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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

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3 Dr. Charles Monty Roessel, Bureau of
4 Indian Education Director

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

8
9 ALSO PRESENT:

10 (See attached sign-in sheet)

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13
14 {Note: The following consultation meeting
15 took place at Riverside Indian School
16 Gymnasium. Due to the sound system, faulty
17 sound quality, and interference of HVAC Unit,
18 there will be inaudibles throughout the
19 transcript}

1 themselves as a guest so everyone knows who
2 they're speaking to. Thank you. Would you
3 please begin, sir.

4 (Introductions, see sign-in sheet)

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

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

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

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

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

20 MS. WALTERS: Good morning. My
21 name is Sarah Walters. I am a member of the
22 Cheyenne River Sioux Tribe from South Dakota.
23 And I am a counselor to the Assistant
24 Secretary for Indian Affairs, Kevin Washburn.
25 I am very excited to be here with all of you

1 today and thank you for driving all this way,
2 those of you that came from other states or
3 from eastern Oklahoma, and thank you for
4 hosting us, those of you that are from
5 Riverside.

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

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

21 My name is Monty Roessel, I'm the
22 Director of BIE. I've been in that position
23 now for about six months, but prior to that
24 I've been acting since about February of the
25 previous year, '13.

1 Let me briefly just go through the
2 agenda and how we're going to proceed for the
3 day. We learned some lessons on Monday. We
4 were up in Loneman School in Oglala
5 Reservation and -- so we learned some -- what
6 not to do and what to do. So I'm going to go
7 through the agenda here and hopefully it will
8 represent some of those lessons learned.

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

25 As you know, we are starting

1 consultation on these recommendations. And
2 let me give you a brief background. Secretary
3 of Interior, Jewell; and Secretary of
4 Education, Duncan; they got together in July
5 and they discussed what -- that something
6 needs to be done to address the lack of
7 success in our BIE schools. And so a
8 committee was formed, a group was formed; and
9 the Chair of that committee is the Assistant
10 Secretary of Indian Affairs, Kevin Washburn.
11 And other people were appointed to that group:
12 Myself; Don Yu, is a Special Assistant to
13 Secretary Duncan; Kenneth Wong, who is a
14 Professor and Chair of Education at Brown
15 University; Marilee Fitzgerald, who was the
16 former Director of the Department of Defense
17 Schools; Charlie Rose, who was the Chief
18 Counsel for the Department of Education; and
19 so we got together. Also part of that
20 committee is Bill Mendoza, who is the
21 Executive Director of the White House
22 Initiative on Indian Education. And we've
23 been working since, roughly, October to
24 investigate, study, come up with ideas and
25 recommendations to try to improve educational

1 outcomes for our students in BIE-funded
2 schools. And let me say at the beginning,
3 that the primary focus of this group,
4 (inaudible) was fairly narrow. It wasn't all
5 of Indian education; it was about BIE
6 education. Now I go on the assumption that
7 actually BIE impacts all of Indian education
8 because it also funds JOM, the money flows
9 through their tribal colleges, Higher Ed,
10 Adult Ed, so even though it's focused on BIE
11 K-12, you know, it's hard to see the steep
12 line sometimes. So, I understand some of you
13 will be speaking to issues that may be outside
14 of the scope, but at the same time everything
15 is in the scope when you talk about Indian
16 education, so we understand that as we move
17 forward.

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

23 I want to remind you that written
24 comments can be submitted on or before June
25 2nd of this, you know, coming year right now.

1 So it's not too late if you have something --
2 you think of something else as you're driving
3 back, to submit. The more comments the
4 better, I will say. And that's what we want -
5 - and consultation. And this is that one
6 phase.

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

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

24 When we had that, then we went out and
25 we began to talk with Tribal Leaders, Tribal

1 Ed Departments, Principals, teachers, parents,
2 even students. We went out in the field. We
3 had listening sessions where we would go and
4 meet. We were in Gila River. We were up in
5 the northwest, we were in South Dakota, we
6 were in Mississippi. So we went out and we
7 spoke with over 300 different individuals who
8 wanted to bring their ideas, their concerns,
9 to us. So I think one of the things that is
10 reflected on this report, which I think is
11 unique in some ways, is that we really did
12 start to listen from the ground up.

13 And so a lot of the ideas, a lot of
14 the recommendations come, not from BIE down,
15 but they came from the field. They came from
16 the concerns that people had in classrooms;
17 concerns people had at the Tribal Ed
18 Department level, all of these concerns. And
19 then you try to find what are those themes and
20 how can we try to address them. We can't
21 address 500 separate issues. We have to try
22 to see what is the central theme; what is a
23 central area that needs to be addressed and we
24 tried to work through that. Based on that,
25 this is the presentation that we'll be going

1 through.

2 But one of the areas -- what we heard
3 in the field was one of the problems we have
4 is that our schools are so remote and these
5 remote locations are unique to us. You know,
6 whether it is in the school like we were at on
7 Monday, Loneman, or whether it's in the
8 school, Borrego Pass, which is on a dirt road
9 -- I think they just got pavement a couple of
10 years ago. All of these things contribute to
11 certain challenges that are facing us. The
12 ability to recruit and retain highly-qualified
13 staff is an issue. The lack of IT
14 infrastructure in the 21st Century according
15 to remote locations. We don't have the
16 funding for it. The schools don't have the
17 funding for it. So these are some areas that
18 with remote locations these problems come up.

19 The crushing bureaucracy. BIE -- and
20 we'll say that, you know, it is a huge
21 bureaucracy, whether in reality or in what I
22 say, there's a huge -- there's a crushing
23 bureaucracy that is there with positions and
24 then is a crushing bureaucracy of bought.
25 Both are equally heavy, and I think, you know,

1 the issues that you have to deal with at your
2 area, you know, the DAS-M, BIA and BIE. If
3 you want to get something done in construction
4 you have to go to all of these different
5 offices. You don't know which office to start
6 and which office to end. Those things are one
7 of the areas that we looked at.

8 And the other is lack of a support.
9 We heard this a lot out in Indian country,
10 that we feel we are all alone out there. We
11 don't know, one, who to turn to with the
12 bureaucracy; but also, it's so often it's like
13 the phone rings and rings and nobody answers,
14 and we feel like we're not able to get some of
15 the training that we need. We're not able to
16 get timely responses to questions that we
17 have. For example, an alternative AYP. A
18 number of tribes have submitted requests and
19 we've only responded to two up until now. I'm
20 that's been done for like 12 years. So, I
21 mean, there are things like that we heard and
22 we're trying to address and I think that's
23 what we're trying to look at as we move
24 forward, but that's some of the stuff that we
25 heard.

1 BIE students -- and this is some of
2 the challenges, you know, the outcomes are
3 low. What is the reason? On the left you
4 have the problem; on the right you have what
5 we see is the barrier. We performed poorly.
6 I mean I'll say this. We know that. I mean
7 it's like -- well, 75 percent of our schools
8 are not meeting AYP in our system. There's no
9 way you can cut and dice that to make that
10 possible. That's the reality. We have to do
11 something. We have to do something now.
12 There is a sense of urgency and I think that's
13 reflected in the two secretaries coming
14 together and I think it's also reflected in
15 the charge that Assistant Secretary Washburn
16 has in trying to get something done. We can't
17 lose another generation. So those outcomes
18 are so shockingly low that it forces us to
19 say, we can't continue this.

20 Teachers and principals are
21 unsupported. Again, we mentioned it earlier,
22 the geographic location. How do you train
23 teachers? How do you recruit teachers? How
24 do you train and recruit principals? How do
25 you have a certain level of standards that you

1 want your staff to meet?

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

16 BIE leadership has been strained and
17 so a lot of these issues come up to budget and
18 students and stuff, but we're trying to blame
19 the students. I mean there are a lot of
20 issues and factors that these students come
21 with. Our students come with a certain
22 background, a certain history, a certain life
23 that has unique barriers, unique challenges.
24 We need to work through those. You know, they
25 come to our schools, we've gone through those

1 things; how do we address them? Not as an
2 excuse, but how do we try to use that to try
3 to ensure that we can improve the quality of
4 education for all.

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

17 And so looking at some of these -- one
18 of the areas that we're looking at is how can
19 we change the structure to help improve
20 educational outcomes. And we're not just
21 talking about the BIE. I think that's
22 something that, you know -- this is BIE and
23 one of the things in the founding ideas and
24 principles of what we're talking about is that
25 when Congress says how are BIE schools doing -

1 - when they call Secretary Washburn in or
2 Secretary Jewell about BIE schools, they don't
3 differentiate between grant schools, tribal
4 schools, and BIE-operated schools. They are
5 lumped together. We are held accountable for
6 all of those schools, and so we would talk
7 about these issues. I know when it comes down
8 to the school level, sometimes it's, well,
9 we're a tribal school; we're a grant school,
10 but at some level when we talk to Congress,
11 when we talk to accountability, they are
12 lumped together. So when we talk about our
13 solutions, we're trying to look at solutions
14 that can help all of our schools, yet they may
15 be targeted in different ways, as we go
16 through this plan and as we talk about it in
17 greater detail.

18 You know, one of the things, though,
19 and we want to say this just real quickly, is
20 that these problems, while they may be unique
21 to some of our communities and on our
22 reservations, they are somewhat common across
23 all of education with rural schools. We
24 talked about it, and we'll get into it a
25 little more about how to give grant schools --

1 tribal versus local control. Well, that's not
2 Indian Nation's problem; that's happening all
3 across this country. When you're looking at
4 states opting out of common core, or local
5 school districts saying we don't want that,
6 that's a fight that's been going on since the
7 very beginning of this country. So some of
8 these are not unique to Indian problems. The
9 people are dealing with them, and we're
10 looking at those solutions somewhere else and
11 how we can maybe utilize those best practices
12 as we move forward.

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

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

24 And how do we do that? We do that by
25 empowering the tribes, helping to build their

1 capacity to address their issues and their
2 situations. I've gone to many, many meetings
3 and many times I've heard Assistant Secretary
4 Washburn say it is not -- you know, it is not
5 the federal government that knows the answers,
6 but it is the tribes that know them, and you
7 know that better than us what works in your
8 communities. And so what we're trying to do
9 is allow that flow to be given to you with
10 accountability; both of us being held
11 accountable. I think that's what tribes want
12 too. Give us -- let us be accountable. You
13 know, don't hold our hand.

14 And so promoting tribal control to
15 address these issues, that's one thing.
16 Achieving high-performance schools, I think
17 what we're looking at there is we're trying to
18 raise -- we know that we can't go from where
19 we are now to here, overnight. It has to be
20 gradual. We have to take steps to go from
21 poor to fair, fair to good, good to great, and
22 that type of structure as we move forward. We
23 understand that. We're not going to turn
24 everything around overnight. It took a long
25 time to get us here but with a strong plan and

1 our consultations, we think that we can move
2 ourselves away from where we are right now.
3 And a lot of this, you know, is looking at
4 what do our schools look like in the 21st
5 Century. Technology is a big part of that.
6 That's the biggest part of the solution, when
7 we look at high-performing schools.

8 The other thing is there are a lot of
9 things that are happening out there in Indian
10 Country that are successful. We have schools
11 that are making AYP; we have schools that are
12 doing wonderful. What are they doing? What
13 can we learn from them? How can we scale that
14 up? That's one of the things that we looked
15 at. We're not looking to throw everything
16 out. You know, we have a school at -- where
17 I'm from Navajo Tuba City Boarding School that
18 has over 800 students. It's been making AYP,
19 it's a K grade school for the last -- since
20 almost the beginning of AYP. They're doing
21 something different. We're taking from them
22 we're trying to learn. I know -- you know,
23 again Borrego Pass is here, they've turned
24 around. Their test scores are just
25 skyrocketing. How did they do that? They're

1 very remote; what can we learn from them?
2 That's something that we wanted to do when we
3 said, you know, that we're not just looking at
4 trying to come and force an idea on people,
5 that we listen to them.

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

20 What you need to do is narrow that
21 focus. What can we focus on to get an impact?
22 What can we do to turn these schools around?
23 And these four pillars is what we looked at.
24 Highly-effective teachers and principals. You
25 know, this isn't rocket science. You know. I

1 mean, how do we improve test scores? You
2 improve what's happening in the classroom.
3 You know. And how do you improve what's
4 happening in the classroom? It starts with
5 teaching. And then how do you improve
6 teaching? The principal. We know those are
7 linked.

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

18 And so the other is looking at moving
19 BIE away from what we are today. What we are
20 today is an organization that operates a third
21 of our schools and then kind of operates
22 indirectly the grant schools. Really just a
23 grant authority entity. How do we move from
24 where we are right now to, if we say we want
25 to give tribes control and self-determination?

1 How do we move from where we are to there? We
2 need to look at this organization and we need
3 to look at it honestly. And what we found is
4 that we can't build it up; what we have to do
5 is build it out. And we build it out by
6 saying if a tribe is going to take more
7 responsibility, what then is our role? We're
8 no longer operating the schools. We're now
9 assisting the tribes in the operation of their
10 schools. So this changes the whole mission of
11 BIE. It changes it from being a very direct
12 and compliance-oriented organization, to be a
13 capacity-building organization. So those
14 ideas -- what does that look like? I think
15 that's where we get hung-up.

16 So what we're saying is we want to
17 change from this to that. We don't know what
18 that looks like. That's going to look
19 different for the Cherokee; that's going to
20 look different for the Sioux; that's going to
21 look different for the Navajos; that's going
22 to look different for the Hopi. So we're
23 going to address those needs individually with
24 those tribes. What kind of capacity? Where
25 are they at? Some tribes have Tribal Ed

1 Departments that are full functioning. Some
2 tribes are trying to do that. What role can
3 we play in building that capacity, based on
4 what the tribe says they want? Okay. And so
5 that's what an agile organization environment
6 is; it's addressing the individual needs of
7 those tribes and ensuring and hoping that as
8 the tribes take responsibility of their
9 schools and exercise sovereignty and
10 self-determination, that we then do not shirk
11 our trust responsibility. By no means do we
12 do that. And there are treaty
13 responsibilities that are specific to
14 education. There are trust responsibilities
15 that are a little broader to education, we
16 understand that; but how do we move forward
17 because everyone is unique. A treaty tribe
18 with education may be different from a tribe
19 that views it as a trust responsibility
20 without a treaty.

21 So then the other pillar is the
22 budget. We need a budget that is aligned to
23 what our outcomes are. Our budget today is
24 aligned to compliance and if we're not going
25 to be in that business then it needs to be

1 changed. The structure needs to look
2 different. You know we had a listening
3 session in Oklahoma City back in, I think,
4 December. December? I think it was December.
5 You know, we talked about having offices --
6 you know, changing. There won't be a line
7 office, but it will be an office of support,
8 if you will.

