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TRANSCRIPT OF PRESENTATION
BUREAU OF INDIAN EDUCATION
STRATEGIC PLAN CONSULTATION MEETING
AND COMMENTS
ON APRIL 30, 2014, AT 9:00 A.M.
AT RIVERSIDE INDIAN SCHOOL
IN ANADARKO, OKLAHOMA
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APPEARANCES

Dr. Charles Monty Roessel, Bureau of Indian Education Director

Ms. Sarah Walters, Office of Assistant Secretary, Indian Affairs

ALSO PRESENT:
(See attached sign-in sheet)

(Note: The following consultation meeting took place at Riverside Indian School Gymnasium. Due to the sound system, faulty sound quality, and interference of HVAC Unit, there will be inaudibles throughout the transcript)
CONSULTATION MEETING

MS. FATHEREE: Good morning and welcome to Riverside Indian school. My name is Catherine Fatheree. I'm from the Oklahoma Area Education Office. And this morning we have Dr. Charles Roessel, the Director of the Bureau of Indian Education; and Ms. Sarah Walters, who is with the Assistant Secretary's Office.

We're going to have a Presentation of the Colors, a flag song, and then a prayer. So if you will please stand for the Presentation of Colors.

(Presentation of Colors and the song)

MS. FATHEREE: We will have a prayer by Mr. Arthur Schotok (phonetic), teacher here at Riverside Indian School.

MR. SCHOTOK: Let us pray.

(Prayer given by Mr. Schotok in Native American Language and in English)

MS. FATHEREE: We have a small group this morning. Please be seated. We'd like to take a few minutes and go from right to left and would everyone introduce
themselves as a guest so everyone knows who they're speaking to. Thank you. Would you please begin, sir.

(Introductions, see sign-in sheet)

MS. FATHEREE: Thank you. And our drum group, this is the Riverside Ramblers.

Guys, did you want to introduce yourselves? No? Yes?

I think they're good to go. This is the Riverside Ramblers. Thank you. We appreciate it.

DR. ROESSEL: All right. Well, first of all, thank you all for coming to this Tribal Consultation on the preliminary findings and recommendations of the American Indian Education Study Group.

I think before we jump into this, wholeheartedly, first I want to have the table -- introduce ourselves.

MS. WALTERS: Good morning. My name is Sarah Walters. I am a member of the Cheyenne River Sioux Tribe from South Dakota. And I am a counselor to the Assistant Secretary for Indian Affairs, Kevin Washburn. I am very excited to be here with all of you
today and thank you for driving all this way, those of you that came from other states or from eastern Oklahoma, and thank you for hosting us, those of you that are from Riverside.

DR. ROESSEL: I'd like to also lend my thanks. I don't see the principal here right now, but the board member -- no -- or the -- what's Tony Dearman, is he Superintendent? Okay, Superintendent. Thank you for hosting us.

One of the things when we started thinking of consultation sites is we wanted to go out, not stay in the cities, not stay at necessarily, you know, places where we normally have them but actually go to schools so that the people that are on this panel can see some schools, visit schools, and allows me the opportunity to also see some of our schools.

My name is Monty Roessel, I'm the Director of BIE. I've been in that position now for about six months, but prior to that I've been acting since about February of the previous year, '13.
Let me briefly just go through the agenda and how we're going to proceed for the day. We learned some lessons on Monday. We were up in Loneman School in Oglala Reservation and -- so we learned some -- what not to do and what to do. So I'm going to go through the agenda here and hopefully it will represent some of those lessons learned.

We've done the introductions. The presentation -- we'll start with the presentation of PowerPoint. I think many of you received a copy of that. There's copies on the table there. And then we'll briefly go over, also, some other items. We thought we'd make all of our presentations at one time and then that way we can come back and discuss them. And so some of those areas that we will be looking at is just a brief overview of the Strategic Plan. The assessment issue that we're -- it is listed and some of these things you can find them on our website, and then also an idea for Tribal Contract Support Costs that we're looking at, and we'd like to get some feedback on.

As you know, we are starting
consultation on these recommendations. And let me give you a brief background. Secretary of Interior, Jewell; and Secretary of Education, Duncan; they got together in July and they discussed what -- that something needs to be done to address the lack of success in our BIE schools. And so a committee was formed, a group was formed; and the Chair of that committee is the Assistant Secretary of Indian Affairs, Kevin Washburn. And other people were appointed to that group: Myself; Don Yu, is a Special Assistant to Secretary Duncan; Kenneth Wong, who is a Professor and Chair of Education at Brown University; Marilee Fitzgerald, who was the former Director of the Department of Defense Schools; Charlie Rose, who was the Chief Counsel for the Department of Education; and so we got together. Also part of that committee is Bill Mendoza, who is the Executive Director of the White House Initiative on Indian Education. And we've been working since, roughly, October to investigate, study, come up with ideas and recommendations to try to improve educational
outcomes for our students in BIE-funded schools. And let me say at the beginning, that the primary focus of this group, (inaudible) was fairly narrow. It wasn't all of Indian education; it was about BIE education. Now I go on the assumption that actually BIE impacts all of Indian education because it also funds JOM, the money flows through their tribal colleges, Higher Ed, Adult Ed, so even though it's focused on BIE K-12, you know, it's hard to see the steep line sometimes. So, I understand some of you will be speaking to issues that may be outside of the scope, but at the same time everything is in the scope when you talk about Indian education, so we understand that as we move forward.

We'll start with the presentation and then we'll go and allow -- what we would like to do is to have, first the Tribal Leaders that are here to speak first, and then after that, open it up to the public.

I want to remind you that written comments can be submitted on or before June 2nd of this, you know, coming year right now.
So it's not too late if you have something --
you think of something else as you're driving
back, to submit. The more comments the
better, I will say. And that's what we want --
and consultation. And this is that one
phase.

So let me jump in right now with how
we kind of got to where we are with this plan.
I said that the Secretaries got together, a
group was formed, we started meeting. One of
the first things that we looked at was not
wanting to go back and start from zero, again;
that we wanted to be able to say, okay, we
know some of these problems. We have all
these reports, the Bronner Report, you know,
that's been out. We have the GAO Report. We
have all these things that people have spent a
lot of time and energy studying BIE.

So rather than go back to the first
step, we then gathered this information and
tried to see, what are those commonalities;
what are those emerging themes, if you will,
and start from there.

When we had that, then we went out and
we began to talk with Tribal Leaders, Tribal
Ed Departments, Principals, teachers, parents, even students. We went out in the field. We had listening sessions where we would go and meet. We were in Gila River. We were up in the northwest, we were in South Dakota, we were in Mississippi. So we went out and we spoke with over 300 different individuals who wanted to bring their ideas, their concerns, to us. So I think one of the things that is reflected on this report, which I think is unique in some ways, is that we really did start to listen from the ground up.

And so a lot of the ideas, a lot of the recommendations come, not from BIE down, but they came from the field. They came from the concerns that people had in classrooms; concerns people had at the Tribal Ed Department level, all of these concerns. And then you try to find what are those themes and how can we try to address them. We can't address 500 separate issues. We have to try to see what is the central theme; what is a central area that needs to be addressed and we tried to work through that. Based on that, this is the presentation that we'll be going
But one of the areas -- what we heard in the field was one of the problems we have is that our schools are so remote and these remote locations are unique to us. You know, whether it is in the school like we were at on Monday, Loneman, or whether it's in the school, Borrego Pass, which is on a dirt road -- I think they just got pavement a couple of years ago. All of these things contribute to certain challenges that are facing us. The ability to recruit and retain highly-qualified staff is an issue. The lack of IT infrastructure in the 21st Century according to remote locations. We don't have the funding for it. The schools don't have the funding for it. So these are some areas that with remote locations these problems come up.

The crushing bureaucracy. BIE -- and we'll say that, you know, it is a huge bureaucracy, whether in reality or in what I say, there's a huge -- there's a crushing bureaucracy that is there with positions and then is a crushing bureaucracy of bought. Both are equally heavy, and I think, you know,
the issues that you have to deal with at your area, you know, the DAS-M, BIA and BIE. If you want to get something done in construction you have to go to all of these different offices. You don't know which office to start and which office to end. Those things are one of the areas that we looked at.

And the other is lack of a support. We heard this a lot out in Indian country, that we feel we are all alone out there. We don't know, one, who to turn to with the bureaucracy; but also, it's so often it's like the phone rings and rings and nobody answers, and we feel like we're not able to get some of the training that we need. We're not able to get timely responses to questions that we have. For example, an alternative AYP. A number of tribes have submitted requests and we've only responded to two up until now. I'm that's been done for like 12 years. So, I mean, there are things like that we heard and we're trying to address and I think that's what we're trying to look at as we move forward, but that's some of the stuff that we heard.
BIE students -- and this is some of the challenges, you know, the outcomes are low. What is the reason? On the left you have the problem; on the right you have what we see is the barrier. We performed poorly. I mean I'll say this. We know that. I mean it's like -- well, 75 percent of our schools are not meeting AYP in our system. There's no way you can cut and dice that to make that possible. That's the reality. We have to do something. We have to do something now.

There is a sense of urgency and I think that's reflected in the two secretaries coming together and I think it's also reflected in the charge that Assistant Secretary Washburn has in trying to get something done. We can't lose another generation. So those outcomes are so shockingly low that it forces us to say, we can't continue this.

Teachers and principals are unsupported. Again, we mentioned it earlier, the geographic location. How do you train teachers? How do you recruit teachers? How do you train and recruit principals? How do you have a certain level of standards that you
want your staff to meet?

I think we have some principals here and we have educators here. You know that if you're in a city like Oklahoma City, it's fairly easy but as you get farther away, how do you deliver that training? How do you deliver that professional development? How do you ensure that the profession development that's happening in Albuquerque is of the same quality that's happening at Borrego Pass which is in the middle of nowhere? I can say that because that's in Navajo and I'm from the Navajo, so -- but those are the kinds of things that we looked at when we saw what are those barriers.

BIE leadership has been strained and so a lot of these issues come up to budget and students and stuff, but we're trying to blame the students. I mean there are a lot of issues and factors that these students come with. Our students come with a certain background, a certain history, a certain life that has unique barriers, unique challenges. We need to work through those. You know, they come to our schools, we've gone through those
things; how do we address them? Not as an excuse, but how do we try to use that to try to ensure that we can improve the quality of education for all.

One of the problems that we've also seen is that we have, you know, a very rigid budget structure. There are over 40 streams of budgets within BIE, all with very specific rules. If you look at a public school, those of you that might be former superintendents, you have an area of discretion funding that you can use, maybe ten percent, nine percent, whatever; BIE is less than one percent in a budget. So everything is so formula-driven and so rigid that if you see a problem it's hard to address it.

And so looking at some of these -- one of the areas that we're looking at is how can we change the structure to help improve educational outcomes. And we're not just talking about the BIE. I think that's something that, you know -- this is BIE and one of the things in the founding ideas and principles of what we're talking about is that when Congress says how are BIE schools doing -
- when they call Secretary Washburn in or Secretary Jewell about BIE schools, they don't differentiate between grant schools, tribal schools, and BIE-operated schools. They are lumped together. We are held accountable for all of those schools, and so we would talk about these issues. I know when it comes down to the school level, sometimes it's, well, we're a tribal school; we're a grant school, but at some level when we talk to Congress, when we talk to accountability, they are lumped together. So when we talk about our solutions, we're trying to look at solutions that can help all of our schools, yet they may be targeted in different ways, as we go through this plan and as we talk about it in greater detail.

You know, one of the things, though, and we want to say this just real quickly, is that these problems, while they may be unique to some of our communities and on our reservations, they are somewhat common across all of education with rural schools. We talked about it, and we'll get into it a little more about how to give grant schools --
tribal versus local control. Well, that's not Indian Nation's problem; that's happening all across this country. When you're looking at states opting out of common core, or local school districts saying we don't want that, that's a fight that's been going on since the very beginning of this country. So some of these are not unique to Indian problems. The people are dealing with them, and we're looking at those solutions somewhere else and how we can maybe utilize those best practices as we move forward.

So what is the overall view that we looked at as we move forward with BIE? There were three areas; promote tribal control, achieve high-performing schools, and improve services and support to build capacity.

And what does that mean? One of the things it means is that right now self-determination is viewed as a form of governance. What we're saying is that it is a -- not just a government structure, it is also a school improvement strategy.

And how do we do that? We do that by empowering the tribes, helping to build their
capacity to address their issues and their situations. I've gone to many, many meetings and many times I've heard Assistant Secretary Washburn say it is not -- you know, it is not the federal government that knows the answers, but it is the tribes that know them, and you know that better than us what works in your communities. And so what we're trying to do is allow that flow to be given to you with accountability; both of us being held accountable. I think that's what tribes want too. Give us -- let us be accountable. You know, don't hold our hand.

And so promoting tribal control to address these issues, that's one thing. Achieving high-performance schools, I think what we're looking at there is we're trying to raise -- we know that we can't go from where we are now to here, overnight. It has to be gradual. We have to take steps to go from poor to fair, fair to good, good to great, and that type of structure as we move forward. We understand that. We're not going to turn everything around overnight. It took a long time to get us here but with a strong plan and
our consultations, we think that we can move
ourselves away from where we are right now.
And a lot of this, you know, is looking at
what do our schools look like in the 21st
Century. Technology is a big part of that.
That's the biggest part of the solution, when
we look at high-performing schools.

The other thing is there are a lot of
things that are happening out there in Indian
Country that are successful. We have schools
that are making AYP; we have schools that are
doing wonderful. What are they doing? What
can we learn from them? How can we scale that
up? That's one of the things that we looked
at. We're not looking to throw everything
out. You know, we have a school at -- where
I'm from Navajo Tuba City Boarding School that
has over 800 students. It's been making AYP,
it's a K grade school for the last -- since
almost the beginning of AYP. They're doing
something different. We're taking from them
we're trying to learn. I know -- you know,
again Borrego Pass is here, they've turned
around. Their test scores are just
skyrocketing. How did they do that? They're
very remote; what can we learn from them? That's something that we wanted to do when we said, you know, that we're not just looking at trying to come and force an idea on people, that we listen to them.

And then what does that look like when we move forward? When we move forward it breaks it down into four pillars when we address this reform effort, if you will. These four areas will help us get there. They're not -- you know, we all know about school improvement strategies. You don't try to do everything. You need to focus on a couple of things; you need to focus on a few items. You can't -- a lot of times you start going in that cafeteria mentality where I'm going to do this; I want to do this; I want to do this; I want to do that. And then you're stuck.

What you need to do is narrow that focus. What can we focus on to get an impact? What can we do to turn these schools around? And these four pillars is what we looked at. Highly-effective teachers and principals. You know, this isn't rocket science. You know. I
mean, how do we improve test scores? You improve what's happening in the classroom. You know. And how do you improve what's happening in the classroom? It starts with teaching. And then how do you improve teaching? The principal. We know those are linked.

How do you do that though? How it looks across the different areas is different. But what we wanted to do is also focus on how can we help tribes look at this? Understanding that it's their -- it would be their responsibility. How can we build a capacity so that they can build together with us? Highly-qualified teachers, highly-effective teachers, highly-effective principals.

And so the other is looking at moving BIE away from what we are today. What we are today is an organization that operates a third of our schools and then kind of operates indirectly the grant schools. Really just a grant authority entity. How do we move from where we are right now to, if we say we want to give tribes control and self-determination?
How do we move from where we are to there? We need to look at this organization and we need to look at it honestly. And what we found is that we can't build it up; what we have to do is build it out. And we build it out by saying if a tribe is going to take more responsibility, what then is our role? We're no longer operating the schools. We're now assisting the tribes in the operation of their schools. So this changes the whole mission of BIE. It changes it from being a very direct and compliance-oriented organization, to be a capacity-building organization. So those ideas -- what does that look like? I think that's where we get hung-up.

So what we're saying is we want to change from this to that. We don't know what that looks like. That's going to look different for the Cherokee; that's going to look different for the Sioux; that's going to look different for the Navajos; that's going to look different for the Hopi. So we're going to address those needs individually with those tribes. What kind of capacity? Where are they at? Some tribes have Tribal Ed
Departments that are full functioning. Some tribes are trying to do that. What role can we play in building that capacity, based on what the tribe says they want? Okay. And so that's what an agile organization environment is; it's addressing the individual needs of those tribes and ensuring and hoping that as the tribes take responsibility of their schools and exercise sovereignty and self-determination, that we then do not shirk our trust responsibility. By no means do we do that. And there are treaty responsibilities that are specific to education. There are trust responsibilities that are a little broader to education, we understand that; but how do we move forward because everyone is unique. A treaty tribe with education may be different from a tribe that views it as a trust responsibility without a treaty.

