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BUREAU OF INDIAN EDUCATION REORGANIZATION
TRIBAL CONSULTATION

Friday, May 15, 2015
9:24 a.m.
Isleta Resort and Casino
Seminar Room
11000 Broadway Boulevard, Southeast
Albuquerque, New Mexico 87105

REPORTED BY: ELIZABETH HURST-WAITZ, NM CCR #099, RMR
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1 DR. ROESSEL: Let's go ahead and get ready to get
2 started, so people can start wrapping up conversations and
3 we will get started in a few minutes.

4 All right. Let's go ahead and get started now
5 with the tribal consultation. Before we get started, I'd
6 like to ask Governor Torres to begin this with a prayer.

7 GOVERNOR PAUL TORRES: (Greeting in native
8 language.)

9 Good morning, everyone, tribal leaders,
10 representatives, staff. Thank you for being here today,
11 and welcome to Isleta Casino and Resort and welcome to the
12 Pueblo of Isleta. Thank you for being here.

13 (Prayer in native language.)

14 Thank you. Thank you, everyone, and again,
15 welcome. We look forward to a very productive day today
16 for this very important meeting.

17 Thank you, Dr. Roessel, for being here today, for
18 taking time out of your busy schedule to come and do this
19 consultation that was requested by all of these people
20 here today. Thank you, sir.

21 DR. ROESSEL: Thank you, Governor, and it is
22 truly a pleasure to be here. We'd like to thank the
23 governor, as well as Gil Vigil from the Eight Northern
24 Pueblos, as well as Senator Udall's staff, to help make
25 today possible, so we appreciate. We also recognize it

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1 was a short notice, and so we again appreciate that people
2 could come here on such short notice for a very important
3 topic.

4 Before we get started, I want to just kind of go
5 over a couple things that will help us as we move along
6 today. First of all, those of you that are sitting at the
7 table, if you could turn your card around so that the
8 court reporter can see them, it would be helpful.

9 Secondly, as you speak, and every time you speak,
10 if you could give your name and again who you're
11 representing so we have a record. We want to have a
12 record of all of the discussions here today.

13 And then just the process we will go through,
14 there is an agenda here. It's pretty broad, but what
15 we've done in the past is myself and Don Yu, we go through
16 a presentation and then we open it up for comments from
17 tribes. And we start with tribes first and then we move
18 from that to schools and school boards.

19 So as we move forward today, after we do our
20 presentation, we'll take comments from tribes. I would
21 ask if there are any tribal leaders, elected tribal
22 leaders, that are sitting outside of the table here, to
23 come and join us at the table to show our respect for your
24 elected leadership.

25 After we get through with that, then opening it

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1 up to anyone else. If you could, write down on a piece of
2 paper your name, who you're representing, and if you have
3 a topic, so that we can then, if you could give that to
4 Deborah Lee. She's over there, standing up right here.
5 Give that to her, then we'll go by the order in which
6 they're received, and we'll try to go through them so
7 everyone has a chance to talk.

8 I will say that we are looking at trying to --
9 one of the recommendations was from 9:00 to 12:00, and I
10 believe that Isleta was looking at hosting us for lunch.
11 But at the same time, we know that your voices are
12 important. So without anything further, I'd like to turn
13 this over to Don Yu and let him have some opening remarks.

14 MR. YU: Hi. Good morning, everyone. Thanks so
15 much for having me. I'm going to be real quick, because I
16 know we're aiming to finish by noon. I'm happy to talk as
17 long as anyone would like.

18 In case you're wondering who I am, I am a
19 political appointee in the Obama administration. I have
20 worked for Secretary Arne Duncan at the United States
21 Department of Education for many years.

22 About a year and a half ago, right after
23 Secretary Sally Jewell of the Interior Department was
24 confirmed by the United States Senate to be Interior
25 Secretary, Sally and Arne met about the Bureau of Indian

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1 Education. A long conversation. Both of these
2 Secretaries and the President want to leave the BIE a
3 better place once the administration is over in January
4 '17.

5 Anyway, Arne asked me a while back to come over
6 to Interior and give Monty a hand with all of this stuff,
7 just to make sure that the Education Department is working
8 very closely with the Interior Department. So anyway, I
9 was only supposed to be there for six months, then it
10 turned into a year, and now I'm at 18 months.

11 So there is a lot of work to be done. The only
12 thing I want to say real quickly is that the one thing
13 Sally and Arne told Monty and others to do is that one
14 specific charge that we have -- and Monty will talk more
15 about this -- is that none of these reforms, any of these
16 suggested reforms, there is a lot of things going on, but
17 the none of these things are -- the thing they told us
18 that we had to do was all the reforms that we suggest in
19 the BIE blueprint for reform and things like that must
20 come from the tribes and from other school stakeholders.

21 None of these -- almost none of these -- very few
22 of the ideas in the BIE -- the vast majority of the ideas
23 in the BIE blueprint reform come from all the stakeholder
24 hearings that we've done and tribal consultations and
25 listening sessions over the past year and a half.

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1 And I want to say that the blueprint is a living
2 document. We can change it and adjust it as we go. And
3 many of the ideas that you'll see in this PowerPoint here,
4 we've already made adjustments to, based upon the
5 consultations that we've had in Window Rock, Rapid City,
6 Oklahoma City, in Nashville. We've already made
7 adjustments to these things based upon stakeholder
8 feedback.

9 So I just want to make clear that things that you
10 suggest to us today, we will record them, consider them,
11 and adjust this thing as necessary. So none of these
12 things are set in stone.

13 The BIE and the administration are done with
14 command and control of the BIE. So our job is to give you
15 the resources and support that you can do to run the best
16 schools possible. We can't do that from D.C. You can't
17 run schools from Washington, D.C. We're too far away.
18 How could we possibly know what is best for these schools
19 that are thousands of miles away from D.C.?

20 Tribal leaders, tribal communities, other BIE
21 stakeholders running the schools, they know much better
22 than we do. Again, our job is just to get resources and
23 support.

24 I do want to say -- I'm sure you've heard this
25 story many, many times before -- that reform happened to

1 the BIE and you've all seen the same old song and dance.
2 I just want to tell you this time it's different. I know
3 that. I believe it. This time is different. And I
4 really believe people will look back on the end of the
5 Obama administration as the time the BIE really started to
6 turn around after many, many years of failure and the
7 Bureau itself not providing the sources and support that
8 tribes need to run great schools.

9 So I do want to say just quickly to prove my
10 point that we're just not up here talking and
11 restructuring, and you know, lots of things that you may
12 have heard before: We've put our money where our mouths
13 are. So in fiscal year '15, even in this budget
14 environment where budgets are getting cut left and right
15 be federal agencies, after a lot of work from all of you
16 and work with Congress, et cetera, with this team in the
17 administration, the BIE received a \$40 million increase in
18 its budget.

19 Many of you who run tribal grant schools here,
20 tribally-controlled schools, you will see -- after we
21 heard so many times that the tribal grant schools are
22 underfunded, they haven't received the grant support costs
23 that they need, that the BIE only funds tribal grant
24 schools at 67 percent of the statutory formula, you will
25 see on July 1st of this year, 2015, an increase from 67

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1 percent to 84 percent of your tribal grant support costs.

2 And then in fiscal year '16, as you saw from the
3 President's fiscal year '16 budget, the President has
4 asked Congress to fund all of your grant schools at 100
5 percent tribal grant support cost funding.

6 There is also a lot of other things in the fiscal
7 year '16 budget. The President asked -- after all our
8 work in briefing the White House, et cetera, about
9 everything that everybody during our listening sessions
10 asked for in tribal consultations, the President sent up a
11 budget to the Hill which is now with the Appropriations
12 Committees on the House and Senate side, with an increase
13 of \$180 million over what he had requested in fiscal year
14 '15, and then \$145 million over what was actually enacted,
15 I think.

16 So there is money in there for broadband; new
17 schools; 100 percent tribally-controlled grant support
18 costs; \$20 million increase for facilities operations,
19 maintenance operations for your schools. Things that
20 everybody has asked for.

21 I know that is not enough. We need a lot more.
22 We need seven budgets in a row that are like that to
23 correct all of the deficiencies after many, many years.
24 But I just want to say that going forward, we've heard
25 everything. We are actually in the opening process of

1 developing fiscal year '17's budget; so other things that
2 you did not see in the President's fiscal year '16 budget,
3 but you think need to be in the '17 budget, will be
4 included there. So I think that's all I have.

5 Monty, do you want me to go over the blueprint?
6 Or just skip that?

7 DR. ROESSEL: I think let's go over this first,
8 then we'll go back.

9 MR. YU: Okay. Sounds good.

10 DR. ROESSEL: So in your packet you'll see there
11 is a PowerPoint. We're actually in the process of
12 downloading it so you can see it. But you have the
13 PowerPoint that goes through in detail the consultation.
14 You also have our Tribal Consultation booklet.

15 When you look at these two documents, you'll see
16 that the consultation booklet goes into greater detail.
17 It talks about -- you know, it's almost like a budget
18 narrative, if you will. It talks in terms of each
19 function and what they'll be doing and the changes that go
20 along with it: the different offices and the alignment of
21 that. So that's what this tribal consultation booklet
22 has. It gives you a snapshot of the changes we're
23 proposing.

24 This gives you more of a history. So what I
25 wanted to start off with, though, is the overview. I

1 think it's important that we understand exactly what are
2 we consulting about today.

3 The proposed changes have two primary objectives:

4 One, to strengthen BIE's capabilities to address school
5 operating needs; and two, provide greater oversight and
6 improved service delivery to BIE-operated and tribally-
7 controlled schools. I think it's important -- yes?

8 COUNCILMAN JOE GARCIA: I just wanted to ask you
9 if you could speak closer to the mike. There is a few of
10 us here that are kind of hard of hearing because of loud
11 music that we used to do, so it would help us hear a lot
12 better, please. Thank you.

13 DR. ROESSEL: Okay. So as we look at those two
14 items, I think it's important to clarify what those mean.
15 One is BIE's capability to address school operating needs.
16 That's really the function and being able to provide BIE
17 the resources -- and we'll get into this a little later
18 about the management control, the idea of facilities and
19 I.T. and those areas, and we'll get into it in detail.

20 And then Number 2, greater oversight and improved
21 service delivery. It's important to note there that that
22 does not mean just BIE. Again, this whole process -- and
23 Don mentioned it earlier -- is a joint effort with tribes.
24 Build tribal capacity. The grants that we have already
25 issued, the grants that we will be issuing, all align to

1 build capacity.

2 So the greater oversight and improved services
3 delivery is a joint effort between BIE and tribes that
4 oversee their schools. That's what we're talking about
5 today.

6 Just on the next page, which is the numbers of
7 schools and students, I think it's important to also just
8 articulate that we're developing a plan and a
9 reorganization that must fit all of these different
10 entities -- 64 tribal communities. So this is not a
11 one-size-fits-all. It's a plan that allows each tribe to
12 be able to get what it needs out of it.

13 A tribe that has a full functioning tribal ed
14 department can utilize certain services, where a tribe
15 that is just beginning to build one will look at this
16 differently.

17 It also is across 23 states, so we're talking
18 about huge geography. We're talking about 126 tribal
19 schools and 57 Bureau-operated, so we're talking about two
20 separate school systems.

21 I think it's just important to remind ourselves
22 what we're trying to do. We're not trying to build a plan
23 that fits just one tribe. It has to be a plan that fits
24 64 separate tribal needs and goals and desires.

25 So I think quickly that just kind of gives an

1 idea of what we're looking at as we move forward.

2 MR. YU: So if you turn to the next page there, I
3 talked about some of this already, and now I'm going to be
4 as quick as possible. But again, Secretary Jewell and
5 Secretary Duncan pulled a team together. We were out in
6 the field, we spoke to hundreds and hundreds of people --
7 tribal leaders, principals, teachers, parents, students --
8 just to get some ideas about what was wrong with the BIE
9 and how to fix it.

10 So the problems ran the gamut. There were just
11 issues everywhere systematically for the BIE. We're not
12 trying to hide that the BIE has failed our schools for a
13 long, long time and change must come. We just want to
14 make sure that when we decided on what to do and how to
15 reform the school system, we got the ideas from the field.

16 So if you look at the next slide there on the BIE
17 Blueprint for Reform, that's Slide 3, the one with all the
18 circles on it. And I'm sorry that the PowerPoint is not
19 up, but it's this slide here with the circles on it.

20 We decided to focus on five areas, things that
21 are kind of core areas of reform based upon comments from
22 tribal leaders and principals, teachers, et cetera. The
23 most important one is the circle that says "Promote
24 self-determination for tribal nations." That was our
25 first area of focus. That essentially means most of our

1 focus has gone to building the capacity of tribal
2 education departments of tribal nations.

3 You may think: What would the BIE know about how
4 to do that very well? Well, one thing that we can do at
5 the federal level is make sure we have some funding
6 available. So we have two grants that are out right now.
7 One of them is the Sovereignty In Indian Education
8 Enhancements Funding for \$1.2 million that we handed out
9 to six tribes that had at least three BIE-funded schools
10 on their reservations. That funding was used for about
11 \$200,000 to develop feasibility plans that tribal nations
12 could use to, again, design their tribal education
13 departments.

14 You know, every need is different. The
15 Mississippi Band of Choctaw Tribal Education Department is
16 very different than the Oglala Sioux Tribal Nation
17 Education Department, very different from the Navajo
18 Nation, et cetera. So a lot of flexibility there in the
19 design.

20 We issued those back in July. In August the
21 Tribal Nations will have their feasibility plans prepared
22 and we'll have presentations, et cetera.

23 I think one of the great things is that, again,
24 people ask: How can BIE build the capacity of tribes?
25 Like, BIE doesn't know anything. But one thing that we've

1 really done is have Tribal Nations work with each other as
2 a cohort so we're all partners in reform.

3 I'll be the first one to admit, I wouldn't know
4 the first thing. Monty would know a lot because he's
5 worked in the system. I don't, about how to build to
6 capacity Tribal Education Departments. But tribes can
7 learn so much from one another. The Mississippi Band of
8 Choctaw, they have a unified school system where all eight
9 BIE-funded schools are unified in one system, operated by
10 the tribal education, armed by the tribal governor. They
11 can learn a lot from the Navajo Nation has different
12 ideas.

13 So all of these tribes have been working together
14 as a group sharing ideas with each other. The BIE's role
15 is more to bring them together and to facilitate
16 conversation, rather than to say, "The BIE knows how to do
17 it best and you should do X-Y-Z." We're not going that at
18 all. It's about sharing ideas from tribes themselves.

19 Because many of our schools are disconnected from
20 each other. We saw some great things happening in
21 different regions, and then we've been trying to connect
22 the dots between all of them so all these ideas can be
23 shared with everybody else.

24 We also just yesterday issued \$2 million for
25 another Tribal Education Department grant that can be used

1 for a variety of things that tribes need to build their
2 Tribal Education Departments. It could be to revise
3 tribal education policies, et cetera. Monty will probably
4 talk more about that in a little bit. That was actually
5 new money in the fiscal year '15 budget that was added to
6 our budget. It's brand-new money; it was not taken out of
7 anywhere else.

8 After we came up to the Hill a bunch of times, we
9 asked -- I guess in 25 Section 2020 of the United States
10 Code there is a section in there where Congress, if they
11 want to, can allocate up to \$2 million to build the
12 capacity of Tribal Education Departments. It has never
13 been funded before, ever. We came up to the Hill and we
14 explained, Here's what we heard from Tribal Nations. They
15 really want that provision, Section 2020, funded for the
16 first time.

17 We were very fortunate to have a strong partner.
18 I know the administration, obviously we clash all the time
19 with the Republicans on the Hill, but actually they've
20 been very helpful with American Indian education. In our
21 fiscal year '15 budget, even though we didn't ask for it
22 in our original request, after we briefed them, they gave
23 us the \$2 million for Tribal Education Department capacity
24 building grants.

25 Those just went out yesterday, and those are

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1 available. They're going to be widely available to any
2 tribe, again, that has BIE-funded schools. You can use
3 them for a variety of purposes. Grant schools will
4 probably go from \$25,000 to \$150,000, depending on what
5 you would like to use that funding for.

