

BUREAU OF INDIAN EDUCATION (BIE)  
TRIBAL CONSULTATION  
NAVAJO DEPARTMENT OF TRANSPORTATION  
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Mentmore, New Mexico

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1 DR. ROESSEL: Let's go ahead and get started.  
2 First of all, I want to thank the Navajo Department of  
3 Transportation for allowing us to use their building. We  
4 do understand it is Sovereignty Day. So -- and that was  
5 my mistake -- that's what happens when you move to D.C.,  
6 you forget the tribal holidays back home.

7 But before we get started, I'd like to start with  
8 a prayer. I've asked Sam Yazzi to say a prayer for us to  
9 begin.

10 MR. YAZZI: Good morning. (Spoken in Navajo).

11 DR. ROESSEL: Thank you, Mr. Yazzi.

12 A couple of things, not necessarily ground rules,  
13 but just like housekeeping. Before you speak, please say  
14 your name, and if it's tough to pronounce, please spell it  
15 for our court reporter. All these proceedings are  
16 recorded with a transcript. So we're -- you know, we want  
17 to make sure this is available later on.

18 Secondly, the way we've done this in the past is  
19 that we've allowed tribal leaders -- while this is, you  
20 know, at the Navajo Transportation Building, it is open to  
21 all the southwest region. The way we'll start is having  
22 comments from tribal leaders. We have some from Santa  
23 Clara, Tesuque, and maybe some others, too, that I haven't  
24 seen. So we'll start there, and then we'll open it up  
25 more to the public.

1 I'm trying to think -- let's not -- a couple of  
2 other things, in terms of the transcript, don't talk over  
3 each other. We're trying to get the contents of today's  
4 conversation and consultation. I think it's important.

5 As we get started, I want to say again, I  
6 mentioned in passing earlier, I do understand that today  
7 is a tribal holiday. But again, this is for all of the  
8 Southwest, and so we appreciate you-all being here for  
9 this consultation. It's very important for us.

10 The process that we'll go through -- and you have  
11 an agenda in your packet -- is we'll go through a very  
12 quick PowerPoint. I mean, it can go as long as, you know,  
13 we need, just so that you understand it, and then we'll  
14 start with the comments and consultation, listening at  
15 that point. I'll let each of us up here introduce  
16 themselves, so you know who is here, and I'll start with  
17 Emily.

18 MS. ARVISO: Good morning. (Spoken in Navajo).  
19 I am currently the acting associate deputy director for  
20 Navajo, and I've held this position since November 2014.  
21 Thank you.

22 MR. HASTINGS: Hello. Good morning. My name is  
23 Jim Hastings. I'm the acting associate deputy director  
24 for all of the Bureau-operated schools outside of Navajo.

25 MR. YU: Good morning, everyone. My name is Don

1 Yu. I'm a political appointee in the Obama  
2 Administration. I used to work for Secretary Ernie Duncan  
3 for many years. About a year-and-a-half ago, he asked  
4 me -- Secretary Jewell and Ernie asked me to come over to  
5 Interior to give Monty a hand with the Bureau of Indian  
6 Education. The administration is committed to doing what  
7 it can, in the remaining 20 months that we have, to turn  
8 the school system around. I thought I was coming over  
9 just for six months, a six-month detail, but it is now 18.  
10 I am now a permanent employee at the Interior, so  
11 committed for the long haul.

12 DR. ROESSEL: I think it's -- in Indian  
13 Country that once you come in, it's hard to let you leave.

14 And to get started, in your packet, in your  
15 folders, we have the consultation booklet. We also have  
16 an agenda. You can see the agenda is fairly wide open.  
17 We're not trying to direct it in any real manner. I want  
18 to say also, that we have -- I mean, if during this  
19 process, you know, you feel you didn't get your point  
20 across, that we have another consultation webinar on  
21 Wednesday. It's listed in here as well as a consultation  
22 that's been added for this Friday in Oklahoma City.

23 It's always interesting when you have these  
24 consultations who you find at the other places. Last time  
25 I was in Oklahoma City for a consultation last year, there

1 were a handful of Navajo schools that showed up there. So  
2 those are open. And as we'll move forward, I think -- I  
3 think it's important -- and we're here to listen to -- you  
4 know, whatever your concerns are, in the context that you  
5 want to provide. But just for the details of the purposes  
6 of this consultation, I think it's important to understand  
7 what it is that we're here to consult on.

8           Number one, strengthen BIE's capability to  
9 address school operating needs; and two, provide greater  
10 oversight. Both of these come out of two very specific  
11 requests as well as issues that have occurred.

12           One is dealing with the GAO reports that I'm sure  
13 many of you have seen, in terms of addressing the  
14 administrative oversight. And the other is the  
15 secretarial order that started after what we went over  
16 early on was the blueprint. Just to give you some  
17 historical perspective, we are winding down to probably  
18 the most extensive tribal consultation that has ever --  
19 and I'm going to put this out there -- that has been done.

20           We started this process almost immediately when I  
21 joined the Bureau three years ago, that there was at that  
22 time a reorganization called the Bronner Report that was  
23 happening. And we looked at moving the BIE to address  
24 what was in that report, and then as we'll get into this,  
25 when the Blueprint for Reform came along, and we consulted

1 about a year ago for this specific purpose.

2           And then prior to this consultation, I've been  
3 having individual consultation meetings with tribes that  
4 are impacted by what we're proposing here. In all, I've  
5 met with about 20 different tribal leaders, and specific  
6 and outside of this type of consultation. So by the time  
7 we're done, we would have been going on consultation  
8 almost two-and-a-half years, completely each time taking a  
9 chunk of it, as we move forward.

10           So -- and each time, I want to say that this  
11 consultation is not set in stone. In other words, what  
12 you're going to see here, already we've made some tweaks  
13 and changes. So a lot of times when we have consultation,  
14 we have the idea of, do you put a lot out there, a big  
15 plan.

16           And then everyone says, "They've already made up  
17 their mind. They're going to do that anyway," or you put  
18 something out there that's more formulative, and then they  
19 say, "We know you're going to do something. You didn't  
20 even tell us enough to consult on."

21           So you have to weigh those two. And I think what  
22 we've done over the past three years is that we've gone  
23 out, and each time it's gotten more detailed. But we also  
24 had made changes in that consultation. And I say that  
25 only because I think it's important for people, because

1 I've sat on that side and I know what it feels like when  
2 you go to consultation, and you feel like you're wasting  
3 your time. "They're going to do whatever they're going to  
4 do anyway," you know.

5 We've made an effort, and what we'll be doing at  
6 the end of this consultation period, which will be May  
7 15th, we'll be issuing letters to tribes. And it will  
8 also be on our website, very specifically saying, "A tribe  
9 recommended this" or had this comment. This is what we  
10 did about it. This comment, this is what we did about  
11 it."

12 So that you can look specifically to every  
13 comment that was made, and what we, BIE, have done about  
14 it. Because I think it's really important as we move  
15 forward that -- well, we may not have total buy-in. I  
16 think the idea of transparency, the idea of trust, is the  
17 first step to try to move forward. And I want to say  
18 that, only because this is something that we -- as we move  
19 forward -- it's something that everyone up here, we have  
20 to do with -- deal with things. You know, Don and I will  
21 go back to Washington. Jim will go back to Phoenix.  
22 Emily will go across the street here back to Window Rock.

23 But then we all have to deal with our  
24 constituents, our schools. And we want to make sure that  
25 we don't do anything that hurts that, that we really want

1 to have that open communication. So as we get through  
2 with this, we want -- again, I want to reiterate --  
3 because there are some tribal leaders here that -- we'll  
4 start with them. Because they may, you know, have to be  
5 somewhere else and have other places to go, and they  
6 travel, you know, great distances, and then we'll start  
7 opening it up.

8 I will say, I don't know what time this building  
9 closes, but I'll just tell you this: When we were at  
10 Rapid City last Wednesday, we were there for 11 hours. So  
11 this group has stamina, and we'll be here as long as we  
12 need to be until the last comment is given and the last  
13 comment is heard, and that's our commitment to this  
14 process.

15 Specifically though, this consultation deals with  
16 those items that started with the Blueprint for Reform,  
17 the reorganization of BIE, the realignment of BIE. This  
18 consultation is -- you know, to be real crude -- is about  
19 boxes and functions on an org chart. It's not about other  
20 areas and other issues, but we're certainly open to all of  
21 those. We know that they're connected. So when we go  
22 through this, it's pretty short, but it doesn't mean it's  
23 limited to that.

24 Do you want to say anything about it?

25 MR. YU: No.

1 DR. ROESSEL: Are you sure?

2 Anybody else?

3 Emily?

4 DR. ROESSEL: All right. Go to the next slide.

5 I think, you know, we start with this slide all  
6 the time because it's really important for us, as we move  
7 forward, to understand this. And I think it's no more  
8 important, and it's very evident at this consultation.  
9 While we are on the Navajo Nation, we also have other  
10 tribes and tribal leaders from other areas. So what we  
11 really want to show in this slide is that number 64. This  
12 reorganization plan has to address the needs of 64  
13 separate tribes, 64 separate sovereign nations. Not just  
14 Navajo, not just Tesuque, not just Gila River. But it has  
15 to be able to meet the needs of all 64 tribes.

16 So one of the concerns that people have many  
17 times is: Is this a one-size-fits-all? It's impossible  
18 to do that. Because as we know, there are 64 separate  
19 sovereign nations that have and operate schools. Each of  
20 those have different ideas on what they want education to  
21 be about. So I think that part is really important.

22 I think when you look at the area right here,  
23 you're looking at Arizona and New Mexico even, you know,  
24 in terms of branching out a little further, Utah, you're  
25 talking about a big chunk. More than half of our schools

1 are in this -- or half of our student body is in this  
2 general area of Arizona and New Mexico. So it has a big  
3 impact.

4           Nonetheless, this consultation and this  
5 reorganization has to also meet the needs of Wyoming that  
6 has 184, Louisiana that has 91. Those tribes that are  
7 represented there are also sovereign nations that want  
8 something that fits their needs, and that's what we tried  
9 to develop.

10           So the overlying principal here, as we move  
11 forward, is trying not to develop an organization that  
12 just fits perfectly like a glove, but trying to develop an  
13 organization that can meet the individual needs that each  
14 tribe may have. And as we go through this, I think that  
15 you'll have a better and, hopefully, clearer idea of what  
16 that means.

17           Primarily, it's looking at what are the functions  
18 within a box, within a job description. What are those  
19 functions, not who those people are. I mean, it's one of  
20 the things that we hear a lot, and that is: "Okay. We  
21 want reorg." You know, "Go ahead and take things away  
22 over there. Close that line office or close this, close  
23 that, but don't touch mine. Mine is good. But those  
24 other guys, they're no good." It's almost like what we  
25 say about Congress sometimes, right? "Let's throw the

1 bums out, but keep my bum, you know. That's a good  
2 person."

3 So we have that. So we have to meet those needs  
4 across the entire spectrum as we move forward. I think  
5 it's important also, to notice that we're talking about 23  
6 separate states, and some of this does deal with the  
7 issues that you're dealing with right now, assessments.  
8 Okay. What does assessments mean within this reorg? What  
9 do all these different things mean? And we'll get into  
10 that with the questions that you have, because it does  
11 reflect that, and it reflects how we're trying to move  
12 forward as we move along.

13 So, you know, again, I just want to bring up that  
14 this is really about a little higher picture of, you know,  
15 20,000-foot level as we look at this. Okay.

16 Anything?

17 MR. YU: Okay. So folks this is -- I mentioned  
18 this briefly back in September 2013, to Secretary Ernie  
19 Duncan and Secretary Sally Jewell, and they wanted to put  
20 together a team to diagnose all of the issues facing the  
21 Bureau of Indian Education and then also develop kind of a  
22 reform plan.

23 So Monty demanded and insisted when we first  
24 started that we do this approach differently, that this  
25 reform plan wouldn't be dictated by people in D.C. trying

1 to decide what's best for everybody else. I think that's  
2 just -- to me -- at least to me, that's just common sense.  
3 I mean, how would I possibly know what's best for 183  
4 schools in 23 different states, 64 different tribes, each  
5 school with its own unique needs? It's impossible for me  
6 to know. You know, I guess I feel like our team's job is  
7 to ask you what the issues are, what barriers you're  
8 facing.

9           And then our job in D.C. is to find resources and  
10 so support you so you can do jobs well. I mean, that's  
11 how I see it. I mean, we're partners. All of you that  
12 are doing all of the work on the ground understand the  
13 issues. People that -- still each school sits within a  
14 system, especially within the Department's and the  
15 Congress's budgetary system. So it's up to us to, again,  
16 do our best to solve the issues that you bring up to us.

17           So what we did was we went out into the field for  
18 many, many -- I would say probably total -- we were  
19 probably out there for at least six weeks. I visited  
20 dozens of schools, met with dozens -- hundreds of  
21 stakeholders over the first few months when we were  
22 developing the blueprint. Many of you probably heard me  
23 talk about this already, because we did four consultations  
24 on the draft blueprint about a year ago. We took that out  
25 for -- take the ideas out, ask people what they thought

1 about it. It changed dramatically.

2 A lot of people felt we were rushing the  
3 blueprint through. At the time when we were consulting on  
4 the blueprint, we could not mention that the President of  
5 the United States was going out to Standing Rock on June  
6 13th, 2014. So we were on a very -- we had to get our  
7 ideas down quickly, consult on them, and change the  
8 blueprint as much as possible before the president went  
9 out on June 13th, because that's the day when he announced  
10 the Blueprint for Reform as well as other initiatives for  
11 Indian Country.

12 At any rate, one important thing is that the  
13 blueprint is a living document, can change any time. It's  
14 not set in stone. It is still changing, especially as we  
15 go through -- since June 13th, we've been on  
16 implementation of the blueprint, and I'm going to go  
17 through that really, really quickly.

18 But again, as we have been implementing it and  
19 continuing to hear new ideas, we've been hearing new ideas  
20 since we've been on the road recently, giving -- providing  
21 everyone with an update on implementation. But I just  
22 want to emphasize, everything in that blueprint, almost  
23 every single idea came from an idea that we heard from the  
24 field. These were not our ideas, and also we continue to  
25 change it as we continue our dialogue.

1           So if you could move to the next slide.

2           So I don't want to spend too much time on the  
3 entire blueprint here. But basically it's oriented around  
4 five areas of reform. The most important one being the  
5 circle in the upper left-hand corner there, promotes  
6 self-determination for tribal nations. Much of that work  
7 is related to building a capacity of tribal education  
8 departments.

9           The next circle there is highly-effective  
10 teachers and principals. We're trying to get the best  
11 possible teachers and principals to our schools. You  
12 know -- quickly on that subject -- you know, we heard so  
13 much when we were out in the field that it was so hard to  
14 recruit teachers to BIA schools because they were in such  
15 remote locations due to, again, we're remote locations.  
16 Also, teacher housing was inadequate, a lot of barriers.

17           You know, one thing that we have been doing since  
18 we dropped the blueprint about -- it's been about eight or  
19 nine months ago -- we have been spending -- BIE has been  
20 paying for -- some of you may have heard about it -- but  
21 we've been providing the best possible professional  
22 development that we can to our teachers through a  
23 partnership with the National Board for Professional  
24 Teaching Standards.

25           We had 252 teachers in BIE-funded schools. Both

1 the federal and grant schools signed on for component one  
2 of the national board certification, teachers that have  
3 national board certification, most of you probably already  
4 know this, but considered the cream of the crop of the  
5 teaching workforce out there. So that's one thing that  
6 we're working on.

7 As I've -- we go on talking about this, other  
8 people have said that they want more options as well.  
9 We've also put in an increase for repairs to teacher  
10 housing in the budget as well to help with some of these  
11 issues in the fiscal year '16 budget. I will talk more  
12 about that in just one minute.

13 The circle there, Agile Organizational  
14 Environment, that's really what we're here to talk about  
15 today. We could spend a consultation on each of these  
16 circles, but what we'd really like to get your thoughts on  
17 today is the piece about the organizational structure of  
18 the BIE. That is much of what the PowerPoint, the  
19 remaining slides in the PowerPoint is about. But this  
20 circle there is designed to address -- everybody that we  
21 spoke to thought the BIE was way too bureaucratic.  
22 Everybody said when there was an issue at a school or a  
23 problem, if there was an IT problem or hiring a teacher on  
24 time, a human resources issue or if it was getting  
25 textbooks to classrooms or it was a facilities issue,

1 everybody -- almost -- it didn't matter where we went --  
2 everybody said the BIE, the BIA, were too bureaucratic.  
3 They didn't know how to navigate it, took way too long to  
4 get problems fixed. So this, right now, we're in the  
5 process of streamlining as much as possible the  
6 bureaucracy.

7           It's a federal agency. So as I'm learning over  
8 the past eight months as we've been trying to execute this  
9 thing, you know, there's -- you know, it's still going to  
10 be bureaucratic at the end of the day, but we are  
11 streamlining this as much as possible. One big component  
12 of the secretarial order that Secretary Jewell signed,  
13 also the same date that the blueprint was released, was  
14 basically to streamline the BIE bureaucracy.

15           Also, for the first time ever, to create a school  
16 operations division within the BIE. So people now will  
17 know where to go and ask for help. If it was facilities,  
18 IT, HR, other issues, now they know who their point person  
19 will be, and also all of those functions will then be  
20 consolidated under the BIE rather than the BIA, all having  
21 to compete with one another about the operations.

22           Too many people, when people brought up this  
23 bureaucratic issue. And then we looked back at the  
24 organizational structure of Indian Affairs, as a whole,  
25 the reason that the BIE couldn't get anything done for

1 anybody when they asked was because too many people, too  
2 many different people who could make decisions about how  
3 the BIE operated, too bureaucratic.

4           Even at BIE when you have to have a decision  
5 made, too many other people that you have to talk to, to  
6 get clearance from. So we're trying to eliminate all of  
7 those extra hurdles with the BIA, so we can get your  
8 work-related requests from all BIE stakeholders, we can  
9 get that done much more quickly. So that is also in  
10 process.

11           The next circle there, Comprehensive Supports  
12 through Partnerships, is really trying to also -- BIE has  
13 such limited capacity, as many of you probably already  
14 know, and really just, you know, too many complaints like,  
15 you know, "BIE doesn't know what the answer is, so the  
16 best thing to do is" -- one thing we're really trying to  
17 do is partner with a lot of other organizations who are  
18 experts in different areas.

19           You know, one example I already gave is we have  
20 now the partnership with the National Board for  
21 Professional Teaching Standards to make sure our teachers  
22 are getting the best possible professional development.  
23 Also partnering with the agency I used to work with, the  
24 Education Department, and right now some staff are working  
25 on some applications for Project Serve, which is a funding

1 that the Education Department can provide to schools for  
2 children that face traumatic events. And so right now,  
3 many of us are working on applications.

4           Some of you may have heard we have had a -- and  
5 always have -- a serious suicide issue among our youth in  
6 the BIE-funded schools, now working on extra funding so we  
7 can restore the learning environment after traumatic  
8 events occur. We have funding from the Kellogg  
9 Foundation, again, to help provide more professional  
10 development to our administrators, things like that. So  
11 really working on building the BIE's capacity by bringing  
12 in more partners, more experts in.

13           And the last piece there is Budget. So we have  
14 done some -- I hope most of you have heard FY, fiscal year  
15 '15, the BIE received a \$40 million increase in its  
16 budget. All that money is going out to the schools. 20  
17 million of that went to building one of the -- we haven't  
18 built a school in the BIE, also as many of you know, in  
19 six years since the Recovery Act. We still have three  
20 schools left on the 2004 school construction priority  
21 list.

22           That is totally unacceptable. I wish I could  
23 speak to why we haven't received much funding since the  
24 Recovery Act. Monty and I have only been here for around  
25 18 months or so, so I can't explain all the budget

1 development that happened in prior years. But in the  
2 fiscal year '15 budget, and this might get, like, too in  
3 the weeds or something, but when we started in September  
4 2013, the department had already submitted its budget to  
5 the White House office manager and budget. So we did not  
6 have an opportunity to weigh in on the typical budget  
7 process.

8           However, as we prepared the blueprint and then we  
9 went up to Congress repeatedly, showed them the pictures  
10 of our schools, the issues that our schools face, holes in  
11 the roofs, gigantic cracks in the walls, all kinds of  
12 problems, and we were able to modify the fiscal year '15  
13 budget on the back end. And that finally turned into one  
14 school for the Passamaquoddy Tribe in Maine, \$20 million  
15 there, also funding for Coal School and Little Singer  
16 School on the Navajo Reservation as well, planning and  
17 design funding for those two schools with the  
18 understanding that we would do the planning and design in  
19 fiscal year '15. And then we had a request for about a  
20 little over -- about 58 million to complete construction  
21 of those two schools in fiscal year '16.

22           The president's fiscal year '16 budget is now on  
23 the hill with Congress for them to decide. We have been  
24 doing our very best to go up to the hill repeatedly,  
25 saying why we need more funding for the school system.

1 Again, fiscal year '15 there was a \$40 million increase,  
2 that was one school, and also \$14 million for our  
3 tribally-controlled grant schools. So that money is fully  
4 funded, though. So all of you here that have a tribally-  
5 controlled grant school, you will receive an increase.  
6 This is guaranteed. This has already been determined by  
7 Congress. It's in the Omnibus Bill from December 2015  
8 that the President signed. You will get an increase July  
9 1st for your grant school costs.

10           The \$14 million that was added to the budget  
11 there now brings the grant schools support cost from 67  
12 percent to 84 percent. I know that's not -- 100 percent  
13 is what you need though, but at the same time, that  
14 first -- that's the first increase ever in that funding  
15 for the tribally-controlled grants for the schools.

16           The fiscal-year '16 request brings that funding  
17 up to 100 percent. So -- and we have been pushing  
18 Congress very hard on those issues. Some of the other  
19 things in that fiscal-year '16 request, again, it was \$58  
20 million for new school construction, about 33 million for  
21 tribal grant and support costs, there was 34 million,  
22 about a \$28 million-increase for high-speed Internet  
23 because also, as we went around, so many of our schools  
24 said that they didn't have high-speed Internet to access  
25 educational resources online, and also to take some of the

1 assessments, which are also being implemented online. So  
2 there is a \$28-million increase for educational technology  
3 for high-speed Internet in the budget.

4           Some of the other things are -- that will affect  
5 all of our schools is a \$20 million total increase for  
6 operations and maintenance and facilities work. And then  
7 there was also a -- there's also \$2 million in that  
8 budget, as there was in fiscal year '15, to further  
9 develop and build the capacity of tribal education  
10 departments. There's a lot of other stuff in that budget,  
11 but that's basically the summary. Again, that budget is  
12 on the hill, right now, for appropriators to decide.

13           Anytime you would like to see how Secretary  
14 Jewell, Assistant Secretary Kenneth Washburn, Monty,  
15 others have engaged the congressional appropriators,  
16 again, the people who control the budget, make the final  
17 decisions, all of that is online. You can just go to --  
18 if you go to Google and you put in "house appropriations  
19 interior subcommittee," all of those hearings are online,  
20 and you can get a sense of how the hill is pursuing our  
21 budget.

22           I would say -- again, I can't promise anything --  
23 but I would say initial indications from the hill,  
24 especially for infrastructure issues, school facilities  
25 repaired, new school construction, IT, high-speed Internet

1 kinds of things, I would say that right now, looking good,  
2 initial indications. I would say though, you know, as you  
3 know, this Congress can't really get too much done  
4 anymore, so there's a long way to go, but, you know, some  
5 progress there as well.

6           Okay. I know that's a lot. I don't know if you  
7 have questions. You can stop me anytime. Sorry about,  
8 like, the D.C. techno, you know, jargon blabber. So --  
9 and maybe I've been in D.C. too long. So --

10           Next slide.

11           And again, this is Secretarial Order 3334, which  
12 Sally signed on the same day that we issued the blueprint  
13 for BIE, the Blueprint for Reform. That really just  
14 focuses on the bureaucratic aspects of BIE. It's just one  
15 of the circles. It doesn't really impact the other ones,  
16 but again, it's to streamline the BIE as much as possible.  
17 So when principals, school board members, tribal leaders  
18 call Interior, they know who to call and who -- and where  
19 does the buck stop, how does this issue get fixed.

20           Still, we have in this deck here, you're going to  
21 see how the -- we're changing the educational line offices  
22 into more technical assistance centers, how we're beefing  
23 up the staff there, so there's more school improvement  
24 specialists types, facilities and operations types in  
25 there as well, totally changing how we're going to deliver

1 technical assistance to our schools.

2           What I have heard from our consultations,  
3 listening sessions, that BIE, for way too long, for its  
4 entire history, has been telling grant schools how to do  
5 their job, what they should be doing from D.C. That makes  
6 no sense. How would people in D.C. know what's best for  
7 schools located out here? I would have no idea.

8           Our job is, instead, to have technical assistance  
9 centers. And these are the people that would do what  
10 Monty and I have been really trying to do, which is go out  
11 to the school, ask what the issue is, and then go back to  
12 D.C. and try to fix it, because that's where the resources  
13 are, and some of the decisions are made. But that's what  
14 we're really trying to do with these new educational  
15 resource centers, and that's part of Secretarial Order  
16 3334.

17           Okay. Next slide, please.

18           DR. ROESSEL: All right. I think, you know, a  
19 couple of things in just reiterating what Don went through  
20 earlier, this reorganization and this realignment, it has  
21 to deal with two types of schools, and we all know that.  
22 But stating the obvious sometimes is actually helpful.  
23 We're talking about an organization that can still  
24 directly operate BIE-operated schools, and then that's  
25 about 59 schools. But it's actually going to be down to

1 56 -- I guess 56.

2 This coming year, three more schools are  
3 converting to grant, and then you have the tribally-  
4 operated schools, and those are operated differently  
5 throughout the country. You have some direct tribal  
6 operations like Mississippi Choctaw. You have -- like  
7 Navajo, we know of here at Navajo. We have some other  
8 schools that are operated a little differently. So I  
9 think it's important that when we keep talking about this  
10 reorganization, realignment, that -- keep in mind, it's  
11 supposed to hit the entire spectrum of these schools.

12 Again, I go back to that 64 number. How do we  
13 try to create an organization that can meet those  
14 individual needs? At the same time, provide the support  
15 and infrastructure to actually operate those schools.

16 If you look at the budget numbers, and I'll just  
17 throw this out for Navajo, if you look at all of the  
18 combined total of tribal grant support costs, not at the  
19 '15 level that's coming up, but at the current level,  
20 you're talking roughly \$15, \$16 million. Okay. That's  
21 all -- that's at 64 percent. That's the tribal grant  
22 support costs for 34 tribally-controlled schools on  
23 Navajo.

24 If you look at that comparable line item within  
25 BIE for all 183 schools, that's 14.2 million. So I just

1 want to show that structure. So that structure, that's  
2 why when we talk about this, and I want to -- we'll get  
3 into this in greater detail -- but, okay, why don't we  
4 have the staffing? Why don't we have the staffing at the  
5 line offices, the old line offices?

6 We used to have at that line item, which is  
7 education program management, \$19.3-, \$19.2 million.  
8 That's now at 14.2. So that's a \$5 million-cut that has  
9 happened over the course of the last four years. There's  
10 been a hiring freeze. There's, you know, the sequester.  
11 All these things have happened. And I think, so right  
12 now, we're starting to finally climb out of that. And one  
13 of the things that we look at, as we move forward, is,  
14 okay, we need to try to create this reorganization as much  
15 as possible, budget neutral.

16 And I know you can always take budget neutral and  
17 say, "Okay. You're just talking fund and you're talking  
18 human capital in all of these different areas."

19 But we try to keep that number so that it will be  
20 budget neutral. And every plus, as Don mentioned earlier,  
21 would go to either the tribes, the tribal grant support  
22 costs, or to the schools. One of the pluses of like,  
23 increasing O & M, is that -- as we know, and tribal grant  
24 support costs, is that as you take -- as that money is  
25 very low, where do you get the extra money from?

1           It comes from ISEP. We know the Shiprock --  
2 that's not a solution. The Shiprock decision is not a  
3 solution. It's a result. So the Shiprock decision, as  
4 you know, is saying that it's okay to use other than  
5 administrative costs grants to help fund administrative  
6 costs. You can use ISEP up to the projected level, but  
7 that's not really a solution.

8           So what we tried to do is make sure if we can't  
9 get an increase in ISEP funding right now, because we have  
10 a huge gamut of need, and the intention span of people is  
11 very short and limited. So where do we get the biggest  
12 bang for the buck? Facilities is one of those. We all  
13 know the crumbling schools that we have.

14           The secretary has visited some of these schools  
15 to highlight that, and it's a double-edged sword. We talk  
16 about how terrible schools are and how bad they are, and  
17 then Congress jumps on us. At the same time we were in  
18 consultation in Rapid City, there was a hearing at the  
19 House in Congress, which talked about how terrible the  
20 facilities are, and how bad BIE is doing in keeping those  
21 up. So it's one of those double-edged swords.

22           But what we tried to do and what we really  
23 focused on is saying, "How can we get the money to the  
24 schools that are going to get a plus-up?" And if there's  
25 extra money at the schools in say, O & M, they don't have

1 to take from ISEP. If there is extra money in travel  
2 grant support costs, they don't have to take the ISEP. So  
3 there may not be a plus-up with the ISEP funds, by  
4 allowing to have these other areas where we have more  
5 agreement with Congress, we actually do have a plus-up  
6 because you no longer are having to take from ISEP.

7 I know, you know, in this environment every --  
8 you know, you wage war in little increments at a time.  
9 And I think what we're trying to do now is try to get that  
10 bigger picture as we move forward. And I think it's  
11 important as we do that -- this slide is just to give you  
12 an idea of the gamut of what we have to deal with -- we  
13 have, you know, the number, how far the average distance  
14 to the ERCs are. We're trying to be as transparent as  
15 possible. It won't be as easy.

16 As we get into it, there are line offices that we  
17 are proposing to close. That means people are going to  
18 have to travel farther, so we know that going in, and we  
19 want to show that to you. We're not trying to hide it and  
20 slide it by. We want to show you exactly what data we  
21 looked at.

22 In certain areas, as we'll get to, specific to  
23 Navajo Central where we develop these ERCs, are reflected  
24 in the data that we gather. But also to give you an idea  
25 of the type of schools: Tribally-controlled, 20,000

1 students; BIE-operated, 7,000; Navajo, 12 -- so you see  
2 how, the breakdown also of the tribes, but I think the  
3 other -- that's very important, is that restructuring  
4 column.

5 A lot of our schools are not doing well. So what  
6 type of services, and that's really what we wanted to get  
7 to and we were trying to get to. A lot of times we talk  
8 politics over here. But in reality what everyone in here  
9 is talking about is the outcome of those students in those  
10 classrooms. It's not about school boards. It's not about  
11 the BIE director. It's not about the tribes. It's about  
12 all of us saying, "How can we increase the student  
13 achievement outcomes of those students in our schools?"

14 And when we look to the restructuring, we have to  
15 provide that support that gives tribes, gives schools,  
16 give ERC members, give teachers, that support that they  
17 need. We also have the reality of our current situation  
18 with 22 ELOs spread out across the country and just next  
19 door and across the street, they created this. So that's  
20 failing.

21 We go into this knowing when we went to listening  
22 sessions, we heard, and you can look at the Blueprint for  
23 Reform online and you can see all the comments that were  
24 made. We put everything out there. You know, we tell  
25 people this over and over again. We put everything out

1 there. You can see what people said. When Don talks  
2 about, "This is what we heard." You can look online and  
3 see every comment that was made, and either they start or  
4 they end with, "BIE is failing."

5           So if we're failing, why do we keep that model?  
6 That's why we're looking at trying to do something  
7 different. We need to do something different. We need  
8 better outcomes. And then one of the areas -- there's a  
9 lot of confusion -- but a founding principle here, if you  
10 look at these tribes, one of the things that we heard from  
11 tribal leaders throughout consultation, either  
12 individually or as a group, was that, "We need a place at  
13 the table. We need a place at the table."

14           I've met with some of these gentlemen in this  
15 room right now, and one of the things they talk about is  
16 what kind of student they want at Tesuque when they  
17 graduate. What kind of student do you want at Santa Clara  
18 when they graduate? What kind of student do you want at  
19 Navajo when they graduate? Those are different. Navajo  
20 should not be telling Tesuque what kind of student they  
21 want.

22           So those individual conversations have to happen  
23 at the tribal level with the community. And I think what  
24 we're trying to do is just to say, "Whatever that decision  
25 is, BIE needs to be there to support." And that's what

1 this organization is there for is, how do we support  
2 whatever decision is made? And that's what we want to get  
3 into at this point now. At first glance, this slide looks  
4 very confusing. But if you stick with it for a little  
5 bit, it's less so. When we talk about the restructuring,  
6 you talked about creating -- and I'll kind of be going  
7 back and forth here --

8           Go to the next slide real quick.

9           So up here, the School Operations Division, the  
10 upper left, then go back. School Operations. Now go  
11 back. The Assistant Deputy Director for Administration,  
12 that now becomes the School Operations Division. And a  
13 lot of you have been in the Bureau for a long time,  
14 whether at a tribal grant or BIE. So I'll say that  
15 division now becomes what David Talayumptewa used to  
16 oversee, administration, but it's expanded now. It's  
17 expanded. So I want -- and we'll kind of get into this as  
18 we go through this process.

19           But the other thing that's really important, that I  
20 think is paramount, is that those functions -- remember we  
21 talked earlier about functions, not people. Not people,  
22 but the functions. They now are going from what used to  
23 be central in Albuquerque, they now are going out to the  
24 field. One of the premises of our reorg, of our  
25 realignment, is that services need to be closer to the

1 schools. When we talk about realigning and improving  
2 outcomes, you improve outcomes not by changing boxes up  
3 here, but by changing the box at the school level, the  
4 classroom. How do you ensure textbooks are there at the  
5 right time? How do you ensure IT is there at the right  
6 time? How do you ensure you have the best teacher within  
7 that classroom?

8 So all of this, all these lines are there to support  
9 and create that environment. So one of the things is to  
10 actually come out and say all of these are going out to  
11 the field level. So then the next -- the blue box -- and  
12 these colors actually, as we get through this, will mean  
13 something. It's also funding. So the blue box, DPA.  
14 Right now, and I use this example all the time, DPA  
15 Special Aid, they're going to go out to Tuba City, and  
16 they're going to review Tuba City boarding, Tonalea, any  
17 of those schools out there, and review the special ed  
18 documents. They get in the car, they drive, check into  
19 the hotel. The next morning, they review those schools,  
20 one school, check into the hotel, drive back that night.  
21 They visit one school, they're out for three days.

22 What we're proposing in this reorg is that person  
23 that's in Albuquerque is now stationed in Tuba City. They  
24 can go to Tuba City, Tonalea. They can go to Kaibeto in  
25 one day, in two days. That's the other underlying premise

1 of this reorg is the services that were provided  
2 centrally, say, in Albuquerque, either by DPA or by  
3 administration, are now out at the ERC levels. So that's  
4 something that I think is really important as we move  
5 forward, and it makes more sense.

6 A couple of things that kind of have an impact  
7 here is the policy evaluation post secondary. We've added  
8 and separated those out. And just real briefly, SIPI and  
9 Haskell used to be part of that. Now we separated them  
10 out. We did that primarily because it helps them with  
11 their accreditation efforts, as opposed to being directly  
12 within an office and kind of lost within a post-secondary  
13 situation. So that's something there.

14 We also need to, and we are proposing, to ramp up  
15 our research office. We haven't used any, and haven't  
16 done any research in a decade at BIE, and yet one of the  
17 things that we've heard just in this consultation,  
18 research base, research base. Well, we need to create  
19 some research base that's actually relevant to our  
20 schools. And we can't do that by hoping and praying that  
21 some school out there is going to do some research that  
22 benefits us. We need to drive that research.

23 If we're talking about language, and its impact  
24 on academic achievement, why don't we actually do that?  
25 Look at what we've done at schools that we have right now

1 here at Navajo, Rock Point, Rough Rock. Look at some of  
2 these areas we have an impact on. Let's look at our own  
3 research. So that's one of the things that's also part of  
4 this reorganization. So this is the overall structure,  
5 those yellow boxes. This is our reorganization chart.  
6 Now, those yellow boxes, and it's reflective of the  
7 secretarial order, this is Secretarial Order Phase 1  
8 Reorganization.

9           So we have the school offices that I mentioned,  
10 and we'll get into what those breakdowns are, but it was  
11 what Don mentioned earlier: IT, communications, HR,  
12 acquisitions, all of those items that we had nothing to do  
13 with. They were BIA or DASAM.

