

TRIBAL CONSULTATION ON THE  
AMERICAN INDIAN EDUCATION  
STUDY GROUP RECOMMENDATIONS

May 5, 2014

Gila River Head Start

Sacaton, Arizona

PRESENTERS:

Donald Yu

Charles Monty Roessel

Deborah Lee

Bart Stevens

Kevin Washburn

COMMENTERS

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Michael Hawk  
Suzanne Acuna  
Eric Olson  
Harrison Plummer  
Dr. Norma Sakiestewa  
Steven Lewis  
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9:00 a.m.

May 5, 2014

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MR. MENDOZA: Good morning. On behalf of the Gila River Indian Community, and for the record, again, I'm Governor Gregory Mendoza of the Gila River Indian Community.

After preliminary review of the draft report for the purpose -- okay.

Thank you again. I'm pleased to find that you have developed the four pillars that seem to promote positive and progressive educational reform for our BIE schools.

It is my understanding that the -- completed to fully formalize a plan of action and more importantly a method to obtain the achievement of the goals expressed by our sister Indian communities.

Our hope at Gila River is that this report does not fall on deaf ears or idle hands of action. Instead, we hope that you will continue to investigate and decipher how best to introduce such good change as our communities have yearned for such growth.

As we continue to move on and move forward, again, we are going to submit our comments by June 2nd, I believe, as prescribed by your request for comments.

Leading up to the submittal my staff will

begin to dissect the report for understanding and comprehension and solicit comments from our community members and constituents.

I'm happy to know that we have some of our tribal leaders here with me today. I want to introduce them for the record.

We have counsel woman Cynthia Antone who is the chairperson for our Education Standings Committee is here.

We also have with us Ms. -- counsel woman Carol Shers who is a member of the Education Standings Committee as well. Counsel woman Shers.

MS. SHERS: Good morning everyone. Welcome.

MR. MENDOZA: And we also have a community member that sits on our Education Standing Committee here and her name is Phyllis Antone. Ms. Antone?

And we have some of our other schools represented here.

As I stated we have three BIE schools. I understand the representatives are here from Gila Crossings Community school, (inaudible) Community school and Blackwater Community school.

That said, I'm pleased, again, to welcome you all here and hope that positive and productive dialogue transpires here. I do have some recommendations.

You know some of our recommendations and, again, this is the Gila River Indian Community and I believe you all have your own, but one of our recommendations is to review and eliminate redundant reporting requirements, to increase time, increase the time principals and teachers can focus on instruction and instructional leadership.

Another recommendation is to streamline bureaucratic operational processes such as hiring staff, contracting for services, purchasing basic supplies, requests for repairs, and improve responsiveness of service to meet the unique needs of a school and school year operations.

Another recommendation is to insure smooth school year openings such as staff, classroom, facilities, supplies, and to see that services are ready for students and learning on the first day of each school year.

Another recommendation is to identify and eliminate unnecessary overhead costs.

Another is to provide incentives to recruit and retain effective teachers and leaders especially in the remote locations.

Another is to allow for curriculum flexibility to the schools so that they can improve Native language and cultural classes.

Another is to prepare our principals and

teachers for the implementation for the Common Core and insure an effective information technology infrastructure to administer the 21st Century assessment.

Another is to be more timely on requests for alternative definitions of what AYP, accounting, workbook and facility repairs.

Another is to clearly create a clear reader transparency in the process used to select and prioritize school repairs and new construction and as necessary to improve the process to insure school facilities enhance the 21st Century teaching and learning.

Another is to provide training to school boards, our tribal counsel, so that they understand the roles and responsibilities.

And lastly, improve the quality of technical assistance and support to all schools including safety and capacity of schools to transition to tribally-controlled schools.

Again, these are our recommendations. Thank you.

MR. ROESSEL: Thank you, governor.

Could you just, as you make your comment, if you could, please, state your name, the tribe who you represent and spelling of the name would be important also. Thank you.

MR. HAWK: Good morning. My name Michael Hawk. I'm the executive director for the Alamo Navajo School Board. I've been there for 11 years. I've been in Navajo territory since 1992.

Some of the things -- I understand this is a very arduous undertaking that you're putting forth and I commend you for that. Some of the concerns, at least that have been discussed amongst the other Navajo community schools, especially the grant schools.

In your report on your first page I have -- I guess I have a question, the red, yellow and orange almost reminds me, I did 23 years as a New Mexico State police officer and retired as deputy chief and it reminds me of the Emergency Response Plan.

So red, yellow and orange, those are different levels of importance to me. So when one reads the one in yellow, the one in orange almost like you prioritized the different things. You might want to make them all one color because all of those are very important issues that we take very seriously.

MR. YU: It's not that sophisticated.

MR. HAWK: So one of the major things that lacks in all of our communities is basic infrastructure. Alamo is very unique whereas you know we are, in Alamo Navajo School Board, Incorporated, we have five divisions.

We not only do 100-297 but we do 93-638. So some of the things that you've talked about in here about collaboration between his and the BIE we do already.

Here's some of the problems -- and I'm going to bring these up because you hit on them, but I'm going to talk about the difficulty about collaboration in actually de-categorizing of funds that you might want to look into because it makes you more -- it looks like you've taken a multifaceted approach to the problem, which is good, but there are some very intricate details that might hold you back in the construction of your ideas or your processes.

One of the things you hit on is our teachers and principals are unsupported, I think on the third page. One of the things we've done in Alamo, we've had teachers come through that we have recruited and it's very hard work. We are isolated by 62 miles of nowhere. And one of the things that we have done is provided incentives because we have broadband, we have infrastructure, we have those types of things. We have upgraded the school to make it less institutionalized and more receptive for the children that come to school. It's a learning environment.

But one of the things we notice is that we can't get teachers to stay, right, I don't know if it's -- (inaudible/clapping). They come and we have even had some drive through the parking lot and go and leave. Right? And

they've already had a signed contract.

So what we have done is through our investment initiative and other things, we've started a scholarship program within our own organization. I will give an example.

There's nobody coming back to Alamo that graduated from Alamo to be a doctor because we have a clinic or nurse or whatever, so we have set aside an his initiative, set aside \$125,000. We give a graduating Alamo student by signing of letter of intent or commitment for the sum of years of support that they come back and they have to work for Alamo.

Because when you have that other -- it's never -- it's a catch 22. If you're not educating your local people you're not going to ever fill all those slots. It's impossible. You don't have the capacity or the population to do that with all the openings, at least in Navajo country. I'm sure other tribes are the same.

So in order to do that you have to build your capacity to train and educate your own people as much as possible so at least that you have majority of the openings in there.

So the reason I'm trying to make the short story long is in your teacher/principals -- you need to start creating the funding capacity and nimbleness that

says, hey, we are funding your schools in addition we are offering scholarships to your students that if they sign first a letter of intent and then a letter of commitment that they come back and they're educators or administrators in the school. We do that now with his. We also provide education opportunities for teachers now through policy and procedures.

The other thing on the same page is, I think I hit on the budget is not aligned with the school improvement. I do think you need to look into de-categorization of funding because it makes you more nimble and multi-faceted in the construct of its approach. You might look into that because now it's very rigid when you try to -- we went through this in early childhood and Head Start funding where we couldn't could co-mingle funds and then we got that. There is pass through the bond administration so that helps.

The next things is students suffer from trauma. This is another thing that we to at Alamo since we have a clinic there we have -- how many people -- how many schools here believe that their students have because of poverty and unemployment and the issues going on at home their students have ideations of either suicide or homicide or a combination? Everybody here, right? Everybody.

What we do is we get behavior health people

into the school. Does that stop it? No, it doesn't. Why do you think that is? At least from my experience is the exposure is acute. Acute exposure, if I see a psychologist, if I bring a psychologist into the school and we have a student and the psychologist gives a prescription, go take this. Whatever. That's acute exposure. Then they go home for 12 hours and what happens? They might have an abusive father, single mother. There is no respite care. The mother has three kids, low paying job. What's going on there? That's why it continues. There is just acute exposure. At Alamo right now we are moving to recognize this that that's probably one of the things.

We are not a highly performing school. I can tell you that. We have tried just about everything you have on those pillars and it just so happens my son has a master's public health and he was doing a research paper and I came across the study about de-categorization of funds and now we're going to move forward going into the homes.

How many people here mandate their teachers going to the homes of their students? We do. If those teachers aren't from that community that's another thing you might talk about incentivizing. That teacher is not from there. I have no idea why that student is not benchmarking? All I'm saying is the kid is not benchmarking. I need you to do this and this.

Well, I can give you all the avenues to learn, but once they go home they face a tremendous amount of other things. They have to take a dirt road, they have a dirt floor, there is no water at the house, and they might see their parents you know once a week.

If we start it now and we are going to de-categorize not only to provide acute care in the schools, but we are going to hire case workers with a caseload and provide long case care so that it's extrapolated over the cases so we can have -- oversee the cases.

You need to find a way to fund that because that's where you're talking about students who suffer from trauma and you have to find a way to get more care over long periods of time because acute care will not realize any gains.

I'm going to stop there because I might talk forever. But those are my recommendations and, of course, it always takes money.

So to finish, I think you have to look at infrastructure in the communities so, yeah, you're going to have to -- then we don't have any law enforcement in the community, maybe one officer, maybe one day out of the week.

We have no SRO. At one time Alamo was the only Navajo school in the nation that had an SRO, but that funding stopped and we had go for like three years with that

but that's another issue.

So I'd like the idea with of DOJ, the idea of partnering with DOJ. So I hope you consider those brief or long possible comments at least from Alamo. Thank you.

MR. YU: Any other folks?

MS. ACUNA: Good morning and welcome to Gila River. My name is Suzanne Acuna. I'm a school board member from Blackwater Community school. We are located about 20 miles east of here. Excuse me. With this I am submitting Blackwater Community School's written comment record. I would like to provide some specific recommendations in my oral testimony.

First, Blackwater Community School supports the Bureau's effort to improve educational opportunities for all Indian students. Many of the recommendations contained in the study group's report reflected many recommendations from previous reports on Indian education beginning in 1920s including those from the National Academy of Public Administration in 1995 and 2001. We support full implementation of PL 95-561 to include assumption by BIE of administrative support function.

Indian Affairs started this process in 1996 with transfer of Human Resources contract technology and some limited facility programs to OIEP -- beginning in 2003. This has been a pattern of Indian Affairs to start an

initiative but fail to continue them. We urge Indian Affairs to carry through with this initiative. We know the Bureau has posted a draft to teach a plan online. We urge the BIE to involve Indian education state holders in the process to develop such a plan.

If the BIE is serious about improving schools it needs to include state holders who will be responsible for implementing a plan to be involved in the development of such a plan.

Posting a completed plan on the Web is not sufficient but only a starting point. The proposal by the State group to build capacity of tribal the organizations and grant school is commendable, however, it is also noted there are additional resources to support this effort.

If this initiative is to succeed the Bureau cannot expect tribes to assume responsibility for operating in a school that requires extensive support without capacity or additional resources.

Has the BIE developed a budget estimate to develop and support Tribal Education Departments? We urge the Bureau to develop standards for TED to insure they have capacity to be successful, provide technical assistance beginning in FY 2016, and provide resources over a period of three years and up to six years for each TED. It is unfair to require bids to take over the BIE's responsibilities

without additional resources.

We support limited statements off the foundation. The foundation receives support from tribes in education, organization and Congress but was discontinued during the last Bush administration. We also support efforts to provide technical assistance to schools, however, we do not agree with the concept of Centers for Excellence.

We believe schools would be better served with support that could be provided through contracts. The cost for staffing, benefits, travel, et cetera, would be better invested in the direct services to schools through procurement of appropriate providers. Much has been done with the successful FACE program.

We also recommend the Bureau develop a growth model to evaluate schools. This growth model should be designed by school personnel and hold all state holders accountable to include those in the Bureau but do it over a three-year period of time. Such a model approved by the Department of Education exists in the state of Michigan.

We support the infusion of technology funds but do not support this just one time infusion of resources. Technology needs to be renewed on three to five year cycle.

Finally, we noted much of the study group's recommendations depend on future funding. Few of the recommendations will succeed without adequate resources.

Sufficient resources do not exist to fund many of the study group's recommendations for the school board training.

Tribal Departments of Education, school construction, operation and maintenance, technology or administrative costs are currently funded at 60 percent of need.

Due to constraint budgets at the federal level we are skeptical about future implementation. With the current budget we urge the BIE to get involved with state holders in the development of the strategic plan and provision of technical assistance to schools within in current budget capability.

Schools, whether BIE or tribal-operated, cannot wait until 2016 for support to improve student learning.

We support working with the tribes on improving education, however, Blackwater school board believes it should still support the grant school model in a partnership with tribes but not a one-grant concept being proposed.

MR. OLSON: Good morning. My name is Eric Olson. I am chief financial office for Santa Fe Indian School. I'm not an educator, I'm an accountant so I'm going to talk about resources for a couple of minutes, particularly, your third pillar regarding "budgets can

support capacity buildings in tribes."

In our opinion the best way to do that is to fully fund the administrative cost grants to schools (clapping) (inaudible) -- I knew that might be a popular item.

As was stated earlier we get a little over 60 percent of the funding that's detailed in the -- statute for administrative costs. What we have, and I'm sure a lot of other schools have, is you have a data collection and reporting requirements that ought to be coming out of administration or what principals are doing. And we think the principals ought to be focused on instruction and not on these administrative items, so fully funding administrative costs would help schools to do that.

You get planning data -- can you guys hear me? Sorry -- planning data collection and evaluation, grant writing, that sort of thing, all that stuff can come out of administration if the money is there to do that.

In your finance departments, the report that was distributed indicated a lot of audit findings, although they were presented sort of collectively. These sort of things can be prevented and remediated if finance departments at the schools are properly staffed.

Quality staff sufficient in numbers will help you maintain proper internal controls, checks and balances,

on time reporting, and audits that are delivered on time and free of material weaknesses, so in our opinion that's the best way to get capacity building in tribes.

The other item -- another item we wanted to address was the notion of the Bureau as an SEA for the purpose of seeking additional funding for the schools.

In our opinion -- as was stated earlier we know what the issues are on our campuses are, the issues of mental behavioral health issues, special education, those types of things that the schools know how best to address, and we can go after our own funding. So with all due respect, we think that enabling the schools to do that as opposed to assigning resources to the Bureau to act as an SEA would be a more effective way to do that.

Finally, I think the idea of the BIE involving towards a technical support shop to help tribally-controlled schools that need help and have requested help is a really good idea. And I think that makes a lot of sense, but there is also language in the report that indicates that the BIE should assume more control within tribally-controlled schools and, presumably, resources come with that and that's not the most effective way to address it. And we respect and understand the big job you guys have to do and appreciate you being here to hear us out.

MR. PLUMMER: Good morning.

(Speaking in Native language.)

Welcome, brothers and sisters.

My name is Harrison Plummer from New Mexico, 20 miles outside of Gallup, New Mexico, up north in a place called Chuska so I guess the name is -- anyway, I'm not a Jewish guy in Chuska.

We know why there is a rush in the consultation. A report came so quickly and we have a concern that you seek the conversation about less than three weeks after the release.

Without touching on the problem we at -- we cannot understand the rush on the consultation draft for effective. It is important that we see everything that the report brings.

A draft will take a lot of time to ponder a response. The report initially was consistent with the State goals. Proposed steps to achieve the communication and support of tribes should be taken into consideration. More time to go through is actually better for collaborations.

We ask you to give more time to consider this draft report and so if there are troubles we can have the chance to respond to this. We ask for scheduling closer to home so everyone interested can be present.

So Congress enacted tribal-controlled schools to put policy decisions hands-on tribal communities through the community-based school boards, so we are a grantee on behalf of our tribe so we look at it as a community school and community level, not at the top leverage. So some of us, though, we can get -- so we try to work together and we correct all the standards.

So we just ask you to have that consideration to our -- for our community schools out that way on behalf of our kids and grand kids. Thank you.

