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Urban Indian Listening and Learning Session
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Reported by:
Terra Torres Sells, RMR, CRR
&
Julie A. Bouressa, RPR

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WELCOME AND INTRODUCTIONS

NORBERT HILL: I'm going to ask Randy Cornelius to open us with a prayer this morning.

RANDY CORNELIUS: Everybody sit down, please. (Speaking in Native language.) Just to explain a little bit, I was asked to do this acknowledgement. This is what we do as Iroquois people. (Native American term) we call ourselves, the people of us who are the people of the Long House. This is what our people have been doing since the beginning of time; and this is our very first instructions as people, was to always be thankful.

So this opening is what we do whenever we come together as people, to acknowledge everything in creation; and we start with the people that are here. We are grateful that we have our health that we have that peace within us, that calmness, the pleasantness and real peacefulness about us that we are able to be here.

Then we have to think about our families because in our community there has been a death. So we have to acknowledge that because it's through our mind is how we send that positive energy to that family, to those people. There may be people from your own community that you know of that too, that may be suffering. So we do that. We send that to them in hopes that their minds don't go too far down into that depths of darkness and that after a while, after a few days, is that they -- they will come back again, you know, in terms of that peacefulness. They'll understand, and they'll have that again. There are ceremonies that we do for that.

And so once we acknowledge everybody here, we extend that greetings, that thankfulness and that love to each other. I welcome everybody here, you know, from outside of our community to our community here and all of the visitors that are here. So we -- we acknowledge each other. We acknowledge each other's existence.

And then we begin to acknowledge all of the things on the earth, our mother. That is a variety of things that he placed here, our creator; and that he intended for those things to be of benefit for us so that we can live. When these warm winds come around like what's going on now, we are going to see that throughout the growing season. All of the things are going to renew themselves. So we always have to be mindful of those things because our very lives depend upon it. That's the attitude that our ancestors have and we are trying to also teach our children today.

So once we acknowledge all of those things here, we extend our greetings and our thankfulness to them as well. Then we begin to address the greater forces. They work hand in hand with our mother, the earth, the sun, the winds, the thunders, the stars. They all work together in order for our life to renew itself throughout the growing season. So we are very fortunate that they're also still fulfilling their responsibilities.

And we have these spirits that we call the messengers, the Iroquois people. They travel back and forth from the creator's lands and that they are the ones that watch over us day and night and that they protect us. They say the level they come to is where our head is, our noggin, you know. That's how they communicate to us. They never touch the earth. That's where our dreams come in. That's where opportunities come. They are always trying to clear our path provided we are listening. That's a very, very, very, very important thing, is to listen. It's the foundation of everything.

And so we extend our greetings and our thankfulness to them as well because they dwell in the sky as well, as well as the greater forces. So we have that same thought, that same feeling of thankfulness, of love, appreciation and respect. And through our mind, through our heart we send that out. We send that out to everything here in our mother, the earth. We send that out to everything in creation. Then, lastly, we acknowledge (Native American term), the creator, and that he told us that we will never know what that world is like while we are here. Everything was provided. Everything was provided. That's our teaching. It talks about that; and that if we follow those ways, we'll -- we'll -- everything will be -- will fall in place, like, we'll -- We'll understand what peace is. We'll understand what love is. We'll understand what compassion is. We'll understand, you know, what it is to have sereness and a real pleasantness, a real calmness within our being.

So we're very grateful, you know, for all the things the creator did for us, and as one mind we send that out. We send that out to the creator, and it's through our mind that we do that. We send that out to everything in creation.

Our elders tell us when we do these types of things, when we carry on our traditions; spiritually things in creation sense that. They are here right now because one's always acknowledging that they heard that in my language, the Oneida language, you know. That's the belief. That's the relationship the creator intended for us to have with everything in creation.

That's the responsibility that we have as people, is to ensure that we take care of her; we take care of everything here on our mother, the earth, that we have a very respectful relationship with her and that we always give back, always. Never just take, you know?

We have four R's in our school. I just told you them, you know. So this is the custom. So it sets -- All of our minds are at one. We are all thinking about the things in creation that he placed here, and we are all sending that out because we're just one strand in that web of life, the people. The things that we do to the mother earth are going to come back on us.

And so this is what we do no matter what kind of a gathering it is, whether it's ceremonial, political, or just social, whatever. That's the first thing we do to refresh in the minds of everybody of how we are to think, the kind of mind that the creator intended for us to carry.

So if there's anything that I have forgotten, that I may have left out, you know, what I ask for is forgiveness. I'm not just asking forgiveness from you. I am asking for all creation too because they are here. They are listening. So that's our understanding. Spiritually they are here. So I don't want to offend anybody or anything in creation. So we do that like that.

Then I'm just learning, you know. These things have only been coming back in our community for, you know, about 30 years now or so, these teachings, the things that were taken from our people. So I try my best, you know, to explain. They told me I've got two minutes to do this.

When we do this in the Long House like we just did that ceremony last weekend, when they do this in the Long House, it takes a good 45 minutes, sometimes an hour, because they go through everything. And then we talk about that kind of relationship that we have with everything -- the plants, the animals, the waters, the birds, the trees, everything, even the animals, the bugs because they are here for a purpose too. That's what this is about, you know, is to respect, respecting each other and respecting everything in creation.

So this is as far as I am able to go at this time, and I apologize for maybe speaking a little bit too much. But it's hard, you know, to try to condense everything in the language and explain it in English because

it's a very, very visual language; and there's a lot of emotion that -- also that's attached to that too. So I try my best to explain it a little bit as -- in as little bit of time as I was allowed. So I just thank the people here for inviting me and to share that little bit. That's as far as I am going to go at this time.

(Native American words spoken.)

NORBERT HILL: I'd like to thank the Oneida Nation Veterans Affairs Committee for posting the colors.

Just to give you a little context of Randy, Randy has been working at the Oneida Nation for the past 23 years. He's a graduate – a graduate from the University of Wisconsin-Green Bay with a degree in psychology and a double major -- a minor in Native American studies and human development. He's been an alcohol and drug counselor, case manager serving with the Oneida Social Services Department; and for the past 15 years, he's been working on the Oneida Language Revitalization program. He learned the language as a second language as an adult. He is a language and cultural educator and working as a cultural archivist.

He is a leader in the Long House, and he's a mentor, but he's also a mentee with our Oneida brothers and sisters in New York and Canada. So we are glad that he's with us today. He holds the title of faith keeper in the Long House and is a member of the Bear Clan. I'm going to have to ask him what the Oneida word for noggin is. I don't know if there's such a thing.

But as he said, listening is the foundation for everything and today is about listening; and so he set a contextual framework in the voice of a Native person. And so what I'd like to say is welcome to our house. My name is Norbert Hill. I'm a member of the Oneida tribe, and I grew up about two miles down the road here.

I serve right now as vice president to the College of Menominee Nation, and in another month or so I will assume the title of director of education, training for the Oneida Tribe. I have always told young people when they go to college, when they finish their degree they are supposed to go home and fix something. Fix anything but fix something. So I took my own advice and hope I can fix a couple of things before I finish working.

But today the conversation in our house with all of us is the Listening and Learning Session sponsored by the US Department of Education Office of Indian Education. Education is a common denominator for the survival of Indian people. We want to hear all of the voices. We have some people who will provide testimony who are sitting at the table, but also all of you sitting in the chairs to the back there to me are sitting at the table as well. So we want to hear your voices today.

Those of you who are maybe shy -- We have comment cards that you will be able to write something down; but -- but this is a conversation for the US Department of Education to hear us, not to tell us. So you representing Indian children, Indian schools, Indian communities, is vitally important.

There have been several hearings already around the country -- one in Anchorage and in Sierra, Pueblo, Shawnee, Oklahoma, South Dakota, one in Little Rock, Arizona with the Navajo, and the Puyallup in the state of Washington.

This one is focusing on Indians in urban areas, reservation Indians, as well as urban Indians, same people, different context in terms of how they are educated. So there are two scheduled in May in California, one in Stockton, one in Los Angeles and some other sites to be identified. So it's important that all of the voices be heard wherever our people live.

Let's see. There's a signup sheet outside the door and you can sign up. We would love to have you do that. Those of you who have signed up to testify, you have ten minutes; and if you go too long, I'm going to hold up a sign that says two minutes. We'll open up the floor to others who would like to speak.

Let me just go through the agenda a little bit so you know the dancers today. Then you will remember this day because we've invited you on a day where it's raining sideways. If it was a few degrees colder, it would be a snowstorm and you would be a hostage to our casino. So you are welcome to enjoy yourself here.

We started a little bit late so we will Michael Yudin speak in a few minutes and give his welcome from the Department of Education. Thank you, all of you, for coming long distance today to be with us. We will have a forum. We will provide a meal for you at lunchtime in another room here. Then there will be an open forum in the afternoon with a couple of presentations.

We have Michael Yudin to my right, Bill Mendoza, who is with the White House Initiative on Education. He's from Pine Ridge. Mr. Jennings is driving up right now from Milwaukee. I was wondering who this guy was. Welcome. Did you drive from Milwaukee?

KEVIN JENNINGS: I did. Nice rain storm you've got going.

NORBERT HILL: We'll see how tough you are. He's with us. He's the deputy assistant secretary of the Office of Elementary and Secondary Education. Then after that happens we will close. Let me see what else we need to do here.

You know, there are a lot of -- a lot of places across the country. I am glad the department has chosen to go to Indian country to hear the voices, and selected sites were identified that have a large concentration of students attending public schools. Most of our children are through the public schools. They are not on reservation schools.

So these sessions are to learn about the unique challenges faced by urban Indian students, the way in which other Federal resources are being leveraged by the community and school systems to support Native American students, and the various ways communities and school systems support Native American students from cradle to career.

Let's see. I think we'll move on. Let me just introduce Michael Yudin, who serves as a deputy assistant secretary for elementary and secondary education and serves as a key advisor to the assistant secretary for elementary and secondary education on the formulation and development of policy related to K-12 education.

Prior to joining the department, Yudin worked in the US senate on policy related to education, children and families, disabilities, competitiveness, and poverty. He served as a legislative director for the Senator Jeanne Shaheen of New Hampshire, senior counsel to Senator Jeff Bingaman of New Mexico, and the HELP Committee Counsel to Senator Jim Jeffords of Vermont. Yudin also served as an attorney for the Social Security Administration and the US Department of Labor for nearly ten years. He provided legal advice on various policy initiatives, including Social Security, disability, employment, and welfare. So you get a twofer here. You get education questions and Social Security problems. This is the guy to talk to.

OVERVIEW AND UPDATE

MICHAEL YUDIN: Thank you, sir. Thank you so much for hosting us today, thanks to the Oneida Nation for their hospitality. This is a wonderful opportunity. I thank Randy for starting us off this morning with some really, really beautiful things to think about.

What I'd like to do is actually kind of frame the agenda a little bit from the perspective of the Department of Education to maybe give you guys a little context as we move forward. Actually I'd like to -- before I do that, I'd like to see if, Kevin, you want to provide some --

KEVIN JENNINGS: Why don't you go ahead?

MICHAEL YUDIN: Okay, sounds good. So as Norbert said, the department has conducted a series of consultations. Starting in November of '09 the President issued an executive order requiring the Federal agencies to conduct consultations with tribes. So as Norbert said, we conducted six tribal consultations in Indian country; and it was really actually an incredible experience for many of us. We had a number of senior-level officials at each of the sessions. It was an incredible learning opportunity for many of us; but beyond that, it was important in that it actually formed the policy that the department moved forward. It played a key role in actually helping us formulate policy particularly with regards to Indian country.

A couple of just brief examples. You know, we heard loud and clear how critically important it is that Native language and culture play a role in the education of Indian kids. As a result, we have built that into our proposal for the ESEA reauthorization to strengthen and create greater opportunities for Native language and culture. We heard loud and clear that we needed to provide greater opportunity for tribal leaders, tribal community to take the lead in educating their children. So we've built that into our proposal as well. We heard loud and clear that -- that State and districts need to do a better job of consulting and collaborating with tribal communities. So we built that into our proposals as well and as important the role of parents and communities in the education of their kids. So we've -- we've strengthened parental involvement and community involvement as well.