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

14 The final pillar is the comprehensive
15 supports of partnerships. We know that in
16 order to move forward we need to build greater
17 partnerships. And this is something that is
18 happening now. We have one of the members --
19 we have a core group of Indian Ed study group
20 and then we have some adopted members, if you
21 will, that are working and helping us try to
22 build partnerships with foundations. See how
23 we can try to utilize some funding from the
24 outside. School reform across this country,
25 not just Indian Country, but this country, is

1 a big business. I mean, you wouldn't see so
2 many magazines on -- in education, on
3 education, on school reform, and all these
4 things that are coming up. It's a big
5 business and there are a lot of foundations
6 that are involved. So we're trying to look at
7 how we can maybe try to leverage some of that
8 to try to drive some of the reforms that we're
9 talking about.

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

24 And I think that's something that I
25 really want to bring up. Public Law 297, the

1 Tribally-Controlled School Act, talks about
2 controlling schools. If you really want to be
3 specific about what we're talking about, is
4 we're talking about going from the idea of
5 controlling a school, to the idea of operating
6 the school. Those of you who have been
7 principals and superintendents, you know those
8 are very different, that the operation is
9 having an assistant or a Director of
10 Curricula, federal programs, Special Ed, and
11 they're handling the day-to-day operations of
12 the school -- of a school district.
13 Controlling a school is one step above and
14 you're not dealing with the day-to-day. So
15 when we talk about this, what we are looking
16 at when we engage with tribes is shifted from
17 the control idea, keeping that, and now
18 growing and becoming an organization that
19 assists tribes in operating their schools on a
20 day-to-day basis. And we'll get into that a
21 little bit more.

22 So what does it mean? It means in
23 terms of world-class instruction, looking at
24 some of these things on the best practices. I
25 don't have to go through them, we all know

1 what they are and there are a lot more. But
2 how do we try to scale up these? How do we
3 try to find commonality within the different
4 schools, tribes, that we work with? So it
5 does mean more and better communication
6 between and among the schools and tribes.

7 We're looking to become -- a service
8 provider may not be the right word, but an
9 organization that can help tribes. For
10 instance, right now Navajo is going through
11 this process and what they're looking at is
12 saying, okay, we need to look at how do we
13 setup a financial system to oversee 66
14 schools? So then we try to bring in people
15 that know something about that. Not BIE,
16 because that's another thing that we're
17 saying. We're not saying we know all the
18 answers and we're not saying anywhere in this
19 plan that we're going to dictate. What we're
20 saying is that -- well, first of all, 75
21 percent failure. Why should you listen to us?

22 We need to find somebody that you have
23 trust in so you can build and move forward.
24 So that's what we're looking at doing as we
25 move forward. It's creating that trust. We

1 know we have to build that trust and move
2 forward.

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

10 Pillar 1, in detail. What we're
11 looking at trying to do is, how can we try to
12 scale up things that are working? For
13 instance, some of what we're talking about is
14 we're in the process right now of creating a
15 common teacher evaluation system. One
16 element, those of you that are in BIE system,
17 that would be tied to growth, a growth model.
18 So now student performance is linked to
19 teacher performance. And then trying to have
20 -- incentivize. That's the other thing that
21 we're looking at throughout this plan, is how
22 do you get tribes and schools to move from
23 where they are now to adopt school reform.
24 The backbone of this is through incentives.
25 Trying to look at tribes and say, look, here's

1 a pot of money, here's a competitive grant, we
2 want you to try to adopt the evaluation system
3 that is linked to student performance.
4 Develop your own. We won't tell you what to
5 do, but these are the benchmarks. These are
6 the -- the framework that you need to have and
7 then create one that is linked to student
8 performance. So that incentive -- same way
9 with principals doing that, having tribes be
10 in control of that process is what we're
11 looking at with this in terms of trying to
12 upgrade the skills of our teachers and our
13 principals. And how do we try to then, at the
14 same time, align professional development. We
15 have a lot of tribes that have multiple
16 schools. And so you have like say, Hopi, they
17 have seven schools and seven different
18 directions, yet they're very close. They
19 could pool their professional development
20 money together. They could have one goal;
21 they could have one set of textbooks. They
22 could have one set. So how do we try to
23 achieve that? We do that by saying, okay,
24 here's some money to help you reorganize and
25 do some of these reform methods.

1 So that's part of what we looked at
2 with Pillar 1. It's saying we're looking at
3 ways to try to move from one side of the road
4 to the other side and not dictate. The
5 tribes, the schools, they would define what
6 that looks like. They would say this is how
7 we interpret the teacher evaluation process,
8 and as long as it met certain criteria, it
9 would be fine. So, again, the answer lies
10 with the tribes and not with the BIE. The BIE
11 just wants to help facilitate that process.

12 We've kind of gone through some of
13 these already but I think what you see is,
14 again, just some of these -- how do we change
15 an organization? And some of it is really --
16 you just change the focus. A little later
17 we'll discuss briefly the Strategic Plan.
18 There I think you'll see the specifics of how
19 we plan to go from this side of the road to
20 the other side of the road. And at the bottom
21 here -- I think one of the things is, what
22 we're looking at with the agile is also
23 looking at what are some other ways that we
24 can accomplish this? And one of them is
25 amending technical amendments. And that's

1 what we're looking for. We're looking at
2 maybe modifying technical amendments that
3 allows BIE and BIE-funded schools to access
4 money that they do not presently have the
5 ability to access. For instance, Race to the
6 Top. Race to the Top funds for districts.

7 We're looking at some items like that.
8 What can we do to make changes that would help
9 us have access? A lot of times the door shuts
10 in our face. Early Childhood Initiative
11 that's going on right now, BIE does not have
12 access to those funds. We can't apply for
13 that. So we're looking at -- trying to look
14 at some amendments that will allow us to have
15 access; not to us only but also BIE-funded
16 schools, so we could actually have some of
17 these initiatives. Because no initiative can
18 really come forth without new monies. There's
19 never been a school reform effort that has
20 not, at least, looked at some additional type
21 of funds. It's not all about just moving
22 things on a chess board, and we know that. So
23 we're looking at different ways of trying to
24 help drive some of those -- some of that, and
25 I think that also goes in line with Pillar 3,

1 the next one, in terms of building the
2 capacity and changing the mission that we have
3 to align the organization with the budget as
4 we move forward. We're looking at trying to
5 find different ways to increase funding.

6 One of the big things that, of course,
7 is going on and it ties into our fourth
8 pillar, also, is technology. We know that we
9 have PARCC and Smarter Balance, those are both
10 technology-based assessments. I don't know
11 what technology is like here, but in a lot of
12 our schools, we're not ready for a test like
13 that. We don't have the bandwidth; we don't
14 have the computers and I think that's
15 happening to a lot of schools, not just BIE
16 schools but a lot of schools across this
17 country, we're scrambling. Well, they have a
18 mechanism; they can float a bond. They can
19 try to improve, you know, they can get money.
20 All we can do is move this over here, and move
21 this over here, and try to get something. So
22 we're looking at trying to have an initiative
23 on the outside that can come in and fund and
24 really kick start some of these things that
25 are desperately needed as we move our BIE

1 forward. And we're looking at different ways
2 to do this. It's not just about additional
3 monies but maybe it's about allowing schools
4 to use some of the money they already have;
5 some of its carryover that has very specific
6 rules. Can they be waived so that money may
7 be reinvested within the school to build some
8 of this capacity technology, if you will.

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

18 You know, I was on the "No Child Left
19 Behind" Construction Committee and we visited
20 a school once where they were actually putting
21 cans out catching the water on the desks. I
22 mean if a kid is moving that around, they're
23 not really listening to what is being taught.
24 So there comes a time when everything goes
25 together. And so one of the ideas, too, is

1 that we need to address the facilities or lack
2 of adequate facilities in our schools and
3 trying to look at a long-range plan. We're
4 looking at a six-year plan. Now will that be
5 funded? We don't know. But unless you ask --
6 the tribes brought this up when we met with
7 people, you know, over the past six months,
8 that this is a big issue. We need to at some
9 point address it. O and M, funding the
10 schools in (inaudible) case. Building those
11 partnerships, also means building partnerships
12 within the Interior so that we try to work.

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

25 One of the things that we really don't

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

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

16 Well, we pulled people from a staff
17 that we already have, the Assistant Secretary
18 for Management -- Deputy Assistant Secretary
19 and now we have a division within BIE that can
20 address that. Same way with recruiting.
21 Recruiting is done by BIA. It's not done and
22 does not report to BIE. So what we've done is
23 we're creating a position, Director of
24 Recruiting, that reports directly to BIE so
25 they can start going to, like, right now. Now

1 is the time when you have a lot of these
2 teacher recruiting fairs and stuff like that.

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

1 Albuquerque, to Washington; and the rest out
2 to the field closer to the schools. So you
3 would have a site, say, it's still here in
4 Oklahoma City, that would have resources in
5 reading, math, data, leadership, that can go
6 out and work with schools closer to the
7 schools and focuses on capacity building and
8 technical assistance, and not on compliance
9 and monitoring, which is the way it's
10 structured now.

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

18 So that concludes that part.

19 MS. WALTERS: Does anyone want to
20 ask any questions? That was a lot of
21 information, I know, and I'm sure you all read
22 every word of the PowerPoint. So if anyone
23 has any questions or comments, things that you
24 would like clarification on, we just ask that
25 you please stand, state your name, the tribe

1 or school board, or organization that you are
2 representing. And then speak sort of slowly
3 so that our court reporter can catch what
4 you're saying to make this as accurate a
5 transcript as possible. Oh, if -- is this
6 microphone working over here? Oh, great.
7 Then if you -- we could actually pass it
8 around so that you won't -- you don't have to
9 come up in front of everybody. That would be
10 great.

11 Anybody? Thank you, Mr. Keel.

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

15 And I just had some comments. First
16 of all, thank you for coming to Anadarko,
17 Oklahoma, Riverside Indian School. This is a
18 beautiful facility here. It hasn't always
19 been that way. It's like a number of other
20 schools suffering neglect, which is, I think,
21 a hallmark of Bureau of Indian Affairs over
22 the past -- however many years. We talk about
23 BIE, the Bureau of Indian Education and
24 tribally-controlled schools, I think the most
25 glaring problem that we've had in the

1 operation of these schools has been neglect.
2 And, you know, you mentioned in your
3 PowerPoint there, the challenges that are
4 faced right now trying to reorganize or
5 reconstruct and get to a point where these
6 things are more productive, not just for the
7 federal government, but for our students.

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

22 Now there are some successful Indian
23 schools. There are some -- I won't say all of
24 them would really be successful but there are
25 some that are operating on a highly productive

1 level. There are others that are not. And
2 you mentioned one of the things in there is
3 the Santa Fe Indian School, which is almost
4 totally operated by the Pueblo Nations in New
5 Mexico. I say almost totally, because I know
6 that there's probably some -- you know, the
7 Apaches and the Navajo Nation would have
8 something to say about that also.

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

17 Now it's getting better. It's getting
18 a lot better. You look around and there are
19 schools here in Oklahoma, Sequoyah Indian
20 School, operating very well. The Jones
21 Academy, you know, the Choctaw's are
22 operating. Chickasaw Nation took over the
23 operation of what used to be called the Carter
24 Seminary in Ardmore, Oklahoma. It was
25 operated by the BIA for years and it was a

1 mess. It was a total mess and now those kids
2 that are attending those schools are highly
3 productive.

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

11 And one of the other things that you
12 mentioned here is that the students -- the
13 kids that come to these schools, in many
14 cases, come from troubled backgrounds. Many
15 times they come from broken homes; they come
16 from places where they're not wanted; they're
17 not love and they're not treated very well
18 because of a lot of things. Regardless of
19 whether -- you know, we can blame it on drugs,
20 alcohol, or the dysfunctional family unit.
21 Whatever it is, these kids come here and they
22 come here with an expectation that they need
23 to be treated in a humane way, in a loving
24 way. Sometimes that happens and sometimes
25 it's not so good. I'm not saying that just

1 about Riverside, I'm talking about all the BIE
2 schools across the country.

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

17 Let me give you another example. When
18 we took over the Carter Seminary -- the
19 operation of the Carter Seminary we had
20 counselors that worked 8:00 to 5:00. Guess
21 what? Guess where the kids have gone. They
22 fight. You know, they get home at 3:30 or
23 4:00 in the afternoon they'd have maybe an
24 hour to deal with that counselor and the
25 counselor goes home. They're BIA employees.

1 You know, federal employees and, you know,
2 with limited funds you can't pay them
3 overtime, so we had to change the operation
4 there so that they come to work at 2:00 and
5 work until 10:00, and many of them didn't like
6 that. So they have to be offered the
7 opportunity to go somewhere else and work.
8 And that's fine. But we have to be able to be
9 willing to do that and many times that's not
10 the case. So in developing their curriculum
11 and highly-qualified staff and look at all
12 these things in the ideal system -- you talk
13 about budget and control. Well, first of all,
14 when you look at facilities that are -- that
15 have been neglected over the years -- there
16 were places -- there were some schools that
17 I've visited in a different capacity, as a
18 tribal leader though, that they were
19 conducting classrooms -- they had to have
20 classes in places where the Fire Marshal would
21 condemn the place if he came in. You know,
22 not all of them, but some. That's
23 unacceptable. In fact, it's disgraceful.

24 Just this past week I was at Carlisle
25 Barracks in Carlisle, Pennsylvania. And, you

1 know, I looked at the facilities and those
2 kids -- in fact, the school there gave me a
3 picture of the very first class that came from
4 -- the students that came from Pine Ridge
5 Reservation, and you look at those faces --
6 and they're very proud of this. But if you
7 look at the faces of those children, of these
8 kids, they're not proud to be there. In every
9 picture you ever see of Indian schools during
10 that era, you don't see any smiles. You don't
11 see any acceptance. What you see are people
12 -- are kids that have been trained to sit,
13 act, a certain way for fear of a lot of
14 things. So we've come a long way, but we
15 still have a long way to go in terms of
16 getting our kids to that level.

17 We've got some of the brightest kids
18 in America coming to these schools. We need
19 to take advantage of that. You know, someone
20 said years ago that we're all born with the
21 same brain cells, the same number of brain
22 cells. You know, I think it was Famous Dave
23 who at the time was -- you know, every kid
24 born with the same brain cells but that's --
25 that may be very true, but not every culture

1 operates the same. There are children who are
2 -- from culturally different -- even in this
3 school, today there are kids that come from
4 different cultures, different backgrounds. We
5 need to recognize that and understand that.
6 And then nurture them and get them to the
7 point where they're productive.

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

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

25 We talk about flexibility in the

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

13 And so every year we come to these
14 different meetings and we ask them, well, why
15 are we still at this level? Why don't we have
16 teachers, counselors, principals,
17 superintendents, and all the other maintenance
18 workers and those things wanting to come here?
19 Why can't we recruit these people to come
20 here? Well, they're not going to come here
21 just because we tell them we love them.
22 They're going to come here and work because we
23 pay them a competitive wage and we've got to
24 teach them a trade and respect them for what
25 they do when they get here.