So then the other pillar is the budget. We need a budget that is aligned to what our outcomes are. Our budget today is aligned to compliance and if we're not going to be in that business then it needs to be
changed. The structure needs to look
different. You know we had a listening
session in Oklahoma City back in, I think,
December. December? I think it was December.
You know, we talked about having offices --
you know, changing. There won't be a line
office, but it will be an office of support,
if you will.

So one of the things that we're
looking at is, as we go through this, is
listening to all of you in terms of what does
that mean for you and to give us an idea of
how we move forward.

The final pillar is the comprehensive
supports of partnerships. We know that in
order to move forward we need to build greater
partnerships. And this is something that is
happening now. We have one of the members --
we have a core group of Indian Ed study group
and then we have some adopted members, if you
will, that are working and helping us try to
build partnerships with foundations. See how
we can try to utilize some funding from the
outside. School reform across this country,
not just Indian Country, but this country, is
a big business. I mean, you wouldn't see so
many magazines on -- in education, on
education, on school reform, and all these
things that are coming up. It's a big
business and there are a lot of foundations
that are involved. So we're trying to look at
how we can maybe try to leverage some of that
to try to drive some of the reforms that we're
talking about.

The first goal, world-class
instruction in tribally-controlled schools.
Again, what we're looking at is the goal for
us, is not to get out of education, but it's
to turn over these schools that we operate.
Now we know that there will be schools that
will not become tribally controlled. You
know, this might be one of them. There are so
many tribes that are involved. We know there
are some tribes that believe, you know what,
trust responsibility defined by us is that
there is a federal presence. We understand
that. But other tribes are looking to try to
take that to control and operate.

And I think that's something that I
really want to bring up. Public Law 297, the
Tribally-Controlled School Act, talks about controlling schools. If you really want to be specific about what we're talking about, is we're talking about going from the idea of controlling a school, to the idea of operating the school. Those of you who have been principals and superintendents, you know those are very different, that the operation is having an assistant or a Director of Curricula, federal programs, Special Ed, and they're handling the day-to-day operations of the school -- of a school district.

Controlling a school is one step above and you're not dealing with the day-to-day. So when we talk about this, what we are looking at when we engage with tribes is shifted from the control idea, keeping that, and now growing and becoming an organization that assists tribes in operating their schools on a day-to-day basis. And we'll get into that a little bit more.

So what does it mean? It means in terms of world-class instruction, looking at some of these things on the best practices. I don't have to go through them, we all know
what they are and there are a lot more. But how do we try to scale up these? How do we try to find commonality within the different schools, tribes, that we work with? So it does mean more and better communication between and among the schools and tribes.

We're looking to become -- a service provider may not be the right word, but an organization that can help tribes. For instance, right now Navajo is going through this process and what they're looking at is saying, okay, we need to look at how do we setup a financial system to oversee 66 schools? So then we try to bring in people that know something about that. Not BIE, because that's another thing that we're saying. We're not saying we know all the answers and we're not saying anywhere in this plan that we're going to dictate. What we're saying is that -- well, first of all, 75 percent failure. Why should you listen to us? We need to find somebody that you have trust in so you can build and move forward. So that's what we're looking at doing as we move forward. It's creating that trust. We
know we have to build that trust and move forward.

But finding those entities that can help in certain areas and build the capacity in tribes where we can help then is primarily the grant management of that. What is expected and be better at that in communicating. So that's kind of the looking for world-class schools.

Pillar 1, in detail. What we're looking at trying to do is, how can we try to scale up things that are working? For instance, some of what we're talking about is we're in the process right now of creating a common teacher evaluation system. One element, those of you that are in BIE system, that would be tied to growth, a growth model. So now student performance is linked to teacher performance. And then trying to have -- incentivize. That's the other thing that we're looking at throughout this plan, is how do you get tribes and schools to move from where they are now to adopt school reform. The backbone of this is through incentives. Trying to look at tribes and say, look, here's
a pot of money, here's a competitive grant, we
want you to try to adopt the evaluation system
that is linked to student performance.
Develop your own. We won't tell you what to
do, but these are the benchmarks. These are
the -- the framework that you need to have and
then create one that is linked to student
performance. So that incentive -- same way
with principals doing that, having tribes be
in control of that process is what we're
looking at with this in terms of trying to
upgrade the skills of our teachers and our
principals. And how do we try to then, at the
same time, align professional development. We
have a lot of tribes that have multiple
schools. And so you have like say, Hopi, they
have seven schools and seven different
directions, yet they're very close. They
could pool their professional development
money together. They could have one goal;
they could have one set of textbooks. They
could have one set. So how do we try to
achieve that? We do that by saying, okay,
here's some money to help you reorganize and
do some of these reform methods.
So that's part of what we looked at with Pillar 1. It's saying we're looking at ways to try to move from one side of the road to the other side and not dictate. The tribes, the schools, they would define what that looks like. They would say this is how we interpret the teacher evaluation process, and as long as it met certain criteria, it would be fine. So, again, the answer lies with the tribes and not with the BIE. The BIE just wants to help facilitate that process.

We've kind of gone through some of these already but I think what you see is, again, just some of these -- how do we change an organization? And some of it is really -- you just change the focus. A little later we'll discuss briefly the Strategic Plan. There I think you'll see the specifics of how we plan to go from this side of the road to the other side of the road. And at the bottom here -- I think one of the things is, what we're looking at with the agile is also looking at what are some other ways that we can accomplish this? And one of them is amending technical amendments. And that's
what we're looking for. We're looking at maybe modifying technical amendments that allows BIE and BIE-funded schools to access money that they do not presently have the ability to access. For instance, Race to the Top. Race to the Top funds for districts.

We're looking at some items like that. What can we do to make changes that would help us have access? A lot of times the door shuts in our face. Early Childhood Initiative that's going on right now, BIE does not have access to those funds. We can't apply for that. So we're looking at -- trying to look at some amendments that will allow us to have access; not to us only but also BIE-funded schools, so we could actually have some of these initiatives. Because no initiative can really come forth without new monies. There's never been a school reform effort that has not, at least, looked at some additional type of funds. It's not all about just moving things on a chess board, and we know that. So we're looking at different ways of trying to help drive some of those -- some of that, and I think that also goes in line with Pillar 3,
the next one, in terms of building the
capacity and changing the mission that we have
to align the organization with the budget as
we move forward. We're looking at trying to
find different ways to increase funding.

One of the big things that, of course,
is going on and it ties into our fourth
pillar, also, is technology. We know that we
have PARCC and Smarter Balance, those are both
technology-based assessments. I don't know
what technology is like here, but in a lot of
our schools, we're not ready for a test like
that. We don't have the bandwidth; we don't
have the computers and I think that's
happening to a lot of schools, not just BIE
schools but a lot of schools across this
country, we're scrambling. Well, they have a
mechanism; they can float a bond. They can
try to improve, you know, they can get money.
All we can do is move this over here, and move
this over here, and try to get something. So
we're looking at trying to have an initiative
on the outside that can come in and fund and
really kick start some of these things that
are desperately needed as we move our BIE
forward. And we're looking at different ways to do this. It's not just about additional monies but maybe it's about allowing schools to use some of the money they already have; some of its carryover that has very specific rules. Can they be waived so that money may be reinvested within the school to build some of this capacity technology, if you will.

So in a nutshell they're all -- I think we've gone through this, you know, partnerships -- you know, we're looking at -- you know, one of the things that is really important is that we understand, too, that this has to be a global approach, that a facility is just as important as a teacher at some point, if that facility is actually hurting education.

You know, I was on the "No Child Left Behind" Construction Committee and we visited a school once where they were actually putting cans out catching the water on the desks. I mean if a kid is moving that around, they're not really listening to what is being taught. So there comes a time when everything goes together. And so one of the ideas, too, is
that we need to address the facilities or lack of adequate facilities in our schools and trying to look at a long-range plan. We're looking at a six-year plan. Now will that be funded? We don't know. But unless you ask -- the tribes brought this up when we met with people, you know, over the past six months, that this is a big issue. We need to at some point address it. O and M, funding the schools in (inaudible) case. Building those partnerships, also means building partnerships within the Interior so that we try to work.

One of the things that we've done already is we've started moving some of these so -- like we have school -- a Division of School Contracting within BIE Reporting. A Division of Recruitment when we talked about highly-qualified teachers; highly-effective teachers. That we move some of these things that we've done already, so it's not adding another layer of bureaucracy. It's better utilizing the bureaucracy that we have right now. Things that we can do. We're doing this in a Phase 1 and a Phase 2.

One of the things that we really don't
want to have done is -- you know, we have the report here also. I won't go through the report, just the PowerPoint. But we're trying -- you know, what we hate to hear is it's just another report that sits on the shelf. So to try to get away from that we've put this into Phase 1 and Phase 2, and we've have already implemented some of these Phase 1 ideas.

    Again, contracting, which for a lot of our BIE schools is a huge issue. You know, textbooks aren't ordered on time but we can't get the contract for a speech pathologist, so then we've come out of compliance with IDEA. And all these things just have a domino effect.

    Well, we pulled people from a staff that we already have, the Assistant Secretary for Management -- Deputy Assistant Secretary and now we have a division within BIE that can address that. Same way with recruiting. Recruiting is done by BIA. It's not done and does not report to BIE. So what we've done is we're creating a position, Director of Recruiting, that reports directly to BIE so they can start going to, like, right now. Now
is the time when you have a lot of these
teacher recruiting fairs and stuff like that.

So making some moves that we have -- I
mean one of the moves that we're looking at is
also saying, okay, we're going to realign our
BIE schools to have -- right now we have ADD
North or ADD East, ADD West, and Navajo. So
aligning our BIE schools under just two areas
and then having a third area just for our
tribal grant schools. So that we have the
types of, you know, the skills needed for
those schools at each site and not diminishing
it. So some of these things, you know, we're
starting to do and we're doing. I know one of
the big concerns here was talking about
keeping a line office open. You know, we
can't promise a line office is going to stay
open, but we are going to have and we are
going to -- one of the things we are looking
at is having these Centers for Excellence
which would be out in the field. So we're
taking what we've seen and what we have in,
say, Albuquerque and different spots and we're
pulling away -- going one, moving some of that
central office -- that office that was in

Christy A. Myers
Certified Shorthand Reporter
Albuquerque, to Washington; and the rest out to the field closer to the schools. So you would have a site, say, it's still here in Oklahoma City, that would have resources in reading, math, data, leadership, that can go out and work with schools closer to the schools and focuses on capacity building and technical assistance, and not on compliance and monitoring, which is the way it's structured now.

So we're trying to take what we heard and create some of those things, and those things that we can do now we're going to do. So it won't be a report that sits on the shelf; it will be a report that at least we have these things done and we're waiting for some of the other issues to come up also.

So that concludes that part.

MS. WALTERS: Does anyone want to ask any questions? That was a lot of information, I know, and I'm sure you all read every word of the PowerPoint. So if anyone has any questions or comments, things that you would like clarification on, we just ask that you please stand, state your name, the tribe
or school board, or organization that you are representing. And then speak sort of slowly so that our court reporter can catch what you're saying to make this as accurate a transcript as possible. Oh, if -- is this microphone working over here? Oh, great. Then if you -- we could actually pass it around so that you won't -- you don't have to come up in front of everybody. That would be great.

Anybody? Thank you, Mr. Keel.

MR. KEEL: We'll get this thing rolling. My name is Jefferson Keel. I'm the Lieutenant-Governor of the Chickasaw Nation.

And I just had some comments. First of all, thank you for coming to Anadarko, Oklahoma, Riverside Indian School. This is a beautiful facility here. It hasn't always been that way. It's like a number of other schools suffering neglect, which is, I think, a hallmark of Bureau of Indian Affairs over the past -- however many years. We talk about BIE, the Bureau of Indian Education and tribally-controlled schools, I think the most glaring problem that we've had in the
operation of these schools has been neglect. And, you know, you mentioned in your PowerPoint there, the challenges that are faced right now trying to reorganize or reconstruct and get to a point where these things are more productive, not just for the federal government, but for our students.

And one of the things that you mentioned there is, again, this crushing bureaucracy that we talk about. And the federal government, it's been my view over the years that we have some highly-qualified people in the federal government in certain position of authority, but too often they focus on their own needs rather than the needs of the students. What's best for the school systems that are operating within the different regions of the country, and too often they get away from the cultural considerations of those students that are involved there.

Now there are some successful Indian schools. There are some -- I won't say all of them would really be successful but there are some that are operating on a highly productive
level. There are others that are not. And you mentioned one of the things in there is the Santa Fe Indian School, which is almost totally operated by the Pueblo Nations in New Mexico. I say almost totally, because I know that there's probably some -- you know, the Apaches and the Navajo Nation would have something to say about that also.

But primarily, the views there are -- there's cultural considerations. Now they teach these kids how to be productive in society, but they've developed a curriculum that allows their culture to be also (inaudible) and paid attention to, and too often in the rest of the country that's not the case.

Now it's getting better. It's getting a lot better. You look around and there are schools here in Oklahoma, Sequoyah Indian School, operating very well. The Jones Academy, you know, the Choctaw's are operating. Chickasaw Nation took over the operation of what used to be called the Carter Seminary in Ardmore, Oklahoma. It was operated by the BIA for years and it was a
mess. It was a total mess and now those kids that are attending those schools are highly productive.

These kids are going down to the public schools but they're placed in a place where they are not only respected but they're loved. We teach those kids how to love each other and how to love themselves, and then how to learn in a productive way. And that was a very difficult transition.

And one of the other things that you mentioned here is that the students -- the kids that come to these schools, in many cases, come from troubled backgrounds. Many times they come from broken homes; they come from places where they're not wanted; they're not love and they're not treated very well because of a lot of things. Regardless of whether -- you know, we can blame it on drugs, alcohol, or the dysfunctional family unit. Whatever it is, these kids come here and they come here with an expectation that they need to be treated in a humane way, in a loving way. Sometimes that happens and sometimes it's not so good. I'm not saying that just
about Riverside, I'm talking about all the BIE schools across the country.

So when we talk about dealing with trauma, that's something that needs to be addressed. And we have highly-qualified staff across the federal government that can deal with that. We have soldiers coming back from the war right now dealing with the same type of trauma but in a different way. It's -- you know, trauma is trauma, you know, whether it be from war or whether it be from rape, or abuse in the home or whatever it is, trauma is still trauma and we need to deal with that. And there are people that can do that. So somewhere in this curriculum there needs to be a place for them.

Let me give you another example. When we took over the Carter Seminary -- the operation of the Carter Seminary we had counselors that worked 8:00 to 5:00. Guess what? Guess where the kids have gone. They fight. You know, they get home at 3:30 or 4:00 in the afternoon they'd have maybe an hour to deal with that counselor and the counselor goes home. They're BIA employees.
You know, federal employees and, you know, with limited funds you can't pay them overtime, so we had to change the operation there so that they come to work at 2:00 and work until 10:00, and many of them didn't like that. So they have to be offered the opportunity to go somewhere else and work. And that's fine. But we have to be able to be willing to do that and many times that's not the case. So in developing their curriculum and highly-qualified staff and look at all these things in the ideal system -- you talk about budget and control. Well, first of all, when you look at facilities that are -- that have been neglected over the years -- there were places -- there were some schools that I've visited in a different capacity, as a tribal leader though, that they were conducting classrooms -- they had to have classes in places where the Fire Marshal would condemn the place if he came in. You know, not all of them, but some. That's unacceptable. In fact, it's disgraceful.

Just this past week I was at Carlisle Barracks in Carlisle, Pennsylvania. And, you
know, I looked at the facilities and those kids -- in fact, the school there gave me a picture of the very first class that came from -- the students that came from Pine Ridge Reservation, and you look at those faces -- and they're very proud of this. But if you look at the faces of those children, of these kids, they're not proud to be there. In every picture you ever see of Indian schools during that era, you don't see any smiles. You don't see any acceptance. What you see are people -- are kids that have been trained to sit, act, a certain way for fear of a lot of things. So we've come a long way, but we still have a long way to go in terms of getting our kids to that level.

We've got some of the brightest kids in America coming to these schools. We need to take advantage of that. You know, someone said years ago that we're all born with the same brain cells, the same number of brain cells. You know, I think it was Famous Dave who at the time was -- you know, every kid born with the same brain cells but that's -- that may be very true, but not every culture
operates the same. There are children who are -- from culturally different -- even in this school, today there are kids that come from different cultures, different backgrounds. We need to recognize that and understand that. And then nurture them and get them to the point where they're productive.

We talk about building foundations and what -- how tribes can take over these schools. We've got to give the tribe a reason to take over this school. They've got to want to do that. You know, and you've got to get a foundation -- you've got to give a foundational reason for wanting to give you money to help these students. The only way we can do that is to give them evidence that we truly mean what we say when we say we're going to reform this system and raise the level and quality of education in this country for our Indian students. And if we truly believe that, then we can do it.