6 It's very flexible. You need to state your need,
7 and then we're going to work with you to make sure that
8 you get the resources you need to execute what you had
9 requested.

10 So that's kind of the main -- there is a few
11 other things going on under that core reform area. The
12 other one kind of at the top circle on your page there is
13 about getting effective teachers and principals to our
14 schools. One thing that we heard on our listening
15 sessions a lot is that principals and tribal leaders said
16 how hard it is to get teachers and principals to recruit
17 them, because our schools were so far away from major
18 metropolitan areas.

19 One thing we decided to do then, since it's so
20 difficult to recruit teachers, one thing we decided to do
21 instead was with the teachers who are already at our
22 schools, give them the best possible professional
23 development that we could provide. So through the BIE
24 money -- not any grant school money. We wanted to make
25 sure that this money was not coming out of any of your

1 operating costs. We took it from the D.C. office.

2 We took some money to -- again, we entered into a
3 partnership with the National Board for Professional
4 Teaching Standards. And as some of you may know, teachers
5 that are nationally board certified, they're considered
6 the best teachers in the country. It's very rigorous;
7 it's kind of like a lawyer who graduates from law school
8 and then has to take the bar exam. It can be really,
9 really challenging, and teachers who have their national
10 board certification are considered the best teachers in
11 the country.

12 So we provided some funding. Some of you here
13 probably have some of your teachers who signed up for
14 national board certification. We have 252 teachers signed
15 up in our first year, and we're going to do this again to
16 make sure that, again, our teachers are getting really
17 good professional development.

18 I think in the future we'd like to do something
19 similar for our principals: Make sure they get training.
20 Too many of our principals said they didn't get enough
21 training to be principals and just kind of got thrown into
22 the water and didn't know how to swim yet. So we'd like
23 to do something similar for our principals, as well. And
24 also we'd still like to do some push with recruiting.

25 So we had \$2 million in the President's fiscal

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1 year '16 budget for repairs to teacher housing, because so
2 many teachers -- apparently we heard principals tell us
3 that they would hire a teacher and then the teacher would
4 drive up to the school and then they would see their
5 housing and then they would just turn around and leave.
6 Like, the teacher BIE housing was so bad.

7 And then in the United States Housing and Urban
8 Development Agency -- I know; there is lots of agencies.
9 But they have \$10 million that we asked for in their
10 budget just for BIE teacher housing, in the '16 budget.
11 So we're trying to address some of these recruitment and
12 retention issues that people had mentioned to us.

13 The next circle there is called "Agile
14 Organizational Environment." That's to deal with the
15 bureaucracy at BIE. Everybody, everybody who we talked to
16 complained about the bureaucracy at Interior, saying it
17 was too complicated to figure out who to ask for help.

18 Do I talk to the BIA regional director for help
19 on my facilities issue, or do I talk to the BIE, or do I
20 talk to the Deputy Assistant Secretary for Management for
21 this procurement and acquisition issue?

22 And I'll be honest right now. Like, in my
23 opinion, the BIE is not like a real bureau. I think it's
24 like a quasi-quasi bureau. It's too -- one of the
25 problems with the BIE, in my opinion, and I'm relatively

1 new, is that it's too fragmented and vulcanized. There
2 are just pieces lying everywhere and none of them are
3 coordinated in one place. Procurement and acquisitions is
4 partially handled by the Deputy Assistant Secretary for
5 Management. Some procurement acquisition is handled by
6 BIA regional. Monty has control over the instructional
7 pieces.

8 Getting all these different powerful people at
9 Interior to move in the same direction for the benefit of
10 the school system is too hard to do. So we're just going
11 to consolidate all of those pieces, bring all of those
12 different functions that affect the school system and put
13 them in one place under the director.

14 I really do think if we consolidate all those
15 pieces and the BIA is not controlling this, DAS-M is not
16 controlling this -- BIE is controlling this -- put them in
17 one place with a person who has the best interests of our
18 students in mind, I really do think you're going to see
19 those problems that everyone talked about -- say, the
20 facilities issues, "BIA never came out and fixed this" --
21 well, BIE can't really help you with that and BIA is going
22 to take care of BIA stuff first. I mean, that's just
23 human nature.

24 So I really do think once we create a new school
25 operations division, which we are planning, getting input

1 from everybody, that will fix a lot of these problems.

2 And also like DPA: Everybody complained about
3 the Division of Performance and Accountability. Nobody
4 liked that place, either. That's actually one of the
5 things we're going to talk about today.

6 So this deck actually is only for the circle
7 about "Agile Organizational Environment," but I'm happy to
8 take any questions, we're happy to take any questions you
9 have about any of the reform areas, but really this is
10 about the structuring of the BIE today.

11 We have a lot of other things going on, though,
12 work underway, too, that affects different parts of the
13 school system. You know, DPA, Monty is going to talk more
14 about this later; but instead of having all DPA in
15 Albuquerque and then they have to travel out to the Plains
16 and to Minnesota and all over the place, it's much better,
17 we think, if we have those resources out closer to the
18 field. So Monty is going to talk more about that.

19 We're going to take those Education Line Offices,
20 which probably for many decades -- and again, I'm new to
21 this, so all of you know this much better than I do -- but
22 my understanding from what people tell me is that most of
23 these Education Line Offices are basically command and
24 control: You're going to do it this way or else.

25 They need to be more like technical assistance

1 centers. And we'd much prefer that. What we need to do
2 is BIE needs to come and ask you: What are some barriers
3 that are preventing you? What can we do in D.C. with the
4 budget or the bureaucracy that is preventing you from
5 running great schools?

6 Our job then is to go back and fix all of those
7 things as much as we can, instead of what I hear in the
8 past was the federal government telling you how you should
9 be doing it. Those days are over. It's going to take
10 some time for us to get there, too. So you have to please
11 be patient with us, because there is a large cultural
12 institution in place and it's going to take some time to
13 change it.

14 But really, BIE needs to come out, ask you: What
15 do you need from us to do a great job?

16 We're going to go back to C.D. and find it for
17 you in the budget, or get you the right person or get you
18 the right help so this is done the right way. The days of
19 us telling you how it should be done, those days are over.

20 The next circle there is kind of building our
21 capacity through partnerships. BIE has been trying to do
22 it by itself for a long time. We're really trying to work
23 with Tribal Nations much better. Also, there are so many
24 other federal resources available that the BIE has never
25 tapped into.

1 Some of you may have heard in Pine Ridge, at our
2 eight schools on the Pine Ridge Reservation -- it was in
3 the New York Times last week -- we have lost nine of our
4 children committed suicide since December.

5 And we're really trying to do what we can with
6 IHS, et cetera, but one example, one thing that BIE has
7 never done before for children who have been exposed to
8 really traumatic events, there is funding at the Education
9 Department, where I have worked: Project Serve. And
10 you're going to hear next week how we've gotten some grant
11 funding, new funding from the Education Department to help
12 those schools that have lost children due to suicides.
13 That is happening next week, too.

14 So we're really trying to think about -- I have
15 heard so much about our children, many of them come in to
16 school, they struggle with a lot of other issues unrelated
17 to school. They have a hard time focusing on math,
18 reading, and all the other kinds of things they focus on
19 in school. We're really trying to make sure they have
20 comprehensive support so when they come to school, they're
21 ready to learn. So that's that circle there.

22 And then the last piece here is about the budget,
23 and I already talked about that quickly, but we really are
24 putting our money where our mouths are. And again, that's
25 real money. You're going to see it in your budget soon.

1 The '16 budget is on the Hill.

2 The '15 budget is already done: \$40 million
3 there for BIE. Pretty soon the first school in six years
4 is going to get built in Maine for Passamaquoddy Tribe. I
5 know we have fallen down on the construction. We have
6 totally fallen down on it. It's totally unacceptable. We
7 still have three schools left over from a 2004 school
8 construction priority list. It's totally unacceptable.

9 And finally, in the '15 budget one of those
10 schools has received its funding. And then in the '16
11 budget, two schools in Arizona, the last two schools on
12 that list, there is funding for those two schools to be
13 built.

14 Once we finish that 2004 list, we are in process
15 of developing a brand-new school construction list. All
16 of the data should have been entered April 30th. We're
17 going to have a new list of new schools to fund them, as
18 well.

19 Okay. I'm done.

20 DR. ROESSEL: If you go to the next page, the
21 Secretarial Order, we kind of went over that. That's what
22 we've been talking about.

23 Just to follow through a little bit on what Don
24 talked about earlier, we just came off of two hearings,
25 one before the Senate Indian Affairs Committee, and

1 yesterday before the full committee of the Education and
2 Work Force Committee. A lot of interest. A lot of
3 interest in Indian education and BIE in particular.

4 So when we talk about the '15 budget, which is
5 real, and we talk about the proposed '16 and the plans for
6 '17, we really have some bipartisan support. And that's
7 one of the reasons why we came out here, is to make sure
8 that we don't take anyone for granted and we specifically
9 don't take Tribes for granted. We've gone and extended
10 the consultation period above and beyond what we normally
11 have done, and I think a big part of that is that we do
12 recognize this is a very opportune time for all of us to
13 be able to try to improve Indian education.

14 They're getting the PowerPoint ready, so if we
15 jump to this, I think it just gives you a quick snapshot.
16 I won't take long with this slide, but it gives you the
17 breadth of what we have. We have 53 tribes amongst our
18 tribally-controlled schools and 16 tribes with our
19 Bureau-operated schools, and then, of course, Navajo,
20 also.

21 But again, I just want to give you an idea. If
22 you look at, also, our enrollment with day and boarding
23 schools and residential programs, it gives you a sense of
24 the breadth of what the plan has to entail.

25 So if you look at this slide here, which will be

1 coming up, at first glance this slide looks very
2 confusing, but it just gives you a visual of where the
3 current situation of the BIE is, and what we're proposing.

4 So if you take those functions -- and we'll get
5 into detail -- it gives you an idea that those positions
6 within the Assistant Deputy Director for Administration,
7 which right now is here in Albuquerque -- that's the
8 job -- are going to be going out to the field. So we'll
9 have grant management specialists that are going to be
10 near the schools.

11 One of the big challenges we had in yesterday's
12 hearing is: How can you ensure fiscal accountability?

13 Well, partly, you first need to train people, and
14 you need to have the resources closer to the schools and
15 the tribes who are actually doing the work, instead of
16 thousands of miles away.

17 And then if you take, as Don mentioned earlier,
18 right below that, the current Associate Deputy Director
19 for DPA: Again, all in one site, but they're going out to
20 the field, also. They're going out to the ERCs. So the
21 monitoring and technical assistance that is required for
22 our special ed programs, that is required for our federal
23 programs like Title 2A, which is teacher recruitment and
24 development, that will be at the school level or the ERC
25 level; not at a central level hundreds and thousands of

1 miles away. So we're trying to get the services closer to
2 the schools so they can utilize that.

3 At the same time, we talk about BIE schools, but
4 remember, BIE also oversees two universities and tribal
5 colleges, SIPI and Haskell, as well as funds TCU, as well
6 as funds the JOM program. So, trying to clarify the
7 entire system and not just on our school operations. So
8 we're pulling those two positions out. If you notice, we
9 now have positions -- and we'll come into it -- but the
10 president of Haskell and SIPI now are not within a box of
11 secondary education. They now are separate. So they have
12 clearer lines of authority, and that allows them, with
13 their Higher Learning Commission accreditation, to have a
14 clearer role and accountability.

15 So we'll go to the next slide and you'll start to
16 see the details now as we move forward. So these four
17 yellow boxes are the changes. If someone were to ask me
18 what is the biggest change that we're looking at, it's we
19 are redefining the roles and responsibilities and we're
20 clarifying those roles and responsibilities.

21 So currently we used to have our roles and
22 responsibilities defined by geography. Now what we've
23 done, if you look at Associate Deputy Director for
24 Tribally Controlled Schools, we have one system for that
25 school system. One person that oversees those schools.

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1 This recommendation came from tribes, came from
2 part of our consultation process: Why don't you put the
3 tribally-controlled schools together, because they're
4 separate and they're different and you don't control them.

5 So it made a lot of sense and we listened.

6 The other was to combine all of the BIE-operated
7 schools under one superintendent, just like you would with
8 any school system in this country. That way you can
9 actually save money per scale, but you can actually also
10 target professional development, curriculum. We also
11 oversee the hiring of these people. We oversee the
12 curriculum. We oversee all of it. So putting it all
13 under one roof allows clearer accountability.

14 If you go to the other two, part of the
15 Secretarial Order 3334 was the development of a School
16 Operations Division. And that was right now combining
17 those resources that we talked about.

18 As Don mentioned earlier, if we wanted to buy
19 textbooks, we have to go to BIA Procurement or the Deputy
20 Assistant Secretary for Management. I don't have
21 contracting officers under BIE. We have to go outside our
22 system. That's why many of our schools never have
23 textbooks at the beginning of the school year.

24 If I need to hire teachers or principals in our
25 BIE-operated schools, I have to go through BIA. I don't

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1 have that ability. And that's why many of our classrooms
2 are taught sometimes by janitors. No offense to janitors,
3 but teaching science, you know, you need quality teachers
4 in those positions at the beginning of the school year.

5 So this realignment allows us, BIE, to have the
6 clear lines of authority and the ability to hire people,
7 the ability to contract and acquire acquisitions for
8 textbooks.

9 It also allows us to control I.T. If we need
10 I.T. issues, we have to go to DAS-M. We don't have that
11 ability ourselves.

12 Communication: We did hire somebody for
13 communication.

14 And facilities, schools: One of the things that
15 we have is we have a problem that people don't understand
16 school construction, the needs of a classroom, 21st
17 century learning as we move forward. All of these things
18 are done outside of BIE, so the development and creation
19 of this is bringing those different areas all under one
20 roof, all with educational expertise.

21 Educational expertise should be driving our
22 education system, whether it's the construction of new
23 facilities or whether it's an HR or whether it's in
24 acquisitions.

25 And then the Office of Sovereignty in Indian

1 Education, we have JOM, Early Childhood. And also what we
2 heard from Indian Country is a focus on we need to do more
3 about native language, history, and culture; so, create an
4 office that helps provide that spectrum of support.

5 Some tribes don't need our help. They're much
6 further along. Other tribes, I've had people ask: How do
7 you develop a language program if you have no more
8 language speakers? So how can we try to build that
9 capacity?

10 Again I go back to that early slide: We have to
11 build a plan and an organization that fits the whole
12 spectrum of tribal capacity.

13 So if you look at this slide, you'll see that
14 this is the Proposed School Operations, and each of those
15 items up on top there -- Human Resources, Educational
16 Technology, Acquisitions and Grants, School Facilities,
17 and Communications -- those are all positions that are
18 being done right now by other places.

19 So when you first look at this, the first thing
20 you think and the first thing I think is: Oh, my God,
21 BIE is getting bigger.

22 It's not. Those elements up there are being done
23 at BIA, at DAS-M. It's taking those people and putting
24 them back under BIE so we have direct line of authority
25 for those people. It's not adding on to all these

1 positions. And the positions that are not colored down
2 below, those are current vacancies that we have and
3 current positions. So it's not building up, but what you
4 see is that they're going out to the field.

5 So you have, for the grant schools, tribally-
6 controlled schools, it looks very different from the BIE-
7 operated schools, because BIE-operated needs contracting;
8 grant schools do not need that. Tribes do that on their
9 own.

10 Division of Performance and Accountability: The
11 top senior managers will be moving to Washington because
12 this the DPA oversees the Department of Ed funds,
13 primarily; the SCA functions. And they're the ones that
14 deal with the Department of Ed. So get them closer to the
15 people that they work with, and get the people that work
16 with schools out to the schools.

17 So you see all of these people that used to be
18 centrally located in one spot here in Albuquerque now are
19 going to be out in Tuba City. They're going to be out in
20 Albuquerque and Phoenix. They're going to be out in
21 Seattle. They're going to be out all across, in
22 Flandreau. They're going out to the field so they're
23 closer to the schools.