MS. SAKIESTEWA: Good morning. I am speaking on behalf of our Hopi Tribal Chairman, Mr. Herman Honanie. I have a letter written to Dr. Charles Monty Roessel, the director of Bureau of Indian Education, 1849 C Street, NW, Mail Stop 3609, Washington, DC, 20240

Dear Dr. Roessel, the Hopi tribe appreciates this opportunity to submit this letter on behalf of our Hope students and families.

I write as chairman of the Hopi tribe my support for the framework the study group has identified in the draft proposal. The Hopi educators on Hopi have been diligently working on a similar framework to reform and exercise our Hopi tribal sovereignty to restructure education for a new generation

The Hopi tribe proposes to the Bureau of

Indian Education per section 103 of PL 93-638, Indian Self-Determination and Education Assistance Act and the government's focus on local community and tribal control of education programs to explore options for establishing a centralized office that will coordinate resources, provide educational technical assistance and oversee education on the Hopi reservation.

As the first step, we are proposing a study to assess activities similar to those of a public school district office. The results of this study will assist us in the development and finalization of a structure which will provide optimum educational and support services for our children, staff, villages, communities, and state holders on Hopi.

The recommendations will include, but not limited to, the follow areas; governance, funding, regulations, and policies to potentially become a Hopi reservation-wide school district.

The focus for our Tribe will follow the four pillars of reform. The Hopi tribe wants to identify, recruit, retain, and empower diverse, highly-effective teachers and principals. We want to build a responsive structure with appropriate authority, resources, and services so that our students can attain high levels of student achievement. The budget will be established to

build capacity to insure best practices are implemented. And, finally, we want to cultivate family and community to partner with all state holders to ensure all students are successful

I believe the Hopi tribe shares a common passion and love for our children. By working together we can strengthen and improve our partnership to make a difference for the future of all Hopi children and their families.

We look forward to working with you to ensure our work comes to fruition in the very near future.

Sincerely, Mr. Herman G. Honanie, Chairman of the Hopi tribe.

And I would want to make a very brief recommendation. I neglected to introduce myself.

I'm Dr. Noreen Sakiestewa. I'm the director for the Department of the Hopi tribe.

I'm looking at, perhaps, a fifth pillar. Working at -- on Hopi for our people, I have written several professional development plans and we have implemented several on Hopi where we are growing our own teachers.

And a major, major focus of our work is to ensure that our teachers are culturally responsive teachers meaning that we implement, that we teach our own Hopi language and culture to children.

I believe that our children need to be grounded in their own language in order to be successful as they move up in their career and become educators. This is what I want for our children because I'm an educator and I would like all our children to be educators as well. Of course, not all of them will be, but that's my dream.

So I appreciate this opportunity so I hope that you could also consider that fifth pillar where I believe that's going to allow us to become successful. Thank you.

MR. WASHBURN: Doctor, would you like to submit that letter for the record?

MR. LEWIS: Good morning, everyone. Good morning, Secretary Washburn and members of the committee.

My name is Lieutenant Governor Steven Lewis, Gila River Indian Community. Welcome all tribal representatives here.

I grew up here in Sacaton. This is one of the main villages of the Gila River Indian Community. I grew up here. I went to school here. I started in a school that was probably known as the Little Pink school. It was a Bureau-run school and now it's called the Ira Hayes Community Library.

As you know, Ira Hays was a revered Pima -- a veteran who helped to raise the flag on Iwo Jima and I

don't know a person who was more highly revered and will be for many years from now having to do with his sacrifice and service to not only to this country but also to his people as well.

And with that belief, you know, I think what we're talking about, we're talking about all the sacrifices that have been made to get us here where we're at whether it's veterans or whether through elders.

And you know that's important we stand we stand on the shoulders, as I said, we stand on the shoulders of those that came before.

And for me, growing up here, going to school here, going to school on both Bureau-run schools as well as state schools, as soon as I graduated and went off to high school off the reservation, at the time we didn't have a high school on the reservation during 20 years ago and even now we have two charter schools, high schools.

And so our story is at Gila River our students are very poor performers once we leave the reservation, and that was no different with me as well. And it was a struggle, you know, we were behind in both math and sciences and I know it was a struggle for most of my peers as well.

Now, fast-forward today, my son -- when I came back after attending school and working off the

reservation but also working on the reservation, you know, it was important to me to have my son to know his culture and go to school on the reservation to support community development, to support, you know, the changes at home. But tragically my son's being schooled, going to school on the reservation just like I did, he had the same problems once he was promoted to 8th grade now freshman in high school going off the reservation. He's terribly behind. And that's still the story. That's still the narrative for the Gila River Indian Community.

First, although, I'd like to thank you, Ms. Acuna, from the Blackwater school. You are one of our shining lights within our Gila River educational system.

Blackwater school has a long history of community involvement, of parental involvement. You know, I think those two things, as you know, are important for education. One, of course, is our teachers. As you know keeping those teachers on the reservation is so important. But the other is parental involvement. You know, parents are buying into the curriculums, they're buying into educational culture of the school. That's where Blackwater has been most effective and I thank you and support those comments that were made by Ms. Acuna.

At the same time, though, we do not want the federal government to abrogate, to stop, to in any way start

to back away from their trust responsibilities to Indian country in regards to education. I think that's what tribal leaders, especially me, are most concerned about.

You know, here -- of course, finally, under the Obama Administration, finally, you know, they're looking at the long history of neglect, institutional neglect, you know, it's not right, you know, racial views, cultural poverty views on Indian culture and on Indian education and, finally, owning up to that sad history and they can't back away now. This is the time when they have to stand up and start supporting Indian education both in promise and policy and law.

And, you know, it's important that, you know, in regard to policy -- you know, we have to start looking, of course, for, you know, here at Gila River, you know, our story is unique. Each one of you tribes in Arizona have a unique story, have a unique barrier to education, a unique challenge, you know, your own unique sovereign Indian Nation.

Of course, we want the tribe, we want the federal government, to come to meet us, to respect our sovereignty, but at the same time to have to provide meaningful support whether it be financial, whether it be in law, whether it be, you know, through the actual support.

And one of the things, too, having to do with

your request really brought up by the, I guess, the self-proclaimed administrator, the one from Navajo, was very eloquently spoken.

You know, there are so many social issues that we are dealing with, bullies, gangs, suicide, that our schools are not at adequately proposed. We don't have that institutional capacity to, you know, to deal with it.

And if we do at a grass roots level we need those clinical -- we need those larger supports whether they are from Indian Health Services, whether they are from the Behavioral Health Service units.

At Gila River we have a strong, proud heritage of doing our own, doing it by ourselves, self-reliance. That's called our -- that means that's our belief system. And so we have a strong history in regard to running our own schools, running our own tribe, running our own police departments and fire departments, running our own health service. We have one called Gila River Healthcare Unit. We run it. But, again, these are all on limited budgets from the federal government.

If we want to really do innovative work to support these gaps and bridge these gaps and problems that our children are falling through the cracks, then we need more innovative ways of looking at partnerships in regards to these social problems.

Our children are, the majority of our children in some way or another have been or are victims of the emotional trauma, of historical trauma, and so we -- without dealing with those social problems as well, that's when you start to see the high dropout rate, the cycle of, you know, most of our children not getting through high school, let alone starting to see the changes and actually making it to the 8th grade so we need to start to look at that in a very innovative way including the students as well with -- excuse me -- with teachers.

We need to start to look at, and I agree and support the Centers of Excellence, but we need to start educating a new wave of Native American teachers because right now we have very few Native American teachers, very few community teachers that we have.

You know, we have entered into an agreement with Arizona State University with the community college, the local community college, in regard to educating our own community members to get those levels of teachers, but we need to do a lot more. There needs to be more funds to support a whole national level of educating Native American teachers, this whole new generation of Native American teachers.

And also we, in regards to classes, we actually, in regard to getting back to our self-governments,

we also run our own sanitation company as well. And so the e-rate system bringing all these schools up to the highest standards of technology as well in regards to, you know, science, technology and math classes. And that's, as you said, for them to have a place in the workforce to look forward to tomorrow.

The one thing is we need the resources whether it's public, private or partnerships. I think tribal nations are open. They are open to any type of things that treat us respectfully. So, again, thank you, I just wanted to share a few words.

MS. POWER: Good morning, I'm Jacqueline Power, and I'm the superintendent for Blackwater Community school. And I wanted to expand your comments under your "BIE Students Face Significant Barriers to College and Career Readiness." And your first bullet here, "Student outcomes are low."

And I'd like to just use this as an opportunity to talk about raising the whole family in terms of educational goals. And as the lieutenant governor and others have said that, you know, sadly, there is a history of high dropout rates and things like that in Indian county, however, I just want to bring up that one of the best initiatives that the Bureau has ever done for the last 23 years is the family and child education program FACE. It's

not a company, it's a program for early childhood education.

And the reason I bring this up is because certainly President Obama and Artie Duncan are promoting the importance of early childhood which should be nationwide and to make sure all four year-olds are ready for kindergarten.

But the FACE program has both home base which is which is our parent educators that visit the homes prenatal to three year-olds and then they come to school with their parents.

And I want to emphasize the importance of changing the whole family. You have got to lift the education level of the parent, not just the children. And FACE is the only model in the nation that does this and it is the best thing the Bureau has ever done and there's 23 years of long-term studies that show that.

And I've been at Blackwater for 20 years and so many of the parents that come into the FACE program were children at Blackwater and dropped out. Just as the lieutenant said, often times when they go to the feeder school system they are not always successful, and then they come back to Blackwater where they started and they come back as parents with children in preschool and they're trying to get the same, you know, goal for themselves to not only to have their children ready for dealing with student low outcomes in academics, but really for all of them that

come to the FACE program, almost all of them did not finish high school, so this is the only opportunity they have to get their high school diploma.

They also have the opportunity to do some jobs at our campus as well as technology skills which we feel they're going to need for jobs going forward. And I think one of the concerns I just want to put into the record is we are reapplying for our FACE grant and we have had it for 22 years and I notice in the assurances they took out the mandate for parents to come to school with their children and that has always been the FACE model. And by doing that now it's a preschool program which of course we need preschool.

And we have two other preschools, one funded by the State of Arizona and another one is by the US -- it's a Title 7 US Department of Education demonstration grant.

But FACE has always been unique because it's great for the whole family and I know that several people in the room, Alamo and -- who have FACE programs and they change the families. They change the future for generations to come. When you change the education of the parents, you change the education of these children.

And so it is a holistic program and it does address your student outcomes which are low because these parents stay connected to our school. Many of them actually

work with the school now, but they are most vocal components of being involved in the school at the local level.

So I've been here 20 years so I have seen all these families come and go and they come back with another child or -- we have grandmas that come with children. And many of our grandmas didn't finish high school and they end up getting a GED. It is life-changing. But you cannot take the parent over the equation and the parent is critical to FACE, both in the home base where we go visit starting with prenatal to three year-olds in the home and then they come school with their children.

So I just want to emphasize that if you're really going to change the outcome of all of these children in the community that we are talking about you need to give the same opportunity to the parents and this happens with a program like FACE, family and child education.

It will address some of the biggest concerns we have on the table and -- the gentleman from Alamo, we, too, see parents coming from situations where trauma and other kinds of life experiences. And FACE is able to provide counsel for these parents as well as their children.

So it's a holistic program and I hope that -- I was surprised to see the assurances say that parents didn't have to come to the school anymore with their children in FACE. That's disturbing to me because that is

the cornerstone of this program. It's an adult education program to change the whole family and I told Assistant Secretary Washburn I just testified in Congress on this in February to a senator -- to look for support for the FACE program, all aspects of FACE.

So if you're hoping to change what's going to happen in the generations to come, I mean, certainly, we want the best for our children, all of us do, but you've got to offer the same, extend the same opportunities to the parents because too many of our families on reservations when they go out to feeder schools will disconnect, and if you don't bring them back to education so they can feel successful and model it for their children, we're not going to change what's happening at all.

So we have to see -- thank you -- we have to see both, and I, with great pride, under the Bureau system we're a K-2 school and we always need -- I'm very proud of the hard work our parents do, our teachers, our staff, and our kids do, but FACE has been a huge factor and I'm hoping that continues. Those are my comments today. Thank you.

MR. CHAVEZ: Good morning. My name is Everett Chavez and I'm from a community called -- in New Mexico. I wanted to make some comments. I drove 500 miles to get here and if I attend your meeting over in Oklahoma it would be another 500 miles that way. And if I went up to

South Dakota it would be a little bit more 600 miles and if I follow you Washington it would be a lot more.

My point is with Navajo controlling about one-third of BIE budgets, why are we not having a meeting on Navajo. That's something that we are very --

In all my years with, I guess you'd call it, community leadership I've never been elected as a counsel delegate and maybe I'm glad I've never been elected.

My leadership here has taken me to take on the federal government at least two or three times and I have learned that if you get burned once you always have to be careful of why certain things are being done. It's almost like playing chess or checkers, you have to read the rules behind certain things.

As Secretary Washburn said, Obama is well into his second year of his last term. And whenever you say certain things, and I guess in developing certain policies for Indian country, as the lady from another school, I see her here, you look at the budget as you know the federal government prepared the budget two or three years ahead and you don't see the money increase in those budgets as they are being developed, but so I guess when I look at it I think, are we setting the stage for the next administration?

Hopefully, we get another person like President Obama. But what if we don't? And we set the

stage for another party to come in and they really gouge into it more because we pretty much give them the plan. That's something that always raises a concern.

The other thing that -- I guess when I hear these locations being here -- with all respect to Gila River being a small tribe, I think if you look at Navajo, it's a totally different animal. I think this hearing, a hearing like this should be held in Hardrock, Arizona or -- Arizona or Crown Point or you yourself have to drive at least two hours to get to that location.

I understand that tribal plane just landed a bunch of tribal employees. I wish we had that tribal plane on Hollis over there. Those are things that really bother us.

The one-grant, something that really bothers me, because if you look at it, basically as a carrot that was swung front of our tribal leaders and are only there for four years. And they react to it and say, wow, we got control of over \$300 million. That is something that is a real concern.

The reason I say that, Secretary Washburn, is I've been to your office on other issues like water, land. One of the things that I, if you recall what I said, was you can set up a tribe to fail if you do this without them being ready and in our case Navajo is not ready for something like

this. That is a real concern.

I understand that when we asked about position papers for this location for this hearing here, and a message will be delivered, I'm not sure if (clapping) -- is asked if the tribal counsel had approved it and we didn't get a response it was basically only a letter from the administration.

As you know the Navajo Nation counsel is the one that makes all these decisions because we have a treaty of 1868 on Navajo that pretty much spells out what the government is responsible for in education. And that's something that we can't -- any policy that is written and the federal government should have total respect to the treaties and Navajo -- that's pretty much spelled out in that sense.

So those are the things I wanted to just add to what Mr. Plummer did state. It real sad whatever you have to look at everything and think, well, what are they up to now? What are they doing this time? And those are things that we have to think about.

But they know just for me to even simply sign in up there -- because in other areas we have learned that those signatures would be used to justify tribal consultation and in some of our views it's not tribal consultation. It's just simple exercise for the federal

government to get what they want done.

I think they are using these signatures as a way to swing the bat back at us.

MS. TSOSIE: Good morning. My name is Kathleen Tsosie and I am Navajo and I come from a community, a small community called Cove, Arizona, which you don't see on the map.

So I was watching the morning news and here they always call it Chinle, but I don't see Cove right at the corner of the map.

So anyway, I am a member, a school board member from Cove Day School and I'm also on the -- agency school board

I have deeply -- am deeply concerned as from the local level as a grass roots and I speak for them, for my community, as well for the Navajo Nation grass roots. I'm also an activist for environmental issues, maybe that's why I want to say what I need to say.

I have compassion for my people, especially the little children. And as a school board member when I first was elected by my community, and I know Washington, you see it completely different compared to the Navajo Nation because I lived there for four months, and I did my internship there learning about the federal government. It was something else. And then to be asked to educate the

federal employees there at the Department of Treasury was a challenge and to know how our Navajo people lived. A lot of them, probably some of you, have not taken that journey in our Navajo nation, the grass roots, how they live.