14           And just -- I'm sure you all -- because you've  
15 been around this long enough, but just so you know, the  
16 Deputy Assistant Secretary for Management, which is Indian  
17 Affairs, is up here. And then you have BIE, and you have  
18 BIA. Okay. So when we say, "DASAM," they're kind of  
19 overseeing all of us. So there are some areas like,  
20 facilities construction is in DASAM. O & M is in BIA at  
21 the regional office. Nothing for BIE.

22           So if we want something done, we have to go to  
23 these spots. A part of this reorganization is saying, "If  
24 you're going to hold BIE accountable for the outcomes,"  
25 just like we've heard, you know, from GAL reports and just

1 like we've heard from Congress in hearings, then we need  
2 to have the authority to have those people aligned to us.  
3 And so that's what part of this reorganization is about as  
4 we move forward. So that's the school op side, the  
5 Division Chief for Office of Sovereignty and Indian  
6 Education.

7           One of the things that's really important that we  
8 believe is tribal sovereignty. And so in this box, we  
9 have JOM, which deals with all schools, not our schools,  
10 but all public schools, and we've had an increase in  
11 budget there, I think, of 2 million or 3 million this  
12 year, too, so we've seen an increase.

13           And then you also have early childhood education. A  
14 lot of things, you know -- again, we're not here to try  
15 to -- and it sounds otherwise -- but early childhood, for  
16 BIE that just means FACE. That only hits one quarter of  
17 our potential student body that could be at an early  
18 childhood program, but one of the things that we're able  
19 to do, and it just happened because people are really  
20 concerned and they care.

21           But as you know, Department of ED has funding for  
22 early childhood grants that can go to schools and states,  
23 but BIE was locked out of that. Now, we mentioned that to  
24 Secretary Jewell, and she said, "That's stupid."

25           So the next day she picks up the phone and called

1 Secretary Duncan, "Why is this?"

2 Secretary Duncan, "That's stupid."

3 They changed it, just like that, and now it's  
4 open to our BIE-funded schools. So as this moves forward,  
5 and hopefully, it gets funded, but the proposal would  
6 allow tribal schools, BIE, as well as tribes, to have  
7 access to that money for BIE schools, and develop their  
8 own early childhood program. So in that realm it's not  
9 just talking about early childhood, it's actually  
10 expanding. So that's why it also is in this area of  
11 sovereignty that covers everything.

12 The other then, also, is that we're creating the  
13 Office of Native Language History and Culture. Not to  
14 tell tribes what to do, but to help coordinate resources  
15 and help define, okay, "What kind of program do you want?  
16 Do you want an immersion program, a heritage program, a  
17 bilingual program? Well, this is what you need." So help  
18 facilitate that.

19 And you'll see in the org charts, we're also  
20 putting that at the ADD level also. So our commitment is  
21 really being -- is going not just in, you know, boxes on  
22 the board, but also then, we're putting \$3 million into  
23 that to provide the opportunity for tribes and schools to  
24 develop language programs. The focus though, is going to  
25 be on fluency because we spend \$23 million a year on

1 language programs, and we can't point to one fluent  
2 speaker yet. So we need to talk about, as an outcome,  
3 fluency, whether it's Hopi or whether it's Navajo. And so  
4 that's something that I think everybody is in agreement as  
5 we move forward.

6           And then the last two boxes, Associate Deputy  
7 Directory Tribally-Controlled and Associate Deputy  
8 Director for BIE-Operated. Again, you heard me talk  
9 earlier, the idea is to focus here on functions, not on  
10 people. Our previous org chart was on geography; east,  
11 west, and Navajo. Now, what we've said is unique about  
12 these systems is tribally-controlled, that's a very  
13 different type of school. We're not telling. We don't  
14 control who's hired. We work with tribes. We work with  
15 schools. We facilitate. So that takes a different type  
16 and a different structure to address those needs.

17           While BIE-operated, we still control the  
18 curriculum. We still control, you know, the calendar, the  
19 schedule, the daily schedule. We control that. So that's  
20 a different structure. So why do we have the same  
21 structure that was in 1960 today when in '60, we had all  
22 BIE-operated, no tribally-controlled, and today we have  
23 primarily tribally-operated, and very few BIE-operated.  
24 We need to change to meet that new demand. And that's  
25 again, why we redid these two.

1 Jim oversees the Bureau-operated schools. The  
2 associate deputy director for tribally-controlled schools  
3 in Minneapolis, and Rose Marie Davis oversees those. And  
4 of course, the Associate for Navajo is sitting to my left,  
5 Emily.

6 So this is the new structure we're looking at.  
7 One of the things you'll notice is that the president of  
8 Haskell and SIPI are both pulled out to give them more of  
9 that -- again, helping them with their higher learning  
10 commission accreditation. It's really difficult to be a  
11 part of the federal government, and the way it's currently  
12 operated.

13 Just, in general, you'll see where the ERCs are,  
14 and we'll get into the details of what that really means  
15 with these next org charts. So this is the school  
16 operations division, and what I want to point out is these  
17 positions are positions that are already on the board. I  
18 want to also bring up what we're talking about, again, is  
19 budget neutral. So as all of you know, and you all know,  
20 if you look at your local ELO, eight years ago there were  
21 five people there. Now maybe one, maybe two, if you're  
22 lucky, three.

23 Okay. So those vacancies are still on the books.  
24 So when we look at this, these are not plus-ups. These  
25 are the positions that are currently on the books, vacant.

1 And so that's what you're looking at here. Now, they're  
2 going out to the different areas. As you'll see, this is  
3 combining a lot of different positions. So it's not about  
4 saying, "Okay. We have this many, and now we're going to  
5 have a whole new amount."

6 We had roughly 129 positions on the books or that  
7 used to be occupied. On the books, I believe it's 180  
8 something. We currently only have around 80, 89, 85,  
9 something like that. So this reorg -- the yellow up on  
10 top -- communications, we've hired on our own. The rest  
11 of that is all new, and we're in the process, and it's  
12 really aligned to the Phase 2, that slide that had Phase 1  
13 and Phase 2, the Secretarial Order 3334, those are part of  
14 Phase 2, we're working on and finalizing as we move  
15 forward. This really impacts BIE-operated. Acquisitions,  
16 contracts, all of that are for BIE-operated.

17 Tribally-controlled schools, you do that on your  
18 own, so it doesn't impact. But we still have those 57  
19 schools that we have to oversee, and this is the  
20 structure. Now, when we get to it, school facilities as  
21 well as IT, that's where we have a joint -- you know, a  
22 share of responsibility that we have to take care of all  
23 of those. So this gives you an idea of what it's going to  
24 look like with the positions we have now.

25 So right now, the big focus you see down here,

1 when we talk about what are the needs of tribally-  
2 controlled schools, we're talking about the grant  
3 management specialists. One of the biggest challenges we  
4 face today are the audits that are happening at tribal  
5 schools. And one, the problems with that, of course, is  
6 we're not providing the technical assistance and the help  
7 to schools. So by having these people closer that are  
8 audit specialists closer to the schools, we're hoping we  
9 can then turn that tide and start looking at a way to  
10 address those needs.

11 But all of these positions, they look like a lot,  
12 but they actually are about 20 percent less than what used  
13 to be five years ago. So we've really tried to move  
14 forward and not have a big plus-up because, again, we're  
15 in the process of evolving. Three schools converting to  
16 tribally-controlled this year. Two more we're trying to  
17 get in this year, but they'll probably come in next year.  
18 So there's that small evolution as we move forward.

19 And again, some of these positions that you see  
20 up here, you know, that's part of administration. The  
21 FBMS, that support, we don't have any budget and finance  
22 people on our -- you all probably -- you know, of Joe  
23 Aaron. He's one person, and yet we have to go to Congress  
24 and we have to go within our own department and justify  
25 certain budgets, and we don't have anybody that does that.

1 We do it ourselves, actually.

2           And -- but we don't have somebody that's actually  
3 tracking, looking at metrics that we can say this is how  
4 effective we are here, how effective we are there. Those  
5 types of things are things that will help us in the long  
6 run because you have to make your case to Congress. And  
7 what they're really focused on right now is, "What are  
8 your numbers? Show us that it's successful. Why are you  
9 doing this? Why are you not doing this?"

10           We need to have that evidence. One of the things  
11 when I came on board, there was none of that. There  
12 really wasn't. Don and I, when we looked at some things  
13 that were there, and they didn't judge what we really were  
14 looking at and what shows is an effective school. So  
15 realigning those, you saw the Agile Organization and the  
16 Budget, realigning that, so that it's saying one thing.

17           These are the positions that used to be, again,  
18 as you know from the responses you're getting from DPA,  
19 they're down to only, I think, 20 people altogether. In  
20 the heyday when we had ARRA funds, you know, there was a  
21 lot of people, a lot of staff. We don't have that  
22 anymore. So this is reflective of -- I believe, it has  
23 the FTEs somewhere on there. Just in the boxes, you'll  
24 see the FTEs. So for Special Ed, 19; for Title 1, 13;  
25 accountability and assessment, 11; school improvement

1 grants, 1.

2 But what you're looking at here, is this funding  
3 here is all from the Department of ED. This is not ISEP.  
4 So this is the money that the Department of ED gives us to  
5 operate those programs, which is Special Ed, Title, SIEG,  
6 all of those funds, are formula-based to us to operate,  
7 and this covers those people.

8 But what I want to point out is it's not -- if  
9 you had that, like, currently, this org chart was current,  
10 it would all just say, "Albuquerque." But if you look  
11 here, you'll see that they're down in -- for here, Chinle,  
12 Tuba City, Shiprock, Crownpoint. And you look, and even  
13 down there, you see that, okay, what we did is we looked  
14 at, okay, what are the challenges that we have in Special  
15 Ed? The number of complaints and different things. So we  
16 targeted it and said, "Okay. We have more complaints in  
17 this area. Let's add another person there." So we tried  
18 to address it based on the data that we had, so it's not  
19 just saying, "We're going to pick one here or pick one  
20 there." But where we had a greater need, we added an  
21 additional person to help with Special Ed.

22 NASIS and Education Research, we're combining  
23 that. But the person you have locally will still be there  
24 with ADD. What we're combining is because, again, a lot  
25 of what we're talking about today with Congress and with

1 our department is what data do you have to show. So this  
2 isn't just about Department of ED facts. This is also  
3 about us being able to justify a request for more money.  
4 So we need to have that type of capability, also.

5 MR. HASTINGS: These are the proposed operated  
6 schools. The first slide is just an overview of the  
7 schools, and the second slide talks about the conditions.  
8 These are ERCs, proposed ERCs, for the Bureau-operated  
9 schools. You see there, Albuquerque has nine schools;  
10 Phoenix area has ten schools, the Belcourt area has eight  
11 schools. It should add up to 27 schools.

12 And can you-all see them, or do you have them on  
13 your handout? That handout's awful small to see.

14 In Albuquerque, it's Jemez, Riverside, San  
15 Felipe, San Ildefonso, Santa Clara Day, Sky City, Taos  
16 Day, T'siya, Isleta. And under Phoenix, Chemawa and  
17 Sherman, which are off-reservation boarding schools. I'm  
18 sure all of you know are under Phoenix and Havasupai, John  
19 F. Kennedy, San Simon, Santa Rosa Day, Santa Rosa Ranch,  
20 Tohono O'odham High, First Mesa Elementary, which is not  
21 going to be there for very long because they're in the  
22 process of converting to grant status, so they will move  
23 over to one of the other categories under the  
24 tribally-controlled schools. Same thing for Keams Canyon.  
25 They're in the last stages of converting over to tribally-

1 controlled schools, so both of those schools will go over  
2 July 1. And Belcourt, there's Dunseith, Ojibwa, Turtle  
3 Mountain Elementary, Turtle Mountain Middle, Blackfeet  
4 Dorm, and administrative support at Pine Ridge and  
5 Cheyenne-Eagle Butte for -- Flandreau Boarding School and  
6 Cheyenne-Eagle Butte School.

7 So those are where the tribally -- or the  
8 Bureau-operated schools are for right now. Like I said,  
9 it's fluid. It's changing. And as more schools go to the  
10 grant status, it'll be changing even more.

11 DR. ROESSEL: And let me just add, the other  
12 school that is converting is Isleta?

13 MR. HASTINGS: That's correct.

14 DR. ROESSEL: Yeah. And one thing, to kind of  
15 give an outline or just to give you -- in other words,  
16 when I talked about, "This is a consultation," that we  
17 actually are listening. When we went to the Plains and we  
18 met with the tribal leaders there, one of the things they  
19 had a concern about, because of all the problems and the  
20 challenges that they have like at Pine Ridge and  
21 Cheyenne-Eagle Butte and Flandreau, all fairly large  
22 schools. Wingate is, you know, 600, 700 student body, so  
23 they're not the smaller schools, and people coming from  
24 all over, dorms like that. Because of that challenge,  
25 they felt they needed somebody close by, not just up in

1 Belcourt, which is about 20 miles from the Canadian  
2 border. So it's really close. They wanted somebody a  
3 little closer.

4 So we listened. We heard what they were saying,  
5 and then that's when we added that administrative support  
6 at that level. So just -- again, an example of this  
7 process -- we are listening and we are changing as we move  
8 forward.

9 MR. HASTINGS: Okay. This is what the breakdown  
10 of what the ERCs will look like, and the staffing for the  
11 ERCs. And the ADD's position or office will be in  
12 Albuquerque and it will serve those schools in  
13 Albuquerque. And then you have the Phoenix and the  
14 Belcourt ERC. You have an education program  
15 administrator, which is the lead person at the ERCs, and  
16 then there's program support assistants. That's basically  
17 a secretarial position. Educational program specialist  
18 for school improvement, education program specialist  
19 school improvement, educational specialist school  
20 improvement. That is a big change from our ELO offices of  
21 today to what they will look like.

22 And one of the things I was going to say when  
23 Monty was talking a while ago, I've been in the Bureau for  
24 40 years. I've seen a lot of reorgs. But this is the  
25 first time I've actually seen a reorganization that's

1 based on what it needs to be based on. Changing what  
2 happens in the classroom. All of these things we've been  
3 talking about and describing and Don was talking about,  
4 all of that, the bottom line is changing results in the  
5 classroom.

6 All of those other things, the housing, the  
7 testing, everything else is in support of changing what's  
8 happening in the classroom. And I applaud Monty and his  
9 crew. They got together and came up with this. But it is  
10 a change that is finally directed in the right direction.

11 And education program specialist, we have a  
12 special ed person at each ERC, and a speech and language  
13 person at each ERC. So there is a different staffing, and  
14 as you can tell with those three education specialists  
15 that are dedicated to school improvement, will be able to  
16 help the schools do the things the schools are trying to  
17 do for your children.

18 DR. ROESSEL: This is the tribally-controlled  
19 schools. So I think what I -- you know, just to make  
20 sure, I think, as you think about this, you know, Santa  
21 Clara was on the other side, and I think on this one it  
22 will be Tesuque. So as we look at the tribally-  
23 controlled, this is the breakup of the way these slides  
24 are going, as you first see where the ERC is located, and  
25 then the schools associated with the ERCs, and then the

1 next slide is the personnel that support that. So in this  
2 case, you know, an ERC that is in Albuquerque, this is for  
3 tribally-controlled schools, and not counting Navajo,  
4 Albuquerque, Bismarck, Nashville, Flandreau, Minneapolis,  
5 Rapid City and Seattle.

6 So those of you that know the system, and what  
7 we're looking at is, you know, Rapid is new, Flandreau is  
8 new, Bismarck is new. So those are new ERC sites. And  
9 we'll get into like, what sites we're proposing to close  
10 in a little bit here. But if we look at the Albuquerque  
11 schools, it's 18.

12 And one of the reasons why we're looking at so  
13 many in Albuquerque is you also have an ERC site that is  
14 tribally-operated. So you have a bigger support there.  
15 And even though these are identified as being tribally-  
16 controlled than the other, and the idea is that we can --  
17 again, if there's training happening someplace, and we'll  
18 kind of get into that a little bit more, that it can be  
19 shared training. It doesn't mean that, "Well, you're not  
20 tribally-controlled. You can't be there.

21 It's really about how do we try to work together,  
22 but we also try to focus on, these are the  
23 responsibilities and the functions that we have under each  
24 of those schools as we move forward. So we have these  
25 different schools aligned. Albuquerque, because they are

1 also an ERC or tribally-operated ERC or BIE-operated, and  
2 the ADD, that they have more total support there, and  
3 that's why they have more schools aligned with them.

4 We also looked at, okay, the breakdown of the  
5 current structure and the issues and challenges we have.  
6 Nashville, which we're adding on Friday, 16 schools, but  
7 they really operate on their own. I mean, they're --  
8 Mississippi Choctaw, again, is really tribally-operated,  
9 and there are seven schools associated with that one  
10 tribe. So it's not like seven separate individual ones.

11 And a different structure, if you look at what  
12 was tribally-controlled and you look at this. Because we  
13 don't have this direct oversight that we did with  
14 BIE-operated. So really what's going to be happening here  
15 in the way this is structured is that every school, and  
16 there are a lot of grant schools, so you'll still be  
17 operating, your school still gets all the funding it gets.  
18 We're not taking any away. Your school gets everything it  
19 gets to provide professional development. And whether  
20 it's for a title program, to ISEP programs, Title 2A,  
21 whatever that might be, you still get that, and you're  
22 able to operate and develop and direct your professional  
23 development to what you feel you need at your school  
24 level.

25 And then what happens at the next level, at the

1 ERC level, so along here, say, in Seattle, for instance,  
2 the school improvement specialist is working with the  
3 different schools. And that person may see, "Okay. I see  
4 some common issues coming up here." So at that next level  
5 up, that ERC provides training. "Okay. We have a problem  
6 with kindergarten in," you know, whatever it might be.  
7 And so they then coordinate training where they say,  
8 "Okay. Can you host a site?" Go to maybe Chief Leschi  
9 School. "Can you host a site for professional  
10 development," and then we gather all third-grade and  
11 fourth-grade teachers to come in and have that training  
12 together.

13           So it's trying to meet two needs here. A local  
14 need, you still operate the way you operate, and you're  
15 able to direct your professional development based on the  
16 data you see.

17           At the next level up, the ERC, they're looking at  
18 three, four, five, six, eight different schools. And when  
19 they see a common concern, they then, in concert with the  
20 principals, these are conversations that are happening all  
21 the time, "Can you guys host this? We'll provide the  
22 trainer," and then you bring all the third-grade teachers.

23           One of the cornerstones in what we're trying to  
24 develop here is collaboration. We've seen it in some of  
25 the grants that we offered with tribal schools. It's been

1 something that has been really tribal -- with the  
2 Sovereignty Indian Education Initiative, it's been really  
3 dynamic listening to tribes talk and share amongst each  
4 other. That same idea of collaboration, of course, those  
5 of you that are in education know that's really where a  
6 lot of this professional development right now is going.  
7 How do we address that?

8           So part of this is saying if we had a school -- I  
9 used to work at Rough Rock. If we said, "Okay. We're  
10 going to have a training of third grade." It would be one  
11 teacher. So you don't really have that collaboration.  
12 You have vertical collaboration, but you don't have  
13 horizontal, and that's something that is really missing in  
14 our schools.

15           And when I talk to principals, when I talk to  
16 teachers when we've been out there, that's something that  
17 probably more than anything else, they see the benefit of  
18 that, getting third-grade teachers, like in this instance,  
19 say, you're going to have it at Chilchinbeto. So Rough  
20 Rock would come, Dennehotso, Kayenta. A bunch of schools  
21 could come together, meet for training, all third graders.  
22 Fourth graders could be at Many Farms Community School.

23           You know, and there would be the shared  
24 responsibility across our schools. That's something that  
25 these ERCs are going to be coordinating. So these

1 education specs are really coordinating those services at  
2 the school level. And again, Special Ed, that's still a  
3 concern.

4 The green here is DPA-funded positions and  
5 people, if you see that. The blue is the administration.  
6 Okay.

7 So go all the way back to -- just go back -- keep  
8 going. There, right here. Go to the left.

9 If you notice the blue box and the green box,  
10 when I said they're aligned with the org charts, that's  
11 what I'm talking about. So when you go back to the  
12 positions now, you'll see that these people may be  
13 reporting to DPA, but they're out in the field. They may  
14 be -- they still work for the Department of ED, in terms  
15 of they're funded by them, but they're now located in Tuba  
16 City, this area, and Albuquerque for the other.

17 So that's what the structure looks like for  
18 tribally-controlled. So the tribally-controlled schools  
19 have a little bit different makeup. And one of the  
20 focuses that they have in this area is also looking at  
21 specialists that can deal with school board relations and  
22 training of school boards because that, too, is an issue  
23 that we've heard a lot. We've heard from a lot of school  
24 boards saying, "We need training. We need training."  
25 Okay. What is our role and responsibilities? What can we

1 do? What can't we do?"

2           So providing that at the ERC as well as the ADD  
3 level is something that we're trying to incorporate into  
4 this reorganization. This reorganization is really about  
5 taking where we are right now today, that snapshot, and  
6 then how do we move forward. What are the challenges that  
7 we're faced with today? We have challenges with funding.  
8 We have challenges with educational outcomes. We have  
9 challenges with facilities. How do we try to address  
10 those issues today in a way that we can then improve them  
11 as we move forward? That's what we're looking at. So  
12 we're not -- you know, as we then get better, then the  
13 emphasis will change from that, as our schools are  
14 replaced, and we hope they're replaced, you know, we won't  
15 have to focus on facilities. But the reality of today  
16 needs to be addressed today, and that's what we're trying  
17 to focus on.

18           And if you look at all these, you'll see at each  
19 of these ERC centers, the larger ones in Albuquerque and  
20 Minneapolis, there's two substations who are tribally  
21 controlled. We have native language specialists at each  
22 of those to help provide that support for those schools  
23 that are under them.

24           So the structure really is trying to support the  
25 emphasis that we're placing on because we heard it, the

1 instruction of native language, history and culture, and  
2 the alignment thereof.

3 Now we'll go to Navajo and Emily.

4 MS. ARVISO: Okay. Moving on to ADD Navajo  
5 Schools, the proposed ERC distribution by schools, we've  
6 got five ERC centers, Education Resource Centers. The  
7 first one being in Chinle, Arizona. There, they have 12  
8 schools and one residential hall; Tuba City, 11 schools  
9 with two residential halls; Window Rock, nine schools, two  
10 residential halls; Crownpoint, 13 schools; and Shiprock,  
11 12 schools, three residential halls.

12 So these ERCs, again, what was stated earlier,  
13 will be providing the technical and academic support to  
14 our Bureau-operated and tribally-controlled schools. You  
15 know, we have 65 schools, and the schools are located  
16 in -- under the ERC where they were centrally located to  
17 them, you know, closer to their schools.

18 Okay. Moving on to the ADD Navajo schools  
19 proposed reorganization chart. Here, we do have the ADD,  
20 and next to that ADD's box is the FTE, which means that  
21 there's 35. So ADD will oversee 35 positions that we have  
22 housed under ADD Navajo, and these are all the positions  
23 in black that ADD will have oversight.

24 Okay. The positions in blue on this chart are  
25 school operations, and school operations will have

1 oversight over these, and these are eight positions. And  
2 this includes, what was stated earlier, administration,  
3 finance, SPED, Human Resources, and kind of like similar  
4 duties to the monitoring and compliance area.

5           The positions in green who have oversight will be  
6 by the DPA, Department of Performance and Accountability,  
7 and these are the 11 positions you see on the org chart.

8           ERC centers will, again, provide customized  
9 technical assistance to the schools in the areas of  
10 curriculum, instruction, data, intervention strategies,  
11 professional development, coaching, and then, of course,  
12 school improvement. So we do have three of those in  
13 Arizona and two in New Mexico.

14           Two of the positions here, are the education  
15 program administrator, tribally-controlled, and that's the  
16 one under the office in Window Rock. And also the next  
17 box under school is Education Resource Center in Window  
18 Rock as well, so we have two positions there. And these  
19 are the new positions, and they'll work specifically with  
20 the -- provide technical assistance to the grant schools  
21 as well as working with the school boards, and also  
22 reaching out to Department of Education, perhaps, you  
23 know, aligning their training, help assisting with school  
24 board training, and also with perhaps the reauthorization  
25 process. So they will be there to assist with the schools

1 and, of course, the Navajo language position.

2 One of the line offices that was on the original  
3 chart was in Gallup, New Mexico, so that's one line office  
4 that has been removed, so that is not here in this  
5 picture.

6 Any questions?

7 DR. ROESSEL: Emily mentioned about the line  
8 offices, so we'll go over that now. If you look in your  
9 packet, the sheet that looks like -- it's not in the  
10 PowerPoint, but it's in your packet. It's more like a  
11 spread sheet. It says, "Proposed Changes to BIE's  
12 Educational Line Offices," and then the second page is the  
13 same thing.

14 So what I want to just point out again,  
15 specifically, is that there are four line offices that we  
16 are proposing to close. One is New Mexico, Navajo North,  
17 one is California, Nevada and Sacramento. One is Montana,  
18 Idaho, Wyoming and Billings, and the other is New Mexico  
19 South in Gallup. There are a few other changes that are  
20 happening at line offices.

21 At some of these sites, there's been a shared  
22 responsibility, that's ELO as well as facilities, where we  
23 are moving out educationally, but continuing to keep the  
24 facilities' functions there. They are in the areas of  
25 Keams Canyon, Hopi, that will continue to stay open as a

1 facility support center, but the education line office is  
2 closing.

3 In addition, you have at Standing Rock, the same  
4 situation. The facility support center will be staying  
5 there, and Pine Ridge, the facility support center will be  
6 staying there, and Cheyenne River, the facility support  
7 center will be changing there. In Oklahoma City, the line  
8 office functions are being closed, but in that case what  
9 we're doing, we're keeping open the business center  
10 functions, which there we process most of our JOM  
11 contracts, and so that function will still be there.

12 One of things that has been different in this  
13 reorganization as we've gone forward, based on what's  
14 happened in the past, is that we also have three --  
15 actually, four technical assistant centers where tribes  
16 have actually taken over what we used to do, the BIE used  
17 to do for the educational line office. In those areas,  
18 all in the Great Plains, Rosebud, Crow Creek, Standing  
19 Rock and Cheyenne River have all 638'd the BIE educational  
20 line office. We still have to perform the inherent  
21 government functions aspects. But the other area, which  
22 is primarily, say, Ed specs that have been in those areas,  
23 they've been 638'd to the tribe.

24 So those changes have occurred since the earlier  
25 reorg, and again, to my comment earlier about how we need

1 to create a reorg that meets today's reality, that's one  
2 of the realities today that tribes are saying, "We have  
3 that capacity. We can do it. We want to take that over."  
4 So in a nutshell, that's the breakdown that we have, in  
5 terms of the proposed changes to the line offices.

6           Within this booklet, one of the things that was  
7 brought up at a previous consultation they talked about is  
8 there is a narrative that goes to like, what we just went  
9 over, and it's in your booklet. It gives you a brief  
10 description of what's on the slides, and what we're doing  
11 with the education line offices, what we're doing with  
12 School Operations, what we're doing with Research and Post  
13 Secondary, the Sovereignty Office and Indian Education,  
14 Division of Performance and Accountability.

15           So within your booklet, you do have that  
16 information. So again, this has been on our website. The  
17 actual BIE Reform, Blueprint for Reform, has been on our  
18 website for a while. So in terms of if you want  
19 additional information, it's there for you.

20           That is our presentation. Now we'll start the  
21 consultation. I guess what I would ask, you know, as we  
22 get started, we want to start with tribal leaders first.  
23 We have some guests here from pueblos. I would ask that  
24 you allow them to be able to comment first, and that way  
25 if they have to leave later -- the question I have though,

1 as we get started, you know, once we get started, it's  
2 hard to take a break. If you want to take a break right  
3 now for ten minutes and then come back and start with  
4 comments.

5 Do you want to do that? You get to keep your  
6 seating. Don't worry. It won't be a free-for-all.

7 All right. Let's take a 10- to 15-minute break,  
8 and then we'll come back with comments.

9 (A 15-minute break was taken.)

10 DR. ROESSEL: Let's go ahead and get started.  
11 Again, just for clarification, some of you brought this to  
12 my attention, that when we have the schools listed under  
13 Navajo, there were 35. People say, "Well, we have 36,"  
14 but in terms within the Bureau operation. But we don't  
15 count the Ramah School Board. They choose to go under the  
16 Southwest Region, so they're under the tribally-  
17 controlled, so they'll be reporting to Minneapolis. So I  
18 just wanted to make that clarification. Some of that was  
19 brought up.

20 So now what I'd like to do is to begin the  
21 comment period. And if you could, come up to the podium,  
22 because we have a microphone up here, and I think we have  
23 a piece of paper for people to sign, right? Okay -- or  
24 they've already done that. But like I said earlier, I'd  
25 like to start with our guests that are here from different

1 tribes first and then go with the tribal leaders that are  
2 from Navajo.

3 So I don't know if Santa Clara would like to  
4 start first?

5 MR. CHAVARRIA: Good morning, everyone. My name  
6 is Michael Chavarria. I serve as governor for Santa Clara  
7 Pueblo. It is important to understand and appreciate the  
8 study groups for looking into these various components of  
9 education for our tribal youth. Before I get started, I  
10 would just like to say a short prayer in my language.

11 (Native American spoken).

12 Thank you, everybody. Again, language is  
13 important. That is the core of our values that hold us as  
14 Native people together. Without our language, how do we  
15 do our songs, our dances and our prayers? So language is  
16 the key to success.

17 I was part of the Head Start Program. I went to  
18 the day school. I went to higher education at SIPI. I  
19 never thought I'd be a tribal leader, but here I am  
20 serving my fifth term as governor for Santa Clara Pueblo.  
21 And so it is important to become -- to create successful  
22 programs to face all these challenges, but also to  
23 implement solutions. Again, we appreciate the study group  
24 for looking into the various components of education.

25 Redesigning our educational program, to me, is a

1 concept like self-governance. If you're under the Bureau  
2 of Indian Education, you're a direct-service tribe. But  
3 if you go to a tribally-controlled school, then you are a  
4 grant, but you're also providing a self-governance program  
5 to then provide the program, functions, services,  
6 activities that go along with this, in order to run a good  
7 educational component for our children.

8           Again, data is very important to justify our  
9 unmet needs, and sharing our resources is very important.  
10 We understand that BIE can't lobby. But as tribal  
11 leaders, we can go up to Congress or the hill to meet with  
12 the House Appropriations Committee to make these requests  
13 on behalf of not only Santa Clara, but all tribal nations  
14 here in the United States.

15           Again, there was a question of why BIA students  
16 aren't performing well. And the goal is student  
17 achievement. We all want our students to graduate from  
18 high school, to then go into higher education to continue  
19 their education, but again, it's looking at others,  
20 respectfully. The type of opportunities we do have when  
21 our students come back from graduating, they always come  
22 back and say, "Governor, you told me to go get a good  
23 education. I went and got a degree, but yet there's no  
24 job for me. I'm now overqualified. Where do I live now?"

25           And it goes back into the health care, the

1 housing, the jobs. But again, economic development within  
2 our respective communities. Yes, some may have casinos,  
3 some may have a hotel, gas stations. But again, we need  
4 to diversify our portfolio to then have engineers, to then  
5 have scientists, to then come back and perform these  
6 duties and functions on our behalf or our future  
7 generations to come. But again, it goes back into the  
8 teachers, the competency of those teachers.

9 Yes, there's an educational plan, but when we  
10 provide them with education, and they further that, they  
11 don't like to stay within the system because we don't --  
12 on the pay -- it's challenging with the pay. So maybe  
13 right down the road there's a public school that's  
14 offering more pay. So eventually, those teachers are  
15 going to jump on board to that and go to the public school  
16 system.

17 But again, we invest all that time, the energy  
18 and money into these teachers, and when we do that, they  
19 get up and leave. So then again, we get shorthanded, and  
20 shortfalls come into play.

21 Again, if we look at this as a self-governance  
22 concept, you know, it's all about redesigning your program  
23 to meet the needs of your community. It's not a  
24 one-size-fits-all. It's important to include early  
25 childhood, Head Start, K through 6 day school. And again,

1 for us at Santa Clara, we don't have an elementary or high  
2 school, so we've got to work with Espanola School  
3 District, Pojoaque Valley, Los Alamos. And a lot of our  
4 students do attend the Santa Fe Indian School.

5 So again, it all goes back to these common core  
6 standards and how it relates to the No Child Left Behind,  
7 and also meeting your AYP, your annual yearly progress.

8 Again, students are only human, and not robots.  
9 A lot of pressure we put on them from day one. Again, as  
10 we move forward, Santa Clara was in a position in 2014 at  
11 the tribal consult to look at the opportunity of granting  
12 our school, again, work through the Native American  
13 Community Academies Inspired Schools Network to explore  
14 the different options the pueblo has in operating and  
15 improving education in our youth.

16 Again, this relates back to the BIE's 2014, 2018  
17 strategic plan. The council did pass a resolution to  
18 explore the possibilities of granting. We put a team  
19 together that consisted of two tribal council members with  
20 educational experience, two community members, and then  
21 also the Department of Youth and Learning.

22 And so as we move along, the opportunity of going  
23 grant is an opportunity for a community. We met with,  
24 then at the time, David Talayumptewa and Education Line  
25 Officer Casey Sobol. Throughout several meetings, they

1 were able to clarify the application process, budget  
2 requirements and the opportunities in granting a day  
3 school. These conversations also revealed several areas  
4 the tribe would need additional support. These include  
5 structural, organizational and financial support.

6 We understand when you get -- granting your  
7 school, it's an enormous responsibility. A strong  
8 foundation is critical to creating a successful school.  
9 However, there are several gaps in the application process  
10 that do not support tribes in creating a school that is  
11 truly unique and specific to our community.

12 We also ask for assistance in transitional  
13 through funding. But again, some of those costs of  
14 \$50,000 is not enough to actually implement and do a  
15 feasibility study to determine if this is the right path  
16 for Santa Clara Pueblo.

17 One of the things that I did hear in our research  
18 was, "We are requesting something in writing and a  
19 detailed timeline of all reporting requirements that the  
20 grant schools are expected to complete each year."

21 Conversations with other grant schools throughout  
22 New Mexico and Arizona revealed a dissatisfaction in  
23 unclear reporting requirements that were often last  
24 minute, time consuming, and not aligned to the mandated  
25 reporting schedules.

1           We also spoke to successful grant schools, BIA  
2 schools and charter schools that focused on indigenous  
3 education. It became apparent that the best educational  
4 opportunities for students also had alternative licensure  
5 programs for administrators and educators.

6           The planning team requests that the BIE work with  
7 the New Mexico Education Department to develop a waiver  
8 system for potential school administrators and teachers.  
9 This is because recruiting teachers that are from the  
10 community, and are proficient in Tewa language is an  
11 obstacle. And a waiver process will allow qualified  
12 candidates to go through an alternative program, but also  
13 support a long-term development of a school that  
14 appreciates the community, language, culture, while  
15 possessing rigorous academic expectations.

16           One of the things we talked about is sovereignty  
17 in education that were made available, again, goes back  
18 into the transition of looking at not being eligible for  
19 some of these grants of \$50,000, a figure that was used to  
20 assist the transition to a grant school is not efficient.  
21 Additional funds will be used to develop benefit packages,  
22 recruit staff that aligns the school's vision and goals,  
23 and provides stipends for staff professional development,  
24 and curriculum planning in the months before the school  
25 opens as a grant school, and support other vital steps in

1 the other transition process.

2           Again, one of the things is, what opportunities  
3 does BIA provide to grant schools to create a  
4 non-traditional school schedule? As an example, extend  
5 the school days or a full calendar school year. The team  
6 wants to maintain the commitment to creating education  
7 opportunities that truly reflect the community need, and  
8 may wish to explore options outside the traditional  
9 western school schedule.

10           It's good to hear that in FY '16 the  
11 administrative cost is going to be hopefully supported 100  
12 percent. 86 percent still has a financial impact on  
13 tribes, but you still have to come up with that remaining  
14 cost match or supplemental to adequately provide 100  
15 percent of these administrative costs. We all seek that  
16 it's mandatory, and not discretionary funds, because there  
17 might be a budget that's been approved for your school  
18 system, but if you don't have 100 percent of this  
19 administrative cost, you've got to cut some other program  
20 to come up with that cost to make it 100 percent.

21           Again, is that going back to your tribal  
22 government and asking for supplemental program funds, to  
23 then fully operate a school at 100 percent for your  
24 community. Again, it goes back into the grant for  
25 providing similar pay scale to its teachers, while trying

1 to retain the option to remain with the federal pay scale,  
2 it is not feasible with the shortage in funding that we  
3 talked about for facilities and administrative costs.

4 Financial and organizational support are  
5 important, and we request assistance in being able to  
6 offer a pay scale competitive to the current one and to  
7 assist in staffing transitional strategies.