24 I always give the example right here of saying:
25 Right now if they wanted to go to Tuba City, they would

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1 jump in a car, drive there in one day. Tomorrow they
2 would do their rounds, then get in the car and come back.
3 Three days to visit one school.

4 With an office now in Tuba City, these people can
5 go see Tuba City, Toadlena, Kaibito, different schools in
6 that area, as well as even the Hopi schools. They can get
7 three or four schools done in one day. In the span of
8 three days that it takes right now, they could get eight
9 or so visits in. That's what we're trying to do, is get
10 services to the schools closer.

11 You also see our accountability, an assessment.
12 With our new assessments, smarter balance. The other
13 thing that we also need is data. Schools need data. We
14 need data to make decisions, but also to drive our
15 budgets, and so part of that is trying to ensure that we
16 have the information we need to propose increases in
17 budgets.

18 This is where we start seeing the impact, even
19 though there is impact in the others; but when we talk
20 about where the schools are that many of you represent, if
21 we talk about this, the BIE-operated schools, there will
22 be an ADD. The ADD for BIE-operated schools will remain
23 here in Albuquerque. In addition to that, they will have
24 an Education Resource Center here in Albuquerque.

25 This will be the makeup of where the schools are.

1 And let me just tell you this: As we move
2 through this slide, we'll go kind of quickly. The first
3 slide will show where ERCs: Albuquerque, Phoenix, and
4 Belcourt, which is Turtle Mountain. And then the schools
5 that are assigned to that area are underneath it, and then
6 the next slide will show staffing. It will be the same
7 process as we move forward.

8 But you can see the schools that are reporting
9 here to Albuquerque. I think they're all reflected; these
10 are the BIE-operated schools. They'll report here to
11 Albuquerque. So you'll have that ADD for Bureau-operated
12 here in Albuquerque, and you'll have an ADD or an ERC for
13 BIE-operated.

14 This will be the staff that will support your
15 schools here. So if you look at right now the staffing
16 that we have, the big box that you have, Associate Deputy
17 Director down to Pine Ridge, South Dakota, that is like
18 the district. They are overseeing all of the schools
19 within BIE.

20 The next boxes are where you have the school
21 improvement initiative, the technical assistance that is
22 being provided from Albuquerque to meet your school needs;
23 or Phoenix; or, again, Turtle Mountain/Belcourt.

24 So there is two different functions here. One is
25 a district function up on top, where you have people that

1 are looking at it from the entire system. And then the
2 next level down here in Albuquerque -- again, this is just
3 for BIE-operated -- you have the support.

4 Native language support is also something very
5 important that we have at the district levels that we
6 didn't have before. So it gives you an idea of what we're
7 looking at.

8 All right. So this is the district box right
9 here. And then here is the Education Resource Center.
10 This is two different staffs that are working. Okay?

11 Now, the next group is the tribally-controlled
12 group. Once again, you will see that Albuquerque has its
13 own Education Resource Center here in Albuquerque, also.
14 So you have an ADD for the BIE-operated schools, you have
15 an Education Resource Center for the BIE-operated schools,
16 and you have an Education Resource Center for our
17 tribally-controlled schools.

18 So the support that we have here, again, some of
19 these, and you look at all the schools, it's not just the
20 pueblo schools tribally-controlled.

21 Because again, what they're doing, most of the
22 tribes -- and we were just talking with Governor Torres
23 about Isleta converting to tribally controlled. The Tribe
24 is taking control. You're not listening to us anymore.
25 You're making those decisions. And so we're there to

1 support those decisions. We're not there to dictate. So
2 the support is very different than what we have done in
3 the past.

4 So this is what the staffing looks like. So if
5 you look over, the Albuquerque office, the staffing that
6 comes with this, again, ADD for tribally-controlled is in
7 Minneapolis; but there is an Education Resource Center,
8 administrative center, that is in Albuquerque.

9 So you have oversight on tribally-controlled
10 schools at two different levels: At the ERC level, as
11 well as in an administrative level and function, to give
12 the support to tribes. So what we're trying to do is
13 provide very specific support.

14 Down here you have Grant Management Specialists.
15 One of the big challenges we have is having clean audits.
16 And what we've done in the past with BIE is we waited
17 until you turned in an audit, you have disallowed costs,
18 and then we come in and we give you the hammer. We don't
19 give you the training. We don't provide technical
20 assistance. We just wait for you to step out of line and
21 then we whack you.

22 Those days are over. What we need to do is to
23 provide the training to say: This is what a good audit is
24 about. This is how you can improve, this is where you can
25 improve. And if we didn't provide that support, then we

1 can't ding you on it.

2 So what we're trying to do with putting these
3 people out in the field is to provide that training. And
4 in a situation like this, we could actually go, say,
5 Albuquerque could have a training for all these tribally-
6 controlled schools on clean audits. That's being done by
7 someone that's working with them.

8 So the other ERCs we have are in Nashville,
9 Seattle, Minneapolis, Rapid City, Flandreau, and Bismarck.
10 But all of these will be taken care of. Your schools here
11 in New Mexico will be reporting to Albuquerque.

12 This is Navajo. We have some Navajo here. For
13 the ERC distribution, again, they have their ERCs there
14 and then the different schools that are aligned with their
15 schools. You'll see in this top box we kind of give you
16 some background: Five ERCs serving 65 schools.

17 And then if you look back here, you'll see up
18 here again we show seven ERCs serving 93 schools in 21
19 states. So we give you a little sense of the capacity
20 we're talking about.

21 Here is the staffing that goes with the Navajo.
22 The same idea: Their ADD structure, and then they have
23 theirs broken out. They already are operating like this
24 in the field. They have their own structure.

25 That's our presentation that we're showing. What

1 I want you to do now, if you could, and it's not in the
2 presentation, but it is in your consultation booklet.
3 These two pages, if you could (indicating), because I want
4 to be clear here. So I don't want it to look like we're
5 trying to do something without addressing it.

6 So within our reorganization, there will be
7 closures of current education line offices. The impact
8 that you have here is the office in Espanola is being
9 recommended for closure. You saw the capacity of the
10 Albuquerque office of being much bigger, of trying to
11 bring people in. So the staffing is much larger than it
12 was with two separate line offices.

13 One of the other changes that we're recommending
14 is the closure of the Gallup, New Mexico, office, also.
15 And there, they will be transferred to -- or because there
16 is an office there in Window Rock, only 28 miles away,
17 that's being proposed.

18 I will just say this in terms of staffing: There
19 is a process that we have to go through with federal HR
20 policies. We are following that, and so to say who will
21 lose a job and who won't, we're in no position to say that
22 individually now. But I will say this: We have more
23 positions than we have people in the field right now. So
24 the likelihood of people actually losing positions is
25 pretty slim, but they may need to move.

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1 There are other offices that are closing. I'm
2 not really sure who all is in attendance. So we have the
3 Billings, Montana, office will be closing. The
4 Sacramento, California, office will be closing. And then
5 the two. So we have five offices that will be closing.
6 Some of these offices have been closed for a couple of
7 years now. We have no staff in them.

8 And some offices are going to be changing. The
9 Hopi office, which was a line office, will continue now as
10 a facility service center. The Oklahoma City line office
11 will continue as a business service center.

12 And then one of the things in the Plains is
13 they've taken over some of their own functions of a line
14 office, so there is no reason for us to be there if they
15 are now doing those activities.

16 But in a nutshell that's the closures, but I
17 wanted to be clear of what we're proposing for here in
18 New Mexico. Anything to add?

19 MR. YU: No.

20 DR. ROESSEL: With that, that concludes our
21 presentation of the plan. I will defer to Governor Torres
22 if he wants to start, since he's the host, to offer any
23 comments. But from there I guess we just ask again for
24 you to state your name, who you're representing, each time
25 you speak for our court reporter, if there are any

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1 comments.

2 GOVERNOR PAUL TORRES: Thank you, Dr. Roessel,
3 and thank you for the presentation. On behalf of the
4 Isleta Pueblo right now, since we're in transition -- and
5 we talked earlier about where we're at with that. You
6 know, we're getting people hired for the transition to
7 take over the schools starting on July 1.

8 So we're headed in a good direction and we're
9 making lots of progress. Everybody is doing their work.
10 We have lots of good professionals on our team doing what
11 they need to do. So we're happy for that.

12 And we look forward to taking over our schools.
13 And all we're looking at is our future, our kids, because
14 that's what it's for. It's not about teachers or not
15 about principals or anything. It's not about us. It's
16 about our kids. That's our future. So that's what the
17 tribal leadership here at Isleta has talked about.

18 And it's going to be challenging for us to take
19 over our schools. You know, our day school there has been
20 there since 1890. And, you know, most of us old-timers
21 went to school there. I remember like yesterday when I
22 went to school there, where the teachers were very strict
23 with us and didn't let us talk our language and on and on
24 and on, and we hear it all the time.

25 But, you know, like I said, I think we're headed

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1 in the right direction, and it is in our best interest to
2 do what we're doing.

3 And all of the Pueblos are different. You know,
4 they have their issues and they're going to do what is in
5 their best interest.

6 So I'm going to go ahead and stop there and give
7 an opportunity for the other tribal leaders and their
8 representatives to make their comments. Okay? So thank
9 you, Dr. Roessel.

10 DR. ROESSEL: Thank you.

11 GOVERNOR PAUL TORRES: And it's up to you, but I
12 would say just go down this way, and then we'll start back
13 and go this other way. Okay? So, Governor Pino.

14 GOVERNOR DAVID PINO: Hello. My name is Governor
15 Pino. I'm from Zia Pueblo. One of my questions I have is
16 the problem that I have in my school is having the ELO
17 basically communicate with my school board. What's the
18 changes on that as far as the school board having
19 authority to make some of those decisions even though it's
20 still operated by BIE?

21 DR. ROESSEL: I think one of the things that --
22 and we heard this all around with our BIE-operated school
23 boards -- is school boards wanting to have a larger voice.
24 Within BIE's manuals, a Bureau-operated school board is
25 looked only as "can recommend." It doesn't have that

1 fiscal authority to make decisions.

2 I think it's something that what we're looking at
3 as we move forward is trying to provide the training for
4 school boards and principals to work more closely
5 together, and I think that's something that's been
6 lacking: What are those clear roles and responsibilities
7 that you want?

8 Because school boards are still elected officials
9 even if they are not -- even if they feel like all they do
10 is recommend. That's an important voice. That's
11 something that we need to hear. I think it is something
12 that we're looking at very closely, at what we can change.

13 Now, it's hard to change those requirements,
14 because it's hard to have someone from outside of the
15 federal government supervise, and that really is what it
16 comes down to, is you can't have a non-federal employee
17 supervising a federal employee, which is the principal.
18 That's where it gets, you know, like this (indicating).

19 But it doesn't mean that we can't work together.
20 And what we need to do from BIE's perspective is to train
21 our principals to work better with tribes.

22 I'll be honest. We don't do that. We have a lot
23 of clashing. You know, people talking past each other and
24 not listening, and I think part of what we want to do as
25 we move forward with this is to provide the training --

1 very clear training -- for school boards so they
2 understand what their roles are, but also an expectation
3 for our BIE employees and our principals and our
4 leadership to ensure that they know how to work
5 respectfully with tribes, that this is their community.

6 And I think we need to do a better job at BIE to
7 train our principals and staff to understand that.

8 GOVERNOR DAVID PINO: My name is David Pino, the
9 Governor of Zia. Again, like I said, one of the biggest
10 problems that we had in Zia was that when we made a
11 recommendation, when I was on the school board as the
12 chairman, basically we didn't have any voice at all.
13 Nobody would listen to us. We would recommend the
14 principals who we wanted, but they overrode us on those
15 decisions.

16 And basically, one of the biggest problems we had
17 is we had people that were sitting up on top that had
18 friends within the system and they bring their friends in
19 as the principals.

20 And that's one of the biggest problems I had, was
21 my recommendation, my school board's recommendation,
22 didn't mean nothing to them. And even after they brought
23 those people in, they created problems for our school as
24 far as finance, but yet once we got rid of them, they went
25 to another BIA school.

1 And that's one of the biggest problems that we
2 have, that why are they not being responsible for what
3 they do wrong? Why are they not accountable for what
4 they're doing wrong?

5 We had an individual that was working there as a
6 business tech put us in the hole over \$50,000 and then yet
7 they move her to another school. And all she got was a
8 slap on the hand. And that's one of the biggest problems
9 we have with BIE, that they just keep moving those people
10 around.

11 I mean, we have no control as far as what we say
12 and what they do wrong, because they keep moving them
13 around. And that's one of the biggest problems BIE has.
14 It's almost like the three monkeys: We see no evil, we
15 speak no evil, you know. It's just one of those things
16 right now that we have in the BIE schools. And I think
17 that needs to change.

18 DR. ROESSEL: I agree with you. I mean, I've
19 seen that, too. And I think one of the things that we're
20 trying to do is that within this restructuring -- and part
21 of the reason why we have communications has been given a
22 big emphasis -- not just giving information from, say, my
23 level down, but also among schools; that by having these
24 Education Resource Centers, that you'll have people that
25 are looking out for the schools that are around, that

1 they're overseeing.

2 Because I agree with you: One of the worse
3 things in the world is when you have someone that just
4 goes hopping here and there. It's because we don't talk
5 to each other, for whatever reason. And I've been in this
6 job now for a little over a year, and it's a huge
7 frustration. I see exactly what you've seen.

8 Why don't we just say: Okay, you used to work at
9 this school. You're applying.

10 Pick up the telephone -- we now have cell
11 phones -- and call the previous schools and get
12 recommendations. I have found many times that we don't
13 even do that.

14 But I think now, by putting HR under me, you can
15 hold me accountable. Right now, what I would say is: HR
16 isn't under me. It's BIA. And I can blame somebody else.

17 You know, what we're trying to do is to say: If
18 we have that problem and I have the control to fix it,
19 then you can hold me accountable. Then we can sit here
20 and say, "You said this on May 15th. You didn't fix it."

21 I can't say to you, "Well, it's somebody else's
22 job." With this reorganization, that will be my job, and
23 if I don't get it done, I should be fired.

24 We need to fix that. It's a big problem in
25 Indian Country. They go all -- I mean, I'm getting

1 frustrated as I sit here and talk, because I can picture
2 people when I was at Navajo and then I'd see them actually
3 coming over here.

4 I know exactly what you mean. We will fix it.
5 We will fix it.

6 GOVERNOR DAVID PINO: It basically comes down to
7 that being a tribal leader, sometimes we can get so
8 frustrated, like you do, that we just tend to -- not
9 really stop caring, but how would I put it? Well, just
10 the frustration there. It's there. It's like we don't
11 have any say-so at all in our schools.

12 Like I said, we had an individual that was that
13 the office, the last ELO we had there, Mr. Deerman, and we
14 had other another teacher, who went and found some funds
15 for the school. Basically, \$1.5 million was supposed to
16 be spent. Within the three years, the business tech came
17 in there after we told them not to spend that money
18 because that money was earmarked, what did she do? She
19 went ahead and spent all that money and then moved to
20 another school. And that money was supposed to be there
21 for three years, and it never happened.

22 And that's what I'm talking about: People are
23 just being moved from one school to another. It's not
24 only affecting my school, but at the same time it's
25 affecting Isleta, Acoma, and other places that have no

1 control of their schools.

2 DR. ROESSEL: I agree.

3 MR. YU: And just to say really quickly, the
4 problem, Governor, that you're bringing up right now is a
5 problem that happens in every school district around the
6 country: You know, kind of just passing the trash around
7 and there is not a lot of accountability. Like, "Oh, I
8 don't like this employee. Just ship him or her somewhere
9 else so I don't have to deal with him anymore.

10 And that is because there are so many public
11 school districts, and also at the federal government there
12 are so many civil service protections protecting these
13 employees. I mean, it's almost impossible to fire them
14 because the law makes it so hard.

15 One thing you could do is, just like Governor
16 Torres mentioned, if you don't want to deal with this
17 anymore -- and I don't want to throw all of our federal
18 employees under the bus. Some are great. But there are
19 definitely some that are a problem, and I've seen now in
20 my last 18 months here. But, you know, converting to
21 grant status, that way you'll be eliminating all these
22 federal employees. You'll have much more control over; as
23 the governor, if you decide that the Pueblo would like to
24 take over its school, have direct oversight over it, you
25 won't have to deal with those federal employees anymore.