And we as a school board member we are elected by our community, and so we are considered as one of the VIPs for the Navajo Nation, and I'm speaking on behalf of my school members.

And as a school board member right now there's no communication within the agencies. They're no longer called agencies. There is no longer. There is a lot of lack of communication in that area.

And I want to know on this -- on this page here, "Improve Services and Support to Build Capacity," what do you mean by "Encourage tribes to take control over remaining BIE-operated schools by providing technical assistance and guidance about how to operate high-achieving schools." I want to know that.

Then as a school board member we look at the budget and we discuss these budgets with our principals. What is needed there in our local schools? If all the students there, the landscaping and the wear-and-tear on the schools and how many staff we have and what is needed within our schools, and we discuss that. We are no longer are in control of hiring people. And it goes somewhere else in HR

and Albuquerque. We don't have that. We cannot chose people like that anymore.

And then we don't know, there is so many red tapes that we have to do in order to know where our budget is really at right there and now.

So the other thing is if the tribe, the Navajo Nation is so huge, so many schools there, so many students there, how are they going to say what is needed in the schools. And Navajo Nation from Wind Rock, they don't come to our school. We voice our opinion on that so many times. (Clapping/inaudible)

They don't come to our schools and to see how our students are doing and what they need, but we as school board members, we know what they need, we know that as parents, we know the report cards, and we know how the teachers are doing their jobs and, yet, Navajo Nation is not ready for this.

There are parents out there that I've been talking to about what this American Indian work study is about and what -- what you are all doing right now, and it's way out here --

I had to hitchhike to come here for your information. And this is how important it is for me and we are being told we have no money at our schools for our -- some of us are school board members and this is the

sacrifice I have to make. This is how I am -- I am so compassionate for our children, our education. We hear there is some other -- I think it was a lady that was here that was talking about traumas --

Like I said, Washington DC is so different from the Navajo Nation and you need to take that into consideration.

A lot of children have disabilities. They have disabilities. They are in SPEDS. It's something we don't have a program for. We have to have somebody come miles and miles away to come to Cove Day School, and some we have to share twice a week and that's not enough. Our school maybe small but our kids still need help

So there is -- we need more funding and our school is only 14 for new school construction and a lot of these children are affected in SPEDS and the people that have disabilities, students that have disabilities are affected from the environmental issues.

So those are some of the things that I wanted to come and bring across and I'm kind of nervous since I have not been speaking to the public in years, maybe seven years. So I just wanted to let you know that the Navajo Nation is not ready. We know what the school boards are doing and our administration as a school board member. I am pleading to you that we are not ready for that change, but

we need the funding. You know where the needs are, please, follow the other way and I think we are all saying the same song. Thank you.

MR. LORDS: Hello, my name is Eric Lords and I'm the superintendent principal of Shoshona Bannock School district in Fort Hall, Idaho, and we appreciate you guys having everyone down here and the tribe here to host us. It's an honor for us to be here.

It's been a real eye-opener for me to be here and hear all the concerns and comments of each one of you. We feel the same as most of you do as well.

Before I was at Fort Hall I was in Window Rock at a school there and so it's good to see the differences in the reservations and similarity of -- how many similarities we have. And the one -- I know everybody here as well we hate coming up here and we hate begging for money because we know that money is not the answer in solving all our problems, but it is, you know, a step in the right direction. We do need more funding for our students and our teachers.

We are located in Fort Hall right in between two big cities. And we have five other high schools that our students from the reservation chose to go to, and what we run into at our school is we don't offer a music program, we don't offer a welding program or any career or technical

programs. We don't offer that because we don't have funds to pay for it. So they say get more students to come to our schools and you can have more money but that opportunity won't happen if we don't have anything but math and reading at the high school level.

And so I think one of our biggest concerns is we have an opportunity for our kids and we talk about career and college-ready and we can't forget career-ready. I mean, we have so many students who want to leave high school and want to be able to build a home or plumbing or things like that and right now we are not teaching them that. We are teaching math and science which is great, but we also need to have those other programs in the school where we are.

I want to commend the Bureau as far as communication with us. We have -- Bart Stevens, he is here somewhere. I know Bart's here somewhere. I don't know where he is, but he's been our AED guy and he has, I mean, he has communicated with us on a daily basis. Without Bart being here we'd be lost.

So I know it's important to keep that change and communicate with the Bureau to be able to keep us in that direction to know where we are going and how to get so that's one of our concerns.

The other concern is, again, come back to funds again, but the salary that we can offer our teachers

and I know that right now we have this school improvement grant, but a third of our staff is funded under that school improvement grant. Once that school improvement grant leaves we lose a third of the staff members. And that is, you know, what do we do now? What do we offer now when we lose those teachers? So it's more important that we do have that funding as well as I have lost one teacher and maybe two already this year to those neighboring districts I talked about earlier where our students go to because they can pay them up to \$10,000 more than what we pay as well as State retirement system.

And without that, it's hard for us to not only attract but to retain good teachers into our school so, but we do appreciate this opportunity.

Again, many have said it took the dedication for us to come down here and speak with you. And we know that you guys are listening and you want what's best for the Native Americans, not only in our school but nationwide, so, again, thank you.

MR. SIQUADA: Hello, my name is Al Siquada. I'm the superintendent of the Hopi Junior/Senior High school on the Hopi reservation

Today I'd like to make a few comments concerning education. I am a product of the Bureau of Indian Affairs. My parents worked for the BIA and I grew up

in a BIA school district on Hopi and I came down here to the Phoenix Indian School for a little bit and then I went on from there.

I've been an administrator for 44 years in the public and -- both grant and all the kinds of systems in government and so my shell is pretty hard right now. I think that the way we looked at this, the Hopi -- for Hopi we have seven schools. Of the seven schools we have six school administrators that are Native American. Out of those six, five of them are Hopi.

And so, you know, in our situation we have taken advantage of the opportunities and we also have some of the same pitfalls that everyone else had, but we've managed to work around those.

I think what we need to do is take a strategic and positive look at what is going on with our lives because this is really affecting our personal and our tribal lives and I really feel like with this situation right now as it is, we initially started with -- we were under the Department of the Army back a few hundred years ago and then they turned us over to the Christians who came in and tried to save us. And for the Hopi, we still have our culture. We have our language and we still practice our cultural activities.

We went to the grant system with 93-638

where -- under 192 and I really feel like for us this is an opportunity because we are a small tribe, but we are pretty economically tight because of our culture.

We've been taught to be careful with what you have, to save for the next year, for we live in three year to four year periods of time with our farming. So the culture helps us provide, but it doesn't save us when it comes to dollars because dollars is something that you need in our culture. We didn't have money so we have to adjust to that.

But through the years that we've been organized -- on Hopi we have 12 villages and under that with our school systems.

For the past four years at least as school administrators we have been talking about the Bureau one of these days is going to be leaving us. We know that there is certain responsibility that the federal government has and that funding is going to be able to help to some degree, but the more important thing we are dealing with right now is what are we doing for students, our children, that are going to eventually be in the positions that we're at and attempting to carry the tribe on to the next level. I think that's -- sometime we lose focus on that as far as, you know, where on Hopi where we are at. And we begin to look at numbers, we look at dollars and they are issues, but the

foremost issue is what are we doing for the students in the classroom, how do we spend that money, or what kind of decision are we making around it.

Ms. Sakiestewa mentioned what we've done in the university and going on our own with we've been trying to collaborate with universities and with NAU particularly to enhance education so that some our even tribal members can become educators in some of the positions available.

Our school system has a history of longevity in staff. If you look at our principals, well, you know, I'm still around, I don't know if that's good or bad. Everybody has their own opinion. But we are looking at this study as it came out and we are looking at it as an opportunity. What can we do with it so that it will move you to the next level?

For us, it's an opportunity to continue to collaborate. We understand that there's some funding that might be available and so we're looking at that and trying to make best out of it as we can because things change. For those of us who have been in education, methodology changes, language, open classrooms. All these trends are coming.

Now we're into the common core and at the moment our state, Arizona, is deciding whether they want to continue with it. Now, if they don't then the time not imposed through the State because at least in Arizona the

Hopi tribe school have decided to go with the State curriculum so that we're the common core. If they change it then rather than the challenge, I see that as another opportunity because we have to sit down and determine what it is we are going to do that is going to allow our students to learn and continue on with our live in this world as it continues to change.

So there are a lot of challenges, you know, but I believe if you look at them as opportunities and work through them, and it's going to take a lot work, you have to work together. Sometimes we argue. It's just not always something that we all agree on, but in the end if we just keep our focus on that child and what it is and where we want to get to through the child as a tribe, then it's a little bit easier because our work will never end in education and in health.

It's always going to be there. It's either going to be us or we are going to bring somebody else from off the reservation to do the work for us. It's best that we do it for ourselves. We know what our cultures and live are and can are -- we know what we have to do with the community. So let's toughen up and hang in there and get it done because it has got to be done. If we don't do it and we let it go, it's going to be done to us again.

We're at a real -- we're at that level and I

think there is -- I look out and I see a whole group of brown faces and that makes me feel good because it used to be when in the system you -- out there -- there's a few brown faces and there's -- they don't get up say anything and you walk away.

Now we are all in a position and we can make a difference. So I really believe that we can do it and that we should just put up our -- roll up our sleeves and get together and hack this thing out.

Each tribe is different and I recognize that, but within your tribes you have a lot of strength. Look at those strengths and try to get this done for the best of our students.

I have one recommendation and that recommendation is the primary -- is the fact that the federal government changes continuously. We have different leaders. One of the things that I find is that it is concept it's legislated. It will last longer than just with the one administration.

I recommend that you consider legislating it and as everybody else here keep the funding because it is a trust responsibility that we can get together on this and the tribe to survive within that. Thank you.

MR. BENELLY: Good morning, Tim Benelly, Department of Emancipation. Right here is my brother.

I want to bring out three major things.

The number one thing that I want to talk about is -- Michael brought it out, buildings, teach per capacity; we have Navajo Nation scholarships has this much money, they have 60,000 applicants every year. Of those applicants there is only enough money to fund 8,000 students. ASU has -- we have an agreement with ASU. ASU has 15 spots. Students with a BA take the bar exam so it's going to be pretty hard to get a legal education. We never get that here. There is an agreement, but we never get there.

So what is -- what do we do now? So what and how do we get these teachers, not break them from elsewhere, but suggest they come here and then we have to train these teachers that are there that are not scared of the 60 mile an hour winds or scared of tumbleweeds coming by that know how to treat stray dogs. So that's number 1.

Number two: We have, even though we -- there is restructuring, and the restructuring you have 30 years in a kind way maybe we have to work them out of a challenge to get someone more highly qualified in here. But some of these teachers that we have, those are -- some of these teachers, those teachers are bilingual. And those teachers are kind of our last ditch effort to maintain our language and culture, so the window is closing pretty fast.

So as a right now, we have -- I have represented ASU and I have represented a few -- I have represented universities. So we have our children over there and when they get there, these 4.0 students, when they get there they have an identity crisis. I am here and they have their 4.0 at high schools, but now I'm here and I'm challenged and I don't have any foundation to go back to. They are 4.0 students and they just go home.

So what kind of help can we get from the study? What kind of information can go back?

So one of the things that needs to happen is right here we're talking about school representatives, but maybe this group needs to sit down with tribal education, too. So it was said from here they're not ready, so you need to say this is what you guys can do to be ready and this is where you're at for you to do this.

The last one that I want to bring out is like the man before me said that so it can -- it will like -- where we're at on the idea of whether we agree or not agree, why is it being pushed through? But one thing like the no child left behind like the highly qualified.

And in Arizona you can only have a teacher in this classroom for certain days, but there's no highly qualified teacher to put in that class so you have to get an emergency certified teacher maybe with some college hours

put in that class. And guess what, they do good. But that day that they have to leave is rapidly approaching because of that law.

So just when the student start to depend on them and they got to know each other and she is teaching these students, she has to leave that classroom. So we bring somebody else in. So it's like this happens right around when they take the high school -- the State assessment. It happens right there. So instead of who they develop confidence in, now that person has to leave. Why do they have to leave during the most important part of the year. So I just wanted to bring those three points out.

MR. WASHBURN: Thank you everybody for the comments. We are hoping for a lot more this afternoon. We are recording these very important comments to keep a record and to record them so we can look back at them as we are trying to figure out how to go forward.

This is a really important task. It's one that both the president and two cabinet secretaries have an interest in. That's a good thing because you don't have that opportunity very often. And, frankly, this may be our chance -- this is our chance to have that real high level involvement so we are working really hard. We do feel a sense of urgency about this and I'll tell you is because people like President Obama and Secretaries Duncan and

Jewell, they don't tell you, get it done whenever you feel like it. That's not their style. Their style is, what are you getting done in that area? And tell me when it's going to be done. They ride us pretty hard. I think it's good that they ride us hard.

Someone mentioned this morning, but we don't know what the next administration looks like. We know that this administration cares about Indian education. We're going to be in office for two and a half years longer is all -- that's all the time that we have. We don't very any time beyond that so they keep asking us, what are you getting done, when is it going to be done. So we do have a strong sense of urgency. They said, get it done, consult carefully with tribes, and be deliberative, but get it done, make improvements because they know BIA is not perfect. They have been hearing it for years. They know that.

So it's time -- this is our opportunity to try to get something done and so we won't get it perfect this time either, but hopefully we'll get it closer to perfection.

You know, again, I alluded to it this morning, we have a horrible legacy in Indian education. We got a heck of a lot to make up for and it's not a mistake now that we feel like we are making up for it like we should. We got a long way to go and we know we have got

some improvements to make. And you know we're trying to form this plan. And this plan is still very much in its formative stages. We have put it together really quickly and you know we have been to a lot of places.

Before we started this formal consultation there were a lot of visits to a lot of different Indian Schools including visits by cabinet secretary, Sally Jewell with the LaGuna Pueblo a few months ago, and Arnie Duncan had been out there in the field as well in Wyoming and other places. And so we are -- they are interested. So they -- when they're that interested they're asking us all the time, when is that going to be done?

So we want to do it in careful consultation with you because what we do has to be driven by the Indian people. That's who it's for. I'm a huge believer in tribal self-determination. Let me just explain why that is a little bit.

I'm Chickasaw and I grew up in Oklahoma and I grew up going to an Indian Health Service hospital, a couple of them. We lived in different places, but I grew up going to Indian Health Service hospitals. About the time I went off to law school my tribe took over our Indian Health Services hospitals. And it was quite controversial when it happened. My aunts and uncles, I remember them saying, the government is crazy. There is no way we can run that health

center better than the federal government can. Why would we want to take that over? So I mean, it was literally a risky thing for him to do to say well I'm going to take this over. But you know what, in about three or four month everybody started seeing improvements. We could -- my tribe could run his better than his could run his.

It's not a big surprise that that might be the case because tribal employees are a lot more accountable to the community than federal employees are, you know, and so -- but it quickly improved the service at our his hospital, and that was the -- I became a believer then when I was still very young. And I really believe in self-determination.

The job I had previous to this was dean of the law school of the University of New Mexico where we educated pretty close to 100 Navajo lawyers. There's been a bunch that went to ASU, too, but we've been doing it for years up there and are really proud of that and so -- and a lot of other tribes from a lot of other tribes as well.

So I really believe we have to put the tools and the resources in the hands of tribes and let tribes run these programs. And the tribal -- those entities are the ones that should be making the important policy decisions.

We know we all share some goals, though, and one of the goals is having students well-educated. You

know, when Steve gets up here and says -- Steve Lewis, Lieutenant Governor Steve Lewis gets up and talks about how he wasn't really -- didn't feel prepared when he went to high school, that's breaking my heart. He's overcome it. He's been extremely successful. But we can't have that. We have to have our students being as strong as all the other students competing in this workforce.

BIE needs to be a much better servant of Indian country, frankly. And we -- not a bureaucracy, not to be this bureaucracy that's an obstacle of good education of Indian country. It needs to be a servant to Indian country. So it's supporting Indian Schools. And that's what we are trying to accomplish here. And we need your guidance.