1 So I think I've gone far enough.
2 Thank you very much.

3 DR. ROESSEL: Thank you.

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

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

25 So what the four pillars and the

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

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

25 So thank you very much for those

1 comments. They -- we're listening; we're
2 hoping to get many more comments like these
3 and that they will form, sort of, the nuts and
4 bolts of how this restructuring is going to
5 go. So with that, does anyone else have a
6 comment or a question that they would like to
7 share with us today -- this morning?

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

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

17 Looking at the preliminary report,
18 I've read it and I do appreciate the fact that
19 the work-study group seemed to have listened
20 and heard what we have said. So I look at the
21 tribes having -- that capacity builds and
22 helping with the (inaudible) capacity to
23 operate these bureau-funded schools, because I
24 do believe that we have those children's
25 interest at heart and we know more about them

1 at the local level than they do in Washington
2 D.C.

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

20 And then we need to look at the issues
21 about testing. Are the schools going to be
22 testing and using all of the state's criteria?
23 Are they going to utilize the BIE testing
24 procedures? Because if you do both sets you
25 have a lot of testing going on and not a lot

1 of time for really applying instruction, I
2 don't think, because you're just preparing the
3 students for that. But I look at that and
4 also I think that those tribes who have
5 contracted other programs need to receive
6 their full contract support and for those
7 grant schools and things.

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

24 So I do want to say that but I do want
25 to encourage BIE to let the tribes have more

1 say-so. Have more input into the BIE schools
2 and help us to transform and become the
3 schools that we need for them to be for our
4 children.

5 Thank you.

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

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

23 MR. DEARMAN: Good morning. I'm
24 Tony Dearman, I'm Superintendent. I'm sorry
25 I missed the introductions, but I was doing a

1 few odds and ends.

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

17 You know, we had a monitoring last
18 week and DPA came in and it's a new monitoring
19 process and we were told about three or four
20 different times we're on a downward trend. So
21 we saw this coming a few years back. So what
22 we did is we started saying, all right, we
23 know the type of students that we're
24 servicing. We service the highest to the
25 lowest and we need to be able to show -- when

1 people start coming down on us we need to be
2 able to show dates. So a few years ago we
3 started thinking NWEA, because we want to show
4 people -- you know, you're not going to take
5 the kid that's on the straight (inaudible) and
6 get them to the 10th grade testing in one
7 year. But we want to be able to show you,
8 hey, this student started in the 5th grade and
9 look where they finished. Plus, it was good
10 for our teachers to see that because, you
11 know, they -- we get kids in, 84 different
12 tribes, that's what we've had on our campus
13 this year, is 84 different tribes. And
14 (inaudible) I'm not sure which 84 -- which one
15 of the 84 tribes would take us over. I don't
16 know who would want to take us over. But, you
17 know, we're proud of our school.

18 Going back to the testing. You know,
19 we started monitoring because we knew that at
20 some point in time people were going to start
21 looking at the test data. Well, when you have
22 84 tribes coming from 24 different states and
23 they're taking the Oklahoma certification --
24 or annual test, how fair is that? So we
25 started collecting the data and we have the

1 data to show. What a lot of people don't
2 realize -- you know, also they wanted to
3 prepare us to be a successful Indian school.
4 Well, pull up your successful schools, and
5 look at what they're doing.

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

15 We don't do that. I mean here at
16 Riverside, if we have the services for your
17 child, we bring them in. And, you know, that
18 was my question or our question to DPA, if you
19 want test data then give it to us in writing,
20 or we don't have to go by the Treaty Rights
21 and service our 84 tribes -- because someone
22 mentioned earlier, a lot of times they're
23 getting the students that the tribes wouldn't
24 have services for. They're calling us and
25 asking, can you take this child and help us

1 with this child because none of the schools
2 around here will help? And, you know, we're
3 proud of that. We're proud of the fact that
4 we can bring in these kids and we can help
5 them. But on the downside of that, this year
6 we had 50 percent of all our students were new
7 to us this year. So it's tough -- it's tough
8 building an educational background for our
9 teachers is to tests. Plus, we start in the
10 4th grade. All of education and all of the
11 foundation that they need for reading and
12 everything are the foundations for
13 kindergarten/first grade. Well, again, we
14 start in the 4th so we get a lot of the
15 students that haven't had success somewhere
16 else.

17 With 50 percent of our students being
18 new every year at this time was -- our
19 teachers get them in class and they don't know
20 them; they have to find out what is going on
21 with them. We have about 70 students right
22 now that are on psychotropic medication. They
23 don't always put that in that application, and
24 when you get them here -- and I'm not
25 exaggerating, we have dealt with some

1 situations this year. Wow. What's wrong with
2 this child? We've got to find out.

3 Oh, I usually take some medication
4 every day.

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

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

9 Whoa. Now we have a crisis.

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

17 We had a young lady that came in,
18 she's a sophomore this year, when she got to
19 us nobody at that home could handle her. She
20 couldn't -- she couldn't speak full sentences
21 and she nudged when she wanted your attention
22 and she -- the aunt said she pretty much
23 grunted when she wanted to talk to you. She's
24 functioning right now. She's in classes;
25 she's carrying on conversations. Her mom has

1 -- her mom actually got irritated with us and
2 brought her home and then sent her back to us.
3 Well, you all have done a great job.

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

18 When we look at applications -- we
19 have an application committee, when we look at
20 an application, what we do is we look at can
21 we service this child. We don't look at GPAs.
22 You know. A lot of times we look at the
23 discipline to make sure they're not a danger
24 to themselves or others, but we've serviced
25 kids that -- you know, we always have

1 surprises. Like the one that just jumps out,
2 we had a kid that came in one year and had 30-
3 something arrests. We didn't know until he
4 got here. We did -- we've gotten students
5 that come on campus, what's that on your
6 ankle? Oh, is that a tracking bracelet?
7 Well, that wasn't in the application. So --
8 but that's what we're about and we're proud
9 that we are that and we can honestly say that
10 we're here to service our tribes and our kids.
11 And, you know, we just want leadership to
12 realize that we're good at that.

13 Currently we have 76 students on this
14 campus that are homeless, that have qualified
15 for McKinney-Vento. We have had as many as
16 88. Where that becomes an issue for us is,
17 you know, I'm not even going to go into the
18 funding, Dr. Roessel, because that's a whole
19 other situation. But when that becomes an
20 issue is when it's time to send them home.
21 Because right now, you know, Dr. Roessel, when
22 you were down in Oklahoma City, we were
23 talking about three little girls that were
24 sisters, we didn't want to send them to the
25 shelter at Christmastime because we couldn't

1 contact their family. And so we're dealing
2 with the same situation getting ready to send
3 them home. And what we did with our little
4 girls at Christmastime is we had -- we have
5 some great staff. We do. Right now we have
6 195 staff and we actually had staff that put
7 them on a government checkout and checked them
8 out and kept them for Christmas so they
9 wouldn't have to spend Christmas in a shelter.
10 And that's what we're about, and we're proud
11 to say it.

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

23 The last thing I'll say is if we have
24 any say in this, we would definitely want to
25 push growth model, because I can give a test

1 to everybody in this room, and we're not all
2 going to score the same. Backgrounds, I think
3 -- I can't stress that enough. A lot of it we
4 can't determine and we can't control where are
5 kids are coming from. You know, once we get
6 them here, we can control the situation and it
7 helps. It does.

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

1 away, I want to see where I'm sending them to.

2

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

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

23 (Teacher and class enter the Gymnasium)

24 MS. FRY: Well, I -- this is my --
25 not my planning. It's because I -- my

1 planning was they'll be gone to lunch. And I
2 said this -- they're making decisions about
3 them and I thought they needed to hear what
4 decisions or what you all are discussing,
5 because this is their future. So I wanted
6 them to come and at least listen so you all
7 could put a face to these children.

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

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

21 That's the biggest issue and I'll say
22 it with our young ones here, a lot of times,
23 you know, the 50 percent turnover rate. What
24 happens is they come to us, they're behind,
25 they may have some disciplinary issues, they

1 may be lacking in athletic skills, but what
2 happens is we get them back on track and a lot
3 of -- some of them you see sitting right here,
4 when they go home their guardians aren't going
5 to want to send them back. Wow. You've
6 changed. You make your bed now. You do
7 dishes. And they won't send them back. So,
8 you know, I think again, that's a huge plus
9 for us that we help our young ones get back on
10 track and when they go back home. That's
11 probably the big reason for the 50 percent
12 turnover rate.

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

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

22 We were debating whether to go to this
23 one or in Anadarko and from the location of
24 where we're at it's the same distance point
25 both ways so -- maybe a couple of hundred

1 difference but I brought my school principal
2 here. His name is John Bach and we came a
3 long ways here just to sit in this session
4 here. I'm not going to go into a lot of
5 details but I think the majority of these --
6 some of the schools that we discussed here
7 that face -- a problem that we face as a
8 BIE-funded school.

9 And as we know, as the Board
10 President, a lot of concern that was brought
11 up and by Dr. Roessel earlier that our schools
12 wasn't in the restructuring plan that year but
13 we made so many changes with our budget and
14 policies. Even to our recruitment of many the
15 teachers and our school is located in a very
16 remote area and all this is brought us to the
17 education committee the Navajo Nation consults
18 on to get their attention now goes to Dr.
19 Roessel and his staff from the agency level to
20 Albuquerque, is how do we retain our teachers
21 -- highly good quality teachers in remote
22 locations. Comparing the (inaudible) drive
23 down here and I'm always traveling here and
24 there, I originally I was up in Washington
25 D.C. for federal budget, but one of the things

1 that I've noticed, I noticed there is a lot of
2 -- when he talks about remote areas, from my
3 location if I hired somebody coming from
4 someplace like New York, Massachusetts, State
5 of Washington, their actual location is
6 probably like Walmart or any grocery store
7 that's probably like two or five miles down
8 the road. It's quite a bit. It's not like
9 you have to travel like 90 miles away to do
10 your grocery shopping. And this is just some
11 of the things that keeping highly quality
12 staff at our school is really hard. Sometimes
13 they have to move because the location where
14 we're at and this is the area that we've been
15 addressing.

16 And the other thing that I have
17 concern also, from Day one, of the school year
18 FY 2015, school year '14 and '15 where I
19 talked to the BIE -- Dr. Roessel is talking
20 about technical assistance and since July of
21 this year I have not seen any of the BIE
22 representative from his office or agency
23 office coming to my school to provide
24 technical assistance. The same goes with
25 Department of Education fund, the Navajo

1 Nation. And that's -- my school is in
2 restructure and I have a big concern,
3 especially for the kids. I've offered to
4 (inaudible). I speak with them in the
5 cafeteria. I could talk to students and they
6 said -- I know what we're talking about here.
7 The majority are in Indian country where
8 they're dealing with domestic violence and
9 other issues. I've seen kids come into the
10 cafeteria on Monday morning saying that
11 haven't eaten the whole weekend, because their
12 parents were drunk or nobody's home to feed
13 them.

14 So that's where we help them, even
15 with the cafeteria for our students, saying
16 how can we help students over the weekend. Do
17 we provided for stack lunches for them to
18 continue eating by the time Monday comes
19 around they'll be not hungry or anything like
20 that. Then also distant-wise that we travel
21 bringing kids to our schools. I think the
22 farthest one is probably like 50 miles away
23 that can get kids to our school. And my
24 concern is by the time the first child gets on
25 the bus, which is around 6:15 a.m., I asked my

1 transportation department, I said, what time
2 is the earliest the child gets on a bus by the
3 time they get to school which is like around a
4 quarter to 8:00 -- they told me it was around
5 6:15 in the morning. So by the time they get
6 to my school are they already halfway tired?
7 And that's a concern that I have. The other
8 one is do we provided good quality nutritional
9 meals for the students so by the time
10 everybody -- all the students sits in the
11 classroom are they comfortable; are they ready
12 to learn? Do we have a school policy to -- I
13 kept questioning my Board Members, even our
14 administrators.

15 The other thing is we try to accept
16 all students but then again we face the same
17 thing here like what happens to students that
18 have been expelled from that school because
19 there were behavior issues. The
20 administrator, Mr. Bach, here he just accepts
21 students from left to right, the next thing
22 you know, we have a lot of problems at our
23 school. We have a high number of bullies
24 develop; we have a high number of students get
25 in fights. Students are making threats. All

1 these (inaudible) came on board and I told
2 them no more of that, we going to have to
3 cleanup. We're going to have to accept
4 students.

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

10 So I called the Board, we have to look
11 at the whole big picture, how can we change it
12 around? How can BIE help us out? How can the
13 Navajo Nation and the Department of Education
14 assist us? Like again this past year, this
15 July, none of these two departments have
16 stepped in my school (inaudible) to provide
17 technical assistance. (Inaudible) and asked
18 them to pass a resolution, because for the 66
19 schools that are located on the Navajo Nation,
20 32 is the grant-school and a lot of them is
21 our school (inaudible).

22 But talking about this whole thing
23 right here, about the change in plan. It
24 looks like it's really good, but I always
25 heard even -- I also (inaudible) for one of

1 the school board's associates, called the
2 Associations of Navajo Community Controlled
3 School Board. Also known as ANCCSB, it was
4 established in 1972 and to this day it's still
5 standing. Well some of these that go back to
6 the '80s -- I'm sure some of you guys still
7 remember Ross Swimmer (phonetic) (inaudible)
8 how they try to change up the whole BIE system
9 and some of the things I've seen, it's a
10 similar plan to what he's tried to do. A lot
11 of times common is going back to that or some
12 of the (inaudible) talks about how BIE is
13 trying to get out of the educational business.
14 I don't know how true that is. But again,
15 looking at that plan that looks like that's
16 what it is.

17 But one of the other questions going
18 back to Dr. Roessel, when the study group was
19 doing all this recommendation and reviewing, I
20 know in 2005 I believe it was, and the Navajo
21 Nation took BIE to Court where settlement was
22 -- I believe it was in 2007, the settlement of
23 that agreement was with the Navajo Nation
24 there was five agencies, but with eastern
25 Navajo Agency, it ended up splitting into two

1 agencies, that's how it became the six
2 agencies -- where does these legal cases
3 stands for these type of plans? I know
4 earlier you were saying that Navajo office
5 will be closed and I think with the Navajo
6 Nation we have six (inaudible) offices. So I
7 don't know, are all those six offices going to
8 be closing?

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

13 (Inaudible, technical difficulty)

14 MR. YAZZIE: But the biggest
15 concern that I have. (Inaudible) provided the
16 technical assistance to local schools from
17 both the BIE and the Department of Education
18 with their trial Education Department. I
19 always -- you know Dr. Roessel I know is
20 (inaudible) would always stress (inaudible) if
21 the Navajo Nation wants to be a Tribal
22 Education Department, for the schools and now
23 with the -- maybe -- not sure the
24 grant-schools will automatically go under the
25 Navajo Nation. That's really 32 schools but,

1 I do fully prepare to accept responsibility or
2 (inaudible) we're talking about 300 to 500
3 million dollars right there alone. So are
4 they ready to disseminate the whole thing?
5 (Inaudible).