8 For the long term, again, we look at the new BIE  
9 facilities or the Santa Clara Day School, understanding  
10 the FMIS process, and how funds are released from the  
11 federal government. The Planning Teams requests a plan be  
12 established to update the educational facilities at the  
13 day school, but also requests a long-term financial  
14 commitment from the BIA if Santa Clara Pueblo is to become  
15 a tribally-controlled school.

16 The tribal council is concerned with the BIA's  
17 strategic plan to encourage more schools to become  
18 tribally-controlled as precursor to the reduction of  
19 funding that will force tribes to become financially  
20 responsible for the educational system. And again, this  
21 is all long term, and it deals with economic development  
22 opportunities and ventures.

23 Without additional monies or new monies coming  
24 into the system, it's all of us fighting amongst each  
25 other. And again, it goes back to the funding formula,

1 the three-year enrollment average. And so all these are  
2 very important. So do we put in additional monies to get  
3 our facilities upgraded, even the infrastructure, water,  
4 sewer, your Internet capabilities? All these are  
5 important to all of us. But again, it's not Director  
6 Roessel. It's Congress. Congress is who we have to  
7 approach. They hold the monies, the purse, the monies to  
8 the -- to provide down to the BIE to run these programs.

9 But working together as a team, we can use the  
10 statistics, the data, the resources for us. As tribal  
11 leaders, we make our trips to the hill to then support one  
12 another because this is a great endeavor and opportunity  
13 for us all in Indian Country. But again, without any  
14 financial support, how do we accomplish this with existing  
15 federal authorities so that we are all in a position to  
16 run our own programs?

17 But again, to redesign those programs to best fit  
18 the needs of our people, and that goes back to my first  
19 statement of language. That's the common core of all of  
20 us, of loving, respecting, caring, praying. You know, we  
21 live off the land. We use these resources for our  
22 pharmacy, our grocery store, our biology center. And  
23 again, it's not one-size-fits-all. But working all  
24 together we can make a bigger stance, if we put our  
25 comments together, and we all speak from that single sheet

1 of paper.

2           So again, I think we have till May 15th. I did  
3 direct my staff to go ahead and start preparing our  
4 written comments that will be more specific to each one of  
5 the topics.

6           Again, we appreciate the opportunity for being  
7 here today and allowing me some time to go ahead and speak  
8 of some of the concerns and issues that I do have with  
9 staying with the current system under BIE or either going  
10 to the tribally-controlled school system.

11           Again, thank you very much and (Native American  
12 spoken).

13           DR. ROESSEL: Thank you, Mr. Governor.

14           I would like to point out one thing that the  
15 governor brought up that was really an eye opener for me  
16 when we talk about budgets. And I remember I used to be,  
17 you know, a superintendent of a school here. And we'd go  
18 up to Congress and, you know, we'd make our pitch.

19           But in reality what I found out is that the  
20 process of funding for grant schools comes through a  
21 process called TIBC, the Tribal Interior Budget Committee.  
22 And it's all the different regions, and Navajo included.  
23 All the different regions get together. There's  
24 representatives from each region, and that's who Interior  
25 listens to, is the tribal leaders.

1           And one of the problems that BIE has is that  
2 we'll talk -- the number one priority within that system  
3 this year looking at '17, we're already focusing on '17,  
4 is scholarships and adult ed. So it is education, but  
5 it's not BIE.

6           And so I think one of the concerns that we have,  
7 and that we've looked at is trying to find -- how can we  
8 try to make the conversation not just be general  
9 education, but very specific to BIE. And so I think from  
10 this region, getting to know the people that are  
11 representatives, so it's not just scholarships.

12           Now, what we've tried to do and what we're  
13 looking at doing, I think in Nashville, we heard them talk  
14 about they're trying to separate within TIBC. They have  
15 an education committee, also. So you don't have roads  
16 competing with, you know, ISEP funding. You don't have,  
17 you know, social services competing with scholarships,  
18 that we try to separate those two. So they're trying to  
19 work on that, but I would encourage you, in terms of that  
20 process, that is the process that is utilized.

21           I know we like to, you know -- when I was out  
22 there, we'd go straight to Congress. But within Interior,  
23 and our funding comes from Interior, that process is TIBC.  
24 And in some of the areas like, you know, New Mexico, you  
25 have Navajo schools, and then also Navajo region, but you

1 also have Southwest Region, you have the Western region  
2 with BIA schools. So you have these different regions  
3 even within this area here when you're talking about two  
4 different regions -- three different regions, Southwest,  
5 Navajo and Western.

6 So I would encourage you, as we talk about that  
7 and we talk about funding, to get involved in that  
8 process, also. Because it was a real eye opener to me  
9 that it's not as -- you know, that's where people are  
10 making decisions based on what tribal leaders are  
11 presenting at that level. And so I think we need to make  
12 sure that the voices are heard in organizing that as we  
13 move forward in reference to trying to increase the -- you  
14 know, the mandatory part of that.

15 And we are focused on moving to mandatory for FY  
16 '17 for travel grant support costs, both with contract  
17 support costs and tribal grant support costs is that we're  
18 moving from discretionary in '16 to try to move towards it  
19 being mandatory. So it's not having an impact where we  
20 have to take away from base funding somewhere else,  
21 whether it's roads or whether it's education.

22 MR. VIGIL: (Native American spoken). I'm not  
23 Navajo. I'm pueblo. But because I have a Navajo mom,  
24 because one of them said, "You look like a good looking  
25 Navajo, so I'm going to adopt you." So you're probably

1 all my cousins.

2 Dr. Roessel, thank you again for this opportunity  
3 to make comments on the consultation process. But before  
4 I start, I just would want -- for the record, I want to  
5 clarify the record. When you met us at Ohkay Owingeh at  
6 my office -- well, first of all -- I'm sorry -- My name is  
7 Gil Vigil. I'm from the Pueblo of Tesuque. I'm the  
8 executive director for the Eight Northern Indian Pueblos  
9 Council at the Eight Pueblos, and Governor Chavarria is  
10 our chairman.

11 Thank you, Governor, for being here, and for this  
12 presentation. I also have Taos Day School that is still  
13 under BIE, but I'm also from the Pueblo of Tesuque. We  
14 have a grant school. We're not BIE, but we have a grant  
15 school. But our issues and our concerns are similar, so  
16 I'll address that. But before I move on, I just want to  
17 set the record straight.

18 Dr. Roessel, when you met with us a couple of  
19 weeks ago at Eight Northern, I told you that it was not  
20 going to be a consultation because I only had a governor  
21 and Josh from Senator Udall's office and myself at that  
22 meeting, and you agreed that it was just going to be a  
23 presentation, the same presentation that you made this  
24 morning. But I think you had a webinar a couple of days  
25 later, and I heard from people who told me that you met

1 with Eight Northern, that you stayed and met with Eight  
2 Northern. You did not meet Eight Northern. You just met  
3 the three individuals. Eight Northern, and the seven  
4 other pueblos, and they were not present. I just want to  
5 set the record straight. They are also in that.

6 I commend you for the due diligence that your  
7 office is doing and with the Department of Education. I  
8 think this relationship is long overdue, should have been  
9 happening a long time ago, because there are funding at  
10 both levels that tribes could take advantage of. And the  
11 work that you've done so far, I looked at it. I think  
12 it's great work. But it's really a lot of information for  
13 tribal leaders to decipher, and I would recommend that you  
14 allow the education departments and their directors to  
15 look at that also, so that they can -- they're the ones  
16 that are impacted more on these organization charts and  
17 the funding that's coming down.

18 But my perspective of tribal leader is when you  
19 -- for you, education is not just BIE. We have public  
20 school systems. We have Head Start. We have child care.  
21 We have all these other programs. For us, education is  
22 zero for me, it's 0 to 100. And one of the main things  
23 that I am concerned about, and I hope this whole effort is  
24 going to address, is to do away with the No Child Left  
25 Behind, because it left our children behind.

1           No more AYP. I agree with standards to establish  
2 standards and accountability. But allow us to do that.  
3 Allow us to develop our education programs that addresses  
4 our needs from 1 to 100 and everything in between.

5           And you talked about higher education. You  
6 talked about adult ed. That may have been part of it, but  
7 for us, they are part of the education process. You  
8 talked about language and culture. You talked about  
9 fluency, that being the key of language and culture. But  
10 you are not going to be successful in language and culture  
11 if you start teaching when they're 7, 8 years old. You  
12 need to start it when they're 0. 0 to 3, 3-5, immersion  
13 programs. Allow for funding.

14           You mentioned about the Department of ED allowing  
15 early childhood programs. That should be the monies to be  
16 used for early childhood programs. You have Head Start.  
17 And I've got a button here. And the button says, "Native  
18 Head Start Works," and Head Start does work. The problem  
19 is because Head Start works, the kids of Governor  
20 Chavarria, they went to Head Start, and then he got  
21 educated, and he got a professional job.

22           My daughter, my son, they went to Head Start, and  
23 then they got educated. They got a professional job.  
24 Well, guess what? Now their kids aren't eligible for Head  
25 Start, because they're already gone. What's wrong with

1 that picture?

2 We talked about professional development. I'm in  
3 total agreement with professional development because we  
4 need to develop our people to assume responsibilities in  
5 their communities. The problem again, is we don't pay  
6 enough. We don't pay them the salary that they're due.  
7 So what happens? We educate them. Somebody else down the  
8 road is going to pay them more, they leave us, go down  
9 there. I don't blame them. We should be funded enough to  
10 pay our staff an adequate funding -- adequate salary -- so  
11 they can stay within our system.

12 The initiatives that you mentioned, the blueprint  
13 for education. You mentioned the work group that was  
14 created, the study work group that was created. It just  
15 brings to mind, and I know some of the individuals,  
16 because I'm -- how many are familiar with NASBA? Do you  
17 still have NASBA? NASBA still lives -- NSBA -- NSBA,  
18 National Meetings School Board Association, NASBA,  
19 National Navajo School Board Association -- changed their  
20 name to something else, but I think it's the same  
21 instrument.

22 But I guess my point is, you know, all these  
23 things have been at the White House on education, the  
24 Kennedy Report -- what's that other report -- the --  
25 there's about three reports that were done, and I'm sure

1 you're more familiar with them. Of all those things that  
2 have been done, I find those reports are the same issues  
3 that were addressed today. We're confronted with that  
4 today.

5           So I guess my comment would be if you would allow  
6 us to develop our own curriculum, allow us -- and maybe  
7 somebody put in waivers on some of the requirements so we  
8 can develop an education program that meets the needs  
9 of -- to specifically address the needs. Because you  
10 talked about our kids are not doing well in school. BIE  
11 is being blamed for our kids not doing well in school.  
12 And I think if you allow us to develop our curriculum, set  
13 our own standards, allow us to do this, then I think we  
14 can accomplish all these things.

15           And I am of that generation where BIE did come  
16 up, BIE did come out and consult with us and they listened  
17 to us, but they just did something else. And I'm glad  
18 that you're making that statement that, no, you're not  
19 going to do that. You're going to listen to the tribes.  
20 You're going to listen to the presentation, and look at  
21 them and then respond back to us on those issues, and  
22 allow us to respond back to you.

23           I guess what I'm saying is this working  
24 relationship that you've established with all the  
25 different entities, I hope that will become, in the

1 future, something that we can work together on. And  
2 having said that, my final comment is there's three of us  
3 here from the pueblo country. We're here from Tesuque and  
4 Santa Clara. That's not my final statement -- I've got  
5 one more -- facilities, school facilities, I think  
6 Tesuque, Taos and San Ildefonso are the same facilities  
7 that were built a hundred years ago. We've added  
8 portables, and even the portables are, like, 40 years now.

9           We've been renovating them and we've been  
10 upgrading them, and I think, in Tesuque, we even put  
11 technology in them, right? We've put some Internet lines  
12 in there. But that's not enough. We still need new  
13 facilities. We still need funding to build new schools.  
14 And if you're not going to build us new schools, then I  
15 think you should allow us to develop our curriculum, also,  
16 and so that we can be allowed -- so we can teach outside  
17 day school. I went to day school, too. It was a one-room  
18 day school. I don't want to age myself because I'm only  
19 29 here. Some of you got it.

20           Cal was telling me, I don't age. Thank you, Cal.

21           My last comment then is that because there's only  
22 three pueblos communities here, and I know there's more  
23 communities that you would consider holding another  
24 consultation session in Albuquerque to allow for more  
25 communities to come in. Certainly, the Navajo Nation can

1 come over there, too, and express their concerns again at  
2 that time. But I think it would be more important for us  
3 to have another consultation.

4 With that, thank you.

5 DR. ROESSEL: Thank you.

6 So that was it?

7 I'll defer now to other comments starting with  
8 the Navajo Nation. I'm going to defer to Dr. Lewis to at  
9 least point out who might be here within Navajo.

10 MS. CROTTY: I want to thank the governor for  
11 that beautiful prayer, and grounding us here in what we're  
12 doing today. (Native American spoken). I represent seven  
13 of the chapters. So I'm a newly-elected councilwoman for  
14 the Navajo Nation. For the record, I sat on the Health  
15 Education Human Service Committee for the Northern  
16 Agencies. So I want to extend my thanks and gratitude to  
17 Dr. Roesseġ and his staff for coming out to the Great  
18 Navajo Nation to have these government-to-government  
19 tribal consultations.

20 I also want to thank all of our visitors who are  
21 here from all the neighboring nations. We look forward to  
22 working with you. And, of course, all of the congressmen,  
23 representatives and different elected officials who are  
24 here in their capacity, especially Secretary Jewell. She  
25 has provided some guidance and leadership in terms of how

1 we want to educate our children for the future.

2 First and foremost, I want to advocate on the  
3 stance of Navajo Nation. We do advocate for mandatory  
4 funding. We are not a special interest group. We entered  
5 a government-to-government treaty with the United States.  
6 And so we -- when we go up to the hill, we certainly  
7 advocate on that stance with our Congress and our  
8 appropriation. And I want to extend that same stance  
9 here, for the record.

10 I'd also like to say in terms of acknowledging  
11 the other colleagues, we are a newly-elected body, so we  
12 have Chairman Hale from Fort Defiance, our Vice Chair,  
13 Norman Begay from To'hajillee, Honorable Nelson Begay from  
14 Tsaile-Wheatfields, Mr. Nathaniel Brown from Dennehotso,  
15 and Mr. Toshone Schwartz from Tonalea.

16 I want to talk about, in terms of how, when we're  
17 building the bridge of communication, first and foremost  
18 it's about trust. So I appreciate the active transparency  
19 providing the information on how we look to rolling out  
20 this proposed BIE reform because I think in trust, for  
21 anybody in the room, it's what's going to help us in  
22 determining what's the best process for our children when  
23 we have all the facts, not only the positive, but what are  
24 going to be challenges, especially here at Navajo. So I  
25 look forward to working with you.

1 I want to recognize that the boarding school  
2 experience with some of our children that are still being  
3 taught has had a long legacy on our families, on ourselves  
4 with intergenerational trauma, historical trauma, and now  
5 we are all survivors of violence. I want to support --  
6 I'm not saying victim, basically to state where we were  
7 at, in terms of our education, in terms of where fear of  
8 reform might come in, fear of taking over and taking  
9 accountability, and then fear of moving forward, and  
10 moving our children into this new century.

11 I feel that in terms of language and culture,  
12 myself, I'm speaking English. I'm speaking English  
13 because I had a grandmother who went to boarding school,  
14 and it was ingrained that English was the only way. And  
15 so now we see that through our political discussions here  
16 at Navajo that we can live in this bicultural world view.  
17 And not only does that situate ourselves, our children who  
18 are going to be steeped in their knowledge and their  
19 culture will only create positive outcomes in terms of  
20 identity, who they are, their common goals.

21 And I encourage the support of more language and  
22 culture programs, not just to check a box, not for 30  
23 minutes a week, but really a curriculum that's not only  
24 developed by our nation, but developed in terms of our  
25 cultural priorities, in terms of agriculture, in terms of

1 who we are, that when we go out to that cornfield, and  
2 what that corn represents, how that corn will provide you  
3 a sustainable, self-sufficient lifestyle, that it's not  
4 just the educational pathway.

5           Myself, I'm a graduate of higher education. I  
6 went to graduate school at the University of Los Angeles  
7 in American Indian law and policy, but that doesn't create  
8 who I am. That's only a part of it. It's who I am as a  
9 female woman when I introduce myself, and I believe that's  
10 what can create the outcomes we want to see for our  
11 children.

12           I love the concept of this non-traditional school  
13 schedule. You know, our children are on these bumpy roads  
14 and muddy conditions, and it almost seems we put them in  
15 the most dangerous times of the year to be at school. And  
16 if we look to how we can create different avenues of  
17 education for them, different ways that meets the needs of  
18 their environment in ways that meets their seasonal  
19 change.

20           I also want to encourage pathway to  
21 tribally-controlled schools. At our own local school and  
22 at college there's an entity called the Net Policy  
23 Institute that looks at our own laws and our culture to  
24 develop policy recommendations for our tribal leaders that  
25 can also pull in -- we can gather that information in

1 terms of educational policy, educational curriculum. This  
2 institute beats out Harvard and U of A when they go on  
3 national levels in talking about research of American  
4 Indian issues, and that's where our language can take us.  
5 We can surmount all of these top-tier universities by  
6 reconnecting with who we are.

7 I also want to talk about relevant education. We  
8 will never have the monetary resources that we may need,  
9 but what we need to create, and what we need to look at is  
10 the resourcefulness. How can we use what is given to us,  
11 but also, how can we leverage that with other entities?  
12 How can we create pathways for non-profits, for the  
13 private sector to come in and help our children develop  
14 who they are, in terms of home teaching.

15 When we talked about boarding school, we just  
16 didn't talk about an assault on the individual, but that  
17 was assault on our family. And so now we can look at  
18 early education, or the FACE programs. But really when we  
19 say our prayers and we say who we are, we're talking about  
20 that unborn child. And so it's really looking at going  
21 back to those home teachings, how we, as an educational  
22 system, will address that.

23 I have to say, I'm not the biggest opponent of  
24 testing, but I do believe in outcomes. I do believe in  
25 accountability. And please have consideration on how the

1 nation, what types of outcomes they want for their  
2 children, and for the school boards to also take that into  
3 consideration.

4           As a newly-elected leader, I always say, "If  
5 we're the leader of the nation, then I also have to be  
6 responsible for all of the injustices that is going on in  
7 our communities in terms of lack of roads and housing and  
8 violence. So as school board members, you also have to  
9 take on that responsibility of student outcomes. Are your  
10 students meeting the needs to go on to higher education?

11           As a former college administrator, I know  
12 firsthand that we spent a lot of resources and a lot of  
13 our financial money just getting our students to acclimate  
14 to the higher education system. We talk about outcomes.  
15 We should also consider the emotional, the mental  
16 well-being, that we want happy, passionate students who  
17 feel like their place is here at home.

18           When we look at professionals who are across and  
19 outside of Navajo Nation, the number one driver is not  
20 money. The number one driver is not if there's a Target  
21 nearby. But it's, "I want to help my people. I want to  
22 help my people." And what does that cost? That's for us  
23 to decide, as leadership, how can we get that human  
24 capital back home?

25           And it's as simple as sometimes providing a home,

1 providing housing. So as we advocate for students and  
2 where we want them to be educated, please consider our  
3 professionals. Please consider the individuals who want  
4 to come back home, who want to invest in our children.

5 And I'll end by talking about facilities. I  
6 appreciate the Congressional Subcommittee who came out in  
7 January. And we -- I was able to speak with them on  
8 behalf of Code Day School, and with the school board, and  
9 then we went out to Little Singer School.

10 We need to provide safe, environmentally-safe  
11 schools, for our children. Study after study reveals when  
12 you provide a safe area for whether it's an employee or a  
13 child, you are proving to that person that they are  
14 welcome, that they are needed, that they are cherished.  
15 So what are we telling our students when we make them or  
16 force them to have their educational services in a  
17 dilapidated building? What does that mean when we don't  
18 provide them the innovative technology that we're capable  
19 of providing? What does it mean when we don't have a  
20 workforce that are able to provide construction or  
21 remediation of these schools?

22 This says something to them on a very paramount  
23 level, a very -- kind of emotional social level. This  
24 means that we have failed them, and I do not want to have  
25 any more children walking to school and feel like their

1 leadership is not listening. Because when we talk to the  
2 children, when we talk to the parents, first and foremost,  
3 they want someone to hear their concerns.

4 So on a government-to-government level, I'm glad  
5 that you're here. I appreciate the consultation, and I  
6 appreciate you hearing us, and I appreciate you hearing  
7 the voices of the children who are not represented here.  
8 But, hopefully, I was able to convey their needs, our  
9 needs as a nation.

10 When we talk about nation building, we need to  
11 look at them, and they are our future, and that's why I'm  
12 here. And I appreciate this opportunity. (Native  
13 American spoken).

14 MR. LEWIS: (Native American spoken). Good  
15 morning, ladies and gentlemen. It's an opportunity to  
16 come before you and to the Bureau of Indian Education to  
17 talk about our work here on the Navajo Nation. I am Tommy  
18 Lewis, superintendent of schools for the Navajo Nation.

19 We oversee 260 schools on Navajo, serving a  
20 student population of about 87,000 students, kindergarten  
21 through 12th grade. And the federal government has been  
22 doing business on our nation since 1868, and they  
23 obligated themselves to provide a teacher for every  
24 student.

25 And through the years, they struggled. They fell

1 short of providing the quality education. There was all  
2 kinds of documentation and research that says they fell  
3 short. So it's not until recently that the federal  
4 government, through the BIE, were beginning to have these  
5 consultations. I started off with Navajo education in  
6 1978. I recall some of those meetings back then were not  
7 as friendly. There were a lot of animosity. There was a  
8 lot of fear that the government may mislead us, that the  
9 government man is not all that truthful. That was being  
10 said real critically, and some of the people that made  
11 those statements are no longer here, but they had a dream.  
12 They had a dream that at some point in time, Indian  
13 people -- the people can be in charge of their own lives,  
14 their own destiny.

15           And I'm really glad to hear that the  
16 consultations have brought about an awareness that maybe  
17 if Indian people were allowed to participate, maybe better  
18 things will come out of it, and I really believe that.  
19 And I'm glad that Dr. Roessel and his staff has put time  
20 into putting some ways in which that can be accomplished.  
21 I really believe that here on Indian and Navajo  
22 communities, we have the knowledge. We have the  
23 understanding as to what the problems are.

24           We've been talking about education for many  
25 years. Our elders always told us, ever since I recall,

1 "Go to school. Get a good education, because at some  
2 point in time, you're going to be making a difference.  
3 You're going to be the one to be speaking on our behalf,  
4 and we're going to be depending on you." That's what they  
5 said very clearly and eloquently.

6 So in 2015, we're at a crossroads where the  
7 federal government has come to realize that all of these  
8 efforts, all of these statements, did not go to waste. I  
9 think they're really beginning to see that if we, the  
10 Indian people, were given an opportunity to be involved,  
11 we can make a difference. I really believe that it can be  
12 done. It's been the dream for a very long time.

13 This should have happened maybe even 30, 40 years  
14 ago, but back then, the government, as I recall, was very  
15 stubborn. The government did not even want to have these  
16 consultation meetings. They would put out information  
17 after the fact, after the plans were already set,  
18 decisions already made. So they did not offer a chance to  
19 say, "What do you think? This is what I'm planing to do.  
20 Is there any way we can improve upon that plan?"

21 I don't recall hearing that in my lifetime, but  
22 now it's happening. So as Indian people, I think we need  
23 to capitalize on that opportunity and do something with  
24 it. I mean, this is something we've been dreaming about  
25 for too long, and to just allow the BIE to do it the way

1 they want is -- to me, is not how we should treat this  
2 thing. We should be there helping them bring about this  
3 change.

4 I always say change is inevitable. It will  
5 happen, ladies and gentlemen, because of change in  
6 leadership, change in the budget, change in policy, change  
7 in direction. So it's going to happen. All of this  
8 presentation here, nicely -- well-thought out, I'm sure.  
9 And if the whole intent is to improve education in our  
10 Indian communities, to help that child become more  
11 educated where their economic achievement will be higher  
12 here on Navajo, we've been given that opportunity through  
13 the BIE.

14 Just a couple of years ago, they gave us some  
15 money to do a feasibility study whether or not the Navajo  
16 Nation can undertake a single-grant concept. I believe we  
17 can just look at that. And the final analysis was that,  
18 yes, Navajo can do it. It is possible. So they put forth  
19 the framework and they put forth some ways in which it can  
20 be done.

21 And they gave the Navajo a sovereignty education  
22 grant to continue to take a look at those options. And  
23 we're bringing forth people from the public school  
24 communities, grant school, BIE, tribal communities, to  
25 have them take a look at it with us, and can we improve

1 upon what has been laid out.

2           Ultimately, we want the best for our children.  
3 We want to make sure that with these changes, we will  
4 bring about positive improvements at the schools, that  
5 it's all about producing higher-quality students. They  
6 should be the number one focus, and improving schools as  
7 well.

8           Some schools are struggling, like it was  
9 reported. Not because of somebody's fault, but because of  
10 our own fault, for greed, for power, for control. That's  
11 what got us to where we are right now. Then the other one  
12 is accountability. We want to make sure that everything  
13 we do is also transparent, so we know there's  
14 documentation to prove exactly what we've accomplished.

15           So -- and through this initiative, Navajo is  
16 finally given an opportunity to build a Navajo education  
17 system. We didn't have the opportunity since 1868. The  
18 federal governments, state governments, brought in the  
19 education system that we currently have, and it's  
20 pragmatic. It's got loopholes.

21           Head Start is not connected to elementary.  
22 Elementary is not connected to secondary schools.  
23 Secondary is not connected to higher ed. Everybody is  
24 blaming one another. When students come out to the next  
25 level, they're blaming the schools where they came from

1 particularly, when they get into higher ed. Our students  
2 can't get the scores that they need, SAT, FSAT, to get  
3 into those colleges and universities. And so they have to  
4 take remedial classes and spend lots of money and time  
5 before they even get into a degree program.

6 And so who failed that student? It's the K-12  
7 system that failed them. And I'm proud to say that I'm a  
8 BIE product. I stayed at the dorms at a BIE school and a  
9 BIE dormitory, but a lot of our children don't have that.  
10 They're not fortunate because of social ills in our  
11 communities. Yes, we can talk about making improvements  
12 in all of these schools and so forth, but if you have  
13 major problems in our communities with drugs and alcohol,  
14 substance abuse, domestic violence, you know, that hinders  
15 our students learning.

16 I mean, they're worried about how they're going  
17 to survive the next day, and if that's on their  
18 conscience, they can't learn at school. So the tribe, the  
19 federal government, the state government, have to join  
20 into a partnership in addressing all of those things. We  
21 need more money to address those things than just the  
22 small amount that's put forth in education.

23 So I think the Indian people have come a long  
24 ways. I know we've been through trials and tribulations.  
25 We've been challenged with many things, but I think

1 education's the key. Education's probably the only tool  
2 we have to fight all of these battles.

3 We talk about economic development. We talk  
4 about tribal government. We have land issues, water  
5 issues, environmental issues. It's education through  
6 which we can confront all of those problems. So I'm  
7 really glad I had a chance to speak before you. My main  
8 concern is we've got to come together. We cannot take  
9 sides. We cannot blame one another for all of these  
10 problems, and I think we have to take responsibility for  
11 them.

12 And the history is not all that good, but we're  
13 hoping we will do a better job. So there's a lot of work  
14 to be done in education. Like I said, we're at  
15 transformation, and change is going to come about. And we  
16 have to be careful as to how we bring about those changes.  
17 Changes that will be most beneficial for our children  
18 should be the number one concern. It's not about me as a  
19 person, not about the school board, not about the tribal  
20 leader, but for the children.

21 And if we just keep our focus on the children, I  
22 don't think we can go wrong. But if it's about, "Am I  
23 going to lose my job? Am I going to lose my power? Am I  
24 going to be left out of that, too?" Then I think we're in  
25 the wrong business. So we've got to make sure we stay

1 focused. I have a written report to submit, but I'll  
2 e-mail that to you all. It pretty much says what I just  
3 explained. Thank you very much for your time.

4 DR. ROESSEL: Are there any other tribes or  
5 tribal representatives that are from --

6 MS. TENAKHONGRA: Hopi.

7 Good morning, everyone. My name is Carlene  
8 Tenakhongra, staff assistant to Chairman Honanie. I'm  
9 here with two other colleagues, Wayne Taylor, Former Hopi  
10 Chairman, now our executive director, as well as  
11 Dr. Noreen Sakiestewa, Director of the Hopi Department of  
12 Education. I'll be delivering a statement on behalf of  
13 Chairman Honanie because he wasn't able to make it today.

14 "The Hopi Tribe appreciates this opportunity to  
15 voice our comments to the Department of Interior, Bureau  
16 of Indian Education in regards to the restructuring of the  
17 Bureau of Indian Education.

18 "As a small tribe, our school system is unique in  
19 its structure. The Hopi schools are composed of six  
20 elementary schools, and the Hopi Junior/Senior High School  
21 in one locale. Schools starting K through 12, are  
22 independent LEAs with five operating under local school  
23 governing boards, and the Hopi Tribe, and two under the  
24 Bureau of Indian Education.

25 "The two BIE schools are in the process of

1 tribally-controlled PL 100-97, and by fall 2015, all  
2 schools will be tribally-controlled schools. In addition,  
3 the schools are within a range of 100 miles of the Hopi  
4 Reservation. One parochial elementary school serves  
5 grades kindergarten through sixth grade, and one private  
6 non-profit magnus school serving children and adults,  
7 which are not under the Hopi Tribal Council.

8 "The current educational structure encompasses  
9 kindergarten through 12th grade. The goal is to educate  
10 the Hopi Tribal Council and community stakeholders of  
11 their responsibilities as the ultimate authority over the  
12 tribally-controlled schools. Therefore, formal  
13 consultation between the Hopi Tribe and BIE must include  
14 the Hopi Tribal Council.

15 "The collective goal of the Hopi Tribe is to  
16 reform the Hopi Tribe educational structure so as to  
17 enhance educational services for all Hopi students.  
18 Therefore, the Hopi Tribe is requesting the Bureau of  
19 Indian Education to be transparent with the implementation  
20 of the redesign and restructuring as it specifically  
21 affects the Hopi Tribe and Hopi schools.

22 "Specifically, how will it affect the services of  
23 our Hopi children and families? As we have stated in  
24 previous consultation meetings, our Hopi villages and  
25 communities have always placed a high value on education,

1 and are responsible for raising, teaching and caring for  
2 our children, as our children will form the backbone of  
3 future Hopi Tribal success.

4 "The questions we pose in regards to Phase 1 are:  
5 One, will the proposed office, ADD grant in Albuquerque,  
6 New Mexico, be in operation prior to the closure of the  
7 Keams Canyon line office? When will the Keams Canyon  
8 office be closed, and what will happen with the staff  
9 currently employed in the Keams Canyon Office?

10 "Due to these, and other questions not being  
11 clear or unanswered by the BIE, the Hopi Tribe is  
12 requesting further in-depth consultation with ongoing  
13 outreach training and communication on the BIE strategic  
14 plans and the goals so the Hopi Tribe can assist in the  
15 development of operational plans to achieve common goals.

16 "The Hopi Tribe requests for highly-customized  
17 technical service and assistance to be provided to the  
18 Hopi Schools with a minimum of interruption in order that  
19 the Hopi Tribal Schools are offered the resources and  
20 support needed to directly operate high-performing  
21 schools. Based on the American Indian study group's  
22 recommendation, the redesigned proposal to tribal leaders,  
23 a redesigned BIE, that reflects its gradual evolution from  
24 a direct-provider of education to a capacity builder and  
25 service provider to tribes.

1           "The BIE must walk the talk and listen to what  
2 the Hopi Tribe is requesting for. This request will  
3 ensure that the Hopi Tribe continues to work to develop a  
4 culturally-responsive world-class education system to  
5 include language, culture, and local initiatives.

6           "Under Section 2020, tribal education departments  
7 have been funded \$2 million. As of today, the Hopi Tribe  
8 has not been aware of how these funds will be disseminated  
9 to the tribes and nations. What is the timeline for this?

10           "The Hopi Tribe understands these funds will be  
11 provided to tribes to assist them in building and  
12 increasing their capacity to support BIE-funded schools.  
13 The Hopi Tribe has made its commitment to improving our  
14 Hopi education. We request that the Bureau of Indian  
15 Education do the same.

16           "Our collaboration will allow for a deeper and  
17 meaningful understanding so that we can provide the best  
18 educational services and opportunities for our students.  
19 Thus, we must be equipped with resources to improve our  
20 tribal education agencies and the education of our  
21 students.

22           "Thank you for this opportunity to provide our  
23 comments. Thank you, Mr. Chairman Honanie."

24           DR. ROESSEL: This is in response to the 2020  
25 grant. We're, right now, in the process of finalizing

1 that grant. I believe it's going to be in the Federal  
2 Register next week in terms of the outline, specifically,  
3 and it is tiered in three different levels.

4 We're looking at -- one is the development, and  
5 either updating or creation of tribal education codes.  
6 The other is -- and it's outlined in the 2020 -- it's  
7 section 2020. So we call it the "2020 Grant" right now,  
8 but it's funding for the tribal ed departments, and then  
9 the other area is a consolidation of all education within  
10 a reservation boundary. So it really looks like, to  
11 coordinate, you know, what we talked about earlier, Head  
12 Start and scholarships and JOM and BIE, all of that in  
13 terms of what tribes may be interested in.

14 And the final part is the focus on BIE-funded  
15 schools. Again, the language of three or more BIE-funded.  
16 But the way we interpret it is so we can try and have as  
17 broad a reach as possible is to develop those three  
18 priorities.

19 If you look at the grant, it's very specific who  
20 the money is for, and it excludes too many tribes,  
21 different tribes. And by the word they use there, is  
22 "prioritize." So we prioritized it in a way that allows  
23 us to distribute those funds to the greatest extent  
24 possible among as many tribes as possible. Albeit, the  
25 threshold level that's in the statute is \$2 million, so we

1 can't go above that. That is in there, "not to exceed 2  
2 million."

3 But that is in the '15 budget. That's funded.  
4 So we were hoping to get that proposal out. There will be  
5 some technical assistance training. One is in  
6 Albuquerque, and I think the other one is in Phoenix.  
7 Also, to provide that in the development of those grants  
8 later in May, I believe like May -- the week of May 20th  
9 through the end of May, we'll be going out and having  
10 those trainings for tribes that are interested in applying  
11 for those funds.

12 So -- but it should be in the Federal Register,  
13 but we'll send you a copy when it does hit the Federal  
14 Register on the 2020 grant.

15 Do we have any other tribes before we probably  
16 break into allowing others to speak from schools and  
17 school boards?

18 If not, we can start. And I guess what we'll do  
19 is just probably go by the names you have.

20 MS. LARGO: Eric Olson, Santa Fe Indian school.

21 DR. ROESSEL: Again, if you don't have those  
22 sheets, and you want to, if you'll just fill them out and  
23 give it to Kodie, that's how we'll go about developing.

24 MR. OLSON: Good morning. Thank you for being  
25 here. I wanted to make a couple of comments, one of which

1 speaks to the Bureau's goal of providing more effective  
2 support for school operations. The Bureau has been  
3 reaching out recently to Bureau-operated schools and  
4 encouraging them to make a conversion to  
5 tribally-controlled status, and that's good.

6 But I think, just based on some conversations  
7 that we have had at the Santa Fe Indian Schools, with  
8 schools that are sort of at the beginning of that process,  
9 it would be nice if the Bureau could provide kind of a  
10 road map for those schools. Because the things we were  
11 asked for assistance with -- pardon me -- were things  
12 like, what are the pros and what are the cons, benefits,  
13 costs, you know, what kinds of things should we consider?

14 And I'd like to reiterate Governor Chavarria's  
15 remark about the need for more money to do things like  
16 feasibility studies. And, you know, depending on the  
17 structure of whether it's going to be something run by the  
18 tribe or whether it's going to be, you know, managed by an  
19 independent school board, you may need to do things like  
20 financial accounting software, which is expensive, develop  
21 policies and procedures. You know, a lot of structural  
22 things that may need to go into place, so I agree with the  
23 governor that more resources are needed in that area.

24 We're also very appreciative in the increase in  
25 the tribal grant support costs. The 84 percent is going

1 to help us this year. We're looking forward to a hundred  
2 next year. And I'm glad to hear -- I appreciate that the  
3 Bureau is supporting the move towards pushing that into  
4 the mandatory fund section. That's going to be very  
5 helpful for us in the long run.

