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U.S. DEPARTMENT OF EDUCATION
TRIBAL CONSULTATION

April 22, 2015
9:15 a.m.

University of New Mexico
Logo A & B
Albuquerque, New Mexico 87104

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1 room and the building and getting parked and situated. I
2 would invite you to please feel free to grab refreshments
3 as you need them.
4 A couple of housekeeping things before we get
5 started. The restrooms are out this door. Make a quick
6 left and another left, essentially right behind this wall,
7 at any time that you need to exit the room. I want to let
8 folks know that as we proceed this morning, we will have an
9 opportunity to hear both from our tribal leaders that will
10 be attending throughout the day, and we have a framework
11 that we're hoping to be able to adhere to for the remainder
12 of the day when we will have public comments available this
13 afternoon.
14 So we're especially excited that you are here to
15 join us. We are expecting other folks to join throughout
16 the morning. So at this time I would like to turn over the
17 microphone to Joyce Silverthorne, the Director of the
18 Office of Indian Education for the U.S. Department of Ed
19 who will provide some opening remarks for us. Thank you.
20 CHAIRWOMAN JOYCE SILVERTHORNE: (Speaking in
21 native language.) Good morning, everyone, and welcome to
22 the Department of Education's Tribal Consultation session.
23 As a piece of information as we begin this process, we have
24 a court reporter that will be keeping record and making a
25 transcript of today's events. So for anyone who does

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1 PAMELA AGOYO: Good morning. If you all
2 could please rise for the color guard.
3 (Presentation of the flags.)
4 PAMELA AGOYO: Please remain standing. The
5 second lieutenant governor of the Pueblo of Acoma will give
6 the invocation.
7 KURT RILEY: (Speaking in native language.)
8 Good morning, everyone. In my prayer I asked for
9 all of our spirits, whatever we believe in, to be able to
10 enlighten you to give you the gift of speech to enlighten
11 you so that we can speak with the Department of Education
12 this morning on behalf of all of our children. Because
13 that's the thing that we need is enlightenment. Although
14 it's a different form of education from our traditional
15 teachings, these are the tools that we need in today's
16 world. So I thank you all for giving me the opportunity to
17 pray for all of us on our behalf. Please, be seated.
18 PAMELA AGOYO: Thank you, Governor.
19 (Speaking in native language.)
20 Good morning. I'm Pam Agoyo. I'm the director
21 of American Indian Student Services and the special
22 assistant to the president for American Indian Affairs here
23 at the University of New Mexico. On behalf of the
24 president and the institution, I welcome all of you to our
25 campus. I trust that you had little stress finding the

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1 speak, please give her your name, and if your name is a
2 difficult one to spell, please spell it for her so that
3 we're able to have a full record of the day's events.
4 I welcome you to this session. We have been
5 doing these consultations since 2010. In the room, how
6 many of you have been to one of the tribal educations or
7 Education Department's Tribal Consultation in the past? So
8 at least a handful. Thank you. We're never quite certain
9 of how broad our coverage is, and so we continue to try and
10 expand.
11 I have a special thank you to tribal leaders who
12 are here at the head table with us today. The effort
13 always is to get that government-to-government conversation
14 moving. And with their busy schedules, we know that that
15 is a sacrifice of time, and we appreciate your being here,
16 so thank you.
17 We have a number of things to cover today. And
18 usually I have a counterpart here with me. And
19 unfortunately, everybody was scheduled at this time and we
20 have many things that are moving forward today. And so I
21 was the only one who was still able to come. We do have a
22 slightly shorter version of our normal all-day sessions,
23 and so we'll try to stay as close as we can to the agenda
24 items so that we can cover as much as possible.
25 At the end of the day, if you have not had an

<p style="text-align: right;">Page 5</p> <p>1 opportunity to speak and you would still like to go on 2 record with any of the items that we do cover, please feel 3 free to contribute those comments to the -- I believe it's 4 at the above bottom of our page. Amara? 5 AMARA OKOROAFOR: Yes. 6 PAMELA AGOYO: At the Web site at the bottom 7 of our page. And that will get your information to us so 8 that we will be able to add them to the transcript. The 9 transcript should be available in about two weeks. 10 We have slightly a different setup today just 11 because we have only one person from DC. We would normally 12 have a presentation and visit about the White House 13 Initiative on American Indian and Alaska Native Education. 14 And all three of their people today are out in different 15 sites addressing additional ED issues. So I will be 16 covering some of that information for them. 17 When you look at your packet, let's take a look 18 at the items that you do have. The first one is a Tribal 19 Consultation Policy. Although we've been doing tribal 20 consultations since 2010 for the Department of Education, 21 our policy has not been very robust. And so what we are 22 trying to do is to encourage that government-to-government 23 conversation and trying to expand that consultation policy. 24 And the Department of Education is making some commitments 25 within this document that were not on record before. They</p>	<p style="text-align: right;">Page 7</p> <p>1 morning, technology is giving us a little bit of a 2 challenge today, as well. Living in both worlds, trying to 3 be as technologically current as possible and trying to 4 have as broad of coverage as we can have sometimes creates 5 its own unique challenges. 6 That grant program will be slightly different 7 than the pilot project was. This pilot project was only 8 two tribes, federally recognized tribes with reservations 9 with public schools. That has been opened to be federally 10 recognized tribes and their schools on or near to the 11 reservation, and including BIE schools, if they have BIE 12 schools included in their community. 13 The next document that you have -- do you have 14 any questions over that? That's a slightly new twist from 15 some information you may have had before. Does anybody 16 have any questions about that? Yes. 17 PATRICIA SANDOVAL: What were the two pilot 18 programs? 19 CHAIRWOMAN JOYCE SILVERTHORNE: One pilot 20 program, State Tribal Education Partnership. 21 PATRICIA SANDOVAL: Right. And who were 22 the -- 23 CHAIRWOMAN JOYCE SILVERTHORNE: 2012 to 24 2015, this year. 25 PATRICIA SANDOVAL: Okay. And where were</p>
<p style="text-align: right;">Page 6</p> <p>1 are addressing the need to have conversation. They are 2 acknowledging the role of self-governance. And so please 3 take a look at this and look for more detail. This 4 document became available on April 13th. It is open for a 5 90-day comment period, and that 90-day comment period will 6 end July 13. And on your cover sheet you have the location 7 of where to send those comments. 8 The next document that you have in your folder is 9 a Federal Register notice. And this is the State Tribal 10 Education Partnership. In 2012, the Congress appropriated 11 \$2 million to the Department of Education to create a 12 program that acknowledges and funds directly to the tribal 13 education agencies to work with education activities that 14 the federal government boasts in their communities. 15 The TEAs needed to be designated through their 16 tribe as the agency of record for the activities under that 17 grant. And we had four programs that were active in that 18 pilot project for three years. Those will conclude at the 19 end of September. At the end of September -- or before the 20 end of September, we have a new competition. This opens 21 the new competition. It will be available for 60 days. 22 There will be a preapplication Webinar that will be on 23 either April 30th or May 1st. Please watch our Web site 24 for which day that will be. We were hoping for April 30th, 25 but we have a conflict of technology. As you noticed this</p>	<p style="text-align: right;">Page 8</p> <p>1 the pilots? 2 CHAIRWOMAN JOYCE SILVERTHORNE: They were in 3 four places: The Navajo Nation; Nez Perce in Idaho; the 4 Chickasaw in Oklahoma -- I'm sorry, I'm trying to think off 5 the top of my head -- and the Umatilla in Oregon. And 6 those four programs have helped us to gain a great deal of 7 information about how well this works, how well it -- other 8 things that we need to address to make it work better. And 9 as we have moved through that process, those have been 10 incorporated into this document, the new competition that 11 we are running now. However, we will still be looking at 12 funding to the TEA with a preliminary partnership with the 13 state education agency, and then working through that to 14 work in the LEAs, whether it's BIE or public. 15 PATRICIA SANDOVAL: Oh. 16 CHAIRWOMAN JOYCE SILVERTHORNE: We have a 17 position open in my office. The Office of Indian Education 18 is an Indian preference office. And we did hire two people 19 in January. Unfortunately, one of them left for a Navy 20 position, and so we have a position open once again. And 21 so we are hoping to be able to recruit. And that will be 22 closing on April 24th. So if you know of somebody who is 23 in the DC area, is interested or willing to move to the DC 24 area, we would be very happy to hear from them. 25 Those are all of the documents that we have today</p>

<p style="text-align: right;">Page 9</p> <p>1 that are in your folder.</p> <p>2 In the President's visit last summer to the</p> <p>3 Midwest, there were -- there was a process of introducing</p> <p>4 him to the realities of living on the reservation, living</p> <p>5 in isolated areas, the challenges that we have in our</p> <p>6 education system. And as that -- as he came back home, he</p> <p>7 called together his executive officers in the Department of</p> <p>8 Education, Department of Interior, Department of</p> <p>9 Agriculture, Health and Human Services. And with those</p> <p>10 folks in the room, he told them something has to change.</p> <p>11 So as you are listening this year to new events,</p> <p>12 new activities that are coming forward out of the federal</p> <p>13 government, many of those are a direct result from that</p> <p>14 visit to what they learned and of what they came back to DC</p> <p>15 with and their efforts to try and begin addressing those</p> <p>16 prior to any opportunities to change the statutes, prior to</p> <p>17 any opportunities to make major changes in budgets. Those</p> <p>18 are efforts to be able to look at what we are doing</p> <p>19 currently, adjust how we are doing what we are doing</p> <p>20 currently, and do it better. And so you'll see a number of</p> <p>21 different efforts that are coming forward.</p> <p>22 In my office, one of those is the Native Youth</p> <p>23 Community Project. Native Youth Community Project is a new</p> <p>24 priority under the Title VII discretionary programs. How</p> <p>25 many of you have children in Title VII programs in your</p>	<p style="text-align: right;">Page 11</p> <p>1 everybody that heard it. So now we are looking at all of</p> <p>2 our objectives need to be culturally relevant instead of</p> <p>3 that being an objective of its own. That sounds like a</p> <p>4 simple change, but it actually changes everything that we</p> <p>5 are doing under Title VII.</p> <p>6 And where a few years ago we found that 87</p> <p>7 percent of our programs were doing reading and math, that's</p> <p>8 not a bad thing. But reading and math are also core</p> <p>9 subjects of the school system and need to be addressed</p> <p>10 within the core subjects of the school. It shouldn't be</p> <p>11 that our Title VII program, which amounts to somewhere</p> <p>12 between \$140 to \$200 per student per year, that should not</p> <p>13 be where we rely on math and reading being improved. We</p> <p>14 can be helpers. We can be support. We can be</p> <p>15 supplemental. But that shouldn't be where we rely on the</p> <p>16 schools to serve our students.</p> <p>17 So there have been a few shifts. So the other</p> <p>18 shift is that we are doing a discretionary program. And</p> <p>19 the new priority for the discretionary program, Native</p> <p>20 Youth Community Project, is a direct result of the</p> <p>21 President and the Secretary of State's visit to Indian</p> <p>22 Country last year.</p> <p>23 And what we are looking at is a community</p> <p>24 partnership with a goal that is measurable objectives that</p> <p>25 is agreed upon. We want to identify someone who has been</p>
<p style="text-align: right;">Page 10</p> <p>1 schools? The Title VII programs fund over 1300 different</p> <p>2 schools, give or take, each year. And with that, there are</p> <p>3 440,000 students that are served through that program.</p> <p>4 However, it is a supplemental program. It's not a large</p> <p>5 amount of money. And it isn't -- it doesn't go as far as</p> <p>6 we would like it to go. So one of the ways to do that is</p> <p>7 to look at how does that program fit within other programs.</p> <p>8 So for -- even in the formula programs with our</p> <p>9 1300 schools, there are opportunities to better coordinate</p> <p>10 between Title I, which is the disadvantaged students</p> <p>11 education; Title II, which is professional development; the</p> <p>12 Title III, which is language. All of those federal</p> <p>13 programs have some aspect to address, quote, "all</p> <p>14 students." Our Indian children are a part of those "all</p> <p>15 students." So how are these programs coordinated to</p> <p>16 address the needs of Indian children. And that's one of</p> <p>17 the things that we have changed in our Title VII process,</p> <p>18 to look for that coordination and to understand better how</p> <p>19 that is being done across programs.</p> <p>20 The other process that has changed is that</p> <p>21 culturally relevant was an objective. As an objective,</p> <p>22 that's a -- we'd all like to be culturally relevant, right,</p> <p>23 whether we're operating in our first worlds or whether we</p> <p>24 are operating in today's very technological world. And so</p> <p>25 "culturally relevant" had different connotations to</p>	<p style="text-align: right;">Page 12</p> <p>1 able to demonstrate success, whether it's in Indian</p> <p>2 programs, our other educational programs, who is the</p> <p>3 partner within this partnership. And we want these, the</p> <p>4 community to look at needs assessment or data analysis to</p> <p>5 identify how they have chosen the activity that they have</p> <p>6 chosen to move forward with.</p> <p>7 Those projects are going to be a new competition</p> <p>8 this year. I can't see my e-mail this morning, and so I</p> <p>9 believe they will be published in the Federal Register as</p> <p>10 the final regulations this morning. And if they aren't in</p> <p>11 there this morning, they will be tomorrow.</p> <p>12 The final regulations will tell us how this will</p> <p>13 operate and give you information about what you need to</p> <p>14 plan for. And within two weeks we will have the notice and</p> <p>15 funding applications, and there will be a 60-day</p> <p>16 preparation time. So those are the changes that we have</p> <p>17 seen within the program. Those are activities that are</p> <p>18 coming out that are new. And so we hope to be able to have</p> <p>19 more information very soon for you, and look forward to</p> <p>20 applications and information comments and questions. Thank</p> <p>21 you.</p> <p>22 PAMELA AGOYO: Thank you, Joyce. We are</p> <p>23 fortunate to be able to provide some perspective regarding</p> <p>24 our state and certainly the region. And so this morning we</p> <p>25 have this Secretary for Indian Affairs, Kelly Zunie, and</p>

<p style="text-align: right;">Page 13</p> <p>1 also Pat Sandoval, who is the director of planning and 2 evaluation for the Santa Fe Indian School. They're going 3 to provide us some framework and some insight into some of 4 the highlights of their work currently ongoing. So at this 5 time, I'm going to hand it over to them to continue the 6 conversation.</p> <p>7 KELLY ZUNIE: I guess I have to have it 8 closer. (Speaking in native language.)</p> <p>9 Good morning. Thank you so much for inviting us 10 and being able to give the state perspective. We are all 11 here for one reason, and that's for our children. So I do 12 want to acknowledge leadership from not only my tribe, Zuni 13 Pueblo, but the pueblo governor -- governing leadership. 14 That really means a lot. Because sometimes when we put 15 initiatives out there, we feel like maybe sometimes that 16 isn't acknowledged at the leadership level.</p> <p>17 I also want to acknowledge leadership from 18 Jicarilla and, let's see, I'm sure Navajo Nation. And I'm 19 not sure if we have anyone from Mescalero. But I feel 20 grateful that the tribal leadership is in attendance.</p> <p>21 So my name is Kelly Zunie. I'm from Zuni Tribe. 22 And I am a huge, huge advocate for education. And not only 23 education, but special education, as well. Our youngest 24 son is autistic, and it's been a huge challenge just in 25 every day teaching him how to do just our normal everyday</p>	<p style="text-align: right;">Page 15</p> <p>1 want the educators to know, because I'll need your help in 2 speaking to your tribal leadership and maybe helping them. 3 Because I'm putting together, out of IAD, or Indian Affairs 4 Department, a youth conference, a community-builders 5 conference. And these aren't for the kids that are the 6 stars and, you know, the ones that shine and everybody is 7 behind because they are the leaders in the community and 8 they just have that natural savvy for being a leader. It's 9 not for them. Nor is it for those children on the other 10 end of the spectrum, our students who are struggling. 11 Because, really, I think the focus and the spotlight has 12 been on those two.</p> <p>13 I really want to acknowledge those maybe average, 14 everyday kids, they go to school, they come home, they 15 participate in the cultural activities of being home. And 16 I'm calling it the Community Builders Youth Conference. 17 And the idea is to be able to have each tribal leader 18 select five community builders from their community. We 19 would meet for two days. We would give them the tools you 20 know, education and -- this is also partnering with STEM, 21 making sure that we're really helping these kids that are 22 most likely going to stay in the community and become 23 community traditional leaders, to learn things like project 24 management, to include any part of STEM in that project, 25 and then to turn around and go back and divide them into</p>
<p style="text-align: right;">Page 14</p> <p>1 things. He is 13 now. And I do want to say that I've been 2 huge on pushing academics in his life. And I do want to 3 publicly acknowledge my husband, because my husband has 4 always said, "Kel, he's fine. He's normal for him."</p> <p>5 That was like somebody hit me over my head with a 6 two-by-four. So I backed off as a mom. My mama bear claws 7 retracted, and I let him be. I let him tag along with his 8 dad, riding the horses, putting up fence, doing chores, 9 those kinds of things that really are everyday life things. 10 And, you know, being 13 now, the tantruming has nearly 11 stopped. And he has said, "Thank you, thank you, for 12 teaching me these things." And the way he talks is 13 different, but he says, "I want to thank you for my 14 education because I want to just be normal." And every day 15 we remind him that he is normal for him.</p> <p>16 And so it's educators like you who go into the 17 schools every day, who deal with regular, normal 18 functioning children and children who are a little bit in 19 need of a little more help. And I want to acknowledge you 20 all for that as a mom, and give you my heartfelt thanks for 21 that, as well, because you are hugely important and an 22 integral part.</p> <p>23 As far as the State goes, I want to make sure 24 that all our youth -- and I love that this -- the new 25 initiative is really focused on community partnerships. I</p>	<p style="text-align: right;">Page 16</p> <p>1 regions where they create their own STEM youth conferences 2 for themselves.</p> <p>3 So I'm all about empowering. Education, empower 4 and teach them. Give them the tools. And the huge 5 distinction is mentoring. So out of our State office -- 6 we're not public education, but we are Indian Affairs -- 7 that is the legacy that I want to leave. And so I'm just 8 wanting to put that out there. Put that on all of you 9 all's radar so that we can be able to make sure that your 10 leaders know about it. And the leaders, think of those 11 kids. Not the stars and not so much the naughty ones, 12 because there's a lot of help for them, but the ones that I 13 think sometimes get overlooked. And just kind of be 14 thinking who those kids are that you might want to 15 recommend.</p> <p>16 So today, talking about state-tribal relationship 17 with -- in education, I have to be frank, up front and 18 honest. I am not the subject matter expert. The subject 19 matter expert, one is sitting next to me, and I'll 20 introduce the other here. And so I am going to graciously 21 step aside and let the experts speak. And I also want to 22 just let everybody know that our office is open. If there 23 are any grants that you want to go after, call us. We can 24 assist you. We can give you technical assistance. What I 25 suggest is that you write your grant and then bring it to</p>

<p style="text-align: right;">Page 17</p> <p>1 us to let us review it for content. You know, we have 2 excellent grant reviewers, as well. So that's a huge, huge 3 offer, you know, of help that we can do and that's within 4 our purview. 5 So without taking any more time, I appreciate the 6 invitation. And I'm going to have DeAlva Calabaza from the 7 Public Education Department come and sit with Patricia 8 here, and they will go -- and then I can sit and answer 9 questions, as well. 10 PAMELA AGOYO: I want to mention that there 11 will be some hard copies of what would have been a 12 PowerPoint presentation, had our technology been not 13 misbehaving this morning. So the staff here will be 14 providing hard copies of the presentation. So please don't 15 feel like you're not going to have access to that provided 16 at the end of the meeting. 17 PATRICIA SANDOVAL: (Speaking in Native 18 language.) My name is Patricia Sandoval. I'm from the 19 Pueblo of Laguna, the Village of Paguante. I always have to 20 say Village of Paguante. 21 I see a lot of people here that I'm familiar 22 with, so I'm really happy to see you here because it 23 really -- it's kind of -- this is stressful, coming up here 24 and speaking to people about education, because education 25 is stressful in itself.</p>	<p style="text-align: right;">Page 19</p> <p>1 challenged with today is due to a lot of the federal, state 2 legislation that has been put in place to benefit us, to 3 guide us, whatever. But many of it was put in place 4 without our -- without the consultation process. So we're 5 dealing with a lot of that as we move forward in education. 6 But a lot of the successes that we've seen in our 7 education has been due to some of the legislation. So as 8 we go through this, DeAlva and I have not had any 9 opportunity to sit down together here and to talk about how 10 we're going to do this. So we decided we're just going to 11 kind of tag team here as we go through the federal 12 legislation and talk about successes and challenges with 13 regard to this. So basically -- yes. 14 DEALVA CALABAZA: (Speaking in Native 15 language.) My name is DeAlva Calabaza. I am here 16 representing Indian Education Division within the Public 17 Education Department. And currently I am the interim 18 assistant secretary for Indian Education in New Mexico for 19 public schools. 20 And thank you, again, for inviting me here today. 21 And to sit between these two intelligent women, Secretary 22 Kelly Zunie, who represents our Indian Education -- our 23 Indian Affairs Department, and as well -- and I find it 24 funny that she said she's nervous, because I was really 25 nervous when I did see Mr. Abeyta come in. And I'm</p>
<p style="text-align: right;">Page 18</p> <p>1 My history is I've been mentored by this 2 gentleman here. It's always a little intimidating to be 3 speaking when he's also in the audience. Mr. Abeyta was my 4 mentor at Santa Fe Indian School and has been my mentor as 5 I've been going through the education process. And so, 6 like I said, it's good to see you all because it kind of 7 helps to get rid of this pressure that I've got over on 8 this side. 9 DeAlva and I met on Monday. And basically what 10 we were -- thank you, Kevin. Kevin asked us to both 11 present, and he asked us to provide a landscape of tribal 12 education in New Mexico. He also asked us to put in some 13 historical perspective, and also to talk about the 14 successes and challenges in education here in our region in 15 New Mexico. 16 And the way we decided to do this is we decided 17 to go through the legislation. So Pam spoke about -- you 18 will have in this PowerPoint presentation. There's nothing 19 dynamic about it, guys, so you're really not missing 20 anything. It's just really basic notes that we prepared 21 for ourselves. 22 But what we'd like to do, actually, is to go kind 23 of through the history. What is the timeline of the 24 legislation that's been both federal and state that has 25 impacted us as tribal people, because much of what we're</p>	<p style="text-align: right;">Page 20</p> <p>1 thinking, oh, God. I was one of his students at Santa Fe 2 Mid School. 3 And I am a product of both BIE and public 4 schools. And I have seen the many struggles on a 5 day-to-day basis since I was a child going through school, 6 as well as entering into my post secondary as well as 7 getting my education with my master's degree. And as I 8 look into the audience, I, too, see a lot of my mentors. 9 And education is stressful. And I see all of you as my 10 mentors, as my partners, and thank you, Joyce, for being 11 here. 12 And it is a lot -- it's become a difficult 13 situation where how much consultation do we provide and to 14 what level. Because consultation doesn't work unless both 15 parties are willing to provide input and accept the 16 challenges and to become one in pushing Indian education 17 forward. And thank you for being here, and thank you for 18 allowing me to speak. 19 And I will give the mike back to Pat here. 20 PATRICIA SANDOVAL: So basically what we 21 have here is we have a history of education. And for all 22 of you educators sitting in this room, and for those of you 23 that are tribal people who have gone through this process, 24 much of this information that we're sharing is not going to 25 be new to you. Obviously, you are aware of this. But kind</p>