We talk about flexibility in the budget -- and I know I'm going on, and I'll get off the soapbox here.

We talk about flexibility in the
budget. The Secretary of the Interior has that flexibility right now. The federal budget is created -- she's given a block of money. We've got money that -- there are funds that go to other agencies within the Department of the Interior that could be used in the Bureau of Indian Education, if she wants to do that -- the Secretary, he or she -- the next one may be a he. But the Secretary has that flexibility if they choose to do it. They just haven't chosen to do that.

And so every year we come to these different meetings and we ask them, well, why are we still at this level? Why don't we have teachers, counselors, principals, superintendents, and all the other maintenance workers and those things wanting to come here? Why can't we recruit these people to come here? Well, they're not going to come here just because we tell them we love them. They're going to come here and work because we pay them a competitive wage and we've got to teach them a trade and respect them for what they do when they get here.
So I think I've gone far enough.

Thank you very much.

DR. ROESSEL: Thank you.

MS. WALTERS: Thank you very, very much, Mr. Keel. There are a couple of things that you touched on that I just wanted to talk about, briefly, because they are very important.

The first is that you discuss -- well, you said a lot of things but the first thing that really sort of went through my mind, was the need to take into consideration children's family background, trauma, abuse, different situations. And that is one of the things that Dr. Roessel really highlighted in the PowerPoint is that we want to be able to provide those comprehensive solutions to children's education, because it's not just what happens in the classroom. What happens in the classroom is very important, but those things are influenced not only by their teachers, but also what's going on outside the classroom by facilities, by a number of different concerns.

So what the four pillars and the
restructuring hope to address are these comprehensive solutions to facilitate education, not just provide standard educational principles. So I thank you for that comment. It's very helpful. It's not one that is new to us, certainly, and one that we hope to address and achieve success on in the very near future.

Another one is, I really liked your story about creative solutions to some of these problems like having counselors and social workers working different hours than the normal 9:00 to 5:00 schedule. Those comments are very valuable because creative solutions are going to be really at the heart of this restructuring and at the facilitation and training technical assistance level, something that we're very interested in. And also, it highlights the fact that turning some of these programs and schools over to the tribes, who can see these issues and their solutions so much more clearly on the ground. It's going to be very important to the success of other restructuring programs.

So thank you very much for those
comments. They -- we're listening; we're hoping to get many more comments like these and that they will form, sort of, the nuts and bolts of how this restructuring is going to go. So with that, does anyone else have a comment or a question that they would like to share with us today -- this morning?

If you would just state your name and who you're with, even though we know.

MS. SLY: Good morning. My name is Gloria Sly, I'm from the Cherokee Nation and I'm also the President of the Tribal Education Department's National Assembly. And so I just want to welcome you to Oklahoma. Thank you for coming to Anadarko to hear what we've got to say today and listening.

Looking at the preliminary report, I've read it and I do appreciate the fact that the work-study group seemed to have listened and heard what we have said. So I look at the tribes having -- that capacity builds and helping with the (inaudible) capacity to operate these bureau-funded schools, because I do believe that we have those children's interest at heart and we know more about them.
at the local level than they do in Washington D.C.

I'm -- there's -- another thing that tribes need to look at is -- and the bureau needs to consider that the BIE schools -- and I like the cooperation in building partnerships aspect, because the BIE schools -- the other type of programs don't serve those students. They perceive that the students -- all students' needs are met by the BIE staff and tribal staff, and they're not. They don't have the funding or the staff -- the staff doesn't have the capacity to meet those traumatic needs and stuff but other public programs may have it and they're not -- you know, whether it's family impact, something from social services, or whatever, and they just don't meet it. But those staff could do it in another way with that.

And then we need to look at the issues about testing. Are the schools going to be testing and using all of the state's criteria? Are they going to utilize the BIE testing procedures? Because if you do both sets you have a lot of testing going on and not a lot
of time for really applying instruction, I don't think, because you're just preparing the students for that. But I look at that and also I think that those tribes who have contracted other programs need to receive their full contract support and for those grant schools and things.

But I do like what you're saying. I do like what is in the report -- the preliminary report that you have put out. You will be in the work-study group and I'm looking forward. I think this is a time when it's going to be when it's opportune. I -- you know, other individuals, in the same capacity, as the Director of BIE and OIE who have not been able to move and make reform, but I think that with the President, who is listening, who is ordering this, two secretaries and more who are willing to come together to work on these issues, that this may be the time when we can see improvement in our BIE-funded schools and the changes and reforms that you make.

So I do want to say that but I do want to encourage BIE to let the tribes have more
say-so. Have more input into the BIE schools and help us to transform and become the schools that we need for them to be for our children.

Thank you.

MS. WALTERS: Thank you, Gloria, for that. I know that contract support cost is a concern, not just for education, but across the board for many tribes. The Department's position is that it's fully funding contract support costs. We know that there have been a number of glitches with getting the money out to the tribes recently, but we promise those are getting worked out. It's going to run smoothly, we know how important it is for your programs to have your contract support cost. So we -- it's getting ironed out. We promise the contractor support cost will be coming -- I mean if they're not already here.

And with that, does anyone else have other comment. Yes.

MR. DEARMAN: Good morning. I'm Tony Dearman, I'm Superintendent. I'm sorry I missed the introductions, but I was doing a
few odds and ends.

First of all, let me welcome everybody to Anadarko and to Riverside. We're proud of what we have and we're getting more as you can see with the new construction. I also want to thank Dr. Roessel for coming to Riverside, because from the school level, I really feel like there's been a disconnect with our leadership and actually with the situations that we deal with. You know, we do, Mr. Keel -- like he said, we do have counselors in the evening time. We have five, and right now their current caseload for the kids that need extra counseling beyond 8:00 to 5:00; there are about 75 students apiece. So counselors are definitely needed.

You know, we had a monitoring last week and DPA came in and it's a new monitoring process and we were told about three or four different times we're on a downward trend. So we saw this coming a few years back. So what we did is we started saying, all right, we know the type of students that we're servicing. We service the highest to the lowest and we need to be able to show -- when
people start coming down on us we need to be able to show dates. So a few years ago we started thinking NWEA, because we want to show people -- you know, you're not going to take the kid that's on the straight (inaudible) and get them to the 10th grade testing in one year. But we want to be able to show you, hey, this student started in the 5th grade and look where they finished. Plus, it was good for our teachers to see that because, you know, they -- we get kids in, 84 different tribes, that's what we've had on our campus this year, is 84 different tribes. And (inaudible) I'm not sure which 84 -- which one of the 84 tribes would take us over. I don't know who would want to take us over. But, you know, we're proud of our school.

Going back to the testing. You know, we started monitoring because we knew that at some point in time people were going to start looking at the test data. Well, when you have 84 tribes coming from 24 different states and they're taking the Oklahoma certification -- or annual test, how fair is that? So we started collecting the data and we have the
data to show. What a lot of people don't realize -- you know, also they wanted to prepare us to be a successful Indian school. Well, pull up your successful schools, and look at what they're doing.

Because, you know, we do have some great schools in this system, but we've got to look at what we're servicing; what our need is, because there were some schools mentioned so (inaudible). So that night I went home and I pulled up their websites and all of them had mission policies; all of them had GPAs to get in; all of them had discipline -- discipline issues, if you had any you didn't get in.

We don't do that. I mean here at Riverside, if we have the services for your child, we bring them in. And, you know, that was my question or our question to DPA, if you want test data then give it to us in writing, or we don't have to go by the Treaty Rights and service our 84 tribes -- because someone mentioned earlier, a lot of times they're getting the students that the tribes wouldn't have services for. They're calling us and asking, can you take this child and help us
with this child because none of the schools around here will help? And, you know, we're proud of that. We're proud of the fact that we can bring in these kids and we can help them. But on the downside of that, this year we had 50 percent of all our students were new to us this year. So it's tough -- it's tough building an educational background for our teachers is to tests. Plus, we start in the 4th grade. All of education and all of the foundation that they need for reading and everything are the foundations for kindergarten/first grade. Well, again, we start in the 4th so we get a lot of the students that haven't had success somewhere else.

With 50 percent of our students being new every year at this time was -- our teachers get them in class and they don't know them; they have to find out what is going on with them. We have about 70 students right now that are on psychotropic medication. They don't always put that in that application, and when you get them here -- and I'm not exaggerating, we have dealt with some
situations this year. Wow. What's wrong with this child? We've got to find out.

Oh, I usually take some medication every day.

Mom, dad, how come you didn't send that?

Oh, we wanted to see what they would do down there without medication.

Whoa. Now we have a crisis.

So I think -- you know, Dr. Roessel, it's a start by the leadership coming to the -- what I call getting in the trenches with us to see what we deal with, because we can tell you and show you success stories; I promise you that. The DPA talks to our staff, but no one sees this data.

We had a young lady that came in, she's a sophomore this year, when she got to us nobody at that home could handle her. She couldn't -- she couldn't speak full sentences and she nudged when she wanted your attention and she -- the aunt said she pretty much grunted when she wanted to talk to you. She's functioning right now. She's in classes; she's carrying on conversations. Her mom has
-- her mom actually got irritated with us and
brought her home and then sent her back to us.
Well, you all have done a great job.

Those are success stories. And my
question, you know, with all this test data
what is our goal at the school? Because if
you want success stories and growth, we can
show it to you. If you want test scores with
the State of Oklahoma criteria, we can show
that to you. But guess what, you know, we
were having this discussion in the cafeteria
the other day, if we start screening
applications to chase that test data, probably
-- I'm going to say half to three-quarters of
our student body won't be here. Because guess
what we had to do? We have to start looking
at GPAs when screen applications.

When we look at applications -- we
have an application committee, when we look at
an application, what we do is we look at can
we service this child. We don't look at GPAs.
You know. A lot of times we look at the
discipline to make sure they're not a danger
to themselves or others, but we've serviced
kids that -- you know, we always have
surprises. Like the one that just jumps out, we had a kid that came in one year and had 30-something arrests. We didn't know until he got here. We did -- we've gotten students that come on campus, what's that on your ankle? Oh, is that a tracking bracelet? Well, that wasn't in the application. So -- but that's what we're about and we're proud that we are that and we can honestly say that we're here to service our tribes and our kids. And, you know, we just want leadership to realize that we're good at that.

Currently we have 76 students on this campus that are homeless, that have qualified for McKinney-Vento. We have had as many as 88. Where that becomes an issue for us is, you know, I'm not even going to go into the funding, Dr. Roessel, because that's a whole other situation. But when that becomes an issue is when it's time to send them home. Because right now, you know, Dr. Roessel, when you were down in Oklahoma City, we were talking about three little girls that were sisters, we didn't want to send them to the shelter at Christmastime because we couldn't
contact their family. And so we're dealing with the same situation getting ready to send them home. And what we did with our little girls at Christmastime is we had -- we have some great staff. We do. Right now we have 195 staff and we actually had staff that put them on a government checkout and checked them out and kept them for Christmas so they wouldn't have to spend Christmas in a shelter. And that's what we're about, and we're proud to say it.

So this year we have had one student that was -- is currently enrolled, we had two Gates Millennium Scholar winners, and then we have some students, like I said, their goal is to get that high school diploma and go back to the reservation and become a productive citizen. And so that's -- you know, it's like any other school, it's a wide range, but we try to have something in place for whatever the student's needs are, and whatever their tribal needs are.

The last thing I'll say is if we have any say in this, we would definitely want to push growth model, because I can give a test
to everybody in this room, and we're not all going to score the same. Backgrounds, I think -- I can't stress that enough. A lot of it we can't determine and we can't control where are kids are coming from. You know, once we get them here, we can control the situation and it helps. It does.

And facilities. I'm telling you we're fixing to have great facilities, we are. I used to be at Sequoyah and I always said there, give us the facilities -- kind of like the Field of Dream, give us the facilities and they will come. And facilities went up, waiting list started, and it was great, and I see that happening here. The only thing that I would like to see is the -- letting us go back out and talk to the reservations about our school, because we haven't been able to do that in the last three years, and we're seeing a little downward trend in our enrollment because I -- I think it's critical, when you think about families sending their kids to you and entrusting them in you, that's huge. I mean that's a big responsibility. And I know that if I'm going to send my kids five states
away, I want to see where I'm sending them to.

If I can talk to the superintendent, the guy that's in charge of taking care of them, I want to meet him. Because I want to -- there's got to be some type of connection before I'm going to send my child. So -- and when they get here a lot of our kids, the first thing we do, we've got to create a lot of MOUs and organizations to take care of our kids. Even within the first two to three weeks we will -- we have MOU with IHS; we bring IHS in and we go through full health screenings with all of our students. There's a lot of our students, I don't care how good of a teacher you are, if you get in a classroom and they're hurting -- they've got a toothache or their sugar is high, they're not going to learn. I don't care how good of an instructor you are.

And it's a surprise. I didn't realize you all were coming in?

(Teacher and class enter the Gymnasium)

MS. FRY: Well, I -- this is my -- not my planning. It's because I -- my
planning was they'll be gone to lunch. And I
said this -- they're making decisions about
them and I thought they needed to hear what
decisions or what you all are discussing,
because this is their future. So I wanted
them to come and at least listen so you all
could put a face to these children.

MR. DEARMAN: Well, here at
Riverside we start in the 4th grade and it
goes up to the 12th grade. We have an ACE
Program, Accelerated Curriculum Enrichment,
and what we do this so you see the problems
across the reservations.

Dropout rate -- dropout rates have
been real high and we have an ACE Program
where a student has struggled and they're
fourth-year seniors and we can bring them in
our ACE Program and get them caught back up
and get them a high school diploma and get
them back on track.

That's the biggest issue and I'll say
it with our young ones here, a lot of times,
you know, the 50 percent turnover rate. What
happens is they come to us, they're behind,
they may have some disciplinary issues, they
may be lacking in athletic skills, but what happens is we get them back on track and a lot of -- some of them you see sitting right here, when they go home their guardians aren't going to want to send them back. Wow. You've changed. You make your bed now. You do dishes. And they won't send them back. So, you know, I think again, that's a huge plus for us that we help our young ones get back on track and when they go back home. That's probably the big reason for the 50 percent turnover rate.

I appreciate your time and again, welcome and thank you, very much.

MR. YAZZIE: Good morning. My name is Fernie Yazzie. I'm the Governing Board President for Borrego Pass School, also known as Dibe Yazhi Habitiin Olta, Incorporated. It's a grant school that's located in the Navajo Nation. It's actually located east of the Navajo Agency New Mexico site.

We were debating whether to go to this one or in Anadarko and from the location of where we're at it's the same distance point both ways so -- maybe a couple of hundred
difference but I brought my school principal here. His name is John Bach and we came a long ways here just to sit in this session here. I'm not going to go into a lot of details but I think the majority of these -- some of the schools that we discussed here that face -- a problem that we face as a BIE-funded school.

And as we know, as the Board President, a lot of concern that was brought up and by Dr. Roessel earlier that our schools wasn't in the restructuring plan that year but we made so many changes with our budget and policies. Even to our recruitment of many the teachers and our school is located in a very remote area and all this is brought us to the education committee the Navajo Nation consults on to get their attention now goes to Dr. Roessel and his staff from the agency level to Albuquerque, is how do we retain our teachers -- highly good quality teachers in remote locations. Comparing the (inaudible) drive down here and I'm always traveling here and there, I originally I was up in Washington D.C. for federal budget, but one of the things...
that I've noticed, I noticed there is a lot of
-- when he talks about remote areas, from my
location if I hired somebody coming from
someplace like New York, Massachusetts, State
of Washington, their actual location is
probably like Walmart or any grocery store
that's probably like two or five miles down
the road. It's quite a bit. It's not like
you have to travel like 90 miles away to do
your grocery shopping. And this is just some
of the things that keeping highly quality
staff at our school is really hard. Sometimes
they have to move because the location where
we're at and this is the area that we've been
addressing.

And the other thing that I have
cconcern also, from Day one, of the school year
FY 2015, school year '14 and '15 where I
talked to the BIE -- Dr. Roessel is talking
about technical assistance and since July of
this year I have not seen any of the BIE
representative from his office or agency
office coming to my school to provide
technical assistance. The same goes with
Department of Education fund, the Navajo
Nation. And that's -- my school is in restructure and I have a big concern, especially for the kids. I've offered to (inaudible). I speak with them in the cafeteria. I could talk to students and they said -- I know what we're talking about here. The majority are in Indian country where they're dealing with domestic violence and other issues. I've seen kids come into the cafeteria on Monday morning saying that haven't eaten the whole weekend, because their parents were drunk or nobody's home to feed them.