The National Indian Education Association and some of our partners came to us and said all right. That was great. Now we have a completely different set of needs; that is, those that are facing Native American kids in urban settings. So as Norbert said, we have embarked on this effort. We met in Denver a few weeks ago. We are here today. We have a couple coming up in the next few weeks in California and further to be determined.

What I'd like to kind of do really briefly is kind of just lay out what -- what we believe are some of the key items for our agenda, maybe some of the key leverage points. Maybe that can help kind of frame the conversation today.

As everybody in this room well knows, the education system is not producing the kind of results that our kids deserve. Too many kids enter -- enter school not ready to learn. Too many do not graduate from high school. Too many that do graduate from high school are not prepared to succeed in college or careers. In fact, in this economy nationally there are millions of jobs that go unfilled, even in this economy, because of a lack of a skilled workforce.

A generation ago the United States led the world in college completion. Today we rank ninth. President Obama has issued a call, a challenge, that by 2020 the United States will once again lead the world in college completion. So, again, today we are ninth. By 2020 the United States will lead the world in college completion. Well, that's going to take a lot of effort. That's going to take a sea change, and that is absolutely going to require improved educational outcomes for Native American students. There is no way we are going to reach that goal if we don't improve outlooks for Native American kids.

Really briefly, we have identified five areas that we think are kind of key levers for reform. As Norbert said, it really is a cradle-to-career strategy and we'll start with early learning. We want to make sure that states and communities have high-quality early learning systems. We want to move forward and -- and -- and support and sustain innovation and reform at state and local levels. You folks may have heard of our Race to the Top initiative. Just really briefly, Race to the Top is really kind of fascinating. It accounts for less than one percent of all education, annual education, spending in this country; but yet it's spurred an enormous amount of collaboration between governors, state legislators, community leaders, educators, union leaders, parents. Forty-four states have adopted common college and career-ready standards. Thirty-six states have changed their laws and policies as a result of this legislation. So we think there's a really great opportunity to drive innovation and reform.

We have another program called Investing in Innovation, i3, which is a competitive grant program to help develop and scale up research-based practices to really improve outcomes for kids. Promise Neighborhoods is a really innovative cradle -- cradle-to-career strategy that really looks at the whole community, that looks at all of the partners and how do we best leverage all of the communities, all of the community partners, to improve outcomes for kids.

The third lever is teachers and leaders. We need to make sure that there is a great teacher in every classroom and a great leader in every school. We have a lot of proposals that we can talk about as we move on in the day. I'm not going to get into them now because I really want to hear from you, but I am happy to talk about it or answer any kind of questions the folks may have.

The fourth lever is college completion. We have fought really, really hard to keep Pell grants available for the low-income kids. As a result of this last year's budget fight, we were able to secure enough Pell grants. The maximum Pell grant is \$5,500 per kid. That means nine million low-income students are going to continue to receive the maximum amount of Pell grant, but we need to do more and we need to make sure that kids actually not only enter college but actually complete it. There's some great, important programs, GEAR UP, a number of really important initiatives; but we need to make sure that kids actually not only enter college but complete college.

And the fifth lever is really our commitment to our formula programs, which is really about maintaining the floor, so to speak, for educationally disadvantaged kids. So it's the safety net that kids don't fall through this safety net. So we are talking about low-income kids, Title I, talking about IDEA, talking about English Language Acquisition. We are talking about Indian education. We are talking about rural education, neglected and delinquent, homeless kids. This is our safety net. This is our foundation for ensuring that educationally disadvantaged kids don't fall through the cracks.

As we go forward, I want you to just think. If I may, the Title VII program -- Indian education is a great, great program. It's in our office. Jenelle and a number of our folks who run the program from Washington are here today. It's an incredibly important program to provide supplemental services for kids to ensure that the culturally-related academic needs are met of these kids.

But I want you to think a little bit bigger, if I may, particularly with regards to these, kind of, five key levers. The Title VII program is \$120 million program. Title I just by comparison is the money that goes out to states and districts, and that's about \$14 and a half billion. Those are the requirements on states and districts to close the achievement gap and improve outcomes for kids. That includes Native American kids.

So there are -- Title VII is a really, really critically important supplemental program. There are other levers that we need to be driving here that can really improve outcomes for kids.

Secretary Duncan addressed. We had a meeting of our Native American Council on Indian Education. Our NACIE board came and convened last week in Washington. Secretary Duncan addressed the group and he told them be bold. Think big. Challenge us to do what we need to do. So I'm going to use his words, and I'm going to ask you to be bold and think big. How do we maximize our opportunities to improve outcomes for our kids?

KEVIN JENNINGS: First of all, thank you, Michael. Michael just did an outstanding job of summarizing the policy side of our agenda. I want to put this in a little bit more personal terms, if I could, because it's been an incredible honor and privilege to be involved in this effort.

And I want to thank folks who have been doing this work all their career, (inaudible) Helen Littlejohn, for years before political appointees like me came along. I also want to make sure you know Erik Stegman, who is a special advisor in my office on Native American issues and a member of the Carry the Kettle First Nations, the Pacific Northwest.

I see you are thinking what could I possibly add to what Michael had to say? I'd like to put it to you very personally. I'm very aware that at this stage of my life I'm a middle-aged white guy in a suit; and I want you to know where I started, which was in a trailer park in North Carolina, a child of a single mother with a sixth-grade education, who cleaned people's houses for a living and helped me to be the first member of my family, the first ever, to go to college.

I believe in education because I know how it can change people's lives. I got involved in Indian education because, frankly, what's going on with Indian education is a national embarrassment. That is a conviction that I know that every single member of the US Department of Education staff who is here today feels deep in our soul.

This is my tenth such session over the last 14 months. I, first of all, want to thank, you know, Chairman Norbert, the Oneida Nation, every Indian nation that has welcomed us into their community, opened their hearts and opened their souls, and put their faith in us that we will actually do something despite a long history of having no reason to believe us or trust us.

Part of why we are here today is to keep the promise that President Obama made that it would be different in this administration. You had a President who gets what it feels like to be left out, to not belong; and his administration would be one that would deal with such issues differently because it came from his heart.

So today I want to pick up what Michael said about thinking big, but I also want to challenge you in two ways. No. 1, be big but be specific. We know the system is not working. We don't need to be told that, but what we need to be told are very specific ideas about what can be fixed. We are not the experts on Indian education. You are; you are living it. So we need your very specific ideas.

The second thing is we also know there are not enough resources. That's not news to us either, and I'm sure you read many of the same newspapers that we read, and you see that the likelihood of vast infusions of new resources in the current political climate of Washington is pretty low.

So take for a given that we know there's no -- there's a need for more resources and that we are fighting for those because we have heard that over and over and over again in various communities. Where we stand is, yes, we will fight for more resources; but if the only solution we have is more resources given the current fiscal climate, that's unlikely to happen.

So we need to figure out how can we do our jobs better, not just how do we get more resources. We know that's a problem. We want to work on that as well, but also we could do better with the stuff we do now, and we know that. When Chairman Norbert said -- I wrote it down because I liked it -- that the Department of Education has to hear us, not to tell us today, that's exactly right. So with that, let me turn the microphone back to Chairman Norbert. And from this point forward, the microphone belongs to you, not to us.

NORBERT HILL: Thank you. I remember when I started working in the education program going to Washington. They would say I've got the solution. What's your problem? So I think we ought to turn that around.

Education really is the unfinished business in Indian country. I think we are going to have to do more with less but we are going to have to do it smarter so really in the spirit of educating our own children but also in building nations. Every diploma is a building block for building our nation. That's what we are dependent on. Let me just -- Let's try to do this quickly so we can hear your comments but to introduce people who are in the house. Who is here? You know, I know some of you come from a long ways; but this is a community so we need to know who is here. So we want your voices to be heard, and so we will start. Just go around the room. Say who you are and who you represent and where you are from. We can do this fairly quickly and get on with the testimony.

ANDRE LEWIS: I'm Andre Lewis and I'm with my fellows here from the Department of Education. I'm the deputy assistant secretary for international and foreign language education; and I was sent out here also to kind of -- This is my first exposure to all of the Native American issues.

Even though you wouldn't think that foreign language and international education is really part and parcel of something, something like this, I wanted to come because Michael was talking about the President's 2020 goals. You know, that's kind of a quantitative idea; but we always think in my section that -- that it also has to have kind of a qualitative aspect to it. All of these kids that are graduating that we're going to increase the numbers to by 2020 -- You know, they need to have a little international background, a little area studies background, some foreign language background so that they can function in that 21st century economy that the President is talking about, that world they are all going to engage in.

And I am also starting to think after talking to Bill, you know, that all of the languages in the Native American country, listening to my man over here speak -- I'm so glad he translated that because that should also be part of our department, all of the, you know, Native languages here. So that's one of the reasons why I wanted to come and take part in this listening session.

NORBERT HILL: I just want to say English is our foreign language.

ANDRE LEWIS: There you go. Tell me about it.

WENDELL WAUKAU: My name is Wendell Waukau. I'm the proud superintendent of Menominee Indian School District, which is actually a rural school district. But we're very unique in that we're 99 percent Native American and our school district is located on public school land; and we're a relatively young school district in that we're only about 30 years in existence. But what you would find if you came to Menominee Indian School District, which is about 50 miles north of here -- You would find a lot of uniqueness in the challenge and the opportunities that we have on our Indian reservation.

I'm just hoping that these resources that our -- that our kids desperately deserve or sometimes I like to just say the bootstraps, that they need to pull them up. You know, it's an obligation as -- as, you know, we have often told people for our Native children as we were just out in Washington lobbying for Impact Aid. I am just hoping that as we talk about closing the achievement gap that those resources -- I get the money part. But I also get that there are -- there are different systems up here, out there that do work in Indian country. I do believe there's got to be more willingness to come in and be in Indian country, learn about those exemplary programs that are -- that are working with Indian kids. I am just hoping that that is something I can take with me when I leave here.

NORBERT HILL: Let's try to stick to introductions and where you are from and hold the comments until later.

DAN HINKFUSS: I'm Dan Hinkfuss, special director of Menominee Indian School District, also work with the Title VII formula grant; and we've done some work with the demo grant also, probably about 15 years off and on been working with Title VII, transitioned a little bit from where -- the language and culture and more towards math and the academic area now, and the districts is kind of funding the language and culture. So we're trying to raise our test scores and math and graduate students that are quality and also academically akin to what's going on. Thank you.

WADE FERNANDEZ: I'm Wade Fernandez, GEAR UP coordinator for UW-Eau Claire but I'm working on the Menominee Indian reservation. I'm also a Menominee Indian school board member, board member for the district; and I also spend time in Milwaukee in the urban setting getting a college degree. So I hope I can add something to your session.

NORBERT HILL: We have our court reporter here. When you do give testimony, say your name clearly, where you are from; but you may have to spell your last name or your name so we have it correctly for the record.

DARREN KROENKE: My name is Darren Kroenke. I work at Spotted Eagle, Inc., in Milwaukee, Wisconsin. We're a Native American nonprofit organization focusing on workforce development.

MARK POWLESS: My name is Mark Powless. I'm here on behalf of Richanda Kaquatosh, who is the coordinator for the First Nations Studies program of Milwaukee Public Schools. I'm also here on behalf of myself. I am the director of Southeastern Oneida Tribal Services in Milwaukee. So we provide social services to Oneida tribal members from the Milwaukee area as well as other Native Americans.

COURTNEY REED JENKINS: I'm Courtney Reed Jenkins, J-E-N-K-I-N-S, at the Department of Public Instruction, which is Wisconsin's state education agency. I work on the special education team. It's specifically focused on racial disproportionality in special education.