<p style="text-align: right;">Page 21</p> <p>1 of just for the record and to also talk about the 2 challenges that we're faced with as we go through this 3 legislation, either -- basically in the implementing of the 4 legislation is kind of where our challenges and our 5 successes lie. 6 So if you go through the federal -- even before 7 U.S. federal legislation, you have the sixteen, 8 seventeen-hundreds, the coming of the missionaries to the 9 Southwest. We're -- many of us are Catholic. We go back 10 to the 1600s for that. And so what are the impacts of that 11 Catholicism on our education? 12 I was educated, as was Mr. Abeyta, at 13 St. Catherine's, which was a boarding school in Santa Fe. 14 So, you know, there's the impacts of that. 15 In 1834, the Indian Removal Act, which started 16 the boarding school era for not only the schools that we 17 have here in New Mexico -- Santa Fe Indian School, 18 Albuquerque Indian School -- but throughout the country. 19 We're still dealing with the impacts of that era. 20 1933, the public schools became -- started in 21 New Mexico. 22 In 1934, we have the -- and amended in 1936, we 23 have a Johnson O'Malley Act, which is something that -- 24 it's always a topic of consultation, are there enough 25 resources? A couple years ago, Johnson O'Malley went away,</p>	<p style="text-align: right;">Page 23</p> <p>1 that, as tribal schools, Bureau-funded schools, we don't 2 have to deal with, but I know it's a big issue for public 3 schools. 4 DEALVA CALABAZA: Yes. And the policies and 5 federal regulations and laws, statutes that include Impact 6 Aid also include Indian policies and procedures. However, 7 you know, in 2003, when the Indian Education Act was 8 adopted and amended in 2007, it included Indian policies 9 and procedures with a stipulation that tribal entities were 10 to sign off on those Indian policies and procedures. 11 However, it was pursuant to federal regulation. 12 And within federal regulations, we have to yield 13 to them and respect the fact that there was no sanctions 14 attached to that. Therefore, within the past couple of 15 months, we have been working on promulgated rules to 16 implement the act itself and identifying procedures and 17 staffs for Indian policies and procedures, which has become 18 one of our major challenges in that effort where school 19 districts and tribes want to see us put sanctions on Impact 20 Aid dollars. However, the funding does come from federal 21 government directly to school districts. And it's 22 noncategorical funding for students within their public 23 schools. 24 This is where it is important for our office to 25 continue to collaborate and provide facilitation and</p>
<p style="text-align: right;">Page 22</p> <p>1 and there was again another thrust by tribal leaders. I 2 want to speak to -- I can honestly see the lieutenant 3 governor, former lieutenant governor Tortalita from Acoma 4 standing up constantly for Johnson O'Malley so that there'd 5 still be resources that are there for Johnson O'Malley. 6 In 1935, the Bureau of Indian Affairs schools 7 were established within the tribal communities. And right 8 now, we have many of those: Santa Clara, Taos -- where 9 else -- Laguna, San Felipe, Isleta, Sky City -- all of 10 these schools that are currently in our communities. And 11 many of them right now, as they're moving towards becoming 12 tribally-controlled schools -- I see Mike out there from 13 Santa Clara who is working on that effort. So, you know, 14 there's a lot of these -- the transition. And now we 15 understand that under the sovereignty grants and the most 16 recent executive order and Sally Jewell going out and these 17 listening sessions. 18 So this is all consultation that we've all been 19 part of in the very, very, very recent past, looking at the 20 restructure. How is the restructure going to impact us as 21 tribal schools. Jump in any time you want here. 22 DEALVA CALABAZA: You're doing great. 23 PATRICIA SANDOVAL: Okay. Thanks. 24 1950, and amended in 1970, the Impact Aid. I'm 25 going to let DeAlva speak to this because this is something</p>	<p style="text-align: right;">Page 24</p> <p>1 technical assistance with public schools as well as the 2 neighboring tribes that are on or near the public schools 3 boundaries. 4 So this is where we need to also work together on 5 this effort, insuring that our students are receiving the 6 adequate attention as far as funding and curriculum. So 7 this -- you know, I am asking of you to work with us in 8 this matter. 9 PATRICIA SANDOVAL: In 1964, we had the Head 10 Start coming into our communities. I was listened to -- I 11 was told to be neutral, so I'm just quoting Mr. Regis Pecos 12 saying, "What was the Head Start to?" So I'll go back to 13 being neutral, Kevin. 14 1965, the Elementary and Secondary Schools Act. 15 We all know that that was kind of the beginning of this 16 achievement gap. And so this is a statement that -- and I 17 kind of live by this -- is that our students, our Native 18 American students, and all of you know that, our students 19 are not deficient. No. 20 There's -- if you look at what the assessment -- 21 so here is my -- I guess part of my tribal consultation 22 piece is around assessment -- is that our students are very 23 intelligent. You know, our communities have indigenous 24 knowledge systems that have been in place forever and that 25 have allowed us to survive as Native people. So you talk</p>

<p style="text-align: right;">Page 25</p> <p>1 about culturally relevant curriculum, cultural relevance is 2 very important in that we be addressing where the students 3 are, what is that prior knowledge that they bring into the 4 communities. 5 So if you actually had a standardized assessment 6 that assessed all that our students know, it would not be 7 the Native students where we would see the achievement gap. 8 Our students are very whole thinkers. And so I would -- I 9 guess, in terms of a standardized assessment that only 10 assesses math and reading and AYP, is that determining 11 of -- says we are successful or not successful. But 12 everything is in math and reading. We're totally 13 disregarding all of that knowledge that our students bring. 14 So what is it that we as educators need to do to 15 put together to be -- to either change this whole 16 standardized assessments or to decide here is how we want 17 our students to be assessed or we don't want them to be 18 assessed at all. We'll do it, you know. 19 And so that kind of goes back to this whole 20 discussion about alternative definition of Adequate Yearly 21 Progress which came out as part of the No Child Left Behind 22 Act, which will -- I should stop right there because I do 23 have No Child Left Behind Act as we go down. 24 1972, the Indian Education Act, which is part of 25 the Elementary and Secondary Schools Act.</p>	<p style="text-align: right;">Page 27</p> <p>1 schools. One of the challenges is that focus around 2 reading and math for AYP purposes. The achievement gap 3 says you are not successful because you are not good in 4 reading and math. Again, you disregard all of the other 5 knowledge that the student brings to the school, to the 6 table, to the conversation. 7 So as tribally-controlled schools, then, one of 8 our challenges is to know what is it that we are 9 accountable for as a sovereign? What is it we can do? And 10 one of the things that we have done is the whole discussion 11 about a tribally responsive curriculum. 12 Santa Fe Indian School -- and I have to blow our 13 horn here -- has made adequate yearly progress now for 14 three years in a row. And we didn't do it just by teaching 15 reading and math. We did it by offering a culturally 16 responsive curriculum by allowing the students to address 17 what are those issues that are in your community where you 18 can have an impact as a student, much as what this 19 initiative is right now. 20 So it's like, you know, that's great. That's a 21 great initiative. It's something that tribes have been 22 doing in many of the schools for a long time, that 23 component of community services. So success and challenge. 24 1999, the New Mexico Charter Schools Act. 25 DEALVA CALABAZA: You have that.</p>
<p style="text-align: right;">Page 26</p> <p>1 In 1975, we have the Indian Self-Determination 2 Act. 3 And in 1992, we have the Tribally Controlled 4 Schools Act. So if you look at -- if you look at successes 5 and challenges, that was one of the successes. The 6 President, President Obama right now has put in Indian 7 education kind of -- he's putting it on the front burner 8 now, let's have a conversation about Indian education. 9 I think the last time this really happened was in 1992, 10 because the White House Conference on Indian Education. 11 That's what -- you know, that's where the Tribally 12 Controlled Schools Act came out of. 13 So that is a success for us, a tribal people. 14 Not only that the Indian Self-Determination was put in 15 place and said you know, what you can contract for 16 services, but the Tribally Controlled Schools Acts where it 17 says tribes, you are in charge of your own education. The 18 thing there, though, is that as for Bureau-funded schools, 19 tribally-controlled schools and BIE-operated schools, if 20 you don't have the technical assistance that's there to say 21 what's the distinction between those two, and if the 22 tribally-controlled school itself does not understand how 23 am I different from you as a Bureau-operated school, then 24 there's no distinction. 25 I see that in a lot of the Bureau-operated</p>	<p style="text-align: right;">Page 28</p> <p>1 PATRICIA SANDOVAL: Okay. Oh, all right. I 2 have information on it because I actually was very 3 fortunate to work with Kevin Schendel when we created the 4 Walatowa Charter High School in Jemez. I left Mr. Abeyta 5 for a couple years and I went to Jemez to help Kevin create 6 the Walatowa Charter High School. So I know that Jemez 7 currently has two charter schools. One of them is the high 8 school and one of them is K through -- 9 DEALVA CALABAZA: San Diego Riverside. 10 PATRICIA SANDOVAL: Yeah, the San Diego 11 Riverside. I also know that the charter school that is 12 Santa Fe Indian School's biggest competition right now is 13 the Native American Community Academy, which is an 14 excellent school. And one of the things that they do 15 foster is this culturally responsive curriculum. And I 16 think a lot of it has come from the work of the Leadership 17 Institute. 18 I'm going to do a close for the Leadership 19 Institute right now because it's run right now -- the 20 director, a very humble young man who doesn't come to the 21 forefront and take the credit that I think he should, 22 Carnell Chosa, from Jemez Pueblo, has created this 23 curriculum. And if you want to look at it in terms of a 24 critical -- critical, as in critical pedagogy, a critical 25 curriculum that really talks about what are the issues</p>

<p style="text-align: right;">Page 29</p> <p>1 facing our communities. But look at -- let's look at it in 2 terms of these ten specific areas, ten elements is what we 3 call them.</p> <p>4 But also let's look at our core values. Are the 5 decisions that we're making in our educational -- in your 6 educational systems, are they consistent with what we 7 believe as our core values? Because if we look at our 8 educational programs and we look at our core values, then 9 are the programs that we're creating consistent with our 10 value system as Native people?</p> <p>11 That's one of the things that the Leadership 12 Institute has brought to the forefront in a lot of the 13 decisions that I make now and we make at Santa Fe Indian 14 School. Very recently we implemented a program called 15 Partnership for Alternative Student Success, which I 16 believe is a success at Santa Fe Indian School. For many 17 years we are dismissing students for substance abuse 18 problems. Well, if one of our core values is to value 19 students and to value if we're a -- we're a family and 20 we're a community, then dismissing students was 21 inconsistent with what we say about ourselves.</p> <p>22 So we created a program as a short-term, 23 long-term in-school suspension that we keep the students 24 there, but we make sure that we're addressing their needs. 25 We take them out of the classroom, but we're addressing</p>	<p style="text-align: right;">Page 31</p> <p>1 should go hand in hand with the creation and the 2 development of these TEAs.</p> <p>3 So just my testimony right there. I'm trying to 4 stay away from testimony, but it's very difficult at this 5 point, having this stage and, you know, gosh, it's going to 6 my head.</p> <p>7 In 2003, the New Mexico Indian Education Act. 8 DEALVA CALABAZA: In 2003, the Indian 9 Education Act was adopted in New Mexico and amended in 10 2007, as mentioned previously. And today we are in the 11 process of implementing rules to assist with implementation 12 of the Indian Education Act, which requires us to do a 13 multiple of things within the act itself.</p> <p>14 And one of the most sensitive things that we have 15 to face on a day-to-day basis and challenge ourselves as 16 Native people is the fact that how do you infuse culturally 17 relevant materials as part of our teachings in the 18 curriculum within the public schools.</p> <p>19 As I spoke with Patricia here on Monday, you 20 know, we talked about language programs. And one of the 21 initiatives and indicators in the proposed act itself, it 22 requires us for maintenance of Native languages. But we 23 all know that Native languages are owned by the sovereign 24 tribes in New Mexico. And there are a lot of issue because 25 of sovereignty -- issues there. And we don't want to step</p>
<p style="text-align: right;">Page 30</p> <p>1 their needs, and we're also bringing in counseling 2 services, behavioral, mental health services to these 3 students, because the student is obvious -- is using 4 substance for a reason. We need to look at those reasons 5 and treat those.</p> <p>6 So charter schools, NACA, my competition at Santa 7 Fe Indian School, but a very excellent school.</p> <p>8 2002, the No Child Left Behind Act, which was the 9 reauthorization of ESEA. Supposed to be reauthorized in 10 2007, and has not been reauthorized yet. It may be 11 reauthorized this year. But part of that was the 12 Negotiated Rulemaking Committee. And they kind of set the 13 rules for the Bureau of Indian Education. This is how you 14 will implement No Child Left Behind.</p> <p>15 And so as we move forward, the other 16 recommendation that I have as part of my testimony is that 17 some of the people that are in this room, sign up. If 18 there's going to be another Negotiated Rulemaking 19 Committee, we as the people that are in this regional 20 group, New Mexico, the Southwest, we need to get onto that 21 Negotiated Rulemaking Committee because there's a lot of 22 things that we have to address that are part of the No 23 Child Left Behind Act. We need to make sure that our 24 voices are heard, particularly if they're going to continue 25 around this alternative definition of AYP. And it really</p>	<p style="text-align: right;">Page 32</p> <p>1 on anybody's grounds.</p> <p>2 This is where we seek your help in looking at 3 partnering with all our partners here that are here today 4 because we cannot do our job without your assistance in 5 that matter. And also in providing additional consultation 6 in any curriculum that is being provided and being adopted 7 to be taught in public schools and looking at memorandum of 8 agreements with the tribes and pueblos in New Mexico in 9 reference to how do you infuse culturally relevant 10 materials and to what extent is the tribe willing to allow 11 these teachings to be taught within our public schools, 12 because public schools is public to anyone.</p> <p>13 However, within the past couple of years, we've 14 been able to work with school districts that we oversee. 15 The Indian Education Division oversees 23 school districts 16 and currently three charters that enroll a substantial 17 American Indian population of students where we are working 18 in providing Native American language classes only to 19 tribal members, as well as continuing with the 520, Native 20 American language and culture licensure for teachers.</p> <p>21 However, we are looking at how do we work with 22 tribes in providing professional development with 23 curriculum development as well as professional development 24 for our teachers as far as classroom management and as well 25 as pedagogy, as they are looking to, again, assessment.</p>

<p style="text-align: right;">Page 33</p> <p>1 We don't pass or fail with our Native American 2 language and culture, as you all know, it's an ongoing 3 learning process. And to infuse that, I do need your 4 support in this and continuing to look at policy and 5 address and make recommendations to our office. And we do 6 have a 16-member Indian Education Advisory Council who -- 7 as well our -- as one of our arms to our division in 8 assisting with implementation of the act itself. 9 And within the past couple of years, we have gone 10 to reorganizing our Indian Education Division, which now is 11 set up in three regions. Region 1, which is the Shiprock 12 area, and I have my education administrator here which 13 services the Northwest region. And we have a vacant 14 position within our Region 2 area which handles the Gallup, 15 western area of tribes and school districts. And then we 16 have our Region 3 area, which covers the Rio Grande 17 corridor of pueblos, tribes and school districts here in 18 Santa Fe. 19 So we've gone to addressing these issues with 20 time and attention, because a lot of our students -- and 21 really, that's our goal is our students. And looking at 22 cultural and student academic achievement for these 23 students and in today's society and today's world, we 24 really don't have a choice but in looking at education. 25 And in any realm of work that we do, education sets a</p>	<p style="text-align: right;">Page 35</p> <p>1 As we all know, we are whole -- wholesome 2 thinkers, whole learners. We do everything with our hands. 3 And as you can see, I'm trying to speak with my hands and 4 I'm trying to stop myself from doing that, but it's just 5 the way we are and the way we live and how we teach our 6 children. And the way we learn is hands-on and visual 7 learning and observation. 8 And, again, I agree with Patricia. We have a lot 9 of intelligent children out there as well as leaders. And 10 at the end of the day, I go home to being your child and 11 seeking your assistance and guidance. And I want to say 12 thank you. And I want to say thank you to all the tribal 13 leaders that take the time to come to these events and make 14 it a point to continue to push Indian education in the 15 right direction. Thank you. 16 KELLY ZUNIE: I'm really glad they're 17 touching on the wholeness here. A few years back I really 18 wanted to insure that my kids got a holistic -- what I 19 called holistic education. I had an opportunity to 20 homeschool my children for a while because I felt like 21 where we lived didn't address the culturally relevant -- we 22 didn't live near any reservations. And so I pulled my 23 children out and did what I felt like was a culturally 24 relevant holistic approach to education. Because coming 25 from Zuni and being immersed in the Head Start Program and,</p>
<p style="text-align: right;">Page 34</p> <p>1 precedence and where we are today. 2 And this is why we want to continue to encourage 3 our Native language and culture infusion, as well as 4 looking at the Westernized society and how to -- and 5 teaching our children how do we socialize, how do we stay 6 competitive with the outside world without losing our 7 culture of heritage and our tribal languages. And I am 8 here in support of that, as well as seeking your support 9 and your hand in partnership in working together and 10 looking at these initiatives. 11 And one of the things that I want to mention, 12 too, is that by statute our division is tasked with 13 convening a semiannual government-to-government with all 14 our tribal leaders as well as our Indian Education Program 15 and our Public Education Department. And we are hosting 16 our next semiannual government-to-government meeting on 17 Monday, April 27th. And thank you to Ohkay Owingeh for 18 hosting us. That is where our meeting will be, and a 19 day-and-a-half submit will follow. And within those 20 submits, we try to offer from our experts and our Native 21 American educators different methodologies, epistemologies 22 and how do you infuse culturally relevant programs. And we 23 have partnered with Santa Fe Indian Schools on several 24 occasions in providing culturally based education 25 workshops, hands-on learning.</p>	<p style="text-align: right;">Page 36</p> <p>1 you know, the public school, you know, Zuni having their 2 own school district and making changes there. As I looked 3 at my own education and what's missing, why -- and I loved 4 school. School is my most favorite thing. Really saved 5 me. 6 But in tying my own education with my children's 7 education, what I felt like was what is the holistic 8 approach? And what's missing from the overall education 9 system at this point is addressing their spirit. And I 10 know that in forums like this, that's an intangible thing 11 that cannot be measured on a scale just right off the bat. 12 I think it can. So I think that as we go through and start 13 really looking at education from a holistic approach -- 14 this is what I love about what you were describing, 15 Patricia, about, you know, not just kicking students out 16 but embracing them, bringing them in, because you don't 17 know what they're experiencing. 18 And I always teach that thoughts become things. 19 That's -- I mean, we're all energy. We need to address the 20 spirit aspect. We need to address that because our culture 21 is totally based on that. And yet sometimes with things 22 like education and health and issues like that, we take 23 spirit out of it completely and try to just focus on just 24 mental or academics. And we really need to come back to 25 center and really start addressing the spirit.</p>

<p style="text-align: right;">Page 37</p> <p>1 And I'll be -- I know I'm going to step out there 2 and say that because that's innately who we are. When we 3 take everything else away, we are left with our spirit. 4 And if we're nurturing that and having an opportunity to 5 really nurture that at all levels of education, our 6 children will become more whole. We already have that in 7 our DNA. But by being progressive and by being modern, I 8 think we're trying to get rid of some of that, and we 9 cannot do that. We have to remember the spirit and not 10 just focus on the mind and filling it with numbers and 11 letters and all of that, but how is it relevant to purpose 12 and mission and progression, and making sure that our 13 people live another, you know, bajillion years. 14 DEALVA CALABAZA: So in moving forward with 15 collaboration within the bureaus, within Public Education 16 Department, I have made it a point to stop the silo of 17 working with our other departments because, as well, I 18 couldn't do it without them. 19 And working with, in 2008, New Mexico adopted the 20 College and Career Readiness Graduation Requirements where, 21 you know, without our input and without our help and 22 support, college and career readiness -- you know, we were 23 seen as a stepchild within Public Education Department. 24 But today I can say that we are no longer a stepchild. I 25 have made it a point to knock on everyone's door and be a</p>	<p style="text-align: right;">Page 39</p> <p>1 something that's going to be a -- continuing in partnership 2 with our policy programs. 3 And in 2011, New Mexico became one of the states 4 that is now governing the PARCC Assessment, and as well, 5 looking at that. In realization, there was a lot of 6 resistance to that by students and parents. However, it's 7 an assessment that's been adopted by policy, as well. By 8 end -- again, being neutral to this initiative and looking 9 at, again, the holistic view of our curriculum as Native 10 people is, again, we're being assessed on whether or not 11 we're passing or failing. 12 But, you know, in moving forward, this is 13 something that we also have to infuse ourselves into. And 14 gratefully looking at and thankfully looking at Santa Fe 15 Indian School, their students took the test without no 16 resistance, no hard comings from parents, which was good to 17 see, and provided me the assistance to bring back to our 18 policy analyst and saying that our Native American students 19 are willing to take on these challenges on a day-to-day 20 basis. And looking at their leadership, without them, they 21 wouldn't have been able to do that. And so in looking at 22 that, these are some of the challenges that we have been 23 faced with in Indian education. 24 And a little bit more about our department, too, 25 is that we do fund all the 23 New Mexico tribes' and</p>
<p style="text-align: right;">Page 38</p> <p>1 pest to everyone and say that, "You need to hear what we 2 have to say. You need to hear our students. You need to 3 see the successes of our students." 4 We need to stop looking at the faults and look at 5 our graduation rate. Our graduation rate for American 6 Indian students has increased by eight percent within the 7 past three years. And looking at that, you know, we've 8 developed a lot of collaboration and partnerships with 9 College and Career Readiness Bureau within our department, 10 as well in looking at the adoption of the Common Core State 11 Standards in 2009. 12 I have made it a point to go and see our policy 13 analyst and sit with her and ask her, "Help me develop 14 policy to include culturally relevant materials." And with 15 that, working with bilingual programs, we have been able to 16 establish now working relationships where we are providing 17 workshops that directly impact culturally linguistic 18 responsive instruction. And we are working on that 19 conference that will be held at the end of May in reference 20 to that, in coming together in the likes of our bilingual 21 programs as well as how do you use culturally relevant 22 pedagogy within our school districts. And also inviting 23 BIE schools, tribally-controlled schools and expert 24 educators to come together, provide that, and showcase all 25 this information. Not just the one time, but this is</p>	<p style="text-align: right;">Page 40</p> <p>1 pueblos' funds for language programs. And in looking at 2 that, these programs are not there to supplement, as well. 3 We're a supplementary program where we're here to assist 4 you with helping and assistance to us, and how do we 5 provide resources and building that bridge with community 6 and school-based instruction for language programs. And 7 this is where the funding is coming from, and all the 8 tribes in New Mexico receive that funding. 9 Back in 2011, it was a competitive process where 10 only 12 to 14 pueblos and tribes were receiving that 11 funding, and now all our 22 tribes in New Mexico are 12 receiving that funding, as well as funding the school 13 districts that we oversee in New Mexico. We provide funds 14 and support resources to them in reference to identifying 15 goals within providing the curriculum, as well as pedagogy, 16 professional development, anything that the school district 17 is needing assistance with in reference to our students and 18 our Native American teachers. 19 And I don't know if you have anything else to 20 say. 21 PATRICIA SANDOVAL: Just thank you for the 22 opportunity. Kevin, thank you. 23 PAMELA AGOYO: Thank you, ladies. We 24 appreciate your perspective. And certainly, as I mentioned 25 before, the notes that you put together in your</p>