6 And I know in the past there was this
7 one grant concept that came out and the plan
8 in Dallas and is the center of this plan, too,
9 that we're looking at. So that one grant
10 concept is for -- the plan was to have the BIE
11 get out (inaudible) Department of Education
12 and BIE. Instead of having BIE send a person
13 to (inaudible) those funds for them and give
14 us (inaudible) grant school. But now there's
15 no time the way I'm looking at these to
16 (inaudible) but to trust the tribe and the
17 trust to meet all the funds for the schools,
18 but with this indirect cost -- I know in the
19 past what we did, one grant concept that not
20 the Navajo Nations the Department of Education
21 was looking around 44 positions where they can
22 have one Auditing Department, the Finance
23 Department, the Human Resources Department.
24 So I don't know, is it going the same
25 direction now with this plan. I think that

1 some of the information that we have -- I know
2 this is an ongoing issue for us now, it has
3 for the past four or five years. So this the
4 (inaudible) that we have insight to our
5 (inaudible) we know it isn't what's coming
6 along. (Inaudible).

7 Okay. So thank you.

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

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

14 REPORTER: Thank you so much.

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

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

24 One thing, though, I worry about is
25 our special case of being a grant-school, if

1 that's pulling local control away from our
2 school. If our school was run by (inaudible)
3 Rock that is a local control compared to what
4 we have right now. Right now we have local
5 chapters that sends students to our school and
6 they elect people to be on their School Board
7 and that School Board runs the school by
8 hiring administrators that can run this School
9 that reflects the values and the beliefs of
10 the communities that they serve.

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

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

25 And I also agree that the comments

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

12 Nowadays, I think that's reversed. I
13 think that the communities are looking at the
14 schools to bring that back. That even though
15 the racism still exists, I don't think that is
16 the trauma that our students are feeling now.
17 Nowadays, as what was mentioned earlier about
18 the chaotic home life, the alcoholism, the
19 having one parent, but actually for a lot of
20 our families, if they have one family or one
21 parent there that look after them, that would
22 be a plus, but they don't even have the one.
23 Our students are living with grandparents,
24 with extended families, foster homes, or
25 homeless and when you really look at the home

1 life of our kids you wonder how they can get
2 any learning at all.

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

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

11 Thank you.

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

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

19 Let me just -- in response, and this
20 is where this comes from, so it's not so much
21 trying to dismantle local, but the federal
22 government has government-to-government
23 relationship with tribal nations, not with
24 school boards. Now -- I mean that's just a
25 fact. So we have to go with that policy and

1 we've stated that many times, but how a tribe
2 and a tribal nation decides to operate that
3 school, that's an internal matter. That's
4 internal. We have some schools where the
5 tribe operates it like they do the district,
6 where they take all the funding and they
7 operate the schools. We have Navajo, which
8 is, you know, dispersed. But if a tribe
9 decides they want to go a certain route, then
10 that becomes an internal matter. And what
11 we're seeing is whatever that decision is --
12 and I believe you don't have to -- it doesn't
13 have to be either/or. I think it can be at
14 both ends.

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

19 And so even today you can have both,
20 but that's internal. And so what we're saying
21 is that we're dealing with a nation-to-nation
22 relationship and we have Tribal Ed Departments
23 that are saying we want to control education
24 and operate. So the exercise of that -- that
25 exercise of sovereignty is for each tribe to

1 decide how that looks. And we understand that
2 it's going to look different for the Hopi than
3 it is for the Navajo.

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

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

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

24 MR. PICKERING: Thank you. I'm
25 going to make two comments today. This is the

1 first one I'll make.

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

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

14 At this time I'd like to let you know
15 that I just came from a conference in
16 Albuquerque, New Mexico dealing with AYPs and
17 the opportunity that -- I just want
18 (inaudible) to be more rigorous in their
19 academics and to challenge them to be a better
20 student in the public schools. And that's
21 what I look at this time as Director of Indian
22 Education for the State of Oklahoma, I look at
23 Indian students in public schools in Oklahoma.
24 There is over 132,000 students in the Oklahoma
25 public schools.

1 We work -- our tribe works very
2 closely with the government. The Oklahoma
3 Legislature has been trying to get things
4 installed in our laws and rules and
5 resolutions to help our students in the public
6 schools, and I wanted to kind of share that
7 with you a little bit today. I'm grateful
8 that our -- our tribes here in Oklahoma -- 39
9 tribes do do that and it has enhances the
10 education of our students and challenges our
11 students be a better student.

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

18 I want to also say that the Muskogee
19 Creek Nation has stepped forward and worked
20 with the legislators to create a charter bill
21 for the Oklahoma legislators to allow tribal
22 schools in the State of Oklahoma the
23 opportunity to start their own charter
24 schools. And they're to be commended for
25 that (inaudible) tribal jurisdiction. That's

1 very important, legislation for us here in
2 Oklahoma.

3 The other part is a STEPP grant which
4 a few of our tribes share and work with the
5 Oklahoma State Department of Education and
6 that's through the Cheyenne/Arapaho Tribe and
7 the Chickasaw Nation. Two completely
8 different (inaudible); two completely
9 different sovereign nations working in two
10 different parts of the State of Oklahoma with
11 two different -- (inaudible) two different
12 types of communities. One with a large amount
13 of racism and the other one with (inaudible),
14 not as much. One is real progressive; one is
15 working on being (inaudible) and doing a great
16 job. But they're working in partners with the
17 Oklahoma State Department of Education to
18 understand how to work with Title 1 and Title
19 2A, 21st Century grants, and other federal
20 monies that come into our state agencies and
21 they've learned well. And I think this is the
22 first step in our tribes in Oklahoma and their
23 ability to take federal funding and
24 disseminate it where (inaudible) better than
25 (inaudible) agencies are doing from a federal

1 standpoint.

2 I would also like to say that our
3 tribes have worked real well at the federal
4 level with their legislative people in
5 Washington and trying to get things done to
6 benefit us here in the state. But not only do
7 they not look at -- what they do in the State
8 of Oklahoma is what they can do to enhance the
9 education of our students nationwide. So our
10 tribes will be familiar with them (inaudible).
11 And I wanted to highlight that a little bit.

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

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

25 I'll speak later this afternoon on the

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

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

15 (Break)

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

18 So let's start up with more comments
19 then.

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

25 The U.S. government has a social

1 responsibility and treaty obligations to our
2 tribes, and so is it the goal to turn over a
3 broke BIA system to the tribes and make them
4 responsible for it? And if you are, I mean,
5 are you going to -- if you're turning them
6 over to the tribes, are you going to fund
7 these or is it the ultimate goal eventually
8 for the BIA -- BIE to say, you know, it's the
9 tribe's responsibility now, we're no longer
10 going to fund them?

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

18 And then I've got a third question.
19 You mentioned two schools, Navajos and Eagle
20 Pass as successful tribally-funded schools,
21 there's 117. How many more of those are
22 successful right now? Because in the report
23 it looks like you've got these schools that
24 are performing -- a few schools that are
25 performing while -- so instead of it looking

1 like it's the BIE's fault, it looks like it's
2 on the tribe, that the tribe is no longer --
3 the tribes are the ones responsible for them
4 not performing well.

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

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

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

24 In terms of turning over -- the BIE,
25 Indian Affairs, Department of Interior,

1 Federal Government, understand we have a trust
2 responsibility, part of that is in education.
3 We also have treaty obligations. And some of
4 those are specific to education.

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

11 Now turning over a broke -- a tribe
12 doesn't have to accept this. If they want to,
13 they can. If they can't, we understand that
14 there are going to be tribes -- and I
15 mentioned this earlier -- and schools like
16 this that can't be turned over to individual
17 tribes. You know, we have Sherman, it's the
18 same way. We have some interesting requests,
19 though, I will say in terms of some of these
20 schools that are, you know -- there are many
21 different tribes. So it's not a definite, no,
22 to be honest. But there's a process. And I
23 don't know what it is here but I think it's
24 something like 70 percent -- there's a
25 percentage of the tribes that are a part of

1 the school we approve to go grant -- or
2 there's some things. So there's a process
3 there in that way. But we also know there are
4 some tribes that believe, again, the trust
5 responsibility is to have a federal presence.
6 For those schools, and for those tribes, we
7 don't plan to pullout. We will continue and
8 operate those schools. We think that
9 footprint is going to be much smaller.
10 Currently, within our system we have 183
11 schools; we have 59 that are bureau-operated.
12 In Navajo there are 31. So if you take those
13 31, which they're in the process of now -- of
14 taking those over, you're down to only 28
15 schools that we actually operate. And this
16 year, we have three schools that are going
17 grant, coming into this next year. So now
18 you're down to 25. So the trend is going less
19 operations. Okay. So that's a tribal
20 decision. But we understand that there will
21 be some tribes that says we don't want to take
22 over; we want you to operate our schools. And
23 in those instances, we will. In a situation
24 like Riverside, Sherman (inaudible) will
25 continue to operate those schools. It's up to

1 the tribe. They have to come and say we want
2 this first.

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

25 Yes, absolutely.

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

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

10 DR. ROESSEL: And if you look at
11 the funding of BIE schools, the way the
12 student (inaudible) that lately has actually
13 gone up. It kind of went down a little bit
14 with sequester with that funding. And, of
15 course, it's partly because there's fewer
16 students in the system so it goes up and so
17 it's not because of the good grace of people
18 giving money, you know, we understand there
19 are others. But I think, you know, one of the
20 things that we've heard from tribes when we
21 talk about -- when we talk about facilities.
22 Why would we takeover terrible facilities. We
23 understand that one of the things that was
24 really loud and clear in the tribes is we
25 might takeover operations of the school, their

1 curriculum, and what's happening in the
2 classroom, but we're not going to assume
3 ownership of those buildings in their current
4 condition. And, you know, that was something
5 that was said to us in many different regions
6 of this country by many different tribes. So
7 there's a lot of different layers to that in
8 terms of turning over a broke system. We're
9 broke right now, looking at our success. We
10 need to try to find a way to improve it
11 together. What we're saying is BIE can't do
12 this on their own. Tribes can't do it on
13 their own; that we need to work together to
14 try to improve the quality of education in
15 Indian Country for BIE schools to all Indian
16 students. So I think one of the things that
17 we're trying to look at is get passed the
18 blame, and say, okay, what are the solutions?

19 You asked about when is the strategic
20 plan and things like were going to happen.
21 We're already starting that. I mean, that
22 goes back to, you know -- there are things we
23 can do right now that we are doing. We are
24 moving -- you can say we're the chairs of the
25 titanic around but really some of the ways

1 that we're structured is not conducive to the
2 outcomes that we want. We can change those
3 things, and have a positive influence right
4 now, you know, in terms of how we come and
5 interact with tribes. Say Riverside, for the
6 schools -- there are things structurally that
7 BIE is just not in a position to do well right
8 now. And it makes no sense. So I have that
9 authority to do some of that now. We're going
10 to start that -- the incentive grant that we
11 talked about. We have funding -- we found
12 funding for that now. That's happening.
13 We're drafting the grant -- you know, the
14 application process. The pilot program for
15 Head Start, that's happening right now.
16 Again, what we're looking at is we have an
17 early childhood education -- not Head Start, I
18 meant Early Childhood Education. We have
19 early childhood education right now. It's the
20 FACE Program. Okay? It uses up a big chunk
21 of money. We have \$15.8 million in that
22 program. It funds only 882 students; 15.6
23 million. That, you know -- that doesn't make
24 sense. We can do better. So what's the
25 solution? We can continue to grow that

1 program or we say to a tribe, you want an
2 early childhood program? We'll give you x-
3 amount of money. You develop the program you
4 want. You want native language in it? You
5 put it in there. You develop it and we'll
6 hold you accountable. And so then you're
7 designing the program you want based on sound
8 factors, of course, but at the same time it's
9 coming from you as opposed to BIE dictating.
10 We're not waiting for fiscal '16/'18,
11 whatever; that starts next year. We can do
12 that now. So part of this process is we have
13 some common sense ideas that we have the
14 authority and control to do it right now.
15 We're making them aligning and professional
16 teacher evaluations to include growing, and
17 then trying to say here's a model for our
18 grant schools. How can you incorporate that?
19 Because that is a big shift. Those types of
20 things we can do right now.

21 Centralizing and consolidating what we
22 have currently, the way we're situated. Our
23 line offices, they are for compliance and
24 monitoring, not for the assistance that's
25 needed in the classroom. And so there are

1 things that we can do now. So the answer to
2 your question is, this is happening now in
3 Phase 1 and Phase 2. So Phase 1 is kind of
4 going through some of the stuff that we can do
5 administratively already.

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

19 In terms of the tribes and the grant
20 schools, I agree with you. Like I said in the
21 beginning, when Congress says your schools are
22 failing, they're not seeing grant schools or
23 BIA; they're seeing BIE-funded schools. So
24 they're combined, we're joined at the hip.
25 Whether we like it or not, we're joined at the

1 hip. And I personally take responsibility for
2 all of that. Otherwise, I'd say it's not my
3 problem. And that's something that since I've
4 been in this office I told everybody up and
5 down and throughout the organization all BIE-
6 funded schools, we don't -- in the past it's
7 been, okay, we can't really do anything with
8 grant schools. But we can't have that
9 attitude. It's our problem. They are our
10 kids. We are solutions. And that's what
11 we're trying to do.

12 MS. WALTERS: When you talk about
13 when is this going to happen; what exactly is
14 going to happen? Part of that has to be
15 determined through consultation like we have
16 right now. So the finalized long-term plan
17 hasn't come out yet because we're still
18 getting input from you and other tribal
19 leaders to influence what that final plan will
20 look like. So as Monty mentioned, there are
21 things that we can do now and are doing now,
22 but we also have to consult with the tribes to
23 -- on anything that has tribal education, to
24 get the best result possible. So that's what
25 we're doing now, and then when -- once we hear

1 from everybody and have the best solutions,
2 then a comprehensive final plan will come out.
3 I don't know if that answers your question.

4 We have -- over here?

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

23 I want to thank Dr. Roessel, and
24 Donald Yu, and others who are involved in the
25 BIE study. I also have heard from tribal

1 leaders that, oh, the BIA is having another
2 consultation. Why should we go? We go,
3 they're going to tell us what they're going to
4 do anyway. And so with that kind of attitude
5 I think it's permeated, you know, for a long
6 time because of the BIA process. But I can
7 tell you that, you know, through this process
8 and the people involved in this, they're
9 committed to make changes. In the past decade
10 or maybe more we've never had an opportunity
11 to make some meaningful changes within the
12 Bureau's system.