6 One element of this, kind of looking forward,  
7 we're going to be adding a lot of new tribally-controlled  
8 schools to the mix in future years with the consolidation  
9 that's going on at Navajo. So I think it would be a good  
10 idea for all of us when we contact our congressional  
11 delegations to request -- to make sure that the  
12 appropriation for those tribal grant support costs  
13 increases as we add new schools, just so that we can keep  
14 us all at 100 percent, and we would appreciate the  
15 Bureau's support in that as well.

16 That's all I have. Thank you. Eric Olson.

17 MR. YU: That's a great question from Eric about  
18 asking for -- adding more grant schools -- or there is a  
19 projection that some of our federal schools will be  
20 converted to grant status. For the '16 requests, not only  
21 is it up to 100 percent for all of the existing tribally-  
22 controlled grant schools, but also we added another 6  
23 million on top of that to also take care of the schools  
24 that will convert in '16 as well. So there was some  
25 planning for additional federal schools becoming grant

1 schools.

2 DR. ROESSEL: Yeah, and to follow up on that, I  
3 think, too, one of the things that will have to be  
4 determined probably when we get to that level then, is the  
5 formula that we use. And so if we make a change there, it  
6 would be something that would have to go out to negotiated  
7 rule-making in terms of trying to make it a lot easier in  
8 terms of developing that if a school converts, how we are  
9 able to compute the numbers. So we're also looking at  
10 this in terms of coming up with different ideas as we move  
11 forward. And indirect costs and things like that, we can  
12 have a way to calculate it easier than the way it is now.  
13 Because as you know now, you're not able to actually get  
14 your final funding until you figure out exactly how much  
15 money you received from all sources.

16 And sometimes, the Department of ED is a  
17 continuing resolution, you know, you won't know that  
18 sometimes until April. So we're trying to take into  
19 account all of those issues, find a better way, but not  
20 only to get to 100 percent, but also -- 100 percent, but  
21 if it's sitting in, you know, Treasury or sitting over  
22 here, it doesn't do anyone any good. It's 100 percent to  
23 get out to the school. And so that's the other part, we  
24 need to make sure that we have a way and a mechanism to  
25 get that funding out promptly.

1 MS. LARGO: Marian John.

2 MS. JOHN: (Native American spoken). The listing  
3 of the schools in here are not the correct numbers, and I  
4 hope that they correct it. I told you and Mr. Hastings  
5 about it because I'm very concerned about the monies that  
6 come our way. Every penny means a lot to my school.  
7 That's why I caught that that was the wrong thing.

8 And then this one, Bureau of Indian Proposed  
9 Reorganization (Native American spoken). It says, "Deputy  
10 Director." It says, "Indian" on the Indian side. Chief  
11 Paca kind of looked at it. I thought it said, "Director  
12 Chief Paca." And I thought to myself: Oh, my gosh. Are  
13 they still calling us chiefs and Indians, or what, you  
14 know? And then it raised a big flag, and then I thought:  
15 Is this person on our reservation supposed to be wearing a  
16 war bonnet or what, and it kind of threw me back into the  
17 1800s that I studied about and read about. So please  
18 correct that.

19 And then I was told that Washington writes all  
20 this. No wonder, I said, "They still think that we're  
21 kind of wild or whatever. We can't think for ourselves."  
22 (Native American spoken). So all that needs to be  
23 corrected. (Native American spoken).

24 The things that also bothered me was this one,  
25 doing away with ELO in Shiprock. Am I reading that right?

1 And I think I heard that, Gallup (Native American spoken).  
2 Apparently, we have to go somewhere far away to get our  
3 needs met. (Native American spoken).

4 And then I have several questions. They -- the  
5 number one is since there is a tribal consultation, I did  
6 not hear a word on converting the funds to the tribes.  
7 But from what we understand is that the -- your  
8 department's going to give all this to the tribe as one  
9 grant or whatever it's called. So I didn't hear that, so  
10 I was wondering if it's still -- if it's still ongoing.

11 And then on the other hand, technical assistance  
12 at our school, we've been asking for technical assistance  
13 from the BIE, and we were always told that, "You have to  
14 pay." But in the document it says that the Bureau is  
15 supposed to give technical assistance. So, therefore, we  
16 did not ask for technical assistance. We were made to  
17 pay.

18 We had a boiler that broke down. We needed that  
19 repaired immediately, and that didn't happen. We had to  
20 contract outside. So is this going to end, or are we just  
21 kind of lip servicing here? So we have gone through that,  
22 that's why I am concerned because those students needed to  
23 shower to get to school. So that's why that needs to be  
24 corrected.

25 And then, also, I heard that Mr. Hastings made a

1 comment on saying that housing -- we're only concentrating  
2 on student achievements, you said. And then I thought to  
3 myself: We are short on teachers, and then turn that  
4 around on the flip side of that coin, we bring teachers.  
5 Teachers are not teaching. School board members are not  
6 teaching. They're failing their jobs. No one has come to  
7 our board meetings to label us in that fashion. But we  
8 are short on teachers and, also, doctors because we don't  
9 have housing.

10 I think housing is equally important. And if we  
11 don't have housing for teachers or doctors, we drive --  
12 you know, they have to drive from Cortez or some other --  
13 Albuquerque -- to get to their jobs to help us out. So I  
14 think that is one -- comes in one package for our students  
15 and our school, if we're going to fix it. It's not just  
16 one thing.

17 So -- and then the other one is that I spoke on  
18 the teachers, and the other one is that they -- and then I  
19 heard Dr. Roessel say that tribally-controlled schools are  
20 going to be doing whatever they're doing right now. They  
21 will not interfere. If I'm wrong, correct me. And my  
22 question is: How long is that going to be? Have us --  
23 our grant schools control our own schools, how long? And  
24 because things have been, you know, flipping around,  
25 saying that, "We're going to do away with all the school

1 board members. You're no longer going to be this. You're  
2 no longer going to be making our own decisions. The tribe  
3 is going to be taken over after BIE gives them the  
4 authority to run all that."

5 So these are all the things that are going  
6 around, so these need to be corrected. And if you could  
7 write a letter or meet with our school board members or  
8 something, that way we will know, and perhaps we could  
9 stop this thing that's going around.

10 And -- so then also, the blueprint contains no  
11 analysis of school operations funds. So I need to hear on  
12 that notion that if there is or not at all. And then the  
13 other one, the other question is that -- has anybody ever  
14 looked at the condition of our facilities to make a  
15 notation to say that we're only concentrating on our  
16 students?

17 Our students don't want to come stay with us and  
18 go to our school because our dormitories have been built  
19 in the fifties. They don't want to live in those kinds of  
20 conditions. So I would like for Washington to do  
21 something about our facilities. And my school is in the  
22 same predicament, so I'm asking about that.

23 And then, are they -- is the BIE going to still  
24 maintain -- have funding for facilities backlog? And the  
25 other one is -- let's see -- has there been an inventory

1 of facilities associated with BIE-funded schools on the  
2 Navajo Reservation? I think that we talk about our  
3 students failing. I, as a parent, know that it has to --  
4 there has to be support from the family, from the parents,  
5 not just the teachers. We always are ready to blame  
6 teachers and board members.

7           And just like the Navajo, we can teach Navajo all  
8 we want to at school, but if they go home, and they cannot  
9 be spoken to in Navajo at home, they lose it between  
10 school and here, between school and home. The student has  
11 to get home, and we, as parents, have to talk to them in  
12 Navajo, so they do not remember -- I mean, they don't  
13 forget -- what they've been taught in school. It's just  
14 like math or, you know, you teach the council about math.  
15 The parent has to work with them.

16           So, to me, our parents are failing. And I would  
17 like to see some money to teach our -- maybe classes -- to  
18 our parents to support their children. And we have all  
19 kinds of things going for our school. That's why I would  
20 like to invite you, instead of just classifying us as  
21 failures, the school's failing, their students are  
22 failing, come to our school and see what we provide.

23           This is just a blanket statement saying that,  
24 "You're not doing your job. You're not doing" -- we have  
25 all kinds of tutors to help these people. But some of

1 these children come from dysfunctional families, domestic  
2 violence. Their mind is already in another frame and a  
3 different setting. They're afraid, "What is my mother  
4 going through? Is she being beaten by my dad" or "Is my  
5 dad drinking," whatever.

6 So they don't concentrate at school. It's not  
7 the teacher. The teacher is trying to implement whatever  
8 she or he is teaching to teach that child until which time  
9 we get more money to send them to behavioral health or to  
10 counseling, counseling, major, to help them.

11 For instance, we had a 4.0 Navajo young man,  
12 National Honor Society. He lost his dad, and within that  
13 week, his grade came down that month to absolutely 0. We  
14 had to work with him. We had to work with him. This is  
15 what we need to look at, not just all this stuff up here,  
16 and complain that our students are failing. Our students  
17 are failing.

18 They need support from home. That's where -- I'm  
19 sure your parents were right there telling you, you know,  
20 "Study. Study this." They have the support.

21 And then the other thing is that teachers need  
22 help, and they have to have contact with the parents. So  
23 that's where I'm coming from, and I just wanted to say  
24 that. And then, I would like to request more money for  
25 our facilities, too. I have not heard anything about

1 facilities -- excuse me -- (Native American spoken). We  
2 need to really concentrate on facilities where our  
3 students live. I think that should be priority. And  
4 so -- and then more money for the teachers so they can  
5 work effectively and efficiently.

6 So I would just like to make my comment on that.  
7 And I appreciate all of you for being here, and I hope to  
8 hear from you. I would like a written statement. Thank  
9 you very much.

10 DR. ROESSEL: Excuse me. Can you tell me what  
11 school --

12 MS. JOHN: Oh, I'm sorry. My name is Marian  
13 John, and I'm from Kinfeel Residential Campus. Come to my  
14 campus and check it out and see how much help it needs.  
15 Thank you.

16 DR. ROESSEL: Just real briefly, in terms of some  
17 of the questions that you asked --

18 And, Don, if you want to jump in --

19 But in terms of -- I want to make a statement  
20 because I think we hear this sometimes. And, you know, I  
21 know a lot of you. You know, I live down the road from  
22 some of you, and I'm Navajo. I'm from here. I know what  
23 a chief is. You know what a chief is.

24 The people that work here at BIE, we have Indian  
25 preference. They're all Indians. So sometimes we make it

1 sound like those guys are a bunch of White people back  
2 there. They're not. They're people from other tribes,  
3 also. And so I think it's important we understand that  
4 because sometimes when we say these things, we drive  
5 wedges between what we're trying to get done, and that is  
6 talking about the kids. I say that because it's  
7 important.

8 In Congress, right now, all we have are  
9 Non-Indians. Okay. Except two, I believe, in the House.  
10 But we need to not drive a wedge, but actually try to  
11 build a bridge to better understand where we both are  
12 coming from.

13 I understand the concerns that you have. I've  
14 been there when I was ADD Navajo. And so I think, you  
15 know, the boiler and some of that, I think, when it comes  
16 to facilities, those funds actually, you know, you're  
17 given those funds directly and you operate your school.  
18 So you're given that.

19 Whereas BIE, it's given to the region. So I  
20 think, you know, there's funding issues that come with  
21 some of the -- when there's something major, we try to  
22 work together, and I think that's what -- we're really  
23 trying to work together.

24 In terms of some of these other things, you know,  
25 the parents, I agree, we need to work better with parents.

1 But we give you funding, Title One, Disadvantage, a  
2 federal program. That's to help. There's a component  
3 of -- parent-involvement component, so you are given  
4 funding to build that type of relationship with the  
5 parents. And so I think what we're trying to do is make  
6 sure you know about those things, so then as school board  
7 members, you're empowered to go back to your  
8 administrators and say, "What are we doing with our Title  
9 I monies? You're supposed to be using it for parents."  
10 And so you can hold them accountable.

11 So everyone -- you know, I like to say before we  
12 get to accountability, we have to take responsibility. We  
13 all have a responsibility. And hopefully, we never get to  
14 the point where we have to hold each other accountable.  
15 So -- because we're doing our jobs, and we're being  
16 responsible, we're taking care of our children.

17 And so I'll let Don be more specific about  
18 facilities.

19 MR. YU: Sure.

20 So thank you for those questions. Many, and just  
21 about all of those we heard in the previous hearing when  
22 we were developing the blueprint on recommendation, so I  
23 just want to go through some of them.

24 You mentioned some of the work we've done in  
25 those areas. All of that is -- all that information is

1 online, but for facilities, it's -- new school  
2 construction is a \$60 million increase in '16 requested to  
3 the hill; requested \$20 million in '15; \$20 million in '16  
4 for operations, maintenance and facilities work.

5           Some of the other issues that you had questions  
6 about -- let me see here -- teacher housing, \$2 million in  
7 the fiscal year '16 request. Also, when we -- I talked  
8 about it earlier in the morning when I talked about trying  
9 to develop more partnerships, especially with other  
10 federal agencies. And I've been trying my best to make  
11 sure that Interior receives all -- make sure that it  
12 receives all the funding it can from the Education  
13 Department. So I did mention Project Serve, which is a  
14 grant for -- that can be used for behavioral health  
15 issues, which that question was just raised, trying to  
16 bring that funding over.

17           The other thing was for teacher housing.  
18 Department of Housing and Urban Development, they have a  
19 \$10 million request for BIE schools only in their fiscal  
20 year '16 request. The BIE budget, itself, has \$2 million  
21 for teacher housing and repair.

22           I know that the 16 million -- I know there's only  
23 like, \$16 million for new school construction and teacher  
24 housing repairs. That is not enough, and I am sure a lot  
25 of you are saying that is not enough money to deal with

1 those issues. We will need that kind of sustained  
2 budgetary support for many, many years to come to start  
3 making a difference, but it is a big, big step in the  
4 right direction. And as you know, getting new money  
5 generally for the federal agencies with now that the House  
6 and Senate are controlled by Republicans, most federal  
7 agencies feel like they're lucky to maintain their status-  
8 quo level of funding. BIE, this fiscal year '15, actually  
9 received an increase in '16, a huge \$180 million total  
10 requested increase over their FY '15.

11 So those are great questions. I heard them last  
12 year. You guys deserve some kind of response, and we're  
13 doing our best in those areas.

14 DR. ROESSEL: Okay. Just for clarification, it's  
15 not just BIE schools or the BIE-funded schools. The grant  
16 schools also have access to the housing -- teacher housing  
17 to have those funds.

18 MS. LARGO: Dr. Yazzie. Dr. Yazzie from the  
19 Shiprock office.

20 DR. YAZZIE: (Native American spoken). I'm glad  
21 to see we have a great interest in the Bureau  
22 restructuring that we have been involved with the last  
23 several years. You know, this is nothing new to me. I've  
24 gone through three of them now as I work for the Bureau.  
25 One, as a principal, one as an educational line office,

1 and today.

2           So I believe we're all interested in improving,  
3 and I have repetitively heard all of the improvement that  
4 needs to happen, mainly, in the academic areas. (Native  
5 American spoken). And I believe that we're trying to  
6 change that. You know, being reminded, and somebody  
7 continued to regurgitate, telling us that we're at the  
8 bottom of the totem pole. We're not achieving. We're not  
9 processing. But yet many of us are BIE product, like I  
10 am. But one has to decide, one has to make up their mind,  
11 that you're going to achieve. You're going to do  
12 something with your life. It's an individual decision.

13           But what I wanted to comment on was just  
14 basically that the changing of this world, the changing of  
15 everything that we're involved in, the one that's changing  
16 probably faster than anything else is the technology. And  
17 I know that facilities has been addressed. We really need  
18 to upgrade facilities in the way of keeping it upgraded to  
19 meet technology more and more. We have to take our  
20 testing, our assessment, using technology, and we continue  
21 to lag behind. Why is that? So we continue to address  
22 all of those areas. Every time we go through some  
23 reformation, some kind of restructuring, we want to be  
24 innovative, and we get back to the same practices that we  
25 had for the last several decades.

1           For this reorganization, we're proposing to  
2 have -- to strengthen BIE's capacity to address school  
3 operation. Now, when I focus on the school operations, I  
4 think of all the mundane things that we have to do, the  
5 budget process, the planning of the budgeting, meeting the  
6 needs of children. And all the needs, that's what school  
7 operations means to me, because I'm involved in that. I'm  
8 involved in the budget, the acquisition. All of that is  
9 within the operating needs of the school restructuring and  
10 whatever operations. And then we're also saying to  
11 provide greater oversight and improve service delivery to  
12 the Bureau-operated and tribally-controlled schools.

13           I was just sharing with Dr. Roessel that we have  
14 done that. I have an oversight of all the administration,  
15 and we really work with the schools, in terms of their  
16 budgeting process. And it's really disappointing to be  
17 told that the Bureau, especially Navajo, is always lagging  
18 behind on something. So we really try to be innovative,  
19 and provide those trainings to both tribally-operated  
20 schools and Bureau-operated schools in the budget  
21 development and acquisition processes. So that's what  
22 we're doing right now.

23           But we need to continue to make changes. Many of  
24 our personnel are the baby boomers. And so I give  
25 trainings on generations. And the baby boomers are so

1 loyal, so dedicated to what they're doing, sometimes they  
2 don't want to change. I believe that's what we're dealing  
3 with in many cases. And we have it today, the millennium  
4 generation, who want to just jump on the latest change.  
5 When there's a laptop that's going on sale, they're in  
6 line. Do we do that, as baby boomers? I don't think so.  
7 We wait until everybody purchases, then we say, "Oh, what  
8 happened to it? They ran out or something."

9           But, for me, I'm in support of making changes.  
10 And all of the people, the staff that I worked with over  
11 the years in making changes, I would say, you know, making  
12 changes, complete change, takes five years, and they're  
13 just like, so disappointed. But working with people in  
14 all kinds of characteristics, making those changes and  
15 plans, takes a long time.

16           So just be aware, we've been in this  
17 restructuring plan for three years already. (Native  
18 American spoken). So I want to just encourage all of us  
19 to really think on, focus on the children, and what is  
20 their future. You know, do we want to -- I have several  
21 grandchildren, and I say, "What do we need to provide them  
22 for the future? What's it going to be like in the next  
23 five years?"

24           A computer (Native American spoken). Even with  
25 our own Bureau, by December 2019, we are to file

1 everything electronically. That's where we're going. And  
2 yet, we're -- a lot of us are paper and pencil pushers  
3 still, and I think we really need to change that.

4 And I saw the organizational changes. I'm  
5 sitting back and watching, but I'm really interested in  
6 making changes as well. And so a lot of us fear changes.  
7 A lot of us fear that if something -- if we could make a  
8 change, maybe we won't have a job. That's what the baby  
9 boomers' fears are. But then we have -- we have to make  
10 room for the young people. You know, we had several  
11 statements that came up and said, "We tell our children to  
12 go to school, come back and make a difference."

13 But we're standing here and saying, "That ain't  
14 my job. Go change somebody else. Go change another  
15 office. Go eliminate that position but not mine." That's  
16 what many of us are saying, and I think some of the  
17 changes aren't being made.

18 For me, I really support changes, if it's going  
19 to help our children, and that's what we're here for. I  
20 know we voice opposition in many of the changes, and  
21 that's because I believe we're fearful. And I appreciate  
22 the leaders being here, supporting the many changes that  
23 are going to be made, and so I'm looking forward to it.  
24 I'm really looking forward to seeing our youngsters make a  
25 difference and make a lot of improvements academically.

1 And I think otherwise, we have made those changes, but  
2 with the children we are still lagging behind, why is  
3 that? It's because we, ourselves, don't want to make  
4 those changes. We do not want to change our practices,  
5 and that's what I believe is happening.

6 So, you know, a lot of the changes that are  
7 presented are before you. They're transparent. They have  
8 been presented to the audience, to the country, over and  
9 over again, and improvements are being made as you're  
10 being heard -- or as -- yes, as you're being heard.

11 And there's blueprints. There's plans that are  
12 outlined, you know, within this document. I believe it's  
13 clear and it's understandable. You just need to be  
14 open-minded, and really begin to implement something, not  
15 for yourself, but for your children, for the  
16 grandchildren.

17 I have a great grandson, believe it or not. But,  
18 you know, when you think about the future, that's what you  
19 need to do is think about your children, the youngsters  
20 that we serve, you know. (Native American spoken).

21 We're giving lip service only, and using that as  
22 an attack on someone else to do that. And so I would  
23 highly encourage that we move forward with the changes.  
24 Maybe not being the way it was presented.

25 But, Dr. Roessel and staff are saying, "We're

1 listening." We need to move forward with it. And I thank  
2 you for this opportunity. Thank you.

3 MS. LARGO: Cynthia Morris from Shonto Prep.

4 MS. MORRIS: (Native American spoken). I am  
5 representing Shonto Preparatory School. I'm the director  
6 of human resources there. And Mr. Acheson was unable to  
7 attend, so I am present on his behalf. And for the  
8 record, he has a few questions that he would like to put  
9 on record, so I'll go ahead and read that.

10 In regards to the presentation on the webinar  
11 that was presented, I believe it was last week, he  
12 indicates that the document does not address how this  
13 reorganization will support the Navajo, specific to the  
14 sovereignty and education grant also known as the "SIEG"  
15 grant. The proposed reorganization, that is based on BIE  
16 and perceptions, not the work that eventually will result  
17 from the SIEG.

18 Number 2, why would we want the BIE to provide  
19 all the services if the intent of the SIEG was to have the  
20 tribe operate the schools? Is this merely to provide a  
21 continuing employment for federal employees? And from  
22 slide 10 in the webinar, and also from slide 5 from today,  
23 the budget to meet new priorities in area number 5, BIE  
24 needs to become its own separate Bureau, with its own  
25 budget submission, its own budget justification, and its

1 own administration.

2           The deputy assistant secretary management, the  
3 DASM, Mr. Tommy Thompson, has reprogrammed  
4 previously-approved and budgeted and alignment plans for  
5 teacher salary increases to cover other areas in the BIA,  
6 such as landscape conservation program. If the BIE truly  
7 wants to align the budget, is this where to start? What  
8 is the plan for the BIE to become its own entity? When  
9 will this be proposed to ASIA?

10           And for slide 13 of the webinar, as well as for  
11 slide 7 of today, the reorganization and task outline here  
12 appear to be specific to the ADDs that are not Navajo.  
13 The feasibility study on the work of the SIEG Committee is  
14 in direct contrast with what is here. The recommendation  
15 is to reorganize the other ADDs, but to leave Navajo ADD  
16 out of the reorganization until the work of the SIEG is  
17 completed.

18           For slide 9, up to date, and what is the role of  
19 the Division of Performance and Accountability? If there  
20 are local regional school improvement solutions teams,  
21 what is the role of DPA, if the ERC are funded and in  
22 place? What is the duplication of services?

23           For slide 19, and for -- I'm sorry -- for slide  
24 20, and for slide 17 of today, the ADD Navajo proposed  
25 reorganization, what do the colors denote? What is --

1 this is a no legend -- there is no legend to clarify what  
2 each color on the chart denote. However, there are 51  
3 FTE charges. Each year it will cost 4.730 million to  
4 operate the BIE organization. This is in direct contrast  
5 with the intent of the SIEG.

6 Don Yu, on April 14 teleconference says, "There  
7 are no new FTEs."

8 So what is the true FTE? Dr. Roessel said, "This  
9 is intended as temporary to meet the current BIE  
10 responsibility until tribes take over."

11 Will this funding be available when tribes  
12 eventually take over?

13 The 22 million that is in the proposed FY '16  
14 budget, this annual salary does not include travel,  
15 training, vehicles, utilities, et cetera. This will  
16 likely add another million to the operation of agency  
17 offices. Which budget line is coming out of this in the  
18 proposed FY budget? What is the current cost of all  
19 employees currently in the new ADD Navajo BIE office? And  
20 also, what indication is there to demonstrate that current  
21 employees are effective in any manner?

22 If BIE is to continue providing support and TAs  
23 until tribes take over, will there be a specific process  
24 for those employees knowing what to do, and from whom will  
25 they take direction?

1           Another question: This is a huge number of  
2 federal employees telling schools what they need, when  
3 they need it, and holding incentives hostage until tribal  
4 schools take direction. Again, from whom will all the  
5 federal employees take direction from? Do you know the  
6 roles support and technical assistance for school  
7 improvement, which is different from monitoring and  
8 requiring report submissions, or is this a huge number of  
9 federal employees with little to know direction on what  
10 they will do, when they will do it, and without true  
11 purpose? Is this information to be found in the BIE  
12 strategic plan? Who, in leadership, has the capability to  
13 truly get the message across to the federal employees?  
14 Currently, it seems -- it seems that it's done with no  
15 direction.

16           A last question: What is the projected timeline  
17 for this expenditure to cease once tribal sovereignty is  
18 in place? Will the \$22,000,182 (sic) be available once  
19 the sovereign and education government is in place?

20           Thank you.

21           DR. ROESSEL: A couple of responses to some of  
22 those questions. The color coding, I explained that to  
23 you about the different colors, administration, DPA, and  
24 then DPM funding. So that's the basis. So it is colored  
25 coded, and I explained that.

1           This reorganization, of course, takes into  
2 account, as I said earlier, where we are today. It is a  
3 decision of the Navajo Nation, not of the BIE, how Navajo  
4 wants to move forward. If they want to continue the  
5 current way, then we continue the current way.

6           If they want to take over -- earlier we talked  
7 about the single grant comment -- that's not our decision  
8 at BIE. That's a Navajo Nation decision. That's all of  
9 your decisions, those of you either at tribal grant  
10 schools, BIE. Ultimately, it's the Navajo Nation, the  
11 Navajo Nation Council, and the president that make that  
12 decision, and we're not getting in the way of that.

13           So part of that process is just saying that  
14 process that Dr. Lewis brought up earlier of going and  
15 talking to people and exploring what kind of Navajo  
16 education system may be developed, that's up to BIE. So a  
17 lot of these questions are -- again, are geared from a  
18 different angle. I'll try to answer them, but a lot of  
19 them come back to it, depends on what you decide.

20           If the Navajo Nation decides to take over all 66  
21 schools, well, that's a very different answer. Like  
22 what's happening up in the Plains, we have some tribes  
23 that are taking over, I mentioned earlier, the technical  
24 assistance center part, but leaving the other functions.  
25 That's a different answer on that point. So a lot of this

1 depends on what the Navajo Nation decides first, and then  
2 we support that decision.

3           Now, when it comes to funding, those funds are  
4 coming to the Navajo Nation in two different ways, if you  
5 want to think about that. First of all, it's coming to  
6 the schools via the Navajo Nation. Every one of the  
7 Navajo Nation schools are authorized by the Navajo Nation.  
8 They cannot operate on their own without authorization  
9 from the Navajo Nation, and I want to make that clear  
10 because part of it is the Navajo Nation has allowed them,  
11 grant schools, to operate with direct funding.

12           We have Cherokee, Mississippi Choctaw, who have  
13 decided that continues, but the funding comes to them  
14 first. So there are a lot of different ways to move  
15 forward on this. It's not a one size fits all. So a lot  
16 of these questions, I think, are meant primarily as if BIE  
17 is driving this conversation. We're not. You are, and we  
18 can't respond until decisions are made. That's why the  
19 feasibility study, the SIEG grant. Whatever the Navajo  
20 Nation decides -- let's take the sovereignty and Indian  
21 education initiative, focusing on HR, focusing on finance,  
22 governance, and I forget -- academics -- focusing on those  
23 four areas. That's something that we all deal with,  
24 whether at the BIE level or the Navajo Nation level. How  
25 do you want to develop that? Stay status quo or try

1 something new?

2 Based on that answer, then BIE gets involved.

3 But we don't -- and we're not in a position to say, "This  
4 is what we're going to do," and then that drives your  
5 decision. It really has to come first, from all of you.  
6 And I know some of you are saying, "Oh, yeah. Right.  
7 Right."

8 But we can't -- the funding -- that goes to your  
9 schools, goes directly to your schools on a formula basis.  
10 It's out of ISEP. The funding that we're talking about  
11 with line offices and the ERCs, that comes out of  
12 Education Program Management, and we're proposing the  
13 consolidation. Just like at your school, you have a  
14 consolidated school budget where you can utilize it for  
15 the benefit of the entire school, funding that might be  
16 Special Ed, or Title or ISEP, and utilize it to help.

17 What we're proposing, is we're also taking in the  
18 next year '16 budget, a \$10 million increase to education  
19 program enhancements to help in terms of the ERCs and the  
20 school improvement specialists.

21 So I disagree with it being in direct contrast,  
22 because one, this proposal is allowing us -- again, any of  
23 you grant schools, tomorrow, could come back -- the Navajo  
24 Nation said, "We want to convert back," and we have to  
25 take them back as BIE-operated. So we can't force

1 something on people. But it's about saying, "Okay. Once  
2 you tell us what you want to develop, then we provide that  
3 support."

4 So what are the opportunities? The opportunities  
5 are at the ERCs, just like up in the Plains. Those  
6 functions that are inherent government functions, grant  
7 management and oversight, things like that, audits, we  
8 continue. But that other part, those funds, if the Navajo  
9 Nation so choose, that would convert to the Navajo Nation.  
10 Those funds would convert just like they have done up in  
11 the Plains.

12 So that aspect, that's not in contrast. That's  
13 actually in assistance to whatever the Navajo Nation  
14 decides. And so in terms of what we have, a bureau, one  
15 of the things that we've looked at is, why would we want  
16 to build a separate bureau if our goal is  
17 self-determination? A separate bureau -- so let's just  
18 say, for the sake of argument, the 32 Navajo schools that  
19 are BIE operated were to convert to tribal control. What  
20 would happen is the BIE footprint would get smaller, and  
21 those funds, and those resources that support the BIE,  
22 would now be transferred to the Navajo Nation to operate  
23 and do those same types of functions that the BIE does.

24 So when you say, "Do we want a separate bureau?"  
25 No, we do not. But until that day that a tribe decides,

1 "We want to take over," we still have to operate those  
2 schools. So it's not fair for us to say, "Well, just wait  
3 a bit. You know, they may take it over."

4 In the meantime, just look at what's happened  
5 right now. That is really what has happened right now for  
6 the last five years. We've had a hiring freeze. The line  
7 offices people have left. Tuba City Agency went to a  
8 grant school. Why? Because we were in a hiring freeze.  
9 We weren't able to hire.

10 So we have to make sure that we have, going  
11 forward, from this point forward -- and part of this is  
12 just planning -- congress asked for a plan. We've had a  
13 hiring freeze. We can't even fill the positions that we  
14 want until we develop a plan and move forward with  
15 Congress, with the Department of ED, with OMD, and then  
16 we're able to get the technical assistance that's needed.

17 So again, I've come up with the idea that we have  
18 to develop something that works today. But if tomorrow,  
19 the Navajo Nation were to give us a plan and said, "Okay.  
20 We want to take over these schools." We have to be  
21 prepared. We all know it's not going to be next year. We  
22 know that. So we need to be able to be in a position to  
23 overseeing Baca, Many Farms High School, Fort Wingate. We  
24 need to have that structure of support for those schools.

25 So, you know, we're doing this dance, but we also

1 developed a proposal that is agile enough that if a tribe  
2 makes those decisions, that we then can scale down. But  
3 we don't want to scale up. What we're doing right now, we  
4 had in 2008, in the last reorg, 214 positions. We are  
5 still 47 positions shorter than what we used to have,  
6 because we don't want to build a higher bureaucracy. We  
7 want to try to make sure that we can meet the needs we  
8 have right now. So those ways, in terms of the DPA, DPA  
9 is about compliant risks. The Department of ED funds,  
10 that's their role. There's not a duplication.

11           One is compliance with the Department of ED  
12 funds, and then we have ISEP operation funds. Those are  
13 two separate roles and functions. That's what's reflected  
14 here is, again, not have it all cloudy.

15           And those of you that are administrators or  
16 principals and teachers that are at the school, you know  
17 exactly what I mean. You've had that situation where DPA,  
18 in the past, would say one thing, and then the next day, a  
19 line office said another thing. We heard that. I heard  
20 it over and over and over. We're trying to clear that up  
21 now.

22           The role and responsibility of DPA is compliance  
23 of Department of ED money and technical assistance aligned  
24 to that. The role of the line office, and now the ERC, is  
25 school improvement operations within schools. Very

1 defined and definitive, so we don't come into that  
2 situation that we've had in the past. So we tried to make  
3 sure that we looked at, these are the problems we had in  
4 the past. How do we fix them and move forward? Fix them  
5 immediately, but also long term that we can transition  
6 into something more.

7 Don, do you want to --

8 MR. YU: Yeah, just to respond to some of those  
9 questions. Great questions. Just a thought, what Monty  
10 said about duplication between DPA and the Education  
11 Resource Centers, DPA is responsible for the \$200 million  
12 that BIE-funded schools receive from the United States  
13 Department of Education. And generally, I guess, in the  
14 past, education line offices, ADDs, have been working with  
15 \$757 million that comes to the schools from the Department  
16 of Interior budget.

17 But then Monty said also, I've heard a lot of,  
18 sometimes DPA and ADD, they would send conflicting  
19 requests down to the schools. So as you saw earlier in  
20 the slide deck, DPA is not going to be at all in  
21 Albuquerque anymore. They're going to be put out into the  
22 region. So many of the steps -- so it would be ADD for  
23 DPA. But the staff for DPA will be out in the field  
24 integrated into the Education Resource Center. So they  
25 will be coordinated there, hopefully, to actually

1 eliminate the duplication of requests that schools  
2 received in the past, where that's our theory that by  
3 having them work in the same Education Resource Centers,  
4 duplication will be eliminated or reduced.

5           This deck here, all the FTEs listed in there, it  
6 is budget neutral, so it could go forward on existing  
7 funds, and an existing number of FTEs to using them more  
8 efficiently. I do want to say though, about -- you know,  
9 about the questions about FTEs, and building up a  
10 bureaucracy, you know, so many of the questions we heard  
11 in the field was that, you know, why are there all these  
12 budget shortfalls? And why does -- the President's budget  
13 for BIE doesn't have funding for X facilities, for  
14 educational technology, all these other things? Why does  
15 it take so long to get teachers hired, get facilities  
16 repaired, procure certain kinds of assessments, all of  
17 these kinds of operational problems?

18           You know, just for me, for example, you know,  
19 when Monty mentioned before that there's almost nobody --  
20 I think most of you know this -- there's almost nobody in  
21 the BIE Education Resource Center, the education line  
22 office now or in D.C. There's no FTEs there. The vast  
23 majority of the BIE's budget is going straight to the  
24 schools. So I do want to mention that.

25           A lot of the problems that everybody complains

1 about the BIE, that all the operational deficiencies,  
2 contracting, HR, all these other issues, because budget  
3 issues -- that's because -- again, I've learned from my  
4 experience -- just one example is that Monty mentioned  
5 before that we have Joe Herring. He's our budget analyst.  
6 We have one person doing the entire budget for a \$1  
7 billion operation. I can't imagine any other system  
8 entity that operates, does all of its budget development  
9 and execution with just one person.

10 Joe's just one person. There's only so much he  
11 can do. And when I saw that, I realized that's where all  
12 the budget issues and budget development issues were  
13 coming from. I felt like I had to learn it. So I was the  
14 one that ended up learning so much about the BIE's budget  
15 system. Again, \$2 million from Ed, 750 from Interior.  
16 There's some 39 different budget activities. The BIE is  
17 the most complicated school system in the country, and I  
18 felt like I needed to get Joe help. There's just -- he  
19 doesn't have time to do it all.

20 But maybe the issue is there's almost nobody  
21 handling school operations, in general, including  
22 budgeting. So I just want to make that point clear that  
23 one of the reasons that, you know, BIE has failed our  
24 schools so often over and over again is just lack of  
25 capacity in the school operations division.

1           I think I mentioned earlier in the morning, when  
2 I talked about, you know, Sally -- Secretary Jewell, the  
3 secretarial order about creating BIE's own school  
4 operations division, I really do hope that will take care  
5 of all of the operational issues that everyone has  
6 experienced, facilities, IT, communications, budget,  
7 finance, et cetera.

8           So I think that's most of the questions -- and I  
9 think there's one more. There was one question about  
10 somebody in the deputy assistant secretary program, some  
11 funding for teacher salaries. If you give me that  
12 information, I'd be happy to look into that. I'd be more  
13 than happy. I had not heard of that issue before, but I  
14 will definitely look into it.

15           And the other question about BIE being its own  
16 entity, I think that's -- the question was really most of  
17 it, that means is BIE having control over its own school  
18 operations. That question was whether or not that has  
19 been approved by ASIA. It's already been approved by  
20 Kevin, also approved by Sally. That language is in  
21 Secretarial Order 3334. Again, that's online, and issued  
22 June 12, 2014.