Page 41	<p>1 presentation will be available at the conclusion of the</p> <p>2 meeting out at the front area. So thank you, again.</p> <p>3 At this time I want to take an opportunity to</p> <p>4 acknowledge, at least according to my records, the</p> <p>5 representatives that we have, or the tribes that have sent</p> <p>6 proxies or representatives to provide tribal leader</p> <p>7 comments this morning. And I want to be able to open up</p> <p>8 the floor for that to happen. But as I understand it, we</p> <p>9 have Acoma, Cochiti, Jicarilla, Nambe, Santa Clara</p> <p>10 San Ildefonso and Zuni that are here and that at least are</p> <p>11 on my list. Did I miss anybody else in the interim?</p> <p>12 And can you tell me -- identify yourself.</p> <p>13 TOMMY LEWIS: My name is Tommy Lewis,</p> <p>14 representing the Department of Indian Education, Navajo</p> <p>15 Nation.</p> <p>16 PAMELA AGOYO: Okay. So your work is in the</p> <p>17 Navajo Nation. Thank you. Yes, ma'am.</p> <p>18 EVELYN MEADOWS: My name is Evelyn Meadows,</p> <p>19 representing a school board bond, Native Nation, Pinon</p> <p>20 Community School.</p> <p>21 RYAN RILEY: Good morning. My name is Ryan</p> <p>22 Riley. I'm from the Pueblo of Laguna, representing</p> <p>23 Governor Virgil Siow. Ryan Riley, and I'm a tribal council</p> <p>24 representative, as well.</p> <p>25 PAMELA AGOYO: Thank you so much. And these</p>	Page 43	<p>1 STANLEY HERRERA: Stanley Herrera, Alamo</p> <p>2 Navajo School Board, Incorporated.</p> <p>3 PAMELA AGOYO: Okay. One more time slowly</p> <p>4 for our court reporter.</p> <p>5 STANLEY HERRERA? Stanley Herrera, Alamo</p> <p>6 Navajo School Board, Incorporated.</p> <p>7 PAMELA AGOYO: Thank you so much. I</p> <p>8 appreciate it.</p> <p>9 DEBRA HOLLAND: Hi, Pam. Debra Holland.</p> <p>10 I'm here on behalf of Governor Tenorio from San Felipe.</p> <p>11 PAMELA AGOYO: Thank you, Debra.</p> <p>12 CHRISTOPHER CHAVEZ: Christopher Chavez,</p> <p>13 Santo Domingo councilman, representing Daniel Coriz.</p> <p>14 PAMELA AGOYO: Thank you.</p> <p>15 At this time, we're going to take a five-minute</p> <p>16 break so that we can coordinate the tribal leader comments</p> <p>17 and decide who and in what order folks will be delivering</p> <p>18 their comments. Five minutes.</p> <p>19 (Recess from 10:25 a.m. until 10:36 a.m.)</p> <p>20 PAMELA AGOYO: I wanted to explain a little</p> <p>21 bit about the process that we are going to employ for the</p> <p>22 tribal comment portion of this session. So we have tribes</p> <p>23 that have sent in proxies. And at this time, in order to</p> <p>24 streamline comments, we will hear specifically from the</p> <p>25 tribe's proxy of tribe's representative. And then we will</p>
Page 42	<p>1 are the proxies that are representing their tribes. I just</p> <p>2 wanted to make that clear. Did I miss somebody? Yes,</p> <p>3 ma'am.</p> <p>4 JOSH LIN MARTINEZ: Good morning. I'm from</p> <p>5 the Pueblo of Tesuque Education Department. My name is</p> <p>6 Joshlin Martinez.</p> <p>7 DARLENE CHINANA: Good morning, my name is</p> <p>8 Darlene Chinana. I'm here representing the Pueblo of Zia.</p> <p>9 PAMELA AGOYO: Thank you, Darlene.</p> <p>10 SERGIO CASTANON: Good morning, my name is</p> <p>11 Sergio Castanon. I'm the superintendent of Mescalero</p> <p>12 Schools, representing the school.</p> <p>13 PAMELA AGOYO: Thank you.</p> <p>14 MR. SANCHEZ: Joey Sanchez, representing the</p> <p>15 Pueblo of Santa Ana.</p> <p>16 PAMELA AGOYO: Thank you.</p> <p>17 KEVIN LEWIS: Good morning. Kevin Lewis,</p> <p>18 representing Pueblo of Cochiti along with the lieutenant</p> <p>19 governor.</p> <p>20 PAMELA AGOYO: Thank you, Mr. Lewis. Yes,</p> <p>21 sir.</p> <p>22 STANLEY HERRERA: I'm here representing the</p> <p>23 Alamo Navajo School Board, Alamo.</p> <p>24 PAMELA AGOYO: I'm sorry. I'm sorry. Could</p> <p>25 you say that one more time --</p>	Page 44	<p>1 allow those who are representing school districts to</p> <p>2 provide comments during the public comment portion of</p> <p>3 today's session. And we're just going to go alphabetically</p> <p>4 by the name of the tribe. So I am going to reference the</p> <p>5 tribe. And for those of you who -- obviously we don't have</p> <p>6 enough seats up here -- who are the proxy or the</p> <p>7 representative for the tribe, we have a couple of extra</p> <p>8 seats up here so you can comment and take the mike and take</p> <p>9 a seat to provide your comments.</p> <p>10 So at this time I would like to ask if Acoma</p> <p>11 Pueblo would like to provide their comments.</p> <p>12 KURT RILEY: Good morning, everyone. Again,</p> <p>13 thank you, federal and state officials, tribal leaders,</p> <p>14 educational representatives, for allowing me some time to</p> <p>15 speak on behalf of the Pueblo of Acoma.</p> <p>16 My name is Kurt Riley. I'm the second lieutenant</p> <p>17 governor for the Pueblo of Acoma. And as we all do pueblo</p> <p>18 stories, I am not a product of public education. I'm a</p> <p>19 product of the parochial school system. I was educated in</p> <p>20 the elementary school system by the mission school. And</p> <p>21 I'm glad to see a few of the St. Catherine's</p> <p>22 representatives here. I graduated from St. Catherine's</p> <p>23 Indian School.</p> <p>24 In my role as second lieutenant governor, I</p> <p>25 oversee the education of our Native children, our Acoma</p>

<p style="text-align: right;">Page 45</p> <p>1 children on the reservation. And so public school and its 2 interactions with the BIE schools is something new to me. 3 But at the same time, the education of our students is one 4 of the very most important topics that comes to the top as 5 far as tribal leaders. 6 One of my sisters is a special education teacher 7 within the BIE school system. And one of the things she 8 pointed out to me at the dinner table one evening when I 9 had to spend the night there with my sister is the extreme 10 amount of testing that the students go through. We had an 11 impromptu forum last evening with some parents on this same 12 subject. And a story was told, one of the parents said 13 that her student is so involved in testing that the teacher 14 was pulled out of the regular class and asked to monitor 15 these tests, and a substitute teacher was in the room. And 16 they were just told to leave for the period of time that 17 the substitute was there in there. 18 So, again, the amount of assessments that even 19 the schools themselves goes through, the district, and even 20 down to the classroom, what is the purpose of doing all 21 these tests? As we acknowledged already, you know, our 22 Native students have an extraordinary sense of a much 23 broader perspective. But, yes, we do have to test the 24 schools and the students themselves. But when is too much, 25 is my question.</p>	<p style="text-align: right;">Page 47</p> <p>1 On language, I believe that, as was said, 2 language is our own cultural property of our tribes. 3 And therefore, we should be involved in the certification 4 of the teachers who do teach that language as well as 5 recertification of those teachers. 6 On the consultation level, we need to be 7 involved in the development of curriculum of how that 8 language is taught in the schools, as well. It is our 9 hope, at least at the Pueblo of Acoma, that our students 10 begin to really vocalize their language. We are losing our 11 language as was pointed out in a recent convocation in 12 which Mr. Regis Pecos spoke. In a few years, two languages 13 will be lost. And in another 15, three more languages 14 could potentially be lost. So language is very, very 15 important for us as not only pueblo leaders but as 16 communities. 17 During that gathering at our own pueblo, I noted 18 that I didn't speak my language until I was 18 years old. 19 I've never lived on the reservation. And as I stated 20 before, I never went through public school. But when 21 called upon by our religious leaders to be appointed to the 22 second lieutenant governor, I, without question, accepted 23 the position. And so, therefore, I have to use my 24 language. I have to use my education as a tribal leader. 25 And yet I am to be solidly grounded in our own culture in</p>
<p style="text-align: right;">Page 46</p> <p>1 As far as Indian education, they've also had to 2 learn about how money is funneled from the federal 3 government to the state government, down to the school 4 districts. The Pueblo of Acoma has had two successive 5 years where the school district has approached us about the 6 Indian policies and procedures document, and Governor 7 Vallo, for two successive years, has refused to sign that 8 document. 9 As I became more familiar with that process, I 10 totally agreed with the governor in his refusal to sign 11 that document. First of all, because the school district 12 presented that document to us after the fact. There was no 13 tribal consultation. And that is very important for the 14 state officials here to hear. Tribal consultation begins 15 at the very beginning in the formation of that document, 16 not after the fact. 17 It is my hope that some of the comments that I 18 heard -- to me, data is very important. An instance where 19 a school district tells us that they have 100 percent 20 graduation rate, I often question why it's at 100 percent. 21 What was the number of students that entered into the 22 freshman class, and how many of them graduated after four 23 years, is what I want to know. If there's 80 students to 24 begin with and only 70 of those freshman students 25 graduated, that is not 100 percent.</p>	<p style="text-align: right;">Page 48</p> <p>1 the performance of my duties, as well as my other brothers. 2 So with that, those are my comments on behalf of 3 the Pueblo of Acoma. Thank you. 4 PAMELA AGOYO: Thank you, Lieutenant Riley. 5 At this time, I'll turn over the floor to Pueblo of 6 Cochiti. 7 DWAYNE HERRERA: Good morning, everybody. 8 My name is Dwayne Herrera. I'm the lieutenant governor 9 from Cochiti Pueblo. And along the same lines with my 10 fellow lieutenant governor from Acoma, I feel that the 11 language, we are losing, at a rapid pace. And I would just 12 like to thank PED for their support and the funding that we 13 receive, and I hope it will continue. And I'd like to 14 thank SFIS for their active role and their trying to have 15 language in their schools. 16 I am a product of SFIS at the old school, not the 17 new school. I was -- I graduated in 1984. And we didn't 18 have any of this language immersion during my time at the 19 Indian School. 20 And like Lieutenant -- the governor from Acoma 21 stated, I'm not as fluent as many of my respective 22 councilmen in Cochiti. I had to learn this language also. 23 So like it's hard for me to speak because that's all we 24 talked to -- talk in Cochiti in our council meetings. So 25 the male has to learn because it's -- we're losing it in</p>

<p style="text-align: right;">Page 49</p> <p>1 Cochiti. That's all I have to say. 2 And it was taken away from us during the earlier 3 years when our grandparents had to go to boarding schools. 4 And now we're trying to flip that, teach that in our 5 schools. And I hope that all this -- our Native language 6 doesn't get lost so we can continue on with our tradition. 7 That's all I have to say at this point. Thank 8 you. 9 PAMELA AGOYO: Thank you, Lieutenant 10 Herrera. At this time I'd like to call on the legislative 11 councilmember Leon Reval from Jicarilla Apache. 12 Is there a representatives from Jicarilla that 13 wants to speak as a proxy on behalf of the tribe? Okay. 14 They may have stepped out of the room. So I'm going to 15 proceed to the Pueblo of Laguna. 16 RYAN RILEY: Good morning, everybody. I'm 17 glad to be here. Regards from the Pueblo of Laguna on 18 behalf of Governor Virgil Siow. There's a couple of 19 comments that I have on the particular topic items as well 20 as some general comments for both the state and the federal 21 government. 22 A couple of months ago in Atlanta and in 23 Washington at NCAI, we had an opportunity to speak with 24 Secretary Jewell, as well as Secretary Kevin Washburn, 25 specifically regarding education and the initiative to --</p>	<p style="text-align: right;">Page 51</p> <p>1 as well as the other two states that have this funding in 2 place. 3 The second item is the -- where you speak to the 4 State Tribal Education Partnership Program. It appears to 5 be a very good program. Again, we would like to see 6 additional funding over time allocated to that specific 7 program because that -- again, without having the substance 8 for education and the ability to move forward under those 9 tribal initiatives, we need to have more funding in that 10 general area. 11 Thirdly, those areas of cultural relevance in 12 public schools, I believe that would be a case-by-case 13 basis from tribe to tribe. At the Pueblo of Laguna, we 14 have our particular opinion on what we teach at our 15 bureau -- or grant school versus what we would want to be 16 taught at the public school at Laguna-Acoma. So I think 17 that one point to bring out is the consultation is very 18 important, and we can't believe or assume that just because 19 it's located near a reservation that the tribe supports 20 those kind of initiatives. They might support in part, but 21 not -- I think that that's something that we need to really 22 look at, collaborate on. 23 The next item is the PARCC assessment. There's 24 varied opinion on that. I believe that at the Pueblo of 25 Laguna we were brought several circumstances where the</p>
<p style="text-align: right;">Page 50</p> <p>1 the initiative to allow the tribes to take the tribally 2 controlled schools from BIE. One of the interesting 3 comments he made was, "Who is better to educate their 4 tribal members than the tribes themselves?" Very 5 important. 6 Also looking back at the document of 2010 where 7 tribal leaders were consulted on the state of Indian 8 education where it was pointed out very clearly 9 insufficient funding was one of the biggest obstacles in 10 front of Indian education as well as coordination and 11 consultation with tribal government. So I'll speak on 12 those two items. 13 First of all, one of the areas that we would love 14 to have the State help us with is the disparity with the 15 equalization funding in getting the appropriate amount of 16 funds to the tribal reservations for those schools that 17 operate under a state government. At the Pueblo of Laguna, 18 we have a Laguna-Acoma High School located on the -- within 19 the pueblo reservation boundaries, and with Acoma, I think, 20 echo those comments about the Indian policies and 21 procedures, that those really needed to be better 22 coordination and better communication for this consultation 23 to work with the State of New Mexico. So, again, the 24 equalization formula is one of those that we need to 25 overcome as a tribal nation within the State of New Mexico,</p>	<p style="text-align: right;">Page 52</p> <p>1 information technology, the computers were not working. 2 They resulted in a very bad situation for our kids where 3 they were having to go through a timed test and computers 4 were freezing up, and it led to a lot of upset kids. And 5 it was brought to our attention. 6 So before the State -- well, the State 7 will be receiving a letter from the Pueblo of Laguna 8 outlining some of those issues. But we want to make sure 9 if that's the choice of testing that's required, then we 10 want to be consulted on that. And I believe that the 11 Indian Nation should also be consulted, as well. 12 And the last -- the last point I'll bring up 13 today is the consultation from the federal government, the 14 Department of Education. I want to make sure -- our Pueblo 15 of Laguna wants to make sure that the collaboration and the 16 consultation is done in as robust a manner as possible. 17 There's different -- from face-to-face all the way down to 18 webinars and letters. Back a couple -- maybe in the 19 nineties, the consultation by most tribes were 20 face-to-face. But not only has some departments within the 21 federal government, but also with our BIE, Indian Affairs, 22 it's moved away from even regional meetings to maybe four 23 or five meetings throughout the country. And we presented 24 that same position with Indian Health Service, as well. We 25 wanted to make sure that, at minimum, if there are</p>

<p style="text-align: right;">Page 53</p> <p>1 significant issues that are going to affect Indian Country, 2 the federal government should have enough resources to go 3 out to those regions so that the tribes can be able to 4 come. It's not a matter of the federal government -- us 5 coming to the federal government, it's the federal 6 government coming to our tribes. And that's at least that 7 minimum -- the level of collaboration that the Pueblo of 8 Laguna would like.</p> <p>9 So in closing, I just would -- I wanted to state 10 that the State of New Mexico will be hearing from the 11 pueblo regarding the equalization formula, as well as their 12 Indian policies. And for the federal government, we'll be 13 submitting comment specifically on the consultation and the 14 grant program, and those will be forthcoming. Thank you.</p> <p>15 My name is Ryan Riley. R-y-a-n R-i-l-e-y, and 16 I'm a council member for the Pueblo of Laguna.</p> <p>17 PAMELA AGOYO: Thank you, Councilman. At 18 this time, I'd like to call on the Pueblo of Nambe.</p> <p>19 ARNOLD GARCIA: (Speaking in Native 20 language.) My name is Arnold Garcia. I'm lieutenant 21 governor, the Pueblo of Nambe. Today I have with me Paige 22 Loretto, which is our Department of Education coordinator.</p> <p>23 And now, working with the tribes, we work from 24 Head Start, K through 12, colleges. Just last Friday we 25 signed an MOU with Santa Fe Community College on</p>	<p style="text-align: right;">Page 55</p> <p>1 the student population of close to 90,000 K-12 students. 2 So those numbers are very significant. And I have to work 3 with three states; Arizona, New Mexico and Utah. I work 4 with the Governor's Office, the State Superintendent's 5 office, Indian Education Worker's Office. We also work 6 with the BIE. So it's a tremendous responsibility, but 7 it's also very important.</p> <p>8 I was in a meeting yesterday in Phoenix, Arizona, 9 a meeting with the governor as well as the state 10 superintendent of schools, as to how they can implement 11 their Arizona Indian Education Act more effectively. There 12 seem to be some loopholes, so we had to go over them.</p> <p>13 I really applaud New Mexico for their Indian 14 Education Act that you have. It really showed that you 15 reached out and engaged tribal communities to be a part of 16 the education process, which is very important. We do need 17 to be at the table where our voices are heard.</p> <p>18 There was countdown of the history of Indian 19 education made earlier. I've been in this business since 20 1978, and I've heard for many years that Indian people had 21 a strong desire to be at the table where decisions are made 22 and to be more in control of education for children. 23 So I'm glad that the U.S. Department of Education is here 24 today to jot down one more time that it is our desire. 25 That is what we want. We don't want to be just advisory.</p>
<p style="text-align: right;">Page 54</p> <p>1 scholarship programs. I, myself, went to public schools 2 and then went on to SIPI here in Albuquerque and completed 3 my studies there.</p> <p>4 I'm here today to listen, to learn, and see what 5 I can take back to the tribe. Thank you.</p> <p>6 PAMELA AGOYO: Thank you, Lieutenant Garcia. 7 At this time I want to give the floor to Navajo Nation, to 8 the tribe's proxy, as I mentioned before. And I think not 9 everybody was in the room when we started this session. 10 Folks who are representing school districts, you'll be able 11 to provide your commentary during the public comments. But 12 those who have proxy from their tribe, please come up.</p> <p>13 TOMMY LEWIS: (Speaking in Native language.) 14 Good morning, everyone. My name is Tommy Lewis, Jr. I'm 15 the superintendent of schools for the Navajo Nation. Our 16 president, Ben Shelly, is not able to be here today, as 17 well as our vice president, Rex Lee Jim.</p> <p>18 I work for the Department of Education, and I 19 report to the Navajo Nation Board of Education. We have a 20 law called Navajo Sovereignty in Education passed in 2005. 21 And the goal of this law is to get the Department of 22 Education to be recognized, and also to be situated similar 23 to a State Department of Education -- similar powers, 24 similar authorities. That's the goal.</p> <p>25 And we work with 260 schools on Navajo, serving</p>	<p style="text-align: right;">Page 56</p> <p>1 We want to be heard. We want to be counted. That's what 2 we're striving for. We say we're sovereign, and we are. 3 And so in that respect, I think our voice is just as 4 important, just as valid as anybody else.</p> <p>5 On Navajo we are embarking on a monumental task 6 of assuming responsibility for 32 BIE-operated schools. We 7 have a Navajo -- a Sovereignty in Education grant through 8 the BIE. We did the feasibility study, now putting the 9 plans together as to how that takeover will happen. Not 10 everybody is happy about it because it will require 11 systemic change. What we have on Navajo and probably on 12 any reservation is education that was delivered there by 13 the federal government or state government. We just assume 14 it's okay, so we just follow it. We've come to realize 15 that it has some problems because we see a high number of 16 dropouts, low graduation rates, low parental involvement. 17 All of those things have come about. There's all kinds of 18 blame going around as to whose fault it is.</p> <p>19 I'm really glad to hear there's movement, as far 20 as I recall, that we should infuse more language and 21 culture in our education program. Yes, that is important. 22 When we do that, children become more aware of their 23 spiritual identity. They begin to see the sacredness of 24 life, the importance of life, so that they can be energized 25 and challenged and go all the way to the top. And that's</p>

<p style="text-align: right;">Page 57</p> <p>1 what our culture and language does. To me, that's very 2 important.</p> <p>3 Western education is beautiful. I'm glad that I 4 went through the whole nine yards of it, but the language 5 was my first primary language, my first language. I didn't 6 know how to speak English until I was seven years old. I'm 7 a BIE product as well as a public school product. I'm glad 8 that I went through that system.</p> <p>9 So this undertaking is to have the Navajo Nation 10 government assume responsibility. And that transfer 11 possibly could happen in the spring of 2017 when our Navajo 12 Nation Council approves it. And it's going to call for a 13 one- or single-grant concept from the BIE. We're talking 14 about millions of dollars here. How does the Navajo Nation 15 assume that responsibility? How do we make sure it's 16 safeguarded? How do we transfer these federal employees 17 that are under the civil service branch under the Navajo 18 Nation system? How do we make sure the funding gets out to 19 the schools quickly? How do we make sure that the 20 government structure is maintained? What voice will the 21 local school board have? Will there be a change while we 22 regionalize it?</p> <p>23 Right now there's a school board for every school 24 out there. Some of them are very small, where we have like 25 a five-, seven-member school board. That time gets to be</p>	<p style="text-align: right;">Page 59</p> <p>1 their grade level that they came from. And why is it that 2 we have dropout rates. It's probably because we, Native 3 people, didn't have a role as to how we built that system 4 based on what we believe is important for our children.</p> <p>5 So we're embarking on that on Navajo, and it's 6 exciting. I'm optimistic that it will happen. So I'm glad 7 I made it here today to be part of this meeting. And I'd 8 like to say thank you to the sponsors. And hopefully we 9 can work together. Five -- four other tribes are exploring 10 this idea. The Tohono O'odham Tribe, Gila River Tribe, 11 that's southern Arizona, Turtle Mountain, and another tribe 12 in South Dakota. But they have less schools, and somewhere 13 around three to five schools. We're talking 32, and 14 they're scattered all over. We have a number of them in 15 New Mexico.</p> <p>16 So this is an exciting time for us. And I think 17 this is what we've been talking about for a very long time. 18 When we say Indian self-determination, I think this is 19 exactly what we're talking about right here. If we 20 succeed, I truly believe that it's going to elevate our 21 sovereignty status, our self-governing status and our 22 Indian self-determination status. And I think it's 23 something -- it's going to bring about quality changes for 24 the children is the number one focus, and everything is 25 centered around these children.</p>
<p style="text-align: right;">Page 58</p> <p>1 very costly. So there's discussion. Maybe we need to 2 change that. Maybe we need to regionalize it. Maybe 3 eight, ten schools per district, only have one district 4 office to oversee those eight or ten schools. That has 5 been explored. And then how will the finance be worked 6 out?</p> <p>7 These are all big changes that have come about. 8 A lot of people are keeping an eye on us from the federal 9 government, the communities out there, whether or not 10 Navajo will come through with it. As the superintendent of 11 schools, I'm determined to help make it happen. And we 12 will need the support of the federal government and the 13 state governments to make this happen.</p> <p>14 And as we get these 32 schools over -- under the 15 authority of the Navajo Nation, the 34 that are already 16 tribally controlled schools may eventually come under this 17 system. So we're building a Navajo education system. We 18 never had that opportunity from day one. It was always 19 somebody's plan. Somebody's system. And it's all 20 fragmented.</p> <p>21 Head Start don't connect with elementary. 22 Elementary is blaming or -- or doesn't connect with 23 secondary. Secondary doesn't connect with higher ed. And 24 everybody is blaming each other as to whose fault it is 25 that children come out at the end not being able to read at</p>	<p style="text-align: right;">Page 60</p> <p>1 There will be -- we want to make sure there's 2 accountability. We want to make sure there's transparency. 3 We want to make sure there's a plan, an education pipeline, 4 so there's a common thread that's going through the whole 5 system. They're aligned, so that we know when a student 6 enters Head Start, we know when they're going to come out 7 13 years later and where we want them to be. All this has 8 to be strategically planned out.</p> <p>9 So that's what we're embarking on. I want to 10 leave you with those thoughts. Thank you very much for 11 your time.</p> <p>12 PAMELA AGOYO: Thank you. At this time I'd 13 like to invite the proxy or representative from Santa Ana 14 to provide comments.</p> <p>15 JOEY SANCHEZ: (Speaking in Native 16 language.) My name is Joey Sanchez. I'm the assistant 17 director of education for the Pueblo of Santa Ana, and I'm 18 new to the education system itself. I've just been in this 19 position for six months, so everything is still green to 20 me. I've been in the casino business for 20-plus years, so 21 quite a change.</p> <p>22 But a couple of things that caught my attention 23 as PARCC testing. You know, some of it is computer based, 24 but some of our Indian kids don't have the Internet at home 25 or any type of computer to work on, so, I mean, they're at</p>