13 I heard a former BIA Director who
14 spent a year up there in Washington D.C. and
15 said I spent all my time listening to people
16 telling me why we can't change this. Why we
17 can't do this, you know, why we can't do that.
18 And I think this process here is an eyeopener.
19 You know, we've got here not only the
20 Secretary but also -- both the Department of
21 Interior and Education but also (inaudible)
22 administration. They want to make changes.
23 We need to have changes. So I really
24 appreciate the group coming down and allowing
25 for influence from different parties.

1 TEDNA has made recommendations before
2 in previous meetings and that's probably
3 already on the record. As a School Board
4 Member I'm hoping that some of these issues
5 that we've covered can be resolved. The most
6 glaring issue that we have is the -- if you
7 look outside, there's school construction
8 going on in some buildings. Unfortunately,
9 they probably should have been done -- about
10 three or four years they should have been
11 completed, students should have been there.
12 And once, again, the BIA process for school
13 construction is just so ineffective. So I
14 don't want to say useless, but it's very
15 ineffective, because they have lost the
16 funding for BIA schools nationwide, because
17 they weren't able to complete the funding of
18 those projects. And so Congress has decreased
19 the amount of funding that was there even in
20 the Republican administration. So, hopefully,
21 they'll be able to fix this through this
22 process.

23 Also, for those schools who have
24 partnerships with USDA, I hope you can look at
25 the partnerships again so that, you know, the

1 schools can get reimbursed the amount for --
2 especially those who are 24/7, seven days a
3 week.

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

17 Also, I want to publically thank the
18 Riverside Indian School staff; Mr. Dearman,
19 teachers, here at Riverside, they -- you've
20 heard Mr. Dearman, they've got a real
21 difficult task. But being on the School Board
22 for the last few years I can attest that there
23 are some real concerned individuals here who
24 have concerns for the kids. And they've been
25 able to really do an excellent job, and kind

1 of some really non-academic related issues,
2 very severe issues, and they were able to
3 handle those appropriately. So, I'm thankful
4 that Mr. Dearman; and hopefully the other
5 school districts will be able to increase
6 staff, administration, and teachers just like
7 we have at Riverside. As the Tribal Education
8 Department National Assembly Director, I want
9 to remind you that all tribes have like-
10 concerns, even though they don't operate a
11 school, they do have primary programs. They
12 do have Johnson O'Malley Programs. I know
13 there's been some progress made with Johnson
14 O'Malley but I understand that -- and Dr.
15 Roessel, you are under-staffed in Washington
16 D.C. but the higher ed programs have been
17 stagnated for the last 20 years -- 10, 20
18 years. Same way that they've been operating
19 the program, it's the same way most programs -
20 - tribal programs operate the programs. This
21 is like meeting the needs of our future
22 college students who come from Native American
23 students -- Native American backgrounds. We
24 need more coordination through tribal higher
25 ed programs. Johnson O'Malley Programs, get

1 them career (inaudible) to go to college. And
2 so I think there's some opportunities within
3 the BIE -- and the BIA to look at the
4 initiative. I mention that (inaudible) tribe
5 they basically start working with their
6 students in the sixth, seventh, eighth, ninth,
7 school level. Right now there exists a
8 database with every tribe that allows them to
9 make (inaudible), to at least have contact
10 with their students. And that database is
11 called the tribal enrollment. Tribal
12 enrollment should have a copy of every tribal
13 member. In those tribes, they do work with
14 their students no matter where they're located
15 at, not just the area, they also work with
16 students out of that area, out of state, and
17 in some instances out of country. So I think
18 there are some very promising initiatives that
19 can take place there. TEDNA is getting ready
20 to promote a nationwide program for college
21 readiness through the use of the worldwide web
22 to assess resources for students. Any student
23 in the United States that wants to learn about
24 their tribe can utilize the web to connect
25 them with the tribal education department so

1 they can get information not only about
2 college career readiness, but also about
3 tribal government history and so forth. So
4 we're getting ready to announce that,
5 hopefully, in the near future.

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

19 Right now that tribes historically
20 have given over the education of their
21 students to non-tribal control institutions;
22 BIA, State LEAs, and CAs. And now that we're
23 trying to make an effort for the tribes to
24 have more control, it's up to tribes to now
25 look at their education capacity so they can

1 build this capacity. I mean, just having a
2 BIA higher ed, BIE Johnson O'Malley Program
3 doesn't constitute a tribal education
4 department. If you have a true education
5 department you're looking at all your members,
6 you know, looking at it from birth until they
7 leave this world. K-12 to beyond higher
8 education into (inaudible). I mean, that's a
9 true education department. And you look at
10 how you can change that, you look at policies
11 that are not only local, but at the state
12 level. You look at tribal policies, which
13 (inaudible) but more importantly you look at
14 your own internal tribal policies. I mean,
15 are we just having a tribal education
16 department so we can operate programs; or do
17 we have tribal education departments so we can
18 effect the future education of our tribal
19 members? And let me tell you I can talk all
20 day about that, but I'm not going to do that.
21 So I just wanted to thank you for this
22 opportunity. Thank you.

23 MS. WALTERS: Thank you, Mr.
24 RomanNose.

25 Can you introduce yourself and tells

1 us you how you represent.

2 MR. NELSON: I've got to stand
3 because I talk with my hands. My name is
4 James E. Nelson, Jr. I started here at
5 Riverside back in 1989. I'm going to speak on
6 behalf of Cheyenne Eagle Butte High School in
7 Eagle Butte, South Dakota. I was the -- well,
8 officially the Assistant Principal there, but
9 the Principal of the high school. I just
10 resigned on the 17th of April and now I'm the
11 Higher Ed Director with the Kiowa Tribe in
12 Carnegie. So, first off, I said, I think
13 that's one of the most antiquated systems that
14 has -- it just needs to be revamped. I mean,
15 you can take 65 Indian students right here at
16 Riverside, and 65 students at Eagle Butte,
17 they're not the same students. We need to
18 start individualizing how we can help each kid
19 through a personal learning plan or whatever
20 it might be as far as students that -- well,
21 you don't fund athletics, we'll find money to
22 do that in any reservation or whatever. But
23 band students, gifted students, students with
24 IEPs, and the list goes on to where we're
25 going to devise a system to help that

1 individual student, not 65 students. I hope
2 that makes sense. Because I was trying to
3 have a solution to any problems because that's
4 what I do.

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

22 Also, attendance with Bureau. If you
23 have a student -- you know, and attendance is
24 a big issue. But in a public school setting,
25 if they miss ten classes you can drop that

1 student and line them up for summer school or
2 whatever it might be. But with the Bureau,
3 you cannot drop a student because of the
4 funding and all that kind of -- and some of it
5 doesn't make sense whenever you have students
6 that come back, they're close to graduation,
7 you know, and might need two credits or
8 whatever, but you've got to give them eight,
9 and you know -- in those six classes that they
10 don't have to take -- you have discipline
11 issues, boredom, and -- you know what I'm
12 saying? That really needs to be looked at. I
13 don't know if Riverside uses NWEA or math
14 assessment. You pay in NWEA oodles and oodles
15 of money and it is one of the most labor
16 intensive to get the data that you need, but
17 I'm back to the individual -- you know what
18 I'm saying? I should know all of our RIT
19 scores, how much I need to be improving, but
20 to go through and get it it's so hard to do
21 because it's all about back to the 65 students
22 again -- comparing 65 students. I hope that
23 makes sense. My deal is if I'm paying NWEA, I
24 want to get the service that's catered to
25 Cheyenne Eagle Butte, or Riverside, or -- you

1 know what I mean? They need to individualize
2 that.

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

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

22 AYP. Everybody talks about, oh, we
23 got to get to AYP. Oh, we got to do an AYP,
24 whatever. My deal is, in each school you're
25 going to have some -- just great kids that

1 never get recognized because that school
2 didn't make AYP. And that to me is just an
3 injustice to kids. And (inaudible) if it's
4 not working, quit doing it and find something
5 that does work. Thank you very much.

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

8 MR. NELSON: Sure.

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

16 MR. NELSON: I would, depending
17 upon what school districts have in that area -
18 - because see, Eagle Butte is a coop. I think
19 there's only two; 20-1 could go under -- same
20 (inaudible) of Caucasian. I don't have to
21 follow the BIE's deal. I can take two
22 classes, first and second, (inaudible) if I'm
23 working in the morning or in the afternoon, I
24 just have them take those two classes. It's
25 still funded through South Dakota. Policies

1 are good but some of them need to be really
2 understood that -- some of them -- it's got to
3 be individualized and catering to resident
4 (inaudible), is my opinion.

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

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

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

21 MR. NELSON: Sure.

22 MR. SEGROVES: Good morning,
23 everyone. My name is Michael Segroves, I'm
24 with Eastern Oklahoma Tribal Schools. We are
25 -- if anyone is not familiar with us, an

1 intertribal organization, organized under
2 Choctaw Nation of Oklahoma. We provide
3 facility's management and architectural
4 engineer services for Greg's school -- all the
5 dormitory; Mr. Keel's school, Chickasaw
6 Children's Village; Sequoyah Indian School;
7 and Jones Academy.

8 One of the things I'm happy to see in
9 the report is that there appears to be pushing
10 things out of the central office and more into
11 the field with technical assistance. And I'm
12 hoping that that technical assistance will
13 also create either bureau offices, like our
14 office or tribally created offices like our
15 office, to give the schools the technical
16 assistance they need to maintain the
17 buildings. As everyone has brought up in
18 here, Mr. RomanNose and you, sir, about the
19 facilities. One of the things that we are
20 constantly fighting is 50 and 60-year-old
21 buildings that are trying to be adapted to
22 21st Century education and there are only so
23 many times I can put a roof on a building in
24 30 years before we've wasted a ton of money on
25 something that should have been rebuilt. Many

1 of the buildings that we've built on our four
2 campuses, funding has come from different
3 sources. Chickasaw Children's Village was
4 built partially with Indian Affairs money, and
5 partially with HUD money. So those
6 opportunities, I think, we can work those type
7 of things out. But if Indian education is
8 going to be responsible for Indian education,
9 they need to have the responsibility and the
10 control over the actual facilities and not
11 OFMC (inaudible) Indian Affairs, because they
12 have all of the other Indian Affairs going to
13 (inaudible) as well. I would hope that that
14 would fall over into Indian education.

15 My kids go to Edmond Public Schools
16 here in Oklahoma; I grew up in Norman Public
17 Schools. Neither one of those school
18 districts have not passed a bond measure in 50
19 years. That's how much the people in those
20 districts care about funding those schools.
21 Some of the stuff may be silly sometimes but
22 they all care about it. It's my hope that all
23 the leaders here can exert pressure on
24 Congress to do the same type of thing and
25 adequately fund the facilities for Indian

1 education -- the schools under Indian
2 education. Because we can give technical
3 assistance for teaching and improve health
4 care, improve nutrition, but if they're in a
5 building where the roof leaks and they have to
6 wear jackets all the way through school, it's
7 just not the outcome we're looking for. And
8 from what we stand for, we want to work with
9 Indian education and we want to work with
10 tribes to make that a better relationship and
11 give the superintendents of these schools
12 basically an option for them where they don't
13 have to worry about are they getting their
14 buildings repaired correctly. Rural school
15 districts here in Oklahoma have problems
16 attracting architects and engineers to come
17 out to their facilities. They'll be charged a
18 thousand dollars just for somebody to come out
19 and look at an issue. Same thing happened
20 with these four schools before our office was
21 created. And these four schools created our
22 office for that purpose. We're on-call of
23 them. But if you're not sure that you're
24 getting your building fixed correctly, you're
25 not only wasting your money, but you're not

1 serving your children, whether or not you know
2 exactly what you're doing. If you don't have
3 the technical expertise to know that a
4 building has been damaged by one of our recent
5 earthquakes, or if it's -- the water damage is
6 causing mold and all these other things, you
7 just don't know. And that's why they need the
8 same type of services that larger urban school
9 districts can attract and get out there.

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

18 MS. WALTERS: Thank you.

19 MR. ANDERSON: Good morning, my
20 name is Greg Anderson, I'm the Superintendent
21 of the Muskogee Creek Nation Dormitory. I'd
22 like to say for the most part I agree with all
23 the comments I've heard today. I told Tony at
24 break, professionally we do it the same way,
25 deal with the same issues, the same kids, same

1 success he has. So I appreciate his comments.

2 One thing I would like to say that I
3 haven't heard is the question, have we
4 satisfied the GAO Report and address the
5 issues in the Bronner Report. I think we
6 have, with the presentation this morning --
7 just a review of the strategic plan. I think
8 we have addressed those issues so I think
9 we're going forward with that. Our facility,
10 like Mike said, we're in desperate need of
11 help in funds in getting these facilities up
12 to standard, they're sub-standard now
13 (inaudible) facilities (inaudible) and saw
14 just how bad these buildings are, they're in
15 terrible shape. But a couple of weeks ago I
16 heard Dr. Roessel speak at the National
17 Advisory Council, and he says -- and I mean
18 really a statement, and he said this, our
19 actions will challenge the impossibilities we
20 have created and create (inaudible)
21 possibilities. And I think that's what we're
22 trying to do. None of us can go back and
23 start a new beginning but we can start
24 (inaudible). But I think that's what we're
25 trying to do. We can't go back and change all

1 of the things that have been done but today we
2 can develop a study group. That's the first
3 step in making things better. And I think
4 that's what we're all here for today is to
5 communicate, cooperate, and collaborate. But
6 how can we do that? It can be done. It can
7 be done. I think we need the direction, we
8 need the support of the administration we have
9 now. We have a President who wants to see
10 Indian education improve. We have two
11 Secretaries who are collaborating and
12 communicating like I've never seen before
13 that's (inaudible) Indian education. I heard
14 Dr. Roessel, who I think is going to do great
15 things for the BIE. So I think we have at
16 least (inaudible) to do good things, we have a
17 window of opportunity that we need to take
18 advantage of now, not later. Let's get things
19 done now. Let's push these initiatives
20 forward now. Thank you very much.