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1 That is one thing to think about.

2 GOVERNOR DAVID PINO: Thank you.

3 DR. ROESSEL: Go ahead.

4 FORMER GOVERNOR RICK VIGIL: Good morning. If
5 you would go to the Blueprint for Reform.

6 DR. ROESSEL: Could you state your name?

7 FORMER GOVERNOR RICK VIGIL: Yes, I'm getting
8 there.

9 DR. ROESSEL: Okay.

10 FORMER GOVERNOR RICK VIGIL: Good morning,
11 everybody. My name is Rick Vigil, Former Governor from
12 the Pueblo of Tesuque, representing my Governor, Milton
13 Herrera, and the Tribal Council.

14 And that's where, if you would go to this
15 PowerPoint that you have, that's where I'm going to start
16 my basis of my presentation.

17 Okay. I work with -- first I'd like to also
18 acknowledge folks that I'm here with. The first
19 individual is Mr. Norbert Leno, who is now serving as
20 Councilman. I have Former Governor Gil Vigil, also the
21 Eight Northern Pueblos Executive Director. And our Super
22 Woman, our principal, Veronica Martinez.

23 So in preparation for today's meeting, you look
24 at the central location. I as a leader and my fellow
25 leaders, my principal, parents, the community, the first

1 thing we've got to observe by people in the higher
2 echelons to understand where we're coming from, we're a
3 very small community, Ohkay Owingeh.

4 And for me I had the opportunity when I was
5 serving as governor in 2010 to take that opportunity to
6 become a grant school, to where many councils have talked
7 about it in taking ownership in our school. So when we
8 had that opportunity, I took advantage of it.

9 So within that nucleus, like Governor Pino was
10 saying, How do we take control? For me personally, our
11 Tribal Council has taken that initiative to take tribal
12 resources to fund our education. And in preparation for
13 this meeting, it's again the trust responsibility of the
14 Bureau of Indian Education, the Bureau of Indian Affairs.

15 And when you look at this reorganization, what is
16 the approach? Are we going to be talking about
17 bureaucracy again? And many of these leaders have gone to
18 Washington, D.C., advocating for their needs in their
19 communities, and that's gone to deaf ears.

20 But encouraging of looking at the future, the
21 first item on the top that outlines, "Highly effective
22 teachers and leaders." That's where currently our
23 principal is very high caliber. I have -- there is three
24 other teachers that are very high caliber to where, again,
25 the almighty dollar drives the decision to continue in

1 retaining excellent teachers; to where, again, because of
2 the level of funding, and it's encouraging to hear that
3 funding is now coming forward to hopefully retain our
4 staff to where you see the difference in our children.

5 Governor Herrera and I visited one day at the
6 school and they were having a principals' meeting. It's
7 very disappointing to hear other tribal communities not
8 getting this resource, yet it's here in Albuquerque, to
9 where the Tribal Education Center has been sitting here in
10 Albuquerque.

11 We have the Northern BIE now is going to come to
12 a closure to where, in the recommendations that were
13 outlined, that's where I see the opportunity for the
14 future; that hopefully Ms. Martinez and her staff are
15 provided the necessary resources.

16 Then we go to funding. Last year we had an
17 enrollment of 16 students, and this year we've at 31
18 students, to where again, the formula: It's projected
19 within a three-year capacity. And that's where the tribe
20 put their energy in there to assist.

21 But most recently now as the tribe, our position
22 is: Okay, BIE, you're the trustee of our educational
23 needs and our community. Come to the plate and truly
24 demonstrate that effort, to where, again, looking at,
25 Where do we get the training?

1 With the help of Mrs. Martinez, our teachers are
2 now going to Columbia University to where, again,
3 enhancing personnel development, to where at Columbia
4 University, teachers are able to get into the college
5 reading and writing mechanism to improve themselves. This
6 summer they're going to go to different other institutions
7 that are part of this infrastructure, in New York City and
8 in California.

9 So they themselves, they can look at the staff
10 development that is happening, to where for me as the
11 leader and for our community leadership, How can we retain
12 that school?

13 Then it comes to infrastructure. Our school is
14 100 years old, you know, to where it would be nice to have
15 a brand-new school. But that competition still remains,
16 you know, and many of our brothers and sisters of both the
17 Northern and Southern Tribes, we've been in these
18 institutions for 100 years; to where, again, that
19 mechanism of an ideal learning environment where you have
20 the state of the art;

21 To where the next option: Aligning
22 reorganization environment. I for one have been involved
23 in technology. In 2010 broadband initiative was
24 happening, so we jumped on that band wagon and today in
25 our institution we have high-speed Internet. Yet the hope

1 is to look at bringing that infrastructure to home, where
2 our students can utilize technology in an ideal learning
3 environment;

4 To where, again, training, you know, school
5 boards. I once, when my children were in BIE school, was
6 a board member from Tesuque Pueblo. To where, again, like
7 echoing Governor Pino, we bring recommendations but
8 decisions are had in another direction, to where truly now
9 if you want tribes to take ownership, come to the table;
10 to where, again, execution.

11 And from taking that point to this, all of the
12 recommendations are ideas; to where then we go to
13 Number 3: Promoting educational self-determination.
14 We've been doing that. The Tribe has been supplementing
15 our school. Most recently now, within the last three
16 years, we kind of stepped away and said, okay. But BIE is
17 not making the commitment. It's going to deaf ears, to
18 where again, the opportunity, to where we have now
19 control.

20 But again, it's the training for tribal
21 leadership, parents, school personnel, to look at this
22 type of framework, turning earlier in your opening
23 comments, Dr. Roessel, is: How are we going to take
24 ownership? And I think in the next two other segments,
25 the partnership is very critical to where, again, taking

1 ownership.

2 Number 4: Comprehensive support through
3 partnership. That should have been happening long ago,
4 but now the opportunity to where we're talking about
5 culture, tradition, and language. The Tribe has funded a
6 tribal language program. Now we partner with the State
7 Department of Public Education to get additional
8 resources, but that has gone away.

9 And in our discussion, now we're looking to you
10 to say, How can you provide resources, to where having
11 somebody with that professional perspective of
12 accreditation? To where in talking with Mrs. Martinez,
13 basically she has the expertise. She's Hispanic, yes, but
14 she brings the academic framework to developing our
15 language program.

16 To where again, How do you measure success?
17 We've had this native language program for a number of
18 years. I personally was an instructor; to where, again
19 the greater challenge is funding. Because there's your
20 commitment. And seeing some of the young men and women,
21 today most of those young men and women are seniors, that
22 I had the opportunity to work with.

23 Yet I see in my own community our young people
24 wanting to get involved in our way of life, to where again
25 that's a community ownership.

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1 Number 5: Budget alignment to support new
2 priorities. And I can say that I'm sort of frustrated.
3 You know, like you were saying earlier, the audit: We've
4 been doing our audits. Internally we created a budget
5 format. For the last three years now I've been the
6 designated chair to assist the Governor and the Tribal
7 Council; to where, again, just a couple weeks ago, we got
8 a sanction notice because we hit a threshold over 500,000.

9 And like you were saying, Dr. Roessel, BIE is
10 here, BIA is here, but the conversation is not happening
11 among one another. Now we're going to have to expedite
12 our 2014 audit on account of that sanction, because now
13 the concern is: Are we going to be able to pay our
14 teachers come the beginning of this school year?

15 And it was enlightening to hear that we're going
16 to get additional appropriation.

17 And with this sanction, to me, it doesn't have
18 rhyme or reason; to where those are our other new
19 priorities that I think that need to be evaluated.

20 To where again, you know, through NCAI in 2010 we
21 had that conversation with Secretary Duncan, Assistant
22 Secretary Washburn, to begin looking at: How do we create
23 that partnership? And we've got to look at: How does the
24 Department of Education also network with State public
25 education? To where the dilemma, the fight, has been

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1 happening with Impact 8.

2 And yet we as leaders, we go, we share our
3 frustration, yet nothing gets resolved. To where now the
4 opportunity. And kind of looking at all these materials
5 that I've been given within just, like, the last week, I
6 did a lot of reading to where, What's the time line?
7 What's going to be the future when this reorganization
8 does happen?

9 Because in our government we transition yearly.
10 So the conversation we're having today, we're going to
11 need to have that same conversation come next year to
12 truly benchmark ourselves to where, What are the greater
13 opportunities? That these are the success stories
14 formulated through this process. How many of our
15 communities are going to be retaining excellent teachers?
16 Principals? How are we going to look at that benchmark of
17 culture, tradition, and language? How do we look at your
18 dilemma that you raised between BIA and BIE?

19 Because like I know on BIA, we only have one
20 awarding official. And that's a challenge. And I don't
21 see why BIE doesn't have an awarding contractor on board
22 that makes it easier for the function of BIE to support
23 funding at a timely manner.

24 And that's where our struggle is back home, also,
25 is that supplemental funding. And right now we're in dire

1 straits, to where again coming to this meeting, the
2 opportunity to see what the future should give us.

3 To where again, hopefully after this consultation
4 proceeds, that, you know, we achieved today what we're
5 saying today, moving forward. And hopefully identify
6 these people that you have on the organizational chart.

7 My frustration: I called the gentleman that had
8 his signature on this sanction letter. I called him,
9 emailed. No response. My finance director did likewise;
10 our auditor. No return, no response.

11 So to me the priority also needs to be a
12 framework of how are we going to communicate? Like you
13 said, Dr. Roessel, we all don't fit the same shoe.

14 That opportunity can be had for collaboration,
15 coordination, to see the successes of our institution.
16 And that's where, like you were saying, you don't have an
17 idea of Ohkay Owingeh when you're sitting in Washington,
18 D.C.

19 This Ohkay Owingeh Day School is a very small
20 school. But seeing the enrollment from 16 to 31, and
21 that's why I was telling the Councilmen and Ms. Martinez:
22 Why don't we develop a new school? You could probably
23 even house from 31 to maybe 50 students. And that's the
24 opportunity we want in our community.

25 So on behalf of Governor Milton Herrera and the

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1 Tribal Council, I share these thoughts. And I do have the
2 presentation. We need a make a hard copy, and that's my
3 last question, is I know there were some deadlines,
4 whether the comments were going to be had today or come
5 next Friday. So we can be able to provide other insights
6 when I give my orientation to the Tribal Council, to
7 where, How do we see each of these calibers?

8 There has been only the three of us; the Council,
9 there is at least 15 of us; parents; community members, to
10 learn about this reorganization. And that's where
11 internally it's our responsibility also to be on top of
12 the game. How are things transforming? Like your
13 appropriations.

14 You know, for me personally, our Congressional
15 leadership here from New Mexico are very strong. And the
16 two individual staffers are here; we're dialoguing with
17 them. Every time we go to D.C., we're seeing Congressman
18 Ben Ray, Senator Udall, Senator Heinrich, Senator Pearce,
19 Congresswoman Michelle Grisham; to where, utilize us to
20 advocate for the needs that we're going to need.

21 And the bureaucracy still is going to remain.
22 Right now we have a Republican-controlled Congress. We
23 have a very supportive President that has done a lot for
24 Indian Country, to where that opportunity may change now
25 with the new election.

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1 But how are we going to still continue to push
2 this agenda forward? And that's the scary situation.
3 Because we can talk till we're blue in the face, and if
4 leadership doesn't become partners, you know, to me, it's
5 old news.

6 Your tribal consultation mechanism was because
7 tribes saw what was happening. And now with us as
8 leaders, we're the next group of individuals. Ten years
9 from now there is going to be another group of leadership.
10 And if we're talking the same ol'-same ol', there's a
11 problem to where we truly would say: United States
12 Government, give me the money I need to operate my
13 community. That's truly the trust obligation that we
14 would have, and looking at that number, you know, you see
15 how the transformation is happening.

16 GOVERNOR DAVID PINO: Mr. Pino, could you bring
17 it to an end, so we can have other tribal leaders have
18 their comments also, please? Okay?

19 FORMER GOVERNOR RICK VIGIL: Okay, Governor. I
20 know I become long-winded, but this is the compassion I
21 have as a leader.

22 The gentleman sitting next to me, I worked with
23 him hard to build the Santa Fe Indian School. And he's no
24 longer there. We have a new superintendent. He's doing
25 the same thing.

1 So with that, that's what I got to share in your
2 framework of the reorganization. And I think that
3 opportunity in terms of our listening, we can add
4 additional information. So thank you for your time and
5 attention.

6 And I apologize, Governors, but, you know, this
7 is the opportunity that we have to convey our concerns and
8 our importance to the framework of this reorganization.
9 Thank you.

10 DR. ROESSEL: Thank you, Governor. And we have
11 extended the comment period through the 22nd of May for
12 written comments.

13 MR. YU: And Governor, one more quick thing about
14 your school that you said was more than 100 years old: I
15 did mention at the top that we're in the process of
16 developing a new school construction priority list, so
17 please make sure that --

18 We need updated data, though. Actually, the
19 deadline for submitting data for the school buildings was
20 April 30th. But please, if you haven't done it yet,
21 please make sure to enter that data into FMIS.

22 Principal Martinez, I'm not sure if that's
23 something that falls on you. Again, the deadline passed,
24 but please update it as soon as possible, especially if
25 that school is that old.

1 PRINCIPAL MARTINEZ: It was supposed to already
2 be inputted by BIA. We have been on the list.

3 MR. YU: Okay. Great.

4 REPRESENTATIVE JOE ABEYTA: My name is Joe
5 Abeyta, and at registration this morning I presented a
6 proxy signed by Governor Chavarria from Santa Clara to
7 speak on his behalf and speak on behalf of our Tribal
8 Council. Currently I am a Council Member in Santa Clara,
9 and I appreciate this opportunity.

10 Good morning, Governors. Good morning, Tribal
11 Officials. Good morning, Educators, and all of the people
12 that are present because of your concern regarding our
13 children and our schools.

14 With me this morning is the Director of Education
15 for the Pueblo, Mr. Jeremy Oyenque, and also Francis
16 Tafoya, a former tribal officer and councilman, currently
17 the Director of our Head Start Program.

18 I want to start by thanking you, Dr. Roessel, for
19 being here.

20 I'm sorry that in the introductions I didn't get
21 your name completely -- or I didn't understand your title.

22 MR. YU: Oh, my name is Don, by the way. Don,
23 D-O-N. The last name is Yu, spelled Y-U. Sorry.

24 REPRESENTATIVE JOE ABEYTA: Okay. No need for an
25 apology. Don, it's probably my hearing that is going bad.

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1 But thank you for being here.

2 I sincerely appreciate the meeting so far, and I
3 respect you, Dr. Roessel, as a person that has a good
4 intention, and I hope that your folks in Washington will
5 support you in the ideas that you've got, because I think
6 that they come from a good place. They come from a
7 genuine place in regard to a desire to improve what has
8 existed over the years and has been alluded to by the
9 leadership so far.

10 I want also to mention that I'm old enough to
11 have met your mother and father and have such a tremendous
12 respect for them as the pioneers in regard to sovereignty
13 in education, the pioneers in regard to Indian control.
14 And to a great extent, they set the standard for so many
15 of us that we're trying to do the same thing: More
16 control for our own people, decisions made from the
17 perspective of Indian people, evaluations done from the
18 perspective of our people as a condition for the kind of
19 success that our children deserve.

20 So with that said, the first comment is that so
21 many of us have been a part of reorganization for so many
22 years, it seems as though it's an event that occurs every
23 three or four years. There is meetings held to discuss a
24 new organization, and the unfortunate thing is that the
25 politics in Washington that has to do with elections,

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1 changes in administration, changes in the Congress, so
2 many of those reorganizations and so many of those plans
3 have fallen by the side. And it's a tough job,
4 Dr. Roessel, that you have selected, to try and make some
5 improvements.

6 In regard to our communities, I suspect that as
7 we go around the table, there is going to be similar
8 concerns. And one of the concerns that Santa Clara has
9 got is that because we are such a small community, like
10 Tesuque and like Zia and like so many of the others, we
11 need, as the leadership, probably to host a meeting prior
12 to meeting with you so that we can speak as one and have
13 our voice heard in a way differently than it's heard when
14 individuals speak and bring forth their concerns.