<p style="text-align: right;">Page 61</p> <p>1 a disadvantage when they go in there when the test is 2 strictly computer-based testing. So at that point they are 3 a step behind. So, I mean, and then also, too, with the 4 testing, too, we talked about being culturally sensitive 5 and a different mindset of Native American children. At 6 any point during that testing, was any of their Indian 7 educators involved in that development of the test or given 8 their viewpoint for that testing, so that at least some of 9 our kids will sometimes understand what is going on at the 10 testing?</p> <p>11 The other one is we got our -- the language and 12 culture. We have a language and culture department within 13 our pueblo. And I would like to see possibly more funding 14 for that because we all talk about, you know, keeping our 15 language and keeping our culture intact. And in my 16 lifetime, is my language going to still be there? We don't 17 know. But if we continue to provide that funding and keep 18 that at standardized from, you know, pre-K all up until 19 high school, you know, we can insure it will still be 20 there, you know.</p> <p>21 And also going on tribal ownership, sometimes the 22 classes that we do teach are sensitive only to our pueblo 23 itself. So some of these are not -- we don't want to have 24 everybody know about certain things, so some of that is 25 just kept within our own teachings of our own kids and not</p>	<p style="text-align: right;">Page 63</p> <p>1 lot of credit that goes out to our own people, you know. 2 They're all engineers, they're all hydrologists, you know, 3 they're all structural engineers. They've got these 4 buildings that have withstood time, you know. And all 5 these people educated themselves and educated their 6 community, you know.</p> <p>7 So even going back and understanding that, you 8 know, all of our teaching our kids that we all are 9 engineers, we all are hydrologists, we all know where we 10 come from and how we're going to lead into the future. 11 But, you know, understanding them to believe in themselves. 12 I think that's just it for me.</p> <p>13 PAMELA AGOYO: Thank you. At this time I 14 invite Lieutenant Governor Naranjo and Mr. Abeyta from the 15 Pueblo of Santa Clara to provide comments.</p> <p>16 JAMES NARANJO: (Speaking in Native 17 language.) Good morning. My name is James Naranjo. I'm 18 the lieutenant governor of Santa Clara Pueblo. This is my 19 first term as lieutenant governor. And I am honored and 20 proud to sit next to Uncle Joe. Not only is he a mentor to 21 me of us, but I am, too, a product of Santa Fe Indian 22 School.</p> <p>23 In the field of education, I couldn't be -- I 24 really couldn't be any more prouder than Mr. Abeyta sitting 25 here. And so not only was he my neighbor, but he's a</p>
<p style="text-align: right;">Page 62</p> <p>1 for the public as a whole, but being sensitive to that 2 nature. And letting them know, you know, that some stuff 3 is taught, but it's only relevant to the people of that 4 pueblo or of that tribe itself.</p> <p>5 And then, you know, going on that, the thought 6 processes, I was just in a meeting this past Monday with 7 Bernalillo Public Schools. And a couple of the tribal 8 leaders, they mentioned that Indian kids learn a lot 9 different. You know, when you're brought up with your 10 Native language or you live on your reservation and you 11 hear people talk about stuff, when they talk about it in 12 English, they absorb it and they change it and they 13 transfer it into your own Native language. And then 14 they -- the thought process, and they bring it back out 15 into English. So it takes them a lot longer to come to the 16 answer, and sometimes our school system thinks that they're 17 slow or they're a disabled learner. But the process of 18 them to go forward and think takes a little bit longer than 19 a normal child. So, I mean, I think we have to be 20 sensitive to that nature and let people know that, you 21 know, our kids are not slow, they're just absorbing more of 22 it and analyzing it and then bringing out the right answer.</p> <p>23 And then the other one, also, is, you know, the 24 Common Core. I think now it's going back to what we all 25 teach at home. You know, a lot of -- and we don't get a</p>	<p style="text-align: right;">Page 64</p> <p>1 person that we've all looked up to. I go by his house 2 constantly on any issue. But now in my term as lieutenant 3 governor, I'm assigned to the duties of the elder, as well 4 as the Education Department. So this is a very good 5 product that I have to teach me and to help me and to help 6 all of us.</p> <p>7 So, with that, I'll turn it over to what I 8 consider Uncle Joe.</p> <p>9 JOSEPH ABEYTA: I'd like to start by 10 acknowledging our governor, Michael Chavarria. He is on 11 travel and is not able to be here, but he sends his regards 12 and includes in his prayer a deliberation that will result 13 in some changes in regard to the education of our children.</p> <p>14 I'd like to acknowledge you, Pam, and the 15 presentations made by Pat and you, DeAlva. It honestly 16 creates a sense of pride in where Indian education has 17 come. I'm old enough to recall in years past that meetings 18 weren't run by Indian people. They were run by other 19 people. And to have you here and to listen to you and your 20 depth of understanding and your ability to articulate 21 issues is just -- it's incredible.</p> <p>22 And I have this belief in Indian control. And I 23 think that a number of the students, former students, that 24 are here will recall that years ago, as a matter of fact, 25 in about 1976, the pueblo leadership, the pueblo governors</p>

<p style="text-align: right;">Page 65</p> <p>1 came together with some of the concerns that are being 2 articulated this morning as part of this consultation 3 process. They were concerned that our education programs 4 were not adequately organized. They weren't prepared to 5 address the needs of our children as they perceived them. 6 Certainly, there was a perception in regard to need, but it 7 wasn't ours. It was always someone else. 8 And as you think about it, and at this time, the 9 governors commented, we're probably some of the only people 10 that have turned over our education to the church, we've 11 turned over our education to the state, we've turned over 12 our education -- we've turned over our children to the 13 federal government. And we need to look at ways that would 14 give us more of a voice in determining what the needs are 15 and what the strategies should be in addressing those 16 needs. 17 The Navajo representative, I think, articulated 18 that very well. It's about time that we extend ourselves 19 in regards to controlling the education of our kids and to 20 do it in a way that is from our perspective, how we view 21 the needs. And as the testing is done, those tests need to 22 be evaluated from our perspective, not some consulting firm 23 from God knows where that has an outline on how they 24 interpret tests and they miss the boat continually and pass 25 that on to the decision-makers. Organized programs that</p>	<p style="text-align: right;">Page 67</p> <p>1 speaking on our behalf." You know, the older people are 2 going to pass, and it's going to be the younger people that 3 are going to be charged with the responsibility of 4 articulating our needs. And God help us if you as students 5 don't accept responsibility, part of the responsibility for 6 your education, because someday you're going to be 7 confronted with this, carrying out this responsibility. 8 And I don't want any of you to sit back and shy way because 9 you're not sure about how to present. 10 Well, I serve on the council in Santa Clara. The 11 governor, Michael Chavarria, is one of my former students. 12 The lieutenant governor was one of my students. The 13 treasurer was one of my students. The sheriff was one 14 of -- the point is that the school in Santa Fe has 15 succeeded. 16 And it's an opportunity, I believe, for those of 17 us in our new roles that are seeking sovereignty in 18 education to look at some of the challenges that the Santa 19 Fe Indian School has been through. And in terms of a 20 comment that the governor of our pueblo asked me to make, 21 "There's never enough funding." And, unfortunately, the 22 response is, "That's all you Indian people talk about is 23 funding." There's a lack of understanding, for example, in 24 regard to this issue of contracting and this issue of 25 granting the school. There needs to be a budget available</p>
<p style="text-align: right;">Page 66</p> <p>1 just -- they just don't get it. 2 But thank you for this opportunity. And thank 3 you. It's exciting and it's fulfilling to see and to hear 4 and to listen to people. And as I stated, years ago, the 5 governors, the leadership commented that you're probably 6 some of the only people that are not in control of your 7 education programs. 8 The other thing that I'd like to share with you 9 that was significant is that years ago during the course of 10 the Second World War, there was an enemy of ours that 11 stated, quote, "Give me your children, and I will create a 12 superhuman race." And when I read that and heard that, it 13 occurred to me that we give our children to somebody else 14 in terms of their education. 15 And it's so fulfilling now to see the efforts 16 that are being made throughout the country in regard to 17 self-determination in education, our role that declares 18 we're capable. We have a competence as is being 19 demonstrated this morning. There is a new era before us. 20 And it's so important to be organized in a way that we can 21 take advantage of these opportunities. And I believe that 22 what you've heard from my neighbor -- and it's always 23 fascinating for me and people remind me as recently as this 24 morning, that in years past, I'd share at assemblies with 25 kids, "There's going to come a day when you're going to be</p>	<p style="text-align: right;">Page 68</p> <p>1 to do a plan. Otherwise, we're going to wind up in the 2 same situation that we're in now with the exception that 3 the government is going to say, "Well, you took over the 4 school, and you had that responsibility." But they're 5 putting us out with -- out -- they're putting us out 6 without resources to do a job to acknowledge who we are as 7 Indian people to work with our tribe in developing a 8 curriculum, developing a plan that is going to be our plan. 9 And I believe that there's a shortcoming. 10 I don't doubt that there is -- there are people 11 here that had experience, for example, with contract 12 support. You submit an application to take over your own 13 program, and you have all kinds of commitments from the 14 government about technical assistance and about adequate 15 support, only to find out that contract support, as an 16 example, is very rarely above 50 percent of what you 17 requested and what they declared at those initial meetings 18 would be available. 19 And the fascinating and unbelievable issue for me 20 and for our pueblo is that you're still, as a contractor, 21 you're still expected to deliver on expectations that were 22 established relative to an amount of money that they say 23 you were entitled to. The deliverables don't change, but 24 you're asked, with half a staff, with half a budget, to 25 meet those requirements, and that is totally unacceptable.</p>

<p style="text-align: right;">Page 69</p> <p>1 Mr. Obama says a bigger commitment to support, a 2 bolder approach, a smarter approach in regard to the 3 education of our children as a condition for the kind of 4 improvement that we all want. And I hope that the boss 5 that you report to and the boss that your boss reports to 6 can carry this message that we want sovereignty, we want a 7 role in the education of our kids, but we also need the 8 government to fulfill its basic -- its responsibility that 9 dates back to our ancestors to meet the responsibility in 10 supporting our initiative to do for ourselves, because we 11 believe that doing for ourselves is a basic principle in 12 improving the quality of education for our students. 13 There's already been comments about No Child Left 14 Behind and what a disaster that has been. But it's 15 typical. Policy is developed in Washington. Policy is 16 developed by very bright people at colleges and 17 universities that couch their decisions in what they call 18 research. And then somehow or other it gets translated in 19 a program that was developed for a national agenda becomes 20 the agenda for our kids. It doesn't work. 21 There's comments already and enough has been said 22 about the uniqueness of our kids, the learning styles that 23 are involved, an agenda that they've got in regard to 24 continuing the traditions, the culture, the language of the 25 community that isn't at all represented.</p>	<p style="text-align: right;">Page 71</p> <p>1 our government. And it's important for our leadership to 2 respect the state. 3 But if there is a hidden agenda that so many of 4 us are familiar with, that sometimes officials can say one 5 thing to you, make commitments to you, but there's no 6 respect in that commitment, and so the trust deteriorates, 7 and so that the response and the responsibility in 8 improving the situation falls between the cracks. 9 So in conclusion, responsibility can be assumed 10 as a result of respect of one another, a concept that is 11 very familiar to all Indian people. The concept is a 12 little bit different from how Merriam-Webster or an 13 American dictionary defines respect. Respect is very 14 significant. 15 So thank you for this opportunity. I'll take a 16 report back to our council and to our governor. And the 17 expectation is that there will be a document prepared that 18 is more detailed and presented, I understand, within a 19 period of 30 days to be counted as a part of this review. 20 So thank you all very much for your patience. And I wish 21 all of you well. The work you are doing is incredible. 22 And just don't get discouraged. You just have to keep 23 working and keep trying. And like I used to tell my kids, 24 don't forget to say your prayers. Thank you very much. 25 PAMELA AGOYO: Thank you, Mr. Abeyta. Just</p>
<p style="text-align: right;">Page 70</p> <p>1 And quite honestly, you know, you hear -- I hear 2 people tell me, "Boy, what a blessing to be able to talk 3 more than one language." Because when you're confronted 4 with a problem, it's possible to think about a solution in 5 your traditional language, and then think about it in an 6 American language, bring the two together in your head and 7 come out with a perspective that is much more intent -- 8 intense and has more depth than the single avenue that 9 we've been confronted with in determining what is in our 10 best interest and as it's been determined by somebody else. 11 This No Child Left Behind, we understand that the 12 law is being rewritten and that there's going to be a 13 budget attached to it. And in the initial language, it's 14 encouraging. And God bless Mr. Obama in trying to get 15 those resources available to Indian tribes to fulfill his 16 commitment in regard to government-to-government 17 relationship and a responsibility and an acknowledge of 18 responsibility that is long overdue. 19 Finally -- and I know I've probably taken more 20 time than I should -- but finally, I think, that from a 21 Native perspective, the issue of respect needs to be at the 22 top of these recommendations. It's important for the state 23 to respect tribal leadership. It's important for the 24 federal government to respect tribal leadership. It's 25 important for tribes to respect our President, to respect</p>	<p style="text-align: right;">Page 72</p> <p>1 a point of clarification to your comment regarding the 2 documents and the recordings of this meeting will be 3 available actually in two weeks online. 4 JOSEPH ABEYTA: OKAY. 5 PAMELA AGOYO: At this time I'd like to 6 extended an invitation to the Pueblo of San Felipe to have 7 their proxy provide some remarks. 8 DEBRA HAALAND: There's a note up here about 9 the mike. So thank you very much for giving me an 10 opportunity. My name is Debra Haaland. I'm a tribal 11 administrator for the Pueblo of San Felipe, and I'm a 12 tribal member from the Pueblo of Laguna. So thank you, 13 councilmen, for your comments. 14 There's just a few things. We have a BIE school 15 at San Felipe. It's the San Felipe Elementary School. We 16 also have a Head Start program. And most of our kids go to 17 Bernalillo Public Schools. 18 I'd like to acknowledge our education director, 19 Alissa Chavez Lowe, there in the audience. Next to her is 20 our language coordinator, and he's also the chairman of our 21 school board, and is that is Bruce Garcia. They're both 22 from San Felipe. 23 So we have, you know, direct, sort of experience, 24 I guess, with the things that I'm about -- with some of the 25 comments I'm about to make. One thing I want to start with</p>

<p style="text-align: right;">Page 73</p> <p>1 is sometimes, you know, we kind of feel that our wishes 2 aren't being met by the BIA. We have a line officer who is 3 our point of contact. And many times I've written very 4 lengthy memos at the request of the governor addressing 5 certain issues, and sometimes they're three and four pages 6 long, and then we don't hear from him at all. So I think 7 there could be better communication, certainly between the 8 line officers and the tribal leadership, as well as between 9 the line officer and the school.</p> <p>10 We had a request in -- some of you might know 11 that San Felipe is a very traditional pueblo, and there are 12 a lot of days that we have to close down for religious 13 purposes. And we try to coordinate -- the days that we can 14 target, we try to coordinate those with the school and with 15 the line officer so that it's not an added expense to the 16 school budget and they can, you know, have in-service days 17 or whatever they have, whatever they can schedule ahead of 18 time. And sometimes for some reason there's a lack of 19 communication there. So I think that's something that 20 would really help all of us a great deal is if we all 21 communicated on something like that.</p> <p>22 I also wanted to mention the fact that we do have 23 a school board. And I know that in the policies, the 24 school board is to be consulted prior to any hirings. So, 25 you know, we recently hired a principal, and they consulted</p>	<p style="text-align: right;">Page 75</p> <p>1 these programs along. And that would help the -- you know, 2 it could be a seed program of some kind.</p> <p>3 Since it's Earth Day today, I'm going to put a 4 plug in for agriculture, because we're a very strong 5 agricultural community also. And I know this Farm to Table 6 program, I think I read something about it on the BIE Web 7 site. I would really love to see something like that in 8 our community where our farmers can feed our kids in 9 school.</p> <p>10 You know, we have -- the Rio Grande River runs 11 right through San Felipe. I think we're the only pueblo 12 that has that blessing of water. Even though we can't 13 actually use the water from the river because of, you know, 14 the agreements, it comes from -- well, I'm not going to go 15 into the water discussion, but we do have a certain amount 16 of water we can use, and we really want to use those.</p> <p>17 So, I mean, those are things that we should look 18 at, you know, and not just talk about. I run all the 19 federal programs at the pueblo, so I don't actually have 20 opportunities to be on the ground level, working to see 21 these things get passed. But I'm willing to bet that there 22 are a lot of pueblo farmers in the state who would really 23 love to have an opportunity to feed our kids on a regular 24 basis. So, I mean, that's something I suppose we could all 25 look at.</p>
<p style="text-align: right;">Page 74</p> <p>1 the school board but they didn't take the school board's 2 comments or anything into consideration. So we'd really 3 love to have a voice in that process. Just saying, you 4 know, we're going to include the school board because we 5 have to and not doing anything to, you know, take their 6 comments into consideration or consider, you know, the 7 passion that they have for all of our kids there, that in 8 and of itself is a little frustrating. So I'd love to see 9 that the school boards actually are listened to. Because I 10 think when you have people who are from that community, 11 they're the parents on the school board and they're the 12 folks that know your kids and know the community quite 13 well, it can only be -- it can only help.</p> <p>14 With respect to partnerships and collaboration 15 with the tribe, it does have to come from the upper level, 16 the line officers, to make sure that we all work together.</p> <p>17 There's another thing we thought about; that is, 18 taking best practices from other schools. So if we look at 19 a school like Santa Fe Indian School, which a lot of our 20 kids go to, as well, if they have some really good programs 21 that we feel we can use at our elementary school on the 22 pueblo, rather than just to say, okay, we're going to go 23 have a meeting with some folks at the elementary school and 24 tell them about our program, it would be great if they went 25 a step further and actually provided mentorship to move</p>	<p style="text-align: right;">Page 76</p> <p>1 So with respect to the PARCC tests, there have 2 been quite a number of folks who have talked about that. 3 And, yes, the Internet is a challenge. We are looking at 4 getting a fiberoptic line at San Felipe right now; however, 5 most people in the village do not have Internet service. 6 In fact, I doubt any of them do. They can go to our 7 library and use Internet service, but our bandwidth is so 8 small that, you know, you get two people on the computer, 9 one is knocked off or it's just really slow. And so I feel 10 like this whole PARCC test, it was just really premature to 11 come to New Mexico.</p> <p>12 And I sat in the legislature this time around and 13 listened to several -- you know, when you're sitting there, 14 waiting for your bill to come up on committee, you listen 15 to everyone else's bills. And there was one bill that 16 wanted to delay the teacher evaluation for the PARCC 17 testing because it was premature.</p> <p>18 We have a lot of Spanish speakers in New Mexico, 19 for example, and the PARCC test, it is -- they can 20 administer it in Spanish, but we don't have any Spanish 21 tests here yet. So all these kids that could really 22 probably ace the test in Spanish, don't have that 23 opportunity to do so. And yet, you know, they want to hold 24 all our kids to a hard line when the state wasn't even 25 prepared to administer that test. So I -- you know, I</p>

<p style="text-align: right;">Page 77</p> <p>1 completely disagree that all our kids can be tested, you 2 know, on a one-size-fits-all. 3 We were at a community meeting the other night 4 and Mr. Garcia had a -- we did a survey in our pueblo, and 5 it was discovered -- this was back in 2008 -- that 6 77 percent of our folks between the ages of 18 and 25, I 7 think, are -- we have close to an 80 percent Keres fluency 8 rate in our pueblo. So that means that kids are learning 9 Keres before they're learning English. And you can't test 10 somebody who, with that language proficiency in the Keres 11 language and throw them in this, you know, test in English 12 and expect them to perform the same way as a child that was 13 raised in downtown Albuquerque is. 14 So I thank you, Mr. Abeyta, for mentioning that 15 we should be consulted. Tribes should be consulted before 16 all of these things are thrust upon our kids. Because 17 there's probably other ways that we can test our kids to 18 make sure they're learning what they need to. 19 In closing, I just would like to say that Native 20 Americans have a 33 percent poverty rate in New Mexico. We 21 are the highest ethnic group -- the highest rate of poverty 22 of any group in the state. And I just would like to say 23 that poverty is really the worst enemy of education. And 24 truancy is a product of poverty, and so is alcoholism. And 25 all of these root problems that tribes suffer, you know,</p>	<p style="text-align: right;">Page 79</p> <p>1 DOLLY NARANG: Hi, everyone. Can you hear 2 me? Because with my accent, I have to speak more slow. My 3 name is Dolly Narang. And I have just been moved to the 4 education department about six months ago. I have worked 5 for about 12 years with the tribal people. And my actual 6 field is in health. And I have been working with the 7 tribal people, worked just on their health. 8 My education comes from India, and I did do my 9 master's in healthcare administration from the University 10 of Minnesota. Six months ago then the governor asked me at 11 San Ildefonso to be a director of education. I was 12 freaking out. What? Education? Me? The only education I 13 know is teach the kids -- I have two boys -- make sure that 14 they get the best of the best education, which they did. 15 When I came to the education department six 16 months ago, I really was very sad. Education department, 17 to me, was really something that would brighten a child's 18 life and give them knowledge, give them an education and 19 the children know what they should know at their age level, 20 grade level. 21 I found that the education level was -- the 22 quality and quantity of education was not to what I 23 expected. They started after-school program. And 24 after-school programs, the kids were coming from the San 25 Ildefonso Day School as well as other -- within the</p>
<p style="text-align: right;">Page 78</p> <p>1 nobody really talks about. And I would really like for us 2 all to think about that and to remember that when we go to 3 the voting booth, because we know that there's people out 4 there that care about these things, and there's people that 5 run for office that only care about their political future. 6 And if we elect the people that only care about their 7 political future, our kids aren't going to be a priority to 8 them. And those of you who know me in this room know what 9 political affiliation I am, but I stand true to those 10 words, and I hope that this is something that we all take 11 forward. 12 We have a very progressive education director in 13 Alissa, someone I'm very proud of. She works to find 14 funding for things, she makes it fun, they stay after, they 15 do things for everybody, for the parents and the kids to 16 get them involved. And I think that if we had parents who 17 are involved, our kids are going to do a lot better. 18 So with that, I appreciate you taking -- 19 listening to me and allowing me to speak today. I am very 20 happy with the work that President Obama -- or commitment 21 that he's shown to Indian education. And so if anyone 22 could take that back to him, I'd appreciate it. Thanks. 23 PAMELA AGOYO: Thank you. At this time, I 24 want to turn over the mike to the Pueblo of San Ildefonso 25 for your comments.</p>	<p style="text-align: right;">Page 80</p> <p>1 district and out-of-district schools. And we had two hours 2 to really help them with the homework. And I was shocked. 3 I was very shocked that these kids, third grade level, 4 couldn't count six times three, 18. 5 And I don't know if it is because of the funding. 6 I am here to learn from everybody, and I'm listening to 7 everybody. It is poor funding? The school that we have 8 and the day school, that has 23 kids, and only, let's say, 9 three teachers and they recently hired a principal. And 10 it's a BIE school. And now we have a problem of rif. We 11 are asked to rif at least one person. It could be 12 principal, it could be teacher. And I'm very confused. 13 Don't we have enough funding to provide a proper staffing? 14 We don't have computers there. Education is 15 based on -- focused on only math and English, which still 16 is not to my standard, that third grade, fourth grade, 17 fifth grade. They don't have speech pathologist. We have 18 so many students who have speech issues. They get 19 frustrated when they trying to talk. And others don't 20 understand. And they don't have any -- it's not a very 21 comprehensive education that I find in that school. 22 That is my biggest concern. And I'm learning 23 more about it. How come we cannot provide a quality 24 education? Where do we get the funding from? Yes, culture 25 and traditions are very, very, very important to me, coming</p>