Our budget -- you know, we are working in very tough physical environment. It's tough. And we've been told that over and over and over that you know we are working under the budget caps set by Congress and the Murray Ryan budget act and we can't expect that we are going to have some people throw a lot of money at this problem. We need more money. We absolutely need more money, particularly around infrastructure and school construction.

We're not going to see fast infusion just because of the physical environment. We may see a little bit and we are fishing for that, but what we need to do is

the budget that we do have is make it work better and there is room for that. We can make our budget more aligned with what we're trying to achieve so that's one of our big goals we've talked about

And certainly we need to be working better with Indian country and with other partners in trying to improve Indian education. And so you all are helping us with that. These comments are invaluable. So I encourage everyone that has thoughts and views to speak up because it's really helpful to us.

I'm going to be personally leaving. I have to get back to Washington because we've got all the self-government tribes in Washington for the self-governing conference and Sally Jewell, my boss, is going to be speaking to them and I'm going to be speaking to them.

And other than that, tomorrow is my son's science fair project. He's got to give that. My wife can't make it so we just had this agonizing thing over the weekend that someone's got to be there when he does the science fair. He's been working really, really hard on it and I was reminded this morning how important it is to have parents involved in a child's education so I've got to -- that's got to get covered and I'm going to be there for that. So I appreciate that.

I know all of you, like me, left your

families yesterday probably to get here, a lot of you, those of you who came from Navajo and Hopi and Sho-ban and other places. And so thank you for that.

Thanks for traveling you know when you could have been spending time with your family, traveling because you're so convinced in Indian education. We appreciate your commitment and we will try not to let you down in making some improvements here. So thank you.

And I really do hope that you will speak up. Everyone should speak up because we will -- we will be reviewing these -- our notes from these meetings very, very carefully and we will look forward to doing something with the things you're telling us today. So thank you for that.

I'm going to step out and head to the airport so I can be in Washington for our meeting tomorrow morning. But I want to wish you the best and I really want to thank you personally and on behalf of Secretary Jewel and President Obama for taking the time to participate in this meeting. It's very, very important.

And like I said, we do have an opportunity here because we've got a very high level of interest. President Obama and Secretary Duncan, they don't know how to fix this. They need to hear from you. We're trying to come up with a plan. It's only a valid plan if you all provide input to it and you think it makes sense, too.

So thank you for being here and providing that input. It's invaluable. Thank you.

(Mr. Washburn was excused at this time.)

MR. YU: Let's continue with folks who have comments.

MR. HUGHES: Thank you. My name is Michael Hughes and I'm Hopi and Tohono O'odham. I am an independent consultant on Indian affairs and for the past 20 years I have been doing research and training for tribal governments on the federal budget including the Bureau of Indian Affairs budget to try to help understand the budget, participate more effectively in the budget and protect the funding.

I have seen a lot of initiatives come and go. I've seen a lot of initiatives start and fail and get sidetracked. And it's not often that I get an opportunity to talk positively about something I see the federal government trying to do. And I'm glad to be able to do that today.

I have a couple of basic messages. One is that the Bureau of Indian Education posted a draft strategic plan on the BIE internet website last week, that's [bie.edu](http://bie.edu). And I would encourage the tribal governments of the school to take a look at that draft strategic plan. It follows closely with the draft that you've been given today and I think there is a lot of good things in there. I think

there's a lot of positive things in there and I think there is an opportunity to move forward to do some good things.

But tribes and schools need to be very much engaged in that process. So I know there's a lot of skepticism in Indian country, a lot of times we've been burned by initiatives and I encourage the tribes and schools to look at that, perhaps, to see the plan with an open mind and think about how this might work for you

The other primary message I have is for federal representatives to institutionalize a process for ongoing participation of tribal education department, schools, and tribal colleges in implementation planning of the strategic plan.

A strategic plan without buy-in and commitment is just a piece of paper and it's not going to go anywhere. I've been pushing the Bureau of Indian Affairs for many years to follow the requirements of the government performance and result act of 1993, and there really has not been a lot of interest on the part of the BIA.

I tried ten years ago through the Tribal Budget Advisory Counsel tried to start a different coordinating committee from the BIA and get the tribes talking to each other about GPRA and performance planning and strategic planning. And the Bush administration killed that initiative. They did not want tribes doing GPRA. They

didn't want the BIA doing GPRA. They knew the BIA was doing performance planning and that wouldn't support the budget. They didn't want to support the budget.

So to have an organization as large as the BIA, a billion dollar budget, annual budget, 183 schools, 30 colleges, and without a strategic plan it is just unmanageable and of course the GAO in their report, one of their primary recommendations is to have a strategic plan.

So I was thrilled. I was thrilled. In fact, I looked at the 2015 BIE Indian Affairs budget request and in the budget request it said BIE had a strategic plan. I said, wait, BIE doesn't have a strategic plan. Where is the plan? Where can we look at it? And so when it was posted last week I was just thrilled to see that, oh my God, there really is a strategic plan

So the model in Indian country already exists and the model was that one of the few good things that came out during the Bush administration with the Indian Health Service when the his director, Dr. Charles Grim pushed Indian Health Service to develop a strategic plan for Indian healthcare. And his wanted to do that, but they only wanted to do in it in-house and Dr. Grim said, no, we're not having an in-house top-down, commanding, control authoritarian plan. We are going to involve the tribes. You can manage the federal people but involve the tribes. They're a pain

in the neck. Why do we have to talk to them?

Well, he insisted so they got the tribal health directors involved in the his strategic planning. They got the tribal elected officials and his developed a strategic plan. And the tribal government and the tribal health programs felt that they had buy-in ownership of that strategic plan and so the tribal officials were able to -- were free then to lobby to Congress and the secretary of his and ONV for the resources necessary to carry out the gold of the plan. It's a brilliant but very simple but very subtle. So a model exists there.

One of the things that came out of that is that the Indian Health Service is very good at doing government performance and results act reporting. And everybody in the his knows what their GPRA measures are.

Last summer I was trying to do some yard work and there was a tree in the backyard and I thought, well, I can pull that limb down and I was pulling, pulling, pulling, and the next thing I know, bam, oh man, it hit my head. So as a lifelong learner one of the things I learned is if you pull a limb off a tree, don't stand under the limb.

So I had to go to the Indian hospital and so there they take my temperature and weighing me in and a nurse said to me, do you feel safe in your home? And the answer is yes, except when I'm doing yard work.

The reason she asked me that is because screening for domestic violence is a GPRA measure for his. And everybody in his knows what their GPRA measures are because his is really good at sharing and communicating on their GPRA measures and doing feedback to their service units, feedback to the tribes and they use GPRA to very successfully support and grow the his budget. BIA doesn't do that.

If you go to any branch chief at any agency in the BIA and say, what are your GPRA measures they can't answer that question because there's no communication, no discussion, no training, within the BIA and every BIA staff person is expected to figure that out on their own.

So your strategic plan, draft strategic plan, I keep saying that, has a lot of data requirements, but unless you get buy-in from teachers and principals and counsellors and bus drivers for what those reporting requirement are, it's not going to work and you'll have a similar system to the BIA which is a disaster.

And one of the things the his has is a GPRA coordinating committee that meets on periodic basis to ask, what data are we collecting? How is it being collected? Is this actually useful? Because his does not want to force nurses and laboratory technicians to submit data if it's not actually useful. The BIA has a very, very bad practice of

forcing people to submit data for reports that are just based on the idle curiosity of someone in the central office and nobody ever uses it and it's a huge waste of time. So you don't want to end up with that.

You have a lot of tasks that need to be done and the assistant secretary talked about the budget constraints. I believe you have a sufficient pool of money right now to do a lot of this work and that pool of money is called the Education Program Enhancement Budget in BIE which is currently funded at \$12 million. That's been funded at \$12 million every since 2008. BIA spent \$70 million so far on education program enhancements and really has nothing to show for it because it hasn't been tied to any strategy or any goal.

So one of my recommendations is Indian Affairs should immediately freeze any plans to do contracts or make work projects with education program enhancement dollars and start using that \$12 million to carry out some of the implementation tax of the strategic plan.

There's three specific things I want to talk to you about. One is you need to convene an education strategic plan, Indian education strategic planning committee that would consist of representatives of the schools both BIE-operated school, contract and grant schools, tribal education departments and tribal colleges,

to start doing implementation plans. It's nice to have gold, but how are we going to carry this out, who's going to do what.

The second thing is conduct ongoing outreach and communication on the plan with the schools and the tribes so that it is not, okay, we went out and met with you four times in May and that's it and you never hear from them again. It has to be an ongoing process.

And then the third thing that some of the money should be used for, this morning you heard some examples of schools already doing innovative things. So who are those schools that are doing innovative things? Who are the schools being successful and what is it that they are doing?

One of the primary difficulties is trying to run programs in Indian country with tribes of schools and some person from Washington DC or New York City or Boston comes out and have never been in a classroom before but they're going to tell you how to run your school, but if you have schools that know what they're doing, they can be utilized. So a project to identify those schools and what are they doing successful and innovative would be really helpful.

Okay. Speaking to the four pillars, the effect of teachers and principals, it's very difficult to

work for an organization if you don't know what the goals of the organization are or if the goals are unclear. And right now we had that issue in the Bureau of Indian Affairs where we, for the past six years, we've had the most pro-tribal government president in the United States history; we've had the two most pro-tribal government secretaries of the interior in United States history, but we still haven't convinced the bureau of Indian affairs to get on board with that and they're still continuing to operate as if there was no election in 2008 and continue to operate under Bush Administration rules and don't share budget information with the tribes, don't talk to the tribes, don't listen to the tribes.

So there has to be some clear leadership and it's so good to see Assistant Secretary Kevin Washburn here this morning involved and engaged in that process to let the schools know that they really are interested in this.

BIA historically has been an organization that had has a culture that's based on failure. In central office when they look at tribal programs they can't imagine tribes doing a good job and they look for things that are wrong and somebody to blame.

But you say -- and I know this because I worked for the -- special assistant but the assistant secretary in '89 and '90 and we met with some department

people and they were saying how terrible everything was on the reservation, the crime and poverty, and I said, well, yes, that's true, but did you know that there is these tribes that are doing innovative things in human services or -- there's world class leaders and fish and game management or did you know these other tribes are doing interesting things. And the department officials said, no, I didn't know that. We haven't ever heard any of that stuff from the BIA about tribal governments doing a good job. So it's an organizational cultural mindset that needs to change in the department.

So when you look at the AYP data in the green book or wherever you look at it, the focus is on the schools that are not meeting AYP and that's certainly a problem. But there are 53 schools that are meeting AYP. So that would be interesting to do a study on. Which schools are meeting AYP? What is it that they're doing that helps them to meet AYP? What are the characteristics of their principals or the teachers or do they have a good parental involvement, community involvement? You've already heard about some of that this morning.

So that in itself and then rather than engaging in a sweetheart contract with outside consultants to come in and do training, how about utilize some of the principals that are doing a good job now to help other

principals who are struggling with their school? How about using some of the teachers who are doing a good job with students now to help teachers in classrooms that are struggling. They can be a powerful resource for training and technical assistance

BIE should recognize and reward success. There would be a section on the BIE website that identifies successful principals, successful teachers.

A question is you're trying to get the organization to system a relationship to change and how do you motivate change? One very powerful way is just to -- just to identify somebody that's doing a good job and say, you know what, thank you. You've done a good job. We appreciate it. We recognize it here. Here's the person's name and their picture and the school that they work for.

One of the obstacles, too, that you heard about this morning was the lack of ability to attract teachers based on comparable pay. One of the purposes of the Education Amendments of 1978, Public Law 95-561 was to erect the Indian education to use the Department of Defense domestic school pay scale for paying teachers in BIA schools. And every year that's been built in.

When you look at the BIA budget, you look at the ISEP formula forward funded, you'll see a number there for teacher pay. And for 2014, the year that's going to

begin here July 1, 2014, because it's forward funded, the need for teacher pay is \$2,161,000.

The 2014 operating plan that BIA central office put together provides only \$169,000 for teacher pay for the schools. So that's only 7.8 percent of the amount that's needed to adequately fund teacher pay to retain quality -- attract and retain quality teachers, so that has to be looked at. That's not good.

One of the problems of moving forward is that the Bureau of Indian Affairs is not a full-fledged bureau. If you go to the Department of the Interior internet site, Website, doi.gov, and you click on "who we are," the Department of the Interior, and click on "organizational chart," you will see an organization chart for the Department of the Interior. And under the assistant secretary for Indian Affairs you will see Bureau of Indian Affairs but that there is no Bureau of Indian Education there.

And people say, well, what happened to the BIE? I say, there is no BIE. It's sort of a stepchild of the BIA that gets neglected and forgotten about most of the time.

So one of the things that should be considered is the establishment of a real bureau of Indian education in the process of doing the 2016 budget. So what

would that mean? Well, a real BIE would have its own annual budget justification, a reboot that some of you know about that's separate from the BIA. You have the BIA and then BIE would have its own budget requests just like under the assistant secretary for parks and wildlife, fish and wildlife service has its own budget and National Parks Service has its own budget.

BIA would have a permanent director, more than a vacant position. There is a director now, but during the time before Dr. Roessel came on as director there was some terrible things that went on with the budget. The proposal last year, the dreaded education turnaround pilot project.

One of the most cynical budget requests I have seen in many, many years. It was just terrible. And having a director on board would cut down some of that nonsense

A real BIE would have its own administrative budget and staff who would be responsible for accounting, budget, contract and facility information technology and not have to go over to the BIA.

A real BIE would have its own reporting system to comply with the Government Performance Results Act and, again, the Modernization Act of 2010 and it would have an Indian Education Strategic Plan which is what you're

trying to work on.

All of that that I just described an authorized direct by the Congress in the Education Amendment of 1978, Public Law 95-561.

So after 36 years it's time to follow the law. The budget aligned capacity building, one of the biggest obstacles to tribal control of schools is inadequate funding for tribal grant support costs. The CFO for the Santa Fe school mentioned that this morning. One of the great, great things that happened right now with Assistant Secretary Washburn is full funding for contract support costs for tribal 638 contracts in self-government. That's a historic change. So they're doing it with 630, tribal 638 and it's time to do that with the schools.

The budget request for 2015 for tribal grant support costs is \$48 million which is the same as the 2014 operating cost. In last year's read back it was pointed out that \$48 million would fund 67 percent of the need. Well, full funding need for tribal grant support costs is \$5 million. So if we remove that impediment to tribal contracting or grant status for schools , BIA should request \$75 million for tribal grant support costs in the 2016 budget

Somebody this morning, the young lady from Cove School, said, what do you meant by tribal control?

Some of the language that would make some people uncomfortable is pushing tribes to take over schools.

One of the fundamental principles of self-determination ever since 1975, it's always been that tribes should be free to make up their own mind when and if they are going to take over the operation of any BIA program whether it's schools, forestry or anything else because tribes have different circumstances, different situations, different priorities, and so there should be no sense that there are being pushed or coerced into taking over schools if they don't feel that that's appropriate at the time, so we just want to be careful about that.

The tribal grant report costs, one of the things that makes, I'm certain it's in the BIA budget, they use the term tribal grant support cost. But in the interior appropriation act they use the term administrative cost grant, and I think that caused some confusion with the appropriation committee if you were to use the same term that might help clarify that.

Budget planning: The Bureau of Indian Affairs currently is using a system for tribal participation in the BIA budget planning process called Priorities. Priorities is an obsolete system. And Priorities essentially says to the tribes, okay, tell us where you want to see budget increases. Well, we want more money for

scholarships, we want more money for contract support, we want more money for law enforcement.

BIA central offices says, okay, we can do that. What if they don't tell the tribes, oh, by the way, the budget target is not going to go up, so if you want more money for those things, we are going to have to cut real estate services, we are going to have to eliminate the housing improvement program, and then when the budget goes to the Congress and Congress says, why did you eliminate housing improvement, they say, well, we were following tribal priorities. No other serious federal agency uses that system of tribal priority. So BIA needs to move out of that and develop a more serious budget planning process.