So that's where we help them, even with the cafeteria for our students, saying how can we help students over the weekend. Do we provided for stack lunches for them to continue eating by the time Monday comes around they'll be not hungry or anything like that. Then also distant-wise that we travel bringing kids to our schools. I think the farthest one is probably like 50 miles away that can get kids to our school. And my concern is by the time the first child gets on the bus, which is around 6:15 a.m., I asked my...
transportation department, I said, what time is the earliest the child gets on a bus by the time they get to school which is like around a quarter to 8:00 -- they told me it was around 6:15 in the morning. So by the time they get to my school are they already halfway tired? And that's a concern that I have. The other one is do we provided good quality nutritional meals for the students so by the time everybody -- all the students sits in the classroom are they comfortable; are they ready to learn? Do we have a school policy to -- I kept questioning my Board Members, even our administrators.

The other thing is we try to accept all students but then again we face the same thing here like what happens to students that have been expelled from that school because there were behavior issues. The administrator, Mr. Bach, here he just accepts students from left to right, the next thing you know, we have a lot of problems at our school. We have a high number of bullies develop; we have a high number of students get in fights. Students are making threats. All
these (inaudible) came on board and I told them no more of that, we going to have to cleanup. We're going to have to accept students.

There is (inaudible) what do we do that with them? We go (inaudible) contract, with how we go about helping them resolving these behavior issues. That's where the school counselor comes in again.

So I called the Board, we have to look at the whole big picture, how can we change it around? How can BIE help us out? How can the Navajo Nation and the Department of Education assist us? Like again this past year, this July, none of these two departments have stepped in my school (inaudible) to provide technical assistance. (Inaudible) and asked them to pass a resolution, because for the 66 schools that are located on the Navajo Nation, 32 is the grant-school and a lot of them is our school (inaudible).

But talking about this whole thing right here, about the change in plan. It looks like it's really good, but I always heard even -- I also (inaudible) for one of
the school board's associates, called the
Associations of Navajo Community Controlled
School Board. Also known as ANCCSB, it was
established in 1972 and to this day it's still
standing. Well some of these that go back to
the '80s -- I'm sure some of you guys still
remember Ross Swimmer (phonetic) (inaudible)
how they try to change up the whole BIE system
and some of the things I've seen, it's a
similar plan to what he's tried to do. A lot
of times common is going back to that or some
of the (inaudible) talks about how BIE is
trying to get out of the educational business.
I don't know how true that is. But again,
looking at that plan that looks like that's
what it is.

But one of the other questions going
back to Dr. Roessel, when the study group was
doing all this recommendation and reviewing, I
know in 2005 I believe it was, and the Navajo
Nation took BIE to Court where settlement was
-- I believe it was in 2007, the settlement of
that agreement was with the Navajo Nation
there was five agencies, but with eastern
Navajo Agency, it ended up splitting into two
agencies, that's how it became the six agencies -- where does these legal cases stands for these type of plans? I know earlier you were saying that Navajo office will be closed and I think with the Navajo Nation we have six (inaudible) offices. So I don't know, are all those six offices going to be closing?

I mean this is some of the information that we have. I think more now. I hope Navajo Representative will be down to have a talk. Just to kind of give you a heads-up.

(Inaudible, technical difficulty)

MR. YAZZIE: But the biggest concern that I have. (Inaudible) provided the technical assistance to local schools from both the BIE and the Department of Education with their trial Education Department. I always -- you know Dr. Roessel I know is (inaudible) would always stress (inaudible) if the Navajo Nation wants to be a Tribal Education Department, for the schools and now with the -- maybe -- not sure the grant-schools will automatically go under the Navajo Nation. That's really 32 schools but,
I do fully prepare to accept responsibility or
(inaudible) we're talking about 300 to 500
million dollars right there alone. So are
they ready to disseminate the whole thing?
(Inaudible).

And I know in the past there was this
one grant concept that came out and the plan
in Dallas and is the center of this plan, too,
that we're looking at. So that one grant
concept is for -- the plan was to have the BIE
get out (inaudible) Department of Education
and BIE. Instead of having BIE send a person
to (inaudible) those funds for them and give
us (inaudible) grant school. But now there's
no time the way I'm looking at these to
(inaudible) but to trust the tribe and the
trust to meet all the funds for the schools,
but with this indirect cost -- I know in the
past what we did, one grant concept that not
the Navajo Nations the Department of Education
was looking around 44 positions where they can
have one Auditing Department, the Finance
Department, the Human Resources Department.
So I don't know, is it going the same
direction now with this plan. I think that
some of the information that we have -- I know this is an ongoing issue for us now, it has for the past four or five years. So this the (inaudible) that we have insight to our (inaudible) we know it isn't what's coming along. (Inaudible).

Okay. So thank you.

REPORTER: I'm sorry. Would you tell me your name one more time?

MR. YAZZIE: My first name is Fernie, F-E-R-N-I-E. The last name is Yazzie and I'm the Governing Board President for Borrego Pass School.

REPORTER: Thank you so much.

MR. BACH: Hello. I'm John Bach, I'm the Principal at Borrego Pass School. That was my school Board President.

I want to reiterate one of the points that he was making about the control going back to the tribes. Because I think it's a great idea of shifting control from Washington D.C. or Albuquerque to the individual tribes for more local control.

One thing, though, I worry about is our special case of being a grant-school, if
that's pulling local control away from our school. If our school was run by (inaudible) Rock that is a local control compared to what we have right now. Right now we have local chapters that sends students to our school and they elect people to be on their School Board and that School Board runs the school by hiring administrators that can run this School that reflects the values and the beliefs of the communities that they serve.

I think that is one of the things that we can really use to pull the community to be more involved with the schools, saying that this school is yours. We don't have to follow what a superintendent of the public schools have to follow. We don't have to do every single thing the way that the BIE does it. You have control of the school. How do you want your school run? Come and partner with us and help build the school.

So that's one of the biggest things I caution about, trying to pull power away from the local grant-schools -- school boards and putting it to the tribes.

And I also agree that the comments
earlier about the trauma that our students have. I think in past generations it was trauma inflicted on them from historical trauma from what the government has done to them, to racism, and to all of these other things. Like the -- one generation ago the schools used to punish the students for talking Navajo or talking their own language in the schools. They were taught that English is the way to prosperity and tried to stomp out the language and culture of the schools.

Nowadays, I think that's reversed. I think that the communities are looking at the schools to bring that back. That even though the racism still exists, I don't think that is the trauma that our students are feeling now. Nowadays, as what was mentioned earlier about the chaotic home life, the alcoholism, the having one parent, but actually for a lot of our families, if they have one family or one parent there that look after them, that would be a plus, but they don't even have the one. Our students are living with grandparents, with extended families, foster homes, or homeless and when you really look at the home
life of our kids you wonder how they can get any learning at all.

And so we're fortunate at our school that we have a strong counselor that may be one of the most important positions in the school. So I wanted to agree with that.

But one of the main points, the reason why I came here is I wanted to caution about pulling power away from the grant school boards and giving it to the tribes.

Thank you.

MS. WALTERS: Thank you for your comments. We are definitely listening and -- I'm sure we will be hearing more similar comments when we attend the consultation in Arizona.

MR. ROESSEL: Let me just add a comment and then we'll take a short break.

Let me just -- in response, and this is where this comes from, so it's not so much trying to dismantle local, but the federal government has government-to-government relationship with tribal nations, not with school boards. Now -- I mean that's just a fact. So we have to go with that policy and
we've stated that many times, but how a tribe
and a tribal nation decides to operate that
school, that's an internal matter. That's
internal. We have some schools where the
tribe operates it like they do the district,
where they take all the funding and they
operate the schools. We have Navajo, which
is, you know, dispersed. But if a tribe
decides they want to go a certain route, then
that becomes an internal matter. And what
we're seeing is whatever that decision is --
and I believe you don't have to -- it doesn't
have to be either/or. I think it can be at
both ends.

Remember in 1966, it was either
English or Navajo, but you can't do both.
But, yes, you can. You can do both Navajo and
English.

And so even today you can have both,
but that's internal. And so what we're saying
is that we're dealing with a nation-to-nation
relationship and we have Tribal Ed Departments
that are saying we want to control education
and operate. So the exercise of that -- that
exercise of sovereignty is for each tribe to
decide how that looks. And we understand that it's going to look different for the Hopi than it is for the Navajo.

For your information, I met with Hopi two weeks ago and they're looking at that, but they're keeping the local. So there are a lot of different models out there. And I think, you know, what we're hoping is that we foster through consultation discussion but not a one-size-fits-all solution.

So, again, even out there we have three different models that are right now presently being discussed. And, you know, so I want to make that clear that we're not -- the ideas up here, how that works is for each tribe to decide. Some may say, you know what, we don't want to, and that's up to them. That's an exercise in sovereignty. We choose not to participate. That's as sovereign as saying we choose to participate. So just for some clarity there.

And you -- we'll let you speak and then we'll take a short break. Okay?

MR. PICKERING: Thank you. I'm going to make two comments today. This is the
first one I'll make.

MS WALTERS: I'm sorry to interrupt you, before you continue could you introduce yourself and tell us who you're representing.

MR. PICKERING: My name is Dwight Pickering. I'm the Director of American Indian Education for the Oklahoma State Department. I'll be speaking on behalf of the Oklahoma State Department of Education at this time. My other comment I'll make this afternoon, representing myself as a former bureau student and I'd like to pass on the message from the university.

At this time I'd like to let you know that I just came from a conference in Albuquerque, New Mexico dealing with AYPs and the opportunity that -- I just want (inaudible) to be more rigorous in their academics and to challenge them to be a better student in the public schools. And that's what I look at this time as Director of Indian Education for the State of Oklahoma, I look at Indian students in public schools in Oklahoma. There is over 132,000 students in the Oklahoma public schools.
We work -- our tribe works very closely with the government. The Oklahoma Legislature has been trying to get things installed in our laws and rules and resolutions to help our students in the public schools, and I wanted to kind of share that with you a little bit today. I'm grateful that our -- our tribes here in Oklahoma -- 39 tribes do do that and it has enhances the education of our students and challenges our students be a better student.

And I know that our tribal schools here -- I mean our bureau schools here in the state do very well but they can do better, but they needed that additional funding that they're going to get and I'll talk on that this afternoon.

I want to also say that the Muskogee Creek Nation has stepped forward and worked with the legislators to create a charter bill for the Oklahoma legislators to allow tribal schools in the State of Oklahoma the opportunity to start their own charter schools. And they're to be commended for that (inaudible) tribal jurisdiction. That's
very important, legislation for us here in
Oklahoma.

The other part is a STEPP grant which
a few of our tribes share and work with the
Oklahoma State Department of Education and
that's through the Cheyenne/Arapaho Tribe and
the Chickasaw Nation. Two completely
different (inaudible); two completely
different sovereign nations working in two
different parts of the State of Oklahoma with
two different -- (inaudible) two different
types of communities. One with a large amount
of racism and the other one with (inaudible),
not as much. One is real progressive; one is
working on being (inaudible) and doing a great
job. But they're working in partners with the
Oklahoma State Department of Education to
understand how to work with Title 1 and Title
2A, 21st Century grants, and other federal
monies that come into our state agencies and
they've learned well. And I think this is the
first step in our tribes in Oklahoma and their
ability to take federal funding and
disseminate it where (inaudible) better than
(inaudible) agencies are doing from a federal
I would also like to say that our tribes have worked real well at the federal level with their legislative people in Washington and trying to get things done to benefit us here in the state. But not only do they not look at -- what they do in the State of Oklahoma is what they can do to enhance the education of our students nationwide. So our tribes will be familiar with them (inaudible). And I wanted to highlight that a little bit.

AP programs in Oklahoma schools are going to -- I'm going to make it a mission of mine to make sure our Indian schools have that opportunity. Now I want to highlight the Muskogee Creek Nation in that they provided funding for all their students of their tribe nationwide. (Inaudible) fully fund that test (inaudible). And that's nationwide, that's not just in the jurisdiction here in Oklahoma.

So they're stepping up and and making that happen for their students, and I know other tribes will do the same thing in promoting it.

I'll speak later this afternoon on the
Bureau of -- the importance of this transition to tribal control. And the big thing is looking at how fast it will turnaround to make this happen, or are we just talking and it's another consultation that we dealt with. The reason I want to talk this afternoon about that part is, as the representative of the Caddo Nation at one time, I attended some consultations that testified on behalf of our tribal (inaudible). So I'm looking forward to that this afternoon. Thank you.

MR. ROESSEL: Thank you. Can we take a ten-minute break and then we'll be back here and keep going.

(Break)

DR. ROESSEL: Let's get started if we could.

So let's start up with more comments then.

MS. PARTON: My name is Terry Parton, and I'm the President for the Wichita and Affiliated Tribes and we're just located right over here. I just have five questions that I just want to ask.

The U.S. government has a social
responsibility and treaty obligations to our tribes, and so is it the goal to turn over a broke BIA system to the tribes and make them responsible for it? And if you are, I mean, are you going to -- if you're turning them over to the tribes, are you going to fund these or is it the ultimate goal eventually for the BIA -- BIE to say, you know, it's the tribe's responsibility now, we're no longer going to fund them?

The other thing is in the study, it suggests that the BIE would be beefing up their programs to give expertise to the tribes on how they can become successful schools? Why not put that money into the school system instead of beefing up the BIE with experts that probably have never been in the system?

And then I've got a third question. You mentioned two schools, Navajos and Eagle Pass as successful tribally-funded schools, there's 117. How many more of those are successful right now? Because in the report it looks like you've got these schools that are performing -- a few schools that are performing while -- so instead of it looking
like it's the BIE's fault, it looks like it's on the tribe, that the tribe is no longer -- the tribes are the ones responsible for them not performing well.

And then, you've got -- let me look at my notes. In regards to Riverside, Mr. Dearman said that he's got 84 different tribes that are here. So if no tribe takes over that school, where does Riverside and other schools like Riverside, where do they fall in this? It's not addressed in the study.

And then, finally, you're talking about the strategic plan and reforming everything; when is this all going to take place? Because while we're waiting for this strategic plan or this reform to take place many of these people in here have mentioned that some of this stuff was talked about a long time ago. What are you doing and how long is it going to take to implement it?

DR. ROESSEL: Okay. Since you asked some very specific questions, I'll try to be responsive and answer them.

In terms of turning over -- the BIE, Indian Affairs, Department of Interior,
Federal Government, understand we have a trust responsibility, part of that is in education. We also have treaty obligations. And some of those are specific to education.

So we can't get out of the business of education. We can change the focus of what we're doing from doing the direct operation of schools to try to help tribes operate their own schools, which that's what we're trying to do.

Now turning over a broke -- a tribe doesn't have to accept this. If they want to, they can. If they can't, we understand that there are going to be tribes -- and I mentioned this earlier -- and schools like this that can't be turned over to individual tribes. You know, we have Sherman, it's the same way. We have some interesting requests, though, I will say in terms of some of these schools that are, you know -- there are many different tribes. So it's not a definite, no, to be honest. But there's a process. And I don't know what it is here but I think it's something like 70 percent -- there's a percentage of the tribes that are a part of
the school we approve to go grant -- or
there's some things. So there's a process
there in that way. But we also know there are
some tribes that believe, again, the trust
responsibility is to have a federal presence.
For those schools, and for those tribes, we
don't plan to pullout. We will continue and
operate those schools. We think that
footprint is going to be much smaller.
Currently, within our system we have 183
schools; we have 59 that are bureau-operated.
In Navajo there are 31. So if you take those
31, which they're in the process of now -- of
taking those over, you're down to only 28
schools that we actually operate. And this
year, we have three schools that are going
grant, coming into this next year. So now
you're down to 25. So the trend is going less
operations. Okay. So that's a tribal
decision. But we understand that there will
be some tribes that says we don't want to take
over; we want you to operate our schools. And
in those instances, we will. In a situation
like Riverside, Sherman (inaudible) will
continue to operate those schools. It's up to
the tribe. They have to come and say we want this first.

MS. WALTERS: I'm sorry, if you don't mind me interrupting you, Monty. You also asked a question about funding schools that are tribally operated. That will continue. This isn't a sort of STEPP program to absolving ourselves -- absolving the federal government of its trust responsibility and treaty obligations even for those tribally run operations. I don't know if you're familiar with other -- 638 or self-determination programs where tribes take over things like hospitals, or schools, or other things like that. But that isn't to say that the federal government is trying to get away from providing those tribes with the financial resources or assistance that they need, it's just that the tribes are viewed as better able to provide the services and are better off having self-determination and tribal sovereignty be at the forefront instead of, you know, federally dictated, federally mandated programs.

Yes, absolutely.
MS. PARTON: You say that, but every year our funding gets decreased and so the tribes end up having to put more money in there (inaudible) (technical difficulty).

MS. WALTERS: That's certainly a concern that a number of tribes have. I mean, I don't really know how to respond to it except to say that that is not the current policy of the Department by any means.