Page 81	<p>1 from a different planet. It's like a cement that keeps the</p> <p>2 communities together. I find that there's not even</p> <p>3 sufficient funding for us to provide that.</p> <p>4 I am going to introduce Councilman Mr. Martinez.</p> <p>5 If it's okay, I will ask him to talk a little bit about the</p> <p>6 culture, traditions, and more about the education. Thank</p> <p>7 you very much.</p> <p>8 TIM MARTINEZ: Good morning.</p> <p>9 PAMELA AGOYO: Councilman, if you could come</p> <p>10 to the microphone. You can come have a seat here.</p> <p>11 TIM MARTINEZ: Everybody stand up. No. My</p> <p>12 name is Tim Martinez. I'm from San Ildefonso Pueblo, Ohkay</p> <p>13 Owingeh. We're here, Dolly and myself, to represent</p> <p>14 Mr. James Mountain, our governor, as well as Lieutenant</p> <p>15 Governor Wayne Martinez and tribal council, our community</p> <p>16 and our tribal traditional leaders. I am going to say I</p> <p>17 met Pam Agoyo today. I'm Tim Martinez. We've been</p> <p>18 communicating for the last couple days.</p> <p>19 So anyway, going back, you know, we talk about</p> <p>20 funding. We're underserved. Funding is the most</p> <p>21 important. You know, it's about our objectives, our goals,</p> <p>22 about strategic planning. And it starts from Washington to</p> <p>23 the area office to tribal governments, state governments.</p> <p>24 That's not happening today.</p> <p>25 Consultations are good in a way, but I believe in</p>
Page 82	<p>1 results. I think it's fine time that Native Americans can</p> <p>2 no longer be lenient. They need to stand their ground,</p> <p>3 partnership, and move on. And what I would like to say to</p> <p>4 the DC staff here is that we talk about policies, we talk</p> <p>5 about procedures. Those are very meaningful. Those are</p> <p>6 tools that will help us, but they're not there to hurt us.</p> <p>7 But, please, every time when there's changes, we need to be</p> <p>8 informed. We need to be made aware so that we can make an</p> <p>9 informed decision for our community.</p> <p>10 The other thing, like Ms. Dolly was saying, I'm</p> <p>11 the language director for San Ildefonso. I speak five</p> <p>12 language. I speak Navajo. I speak Sioux. I speak Arabic.</p> <p>13 I speak Spanish. And I speak Tewa. I don't know how I</p> <p>14 learned this, but that's what I speak today.</p> <p>15 I am a product of BIA San Ildefonso Day School,</p> <p>16 Pojoaque Public Schools, and Haskell Indian Junior College,</p> <p>17 on my way to Cal State Northridge and on my way up, clear</p> <p>18 up north to San Francisco State University. Then I moved</p> <p>19 back home because it's a place to return. It's my home</p> <p>20 place.</p> <p>21 We talk about when we ride and we're playing, we</p> <p>22 thought, oh, I sat at the tail end. When you're out on</p> <p>23 your reservation, you're riding the truck, "Oh, Grandpa, I</p> <p>24 want to sit at the end of the tailgate." But today we're</p> <p>25 talking about traditional American Indian lifestyle.</p>
Page 83	<p>1 That's what we're all about here. It's very important that</p> <p>2 we need to partner together, or else we fail. We need to</p> <p>3 have a vision or else we fail. We need to have an agenda.</p> <p>4 Those are some of the things that dictate to us where we're</p> <p>5 going to collaborate amongst ourselves.</p> <p>6 The other thing that concerns me is, one, is the</p> <p>7 funding. I hope that the funding is going to be</p> <p>8 distributed equal. I hear at times it's very competitive.</p> <p>9 Money is evil, that's what my mom told me. But she used to</p> <p>10 tell me, "Whatever money you get, whatever funding you get,</p> <p>11 Son, appreciate it. Make it go a long ways." That's what</p> <p>12 Ms. Dolly and I are doing.</p> <p>13 We also incorporate agriculture. I initiated a</p> <p>14 traditional farm program. It's about our language, our</p> <p>15 culture, our heritage. We also incorporate the science,</p> <p>16 the technology, the math, the environment. That is so</p> <p>17 important. That's part of agriculture.</p> <p>18 I work at the National Laboratory for some time</p> <p>19 doing contract archeology. I had a good staff, but</p> <p>20 individuals move on. In a way I was left alone, but my</p> <p>21 heart is here for the children.</p> <p>22 We talk about today about the PARCC test. People</p> <p>23 are intimidated. Our parents are committed. What are they</p> <p>24 doing to us now? Keep in mind, there was a gentleman by</p> <p>25 the name of Alfred Binet that invented the IQ test. And</p>
Page 84	<p>1 that was primarily for the soldiers that went to war to</p> <p>2 find out how much they know, how -- not how smart you are.</p> <p>3 They utilized these kinds of things. And I think a lot of</p> <p>4 times I disagree with testing. But within the state</p> <p>5 government, it's mandatory, it's part of our requirement.</p> <p>6 You know, it's part of the core studies. That's what I</p> <p>7 look at.</p> <p>8 You know, again, you know, also I want to</p> <p>9 thank -- I want to recognize DeAlva Calabaza, Daytona Raye,</p> <p>10 the staff, the state of education, PED. Santa Ana Pueblo</p> <p>11 and San Ildefonso were selected last year to do a</p> <p>12 presentation on behalf of their pueblo, and it was at</p> <p>13 Isleta Casino, three-day workshop. I was so glad that they</p> <p>14 selected us. Why? I asked myself, maybe it's because we</p> <p>15 had a good program. But people come to us, "Tim, how did</p> <p>16 you do this?" You know, I wasn't going to be a teacher in</p> <p>17 those areas, but I taught myself. I'm fluent. It's about</p> <p>18 indigenous knowledge, ladies and gentlemen, here. It's</p> <p>19 about sharing. It's about transparency. I believe in that</p> <p>20 way.</p> <p>21 I've been blessed that I'm here today, that we</p> <p>22 started an after-school program. We have like 28 children,</p> <p>23 Los Alamos, Pojoaque, San Ildefonso Day School, and we also</p> <p>24 teach at the Head Start. I also teach an adult language</p> <p>25 class on Mondays and Wednesdays for those adults that come</p>

<p style="text-align: right;">Page 85</p> <p>1 that are not fluent, that want to learn. So, again, I try 2 to convince my people, my community, to come. The services 3 are there. But a lot of the teaching, the discipline is 4 coming from the home. It should start from the home. 5 That's how -- we were raised that way. 6 We talk about historical trauma here. When you 7 test individual children -- because I was one of them -- 8 these children dislike themselves because they're not 9 better than this other person. But I was learned if you -- 10 if you're passing, "That's fine, Tim. Don't worry about 11 it," you know. 12 So in a way I was raised by my mom. My mom was 13 my dictionary. She was my encyclopedia. I teach the 14 children today the language, the songs, the stories, what 15 the meanings are. We had a summer language camp last year. 16 We had 78 kids that enrolled in that class. 17 A month ago, we had a site evaluation with PED. 18 Those are the things that I like because I want to show 19 them what we're all about, what we can do for our 20 community. That's what we're all about. We don't hide 21 anything. 22 But, again, you know, I commend this gentleman 23 here from Navajo Nation. He brought up a lot of good 24 issues about accountability, about transparency, about 25 responsibility. Those are some of the things that we need</p>	<p style="text-align: right;">Page 87</p> <p>1 all last night. I'm a farmer. I wear many hats, and right 2 now I'm supposed to turn in my Ph.D. dissertation thesis 3 this afternoon, and I came here by accident. I just came 4 here to turn my paper. I met a lady from Jicarilla, and I 5 asked where she was going. She said, "To Lobo room A and 6 B." And I said, "Come on. I'll show you where it is." 7 This is what I found. 8 I'm a councilman from Santo Domingo. Christopher 9 Chavez is my name. And we talked about this Wednesday, 10 last week, concerning our education system in Bernalillo, 11 Santa Fe and our general education for our kids. I took 12 the position about a month ago to be the language 13 revitalization director at the village. And I've been 14 pretty brash about the situation. I tell the people, I 15 said, "Speak to your children our language in the village." 16 And they can go to school up there in Santa Fe and 17 Albuquerque and places. They can learn the English 18 language, but we need them here. I said in my own days 19 when I was young, this man, Tare Arragon, taught us, "Go to 20 school. Learn everything you can. When you come home, you 21 can help us." Now I'm reversing that. Stay home. Learn 22 our language, and then you can go to school and learn the 23 English language. 24 I've been in the middle of this all since I guess 25 I came home after I retired from emergency medicine for 22</p>
<p style="text-align: right;">Page 86</p> <p>1 to focus on is think about yourself, think what your needs 2 are within your community, your service, your performance, 3 within the school system. Who evaluates the teachers? Who 4 monitors them? Performance are very important. 5 I just want to, again, reiterate all of you all 6 said a lot of good things here. Mr. Abeyta here, he's been 7 a principal, teacher, mentor to all the children within the 8 pueblos. But, again, you know, it's fine time that our 9 president has obligated these kinds of monies so that we 10 can provide the best care, the best services, to our youth, 11 young adult and our elders. 12 But in closing, I would like to say I want to 13 thank Pam, I want to thank individuals that are a part of 14 this for allowing Ms. Dolly and myself to come here today 15 to share with you all what we're all about. In closing, 16 again, I would like to say a prayer in my Tewa language. 17 You don't have to stand. (Speaking in Native language.) 18 Thank you very much. 19 PAMELA AGOYO: Thank you, Councilman 20 Martinez. At this time I'd like to invite the councilman 21 from Santo Domingo. He wanted to come and give some 22 comments on behalf of Governor Coriz. 23 CHRISTOPHER CHAVEZ: (Speaking in Native 24 language.) Thank you for permitting me to give a little 25 talk. I just came from my alfalfa field. I was irrigating</p>	<p style="text-align: right;">Page 88</p> <p>1 years with the military. And I've been advocating teaching 2 our kids absolutely the old language, which I grew up with. 3 Some of those kids don't know how to say skunk, how to say 4 -- just they're all rote. They don't speak our language. 5 It's 86 percent lost right now. And I'm advocating those 6 people to talk to their children in our language in their 7 village. 8 What hurts is when I saw this lady standing with 9 her daughter, and the little kid says, "Mom, what are those 10 Indians doing?" And we were having a corn dance. I got so 11 upset, I told her, I said, "We're having a corn dance. You 12 should be part of this," in our language. And her mother 13 looked at me, she says, "Don't speak to her. I'll teach 14 her myself." And so that hurt me. 15 So now I'm aggressively pursuing that. And so 16 I'm organizing the whole language classes in the community. 17 And my governor doesn't know I'm here, but he won't know 18 about this situation. And thank you all for hearing me. 19 Thank you. 20 PAMELA AGOYO: Thank you, Councilman. A 21 couple of things is that we have about five more tribes to 22 get through. But we also want to stay true to the schedule 23 and also prepare for the public comments. So -- and I'm 24 really never one to stand between people and their lunch. 25 So a couple of things. For those of you who want</p>

<p style="text-align: right;">Page 89</p> <p>1 to provide public comments and have that opportunity, 2 please sign up. There's a sign-up sheet out at the 3 registration table. We are going to be looking -- putting 4 that together over the lunch hour to make sure that we are 5 prepared for the afternoon session.</p> <p>6 When we reconvene at one p.m., we will hear from 7 Tesuque, Ute Mountain Ute, Zia and Zuni. And if there are 8 additional tribes that have arrived in the interim since we 9 began the tribal comments, then I will add them to the 10 list.</p> <p>11 So a couple of housekeeping comments. Lunch, as 12 you know, is on your own. For those of you who didn't 13 bring lunch money, as my mom would say, I think we still 14 have some refreshments, so we definitely don't want you to 15 go hungry. But the main eateries are down on the main 16 level. You just have to go down one floor. I'm not sure 17 if the elevator is still out of commission. But if it is, 18 there are stairs on the north end of the building and also 19 on the south end, so you can access them. And it's my 20 understanding that the elevator on the south end of the 21 building is in operation. You have several options -- 22 eating options on the main level.</p> <p>23 And as I said, I encourage you to please sign up 24 for the public comments. And we will reconvene at one p.m. 25 And we have one question that I'll go ahead and</p>	<p style="text-align: right;">Page 91</p> <p>1 opportunity to provide their perspective. And as soon as 2 those comments are completed, we will move right into the 3 public comment. And I will be going down the list that I 4 have. So for those of you who are making public comment, 5 just a couple housekeeping things. You will come up and 6 around the table and to the standing mike here. We thought 7 it would be important for you to be able to face the full 8 audience so they are not listening to your back. And then, 9 if, you know, you're addressing questions potentially to 10 Joyce, you sort of have everyone within eye shot, so to 11 speak. Please remember to state your names clearly for our 12 recorder so that we can record that accurately.</p> <p>13 So let's get started. At this time I want to 14 call on Ute Mountain Ute to provide their comments.</p> <p>15 JUANITA PLENTYHOLES: Hello. Thank you for 16 this opportunity for giving us a chance to speak. I just 17 want to start off with the Ute Mountain Ute Tribe. We're 18 located in southwest Colorado, and our land base extends 19 into Utah and New Mexico. And so our headquarters are 20 there in Towaoc, Colorado. And we have a small community 21 on the Utah side. Our New Mexico side, we don't have a 22 community, but we use that area for energy development.</p> <p>23 So that's one of the things that we face as we're 24 working with programs and that. We have a Head Start on 25 our reservation, but we don't have other schools, so our</p>
<p style="text-align: right;">Page 90</p> <p>1 take. Yes, ma'am.</p> <p>2 EVELYN MEADOWS: Question, you took my name 3 earlier. Do I need to re-sign up?</p> <p>4 PAMELA AGOYO: Yes, ma'am. For the public 5 comments, yes.</p> <p>6 Okay. We will reconvene from recess until 7 one p.m. Thank you.</p> <p>8 (Recess from 12:00 p.m. until 1:00 p.m.)</p> <p>9 PAMELA AGOYO: Hello, again, everybody. We 10 want to reconvene the session. And I know folks will be 11 trickling in, but we also have some folks who are anxious 12 to make some comments and we want to stay true to the 13 schedule when we said that they'll have an opportunity to 14 share their perspective.</p> <p>15 I wanted to bring your attention to the fact that 16 the refreshments have been refreshed. And so please help 17 yourselves. I'm a firm believer in sugar, and that's me. 18 I think I was a hummingbird in a former life. Me and sugar 19 are really good friends. But, anyway, please help yourself 20 to that.</p> <p>21 Also, I wanted to make an announcement that the 22 PowerPoint -- the handouts from the PowerPoint from this 23 morning are also available and they're out on the 24 registration desk whenever you're ready.</p> <p>25 We actually have three tribes who didn't have an</p>	<p style="text-align: right;">Page 92</p> <p>1 kids are bussed 15 miles to Cortez to the public schools. 2 And so when we're working with the students in the school 3 district, we work with the State of Colorado. But most of 4 our federal funding, we're part of the Southwest Region, so 5 we have to come down here to the area office in Albuquerque 6 to advocates for funds and that.</p> <p>7 So we're always caught in the middle. You know, 8 well, for this issue, the State of Colorado, State of Utah 9 or New Mexico. So that's already, to start, part of our 10 dilemma there.</p> <p>11 So due to our regular programs, we did receive 12 J-1 funds to support our students. But, again, you know, 13 it's not enough. We -- after they portioned it all out, it 14 came down to \$60 a student, and that's not really enough 15 because the student fees are really rising, especially as 16 school districts are receiving less and less funding, the 17 fees are going higher and higher. We also received Higher 18 Ed funds and state funds on the federal side.</p> <p>19 So as I mentioned, our -- we have an education 20 department that's totally tribally funded because we don't 21 get no other funding for that. So part of the run-ins they 22 have with the school district working with our education 23 department is information sharing. They have a hard time 24 with FERPA and, you know, our parents have to sign a waiver 25 saying it's okay for our education department to interact</p>

<p style="text-align: right;">Page 93</p> <p>1 with the school on behalf of their students. So many times 2 the parents don't want our staff, if they're involved with 3 the students, until they get in trouble. Then when they 4 get in trouble, they come back and say, "Well, you guys are 5 the education department. You should be up there helping 6 them." But how can we if we didn't sign a waiver. So 7 that's kind of the issues.</p> <p>8 And, you know, trying to work with the school 9 district there, we kind of butt heads at times because our 10 education department feels like they're not taken 11 seriously. The school district, you know, the -- about the 12 only time they contact our education department is when 13 they're trying to locate a parent or when a student is in 14 trouble. And then they say, "Come up and get this child," 15 you know, so they're not really -- you know, as they're 16 working toward plans and working with the programs there, 17 we really would like them to involve our education 18 department because, you know, they're a big part of our 19 student population and school district, and they're the 20 ones that are providing the supportive services for our 21 students. But they just feel like they're not taken 22 seriously or included in those important discussions 23 regarding students in the school district.</p> <p>24 It's the same way when we have our Indian 25 policies and procedures meetings with the State. You know,</p>	<p style="text-align: right;">Page 95</p> <p>1 have these conversations. But down at the bottom, at the 2 playing field, you know, our kids -- the interactions 3 between the students and their teachers is not always 4 positive. So we hear that time and time again about how 5 our students are being treated in the schools, you know, by 6 their teachers and their peers. And so when we address 7 that to the school district, to the schools, and then they 8 say, "No, no, no, no. It's not -- nothing is going on." 9 And usually, you know, they don't listen to the 10 student's side of the story. So many times, you know, our 11 kids don't have that positive experience at the school in 12 Cortez so they end up dropping out or, you know, for their 13 student counts, they keep them in the school for, you know, 14 a certain amount of days, and that's for them to receive 15 the Title VII and the state funding that the schools 16 receive.</p> <p>17 So we feel after that student count they -- you 18 know, then it's, you know, they don't care about the 19 students then. So any kind of behavior issues or whatever 20 comes up, they tend to, you know, go ahead and kick them 21 out. And so when those students get kicked out, where do 22 they go? They don't have the services to help them. So 23 many times, you know, they end up going to boarding 24 schools. And then from there, that's where those kids get 25 lost in the cracks. There's no tracking of -- or whatever</p>
<p style="text-align: right;">Page 94</p> <p>1 the data that they give us, it's not -- all our Native 2 Americans are lumped in one category. And this is for all 3 the schools in Colorado, so it's not really sectioned out. 4 So we don't have those exact numbers of our Ute students in 5 the school district.</p> <p>6 Our school district tries to do what they can in 7 regards to data collected. You know, our Native -- our Ute 8 students in the school district. The school district we 9 have -- the majority of it is non-Native. But for the 10 Native portion, we're Ute and Navajo. Those are the 11 majority of the Ute population in the school district, and 12 then a few other tribes.</p> <p>13 So they have their issues there. And so one of 14 the things they're wanting to know more about is the 15 process to identify our education program as a tribal 16 education agency. Because we feel if we have that 17 designation, then they would be taken more seriously. And 18 maybe we would be able to apply for some grants and that 19 that are available. Because right now, you know, it's like 20 we said, we have the three different states that we're 21 dealing with.</p> <p>22 And so for the other thing with our students 23 there, you know, here at our level, our 24 government-to-government consultations and that, working 25 with the state and that, we can agree on things and we can</p>	<p style="text-align: right;">Page 96</p> <p>1 for them.</p> <p>2 And so right now -- so, you know, with our 3 dropout rates already being high, you know, that doesn't 4 help that cycle that's developed. Because many of our 5 students, you know, their parents didn't have a positive 6 experience, as well, in education, the education system, 7 and maybe they dropped out, too. So their students that 8 they're bringing up, they're just starting that cycle 9 again, and that parent don't know how to support that 10 child. And so, you know, that child goes through that and 11 just, you know, ends up dropping out, too, and then they're 12 bringing up their kids in that way, too. So we look at it, 13 we sit there and say, "How can we break this cycle that's 14 happening in our community?"</p> <p>15 So one thing we're -- one thing we try to do is 16 bring some of the education to the tribes. Because a lot 17 of our members don't go off the reservation. They stay on 18 the reservation. And because they dropped out a lot, they 19 don't have the job skills or the education to apply for 20 some of these better-paying jobs. And so we try to bring 21 some of the education, distance learning and that to the 22 reservation.</p> <p>23 But one of the challenges we have, again, is with 24 our broadband [sic]. Again, that was mentioned before. 25 Because when everybody is on the Internet at one time, it</p>