On page 9 of my handout shows you the history of budget requests during the Obama Administration. So every year for the past five years the Indian Health Services asked for a substantial increases in their budget and they have gotten very strong support from their department, secretary of HHS and OMB, and the president, during the first three years of the Obama Administration the BIA requested cuts in its budget. And it's not until Secretary Washburn came along that, finally, the BIA is starting to turn that around.

The huge difference between the his and the BIA is that the his successfully used the Government

Performance and Results Act to support and to grow its budget and the BIA does not. The entity that the BIE meets with to plan the budget is called the Tribal Interior Budget Counsel. There is 12 BIE regions, has two tribal representative. There's no representatives of the schools at the tribal interior budget counsel.

So you have one-third of the annual BIA budget, that is schools and school construction, but the tribal group does not even discuss that, so they should devote at least one of their annual -- they have four annual meetings, one of those, to talking about schools.

BIA does not view performance-based budget planning and you can see some of the results of that on page 10. Over the past six years Indian Education funding has grown about ten percent. The biggest chunk of that was the \$50 million one-time increase to colleges got in 2010 to move to a forward funding system, but the schools' funding has only grown by 3.8 percent. I used that formula and I think it's only grown two and a half percent over the last six years. That's nowhere near enough to keep pace with any kind of need.

Page 11 shows you the impact of the 2013 sequester and because forward funding the schools are operating on this money right now

The 2014 money that the schools are going to

get starting July 1 will restore most of the ISEP funding, but not even to the 2012 level so the schools continue to decline in their funding.

One of the interesting things about this is that the funding for the tribal colleges has grown like 17 percent. So what do the tribal colleges do differently?

One of the things tribal colleges do is they market themselves really well and they will produce reports on what this tribal college is doing and what this one is doing. And they go to Congress, they go to OMB and they say, look, this is our retention rate, this is our graduation rate, these are the degrees that we confirm upon the students who are graduating.

So that's a very simple example of a performance-based reporting system that supports and grows the budget, so if the colleges do that, the schools need to look at that also.

Forward funding for school facilities, ONM, you have most of the schools budget, ISEP, tribal grant support cost, student transportation under forward funding. Facilities funding is not forward funded. It's still under the old October to September so you have disjointed funding years. So the facility's operation and maintenance should be moved to forward funding status to keep the funding for the schools consistent.

There is some comments about higher education scholarship. They used to be two different accounts; higher education scholarships and adult education. These are arbitrary and rolled into one account during the Bush Administration even though they serve two different purposes and two different service populations.

Higher education scholarships that are operated by tribes should be forward funded. 2013 was just terrible for the tribe having to decide how to allocate scholarships and scholarship money for students when they're operating under two continuing appropriations and resolutions and the sequester so it's a higher education scholarship fund that's forward funded that would reduce a lot of financial insecurity for the students.

So those are my basic comments, but my main thing here is to set up some kind of an Indian Education Security Planning Committee to institutionalize this process going forward to get schools and tribes to buy-in to this process and everybody work together for some common goals. Thank you for this opportunity.

MS. LEE: Anybody else?

MR. MEZA: First of all, excuse my voice. I woke up with a cold this morning and I kind of feel under the weather. I hope you guys can still hear me.

My name is Johnny Meza. I wanted to thank

the group that came down from DC. Monty, it's good to see you again. And it's good to see also Secretary Washburn. I am pleased to see him here visiting and talking directly with the educators and administrators.

The next thing I want to do is also to thank the community here. That was one great lunch we had. The fry bread was really good. I didn't eat the other big thing they had. I got full on the fry bread. I hope there is still some left and I can take some of that home with me.

First of all, any time you get an opportunity to go to DC and ask for funding or testify before the committee or any other or any other tribe that goes before the committee in DC. Each tribe, if we always go there and Washington to help us because you took our land and now we have a treaty and your treaty says you will provide funding for education and health and so forth. And we have been saying for all these years. I think -- I'm tired of saying that because I think I've borne that out now. I just don't want to go through that again. I know that it's there. I will always be there.

There are times when Navajos, the leaders have mentioned maybe we need to revisit the treaty and that's where I sort of stop and begin to think, what would happen if we revisited the treaty. I don't want to think about that. I don't want to do that. At this time I hope

that we don't do that in my time.

But there is a suggestion that was but made all in all we think about the war that's going on across over in Afghanistan and it's kind of strange of how the US, you know, they, the government, when they annihilate a community or destroy a town or anything, you know, the US goes back in there and they redevelop. They reconstruct.

I kind of -- it sounds funny how they have all the money available to do that and, yet, we are all free to say that we are in the -- still in the third world country.

And as a leader and then an educator we do the best we can to move our children up the ladder and become understanding of how we should survive in the future. And I think we're doing a good job doing. But the main thing is some of the tribes are losing the language and Navajos are no different. I think if I go to any classroom today and I talk to the children and what I say is I have a question. And I say -- (in Navajo) -- and then I only see one or two hands.

Fifteen years ago I said the first time when I became a leader there were several hands that came up and each year there is less and less hands and I hate to see when I ask that question next year and I hate to see less hands go up.

And, of course, we are to blame for that, us parents. And we all believe that it's best to start teaching our language at the early age at the Head Start level rather than in the high school level. It's always good to instill these things in the children while they're still young.

So I come from a real rural community. Washington looks at us and they think Gallup, New Mexico is a rural community. But they come down to another rural community and it's very rural. I came from a rural, rural community. It is two communities that I represent. One is Hadley and it's down in the valley. It's a beautiful valley.

And the other one is -- area. It's a beautiful valley, too, and we really cherish our culture, tradition, and we want anything that will help keep that. While we include that in our education and our school, how do we keep that -- that going at our school level and the community itself?

We have a school board that runs the school and we still need to keep our culture and traditional practices that our children need to understand.

And I'm standing here and you are all educators and it's like, you know, I'm preaching to the choir. But what I'm saying is that to the visitors from

Washington as we say in Navajo, that we understand what is possibly good for our children.

And I see Monty here and he comes from -- we come from a rural community. He knows what the rural community is. We come up on each other once in a while and --

And I'd like Monty to be the one to educate the people that are not familiar with this issue in the rural community. Mr. Roessel and his parents are both educators and they raised five children. I have known them for many years. I'd like to save our same product that we -- that we produce at our level, at the reservation level.

So I compare this to the funding when I represent the housing. And we used to always fight with the smaller tribes. There was more smaller tribes and very few large tribes. And it's just like we all sitting around a pile of money just right in the middle and the tribes -- you try and grab your share as quickly as possible. You fight for that. And I feel the same way with education, the money that we receive.

So the funding that I'd like to see is that -- I put a lot of blame on Monty at this time because he is from my community and I expect Monty to be the one that will spearhead and lead the charge in Washington to

say, hey, since this is a new implementation for these schools -- let's let Washington understand the rules and what's going on.

So Monty, what I want from Navajo is that I want your group to come out to Navajo and do a listening session and also do the -- (clapping/inaudible)

Also, any time there's a change that has been initiated from Washington, we know -- we -- when we come out we are always immediately we're put on our defense. And we kind of don't trust what this is all about. First of all, we don't know what the plan is. We will become well-informed on these plans and I think that you can probably breakdown a lot of barriers, and if you come down and talk to us at our same level of English at the 8th grade level at what kind of English I speak and I write at and I believe I can understand.

And Monty, the only place we can understand each other is probably in the sweat house and sit down Sunday morning and have mutton ribs and stew. That's probably the best way to understand what some of the plans that have been initiated at the Washington level.

So I ask the educators here, administrators here today, and I know some of you have come up quite a ways to be here, and I drove about six hours just to come down here to participate sitting in the session, and I'm glad the

government is still, the US government is still adhering to President Clinton's Consultation Order. It has always been good.

So I'd like to see Washington not just use this consultation part as a way just to say, you know, we did the consultation.

With some of the advice, the recommendations that has been heard I'd like to see that part of the plan so we all in one language and one plan to begin and if some of the recommendations are added to the plan I think it would make it a lot easier for us to -- to be a part of the team as you perceive it. And I think the group needs to speak the same language. And in Navajo we have our internal process that has to be adhered to when this plan was initiated.

So thank you ladies and gentlemen.

MR. BELONE: I almost said "good morning."

Good evening. Again, like it was reiterated here I want to thank the people here for providing lunch. That was good. So I enjoyed that

But I want to thank you and I want to thank the visitors from Washington.

My name is Phillip Belone, B-E-L-O-N-E. I work for the Navajo Nation, the Office of Accountability and Compliance. That's under the Department of Education. I

would like to make a point here to say that the Navajo Nation is very unique in one way that the grant process, as it's written in 10297, the Navajo Nation went further in its authorization of grant schools.

What it has done is it has allowed, although the process is changing, it's one of the few tribes that I know or it's one of the only tribes that I know that allows the tribes, the local people that want to become grant -- to become a grant school to be authorized by the Navajo Nation.

So the Navajo Nation in itself does have direct authority over these grant schools. It allows the grant schools to come back before or annually or depending on how the status, the conditioning, were outlined for the Navajo Nation.

So some of the schools that have problems with issues and conditions they were sanctioned one year, two years, and some of them more, the schools that fulfilled the conditions of the reauthorization were allowed three years.

Listening to the concern by the education committee regarding the reauthorization process, the school itself was -- the education committee has directed the school boards themselves to come out in collaboration with the Department of Ed and Navajo Nation. So the process is beginning to roll again now.

A lot of the schools equal participation in setting the perimeters for -- to fulfill that condition and I'm really -- I was apprehensive at first when they started that, but they have done a good job in providing guidelines for tribal oversight.

So the school in itself had the participant in itself from the grass level. The grass levels has really provided a clear directive with the tribe, and the school boards themselves has outlined procedurally how they will perform their administrative functions, so hopefully there is a lot of -- gaps in the condition and meeting those conditions by 10297 will be fulfilled.

But the education committee itself was accepted the process but they wanted more because the whole purpose of education is the student proficiency.

So that gets back to the group and to say that look -- you have accomplishment this portion of that reauthorization and we want you to go ahead and now focus on the academic portion of it. So that's going to be another big task for this group for probably another year or so, so that -- the accountability of students -- for the high expectation of the students was going to be one of the things that they are going to focus on, and I'm sure that it's going to put a lot of pressure on a lot of our schools.

But I do want to say something about the

concerns that were expressed this morning. I have been a school administrator for 35 plus years, but I have been in the school system for 44 years also. This is an old friend of mine over here. He says he's ready to retire. I said I'm ready to go another 10 years.

But anyway, the issue of -- classroom reporting system is one of the hardest issues that we had. I was school administrator, as I said, and I hated all of that paperwork. 80 percent of the time I spent on reporting back to the federal government, back to whoever it was, whoever the person is that for title programs, for special ed programs, for any funding.

So that has to be alleviated somewhere if we are going to have effective instructional leaders and that cannot be done currently because our superintendents, our principals, our executive directors are spending more time making reports to the system. So I'm glad that that was one of 11 issues that was brought out.

Another thing was in the earlier part of 2000 there was an attempt by our -- good idea that was made by the Bureau of Indian Affairs to change the structure and that was that they are going to refocus and look at again instructional leadership. We want to really put that into play by establishing regionals and by establishing other districts or creating new offices so that the operations, so

the administrative functions would be provided to the -- directly to the school. Unfortunately, that didn't happen.

It did provide salary scales. It did improve salary scales for a lot of those people that have assumed those positions. GS 13, 14, and 15 and even 17 at the central office, so we know what the plan was for but it was never carried out.

Another thing is that it was, again, mentioned by Mr. Hughes, there was an attempt of separation of the BIE and BIA. The intent was that the Yaki was supposed to get all the operational administrative functions. The only -- the function that we got was the instructional function and most of the administrative functions had been kept by BIA and, therefore, for grants schools were allowed to -- it does not really impact us, but for BIA schools it does.

The BIA still has their procurement and proffering and all the other administrative functions. And it does create such longevity in anything that they want to do. So there is a portion of it.

Since Navajo Nation half of our schools are still BIA and BIA and BIE and I see there is a problem because their administrative functions are not directly done by the local school.

So -- but on the flip side of the issue I

want to -- I know I'm probably going to get my people here on my school board to be upset with me, but I think within -- I'm speaking only for the bureau, for the Navajo Nation, I don't know if these other school have this problem, however, we have 68 schools in Navajo.

And these are -- it's in a -- it sounds like it's a monstrosity of districts. There are many districts. Local schools are the -- they have their own school board, they have their own policies and procedures, their own funding levels and all of that. So each of them also have their own curriculum and have their own standards. They follow state standards but all of the curriculums and instructions and all of that, they're not aligned. And that's where I think our biggest problem is is that when it comes down to accountability and compliance that is the issue that I have, that we have.

So if that can be minimized somehow and, you know, the one grant school process, that's one way of looking at it, but the school would have their own school board, it has to change some -- somewhere down the line for the Navajo Nation because if the Navajo Nation is going to have a direct oversight of these schools then they're going to have to systemize. That's the only way it's going accomplish the task is to systemize so that it's operating under one procedure and one standard, and that's what we

have to do.

We need to get over the hurdle of being selfish. I think that's the problem. Any time that there is an attempt by the nation to use something for the good of the whole tribe then I think that the personal feelings get into that and the tribe does not have any capability of doing that, but we have to really look at our whole system and I'm sure that with the other tribes that have more than five or more schools within their districts because we come to be kind of like we don't want anybody intruding on our turf. That's all I have to say. Thank you.

MS. SINGUAH: Good afternoon, my name is Alma Siquah and I'm from the Second Mesa School and we have several board members present and the assistant principal is present also.

We are at Second Mesa has made AYP since the AYP started out on Hopi, so we are very proud of that.

Another school from Hopi is -- Day school. They have also made AYP ever since the AYP process started. So I know couple of people mentioned AYP earlier. I'm from the village of Walpi and my older brother is sleeping right there in the front. I know they say your mind goes as you get older, but I saw he and the other gentleman that spoke before me, they both came up without notes, and so I don't believe that. I think it's the looks, not the mind.

One of the things that I see happening here is that I think that we need take a look at how many tribes are ready for this change. Where are the tribes at? How big are the tribes? How many schools? Where are the schools? Are they making AYP? How long have their staff been at the school? What kind of training do we have? And how many tribes are not ready for the change? And then from there create a plan at different levels rather than doing it like the old BIA way where we have one plan to fit all tribes. We don't want to make another mistake by lumping us all together. We all live in different places, we all speak different languages, we all have different cultures, but BIE always needs to lump us together to correct -- to make corrections.

We do all service our children and our number one thing is education and to retain our language and our culture. So, hopefully, those will be in the plan. And it sounds like we are going in the right direction for some tribes, but I know that many tribes, like I said, we're all different, we're all big, some of us are small.

One of the things that several individuals already mentioned is the numerous reports. I believe if we come out with one report, one budget and like the advanced has us doing, we'd have an improvement plan also there with our events and reports. I think that that would be a good

idea. That way we as administrators aren't working on reports, we are concentrating on the instruction of the students, also to help retain our teachers, our principal

I know the colleges concentrate on public schools. There needs to be another step for individuals like myself who took the other step to go into the BIE system. It is totally different. You do have to learn a different program, the different laws, and the different requirements. It's one step beyond the public school system.

Also, we also would like to see -- I know a lot of our schools we have water, our own water system, and we're being -- they come and they evaluate our system. But schools that have their own water system. I know it's running into a lot of money now, and I know some of the older schools that inherited the problems from the BIE. Once they went grant, that money is really not there for them or it's taking longer for them to get it to make the repairs.

I'm not sure where a lot of schools are, but I know that I heard Navajo talking also. They have a number of schools and I know they probably need to be on a different plan. For us, we are small. We are out in Hopi and we probably need to work on a different plan, too, but that's my concern is that we don't want to have one plan

that's going to fit all of us. Thank you.