15 In the reorganization I understand that the
16 larger tribes are going to get a consideration that is a
17 bit different from some of the smaller tribes. So
18 therefore, I think that it would be worth a discussion,
19 probably at a later time, for the leadership to consider
20 coming together and to be represented as all Pueblo people
21 addressing these needs that are so very important.

22 Our experiences in the past, you will hear about.
23 It's exciting in regard to this meeting to hear that there
24 are literally millions of dollars that are now going to be
25 available. I'm anxious to find out who is going to be

1 identified as the office or the individuals that will
2 provide technical assistance in assisting all of us in
3 regard to securing our fair share and be given the
4 opportunity to present our needs to be responded to in
5 terms of dollars.

6 So many of our experiences have been that there
7 has been declarations about dollars available, only to
8 find out that by the time the money gets to our local day
9 school or to our local grant school, there is not a
10 significant change.

11 I'd be interested in, and hope on behalf of Santa
12 Clara, that we could get somebody assigned to assist in
13 reviewing the comments and the projections that are being
14 made. That's probably one of the most important things.

15 The second thing is we'd like to look at a
16 contrast between the present organization and its funding
17 and the projected organization and its funding; because
18 again, usually in the opening comments by government
19 representatives there is a statement that "We're going to
20 save money. We're going to be stronger as a result of the
21 reorganization."

22 But as we analyze the final outcome, there is not
23 an addition of money, and it's hard to understand where it
24 goes. If we're reducing -- if we're reducing the
25 organization, what's going to become of the money that was

1 used for the old organization? And sometimes we hear that
2 that money is returned back to the Treasury; and it's of
3 concern.

4 A couple of items that, as this reorganization
5 takes place, might be considered, is:

6 Number 1, an opportunity for research at the
7 local level. An opportunity for gathering data at the
8 local level, and support for that. I honestly believe and
9 have confidence that Indian people have the ability, they
10 have the competence to look at our situation and to lay
11 out some systems of research to look at what's working for
12 us and what we can use as the basis for strengthening our
13 programs.

14 All too often, new agenda items, new ideas for
15 strengthening our education come from people with a much
16 broader national perspective that doesn't respond to our
17 particular needs, and then we're held accountable to a set
18 of standards that are foreign and don't make sense in
19 regard to our perception about what can be done with our
20 children.

21 What we can do, because we've got a vested
22 interest: It's our idea.

23 The concept of change coming from the outside and
24 neglecting the strengths of our people in our own
25 communities is something that needs to be considered in

1 reorganization. There is an ability there. We need to be
2 allowed to do our own research, to analyze the outcomes of
3 that research, and to make change relative to our
4 perception of what that research says.

5 And it's not all that often that research is
6 included a budget, but in regard to local control, in
7 regard to strengthening our education programs, we need to
8 be involved in that aspect of the educational agenda.

9 The issue of providing the training: On that, I
10 wrote down, and I don't know if I got it correctly, but in
11 regard to providing training by competent people and not
12 wait until mistakes are made and then hammer our
13 community, I'm glad you said something to that effect. I
14 agree with that. Sometimes it's like we're at war with
15 the government when in fact we should be working together.

16 Sometimes it seems as though there is a shadow
17 overlooking our endeavors, looking for something to go
18 wrong that they can somehow or other bang us for as a
19 means to upgrade their positions.

20 We need to work together out of a spirit of
21 respect, because in my opinion and the opinion of Santa
22 Clara, it's been discussed many times: We all have a
23 concern for the children. We all have a concern for their
24 growth and their development. We have a definite need in
25 regard to an education program that prepares our children

1 for those challenges that, when we were younger, didn't
2 exist.

3 It's recent that I've been appointed to our
4 Council, and it's incredible for me as an individual to
5 finally realize and recognize all that governors go
6 through, all that tribal councils are confronted with.
7 It's huge. And it's so very important that our children
8 are prepared.

9 It's fascinating that from time to time if you
10 ask one of our younger students -- and I accept some
11 responsibility for that -- "Can you outline the United
12 States of America for us?" Absolutely. They can draw the
13 outline of the United States of America.

14 You ask them, "Will you outline our reservation?"
15 They don't have a clue.

16 There needs to be more of a focus in regard to
17 who we are and what we consider to be important, what we
18 consider to be relevant. We need to give opportunity to
19 our parents and to our communities to voice their opinions
20 and have those opinions be heard and acknowledged and
21 translated into a response that is tangible, that we can
22 see and that we can feel.

23 I again appreciate this opportunity. And again,
24 Dr. Roessel, we wish you well in carrying out your ideas.
25 And I know that you've got a background and experience

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1 that makes it probably more possible than it has been for
2 people in your position in years past.

3 Because so many of those people have tried, and
4 so many of them have just gone away shaking their heads
5 saying, "It's impossible. There is too much of a
6 bureaucracy. There is too much opposition that is beneath
7 the surface that ultimately wins and defeats the needs
8 that are expressed on behalf of our kids."

9 Thank you very much.

10 DR. ROESSEL: Thank you. You had a specific
11 question about What kind of people are we trying to get in
12 that position? People like you. I think it takes not
13 just young people, but people who have the experience. So
14 we have a job waiting for you to help build the system.

15 Just one thing. In terms of research, we are
16 reinstituting the research office and we are trying to get
17 that research and apply money down at the local level. I
18 agree with you. I totally agree with you.

19 I won't have too much to say. I will let Don and
20 others. I know we're trying to get a lunch in and
21 whatnot. But thank you, and also for the words for my
22 parents. Thank you.

23 MR. YU: I just want to say a couple quick
24 things. Oh, I'm sorry.

25 GOVERNOR PAUL TORRES: Governors and

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1 Representatives, Tribal Leaders, let's try to hold it to
2 about no longer than five to seven minutes or something
3 like that, so that we can get done here in a timely
4 manner. Okay? Thank you.

5 HEAD COUNCILMAN JOE GARCIA: (Greeting in native
6 language.) Good morning, everyone. (Greeting in native
7 language.) Buenas dias and good morning. With all due
8 respect, Governors and Representatives, I'd like to do my
9 protocol.

10 (Address in native language.)

11 Thank you. Thank you very much.

12 I'd like to start by reflecting a little bit
13 about Ohkay Owingeh. My name is Joe Garcia. I'm former
14 governor, I'm former president of the National Congress of
15 American Indians, and I'm also former chairman of the All
16 Indian Pueblo Council. Currently I am the Head Councilman
17 of Ohkay Owingeh, and that's a lifetime, by tradition.
18 I'll be the head council.

19 I'd like to reflect, Number 1, from Ohkay
20 Owingeh's perspective. Ohkay Owingeh, just like the
21 Tribes present here, is a sovereign nation, sovereign
22 pueblo. As such it includes education.

23 But before I go any further, I'd like to
24 introduce our First Lieutenant Governor, Ben Lujan; he's
25 here. I'd like to introduce Howie Aguino; he's the

1 Department of Ed president. Christy Mermejo; she is a
2 board member for the tribal education. And then I'd also
3 like to acknowledge Pat Sandoval. Since we are
4 one-nineteenth owner of the Santa Fe Indian School, she's
5 here, I presume, on behalf of Santa Fe Indian School, so I
6 will acknowledge her, as well.

7 Ohkay Owingeh, as I said, is a sovereign
8 government. That includes education. So when we talk
9 about education, I'd like to speak in terms of educational
10 sovereignty. And we are a tribally-controlled school. We
11 have a tribally-controlled school. We went that route
12 back in 1995, so we've been at it for 20 years now.

13 But what I see since that time is the difference
14 between, it's like day and night, in terms of the
15 operations and success of that school. Right now, that
16 school should not have been incorporated into all of the
17 solutions that you-all are proposing, because it doesn't
18 even stand close to having all of those difficulties and
19 problematic areas that have been identified by the study
20 and the study group. And I think I can speak the same for
21 Santa Fe Indian School.

22 Because we're two completely different
23 categories, and so why should we have to be marked in with
24 all the rest of the categories of the schools? I think
25 not. And I think that that's why P.L. 100-297 was brought

1 into place: So that we don't have to worry about the
2 bureaucratic process and reporting and condoning and
3 always looking at the Bureau for guidance or for
4 inclusions or for development and whatnot.

5 I'm going to cite a couple of really important
6 points. Number 1 is that the community school, Ohkay
7 Owingeh Community School, one of the first things we did
8 was we took away the day school, which is an old misnomer
9 from the BIA days, "the day school." We converted it to
10 Ohkay Owingeh Community School.

11 It's been a progressive school in all areas of an
12 education institution, as demonstrated by such things as
13 our successful AYP ratings, investments in broadband and
14 I.T. services, cultural language and traditional
15 curricula, improved math, science, and technology
16 curricula, and now we have a newly built facility. But no
17 thanks to BIE. The facility was built with our own
18 investments, and it stands strong. It's going to be an
19 improved version of our old community school, but our
20 student population is already improving. So that speaks
21 for itself.

22 And the thing that I also want to say is that it
23 says in all of the documentation, Governors, that the
24 American Indian Education Study Group is the group that
25 came out with the recommendations and the findings and all

1 of that and they held numerous meetings throughout the
2 country to provide diagnostics to a systemic approach, a
3 systemic problem area within the BIE. And that's why I
4 say that some of the schools really are not part of that
5 systemic areas, but the solution appears to be as
6 proposed.

7 Now, the reorganization of BIE appears to be a
8 done deal in my book because, Number 1, their
9 recommendations and findings say so. Number 2, the
10 Secretary Order 3334 says implement and develop the
11 reorganizational structure.

12 Although it's in proposal form, the fact that
13 we're sitting here talking about the reorganization of BIE
14 is an indicator that, yeah, it's going to happen. How it
15 looks may be somewhat in discussion, but the time that we
16 have today -- and Governor, I apologize for bringing all
17 of these up -- but I think they're important points to
18 make.

19 With the consultation portion, I have some
20 pointed questions. We don't need the answers unless you
21 can provide them, and it sure would be nice if you had a
22 paper that had all these answers already.

23 What is the cost of the BIE reorganization?
24 Everyone here should need to know that.

25 What is the source of the funding for that

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1 reorganization? Is it operational dollars that we
2 currently have? Will it take from our schools? Will it
3 take from tribally-controlled schools? Will it take from
4 BIE-operated schools?

5 Has there been an analysis of FTEs for the
6 current organizational structure and the new proposed
7 structure? I started counting the FTEs on those charts
8 that you have, but I got so confused that I ran out of
9 numbers and where they apply. But the last count, I saw
10 just in one page there was the difference of five FTEs:
11 That there were 30 in the old structure and there were
12 going to be 25 in the new structure. But be that as it
13 may, it needs to be reassessed.

14 Here is a pointed one: Will new-hirees with
15 appropriate skills trained in the areas of need be sought
16 out? Or will hiring be in-house with current staff?

17 And my take on this is that if you're talking
18 about technology, math, science, tribal control,
19 self-governance, that staff does not exist in current BIE.
20 They just don't. And so how can they be effective?

21 And then, how will tribally-controlled schools be
22 impacted in terms of funding? There are only three in the
23 local area that I'm aware of, and now four, I think:
24 Congratulations to Isleta. There is Ohkay Owingeh, there
25 is Tertuga [phonetic], and then there is the Santa Fe

1 Indian School, which is the big one, and now Isleta. So
2 those are pointed questions.

3 The second bullet: Phase I, Secretarial Order,
4 identifies the school year 2014-2015, provide immediate
5 relief to all BIE-funded schools in all areas, especially
6 in school operations. 2015. Ohkay Owingeh ain't seen
7 none of that. I doubt that Tertuga [phonetic] has seen
8 that. I doubt that Santa Fe Indian School has seen that.

9 So the next question would be: Where are all of
10 these funds when it comes to all of the other schools in
11 the United States, BIE schools? We don't know.

12 Phase II part: Secretary Order Number 3334
13 identifies school year 2015-2016, BIE will complete
14 transformation and become a school improvement agency that
15 builds the capacity of tribes to operate high-achieving
16 schools.

17 Well, we don't know what -- we're still in
18 consultation, so we don't have any updates on the
19 progress. And will there be consultation on the final
20 form and the structure? What will implementation look
21 like, how long will it take, and what are the logistics
22 for implementation?

23 And two more and I'll complete, Governor. We
24 have a debate over the statements in your overview.
25 Number 1 was strengthen BIE's capability to address school

1 operating needs. And unless you have the staff,
2 high-level staff, high tech, math science, tribally
3 knowledgeable, all the initiatives that you have in all
4 those pillars will never happen. That's almost a given.

5 And then the second one: Provide greater
6 oversight and improved services delivery to BIE-operated
7 and tribally-controlled schools. The key words there are
8 "greater oversight."

9 The precise reason why P.L. 100-297 was passed is
10 so that they be tribally-controlled schools, to limit
11 oversight by the Bureau. It should be tribal oversight.
12 That's our job. And so what we should be talking about is
13 how do we partner so that we improve overall. That ought
14 to be the Statement Number 2. Not that the Bureau is
15 going to have greater control or greater oversight. It
16 just doesn't work.

17 And finally the five pillars: I'll going to give
18 you two examples, then I'll be done. I'd like to say that
19 there is a lot more discussion that needs to happen than
20 what is allowed to happen here, and we've already seen
21 that. But with the Pueblos specifically, we should have
22 sessions to talk about it, discuss; and not just give our
23 input to something that's already been formatted over
24 there.

25 For example, I've got to cite two examples: How

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1 will the dire need for broadband and I.T. infrastructure
2 of many of the BIE schools be addressed? That's
3 BIE-operated schools, not tribally-controlled schools.

4 And how will the STEM -- science, technology,
5 engineering, and math -- in BIE schools be improved?
6 Again, if you don't have the resource base, it won't
7 happen.

8 And so I leave you with the final words, and you
9 will have a letter to that effect with all the
10 documentation, that we have five special requests from
11 Ohkay Owingeh:

12 Number 1, a one-on-one meeting with BIE and Ohkay
13 Owingeh.

14 Number 2, a visit to our new Ohkay Owingeh
15 Community School facility built by Ohkay Owingeh efforts.
16 It will be open here shortly in the next few weeks.

17 Number 3, discussion of funding issues for Ohkay
18 Owingeh Community School.

19 Number 4, a more comprehensive assessment of
20 current tribally-controlled schools, which is separate
21 from BIE-operated schools, but we want Tribes to be
22 involved in that assessment. Together we assess.

23 And then Number 5 is a written document of all
24 consultation input as soon as possible.

25 And with that, I thank you and I thank the

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1 Governor from Isleta, Governor Torres, for allowing me the
2 time to speak. A lot of questions, a lot of issues, but I
3 thank the BIE, Doctor, and Don for being here and
4 listening to our concerns and issues.

5 MR. YU: Mr. Garcia, thank you so much for all of
6 those questions. They're all great questions and you
7 deserve answers to all of them. I'm going to do my best
8 to answer them real quickly. I know we don't have a lot
9 of time.

10 So let me see here. I'm going to do the best I
11 can really quickly. But your concern about the comment
12 earlier in the deck about greater oversight, and Monty can
13 talk more about this, but when we say greater oversight,
14 we mostly mean about -- and it should have been written
15 better and it should have been written more clearly, but I
16 think Monty will agree that what we meant was really in
17 terms of oversight, BIE has not done a good job, ever.

18 We've provided terrible technical assistance.
19 And as other governors have already mentioned, we have
20 taken this compliance approach; just kind of doing a site
21 visit and then checking the boxes and then seeing where a
22 school has failed to comply and then try to sanction them.

23 That does not work at all. That process does not
24 work at all. I think what Monty is envisioning is
25 involving tribal nations more to help us with oversight,

1 accountability, et cetera. I think that's what he meant.