23           DR. ROESSEL: And just in response to the DASAM  
24 reprogramming of money. I think there's a misnomer, and I  
25 think that's coming from Michael Hughes. So -- because I

1 sat through his presentation at a -- I don't know if it  
2 was a DBOSBA meeting recently -- and that funding is in  
3 there. It's just that it's only for the BIE employees.  
4 It's not across the board for all Bureau-funded schools,  
5 for grant schools. So that amount of money -- because  
6 otherwise you wouldn't have -- and those of you who are  
7 with BIE-operated schools, they're getting their step  
8 increase. If that funding did not go, they would not be  
9 allowed to have a step increase because there would be no  
10 matching of that fund.

11 So it is in there, and it wasn't diverted. It's  
12 just that there is no -- this accounting for tribal grant  
13 schools -- because they're funding from a different pot of  
14 money, in terms of salary.

15 MS. LARGO: Pearl Smith from Shonto.

16 MS. SMITH: (Native American spoken). So I'm  
17 going to be making responses in regards to my position as  
18 a business manager, and my understanding of certain  
19 business aspects of the -- of my duties as a business  
20 manager.

21 First of all, is the Internal Revenue Code  
22 501(c)(3), and the tribally-controlled grant schools are  
23 all 501(c)(3) non-profit corporations. So I come from the  
24 private non-profit sector, which tells me that the private  
25 non-profit sector has a lot more money than the government

1 has. And has BIE done anything in regards -- or even the  
2 Navajo Nation -- in regards to bridging that gap with  
3 schools, not just like Microsoft technology or anything  
4 like that. But I'm talking about the bigger picture of  
5 infrastructure needs and stuff like that.

6 And then, also, how, in this reorganization, does  
7 the BIE -- I mean, the IRC 501(c)(3) work, or whether  
8 that's still going to be in place for schools in regards  
9 to them working as a non-profit to be able to get --  
10 engage the private non-sector for funding, you know, with  
11 regular funding as well.

12 And then as far as BIE facilities, the bigger  
13 costs of any project is always asbestos issues with  
14 buildings. And, you know, I don't know, maybe that's why  
15 the BIE sometimes doesn't want to do anything, or the  
16 government doesn't want to have anything to do with  
17 buildings because asbestos is an issue. So if that could  
18 also be something considered to help schools to be able to  
19 even get into private funding for, you know, making --  
20 building buildings on BIE facilities or grounds.

21 With today's technology, children are learning at  
22 an accelerated level rate due to technology. My nephew,  
23 who is two years old, can already operate an iPad. So,  
24 you know, as schools, are we utilizing technology as we  
25 should to really bring it into the classroom as well?

1 Children can make a phone call out from a phone,  
2 you know, and they're apps these days. Maybe the Navajo  
3 Nation needs to look into generating apps of some sort  
4 that children can access on their parents' phones while  
5 they're not doing anything. You know, just a thought.

6 And then on an HR observation, I see that they're  
7 adding positions within BIE. But on the Navajo Nation  
8 level, there will be positions being eliminated at the  
9 school level, and they're the professional staff. I'm a  
10 professional at a school, and I come from the private  
11 sector. And having that experience on the outside, and  
12 coming back to where I actually graduated from when I was  
13 in eighth grade, means big for me. It's my opportunity to  
14 help the school that I came from because now having a  
15 higher level of education and understanding. In fact, I  
16 can still remember the business manager when I graduated  
17 from Shonto. I don't know where he is to this day, but,  
18 you know, seeing that person in that profession, coming to  
19 school every day with a suit and a tie, three-piece suit,  
20 it set a standard for me, and a goal for me to reach, and  
21 now I'm in that position. You know, now, will that  
22 position be eliminated?

23 So not all schools have problems. Okay. Some  
24 schools just need to get to that level of understanding  
25 and training to know what this booklet here means. This

1 is Shonto's latest audited financial statements. I put my  
2 whole markings on it, and then I gave it to my board  
3 members so that they can understand it. I have knowledge  
4 of what this means, and what our school needs to do to  
5 improve on a financial level as far as taking care of the  
6 finances of the school. So possibly some training to  
7 really truly understand these things.

8           And then on a marketing effort as well, I mean,  
9 the private non-sector has learned how to market to our  
10 school children, to you, as a consumer. You have learned  
11 and you have adapted your life to some of these products.  
12 And our product is the tribe when they leave our school,  
13 and whether they are at that level.

14           You know, I'm sorry, I come from a business  
15 education where I understand consumer product, but that's  
16 all we're doing on a level, is that we want a better  
17 product that can come hopefully, one day, back to where we  
18 have stood. I would like someone to be back in my  
19 position when I retire or move on, and be a Navajo in that  
20 respect as well or another native.

21           But the children are our emphasis. That's my job  
22 when I come to the school that my emphasis is making sure  
23 that every dollar is spent on the child and their  
24 education, that they are basically getting the best  
25 education that, right now, what the government provides.

1 If we were to engage that with the private non-sector,  
2 possibly non-profit funds might be available. I don't  
3 know. Because right now, we're just so  
4 government-education focused, maybe we do need to start  
5 thinking about truly what a non-profit does, that the IRS  
6 grants us, can do for us as well. So those are all my  
7 comments. Thank you.

8 DR. ROESSEL: I'll just briefly respond to a  
9 couple of the items you mentioned. In terms of the  
10 501(c)(3), we did look at that. And if you look back --  
11 look here at Navajo in particular, back in 2002, I  
12 believe -- I can't remember the exact year -- some of you  
13 may know -- when they started the reauthorization or the  
14 authorization process, what they did prior to that, most  
15 schools were incorporated by the state by which they  
16 reside. Arizona, New Mexico, Utah.

17 What they required at that point is to become  
18 incorporated within the Navajo Nation, and using the  
19 Navajo Nation Articles of Incorporation and their codes.  
20 So that really changed. And I think that's one of the  
21 items that we, going forward, we want to make sure that as  
22 a policy perspective, we want to ensure that BIE is in  
23 support and supports and provides that support to the  
24 tribe in terms of what they may decide as being their  
25 authorization process. So you have a 501(c)(3). So also

1 it's important to remember, it's not just a 501(c)(3).

2 It's also the Articles of Incorporation.

3 And those Articles of Incorporation for grant  
4 schools are Navajo, are now with the Navajo Nation.

5 That's a really big important clarification. We don't  
6 talk about that, and I'm glad you brought up about

7 501(C)3s, but you also have the Articles of Incorporation,  
8 and that is equally important in terms of how you then  
9 operate as a 501(c)(3). 501(c)(3) just allows you the  
10 classification for tax purposes.

11 Articles of Incorporation, they articulate how  
12 you then will operate. And so it's really important to  
13 look at both, and we did look at both. I did look at, you  
14 know, as we went through the different areas, whether it's  
15 Mississippi Chocktaw who is doing it themselves, or other  
16 tribes who have their own. Some tribes do not have that.  
17 So we did -- I did take the time to look at it, to ensure  
18 that we were not doing anything that was infringing on the  
19 sovereignty of a tribe in the way they executed the  
20 Articles of Incorporation through a 501(c)(3).

21 Because you can get a 501(c)(3) status. But if  
22 you don't have Articles of Incorporation, you can't -- you  
23 know, you can't operate. You need both to be married  
24 together, in that respect. So we did look at that.

25 I think the other thing I just want to bring

1 up is, I think that some of the comments may be more  
2 reflective of the one grant, because we're not proposing  
3 this, the elimination of any positions within the grant  
4 schools, just a clarification. I don't have that  
5 authority. I don't want that authority. I'm not going to  
6 touch that. That's up to all of you and the school boards  
7 and the Navajo Nation. And we're talking about the  
8 realignment of positions currently, right now.

9 In fact, when we look at the realignment, I'll go  
10 so far as this: Positions are not going to be eliminated  
11 within Navajo because we have more vacancies than we have  
12 employees right now. So that's a pretty definitive  
13 statement that we're not going to be -- there's some  
14 transitional things that are happening. I'll go through  
15 that. And that is, some might be in a contracted position  
16 that they have to be then transitioned into a GS-level  
17 position.

18 But there are more positions than there are  
19 people, and in that type of situation, you're not going to  
20 be eliminating jobs. We're going to try to define them  
21 and better clarify them, but we're not going to be  
22 eliminating them. So I want to make that very clear.  
23 It's on the record. You hear it from me. We're not -- so  
24 there may be some transitions, but just to let you know  
25 that that's our purpose. Any of the grant schools, we're

1 not touching it. That's not part of our authority.

2 MS. LARGO: Mary Williams Little Finger.

3 MS. SLOWMAN CHEE: Good afternoon. (Native  
4 American spoken). Janet Slowman Chee. And welcome to  
5 Navajo, the visitors we have here.

6 And welcome home, Monty. We appreciate your  
7 presence.

8 I'd just like to say that I work with children  
9 and families. I work as a school psychologist. We have  
10 many, many children and families that are hurting. These  
11 children cannot learn when their minds, their intelligence  
12 are hurting. I'd like to recommend a box be up there  
13 specifically for that. It's -- I see "Special Education,"  
14 but special education is different. I think we need to  
15 put some effort into specifically helping our children to  
16 heal their minds and their hearts so that they can learn,  
17 so they can be successful.

18 And -- because I hear it every day. They cry.  
19 They literally have tears. When a child tells you, "I  
20 cannot do math. I don't know why, but I forget it."  
21 Those are the comments that they make. And the other  
22 thing is that I hear -- or it seems like many of us are  
23 fearful, and many of the things we're saying, we've been  
24 saying it over and over for many years. Someone said,  
25 "It's like we're dreaming." I think we need to quit

1 dreaming. We need to wake up. What an awesome  
2 opportunity we have today to say, "We will take full  
3 control of our education for our children."

4 (Native American spoken). We can say thank you  
5 to BIE for getting this far. I'm a BIA product, Shiprock  
6 Boarding School. Go Braves. So -- but we're at this  
7 point now, we're at this juncture. You are now. We've  
8 got to make this choice now to say we will definitely do  
9 this ourselves.

10 My mother gave me advice. She said, "Education  
11 will someday be your mother and your father. It will feed  
12 you. It will clothe you. It will take care of your  
13 children. It will buy you a brand-new Silverado." We  
14 need to give that opportunity to our children. We need to  
15 give hope to them. It's not about us. That's what, as  
16 adults, we get stuck on ourselves. (Native American  
17 spoken). We are the answers. We have the answers.

18 How awesome it is for a BIE director to tell us,  
19 "You tell me what to do." Nobody's ever said that to us  
20 from BIE. The other thought is: We are the only ethnic  
21 group that has Bureau of Indian Affairs or Bureau of  
22 Indian Education. No such thing as Bureau of Chinese  
23 Affairs, Bureau of Black Affairs. Just us. How unique  
24 are we. Therefore, we've got to step up for who we are,  
25 the uniqueness and greatness that we are, the great

1 awesome, gigantic Navajo Nation. We've got to act like  
2 that. (Native American spoken).

3 DR. ROESSEL: I want to -- you know -- I mean,  
4 we're here as long as you want to speak. But I also want  
5 to be respectful for people who need to have something to  
6 eat for lunch. So I don't know -- I don't want to make  
7 that decision. I really want -- if you all would like to  
8 break for an hour to have lunch and come back --

9 Should we say, those in favor raise their hand?

10 How about we reconvene at 1:30.

11 (A lunch break was taken at 12:40.)

12 DR. ROESSEL: All right. Let's get started,  
13 again.

14 MS. LARGO: Dr. Pauline Begay.

15 DR. BEGAY: Good afternoon. (Native American  
16 spoken). Pleased to meet with you this afternoon,  
17 Dr. Roesse1 and Emily and the two there.

18 I was just going to say a little bit about  
19 sovereignty. Today is our Navajo Nation Sovereignty Day.  
20 So it's a good thing we are talking about sovereignty and  
21 education.

22 And also what sovereignty means to me -- I know  
23 that my people say it's about the rainbow around us. But,  
24 you know, the rainbow comes when it rains, then it goes  
25 away. The true sovereignty, to me, are the four sacred

1 mountains to the east, to the southeast, to the west, and  
2 to the north, and the two additional ones. So altogether,  
3 we have six sacred mountains. That is our sovereignty.  
4 Anything that goes on inside, that is our Navajo way of  
5 thinking, which is our philosophy.

6 We bring in the Western theories of education  
7 from outside, and some of us went to school to learn about  
8 those Western educational theories. We know, some of us,  
9 what they are, and we try to apply it in the classroom. I  
10 was a teacher before.

11 And based on that, my abilities and skills are  
12 very strong in the area of assessment and standards,  
13 educational standards, and curriculum. I went to school  
14 for that. That's why I have an educational -- a doctorate  
15 in education -- educational leadership.

16 I'm also a product of the BIA, not BIE, but BIA.  
17 I went to school over at Riverside High School in  
18 California, and I went to various colleges and  
19 universities. So when they tell me, "Here's your paper."  
20 It says, "Doctor in Education." Oh, my goodness. I'm  
21 going to have a clinic or a hospital for education where  
22 people can come in and be treated. They're going to have  
23 to bring their prescriptions to me. So anyhow, that's  
24 what I wanted to bring out.

25 The organizational chart there, I was looking at

1 it and I said, "Oh, my gosh. It's like one sheep in a  
2 corral, and another corral with goats and another corral  
3 probably with lambs." You know, you keep goats together,  
4 and who's herding it? Who's the horse?

5           Anyhow, I'm glad that they're doing  
6 restructuring. I read it over and over and over to make  
7 sure that I understand it, but there's a few items that I  
8 still don't understand. But I'm sitting here listening to  
9 everybody. I'm getting it into my head. So I -- somehow  
10 I always -- I used to work with public schools and I used  
11 to be county superintendent for Apache County. And I  
12 always looked at the money portion, the funding that comes  
13 in. Of course, this one, for public schools, comes from  
14 the state. I was also with the Department of Education,  
15 but this one's from the Bureau, which is federal monies.

16           Take a look at that, and I always put money  
17 equals the child that's in school. So every year, I  
18 understand the students are counted. And so based on  
19 that, money flows back down to the schools. And I always  
20 say, "Okay. Now, you have this millions and millions of  
21 monies, but what are we doing to the students'  
22 achievement? What is it that we need to do to make our  
23 student achievement higher than it is?"

24           You know, people talk about student achievement  
25 gap. I said, "Throw away the word 'gap.'" And I think

1 the reason why they say that is because we are always  
2 making comparisons to (Native American spoken), White  
3 people, Hispanics, Asians, and here we are, Native  
4 Americans. We're always being compared to other ethnic  
5 groups.

6 But our students are smart. They're smart.  
7 Because this is a place here between the four sacred  
8 mountains. They probably know the name of the four sacred  
9 mountains, and what they stand for already. And yet we  
10 try to teach them the western theories of education.

11 And also the assessment, I always say assessment,  
12 we need to take a look at assessments very carefully as to  
13 what assessments we are using. We're going to have to  
14 come out with our own assessments. The Navajo students,  
15 we're using -- what they call it -- NWEA. We're using  
16 that, and we're also using -- we're beginning to use the  
17 ones from the State Department of Education for Arizona,  
18 and probably New Mexico and Utah. And we have these three  
19 states to think about what assessments they're using.

20 So we begin to gather all this data together for  
21 our students. And sometimes it doesn't jive. The word  
22 "jive" comes from the other ethnic group -- jive --  
23 anyway, so they don't come together. And I'm wondering,  
24 you know, how -- what are we doing to our students? What  
25 is it that we need to do?

1           So in spite of that, we strive to make it right,  
2 and we think about how we are going to help our students,  
3 what are we going to do, and why, why are we doing it.  
4 And understand that we have to have a vision and a mission  
5 for our students. And other schools, other departments of  
6 education, they tell us that we need to teach our students  
7 these common-core standards, and because we want them to  
8 go to college and get a diploma in whatever they desire,  
9 and get a career, so they can work, go into the work  
10 force. So that's very well. That's good. That's good.

11           When I went to school, they didn't talk about  
12 standards. They didn't let us know when we went to  
13 school. And we got to be where we're at now, like  
14 Dr. Lewis there. And there's some doctors in here. They  
15 left, I guess. They were sitting back there.

16           So making myself as an example, I went to school,  
17 and I'm here now with a piece of paper that says, "I'm a  
18 doctor of education." But what can I do for you? You  
19 need to bring your prescriptions, and whatever you want to  
20 do. So here I am with the Navajo Nation Board of  
21 Education, and they happen to make me president of the  
22 Navajo Nation Board of Education. I have some board  
23 members that are sitting here. There's Bernadette Toda  
24 Cheene, and then there's -- I forgot her name -- Dolly  
25 Begay. She looks different today. So they are board

1 members. Then there are others that aren't here. So we  
2 sit there, and people come make reports to us, and about  
3 schools.

4 When I hear the schools -- about the schools -- I  
5 get worried. What is it that we need to do to help them?

6 There's another board member there, Pat.

7 And then we have our sovereignty -- Navajo Nation  
8 Sovereignty and Education, and then we have a grant, we  
9 have a feasibility study, and now we have a proposed (sic)  
10 for Navajo Sovereignty and Education, and that we have  
11 submitted to Washington D.C.

12 And I think Dr. Lewis briefly mentioned it. It's  
13 called the Alternative Accountability Workbook. Have you  
14 heard about it? What does it say in there? We are  
15 waiting for its approval. I understand it's been  
16 submitted to Washington D.C. Where is it? In spite of  
17 that, I think it was the meeting that we had, most  
18 recently, you said, "Okay. They're not answering us.  
19 Let's just go forward with it."

20 And we all raised our hands, "Okay. We're going  
21 to go ahead and go with it." So that's where it's at.  
22 But we still need word from Washington D.C. It's similar  
23 to what you have up there. Maybe you have that and you're  
24 using our ideas with the ERCs.

25 And the grant needs to go straight to the

1 schools. But they're talking about single grant, and  
2 funding is another way. There must be an answer, single  
3 grant, as to how you're going to filter it to us here.

4 I know that somewhere, somewhere, someone always  
5 takes X amount of dollars out of it. There may be 5  
6 millions (sic) coming, and it comes filtered down. Some  
7 goes to indirect costs, some goes to other administrative  
8 costs. And when it goes on to the school, it's less, less  
9 than what it was appropriated there for. It comes down  
10 here. So we need that process to -- we really need to  
11 clarify that process.

12 So that's what I wanted to say. And we're almost  
13 to the point where we would be doing the school's  
14 reauthorization in May. I think it's the second week of  
15 May. We'll be doing those schools that we have, the grant  
16 schools. And I'm going to be looking at the student  
17 achievement portion and the assessment portion. I want to  
18 see the dollar sign here, where it goes to student  
19 achievements, and I don't want to see, no their audits  
20 (sic).

21 I went to a Head Start National Conference in the  
22 first session -- the other session of it, too, was the  
23 audits. How do you do -- how they do audits. What you  
24 should look for, how it's done, what reports they will be  
25 making, and et cetera, et cetera, about audits, and I need

1 to take a look at those from all the schools. So with  
2 that, it's very important. That's what I think.

3 And the other one is that someone mentioned  
4 parent involvement. Who's going to be taking care of the  
5 parent involvement on the organizational chart? That's  
6 very important (Native American spoken) parent conference,  
7 and we made presentations to them. And I see there's a  
8 lot of young parents in the audience, and they even had  
9 their own small children in the audience with them. And  
10 they had the courage to sit there from nine o'clock to two  
11 o'clock with those kids, and I hear a lot of comments from  
12 them. And they sat there because it's very important for  
13 them to hear about what we think, and what we're doing at  
14 the level of administration.

15 And so now, you are all here, and I'm glad that  
16 you are here to give you this information. And,  
17 hopefully, we will get this message to our parents. I'm  
18 wanting to talk with parents. But I want to know where  
19 those parents fit in there.

20 So that's all I have to say, and I have other  
21 things to do -- I mean, to say -- but we want to work  
22 towards the growth in our student achievement. And I know  
23 that people in elevators -- assessments -- they say, "Oh,  
24 here's" -- you know, they look at a bell curve like this,  
25 they always say, "The students are at 20 percent."

1 Right now, looking at your handouts there, it  
2 says 40 percent or 44 percent there. But we're working  
3 towards 50 percent percentile -- 50 percentile. We want  
4 to go over. We want to go over that hump. We want to  
5 push those -- we need to push it. So because of that, we  
6 really need to try, as BIE staff giving us the  
7 consultation, which is good, and take it, and let -- who  
8 was it who said that -- we need to change, change our  
9 thoughts and be positive about our student achievement,  
10 and go on. Because there's going to be more children  
11 coming, and they're going to be participating in the early  
12 childhood education. So we've got to think about them,  
13 and go on to college or career readiness, and get those  
14 skills going and go on.

15 So with that, thank you for listening to me.  
16 (Native American spoken).

17 DR. ROESSEL: Just real briefly, in response to a  
18 couple of the questions that you had. In terms of -- and  
19 I've said this a couple of times today -- but in terms of  
20 the funding, you know, we have what's called "Education  
21 Program Management," which is the BIE's administrative  
22 cost line item. If you look in the Green Book, you'll see  
23 that line item.

24 And then you'll see elementary and secondary  
25 education, which is the ISEP funding. Those two don't

1 mix, in terms of, BIE cannot take from that other. If you  
2 were to go into the Green Book and you look at, say, the  
3 '15 Green Book will show the '14 funds. And if you were  
4 to add up all those numbers back, it would equal what  
5 Congress allocated. So -- and I've done that. I do that  
6 almost every year. So there's -- a lot of times people  
7 throw out saying, "I know you're taking some money here."

8           And so I'm always prepared to respond back, "No,  
9 we're not." And I think it's unfair when we throw  
10 something out like that when we haven't done the homework  
11 to actually add up those numbers and make sure that they  
12 work together. Because when we go back to Congress, you  
13 know, for when we're doing the '16, they're asking us,  
14 "Does this add up?" You know, "This is how many programs  
15 you said you were going to fund. This is how much you  
16 have."

17           I mean, they're asking those very specific  
18 questions. So we're not allowed to just, you know, kind  
19 of arbitrarily say, "Oh, it -- you know, 14 Navajos" or  
20 whatever. It has to add to the penny and add up to the  
21 penny when we get through that process. So if you want  
22 to, take a look at the Green Book and then look back to  
23 the previous Green Books, because it'll have what's  
24 allocated year prior, and then you can link that up  
25 yourself and see that those monies and those line items

1 are very specific, our line item.

2           The reason why it's hard to work back and forth,  
3 our education program management is not forward funded.  
4 ISEP enhancements, ISEP adjustment, all of those are  
5 forward funded. The other funding, O & M, is not forward  
6 funded. So, you know, I just want to make that clear, and  
7 it's outlined in your -- you know, if you read the Green  
8 Book, and very specifically.

9           In terms of the accountability workbook, you  
10 know, we just recently approved Miccosukee to being --  
11 implementation of their own accountability workbook, and  
12 we have been working with Navajo. Where we have had some  
13 dialogue, and you'll learn as you've been with this, is  
14 primarily in the area of assessment. How are you going to  
15 assess, if you're going to include -- you asked me if I  
16 know about the workbook. I know it in detail. How are  
17 you going to actually implement an assessment for those  
18 five content standards that they're implementing? Where  
19 is that alignment?

20           So there are some questions like that, that have  
21 to be answered, and we've been going back and forth. It's  
22 not just BIE. It's also Department of ED. So the  
23 accountability workbook has to be approved by both the  
24 Department of ED and Department of Interior. So we've  
25 been in that process. We've been able to work pretty

1 quickly with Miccosukee. I'll be honest, it's been much  
2 slower with Navajo.

3           The responses that we sent -- you know, we had a  
4 meeting about this time last year. We had agreed in  
5 principle, the Department of ED and Department of  
6 Interior, that we can move forward and start the  
7 accountability workbook last July 1st, and then work on  
8 things as we move forward. The Navajo Nation said, "No."

9           So some of it is -- you know, I mean, we tried to  
10 make that offer. They wanted to have it all start at  
11 once. So, you know -- so there's some other information  
12 there that I want to make sure that being a new board  
13 member and the president of the board, that you also have  
14 that we are willing to meet. And, you know, Don was at  
15 the Department of ED when this started, and we've been  
16 trying to really streamline that process. And so right  
17 now, the Department of ED and Department of Interior are  
18 really committed to trying to get that done. We really  
19 want it done. I mean, it's -- because we want to use it  
20 as a model for other tribes. This is a big part of what  
21 we feel is our solution moving forward is -- not the  
22 BIE -- we don't have our own standards. We have to use  
23 the state of Arizona, and New Mexico, Utah, South Dakota,  
24 North Dakota. That's a big mess. What I'd rather say is  
25 we'll use the tribe and their accountability measures. So

1 once we get Miccosukee first and, hopefully, Navajo in the  
2 next few months, then the next tribe, and the next tribe,  
3 and that, to me, is the future, is tribal education  
4 departments and tribes saying, "This is what we want for  
5 our children," and they develop the standards. They  
6 develop the assessments. They develop the accountability  
7 workbook. And that's what this supports, moving forward,  
8 and being in that position to do that.

9 Don, do you want to say anything?

10 MS. LARGO: Dolly Begay.

11 MS. BEGAY: (Native American spoken). The BIE  
12 realignment -- I see that there's still some gray areas in  
13 there. I didn't get the packet because I came late. So  
14 we still need to work together as a group, as Navajo  
15 Nation. I think we need to stick together on our issues,  
16 our concerns, and redefine some of the areas that are  
17 gray. (Native American spoken). We're really at the  
18 stage of planning for the future of our children,  
19 grandchildren, children that are not being born yet. We  
20 really need to redefine this whole plan, put our  
21 information in where we need to change with the office of  
22 BIE.

23 I know that they're depending on our tribe  
24 because we are the largest, the biggest tribe in the  
25 United States. So we have to set a model and example for

1 these other smaller tribes, so they can follow in and even  
2 help us. I think there needs to be some more  
3 collaboration going on with this plan. Even though we  
4 have -- Navajo Nation has the accountability workbook,  
5 even that one needs to be redefined because it's about --  
6 like, almost 8-years-old. So some of the things have  
7 changed, and we need to comply with the updates on that  
8 accountability workbook, too.

9 Other than that, I think that, like I said, the  
10 main thing is trust, collaboration, and working together  
11 as a tribe. I guess other tribes are doing the same  
12 thing, and we need to really set a good example and do a  
13 good job for our children, so they will have it good in  
14 their classrooms, in their schools.

15 The funding level, you all mentioned that. I'm  
16 not going to go back and mention anything like that. But  
17 I think what we really need is to work together. Listen  
18 to each other. (Native American spoken).

19 And I'd like to thank the people that came in  
20 from Washington. Dr. Roessel, thank you for being here  
21 and giving us some TA, technical assistance, and all the  
22 guidance that you can give to the tribe.

23 I think at the very beginning when we met in  
24 Albuquerque, I asked you for that, you know, we need all  
25 the TA. Just that it would be a lot for the tribe to run

1 the schools, that doesn't mean BIE's going to drop us. We  
2 still need to stand behind our decisions. If we need any  
3 kind of help, we will need to go to them for any kind of  
4 technical assistance. (Native American spoken). Thank  
5 you, again.

6 MS. LARGO: Bernadette Toda Cheene.

7 MS. TODA CHEENE: (Native American spoken).

8 People with the Stickers in their Feet Clan. So it's good  
9 to be here. It's good to have all of you that are here.

10 Dr. Roessel, it's always good to have you come  
11 back to visit us and work with us.

12 And also, Ms. Arviso, also Mr. Yo (sic), I  
13 believe it is. I met him several years back when we were  
14 first pushing for a better educational system, and it's  
15 good to see that he's still here working with us.

16 Many times, a lot of the leadership come and go,  
17 and we're left again to relearn or reteach other people.  
18 So thank you, with the other colleague, you have there.

19 Sorry, but I forget your name.

20 But also, I would like to welcome all of you that  
21 are here. It shows, and it really does come back to say  
22 that we have to work on our educational system.

23 Years back, there would be five or four parents  
24 sitting there. There wouldn't be very many. But today  
25 it's really become one of the catch phrases. We must do

1 better. We have to do better. We are in a deep rut right  
2 now, and we've got to help ourselves climb out, come back  
3 for our other long walk. So I do think that --  
4 with myself -- I have a family in Shiprock. I am also a  
5 grandmother. My mother grew up in -- she was born by the  
6 Zuni rocks. And our history says that we were adopted by  
7 (Native American spoken). So we are part Zuni somewhere,  
8 and from the Crane Clan, I think it is. But I believe I  
9 truly am a Navajo. Thank you to my dear father, my late  
10 father.

11 I also have my educational background. I got my  
12 bachelor of science in elementary education and with a  
13 minor in elementary -- well, elementary education major,  
14 minor in bilingual education from UNM, a master's in  
15 curriculum and instruction, my doctorate in educational  
16 leadership and change from Fielding Graduate University  
17 out of Santa Barbara, California. I have a K8 -- I taught  
18 kindergarten through eighth grade and also junior high.  
19 Also, I have 26 years of teaching experience, of which I  
20 have retired from the public school, and I also have a --  
21 I work as a coordinator for the BIE after-school program  
22 as a director and acting principal in the BIE and grant  
23 schools, also, a diabetes research director and a national  
24 grant evaluator.

25 I am currently serving on the Navajo Nation Board

1 of Education for the Northern Agency. Thank you for all  
2 my people and my family for putting me into that position.  
3 This is my second round, and I will continue with our  
4 progress that we have as we work together to do this.

5 I also thank you for the opportunity from the  
6 Navajo Nation Teacher Education Program from Chairman  
7 Peterson Zah.

8 Please stand up and say hello, if you haven't  
9 done so already. You are here. Your program helped me  
10 get there through the Teacher Education Program as many  
11 other many other Navajo men and women to become teachers.  
12 Also, through the Peter McDonald partner, who also did a  
13 program for Navajo teacher education as well. That is why  
14 we have all of these Navajo teachers and educators and  
15 principals today. But we're retiring. We need more. We  
16 want our vacation, and we want the young kids to take over  
17 and do the same job.

18 The Tribal Council also helped us with the  
19 programs in training and to certify our teacher aids. And  
20 we're doing that today through the Head Start Program,  
21 which is really a strong program. Under Navajo Nation  
22 Head Start, and also under the scholarship program, we're  
23 still pushing very strongly, but we always need money.  
24 We're behind. We're late. We have thousands of students  
25 who do not get scholarships, thousands who apply for it.

1 So we need that also to be added.

2 I think Mr. Yo (sic) was there when I said,  
3 "Please give us the stealth bomber money." How much is a  
4 stealth bomber?

5 MR. YU: Probably several billion dollars.

6 MS. TODACHEENE: Yes, \$35 billion to better our  
7 way of life and to continue as Navajo people, to continue  
8 our language and our culture. Give us that money. We  
9 need it.

10 These types of programs are necessary to have the  
11 teacher and educators here on the home front. Please  
12 continue these efforts to provide the best of our language  
13 and cultural ways of knowing.

14 At this time, I would also turn to other areas  
15 concerning the BIA schools and students. These are some  
16 areas of necessary change that need the help. I'm  
17 speaking as a parent.

18 The first one, you probably have already heard is  
19 replacing the old and dilapidated schools that are 40 to  
20 50 years old on Navajo Nation, along with the dorms that  
21 house children that are from broken homes or living in  
22 remote areas or are homeless. Supply these schools and  
23 dorms with well-trained and certified teachers.

24 These schools that are K-12 should be followed by  
25 post graduate schools to continue the youth graduates with

1 necessary education that will prepare them for higher  
2 education or technical training. Agricultural or  
3 industrial schools should be designed to fit the Navajo  
4 Nation in all of our areas of development, health  
5 education and social services. These programs are  
6 necessary.

7 I believe in the 1950s, there was an effort that  
8 did that, and a lot of our Navajo people did go off and  
9 come back, and were well-qualified and certified to teach  
10 and to work on the Navajo Nation. Many of today's  
11 graduates go on to college, but are only given remedial  
12 courses as their scholarships or grant dollars are used up  
13 before any college level courses are taken.

14 Following them, I got an eye level. One of my  
15 daughters enrolled in one of the schools. And I think one  
16 of my sons, he was in school. But he got caught up with  
17 the loan shark business, the college loan program. Many  
18 of our Navajo students that want to come back to work or  
19 want to go to work are stuck in that loan shark business.  
20 They get these loans to go to school and they find out  
21 that they cannot repay them.

22 I was lucky. I retired. I paid mine back and  
23 then I got back into business, again, using my retirement  
24 money. That's how long it's going to take.

25 So BIE needs to do something about that for

1 Native American children. They have no jobs to come back.  
2 You go to Shiprock. You see a dust bowl. There's nothing  
3 there. Everyone in the surrounding areas come to Shiprock  
4 to look for a job, from Coal, from Mid Valley, from  
5 everywhere, Red Rock, everywhere. There's nothing.

6 So these students who come back with a large loan  
7 over \$100,000, they have nowhere to go. They cannot even  
8 claim -- what is it -- bankruptcy. But they say, "Well,  
9 my people want me back, so I'm going to stay home."

10 And it's sad. It really is sad. If it happens  
11 to one student, you can bet it's going to happen to  
12 hundreds and thousands of others. So we need to clear  
13 that up. That's one area.

14 Of my five children, three were graduates from a  
15 small-town grant school. Research -- as I became a  
16 doctorate, I looked into the research. Research studies  
17 say that the statistics of low school enrollment do a  
18 better job of educating students. That's what research  
19 says. So that's where my students went. That's where my  
20 kids went. Now, my grandchildren are looking into going  
21 somewhere. All of my three children enrolled, like I  
22 said, into higher education after they graduated because  
23 they had flying colors when they graduated from the  
24 school, but they all ended up in remedial level. And I'm  
25 thinking: Something is wrong here.

1           Thousands of students today are graduating from  
2 our schools. Will they be ready? I don't think so. So I  
3 do believe that our schools have to be held accountable.  
4 Our individuals that are working there must be held  
5 accountable. And I know that our children will be  
6 grateful when they graduate from a school, and they're  
7 able to go on to college, get an education and come back  
8 and be here as one of the Navajo Nation builders.

9           Now, thinking of the numerous Navajo students who  
10 were enrolled and put into these small schools are not  
11 receiving the proper education. Bottom line, children are  
12 not prepared to go on to higher education levels from some  
13 grant schools. Only a few are, and we know who those are.  
14 Because they work double time. They work overtime, and  
15 they make sure their students are college level.

16           Our schools currently have been given millions of  
17 dollars. I shall speak as a board member, looking at the  
18 statistics of the millions of dollars from the BIE and the  
19 BIA for the purpose of educating our children to become  
20 productive members of our society. The oversight of the  
21 Navajo Nation is necessary to make sure that they are  
22 getting that education. Very few, possibly one or two  
23 schools, are successful, as I mentioned.

24           Currently, the Navajo Nation, through its  
25 entities, the Department of Education, desire to have more

1 oversight and clear see-through accountability to make  
2 sure our children are receiving all of the current  
3 techniques of all our people to be able to be nation  
4 builders.

5           They're talking about sending people to Mars.  
6 Why? Maybe because they are thinking that we're not going  
7 to make it here. But we are still here, and we need that  
8 help. And BIE, BIA, we are still part of it.

9           On comparing the large schools versus the school  
10 board versus the smaller school boards, I, as a  
11 central-consolidated school board member and a college  
12 board member, can see that a small five-member board can  
13 oversee 18 schools, thousands of children, 9,000 in the  
14 public schools, 1,000 employees, five of us, non paid.

15           Yes, we were fortunate for them to pay for us to  
16 go to training. That was what we received. But it's not  
17 so with BIA grant-contract schools. Looking at the  
18 numbers, as a board member, we have to look at the  
19 financial status of each school, and we see that some  
20 board members are bringing in \$35,000. They're bringing  
21 in an outrageous amount of money. And I think they're  
22 getting under control, but we shall see when we go through  
23 the reaccreditation late session.

24           But that has to be put under control. That money  
25 should go to the children. That money should be going to

1 their laptops, should be going to their training for their  
2 testing. New Mexico schools are faced with the PARCC Test  
3 now. That PARCC Test, if you're familiar with it, every  
4 student must have a computer in front of them to take  
5 that. They sit over -- for maybe one or two hours all day  
6 to take that test, and I'm wondering how our BIA- and  
7 BIE-grant schools in New Mexico are going to do because  
8 they don't have the technology. Again, we're left behind.  
9 So that has to be looked at.

10 We talked about assessments, and I think that we  
11 do have to stop overtesting our kids in the  
12 classrooms. When is the real education going to happen?  
13 When are we going to be sitting down with our students one  
14 on one? As a teacher, five minutes a day for a student  
15 with 21 kids in the class, I still could not get to every  
16 one of my kids. I'd have to wait for another day.

17 But when we're sitting there testing and testing  
18 and testing, it affects all our Navajo kids. They're not  
19 learning anything, but learning how to sit there. Let's  
20 turn the computer on and sit there, and get their eyes  
21 destroyed by that monitor. So that has to be really  
22 looked at.