MS. BENALLY: I'm Jacqueline Benally,  
J-A-C-Q-U-E-L-I-N-E, B-E-N-A-L-L-Y.

(Speaking in Native language)

I'm coming from a small school, Many Farms Community School. It's actually my second year there. It's a grant school. I have always been in the public school system, just like the lady before said, and it is very different. The policies are different. The issues we have are a little bit different. But we really try to keep our base, I mean, our kids is what we we're there for. We don't want to lose that thought about our kids.

So when you're looking at plans like you always have to ask how will that benefit our kids? How will that help our kids? Where are they coming from? We have a vast variety of kids that come to us and so we need to know them, we need to know where they're coming from and that's how we can teach them because they're all unique little kids.

We have from high to medium to low and so we need to make sure that we keep the focus on our kids when we're talking about this because policies do come in and mess things up. And so we don't want to do that to our families, our -- especially our kid that we really are trying to strive to make them better and give them better

lives and just to make sure that that is the focus.

So with that, I do agree with a lot of information that was given. We do have pros and cons. Change is hard to do. Change is hard to do. It's always hard to change. It's hard to get people out of their boxes to change. And the mindset of people of the change is also hard to do. So taking maybe itty-bitty steps may help. Maybe take leaping steps may help.

And I think that's what the lady was saying, the young lady up here was saying. So I agree with a lot of the information like I said before. But I also encourage a lot of that -- we need to look at the language and culture that we have on Navajo. We are losing our language. We're losing our culture. We're losing our history. So we need to make sure we that we cover that for our kids and that we do that.

Sometimes we have title programs that support that, but they have restrictions on them. They have guidelines on them and requirements. And sometimes we try to be creative to bring that to the school and it doesn't happen. So we end up with carrying over funds for different areas. And just if the tribe will loosen up those restrictions will help a lot.

I'm also a big advocate of trying to bring our native people back to us as well so we try to home grown

our people. They become assistants and then they go to school and they become, you know, student teachers and we retain them as teachers. But we also need to make sure that have we have the proper tools and materials for our teachers to -- because the community I come from, housing is really difficult for people coming in, so we can retain them at the schools.

We have about 90 houses but 50 of them are just not liveable. And so it just leaves us the few that are out there that we are trying to renovate. It's very hard to do that as well because these are homes that were probably there back in the 30s or, you know -- yes, they have asbestos that you have to do and it's very expensive to demo those places.

And so we try to retain our teachers and when we ask them to come out to live on the reservation and to try to fight the dirt and the wind just like the gentleman said. And so you know, in our homes we try to fight that as well. They are falling apart as we speak.

So I want to see if there's certain restrictions that we can eliminate, so we can bring home and bring in good teachers and effective, highly qualified teachers

And just this year I had -- this gentleman said someone came to see the campus and they drive in and

turn around and left. It's the same thing happened to me. They saw the housing and said no, thank you, and they left.

And teachers are really hard to find. Our SPED teachers are very hard to find. Nurses are hard to find. I had to, you know, try to talk them into staying. We do bonuses. We do all kinds of stuff. Sometimes it helps and sometime it doesn't. Sometime they stay for a couple of months and then they can't handle it. So it's just things like that we need to take a look at as well.

Our infrastructure, I heard that a lot. That goes with my school. My school I think has been there 30 years too so it's an old building. It's a solid building. We have talked about new construction and I heard someone say -- so I'm hoping to move up.

And even with that, the building that I'm in supported a thousand kids at one time. We have a residential dorm area so a lot of that surrounding area and when they start putting up new schools everywhere else we start to lose them. So now I'm about to 300 now.

So if I want new construction it's going to fit my 300 kids which means that I'm going to be losing a space, the big huge space that I have. So there is things that we need to pull and see what we can do for our existing buildings to spruce them up, renovate them and make them look nice. And like I said, they're solid buildings, we

just need to make them suitable for our staff and for our parents and students to come into.

So I look at those as problems at our school that we have. Other than that I do agree with a lot of that information, really good information that's coming through. We do have the largest tribe I believe in Navajo Nation, but we also have really tiny schools everywhere that we can make a difference for and maybe that's where we need to start.

But we are a grant school. This is going I think they turned grant in 2008 so it's not been that long. But we are pushing and we are doing as much as we can to retain all the teachers.

And I know that they had administration turnover. Every year someone new comes in and goes. They come in and go. When they start something the teachers are like, you know what, that's just -- and they go out the door. So there's not a lot of confidence going on there as well. But that's part of what we have to take care of and what we need to do.

But I'd like to thank you and commend you for what you do because change is hard, it's really hard especially when you have young people but also coming into the environment. They have a lot to offer and we have a lot of information as well. So working and sharing information and knowing your sister schools and things like that, what

they're doing and where they're at, it makes a big difference where you're at as well so thank you everybody.

MS. MONROE: My name is Elsie Monroe and I'm a school board member at Leupp Schools, Incorporated, from -- Arizona. I want to bring up about changing to a one grant concept. I really disagree with it. I am an elected school board member and I disagree with a lot of things that are taking place because my people out there don't even know about this. Most of the school board members don't even know about this.

And we are the largest Indian tribe and they don't know. Most of them don't even know, that's why we don't have that many Navajos out here and I know the reason why. Mr. Roessel. Dr. Roessel. It's him. He doesn't even bring these up to us and he didn't even chose to say. He could have easily told my people up there and they need to know this and he didn't do that. So that's the reason why I got people don't even know.

And I'm thinking and then again BIE don't come to my school to say we are giving you help on this particular assistance. They're not there. They're not there. They just come out maybe twice or one time a year. And it's very disappointing just sitting there and then having them say what they want to say about us. It's not true.

I want you to take this back to Washington DC. It's not all the tribes that want it. Maybe you can try a pilot school or I mean a pilot, just go out there with the ones that want to do it. Try it and see how it's going to work, but for sure not for my tribe. I don't want it for my tribe. And I will take this back to my tribe and put in a resolution to this and put a stop to it to the Navajo Nation president Ben Shelly and the counsel.

There were some of them that were surprised this is actually what is happening. So I want you to know to know take this back there and let them know that the Navajo tribe, we want out of there. We want this to be exposed out there to my tribe and then see what they think about it. See what they will tell you.

So I just want to say this because we don't even get no help from the net education. If we are to go under, then what's going to happen? Nothing's going to work. And I've been -- this is my eighth or sixth year being a school board member and now that's how many years and they only came around about one time a year.

So I want you to know the tribe may be a pilot and see what happens, but not with my schools.

MR. TSO: Good afternoon. My name is Matthew Tso, M-A-T-T-H-E-W, last name is T-S-O. I work as a legislative analyst for the Department of Education. Some

of the positions I hold -- I'm also a school board member myself. I'm a school board member, vice president for the Central Consolidated School District which is the second largest public school district serving Native American students in the United States and also the state of New Mexico.

We have an, out of approximately 700 students we have, 90 percent of whom are Navajo students and they largely come from the reservation. And our district is 4,000 square miles and is comprised of largely Navajo Nation trust land and a small part of it is -- I'm also a member of the -- board of trustees which also has a very, very large Navajo student population.

I'm going to take a couple different angles here just talking about the interest that I think all of us have in this. I'm actually glad that a lot of people have actually come up here and spoke

At the end of the day it's actually by keeping the focus on children, keeping it about what it's all about. It's not about money, power, politics, but it's about children. I think that when you keep that emphasis on children it makes a lot of decisions that have to be made in this reform. There's a lot of work to do and you have to do it in that perspective.

With our schools we get a lot of students

that come from BIE-BIA, contract grant schools, and so on. We get a lot of that. And one of the things of concern is when they come into our school at least when we look at the data we looked at how the schools, how well schools have prepared students.

And there's a lot of these students that come in below grade level which also has an impact on our school district's ability to service other students and -- it also affects our ability to have an impact on the -- and so on and meet all the requirements.

And so our district is sort of like caught in between all of this because we have public schools and we have BIA operated schools and then we have a few grade schools here and there.

And what we just did was some comparisons of the data and the data was actually rather shocking. One school I'd like to think of or look at, was one school had a lot of challenges. And, again, the challenges that we face at the district are not unlike many of the challenges faced by a lot of our schools on the Navajo Nation.

We are largely rural and the students all come come from the same socio-economic status, they have the same background, they have the same home life, all the things are literally the same.

But one school I'd like to think of or look

at is whatever school is located out by Newcomb, New Mexico, and it's called Newcomb Elementary. That school has a couple of the schools that are very, very close by. You have a BIA school that's not far away, maybe ten or 20 miles up the road, and then a couple schools down the highway going toward -- and you have Crystal and then to Tahachee, but when you look at just one basic thing which is the student test scores, just at this one school at Newcomb Elementary have students testing 70 percent proficient and advanced on math. But then when you go up the road to this school the school is much different. They go down the road and the scores are much much different.

So when you take away all the other factors that people seem to think have an impact on, socioeconomic status, home life, and so on, and look at what goes on in schools, the big impact what's happening in schools. Within our school we control a lot of things. We control what goes on in the class. And that's the greatest impact that I see.

And so when we have a lot of students who fit in from some of the these other schools there, I'm just throwing it out there, but they come in below grade level. To me, that's what is most shocking.

And I think it's tragic to see that. These students are the ones who are going to be inheriting our nation and our government and the system itself is failing

students.

And for me that's actually one of the biggest reasons why I ran for this position and a couple other positions because they have so much potential and so many different resources out there.

But when you look at the results, the outcome, it's almost like you're letting them down. We are doing it to ourselves.

As far as taking on a dysfunctional system, I guess you have -- you have -- I have experience with helping change the system and a lot of these ideas that are contained place in this plan are actually very good ideas. It's simply what we've done as a district.

And just to give you some highlights of that in the short amount of time that I have been on the school board we've had tremendous gain and student achievement and improvement that people thought just three years ago could not happen especially with the demographic that we had with the Navajo students 90 percent of whom attend our schools.

Three years ago our student achievement levels were awful. Parents were pulling their children out of our schools and taking them to other schools because they believed their children could get a better education, and every parent definitely has that right to do so.

So one of the things we did very simply put

which is a lot of the ideas expressed in this is you have to make changes by looking at the best interest of the children, best interest of the students. And a lot of times that mean making decisions that are not going to make you very popular. It means that you have to make decisions that are in the best interest to improve outcomes. And we did that.

This past year on the State's 8th grade grading system our school district led all the other schools on the 8th grade grading system with the average GPAs.

When it came to the assessment that we use to measure proficiency, not only did we stack up against all these other schools, but on our math test scores as a whole over 6,000 plus students were up 12 percent in one year, reading test scores, 11 percent, science, 26 percent. The only B rated elevation schools that we had were schools in our district, most of which are all Navajo students, 100 percent Navajo.

For the first time in our school district entire history we actually beat the graduation rate (inaudible) and that has never been accomplished before and we did it.

When I look at some of the different decisions that were made it's where the big improvements happened and it happened with schools on the reservation

which I think most people find hard to believe.

One of the best performing schools in the whole state of New Mexico is a school in our district and probably one of the most challenging parts of the reservation, Shiprock, and that's on the south side. And anyone who's been out there at Shiprock sees that they probably represent the failed federal hazard policy and to a large extent the tribal policy as well.

It's sad to see that students go to school in conditions like this all across the nation and so it's not just this one. But in this community or this part of Shiprock it's a school that's surrounded by crime and by drug dealers and people that you -- who occupy vacant homes and that's the neighborhood that this school is located in.

So that describes a lot of these different obstacles. This school makes things happen with great teachers and great principals and of course the support of the district to make things happen.

And I think when you look at changes things can happen if we are willing to -- willing to make the changes necessary to get this in point and to keep the focus on children.

One other thing my school district thinks is also important to remember, and I think a lot of people seem to take pause with someone having any say-so and that is

our district is actually part the STEP grant, the State Tribal Education Partnership grant which is designed to build back the control of education.

And I just want to that say that worrying about the Navajo Nation is not exactly a bad thing. It's actually a good thing, it's building the capacity of tribes. And I think one thing is to be able to give the Navajo Nation the resources to be able to help and service our schools and that's what I see as one of the great concepts that's contained in this is helping the tribe build its capacity because one of the causes that's come up is the tribe is not ready.

It's really a heart breaker to think that your own people, your own nation, your government can't do it. It just doesn't fly. The only way the tribe can do it is if it's allowed the ability to do it.

And I'm hoping through something contained in this document that the Department of Education and other tribal educations departments are allowed that same opportunity to do for their own schools.

And I think one thing that's gotten sort of lost in translation in all of this is they're going to take over your schools and you're not going to have say so, but I mean, I hope we can all sort of get past it and say that at the end of the day it's not an issue about -- an issue of

the BIE trying to come in and dictate, but it's all of us trying to work together to improve outcomes. And I think that's why a lot of people got elected is because we have a duty to our students and the future generations. Thank you

MS. LEE: This will be the last one and then we'll take a break.

MR. GILMAN: Good afternoon, everyone. My name is Glenn Gilman, G-L-E-N-N, G-I-L-M-A-N, and I'm the high school principal at Hopi High School and formerly the junior high principal at Hopi Junior High school and formerly a junior high teacher.

One thing know we haven't heard today is why are our students failing so poorly? Why is it when I get high school students they are five, six, seven grade levels behind? I'll tell you why.

My solution to the problem would be for all tribes to mandate early childhood education between the ages of 3 and 5, so we have -- (clapping) but we don't have any education from the ages of 3 to 5.

We all know from our educational psychology that a child's development primarily happens between 1 and 7 years old. And so where is the money where we are spending billions of dollars for remediation and when they get to high school where is the money for that early childhood education. I think it's the faults of all tribes out there

that they don't mandate all other students to take early childhood education with highly-qualified teachers that have master's degree level early childhood education degrees.

We have Head Start which is good. Of course, the FACE program you heard how successful the Blackwater school was. But, again, those are scattered instances of success. And so I think that when I look back on why students do so poorly and why they drop off at third, fourth and fifth grade, particularly in English and math, it's because there's not a solid foundation, because they're not coming in on a level playing field.

So I think that would be the greatest thing the tribes can do is to develop a policy to mandate all children for childhood education between 3 and 5 years old. That would go a long distance for making them ready for 1st grade

Also, I'd like to comment on the Public Law 10297. I started at Hopi High school in 1987 when it was in it's second year. We had 80 percent turnover rate of teachers and administrators. And under the Bureau for eight years we continued to have a huge turnover rate.

When we went into the 1297 grant, which I think is an incredible law, because the law is local control the schools, we are able to get a huge amount of money from the Administrator -- grant. It's enabled us to provide

incentives to bring these teachers, to retain those teachers whether we provide them stipends or incentives, and so Hopi High school went from -- Hopi Junior Senior went from an 80 percent turnover rate over eight years, and we went grant in 1995. We're averaging between a 5 and 8 percent turnover rate, basically, a 92 to -- 90 to 92 percent retention rate

All lot of it has to do with really getting out there, the principals getting out there, getting out there pretty early, very early, to recruit the rural reservation area. It takes a lot of effort to do that, but when you bring them out and show them dilapidated homes and dilapidated schools, it doesn't help anything.

Additionally, when my president, Carter, inactive, Civil Service Reform Act of 1978 he eliminated the retirement system for Bureau-funded schools. So we are on the 401k plan which really hurts us. The reason it hurts us is because we are competing with the Arizona Retirement System, and so when teachers want to come out to Hopi High think say, what kind of retirement do you have? We don't. It's all self-funded. And so I would recommend then to the federal government that we look at reinstating the pension plan for teachers and administrators for zero funded schools. It would help a lot in our recruiting efforts.

Those are my two main concerns is that we start our the children on a level playing field when they

get to 1st grade. We can talk about all-day kindergarten or you can talk about Head Start. There's about one out of three of our students attend. Or you can talk about a voluntary FACE program. We need to really mandate that and try and take a look at what are we doing with our students that are 3 to 5 years-old to give them that head start that they need to compete in career college comradery in the future. Thank you.