DR. ROESSEL: And if you look at the funding of BIE schools, the way the student (inaudible) that lately has actually gone up. It kind of went down a little bit with sequester with that funding. And, of course, it's partly because there's fewer students in the system so it goes up and so it's not because of the good grace of people giving money, you know, we understand there are others. But I think, you know, one of the things that we've heard from tribes when we talk about -- when we talk about facilities. Why would we takeover terrible facilities. We understand that one of the things that was really loud and clear in the tribes is we might takeover operations of the school, their
curriculum, and what's happening in the classroom, but we're not going to assume ownership of those buildings in their current condition. And, you know, that was something that was said to us in many different regions of this country by many different tribes. So there's a lot of different layers to that in terms of turning over a broke system. We're broke right now, looking at our success. We need to try to find a way to improve it together. What we're saying is BIE can't do this on their own. Tribes can't do it on their own; that we need to work together to try to improve the quality of education in Indian Country for BIE schools to all Indian students. So I think one of the things that we're trying to look at is get passed the blame, and say, okay, what are the solutions? You asked about when is the strategic plan and things like were going to happen. We're already starting that. I mean, that goes back to, you know -- there are things we can do right now that we are doing. We are moving -- you can say we're the chairs of the titanic around but really some of the ways
that we're structured is not conducive to the outcomes that we want. We can change those things, and have a positive influence right now, you know, in terms of how we come and interact with tribes. Say Riverside, for the schools -- there are things structurally that BIE is just not in a position to do well right now. And it makes no sense. So I have that authority to do some of that now. We're going to start that -- the incentive grant that we talked about. We have funding -- we found funding for that now. That's happening. We're drafting the grant -- you know, the application process. The pilot program for Head Start, that's happening right now. Again, what we're looking at is we have an early childhood education -- not Head Start, I meant Early Childhood Education. We have early childhood education right now. It's the FACE Program. Okay? It uses up a big chunk of money. We have $15.8 million in that program. It funds only 882 students; 15.6 million. That, you know -- that doesn't make sense. We can do better. So what's the solution? We can continue to grow that
program or we say to a tribe, you want an early childhood program? We'll give you x-amount of money. You develop the program you want. You want native language in it? You put it in there. You develop it and we'll hold you accountable. And so then you're designing the program you want based on sound factors, of course, but at the same time it's coming from you as opposed to BIE dictating. We're not waiting for fiscal '16/'18, whatever; that starts next year. We can do that now. So part of this process is we have some common sense ideas that we have the authority and control to do it right now. We're making them aligning and professional teacher evaluations to include growing, and then trying to say here's a model for our grant schools. How can you incorporate that? Because that is a big shift. Those types of things we can do right now.

Centralizing and consolidating what we have currently, the way we're situated. Our line offices, they are for compliance and monitoring, not for the assistance that's needed in the classroom. And so there are
things that we can do now. So the answer to your question is, this is happening now in Phase 1 and Phase 2. So Phase 1 is kind of going through some of the stuff that we can do administratively already.

And then Phase 2 is some of the larger structural issues that we're talking about and discussion. Because I agree, we can't wait, we can't lose another generation, we can't lose another year. We need to take action, we need to work together. But what we're also saying is that we want to give this to the tribes. Not like, here, it's your problem. But what solutions do you have? What solutions can we come up with together? And that's kind of the backbone of this plan, is how we can really try to work together to build something.

In terms of the tribes and the grant schools, I agree with you. Like I said in the beginning, when Congress says your schools are failing, they're not seeing grant schools or BIA; they're seeing BIE-funded schools. So they're combined, we're joined at the hip. Whether we like it or not, we're joined at the
hip. And I personally take responsibility for all of that. Otherwise, I'd say it's not my problem. And that's something that since I've been in this office I told everybody up and down and throughout the organization all BIE-funded schools, we don't -- in the past it's been, okay, we can't really do anything with grant schools. But we can't have that attitude. It's our problem. They are our kids. We are solutions. And that's what we're trying to do.

MS. WALTERS: When you talk about when is this going to happen; what exactly is going to happen? Part of that has to be determined through consultation like we have right now. So the finalized long-term plan hasn't come out yet because we're still getting input from you and other tribal leaders to influence what that final plan will look like. So as Monty mentioned, there are things that we can do now and are doing now, but we also have to consult with the tribes to -- on anything that has tribal education, to get the best result possible. So that's what we're doing now, and then when -- once we hear
from everybody and have the best solutions, then a comprehensive final plan will come out. I don't know if that answers your question.

We have -- over here?

MR. ROMANNOSE: Good morning. My name is Quinton Roman Nose. I'm here in two capacities. One, as a member of the Riverside Indian School Board and the other is the Director for the Tribal Education Departments National Assembly, also known as TEDNA. I want to thank both the Department of Interior and Education for allowing for this BIE study process. I was hoping there would be more tribal leaders here from Oklahoma. Unfortunately, I think a lot of tribal leaders think that because they don't operate a school this is not affecting them directly. However, I would like to point out that most tribes do operate higher ed in Johnson O'Malley Programs. So hopefully, this process will benefit those two areas; the higher education and Johnson O'Malley.

I want to thank Dr. Roessel, and Donald Yu, and others who are involved in the BIE study. I also have heard from tribal
leaders that, oh, the BIA is having another consultation. Why should we go? We go, they're going to tell us what they're going to do anyway. And so with that kind of attitude I think it's permeated, you know, for a long time because of the BIA process. But I can tell you that, you know, through this process and the people involved in this, they're committed to make changes. In the past decade or maybe more we've never had an opportunity to make some meaningful changes within the Bureau's system.

I heard a former BIA Director who spent a year up there in Washington D.C. and said I spent all my time listening to people telling me why we can't change this. Why we can't do this, you know, why we can't do that. And I think this process here is an eyeopener. You know, we've got here not only the Secretary but also -- both the Department of Interior and Education but also (inaudible) administration. They want to make changes. We need to have changes. So I really appreciate the group coming down and allowing for influence from different parties.
TEDNA has made recommendations before in previous meetings and that's probably already on the record. As a School Board Member I'm hoping that some of these issues that we've covered can be resolved. The most glaring issue that we have is the -- if you look outside, there's school construction going on in some buildings. Unfortunately, they probably should have been done -- about three or four years they should have been completed, students should have been there. And once, again, the BIA process for school construction is just so ineffective. So I don't want to say useless, but it's very ineffective, because they have lost the funding for BIA schools nationwide, because they weren't able to complete the funding of those projects. And so Congress has decreased the amount of funding that was there even in the Republican administration. So, hopefully, they'll be able to fix this through this process.

Also, for those schools who have partnerships with USDA, I hope you can look at the partnerships again so that, you know, the
schools can get reimbursed the amount for --
especially those who are 24/7, seven days a
week.

Also, there are just a few boarding
schools -- off-reservation boarding schools.
One of which is -- Riverside is one of those
schools. Even though we -- (inaudible) I
think there are some wide concerns with -- in
the boarding schools. So I would like to see
some sort of coordination between not only the
principals, superintendents of boarding
schools, but also coordination among the
school board members to see how we can come
together and come up with some ideas to make
the boarding schools a lot better for tribal
nations.

Also, I want to publically thank the
Riverside Indian School staff; Mr. Dearman,
teachers, here at Riverside, they -- you've
heard Mr. Dearman, they've got a real
difficult task. But being on the School Board
for the last few years I can attest that there
are some real concerned individuals here who
have concerns for the kids. And they've been
able to really do an excellent job, and kind
of some really non-academic related issues, very severe issues, and they were able to handle those appropriately. So, I'm thankful that Mr. Dearman; and hopefully the other school districts will be able to increase staff, administration, and teachers just like we have at Riverside. As the Tribal Education Department National Assembly Director, I want to remind you that all tribes have like-concerns, even though they don't operate a school, they do have primary programs. They do have Johnson O'Malley Programs. I know there's been some progress made with Johnson O'Malley but I understand that -- and Dr. Roessel, you are under-staffed in Washington D.C. but the higher ed programs have been stagnated for the last 20 years -- 10, 20 years. Same way that they've been operating the program, it's the same way most programs -- tribal programs operate the programs. This is like meeting the needs of our future college students who come from Native American students -- Native American backgrounds. We need more coordination through tribal higher ed programs. Johnson O'Malley Programs, get

Christy A. Myers
Certified Shorthand Reporter
them career (inaudible) to go to college. And so I think there's some opportunities within the BIE -- and the BIA to look at the initiative. I mention that (inaudible) tribe they basically start working with their students in the sixth, seventh, eighth, ninth, school level. Right now there exists a database with every tribe that allows them to make (inaudible), to at least have contact with their students. And that database is called the tribal enrollment. Tribal enrollment should have a copy of every tribal member. In those tribes, they do work with their students no matter where they're located at, not just the area, they also work with students out of that area, out of state, and in some instances out of country. So I think there are some very promising initiatives that can take place there. TEDNA is getting ready to promote a nationwide program for college readiness through the use of the worldwide web to assess resources for students. Any student in the United States that wants to learn about their tribe can utilize the web to connect them with the tribal education department so
they can get information not only about
college career readiness, but also about
tribal government history and so forth. So
we're getting ready to announce that,
hopefully, in the near future.

I wanted to say that common stuff,
tribal education departments, been in this
business for a long time. If you really want
to affect the education of your students,
regardless of your situation, then you can
look at the policies that are effected not
only by the federal government, but by the
state government and also by your tribal
government. You know, this is an enrollment
process. It's not new to us, and everything
(inaudible) to be changed overnight. It's not
going to happen overnight because it's an
enrollment process.

Right now that tribes historically
have given over the education of their
students to non-tribal control institutions;
BIA, State LEAs, and CAs. And now that we're
trying to make an effort for the tribes to
have more control, it's up to tribes to now
look at their education capacity so they can
build this capacity. I mean, just having a BIA higher ed, BIE Johnson O'Malley Program doesn't constitute a tribal education department. If you have a true education department you're looking at all your members, you know, looking at it from birth until they leave this world. K-12 to beyond higher education into (inaudible). I mean, that's a true education department. And you look at how you can change that, you look at policies that are not only local, but at the state level. You look at tribal policies, which (inaudible) but more importantly you look at your own internal tribal policies. I mean, are we just having a tribal education department so we can operate programs; or do we have tribal education departments so we can effect the future education of our tribal members? And let me tell you I can talk all day about that, but I'm not going to do that. So I just wanted to thank you for this opportunity. Thank you.

MS. WALTERS: Thank you, Mr. RomanNose.

Can you introduce yourself and tells
us you how you represent.

MR. NELSON: I've got to stand because I talk with my hands. My name is James E. Nelson, Jr. I started here at Riverside back in 1989. I'm going to speak on behalf of Cheyenne Eagle Butte High School in Eagle Butte, South Dakota. I was the -- well, officially the Assistant Principal there, but the Principal of the high school. I just resigned on the 17th of April and now I'm the Higher Ed Director with the Kiowa Tribe in Carnegie. So, first off, I said, I think that's one of the most antiquated systems that has -- it just needs to be revamped. I mean, you can take 65 Indian students right here at Riverside, and 65 students at Eagle Butte, they're not the same students. We need to start individualizing how we can help each kid through a personal learning plan or whatever it might be as far as students that -- well, you don't fund athletics, we'll find money to do that in any reservation or whatever. But band students, gifted students, students with IEPs, and the list goes on to where we're going to devise a system to help that
individual student, not 65 students. I hope that makes sense. Because I was trying to have a solution to any problems because that's what I do.

Background checks for -- you're talking about tribes that retain or recruit, I started my background check in May of 2009, and it was completed in October of 2009. I mean -- but luckily Cheyenne Eagle Butte is a coop where the district paid me from August until October and, you know, I mean, goodness gracious, that's just ridiculous. I mean seriously. And I was expedited. Seriously. I don't have an answer for that other than it seemed like I got three background checks. Does that make sense? I mean, because if they did one, and then somebody else did -- reviewed him, and then somebody else reviewed him, that makes no sense at all to me. That really needs to be looked at. That's just my opinion.

Also, attendance with Bureau. If you have a student -- you know, and attendance is a big issue. But in a public school setting, if they miss ten classes you can drop that
student and line them up for summer school or
whatever it might be. But with the Bureau,
you cannot drop a student because of the
funding and all that kind of -- and some of it
doesn't make sense whenever you have students
that come back, they're close to graduation,
you know, and might need two credits or
whatever, but you've got to give them eight,
and you know -- in those six classes that they
don't have to take -- you have discipline
issues, boredom, and -- you know what I'm
saying? That really needs to be looked at. I
don't know if Riverside uses NWEA or math
assessment. You pay in NWEA oodles and oodles
of money and it is one of the most labor
intensive to get the data that you need, but
I'm back to the individual -- you know what
I'm saying? I should know all of our RIT
scores, how much I need to be improving, but
to go through and get it it's so hard to do
because it's all about back to the 65 students
again -- comparing 65 students. I hope that
makes sense. My deal is if I'm paying NWEA, I
want to get the service that's catered to
Cheyenne Eagle Butte, or Riverside, or -- you
know what I mean? They need to individualize that.

School repairs. Cheyenne Eagle Butte re-roofed all of their buildings and they still leak. I mean, God bless, they need whole new school up there, if you could put that in too. They really do. I love that school.

Language. They have Ordinance 66 in Cheyenne Eagle Butte. Every Cheyenne River Tribal member has to take Lakota. But you have some students that don't want to learn Lakota. There you go, you get in, they don't want to be there, you have discipline issues — you know what I mean? And it's back to the Indians who lie still. I would much rather have a kid that didn't want to take Lakota, get them into Spanish, German, Chinese, you know, something that they wanted to do. Does that make sense? I hope it does. And I'm almost done.

AYP. Everybody talks about, oh, we got to get to AYP. Oh, we got to do an AYP, whatever. My deal is, in each school you're going to have some -- just great kids that
never get recognized because that school
didn't make AYP. And that to me is just an
injustice to kids. And (inaudible) if it's
not working, quit doing it and find something
that does work. Thank you very much.

MS. WALTERS: Can I ask you just
one question --

MR. NELSON: Sure.

MS. WALTERS: -- to clarify one of
the things that you said? When you were
mentioning the attendance issues and having
different standards from the state standards,
were you suggesting that we adopt the state
standards or were you suggesting something
completely different from --

MR. NELSON: I would, depending
upon what school districts have in that area -
- because see, Eagle Butte is a coop. I think
there's only two; 20-1 could go under -- same
(inaudible) of Caucasian. I don't have to
follow the BIE's deal. I can take two
classes, first and second, (inaudible) if I'm
working in the morning or in the afternoon, I
just have them take those two classes. It's
still funded through South Dakota. Policies
are good but some of them need to be really understood that -- some of them -- it's got to be individualized and catering to resident (inaudible), is my opinion.

MS. WALTERS: Do you feel that putting -- putting tribal control and tribal operation would help with that?

MR. NELSON: You know, and -- tribally, when I was there -- they fired two superintendents while I was there just over -- you know, the school board didn't want them there. And the first superintendent, I learned so much from her that -- and I'm thankful, but it was a lot of just bull-headed, you know, I want to be right rather than (inaudible) and she ended up getting fired.

MS. WALTERS: Well thank you very much for your comments. They were very, very helpful.

MR. NELSON: Sure.

MR. SEGROVES: Good morning, everyone. My name is Michael Segroves, I'm with Eastern Oklahoma Tribal Schools. We are -- if anyone is not familiar with us, an
intertribal organization, organized under Choctaw Nation of Oklahoma. We provide facility's management and architectural engineer services for Greg's school -- all the dormitory; Mr. Keel's school, Chickasaw Children's Village; Sequoyah Indian School; and Jones Academy.

One of the things I'm happy to see in the report is that there appears to be pushing things out of the central office and more into the field with technical assistance. And I'm hoping that that technical assistance will also create either bureau offices, like our office or tribally created offices like our office, to give the schools the technical assistance they need to maintain the buildings. As everyone has brought up in here, Mr. RomanNose and you, sir, about the facilities. One of the things that we are constantly fighting is 50 and 60-year-old buildings that are trying to be adapted to 21st Century education and there are only so many times I can put a roof on a building in 30 years before we've wasted a ton of money on something that should have been rebuilt. Many
of the buildings that we've built on our four campuses, funding has come from different sources. Chickasaw Children's Village was built partially with Indian Affairs money, and partially with HUD money. So those opportunities, I think, we can work those type of things out. But if Indian education is going to be responsible for Indian education, they need to have the responsibility and the control over the actual facilities and not OFMC (inaudible) Indian Affairs, because they have all of the other Indian Affairs going to (inaudible) as well. I would hope that that would fall over into Indian education.