EVA KUBINSKI: Good morning. I'm Eva Kubinski, K-U-B-I-N-S-K-I; and I also work with Courtney at the Wisconsin Department of Public Instruction on the special education team. So I do know several of you from my days with the comprehensive center and had many wonderful opportunities to work with some of the folks here in the audience. I also work with Courtney and other folks on our team on the issue of disproportionality and also the areas of assessment and graduation.

VAUNCE ASHBY: Good morning. My name is Vaunce, V-A-U-N-C-E, Ashby, A-S-H-B-Y. I'm also here from the Wisconsin Department of Public Instruction. I am on the special education team, and I am concerned regarding disabilities problems for our state. One of the concerns we have always had is disproportionality in Special Ed, but I am focusing on Native American issues this year. I thought this would be a great place for me to listen and learn.

J.P. LEARY: Good morning. My name is J.P. Leary. That's J.P. L-E-A-R-Y. I'm with the Wisconsin Department of Public Instruction American Indian Studies Program where my roles deal primarily with education of and education about Native people. Thank you.

BARBARA BLACKDEER MACKINZIE: Good morning. My name is Barbara Black Deer Mackenzie. That's pretty straightforward, how to spell it. I am with the Ho Chunk Nation, and I am in the Department of Education as the education-planning specialist, also a parent.

ANGELA WARD: Good morning. My name is Angela Ward, W-A-R-D. I'm the executive director of education for the Ho Chunk Nation as well as a parent.

BRIAN STEVENS: My name is Brian Stevens. I've been in Indian education for 33 years, in my third school district, Howard Suamico, glad to be here.

HELEN LITTLEJOHN: My name is Helen Littlejohn. I'm the regional director for Communications and Outreach for the US Department of Education.

NIKKI KORNETZKE: My name is Nikki Kornetzke, K-O-R-N-E-T-Z-K-E. I work for Oneida Nation in the Youth Enrichment Program, and I'm a Native American advocate with the public schools in the area.

DANIELLE TUBBY: Good morning. My name is Danielle Tubby, T-U-B-B-Y. I'm the Title VII coordinator for the West De Pere School District.

LENORE WEBSTER: Hi. I'm Lenore Webster. I work here in Green Bay Area Public School district as a home school coordinator.

SUSAN REITER: Good morning. My name is Susan Reiter, R-E-I-T-E-R. I work in the social services and domestic violence for youth and children.

ALEX LEI-NAKO: Hello. My name is Alex L-E-I, hyphen, N-A-K-O. I work for Oneida Nation in their juvenile services program. We have just started a program for youth who are expelled, habitually truant, or habitually suspended from school. So –

MARIAN BOOLEAN: Good morning. I'm Marian Boolean (phonetic). I'm a parent chairperson for First Nations. Plus I've got kids in the MPS school.

CARMEN VANDERVERENTER: Carmen VanderVenter, education specialist.

DANIEL SMITH: My name is Daniel Smith. I'm the education director for the Forest County Potawatomi Tribe.

PEGGY DERWIN: I'm Peggy Derwin, former director and tutor for the Title VII Indian Education Program in Gwinn area schools in Upper Michigan.

DIANE TIGGES: Good morning. Diane Tigges, T-I-G-G-E-S. I'm from Austin Independent School District.

CARRIE PASTERSKSI: Good morning. My name is Carrie Pasterski, P-A-S-T-E-R-S-K-I. I work with the Green Bay Area Public Schools Title VII Indian Education as school coordinator.

LANA SHAUGHNESSY: Good morning. I'm Lana Shaughnessy. I will spell that for you, S-H-A-U-G-H-N-E-S-S-Y, and I work in Washington D.C. at the Office of Indian Education specifically with the Discretionary Grant Program.

BERNARD GARCIA: Good morning. My name is Bernard Garcia. I am with the US Department of Education Office of Indian Education with the Title VII Program.

JERRY WIELAND: Good morning. I'm Jerry Wieland. I'm executive director of educational services for the Green Bay School District. Part of my responsibilities is to have supervision and oversight along with my partner here for our Title VII Indian Education Program in the Green Bay School District. I am also, though -- I have all of the special education programs. So part of my lens today is to look at it from that perspective. We have been identified as a district with disproportionality and we also -- Part of my responsibility is in dealing with student discipline. So I also look at students who are -- have significant suspensions, who are up for expulsion; and so I look at it from that perspective as well.

JULIE SEEFFELDT: Good morning, Julie Seefeldt. I'm the director of English Language Learners for the Green Bay Area Public Schools. As Jerry said, I'm in my first year of overseeing the Indian Education Program as well.

JENELLE LEONARD: Good morning. My name is Jenelle Leonard. I'm with the US Department of Education. I am serving in two roles. I'm the director for School Support and Technology Programs, particularly technology, technical assistance, as well as I am serving as acting director for the Office of Indian Education.

GUS FRANK: Good morning. I'm Gus Frank, chairman for the Forest County Potawatomi.

CHAD WAUKECHON: Good morning, Chad Waukechon. I'm the dean of community programs at the College of Menominee Nation, 1994 Land Grant at our Keshena campus.

WILLIAM MENDOZA: Good morning. I'm William Mendoza. I work with the White House Initiative on Tribal Colleges and Universities at the Department of Ed.

NORBERT HILL: Did we miss anybody? Everybody included here?

ERIK STEGMAN: Yeah. I can introduce myself. Hi. My name's Erik Stegman, E-R-I-K S-T-E-G-M-A-N. I'm from the Office of Safe and Drug Free Schools. I served as an advisor for Kevin Jennings on American Indians issues. My family is with Carry the Kettle First Nation, and my mom grew up on Blackfeet. I was formerly with the National Congress of American Indians before this.

OPEN FORUM PART I

NORBERT HILL: I think we can start with the testimony. I don't have a list yet, but I will call you. Those who are registered will be able to speak first. Please remember you have ten minutes. I have a sign for a two-minute warning so we get a chance to hear everybody speak today. Would you say your name?

WENDELL WAUKAU: My name is Wendell Waukau, W-E-N-D-E-L-L, Waukau, W-A-U-K-A-U, Superintendent, Menominee Indian School District. I guess I've been told where we have a graduation crisis. As a former high-school principal, I see it more as a graduation crisis for Indian country when you start looking at the challenges and the opportunities; and by these challenges which are -- you know, could be something like obesity, the diabetes, the AODA (Alcohol and Other Drug Abuse), the poverty, the historical trauma, we look at it more not as a graduation crisis in Indian country but more of a public health crisis because I think it's important that when you try to set up systemic reforms to solve the graduation crisis schools don't operate in vacuums. They bring those resources from the community into the schools, and I guess what I would be hoping for is to get more support of how you link the resources of your community into the school system.

For example, we have a down chair in our elementary school. That's one -- a very successful program. It's worked so well we are looking at putting one into our middle school. We have a Memorandum of Agreement with our treatment center because we don't like to expel kids. We get kids. If they offend with drugs and alcohol, if we can get them linked up to a counseling program, good chance that we can -- We can intervene and not have to expel kids.

But those are the types of services, I think, that have to be promoted. Again, I'm not looking for money, but I'm looking for ways for how those agencies can come to the table. We will take kids as early as elementary school and we identify. Actually we've got Washington people here. We took a program from Prince William County. Are you familiar with that? It's called Collaboration for Kids. One of the things we told the author was if we can adapt it to the unique resources of our Native culture we'll try it.

But basically what we do is we have a team made up of school -- school people and community resource people where we build support networks for young kids and their families as early as first,

second grade when they are starting to show symptoms that they are unable to learn. It could be for a number of reasons.

We have been very successful because we have mental health. We have AODA. We have the county. We've got -- We've got clinic services. We have them sitting at the table, but they are listening to parents. Parents are telling us this is what I need to be stable whereas in years past I think schools are always willing to say we'll tell you what you need.

We have had more success by listening to families, saying this is how you can help stabilize us and then building that support network. We've got -- We've got some interesting data over three years where our kids have gone from less discipline referrals to higher test scores; but, again, what's the challenge is I don't have -- We don't have enough of those people, those support services in our community flowing into our schools.

So I am very interested if there are people in Washington who can help us bring those resources, more of those resources, into our schools. Because I took a little longer opening, I am going to close early.

NORBERT HILL: Bill.

DAN HINKFUSS: Thank you very much for this opportunity. I maybe can just add a few things from the special-ed perspective and also at the elementary school that -- in Keshena that with Wendell's blessing and, I think, prompting have done a 4K program using certified teachers. So we are trying to take a little bit from the Head Start all of the way down the Memorandum of Agreement to not let any students slip through the cracks, trying to raise our MAP scores, which are a measure of academic proficiency, or pre-MAPS.

So that's been successful, trying to have students when they enter kindergarten, first grade that they are able to be on the same level of corresponding students in the neighborhood. Also we are looking at the high school to raise those proficiency rates; and like I said before, our Title VII grant is strictly with salaries and fringes for three high-school math teachers. We have people that were trying to raise those scores and also graduate students.

In addition to, like Jerry has said over there, we oversee other things. We -- I do oversee the adult learning center, alternative school, probably have 40 students there in varying degrees of needs, which could be a three to a two, could be the regular diploma, could be the adult learning diploma.

So we don't lose students. We are trying to work with them, like I said, not to let them slip through the cracks. Expulsion would be a last -- a last resort. We try to offer some -- some help there. I think, as you said, Kevin, every student that graduates have a chance to go on to college. If they don't graduate, many times because of the community they don't leave. They are still there. Not being an urban community, you just don't move on to another city. They are members of the tribe.

So somehow or other they are going to stay there. So if we lose one student that does not graduate, that's a perpetual spiral down because it will be a parent sooner or later and we are going to lose a lot more in the long run. I think sometimes in Indian country, Menominee, I see we don't have all of the assets, the 40 assets or maybe 42, being part of the tribe or other things. We only have two or three. We have students that come in that don't have any or they may have two or three assets in their favor. You have to give them some relationship.

So many times students are looking for a relationship, somebody to trust. That could be a member of the tribe or a nonmember, but it takes time. It isn't just snapping your fingers. I believe that you are the person that I can put some faith in because I have not had that happen in my past life.

So we try to give some sort of relationship to students especially at our alternative school that they want to come to school. It's not just, gee; I have to be here because I am going to receive some sort of a truancy citation or the law is after me. I can see the purpose of being -- being in school. There's some benefit to me and for my future. Thank you very much for this opportunity.

NORBERT HILL: Thank you.

KEVIN JENNINGS: If we might interrupt you guys to ask you, to ask questions, I think your point about people staying in the community is so true. I'm from a very rural community. Also all of my siblings are back there. One problem in my community was when people got college educations they didn't come back. Is that a problem you find here as well?

UNIDENTIFIED SPEAKER: I think, you know, we go through this. Just recently we were looking at the different models, that Title I School Improvement Grant. We heard about transforming of the charter. We are looking at transformational. One of the areas was exactly the jobs. There are very few employers on the reservation, but I think you have to prepare people, not just if they are going to stay in the community, if they are not there. But they also have the opportunity to move to maybe a Green Bay, Milwaukee, Chicago because they have those skill portfolios. If they don't have the skills, they aren't going to be going anywhere.

You are right. We have the casino there. You have the Menominee Tribal enterprises, but there are very few employers. Many times we are going to work on a resume with the students or a checking account. We kind of look at each other. How many people use checking accounts? A student will tell you I don't even have any money to put in a checking account let alone in my own pocket. So I think we have to be relevant as far as what skills and maybe looking at where they can go. You know, it isn't just going to be within two miles of your area. It might be 30 miles. Thank you.

NORBERT HILL: Wade.

WADE FERNANDEZ: Wade Fernandez, W-A-D-E F-E-R-N-A-N-D-E-Z.

I want to address a few things. First of all, in order to keep Native students interested in school in any kind of an educational system, you have to have language and culture and as much as possible. In order to be successful from beginning all of the way through college, you need to have your identity. You need to have your uniqueness. You need to know your place in the world.

Without the language and culture being integrated into the curriculum throughout, throughout the school, you are not going to have many people -- many Native students graduating or continue their education.