2 Monty can elaborate more on that.

3 Broadband/I.T. infrastructure question: The
4 President's fiscal year '16 budget, they increased. It's
5 all online. If you go to the Indian Affairs Fiscal Year
6 '16 Budget, there is an increase of \$28 million over the
7 fiscal year '15 request. That is for all BIE-funded
8 schools; not just the federal ones, but for the grant
9 schools, too, to make sure all of our schools have
10 adequate high-speed Internet at their schools.

11 We heard that back when I started: So many of
12 our schools have T1 lines. That is why the high-speed
13 Internet was a priority in the President's budget. He
14 mentioned that during the Tribal Nations Conference. In
15 his speech to all the tribal leaders, he said, "Look at my
16 fiscal year '16 budget. You're going to see high-speed
17 Internet for all of our schools in there." And that
18 applies to every BIE-funded school that needs that funding
19 there.

20 Your part about immediate relief for 2014-2015
21 school year: I will admit, when we drafted the
22 Secretarial Order, we were so ambitious, we want real
23 change. We want to see a difference. Arne told me,
24 "What's going to be different in the 2013-2014 school year
25 for them?"

1 And we have just run into so much bureaucracy.
2 Two days ago when Monty testified before the Senate
3 Committee on Indian Affairs, Senator Heitkamp asked him,
4 after he had said that we have had 33 directors in
5 36 years, what he hated most about his job. Because all
6 the directors come in and they fail, because tremendous
7 bureaucracy. Nobody wants to change over there. They
8 refuse.

9 And we were so ambitious when we said immediate
10 relief for 2014-2015. I mean, I regret it now, putting it
11 in there, because I underestimated, we underestimated just
12 how much effort it would take to move this machine along.

13 So relief is coming, though. And I did
14 mention -- again, this is not as soon as I would have
15 liked, but you will see that increase that everybody asked
16 for for the Tribal Grant Support Costs July 1st. I wish
17 that it had come sooner. We did the best we could with
18 it.

19 Some of this also is we were trying to push this
20 so hard, so fast, so many tribal leaders, other BIE
21 stakeholders, raised so many concerns with Congress that
22 Congress has demanded all of these oversight hearings.
23 We've had to go up to the Education and Work Force
24 Committee, Senate Committee on Indian Affairs, Health
25 Committee, testifying in front of them, briefing their

1 staff, because they're concerned about the speed of it.
2 So the immediate relief part is not happening as fast as I
3 would have liked.

4 If you told me now -- if you asked me back 18
5 months ago what I did not expect, I would have said the
6 speed of reform is much slower than what I would have
7 thought.

8 So that is -- I'll confess right now, that is not
9 moving as fast as I would have liked. We are lurching
10 along here in terms of progress, and it has been uneven
11 and it hasn't been as steady and consistent as I wish it
12 could be. But we are still moving forward. And I know
13 there are some disappointments here, especially about the
14 immediate relief part, but it is coming. You will see
15 more of it in the next school year.

16 Yesterday we released those Tribal Education
17 Department grants. That was \$2 million. Monty has
18 released the Sovereignty in Indian Education Enhancement
19 funding. The Tribal Ed Grant Support Costs. Beatrice
20 Rafferty is getting built. I know this is kind of
21 here-and-there in different places. Not everybody is
22 feeling it.

23 But just please be patient with us. We really
24 want to work with the Hill and work with you for
25 transformative change. But I understand the speed has not

1 been fast enough.

2 But the FTEs you asked for, we can't do it with
3 the people that we have currently in place. The good news
4 is that we have dozens and dozens of vacancies, so we will
5 be able to hire new people. We have had a hiring freeze,
6 so we haven't been able to hire new people until Congress
7 approves this reorganization. We have to get the House
8 Appropriations Committee to approve the whole thing.

9 Until then, we can't hire anybody. But the good news is
10 that we have so many vacancies, so we can hire new people.

11 The question is, Are we going to get the right
12 people? So we're going to need help to beat the bushes to
13 make sure we get the best people for those jobs once we
14 begin hiring, as soon as this whole thing is approved.

15 I will say, though, you're right. We have some
16 great employees. I don't want to say they're all
17 terrible; they're not. But we have some people that kind
18 of are leftovers from a time when BIE was a very different
19 institution, when it was running all federal schools, we
20 were telling Tribes what to do. We've had employees that
21 are here for decades. They don't have the right skills to
22 help us, help BIE, in a different age, rather than
23 client-focused: What do you need from me? How can I fix
24 it?

25 That is the kind of person we are looking for in

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1 our new positions. I really hope we find them. But that
2 is the question up in the air, but a concern we share with
3 you about getting the right people in there. We have to
4 get them in there.

5 Let me see here, your other questions. The cost
6 of this reorganization: What you're seeing up there is
7 actually budget-neutral. This reorganization is based
8 upon the FY '14 and '15 budget, so it's budget-neutral.

9 One thing I heard from every single Tribe was do
10 not take money from ISEP or existing funds and cut it out
11 of existing funding that goes to the grant schools and use
12 it for reform efforts. We will not do that. When I say
13 there was an increase of \$40 million in the '15 budget,
14 that money was not taken out of anywhere in the Indian
15 Affairs budget. That is brand-new money.

16 It was totally unacceptable to cut the money from
17 ISEP or existing funds. '16, that \$180 million I said,
18 you could go through every single budget line in '16;
19 there is no reductions in any of those other budget lines
20 to fund those new increases. I promise you. While this
21 administration is here, there will be no budget cuts to
22 fund other things. It has to be new money.

23 Let me see. I'll talk to Monty. I'm sure that a
24 one-on-one meeting with the Pueblo will be fine. Visiting
25 the new school will be great. Happy to have the

1 discussion about funding. And discussion about funding
2 for the grant schools: Happy to have that.

3 And then documenting all of the comments about
4 the tribal consultations. We are developing an
5 extremely -- this booklet that you see here, this Tribal
6 Consultation Booklet: As soon as all the tribal
7 consultations are done, we will do our best to outline
8 every single comment that we got from every tribal leader
9 and how we responded to it.

10 Mr. Garcia, I know you said this thing is up here
11 and it's final. Monty will tell you right now that this
12 thing is changing based upon the previous five
13 consultations. So you haven't seen those changes right
14 here, because we're taking the same document that we've
15 taken to all of the other Tribal Consultations.

16 But Monty is already adjusting this thing to make
17 sure that we're doing our best to meet the unique needs of
18 every single Tribe and Pueblo.

19 HEAD COUNCILMAN JOE GARCIA: Thank you.

20 TRIBAL COUNCIL MEMBER ZACHARY GARCIA: (Greeting
21 in native language.) My name is Zachary Garcia. I
22 represent the Pueblo of Laguna. I'm a Tribal Council
23 member. I just have a few questions about the
24 reorganization. One of the first ones was that it would
25 appear that the planned distribution of BIE's FTEs to

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1 address tribally-controlled schools is grossly
2 disproportionate to the FTEs that the plan allocates to
3 BIE-controlled schools.

4 In looking through your charts, I just needed
5 some clarification on the fact that with Navajo, they're
6 considered both under the tribally-controlled schools for
7 the Albuquerque area, like Blackwater Community School,
8 and they're also addressed in the Navajo organizational
9 chart.

10 So I was wondering: Will that take resources
11 away from the tribally-controlled schools where, like,
12 Blackwater will be taken care of in the tribally-
13 controlled schools and also in the Navajo organizational
14 chart?

15 My second one is tribally-controlled school
16 enrollment accounts for over 50 percent of the BIE-funded
17 student enrollment, yet the proposed distribution of
18 personnel would only allocate approximately 30 percent of
19 resources to tribally-controlled schools and would have
20 tribally-controlled schools traveling further to receive
21 support of any kind. Because of the Educational Resource
22 Centers distribution chart, it seems like it's not equal
23 across the board.

24 And I would just like to thank you guys for this
25 opportunity to talk and listen to all the Tribes that are

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1 present. I would just like to encourage you to keep
2 moving forward with this and getting more input from the
3 Tribes and hearing what the Tribes need, you know, because
4 a lot of us need new structures for our schools and more
5 resources, and I would just like to encourage you to keep
6 moving forward, and thank you for all your help. Thank
7 you.

8 MR. YU: So, one more comment. I'm sorry about
9 the FTEs. I know there is lots of these boxes and all
10 that stuff, but it's easy to summarize. We are driving
11 all of our resources to the Tribal Nations and the
12 tribally-controlled grant schools. You are going to see,
13 over the next upcoming years, tremendous reduction in the
14 federal employees.

15 I mean, even the Pueblo of Isleta elementary
16 school, tremendous loss of federal employees there. We
17 have a couple of other schools converting to grant status.
18 If we had an agenda about protecting federal employees and
19 federal jobs, you do not see it there, because those are
20 all federal jobs. We are trying to have Tribes run those
21 schools, and those are all federal FTEs all being RIF'd
22 right now. So you can see it in the numbers and the
23 reduction in the federal full-time employees; you will see
24 that over the years. It will reduce.

25 DR. ROESSEL: And just for some clarification,

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1 one of the things that has to be noted, too, is that when
2 you have the federal schools, we still directly supervise
3 those schools and so we have the personnel oversight, the
4 acquisition; you know, people that have to take care of
5 that.

6 So a good way to look at this is that if you look
7 at -- we have a line item called Education Program
8 Management. And to go to Mr. Garcia's comment earlier,
9 What fund is being used? Education Program Management is
10 like our administrative fund; our administrative cost
11 grant, if you would, travel grant support costs. That is
12 at \$14.4 million, something like that. That's what funds
13 all of the current line offices, which funds my office,
14 which funds all of that, all of that structure from the
15 Director to what is currently at line offices.

16 That funding used to be at \$19 million when they
17 had a reorganization back in 2006 and 2008. It's now
18 \$14 million. So that's a \$5 million cut.

19 The funds that are allotted to Tribes and to
20 tribal grant support costs, as you know, we're trying to
21 increase that, and in the '16 it's proposed at 100
22 percent.

23 Just to give you a comparison, if you were to
24 take all of Navajo schools, 66 schools, and look at what
25 they would get for tribal grant support costs, if you had

1 100 percent, you'd be looking at close to \$28 million to
2 oversee their schools.

3 Compare that to we have \$14 million to oversee
4 183 schools. So the amount that we utilize for those
5 tribally-controlled schools, primarily they're already
6 running them. You've heard some of the comments: "We
7 don't want you to tell us what to do." And so we don't.

8 The idea with tribal grant schools is that they
9 would be operating and we would provide the support they
10 need. But they're given their money directly. Each
11 school -- Laguna, their tribal grant school -- is given
12 money for Title I. It's given money for professional
13 development, Title 2A. That's going directly to the
14 school. Therefore, you don't need to have a separate
15 entity of BIE taking that and having personnel. But for
16 our schools, we do need that in the oversight.

17 So there is a very different sense of every
18 individual tribal grant school right now is an independent
19 school, so they have their own system. BIE has their own
20 systems. So they're kind of separate. One, we directly
21 operate. The other, the Tribe does.

22 So the split of resources is not down the line,
23 because there are funds that tribal grant schools get
24 that's outside of what BIE schools get, because they are
25 funded differently. And just for a note, Blackwater is

1 not a Navajo school. That's down in southern Arizona. So
2 maybe you got kind of mixed up here.

3 GOVERNOR FRED VALLO: (Greeting in native
4 language.) My name is Fred Vallo, and I'm the current
5 Governor at the Pueblo of Acoma. Thank you, Dr. Roessel
6 and Don, for coming to meet with us. I'd just like to
7 make some general statements and yield the rest of my time
8 to our Board of Education President at the Pueblo. And
9 I'd like to thank the Bureau of Indian Education and
10 Dr. Roessel for your efforts in the reformation that we've
11 been talking about, that we've been hearing.

12 Throughout the time since I've been back to the
13 Acoma Reservation, in 1973 I came back and there has been
14 several reforms in this period of time, and all of the
15 efforts have been aimed at reformation of the system.

16 However, here's what I have not seen: The core,
17 I believe, in attacking how we do things in education for
18 native children is the curriculum. Nowhere in this
19 reformation have I heard anything in regards to
20 curriculum. It's that What and Who and How they are
21 teaching our children in the native schools. So I'm very
22 concerned about that. It's the curriculum and the process
23 and the development of that curriculum and how we teach
24 our Indian children is also very important.

25 I know that, yes, maybe we can somehow increase

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1 the educational needs of our native students by reforming
2 the organization. So that is just a general statement in
3 regards to the reform at the BIE.

4 And is tribal control -- this is a personal
5 question of mine, too. Is tribal control a success? I
6 have not seen any reports. Maybe they're out there.
7 However, I have not seen them. I know there is probably
8 some tribes that are very successful with education under
9 their tribal control. And I understand, as well, that
10 some of the programs have failed and have been returned
11 back to the control of the Bureau of Indian Education.

12 So is tribal control really the answer? I know
13 that most of our reservations are located in rural areas
14 where we don't have amenities for the teachers, educators
15 that may want to come to our reservations to educate our
16 people, our young people. But we don't have the amenities
17 nor the housing for these people, the medical care, the
18 good school systems, public school systems. And these are
19 some things that we all want for our families, and we just
20 don't have those. So we have a problem with recruitment,
21 getting good teachers on our reservations.

22 Yes, we have our own tribal members, young people
23 that have gone off and have gotten the education.
24 However, they're not coming back. We have the brain drain
25 here. And that's because we do not have those available

1 for them. And we cannot attract those.

2 Personally in our family, we have eight
3 educators. Only one is teaching within the community.
4 One of my nieces is teaching at the BIA school, Sky City
5 Community School; while the others, my nieces, my kids,
6 they're out there teaching in public schools throughout
7 the nation.

8 So it's very difficult because we do not have
9 these, what I mentioned. As well as other challenges that
10 we have in regards to our tribal-controlled schools.

11 But we are, Acoma is, also in the process of
12 looking at taking the BIE school that we have. We have
13 one school that we're looking at converting that to our
14 control.

15 So with that, I see from the charts in this
16 reform that, again, I believe that the BIE organization is
17 really going to be top-heavy. All these FTEs, I did not
18 see anything under GS-9, and that's going to be very
19 costly. So you have 9s and above, all the way to 14s and
20 15s. So it worries me. Are we going to be able to do
21 this?

22 So with that, I'd like to turn the rest of my
23 time to Mr. Marvis Aragon, our President of our Tribal
24 Board of Education. Thank you very much.

25 MR. MARVIS ARAGON: (Greeting in native

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1 language.) Good morning, Tribal officials, BIE
2 officials. Thank you for this time, and especially
3 education advocates for being here to hear the
4 presentation and gather your thoughts and ideas and
5 certainly translate those to prayers for our young people
6 as we move through another change in our tribal/federal
7 government relationship, and in particular the relations
8 and accountability of the federal government to provide
9 education to our young people, as it was stated in
10 treaties and such.

11 Thank you for the presentation and thank you to
12 the study group who was convened to organize ideas on how
13 the BIE can be reformed and provide more effective
14 education for our young people, especially in this time
15 and age where the only constant is change, and our young
16 children need to be able to compete and need to be able to
17 provide a way of life for themselves. As our tribes, each
18 of them, are perpetual, and we work to hang onto our
19 language and our customs and traditions, as well, I think
20 the BIE has recognized that in the times past.

21 One of the interests that we have at Acoma is
22 becoming a tribally-controlled school, so as we look at
23 reorganization or we look at reform, there are certain
24 lenses as we look at that reform:

25 If we remain a BIE-controlled school, what does

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1 that mean? What does reform mean? How will services
2 change?

3 If we're looking at becoming a tribally-
4 controlled school, how will this change affect that
5 interest in moving forward?

6 There is a few points that I have outlined here.
7 One is the point, "substantial increase in funding for
8 transitions." Currently set at \$50,000, but really should
9 be more like \$250,000. I think this is a good practice in
10 building capacity. \$50,000 maybe in some respects is a
11 lot of money, but in other respects maybe it funds one
12 position. It's really limited in having the ability to
13 build capacity to transition schools.

14 Tribal capacity must be enhanced for school
15 success, and school success means educated children in our
16 communities.