21 MS. WALTERS: Thank you.

22 MS. ROGERS: Good morning. Sharon
23 Rogers, I'm the school counselor, licensed
24 counselor, and school psychologist for Jones
25 Academy and Choctaw Nation. I just want to --

1 I wanted to reiterate what Mr. Anderson said
2 and Mr. Dearman said, that the testing with
3 our kids, the growth factor, I'm on the -- the
4 front lines. I'm testing these kids, I'm in
5 the room while they're testing. And I've
6 noticed the difference in how the kids respond
7 with, like, the EWA test, the growth factor
8 verses taking one test, one time a year. You
9 can see the light in their eyes when the
10 teachers are holding their scores from the
11 fall, and they've made a 10, 20, 30 point
12 increase by the spring. It's just lights up
13 their face. I deal with testing and I deal
14 with the traumas, I deal with all of this with
15 our kids. And I see more trauma and more
16 testing with the single test than I do overall
17 with the NWEA. The kids need to enjoy it
18 more. And we're starting those kids in the
19 first grade instead of waiting until the third
20 grade to start testing, getting them used to
21 the process. But I think that's very
22 important for our students. Just like Tony
23 said, we get kids from all over the country at
24 Jones Academy. I don't know this year how
25 many tribes are represented, how many states,

1 but we've got them from as far away as Alaska.
2 Okay. And I see the difference. I had kids -
3 - I've had siblings come in for our students
4 that are on IEPs telling me, you all are doing
5 more with my sister or my brother, than they
6 did at their last school. You all are
7 actually teaching her how do read, or him how
8 to read. Because they come in third and
9 fourth grade and they can't read. They're on
10 an IEP, they just sit them at the back of the
11 classroom and let them color, but you all are
12 actually trying to help my sibling
13 (inaudible). So I see and I agree with these
14 comments on the ground floor, stuff that other
15 people doesn't. So I'm in line with Tony, and
16 I see these kids, I've handled the crisis he's
17 talked about from, you know, a kid hurting
18 themselves, or hurting someone else, I've been
19 there, I've seen it on site, I've been a part
20 of that. And we need that bottom line defense
21 for our kids. Thank you.

22 MS. WALTERS: Thank you, Sharon.

23 MR. TSOTIGH: Good afternoon, my
24 names is Jacob Tsotigh. I'm a member of the
25 Kiowa Tribe; former Indian Education Director

1 at Anadarko Public Schools for long time. And
2 I'm well aware of the need to have such a
3 wonderful institution as Riverside to help
4 compliment the local community. I'm glad
5 you're here. I work for the University of
6 Oklahoma South Central Regional Comprehensive
7 Center, and we are charged with working with
8 states to help build a capacity of the state
9 departments of education. I work primarily
10 with New Mexico and Oklahoma; I worked with my
11 colleague Dwight Pickering here in Oklahoma,
12 and my colleague Dr. (Inaudible) Clark in New
13 Mexico in addressing issues that connect to
14 the public school system. But our native
15 students function in both worlds; both in
16 public and in BIE schools. And I'm speaking
17 today as a member of the native community. I
18 am so appreciative of the Bureau's efforts to
19 solicit input in what I see will become
20 transformational in terms of the journey of
21 education that our institutions are
22 (inaudible). And it's good to see our tribal
23 leadership here, and our tribal educators who
24 will be charged with helping to implement the
25 vision that you have outlines. And these four

1 pillars are amazing in what they propose.
2 They will provide a basis for, again, the
3 transformation that is necessary to move us
4 away from a bureaucratic monster that is
5 cumbersome and unresponsive and lacking in the
6 compassion that is conveyed by some of the
7 staff members that we have here in our midst.
8 I think it's important for us to feel that the
9 institution is responsive. And I think the
10 findings of the study goes a long way. I know
11 there's trepidation, I know there's concern,
12 that maybe we will bite off more than we can
13 chew. But as my colleague, Mr. Anderson,
14 conveyed, we have to look at the ending, it
15 doesn't matter what our beginning was. We
16 have to be willing to effect those students.
17 And it was kind of a concern to me that we
18 were conveying the physiological and
19 sociological impact that our parents brought
20 to these children in front of them. Because
21 they are here for security. They are here to
22 find some sense of contentment. And I think
23 we kind of threw that on its end a little bit
24 by exposing some of that which they know --
25 that's why they're here. They know what

1 they're facing. And it's up to us to
2 transform that. And if we can't impact
3 teaching and learning at the classroom level,
4 then our job is not worthy of the undertaking.
5 We have to be able to evaluate the effective
6 teacher that are doing their job, they're
7 changing the test scores that are necessary
8 for them to be productive citizens as my
9 colleague Mr. RomanNose said. Now we have a
10 long journey, and it's a comprehensive
11 journey, and it doesn't start from just one
12 part of the equation; it is a complex formula
13 that we are looking at. And we have to be
14 willing to consider what our obligations are
15 to engage in the process of transformation.
16 And I hope that under the new leadership that
17 has been willing to come to us, and connect
18 with us, and to listen to our concerns, that
19 together we can build that type of (inaudible)
20 that will impact those lives and be found and
21 will allow them to find their place in the
22 communities in which they will return and
23 engage their lives as a part of being a
24 productive citizen of those tribal nations and
25 in some cases, of the state communities. So

1 we need to look at those comments. Part of
2 that is being an agile organization to be able
3 to adjust, to be able to modify, to be able to
4 translate those local (inaudible) into being
5 more effective at the classroom level. And
6 that's what it's all about. We're talking
7 about being able to have classroom instruction
8 that engages that student based on emerging
9 technologies that will allow them to be a part
10 of the process, and not having them pose a
11 problem. So I thank you for what has been
12 outlined, and I look forward to the dialog,
13 and (inaudible) as a result of this strategic
14 plan and I value the fact that this
15 administration has been willing to undertake
16 that journey. So, good luck in the future.
17 Thank you.

18 MS. WALTERS: Thank you.

19 MR. DEARMAN: Just some challenges
20 that I want to let you know what we deal with.
21 You know, Mr. Nelson, when he talked about
22 background checks, hiring is a huge issue.
23 And I mentioned this to Dr. Roessel in
24 Oklahoma City, until we get HR under our belt
25 or underneath our umbrellas, it's always going

1 to be an issue. When we go to hire teachers
2 and we're dealing with it right now, they can
3 be certified in the State of Oklahoma but they
4 can't BIE's requirement, then we lose them.
5 Right now we're trying to hire a Spanish
6 teacher that can go anywhere in the State of
7 Oklahoma and teach but she doesn't meet
8 qualifications of the BIE. And, you know, we
9 talk about the reciprocity and things like
10 that, but it's unique in our situation and
11 it's pretty difficult to get around.

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

24 Student staff ratio. I think this is
25 critical. According to CFR, and I think --

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

16 ADM. The way we're funded. It's ADM
17 now. In the past, it needs to be counted. So
18 ADM means, according to what we think we know,
19 is we have ten days; when five kids leave, we
20 have ten days to bring students in in their
21 place to keep funding. That's throughout the
22 year. But we're funded until the last week of
23 September for transportation. So September
24 the 30th, when that last week in September
25 rolls around, we bring kids in that keep our

1 ADM up for our funding throughout the year so
2 it's coming out of our pocket. In the dorms
3 it's different. I haven't understood this.
4 Because in the dorms, we're on a three week
5 calendar. So a student has to be counted at
6 3:30 and then at midnight at least one day for
7 each group. And that's the way it works in
8 residential. The thing that we would like to
9 see changed if it's at all possible, ADM is
10 not attached to a name. But in the dorms when
11 a student leaves, it goes with them. You
12 can't put a student in that place and get that
13 number because it's attached to the names.
14 I've never been able to get an answer for why
15 it's like that because it should just be, I
16 would think, based off numbers.

17 Construction. Right now -- and Dr.
18 Roessel mentioned this to you before, they
19 don't recognize an off-reservation boarding
20 school in elementary. So the kids that were
21 sitting up here, they're going to still stay
22 in the dorms that were built in 1934, and
23 they're still going to stay in portable
24 classrooms. So when we met with them
25 (inaudible), I'm like all right, gentlemen,

1 whose number do I give when the tribes and the
2 parents complain because their babies aren't
3 good enough to be in the same buildings of the
4 high school kids. But, you know, that they're
5 moving out of but they're still good enough
6 for the elementary. I haven't got a number
7 yet but it would be nice to understand how
8 come our -- you know, we've received funding
9 in every other department if they're
10 elementary, but we don't receive anything for
11 new construction for our fourth-grade grade.

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

1 point line in. I mean, it's that small. So
2 we said that's not efficient for a gym.
3 Again, so if we get that group underneath our
4 umbrella we're going to be able to (inaudible)
5 situation. Because you'll hear the board
6 aesthetics, aesthetics, aesthetics.
7 Aesthetics sometimes may look good, you know,
8 for design. But for the safety of kids it
9 doesn't work. We've got a wall setting right
10 in front of our cafeteria and it was put up
11 for aesthetics, but it's a good skateboard
12 ramp for kids to run up and jump off. We've
13 had dealings, that wall is going to come down
14 this summer because we had a young lady that
15 fell off backwards and had to take her to the
16 emergency room, she had hit her head. But to
17 get people to understand that from our level
18 is a difficult thing.

19 The other thing, you know, I've asked
20 this over and over and we just haven't had a
21 legitimate answer or a solid answer, is can
22 government employees within the school go out
23 and solicit money or ask for donations from
24 tribes. Not as a fundraiser for student
25 activities, but for like facilities, like a

1 track, you know -- Native Americans we're
2 awesome in track. We're fixing to have our
3 state track met across country, we're real
4 competitive, but there's no funding for that.
5 So my question is, can we as government
6 employees actually go out and ask tribes if we
7 can get donations to track.

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

19 I think we're all sitting here talking
20 about some questions that the schools deal
21 with. And I appreciate the tribal leaders
22 that are here because ultimately it starts at
23 home. When we get our babies in our
24 elementary, you know, I said we don't get them
25 until the fourth grade. And people want to

1 point fingers. It would be nice to see a lot
2 of our tribes that here taking -- you know,
3 this is the first step to get here, a lot of
4 our tribes do some things for their kids to
5 get them ready. Because so many kids come to
6 us in the fourth grade, and they haven't had a
7 whole lot of parental (inaudible). They
8 haven't had a whole lot of structure, and then
9 people want to point fingers and say, you
10 know, it's the education. Well, you know,
11 there's always room for improvement. I don't
12 care at what level or where you're at, but
13 I've been to a lot of reservations. I've been
14 to a lot of tribal education (inaudible), and
15 I think until our tribes actually take
16 ownership of that, and say, we've got to get a
17 head start, we've got to get a kindergarten,
18 we've got to start reading programs in our
19 homes, it's -- we're always going to have
20 problems in our education system. Thank you.

21 MS. WALTERS: Thank you.

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

25 MS. WALTERS: That is something

1 that is getting ironed out and there will be a
2 rule coming out about that in the near future.
3 So that is something that we can get looked
4 at.

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

21 MS. WALTERS: I think this is
22 probably a good time to break for lunch.
23 Since you might have to drive a ways, maybe we
24 should give an hour and a half so that we make
25 sure that everybody can eat and relax a little

1 bit.

2 So, maybe, come back at two o'clock.

3 (Comments of locations of restaurants)

4 (Lunch break)

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

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

13 (Pause)

14 DR. ROESSEL: Okay. So if nobody
15 has anything from this morning, then I'll move
16 on. This is just -- this should be relatively
17 simple. I think many of you -- the strategic
18 plan, BIE -- one of the things that was
19 brought up and I think Mr. Anderson brought it
20 up concerning the GAO Report, and within the
21 GAO Report one of things that was brought up
22 was that there was no strategic plan for BIE,
23 there was no communication plan for BIE. So
24 what we drafted and created is a strategic
25 plan that also includes a communication plan.

1 We got the key administrators of BIE together
2 over a course of a week in January, and then
3 again in, I believe, March in Albuquerque,
4 plus many conversations during that time and
5 we started drafting this plan. What I would
6 really just like to focus on primarily are the
7 outcomes, because I think one of the things
8 that has been brought up -- I was at the TIBC
9 meeting, Tribal/Interior Budget Council,
10 recently and as you all know not only in
11 education but also in terms of funding, we
12 need to be able to show what it is we're
13 doing. We need to have data that reflects
14 outcomes, that reflects, you know, if we
15 invest x-amount of dollars and this is what we
16 bought. And in order to get more money, in
17 order to try to make a case for more money, we
18 need to start gathering that data now. So
19 this strategic plan reflects that move to try
20 to be more accountable for the dollars, not
21 just the actions. You know, we always can
22 make -- I'm not going to say excuses, but we
23 can always explain something. But if we can
24 start having equitable objectives that we move
25 forward with, I think it would help everybody

1 involved. Right now the primary two areas
2 that we have to be measured is AYP. How many
3 schools made AYP; how many schools didn't.

4 The second measure that we have is how
5 many schools are in the poor category of
6 construction and how well we've done to move
7 forward in terms of improving those facilities
8 so they become fair, or good, or whatnot.

9 Those are the only two measures we have. And
10 those are terrible measures, they're not -- I
11 mean, in a sense of ethics.

12 (Technical difficulty with microphones)

13 DR. ROESSEL: So what we wanted to
14 do was to expand what it is that we're looking
15 at to try to -- to say what is it that makes
16 us successful or not successful. And we all
17 talked about that. We talked about it the
18 first day the different ways a tribe wants to
19 define what is the success of their school.
20 Do they want them to take native language or
21 not. You know, different things like that.
22 By that same category, what we have to do with
23 BIE is look at how do we do this across all of
24 Indian Country for the schools; the 63 tribes
25 that we work with and that have schools. So

1 we started developing a strategic plan with a
2 couple of things, I think -- and some people
3 may be asking, how does this fit in with what
4 we just talked about this morning? To me,
5 it's like an umbrella. We have the big
6 picture that we have to look at, these big
7 recommendations, but we still have a school to
8 run -- a school system to run day-to-day right
9 now. What do we have to do right now? We
10 can't wait for changes and equitable
11 amendments to the (inaudible) like that. We
12 have to do things now. And I think this
13 strategic plan reflects what we can do now but
14 it's also improving on what might be the step
15 two, or step three here.

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

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

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

24 Number 3, promote sustainability of
25 native culture, history, and language.

1 Number 4, promote excellence through
2 the support for BIE and tribal school
3 employees.

4 The last one I just want to highlight
5 to say, again, it reflects what is expected of
6 us. We are one system when they ask how are
7 your schools performing. So we can't sit
8 there and say we had nothing to do with tribal
9 employees. We may not have anything to do
10 directly, but indirectly I think we need to --
11 at least my idea as BIA Director is we need to
12 take ownership of the whole system and not say
13 I'm responsible for this but I'm not going to
14 be responsible for that. That's what the
15 options discuss, and we need to find a way out
16 of it. So that's why it's encompassing both
17 BIE and tribal school employees. But we know
18 and we understand that we have no direct
19 control over tribal employees but we can try
20 to help build capacity by having professional
21 development with both BIE and grant school
22 employees. You know, there are some areas in
23 this country where we have three or four grant
24 schools and one BIE school. And our BIE
25 schools come and join that professional

1 development. And in some areas, it's the
2 other way around, and the grant schools come
3 join. So sharing and trying to work together
4 across lines I think is what we're really
5 trying to look at. But those four areas are
6 the four priority areas that we're focusing on
7 as we move forward. And a lot of the stuff we
8 talked about earlier today, and a lot of stuff
9 we talked about and will continue to talk
10 about, fall under that structure.