I'm a musician. I went through school. It was hard for me to find myself in the music program even on the reservation because it was all Euro-American music. So I didn't take music when I went to school. I took college. When I went to college later in life, I -- I was illiterate basically. I couldn't read music, but I would stand in line behind everybody else and listen to what they were playing. If I had to

conduct, I would go in the library and listen and listen; and then I would conduct by that. If the conductor or teacher told me to go back, then I would be like can you hum that part? They would catch on.

But it's the language and culture. It's the identity that the professor saw in me. They saw the uniqueness. That's what they -- Some of the professors that were able to see that worked with me. I was pretty successful in college; but I felt like I was always way, way behind. It was the language and culture that brought me through it and helped me to be successful.

On the reservation everybody knows our health issues are very, very poor compared to the rest of the nation. For instance, like diabetes, I think it's around 7.8 percent on the national average. IHS, Indian Health Services, it's around 14.7, I think. For the Menominee people it's 26.7.

A very big issue is most of our students get free and reduced lunch. Free -- free and reduced lunch is USDA food. It's really not very healthy when you do the research and you look at the ingredients. What does that do for our kids with obesity, with diabetes, with health problems? How are you going to be able to focus in school if foods aren't healthy, the ones that are provided?

At home we don't have healthy foods a lot of times either. At least when we go to school we should have healthy foods. We should have more produce coming from USDA. I am also in GEAR UP. I am a GEAR UP coordinator. It would be great to see GEAR UP go even further with the students into college, not just the high school, not just elementary or middle school. I know we are talking about our first year working in -- at the freshman college, working on that with GEAR UP. It would be nice to see GEAR UP follow them through graduation because they need that support. They go off the reservation into an urban setting. It's like a whole other country. It's very difficult. Also in the districts that don't have -- that are not on the reservation if you could get -- hire a Native person to work with those Native students in your schools, that would really, really help. We had one in Milwaukee at the UW-Milwaukee College. It was kind of a home for all of the students. They could come in and feel like -- feel like they were at home. When everything was getting too difficult, there was a place to go.

We need it also in schools in Milwaukee. I was part of the We Indians program for a while and worked with some of the students. In the public school setting it was very hard for them to latch onto me. It was only a few of us and the district was huge in Milwaukee. It wasn't enough Native people to help the Native students. So that's just a few things that hopefully we can come together, put our minds together, and make some progress on.

NORBERT HILL: I just want to say one thing before we move on, is that this is the day not to be timid. You need to find courage especially for those students whose voices we don't hear. You're in the trenches working with them. So I want to encourage all of you to think about it because a couple of comments from somebody else really stimulates an idea that you had before.

We do have these cards. It's in your packet, but we don't get the benefit of hearing your voice to make -- to advance this conversation. So I want to encourage you sometime today to get up and come by the table because these microphones we can move so it's more comfortable than standing by the microphone.

WILLIAM MENDOZA: I have a question, a comment. I would like to have people thinking about -- William Mendoza, by the way. Thank you for those comments, Wade, and your emphasis on the

language, culture, history's importance to schools, students' experiences with that. I guess to that effect I would really like to hear, you know, what are those practices, you know, in your guys' work that you feel best represent, you know, how impactful that is for those students, to continue discussing those issues and successes and concerns that you have. Thank you.

MICHAEL YUDIN: If I can just piggyback on Bill's remarks, I want to address talk about Native American language, culture. We have heard that particularly in Indian country one of the challenges that we heard when we did our Denver Listening and Learning is that in urban settings there are different languages and cultures, and often their students or families are somewhat disengaged from tribal communities because they are living in urban centers. So we have heard that over and over again throughout the course of the day from educators, parents, and members of the community. I am hoping as we talk about it we can think through some of these challenges.

WADE FERNANDEZ: One quick thing is in the Indian community school in Milwaukee they have -- They have, like, kind of, like, four or five tribes represented, the same thing when you go to the university like UW-Milwaukee, many different tribes represented; but it's having -- It's having a friendly Native person there that brings it together.

Like I said, I'm a musician. I've been up to the Arctic Circle performing for the Gwich'in people and I -- and I -- When I am there, it's like -- It's like home there. They're welcoming us to their feasts, welcoming us to their table. They are like relatives. They are relatives.

So I don't think it's -- it's like when you are in an urban setting you can't cover all of the different languages and cultures; but you offer different things, mostly you put personality. You put a strong, you know, generous, kind person in that position to work with those kids or those students; and you will get results.

We share things. We share our stories. We share our language. We share our things. Mostly we share our humor. So that's -- that's going to happen. You just find the right person to put in those places.

NORBERT HILL: Mr. Leary.

J.P. LEARY: Well, good morning. Once again, my name is J.P. Leary. I bring you greetings from State Superintendent Tony Evers. I work with the Wisconsin Department of Public Instruction American Indians Studies Program, and Bernard had approached me earlier this morning and asked me if I could say a few words on what's happening in the state of Wisconsin. I'll -- I'll be brief. If additional information is needed, perhaps we will follow up with the Superintendent's office.

In Wisconsin you'll see a lot of the same issues that I'll see throughout Indian country and across the nation. We do have a significant achievement gap, and Native boys in Milwaukee public schools are consistently among the lowest performing in the state. We do have low graduation, low class scores, high levels of truancy.

Despite that, we also have a lot of success stories. The Menominee Indian School District is one of them. They have done a tremendous job in turning things around in about the last ten years.

We do have disproportionality in special education. Across the board roughly one in 19 Native students in the state of Wisconsin are identified for special education services. The most significant is for a significant learning disability, emotional, behavioral disorders, poor speech and language.

Part of this is a function of test issues. There isn't necessarily a culturally appropriate or culturally relevant test. Part of it is with test interpretation issues. Part of it is with assumptions and expectations made about students and families. The other issue is for so long special education was essentially the only game in town for students and families that needed extra assistance. So in some ways we are also dealing with the legacy of well-meaning placements as well.

One of the things we have also found is that relationships have not always been in place. Positive relationships are at the heart of successful teaching and learning. One of the things that we have been able to do as an agency is coordinate some of the State-funded programs like American Indian studies, some of the Federally-funded programs, things like service learning, things like special education. Some of my colleagues are here from that program.

One of the things we were able to do under the umbrella of a project called Culturally Responsive Education for All: Training and Enhancement or CREATE is we created something we were calling the American Indian Student Achievement Network. What we did with that is we brought together the 25 or so school districts with a significant Native student population either in terms of the number of students served or the percentage of student body represented.

What we did there is -- And I had a number of superintendents kind of coach me through the process. Wendell was among them. Ken Kazinski (phonetic) and Mike Daily (phonetic) from Lakeland Union High School were really key to designing this project, as were tribal directors like DJ Smith. One of the things that we did is we asked them to convene a team. We asked them for someone from the front office or who can speak from that perspective, if not the superintendent, someone who could speak from the building leadership level, perhaps the principal, and someone who works on the ground every day with your Native students and family, whether that's a home school coordinator, Title VII staff, whomever that person might be who knows what's going on the ground level day to day.

And we did some important strategic planning work with them and Eva Kubinski at the Comprehensive Center was an instrumental partner in that.

One of the things that we did out of that is we also implemented some training for language teachers. There weren't opportunities for tribal language teachers regardless of the setting they were working -- public schools, tribal schools, community programs. We created opportunities to do that project, for them to sit together and identify what's best for practice. What's working again on that ground level?

Part of what that represents is our acknowledgement that language and culture are a key core in academic success for Native students in core academic areas, not just language and culture. We also incorporated some training and networking opportunities for home-school coordinators and Title VII staff as well, again recognizing that as we talked about role models, as we talk about the importance of relationships, as we talk about those people who are advocates for our kids, they need an opportunity to get together and support and sustain each other as well.

And in the interest of building positive relationships, we brought that group together with the Wisconsin Indian Education Association Board, the Wisconsin Tribal Education Directors Association. Again, we have seen some success stories.

Part of the issue is we have not had consistent funding, not had consistent leadership in some of these issues; but we are really seeking -- seeing some success. We have addressed the opportunity to learn issues for these administrators, recognizing that they probably didn't learn much about serving Native kids and serving Native communities in their own K-12 and higher education. We were looking for ways at how can we help them get that specialized knowledge. These joint professional development opportunities were a key way to do that and again help them build relationships in the process.

We have also had, as I alluded to, some language grants; and Menominee Indian School District is one of those grantees, and they really have a model program. They have infused it into everything. So they are reaching each and every child K-12. They are really taking a high-tech approach. I just approached a budget mod for some iPads, SMART Boards; and I don't know what all else, really innovative and catching kids where they are at. Our kids are increasingly high-tech and gadgety. They are building on that as well.

We currently only have about 212 full-time equivalency Native teachers in the state of Wisconsin. It's about .2 percent. We've also had some success with training some teachers, identifying some teachers going into the classroom; and I see Chad and Norbert here from College of Menominee Nation. They were an important partner in two Training for All teachers' grants, Federal bilingual education grants, to identify in most cases women who were already teacher's aides, already had a significant classroom experience, and were instructional leaders at that setting. And we're able to provide them with some support, education, and opportunity then to get their full teaching credential.

I guess that's all I have to say at this time, and thank you for the opportunity to be here with you all. Thank you for coming.

NORBERT HILL: Could you comment on the mascot issue from the Department of Education's perspective?

J.P. LEARY: Okay, sure. Going back to four State Superintendents now, the department has opposed the use of Native people as school mascots, logos, and nicknames as just for educational practice. One of the things that -- that we have said is that every tribal community in the state has gone on record opposing this. Great Lakes Intertribal Council has gone on record opposing this. Wisconsin Indian Education Association has gone on record opposing this practice.

Within the last ten years or so, we have seen empirical research in social psychology that documents psychological harm to Native students and a psychological boost to European-American students. So we are seeing those things that are correlative to achievement actually widen. As one group gets a boost, the other group gets suppressed.

One of the things that we were able to secure in the state of Wisconsin is Act 250 the last legislative session. This issue has been covered under our State people nondiscrimination law since 1951. One of the things that we found through that is with the burden of proof being placed on the complainant and the local hearing process did not adequately take this out of a political realm. It was often addressed at the local level as a political issue, not a legal civil rights issue. So the new act, Act 250, passed last legislative session, allows for a direct complaint to the State Superintendent; and there's a contested case hearing held at that point.

And we've had three complaints come. Two have gone to contested case hearing. The other one -- They voluntarily changed prior to that case. In each case the complainant won out after those hearings; and there are discontinuation orders against two public school districts to cease and desist the use of their mascot, logo, and nickname. Does that answer your question?

NORBERT HILL: It's an important issue to have on the record.

J.P. LEARY: Thank you.

GUS FRANK: I'm the chairman of the Forest County Potawatomi. I want to thank you, J.P., for talking about the mascots. It's kind of interesting when we think about some of the -- some of the things that people do, I guess. It's not an issue that's going away very easy.

There's a school just down the road here. They went Indian shopping. They found themselves a chairman up in northern Michigan, in the U.P. of Michigan, and asked him if they would be offended if they used the Mishicot chief logo. Well, the chairman said he wouldn't be offended. That chairman -- He's a Potawatomi just like me.

I called him up and I said who the hell are you to be commenting down here in the state of Wisconsin? I don't run over to the state of Michigan commenting on your issues. If they want to ask the Potawatomi if they were going to be offended, they should have called me. That should have been my call, not your call.

So when they do stuff like that, you know, if we're not vigilant -- I want to thank Governor Doyle for him having enough guts to bring this thing to the issue and then Governor Walker, when he was elected to be the governor -- His constituents were going to repeal that. Governor Walker got some pressure from the tribal leadership saying wait a minute. We put this issue to bed. We don't want it to come back up again. He kind of stepped on his people, said you know what? We are not going to deal with that. We dealt with that issue.