23 And I think that, again, I have to repeat some of  
24 the words of my colleagues, we must work together as a  
25 Navajo Nation. We have to do this by ourselves. We

1 should not be hiring consultants coming in telling us how  
2 to do things. We're here. We're educated. We're here to  
3 do our job as educators, as professionals to get it done.

4           Many years ago, I learned how to herd sheep with  
5 my dear late grandma. Get up early in the morning. You  
6 know where the lands are. They take off after the goats,  
7 and you have to separate them, and you make sure those  
8 goats don't take off on their own. But we -- as our own  
9 little shepherders, we have to look at our schools and  
10 make sure it doesn't happen. We're accountable for every  
11 little lamb that comes into our overview. We have to be  
12 sure that they're well taken care of.

13           (Native American spoken). What are you going to  
14 do about that? We know what happened with the election.  
15 Thousands of our kids are out there. (Native American  
16 spoken). We cannot turn them away. We will not turn them  
17 away. If you do, send them to me. I'll take them. I'll  
18 take care of them. Because they're my people. They're my  
19 kids. They're my future.

20           As I grow old, I want them to be watching me in  
21 the hospital like my dear late mom was looking over my  
22 dad. She was a registered nurse. We were lucky. My  
23 brother is an internal medicine doctor as well from  
24 Albuquerque. He can't come back and start his business  
25 because the tribe won't let him.

1           Many of our doctors are out there working for  
2 other entities because even now our own nation needs to  
3 stop and think: Why are we tying our people's hands? We  
4 need to open up those doors, and let us all survive and  
5 become our own people, our own business owners, our own  
6 leaders. We can do it. We have to do it. We know longer  
7 have a nation. We no longer have a language. We no  
8 longer have a culture. We're no longer a tribe.

9           These states will come in, and they already have  
10 maps to divide us and tell us where we're going to be, and  
11 how much money they're going to make off of us. Every one  
12 of you sitting here -- last statement -- every one of you  
13 sitting here is a millionaire. Every one of you. Think  
14 about it. \$554 million. We only have 200,000 Navajo.  
15 What you could do to buy your farm equipment, to buy your  
16 business, to develop your own homes. Every one of your  
17 children have a decent place to live, to fix our own  
18 roads. But you need the education on how to spend it, and  
19 that's why we're here to learn how we're going to do that.

20           (Native American spoken). I hope you listen and  
21 I hope you come to share stories with us. And let's do  
22 this together. (Native American spoken). Thank you very  
23 much.

24           MS. LARGO: Marie Rose.

25           MS. ROSE: Good afternoon. My name is Marie Rose

1 from Black Mesa Community School. One of the things I was  
2 really surprised by was that there's teacher pay increase,  
3 but only for BIE teachers, and I don't know how we can get  
4 more funding for our grant projects, and I know there is  
5 also no retirement for our grant contract school teachers.  
6 Because I know that -- I know one of my teachers already  
7 approached me and said that she's going to apply back at  
8 the BIE schools because she's going to get more money  
9 because she wants to retire from BIE. And I'm wondering,  
10 like, how do you keep your teachers so that they can  
11 retire from their own school? It's kind of difficult. So  
12 I just want to mention that.

13           And also one of the things I really wanted to  
14 mention was technology. And I know I was told that the  
15 BIE received a lot of money for technology, technology  
16 funding, and we do need a lot of money for our schools for  
17 technology because the technology from day to day is  
18 improving. And our kids really need it from day-to-day,  
19 and it's going to be almost like minute to minute we need  
20 technology, second to second. And one of the things we  
21 need technology for is NASIS. We have to run that NASIS  
22 program day to day. And then our FEMA system has to be  
23 updated from day to day to what's going on with our  
24 buildings, everything, every light bulb that's being  
25 replaced, and every electrical outlet that's being

1 replaced, carpets, everything. You name it. Everything  
2 that has to do with the building has to be input into the  
3 FEMA system.

4           And our school improvement plan has to be done on  
5 the Internet, also. That's -- we need that for school  
6 improvement. And then we have our accounting software  
7 that also has to be done on computers as well. We have  
8 MIP, and we have to run that program constantly, also,  
9 because we have to update all the budget information  
10 money. Money is coming and going all the time. We have  
11 to keep that going as well.

12           And also, we -- not only accounts payable, but as  
13 well as payroll. We have to keep all of our personnel  
14 information updated inside the accounting software and the  
15 purchase orders. And then we also have to do our EMS, the  
16 Emergency Management System online as well. We have to  
17 update all our plans. It's like hundreds and hundreds of  
18 plans that we have to put into the EMS system as well.  
19 That's also from day-to-day. And then transportation  
20 program software, the transportation information in our  
21 computer system, as well. And then audits, we have to  
22 access clear in-house electronically, and we move a lot of  
23 our data electronically now with the auditors.

24           And then we have to do the SAM, the money  
25 management system from the federal government. We do all

1 our drawdowns through the technology as well, and we have  
2 to get online in order to draw down new funds. And then  
3 NCA events and school improvements also have to be done  
4 online. We have to have computer access in order to do  
5 all those things.

6           And then assessments for students -- NWEA and  
7 Arizona Merit has to be done online as well. And then now  
8 student research -- we need technology for student  
9 research. Right now, we don't do much of it, just a  
10 little bit here and there because our computers, sometimes  
11 they break down. Sometimes it's clogged up by data,  
12 because we only have -- what do you call it -- those  
13 satellites -- or satellite dish -- and then we have to do  
14 a lot of report submissions to the BIE as well as the  
15 Navajo Nation electronically.

16           And for that reason, I thought, you know, we  
17 really need to upgrade our whole technology system on the  
18 reservation, not only for our students, but because it's  
19 for operation purposes.

20           And also, and one of the questions I wanted to  
21 ask Monty is the timeline for all the proposed  
22 reorganization. When are all these positions going to be  
23 filled? Are they being advertised right now already or  
24 when is all this going to come into play? I'd like to  
25 know. I'd like to see the timeline on everything, and

1 when are we implementing the reorganization, and is it  
2 going to be aligned with the Navajo Nation's feasibility  
3 study?

4           And I know you mentioned, Monty, that the funds  
5 are going to go through the Navajo Tribe, but the Navajo  
6 Tribe -- I saw the reorganization plan. Also, they said,  
7 "The money is going to come directly from the BIE into the  
8 schools." So I'm puzzled by that as well as -- but they  
9 said the administrative cost funds or the tribal support  
10 costs funds was going to go into the tribe. Maybe it's  
11 going to be another doty-plus (sic) or something like  
12 that. So it'll go to them and then they distribute it.  
13 And so -- and that's how -- that was my understanding of  
14 how funds are going to go through, so it's two different  
15 things right now, and I'm kind of puzzled by it.

16           And I really support everything everybody else  
17 said, and I will submit in writing all the -- everything  
18 that I have mentioned as well as other things that I have  
19 on my mind, too. So thank you for your time.

20           DR. ROESSEL: Real briefly, the timeline for  
21 this, for the process, is we have consultation ending on  
22 the 1st, and then we have a comment period that continues  
23 through the 15th of May. And then after that, we will  
24 start going through that, even before that, we're already  
25 going through, based on last Wednesday at the Great

1 Plains, Nashville for the Southeast tribes, and now for  
2 this region. So we're going through those comments as  
3 well as the meetings that we've had before that.

4 We, then, are proposing that process. The  
5 process of what you see here, there are two things taking  
6 place. The first process is this reorganization, and that  
7 goes through a formal process called "reprogramming,"  
8 which we have to go before Congress. We briefed Congress  
9 last Tuesday, just minutes before we all jumped on a plane  
10 and went to the consultation of this process.

11 So what we have done there, is at the conclusion  
12 of consultation, getting back together and informing  
13 Congress, "This is what we heard. These are the changes  
14 we're making based on consultation," and then having that  
15 proposal. We hope then to have that clearance from  
16 them -- we're hoping by end of the month, so then we can  
17 start advertising some of these positions.

18 There are two different things happening there  
19 once that approval happens. One is you saw these  
20 positions, and we've mentioned to everybody about how  
21 they're current BIA positions. A lot of these is about  
22 BIE. So those are employees of the Bureau. So there's a  
23 process that we go through in HR of people having the  
24 opportunity to -- you know, to move laterally. Do they  
25 qualify? All of that process then begins.

1 Simultaneously then, we also know, as you heard  
2 me say earlier, we have more positions than people. So  
3 then where we are open and brand-new, say, in Bismarck,  
4 someplace like that, where we don't have an office there  
5 prior, we're hoping we can start advertising for those  
6 positions immediately.

7 So the goal and the timeline is by school year  
8 starting, we hope to have -- you know, it would be great  
9 to have all of them filled, but more likely, we're looking  
10 at, you know, 75 percent done, so we can get started with  
11 the school year having the resources. I would say in  
12 capacity, compared to where we want to be and where we  
13 are, we're probably around 15 to 20 percent there. So we  
14 expect to have, by school year, if everything works out  
15 okay, to get around 75 percent capacity, and then as we  
16 move forward in the school year, fill some of these  
17 positions.

18 But some of the places and some of the areas,  
19 Navajo for one, actually, it's a lot easier because you're  
20 all -- it's one tribe and one geography. Whereas, if  
21 you -- like, say, in a different area, like Bismarck, you  
22 have a lot of different states and a lot of different  
23 tribes that are being addressed.

24 So here, we're hoping, actually, that we probably  
25 will fill these positions much faster than any other place

1 in the country. And in terms of doty-plus,  
2 doty-two-whatever, again, that's internal to the Navajo  
3 Nation. That's not BIE.

4 What we're saying is that funding, the tribe gets  
5 to decide, you know, any tribe, based on -- they authorize  
6 the schools. So if the tribe wants to have that funding  
7 go directly to a school, they can do that. If they want  
8 to have it here and go down, they can do that. That's not  
9 up to us. They tell us what they want, and then that's  
10 how we align it.

11 I haven't heard anything changing. In terms of  
12 the money being able to go from Congress directly to a  
13 school, that's not going to change. And I keep bringing  
14 that up. Even if that money -- and I'm not saying -- even  
15 if that money were to go to the tribe, they can't take  
16 anything when it's based on formula. They can't touch a  
17 penny of that funding. Just like we can't touch a penny  
18 of ISEP funding and cut it off. No tribe can cut any of  
19 that money. So that funding, that goes directly to the  
20 school.

21 Now, the tribal grant support costs, that's  
22 different. You know, that's up to -- again, the grantees.  
23 So -- and that's not a decision that we make. It's a  
24 decision that is told by us, "We want the money to go like  
25 this," whatever that might be.

1 MS. LARGO: Faye Blue Eyes.

2 MS. BLUE EYES: Hello. My name is Faye Blue  
3 Eyes. I'm the assistant executive director for Dzilth-  
4 Na-0-Dith-Hle School, and I work with a lot of the grant  
5 schools.

6 My comments are going to be based on the BIE  
7 reorganization. Some of the fundamental problems that --  
8 with the blueprint and the reorganization -- one is that  
9 the blueprint is top-down document focused on efforts  
10 within the BIE instead of changes that could be made in  
11 easing experience of schools and administrators, and to  
12 fully recognize the authority of schools.

13 The Blueprint for Reform is not grounded in  
14 reality, as it assumes without any data or likelihood that  
15 appropriations and budget situations will change from year  
16 to year. The blueprint does not engage the question of  
17 funding for instruction and administration in any  
18 meaningful way. While the blueprint does describe the  
19 need for increased construction funding, it does not  
20 adequately describe how facilities and infrastructure  
21 issues that have depleted schools, ISEP funding, while  
22 being replaced or supplemented in the future can make up  
23 for these losses.

24 The funding concerns that -- some of them that we  
25 have -- is there was \$1.2 million for the sovereignty in

1 Indian education grants last year to six tribes tied to  
2 this restructuring initiative. While -- with those  
3 grants -- will those grants be renewed this year to those  
4 tribes or will they only be open to the five remaining  
5 tribes with three or more schools that did not receive the  
6 grant last year? Where are the monies for these grants  
7 coming from, and what other kinds of programs are funded  
8 by that pool of money?

9 An example is the SIEG grant for Navajo. That  
10 money barely came through the pipes, and yet there's one  
11 month of school left, and I understand this grant is up to  
12 September. So that's just a few months down the road.  
13 Will it be extended?

14 Under BIE control, we have major concerns about  
15 the intentions of the BIE to consolidate control in its  
16 own offices, rather than fulfilling the intent and terms  
17 of the tribally-controlled schools and the spirit of local  
18 control. We have heard from BIE officials that they are  
19 not interested in a command and control regime where the  
20 BIE is controlling schools. However, there are many parts  
21 of the study group blueprint that either imply or state  
22 the opposite, such as an order for the BIE director to  
23 perform his or her responsibility to raise student  
24 performance in Indian country, the director must be given  
25 authority over all the necessary functions that affects

1 schooling, quality and performances. And I guess those  
2 are some of the concerns that we see.

3 Another one is that the BIE, while being --  
4 assuming responsibility for school management of  
5 operational functions to improve services that are  
6 delivered to tribally-community-controlled schools  
7 including, services involving new school construction,  
8 major repairs and other operations and maintenance issues  
9 for facilities, that the BIE plans to use as integrated  
10 management system to implement system-wide reform, which  
11 has been unexplained in the report.

12 The other issue is competition. Another  
13 important aspect of the blueprint, one which seems  
14 critical to its entire structure is the ability of the  
15 government to marshal funding and decisions based on what  
16 can best be described as competition between schools.

17 These ideas for competition would appear to  
18 divert funding from some schools to those that happen to  
19 be able to meet whatever criteria is set by the BIE. We  
20 understand that the BIE is attempting to utilize increased  
21 funding as a carrot for improved performance, but not only  
22 does the entire scheme ignore the realities of isolation,  
23 privity, costs, and other challenges facing BIE-funded  
24 schools, but completely ignores the history behind the  
25 funding mechanism of our schools.

1       The tribally-controlled schools, that was passed to  
2 eliminate arbitrary decisions at the hands of BIE and BIA  
3 officials. The ideas in the blueprint are a regression  
4 from hard-fought gains.

5           Teacher recruitment and retentions. The issue of  
6 recruiting and retaining teachers is a fundamental one,  
7 and has not been engaged substantially in the report. We  
8 reiterate the points that we think it's vital for you to  
9 consider: Offering premium pay and benefits to recruit  
10 top-quality teachers to teach in BIE-funded schools;  
11 making a concerted effort to build and maintain desirable  
12 staff quarters in reservation communities that do not have  
13 access to a private-housing market; focusing recruitment  
14 and training efforts on our own communities so tribal  
15 people will become our teachers; providing effective  
16 incentives for teachers who receive professional  
17 development assistance from a BIE school to stay at that  
18 school.

19           Those are some of the issues, and we will be  
20 submitting our document in writing. And then I wanted to  
21 comment on the presentation that you-all made. One is  
22 that: Who are you referring to, Monty, when you say the  
23 "Navajo Nation"? Is it Matt Tso over here, or is it the  
24 Board of Education or who is the Navajo Nation that you  
25 refer to? Because you said that the "Navajo Nation

1 decided to go single grant, then it's up to them."

2           And then on another hand you say, "It's not the  
3 BIE that's doing this." But yet when we look at these  
4 reorganizations up there, it's already preparing. You're  
5 preparing yourself to be where the Navajo Nation is one  
6 grant.

7           And the other thing that I find interesting is  
8 that the pillar -- the five pillars -- according to this  
9 document, it says that -- it sounds like once it's  
10 approved, the next day the BIE is to become a champion of  
11 quality educational entity ideas.

12           And the other thing that I see is that there's  
13 all these really nice things written down,  
14 highly-effective teachers and leaders, how the  
15 recommendation states that, "To improve BIE's existing  
16 capacity to provide technical assistance, provide  
17 incentives to recruit teachers, upgrade the skills," I  
18 mean, the list, it sounds wonderful.

19           However, since the treaty of 1868, it's been,  
20 what, 147 years? Why hasn't that been done? It's over a  
21 century now. And every time we turn around, there's some  
22 kind of restructuring by the BIE, and it's the same thing.  
23 "This will happen. We'll do this." But we haven't seen  
24 it.

25           And then this whole thing goes on, and one is

1 that you stated earlier, "It's not the BIE that is pushing  
2 one grant." But on reform area 3, it says, "Encourage and  
3 provide opportunities for tribal nations to operate and  
4 manage their schools and receive funding directly from the  
5 BIE." So if the BIE is not making this decision, then who  
6 is driving this decision?

7 Under area 4, it says, "Coordinate with other  
8 federal agencies." Many of our schools, already we do  
9 this. We do -- we work with Navajo Nation peace-making  
10 courts, we work with Social Services, we work with the  
11 State Police, Navajo Nation Police. And then over here,  
12 it talks about, "Work with Indian Health Service." Our  
13 schools also do that. They do counseling. They provide  
14 dental and other medical services.

15 And then on here, it also states that -- "Provide  
16 incentives to try to co-locate other tribal support  
17 services near BIE schools." But yet, why is the move to  
18 then move all the central things that are needed by  
19 schools to move to central government, which would be in  
20 Window Rock, which it's going to be away from the local  
21 schools?

22 And what's the guarantee that BIE will change?  
23 Because this whole document says, "We will do this. Once  
24 this is approved, this is going to happen." Just like the  
25 BIE restructuring, we were told, "Change your calendar,

1 then you're going to get free training." That didn't  
2 happen. We were told we were going to get 20 experts to  
3 come into our schools as a team to help us. Our team came  
4 in April, but they said, "We're not really your team. The  
5 real team won't be coming to your school until next  
6 month."

7           In the budget reform area 5, it says, "Align  
8 budget to support self-determination." Guess what? This  
9 has been practiced by contract and grant schools, the  
10 self-determination, for years and years in the  
11 communities. But the issue is then we have not been fully  
12 funded. That's the reason why we have a lot of concerns  
13 out there.

14           And it says, "Align budget to support teachers  
15 and principals." Yes, by fully funding tribal grant  
16 support costs, facilities, transportations, quarters, the  
17 list is endless.

18           And then here, the implementation for secretarial  
19 order page. It says, "School year 2014, '15 Phase 1:  
20 Provide immediate relief to all BIE-funded schools in all  
21 areas, especially in school operations." It's April.  
22 Where's those (sic) relief? At my school, we have not  
23 seen any relief. Those are my comments.

24           DR. ROESSEL: I guess I'd like to just respond  
25 real briefly and answer some of the questions, again, and

1 it won't be what all of you want to hear. And that is, I  
2 think it's very easy to sit here and say, "This is what's  
3 wrong," and it doesn't take much effort. But where are  
4 the solutions? We don't hear solutions. We hear you say,  
5 "This is wrong. Don't do that. You did this."

6 But you don't -- we don't hear, "Well, how about  
7 this? Can you try this?" And that's what we're trying to  
8 hear. For consultation, it's not just to hear, "No."  
9 It's to say, "No, but how about this?"

10 I know these issues, Faye. You know, I know this  
11 stuff. I lived it 12 years as superintendent of a tribal  
12 school, so I know that. One of the concerns that we have  
13 when we looked at this research, the staff-to-student  
14 ratio at Navajo is one to 8. One to 8. The teaching  
15 ratio is one to, I believe, it's 12.

16 Those of you that have worked in other school  
17 systems, as a teacher you would love to have that. You  
18 would almost guarantee good results. Yet we don't have  
19 them. So what's happening? When we talk about, you know,  
20 some of the '16, you know, the budget, and we talk about  
21 integrated management, part of integrated management is  
22 just what it is. It's about saying, "How do we try to  
23 create a solution by putting everything on the table to  
24 come to a solution?"

25 When we talk about locating services, we're

1 talking about services, not the management and oversight.  
2 But we're talking about putting counselors at the school,  
3 not administrators.

4           You're, right, Faye. I agree, that makes no  
5 sense to put administrators at the school. But it does  
6 make sense to put counselors there. We were up in the  
7 Plains, and they talked about the decision, and the school  
8 board came to us and said, "Our budgets were so bad, we  
9 had to let go of our counselors."

10           And when I go to these, I usually have the  
11 breakdown of every school, and their student-to-staff  
12 ratio was 1 to 6. Now, they made the decision to let go  
13 of the counselor. That's a local decision. If that's the  
14 decision that wants to be made, that's the decision that  
15 the local school board comes up with.

16           So I think when we're talking about providing  
17 incentives, I will say this. Look at our '15 budget. We  
18 came on board right at the time it was being released.  
19 And, in fact, you know, there was, you know, some  
20 resolutions about me not being able to get any money that  
21 came around from here. And even though the budget -- I  
22 had nothing to do with the '15 budget -- by the time it  
23 was done between Don and I working, we got that plus-up of  
24 40 million.

25           That's real money that's coming out in July.

1 Tribal grant support costs, tribal ed departments. Those  
2 capacities, you talk about the capacity, the SIEG grant.  
3 In a two-year span, this year and next year, \$4.9 million  
4 for tribal ed. There has not been one dollar over the  
5 last 20 years for tribal ed from BIE. In a two-year span,  
6 almost five million.

7           So we're trying to support what we have here, but  
8 it's a two-way street. We also need that work from the  
9 tribes that we work with, from the schools that we work  
10 with. You know, we're committed to trying to improve  
11 outcomes and, you know, in terms of competition to marshal  
12 functions in between schools. With our -- the way we  
13 wrote the 2020 grant was to try to do away with  
14 competition. But remember, the environment -- we're a  
15 small, tiny bureau within this huge bureaucracy of the  
16 U.S. Government. And when you look at Congress, and when  
17 you look at O & M, and when you listen to the president,  
18 they're talking about competition, state block grants.  
19 They're talking about metrics to see what's working and  
20 what's not working, and if it's not working, do away with  
21 it.

22           They're talking about, "Look at our success rate  
23 of BIE." Only 35 percent of our schools are performing.  
24 They're saying, "Do away with all of it." So we're trying  
25 to shift that conversation into providing the information

1 that we can make a case to Congress. I think we've done a  
2 pretty good job. One, a plus-up in '15; two, \$140  
3 million. We got this budget, this administration to  
4 propose for BIE. That's never been done before.

5 So I think you see some -- not just words -- and  
6 those of you that have worked in Washington and lobbied a  
7 lot, you understand. It takes a lot to get a proposal  
8 from BIE through the Department of Interior, that's one;  
9 then it has to go to OMB, that's two; then now, it goes up  
10 to Congress.

11 We've never been able to even get out of Indian  
12 Affairs, much less the Department of Interior, much less  
13 OMB. So we really have an opportunity here. And I want  
14 to say that in response, for the first time ever, ever, we  
15 have a president who is fully engaged on improving not  
16 just Indian education, but Bureau of Indian Education. He  
17 actually knows what BIE stands for. He knows what those  
18 letters are.

19 Don has met with him, and he can tell you the  
20 story that he had the first time he met him, what he told  
21 him. We've had meetings right off the White House, his  
22 oval office with all the secretaries saying, "This is  
23 important. I want this done." And then you have  
24 Secretary Duncan and Jewell who are committed. I was at a  
25 meeting with Secretary Duncan, the first time he was with

1 all the state superintendents, Skandera and Huppenthal,  
2 and other people. And within his speech to these people  
3 who don't really have much to do with Indian education, he  
4 kept hammering in, "We're forgetting Native Americans. We  
5 need to bring them up. We need to do something for them."

6 He's calling for a meeting next week with all the  
7 state educators -- I mean, state superintendents. And  
8 Secretary of the Interior, you've seen her. She goes to  
9 any school. We have a spotlight and a wonderful  
10 opportunity, and I really encourage us to try to work  
11 together.

12 This plan is not about the one grant. This plan  
13 is not about that. This is about providing services to  
14 the school. It has nothing do with the single grant. The  
15 idea and the concept is that we should be working like, as  
16 a district. That's what this plan reflects.

17 Tribally-controlled schools should work like a  
18 district. BIE-operated should work like a district.  
19 Navajo should work like a district. That's what this  
20 reflects. It does not reflect the Navajo Nation. Navajo  
21 Nation -- you can all decide what that's going to look  
22 like. And when I say, "The Navajo Nation," what I say is,  
23 to me, I only know one process with the Navajo Nation. It  
24 has to go to the committee. It has to have the vote by  
25 the council, and the president needs to sign it. If you

1 know a different way, then please let me know. But that's  
2 the only way I know. When I say, "Navajo Nation," that's  
3 the process that has to be followed, so if there's another  
4 way that I don't know about it, please let me know about  
5 it.

6 But that is the only way I know the Navajo Nation  
7 speaks. And right now, it is just in the formulation  
8 process of deciding what would we propose if we did that.  
9 So, I think sometimes, we've gotten way ahead over here.  
10 This has nothing do with a single grant. If the Navajo  
11 Nation takes two, three years, if the Navajo Nation says,  
12 "We don't want it," we still have to operate these schools  
13 today and tomorrow, and we're not doing a good job.

14 The current situation with the line offices has  
15 failed, and we're sitting around here thinking: We need  
16 to keep that system alive. I don't understand it. I'll  
17 be honest. I don't understand. We have year after year,  
18 decade after decade of failure in the current system, and  
19 we're sitting around saying, "Don't touch my system.  
20 Don't touch my line officer. Don't touch my line office."

21 We're not looking at the outcomes for our kids.  
22 We're not looking at the future of the Navajo Nation.  
23 We're looking at, "This is my buddy. Don't let her lose  
24 her job." We need to focus on that child. What is that  
25 child getting? What kind of education is that child

1 getting at that school? And if it's not at the level it  
2 should be, then we should be doing everything we can to  
3 work together to change that. That's what we're trying to  
4 do here. That's what this reflects. That's what we want  
5 to work together.

6 I'm committed to trying to make this happen.  
7 Regardless, if the Navajo Nation says, "One grant."  
8 Regardless, if they want to take over the schools. I  
9 think that's what we want all across this country with  
10 Indian Country, and that's what we're trying to get at.  
11 But the decision lies with the Navajo Nation. So we've  
12 had some changeover this year at a lot of different  
13 levels, at the board, the committee level, the president's  
14 level. So we go back and we start the education process.  
15 That's what we're in, education, and that's where we're  
16 at.

17 And we stand here just to help and assist, but we  
18 still have schools to operate. Emily still has 32  
19 BIE-operated schools she has to respond to. And then also  
20 you talked about the support from the grant schools. We  
21 still need to provide that support. So regardless of what  
22 that decision is, we still are accountable.

23 I have to testify on the 13th of May before the  
24 Senate Indian Affairs Committee. And they don't care --  
25 grant school or BIE school. It's one school system, and

1 that's what we've got to focus on.

2 Don, I don't know if you wanted --

3 MR. YU: Sure. Sure. Happy to respond to some  
4 of your concerns.

5 I guess the first thing is, I have met with the  
6 president a few times, brought up the school system with  
7 him. He's even written e-mails to Secretary Jewell  
8 talking about how important this work is to him. I'm not  
9 sure if I could just maybe ask Sally just to give that  
10 e-mail or something so we have it, but definitely at the  
11 highest level of government for sure.

12 But just to answer a couple of your concerns, I  
13 think your first comment was the blueprint is, "Not  
14 grounded in reality" about the budget. I'm happy to  
15 discuss with you at any time what makes you think that.  
16 The reality is that there was an increase in fiscal year  
17 '15, and a humongous increase, historic increase, probably  
18 except for the Recovery Act, biggest increase in the  
19 Bureau's history, a funding increase there. So maybe  
20 there's something I don't understand about not "grounded  
21 in reality," but those numbers are real. You can go to  
22 the budget and see those numbers.

23 And I do want to say one thing: Some of those  
24 increases you probably have -- again, I am new to the  
25 system. I've only been working on the school system for

1 18 months. I know many of you have dedicated your lives  
2 to it, so I'm not going to presume anything. You know, at  
3 the same time, my understanding is things like tribal  
4 grant support costs, facilities, operations, and  
5 maintenance, educational technology, high-speed Internet,  
6 all of these things, I assume you've been asking for many,  
7 many years, and have received nothing. Even in the  
8 President's budget request to the hill, there have been  
9 nothing. And I do want to say Monty is the first director  
10 that's ever delivered on any of those requests, ever. I  
11 think that is the truth.

12           And you can see the battle is why the BIE  
13 director position has been 33 directors since 1979.  
14 That's an average of 18 months, and that means that  
15 these -- I'd like to assume that these people -- I don't  
16 know them personally, so I won't judge them. I can't look  
17 into their hearts and know what their intentions were.

18           But, to me, when someone goes to a job and can  
19 only last 18 months, that means they end up going to D.C.  
20 and get beaten there by the bureaucracy, by no one caring  
21 about these issues. People in D.C. care about, as you  
22 know, military spending and things like that. You know, a  
23 tiny school system like ours, hard to get our voice heard.

24           One of the reasons that Monty has had success is  
25 because this particular administration, this president,

1 both the secretary of education, Secretary Sally Jewell,  
2 have supported him in his efforts. So again, that's not  
3 to say that, you know, \$20 million for a new school, and  
4 \$14 million for tribal grant support costs, and 100  
5 percent funding next year, makes up for decades and  
6 decades of neglect. I'm not saying that, but I am saying  
7 it is a big first step in the right direction, and if we  
8 continue that path, I do think things will improve.

9           Fiscal year '17 will be probably, since I'm a  
10 political appointee, fiscal year '17 will be -- this  
11 administration's probably our last budget. So that will  
12 be three in a row, and hopefully, within the next  
13 administration continues his work.

14           Just a couple of other things. Let me see here.  
15 Some of these things about competition. So that was a big  
16 topic when we first started the Blueprint for Reform. The  
17 first draft out for consultation, basically, that was --  
18 those ideas -- almost all of it was removed just due to  
19 feedback. But some of these things we don't have a choice  
20 about. The Section 2020 grants that Monty's talking  
21 about, even though he's doing his best to make sure that  
22 money is spread across -- evenly across the tribes, that's  
23 a statutory -- that grant -- the parameters and  
24 requirements for that grant are entirely designed by  
25 statute. So there's just so much we can do

1 administratively to change those things.

2 But so -- they're -- so I wouldn't call it  
3 competition, necessarily. But that's certain kind of  
4 eligibility requirements that we cannot control. And also  
5 that funding, you know, that -- although it's aligned with  
6 our agenda, so much of that work came from requests from  
7 outside organizations like the Travel Education  
8 Department, National Assembly, TEDNA also lobbying the  
9 bill as well.

10 Let me see here. Also, Faye, you had mentioned  
11 that the funding that we have been providing is "increased  
12 funding to be used for carrots." There's nothing in  
13 the -- there's nothing in '15 -- of the \$40 million in '15  
14 that is being used for carrots. That is a new school  
15 construction, tribal grant support costs going straight to  
16 your schools, other smaller increases for facilities  
17 operations and maintenance and things like that. There's  
18 nothing in there for -- we did not advocate for funding to  
19 be used as carrots, as you mentioned. That is in the  
20 fiscal year '15 budget. You can look at it.

21 The '16 budget, again, \$180 million increase over  
22 last year. The vast, vast majority of that funding is for  
23 new school construction, high-speed Internet. These are  
24 not things being used for carrots. There's no  
25 eligibility. If Congress approves that budget, those will

1 be things going straight to our schools.

2           Let me see here. And then there was another  
3 question and -- okay. And also your concern about lack of  
4 immediate relief. I will -- I'm not going to come up here  
5 and just like say, "We've done all these great things."  
6 There's some things that have been very difficult for us  
7 to predict. Congress has been, as you might guess,  
8 President Obama and Congress, we don't get along so well.  
9 So that has been an extremely challenging relationship.  
10 And I know we said that we wanted to provide immediate  
11 relief with these technical assistance teams, these school  
12 support teams. That, however, has been held up through  
13 what Monty was describing earlier this afternoon about  
14 that reprogramming progress with the bill.

15           And the bill, as part of their job, approving  
16 that plan, is also what is holding up the filling of the  
17 existing vacancies for those school support solution  
18 teams. We cannot approve those vacancies and fill those  
19 positions until Congress approves that. Part of that is  
20 because they're listening. Many of you have gone up to  
21 the bill and expressed your concerns to them in Congress,  
22 and that's why Congress wants to do additional oversight  
23 and make sure that everything -- you know, they're having  
24 many, many hearings on us. The House Education Workforce  
25 Committee had a hearing the same day as the Rapid City

1 consultation. There are two more on the way. The hill is  
2 doing a lot of oversight.

3 That is the reason why, again, timelines have not  
4 been perfect. If the administration could make every  
5 single decision on its own, I guarantee you would have  
6 seen that relief. But many of you have been going up to  
7 the hill expressing your concerns to congressional  
8 staffers, senators, congressmen and women. They have been  
9 asking us a ton of questions in response, and, again,  
10 holding oversight hearings. They're the ones that have  
11 worked on the immediate relief coming to the schools.

12 I think that's everything. But again, Faye,  
13 happy any time to talk to you or Angel any time. And I  
14 hope you know that, and Angel and I speak all the time,  
15 happy to address any of your concerns at any time.

16 Last one -- actually, and the last one was I  
17 think you mentioned the blueprint is entirely top-down. I  
18 would like to understand why. Maybe I'm not understanding  
19 something. I came to this job. I was told that what I  
20 need to do is listen to -- Arne and Sally told me and  
21 Monty -- and Monty was also pushing it, "We must listen to  
22 tribes." There's nothing -- there's no reform in that  
23 blueprint or any initiative that we do that is mandatory.  
24 None. There is nothing in there. If someone is  
25 experiencing something to the contrary at their school,

1 because we are so far away in D.C. sometimes we do not  
2 know about everything, then I would like to know about it.  
3 There is nothing mandatory or top-down. Everything is  
4 voluntary.

5 I'm just trying to bring additional resources to  
6 the table and offering to see -- people asked for more  
7 professional development for teachers, so then we went out  
8 and created a partnership with the National Board for  
9 Professional Teaching Standards, things like that. None  
10 of those are required, though. We have 252 teachers,  
11 that's not enough for registration. But that was 100  
12 percent voluntary, and done with the principals and the  
13 teachers at both the federal schools and the grant  
14 schools.

15 MS. BLUE EYES: Until you mentioned it, I  
16 remembered that she brought these and told me to give you  
17 one for Monty and these guys, and then she wanted the  
18 audience to have one.

19 MR. YU: Sure. Thank you.

20 DR. ROESSEL: Okay. Let's take a 15-minute break  
21 and then come back and then work on through. So be back  
22 here by 3:30, which is about 12 minutes.

23 (A break was taken at 3:19 PM.)

24 MS. LARGO: Bill Cly.

25 MR. CLY: Hello. Can you hear me? Can you hear

1 me back there? I can turn my volume up. (Native American  
2 spoken). How's everybody doing? I know I'm -- about this  
3 is about my second nap time, so -- but I'm Mr. Bill Cly.  
4 I'm the vice president of the Richfield Residential Dorm  
5 Board, and I'm from (Native American spoken).

6 I represent a unique Native American student  
7 residential dorm in central Utah. It's called Richfield,  
8 Utah. How many of you kind of know where that is? Oh, my  
9 gosh. That's good.

10 I wanted to continue to meet and come to these  
11 meetings because, like all of you, I'm really interested  
12 in the education of our kids that have these kind of hair  
13 and brown skin, and I love them all. I cheer for them.  
14 Especially when they're competing with other ethnic groups  
15 out there.

16 I want to be able to share with you what happens  
17 to a lot of our students up there in Richfield, you know,  
18 because I was on it. I went to that school for eight  
19 years. I can tell you when you board the bus, we used to  
20 board the bus in Tuba City, and we are (Native American  
21 spoken). We were hanging on to our mom and dads, "Please  
22 don't let me go, you know, broken English, (Native  
23 American spoken).

24 But our moms -- some of our mom and dads said,  
25 "No. (Native American spoken)." I remember that.

1 (Native American spoken). About halfway to (Native  
2 American spoken). I could smell the mutton coming out of  
3 the bags. I know everybody has got their -- they're  
4 eating it. And then we get closer, about a mile away --  
5 half -- maybe 30 minutes, you could hear somebody crying,  
6 you know. Was it me? Man, I used to feel homesick when  
7 I'd get that far, and I noticed there's mountains coming  
8 up. I know on the other side of the mountain is a dorm in  
9 Richfield, but somehow I see a sign that says, "Sevier  
10 River." Somehow it calms me and everybody else. You  
11 could hear everybody just quiet down.

12           Those are some of the things that I really  
13 appreciate, and I know today, we have a hundred students  
14 that go up there, and they really -- just a couple of  
15 months -- I have never seen a student -- see, we attend  
16 two high schools from the dorm. There's the Richfield,  
17 and then the South Sevier. Richfield was noted in the  
18 state of Utah as the third best high school educational  
19 program. They were ranked real high. And just last  
20 month, one of our students made student of the month from  
21 our dorm, you know.