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

14 Okay. If you look at this, the
15 objective, the BIE will implement a universal
16 early childhood program for all 100 percent
17 BIE-funded elementary school sites. So that's
18 an objective and the outcome. I won't read
19 everything but it will kind of give you an
20 idea of how we're trying to move forward and
21 can see that the outcome by -- by 2018, we
22 will have 100 percent of our schools that
23 qualify for -- Riverside doesn't have a K
24 program, so it's those schools and we have
25 some high schools -- so the other schools have

1 -- are K through whatever, that need an early
2 childhood program. And then I think the other
3 thing too is what we'll be looking at, you
4 look at this objective, then you go into the
5 back of the appendix on Page 28, you'll see
6 how this is a form -- this is how we're going
7 to be using it. So the first school year
8 right now have 43 early childhood programs.
9 We want to add 22.5 percent next year -- we
10 want to add. So how do we get to that goal of
11 100 percent.

12 And one of the questions that was
13 brought to me actually by the Assistant
14 Secretary was is this doable? And as many of
15 you know -- and we talked about it this
16 morning -- we could fund an early childhood
17 program tomorrow that would meet the needs of
18 every single school we have, that's the K
19 school and above, without asking for one penny
20 more. But the focus that we have here is
21 simply we're focusing on early childhood, not
22 on FACE program. So if we change what we're
23 looking at or change the perspective of what
24 we're trying to accomplish and not look at it
25 as a vendor but look at it as an early

1 childhood program, it needs our (inaudible)
2 solutions. If we want to continue to FACE for
3 everything -- and of course, that's going to
4 be a lot more money, but a lot of the
5 conversations that we've had with schools, and
6 principals, and schools boards, is that they
7 want to have a say in a different type of an
8 early childhood program. And that's why we're
9 talking about having this pilot program. So
10 this is an objective.

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

15 The next strategy is improving
16 structural strategies to transform BIE. If
17 you look at Objective 2, it's creating these
18 regional Centers of Excellence; which, again,
19 you take the idea -- we already kind of have
20 ideas in the line office, but the old line
21 office was just about compliance, it was about
22 monitoring, it was about the heavy-hand of the
23 BIE. It wasn't about capacity building. What
24 we want to do is change that. So we wanted to
25 move these centers closer to the schools; not

1 have them centrally located in Albuquerque,
2 but have them out in the fields, and teachers
3 and schools would be close by where you could
4 gather teachers from across the region and
5 teach. One of the things -- and provide
6 professional development.

7 One of the things research shows us is
8 that if we have collaboration across grade
9 levels and across schools that that fosters
10 greater professional development. So here's
11 an opportunity for us and these regions to be
12 Centers of Excellence to bring in third
13 graders from four, five, six different
14 schools. These teachers from third grade
15 would be able then to work together and that
16 collaboration is what people are finding, and
17 education research has been the most
18 successful model right now. But so many of
19 our schools are so small they have one first
20 grade teacher, one second grade, one third and
21 fourth. There's no way to collaborate. So
22 this allows us to change that perspective and
23 try to provide that type of technical
24 assistance that would be more beneficial to
25 the students and would be closer to the

1 schools. It wouldn't be so far away.

2 Again, the objective; the outcome. By
3 '15 we will have regional centers and BIE
4 centers.

5 Outcome 2. By '16 of May, we'll show
6 70 percent of more growth of students met
7 their learning outcomes as measured by annual
8 AYP Smart Goals. Try to utilize the tools
9 that we have right now. All schools are asked
10 to do these AYP Smart Goals. And in each of
11 those, every school, like the grade levels,
12 like Riverside here; ninth grade will make x-
13 amount of growth over an x-amount time. And
14 so going back and saying, okay, ninth grade
15 teachers, you are responsible for that growth.
16 They made the amount, you're going to have 10
17 percent of increase, you're going to have 20
18 increase. Then we tally that back into their
19 Individual Performance Plan. So that's how
20 we're planning growth. But it's also not
21 somebody from the outside, it's what teachers
22 in schools have come together and said we're -
23 - this is the goal we have for this year, and
24 then holding teachers accountable for that.
25 And it links it to their performance plan.

1 This is how we're trying to move forward. So
2 within these you can see the rationale that we
3 use. The objective, the outcome, and what is
4 the measure of success. And I think in all
5 these areas that we talk about, the measure of
6 success from my perspective is something
7 visual, what will it look like. You know,
8 that way you can say, when we go into
9 classrooms, what's the most effective
10 teaching. Somebody can talk about it but
11 whether it makes sense to the educators or not
12 -- what does that look like? Tell me what
13 that's going to look like when you say it's a
14 (inaudible) teacher. And so we can start
15 talking about that outcome, I think that helps
16 us to change that policy. So in this case,
17 you know, these Centers of Excellence will
18 address BIE and tribally-controlled schools.

19 Objective 3. College and career
20 ranking comprehensive professional
21 development. Again, we're talking about
22 what's the outcome. We will have in place a
23 comprehensive professional development program
24 for all BIE-operated and tribally-operated
25 schools. This is what BIE (inaudible). If

1 the tribal controlled school doesn't want to
2 participate, that's fine. No one is going to
3 force them. What I found, if you provide
4 certain professional development and
5 (inaudible) common core. You mentioned
6 earlier, if they build it they will come. If
7 you hold it, they will come. Seekers want to
8 be there. And if it's free, it's even better.
9 So having this professional development as
10 aligned with what our goals are, what we have
11 listed here, and then try to all work
12 together. We know a common core would be a
13 big push, over these next two or three years.
14 We know that (inaudible) how we approach that,
15 when (inaudible) it's going to be a big
16 determination of how do we then define our
17 professional development as being successful.
18 All we want is to start looking at that. And
19 one of the things here, is what does that look
20 like.

21 Measures of success. The increased
22 number of schools movement out of
23 restructuring status, evaluation system that
24 examines schools focus on Native Start
25 indicators targeting three areas: Standards

1 alignment to CCSS; active use of data from
2 assessments aligned to CCSS; and higher
3 engagement of students, and use of SBA
4 assessments or comparative measure.

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

1 entire system.

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

21 (Inaudible).

22 (Technical difficulty with microphones)

23 DR. ROESSEL: Oklahoma. We're
24 going to have the test in Oklahoma. But we're
25 also planning probably this summer -- we're

1 trying to do it now, to get some feedback on
2 assessments of which way and what do you all
3 think. So if you have any comments about the
4 assessment, our own system, we would
5 appreciate any comments you have when we're
6 done with this because that will help us get
7 an idea of what's out there. But no matter
8 what, it's going to be test, it's going to be
9 assessment (inaudible). And we don't have the
10 infrastructure across our system so we need to
11 increase that as we're looking at it.

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

19 I talked to the office earlier today,
20 they're releasing those letters this week.
21 Okay. So we'll see if the schools that they
22 have given, and people are asking are they
23 being released this week, why are they taking
24 this long, all of that. It won't happen
25 again. We're going to have to try (inaudible)

1 and allowing -- we're not going to ship that
2 out to -- to outside people anymore. That's
3 the way it's been done in the past. What I
4 said is we want to control our own destiny, so
5 we want to control and expertise within BIE
6 to (inaudible) AYP ourselves. One of the
7 reason it was late right now is because it was
8 a contract that wasn't reissued, and so that
9 person (inaudible), blah, blah, blah. Just
10 another excuse from BIE. So we're trying
11 those excuses off the table. I want the
12 capacity within BIE to calculate AYP on their
13 own so we can turn it around quickly and get
14 it out there. And I think that will be
15 helpful on assessments even though this is a
16 transition period.

17 When we talk about BIE, we talk about
18 all of BIE, not just K-12 but also secondary.
19 So we have a section on secondary.
20 (Inaudible) their staff got together and
21 created what they -- increase (inaudible),
22 retention and transfer of Post-Secondary
23 students. That's what the measure they wanted
24 me to look at (inaudible) the success
25 (inaudible) or not. JOM is a very important

1 topic for a lot of people. How quickly you
2 can get the money out. Do we get increases,
3 do we get (technical difficulty), you know,
4 that is a big challenge for us.

5 I ought to be able to select a JOM
6 coordinator in the next couple of weeks. The
7 applications are in. I got the services out
8 on travel right now. And that will be
9 something that will be done quickly and bring
10 somebody on. And that person can be charged
11 with running and coordinating the program, not
12 as a collateral duty but as 100 percent of
13 their time. When we talked about this in the
14 beginning, you know, it came down from
15 Congress, it came from BIE, we want you to
16 have this position -- create this position.
17 And there's a lot of talk about collateral
18 duties. And the way we've been doing JOMs in
19 the past, that could be a collateral duty.
20 But the way it should be done, in school
21 districts, tribes, programs, it should be a
22 full-time job that's looking and monitoring
23 and assisting and helping in coordinating with
24 all of these different entities, over 500
25 different entities. That person -- if that's

1 their full-time job is trying to figure out
2 what are the commonalities. We don't even
3 know what the commonalities are across the
4 system because we just process paper. So
5 making that a priority, not just in a
6 position, but in a function, as their -- not
7 just collateral duties (inaudible).

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

21 We talked about earlier with Quinton
22 about, it's not just about a JOM program or an
23 adult ed program, or a scholarship program.
24 It's really about a philosophy that tribal ed
25 departments can then -- how does this all fit

1 under a structure? We want to help build that
2 capacity across K-12 and everything else. I
3 think that's something that we looked at.
4 What we're looking at there -- how about these
5 incentive grants. We talked -- when people
6 talked earlier today about the STEPP grant,
7 and that was a grant that the Department of Ed
8 used to help incentivize tribes for the
9 states. And one of the questions that came up
10 during that time -- is was a couple of years
11 ago, well, what about the (inaudible)? Why
12 aren't you trying to bridge those -- those
13 bridges with BIE? But they weren't. So what
14 we did is we took that idea -- and that was
15 the basis of BIE incentive grant, that we have
16 it within our plan. And that's for the
17 incentivize -- it incentivizes tribes with the
18 school. STEPP grant did it with states.
19 Well, what makes our plan better, is that
20 we're centralizing tribes to exercise their
21 sovereignty in a way that benefits their
22 students, as a benefit of the state, as
23 benefit of BIE, but it benefits their students
24 and their tribal members. I think that's what
25 we're trying to move towards so that the STEPP

1 grant -- was something that we took that idea
2 and adapted it to BIE to try and address some
3 of these other concerns.

4 So the third priority is promote
5 sustainability in native history, language and
6 culture. This is big. We hear a lot about
7 this when we're out traveling in Indian
8 Country. A lot of people say we can't do
9 this. And one of the quick things we did,
10 that we can do and we did do, is that we have
11 regulations in place, and then we have
12 practices in place. And a lot of times
13 they're like this. We started doing something
14 because somebody said something but we started
15 looking to see if the regulation actually
16 applies there. And let me give you an
17 example. Within the ISEF formula we are given
18 money for bilingual education, or native
19 language, however you want to term that. And
20 the way it was interpreted over many years is
21 that that money has to used for native
22 language, had to be used to help teach
23 English. Ultimately, it was about you can
24 teach Navajo but only if Navajo helps learn
25 English. So a lot of schools, they didn't

1 have the capacity to make that kind of
2 program. But a month and a half ago, this
3 came up after all of these counseling sessions
4 that we had -- consultations, soliciting
5 sessions, I did that myself and I looked at
6 the regulations, it doesn't say that. It's
7 interpreted over the years to say that but it
8 doesn't say that. It's very specific. It
9 says a school can use these funds to create
10 and operate an Indian language program,
11 period. Nothing about teaching English. So
12 those types of things, those clarifications
13 that get out to the field, we need to say,
14 yes, you can do this. Also we've had some
15 policies here where we are (technical
16 difficulty) dictating to schools. We didn't
17 give them any time frames. You will teach
18 this for three hours, you will teach this for
19 two hours. I mean we're just dictating where
20 do you squeeze English in, or native language
21 in? Fifteen minutes in a week. So some of
22 our policies and our practices don't measure
23 what we're saying. So we also took a lot of
24 that away. As you know, some of these direct
25 instruction programs, we stopped using. BIE,

1 reading, math, counts to give more
2 flexibility. I think it's one of the reasons
3 why some of our enrollment has dropped so
4 much. Our curricula and our schools -- and
5 our schools have shrunk so much it's reading,
6 math, science. You know, I get PE, I get art,
7 I get music, you don't get anything else. So
8 this is a couple of things that we're looking
9 at is creating a -- you know, how does this
10 fit? The idea is to create -- not create a
11 new office but to clip the positions that we
12 have out in the field now under one area. So
13 sovereignty and Indian Education office that
14 would then be able to work with tribes, work
15 with native language and the programs.

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

19 I've had other people say we want to
20 test this -- our language program as part of
21 AYP. I know we have a huge difference of
22 expertise in native language. So we're not
23 going to try to tell tribes what to do. But
24 what we are going to do is say if you want to
25 have a heritage language program, if you want

1 to have native program, if you want to have
2 (inaudible) program, these are the things you
3 need to be cognitive of. But you decide what
4 you want. So that's part of the native
5 language -- having a person that would teach
6 native languages and culture and have that
7 office there to help to respond to some of
8 these questions that come from the field.

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

23 People have had questions, well, when
24 does it start? This is another study. Sarah
25 mentioned about how we can move forward with

1 some other congressional action or other
2 things. But I think everybody feels a sense
3 of urgency, and everybody feels a sense of
4 importance of making sure that we do
5 something.

6 Some of you may remember when
7 President Clinton started AmeriCorp. And it
8 said it on a button and it was real simple.
9 He said do something. And I still have the
10 button because I ran the AmeriCorp program and
11 I still have it in my office. And I look at
12 it, "Do something". And I think that's what
13 we're trying to say; with this strategic plan
14 is saying this is what we're going to do.
15 This is what we're going to try and do,
16 measure of success. But also you can see
17 exactly where we're headed. And I think
18 that's important. Because too often we had --
19 you know, BIE has a history of doing things
20 behind closed doors. Some of you mentioned
21 here, you're going to go ahead and do what
22 you're going to do anyway. Under this plan
23 what we want to do is get this plan out, let
24 you see it in a draft, and it allows us to
25 move forward. You have the objectives, and

1 then in the back the appendix; how do we
2 monitor it? And we're going to be monitoring
3 quarterly, and we're going to post this on the
4 internet on our webpage to show this is a
5 quarterly review and this is where we are, so
6 people can see this. We're going to start
7 publishing a listing and ranking of our
8 schools. We're going to start talking about
9 how many schools, and if they did make AYP.
10 The only way we can really address these
11 issues is to take that off and not be afraid
12 of our results and move forward.

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

23 So that's the Strategic Plan. One
24 thing I just want to bring up since I have the
25 microphone, is one of the issues that we -- we

1 would just like to get some ideas from people
2 that concerns our tribal contract support
3 costs.