17 My next point is additional funding and
18 partnerships for New Mexico tribes. New Mexico
19 potentially has the largest number of schools that might
20 be set for transition nationally. Additional funds, the
21 \$250,000, should be provided this fiscal year. Funds can
22 be used for technical assistance, which is especially
23 needed during transition of systems, developing
24 organizational capacity, setting strategic direction. In
25 other words, BIE officials setting strategic direction,

1 planning.

2 The \$50,000, again, is the level of resource, but
3 is it adequate when we need to establish a new culture in
4 our school? When we need to establish the systems of
5 engaging our parents and our community? When we set a new
6 vision for a school for the future? Is \$50,000 really
7 adequate resource to do that? I say not.

8 The review time for applications should be
9 shortened. The BIE should shorten its review time to
10 allow for a longer time to transition. Tribes should know
11 as early as our state charter school applicants do -- I
12 think typically by September 1st -- so Tribes can invest
13 time to their planning year. So the sooner we hear and
14 the quicker the BIE is able to process applications, I
15 think the better off we are in setting our schools for
16 success.

17 And finally, the BIE, I think, can help establish
18 partnerships with the New Mexico Public Education
19 Department, especially relative to data-sharing and
20 charter school establishment.

21 As we look at the restructuring relative to
22 tribally-controlled schools, there is a few points I have
23 here:

24 How will the systems of service change in the
25 proposed restructure? Much of the presentation outlines

1 where positions will either not be back-filled, new
2 positions will be created, positions will fall under
3 different leadership, new leadership positions will be
4 created. And that certainly speaks to how people in an
5 organizational structure will be charged with providing
6 service. But there is no discussion, or limited
7 discussion, of how the service models will change.

8 And so the Office of Sovereignty in Indian
9 Education, for example, seems to be a new position. How
10 will the job expectations for this position be developed?
11 If this is a new position, what is this person filling
12 this position accountable for?

13 "Build capacity of Tribal Nations to operate
14 high-performing tribally-controlled schools" is how the
15 handbook describes this position. "A strategic effort to
16 support tribal needs." So this indeed is a key position,
17 and the question is really: How will this person, in
18 fulfilling this role, be able to achieve those things?

19 In the position of Associate Deputy Director for
20 tribally-controlled schools, here again seems to be a new
21 position. Similarly, how will job expectations be
22 developed for this position? The office remains in
23 Minneapolis. Accessibility, I think, maybe comes to mind
24 when we look at the disbursement of tribally-controlled
25 schools across the country. And if a Tribe needs to

1 access this person directly, how quickly can that happen
2 if a one-on-one meeting is indeed required?

3 But the outline, the booklet, describes that this
4 position will ensure that consistency and uniformity of
5 tribal capacity-building will be fulfilled for 53 tribes
6 who currently have tribally-controlled schools. My
7 question is: How will this position consistently and
8 uniformly do that?

9 The booklet also describes, "Will work
10 extensively with tribes to develop a relevant and
11 effective fit for each of its Education Resource Centers."
12 Realizing that tribes who are tribally-controlled are at
13 different levels and have different needs, and it seems
14 the yellows will transition to head up ERCs -- sorry for
15 the acronyms -- the Education Resource Centers, so the
16 point-of-service delivery, it seems, most especially rests
17 with the Education Resource Centers. In other words,
18 maybe where the rubber meets the road as far as servicing
19 tribally-controlled schools go.

20 So that's my next point. Part of their charge,
21 the ERCs, is to provide more comprehensive services to
22 schools. Again, we're talking 53 tribes. How will they
23 accomplish that?

24 School improvement teams or solutions teams,
25 rather, is the model. I certainly understand that.

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1 School improvement specialists and tribal capacity
2 builders are maybe the nature of the individuals who will
3 serve in these teams. So here again, what is the
4 structure of the Education Resource Centers? How will
5 these experts be established within that center? What is
6 their model of service delivery, again, as an educational
7 improvement team?

8 "What is the structure at this level?" is the
9 question, and how many positions and how will job
10 expectations be developed?

11 As we look at the disbursement of tribally-
12 controlled schools -- and you have a chart that identifies
13 that -- New Mexico or at least those being serviced out of
14 the Albuquerque area, I believe, is 18. So that's a
15 higher number of schools that the Albuquerque office will
16 service. As we look at the numbers of other tribally-
17 controlled schools across the country, it fluctuates.

18 Maybe with -- I can't remember; somewhere on the
19 East Coast -- Tennessee or somebody has 15 schools, I
20 believe, or 16. So the question is: Will Albuquerque be
21 provided more support specialist team members to be able
22 to serve the higher number of schools that they have?

23 To Governor Joe Garcia's point, it really brings
24 to question: How will the budget, how will the allocation
25 of resources, be developed? What is that process? That

1 wasn't described, at least in the materials we reviewed
2 today.

3 And again, how will this team of specialists
4 fulfill or satisfy the many areas of school needs? And in
5 particular -- I didn't list them all, but I'm talking
6 about the middle of Page 6 in the booklet, where it
7 describes quite a number of services that this team is to
8 be able to provide. And what will their system of service
9 model be?

10 So my last point is: Overall, how is or will
11 performance of servicing tribally-controlled schools be
12 managed? How will Tribes who are being serviced, Tribes
13 who are constituents of this resource that the federal
14 government has provided, be able to provide feedback on
15 how well they believe they've been serviced by this new
16 structure? By this school reform?

17 That is not addressed, at least that I could see,
18 in the presentation, nor is it in the booklet.

19 When we as tribally-controlled schools, and that
20 is the direction Acoma is heading, don't believe that
21 we're receiving the level of service perhaps that we need
22 or that aligns with our particular needs, what is the
23 process we engage to voice that? And so that's an area
24 that hasn't been addressed, I don't believe, in the
25 presentation so far.

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1 So that concludes my points. Thank you.

2 GOVERNOR ZACHARY GARCIA: Thank you, Mr. Aragon.

3 And we will be submitting some written comments, as well.

4 DR. ROESSEL: Okay, I appreciate that. Let me
5 try to go through. And I don't know if you were here for
6 the entire presentation, but we did cover some of these
7 areas in great detail, but maybe you stepped out at the
8 time.

9 In terms of how will you request, the way you'll
10 request -- and this is central to our reform efforts -- is
11 that we're trying to work with tribes. In the past it's
12 just been schools. So what we're doing is we're going to
13 work with you, and not just the school anymore. So that's
14 a very different delivery model and that's a very
15 different customer service model of saying right now, "We
16 need the tribe to be at the table."

17 One of the concerns -- and we've talked about
18 this in the past, and people may not agree with it -- but
19 when we went out to Tribal Consultation and listening
20 sessions with the first blueprint and prior to that, one
21 of the things we heard from Tribes was that their school
22 and they were at a disconnect. There were places said,
23 "We want language taught in our schools, but our schools
24 won't listen to us. What can you do to help us?"

25 So taking that idea is saying, "We want tribes to

1 be a partner."

2 So, what capacity do you have at Acoma to
3 actually be able to manage and operate a school system?
4 You have two schools there. If you were to take it over,
5 do you have that capacity right now to have a finance
6 system, an HR system, an academic system?

7 The way we have approached our delivery, the
8 model we're using as the pilot right now is the
9 Sovereignty in Indian Education initiative, which focuses
10 on Tribes working with their schools; and we provide the
11 resources, but the solutions come from the Tribes.

12 I think that this is one of the great challenges
13 we have with BIE, is that "We want you to do this. BIE,
14 you need to do this."

15 And then on the other hand, "We don't want to
16 listen to you, BIE."

17 And I understand that, because I've been in that
18 role when I was superintendent of a tribal school for 11
19 years. You know, so we need to find that middle ground.
20 So the way that we're looking at this is we're coming
21 right back at the Tribes and asking them: What do you
22 want for your educational system? And then we support
23 that. Not BIE coming in and saying, "This is what we want
24 for you."

25 So we're putting it right back on the Tribes, and

1 we're doing it with money: the Tribal Education
2 Department grant, \$2 million. The Sovereignty in Indian
3 Education Grant, which has \$1.2 million for the current
4 and then another amount of money, so altogether about
5 \$5 million in this coming fiscal year for Tribal Ed
6 Departments.

7 So I think it's really important that we're clear
8 on that: that we do identify the delivery model in this
9 plan. And it's saying, "Tribes, you need to tell us what
10 it is that you want and how you're going to move forward."

11 You talk about data. We currently have a data-
12 sharing agreement that is a template that any tribe can
13 enter into and they have access to data. Currently only
14 two tribes have asked us to share data: Standing Rock
15 Sioux Tribe and the Navajo Nation; those are the only two.
16 And yet we've had this out for over a year now.

17 So Tribal Ed Departments, you have the
18 opportunity to have data so you can work with your school
19 and you can work with others to try to increase
20 educational outcomes. So that's something very
21 specifically that we've done, too.

22 The conversion is something that -- you know, I
23 understand \$50,000. I think it's what we expect and what
24 the expectation is in that conversion process, and that's
25 what we're trying to identify and clarify even more. As I

1 said, schools have already been operating on those
2 reservations, so what is the conversion really supposed to
3 do? I think clarifying that role is something that we're
4 really looking at doing.

5 The review times for the application: That's
6 really up to the tribe. I received Isleta's, and by the
7 time it got to my desk, Isleta, First Mesa, and Keams
8 Canyon, and I signed it the same day it came on my desk.
9 Because the work that is done is based on the new school
10 boards, the Tribe.

11 One thing that we have done in this conversion
12 process that wasn't done before, but I've had this
13 implemented since I took over: Tribes must be at every
14 meeting when a school converts. In the past it's only
15 been the school board.

16 But if we want -- and as Mr. Garcia mentioned --
17 tribal oversight, then Tribes need to be at the meeting.
18 So I've actually had our people say, "No meeting if the
19 Tribe is not there," even though the school board is
20 ready. And they are very upset about that.

21 So those are the types of things we're doing. So
22 when we talk about, "What's our delivery?", it's focusing
23 on that: It's focusing on bringing Tribes to the table.

24 And I think there must have been some
25 miscommunication, because the Sovereignty in Indian

1 Education is an office. There is not a person that's in
2 charge of that. There is a person that is the native
3 language and culture, then you have JOM and you have Early
4 Head Start. So it's those three programs within that
5 office as we move forward.

6 And then the disproportionate number of
7 tribally-controlled schools in New Mexico: Again, there
8 is a sub office here in Albuquerque for tribally-
9 controlled schools of administration office, not just the
10 ERC. So you have even more support. And it's listed
11 right here. If you look, this office right here is a
12 support office here in Albuquerque for tribally-controlled
13 schools, and an ERC here in Albuquerque. So we do have
14 that support for those number of schools that are here in
15 New Mexico and the surrounding office.

16 So a lot of this, again, I come back to thinking
17 that what we really tried to do is to provide an
18 opportunity for tribes, if they so choose, to be involved
19 in the management of their school systems. Some Tribes
20 may say, "No, we'll let the school boards do it." Some
21 Tribes may actually take over everything.

22 Whatever the Tribe decides, then we have the
23 model of delivery. Those school solution teams, there is
24 two different kinds: There is a school improvement team
25 that comes out and works with principals, and then there

1 is the team that comes out and works with tribes.

2 If the Tribe says, "We want to build an HR
3 system," then we provide expertise from wherever that
4 might be. It might be new teachers. I forget the
5 organization -- New Leaders for New Schools. So we get
6 outside resources to help Tribes. That's how we're
7 delivering the model.

8 In terms of working with -- and we didn't spend a
9 lot of time on how we were going to focus on this because
10 we were trying to get through in a little time. But
11 imagine that I'm an ERC and each one of you is a school.
12 We would have meetings together. Telephone. "How are
13 things working?" You still have your individual
14 professional development plan for your school, every
15 individual school. We don't take any money away from
16 that. That money is there.

17 But at the level above, maybe you're all having a
18 certain problem with, you know, endemic awareness. And so
19 then we provide. Not the school giving money, but we
20 provide training where all, say, kindergarten, first-grade
21 teachers, could come to Acoma or Sky City Community School
22 and they could have a training there. And then maybe over
23 at Laguna, you could have a training there for classroom
24 management for fourth- and fifth-grade teachers.

25 So that's how this will be working: Working in

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1 concert with principals. They're doing their own thing
2 based on what their priorities are, but at the same time,
3 at one level up is: What are those common problems of
4 practice that we have out there and then how can BIA help
5 support? That's what we're doing. It will be driven by
6 the principals, not just by BIE. That's the delivery
7 model.

8 MR. YU: And I just have one quick comment about
9 the Governor's question about curriculum. You're right:
10 You see all those boxes and all this stuff and
11 restructuring and it talks about budget and stuff, and no
12 discussion about what's happening in the classroom? What
13 are teachers teaching our students? What is the
14 curriculum? That's a great question.

15 And one of the reasons it's not up here is
16 because that is something we can provide support, but it's
17 really up for the grant schools to decide what they want
18 to teach in their own schools. How would we know in D.C.
19 about what the Acoma Pueblo -- like, we wouldn't know that
20 well.

21 We can provide support if you have questions or
22 you need funding: "We would like to have this curriculum
23 in our schools. Do you have any resources or experts in
24 that?" Like, we can go out and find those things.

25 But I guess I would just say, like, we wouldn't

1 know how to do that very well in D.C. We would think the
2 Pueblos and Tribes, the President's Report of Education
3 would know the curriculum. If you have need for support
4 in resources and funding and things like that, or
5 connections to another organization or another Tribe that
6 has developed its own curriculum that you're interested
7 in, those are the kinds of things, as a support
8 organization, that we should try to do for you, Governor.
9 But the Tribe should set the goal. We're here to do our
10 best to get you the resources and support so you can get
11 there.

12 DR. ROESSEL: It's past 12:00. I know they had
13 said they're serving lunch. But at the same time, I know
14 there are people that have things to do. So I leave it up
15 to all of you. I know we have one request from --

16 Well, first of all, there are any other tribal
17 representative speakers? Are we still going through? Do
18 you want to finish it up and then we can figure out what
19 to do about lunch or breaking or anything like that?

20 MR. FRANK LUJAN: Thank you, Lieutenant Governor.
21 Good morning, everybody, Governors, Lieutenant Governors,
22 Tribal Councilors, educators. Let me introduce myself
23 first of all. My name is Frank Lujan. I'm the Tribal
24 Council President for the Pueblo of Isleta.

25 Also here representing the Pueblo is Council

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1 Member Fernando Abeyta sitting back over here. And we
2 have our Executive Director, Geraldine Jojola, as well.

3 And as the Governor mentioned this morning, that
4 Isleta now is a tribally-controlled school. And one of
5 the newest board members here is also over here: Michael
6 Jojola.

7 I appreciate all the comments and concerns and
8 the questions that have been expressed, the questions that
9 have been asked, all related to this reorganization that
10 we're talking about. And again, the study group is
11 responsible to develop a comprehensive plan to reform, to
12 ensure all students attending BIE-funded schools receive a
13 world-class education.

14 And one of the things that is important that I
15 haven't heard or maybe hasn't been touched on in providing
16 world-class education, that is the facilities themselves.
17 The Governor over here mentioned that he's got a school
18 that's 100 years old. And this is also one of the
19 important things of this reorganization, and as I look at
20 the proposed School Operations Division, you only have --
21 in the technical side of the reorganization, you only have
22 one architect, one engineer, and a facilities specialist
23 to take care of facilities nationwide.

24 You don't have -- I don't see anything here in
25 the Albuquerque area. So how are we going to be able to

1 assure that our buildings are up to code? Are functioning
2 properly? And again, Dr. Roessel, you and I served on
3 that formula to assure that they're spending equally
4 distributed among all the schools for school construction.
5 But I think that's one component here that's really
6 lacking.

7 As Governor mentioned and as I mentioned, as
8 well, we now took over our school, and we did an
9 inspection of it and now there is \$300,000 worth of
10 deficiencies. And it's only in the grounds area. We
11 haven't even gone through the school building itself.

12 So again, here is something else that needs to be
13 really focused on, as well, because again, there is
14 limited money and it's going to be very difficult to
15 assure that those folks that are way up on the list are
16 taken care of first.