22           All these things that are happening to kids.  
23 I've got kids that are running cross country. Right now,  
24 they're practicing. We've got girls running cross  
25 country. They're getting involved with these Anglo kids.

1 They're stepping out of the, you know, kind of the rez a  
2 little bit, getting out there, facing that culture shock  
3 that we all have to face sometimes. I really appreciate  
4 my experience with that.

5           And then to tell my leaders, the BIE, the people  
6 that are -- I know the government, way back, when we  
7 signed that treaty, they wanted to take care of our  
8 people. How much have they done? How many of you have  
9 had a good experience with the BIA dorm? How many of you  
10 had a bad experience? See my hand? I have -- if you look  
11 at the close-up of my hand, I have one that's disfigured,  
12 and then the other one has another disfigured. Where do  
13 you think I got that? I used to get lined up. "Cly, hey,  
14 you've been messing around again." I was the one in bed  
15 asleep, right? All my naughty friends say, "He's the one  
16 that did it. He's the one running around."

17           And they grabbed me and said, "Hey, Cly,  
18 downstairs." They used to put your hand like that, and  
19 they used to hit it with a what? With a chain. That's  
20 how I got my -- this finger -- the way it is and this  
21 other one.

22           I had those experience, but I want to thank the  
23 U.S. government for helping us. They really didn't know  
24 what they were doing, right? Were they trying to figure  
25 out how are we going to educate all these Navajo kids, in

1 my case, in our tribe. There's other tribes that are  
2 involved, too. "We don't want them to speak Navajo. We  
3 want to put them somewhere where they can speak English,"  
4 right? What happened when you spoke Navajo in those  
5 dorms? Soap in your mouth. Okay. Yeah, Ivory Soap, huh?  
6 Or they'd take -- you know, they used to chase all us boys  
7 in the shower, right? Put water on you, "Hey, put water  
8 on you. Put your soap on you," and then they turned it  
9 off. What happens when the soap starts to dry? It starts  
10 to peel, and it hurts. And then when you eat soap -- have  
11 you ever ate soap? You ever eat soap? Oh, you have? You  
12 know. You know, that was a punishment.

13 But anyway, what I wanted to do is, I want to  
14 thank the government for all that they've done to help our  
15 people. I appreciate that. I appreciate -- I used to  
16 get -- when I would report to the dorm, I'd get a little  
17 bag, a sack, with a couple of socks, pants and shirt. I  
18 had to make that last, right, the whole year. I thank  
19 them for that, building the dorms for us up there. They  
20 didn't have high school on our -- on the rez yet. I want  
21 to thank the government for that.

22 But, you know, why did that happen? Anybody know  
23 a little bit? Why did that happen to the Indian people?  
24 You know, there's somebody that had something to do with  
25 it. Anybody know that? Our maker. Did you know that?

1 He knew what was going on. But today, I just want to  
2 thank Monty and the BIE, you know, they've been given the  
3 responsibility now, and then the tribes have to make a big  
4 decision, huge one. How many of us are ready to do that,  
5 take over our own school with our own kids? Huh? Are you  
6 ready?

7 You're still scared, right? You're already doing  
8 it, some of you? Yeah. So I want to thank Monty and --  
9 Don?

10 MR. YU: Don.

11 MR. CLY: Shu?

12 MR. YU: Yu.

13 MR. CLY: Yu?

14 MR. YU: Yes.

15 MR. CLY: Don Yu?

16 MR. YU: Yes.

17 MR. CLY: Don Yu?

18 MR. YU: Yes.

19 MR. CLY: Yeah, for your help. We appreciate all  
20 of you and your staff. I, for one, am really appreciative  
21 of what has happened, and the educational pursuit that  
22 we're all after, especially in Navajo.

23 I keep saying that it's a great opportunity for  
24 all of us to get involved, like everybody's been saying.  
25 You know, I've -- I went to school at -- I'm a Mormon by

1 faith. I've been doing a lot of church work. And I  
2 raised seven kids in Kayenta, and they're all doing well  
3 today. I want all the other kids to do that, too.

4 See, I work for the public school there. And I  
5 used to talk to these kids. These little kids, they get  
6 in trouble. I always get the troublemakers. And I says,  
7 "I know you're -- you want some attention." And that's  
8 all they're asking, our kids, "Help us. We need help."

9 And like all of you expressed, I really  
10 appreciate what I've heard today about the buildings. How  
11 many of you would go into a building that's all run-down?  
12 You see the insulation hanging down. Would you go in  
13 there? Would you go in there if this building was like  
14 that? Huh? Asbestos in all the ceilings and all the  
15 buildings, in old buildings. That's what they're made out  
16 of. But I hope that the government can hear us. You  
17 know, they keep asking, "What do you need?"

18 I'd like to -- as a representative of the  
19 Richfield Residential Board, we would like to be kept on  
20 the list for funding to replace our new (sic) building,  
21 because they need it. We tried real hard to utilize what  
22 funding we have to upgrade our utilities, because I've  
23 worked in that area, and I kind of know what to do on  
24 those.

25 I'm a civil engineer by school from BYU, and I've

1 got my teaching degree from NAU. And I care about these  
2 kids, you know. I want to help out somewhere as a school  
3 board member, and so I went back, and so I advocate for my  
4 program now. Not only that, but I'm interested in rez  
5 education, too, like I said. I work in people  
6 transportation throughout the rez, make sure these kids  
7 get to school safely on time every day because they need  
8 that education.

9           And so hopefully, we can come together and  
10 address that. All of us get involved for our kids. I got  
11 grandkids that are coming. I've got 13 of them, and I've  
12 got three boys that are not married yet, so I'm going to  
13 have more. So I'm going to push and help out for this  
14 issue that we have that's with us now.

15           And so I just want to thank you all, again. It's  
16 really nice to be here with you. I'm starting to  
17 recognize who's who. And I appreciate Faye Blue Eyes. I  
18 met her one day, and I know she keeps things kind of in  
19 line for all of us. We need people like that, you know.

20           So -- and then the rest of you, and then the  
21 people that I kind of -- people that I look up to,  
22 Dr. Lewis, Chairman Zah. I got my old boss back there,  
23 Delores. I've got people that I know. I look up to you.

24           And then Monty, he's from Rough Rock, right?  
25 Originally, from right there next door. I heard about his

1 family, what they were doing. So he's -- you know, he's  
2 back to help us, and let's help him. That's all I wanted  
3 to say. And then I just wanted to give you one other  
4 thing. I have a novel that's going to come out. And I  
5 thought this was kind of an ideal place to announce that.  
6 I have a book that's coming out. It's going to be  
7 called -- what do you think it's going to be called?  
8 Navajo Giant Killers. Do you know what it's all about?  
9 That's who you are. There's a book coming out on you.  
10 Let's make it happen. Thank you.

11 MS. LARGO: Larry Skeet.

12 MR. SKEET: Hello, (Native American spoken). I  
13 want to thank the gentlemen here, and Roessel, Emily,  
14 (Native American spoken).

15 So what I found out with that school was there  
16 was a lot of deficiencies. (Native American spoken). To  
17 a certain extent, (Native American spoken) building  
18 asbestos problem (Native American spoken). I'm going to  
19 turn and apply for a grant (Native American spoken). So I  
20 got everything to get -- your school is not going to  
21 become a reality until three years. (Native American  
22 spoken). I am not going to let my school suffer or my  
23 community suffer one more year under BIA, because there  
24 was no accountability.

25 In six months (Native American spoken), Jim

1 Hastings, (Native American spoken), "Mr. Skeet, you're on  
2 the right track. You have a vision."

3 I said, "I do have a vision. That's why I want a  
4 grant school. This is for the community around down this  
5 valley." (Native American spoken). We turned to grant in  
6 within less than a year. (Native American spoken). I  
7 haven't heard one. (Native American spoken). Because I  
8 knew what my community needs, my grandkids, my nieces, my  
9 relatives need. (Native American spoken). That smile  
10 gives joy to your heart. Am I correct? (Native American  
11 spoken) that you're here (Native American spoken)  
12 reorganization (Native American spoken).

13 I just need you to think about it. (Native  
14 American spoken). I'm just a regular individual (Native  
15 American spoken). I have a master's. I have a Ph.D.  
16 (Native American spoken). I said, "Excuse me, ma'am. Who  
17 are you trying to intimidate?" I say, "You're not going  
18 to intimidate me because my grandson's here." I said, "So  
19 what? You know what, ma'am? I have 360 degrees, because  
20 I know my way around." (Native American spoken). When  
21 you're going to put this child over here because you can't  
22 handle a child that's hyper, just to make your work easier  
23 for you, you just send him to Mental Health. I said,  
24 "You're not going to do that to my son. He's a perfect  
25 child. That's my grandson. You probably already put

1 something in his head where he's thinking: You know what?

2 This teacher is thinking this way about me.

3 I said, "Don't think that way. We love you. If  
4 that instructor doesn't love you, just let it be." I  
5 said, "There's so many things going on."

6 Kids go to school with (Native American spoken).  
7 They're thinking (Native American spoken). They don't  
8 want to go back to their home. They're caught in between  
9 (Native American spoken). We, as parents, administrators  
10 and educators, (Native American spoken) the easy way out,  
11 get on the street. So both sides, (Native American  
12 spoken). Let's be good parents. Let's have love. Let's  
13 have heart. (Native American spoken).

14 So with this one, I don't know how this is going  
15 to help as far as curriculum and our students. (Native  
16 American spoken) Navajo Times (Native American spoken).  
17 This individual has done his homework. I don't want to  
18 mention his name, but this morning (Native American  
19 spoken) that little article. I wanted to read that  
20 article to everyone here. You would have -- it would have  
21 made you think. You, as administrator, board members,  
22 educators, you would think: Hmmm. I better do my  
23 homework. I'm elected to help (Native American spoken).  
24 Hire me. Elect me. I'm the person with the experience.  
25 I will help you develop your child, right?

1 (Native American spoken). But somewhere we're  
2 failing. To be honest with you, we all are failing.  
3 (Native American spoken). I wonder if he or she thinks  
4 about what their career's going to be? Do you ever  
5 wonder? Anybody ever wonder? Parents? (Native American  
6 spoken). It doesn't matter, black, green, purple, orange,  
7 they are our kids. They need our love. (Native American  
8 spoken). It hit me (Native American spoken).

9 MS. LARGO: Beverly Coho.

10 MS. COHO: I'm going to try to speak loud. I  
11 really can't speak loud, but I hope you can hear me back  
12 there. I'd like to greet each and every one of you this  
13 afternoon. Those of you that have the perseverance as  
14 (Native American spoken) and leaders and other aspects of  
15 education to be sitting here at this time. It's  
16 commendable, while some of the others have left.

17 As I've been called, my name is Beverly Coho.  
18 I'm from Ramah (Native American spoken). And by default,  
19 I'm up here because of the non presence of our school  
20 board president, and also the grievance by the vice  
21 president for me to be here. (Native American spoken).

22 And I'd like to thank the staff from Washington  
23 for providing this venue for us to speak. And,  
24 furthermore, I'd like to thank you for your visit along  
25 with Mr. Skeet, Senator Udall, by his staff coming up to

1 Pine Hill, to take interest in our school, our school  
2 building. We're working hard on it, and soon we should  
3 have a dedication. We will invite you. Of course,  
4 there's a mutton feast.

5           And I'd like to say that years ago, your parents,  
6 my parents, were a team working on local  
7 self-determination projects. So that's what I still speak  
8 about and think about and dream about each and every day,  
9 each and every night.

10           I am an elected official on the Ramah Navajo  
11 School Board Incorporated. It is a corporation, not just  
12 simply a school board. It's a misnomer, in a way, that we  
13 run more than education programs. We have a myriad of  
14 other programs like, health, scholarship, housing, higher  
15 education, radio station, behavioral health, and so on.  
16 So that's our daily work.

17           Our sister over there, which is the Ramah  
18 Chapter, also has a handful of other contracted programs  
19 like, law enforcement, natural resource, realty office,  
20 aid to tribal government. Because we have more than a  
21 dozen contracted programs, our agency is recognized over  
22 there, our BIA Ramah Navajo agency.

23           A lot of times you'll hear from the Navajo  
24 Nation. They speak about five agencies. But Ramah Navajo  
25 is the sixth agency. And we're happy and proud of what we

1 are doing over there, and definitely we want to continue  
2 in the same direction with the same amount of energy, but  
3 improving each and every time, and serving our community  
4 people, and that is the Ramah Band of Navajos.

5           And I want to say that education is essentially a  
6 local entity and activity, which must reflect and rely on  
7 cooperation and harmony among the schools and the parents  
8 and the leaders in that local area. Instead of layers and  
9 layers of bureaucracy, to the greatest extent possible,  
10 the resources that would come available, whether in money,  
11 whether in time or other materials, should come directly  
12 to the students to be used by the students instead of  
13 having staff members between the Washington level office  
14 and the local school absorbing all those monies.

15           That has always been first and foremost, in terms  
16 of the talks that have been presented to us by our  
17 founding leaders. And we also think that rather than  
18 expanding bureaucracy, the BIE should be helpmates and  
19 supporters as well as the Navajo Nation should be  
20 helpmates to these locally-controlled schools.

21           And I know that there are several  
22 locally-controlled schools, and they have been doing  
23 rather well, despite the fact that certain ones may not  
24 be, and all of us tend to be labeled as not doing well,  
25 which isn't the case. From the 1970s through the present,

1 which is a span of 45 years, the Ramah Navajo School Board  
2 has procured millions of dollars in direct federal and  
3 other funding for educational and social programs for the  
4 people. The first of this development at Ramah Navajo was  
5 established well in advance of the groundbreaking federal  
6 legislation in 1975 that led to increased governments by  
7 Indian communities across America.

8           This legislation, we know as Public Law 93-638,  
9 the Indians Self Determination and Education Act. Thus,  
10 it established Ramah as being on the cutting edge of  
11 Indian self-determination. And number two, also led to  
12 the enactment of the tribally-controlled schools of 1988,  
13 which supports tribes and tribal organizations in  
14 operating their community schools across the nation, the  
15 United States. So indeed, the Ramah Navajos have created  
16 means for obtaining and focusing resources and services  
17 within their own community for the need of the people,  
18 thanks to the founding fathers and mothers who founded  
19 local self-determination in 1970.

20           None of them were high school graduates, and they  
21 were Sam Martinez, Bessie Randall, Bertha Lorenzo, Juan  
22 Martine and Chavez Coho. So 45 years ago, our local  
23 leaders stepped up and built a school from scratch, and  
24 another time, they stepped up was when they went to the  
25 Supreme Court. The State of New Mexico had taxed them for

1 building a school on Indian Land. It went all the way to  
2 the Supreme Court, and the decision was that Indians  
3 building schools on their land should not be charged gross  
4 receipts tax. A third time that they stepped up, the  
5 Ramah School Board stepped up is in Ramah v. Salazar.  
6 This was about indirect costs, and it affects contract  
7 support costs. I think we all understand that in 2015 to  
8 '16, there will be an increase up to 84 percent. It used  
9 to always be around 65 percent.

10 But in 2016, 2017, the President, U.S.  
11 President's proposed budget is 100 percent contract  
12 support cost as a result of Ramah v. Salazar. So we hear  
13 these different tribes across the United States saying,  
14 "We're going to be getting our Salazar money." No, I  
15 don't think so. You're going to be getting your Ramah  
16 money. That's what I've been saying.

17 So where you will have a role as leaders, is it  
18 behooves you to write letters to your congressional people  
19 for them to approve the Obama budget with the 100 percent  
20 contract support costs.

21 There was a young lady here with us, Erma Begay,  
22 chief financial officer. She's the one that spotted that  
23 discrepancy, and it's been a case since 1990, and it took  
24 some 23 years to finally get it realized. Still another  
25 case, number four, Ramah v. Sebelius. This has to do with

1 tribal shares and IHS. And we entertained a settlement  
2 with the 10th Circuit Court. This is out of Denver, and  
3 we arrived at settlement. And we are supposed to enjoy  
4 fairness in tribal shares instead of not enjoying fairness  
5 in that realm, and I'd like to thank you, (Native American  
6 spoken). Mr. Pete Zah. He helped us, with the  
7 Ramah/Sebelius case. He was the expert witness for us,  
8 and we were able to pull it through.

9           So we are like a child from Ramah with the Navajo  
10 Nation, but a child that is very advanced, that is  
11 flexible. (Native American spoken) for the benefit of all  
12 the Indian Nation (Native American spoken). As we have  
13 seen in some of these charts here, we like to keep the  
14 Albuquerque area intact with the listed tribes. And as  
15 you were informed earlier, Pine Hills School is over  
16 there.

17           I mentioned earlier that we have at least 12  
18 contracts. I'm going to mention them again as law  
19 enforcement, natural resource, realty, aid to tribal  
20 government, education, scholarship, adult ed, housing,  
21 health service, forestry, roads, and even Head Start. We  
22 contract all these programs.

23           About Head Start, a couple of years ago, I  
24 believe all the Head Starts operated by the Navajo Nation  
25 had shut down with the exception of Alamo's Head Start and

1 Ramah's Head Start, because those two communities' Head  
2 Start programs were run by their respective school boards,  
3 and we were in compliance. So we do have a good mind, a  
4 good hand of it at the local level, and I think we are not  
5 only able to help ourselves, but help so many other people  
6 from the ability to be innovative and flexible, and do a  
7 lot more than just simply providing goods and services to  
8 our community people.

9 I think within the recent decisions, there is a  
10 strong possibility that the Ramah Navajo Agency  
11 Superintendent's Office is going to continue. And since  
12 all of these other contracted programs are from the  
13 Albuquerque area, even IHS, we want to keep all our BIE  
14 programs, our BIA programs, our BOB programs and funds  
15 intact and together coming from the Albuquerque area to  
16 set up lends itself to expediency, accuracy,  
17 innovativeness, and unique attention.

18 These are all ingredients for a smooth,  
19 problematic operation. And while we may experience some  
20 challenges, this is not to say that there are not any  
21 challenges. But we must be -- as Ramah Navajos, be  
22 allowed to meet those challenges locally, and continue to  
23 build our own capacity. Graduates from our school have  
24 received post secondary and graduate degrees in a variety  
25 of fields, and work throughout the country, as well. We

1 have doctors. We have lawyers. We have a medicine man.  
2 We have engineers. We have professional administrators,  
3 whether it be in health, business or public  
4 administration. Some are employed in Washington D.C.

5 So I often wonder, as many other people do at  
6 Ramah, what is it about this test? It used to be called  
7 AYP. We're told we're failing there. But look, our  
8 children are degreed and they're working across the  
9 nation, even though we are from a small community.

10 So essentially, I am saying that according to the  
11 Ramah Navajo chapter and Ramah Navajo School Board  
12 Incorporated, we strongly urge the BIE, the Navajo Nation,  
13 and all tribal governments to preserve the locally-elected  
14 Public Law 100-297 school boards, and allow them to  
15 continue to exercise locally responsiveness,  
16 responsibility, accountability, authority, because this  
17 will ensure the ability of those boards to meet the unique  
18 and local needs of the children in the communities,  
19 together with the parents who live there locally. (Native  
20 American spoken). Thank you.

21 MS. LARGO: Roland Dixon.

22 MR. DIXON: (Native American spoken). Can you  
23 hear me back there? I'm from Kayenta. (Native American  
24 spoken). I'm on the school board at the Kayenta Community  
25 School, and I'm going on my third year. And within that

1 time, I've learned a lot what's going on with our schools.  
2 (Native American spoken). And by getting to know that,  
3 looking into the CFR as well as 62 BIAM, the structures,  
4 the policy procedures, the rules and regulations, what's  
5 in there, and I hate to say this, but BIE, BIA,  
6 administrators, the reason why I feel that we're where  
7 we're at is because they don't go by these policies and  
8 procedures.

9 (Native American spoken). One thing I have to  
10 say from what we've been talking about students,  
11 education, but, you know, kids are our business. (Native  
12 American spoken) school board (Native American spoken).  
13 We're going to protect their education. We're going to  
14 make sure that they get a good education. That's the way  
15 I feel about our kids. That's the way I feel, and that's  
16 why I look to see what's going on. What's going on? Why  
17 is it like that? Why are our students not making the AYP?  
18 I don't know if you guys got a list of all the AYPs, all  
19 the schools across the nation. You'll be surprised how  
20 many schools are not making the AYPs. I was surprised  
21 when I started looking at it. (Native American spoken).  
22 They're not making the AYPs. Why?

23 Last week I was talking to one of the  
24 administrators, and we started talking about that. We  
25 started talking about that. I brought up the subject

1 saying, "Why is it a lot of our schools" -- I said, "I  
2 don't know, but I got this in our packet. And all the  
3 schools aren't making AYP." I said, "Why are our teachers  
4 not doing what they're supposed to be doing?"

5 On this reform, (Native American spoken) on the  
6 five pillars, the first one said that we're going to have  
7 what? Quality, certified teachers and principal. To me,  
8 I don't think we have that. If our schools aren't making  
9 the AYP, somebody really needs to look at the pillar, the  
10 first one, the one that's on top.

11 And I was talking to the person. I said -- I  
12 said, "I know that even here, the school, I see it."  
13 Because sometimes I go around and talk to people and I ask  
14 the question again, "Why is it like that?"

15 (Native American spoken) AYP, the school.  
16 (Native American spoken). Maybe they lost their interest.  
17 Their interest in teaching the students aren't there  
18 anymore. They've gotten still. (Native American spoken).  
19 Then I said, "(Native American spoken). Why are they  
20 still in education? Why are they still in education?  
21 They get a low rating from the administration, but they're  
22 still in education." And I said, "Why is it like that?"

23 And I know, earlier, a person said, "Things have  
24 to change. Things have to change." Yes, they do. The  
25 only way -- that's the only way that our school will move

1 forward. Our students, their grades will go up and move  
2 forward with new young teachers that are wanting to come  
3 and teach our students when it's their love.

4 How many school board members do we have here?  
5 (Native American spoken). Like I said, I'm going on my  
6 third year, and I've learned a lot. And I see all these  
7 little students at Kayenta Boarding School (Native  
8 American spoken), and then those that are going to be  
9 leaving our school to go into a higher grade. And the one  
10 thing that really, that really, that really, kind of  
11 like -- I went, "Really? Is that what's going on?"

12 I said, "When we were talking about AYP, it was  
13 mentioned that" -- I said that before, "Even though the  
14 ratings are low, why aren't they being let go?" And I  
15 said -- it's going to blow you away, because it kind of  
16 blew me away.

17 And it was -- the answer was, "Because of HR.  
18 Because of HR." I said, "What do you mean by that? What  
19 do you mean by that?" (Native American spoken).

20 "HR will not let us do that. HR wants us to give  
21 them an average rating so they will be able to keep their  
22 jobs" where our students are being shortchanged. And, to  
23 me, that's not right. To me, that's not right. (Native  
24 American spoken). And I know there's a lot of other  
25 things that are going on in our schools, which has to do

1 like, school board members, a lot of you probably know  
2 that, you know, even the -- all the way from our community  
3 schools, all the way up to Window Rock. You see it. I  
4 see it. Even within the Navajo Nation, even with the  
5 public schools. Nepotism, favoritism.

6 I started thinking about that, about our school  
7 (Native American spoken). Two days I kept thinking about  
8 it (Native American spoken). Somebody comes in, they get  
9 their own little groupies (Native American spoken). This  
10 happened in our school, and so I know what I'm talking  
11 about. (Native American spoken). I kept thinking about  
12 it. There's something else. There's something else.  
13 There's something else that's there. And you know what,  
14 what came to me, finally? Religion.

15 I have nothing against religion, and I know  
16 (Native American spoken). It'll come to you. It'll come  
17 to you.

18 So those are the things that I think need to be  
19 addressed, and there are solutions that can be made just  
20 like Mr. Roessel said, "Where are your solutions?"

21 It has to go back to your schools. It has to go  
22 back to your school to make these things right (Native  
23 American spoken). I believe that. (Native American  
24 spoken). I believe that. (Native American spoken). When  
25 I walk into the school, I see -- the first thing when I

1 became a board member when I walked down the hallways,  
2 "Teamwork, teamwork, teamwork." That's the first thing I  
3 saw. And all of us here (Native American spoken).  
4 Everybody becomes one. It's not hard to do. It's not  
5 hard. Everybody (Native American spoken). This is for  
6 our kids (Native American spoken), their education.

7           You know, I was watching -- the other day I was  
8 watching the Pat Tillman Run. Thousand of runners. I  
9 mean, there was thousands. And then I thought, you know,  
10 when there's a group, the first wave, and I don't know how  
11 many in a wave they were letting go, and then the second  
12 wave, and then the third wave. Then I thought about that  
13 and I said, "That's how it is with our school."

14           This coming May, by the end of May, we're going  
15 have a wave of students leaving high schools from the  
16 eighth grade, junior high, then we're going to have  
17 another wave going in their place. It's like that,  
18 education. And it's our responsibility. Like some of you  
19 said, "(Native American spoken)."

20           Mr. Zah, I was telling him one time, you know, he  
21 went to Phoenix Indian. He was a PI, Professional Indian.  
22 And I told him that in Las Vegas. I said, "You know  
23 what?" I said, "When you were going to school, when you  
24 were in high school," I said, "somebody, our teachers,  
25 which were mostly White, probably said to you," probably

1 talk amongst themselves, "There are some students that can  
2 go on to college." And he's one of them. He became a  
3 leader as well as Leonard Haskell. He's a PI,  
4 Professional Indian. I'm a PI, Professional Indian, you  
5 know.

6           And then I -- as long I've been sitting in these,  
7 a lot of people went to school, you know, were encouraged.  
8 But you know what? I missed it by one day. I applied at  
9 Haskell. I applied at Haskell. I waited. I waited. I  
10 waited. I waited. I wanted to go to Haskell. Finally, I  
11 just gave up. And then I went to Phoenix. I went and  
12 signed up for the military. I passed my physical. I  
13 passed everything. I went back. I went back home.

14           And my mom says, "Here's a letter. Guess what?  
15 It's from Haskell." So I missed out by one day, but I  
16 don't regret that. But sometimes you think, what if?  
17 What if? You know, when I was -- I started going to  
18 school in Flagstaff when I was, you know, in public  
19 school.

20           And this is just a little -- a little ad thing.  
21 Today, I know they -- you know, when they ask for your  
22 nationality, you either write down, "Hopi," "Navajo,"  
23 whatever. But back then it was just like, you know,  
24 "What's your nationality?" It's American Indian. So back  
25 then I was an American Indian. And then I always thought

1 about it, American Indian. You know, I'm an American  
2 Indian. Wow. And then one time my mom says -- and I  
3 was -- you know, I needed my birth certificate. And I  
4 said, "Mom, I need my birth certificate."

5           And she gave it to me, and I was looking at it.  
6 And, you know, somehow I thought about the American  
7 Indian. And then my place of birth -- my place of birth  
8 is at Indian Camp, Arizona. Mr. Zah's been there (Native  
9 American spoken). One time, this grandpa, I gave him a  
10 ride. I was going from Kayenta to Flagstaff. It was  
11 cold, and he was hitchhiking. I picked him up (Native  
12 American spoken), and we just started talking. And  
13 then -- and then (Native American spoken). That's what he  
14 said. Thank you.

15           MS. LARGO: Sally Joe.

16           MS. JOE: Good afternoon, all of you. (Native  
17 American spoken) school board member (Native American  
18 spoken) Aztec, New Mexico. And I've been with the school  
19 board -- this is my seventh year over there. And I just  
20 want to thank everybody, those of you that are still here  
21 (Native American spoken). I'm all for it. I'm for  
22 education. (Native American spoken). They should be  
23 here, you know, that's how I feel. (Native American  
24 spoken). They should be here.

25           And I want to thank you, Emily, Don, thank you

1 for being here listening to everybody, and then your  
2 presentation. I want to let everybody know, let you know,  
3 that I am for the one grant. Everybody's talking about,  
4 "one grant" or somebody's saying, "no grant. We don't  
5 want the grant." But I think -- to me, I think it's a  
6 good idea because we're tired of BIA, and this is true,  
7 right? BIA (Native American spoken). Many, many, many,  
8 many years, and we always -- I always used to make a  
9 comment that BIA (Native American spoken).

10 Now, we're going to be on our own, ladies and  
11 gentlemen. Now, we can do everything what we wish, you  
12 know, that we want (Native American spoken) and, however,  
13 (Native American spoken) one grant. You know, I, myself,  
14 work for tribal program. 27 years I worked for the tribe.  
15 And I got money directly from federal, directly to my  
16 program, which was breast and cervical cancer, and it's a  
17 direct program.

18 And I fought for getting my full 100 percent  
19 money. And that's the way I want it with this one grant.  
20 And you have an organizational chart. I've seen it, and  
21 in there, I don't like the drawing. That drawing says the  
22 money's going to come from Washington. Then there's a  
23 little box here, BIA. There's another box right here,  
24 Navajo. Then the distribution comes. That's how I saw  
25 the chart.

1           And I want -- for myself, I feel that that chart  
2 needs to be redone to have the money go directly to the  
3 schools. That's what I want. Leave everybody the way --  
4 leave everybody working and -- but the money needs to be  
5 funneled to the school, and I don't want BIA to take any  
6 of our money. I don't want the tribe to take any of our  
7 money, and I want the whole 100 percent funds to go  
8 directly to students. That's what I want. That's what I  
9 feel. Because right now, there's a lot of problem (sic).  
10 We need lots of things over here.

11           I'm from Kincaid. My dormitory is 54 years old.  
12 When I got there, that's what I found out. And it just  
13 gets re-renovated, re-renovated. We're spending millions  
14 and millions of dollar (sic) to keep that roof for the  
15 kids, and every year we always get a hundred. And they  
16 all go to school, to Aztec Public Schools.

17           It's a big challenge for my -- I dealt with  
18 Tonalea Community School. They're still under BIA. And  
19 my grandkids -- I live in Sheep Springs. My grandkids  
20 went to BIA. And the reason why I want to get rid of BIA,  
21 my kids were there. My grandkids were there. You know,  
22 when they graduated from eighth grade, they went to Aztec  
23 Dormitory to go to Aztec High School. They were -- by the  
24 time they graduated, they're almost like a sixth-grade  
25 level, seventh-grade level, but they still graduate them,

1 and they go over there, and they have a lot of problems  
2 over there.

3           And we have lots of older, older teachers at that  
4 school. And a lot of things I've done to try to change  
5 the structure and change the school is because we -- you  
6 hire teachers over there. You hire teacher aids. Teacher  
7 aids are the main ones that are teaching the students.  
8 And we -- some of the schools did away with teacher aid  
9 because I didn't want my grandkids to be taught by a  
10 teacher, you know, daily, Monday through Friday.

11           We changed that. And they take homework -- I  
12 don't like homework, but that's what's going on. So  
13 there's a lot of things that I could say, stand here all  
14 day and complain about what BIA's doing. But if we take  
15 over, I want all those changes to be made so that we can  
16 hire qualified teachers.

17           Right now, a lot of them are still in these  
18 school (sic). They're just waiting to retire. That's  
19 what I found out at Tonalea. We have older teachers just  
20 waiting to retire, and they're not up to par with Don.

21           And I'm just like -- I was kind of upset. So  
22 when this whole thing came on, I was all for it. But I  
23 want the money directly to the school.

24           And we're going to fight for it, Don. We're  
25 going to -- I'm one of them that don't want the money to

1 go to the tribe. And I have experience with that, with my  
2 school and my board, with the Navajo Tribe. Any time,  
3 when Navajo Tribe gets ahold of the money, it's all  
4 misused. Everybody takes a chunk of it here and there.  
5 And we'll be sitting back there and over the hill with no  
6 money, and the school is going to close.

7 I vision (sic) all that. That's why I said, "No.  
8 We need to take control of it."

9 But we want the full money, Don. That's how I  
10 feel. And I could go on to say these are the reasons why  
11 the tribe -- we don't want the tribe to take over. I  
12 could just go on, but I have lots of reasons because I  
13 experienced it in working for the tribe many, many, many  
14 years. And a lot of those indirect costs, administrative  
15 costs, everything. If you gave money to -- there's a lot  
16 of money, billions of dollars. And if they take 10  
17 percent, that's a lot of money for the tribe to mess  
18 around with, misspent. That's my reason why I really,  
19 really, fully support one grant, but the money to go  
20 directly to the school. Thank you.

21 DR. ROESSEL: Let me just make one comment, then  
22 I'll let Don respond.

23 You heard them, Don.

24 You know, I just want to say this, because I --  
25 you know, I represent the entire BIE. And I understand

1 where you're coming from. I really do understand that.  
2 But I think it's important to note that we also have some  
3 very high-performing BIE schools that have the same  
4 personnel as -- look at -- you brought up Tonalea, and  
5 then you look at the different schools that we have. Tuba  
6 City Boarding School, 1,300 students, bigger than any  
7 other elementary school on the reservation. They have  
8 been making AYP for eight years in a row.

9 Tuba City Public School has not been. Kayenta  
10 Public School has not been. Window Rock -- all these  
11 schools have not been. There's a school that's 1,300  
12 students, and they're BIA employees. Na'Neelzhin Ji'Olta  
13 has been making AYP. We have schools that are good, so I  
14 don't want to say, you know, "Let's get rid of all these  
15 BIA teachers" because we have good teachers.

16 When we talk about that first circle, teachers  
17 and leaders, we need to make clear that if you look at  
18 Tuba City, if you look at Na'Neelzhin Ji'Olta, if you look  
19 at some of these, what's different? They have strong  
20 leadership that's able to work with their teachers, and  
21 build capacity of those teachers, inspire them to do  
22 better, inspire them to ensure that learning is taking  
23 place. So that's two things we want to make sure that --  
24 we want to make sure that we don't want to -- and one of  
25 the things when we went through this whole reorg that I

1 brought up, because like you, I've been around here. I've  
2 seen the schools. I know the people.

3 And the question I kept asking the group as we  
4 would get together, "Is this a personnel issue or is this  
5 a structural issue?" A personnel issue is maybe it's just  
6 because we have a bad principal, so then, do we change  
7 everything, and yet maybe it's just easier if we take that  
8 principal and remove them and put somebody more competent  
9 in.

10 So looking at this structure, we continually have  
11 to ask ourselves: Is this a personnel issue or is this a  
12 structural issue? So I don't want to just -- I understand  
13 the intent of what you're saying with the teacher. I  
14 agree with you.

15 Right now, today, one-third of all of our  
16 teachers within BIE could retire. Now, there's two ways  
17 to look at that. I look at that as a wonderful  
18 opportunity, and I think you do, too. But what do we do  
19 in the meantime?

20 So that structure -- this structure, if that were  
21 to happen, we need to be able to recruit and put teachers  
22 in quickly. And we can't do that if BIA is handling our  
23 HR. So we moved the HR functions under BIE. So we're  
24 trying to take some of these issues that you're talking  
25 about and address them in a structural problem. But each

1 of those boxes is a person, and you want to get the best  
2 person in that position, but sometimes it doesn't always  
3 happen. But then you need to make sure that your  
4 structure, your policies, your procedures work.

5           You know, one of the things that we're really  
6 concerned -- I'm really concerned with what's happened  
7 here at Navajo is the number of evaluations that were not  
8 done of teachers, of principals, of ADDs, of ELOs and  
9 principals.

10           When you look at our entire system -- I had a  
11 meeting two weeks ago with the union, as we start this  
12 collective bargaining agreement. And they brought all  
13 this data, and it's concerning, very disconcerting. So  
14 even though we put all these new boxes up and we changed  
15 that, it still comes down to people, and we need to ensure  
16 we get the right people. That's where school boards come  
17 into play, BIE, ADDs, we come into play.

18           Everyone needs -- has to work better to ensure  
19 that when we get those right people in the positions that  
20 we can get the job done. And I think that's something  
21 that we -- that I just want to bring up is, that I agree  
22 with you in terms of that.

23           The other thing is, I will say this over and over  
24 and over: The funding that goes to schools goes directly  
25 to schools. It can't veer off. So that funding, no

1 matter if the tribe takes over single grant or not,  
2 there's no way they can touch that funding and take it  
3 away. It has to go to school. 100 percent has to go to  
4 the school. No, ifs, ands, butts about it. So that's  
5 something that, you know, is not a part of this, but it  
6 has to go to the schools to be utilized at the school  
7 level.

8 MS. JOE: Can you put that in writing?

9 DR. ROESSEL: It is in writing. It's in the  
10 Statute 25 CFR, the ISEP formula. So we can't -- we can't  
11 take -- you know, take -- you know, one of things that I  
12 thought when I got back to Washington, okay, there's some  
13 office in there, someplace in there where's there's like,  
14 this slush fund. There's this money that we can just  
15 reach back and grab and do things. There's nothing.  
16 We're sitting there like, you know, selling burritos to  
17 try to get -- you know, to help with this reorg. I mean,  
18 we really don't have any money to try to do some of these  
19 things, and we have to find creative ways. So there is no  
20 slush fund or anything in Indian Country, much less for  
21 BIE.