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

10 One of the ideas is they talk about
11 utilizing the tribes indirect costs, and then
12 funding that. So I think what we'd like to
13 hear from tribes and schools is some ideas on
14 that. And I'll be honest, one of the things
15 that if you looked at this consolidation of
16 schools within the tribe, (inaudible) the
17 administrative costs. We have 60 schools and
18 we're down to one central office, that would
19 have an impact (inaudible). But what we want
20 to do is make sure that we hear from
21 everybody. And I think it has to be -- if you
22 have ideas to -- (inaudible) what about using
23 the tribe (inaudible), what would be that
24 impact? So we're trying to look at that and
25 trying to come up with solutions. I'm sure

1 that it would be -- we're having a dialogue on
2 this in much more detail but I want to bring
3 it up because it is something that Sarah
4 mentioned that we're talking about, but it is
5 something that is very high on the agenda in
6 trying to come up solution. So we want to try
7 and address that.

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

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

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

25 So with that, I encourage you all to

1 share your comments now, as well as in
2 writing.

3 Thank you.

4 DR. ROESSEL: Let me just say, one
5 of the things that I think people ask a lot of
6 the time, and goes to what Sarah just
7 mentioned, is how do we -- when will we get
8 this back? How do we work with it? And those
9 of you that are kind of familiar with certain
10 research, what we'd rather do is we get quotas
11 and look at emerging things. So if you're
12 talking about, you know, say it's
13 construction, we look at how many times and we
14 starting coding it and then that way we can
15 see what was the percentage of comments on
16 this topic or that topic. And then we start
17 trying to break it down one more step. Was it
18 too much funding, too little funding. So we
19 try and break it down like that. So that's
20 how I approach this. We try to work it like
21 it's a research project in a way, so that we
22 can start breaking this down and looking at
23 those comments and breaking those comments
24 down even more and categorizing them and then
25 finding those emerging fees at the end of that

1 and then that kind of says, okay, this is what
2 -- a majority of them are saying this. So
3 it's a way that we kind of approach that and
4 capturing what was said at the consultation
5 here and then separate it with the four sites
6 and then we put them together. So that's the
7 approach we use. I know some people probably
8 wonder what do we do with all this? You just
9 let it go? No, we actually have it
10 transcribed, we end up having the transcripts
11 and those of you that have done research and
12 you come up with your own code and you do all
13 this. So that's one nice thing about being
14 BIE, you have people that like to research and
15 stuff like that, so that's how we're using it
16 as we move forward.

17 MS. WALTERS: Does anyone have any
18 comments?

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

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

25 Dr. Roessel and Ms. Walters, thanks

1 for facilitating and providing the information
2 that you've laid out here. I think this is
3 probably by far the most enlightening
4 consultation that I have had the opportunity
5 to be a part of. As you've laid out these
6 strategies they begin to make sense, where as
7 before there was just, you know, we're here,
8 what's going to happen; well, it's not going
9 to be the same, it's going to change here.
10 And we're looking at tribal capacity building
11 and tribal sovereignty and contracting
12 (inaudible) by Public Law 93-638, essentially,
13 giving the tribes the opportunity to undertake
14 those capacity building projects that impact
15 their community's education, by far being one
16 of the most important as the tribes are
17 involved in and recognizing their sacred
18 investment that they have in their children.
19 I mean, just the example this morning, this
20 teacher that brought her class in,
21 compassionate enough to understand that they
22 have an opportunity to learn something here.
23 And if they haven't done so already, Tony, I
24 think that, you know, she needs to be
25 publically commended and her name needs to be

1 into the record as well as the students that
2 had the opportunity to monitor part of this
3 discussion that involves their future. So
4 with unanimous consent, I request that those
5 be introduced into the record -- that you
6 provide the record -- or the court clerk the
7 information there.

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

14 Kind of off track from what I was
15 starting out to say but I did -- that did kind
16 of impressed me about the teacher, and her
17 taking the time out to involve those students
18 in that type of education and I think that
19 exemplifies the most -- all of the teachers
20 and the instructors here at Riverside who we
21 have been very, very proud of as far as what
22 we've asked them to do, what the BIE has asked
23 to do and the resources that they have to work
24 with. They have done an excellent job. We
25 appreciate that and I wanted to recognize

1 Riverside, and all of our schools, actually,
2 for taking that funneled information, those
3 tasks, and making the best of it.

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

25 For example, Johnson O'Malley in the

1 past has been a program that's been funded and
2 not funded, and not put in the President's
3 proposal for various reasons. When we try to
4 enlist the congressional delegation's support,
5 a lot of times they want to see a report.
6 Unfortunately -- and I'm glad to hear that
7 there's going to be a consolidation of
8 information on the Johnson O'Malley Program
9 because you can take the actual outcomes of
10 those programs and show how it's impacted so
11 many students -- you know, perhaps you can go
12 back and do research on prior JOM students and
13 see where they're at. I mean, I think a lot
14 of us in here probably are beneficiaries of
15 the Johnson O'Malley Program. But the higher
16 education, those types of programs, that are
17 being contracted and we provide oversight,
18 technical assistance and compliance
19 monitoring, so if we come to a systematic
20 means of developing the data that's going to
21 provide the opportunity for the entire mission
22 of the BIE, I think that's going to fall well
23 in line with what you've got proposed here
24 strategically. So, again, thank you all for
25 giving us the opportunity and for outlining

1 this for the first time for me to be able to
2 see that there's going to be some type of
3 strategic means in order to achieve, you know,
4 what the mission of the BIE is and wherever it
5 will be in the future. But that collaboration
6 has to come from the tribes -- as you've
7 mentioned in here, the tribes know better,
8 they know the best about their community,
9 about their tribal needs in the area, if they
10 select to contract for the operation of the
11 school, you know, that's a systematic
12 mechanism of getting that input from the
13 community with all these educational
14 stakeholders so that that plan be developed
15 before they assume that responsibility that
16 the interior is going to hold them accountable
17 for, I think that is really important.
18 Because that community-based planning within
19 that community needs to involve everybody.
20 And so with the facilitation that you would
21 provide, along with the community input, I
22 think that strategic plan is what the tribes
23 would enter into as far as the contracting, as
24 I see it here anyway.

25 If you could maybe comment on that. I

1 think also they could probably provide a
2 little more opportunity for detention centers
3 which is another area -- or segment of the
4 population that has been funded and not
5 funded. And I think with the collaboration
6 that the tribes may have with other resources
7 available, that they might be able to provide
8 -- especially since there's been no money here
9 recently, they might be able to provide
10 programs that are going to be able to address
11 that segment.

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

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

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

19 MS. WALTERS: That is something
20 that is actually getting addressed right now
21 as well; working with justice services, with
22 the Department of Justice as well, BIE,
23 figuring out how that is going to work. IEPs
24 is a big thing within detention centers that -
25 - it needs to be addressed. But that's a

1 population that has very specific needs as
2 well, and with IEPs, in particular, not all of
3 those students within detention centers are
4 there for very long. So, each student is
5 entitled to an IEP, for instance, when they're
6 taken into a detention facility. But if
7 they're only there for 15 days, that means
8 something very different than it does for
9 someone who is there for six months, et
10 cetera. So we're getting those things worked
11 out right now and they will definitely be a
12 part of the strategic plan going forward.

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

23 MS. WALTERS: Yes, we certainly
24 will. And you're not the first person to
25 comment on it and it's -- yes, we're well

1 aware of the problem and are also trying to
2 fix that as well.

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

12 DR. ROESSEL: The way again, if you
13 -- it's having a lot of different movements
14 all at once to try to achieve the desired
15 (inaudible) classroom. So, first I want to
16 say that rather than focus on what's best for
17 ADD, director's office, and work down, we
18 flipped, and said what's best for the
19 students? We need to do something to change
20 the equation in the classroom to improve
21 quality instruction. And so we start working
22 up, where do you get the professional
23 development? It's hard to get it in some of
24 these remote areas. I don't know what it's
25 like here. I assume it's a little easier

1 here. But still, it's not a piece of cake.
2 It's still -- it's always tough. So, what we
3 look at is what is our present system, how
4 does it address that? Everybody's on their
5 own. Every school, you know, you probably
6 have to handle all of yours on your own. And
7 maybe because of the school you have that's
8 unique, it's okay, because it's a pretty big
9 school. But some of these smaller schools,
10 you know, what we're trying to see is how can
11 we consolidate and help if we have -- you
12 know, one of the biggest problems we seem to
13 have is classroom management, perpetual, year
14 after year, after year. So how can you try to
15 maybe get schools that are together in a
16 region and provide that training. So we try
17 to look at it from the perspective of a
18 building, or even what was in the classroom
19 first, and then how do you deliver that. And
20 so we did two -- two things came to mind.
21 One, bring the people together so there's
22 collaboration. That's one.

23 Two, is being out in the field so you
24 can actually visit the school more. If you're
25 way back here at the central office,

1 Albuquerque ADD, it takes you a day to get to
2 the place, a day to get back, and you spend
3 one day there. But if you're out in the
4 field, you can be there in an hour, two hours,
5 three hours, whatever it might be. Some
6 places might be a little farther. But we try
7 to look at it strategically, and say we can
8 get out to these areas if we had a center
9 here, a center here, within a half a day. And
10 that allows us to then provide that service.

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

19 The ADDs -- I don't want to get too
20 much into this because people won't understand
21 it and it will sound like I'm just -- like
22 goobly-gook, but all of our different areas
23 are funded by different resources. So when
24 you say DPA, DPA is funded by Department of Ed
25 to monitor and look at compliance with their

1 funding. So Title 1, IDEIA money, all of
2 that. So that's primarily their focus. Now
3 it's gotten kind of fuzzy lately because
4 they'll come over and they'll start looking at
5 a lot of other things. So what we're trying
6 to do is make it really defined. Their job is
7 Department of Ed funds compliance. That's
8 what they have, and so we're trying to keep
9 that. But the other stuff, professional
10 development, we're trying to look at a better
11 model to deliver it.

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

25 DR. ROESSEL: Well we did look at

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

10 We also have -- and one of the things
11 the study group is doing is looking at how do
12 we get this outside foundation funds. And
13 maybe utilizing that outside foundation funds
14 to engage with consultants -- a pool of
15 consultants that tribes could use to provide
16 some of this at no cost to the schools, that
17 they could come in and provide. So we're
18 looking at a lot of different models to try to
19 say -- because I don't think it's going to be
20 a one-size-fits-all. When you look at Navajo,
21 it's one tribe, one area, 66 schools. It's a
22 little easier to address that need because the
23 geography works to your benefit. When you
24 look at the plains, you're thinking they're
25 all over the place. So what can you do there?

1 Maybe it's smaller regional centers with maybe
2 outside source of foundation funding helping
3 here, and then maybe some other BIE funding
4 with certain facilities. Maybe it's better to
5 have a math center, or reading center, you
6 know, things like that. That hasn't been
7 decided, but it's really trying to focus on
8 what's the best way to deliver it to each
9 school and not do a one-size-fits-all. I
10 recognize going into this it's not going to be
11 a one-size-fits-all. There has to be
12 something done differently, for these schools
13 and maybe those schools, and maybe these
14 schools. And it doesn't mean that the
15 structure that is delivered that we have -- so
16 that the structure that we deliver this
17 professional development and the structure
18 that supports it may not be the same. So ADD
19 West may look a little different than ADD
20 Navajo, in the way they implement. But,
21 again, I think that comes after we talk with
22 the tribes, that's what we want, talk to the
23 schools and get an idea of exactly how we can
24 deliver those services.

25

MS. WALTERS: Other comments?

1 Gloria .

2 MS. SLY: Yes. Gloria Sly,
3 Cherokee Nation. I just want to comment and
4 say you have a very ambitious plan with lots
5 of activities to be completed quickly. And
6 the reason I know that is I deal with 96
7 school districts, 9,000 school teachers, and
8 the public schools in the 14 county-area of
9 Oklahoma, and so when I say ambitious and --
10 I'm thinking about establishing these
11 comprehensive centers here in Oklahoma where -
12 - I don't know if we're unique but our
13 teachers have not received methods courses in
14 12 years due to legislative processes. So we
15 embarked on giving them these skills as a
16 tribe and through our programs. So that's
17 some of what our educators here are missing.
18 So giving the consultants and doing that, I
19 like your plan, I like the Strategic Centers
20 of Excellence, re-purposing the current
21 offices to that or however you're going to do
22 it, but I just think it's really ambitious
23 with the timeline that you have for dealing
24 with these schools; 189, I believe, across the
25 nation, 25 states, because the change of

1 attitude you're going to face is huge. So
2 that's one of the things and -- but I admire
3 you and I just, you know, reviewed the plan
4 very quickly and I think that it's doable. I
5 really do. And letting the -- encouraging the
6 teachers to go into staff development and
7 having a training program for your
8 administrators, because administrating a BIE
9 school is so different from a public school.
10 And the only reason I know that is I've done
11 both, so it's really difficult. And so you're
12 going to have to have an academy for your
13 superintendents, principals, so that they
14 learn those kinds of things; and then, of
15 course, the educators -- of course, the
16 teachers in the classroom, they can take
17 advantage. But also include your dormitory
18 staff. That's something that they're needful
19 of too. And I would just like to say that we
20 need to free them up. Our own school that we
21 have does not reach out to the tribe for
22 services and we're trying to provide it to
23 them, but they want to be closed and separate
24 from us when we could help our students a
25 little more by making these programs

1 available, and the staff seem not to want to
2 reach-out to outside sources. But, you know,
3 I'm hoping that they're free to do that. When
4 I was superintendent, I knew we were free to
5 do that. But it may be the difference between
6 being a grant school as opposed to a BIE
7 school.

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

14 MS. WALTERS: Thank you so much.

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

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

24 (Inaudible comment)

25 MS. WALTERS: To the transformation

1 plan? Do we have a timeline for the strategic
2 -- for the draft strategic plan comments?

3 DR. ROESSEL: It's the same.

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

10 Yes?

11 (Inaudible comment)

12 MS. WALTERS: They're all the same.
13 So you can submit all of your comments on
14 anything to the same addresses. And we
15 encourage you to do so.

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

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

1 back here and Sarah, probably.

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

4 (Consultation meeting concluded)

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C E R T I F I C A T E

1
2 STATE OF OKLAHOMA)
3) ss:
4 COUNTY OF OKLAHOMA)
5

6 I, CHRISTY A. MYERS, Certified
7 Shorthand Reporter in and for the State of
8 Oklahoma, do hereby certify that the above
9 consultation meeting is the truth, the whole
10 truth, and nothing but the truth; that the
11 foregoing meeting was taken down in shorthand
12 and thereafter transcribed by me; that said
13 meeting was taken on the 30th day of April,
14 2014, at Anadarko, Oklahoma; and that I am
15 neither attorney for, nor relative of any of
16 said parties, nor otherwise interested in said
17 action.

18 IN WITNESS WHEREOF, I have hereunto
19 set my hand and official seal on this, the
20 21st day of May, 2014.
21

22 *Christy A. Myers*

23 -----
24 CHRISTY A. MYERS, C.S.R.

25 Certificate No. 00310