When we are talking about that, I'm glad you said that about teachers, the number of teachers that are Native Americans that we had in the state of Wisconsin. You know, under Act 31 -- He's always bringing this up. Under Act 31 there was some unfunded mandate by Tommy Thompson when there was a fishing dispute with the Ojibwa people that there should be Native American instructors coming into these schools where there's a large population of Native Americans. They have one, I believe, in Forest County. We have three school districts; and we have no Native Americans, just that one.

Yet we have people, like you said that about the teacher's aides, with extensive years of service that could do something; but because you have to have a certificate to be able to teach -- Well, you know, there's some excellent teachers in our community that don't have maybe an eighth-grade education; but yet they can speak to the issues of tribal government, how we got to where we are at, you know, what makes us a tribal government, why we are unique, and why we have a relationship with the Federal government; but they don't have the education. They don't have the certificate.

It's almost like we are hamstrung. There's got to be a way that we should be able to get through that. No Child Left Behind. You know, that sounds good, but in reality they never consulted with Native Americans. Again, they knew our problem. They knew how to fix it, but they never consulted. Race to the Top. You know, what is that? I am looking at the discretionary program. Teachers -- We have one. "Programs must be based on the same challenging State academic content and student academic

achievement standards applied to all students and be designed to help Indian students meet those standards."

Like I said, we have three school districts in Forest County. We have a large number of Native Americans that go through only two of those school districts, Crandon and Wabeno. Wabeno is light years ahead of the Crandon School District on academic standards. I am glad J.P. brought it up, my brother. He keeps educating me. Why is it that there are a large number of Native American students in the Crandon School District who are labeled as special education? You put them on this stuff called Ritalin. They have been doing it for years and years and they have been getting away with it. Yet we don't have any -- We don't have any say because they are labeled.

It's for funding. We know that. They get more money from the State because they are labeled. Well, why don't they label their own? It's not Native Americans that are raising Cain in school. A lot of white kids are raising just as much Cain. I was no different when I went to school. It was the same redneck, white kids that we tangled with.

GUS FRANK: That's all right.

NORBERT HILL: I am glad that you are here, and I thank you for your presence. Chad, do you want to make some comments?

CHAD WAUKECHON: Sure. Hi. My name is Chad Waukechon, W-A-U-K-E-C-H-O-N. I'm the dean of community programs at the College of Menominee Nation. I guess I want to start by -- by saying that I am very interested to see where this is going to go because I've been engaged in some of these conversations for quite some time, and usually they yield very few results.

I think back to some of the things my grandpa taught me, and he always said the guy who's smiling and saying he's going to help you the most is usually the one that's going to shaft you the worst. And as I look back over time, that's what I see, who has come onto our reservation and who has talked to us. We are here to help you and we have all of your best interests at heart. Sign here. It usually doesn't work for us very well in the end, and it usually doesn't seem to matter who is in any type of political control. Tribal communities take it in the end always.

So I am very, very interested to see if this is going to change; and I -- I don't want my comments to be misunderstood as angry. I simply don't have enough time to continue slow dancing and trying to make friends when I'm watching my community get poorer and poorer and I think there's -- there's an urgent need to be blunt and direct.

So with that, I want to point out that I'm coming from a background of higher ed, and I want to point out that I come from a land grant, which is kind of funny because I am a proud Bad River Chippewa and I am a Menominee descendent. And I know through history that the 1862 land grant in Wisconsin was built on my back. My family's land was taken away on each side. If you look at the land grant Madison got, it was taken from my family; and Madison was built at my expense and Madison does very little for my people.

I look at Madison's extension program that runs on our reservation and you know what? They do a great master gardener for all of the wealthy non-Indians living in our community; but ask them where the job-training programs are and they will stare at you with a blank look.

So from a land-grant perspective, I have a unique view, and I'll be very direct. The key to what I see as success is when our families are well fed. Parents are placed in a job. The kids do well in school. When a family's dirt poor and broke and you don't know how you are going to get to town and you have seven tires and you have to hope you can hold air in four of them to get somewhere, that's your big concern. Your career isn't, and no one who hasn't lived through it doesn't understand it.

When you don't know how you are going to get supper, you worry more about your supper than you worry about your English grade or you worry about your child's English grade, and you are not trying to be a bad parent. You are trying to get your kids supper. So I really think anything you do have to be family-based. You have to educate the entire family and include the entire family, and make opportunities for education of parents, grandparents, and children all at the same time.

And I look at our literacy rates, and we struggle. Our kids can barely read. When I walked into college as a freshman, I got in because I got lucky in a program. I will talk about that just as I wrap up, but I had a D-minus average, and nobody really thought I had any academic potential, but the one thing I had up my sleeve is I'm a voracious reader. Because of my ability to read, I was able to be very, very successful in college and I finished very, very high in my class. Then when I did my master's degree, I didn't drop below a 4.0; but I had the ability to read. A lot of our kids in the community have very low literacy rates, and we need to work with the entire family to build those rates up so they can be successful. I also think the Department of Education needs to develop broad partnerships with many other Federal agencies to leverage as many resources as possible and bring as many opportunities as possible into the communities. There's no reason why the Department of Ed can't be working with Department of Commerce to bring entrepreneurship opportunities in, educating parents on how to become small business operators because there is no economy on our reservation. It's going to be small business that pulls us through. We have to have support from a broad, broad set of partners, and it's going to take a Federal agency with some guts to grab other Federal agencies and force them to the table. I think together we can build something wonderful, but it's going to take more than one agency, and it's going to take more than one partner.

Finally, no matter how much everyone I have ever talked to in Washington has told me it's all about money and we don't have any, we need more money. Now is the last time anywhere in the State or Federal level anyone should probably butter that, but it's the God's honest truth, especially for support services.

Support services are chump change compared to many things in the Federal budget, and I am convinced that there needs to be support, strong services K through 16 at a minimum. I will come back to my story as coming in with a D-minus average. I got in in a program that probably kicked in about \$20,000 in the four years that I went to college, not a whole lot when you consider how much I've paid in taxes since then with -- with an advanced degree, not much when you think of all of the other revenue generating that I have brought to various communities.

It's paid for itself probably ten times over, but the fact is when you are dealing with a population of people who have been underserved historically forever, they need support services. You can't just tell an Indian kid, well, be sure you are registered by Friday; good luck, and shut the door. Many of them have never even walked to a door. Many of them have never even walked into a college. Many of them don't know what the admissions process is like. Many of them don't understand that when you are not treated well it's not personal. They don't treat anyone well, but that's when they walk away because

they left a support network at home and they've been thrown into something without a support network. And it's really easy when you feel alone, when no one's helping you, to go back home. If you have people there to help you and who are committed to you, you will succeed; and it's chump change. It's absolute, honest-to-God chump change; but we need it and we need it at the K-through-16 level. Once you get a tribal kid well into their bachelor's degree, they are rolling. You know, really once you go K to 14 that kid understands the system, understands the process, and is already looking at graduate school; but those first two years were tough, very, very tough, and they need someone there to help them through the maze of higher ed.

Now, someone was willing to invest about \$20,000 in me; and it was well worth it for me and my family, but now we watch those resources dwindle and we are told, well, you know, times are tough. We don't have money for you anymore. Well, you are just contributing to an even darker economic picture in my backyard. When -- When I know it to be chump change, it's frustrating. It's frustrating to look out and see with a real minor investment in support services we can have people doing far better.

By bringing three or four different Federal agencies into a project, we could be helping families at three or four different family levels and helping mom or dad get a better quality job so they can support their kids in the elementary school or they can support their kids who are trying to get into college. The agencies have the ability to do it, and I don't. That's why I say I'm getting tired of slow dancing, and I am just going to start saying this is what has to happen. I am not angry, but I just don't think we have a lot of time to slow dance anymore.

NORBERT HILL: Thank you, Chad. Julie and Jerry?

JULIE SEEFELEDT: Julie Seefeldt representing Green Bay Area Public Schools, which is, I guess, the urban school district in the area, just a couple of comments. As people have been speaking, I've been writing some things down.

First of all, related to the five key levers you spoke about and just talking about what we are doing in Green Bay with the early learning, we are in our third year now of having a 4K program. We are very unique in the fact that Head Start is actually part of our district. So we don't run into you are taking the kids. We are making sure all of our students who live in our community are being served either through Head Start or our 4K program.

Reform and innovation. We are in the process of revamping our literacy program, which is now showing great promise. We are doing a workshop approach, which all students are reading books at their appropriate level and teachers are using flexible groups. So a lot of professional development has gone into that. But what we are seeing that's missing is I had a conversation with Carrie Pasterski, our home-school coordinator; and I think Wade alluded to this in the fact that our Indian students weren't seeing books with pictures of them in it and making that connection. These are books that are in their browsing box. These are the books that go home.

So we are using some of our funding to purchase leveled books that depict our children, and it was tough. Publishers are not publishing books. So Carrie found a company up in Canada that has leveled books that will be in our children's hands. So we are, you know, very excited about that.

MICHAEL YUDIN: Are you using Title VII funds?

JULIE SEEFIELDT: Yes. You know, we are a district of 21,000, and we have 1,200 American-Indian students. We this year have four and a half home-school coordinators who are working with those students, so it's not enough. I understand funding, you know, living in the state of Wisconsin. It's now unfortunately all about funding right now.

But our home-school coordinators are trying to not only work to close that achievement gap, which Green Bay's front page of the paper -- thank goodness -- this year we are closing the achievement gap with our Native American students. We had a 31 percent increase with our eighth graders in reading this year. It was a huge gain so -- but we have a ways to go. There still is the achievement gap. We can't not talk about the achievement gap. It's out there.

But just through reform we are opening our first charter school that's more project-based. So we are hoping to make the connection with the students who maybe don't fit into your traditional high-school setting and do more project-based learning.

Another lever you talked about was having great teachers, having great leaders. That goes back to professional development. We have 1,800 teachers in our district. That's a lot of professional development to roll out, but I believe it's actually starting in our own colleges here where colleges are not preparing our pre-service teachers to meet the cultural needs of the students that are going to be in their classroom. So I think, you know, changes need to happen at our college.

I mean I think -- I went to Eau Claire. I took one class; and it was -- Maybe a couple of weeks were spent on Indian education. That's not enough for our teachers to be prepared to meet the needs of these kids.

College completion was another lever. We are in our seventh year of Avid. We have advanced-something; but it's a program for minority students to get them on that college track. Carrie, the home-school coordinator, takes the students out to the local universities. So maybe if the door is closed and they are rude to them that first time, you know, they know, well, maybe that's the way that they play here at this upper level. So kids are being exposed to that.

There's so much work to do, so much, limited funding. We're not here to beg for money, but it would be great, but we are doing what we can. We are using our Title I funding in our buildings that have Title I. They are working with the Title I reading and math specialists. So it's not either you are getting Title VII or Title I. It's combining services and actually working smarter, not harder. So that's a little perspective on Green Bay.

NORBERT HILL: Thank you.

GUS FRANK: I got a question. I am glad you brought it up; but is there a program, I guess, or a funding stream that if you identify -- You know, we only have two Indian community colleges in the state of Wisconsin, the Lac Courte Oreilles and College of Menominee. You know, if they could be kind of, like, I guess, get to -- get some extra Federal funding so that they could do some of the stuff, maybe they could start supplying the teacher demand for Native American and that. I'd like to see them get that increased funding.

MICHAEL YUDIN: Bill, do you have that?

WILLIAM MENDOZA: Yeah. You know, in terms of professional development, you know, there are numerous avenues that tribal colleges and universities especially can tap into within their own programs; and actually the Hawkins Center for Educational Excellence is under the 2012 budget. There is a proposal for \$40 million to be able to be contributed to teacher preparation. So we hope that tribal colleges will be going forward. TCC (Tribally Controlled College) is part of that. That will be a huge part of that.

The teaching commission in general, you know, in terms of the Tribal Controlled Colleges Act -- We are increasingly looking at how tribal colleges can not only expand but build upon the best practices that which they have already demonstrated are effective in their communities and beyond. So, you know, all TCUs (Tribal College and University) are public-serving institutions; but they are also -- you know, have to have that 51 percent enrollment of American-Indian students to be able to qualify for that, that unique formula-based funding.