<p style="text-align: right;">Page 97</p> <p>1 really slows it down. So when we have these interactive 2 boards and that and we're Skyping people in and it gets 3 stuck and that, so that's one of the issues we have with 4 our distance learning.</p> <p>5 So as I mentioned, our J-1 funds, our Higher Ed 6 funds, as we're advocating out here, I come down and I came 7 and talked with BIA. And this has been going on for a few 8 years. So I asked about funding and how can the federal 9 funds support our students, because I -- as I mentioned, 10 right now our student support funds are being totally 11 tribally supported. So we asked BIA what kind of funds can 12 you give us? Since we don't have a school on the 13 reservation, how can you help us support our kids that are 14 in public schools?</p> <p>15 And, you know, with our B -- and so with our B -- 16 Higher Ed funds, you know, we only get 23,000 a year to 17 support our Higher Ed kids, and we're funding over 80 18 students. And the tribe is funded over a half a million 19 dollars. So that's why we advocated on BIA, saying what's 20 going on here? You know, that's part of the federal 21 responsibility is to provide education to our members of 22 our community, and that's not happening. I mean, 23,000, 23 it's not even enough to support one student.</p> <p>24 And so, you know, I talked to BIA. They say, 25 "Well, you need to talk to BIE because they're the ones</p>	<p style="text-align: right;">Page 99</p> <p>1 parents. So they're struggling to, you know, keep food on 2 the table for their kids, and so they don't have -- the 3 kids aren't given the attention they need. So, you know, I 4 said if we could develop a program just centering around 5 families, then we'd have the services to help that student 6 with whatever issues they're dealing with. Because when we 7 talk about education, it's not just educating, you know. 8 We, in the past, our people, how they educated was on 9 survival skills. But today, you know, it's with reading, 10 writing, math.</p> <p>11 And so with that, you know, how do we help give 12 them the support they need, looking at developing -- you 13 know, developing our behavioral health. Because our 14 students need counseling, too. They need to know that 15 they're okay, that whatever environments they're being 16 raised in, you know, that they can -- that they can build 17 up their own self-esteem. And with the tribe behind them, 18 supporting them, they may make a difference in their 19 education and that and encourage them to go on.</p> <p>20 And at the same time, on this other side, working 21 with the families, you know, how can we support those 22 families, getting them the counseling they need, too, and 23 helping them understand that even though it is important to 24 provide that -- you know, the meal on the table and that, 25 it's more important to give them tools on how -- give them</p>
<p style="text-align: right;">Page 98</p> <p>1 that administer the program." So when we talk to BIE, they 2 say, "Well, you need to go talk to BIA because they're the 3 ones that give us the money." So it's always like, you 4 know, shifting it back and forth. Even when we met with 5 them in DC, we had them standing both in front of us. And 6 they were standing in front of us, saying, "Well, you need 7 to talk to him," or, "You need to talk to him." And, you 8 know, we have our data and everything, our stats. So 9 that's another issue that we face.</p> <p>10 And so looking at all that, you know, we look 11 at -- instead of looking at the negative, you know, how -- 12 looking at the positive side of things, what can we do to 13 help support our students with that support they need to 14 help? Because, you know, right now our students are -- 15 they face a lot of challenges. And so -- you know, and the 16 challenges, the things that they face there at the school, 17 that's in addition to what they're already facing.</p> <p>18 And so looking at -- last week we met with some 19 of our state agencies and looking at some of our programs 20 there on the reservation. So I challenged them, I said, 21 "Why don't we look at developing a project," a project that 22 will center around our families, you know, because we need 23 to heal our people. Right now they're hurting. They're 24 going through a lot. They're struggling. The majority of 25 our families are a single -- being raised by single</p>	<p style="text-align: right;">Page 100</p> <p>1 those tools and dealing with those issues, and some 2 positive parenting classes and that.</p> <p>3 So I challenged them and I said, you know, we 4 have our tribal programs here, we have our State programs, 5 so how can we develop something like this that will be 6 tribally driven, and, you know, the State, if they can 7 provide funds to that. So that's something we're looking 8 at.</p> <p>9 And we also, as a tribe, look at restructuring 10 our programs there. And for education departments, they 11 really cut it into three sections. So one is the early 12 childhood, and that's including our Head Start and our day 13 care. And the second part of it is on our education -- our 14 elementary, which is our elementary up to high school. And 15 our third area and higher ed. And the three circles just 16 working together and integrating some of the programs 17 together to better serve some of the needs our students 18 have.</p> <p>19 And so on top of that, too, looking at our 20 schools there. In the past, and I was talking to somebody 21 from BIE that came up one time, and so -- a gentleman. I 22 can't remember his name. But I was talking to him about 23 some of our situations there with our kids in the school 24 district. And he was saying that in the past, you know, 25 when the boarding schools came up, we had a boarding school</p>

<p style="text-align: right;">Page 101</p> <p>1 on the reservation, but for some reason or another it 2 closed down. And so he was saying the tribes had the 3 opportunity to have schools on the reservations, but when 4 the public schools came about, some of the tribes 5 authorized their funding to go to the nearby school 6 districts for -- you know, to put their schools up. 7 And so we had been looking to see, well, what did 8 Ute Mountain do? I mean, did we give up our right to that? 9 Did we sign over our funding to the school district in 10 Cortez? And nobody has ever been able to find out what 11 happened there. But, you know, he was saying if not, if 12 you don't have that, then that would be justification to go 13 to BIE and ask for funds to start your own school on your 14 reservation. 15 So right now that's something we're looking 16 forward to doing. We're starting the groundwork, getting 17 the research done, and really looking at trying to put a 18 charter school on the reservation, if we can, and working 19 towards that. So, you know, it's -- so that's what we're 20 doing as a tribe is really looking at our needs there and 21 trying to find the funding and the partnership with the 22 different entities to develop the support and that that we 23 need for our students there on Ute Mountain. 24 So with that, you know, I just want to thank you 25 for giving us the -- giving me the opportunity to speak on</p>	<p style="text-align: right;">Page 103</p> <p>1 I also believe that no matter who the child is, 2 the Native students and the minorities are not addressed 3 well enough to be able to be ready for the PARCC testing. 4 There really isn't concrete evidence that the curriculum is 5 culturally -- it's culturally-based education. 6 I believe that if we could get more money for 7 professional development, not only in the BIE arena but 8 also in public schools, that we might be able to change the 9 teachings of our children today. 10 Language is an integral part of our community. 11 Everything is about language. Our whole lifestyle depends 12 on language. We do get a small grant from the New Mexico 13 State Language Grant through PED. I don't believe that's 14 enough money. But, again, the responsibility should be on 15 the tribe. 16 Now, how do we sustain our language? Does it 17 come from our community? I think so. But if we could 18 reiterate that at the school level, then we should have 19 buy-in on which teachers are going to get certified and 20 how. Also, having the respect of what we're going to teach 21 to these students is very important, because some things 22 are -- well, most of it is all intellectual property of the 23 Pueblo of Zia. So we also have to be careful on who we 24 certify. But I don't think that our -- our language isn't 25 lost yet. But without support from federal government,</p>
<p style="text-align: right;">Page 102</p> <p>1 behalf of our Ute there on the reservation. Thank you. 2 PAMELA AGOYO: Thank you very much. At this 3 time I'd like to invite the proxy or representative of the 4 Pueblo of Zia if you have comments that you wanted to 5 provide. 6 DARLENE CHINANA: (Speaking Native 7 language.) Governor Pino met with us today. He sends his 8 regards. My name is Darlene Chinana. And I'm from the 9 Pueblo of Zia. Raised in Zia. I do have family in Jemez. 10 I think most of the points have already been touched on. 11 I think today my pet peeve is are our students 12 college-ready. Studies have shown that Native students are 13 not ready to enter post secondary institutions. I believe 14 that our students are constantly falling between the gaps 15 because of the ineffectiveness of their teachers, starting 16 from third grade, and inconsistency of keeping the same 17 teachers where they build that trust and responsibility to 18 the student with the student. 19 So I honestly believe that we need to concentrate 20 more on the teacher professionalism. Not every child 21 learns the same way. Every child is unique. I also 22 believe that the teachers should be able to have cultural 23 responsiveness regardless of where they're teaching, only 24 because some schools already have that. Santa Fe Indian 25 School is a great example.</p>	<p style="text-align: right;">Page 104</p> <p>1 BIE, public schools -- if we can get into the public 2 schools, I think we'd be able to reinforce what we teach 3 them. 4 And it's really comforting to know that DeAlva 5 speaks about Impact Aid. I believe that tribes need 6 transparency because we don't know what each public school 7 district is doing in each school. We don't know that each 8 child is addressed to their specific needs. And we have a 9 current example of that today where we can't get a budget 10 report stating that the dollars from Impact Aid are being 11 used for Native students. And that's pretty sad because 12 there's really no one there to check to see what's really 13 going on. And now the PED is taking that responsibility to 14 make sure that there is transparency. I hope that that 15 doesn't exist in every school, but this is happening down 16 in our local district, which is the Jemez district. 17 I think also that if we could continue to support 18 and consult like we're sitting here today and, you know, 19 let us sit at the table, let us tell you from our grass 20 roots efforts of what's really going on in the communities. 21 I do thank -- I do thank the United States 22 Department of Education for giving me the opportunity to 23 speak. I know Governor has other issues. And I hope I've 24 addressed them well today. 25 And in closing I'd like to say an interesting</p>

<p style="text-align: right;">Page 105</p> <p>1 point that was given to me by a colleague, he says, 2 "Resources and training of teachers make effective 3 teachers. They also should be able to help the student 4 reach the standards regardless of the student's own 5 abilities." 6 So I honestly believe that if we have qualified 7 certified teachers who are culturally responsive, we can 8 make this happen and get better students, as well treating 9 them with respect. And I feel that they should be ready 10 either for college, for their career workplace, regardless 11 of what school they go to. And they should not be 12 neglected as they have been in the past. 13 And we go back to the treaties and we say that it 14 is your responsibility to be able to sustain us and keep us 15 going in the education department or field and in all 16 tribes, just to say that I am happy that Obama has taken 17 the initiative to actually address Native people. And he's 18 in his second term. I'm just kind of wondering why it took 19 so long to realize and understand that we do have these 20 needs in our small communities. Thank you. 21 PAMELA AGOYO: Thank you, Darlene. At this 22 time I want you to turn your attention to the Pueblo of 23 Zuni providing your comments. 24 VIRGINIA CHAVEZ: (Speaking Native 25 language.) Good afternoon. My name is Virginia Chavez,</p>	<p style="text-align: right;">Page 107</p> <p>1 amount of testing that our students go through, you know. 2 Year around, it's just test after test after test. And 3 some of it, yes, is mandated by the federal level. Some is 4 at the state level. But there's just so many testing 5 that's going on. 6 And, you know, one of the things that I would 7 like to recommend is, you know, all we had -- we were 8 different departments. Whether at the state level or 9 federal level, you know, there's testing required, you 10 know. If they could all collaborate and condense it into 11 one, two tests, you know, that way, you know, the students 12 can take those tests rather than each department providing 13 a test and, okay, this is the test that we want your 14 students to -- this is the final test, this is the -- you 15 know, whatever test it is, it all can be incorporated into 16 one or two tests. You know, our students wouldn't be so 17 tested out. And then a majority of the time, our teachers 18 would be able to really spend teaching our students. 19 I know from what I hear, a lot of our teachers 20 are basically teaching to the tests almost every day, you 21 know, and just because of the Common Core standards that we 22 currently have in place, that we have to comply with. I 23 know that's kind of like has a strain on a lot of our 24 teachers. Even our students. As some -- one of the tribal 25 leaders, I believe, or one of the presenters mentioned it</p>
<p style="text-align: right;">Page 106</p> <p>1 and I'm from the Pueblo of Zuni. I'm the Zuni tribal 2 council. This is -- just been in office this year, so I've 3 been in office a little over three months. 4 And I thank you. I want to thank the U.S. 5 Department of Education for giving us this opportunity to 6 ask for our input in the education of our children. 7 You know, I'm a strong advocate of education. 8 I'm very compassionate about education. We have five 9 schools in our public school system. We have the two 10 parochial schools. We have the Head Start program. And we 11 also have the University of New Mexico branch located in 12 our Zuni Pueblo, as well. So we're thankful that we have 13 all these educational institutions within our pueblo. 14 And I just want to also mention that -- and also 15 I want to -- I believe it was Mr. Riley from the Pueblo of 16 Acoma who mentioned that -- who mentioned the testing of 17 our students, and he said that we have -- our students are 18 tested to death. You know, I know those weren't his exact 19 words. But there's an extreme amount of testing that is 20 going on on our students. 21 And I served on our public school board for five 22 years. I've also served on the advisory board for our UNM 23 Gallup University, the Gallup branch, as well. And so that 24 has come up, you know, a number of times, you know, from 25 teachers addressing to our public school board about the</p>	<p style="text-align: right;">Page 108</p> <p>1 has -- said that education is very stressful. And I agree 2 with that. 3 I agree with that because a lot of our teachers 4 and our students, you know, the students are being tested 5 all the time. They are stressed out. Our teachers are 6 even stressed out, you know, with the high demands that -- 7 that we currently have regarding Common Core and the PARCC 8 testing. And I believe this is -- I know -- I've heard 9 that we have a lot of our teachers leaving -- leaving the 10 teaching profession because I believe that it is because of 11 that evaluation system that we have within the state of 12 New Mexico. And a lot of our teachers feel that they are 13 excellent teachers, but for some reason it's -- based on 14 that assessment, they're -- I don't know. I'm not too 15 familiar with the test. But I know that's one of the 16 reasons that we have heard that a lot of our teachers are 17 leaving the teaching profession because of the high demand 18 regarding teaching and also the evaluation system. 19 So with that, I also want to ask, you know, 20 for -- and, again, as everyone else has mentioned, funding. 21 We have these high demands of our teachers. You know, 22 funding should come with it. They should be trained to 23 better teach our students. There should be training 24 available to help our students so that our students can 25 succeed, you know, so that our students would do well.</p>

<p style="text-align: right;">Page 109</p> <p>1 So -- and regarding the PARCC assessment, and I 2 agree with other tribal members, as well, we have that 3 Internet issue within our own pueblo. We don't have that 4 bandwidth to have Internet in our whole community. And a 5 lot of our families don't have Internet access at their 6 homes. And then when -- even our schools, you know, we -- 7 even our schools, you know, we have to experiment with the 8 testing like a few months before the -- before the -- even 9 before the PARCC was administered. But our Internet system 10 just wasn't able to handle all of that, you know, all of 11 the students testing. So we had to work with our PED 12 office here in Santa Fe, and then they allowed us to do the 13 tests with paper, pencil. 14 And so, again, I try and meet with all the other 15 pueblos who also expressed that concern about the Internet 16 that needed that, incapacibilities that we have in our 17 Internet systems, that we don't have in our communities. 18 And so -- so that's one of the things that I also wanted to 19 mention. 20 And another thing that I'm grateful for and I 21 would like -- I would like one thing to continue is our 22 fundings for our bilingual programs so that we're able to 23 continue teaching the Zuni language in our schools. We 24 currently have that program in our schools, and I'm 25 thankful for that, you know. My five-year-old grandson is</p>	<p style="text-align: right;">Page 111</p> <p>1 for funding every year. 2 If you -- if you don't fall into that -- that -- 3 into that designation renewal system, you automatically get 4 funded for five years. And I kind of disagree with that 5 system because if our -- if -- I say our Head Start program 6 missed it by like two points. 7 You know, it's just unfortunate that they just 8 missed it by that very little minimum and that they have to 9 apply every year for funding or -- and have to go through a 10 technical assistance. And I -- which I'm fine. I don't 11 have a problem with that. They need -- do need that 12 technical assistance. 13 And if there is a need for our educational 14 systems, our educational programs, then they shouldn't 15 be -- I mean, this is my personal opinion -- they shouldn't 16 be placed in this competitive funding but rather if there 17 is a need because of certain maybe shortfalls that they 18 haven't covered, then funding should continue. Funding 19 should go ahead and continue to help our programs improve. 20 Because the way I see the competitive funding is that, 21 well, if you're not doing well, we're not going to -- we're 22 not going to continue funding that. I'm not sure. Maybe I 23 have that understanding, but that's the way I look at it. 24 But I just want to advocate for our Head Start program for 25 funding will continue for our -- for our Head Start</p>
<p style="text-align: right;">Page 110</p> <p>1 in kindergarten, and he has learned the Pledge of 2 Allegiance in Zuni, and I'm learning that from him, you 3 know. And so it's -- a lot of things he's learned now 4 that, you know, I really appreciate. So I appreciate the 5 funds that are coming through for our bilingual education 6 programs. 7 A lot of our student -- our teacher's assistants 8 have cert- -- have received that 504 certification to teach 9 the Zuni language, so -- and the Zuni tribal leadership and 10 the school boards and the Zuni administration in our public 11 schools support that. And so we have that in our schools. 12 Another thing I want to mention is our Head Start 13 program. I know we have -- we do receive funding for it. 14 And one of the things that our current Head Start program 15 is going through is that the system called -- the 16 designation renewal system. Apparently, an assessment is 17 done on our Head Start programs. And the teaching methods, 18 the teaching -- the instructions that is going on in 19 classrooms, the part is -- all other factors are taken into 20 consideration in this assessment. And for some reason, 21 our -- well, our Head Start program went through that 22 assessment, but I believe missed -- missed the point like 23 maybe two -- like two points or something like that. And 24 with that, with that designation, they have -- that they 25 have on our Head Start program is that they have to apply</p>	<p style="text-align: right;">Page 112</p> <p>1 children, because they are the earlier learners in our -- 2 in our communities, and we need to put as much money as we 3 can into our children, the smaller children, and also 4 provide funding for our teachers so that our teachers will 5 do well in their teaching. 6 And also I want to mention the breakfast in the 7 schools program. We are very fortunate that we have this 8 in our schools because we have that in our elementary 9 schools right now. And, you know, as mentioned, a lot of 10 our schools, our Native communities are living in poverty 11 throughout New Mexico and even other states. And a lot of 12 our children come to school, you know, hungry, you know. 13 And we're thankful that we have this breakfast in the 14 schools program. 15 So -- but I also would like it not only for 16 elementary students, but also for the mid school and the 17 high school students' level, as well, because, you know, 18 our -- you know, our kids are -- especially the mid school 19 students and the high school students, they're always 20 hungry. You know, they -- they eat -- they like to eat, 21 so, you know, they're hungry. So rather than just funding 22 it at the elementary level, I think it should be throughout 23 the K through 12 school system because like -- as I 24 mentioned, a lot of our students come to -- go to school 25 without breakfast. And I believe that, you know, that</p>

<p style="text-align: right;">Page 113</p> <p>1 breakfast is very important and it helps the students to do 2 well in school. So that's one of the things I would like 3 to see continue in our school system, the funding of the 4 breakfast in the schools program. 5 And as mentioned earlier, the Impact Aid Program, 6 we do receive Impact Aid. Once we have federal monies, we 7 get Title I, Title II, Title III, Title VII, Title V. We 8 have a lot of the title programs and Impact Aid. And 9 Impact Aid, I don't know, some of you may have heard or 10 aware that Zuni has filed and is still in the process of 11 filing that lawsuit against the State of New Mexico 12 regarding our Impact Aid funds. 13 The state has a funding formula where our public 14 schools -- 75 percent of our funding for Impact Aid goes to 15 the state level, and then those monies are disseminated in 16 other school districts in New Mexico. We feel that that, 17 you know, that is our money. That's the money that was 18 earned in our pueblo based on the number of students 19 that -- Indian students that we have here on -- we -- our 20 Zuni Reservation totally is on federal land, so we -- a lot 21 of those. So basically all of our monies is that Impact 22 Aid eligible. 23 So I just want -- I've talked -- I've also 24 testified at the state level, too, regarding our Impact Aid 25 funds. I feel that the State of New Mexico needs to work</p>	<p style="text-align: right;">Page 115</p> <p>1 also help in their teaching, you know. 2 And I also just want to mention that, you know, 3 with our education system, you know, I know our teachers 4 are stressed and, you know, feel that they're -- I guess 5 feel like it's a heavy load on them because they have this 6 where they have to teach -- you know, it's -- you know, 7 it's based on that -- that load is put on them to help our 8 kids succeed. 9 But the thing is that I also feel that -- you 10 know, and I feel for our teachers because, you know, that 11 -- the responsibility also falls on parents. And even the 12 students themselves, you know. Parents need to make sure 13 that their kids get enough sleep so that they can do well 14 in school. And the students themselves, they need to take 15 their education seriously. They need to make sure that -- 16 you know, that they get to bed on time. They do their 17 homework. They do -- you know, and, you know, just go to 18 school ready to learn. 19 A lot of our -- I know a lot of our students. 20 Also we have a few students who -- who may be taking drugs 21 or whatever. And that doesn't -- that doesn't help them 22 when they go to school high on drugs. You know, that 23 affects their learning. It's unfortunate that we have a 24 few of our students who get into trouble with the law and 25 are incarcerated for some reason. But we -- we -- in our</p>
<p style="text-align: right;">Page 114</p> <p>1 out some kind of -- you know, work out their education 2 funding system for the fund -- the Impact Aid funds that 3 taken from various school districts will rightfully stay 4 within those school districts and not be sent to State so 5 that it could be disseminated among another school 6 district. 7 You know, I'm not saying don't help out those 8 school districts. But I'm saying that, you know, the State 9 should look at alternative ways or additional funding to 10 support to whole education system in New Mexico so that 11 they will be able to fund all the -- all the school 12 districts in New Mexico and not take out -- take the -- and 13 not rely on the Impact Aid's funds that belong to different 14 communities or different school districts. Not to use 15 those funds to fund other school districts. 16 But that's just one of the things, you know, we 17 have that shortfall in our education funding in the state, 18 and we just need look at ways on how we can help our -- 19 improve our educational funding so that it helps our -- all 20 our children. We have a lot of students. Like I said, we 21 have a lot of our schools districts, according to the 22 grading system, a lot of them are not doing well. And so 23 that says that we -- we need additional funding to help our 24 teachers. I strongly advocate for professional development 25 for our teachers so that they can do well and just teach --</p>	<p style="text-align: right;">Page 116</p> <p>1 pueblo, we don't want to give up on these kids, you know. 2 We have -- we have programs, you know, that help, you know, 3 if there's students who are at the risk of, you know, 4 dropping out of school, and we do everything that we can to 5 help them stay in school. 6 And also, we -- with the students that are 7 incarcerated -- and there's just a few number of them -- we 8 have this program where we -- where the teacher is 9 designated to go to the -- it's what we call it at Zuni -- 10 the detention center to teach our students, to continue 11 that classroom instruction with them even while they are 12 incarcerated in school. So it's unfortunate that we have 13 our students, again, incarcerated, but we don't want to 14 give up on these students and we want to continue their 15 education even while they are in jail. 16 So I just -- those are basically the things that 17 I want to mention. And I thank you again for giving us 18 this opportunity to voice and to give you our input 19 regarding the education. And as -- also, another thing I 20 want to mention is our -- a lot of our Native students are 21 very talented. And for some reason, you know, they're not 22 doing well on this PARCC testing. And if you take a look 23 at like -- same for our tribe, for instance, I know the 24 Zuni Pueblo is recognized for the fine Indian jewelry that 25 the Zuni -- that they make. You know, it's very exclusive,</p>

