getting an MDT. That's exactly what it is, an MDT. I don't know if it's been reallocated, but it did provide funding for a prevention program.

*Anita Fineday:*

Thank you. I want to thank the panelists for your testimony today. You've been incredibly helpful.

[APPLAUSE]

[END PANEL #5]