MR. MIKE: Good afternoon each and every one of you. Thank you for being here. My name is Jeffrey Mike and I am here representing Pinon Community School board president. And I want to also thank you Dr. Roessel and the group here listening to us and taking notes as we say our comments and our thoughts to you.

My thoughts and comments to you come from my board. They have sent me over here. And even though to us it was kind of a last minute information that we got, way wanted to come out here.

First and foremost, they want me to ask a question of why this consultation type of workshop is not taking place somewhere within or around closer to the Navajo Nation since we have the majority of schools that this affects? So that was one of their questions and one of their concerns, why we are -- we are not to be consulted on something like this of this magnitude?

We understand but we don't know the full effects, we don't know the full details of this plan that BIA is talking about and planning for us. To us it seems like it's a plan that is being implemented and talked about and will be implemented no matter what we say. And that kind of concerns us, you know, because we are -- yes, we are local elected really.

Our people there elected us and have entrusted us to take care of their kids, their kids' education, and we tried -- we try to take that really seriously. I do. I do that with my board members and also my -- the school staff that we work with

So to really understand what it is that's going on I think we need to be consulted at a closer level, a more, I guess you can say, intimate level, with each board because we heard a couple of individuals come up and say that we have 68 schools, I think, on the Navajo reservation. And each one of those schools are spread apart by anywhere from 20 miles to 30 miles to 100 miles, and each one of those schools and communities, they have their own unique needs, you know, and to say we are going put all this together and put it under one-size-fits-all type of mentality, it really isn't going to work. It doesn't work and we have seen that it doesn't work

So we want to know why this is being pushed

at such a -- with such intensity, I guess you can say, from the upper level. I don't know about -- I don't know the specifics of it, like I said, but we would like to have our comments taken seriously and to be considered when you actually put these type of plans into place.

We kind of feel like we were purposely left out, you know, out of this. You we don't have any say and this is how you're going to do it. It really doesn't -- to actually collaborate and communicate with other people and expect them to go by what you want, you have to actually get them to come over and talk with you and put their two cents in, I guess could you say. That's what I think.

And my board really wanted me to come over and say that we adamantly oppose this until we get more information as to how -- what is going to be implemented.

And the other thing, they really oppose is the one-grant concept is because our tribal government, I hate to say it and I hate to put it out there, but for the Navajo Nation it's kind of really embarrassing the type of track history that they have had with management of funds and the management of programs. And for you to push it on to them it kind of really concerns us because this is the education of our kids, our students.

The gentleman here that came up a few minutes ago was talking about that. That's what we are concerned

about because we are going to lose services.

You know, when all that one-grant funding comes in for our nation it's going to be dispersed by whoever has the most political clout. I hate to say it. Whoever has the most political clout, they're going to get more. And some of us who are very small communities are going to be forgotten. We are not going to have a voice.

We are talking about having the regionalized local board as well, you know, you do that and you're going to leave all these small schools forgotten. That's what I think local control is, is the way it is set up right now

You know, I believe that's how it was set up when the law was put together. That was the intent of it is to have local people control their own communities. You know, maybe look at it from the federal level the local control -- for tribal government that's local control. But for the way you look and the way you look at the law I think is local controlled by the local community, a group of people in the local community controlling and guiding their educational institutions. That's the way I see it

So I think that's my interpretation. Your interpretation might be different. You know it's all different. But to actually do that the way that this plan is coming about, I think it's kind of going to leave us out and forgotten.

You know, a couple weeks ago I had the chance to go out to Washington DC and, you know, I walked into the buildings over there and, you know, this building here is brand new and those buildings over there are 150 year-old buildings, 100 year-old buildings, and they look like this, they look brand new. You know, you look into -- you walk into any one of our -- I know you have done that, Dr. Roessel, walked into our schools and they don't look like this. Many of them -- many are falling apart, cracks in the walls. You know, some of the doors can't close and windows are boarded up. It's things like. They have the closed portions of the building because it's not safe.

You know, it amazed me that we can walk into 100 and 150 year-old buildings and they can look brand new, yet, when we come out here to our schools, our children's school, they're run down. They're run down. (Clapping) You know, our students, that really is the priority. Then we need to look at that.

Our elected leader was talking about sending all the money to redevelop countries. Why don't we use some for our students, our kids here, and redevelop their surroundings then their grades will go up. You know, it's kind of hard for a student, a young student, to go to school where they're afraid of their environment and they're not comfortable in their own environment. That's where I'm

coming from.

You know, so I wanted to share that with you. That is why my board asked me to come over here and explain that to you. And this study group -- I don't know if you came around to each one of the community schools and take a look at what is going on and maybe change one or two. You know, but one or two does not speak for all these community schools. I hate to feel that way, but you can see that.

By the occupation that you've had today, just by looking at your plan, in theory it looks good, on paper it looks good. But when you actually implement it at our school, at our Navajo Nation, it's going to be hard to implement it the way that you want because of the political clout of some of these people and our tribal history of managing money and managing programs.

If we could do some capacity building with the Department of Education and build it up to where they can manage to do things better, we'd be more comfortable to go this route, you know, but that's where we need to start.

Right now we have a lot of different schools that are doing good, that have good schools that are putting out very good students. You know, there are very few, very few that are -- they're ruining it for everybody, I guess you could say. Why don't we focus on that? Focus on these very few schools like that. That's my thinking and I wanted

to share that with you

I think in theory it looks like a good model and it could be workable, but with people who knew how to manage and be able to have the right credentials and not be politically motivated, then it could work. That's all I would like to share with you. Thank you very much.

MR. MOORE: Good afternoon, my name is Jacob Moore and I'm actually an enrolled member of the Tohono O'odum Nation in southern Arizona, second largest tribe, so we don't count Oklahoma.

But my grandfather was actually from Gila River and then from Blackwater and moved over to the west side to District 4 Gila Crossing, so we have family here. And then my mother is from Fort -- in Montana. And then my -- her grandmother is from Cherry Creek -- River in South Dakota, so I'm here as my own delegation of intertribal -- so I speak for the north and I speak of the south. But really I'm here I think as a member of the Arizona State Board of Education.

Maybe to start with, to produce the report that's been handed out. I have a part time position with ASU's Office of Public Affairs -- so I was under that work and they asked if I would help produce this report.

We did work with intertribal counsel and it took us three years to really put something together. Most

of what we needed to figure out is how we can describe the tribes in Arizona in less than 100 pages in a way that would be respectful.

Also, I think the other part of it was that if we just did -- straight numbers whether it's healthcare or education our numbers would all be bad, you know, so they wanted to produce something that we could share with the general public that wouldn't all bad. So they thought it was important that we focus on the strengths, not just the deficiencies or on the strength and what are the things that are important to us.

So things like cultural rights and things in terms of how are we taking care of our archeological sites in terms of reburials and those kinds of things and education and healthcare and economic development. So the faculty wrote them and I had piece and part of the work in health and human services but there was the facts and how we put it together.

So Mario Molina (spelled phonetically) who is the education direction here was one of my grad students and he had asked for a copy and I don't know whether they were going to get it circulated but I had a copy in the car so hopefully I don't know if you got a copy of that. I can get more if you need. I'll stop on the commercial now and go into my comment.

It kinds of segways, when we did the education piece, Mario did write about the native language certificates that we were able get at the state board level for both teachers with a certificate that could get an endorsement for the native language and those that were traditional speakers that were not teachers to be able to get a certificate at the state level based on their tribe providing a letter that they are proficient in their language, and then they found this point they've had to either be a teacher assistant or teacher's aid, but now they can get a certificate if their elected leadership gives them a letter and they can take that down to the Department of Education and they can get a certificate and be in a classroom as long as they are teaching just the language. They can't teach math or science which is going to get more interesting because we should be able to do that. To be able to teach language into science or math or whatever courses we have in school.

So we did do K through 12 Arizona just within the last six months. It was the report that we did through intertribal counsel of Arizona and I don't have a copy of that. Director Monty Roessel was able to join us. We had an event down in Ak Chin a couple months ago in March around tribal leaders, education leaders, gathering. And in that report we showed them the numbers, the hard numbers in terms

of where our children are, you know, and our schools, you know, they are failing AYP. Our kids are not achieving at the same level as other students in the state of Arizona.

And, you know, when we look at public education in Arizona we're not doing any better there either. Our state funding is the worst. You know, of the 50 states we're either 49 or 50th in terms of the amount of money put into education in public schools at least the state dollars, and so, you know, there is a need for better coordination between our BIE schools and our public schools and often times those kids go from one to the other. And we have charter schools and parochial schools on top of that.

Salt River, for example, those kids they can get kicked out of the charter school and they will go to the day school and they'll go to the public school and the reports don't follow them very well, so the teachers don't know what the grade level of those students are when they come in.

So one of the things I would encourage in your infrastructure is to have that kind of relationship between these longitudinal data systems so that we can have access both ways, either from public schools to BIA schools or BIA schools to public schools because our kids end up going to all of them.

The other is the -- you know, when we did

this we looked at contributing factors and we understand the issue of the rural nature and inability to recruit teachers and that, but that same issue exists in public schools. I think we can work on that issue together at that level. And the same thing with, like I said, infrastructure, broadband technology or some of those issues.

This was our reason for having a tribal leaders education leader. In some ways that we didn't go directly to the schools themselves to the teachers or the principals or the superintendents, but we went to the tribes themselves and we asked the tribes to bring their education and leadership or community leadership to participate. But it was primarily to really understand what is the tribe's philosophy on education? What does the tribe expect from the education system whether it's public or BIA or charter? What is the long-term goals of the nation and how does the education system work the other way around?

We created the education system and now we are trying to dig out how our tribe fits into the system. It's important that we start the conversation with our tribal elected leadership. In some ways they are responsible for infrastructure whether it's road or healthcare or social services or public safety that all of -- our chin in our school systems.

So as much as we have a tendency to kind of

overlook things, it's important that we have a have a direct conversation between the federal and between the BIE and the Department of the Interior and with our elected leadership about what are their long-term goals?

We asked this question at our event particularly to the State and we wanted to know what their philosophy was around education, and some of the elected leadership asked the question and asked what the State's philosophy was education, so the fact of the matter is that there is not much of a philosophy.

There is a director or Indian Ed and Department of Education for the State, but that role is very limited because it's one person whose spending a lot of time doing JOM oversight and things like that but really doesn't give them the capacity to be able to develop curriculum around language and culture or to help support schools, and so it's good that, you know, we tried to put the tribal leadership on the spot in terms of encouraging them to articulate their concerns with the State in terms of how they put in.

I think part of that also, based on the idea of college and career readiness and common core, is that we are raising the standards but we're not providing additional resources and then we are expecting our kids to do better before our teachers are prepared or our schools to be

prepared when in fact we're not going to be prepared and so we do see that academic dip. It's more of an academic dip in our communities.

We have kids already not doing well and now we are going to raise the standards and it's more likely probable it will drive more of them to drop out rather than trying to do advanced level math classes simply if the teacher's not available. So how much can we anticipate that and how much can we plan for it?

Then I think the last part -- getting back to the children is you know we say college and career ready but for what? You know, put it in your report in South Dakota whether is there is limited number of jobs and you have a lot of children in the community. And so what are those jobs?

So that question and I think goes back to the elected leadership in terms of what kind of jobs you know what are they going to do besides move away and become an engineer? You know, what are the opportunities?

If you look at our tribes they do significant work around natural resources. Those are typically some of the land departments whether it's environmental work with the land or with mineral rights or forestry or wildlife management. I think there are a lot of opportunities for our children to think more concretely about if they stay in

school and they go on to higher education or college or career readiness. I mean CTE, career tech. But there are positions for them in the future and we know what they are if we can find them and anticipate that and think thoughtfully about how we do that.

So my last analogy I guess is I, you know, I'm not incompetent tell I don't do it as much as I used to because I'm a little better but one of the things I learned about mountain biking is that you don't when you're riding down a trail and there is a rock you don't look at the rock you look past the rock because if you look at the rock you're trying to avoid it most likely you're go hit it because there's something about focusing on the obstacle in front of you.

So if you look beyond it your brain is going to help you get past it rather than losing balance or crashing or whatever. I think sometimes in education we have that tendency to do that in healthcare and other issues. We focus so much on the obstacle that we are not seeing past it.

So in many conversations between BIE and school districts, the local schools, but also with the elected officials and the tribal leaders level, it's important to have that conversation about where does the tribe expect to be in 20 years and how can the education

system provide that kind of support. Language and culture or science or engineering or classroom level work that sometimes it's an easier conversation if we know where we are headed rather than where are are. Thank you.

MS. BLUEEYES: I think we are all starting to fade away with that excellent lunch.

My name is Faye BlueEyes with the Ozilth Community Grant school. I have some comments here that I want to share.

First, we shared a goal and objectives of the study group and we appreciate you taking this effort to reform the BIE. I think that's good. There is some things that we agree with in the study group recommendations, but one of the most important things and concern we have is regarding the importance of the locally tribally controlled schools. (Inaudible)

And I think Matt Tso burned out the battery of the mic.

Anyway, back to the locally controlled schools, that's the biggest concern we have is that the tribally-controlled schools is kept in tact. When I was reading that document I didn't understand what it exactly was saying because on one hand it sounded like all of the schools, at least on Navajo, would be turned over to Navajo Nation to run that school. So it would be centralized in

Window Rock. But then, when you read it again it talks about the support for tribe and the support for community control.

So when you say "tribe," are you talking about like in our case Navajo Nation Department of Education or when you say tribe are you talking about the school board, the tribal level? So that was really confusing. And I didn't know exactly which route you are going.

So one of the other concerns that we saw is with pillar 3. We object to your idea that TCSA must be amended because it hinders your ability to attach funding conditions to grant schools. The whole purpose of this act is to remove goal setting from Washington and place it in local communities.

You can see for yourself that that competitive grant programs designed as carrots have failed completely in our schools, such funding is not directed at the right programs. It comes with too many strings attached in terms of outcome and reporting that hinders our teachers and administrators. Then all too often this appears after a few years maybe leaving school high and dry.

One prime example of that is the BIE read and math counsel which we got like 150,000 a year for those programs. The only thing was we had to buy the curriculum, the books that it was recommending and then we had to keep

tons of logs just to even use or get money, I guess. Then, finally, we just said, you know what, it's not worth it. Keep your money.

So that year we didn't take any of that. We instituted our own curriculum and we saw a huge gain that our kids started making.

The other thing that we reject is the premise that reform and tribal controlled schools can only be achieved if Congress provides DOI within for you to foster competition among schools. Local communities provide the course for reform, not Congress or the DOI.

And reorganization of the BIE: Our greatest disagreement lies with pillar 2 which we see a local product of wishful thinking and one that does not support the goals of the tribally controlled schools act. And that's the -- I believe that's one of our biggest concerns is diminishing that. And when you want to amend it so that it can -- now you would have more direct control over those schools that was not that the point.

One of the school officials that used to work with the bureau for many years, also says to us, you know, he said, the purpose of 10297 he said, was the bureau officials come, put some money on the walk and walk away. And not the school, the tribal school board is now responsible to educate their children. And that's what the

intent was, he said, was within the least interference from the BIE, but now, I mean, it constantly we are being harassed by the staff for this report and that report.

And then it's interesting that we just got an e-mail, an example of a bureau person in the special ed department the demanding we submit 13, 14 spending plan which we did last year in order to receive funds this year. So now she put down, list all these school as noncompliant. You know, it's so frustrating and you're like, but we submitted those. Maybe it's not on Native Star. Maybe that's why she's say that.

But it's so frustrating for those of you that work with schools that you know this Native Star is just something that we just -- is just so time-consuming. If we had the funds we could actually hire one person just to do that reporting all day long

I want to also encourage you to extend the consultation period for 90 more days because that document that we're looking at, like I said, is really hard to understand. And in order to really respond to it in detail we need that extra time. Right now we are just racing and we don't understand that.