<p style="text-align: right;">Page 117</p> <p>1 pretty jewelry. And, you know, also, even our young 2 students, our young little kids, elementary students are 3 even learning that. They're learning how to make jewelry, 4 pottery, painting, fetishes, bead-working, and, you know, 5 like sash belt weaving. So, you know, all of this, if you 6 take a look at -- go into our schools, you would be amazed 7 at the artwork that's done by our students, and they are 8 very talented in that area, you know. But yet we're not 9 tested on that. We're not tested on that. But, you know, 10 if we were, you know, we would be doing very well in that 11 area.</p> <p>12 But I just wanted to point that out, that our 13 culture does need to be taken into consideration when this 14 nationwide testing is implemented. We just need to 15 recognize that many of our traditions are culturally 16 different, and we want to do -- excel in the outside world, 17 but we also want to -- also don't want to let go of our 18 cultural heritage, as well.</p> <p>19 So those are my -- is the input that we have from 20 the Pueblo of Zuni. And so I thank you again. And I thank 21 President Obama for this initiative that he started. And I 22 thank you for the President, you know, making the time to 23 go visit the Midwest reservations. So that's -- that's 24 good. You know, maybe he can -- has time, he can come to 25 the reservations in New Mexico or Arizona, too, as well.</p>	<p style="text-align: right;">Page 119</p> <p>1 to network. I've only been in Mescalero for one year. 2 According to the statements that have been made, 3 we're all on the same boat. We have a lot of issues that 4 we need to change. And it's -- I've been in education for 5 39 years. And this is one of our -- this is one of my 6 biggest challenges, but it's also one of the most rewarding 7 challenges because I think the Native American education 8 perhaps has not had the same breaks that everybody else 9 has.</p> <p>10 We have the same problems. Our -- the same 11 opportunities -- excuse me. We want to develop the 12 language and the culture. And in Mescalero, I want to 13 report that we do have a good program, and we want to 14 improve it. We had a lang- -- we had a cultural submit the 15 other day. And our kids got up there and spoke in Apache, 16 even though many of our adults could not speak Apache. 17 Just like you guys, we're in danger of losing the language. 18 But I think it's -- a lot of it is our adults' 19 responsibility. Our parents are not speaking Apache to our 20 kids. We're losing it. Even though they have it, they 21 don't practice it.</p> <p>22 So when I came up from Mexico, they used to tell 23 us, "Don't speak Spanish in school." I'm telling our 24 Apache kids, "Speak Apache in school. Practice it." We 25 need to continue to develop it.</p>
<p style="text-align: right;">Page 118</p> <p>1 Thank you for that -- that time to visit our -- our 2 reservations. And so, again, thank you, everyone. 3 (Speaking in Native language.) 4 PAMELA AGOYO: Thank you, Councilwoman 5 Chavez. At this time we will start the public comment 6 portion of today's session. So as I mentioned before -- 7 and if you weren't here when we reconvened, you will come 8 around the table and we have a standing mike here so that 9 you can face the audience. And we would like for you to do 10 what you can to limit your comments to five minutes each. 11 We have several people on the list and want to be mindful 12 of the schedule that's been laid out. And also we 13 understand that folks were intending to be here until a 14 certain time. So if you could do that, that would really 15 be appreciated.</p> <p>16 So I would like to invite at this time Evelyn 17 Meadows from the Pinon Community School Board. Are you 18 still up here? Okay.</p> <p>19 Mr. Sergio Castanon from the Mescalero School 20 District.</p> <p>21 SERGIO CASTANON: (Speaking in Native 22 language.) My name is Sergio Castanon. I'm the 23 superintendent of Mescalero Schools. I came up here to see 24 what the status of Native American education was and what 25 the new reports were and what direction we were going, and</p>	<p style="text-align: right;">Page 120</p> <p>1 I also feel that our teachers perhaps are not the 2 best teachers that we can get. We don't have the same 3 benefits that the State teachers have; therefore, we're 4 kind of getting the teacher that perhaps cannot find jobs 5 at the public schools. I think the government or the State 6 needs to give us the same benefits for our teachers at 7 reservations so they will want to go with the same benefits 8 the State has.</p> <p>9 Many teachers go to the reservation, and as soon 10 as they can find a job in the public schools, they go to 11 the public school because of the retirement benefit. We 12 don't have a good retirement in Mescalero. We're trying to 13 change that, but it's not going to be as good as the State 14 retirement. So that's a big issue. We've got to get 15 better teachers, and teachers that will stay. We have to 16 have consistency with our teachers. Teachers that want to 17 be there because they love our kids and because they care 18 enough to change the way education is being done -- going.</p> <p>19 We do have a good tribal council now, a new 20 school board. So things are -- things are positive. But 21 that's another thing. Council changes every two years, and 22 other people come in and things change, go different 23 directions. And I think that's a weakness.</p> <p>24 Also, a school board. Our school board can only 25 serve one and two years. That's also a concern. We are</p>

<p style="text-align: right;">Page 121</p> <p>1 doing well right now after only one year, but three of them 2 could change this summer. So that's a concern for me, and 3 I'm sure the community. 4 I want to thank you people for making it possible 5 for us to get together and share. And I want to look 6 forward to networking with the rest of you. As you know -- 7 I hope you know that Mescalero is in the southern part of 8 New Mexico between Tularosa and Ruidoso. 9 And, look, our kids go to Ruidoso or Tularosa, 10 and we have a beautiful school that can house 1,200 11 students. We only have 530. We're going to change that. 12 We are going to get more kids coming in. At this summit, 13 our kids -- Ruidoso's Native American kids came and 14 presented in English. They were dressed in the Native 15 American dress, but they only spoke English. 16 Our Apache Indians spoke -- Apache students spoke 17 in Apache. So I told the parents, "You want to improve 18 culture and language? Where should they be going to 19 school?" And that's what we've got to do. There's got to 20 be -- we want to teach the language. We want to teach the 21 cultural. But we, as adults, need to promote it and tell 22 the kids to have pride. Because some of them are 23 embarrassed, just like we were embarrassed to speak Spanish 24 when we came to schools. 25 So thank you for the opportunities. Another</p>	<p style="text-align: right;">Page 123</p> <p>1 this event. Our tribal government would have liked to have 2 been here, but we had some cultural things scheduled this 3 morning, so I got sent. 4 You know, we appreciate all the funding, the 5 opportunities, the assistance, the supports that we've 6 received for our education programs. Of course, it's not 7 enough. Our Internet infrastructure, technology is very 8 limited. But for what we do have, we are thankful. 9 You know, I was a history major, so I am glad 10 that there's no longer a policy of "Kill the Indian, Save 11 the Man" or the child. But one thing that we have 12 acknowledged is being an oral based community. We don't 13 record our language. We don't write it. But we're 14 struggling with modern day Western culture and the 15 advancements of technology. 16 Our households might not have access to the 17 Internet, but it seems like even my six-year-old niece has 18 an iPhone. She knows all lyrics to a lot of, you know, R&B 19 songs and social -- like the social media network. She 20 knows Web sites. But she's struggling very much in our 21 Native language. 22 A lot of our people, it was mentioned earlier, 23 there was one of our tribal elders here who spoke five 24 languages. That was very common in Taos. I had a 25 grandfather who spoke five languages. It was Tiwa, Tewa,</p>
<p style="text-align: right;">Page 122</p> <p>1 thing, we live in New Mexico. I think the legislature, the 2 governor should look at us, should look at Native American 3 kids as New Mexico children. I don't think they're doing 4 that right now. They're looking at us separately. 5 I was at a -- I was at a board training, and I 6 told the coordinator, I said, "Hey, are we going to get 7 credit hours? Are we going to get awards for coming?" And 8 he said, "No. You're just an affiliate." Why? We're from 9 New Mexico. Our kids are from here. Give us more respect. 10 So anyway, thank you very much. I am going to 11 stir the pot. I am going to look at the testing thing. 12 It's kind of ridiculous, I agree. So I'm going to see what 13 I can do to change what we have to do in Mescalero. We're 14 doing too much testing. 15 Thank you very much. I appreciate the 16 opportunity. 17 PAMELA AGOYO: Thank you. Mr. Michael 18 Romero from the Pueblo of Taos. 19 MICHAEL ROMERO: (Speaking in Native 20 language.) I'm glad it's afternoon now. There's not too 21 many people here. I'm still nervous, but -- I actually 22 kind of got mixed up. We were having some facility issues 23 this morning, so I wasn't able to jump on the original 24 docket. But thank you all for your time. 25 I guess one concern that we had was the timing of</p>	<p style="text-align: right;">Page 124</p> <p>1 Jicarilla, Spanish, a little bit of French. He didn't know 2 English, if anything. And nowadays, it seems like it's 3 acceptable for tribal members to get by on broken English 4 and broken Tewa. 5 Because we're not able to advance or to modernize 6 or Westernize the education and the instruction of our 7 language, we just want to keep, you know, keep -- have, I 8 guess, the government, both federal and state, keep in mind 9 that there are some tribes that will maintain their 10 traditional way of instruction and that, you know, as these 11 testings are put forward, as the technologies push forward, 12 it's going to make the responsibilities that our youth take 13 on, our children take on, that much more challenging in the 14 future. You know, it might feel like a foot is stuck in 15 the past, but, you know, it's respect for our elders, it's 16 respect for where we come from and appreciation for where 17 we're going to. 18 We, you know, finished a (Native language) a 19 70-year-old battle for (Native language) back in the 20 seventies. But, you know, a lot of us are seeing that 21 that's going to probably come again at some point. And, 22 you know, how do we strengthen and empower our youth to be 23 able to make that fight again. Thank you. 24 PAMELA AGOYO: Thank you. I'd like to 25 invite Dr. Marilyn Johnson from the Pueblo of Acoma.</p>

<p style="text-align: right;">Page 125</p> <p>1 MARILYN JOHNSON: Good afternoon. (Speaking 2 in Native language.) Marilyn Johnson. I'm the executive 3 director for Acoma Department of Education. 4 A couple of things. We would like very much to 5 transition our school to be under tribal control. And at 6 some point in the past year there was some funding 7 available, but you had to have three or more schools under 8 your control. And so sometimes the smaller tribes get left 9 out. And it's not that we don't want to advance, you know, 10 in this direction, but we also need the resources, and I 11 think that's critical. 12 So, you know, based on my understanding of our 13 schools in New Mexico, I think that basically left out all 14 of the pueblo tribes in New Mexico because we don't 15 typically have three or more schools under our control. So 16 that's really, you know, critical. 17 The other aspect is when we do, you know, get 18 control of our schools, then we really do need that 19 adequate administrative costs. Why is it reduced just 20 simply because it comes under tribal control. That is, you 21 know, essential support for administrative infrastructure, 22 support of administering schools. 23 Impacting, you know, that was mentioned earlier. 24 That is such a critical issue. One of the things that fits 25 into this is, of course, the state equalization formula.</p>	<p style="text-align: right;">Page 127</p> <p>1 rest of the time, you know, we're just kind of like on the 2 sidelines. 3 I'm not sure what would prompt that greater 4 degree of collaboration. And so I was thinking so what 5 if -- what if the Impact Aid funding went directly to 6 tribes instead and, you know, maybe tribes would be in 7 control of that and say, okay, school district, you know, 8 collaborate with us, you know, meet with us. See how we 9 can better meet the needs of students. Would that be a 10 better way? And then tribes would then say, okay, you 11 know, maybe they could release the funds. But this other 12 way, you know, we're not seeing the school district at the 13 table. And they -- you know, it's convenient to simply 14 ignore the tribe until they need, you know, our support or 15 our input. Maybe that's pretty radical, but we're not at 16 the table. 17 One other piece that as Acoma we've been trying 18 to get disaggregated data. And I think someone else 19 mentioned that, as well. We're just all kind of, you know, 20 Native Americans as a group together. But yet all of you 21 know that, in education, it is now based on data-driven 22 decisions. So as tribes, should we not also have that data 23 where we can review it and say, okay, you know, it appears 24 that, you know, these are the needs of our students. So 25 that's another piece.</p>
<p style="text-align: right;">Page 126</p> <p>1 For a sustained period of time, the equalization formula 2 has also sustained the achievement gap that we experienced 3 with our Native students. 4 Equalization has not closed that achievement gap. 5 And if there were another way, as some of the other tribal 6 leaders have indicated, perhaps we need to look beyond 7 equal. I think we need to start looking at equity. And 8 what the difference? Equal means I give everybody the same 9 dose. But with our children, our Native children, if they 10 need additional support in order to make those advances 11 that are so critical, perhaps they do need additional 12 support. And we know that. So perhaps we need to start 13 looking at equitable. And so that your children have 14 greater needs, but you'll also have greater resources. 15 And that equalization formula does not allow that. 16 So whether it's something that has to be changed 17 in terms of national legislation that says the funds need 18 to go directly to tribes, maybe that's one avenue. Or, you 19 know, maybe also the State legislation needs to change 20 also. 21 The Impact Aid has requirements that indicate 22 there should be tribal collaboration, along with a number 23 of other requirements. It seems that the only time that 24 the school district considers that they connect with tribes 25 is when they need to get that document signed. And the</p>	<p style="text-align: right;">Page 128</p> <p>1 And the -- another area that we have challenges 2 in is with higher ed funding especially. When you look at 3 the cost of college, training, education, you know, you're 4 looking at 200 percent increases, 300 percent increases. 5 And there is no way that our tribal funding that we get now 6 has kept pace with that. It is difficult. It is a 7 challenge. 8 It used to be that getting a high school 9 education was essential. And, I mean, it is. But even 10 more than that, our students need to have additional 11 education, whether it's an, you know, associate degree as 12 Head Start requires and others require, a certificate, you 13 know. So there is a requirement beyond high school. A 14 high school diploma is no longer the gatekeeper. It is 15 that additional training or college education that, you 16 know, our students need. And so we end up getting 17 penalized because we're -- you know, for us, we're having 18 to dole out, you know, and get by on a smaller amount that 19 we give to our students. And we have requested that 20 because they tell us, you know, request the amount you 21 actually need. And we have. But the amounts don't change. 22 That really needs to be adjusted to match the actual costs 23 of college and training. 24 We had a school board election for our local 25 school district back in February. And the platform on</p>

<p style="text-align: right;">Page 129</p> <p>1 which our candidate from Acoma ran on was that Native 2 children should not have to leave their language or culture 3 at the doorstep of the school. That should be a part of 4 the curriculum. And I was -- you know, I challenge us as 5 tribes that perhaps there is a need to now, you know, 6 propose or to require to expect that Native history be a 7 part of the curriculum.</p> <p>8 In a state like Montana, they have a requirement 9 that Native history be a part of the curriculum. And look 10 at how many Native people are in New Mexico. And, you 11 know, perhaps we need to take that next step, as well, and, 12 you know, incorporate it into our curriculum, as well.</p> <p>13 So I'm sure there's others, and I echo some of 14 the other recommendations that our tribal leaders and 15 people have made. I'll stop there. Thank you.</p> <p>16 PAMELA AGOYO: Thank you. RONALDA Warito is 17 our next open comment person. And so I want to say on deck 18 after RONALDA, we have Diane Williams, Daisy Thompson, Ella 19 Shirley. And I'll stop there before I go to the next 20 review. So please keep that in mind as you give your 21 comments. Go ahead, RONALDA.</p> <p>22 RONALDA WARITO-TOME: Good afternoon. My 23 name is RONALDA Warito-Tome. I want to speak not as a 24 representative of a group, but I want to speak on behalf of 25 being a voice for parents. And the area I want to really</p>	<p style="text-align: right;">Page 131</p> <p>1 next year. But I can't tell you what it took for a parent 2 to get him there. And addressing these issues is our 3 parents and the children with disabilities and what they go 4 through.</p> <p>5 I am also an advocate, I do 100 IEPs a year. And 6 I can tell you the specific issues that scare me right now 7 is our school-to-prison pipeline, the behaviors that our 8 children, especially our young men, are facing right now. 9 Within the last month, I had five parents come up to me. 10 Their sons are ready to be expelled, suspended. And I 11 would listen to their concerns and I would just devise a 12 plan for them and tell them, "Take this. Come off on this 13 subject and do this and they will not suspend them." And 14 those parents would listen. and they would come back to me 15 like, "They didn't suspend him." Because they are not 16 doing everything. They are not following through on their 17 laws and their rights.</p> <p>18 See, the other area I have a great concern about 19 is bullying. Every one of these kids come up to me, and 20 parents come up to me. It's not by the children that are 21 doing the bullying. It's by the teachers. It's by the 22 administrators. It's by these people who don't want to 23 follow through on an IEP and even a Section 504 plan. They 24 think they can devise and do what they need to to get rid 25 of these kids. And I'm like, no, you can't do that.</p>
<p style="text-align: right;">Page 130</p> <p>1 pull to the table here -- and I know we spoke very slightly 2 about it -- is our children with disabilities.</p> <p>3 Within this framework of why isn't our -- why 4 aren't our children with disabilities not succeeding. Just 5 like the gentleman mentioned, to know at a freshman -- when 6 our students come in as freshman students, to know those 7 tallies and those numbers. I would like to know how many 8 children with disabilities come in, and how many don't make 9 it up to 12th grade. It's serious. It's a serious place 10 in life. And I can tell you that they're not graduating. 11 Yes, the state wants to say, oh, 50, 60 percent, but that's 12 just a minimal because of those who do enter and make it to 13 their senior year.</p> <p>14 But the question I really want to pose to you is 15 if our children with disabilities receive federal funding, 16 they also have policies and laws that substantiate that 17 they do deserve an equal education. And they also have an 18 IEP, an individualized education program, that should 19 sustain and support them, and is also a legal, binding 20 agreement. So I pose to you, if we have these all in 21 place, why aren't our kids graduating?</p> <p>22 This is a serious issue with me because I do 23 represent this voice because my oldest son, Natoni, is 23 24 years old, diagnosed with a disability at seven years old, 25 is currently a senior at this university and will graduate</p>	<p style="text-align: right;">Page 132</p> <p>1 But I'm fortunate enough to have people call me 2 to where I say, no, let's follow the laws and the policies, 3 and we can stop that.</p> <p>4 The other concern I have is Impact Aid, just like 5 everybody else because we forget the clause in there that 6 says those children who reside on our reservations who have 7 a disability also should get that money back to them. But 8 I can tell you now that school districts, just depending, 9 will use it for supplies, will use it for whatever. 10 Because I said -- I tell parents, "This is not fair. This 11 is not right."</p> <p>12 The other area I have a concern about is our 13 Title VII funding. I get to travel throughout the state 14 and go to different schools. And I'm hearing how Title VII 15 funding is being spent. And I'm alarmed at what is going 16 on. You know, using transportation money to bus athletes, 17 but they're not using it for Indian kids. You know, 18 somewhere we have to find out a way and how we make these 19 schools accountable.</p> <p>20 It's a huge issue, and I know everybody knows 21 about that. But, you know, it's one of these things to 22 where I would help -- try to help parents understand their 23 rights and how to advocate. And that has been a key place 24 in where we had made significant changes in helping make 25 these issues known to parents. Because if we're not aware,</p>

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1 there's just no way we can ask the questions, "Why is it?
 2 What's going on? What are we doing with that funding?"
 3 So I've been his proponent, advocate in special
 4 ed, and I will be until the day I die. But I just want
 5 people to know, and to not forget these kids, to not forget
 6 these families. I'll be in here in my walker, you know,
 7 because my grandmother lived to 103. I said you'll see me
 8 around until we get these things that are due right to
 9 every child. And I also proposed with Indian ED, how do we
 10 make these systems with a big group with Indian Education
 11 to ask those questions about accountability for our special
 12 needs.
 13 My bell went off. So thank you. Thank you for
 14 this opportunity. I am here, and I'm willing to help bring
 15 knowledge and awareness. Thank you.
 16 PAMELA AGOYO: Thank you, RONALDA. Next we
 17 have Diane Williams.
 18 DIANE WILLIAMS: Good afternoon, everybody.
 19 Wow, if I can follow that. Anyway, I'm a teacher, a
 20 Cochiti Keres language teacher at Bernalillo High School,
 21 and I've been teaching there since 1996, teaching my
 22 language. And we didn't get that from our lieutenant
 23 governor. We didn't get that from him.
 24 Most of our schools -- most of our kids from
 25 Cochiti are part of the Bernalillo Public School System.

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1 And we've had our program there, and that's our positive.
 2 I think we've done great things within the school. They've
 3 allowed us to have this in the school system. And
 4 basically they've let us run our program the way we want to
 5 run our program. They let us do our own curriculum. We
 6 teach our own kids. So we teach everything culturally
 7 relevant that's to our children.
 8 But along with that, in comes PARCC testing and
 9 all the other tests that come into place. And I agree with
 10 what you're saying, they all need to collaborate and start
 11 having the testing not every other month, because we as
 12 teachers lose a lot of our teaching time with our kids. We
 13 want to teach our kids. We want to be a part of their
 14 lives. But when we have to let them go for -- for the
 15 month of March, three weeks my kids were gone. April,
 16 another three weeks. There's all that time lost of all the
 17 things that I could have taught them.
 18 So those are the things that the state needs to
 19 look at and see. I know a lot of our teachers want to work
 20 with our kids, but we're not allowed to do that. They take
 21 that away from us.
 22 The other thing is I think a lot of our tribes --
 23 you know, she talked how kids are having problems in
 24 schools. Well, parents really need to be a part of the
 25 education of their kids. And tribes need to come, the

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1 education people, governors, whoever. You need to come to
 2 the schools. You need to see what's going on. Don't just
 3 leave it to the teachers and then when things don't work
 4 out, then it's our fault. It's not just us. It comes from
 5 the home. It comes from our villages. We all need to be a
 6 part of it.
 7 The other thing that I know it kind of happened
 8 and it's getting better, but for a while when we first
 9 started our language programs in our schools, we weren't
 10 taken seriously. Our classes were like -- they would pull
 11 our kids and they would say, "Oh, well. It's just a
 12 language class." And it's not until you fight for your
 13 kids and you say, "No. This is important. This is more
 14 important than whatever you're pulling that student out
 15 for."
 16 So schools need to really recognize that our
 17 language is important, that it plays a bigger role because
 18 our kids go back to the tribes. Our kids live in the
 19 villages, and everything that happens there is what we're
 20 trying to teach them.
 21 I think that's it. I have more, but it would be
 22 all afternoon. Thank you.
 23 PAMELA AGOYO: Thank you. At this time,
 24 Daisy Thompson from Albuquerque Public Schools.
 25 DAISY THOMPSON: (Speaking in Native

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1 language.) I've been in Albuquerque Public Schools, this
 2 is my ninth year. We have 6,142 total Native American
 3 students who attend APS. We have 142 schools in our school
 4 district, and also 69 charter schools and 117 tribes
 5 represented in our school district.
 6 Now, from JOM we get \$159,000 a year to support
 7 our children. Can you imagine taking \$159,000 and trying
 8 to support over 6,000 students? That's impossible. And we
 9 also get funding for Title VII, which is \$1 million. And
 10 that's not enough. We also get Impact Aid. We get \$17,000
 11 a year in Indian -- from Impact Aid in my school district
 12 and Indian ed. We also get support for operational
 13 dollars, which is \$300,000. So if you add all this up,
 14 it's not enough. It's not enough funds to close the
 15 achievement gap of our Native American students. So we
 16 need funding.
 17 And also somebody mention Impact Aid, there's
 18 nothing equalized about Impact Aid because most of those
 19 funds are going to 22 other school districts. Many of
 20 those school districts have not earned those funds for
 21 their schools. And so I think that it's about time that
 22 New Mexico, and maybe with help from the nations, from the
 23 U.S. Department of Education, we need to band together as a
 24 state and do something about Impact Aid and changing the
 25 policies. There's nothing equalized about that for Native