My kids go to Edmond Public Schools here in Oklahoma; I grew up in Norman Public Schools. Neither one of those school districts have not passed a bond measure in 50 years. That's how much the people in those districts care about funding those schools. Some of the stuff may be silly sometimes but they all care about it. It's my hope that all the leaders here can exert pressure on Congress to do the same type of thing and adequately fund the facilities for Indian
education -- the schools under Indian education. Because we can give technical assistance for teaching and improve health care, improve nutrition, but if they're in a building where the roof leaks and they have to wear jackets all the way through school, it's just not the outcome we're looking for. And from what we stand for, we want to work with Indian education and we want to work with tribes to make that a better relationship and give the superintendents of these schools basically an option for them where they don't have to worry about are they getting their buildings repaired correctly. Rural school districts here in Oklahoma have problems attracting architects and engineers to come out to their facilities. They'll be charged a thousand dollars just for somebody to come out and look at an issue. Same thing happened with these four schools before our office was created. And these four schools created our office for that purpose. We're on-call of them. But if you're not sure that you're getting your building fixed correctly, you're not only wasting your money, but you're not
serving your children, whether or not you know exactly what you're doing. If you don't have the technical expertise to know that a building has been damaged by one of our recent earthquakes, or if it's -- the water damage is causing mold and all these other things, you just don't know. And that's why they need the same type of services that larger urban school districts can attract and get out there.

Just to close, I think one of the things that's bothered me for the longest time is we can build schools in Afghanistan and Iraq, and we can buy buildings (inaudible) but we can't find the millions of dollars that we need to fix this system. And I think that's what we need to do, and use all the leadership and power that we have to do that. Thank you.

MS. WALTERS: Thank you.

MR. ANDERSON: Good morning, my name is Greg Anderson, I'm the Superintendent of the Muskogee Creek Nation Dormitory. I'd like to say for the most part I agree with all the comments I've heard today. I told Tony at break, professionally we do it the same way, deal with the same issues, the same kids, same
success he has. So I appreciate his comments.

One thing I would like to say that I haven't heard is the question, have we satisfied the GAO Report and address the issues in the Bronner Report. I think we have, with the presentation this morning -- just a review of the strategic plan. I think we have addressed those issues so I think we're going forward with that. Our facility, like Mike said, we're in desperate need of help in funds in getting these facilities up to standard, they're sub-standard now (inaudible) facilities (inaudible) and saw just how bad these buildings are, they're in terrible shape. But a couple of weeks ago I heard Dr. Roessel speak at the National Advisory Council, and he says -- and I mean really a statement, and he said this, our actions will challenge the impossibilities we have created and create (inaudible) possibilities. And I think that's what we're trying to do. None of us can go back and start a new beginning but we can start (inaudible). But I think that's what we're trying to do. We can't go back and change all
of the things that have been done but today we can develop a study group. That's the first step in making things better. And I think that's what we're all here for today is to communicate, cooperate, and collaborate. But how can we do that? It can be done. It can be done. I think we need the direction, we need the support of the administration we have now. We have a President who wants to see Indian education improve. We have two Secretaries who are collaborating and communicating like I've never seen before. That's (inaudible) Indian education. I heard Dr. Roessel, who I think is going to do great things for the BIE. So I think we have at least (inaudible) to do good things, we have a window of opportunity that we need to take advantage of now, not later. Let's get things done now. Let's push these initiatives forward now. Thank you very much.

MS. WALTERS: Thank you.

MS. ROGERS: Good morning. Sharon Rogers, I'm the school counselor, licensed counselor, and school psychologist for Jones Academy and Choctaw Nation. I just want to --
I wanted to reiterate what Mr. Anderson said and Mr. Dearman said, that the testing with our kids, the growth factor, I'm on the -- the front lines. I'm testing these kids, I'm in the room while they're testing. And I've noticed the difference in how the kids respond with, like, the EWA test, the growth factor verses taking one test, one time a year. You can see the light in their eyes when the teachers are holding their scores from the fall, and they've made a 10, 20, 30 point increase by the spring. It's just lights up their face. I deal with testing and I deal with the traumas, I deal with all of this with our kids. And I see more trauma and more testing with the single test than I do overall with the NWEA. The kids need to enjoy it more. And we're starting those kids in the first grade instead of waiting until the third grade to start testing, getting them used to the process. But I think that's very important for our students. Just like Tony said, we get kids from all over the country at Jones Academy. I don't know this year how many tribes are represented, how many states,
but we've got them from as far away as Alaska.
Okay. And I see the difference. I had kids -
- I've had siblings come in for our students
that are on IEPs telling me, you all are doing
more with my sister or my brother, than they
did at their last school. You all are
actually teaching her how do read, or him how
to read. Because they come in third and
fourth grade and they can't read. They're on
an IEP, they just sit them at the back of the
classroom and let them color, but you all are
actually trying to help my sibling
(inaudible). So I see and I agree with these
comments on the ground floor, stuff that other
people doesn't. So I'm in line with Tony, and
I see these kids, I've handled the crisis he's
talked about from, you know, a kid hurting
themselves, or hurting someone else, I've been
there, I've seen it on site, I've been a part
of that. And we need that bottom line defense
for our kids. Thank you.

MS. WALTERS: Thank you, Sharon.

MR. TSOTIGH: Good afternoon, my
names is Jacob Tsotigh. I'm a member of the
Kiowa Tribe; former Indian Education Director
at Anadarko Public Schools for long time. And I'm well aware of the need to have such a wonderful institution as Riverside to help compliment the local community. I'm glad you're here. I work for the University of Oklahoma South Central Regional Comprehensive Center, and we are charged with working with states to help build a capacity of the state departments of education. I work primarily with New Mexico and Oklahoma; I worked with my colleague Dwight Pickering here in Oklahoma, and my colleague Dr. (Inaudible) Clark in New Mexico in addressing issues that connect to the public school system. But our native students function in both worlds; both in public and in BIE schools. And I'm speaking today as a member of the native community. I am so appreciative of the Bureau's efforts to solicit input in what I see will become transformational in terms of the journey of education that our institutions are (inaudible). And it's good to see our tribal leadership here, and our tribal educators who will be charged with helping to implement the vision that you have outlines. And these four
pillars are amazing in what they propose. They will provide a basis for, again, the transformation that is necessary to move us away from a bureaucratic monster that is cumbersome and unresponsive and lacking in the compassion that is conveyed by some of the staff members that we have here in our midst. I think it's important for us to feel that the institution is responsive. And I think the findings of the study goes a long way. I know there's trepidation, I know there's concern, that maybe we will bite off more than we can chew. But as my colleague, Mr. Anderson, conveyed, we have to look at the ending, it doesn't matter what our beginning was. We have to be willing to effect those students. And it was kind of a concern to me that we were conveying the physiological and sociological impact that our parents brought to these children in front of them. Because they are here for security. They are here to find some sense of contentment. And I think we kind of threw that on its end a little bit by exposing some of that which they know -- that's why they're here. They know what
they're facing. And it's up to us to transform that. And if we can't impact teaching and learning at the classroom level, then our job is not worthy of the undertaking. We have to be able to evaluate the effective teacher that are doing their job, they're changing the test scores that are necessary for them to be productive citizens as my colleague Mr. RomanNose said. Now we have a long journey, and it's a comprehensive journey, and it doesn't start from just one part of the equation; it is a complex formula that we are looking at. And we have to be willing to consider what our obligations are to engage in the process of transformation. And I hope that under the new leadership that has been willing to come to us, and connect with us, and to listen to our concerns, that together we can build that type of (inaudible) that will impact those lives and be found and will allow them to find their place in the communities in which they will return and engage their lives as a part of being a productive citizen of those tribal nations and in some cases, of the state communities. So
we need to look at those comments. Part of that is being an agile organization to be able to adjust, to be able to modify, to be able to translate those local (inaudible) into being more effective at the classroom level. And that's what it's all about. We're talking about being able to have classroom instruction that engages that student based on emerging technologies that will allow them to be a part of the process, and not having them pose a problem. So I thank you for what has been outlined, and I look forward to the dialog, and (inaudible) as a result of this strategic plan and I value the fact that this administration has been willing to undertake that journey. So, good luck in the future. Thank you.

MS. WALTERS: Thank you.

MR. DEARMAN: Just some challenges that I want to let you know what we deal with. You know, Mr. Nelson, when he talked about background checks, hiring is a huge issue. And I mentioned this to Dr. Roessel in Oklahoma City, until we get HR under our belt or underneath our umbrellas, it's always going
to be an issue. When we go to hire teachers and we're dealing with it right now, they can be certified in the State of Oklahoma but they can't BIE's requirement, then we lose them. Right now we're trying to hire a Spanish teacher that can go anywhere in the State of Oklahoma and teach but she doesn't meet qualifications of the BIE. And, you know, we talk about the reciprocity and things like that, but it's unique in our situation and it's pretty difficult to get around.

The Division of Performance Accountability Annual Report. We still haven't been notified whether we made it last year, and it's April the 30th. Again, DPA comes in and monitors -- monitored us last week and they wanted to make sure, Mr. Dearman, did you send that letter out to the parents stating that you did make AYP? I said, I sent a letter out saying that all indications showing was not going to make AYP because we've haven't received determination yet.

Student staff ratio. I think this is critical. According to CFR, and I think --
you know, tribal members, I appreciate you being here because if you're looking at take over -- or looking at taking some of the schools back over, these are some of the challenges which you're going to undertake. Student/staff ratio, DPA came in and said we're over-staffed. We have 195 staff members and at that time, I think, we were about 402 with students because we fluctuate a lot. We quit bringing them in the last semester. At no time did they ask, give us a breakdown of your three shifts because what we wanted to tell them was we don't have all 195 employees on staff at the same time with their kids so that's not an actual student/staff ratio.

ADM. The way we're funded. It's ADM now. In the past, it needs to be counted. So ADM means, according to what we think we know, is we have ten days; when five kids leave, we have ten days to bring students in in their place to keep funding. That's throughout the year. But we're funded until the last week of September for transportation. So September the 30th, when that last week in September rolls around, we bring kids in that keep our
ADM up for our funding throughout the year so it's coming out of our pocket. In the dorms it's different. I haven't understood this. Because in the dorms, we're on a three week calendar. So a student has to be counted at 3:30 and then at midnight at least one day for each group. And that's the way it works in residential. The thing that we would like to see changed if it's at all possible, ADM is not attached to a name. But in the dorms when a student leaves, it goes with them. You can't put a student in that place and get that number because it's attached to the names. I've never been able to get an answer for why it's like that because it should just be, I would think, based off numbers.

Construction. Right now -- and Dr. Roessel mentioned this to you before, they don't recognize an off-reservation boarding school in elementary. So the kids that were sitting up here, they're going to still stay in the dorms that were built in 1934, and they're still going to stay in portable classrooms. So when we met with them (inaudible), I'm like all right, gentlemen,
whose number do I give when the tribes and the parents complain because their babies aren't good enough to be in the same buildings of the high school kids. But, you know, that they're moving out of but they're still good enough for the elementary. I haven't got a number yet but it would be nice to understand how come our -- you know, we've received funding in every other department if they're elementary, but we don't receive anything for new construction for our fourth-grade grade.

Square footage, when you go to construction, Mr. Salazar came to our campus one year and he said I want to see a five-year plan. So when he left, we had to develop a five-year plan. And what we tried to get him to understand at the time was it's not what we want, they say this is your square footage, deal with it. We're going put -- and this is an example. We have an old gym at (inaudible) campus and they were going to tear it down, and he was (inaudible) with the new construction, so we're excited about that. And when you walk in to our new gym and the high school -- it's not wide enough to get a 3
point line in. I mean, it's that small. So we said that's not efficient for a gym.

Again, so if we get that group underneath our umbrella we're going to be able to (inaudible) situation. Because you'll hear the board aesthetic, aesthetics, aesthetics.

Aesthetics sometimes may look good, you know, for design. But for the safety of kids it doesn't work. We've got a wall setting right in front of our cafeteria and it was put up for aesthetics, but it's a good skateboard ramp for kids to run up and jump off. We've had dealings, that wall is going to come down this summer because we had a young lady that fell off backwards and had to take her to the emergency room, she had hit her head. But to get people to understand that from our level is a difficult thing.

The other thing, you know, I've asked this over and over and we just haven't had a legitimate answer or a solid answer, is can government employees within the school go out and solicit money or ask for donations from tribes. Not as a fundraiser for student activities, but for like facilities, like a
track, you know -- Native Americans we're awesome in track. We're fixing to have our state track met across country, we're real competitive, but there's no funding for that. So my question is, can we as government employees actually go out and ask tribes if we can get donations to track.

USDA, it was mentioned earlier. We're reimbursed for breakfast and lunch, five days a week. Snacks that we give our kids at night; dinner, weekend meals, we receive nothing for. And it would be nice if the BIE or the organization could go to bat. I know that your juvenile detention facilities, your jails, they get reimbursed for meals but we're not considered an institution according to the USDA. So that would be great if we could have someone look at that for us.

I think we're all sitting here talking about some questions that the schools deal with. And I appreciate the tribal leaders that are here because ultimately it starts at home. When we get our babies in our elementary, you know, I said we don't get them until the fourth grade. And people want to
point fingers. It would be nice to see a lot of our tribes that here taking -- you know, this is the first step to get here, a lot of our tribes do some things for their kids to get them ready. Because so many kids come to us in the fourth grade, and they haven't had a whole lot of parental (inaudible). They haven't had a whole lot of structure, and then people want to point fingers and say, you know, it's the education. Well, you know, there's always room for improvement. I don't care at what level or where you're at, but I've been to a lot of reservations. I've been to a lot of tribal education (inaudible), and I think until our tribes actually take ownership of that, and say, we've got to get a head start, we've got to get a kindergarten, we've got to start reading programs in our homes, it's -- we're always going to have problems in our education system. Thank you.

MS. WALTERS: Thank you.

MR. DEARMAN: I wanted to say that while you were on an empty stomach because after lunch you'll be nodding, it's him again.

MS. WALTERS: That is something
that is getting ironed out and there will be a
rule coming out about that in the near future.
So that is something that we can get looked
at.

DR. ROESSEL: And in terms of the
USDA funding, we had a meeting with the USDA
with their top-level people -- with the
Assistant Secretary and his staff to try to
figure out how we can try to address that and
allow our reservation schools, if not for the
whole weekend, at least for the Friday which --
Friday dinner, it's also -- and dinners are
not covered. So we are trying to get some
movement on that and see if we can change some
of those regulations, or (inaudible)
interpreted differently so that schools do get
reimbursed for that. We have a high-level --
we had secondary meetings here (inaudible)
slow but we've heard it and we're trying to
figure out a solution.

MS. WALTERS: I think this is
probably a good time to break for lunch.
Since you might have to drive a ways, maybe we
should give an hour and a half so that we make
sure that everybody can eat and relax a little
So, maybe, come back at two o'clock.

(Comments of locations of restaurants)

(Lunch break)

DR. ROESSEL: Let's go ahead and get started again. Let's start with finishing up the comments that we have concerning the recommendations before we move into the strategic plan or other items.

So we will have comments that we didn't get to this morning. We'd like to hear from you.

(Pause)

DR. ROESSEL: Okay. So if nobody has anything from this morning, then I'll move on. This is just -- this should be relatively simple. I think many of you -- the strategic plan, BIE -- one of the things that was brought up and I think Mr. Anderson brought it up concerning the GAO Report, and within the GAO Report one of things that was brought up was that there was no strategic plan for BIE, there was no communication plan for BIE. So what we drafted and created is a strategic plan that also includes a communication plan.
We got the key administrators of BIE together over a course of a week in January, and then again in, I believe, March in Albuquerque, plus many conversations during that time and we started drafting this plan. What I would really just like to focus on primarily are the outcomes, because I think one of the things that has been brought up -- I was at the TIBC meeting, Tribal/Interior Budget Council, recently and as you all know not only in education but also in terms of funding, we need to be able to show what it is we're doing. We need to have data that reflects outcomes, that reflects, you know, if we invest x-amount of dollars and this is what we bought. And in order to get more money, in order to try to make a case for more money, we need to start gathering that data now. So this strategic plan reflects that move to try to be more accountable for the dollars, not just the actions. You know, we always can make -- I'm not going to say excuses, but we can always explain something. But if we can start having equitable objectives that we move forward with, I think it would help everybody
involved. Right now the primary two areas that we have to be measured is AYP. How many schools made AYP; how many schools didn't.

The second measure that we have is how many schools are in the poor category of construction and how well we've done to move forward in terms of improving those facilities so they become fair, or good, or whatnot. Those are the only two measures we have. And those are terrible measures, they're not -- I mean, in a sense of ethics.