And I know Mr. Washburn did say that your bosses are telling you guys, where is it? It's got to be done. But if you rush anything it's not going to be

correct. So you have to take that time and truly listen to us as a local level in order for something meaningful to come out of all of this, and so we urge to you please listen to our plea for that and also to have a consultation closer to Navajo. Thank you.

MR. CHESTER: My name is Len Chester, L-E-N, C-H-E-S-T-E-R, school board member Greasewood Springs Community school and it's a K to 8th school with about 200 students. And I just want to first comment about our school building. It's over 50 years old and built by the BIA and it's outlived its useful life. It needs to be replaced. We are running out of Band-Aids really. The reason is because we don't have the adequate funds to take care of it or to maintain it and so forth. And to get to our school campus you have to bounce over the potholes and everything else that's wrong with our school building and facility.

Our school board members, there are five of us, and also an administrator, they wanted to be here to make comments about the reform plan. We think that as a partnership that we are able to come up with a plan that will be suitable for all of us.

Each of our schools are unique and we'd like to have local control where we are able to implement plans and teaching techniques that are applicable to our students and our community.

So with that, I'd like to request on behalf of Greasewood Springs Community school and our school board members, we request that you grant us to have another listening session closer to Navajo or previously like someone suggested maybe Chinle, I don't know about Chinle but central to all of us. And we'd like to be in a partnership with BIE in the reform plan.

And the other comment is my community is opposed to the one-grant concept. The hopes of the tribal counsel is that government doesn't get involved with the education of the children and they all want -- year after year after year we've been making AYP.

We have improvement by two or more reading grade levels. That's improvement and that's not what everyone else sees, but all-in-all -- everyone thinks we are a failing school but we are not. And on behalf of that, you know have a listening session close to home. Thank you.

MS. BEGAY: Good afternoon everyone. I'm Margie Begay and I am vice president of the Dine Bi Olta School Board Association at Window Rock.

I do have a position paper that I have turned it earlier. Pretty much it outlines a lot of the items that we all spoke to, that you all spoke about and that we heard about today. So I just went ahead and submitted that in a preliminary status. And I do appreciate an extension to

June 2nd, so we will treat that and we will have a position paper, a resolution, to support that and we will send that back to you.

With that said, I'd just like to say thank you for coming out, and as everyone has said here there is so many concerns about Indian education. And we all need to band together. And we all need to really take a position as far as our education on behalf of our children. And we need to do that. I, for one, as an individual and as a Navajo native would like to say that just as Mr. Chester indicated that we are not all failing students. We all do not have that. We do have individuals; we do have students that do achieve. We have so many others that are within that are doctors, that have doctorials, that have master's degrees in different positions, so we cannot say and we cannot be labeled as failing native students.

Sure, we do need to take a look at so many things that play such a roll in the students' education on a daily basis. I would also say that we need to slow down this process. We really need to slow down this process right now. Instead of just rushing and having these complications throughout. But we I would truly ask on behalf of our -- on behalf of my tribe as well as our neighboring tribes that this consultation and the purpose for it really needs to be ceased for a while, if you may,

come back to it and view some more because we really do need to assess this more.

If you can assist us with analyzing and really documenting the need for such to really be more efficient out there as far as student education goes and how we can process that. I believe it's truly that we need that time and that is what I'm going to ask you today is that we do that.

And, again, I also support my colleagues here from Navajo as well as possibly other tribes that we do need additional consultation. The most important thing in anything in today's world is to insure that we do have communication, not just jumping onto an idea of someone and then just to run with that. That's not going to work for us. That's what we've been doing for the past years

And on that, I do support my colleagues as far as opposing the tribal taking over all education levels. Look at our Head Start. It is still not surviving. I do support the gentleman indicating that we need to reach our babies at a lower age so they can be performing at a higher success student level.

And we also do have one tribal system that is running one of the schools right now out on Navajo at Rock Point. Look at it. You need to analyze, you need to visit that. That's also a failing school.

So those are the two examples that I would like to make on behalf of Navajo and this is why I am opposed tremendously that we do not need to have tribal take over at this point. So, therefore, again, I would kindly request that you halt this proposal, slow it down, and analyze it and work together and collaborate to see what's going to be best for the future of our children.

MS. DEDMAN: Good afternoon everyone. My name is Joann Dedman. I'm Navajo and I'm from a small community called Nazkini. I serve on the school board and I want to thank you individuals here, Dr. Hence, Mr. Yu and Dr. Roessel for giving us the opportunity to voice our concerns and provide some input on your plan.

With over 550 federally recognized tribes I really feel like four consultations is not enough. You really need to go the extra mile and hear from more tribes. I think that their input is invaluable as well as ours. That's one request.

Secondly, in reviewing your documents I always look for key words or buzz words and theirs is limited reference to any mention of partnering with local school boards, and that's really disappointing to me because I feel like we have a lot you offer since we do serve as an oversight to the school on our reservations.

I'd like to see more details in these hard

copies that you have given us. There is not enough information for me to make an informed decision. Just as an example, you know, under pillar 1 you mention new design for recruiting, hiring and developing. What are those new designs? What exactly are you talking about? Is it something new or is it like recycled stuff that's already going on? That's one area.

I was very disappointed to hear one of our Navajo administrators say that multiplicity is a problem. I really disagree with that. I think that the beauty of self determination and local control is that you get to design your own so that it fits your needs, so I would ask that you still go along those lines and support those ideas of local control and self-determination rather than giving the tribe especially Navajo full control to run our schools.

There records reflect that they haven't done a very good job. I will be frank with you. Right now they're in the process of redesigning their reauthorization because it's not working. It's so cumbersome and all the paperwork that the schools are having to submit to them on top of what they are submitting to the federal government.

They created a Navajo board of education about isn't effective. The board of education was charged with redesigning the curriculum. Maybe four, five, six years ago they signed a contract I believe with a university

in Colorado and we have yet to see that product. We are waiting. We are waiting. We are waiting. We are trying to work with them. We want to implement their ideas with preserving our Navajo language and culture by teaching our children but it's not happening. It's just a waiting game and it's very disappointing

In pillar 2 you do list a lot of things regarding -- one statement was business and operations functions are assumed by central office, and also it said you know that you're going to build BIA's capacity to teach tribal education, agencies how to function as state agencies, well, this is something that you need to know.

We as a community school actually have to pay the expenses of the Department of the -- Education to provide technical assistance. That does not make sense to me to pay someone to come and review you. They don't have the money which is why their pushing that one-grant concept because they're looking at the money and not necessarily the services that they can provide to our Navajo children. They don't have the money and I think it's unfair for us, the school, to be paying their way to provide technical assistance. That's another area I think really needs to be looked at.

Another confusing area is that first you say that you want the bureaucracy is really sapping educators

and instructional leadership time and then you say that in pillar 2 that you will insure decision regarding school construction and major repairs are driven by educators. That's very confusing to me. I don't understand that and I would like further clarification if at all possible.

In pillar 3, one thing that confuses me, it says, by consolidating underutilized budget sub activities into one larger stream, does that mean that you're going to be taking money from Peter to pay Paul or what is the intent of that? I don't understand that. If I could get some clarification.

And then in the second bullet point it says, foster competition. Well, any time you have a competition you have a loser. We'll we don't want any losers so there shouldn't be any competition for any of the programs. It should be equally accessible to all of us is my opinion

And one example of budges that support capacity building, a lot of them have mentioned it, our schools are in such poor condition. From where I'm at the staff quarters were built in the 1950s. A lot of it has asbestos and a lot of our teachers that's, you know, that when they decide to run the other direction is when you tell them that our buildings do have asbestos, I'm sorry. And I if I were a teacher I wouldn't want to live in those buildings either. I don't blame them. There has got to be

a better system for replacing our aging buildings so we can attract qualified teachers who are willing to live in our communities because right now come with me and you tell me if you would like to live in our quarters. They are really, really bad and our teachers deserve to have a nice place to live with their families if they're going to invest in our community. That's my opinion.

Under pillar 4, all these keywords, partner with businesses, key, grant, coordinate, all these key words feel like the BIE's responsibility is being pushed off to other organizations whether it be federal, nonprofit or business. And I feel like that's really not the nonprofit sector's goal. It's your goal as BIE to help us.

So I would like to see this really be reexamined with maybe better wording. I'm not sure. I'm just not understanding the whole concept of what you're trying to do.

And then under the example section of this pillar you say that you want to ease the challenges of the military children that -- that what they face due to their parent being in the military, with all due respect, you know, my husband is a veteran, two of my sons are combat veterans and I think that the Department of Defense already does a really good job in addressing their children's need and I think that maybe you should redirect, maybe not so

much to military children, but those children in our communities whose parents are incarcerated or are in prison because I know that in my community I have more children with parents in prison than children whose parents are in the military and I think they would really benefit from something that would be able to change them or to help them focus on those challenges you know because I really feel like as a child it's probably really, really hard to have your parent in prison. There is a stigma. And you know kids get bullied just because of that fact. And I think that example can be changed to something a little bit more realistic. Like I said, we have a lot of parents in prison.

So that is the extent of my comments and I appreciate the opportunity and we, our school board also will work on a position paper which will be forwarded to you as a study group in the future, hopefully before June 2nd, but since this study group has had six months to work on their compiling and everything that they did and we are given less than 30 days to respond, if at all possible please if you could extend the comment period and I think it would be beneficial to all of us. Thank you very much.

MR. YU: Any further comments?

MS. YAZZIE: I'm Rena M. Yazzie. I work with the school. I'm the school principal for K-12 school. And I am enjoying listening. I'm glad we came together to talk

about problems. Because as educators we do that, we come together. And then doing that we also come together with parents because parent would like to say certain areas of concern about their children, their child, whether it be having to do with attendance, behavior, or areas of transportation. They talk about food stamps. We talk about, you know, the things that we don't ask about because it's on their mind. This is coming together and talking about areas of a child. And that has to do with us as adults. And it's going to take a lot of coming together to see how it's going to solve problems.

I like to solve problems. I can't put 500 pieces of puzzle and sit there, first you have figure out which color goes with which one. Some people don't want to solve problems. They just want to very quickly walk away.

So what I want to talk about is BIE turnaround and then Navajo Nation. There again, what do you do if help is there but you know help is not coming to you. Me, I'm not going to sit there or wait. But that's how it is at our school.

For the past 25 years I've been a school teacher from all grade levels and then an administrator as assistant principal for seven years in the same school. And then from there on I became a school principal. We have had a lot of teachers, personnel, whatever, whether it be --

they came to our school to work, but when it comes to difficulties, when it comes to problem-solving they are not staying around to help to solve the problem.

And I could have been anywhere. I could have been anywhere to work but I'm fluent in Navajo, and if I would say more I would say it in the Navajo language. But what I'm saying is that it's going to take what you love to do to be where I am, where you are. Even though competition comes, even though prices may be at hand, whether it be in curriculum, whether it be in test scores, whether it be domestic with the parents or with students, but you hear what's going in that's unsafe with the students.

So there I am because of working with students. Those students that are -- that I have taught really from the beginning of my teaching career they are now grandparents. And they're now coming back to me saying thank you, Mrs. Yazzie. And I don't recognize them and I have to ask, who are you? And then they tell me. And then I give them a hug and then some of the students that we have hard time with attendance and they surprise me that they are back and I hug them and I said, you know, now you know why we chase you around or now you know why we didn't give up with you to be in school.

So those are the -- my accomplishments and sometimes I'm in invited to their birthday parties or baby

showers. So those are the things that I, over the years, I have seen as an educator.

So back to my area of -- with the BIE. I am a BIE product. I went to school -- first of all I want to say that Dr. Roessel or Monty Roessel's dad was my teacher years and years ago. But now you know.

Then one day a year later I was in Tuba Boarding school -- I don't know what it was, but I would be at one school and then be at another school.

But back in 1962 I was placed in a boarding school at that time. From there on I stayed in one school so I'm a BIA boarding school product. I'm proud of it. I'm glad. What I learned is what I learned about a lot of is repetition.

So I advocate for a common core because that has to do with the mind of a child to express their thinking in their speaking and in their writing. And then much to say I want the students to be successful. I want them to go in the workforce to where they can express themselves.

And that when BIA had there turnaround plan I was there, yes, and I was looking forward to it, but I think I'm going say I think in a lot of ways I could not I could not wait so as much as I knew about curriculum, as much as I knew about skills and grade levels because I taught each one of them and then they changed the curriculum. And then with

all that happened I had taken and with all the other help that I had and the support, we came together and then we decided to say, okay, welcome to it.

So with that in mind and with that time being put forth the staff has really worked together. And out of that we went into other areas the BIE had wanted us to do. The reporting, it takes a lot of time -- takes a lot of time, yes. I have to really manage my time to do what I'm doing, but the bottom line is that I want that change because I want to be with the changes and I want to be spending more of my time with the teachers because I know that teachers have a lot to offer. But with me not being there I'm there missing out in some areas. It's not to say they're not doing their job but being with the teacher has to be -- an administrator has to be in the classroom with the teacher consistently. And that's what -- I'm away and that's why I came.

I wanted to say that because I want to be where the teachers are. I want to be sitting down with them to talk about data. I want to be there with them to talk about test scores and then use the BIE's action plan that would be implemented that at each grade level the teacher is using classroom action plan. They have to say where they are on each NWEA scores, DOI, and middle of the year and end of the year. It's going on and it should end as of

tomorrow.

So this summer we will be analyzing test scores for the state testing and NWEA and that will put all the -- all the information for the teachers to use in the end of the year.

But having to do with paperwork, that leaves me out. Then I had to touch base with them like at seven o'clock in the morning which I would do -- seven o'clock in the morning only because that's when I can -- I can be coming together with the 9-12 teachers. These 9-12 teachers are craving for attention only because they know that they're doing the job, they're doing their teaching, but they need that guidance and need that support.

So it's ongoing and with the training dates with the BIE, I'm in support of it, but I don't know when it's going to happen right now. I have already -- I have already have -- my plan to the leadership team, but it's what we are going to do from end from January on to the summer. And if not I have full information of what the BIE has set their training dates, but our plans are already set in place.

So what I'm something is that I've been waiting. And like I said I have been waiting for the Department of Education and I for my own tribe to set up a department like the Arizona Department of Education. They

are gap. The expertise is not there. They can vocalize education, but I want the trend, the trend of teaching and the trend of curriculum, the trend of what we are to teach in the field of education and change everything.

And the way the students are learning is not what it was five years ago. The way the students have learned is not the way it used to be two years ago so it's got to be people individuals that really have that expertise updated. So I would say I don't know how to say it. But maybe find new people. Find new people that are, with new style.

We are talking about change, but let's talk about real change. It's going to take a change of the teaching. It's not where you sit at a desk. It's not going to be like oh, I think I'll work. You'll have post test scores. Test stores is not at the end of my week. The test scores is minute by minute and at the end of the day you'll know how to do your teaching by the next day. So at this time it's the new way of working with students.

But we want the support, but it's not happening so I just wanted to share that with you. And I know we can do the job. We have our different ways of going about it and that's how we are. That's how Navajos are. We aren't afraid to work, we just want to say this and that.

So me I want to be part of a team to make the

difference. I want to because these students -- I want my grandchildren -- I have ten grandchildren and I want my grandchildren to be up to where they should be and not behind in grade levels, not behind in what they should know at each grade level.

Somebody up here was talking about being behind grade level. That's all we do at the high school where my school is. We are going to have -- in our 8th grade students, two of them came from outside high schools. These are very consist high schools outside but the students were so far behind. We had to provide them credit recovery and I had to go to each one of them almost every other week to get them to be where they should be.

And the problem is the -- they were behind in the freshman year. They were not up to where they should be by the sophomore year. So by the time they came to us they were still behind in the freshman and sophomore and they came at 17, 18 years old and we were the ones, LSI was the one that helped these students.

And right now, two of them have caught up. It needed to happen to march. I want to have one student march but not get the certificate because that individual did not -- was not here all the years but came to us this year. And it's my duty to let them know the Navajo language. (Speaking in Navajo.)

That's what I want to share with you and I  
like work -- I like working with students. Thank you for  
your time.

(At 4:40 p.m. the meeting was concluded.)