<p style="text-align: right;">Page 137</p> <p>1 kids.</p> <p>2 We need funding for Native languages. And what</p> <p>3 we've done in APS is that we have looked at the largest</p> <p>4 populations of languages that we need in our school</p> <p>5 district. Of the 6,100 in there, 3,300 students are from</p> <p>6 Navajo. Right now we have two full-time Navajo language</p> <p>7 teachers at the high school level, only because Navajo</p> <p>8 language is required for these students to qualify for the</p> <p>9 Chief Manuelito Scholarship.</p> <p>10 But they also -- and added to that, they also</p> <p>11 need the Navajo government class. And the online classes</p> <p>12 are over \$200 per class per student. And with the type of</p> <p>13 funds we have, are not available. We are unable to help</p> <p>14 our students with those type of supports.</p> <p>15 The other thing is that all of my students are</p> <p>16 urban Native American students. Many of them have been</p> <p>17 born in the city. Some of them came from the reservation</p> <p>18 and moved into the cities because their families, their</p> <p>19 parents need the education or they come to Albuquerque for</p> <p>20 work. Of the 117 tribes, three tribes are from Canada.</p> <p>21 And so we are kind of like a melting pot in Albuquerque for</p> <p>22 many of the tribes.</p> <p>23 Many of my urban students, they are left out of</p> <p>24 programs and they're not remembered by their tribes, by</p> <p>25 their tribal leaders. Many of them are left out. Like</p>	<p style="text-align: right;">Page 139</p> <p>1 ELLA SHIRLEY: Good afternoon. My name is</p> <p>2 Ella Shirley. I am a board member over at Wide Ruins</p> <p>3 Community School. It's a very small school consisting of</p> <p>4 125 students. But I wanted to come before you and ask you,</p> <p>5 one question I have is: Do you have a report on last</p> <p>6 year's comments and what actions were taken on those</p> <p>7 comments, and do you have it in writing? And if you do,</p> <p>8 I'd like to have it.</p> <p>9 CHAIRWOMAN JOYCE SILVERTHORNE: You're</p> <p>10 asking for last year's comments where?</p> <p>11 ELLA SHIRLEY: When you had the tribal</p> <p>12 consultation session.</p> <p>13 CHAIRWOMAN JOYCE SILVERTHORNE: There</p> <p>14 wasn't --</p> <p>15 ELLA SHIRLEY: Comments that were --</p> <p>16 CHAIRWOMAN JOYCE SILVERTHORNE: From ED, we</p> <p>17 didn't do one here last year.</p> <p>18 ELLA SHIRLEY: Okay.</p> <p>19 CHAIRWOMAN JOYCE SILVERTHORNE: I believe</p> <p>20 you're asking for BIE's consultation that they did.</p> <p>21 ELLA SHIRLEY: No. I was asking about the</p> <p>22 one you're doing. So this is your first time?</p> <p>23 CHAIRWOMAN JOYCE SILVERTHORNE: No. So from</p> <p>24 2010 until now. And all of the transcripts are available</p> <p>25 at the Indian Education at ED.gov.</p>
<p style="text-align: right;">Page 138</p> <p>1 when tribal leaders put things together, like give out</p> <p>2 grants, give out awards, give out recognition for their</p> <p>3 students, many of our students are left out and they're</p> <p>4 forgotten. And sad to say that Navajo Nation is one of</p> <p>5 them, and I am Navajo.</p> <p>6 And because I've been trying to get the Chief</p> <p>7 Manuelito Scholarship available for my Navajo students who</p> <p>8 are seniors and who meet all the eligibility except for the</p> <p>9 Navajo government class. But we cannot dedicate a Navajo</p> <p>10 government class that is specific for the Navajo students,</p> <p>11 which is impossible.</p> <p>12 The other grants that we need is for college and</p> <p>13 career readiness. And we need teachers for many of our</p> <p>14 students for the culturally relevant instruction,</p> <p>15 culturally relevant methods to utilize in our classrooms.</p> <p>16 We need that for our students.</p> <p>17 And we have the highest need in attendance and</p> <p>18 truancy. The other one is the PARCC testing. I'm sure</p> <p>19 there's a tremendous amount of funding that's going for the</p> <p>20 tests and the testing. Maybe some of those funds could be</p> <p>21 utilized for instruction instead. So those are my</p> <p>22 recommendations.</p> <p>23 PAMELA AGOYO: Thank you. Next we have a</p> <p>24 representative from the Wide Ruins Community School, Ella</p> <p>25 Shirley.</p>	<p style="text-align: right;">Page 140</p> <p>1 ELLA SHIRLEY: Okay.</p> <p>2 CHAIRWOMAN JOYCE SILVERTHORNE: All right?</p> <p>3 They are transcripts, they're not reports.</p> <p>4 ELLA SHIRLEY: Okay.</p> <p>5 CHAIRWOMAN JOYCE SILVERTHORNE: The only --</p> <p>6 the last report that was done was done in 2012.</p> <p>7 ELLA SHIRLEY: So that is my other concern</p> <p>8 is we bring up all these, yet, you know, we might as well</p> <p>9 just be talking to a wall because we're not getting a</p> <p>10 response. We have all these concerns, but it's not</p> <p>11 addressed at your level. So I would like to request that.</p> <p>12 Then the other one is: What are the differences</p> <p>13 between this current policy -- draft policy you have and</p> <p>14 the original one that revisions were made off of? And I</p> <p>15 didn't know where I would find that. I wanted to compare</p> <p>16 the differences to find out what changes were made.</p> <p>17 Then my last comment is going to be addressing</p> <p>18 you made a policy on tribal consultation based on executive</p> <p>19 order 13175, wherein the President asked that the</p> <p>20 Department of Education have tribal consultation with the</p> <p>21 different tribes. With Navajo, we have school boards for</p> <p>22 each school. And what the tribe is planning, what they</p> <p>23 call the one-grant concept, is not something we agree with,</p> <p>24 and we want you to know that. There's law 10477 that talks</p> <p>25 about local control. It does not talk about tribal</p>

<p style="text-align: right;">Page 141</p> <p>1 control. Please understand that for us , that we as local 2 people at our local schools don't support what the tribe is 3 planning for us. We are, of course, letting them know 4 that, but they're still continuing anyway. And we want you 5 to know that right now. 6 Right now they took over our little school, Wide 7 Ruins School. And first thing they did was they brought in 8 a person at \$139,000 a year. Our little school doesn't 9 have enough to pay that kind of money to somebody, and -- 10 including lodging, mileage and meals. And that's just too 11 extravagant. We need -- maybe at the Window Rock level, 12 maybe that's the kind of salaries they're used to. But at 13 our little school, we only pay 60,000. And 2,500 is put on 14 for them in December if they accomplish things that we set 15 up for them at the beginning of the year. And then we set 16 up another one for them in January. If they accomplish 17 those things, they get the other half at the end of the 18 year. That's how we were operating our little school. 19 And then we finally got rid of that person. Now 20 we brought in another person, offered her what they call a 21 prorated contract, meaning that if she could be at school 22 one hour for a two-week period, she'll still get her full 23 paycheck. 24 These are differences that we have with our own 25 tribe. But the individual boards at our little communities</p>	<p style="text-align: right;">Page 143</p> <p>1 CHAIRWOMAN JOYCE SILVERTHORNE: Okay. Thank 2 you. 3 ELLA SHIRLEY: And our students go to public 4 schools or other schools once they graduate from our 5 school. 6 CHAIRWOMAN JOYCE SILVERTHORNE: I 7 understand. Thank you. 8 PAMELA AGOYO: Thank you. That was great. 9 Now we invite our representative from Pine Hill Schools, 10 Grant Clawson. 11 GRANT CLAWSON: (Speaking in Native 12 language.) My name is Grant Clawson. I'm superintendent 13 at Pine Hills School, it's a BIE grant school on the Ramah 14 Navajo Reservation. We have a population of about 3,000 15 Native American people there, and a school population, 16 counting preschool, of just over 300. 17 I grew up in Ramah, New Mexico, which is 20 miles 18 from Pine Hill. Many of my classmates, probably over 50 19 percent of them, were Navajo students from the Ramah Navajo 20 area. At that time the government built a dormitory in 21 Ramah, brought the students there, and they attended Ramah 22 Public Schools. 23 I graduated in '66. And two years later, 24 Gallup-McKinley County closed that school, and they bussed 25 the Ramah students to Zuni, 20 minutes away. And that left</p>
<p style="text-align: right;">Page 142</p> <p>1 oversee our little schools. And we're wanting to keep our 2 schools. Our school is new now. We have a school just 18 3 miles down the road that became vacant. The walls are all 4 torn down now and the windows are all gone. I said, "Is 5 that what they want to see next at our little school?" And 6 that's not what we want. We want to be able to have our 7 children, our students, to have the opportunity to go to 8 school locally and not have to be bussed for hours and 9 miles on end to a public school. 10 And the parents are unhappy, and they are 11 withdrawing their students, even if it means their children 12 have to be bussed long distances. And I wanted to let you 13 know our side of it. And I know there were a lot of people 14 that were here earlier, and they were so disappointed they 15 just left. And Dr. Lewis is new. He doesn't really know. 16 And he's -- he's -- he doesn't know a lot of things. 17 CHAIRWOMAN JOYCE SILVERTHORNE: She's having 18 trouble hearing you, our recorder. 19 ELLA SHIRLEY: That's all. 20 CHAIRWOMAN JOYCE SILVERTHORNE: What kind of 21 school is your school? Is it a public state school? 22 ELLA SHIRLEY: It's a BIE school. 23 CHAIRWOMAN JOYCE SILVERTHORNE: It's a BIE 24 school? 25 ELLA SHIRLEY: K to 6.</p>	<p style="text-align: right;">Page 144</p> <p>1 the Navajo people really with not many options for their 2 students. So a lot of them went to Wingate, Albuquerque to 3 school, Farmington, even as far away as Utah and California 4 and other places. 5 And so in 1970, the chapter got together and 6 elected five officials to go to Washington, DC, and they 7 were successful in being the pioneers of self-determination 8 and established their own educational system for their 9 students. This year they celebrate their 45th anniversary. 10 It's a great feat for them. 11 As superintendent I will take responsibility for 12 the education of our students. We have worked hard on a 13 staff. Over half our staff members are male now because 14 we, like the rest of you, have many students who don't have 15 a male role model at home. We think that's very important 16 for our kids. 17 We have a very strong culture class; now it's 18 been going for two years. We have two teachers. Everybody 19 from kindergarten through 12th grade has culture every day. 20 Our main focus is oral language up through the 8th grade, 21 and then we'll begin to add the written language and the 22 government and history classes, as well. 23 We have added music, art, wood shop. We have our 24 farm going again. Next year our farm is started again. So 25 we are trying to set up career paths for our students</p>

<p style="text-align: right;">Page 145</p> <p>1 through art -- work better towards careers. Our curriculum 2 will move towards a career in art. Same with our farm, 3 with agriculture and livestock production. Farming for 4 those students who may want to head that direction. We 5 will also, in a year or two, add FFA with a small engine 6 mechanics type thing. So we're working really hard. 7 I was a principal at Ramah Elementary my last 8 three years with Gallup-McKinley County Schools. I spent 9 20 years there. I was the principal for the last three 10 years. In my third year we met AYP the first time -- the 11 first and only time for that school. 12 But part of that is my philosophy that teachers, 13 the most important thing they can do is to establish a 14 personal relationship with their students. And that's what 15 we're doing at Pine Hill. We had some turnover in staff, 16 but part of it is because we had a number of teachers who 17 were not meeting the needs of the students. So we 18 increased our staff -- not increased, we have changed a lot 19 of them out. But I think we have a pretty good staff, I 20 mean, that are very interested in our students. 21 We also face some cultural problems, like the 22 rest of you. The loss of language is not the only thing. 23 I think today there's an evolving culture with hip hop and 24 rap and the way kids dress that transcends all races. And 25 I don't know how -- I don't know how we intervene on that</p>	<p style="text-align: right;">Page 147</p> <p>1 very important to us. We have a history to protect there. 2 And having someone else from 90 miles away telling us how 3 to teach our students will not work. Thank you very much. 4 PAMELA AGOYO: Thank you. Marcella Gachupin 5 from the Pueblo of Zia. 6 MARCELLA GACHUPIN: My name is Marcella 7 Gachupin. I am representing both my tribe, Zia, and Jemez 8 Pueblo. I'm an educator. I've been in the field of 9 education for -- since I was not a legal age. And some of 10 my questions here today are not basically to you, the 11 panel, but to the rest of us here present. 12 I would like to know how involved are we in the 13 education system when it comes to community members who are 14 failing the school system or on the verge of quitting 15 school? How involved are we as educators, as the leaders 16 of our tribes that we come from? How involved are we in 17 educating the new educators who come into our school 18 systems in the awareness of our culture, our communities? 19 How often do we include the local educators in our 20 discussions of education? And I'm talking about all the 21 teachers that are at your schools, all the teachers that 22 come from within our own communities. 23 How often do we hear their stories that address 24 the local needs and the discrepancies? How often are we 25 including ourselves in the fact that students, a lot of our</p>
<p style="text-align: right;">Page 146</p> <p>1 and get our students back to the respect that our ancestors 2 all share. I know my culture growing up in Ramah was no 3 different than the culture of the Navajo people with 4 respect to their elders. And we've lost a lot of that. 5 So we have our hands full in education. The 6 obstacles that I see that we face right now, I agree with 7 the PARCC testing and the other testing. It isn't anything 8 that's beneficial for our school or our students. I do 9 like the short cycle assessments because it gives us data 10 that is useable that we can analyze and drive our 11 curriculum and helps our students with their progress. 12 The other obstacle that we face at this time is 13 the one-grant proposal that the Dine education presented. 14 We'll see how that will be beneficial to any of us. We 15 have a geographical area that spans three states. And I 16 know some of those on the reservation. They've talked 17 about 285 schools. So I think the big plan is to take over 18 all the schools on the reservation, not only the BIE 19 schools. And there are so many questions that remain 20 unanswered on how they would implement that. All the 21 meetings that I have attended, there has been very little 22 support for that. Even though Dine education continues to 23 say it's popular, it is not. It will be -- it will be a 24 total distraction for us if it happens. We will look for 25 an alternative to remain independent. Our independence is</p>	<p style="text-align: right;">Page 148</p> <p>1 students, Native American students, are misidentified and 2 put in special education? Why? Because of our language, 3 the language that we speak, the way we dress. No matter 4 what it is. I see and I know because I, myself, am a 5 special ed teacher. I, myself, am special ed district 6 director. I, myself, have been a principal. I, myself, 7 today have come full circle back to the institutions as a 8 special ed elementary teacher. 9 I have gone and taught in all sectors of 10 education. I've taught special ed for the college of Santa 11 Fe. I hold a master's. I have all these questions. I 12 listened to everything that everyone has said here. I take 13 it to heart. I know that we have a lot and a long way to 14 go. But that goal isn't too far within our reach. 15 We talk about money. How much money do we need? 16 Yes, it takes money now, but back then did it take money? 17 No, it didn't take money. We had to do and make do with 18 what we had. 19 So today I challenge everyone. And I wanted to 20 do this in sign language because I do know sign language 21 myself. But I do challenge each and every one of you to 22 reach out to the educators, such as myself. We have great 23 knowledge. We all have great knowledge here. I want you 24 all to be empowered by each and every one of the people 25 that have come up here to say what it is that they had to</p>

<p style="text-align: right;">Page 149</p> <p>1 say.</p> <p>2 I know that we have things that we have to</p> <p>3 accomplish at the local level. But if we -- as one of the</p> <p>4 ladies mentioned earlier -- if we went to the schools and</p> <p>5 really found out what was going on -- I'm at the schools</p> <p>6 and I do know what's going on. And here I sit today,</p> <p>7 listening to what is said, but really, it starts here.</p> <p>8 How are we involving ourselves to get to where we</p> <p>9 are, to get to the money that we need to take back and</p> <p>10 filter out to the schools and to help the students that are</p> <p>11 at those schools? We really need to look at this. What is</p> <p>12 the common denominator for all of us if we took away the</p> <p>13 money, the need of money? What is the common denominator?</p> <p>14 We do have a common denominator. Do you know what that is?</p> <p>15 So today I just want to challenge everyone to</p> <p>16 look within your school districts, to look within --</p> <p>17 beyond -- beyond what's in your office, beyond who is</p> <p>18 sitting beside you. Yes, we are powerful to one another.</p> <p>19 But we need to seek out further. I see people here that I</p> <p>20 know that, you know, we go out, we PR, but really are we</p> <p>21 going to go back and say, "Hey, do you know what? Let's do</p> <p>22 this. I heard this," you know. We need to be those</p> <p>23 go-getters for ourselves, for those children.</p> <p>24 Right now I also teach -- after I'm done with my</p> <p>25 day at the public school, I go down and I teach students in</p>	<p style="text-align: right;">Page 151</p> <p>1 blessings and I give you back blessings, as well. Thank</p> <p>2 you.</p> <p>3 PAMELA AGOYO: Thank you.</p> <p>4 CHAIRWOMAN JOYCE SILVERTHORNE: The end of</p> <p>5 this day comes all too quickly. The comments that have</p> <p>6 been shared today is very valuable. The challenge to sit</p> <p>7 here is to not react or to respond to things that are</p> <p>8 either direct challenges or misinformation the people have,</p> <p>9 and it's very difficult.</p> <p>10 One of the things that I would like to try to be</p> <p>11 clear for the group that's here today is the difference</p> <p>12 between the BIE responsibilities and the Office of Indian</p> <p>13 Ed responsibilities. We share the same kids. I guarantee</p> <p>14 you should be talking to us both. The ideal is if you had</p> <p>15 us both in the same room and you could really get answers</p> <p>16 at the same time.</p> <p>17 The reality is that the consultations are being</p> <p>18 held separately. And the 186 schools that the BIE does</p> <p>19 work with are just that, 186 schools and about 47,000</p> <p>20 students. The Office of Indian Education is working with</p> <p>21 1,300 formula programs with four-hundred-sixty-,</p> <p>22 seventy-thousand students across the country. And we know</p> <p>23 when we look at the census and the data on American Indian</p> <p>24 children in school age, we're not serving maybe a quarter,</p> <p>25 maybe a third of the students that we should be serving.</p>
<p style="text-align: right;">Page 150</p> <p>1 a GED class. Why do I have to do that? Because I choose</p> <p>2 to, number one. It's my passion. But why? Who failed</p> <p>3 them? Why have we failed these kids? Why is it that we</p> <p>4 have to do this? We shouldn't have to have GED classes.</p> <p>5 All these kids should have graduated alongside their peers,</p> <p>6 but that's not what happens.</p> <p>7 I have a handful -- I have another handful</p> <p>8 waiting over there. I have more that are wanting to come.</p> <p>9 But am I going to be there? Yes, I will be there, but for</p> <p>10 how long? Do we even have funding for that? Is that even</p> <p>11 part of the agenda here?</p> <p>12 I mean, we talk about education. It starts from</p> <p>13 the very beginning and it goes up. But most of the times,</p> <p>14 there are people out there that forget, hey, you know,</p> <p>15 there's bottom Sue over there that needs to be educated, as</p> <p>16 well. How are we going to help her? And there's Mickey</p> <p>17 Mouse over there. How are we going to help him?</p> <p>18 It's not just about us, it's about how we're</p> <p>19 going to get to where we need to get to. What are we going</p> <p>20 to do about it with whatever little money we have. We know</p> <p>21 we have treaties. We know we are owed this and that. But</p> <p>22 you know what, when is it coming? We don't know. We can't</p> <p>23 sit around until that day happens. We have to move</p> <p>24 forward.</p> <p>25 So to each and every one of you, I receive your</p>	<p style="text-align: right;">Page 152</p> <p>1 So the challenges that we have ahead of us no matter who we</p> <p>2 are, whether BIE or OIE, are tremendous to reach out to</p> <p>3 children across this country.</p> <p>4 In this office I am struck by how very many</p> <p>5 different sets of circumstances we represent. "We" is an</p> <p>6 incredibly diverse group. America Indian Alaska Native</p> <p>7 students are from very urban, very rural. We are seeking</p> <p>8 very different things. We are desperately wanting our</p> <p>9 language done electronically. We desperately want our</p> <p>10 language left alone and not touched. All of those things</p> <p>11 are hard to answer in single answers for you. And the best</p> <p>12 that I can offer is that we are really trying to look at</p> <p>13 what you are asking us to do, and do the answers to that</p> <p>14 differently from the communities as they ask those</p> <p>15 questions.</p> <p>16 One of the speakers a few minutes ago -- and I've</p> <p>17 got little stars off to the side on practically every page</p> <p>18 of notes that I've taken today -- of different things that</p> <p>19 I think we need to come back to.</p> <p>20 The Native Youth Community Project is one of</p> <p>21 those because it is actually asking you to define what the</p> <p>22 problem is in your community that you want to address, and</p> <p>23 for you to form partnerships in how to address that.</p> <p>24 This year the numbers of grants that will be made</p> <p>25 isn't going to be very large. The budget for next year is</p>

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1 requested to be 50 million. That will allow many more
 2 grants to be made. So are we answering everything that's
 3 been made as comments in these sessions? No. But I also
 4 guarantee you I can't answer all of the questions you've
 5 asked.
 6 Some of the questions are not within my
 7 jurisdiction. Some of the them require changes to programs
 8 that require legislative change, and that's -- I'm not even
 9 allowed to speak to the congressional representatives.
 10 That is all handled by another office. What I can do and
 11 what I can commit to you is that I can talk to people as
 12 they are formulating their ideas at the Department of
 13 Education. That's in the hallways, that's in meetings,
 14 that's in responses to proposed draft legislation. And I
 15 promise you, I do keep your comments in mind.
 16 And what this event today does is to put those
 17 comments on record. As I'm challenged and, "Well, who said
 18 that? What did they -- where did you get that idea?" I
 19 can refer them back because it's documented. It will be in
 20 print.
 21 We do need to do reports from them. We do need
 22 to do more reports as we are able to give you information
 23 back. But there are things that are changing. The
 24 regulations, the cultural responsiveness has moved back.
 25 The ESEA reauthorization is in progress of being amended.

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1 The drafts I'm seeing so far -- and I promise you they are
 2 not anything official yet -- but the drafts look promising.
 3 They are listening and they are trying to make changes that
 4 are appropriate.
 5 I don't know what will happen with assessment,
 6 but I can guarantee you're not alone in questioning
 7 assessment. It is something that is raising concerns
 8 across the country.
 9 So as much as we are different, we have some
 10 things that are in common with other people whose children
 11 are educated in this very complex system that we live with.
 12 States are in charge of education. Federal government
 13 supports. For American Indian, treaty responsibilities
 14 enter into it, as well. That creates a greater
 15 responsibility for the federal programs. As we try to
 16 respond to all of these pieces, the changing environment
 17 that we live in also affects where those changes get made.
 18 The transcript from today should be available in
 19 about two to three -- within two to three weeks. Amara is
 20 nodding her head at me. And that will be up on our Web
 21 site. And that is the home Web site for the Department of
 22 Education's Office of Indian Education. We are in the
 23 process of trying to make it easier to find information in
 24 that Web site. It's grown and has had pieces added to it,
 25 and they're in different locations within various Web sites

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1 for the department. We're trying to make it easier to find
 2 them, and we're working on it. When I get back on Tuesday,
 3 there will be more meetings talking about how do we revise
 4 that Web site so that you can find what you need to know.
 5 But it will be up, and it will be available.
 6 I thank you for your time, your honesty, your
 7 openness, and the concerns and the passion that you have
 8 for the kids that we serve. Thank you.
 9 (Consultation concluded at 2:52 p.m.)
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1 CERTIFICATE
 2
 3 I, KATHERINE L. GORDON, working under the
 4 direct supervision of Debra L. Williams, New Mexico CCR
 5 License Number 92, hereby certify that I reported the
 6 attached proceedings; that pages numbered 1-156, inclusive,
 7 are a true and correct transcript of my stenographic notes.
 8 I FURTHER CERTIFY that I am neither employed
 9 by nor related to nor contracted with (unless excepted by
 10 the rules) any of the parties or attorneys in this matter,
 11 and that I have no interest whatsoever in the final
 12 disposition of this matter.
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KATHERINE L. GORDON



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