So, you know, we are always looking for ways to be more innovative in terms of how we can begin to build those relationships in our -- not only within the state school system but also the private school system; and those partnerships do exist.

And when we were in Denver, there was such a strong Lakota population there that were just at the listening session. One of the things that we shared there was we have to constantly be looking about how we can reach those communities because those are still Indian country, those areas. Those families are in those communities. They have been in many cases not just generations but for time in memorial.

So, you know, as we see things, can we have satellite colleges there as well? We have that going on in South Dakota where I am from, you know, in Rapid City and places, places like that. So, yeah, we are trying to think more creatively, create more opportunities for teacher preparation, and make those a part of predictable, consistent funding for tribes; and, again, that comes up to what other people spoke about here, is creating those partnerships. We see the integration of agency work and how that creates a stronger program for that.

GUS FRANK: Thank you.

NORBERT HILL: Jerry.

JERRY WIELAND: One of the things as I was listening to the overview that you provided, Michael, and then Kevin said be specific so I jotted down some notes on what -- what do we know that really works and where can that be supported at the Federal level but also what are those needs that we have question marks when we -- Those attach to some question marks around what we may need more of.

One of the things that I think is a struggle for me as I listened to the entire discussion is that we may view all of these shortcomings we have in that we are not getting the desired outcomes that we really feel we should be getting, and it's complex. It's really complex. It's that we keep wanting to look for the magic bullet as though that's out there somewhere, that if we only figured that part out that would work and that would make the difference. It is very complex.

So I guess one of the needs may be the research and identifying those sites that have made significant progress. I know that at the Federal level that's being done and trying to push out that information, but I can probably open up the department's website and I get -- It's a myriad of, you know,

where do I go when I try to navigate that? So it would be maybe talking in a more unified voice around what really has been effective, and what makes a difference, what would really be of help.

A number of comments have been made about the teachers and I know, Gus, you mentioned about why can't we get more Native teachers in the classroom? I put down on my paper here there's a mismatch. We are a district. We are predominantly, the teachers, that is, that 1,800 people are predominantly middle-class, white; and that's not the students in front of them. There is a significant mismatch.

When you ask students what would make a real difference for you if you are an American-Indian student or African-American student, the student says I want to see a teacher who looks like me in front of the classroom; and so we've really struggled on the recruitment, retention side because there are those who are -- When it comes to an American-Indian teacher, African-American teacher, they may ask why do I want to go to Green Bay? That's a very white, middle-class-looking community and it's a teaching staff. So trying to attract and retain -- retain -- excuse me -- teachers who we can have them become a closer match to our student population I think would make a significant difference.

We do know some things that have worked, that sometimes it's an ability of keeping all of the plates spinning at once because I don't know that we have necessarily -- When we add something, we didn't necessarily take something away. So there is this balance, I suppose, of trying to keep things all moving. So the bold steps may be that we've got to take some things away, and that becomes the argument of what part of those things that we take away and that we can't keep implementing everything that we have in place.

So I guess as we're looking at ESEA reauthorization, it would make a real difference to keep that in perspective that the NCLB may have had some unintended consequences in that it pushed some students out the door and not to be, you know, blaming; but I believe that that's happened because schools have been really forced into making some very harsh choices.

It's about -- It may be about academic achievement; and we have overlooked or we have pushed to the side the engagement part. I believe that you hear that with the comments that have been made. It's about being able to make connections with students. It's about the engagement that may be the most meaningful component. If we don't get that right, a lot of the other stuff isn't going to go very well.

So one of the things that we have done that seems to make a difference is that we have implemented the positive behavioral intervention supports. It seems that we have that in 18 of our schools. We are very explicit about what our expectations are.

We also -- As I mentioned earlier, I handle all of the students' discipline cases, those students that get in more serious trouble. We have really moved away from expulsion. We really don't do expulsion. Hardly ever do we do that. We have come up with quite a few alternatives for students so that it's really about intervening, teaching, and then having students -- rather than pushing students out the door.

So those interventions, however, or those alternatives are not cheap, you know. They are -- It takes money to be able to engage in those alternatives. We have probably grown from -- in the last 15 years in my administrative experience in Green Bay from just a couple alternatives to close to 20 different alternative programs and that those reach those students who may have been lost in the past. But those are going to be -- When it comes to significant funding, you know, you are well aware of

what's going on in Wisconsin with funding, that it's -- The battle, you know, is going to be ongoing, that there's going to be some harsh choices, I think, made. Which one's going to get -- How do you decide what you keep at the end when districts start to have to trim budgets? I believe districts will start to have to trim budgets more in the future.

NORBERT HILL: Thank you.

MICHAEL YUDIN: If I may, I know this is -- The purpose of this session is really for us to listen and learn. I know I am and I'm sure my colleagues are as well, but I just wanted to put out a little bit of information just for the folks so they are aware. We have this program called Promise Neighbors, whereby the Administration and congress just gave us more money for the new competition this year.

As I understand it, I believe there is a preference for Indian tribes to compete in the Promise Neighborhoods. If any of my colleagues can talk about it better than I can, please do so; but it's really looking at -- at -- at -- It's a competitive grant program to access community partners and resources. It's getting at anything that a lot of folks were talking about, it's how do we better leverage resources in the community to really better leverage services to improve outcomes for kids.

So we just got a new batch of money, which is great, so I want to make folks aware of that. I think we're wrapping up a literacy competition called Striving Readers. It's a comprehensive -- I know folks talked about literacy. It's a comprehensive literacy program from K through 12. It's granted out to states who sub grant. I don't know if the State is applying, but it would be sub granted out to -- for early learning. It's been broken up to early learning, adolescent, and then high school; and so that's -- that's out there as well. It's a comprehensive literacy program.

We have a program that we awarded grants last year, a high-school-graduation initiative. It's a \$50 million grant. We didn't get any additional money this year so we just have enough money to continue to pay those grants, but that is designed to address a number of the issues that folks here talked about. How do we engage kids? How do we keep them in? We are talking about -- A number of folks talked about reengaging out-of-school youth or kids that are really at risk. That's what that program is designed to do. So that's called our High-School-Graduation Initiative, HSGI.

The final thing I want to put on folks' radar screen is we have an initiative called TEACH, Teach Campaign, teach.gov. That's on our website, T-E-A-C-H, dot, gov. That is a set of schools that are designed to really drive underrepresented populations to become teachers. It's a really, really interesting website. It's really designed, as I said, to -- to increase the numbers of underrepresented teachers whether they be African-American, Hispanic, Native American; and how do we bring them into the teaching workforce?

It's a set of tools that links to what do you need to be a teacher in the state of Wisconsin. What are the specific requirements you need. What are the jobs that are available. It's really an interesting website. So I encourage folks to take a look at teach.gov.

GUS FRANK: I have a concern. Excuse me. When you said that past due dollars from Federal agency to State government and they are going to dole it out, the State of Wisconsin -- I'm going to have to say this to be pointblank blunt about it. They think all people in the state of Wisconsin live in the southeastern part of the state. Us people north of 29 -- We don't get diddly-squat. We have to pay for every damn thing we get.

So if they're going to pass the dollars, that's where they are going to end up. The guy over there from Spotted Eagle School District can be ever so glad because he should get a large portion of that.

CHAD WAUKECHON: I have a question about the Promise Grant. Superintendent Waukau and I both spent a considerable amount of time in the last funding cycle developing what I think is really a wonderful project. As Indian communities are very complex, Menominee is -- is as complex as you are ever going to find especially because the Federal government decided to terminate them at one point. So there's tribal jurisdiction, county jurisdiction all mixed together; and we really thought that that Promise Grant was really going to be a great tool in the toolbox to pull everything together; but in the end we really weren't able to survive the first round of cuts because we weren't a neighborhood. We were a county, and that killed us.

I would -- I would -- I want to voice that now, that that really needs to be looked at too to make sure that folks like us are still eligible because when we're not a two-block neighborhood but we're a county it's really the same but not in the eyes of the reviewers.

MICHAEL YUDIN: I appreciate that. Thank you.

NORBERT HILL: Important discussion. I don't want to minimize the importance of a good or an excellent Indian teacher because they are worth their weight in gold. They transform the experience for children in the classroom but they also change the system, but a role model that's not up to the task does damage. So we have to make sure that the teachers that we grow are really extraordinary teachers that really make an impact.

I think we break at lunch unless somebody else has a comment around the table here. We are going to take comments from the -- from all of you in the back. So think about what you want to say over lunch. I would encourage you to expand your network over lunch and meet with some of your colleagues in different parts of the state or somebody you don't know.

We will have lunch in the turtle room, and I think we will just take a little break before lunch. We will reassemble here at 1:00.

OPEN FORUM PART II

NORBERT HILL: We can get started for this afternoon's session. Thanks for hanging in there with us this afternoon. We're going to change things up just a little bit. We're going to have Bill Mendoza speak first and Michael will say a few comments and then we'll go through the list of people who are signed up to speak. Bill -- William Mendoza joined the education department in January as the acting director and deputy director of the White House Initiatives on Tribal Colleges and Universities. He's an enrolled member of the Oglala Lakota, grew up on Pine Ridge and Rosebud in South Dakota. He's an enrolled member of Oglala Sioux Tribe. He received his BA in humanities and teaching education at Fort Lewis in 2005, a master's degree from Montana State in 2010 and currently is pursuing his doctorate in education and the practice of leadership.

He's passionate about education and the practice of leadership. He's a student of Indian Leadership in Education at MSU, a program that's trained over 65 educational leaders from across

Montana and the surrounding regions. In addition to being a teacher, Bill has worked with professionals in the organization to foster leadership, development and civic engagement among American Indians. He's an advisory board member for the He Sapa Leadership Academy, originally chartered private college preparatory school for American Indians.

He joined in the White House initiatives in January and so we're pleased to have a warrior in the Department of Education to help move things along for us.

Bill?

WILLIAM MENDOZA: Thanks, Norbert. And thank you again for everybody having us here on behalf of the Department of Ed and the work that we do. I think on the other listening sessions it was easy for me to kind of start off with a joke about, you know, how this is Sioux country, but I don't think I can do that here.

But I think if my memory serves me right, if my elders taught me, that we kind of got chased out of here at some point. I don't harbor any hard feelings over that. I feel at home.

But I just wanted to be here at this listening session to kind of hear and understand what the education issues are that -- that we're dealing with in the community level and, of course, in the organizations that you all are part of and how that relates to tribal colleges and universities.

My work and the work of our office is -- you know, comes down by presidential executive orders. So we're kind of in a place there within the Department of Education physically, but at the same time we were not only within Department of Ed but also cross-cutting to other agencies. So a lot of the comments that were made today really resonated with me in terms of, you know, what my daily activities amount to.

And under Executive Order 13270, you know, we've been charged with basically advocating on behalf of TCUs and serving as a liaison between the federal agency and TCUs to work for their betterment. And this is done in numerous ways.

Largely what it amounts to is time and money and we are consistently looking at ways that we can partner with not only the federal agencies but also, you know, private sectors of corporate American, philanthropic and nonprofits and, you know, and we're always discussing at the assistant secretary level to the secretary level and even at the program office level on how we can improve access and resources already advocated for TCU.

Where they fit into the educational picture for Indian country is significant. I like to think that their greatest success stories in terms of what we have today from previous generations. They have -- effectively, you know, met the challenge of what it means to synthesize the dilemma that education has with the inclusion of the identity, history, and culture.

And the best of what TCUs have to offer in my opinion needs to be expanded, needs to be replicated. Increasingly we are looking at in our office, you know, how we can begin to have that impact, you know, every aspect of education. That's important, whether we're talking to TCU presidents, community members, tribal leaders, we see how Indian education especially and education as well has become fragmented. And, you know, one of the popular analogies in education is that these silos of efforts, silos of money, and we need to begin looking at that in terms of how they're actually integrating one another. And so we look at that transition points and these are, you know, the obvious

breaks that we have with the mainstream system of education, early learning, Kindergarten through 12th grade, 13 through 16, and then, of course, the career.