(Technical difficulty with microphones)

DR. ROESSEL: So what we wanted to do was to expand what it is that we're looking at to try to -- to say what is it that makes us successful or not successful. And we all talked about that. We talked about it the first day the different ways a tribe wants to define what is the success of their school. Do they want them to take native language or not. You know, different things like that. By that same category, what we have to do with BIE is look at how do we do this across all of Indian Country for the schools; the 63 tribes that we work with and that have schools. So
we started developing a strategic plan with a
couple of things, I think -- and some people
may be asking, how does this fit in with what
we just talked about this morning? To me,
it's like an umbrella. We have the big
picture that we have to look at, these big
recommendations, but we still have a school to
run -- a school system to run day-to-day right
now. What do we have to do right now? We
can't wait for changes and equitable
amendments to the (inaudible) like that. We
have to do things now. And I think this
strategic plan reflects what we can do now but
it's also improving on what might be the step
two, or step three here.

So with that, I'd like to just start
with by outlining the four priority areas
within the strategic plan.

Number 1, is to promote increased
educational outcomes and opportunities for our
students.

Number 2, to promote self-
determination in American Indian education.

Number 3, promote sustainability of
native culture, history, and language.
Number 4, promote excellence through the support for BIE and tribal school employees.

The last one I just want to highlight to say, again, it reflects what is expected of us. We are one system when they ask how are your schools performing. So we can't sit there and say we had nothing to do with tribal employees. We may not have anything to do directly, but indirectly I think we need to -- at least my idea as BIA Director is we need to take ownership of the whole system and not say I'm responsible for this but I'm not going to be responsible for that. That's what the options discuss, and we need to find a way out of it. So that's why it's encompassing both BIE and tribal school employees. But we know and we understand that we have no direct control over tribal employees but we can try to help build capacity by having professional development with both BIE and grant school employees. You know, there are some areas in this country where we have three or four grant schools and one BIE school. And our BIE schools come and join that professional
development. And in some areas, it's the
other way around, and the grant schools come
join. So sharing and trying to work together
across lines I think is what we're really
trying to look at. But those four areas are
the four priority areas that we're focusing on
as we move forward. And a lot of the stuff we
talked about earlier today, and a lot of stuff
we talked about and will continue to talk
about, fall under that structure.

I'd like to just go to the -- most of
you that have the copy, but Objective Number 1
-- if you look at that, Page 6.

Okay. If you look at this, the
objective, the BIE will implement a universal
early childhood program for all 100 percent
BIE-funded elementary school sites. So that's
an objective and the outcome. I won't read
everything but it will kind of give you an
idea of how we're trying to move forward and
can see that the outcome by -- by 2018, we
will have 100 percent of our schools that
qualify for -- Riverside doesn't have a K
program, so it's those schools and we have
some high schools -- so the other schools have
-- are K through whatever, that need an early childhood program. And then I think the other thing too is what we'll be looking at, you look at this objective, then you go into the back of the appendix on Page 28, you'll see how this is a form -- this is how we're going to be using it. So the first school year right now have 43 early childhood programs. We want to add 22.5 percent next year -- we want to add. So how do we get to that goal of 100 percent.

And one of the questions that was brought to me actually by the Assistant Secretary was is this doable? And as many of you know -- and we talked about it this morning -- we could fund an early childhood program tomorrow that would meet the needs of every single school we have, that's the K school and above, without asking for one penny more. But the focus that we have here is simply we're focusing on early childhood, not on FACE program. So if we change what we're looking at or change the perspective of what we're trying to accomplish and not look at it as a vendor but look at it as an early
childhood program, it needs our (inaudible) solutions. If we want to continue to FACE for everything -- and of course, that's going to be a lot more money, but a lot of the conversations that we've had with schools, and principals, and schools boards, is that they want to have a say in a different type of an early childhood program. And that's why we're talking about having this pilot program. So this is an objective.

So, you know, as we move forward with this and then promote school readiness, first priority, we go through these different objectives that we have, early childhood.

The next strategy is improving structural strategies to transform BIE. If you look at Objective 2, it's creating these regional Centers of Excellence; which, again, you take the idea -- we already kind of have ideas in the line office, but the old line office was just about compliance, it was about monitoring, it was about the heavy-hand of the BIE. It wasn't about capacity building. What we want to do is change that. So we wanted to move these centers closer to the schools; not
have them centrally located in Albuquerque, but have them out in the fields, and teachers and schools would be close by where you could gather teachers from across the region and teach. One of the things -- and provide professional development.

One of the things research shows us is that if we have collaboration across grade levels and across schools that that fosters greater professional development. So here's an opportunity for us and these regions to be Centers of Excellence to bring in third graders from four, five, six different schools. These teachers from third grade would be able then to work together and that collaboration is what people are finding, and education research has been the most successful model right now. But so many of our schools are so small they have one first grade teacher, one second grade, one third and fourth. There's no way to collaborate. So this allows us to change that perspective and try to provide that type of technical assistance that would be more beneficial to the students and would be closer to the
schools. It wouldn't be so far away.

Again, the objective; the outcome. By '15 we will have regional centers and BIE centers.

Outcome 2. By '16 of May, we'll show 70 percent of more growth of students met their learning outcomes as measured by annual AYP Smart Goals. Try to utilize the tools that we have right now. All schools are asked to do these AYP Smart Goals. And in each of those, every school, like the grade levels, like Riverside here; ninth grade will make x-amount of growth over an x-amount time. And so going back and saying, okay, ninth grade teachers, you are responsible for that growth. They made the amount, you're going to have 10 percent of increase, you're going to have 20 increase. Then we tally that back into their Individual Performance Plan. So that's how we're planning growth. But it's also not somebody from the outside, it's what teachers in schools have come together and said we're -- this is the goal we have for this year, and then holding teachers accountable for that. And it links it to their performance plan.
This is how we're trying to move forward. So within these you can see the rationale that we use. The objective, the outcome, and what is the measure of success. And I think in all these areas that we talk about, the measure of success from my perspective is something visual, what will it look like. You know, that way you can say, when we go into classrooms, what's the most effective teaching. Somebody can talk about it but whether it makes sense to the educators or not -- what does that look like? Tell me what that's going to look like when you say it's a (inaudible) teacher. And so we can start talking about that outcome, I think that helps us to change that policy. So in this case, you know, these Centers of Excellence will address BIE and tribally-controlled schools.

Objective 3. College and career ranking comprehensive professional development. Again, we're talking about what's the outcome. We will have in place a comprehensive professional development program for all BIE-operated and tribally-operated schools. This is what BIE (inaudible).
the tribal controlled school doesn't want to participate, that's fine. No one is going to force them. What I found, if you provide certain professional development and (inaudible) common core. You mentioned earlier, if they build it they will come. If you hold it, they will come. Seekers want to be there. And if it's free, it's even better. So having this professional development as aligned with what our goals are, what we have listed here, and then try to all work together. We know a common core would be a big push, over these next two or three years. We know that (inaudible) how we approach that, when (inaudible) it's going to be a big determination of how do we then define our professional development as being successful. All we want is to start looking at that. And one of the things here, is what does that look like.

Measures of success. The increased number of schools movement out of restructuring status, evaluation system that examines schools focus on Native Start indicators targeting three areas: Standards
alignment to CCSS; active use of data from assessments aligned to CCSS; and higher engagement of students, and use of SBA assessments or comparative measure.

Again, one of the reasons that it's really important to do that would be the (inaudible) as well as the strategic plan is while it may sound like a lot, we're trying to overlap our emphasis in certain areas. When we talk about common core, we're talking about it from different angles. How to improve teacher effectiveness, what does that look like? It looks like having students engaged. So we're not focusing on a lot of these other things right now, we're starting with the basic. If students are engaged in their classroom, they're going to do better. How do you get students engaged? You know, we're not talking about the common areas. We're talking about the first steps of building that foundation. That's so we can build, create a baseline, and then move forward from there. So we're trying to take a very systematic approach, of what we can do now, where BIE can help, where we can we create that across the
entire system.

The capacity of our technology,

Objective 4. We could have the common core, but we need to have the infrastructure to take these tests. And one of the things that we're looking at right now is, Greg, as you know right now under the rules No Child Left Behind for BIE, the state in which the school resides, that's the assessment. That's the accountability system that we use. Well, all of the sudden it's going to add 23 separate states, we're going have that narrowed down to two assessments, (inaudible), and then a handful of states that choose to continue to use their own. And I don't know exactly where Oklahoma is. We have Minnesota, Oklahoma -- there's a few of our states that have schools that makes it difficult. What we're talking about right now is we're going to continue with the rules that we have in place.

(Inaudible).

(Technical difficulty with microphones)

DR. ROESSEL: Oklahoma. We're going to have the test in Oklahoma. But we're also planning probably this summer -- we're
trying to do it now, to get some feedback on assessments of which way and what do you all think. So if you have any comments about the assessment, our own system, we would appreciate any comments you have when we're done with this because that will help us get an idea of what's out there. But no matter what, it's going to be test, it's going to be assessment (inaudible). And we don't have the infrastructure across our system so we need to increase that as we're looking at it.

Again, we have our measures of success or outcome, and that's a data plan that ensures all schools receive valid and reliable data to help drive a culture of data-driven decision making. One of the big problems we have right now as Superintendent Dearman mentioned, we have not released AYP letters.

I talked to the office earlier today, they're releasing those letters this week. Okay. So we'll see if the schools that they have given, and people are asking are they being released this week, why are they taking this long, all of that. It won't happen again. We're going to have to try (inaudible)
and allowing -- we're not going to ship that
out to -- to outside people anymore. That's
the way it's been done in the past. What I
said is we want to control our own destiny, so
we want to control and expertise within BIE
to (inaudible) AYP ourselves. One of the
reason it was late right now is because it was
a contract that wasn't reissued, and so that
person (inaudible), blah, blah, blah. Just
another excuse from BIE. So we're trying
those excuses off the table. I want the
capacity within BIE to calculate AYP on their
own so we can turn it around quickly and get
it out there. And I think that will be
helpful on assessments even though this is a
transition period.

When we talk about BIE, we talk about
all of BIE, not just K-12 but also secondary.
So we have a section on secondary.
(Inaudible) their staff got together and
created what they -- increase (inaudible),
retention and transfer of Post-Secondary
students. That's what the measure they wanted
me to look at (inaudible) the success
(inaudible) or not. JOM is a very important
topic for a lot of people. How quickly you
can get the money out. Do we get increases,
do we get (technical difficulty), you know,
that is a big challenge for us.

I ought to be able to select a JOM
coordinator in the next couple of weeks. The
applications are in. I got the services out
on travel right now. And that will be
something that will be done quickly and bring
somebody on. And that person can be charged
with running and coordinating the program, not
as a collateral duty but as 100 percent of
their time. When we talked about this in the
beginning, you know, it came down from
Congress, it came from BIE, we want you to
have this position -- create this position.
And there's a lot of talk about collateral
duties. And the way we've been doing JOMs in
the past, that could be a collateral duty.
But the way it should be done, in school
districts, tribes, programs, it should be a
full-time job that's looking and monitoring
and assisting and helping in coordinating with
all of these different entities, over 500
different entities. That person -- if that's
their full-time job is trying to figure out what are the commonalities. We don't even know what the commonalities are across the system because we just process paper. So making that a priority, not just in a position, but in a function, as their -- not just collateral duties (inaudible).

Priority 2 is self-determination in Indian education. We understand the significance of tribal sovereignty plays in education and how tribes utilize their education system, how we realize the education system and we're looking for success. And so, this level we talked a lot about it this morning, you can kind of go through there -- there's a couple of things in this one, the objective, both our tribes and BIE-funded schools so we engage in self-determination by supporting the tribes for the capacity to control their own educational programs.

We talked about earlier with Quinton about, it's not just about a JOM program or an adult ed program, or a scholarship program. It's really about a philosophy that tribal ed departments can then -- how does this all fit
under a structure? We want to help build that capacity across K-12 and everything else. I think that's something that we looked at. What we're looking at there -- how about these incentive grants. We talked -- when people talked earlier today about the STEPP grant, and that was a grant that the Department of Ed used to help incentivize tribes for the states. And one of the questions that came up during that time -- is was a couple of years ago, well, what about the (inaudible)? Why aren't you trying to bridge those -- those bridges with BIE? But they weren't. So what we did is we took that idea -- and that was the basis of BIE incentive grant, that we have it within our plan. And that's for the incentivize -- it incentivizes tribes with the school. STEPP grant did it with states. Well, what makes our plan better, is that we're centralizing tribes to exercise their sovereignty in a way that benefits their students, as a benefit of the state, as benefit of BIE, but it benefits their students and their tribal members. I think that's what we're trying to move towards so that the STEPP
grant -- was something that we took that idea and adapted it to BIE to try and address some of these other concerns.

So the third priority is promote sustainability in native history, language and culture. This is big. We hear a lot about this when we're out traveling in Indian Country. A lot of people say we can't do this. And one of the quick things we did, that we can do and we did do, is that we have regulations in place, and then we have practices in place. And a lot of times they're like this. We started doing something because somebody said something but we started looking to see if the regulation actually applies there. And let me give you an example. Within the ISEF formula we are given money for bilingual education, or native language, however you want to term that. And the way it was interpreted over many years is that that money has to used for native language, had to be used to help teach English. Ultimately, it was about you can teach Navajo but only if Navajo helps learn English. So a lot of schools, they didn't
have the capacity to make that kind of program. But a month and a half ago, this came up after all of these counseling sessions that we had -- consultations, soliciting sessions, I did that myself and I looked at the regulations, it doesn't say that. It's interpreted over the years to say that but it doesn't say that. It's very specific. It says a school can use these funds to create and operate an Indian language program, period. Nothing about teaching English. So those types of things, those clarifications that get out to the field, we need to say, yes, you can do this. Also we've had some policies here where we are (technical difficulty) dictating to schools. We didn't give them any time frames. You will teach this for three hours, you will teach this for two hours. I mean we're just dictating where do you squeeze English in, or native language in? Fifteen minutes in a week. So some of our policies and our practices don't measure what we're saying. So we also took a lot of that away. As you know, some of these direct instruction programs, we stopped using. BIE,
reading, math, counts to give more flexibility. I think it's one of the reasons why some of our enrollment has dropped so much. Our curricula and our schools -- and our schools have shrunk so much it's reading, math, science. You know, I get PE, I get art, I get music, you don't get anything else. So this is a couple of things that we're looking at is creating a -- you know, how does this fit? The idea is to create -- not create a new office but to clip the positions that we have out in the field now under one area. So sovereignty and Indian Education office that would then be able to work with tribes, work with native language and the programs.

I've had people come up to me and ask me how do you start a program? We don't have any native speakers.

I've had other people say we want to test this -- our language program as part of AYP. I know we have a huge difference of expertise in native language. So we're not going to try to tell tribes what to do. But what we are going to do is say if you want to have a heritage language program, if you want
to have native program, if you want to have (inaudible) program, these are the things you need to be cognitive of. But you decide what you want. So that's part of the native language -- having a person that would teach native languages and culture and have that office there to help to respond to some of these questions that come from the field.

The last priority is partnerships. And I think what we're looking at along this line is to try to build -- how do we try to build support for tribes? How do we build a capacity for our staff? How do we work together with our BIE and our grant schools? How do we move forward? And you can see that the objectives that we have, the outcomes, the measures. I don't want to get into the details because I want to hear from you. We try to look at this as our plan going forward. This is how we're going to try to achieve some of what we talked about today. How do you address it?

People have had questions, well, when does it start? This is another study. Sarah mentioned about how we can move forward with
Some other congressional action or other things. But I think everybody feels a sense of urgency, and everybody feels a sense of importance of making sure that we do something.

Some of you may remember when President Clinton started AmeriCorp. And it said it on a button and it was real simple. He said do something. And I still have the button because I ran the AmeriCorp program and I still have it in my office. And I look at it, "Do something". And I think that's what we're trying to say; with this strategic plan is saying this is what we're going to do. This is what we're going to try and do, measure of success. But also you can see exactly where we're headed. And I think that's important. Because too often we had -- you know, BIE has a history of doing things behind closed doors. Some of you mentioned here, you're going to go ahead and do what you're going to do anyway. Under this plan what we want to do is get this plan out, let you see it in a draft, and it allows us to move forward. You have the objectives, and
then in the back the appendix; how do we monitor it? And we're going to be monitoring quarterly, and we're going to post this on the internet on our webpage to show this is a quarterly review and this is where we are, so people can see this. We're going to start publishing a listing and ranking of our schools. We're going to start talking about how many schools, and if they did make AYP. The only way we can really address these issues is to take that off and not be afraid of our results and move forward.

So I just wanted to share this strategic plan with you. I think it's a -- again, it's a work in progress and it will continually be added to over time. But it will be added to over time everything that you can see on our website and we're going to change our website to make it more interactive in the 21st Century. So we want to try and move forward in a lot of these different areas.