22 So the money -- I just want to make it clear, it  
23 goes directly to the schools. We can't affect that or  
24 impact that. But I do share your concern about the  
25 personnel issues. We need to find a way to make our

1 teachers better. The reason our test scores aren't well  
2 is not because of the boxes. It's because what's  
3 happening in that box in that classroom. The instruction  
4 needs to get better. The principals need to get better.  
5 How do you do that? That's what we're trying to focus on.

6 MR. YU: So I'll just say a couple of things.  
7 I'm very sure that all of you would advocate very hard to  
8 make sure the money goes straight to the schools. That,  
9 as Monty already said, that's already the case.

10 I think there is a reason why. So, you know, I  
11 used to work in Chicago, do a lot of work for Chicago  
12 Public Schools. And there, it's really just two budget  
13 lines. There's one gigantic budget line for instruction,  
14 one other really giant budget line for operations. And  
15 the Chicago Public Schools CEO has a lot of discretion  
16 about how that money is used. So change can happen really  
17 quickly here.

18 When I saw the BIE budget for the first time,  
19 it's 39 different separate lines, and I think that some  
20 people told me that the reason it was done that way is  
21 because tribal leaders, BIA, stakeholders, many other  
22 people didn't like the idea that there's -- in a sense  
23 that the money was getting siphoned off somewhere and not  
24 making it to the schools.

25 It's impossible. You know where every single

1 dollar is spent in the BIE's budget. I'm happy at any  
2 time to go -- if someone can point out to me the budget  
3 line where money is not being -- is being siphoned off  
4 somewhere, I'm happy to look at it. You can also look at  
5 the Indian Affairs budget lines in the Indian Affairs  
6 Green Book for the past few years. Everything is laid  
7 out. It's also all formula funds. As Monty said, if that  
8 money is not going to the school and is being siphoned  
9 off, then it's breaking the law, and we would be violating  
10 the law.

11           The only place where some money is being used for  
12 full-time employees is the \$14 million for education  
13 program management. But that's \$14 million to run a  
14 school system of 183 schools in 23 different states, the  
15 most complicated school system in the country.

16           As Monty mentioned, the tribal grants for Navajo  
17 Nation for 60 schools is larger than the BIA's program  
18 management funds. So clearly, everyone here, probably for  
19 many, many years has advocated to make sure that money is  
20 going to the schools. That's already happening, and  
21 that's why the budget is structured the way it is. So I  
22 mean, I would say about one percent of the budget goes to  
23 school administration for the BIE.

24           But I guess -- this is just my opinion -- but  
25 that's the reason why the BIE's crippled. I think the BIE

1 is a crippled organization. It cannot respond to all the  
2 things that you ask for. You ask for all different kinds  
3 of services, facilities, HR, IT support, finance, budget,  
4 technical assistance. In my opinion, maybe your accuracy  
5 was so good that there's almost nobody in these offices to  
6 help at all.

7 And if you go down to the D.C. office, the BIA  
8 headquarters --

9 And, Monty, your staff is probably less than ten  
10 people, something like that, or around ten people.

11 And so that's just -- again, I'm happy to have  
12 this discussion with anybody at any time.

13 There actually have been a couple of situations  
14 here and there, someone pointed it out, a bit of funds  
15 where someone else found it out. And all of you are  
16 watchdogs. The money is so complicated, there have been a  
17 couple of times here and there where someone had pointed  
18 something out. I found out about it and investigated it.  
19 Nothing was corrupted. So I'm more than happy at any time  
20 to talk about how funds are allocated from the BIE's  
21 budget.

22 DR. ROESSEL: And we've had so many GAO reports,  
23 inspector reports, and if we were doing something wrong,  
24 they would have found it out by now.

25 MR. YU: And there's a reason why we had so many

1 GAO reports. The government accountability office is  
2 always criticizing the BIE's management, operations  
3 management, fiscal operations, human resource, whatever  
4 they may be. They're getting criticized all the time.  
5 Most of the reasons they say is understaffed and  
6 undertrained. There's nobody in these offices. Even in  
7 the education line offices right now, some of them have  
8 been vacant for years. You know, because we've been put  
9 on a hiring freeze, so we can't even fill those positions  
10 at all.

11 So this is just my opinion, I don't think the  
12 BIE, right now, is staffed in a way that can deliver --  
13 respond to many of your needs. And that is because --  
14 again -- again, my opinion -- I think it's understaffed.

15 MS. LARGO: Len Chester.

16 MR. CHESTER: Shall we wait till Monty get's back  
17 or get started?

18 MS. LARGO: You can start.

19 MR. CHESTER: Okay. We're doing a group  
20 presentation, just to show that we're a solid board. We  
21 have five board members from our Greasewood Springs  
22 Community School, and we all support each other, we  
23 support our community, and that's why we wanted to do it  
24 together, but I was selected as the spokesperson.

25 Can you all hear me?

1           So we would like to thank Mr. Hastings -- oh,  
2 your nameplates --

3           MR. YU: I'm sorry. My name's Don Yu.

4           MR. CHESTER: Don Yu, Dr. Roesse1 and Emily  
5 Arviso for being here with us today so we can provide  
6 comments on the BIE reorganization.

7           We will not talk about one-grant concept because  
8 this is the reorganizational comments, and we'll try to  
9 stay focused.

10           But on the school board secretary, and Ruth  
11 Waunka is a school board vice president, Ruth Logan is the  
12 school board secretary. I'll take off my glasses. I  
13 can't read with my glasses on. And I won't say who's out  
14 there, anyway, so --

15           We are the elected tribal leaders of our  
16 community. Our school district includes chapters from  
17 Greasewood Springs, Ganado, Indian Wells, White Cone,  
18 Jeddito, and Steamboat. We had a student enrollment of  
19 180 students. And I just want to emphasize, we are the  
20 elected tribal leaders of our community. And I just want  
21 to comment, too, today is Navajo Nation Sovereignty Day.  
22 So that's why we have a smaller crowd.

23           I think, how convenient of BIE to schedule the  
24 consultation on BIE Sovereignty Day.

25           And then we've heard comments that this is a

1 working document. The blueprint can change. And in that  
2 respect, we'd like to submit or share some of our comments  
3 and our thoughts with the team.

4 And we'd like -- we want to provide some  
5 solutions, but there are questions to the blueprint and  
6 the reform plan. So we'd like to have those answered in  
7 order for our community school to provide some solutions,  
8 perhaps in the future, when the opportunity comes up.

9 On May 15, is the deadline to submit written  
10 comments, and we will do comprehensive comments as well.  
11 So that will be submitted before May 15th.

12 And on the five pillars, the first one it says,  
13 "Highly effective teachers and leaders to help tribes to  
14 identify, recruit, develop, retain, and empower diverse,  
15 highly-effective teachers and principals to maximize the  
16 highest achievement for every student in all BIE-funded  
17 schools."

18 And the bullets -- there's a bullet -- a couple  
19 of them that says, "Provide incentives," and we would like  
20 to know what those incentives are, in order to give some  
21 possible solutions to the reorganization.

22 Pillar 2, "Build," that's an agile organizational  
23 environment. And we are really happy that BIE, finally,  
24 after all these years, is going to build a responsive  
25 organization that becomes -- to become an expert in their

1 field. You know, that's awesome, if that's going to be  
2 done. It should have already been done, but now through  
3 the reorganization, we would like to see that.

4 Pillar 3, "Promote Education, Self-Determination,  
5 for Tribal Nations." And the bullets that follow, we have  
6 questioned what is addressing facility needs? If that's  
7 regarding our buildings and our facilities at the schools,  
8 you know, BIE has nothing to do with that. That's a  
9 function -- the BIA, Bureau of Indian Affairs, they own  
10 the buildings, and it's their responsibility to maintain  
11 them so we have safe -- safe buildings at our locations.  
12 So we weren't sure what that was all about, and we'd like  
13 to have that answered as well.

14 Pillar 4, "Comprehensive Support through  
15 Partnerships." And I want to thank Faye Blue Eyes, too.  
16 I think we agree with her comments as well,  
17 wholeheartedly.

18 And at our school, we already have partnerships  
19 with the Navajo Nation Peacemaking Program, as well as the  
20 Navajo Nation Behavioral Health, and IHS. And if there's  
21 something beyond that, that the BIE can assist with, then  
22 we'll be really happy. We don't know what that is.

23 Pillar 5, "Budget Aligned to Support New  
24 Priorities. Align Budget to Create an Agile  
25 organizational Structure." We'd like to know how, you

1 know, tell us how it's going to be done. When we saw and  
2 reviewed the slides, you know, we didn't see that there,  
3 and I think we would like to see that as well.

4 But our biggest concern is this chart. It has,  
5 "Add Navajo School proposed ERC distribution by schools."  
6 And we're being placed, Greasewood Springs Community,  
7 under Chinle. And we just wanted to let the team know  
8 that our school, Greasewood Springs Community School,  
9 we're in a Navajo political structure, and our chapters  
10 are under Fort Defiance Agency. And that was also brought  
11 up, too, in the plan, it was to place schools near the  
12 ERCs.

13 If you drive from Greasewood Springs to Chinle,  
14 it is 57 miles. If you jump in your truck and drive from  
15 Greasewood Springs to Window Rock, it's 58 miles. Does  
16 one mile make a difference that we're placed under Chinle?  
17 And our services are all in the Fort Defiance Agency, so  
18 when we come to take care of school business in Fort  
19 Defiance Agency, Window Rock and Fort Defiance, we also  
20 take care of other businesses, too. Hospital  
21 appointments, visiting Window Rock offices, tribal  
22 offices, and so forth. It doesn't make sense to us if  
23 we're placed in Chinle for the educational side of it  
24 because that's how -- that's not how our chapter political  
25 structure is set up. You know, we are under Fort Defiance

1 Agency. We belong in the Window Rock, not Chinle. Thank  
2 you.

3 DR. ROESSEL: Okay. Just a couple -- with the  
4 questions that you had in terms of incentives, I think  
5 Don, he reflected on that. Again, is it something maybe  
6 you stepped out during that time and you didn't hear? But  
7 we've had some of the incentives, the National Board of  
8 Certification, things like that, where we're trying to  
9 coordinate and have incentives to improve the quality of  
10 instruction when it comes to teachers, how we try to do  
11 that. Also, Title two-way funds at two different levels,  
12 at the local school level and above. So that's how we're  
13 trying work on that. And the local level, of course, is  
14 up to you-all to do at the school-board level. You decide  
15 that. I don't know what incentive plans you have already  
16 for recruitment and for -- if your recruitment is aligned  
17 to student performance. That's, of course, a local level.

18 But what we're trying to do is say that in  
19 coordination with you or in addition to what you're doing,  
20 we want to add something more. Okay. Now, if you don't  
21 want to be a part of that, I understand that.

22 I think the agile organization is something that  
23 is long overdue. I agree with you. But again, we can  
24 poke fun at it or we can try to make it be successful.  
25 You know, we're here to make it successful because, I

1 think, you, like I, care about the outcome of the kids.

2 I think that's more important than trying to poke  
3 fun at the past. You know, I wasn't with BIE eight years  
4 ago, 10 years ago, 15 years ago. I think, you know, all  
5 of us now want to look forward, and I think that's what  
6 we're really trying to do as we move forward with this.

7 In promoting, in terms of facilities, I don't  
8 know if you're aware, but within Navajo, facilities  
9 actually come under BIE, not BIA. So -- I don't know --  
10 maybe we could have -- there was some people here from the  
11 agency, and give you that -- you know, maybe come out and  
12 do a training for the board. But Navajo has switched  
13 away, unlike any other area of BIE, and except for the  
14 Plains, the facilities functions, facilities managers come  
15 under BIE. So that's one of the reasons why you do have  
16 to go to BIE, not BIA, for that structure.

17 At the regional level, that's changing. But  
18 again, maybe you missed it. In this reorganization, what  
19 we're doing is we're taking those elements that we had to  
20 go to BIA before, and we're putting them under BIE.  
21 Because when you've gone to school -- I know people when  
22 they've gone to schools, they've tried to go to BIA. They  
23 don't worry about education buildings. They know how to  
24 build, you know, roads, apartments, and things like that.  
25 They don't focus on schools. What do they know about

1 schools? They don't know anything. So we're developing  
2 that own specialty within facilities that will report to  
3 the BIE for BIA facilities.

4 I think that goes a long ways to try to improve  
5 the quality, so you don't have people coming in who know  
6 nothing about educational facilities, dictating what you  
7 can do. I think that's a big change, and I think that  
8 will really help us as we move forward. And that  
9 alignment, I think in terms of self-determination, the  
10 reason it's self-determination is, again, you are then  
11 able to sit in the driver's seat, as opposed to being told  
12 what to do. And again, this is what we've heard from  
13 Indian Country. We've tried to look at stuff that we've  
14 heard throughout the country. And, you know, if it runs  
15 contrary to Greasewood Springs, but the rest of the  
16 country -- I mean, that's something that we have to -- we  
17 take into account, but I think what we heard from Indian  
18 Country was they wanted to have more control over their  
19 facilities, and that's why it's self-determination.  
20 That's why it's about the sovereignty.

21 The partnerships -- I think, the focus that we  
22 have on partnerships, yeah, schools have those  
23 relationships, those service relationships. But Don  
24 mentioned early on about --

25 Was it Project Serve? Is that the name?

1 Project Serve is something that none of our  
2 schools are a part of, because they've never heard about  
3 it. So again, trying to have somebody in a position, and  
4 we created this on the box. Somebody mentioned it  
5 earlier. I didn't bring it up. But because of the issues  
6 that have been happening in the Great Plains, and we have  
7 them in different pockets, it was out here, you know, five  
8 or six years ago, where we had a lot of suicides. It  
9 seemed like a rash of suicides. What we've done is we've  
10 created a position that oversees behavioral health across  
11 our school system, not to tell an individual school what  
12 to do, but to be able to do like what's happened right  
13 now. There's funds available from Department of ED to try  
14 to come in and help schools.

15 Our schools don't know anything about it. So  
16 what we're trying to do is say what's happening at the  
17 school level is one thing, and that's fine, you continue  
18 to do that. But here's this other pot of money. We need  
19 somebody that's looking across the entire system that can  
20 say, "Okay. Here's Project Serve money. You know what?  
21 Our schools at Navajo really need that."

22 And so like what Don has done is, working with  
23 schools in the Great Plains who are really -- you know,  
24 they've had 200 suicide attempts since December. So what  
25 he's been doing is saying, "Okay. At the next level up,

1 how can we marshal resources to try to direct?" That's  
2 what we're talking about with partnerships. So I  
3 understand the kinds of facilities and services you have  
4 with schools at your school level. But what we're trying  
5 to do is go one higher level where we can coordinate.

6           What Greasewood is doing, Dilcon doesn't know  
7 what's going on. But yet you're so -- you know, you're  
8 close by, so how can we try to coordinate, if we have  
9 someone coming out for one activity or one service, how  
10 then can that be used utilized across the entire system?  
11 So that's what that's about is those partnerships at the  
12 next level up where we can coordinate and find additional  
13 funds, because we are so short of funds right now in our  
14 system, right now. So that's kind of what we're -- what  
15 we're looking at.

16           In terms of the agency, we particularly tried to  
17 stay out of the politics of it. The focus we have is how  
18 do we improve educational outcomes. That was our primary  
19 concern. When we looked at the schools, grouped the  
20 schools, that's what we were looking at. So we didn't  
21 look at where one school and one tribe is in a chapter.  
22 We tried to keep that out of our minds and really focus on  
23 what are the concerns with Greasewood. What are the  
24 concerns at a local -- how would that fit? And that's  
25 what we tried to look at as we distributed it and looked

1 at the ERCs across the entire system. But we can take  
2 another look at that.

3 I mean, again, I'll probably defer to the Navajo  
4 Nation in a lot of this stuff. I mean, again, it's not  
5 set in stone, but we can certainly take a look at that.

6 MR. YU: Could I just say one thing?

7 So just quickly to answer your questions, you  
8 were mentioning about effective teachers and principals,  
9 and what did incentives mean there. You know, Monty  
10 mentioned that, you know, the average cost of sending a  
11 teacher to obtain their national board certification is a  
12 little over \$3,000. So that's money that BIE's providing  
13 to any BIE-funded school and teacher that would like to go  
14 through that process. I mean, a lot of teachers aren't  
15 going to go through that process if they have to pay for  
16 that themselves.

17 Other incentives, for example, finding funding  
18 for teacher housing. I had mentioned that before, through  
19 HUD, and also increasing our own budget. So improving the  
20 quality of teacher housing, I think that will be an  
21 incentive to help new teachers come to our schools.

22 You also mentioned the part about BIA and BIE. I  
23 mean, my understanding from all the listening sessions  
24 around the country is that most people are not happy with  
25 the services that BIA has delivered for them. That's just

1 my understanding about facilities, and that's why we are  
2 taking much more -- BIE is now going to take over much  
3 more of BIE facilities. Mostly, because, again, it's  
4 possible that you have a great relationship with BIA.  
5 But, in general, I've heard that people have not been  
6 happy with services from BIA, and that's why, since that  
7 has not been working, we have a different idea about --  
8 instead of BIA doing educational services, when they do  
9 everything for -- across Indian Country, it might be  
10 better if school facilities was under BIE, where our  
11 priority is schools all the time.

12           And then quickly about questions on partnerships.  
13 I think it's fantastic that you have all those  
14 partnerships. You know, partnerships that can bring --  
15 you know, just a couple of weeks ago, the First Lady  
16 hosted a conference with some of the best philanthropies  
17 and funders throughout the country, you know, to try and  
18 help find ways to help Native youth.

19           So some things that have come, you know, we have  
20 a partnership with Verizon, \$7 million from Verizon that  
21 they do for free, mostly because the White House called  
22 and asked on our behalf. Because, you know, one thing,  
23 this is just an example, so I won't go into to much  
24 detail, but most of our schools receive funding for  
25 educational technology through the E-Rate Program.

1           Our dormitories do not receive that. Our  
2 stand-alone dorms that do not have educational programs  
3 are ineligible for E-Rate. So then, with us working with  
4 the White House, they asked Verizon if Verizon would  
5 provide that high-speed Internet service to us. And right  
6 now, they have completed all of the site visits to all of  
7 our BIE-funded dorms and providing cost assessments,  
8 planning for building of cell phone towers, things like  
9 that. They -- you know, those are the kinds of  
10 partnerships I'm talking about also, with Ed, other  
11 federal agencies, and things like that.

12           And I think you had some questions about how the  
13 budget is aligned, but we talked about that a few times  
14 today. The budget is aligned with your priorities, the  
15 priorities that you brought up, with the facilities money,  
16 funding for high-speed Internet, funding for tribal grant  
17 support costs.

18           MS. LARGO: Mr. Zah.

19           MR. ZAH: I'm officially registered to talk, so  
20 I'll give a little talk here. (Native American spoken).  
21 It's always good to know somebody with lots of money.  
22 (Native American spoken). I've got my voice on high  
23 volume.

24           Anyway, so (Native American spoken). These guys  
25 are all young people. When this whole issue was being

1 talked about, they probably weren't even born. (Native  
2 American spoken). Way back years ago, (Native American  
3 spoken). We want to have local control of our school to  
4 educate our children (Native American spoken). That was  
5 our theme when we talk about education with the federal  
6 people (Native American spoken).

7 He was a principal leader in local control from a  
8 Ramah (Native American spoken). So it was that group.  
9 Anna Waunka was another one. Guy Gorman was another one.  
10 Raymond Hawk Eye was another one. We like to get  
11 education under our local community, local tribal control  
12 that they need.

13 So years went by, years went by (Native American  
14 spoken). They were trying to implement it. (Native  
15 American spoken). Ten more years (Native American spoken)  
16 when the two of them get married. That was always the  
17 goal, not only of the Navajo people, it's universal among  
18 Indian Country. (Native American spoken).

19 And the second one (Native American spoken). If  
20 you are as old as I am, you have to wonder about these  
21 things. Way back in 1930, '35, only 70 years ago, United  
22 States discovered that there were 37,000 Navajo people  
23 that were not in school that were of school age. Imagine  
24 that, 37,000 Navajo people who were not in school. My  
25 mother was one of them. So was a lot of your other

1 relatives.

2           And it took an act of Congress to do something  
3 about that emergency situation. And that's how they built  
4 all those boarding schools, Intermountain, Chilocco, Fort  
5 Sill, PI, Phoenix Indian School, and they sent all these  
6 37,000 Navajo students into those schools, only 70 years  
7 ago (Native American spoken). We had no choice, except to  
8 go to school. Why did we do that? Well, the Navajo  
9 Nation had a chief who was a visionary leader who could  
10 see years and years in advance.

11           Chief Manuelito (Native American spoken). And  
12 the Navajo people were defeated by the federal government,  
13 and they were suffering from what the military has done to  
14 them. The ordeal of the long walk, and all of these  
15 things that came after that. Don't talk Navajo (Native  
16 American spoken). They were suffering from that. And  
17 that one visionary leader says, "Education is the ladder  
18 (Native American spoken). Tell my children to take it."

19           And Chief Manuelito said that when it was the  
20 most unpopular thing to say. It was politically not good  
21 to say that, but he said it anyway, because he saw where  
22 that was probably the only great hope that Navajo people  
23 had, and he said it when he went on a long trip to  
24 Washington D.C. with several other Navajo leaders. Along  
25 the way, after they boarded the train in Gallup, along the

1 way they went through all these towns on train (Native  
2 American spoken). They saw the White people farming out  
3 there (Native American spoken). And from that cornfield,  
4 they had a lot of food, an abundance of food. They saw  
5 trucks running around, bulldozers. They saw military  
6 people at the training camp. I think they went to  
7 Carlisle, Pennsylvania, and that's what the chief saw.  
8 (Native American spoken). Navajo (Native American  
9 spoken). "There are so many other White people out there,  
10 many, many of them. If we keep on fighting them, we're  
11 going to lose."

12           And they were talking to each other at a sweat  
13 bath. And Chief Manuelito got sand. (Native American  
14 spoken). He threw that into the breeze of the wind.  
15 (Native American spoken). So we if we keep on fighting,  
16 we don't have a chance. (Native American spoken).

17           So we went through that kind of ordeal. We have  
18 many, many of our children that got the education that  
19 they need. In many cases, the education that they want.  
20 So that's what happened in the history of Navajo  
21 education. We had no choice. Some of us, we went to  
22 boarding school. We have to eat what they gave us. Yes,  
23 sometimes it included soap. But we're past that. We have  
24 to put that in back of us. Now what do we want? We have  
25 no choice, as I said, back then. (Native American

1 spoken). Today there's going to be a choice. What do you  
2 want? (Native American spoken). And under that choice  
3 system, we would be able to educate our own children and  
4 grandchildren what we want them to learn and what we want  
5 them to be. That's what we're looking for. That's what  
6 we're looking for. That's what they're trying to explain  
7 to us. (Native American spoken).

8 Now, I sat here and I listened because I wanted  
9 to learn. My nephew recruited me to serve on the  
10 committee to weigh this thing, to see what the end will  
11 bring. I was retired for five years. And so he pulled me  
12 out of my rocking chair and said, "No. You still can  
13 help."

14 But just months before, Russell Begay came along  
15 and said, "Hey, get out of your rocking chair. I'm  
16 running. I need help." So I've got two people coming at  
17 me, wanting me to get involved and help them with some of  
18 the social issues that we all face that we want to  
19 resolve. (Native American spoken). And during this last  
20 election, (Native American spoken) seven days, five days.  
21 I can't even count. I don't even remember what I did  
22 yesterday. But anyway, this issue we're talking about  
23 became a political issue out in the community.

24 Joe Shirley (Native American spoken). Russell  
25 Begay (Native American spoken). Well, it was out in the

1 community. People talked about it, and Mr. Begay won. In  
2 some ways -- in some ways, I'm here, I guess, representing  
3 the new team, the new team of leadership.

4           And we talk almost every day, being a member of  
5 the transition team. We talked again this morning. And  
6 his point was, "Well, we took a position." We said,  
7 "Let's listen. Let's talk. Let's think. That's going to  
8 be the action that we'll take, and then we'll decide.  
9 Because after all, he's the new president, will have the  
10 last shot at what happens." It will go to the Board of  
11 Education. It will go to the Oversight Committee,  
12 Education Committee. It will go to the tribal council.  
13 There will be a lot of amendments. There will be a lot of  
14 discussion. But at the end, it'll be the new president.  
15 Whether he signs that resolution or vetos that. (Native  
16 American spoken). Listen. Gather all the information.  
17 What are the main issues. (Native American spoken).

18           We, as a Navajo people -- we, as a Navajo people,  
19 we managed to survive mainly because of what our tradition  
20 teaches us. Navajo people will always be Navajo people.  
21 We adapt many, many things that the White man does, and  
22 turned it around and adapt it in our own ways. When they  
23 know something that we don't know, we traditionally  
24 listen. We don't necessarily copy, but we make it, tweak  
25 it in such a way that it satisfies us and our people and

1 our children. (Native American spoken). If you want it,  
2 we want to give it to you (Native American spoken) and it  
3 seems like we should follow our traditions, tweak the  
4 schools, turn it in some ways, so that it's more  
5 effective, and it fits our children. (Native American  
6 spoken).

7 All the things that I have heard this morning,  
8 this afternoon, where our students are not adequately  
9 dealing with AYP. I had another experience. All these  
10 children, they graduate from Navajo Nation. Many of them,  
11 like somebody says, I think it was my sister who said,  
12 "They just pass them just to pass the grade. They  
13 graduate them just to graduate them."

14 I was at ASU, Arizona State University. Arizona  
15 State University is the biggest university in America.  
16 Many of these students, they end up at ASU. In August, I  
17 sit there at ASU, and all these Navajo kids, beautiful  
18 children, come by, and we talk. Many of them cannot  
19 function at that institution. You feel sorry for them.  
20 The university standards and everything is above them  
21 (Native American spoken). And you have to wonder what  
22 kind of schools do we have on the rez.

23 But, you know, one thing he said that caught my  
24 ears. He said, "What happens at those institutions is  
25 leadership from the school board on down, leadership."

1 The challenge, motivation. And at ASU, I was telling  
2 myself, half of these kids don't even belong here. But  
3 what are you going to do so that they graduate?

4           Somebody else said, "Team work." (Native  
5 American spoken). We decided that, no, we're not going to  
6 get rid of them. We're going to work with them. We're  
7 going to be a team, and work with them so that they end up  
8 doing the job that they needed to do at the university.

9           And so the university became a very, very  
10 successful institution, and saw that enrollment at the  
11 university, from six hundred students, on the average per  
12 year, enrolling at ASU, to the day I was leaving, there  
13 was another 2,000 students because it had the reputation  
14 in specializing in what those kids were able to do.

15           (Native American spoken) leadership, maybe  
16 educating them in the most innovative way. The way I look  
17 at all of that is that's Navajo. Always has been a  
18 Navajo, and we mustn't abandon that now. (Native American  
19 spoken). Oh yeah, throw the school at us tomorrow, and  
20 the next day, let's go to work and make it 100 percent  
21 better. What's wrong with that? Treat it like a  
22 basketball. You know how good our kids are, right? They  
23 beat all these schools, and they're happy.

24           And we, as parents, we come away at the end of  
25 that tournament, driving home, singing in victory.

1 (Native American spoken). Any parents, all parents,  
2 should say, "Give it to me so I can educate my own  
3 children, my own way, so they succeed." (Native American  
4 spoken). Maybe we're learning that a lot from our  
5 leaders, tribal council (Native American spoken) just as a  
6 grandpa sitting in the audience. And at some point, it  
7 shifts to individual (Native American spoken). When that  
8 happens, we're in trouble.

9 Learn from what is happening sometimes in Window  
10 Rock. You don't want to do that. (Native American  
11 spoken). Keep it away from Window Rock. Don't let it go  
12 through the hands of Navajo Council, and we distrusted  
13 them, rightfully so. Not because of you, but because of  
14 what they did. Let's don't become that. As school board  
15 members and school principals and teachers, you should be  
16 above that.

17 (Native American spoken). So I just wanted to  
18 thank (Native American spoken) for coming over (Native  
19 American spoken) for doing all of this.

20 I thank the money man, because he likes to talk  
21 about numbers.

22 (Native American spoken). I learned a lot  
23 (Native American spoken) and start educating the people  
24 that are around you and other school board members.

25 (Native American spoken). Thank you.

1 MS. LARGO: Carolyn Coho.

2 MS. COHO: (Native American spoken), and I'd like  
3 to thank Don and Dr. Roessel and Emily for being here.  
4 And I'm very happy to be here to be part of this tribal  
5 consultation meeting. And my name is Carolyn Coho. My  
6 clan is (Native American spoken).

7 Since the subject here is regarding the  
8 reorganization of the Department of Education and Bureau  
9 of Indian Affairs, and all morning I was trying to put my  
10 thoughts together as to what I should say here. But I'm  
11 standing here. I'd also like to put my input in, too.

12 As a member of the Ramah Navajo School Board  
13 Incorporated, I hereby present my position on the Navajo  
14 Schools Proposed Reorganization. First, I recommend that  
15 any reorganization doesn't impact the full funding of the  
16 Indian education in Indian Country, that any cut in  
17 funding be done at the central office in the Washington  
18 D.C. office, and also that area -- the area regional  
19 offices.

20 The funding as appropriated for the Indian  
21 education by Congress are intended to provide education  
22 for the Indian children in the Indian country, and it  
23 should be viewed as such. The major portion allocated by  
24 U.S. Congress should go to where education is provided.  
25 Actual school and classrooms to education, our Indian

1 community school.

2           Age children, the proper education needed so that  
3 our community members will compete in the society as  
4 respected members in the community to be sufficient and  
5 provide one's self. The current issues within the school  
6 system is funding to provide major repairs, and new  
7 construction of facilities, funding for teachers,  
8 vocational education program, scholarship for students,  
9 Head Start program, residential programs, for fortunate  
10 students, adult education programs, and many more needs,  
11 to fulfill the trust responsibility to the Indian  
12 community. Further, the grants and contracts school on  
13 the Navajo reservation has been the vital part of the  
14 grassroots endeavors of those community and their  
15 involvement in the local school, and it should continue to  
16 operate as such.

17           It is the local community school boards that  
18 address what's the best for the community children,  
19 education, welfare, otherwise, there could be a major  
20 disruption in the education at local community long-range  
21 education planned for the children.

22           I, myself, am a parent. I have -- also have a  
23 college student that's also attending New Mexico State  
24 University. That's a very good university besides the  
25 Arizona college you just mentioned. And she's majoring in

1 dietician -- registered dietician. And she's doing very  
2 well, and she also attended Pine Hill High School. And  
3 also, I have a five-year-old son that I adopted, and he is  
4 a very -- I'm listening to him -- I just know that child  
5 -- as a parent, I do care for my little son, and he's also  
6 attending Pine Hill Head Start. And our school is running  
7 very good, and, you know, he comes home happy.

8           And one day he says to me, "Mom, I want to be --  
9 I want to go to school," and he's only five. He says, "I  
10 want to go to school and go to college. I want to have a  
11 nice truck, and a nice home." And it was so shocking when  
12 he said that to me. So, you know, just to listen to our  
13 child like that, it's amazing.

14           And I know Pine Hill Head Start is doing a very  
15 excellent job, and they must be teaching him very --  
16 something to do with education because why would a  
17 five-year-old child be talking to me like that? So I'm  
18 very proud of my kids, and also just (Native American  
19 spoken) Mr. Zah (Native American spoken) Pine Hill Ramah  
20 Community.

21           When I was a little girl, my grandfather -- his  
22 name was the late Billy Coho. He passed away at the age  
23 of 90 years old. When I was only about five years old, my  
24 grandpa -- where the school is built -- that's where we  
25 used to live, that's where we used to reside.

1           And Mr. Chavez Coho, he used to come around, make  
2 plans with him, and along with other communities and the  
3 founder of our board members that was mentioned earlier by  
4 one of the board members. And they made a good plan, and  
5 my grandfather had gave away that land so a new school  
6 would be built there for our local community. And I'm  
7 very proud of that. They did a very wonderful job in  
8 having a school, and I'm very happy that my grandfather  
9 gave up his land for that because he wanted his  
10 grandchildren and his own children and other communities  
11 to walk to school. So that's just a little bit of history  
12 that I want to throw in, and thank you everybody for  
13 allowing me to speak.

14           DR. ROESSEL: That was our last speaker. Six  
15 o'clock. But we -- it's only ten hours, though. We  
16 actually went 11 hours in Rapids.

17           I defer to Don, if you have any closing remarks?  
18           Emily?

19           MS. ARVISO: Well, good afternoon, and again,  
20 thank you to those who are here remaining. And at this  
21 time, I'd like to recognize, you know, as ADD Navajo, you  
22 know, we have to work together. I don't do this alone.  
23 But I'd like to acknowledge my colleagues here, Dr. Yazzie  
24 here, and also Ms. Gloria Hale-Showalter, one of our  
25 leaders, Kodie Largo, and Carolyn Yazzie. It's been a

1 long day.

2 But -- you know, and I'm glad they're here  
3 because, you know, they're the ears and eyes that we have  
4 listened to all of you today, and we have a lot of work to  
5 do. And that's something that we all -- you know, many of  
6 us stood up here today and said, "It's only the  
7 beginning," and there's a lot of opportunities out there  
8 for our kids. And we're all focused on, you know, school  
9 improvement, improving the education for our children.

10 And as a teacher, a principal, and even a school  
11 board member, I understand, you know, based on my  
12 experience in the classroom on the other side of the table  
13 in dealing with education, it is true. We really do need  
14 to work together. We can't -- we have to. There's no  
15 doubt about it. You know, it's easy to, you know, blame  
16 one organization or another. But we're all -- we're all  
17 human. We all -- you know, we learn by our mistakes. And  
18 a lot of you shared your comments and concerns and  
19 disagreements. But, you know, after all this is done,  
20 it's those kids that are at the forefront that we really  
21 need to consider.

22 So I'd like to again, thank my boss here,  
23 Dr. Monty Roessel here, for all his vision. He's a  
24 visionary for us at the Bureau of Education. And, you  
25 know, with Dr. Lewis, the superintendent of schools here,

1 you know, he, too, is a -- he shared with our staff -- the  
2 Bureau staff, the Sovereignty Education Grant, and the  
3 process, and what they were working through, and it really  
4 shed a lot of light for our staff at Bureau of Indian Ed.

5 But thank you, Dr. Lewis, for your leadership as  
6 well.

7 And, you know, we're there. We're there to  
8 support whatever Navajo Nation is wanting to do and, you  
9 know, however we can help them, you know, we're there. So  
10 again thank you.

11 DR. ROESSEL: Just in closing, I'd just like to  
12 say thank you for all of you coming, for sticking this out  
13 for a long time. We will take these comments and review  
14 them at the same time. Again, you have till the 15th of  
15 May to send in written comments. And then, we're still  
16 hoping to have the response back to the different -- to  
17 the tribes by the end of the month.

18 I want to recognize a member of the Navajo Nation  
19 Board, Delores Gray Eyes, also. I know there's been  
20 turnovers, so I'm trying to get these names, as I memorize  
21 who the new board members are. It's always wonderful to  
22 come home.

23 The last time I took a beating because we didn't  
24 have consultation here at Navajo, so this time I made sure  
25 that we had it. But, anyway, so it's good to see a lot of

1 you.

2 Mr. Lewis -- Dr. Lewis, thank you for your  
3 hospitality. Just nice to see old friends.

4 And Dr. Zah, thank you. That was worth -- that  
5 was worth everything. I appreciate it.

6 Thank you all. That concludes consultation.

7 MS. ARVISO: Really quick, I just want to  
8 acknowledge Mr. Charles Sherman here. He has oversight  
9 over our principals from New Mexico.

10 (The consultation concluded at 6:20 PM.)

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C E R T I F I C A T E

STATE OF NEW MEXICO        )  
  )  
COUNTY OF BERNALILLO     )

I, MICHELE NELSON, working under the direction  
and direct supervision of Yvonne Gonzales, New Mexico CCR  
License Number 62, hereby certify that I reported the  
attached proceedings; that pages 1-258, inclusive, are a  
true and correct transcript of my stenographic notes.

Dated at Albuquerque, New Mexico, this 25th day  
of May, 2015.

\_\_\_\_\_  
Michele Nelson

*Yvonne Gonzales*

\_\_\_\_\_  
YVONNE GONZALES  
Certified Court Reporter #62  
License Expires: 12/31/15  
20

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