And so President Obama addresses this as cradle to career, cradle through career, and there's one of the speakers at -- I believe Nancy commented at looking at cradle to grave, qualified that. And so that's very consistent with Indigenous viewpoints. And so, you know, I just wanted to kind of share that in terms of kind of some of the things that our office is engaged in with the Department of Ed. The people at this table are truly stakeholders in that effort. I endearingly refer to them as "the crew" or, in my neighborhood, "da crew."

And they truly do get together on a regular basis and get carried away on, you know, what can we do to help. It's not a solution looking for a problem, you know. They -- This is why we're here and I firmly believe that after this session, we're going to be reinvigorated to how we can take the things that you all communicate back to the agency and begin that important work. There is no exaggeration to the fact that Michael said that these consultations inform not only our proposals but also how we advance and defend in any way about how we can address our needs in our diverse communities. And so I, you know, just want to share the work of our office and also, you know, kind of put that in the context of what you're thinking about, you know, how our TCUs contribute to your community. I would love to hear about that. And also, you know, how TCUs -- what messages do I need to take back to them in terms of how we need to approach these complex relationships more.

I just wanted to share those few words and thank you, Norbert, and all of our organizers for today's events. Thank you all for taking time out of your schedule and being with us here today. It means a lot to me personally being from an Indian community and it means a lot to my profession, as well, that I am so passionate about education. Thank you.

NORBERT HILL: Thank you, William. It's nice to have a role model from the Department of Education. I know you're usually a minority of one sitting at a table, but we need you there.

Michael had a few things he wanted to say this afternoon before we started.

MICHAEL YUDIN: Yeah. I just wanted to make a couple comments because it came up this morning about No Child Left Behind and I just want to point out Elementary and Secondary Education Act, which -- it was originally authored in 1965 which provided for the educationally disadvantaged kids and it gets reauthorized every few years.

So the last version of No Child Left Behind got reauthorized in 2002. It's overdue for reauthorization in 2008; I think was when it expired. I just want to make a couple of comments because I think this is important to kind of just get the frame where we're at and what is some of the political realities going on right now.

No Child Left Behind, you know, did a couple of really good things. It started with the premise that every kid can learn, so from a federal piece of legislation, that's pretty amazing actually. It is based on the idea that every kid can learn.

And it required school systems to look at disaggregated students and look at the data and see where the issue comes up. It really focused a spotlight on how kids are performing in relation to their peers. And those are two really important pieces, but the law is fundamentally broken and the law needs to be fixed. The law -- one size does not fit all. You know, many believe it narrowed the

curriculum if you -- if -- its punitive nature created really crooked fences. We heard about it this morning kind of, you know, folks talking about pushing out kids that weren't getting -- hitting the score right.

It fueled a fill-in-the-bubble kind of mentality. Test -- Teaching the tests in a very, very narrow way as opposed to really measuring critical thinking skills and really looking at how kids analyze information and interpret information, which is the way we want to move -- in the direction we want to move.

You know, and school systems were penalized for -- are -- are penalized, it's still the law -- are penalized for, you know, whether they miss by one point or 30 or one subgroup or multiple subgroups. It didn't matter. The consequences were the same.

And, importantly, it failed to measure growth. One of the things that is important as we move forward with reauthorization, we need to be able to measure growth. We want to be able to look and say, you know what, you're a fifth grade teacher and you've got a kid who is reading at the beginning of the year at a second grade level and you can get that kid up to fourth grade. That's outstanding work. And we want to be able to recognize and reward that.

Under current law, you bet, because you're not reaching the fifth grade proficiently, but if you can get a kid from second to fourth in a year, that's great work. So we want to be able to reward that. And we have a number of proposals for reauthorization, we're not going to get into that unless folks, you know, ask but I can talk after, we can talk off line because that is about hearing from you.

But I just wanted to lay out that the law is due for reauthorization. It is really, really important that we -- that congress reauthorizes the law. You guys know probably better than I do that the continued existence of the law has real life consequences for kids.

Secretary Duncan is committed to the reauthorization, he pestered, he calls, he knocks on doors of members of congress all the time. The president is on it. Folks are working really, really hard to try to reauthorize the law and really make it work better for kids. So I just kind of wanted to throw that out there to frame where we're at.

NORBERT HILL: Thank you. We'll go into the presentations on -- We've got a list of seven speakers and perhaps there's -- I see more than seven people out there, so you might want to think about things you might want to say, but our first on the list is Peg Derwin from Sault St. Marie. You can join us at the table.

Also spell your last name for the benefit of the court reporter.

PEGGY DERWIN: I'm Peggy Derwin. I'm with the Sault St. Marie Tribal of Chippewa Indians and that's Sault, S-A-U-L-T. I just want to tell you a little bit about myself. I grew up in a very rural community in Upper Michigan, right on Lake Superior closer to Canada, so that's why I have a Canadian accent.

And I went to a very -- a very good school, but I -- my ACT test showed that I had a -- I could tie my shoes. So my guidance counselor said to me, do not go to college. Do something with your hands. And I always wanted to be a history teacher, always, always.

So later on in life, I -- after my children were born, I went back to college and I graduated with honors. I went into education and I got the opportunity of teaching at a maximum security prison, an Indian school, and I even taught at the university. So I felt pretty good about myself and I always

wanted to go back to my guidance counselor and say, That 12 on my ACT doesn't necessarily mean that I can tie my shoes.

So I really wanted to go into working with American Indian children. My mom was Ojibwa, my dad French Canadian. And so I grew up in two worlds. I did not grow up on a reservation, but in a very rural community.

So I was very passionate about our culture. And my husband is also a tribal member and our children are tribal members and our grandchildren are tribal members. So I'm very passionate about culture with our Native children.

So I went into the Title VII programs and I've been involved in quite a number of years. And about four years ago I started a Title VII program in our school district. And Gwinn is a small community and it was an Air Force base at one time, so we get a lot of, quote, transient people coming into the community.

And we have 133 Native American Indian students in our school district. So I started a program, our Title VII program, and I got the backing of our tribes and did apply for some two percent casino grants, which they were very generous in giving us monies.

When I started this program, we had a different superintendent who was well versed on American Indian education issues. Since then we've got a new superintendent who is not so well versed on our issues, nor does he want to become involved in our Native American issues.

He has refused any professional development that our tribe has offered free of charge. He has made some racial comments, and so our parent committee, we have a very, very active parent committee and we have expressed concern to the Sault Ste. Marie Tribe of Chippewa Indians if they could please take over this grant, our Title VII grant.

The superintendent refuses to give up this grant. He has said to us that the Sault Ste. Marie Tribe should mind their own business, and no one will tell him what to do.

So anyway, I quit. I can't -- My health is a concern right now, but I'm still involved with our Native students. Our Native students are low in their MEAP (Michigan Educational Assessment Program) scores and they are begging -- our parents, our Native population, is begging for cultural education, especially the language.

He -- our superintendent has said that the culture is not education, it is enrichment activities. We have gone before the school board; we have asked our Sault Ste. Marie Tribe to please help. We have asked the Keweenaw Bay community to help. And I understand that these grants are given in by legislation in the hands of the school board.

My concern is they are going to put these Title VII grants in Title I and emerge -- emerge -- put them in together with Title I. I am not in favor with that, as well as our parent committee is not in favor of that. I love Title I; I'm very passionate about Title I also. But for our root children, it is not for their best interest for the reason that they cannot -- we cannot focus on cultural activities, nor can we do our teachings at Seven Grandfathers.

My concern -- or I should say my plea, I'm begging, I need help, we need help. I don't know what else to do. This is a wonderful program and I started this. We have wonderful students. They are wonderful. I don't know what else to do.

I came up here to Green Bay, a four-hour drive, all by myself; I'm a little girl, who had a 12 on her MEAP, to drive all the way to Green Bay all by herself. I got lost a few times but I made it. And I

want our American Indian children, I want them to leave high school with the self-confidence that I did not.

I don't want them to have a 12 on their MEAP scores. I want them to go to college. I want them to be proud of who they are. I want them to be proud of being American Indian students, people. I want them to be proud of their culture. So I'm begging. I need the help for our children.

NORBERT HILL: Thank you.

Jenelle?

JENELLE LEONARD: Thank you for sharing that with us, the Department of Ed. And let me just say to you that from time to time those kinds of issues are brought to our attention and we act hastily, quickly, on those kinds of issues, because we often say that with the 1,265 plus grants that go to the LEAs often times it is reported to us that superintendents are rejecting these -- the uses of those funds.

I see so many heads nodding here. As they're brought to us on a case by case basis, we work directly with the superintendent, with the Title VII coordinator, and with the parent advisory committee.

So when those are brought to our attention, truthfully we will deal directly with it. If you can get your information, we will take care of that upon our return. And to just kind of broaden that conversation, as we think about reauthorization, as we think about the Title VII program the thing that we, the Department of Education need to hear from you is how can we prevent these situations?

When you look at a staff of four, five people to cover 1,265 grants as it has been said us to publicly in other conferences and meetings that I'm just going to say administrators, leaders, know that we can't cover all 1,265, but is it that we need more language in the law to ensure -- to have oversight.

We need for you to give us some suggestions on how we can strengthen the oversight; how we can ensure that these funds that are targeted to serve Native American students are actually serving Native American students, that the parent advisory committees are strong.

That they -- that -- It is a partnership between them and the school district and that their advice is taken under consideration. And because if they're speaking to the needs, we need the school district listening to what the needs are and to provide those kind of programs that will certainly meet those needs.

So just know that the department stands behind you, stands with you, and we will address it if it is brought to our attention. Certainly because we're not covering all 1,200, but if you bring it to our attention we will deal with it one-on-one, okay?

PEG DERWIN: Appreciate it.

JENELLE LEONARD: So just know that.

NORBERT HILL: Thank you, Jenelle.

Sometimes as an Indian people we don't know who or where our allies might be. And helping solve one problem may solve hundreds of other ones just by doing decisions and actions, so I appreciate your thoughts.

Next on the list is Mark Powless from Milwaukee Indian -- Milwaukee Public Schools.

MR. POWLESS: Thank you. My name is Mark Powless. I'm here today on behalf of Richanda Kaquatosh. She is the coordinator for the First National Studies Program at Milwaukee Public Schools.

That is a Title VII program and I'm also here as the director of Southeastern Oneida Tribal Services. We have a satellite office in Milwaukee. We provide social services to our membership.

NORBERT HILL: Can you get spell Kaquatosh. I'm not sure it is in the book. You got it?

MARK POWLESS: So Richanda has some very specific concerns that she would like me to bring to the table. First of all, Title VII assurances in regard to hiring: Who supersedes? Federal or state or local requirements?

The district has contacts with teachers and para-professionals and allows employees to transfer into other positions based on seniority and not necessarily on qualifications to meet the needs of our First Nations students.

Her program is struggling to hire people that are in touch with the student base and with the district allowing transfers before allowing her to post within the community. She is really not getting access to qualified candidates.

District and this sort of echoes what was just said, but district using Title VII to supplant. My district wants to take Title VII funding and allocate to a position they cut out of their budget. So, like I said this echoes what was just stated. So she would like clarification to districts, the problems with and prohibitions against that type of maneuvering of that federal money.

Secondly -- or, thirdly, special education concerns within MPS, Milwaukee Public Schools. Approximately one-third of the Native students have been identified as special needs students. So she would like to see universal diagnostic testing tools that have been established for First Nation students.

Also in regards to special education our First Nation's parents are intimidated by the jargon and the format by which they are subjected in regard to the IEP (Individualized Education Program) process. Funding for parent training in the special education process should be a priority since approximately, as I stated, a third of the children are labeled as special needs.

Along those lines, universal definitions and data, it would be great for us to have universal definitions for absenteeism and drop-out rates. It would also be beneficial for us to have a better data system for the country.