So that's the Strategic Plan. One thing I just want to bring up since I have the microphone, is one of the issues that we -- we
would just like to get some ideas from people that concerns our tribal contract support costs.

We are committed to trying to do what we can with contract support costs in terms of funded at 100 percent. Those two funds are and were calculated very differently. We have a certain formula with the BIE that's the way we calculate tribal contract support costs.

One of the ideas is they talk about utilizing the tribes indirect costs, and then funding that. So I think what we'd like to hear from tribes and schools is some ideas on that. And I'll be honest, one of the things that if you looked at this consolidation of schools within the tribe, (inaudible) the administrative costs. We have 60 schools and we're down to one central office, that would have an impact (inaudible). But what we want to do is make sure that we hear from everybody. And I think it has to be -- if you have ideas to -- (inaudible) what about using the tribe (inaudible), what would be that impact? So we're trying to look at that and trying to come up with solutions. I'm sure
that it would be -- we're having a dialogue on this in much more detail but I want to bring it up because it is something that Sarah mentioned that we're talking about, but it is something that is very high on the agenda in trying to come up solution. So we want to try and address that.

So with that, I'll give it to you.

MS. WALTERS: I just wanted to remind everyone that if you -- if you didn't want to share your comments today or you did share your comments, but you would like to submit them in writing, that is very much appreciated. You can submit your comments in writing to us by email, by fax, or by regular mail. And we look forward to receiving that.

As you also know, this is being transcribed here today, so all of your comments are on the record and we will have them and will be reviewing every single comment that we receive during these tribal consultations in formulating decisions both for the transformation plan, and for the strategic plan as well.

So with that, I encourage you all to
share your comments now, as well as in writing.

Thank you.

DR. ROESSEL: Let me just say, one of the things that I think people ask a lot of the time, and goes to what Sarah just mentioned, is how do we -- when will we get this back? How do we work with it? And those of you that are kind of familiar with certain research, what we'd rather do is we get quotas and look at emerging things. So if you're talking about, you know, say it's construction, we look at how many times and we starting coding it and then that way we can see what was the percentage of comments on this topic or that topic. And then we start trying to break it down one more step. Was it too much funding, too little funding. So we try and break it down like that. So that's how I approach this. We try to work it like it's a research project in a way, so that we can start breaking this down and looking at those comments and breaking those comments down even more and categorizing them and then finding those emerging fees at the end of that
and then that kind of says, okay, this is what
-- a majority of them are saying this. So
it's a way that we kind of approach that and
capturing what was said at the consultation
here and then separate it with the four sites
and then we put them together. So that's the
approach we use. I know some people probably
wonder what do we do with all this? You just
let it go? No, we actually have it
transcribed, we end up having the transcripts
and those of you that have done research and
you come up with your own code and you do all
this. So that's one nice thing about being
BIE, you have people that like to research and
stuff like that, so that's how we're using it
as we move forward.

MS. WALTERS: Does anyone have any
comments?

And, again, if you could just re-
introduce yourself and who you're with so that
our transcription can write it down.

MR. NUTTLE: William Nuttle with
the Bureau of Indian Education, with the
Pawnee Nation.

Dr. Roessle and Ms. Walters, thanks
for facilitating and providing the information that you've laid out here. I think this is probably by far the most enlightening consultation that I have had the opportunity to be a part of. As you've laid out these strategies they begin to make sense, where as before there was just, you know, we're here, what's going to happen; well, it's not going to be the same, it's going to change here.

And we're looking at tribal capacity building and tribal sovereignty and contracting (inaudible) by Public Law 93-638, essentially, giving the tribes the opportunity to undertake those capacity building projects that impact their community's education, by far being one of the most important as the tribes are involved in and recognizing their sacred investment that they have in their children. I mean, just the example this morning, this teacher that brought her class in, compassionate enough to understand that they have an opportunity to learn something here. And if they haven't done so already, Tony, I think that, you know, she needs to be publically commended and her name needs to be
into the record as well as the students that had the opportunity to monitor part of this discussion that involves their future. So with unanimous consent, I request that those be introduced into the record -- that you provide the record -- or the court clerk the information there.

And, again, the leadership qualities that the ROTC team exempted this morning as far as stepping out in front of everybody and showing colors, I think for historical perspective that they should also be included in the record.

Kind of off track from what I was starting out to say but I did -- that did kind of impressed me about the teacher, and her taking the time out to involve those students in that type of education and I think that exemplifies the most -- all of the teachers and the instructors here at Riverside who we have been very, very proud of as far as what we've asked them to do, what the BIE has asked to do and the resources that they have to work with. They have done an excellent job. We appreciate that and I wanted to recognize
Riverside, and all of our schools, actually, for taking that funneled information, those tasks, and making the best of it.

But it seems to me there is in place a mechanism that you're talking about with existing 638 contracts as far as -- relative to all the components of the educational system, all the stakeholders, all the higher education, Johnson O'Malley, adult education, tribally-controlled grant schools, the BIE operated schools, all BIE-funded schools, keeping in mind in Oklahoma we administer to tribes that elect not to or choose not to or for some reason they've had their contracts reassumed or they retroceded them. We've got instances of all of those as far as 638 contracting goes. But within those contracts there is an opportunity for the reporting section of that with the educational line office being the approving official on each of the education contracts and being a component of the strategic plan and trying to develop the types of information, the data, that is going to support our efforts.

For example, Johnson O'Malley in the
past has been a program that's been funded and not funded, and not put in the President's proposal for various reasons. When we try to enlist the congressional delegation's support, a lot of times they want to see a report. Unfortunately -- and I'm glad to hear that there's going to be a consolidation of information on the Johnson O'Malley Program because you can take the actual outcomes of those programs and show how it's impacted so many students -- you know, perhaps you can go back and do research on prior JOM students and see where they're at. I mean, I think a lot of us in here probably are beneficiaries of the Johnson O'Malley Program. But the higher education, those types of programs, that are being contracted and we provide oversight, technical assistance and compliance monitoring, so if we come to a systematic means of developing the data that's going to provide the opportunity for the entire mission of the BIE, I think that's going to fall well in line with what you've got proposed here strategically. So, again, thank you all for giving us the opportunity and for outlining
this for the first time for me to be able to see that there's going to be some type of strategic means in order to achieve, you know, what the mission of the BIE is and wherever it will be in the future. But that collaboration has to come from the tribes -- as you've mentioned in here, the tribes know better, they know the best about their community, about their tribal needs in the area, if they select to contract for the operation of the school, you know, that's a systematic mechanism of getting that input from the community with all these educational stakeholders so that that plan be developed before they assume that responsibility that the interior is going to hold them accountable for, I think that is really important. Because that community-based planning within that community needs to involve everybody. And so with the facilitation that you would provide, along with the community input, I think that strategic plan is what the tribes would enter into as far as the contracting, as I see it here anyway.

If you could maybe comment on that. I
think also they could probably provide a little more opportunity for detention centers which is another area -- or segment of the population that has been funded and not funded. And I think with the collaboration that the tribes may have with other resources available, that they might be able to provide -- especially since there's been no money here recently, they might be able to provide programs that are going to be able to address that segment.

So if there's anything you can add to that, I would appreciate it. Thank you.

MS. WALTERS: You're talking about education within the detention centers; correct? Am I right about that?

MR. NUTTLE: Yes. The education for the detained students.

MS. WALTERS: That is something that is actually getting addressed right now as well; working with justice services, with the Department of Justice as well, BIE, figuring out how that is going to work. IEPs is a big thing within detention centers that -- it needs to be addressed. But that's a
population that has very specific needs as well, and with IEPs, in particular, not all of those students within detention centers are there for very long. So, each student is entitled to an IEP, for instance, when they're taken into a detention facility. But if they're only there for 15 days, that means something very different than it does for someone who is there for six months, et cetera. So we're getting those things worked out right now and they will definitely be a part of the strategic plan going forward.

MR. NUTTLE: Facilities funded. I think we've run into situations where for some reason OFMC has allocated funds. We have processed the payments and by the time it gets there, there's no more money left. But we've been having problems with continuing to get facility's maintenance funded. And I just want -- I think we've discussed that before, so you're very familiar with that. Just wanted you to take that back with you.

MS. WALTERS: Yes, we certainly will. And you're not the first person to comment on it and it's -- yes, we're well
aware of the problem and are also trying to fix that as well.

MS. HUNTER: Sharon Hunter, Riverside Indian School, Federal Programs Coordinator, and I'm from the Kiowa Nation. I have a question about the regional Center for Excellence, that's on the Strategic Plan. Is that -- will it be developed, will it be incorporated with whatever we already have, like, DCMA or ADDs or area offices, or will it be another standalone program?

DR. ROESSEL: The way again, if you -- it's having a lot of different movements all at once to try to achieve the desired (inaudible) classroom. So, first I want to say that rather than focus on what's best for ADD, director's office, and work down, we flipped, and said what's best for the students? We need to do something to change the equation in the classroom to improve quality instruction. And so we start working up, where do you get the professional development? It's hard to get it in some of these remote areas. I don't know what it's like here. I assume it's a little easier
here. But still, it's not a piece of cake. It's still -- it's always tough. So, what we look at is what is our present system, how does it address that? Everybody's on their own. Every school, you know, you probably have to handle all of yours on your own. And maybe because of the school you have that's unique, it's okay, because it's a pretty big school. But some of these smaller schools, you know, what we're trying to see is how can we consolidate and help if we have -- you know, one of the biggest problems we seem to have is classroom management, perpetual, year after year, after year. So how can you try to maybe get schools that are together in a region and provide that training. So we try to look at it from the perspective of a building, or even what was in the classroom first, and then how do you deliver that. And so we did two -- two things came to mind. One, bring the people together so there's collaboration. That's one.

Two, is being out in the field so you can actually visit the school more. If you're way back here at the central office,
Albuquerque ADD, it takes you a day to get to the place, a day to get back, and you spend one day there. But if you're out in the field, you can be there in an hour, two hours, three hours, whatever it might be. Some places might be a little farther. But we try to look at it strategically, and say we can get out to these areas if we had a center here, a center here, within a half a day. And that allows us to then provide that service.

Now the ADD level, we're looking at changing that. Changing that structure and aligning all of our BIA operated schools under one person. That way, they can actually save money by ordering text books, professional development for one system and not having it spread out over three separate (inaudible). So that's one thing.

The ADDs -- I don't want to get too much into this because people won't understand it and it will sound like I'm just -- like goobly-gook, but all of our different areas are funded by different resources. So when you say DPA, DPA is funded by Department of Ed to monitor and look at compliance with their
funding. So Title 1, IDEIA money, all of that. So that's primarily their focus. Now it's gotten kind of fuzzy lately because they'll come over and they'll start looking at a lot of other things. So what we're trying to do is make it really defined. Their job is Department of Ed funds compliance. That's what they have, and so we're trying to keep that. But the other stuff, professional development, we're trying to look at a better model to deliver it.

MS. HUNTER: With that professional development, could you utilize the current regional comprehensive centers, like the one Jacob has in Norman? Because they also -- but they kind of work with the Indian Ed programs. They don't work with BIE schools. But they do provide professional development and I know that their regionalized and I know that it's competitive, they have to write a grant for it and get funded and it's currently already in place, maybe, just as a mechanism to begin with. You could utilize maybe even some of the ideas and things that they do.

DR. ROESSEL: Well we did look at
-- like, McREL is another regional lab that works in the Midwest area and down into Colorado. We did look at some of those regional research laboratories and say how could we actually -- like you were just saying, we would have to write a grant, but we could actually give money and they would give us the expertise. So we looked at that and we're thinking about it.

We also have -- and one of the things the study group is doing is looking at how do we get this outside foundation funds. And maybe utilizing that outside foundation funds to engage with consultants -- a pool of consultants that tribes could use to provide some of this at no cost to the schools, that they could come in and provide. So we're looking at a lot of different models to try to say -- because I don't think it's going to be a one-size-fits-all. When you look at Navajo, it's one tribe, one area, 66 schools. It's a little easier to address that need because the geography works to your benefit. When you look at the plains, you're thinking they're all over the place. So what can you do there?
Maybe it's smaller regional centers with maybe outside source of foundation funding helping here, and then maybe some other BIE funding with certain facilities. Maybe it's better to have a math center, or reading center, you know, things like that. That hasn't been decided, but it's really trying to focus on what's the best way to deliver it to each school and not do a one-size-fits-all. I recognize going into this it's not going to be a one-size-fits-all. There has to be something done differently, for these schools and maybe those schools, and maybe these schools. And it doesn't mean that the structure that is delivered that we have -- so that the structure that we deliver this professional development and the structure that supports it may not be the same. So ADD West may look a little different than ADD Navajo, in the way they implement. But, again, I think that comes after we talk with the tribes, that's what we want, talk to the schools and get an idea of exactly how we can deliver those services.

MS. WALTERS: Other comments?
Gloria.

MS. SLY: Yes. Gloria Sly, Cherokee Nation. I just want to comment and say you have a very ambitious plan with lots of activities to be completed quickly. And the reason I know that is I deal with 96 school districts, 9,000 school teachers, and the public schools in the 14 county-area of Oklahoma, and so when I say ambitious and -- I'm thinking about establishing these comprehensive centers here in Oklahoma where -- I don't know if we're unique but our teachers have not received methods courses in 12 years due to legislative processes. So we embarked on giving them these skills as a tribe and through our programs. So that's some of what our educators here are missing. So giving the consultants and doing that, I like your plan, I like the Strategic Centers of Excellence, re-purposing the current offices to that or however you're going to do it, but I just think it's really ambitious with the timeline that you have for dealing with these schools; 189, I believe, across the nation, 25 states, because the change of
attitude you're going to face is huge. So that's one of the things and -- but I admire you and I just, you know, reviewed the plan very quickly and I think that it's doable. I really do. And letting the -- encouraging the teachers to go into staff development and having a training program for your administrators, because administrating a BIE school is so different from a public school. And the only reason I know that is I've done both, so it's really difficult. And so you're going to have to have an academy for your superintendents, principals, so that they learn those kinds of things; and then, of course, the educators -- of course, the teachers in the classroom, they can take advantage. But also include your dormitory staff. That's something that they're needful of too. And I would just like to say that we need to free them up. Our own school that we have does not reach out to the tribe for services and we're trying to provide it to them, but they want to be closed and separate from us when we could help our students a little more by making these programs.
available, and the staff seem not to want to reach-out to outside sources. But, you know, I'm hoping that they're free to do that. When I was superintendent, I knew we were free to do that. But it may be the difference between being a grant school as opposed to a BIE school.

So I want to compliment you again. And thank you for bringing it out to us and we'll bring you more written comments on it as I get back and discuss it with the administrators and staff. But, yes, very good.

MS. WALTERS: Thank you so much.

DR. ROESSEL: I guess if there are no more comments for this -- I mean, we'll be around if people come in, I don't think we're going to leave right now. So we will keep the mics open and whatnot. But I would think that that probably concludes the presentation part.

Again, you have until June 2nd to submit written comments. We look forward to that.

(Inaudible comment)

MS. WALTERS: To the transformation
plan? Do we have a timeline for the strategic
-- for the draft strategic plan comments?

    DR. ROESSEL: It's the same.

    MS. WALTERS: Yeah. So it's a lot
of information, we know. The strategic plan
especially has a lot of very detailed things
about performance measurements. But if you
could submit your written comments, that would
be really, really, helpful.

    Yes?

    (Inaudible comment)

    MS. WALTERS: They're all the same.

So you can submit all of your comments on
anything to the same addresses. And we
encourage you to do so.

    Thanks for sticking it out, everybody.
We weren't sure anybody was going to come back
after lunch.

    DR. ROESSEL: And I would like to
just, once again, thank Tony for the
hospitality and letting us use your facility
to be here. We appreciate it. We appreciate
everybody coming and the comments that were
shared. It is a long road but I think we're
heading down it and I look forward to coming
back here and Sarah, probably.

MS. WALTERS: Oh, yeah. I love Oklahoma. My husband is from here.

(Consultation meeting concluded)
CERTIFICATE

STATE OF OKLAHOMA )

) ss:

COUNTY OF OKLAHOMA )

I, CHRISTY A. MYERS, Certified Shorthand Reporter in and for the State of Oklahoma, do hereby certify that the above consultation meeting is the truth, the whole truth, and nothing but the truth; that the foregoing meeting was taken down in shorthand and thereafter transcribed by me; that said meeting was taken on the 30th day of April, 2014, at Anadarko, Oklahoma; and that I am neither attorney for, nor relative of any of said parties, nor otherwise interested in said action.

IN WITNESS WHEREOF, I have hereunto set my hand and official seal on this, the 21st day of May, 2014.

Christy A. Myers

CHRISTY A. MYERS, C.S.R.
Certificate No. 00310

Christy A. Myers
Certified Shorthand Reporter