17 You mentioned or you advised the Governor to
18 enter his application in FMIS. Well, I thought FMIS was
19 gone. I thought now it's MAXIMO. So I don't know where
20 the Facilities Program is and where it's headed. So can
21 you please at least, before we break for lunch, talk a
22 little bit about the Facilities Program?

23 MR. YU: Okay. Great questions about the
24 infrastructure. We totally know huge problems with the
25 infrastructure. From the report that you had worked on in

1 2011 documented \$1.3 billion to bring all schools in poor
2 and fair condition into good condition. And then there
3 was some overlap, with \$960 million or something like
4 that, just for major repairs. So huge, huge problem.
5 Totally understand that.

6 Secretary Jewell visited Laguna Pueblo a year
7 ago, more than a year ago. A huge hole in the roof and
8 things like that, and principals dealing with
9 infrastructure issues rather than focusing on teaching or
10 instructional leadership. And I know this funding is not
11 enough. But we haven't even received any new funding
12 since the Recovery Act for new school construction.

13 We did get \$20 million in the existing fiscal
14 year '15 budget over last year's budget, and then the
15 upcoming school year, we had almost \$60 million for
16 additional school construction. I know that's not enough,
17 especially when you're talking about a figure like a
18 billion dollars, so making some progress there, but a step
19 in the right direction.

20 You will hopefully, in the '17, as we start to
21 develop it and we get more information -- you know,
22 up-to-date data about current school conditions and things
23 like that, we'll have a new school construction list.
24 Then we will modify the fiscal year '17 budget to take
25 care of as many schools as we possibly can in the '17

1 budget. I know it will be a long process, probably like
2 eight to ten years before we finish everything. But
3 again, I guess from where we're coming it's still a step
4 in the right direction.

5 If I made a mistake -- I am a dumb political
6 appointee. I have not been in the system for very long.
7 So if I said something about FMIS or MAXIMO, it's probably
8 because I have no idea what I'm talking about. So I
9 apologize about that. If I made a mistake, I apologize
10 about that.

11 All the career service tell me all the time I
12 don't know what I'm talking about, because I'm political
13 and I'm new. So I apologize if I made that error there.
14 Probably my mistake.

15 And then your other question about you saw the
16 School Operations Division. So, this kind of
17 restructuring here is across the board in all the ADD
18 offices and the school ops and everything like that. We
19 are currently also doing, though, really in detail -- this
20 would be using current fiscal year '15 budget. But we're
21 also looking at '16, also with the School Operations
22 Division in a lot of detail.

23 So that part, exactly what that looks like and
24 how many engineers, school architects, all that stuff, all
25 the HR, procurement, acquisitions, all the people with

1 warrants so we can procure things for BIE, all of that
2 very detailed planning just for that one box of School
3 Operations Division, that's actually not complete yet.
4 This is what it looks like on the existing budget control.

5 But hopefully that box, also, I do think --
6 again, it's not finalized. We're actually literally
7 working on the facilities piece for the School Operations
8 Division now. But that will look different than what it
9 is here. But that is still being planned.

10 DR. ROESSEL: Just for clarification, this part
11 here, 14-15, is really what we're talking about. And
12 Mr. Lujan, this, I think, addresses what you're talking
13 about with facilities, is that this phase that we're going
14 through right now is just to get us started. But then we
15 want to -- part of the Phase 2 of the Secretarial Order is
16 to actually bring those, everything that's needed, under
17 BIE.

18 So you're right. This would just allow us to
19 help with the planning and budget, and that would be
20 somebody within BIE. But the actual realignment of those
21 services out of the line offices, ERCs, that will come in
22 Phase 2, and we're in the process now of going through the
23 functional analysis. You know, how do you handle the MI&R
24 that right now is based on the line office, regional
25 level, and then on up, if we're changing that model?

1 So we're in that process now. We're finalizing
2 it. We have a deadline of September 30th to actually have
3 this all complete for that phase. This just allows us to
4 have some people in-house to drive.

5 In a way, I guess it's hard to read, but this is
6 like many of you here remember Glenn Allison. It's that
7 position; so keeping that position there, but then giving
8 two support staff. So it's trying to stay with the
9 staffing that we have and try to keep it neutral moving
10 forward right now, knowing that that's not going to solve
11 the problem over here.

12 But we really understand your concern. And I
13 apologize I didn't make that clear earlier. But yes, this
14 would not get the job done; I agree.

15 GOVERNOR PAUL TORRES: Dr. Roessel, are we about
16 completed?

17 DR. ROESSEL: I believe so. I have only received
18 two sign-ups, one from Beverly Coho and two people to
19 comment. So I don't know if we want to break for lunch.
20 We could listen to these and then we can catch up.

21 PRESIDENT RUSSEL BEGAY: Again, I missed the
22 first part of the session, but I was attending an equally
23 important session of the Indian Child Welfare Committee,
24 recommendations that are going to be made to the Act.
25 Again: Healthy families, healthy learning environment.

1 And from the room here and the comments I've
2 heard, I see a lot of possibility thinkers, and that's
3 what we need: Continued communications as this
4 consultation is having. Without communications, if there
5 is a breakdown in communications, any relationship is
6 going to suffer. So that's I'm glad that this is going
7 on.

8 Again, we learn from the past to create that
9 future. That's what we're doing here.

10 And I just got an email that I don't know if you
11 have discussed it, but the Assistant Secretary, Kevin
12 Washburn, announced that there is \$2 million in grants
13 available. So that's a good start. That's a good start.

14 According to the figures that were being put out,
15 again, it's not going to meet all the needs, but it's
16 going to meet some of the needs. And we'll continue our
17 discussion here, I believe, and come up with positive
18 results.

19 With that, everybody is invited to lunch at the
20 Embers. That's upstairs. And with your permission, I'll
21 give the closing prayer.

22 DR. ROESSEL: Well, we have two people that want
23 to give comments. So can we have them speak and go ahead
24 and do that?

25 PRESIDENT RUSSEL BEGAY: Sure. Go ahead.

1 DR. ROESSEL: Beverly Coho.

2 MS. BEVERLY COHO: Good afternoon. I know that
3 I'm between you and your lunch, so I'd better hurry up.
4 Good afternoon, my relatives from the Pueblos. It's my
5 distinct pleasure to see all of you here. The Acomas and
6 the Zunis are close, so I know how to say "Kowatsi" and
7 "Kay-shay."

8 I'm Beverly Coho, elected leader on the Ramah
9 Navajo School Board, Incorporated, from Pine Hill,
10 New Mexico. I won't talk very long, except to emphasize a
11 few things at this time and to be on record here at this
12 BIE consultation. What we do from Ramah Navajo Community
13 is we try to introduce or let the people know that we have
14 our fellow leaders here with us, too. So I'd like to have
15 David Martinez, Elmer Yazzie, Carolyn Coho, Darnell Maria,
16 please stand. They are the elected leaders that I am
17 serving with. Thank you.

18 The Ramah Navajo School Board, Incorporated, is a
19 little misnomer. It was established in 1970. It operates
20 quite a number of programs, but it all began with the
21 establishment of our own school from scratch, 45 years ago
22 in 1970 under the premises of local control and Indian
23 self-determination. As a matter of fact, President Nixon
24 had not yet established his legislation on self-
25 determination and he used what we were doing, along with

1 Rough Rock, as examples.

2 Ever since then, we have been running our own
3 school, and we have been under the Albuquerque Area far
4 longer than that, as I recall working together with the
5 Southwest Regional Office at this time in all our BIE
6 endeavors, BIA endeavors, and BOB endeavors.

7 As I was looking at the PowerPoint here, we saw
8 our school, Pine Hill School, under Albuquerque Area, and
9 my colleagues and our community strongly express not just
10 now, but over the past several years, that the Ramah
11 Navajo Community School programs and all of these other
12 contracted programs remain with the Southwest Regional
13 Office.

14 We like to say that we have a good working
15 relationship with Albuquerque Area Southwest Regional
16 Office. We have had our challenges, but we have worked
17 together and locally, and we have come to resolve on a lot
18 of these. And things happen from time to time as you have
19 your work in progress.

20 And I'd like to say thank you to each and every
21 one of us here today for trying to address our student
22 needs, the parental needs, and everything that goes along
23 with education. It is difficult trying to lead in the
24 direction so that we could appease everyone, but sometimes
25 we have to just go alone and try to do our best.

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1 And as I mentioned, with Southwest Regional
2 Office we have had the expediency, the accuracy, and the
3 unique attention being recognized on a quasi government-
4 to-government relation that a few years ago even Sidney
5 Mills, who was in office, recognized us to be working in
6 that manner with one another.

7 And furthermore, I'd like to say that we feel
8 from the Ramah Navajo Community that we did not just step
9 up 45 years ago in establishing the schools, but when we
10 did recognize shortages in funds and we could not be heard
11 administratively, the community took the initiative to
12 file suit, and initially the first suit that Ramah Navajo
13 School Board filed was against the State of New Mexico,
14 which resulted in the decision that Indians building
15 schools on Indian land would not have to pay the State
16 gross receipt tax.

17 I'm mentioning these because a number of Indian
18 tribes have benefited from the success of Ramah. Most
19 recently in the Ramah v. Salazar case there was a decision
20 made by the United States Supreme Court that the
21 contractors program should have full contract support
22 costs. We all know that we've been getting somewhere
23 around 65 percent of contract support costs in 2014, or
24 rather '15 to '16. We should be getting 84 percent, and
25 my understanding is that President Obama submitted a

1 budget for 2016 to '17 that contains 100 percent. So it
2 behooves each tribe to write to their elected leaders and
3 remind them that we need support behind all this.

4 So that, I'd just like to leave with you, and
5 it's primarily the request of the Ramah Navajo Community
6 to continue to work with the Southwest Regional Office.

7 I usually talk longer, but remember I'm standing
8 in front of your lunch. So thank you again. Bye-bye.

9 DR. ROESSEL: Thank you.

10 And then we have Michael Romero. And I don't
11 know if you wanted to bring this up, or you just want an
12 answer to the question.

13 MR. MICHAEL ROMERO: (Greeting in native
14 language.) Thank you very much, Honorable Tribal Leaders,
15 education leaders, community members, federal
16 representatives. I just had three quick questions. One
17 was just actually not a question, but just a
18 consideration. The timing of these sessions, we do
19 appreciate notice, but with all of these just keep in mind
20 that our tribal leadership is busy in all aspects, just
21 like the federal leadership is, in social well-being of
22 their constituents, communities. So our tribal leadership
23 was not able to be here today because of cultural and
24 community obligations.

25 The grants for the BIE school planning was

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1 mentioned earlier. We are one of those few tribes that
2 has only one BIE school on our reservation, so we were not
3 eligible for that planning grant. As a result, we're
4 having to look for additional resources, private and
5 within, to actually look at the possibility of contracting
6 our school.

7 And then third, we do share the cost of keeping
8 our community center, one of our BIE facilities, repaired
9 and we take care of the facility. There was about \$33,000
10 that was supposed to be reprogrammed to the Tribe from BIA
11 for the facility costs, and it never happened up until
12 this point. So we are wondering with that money is at.

13 And then I just wanted to leave with just, I
14 guess, a saying, and it's: Nature does not hurry, yet
15 everything is accomplished.

16 And I appreciate the timeline, I appreciate the
17 deadlines and the need for urgency to get this stuff done,
18 but please do a thorough job and be considerate of all the
19 different tribes, all the unique cultures and the
20 histories that go along with where we come from, because
21 we don't want to rush this thing and have an imperfect or
22 inconsiderate system in place. Thank you.

23 DR. ROESSEL: Okay.

24 We received one more request: Eric Olson.

25 MR. ERIC OLSON: Thank you. Greetings,

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1 Governors. My name is Eric Olson. I'm the Chief
2 Financial Officer of the Santa Fe Indian School. I'm an
3 accountant and not an instructor, so I'm going to talk
4 about money for a second. I will keep it brief. I'd like
5 to reiterate the point that a gentleman made earlier about
6 the need for more transitional funding for schools
7 considering conversion from BIE-operated to tribally-
8 controlled.

9 The Bureau has been encouraging schools to do
10 this, and I think there are a lot of things that need to
11 be taken into consideration for making such a move, and I
12 think additional funding is needed for that.

13 Next, we're appreciative of the increase in
14 tribal grant support costs, but Governors, I want to give
15 you one piece of food for thought, I guess, for that.
16 There are going to be more tribally-controlled schools
17 coming on line, and there may be a lot of them out of
18 Navajo. We've just gotten our appropriation for tribal
19 grant support costs up to the point where we're going to
20 be at 84 percent of our needs this year and hopefully 100
21 percent next year. But as more schools come on line, that
22 appropriation is going to need to be increased to keep
23 pace to keep us all at 100 percent. So that might be one
24 thing to consider while lining your Congressional folks
25 up.

1 Finally, we'd appreciate the Bureau's support in
2 the restoration of the ISEF funding that was sequestered
3 two years ago, and I think everybody here about a five and
4 a half percent hit. And that hit us hard, and so we've
5 been talking to our Congressional people about that. But
6 that's something we would appreciate the Bureau's support
7 on. Thank you very much.

8 DR. ROESSEL: Thank you. And in terms of tribal
9 grant support costs, we are looking at, and I think it's
10 been the administration's plan, to try to -- those of you
11 that are part of "TIBIK" [phonetic] -- to stick with the
12 100 percent and try to then get to the point where travel
13 grant support and contract grant support become mandatory
14 and not discretionary. So that's the plan as we're going
15 forward. So we're aware of that.

16 MR. YU: And just to address your question: We
17 actually did plan for fiscal year '16. Actually, if you
18 look at the budget, FY '16 budget, it shows if we had
19 asked for 100 percent tribal grant support costs, we would
20 have only asked for \$26.8 million, but we actually asked
21 for \$33 million, because we overshot it with the
22 understanding that we're hoping other schools will
23 convert.

24 So when Isleta converts, Acoma is considering it,
25 just to make sure that those schools do not cut out of the

1 existing of pot of funding for tribal grant support costs,
2 we actually overshoot it by quite a bit. So we have
3 additional funding for the new schools that come on line,
4 so the grant schools will not --

5 You know, because Isleta and if Acoma, when they
6 convert, you will not lose funding because of that. So we
7 did plan for that.

8 DR. ROESSEL: And that's all we have for
9 speakers.

10 I'd just like, in closing: When I was here a few
11 months ago, I made the offer to say that I would come and
12 meet with all of you any time, and that offer is still
13 there. There was an idea that was floated around that
14 we've talked about, and that is creating the Santa Fe
15 Indian School model and trying to create a larger system.
16 I'd be happy to talk about that.

17 Just because we're doing this reorganization, it
18 doesn't mean that it stifles any innovations. So those
19 types of ideas, if you have ideas, I will come here any
20 time.

21 So with that, we have concluded with
22 consultation, and I'll leave it up to our hosts.

23 GOVERNOR PAUL TORRES: Thank you. Thank you,
24 Dr. Roessel, and again, we appreciate you taking your time
25 out from your busy schedule to be here. I think you've

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1 heard the message from all the tribal leaders and
2 representatives. So we have lots of confidence in you.
3 We're expecting you to go forward with what you need to
4 do. And like I said earlier, each individual tribe has
5 their own issues, their own concerns. Okay?

6 So from there, I'm going to go ahead and do the
7 invocation, and everybody is welcome to join us for lunch
8 upstairs at the Embers. We're going to provide lunch for
9 everybody today. So please join us.

10 (Closing invocation by Governor Paul Torres in native
11 language.)

12 GOVERNOR PAUL TORRES: Thank you again,
13 everybody, and please join us for lunch.

14 (The Tribal Consultation concluded at 12:38 p.m.)

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I, Elizabeth Hurst-Waitz, New Mexico Certified Court Reporter #099, RMR, DO HEREBY CERTIFY that on May 15, 2015, the Proceedings in the above-captioned matter were taken before me; that I did report in stenographic shorthand the Proceedings set forth herein; and that the foregoing pages are a true and correct transcription to the best of my ability.

I FURTHER CERTIFY that I am neither employed by nor related to nor contracted with (unless excepted by the rules) any of the parties or attorneys in this action, and that I have no interest whatsoever in the final disposition of this case in any court.

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