Parent committee, it needs to be clear from Department of Indian Education that the parent committee is advisory. By the Department of Indian Education allowing the parents the ability to hold up the programming if they don't like the personnel or if they don't think -- or if they think they can budget better is just wrong.

And she suggests that the parent signature form should read, "By signing this document, you are signing that you are aware of this proposal and it does not necessarily mean that you agree with the proposal." And she also reinforces that programming should be data driven and ultimately reflect programming to the problems that exist in the community.

And finally, ideally it would be great to network with other Title VII programs, so she does suggest a regional or national conference for Title VII programs to talk to each other and go through

concerns, just bounce ideas off of each other. Those are Richanda's concerns and I have provided a copy of those concerns in more detail.

From the social services perspective, first, I want to state that I think a voice that is missing in this forum is the voice of the union and, of course, their families because those are the recipients of these services. They're the ones that are being impacted by these services. So they should have a voice in the community at these forums.

Our office does provide youth services and we interact weekly with the community. Recently -- and one of my roles in the office, I teach Native history to the youth in a reading program. And in a particular instance there was a bit of a situation where one of the youth were not showing the respect that I expect when we meet.

And so I asked to talk with that youth and when I sat down with him in the office I asked him what was going on. We talked about respect. We talked about expectations, the importance of respect, and I asked him what was going on and he basically stated in –

And in our programs we provide transportation to the program and then also to home. So since January the address that he has provided for his home has changed three times. So I asked him what was going on, not specifically in regards to that, but in regards to his behavior.

And he stated that his mother no longer wanted him, those were in his words, and that she had recently went to jail. His father had been without a job for some time and he was just able to get a job recently. So now he was moving back with his father.

Previously he had lived with his uncle, because neither one of his parents wanted -- were capable of taking care of him. And that was what he related to me as the problem and it was apparent through that conversation that the challenges that this child was facing are not going to be cured by the education system.

And we've all heard about the community being responsible for the success of our youth and that is definitely the case from this child's story and it takes more than just the education system to help this child succeed in life.

So as I see our role as a social services office, we can assist this child in the success of his life, but it is even going to take more than just our office and the education system to help this child succeed. From that perspective, it is definitely necessary that our community work together to address these concerns of education.

Of course, the community as a whole is going to benefit from whatever success this child has in the education system. So that -- So the community should be working together in order to help this child succeed. As a social services office off reservation, for those of you that don't know, we're approximately two hours from the reservation here. It is very difficult for us to get funding. Many of the grants that are out there are for reservation communities and not necessarily for off-reservation communities or urban centers.

And as we stated, a majority of our population does live in urban centers, but the majority of the funding, at least from my perspective, is going to the reservation communities. And I understand that but at the same time if we're worried about our community -- our tribal populations, we need to definitely be investing in those urban communities.

Now, if that comes down to redefining who is eligible for certain funding, whether that be nonprofit organization, community-based organization or an office which is an extension of a tribe that

is not located near reservation boundaries, then hopefully that would help us to secure more funds in order to serve the constituents located in those urban centers.

I also wonder, just thinking through that process, if there is some type of measurement tool to look at how funding is allocated for each child. I've seen that used in other areas but I'm wondering if that is used for Native children, if there is actually anybody that sat down and looked at and calculated how much money is actually being allocated per child, whether that be on the reservation or off the reservation or anywhere else.

And, finally, my wife, she works at Marquette University. She is an admissions counselor there and so she is -- part of her job is targeting students to attend Marquette University. So she works through those channels to find the best, brightest, most capable students that will succeed at Marquette University.

She targets as far down as middle schools and she sees a correlation between what a middle school is doing, what a particular middle school is doing and the chances of that student to succeed through the college system.

And maybe not ironically, typically those schools are tracking their students all the way through college. Find out if what they're doing at the middle school level is actually preparing the students through the rest of their life. And I haven't heard, at least in these forums, of any effort –

I mean, I have heard although we would like to see them succeed in post-secondary education, but I haven't heard any discussion about measurement tools to find out if what we're doing is actually working. So from that perspective I would like to see that in place as far as the measurement tool, find out who is doing it right, who is doing it wrong, how we can use those models to work in other parts of the county.

And definitely in the urban setting there are so many different models. There are so many different models for education, but what is really working and do we have any signs, any measurement tools to say what is working for our Native youth. Thank you.

NORBERT HILL: Thank you, Mark, for your thoughtful comments.

MICHAEL YUDIN: I would just like to make a brief remark and thank you for that. That was really, really important for us to hear. I just wanted to say about the data systems you are right on. We need -- absolutely we need better data systems.

As a condition of receipt of federal stimulus money, states were actually required to put those data systems in place. There are some challenges to that. The states are having a lot of difficulty doing that, but that was the design was to get exactly that kind of data that you're talking about.

We're still working with states. We're hoping to move in that direction. It is a critical point that we have those pieces of information. You know, another issues that you raise that has come up a couple times is how do I identify what is working for kids and what is not working for kids and we struggle with that at the department.

We have certain measures that Congress requires us to collect. But that is not merely them. You know, and as Jenelle noted, we have a relatively small staff. So we are -- are craving: What is working? What is not working?

If you have the -- If you've got, you know, if you've got the research-based program that is working, that is improving applicants, if you have an effective program that you know is improving outcomes for kids? Please, please let us know.

We're trying to piece together every means at our disposal to really start to collect and -- to collect this information: What are effective practices so that we can then have some means of sharing that back out.

So, Jenelle, was there anything you wanted to add?

JENELLE LEONARD: I wanted to further address some earlier comments that you made in terms of the suggestions. We've heard it at a number of consultation meetings and listening sessions in terms of how we can better include the Title VII program.

Two ideas on the table; one, to address the earlier issue about superintendents. We have and we're working with a contractor to set up what we're calling superintendent -- superintendent training sessions, one-on-one, where we can pool together superintendents and review with them, using the strong arm of the department.

And we integrate -- review with them what those Title VII funds are to do. There is a supplanting prohibition. And so, once again, when it is brought to our attention, we take action. So I think what we need to do is do a better job of getting the word out to those Title VII coordinators to let us know so that we can respond to whatever issues that you are confronting.

But to be on the proactive side, because we're hearing all these comments, we're looking at putting into place regional meetings, meetings that have the superintendent on the phone where we go through and review with them what are the -- review the exact specifications for Title VII.

Because superintendents come in and they will take out and oftentimes they don't know -- they look at the money that could be used to be directed to some other need that is there.

The other thing too, going back to something Michael said in terms of best practices and models, we heard that this morning as well, we are certainly working to put into place projects or evaluation research type projects that would identify the best practices that are -- that are currently being implemented under Title VII and to be able to share that, share that with the Title VII program coordinator, so that we can ensure that the most effective approaches are being shared.

Right now we don't have a collection of that, but we're working on it so those are things that you can look forward to seeing. I think I hit on a couple of these issues. There are some others that, if you, once this meeting is over, you can give me your information, we can follow up on.

NORBERT HILL: Again, thank you for your comments. I think one thing I just -- that often time folks in urban communities are pitted in an adversary role against the people of their -- even with their own relatives on the reservation and we're fighting over the same nickel and so I think we got to figure out how to solve that problem.

Our next speaker is a member of the Ho-Chunk Nation, director of their education programs.

BARB BLACKDER-MACKENZIE: Good afternoon and thank you for having this session. Appreciate the Oneida Nation hosting us in what was once our aboriginal territory.

WILLIAM MENDOZA: I sympathize with you, Barb.

BARB BLACKDER-MACKENZIE: But it actually brings up a significant point in the sense that with our relationships with the federal government as tribal nations, one of the things that come across as a big theme today is the fact that the tribes have been decimated. We went through Jacksonian Policy. There are lots of pieces that work to dissimilate and acculturate us through these past 200 years.

The difficulty then lay in the determination by the federal government for a self-determination policy. And then into the realm of what you were talking about, Michael, of -- about the history of No Child Left Behind. In fact, it was initiated in about '65 and it appeared to be a GOP (Grand Old Party) agenda from movement away from the result of Brown versus Board of Education more into the realm of overall excellence and that kind of a selling point, but that seemed to be where a lot of Native American students ended up dropping out. So there are difficulties with that.

What I'm about to say is probably more like a list of things than it is anything else. You asked, so here it goes: Johnson O'Malley. I realize it is not under ESEA, but please open -- if you can influence opening the head count, make it an entitlement program to all federally-recognized tribes.

Like Norbert Hill just said, we're fighting each other for the same nickel and our kids are the ones that are paying for it. Right now the way Ho-Chunk funds our program is TPA, Trust Priority Allocation Grant. We're the ones that set it aside for ourselves for JOM.

There are other tribes that still do have a JOM line item. And my hope is that we would all be able to fit back on that path and then open up the head counts to actually reflect our population today rather than what was present in 1995 and have been frozen ever since.

Mr. Lewis, who is no longer here, had talked about the study abroad and the international language and programming things that he does. What I'm very interested in seeing is a shift from the concept of foreign languages into world languages that would embrace all of our Native languages as well. Whether people realize it or not, I'm talking to students who are interested in going to college. One of the big things that are polled is the study abroad program. So if there is the possibility that either American's exchange reservation to reservation or even exchange from American to Canada or America to South America, those types of programs I think would be essential, particularly for those of us as students that are very interested in coming back and helping our people.

More connection to information. This piece I think has been alluded to a number of times today as well. Research money needs to go into a variety of areas, National Science Foundation, Department of Education, BIA, everywhere. We need better data and we just don't have it.

I don't know if it is because we're a small part or one percent of the population of the United States or just what the deal is. We also need money to close the achievement gap through tutoring and adult mentors, perhaps revitalization.

And William was talking about in terms of almost like a job training partnership act revitalization, greater funding in that area.

But also with that area any time that we're talking about the economics of this I really think that there needs to be the Native American preference and justice -- the Indian Justice Act put into play, because we're, believe it or not, the experts on our own population. We've lived it. We love our children. We're vested.

The mascot issue, as JP was talking about that earlier. To me when he was talking about the information, it is a direct loss of identity for our children. They don't know who they are. They have greater affection with MTV than they do connecting with their own household or communities.

So we need -- We need the funds to be able to build in the rigor and relevance for our children to engage in school. This point is more along with what Chairman Gus Frank was talking about in terms of the direct relationship with the federal government.

The tribes need to be able to apply for all the monies that the states can. I have never seen a civics lesson like I have in the past couple of months here within the State of Wisconsin. And I was particularly disappointed when the governor decided to return money that was for broadband infrastructure.

That really affects all of our Native communities especially in terms of communications with one another. In addition to that, we talked about digital divide so there is always the need for our children to learn and prepare for convergence of media of all kinds.

That brings me to the point of STEM. I love STEM, science, technology, engineering and math. And I would further encourage the federal government to put an A in there, so it becomes STEAM by revitalizing this with arts. And that way we can –

With our natural affinity of creativity in artistic works and those types of things be able to transfer or translate that to innovation. So to me that is tremendously important for our children to be able to have that.

Let's see, Chad was talking earlier about economics and venture capital with the small business ownership. Just to extend that point further I would also recommend cooperatives because not everybody has that kind of courage or ability to do capital outlay or access to the funds or what have you to individually take on individual business ownership, but we know that that is the driver. We know that that is the direct association and the direct outcome for education for our children.

So we do want to look at job creation as viable for education. Keep Title I, please. Just because some tribes have some economic success, which Ho-Chunk does with gaming doesn't mean that we magically learn how to read and do math. So, not everything is necessarily socioeconomically based anymore. But that just lends to the complexity that we have been talking about today.

Also we need just an outright special section to improve employment for those of us who are educated. I'm in my doctoral program as well and have had a heck of a time trying to get a job within my community over the past couple years because of the economic downturns.

With that, you know, my suggestion would be to create age appropriate and ability challenge appropriate materials. I could have been doing that the past four years, but that brings us to the big issue, inconsistent funding. We need that consistency so perhaps the three-year grant cycle need to change into a nine-year grant cycle.

One of the excellent programs that I saw recently close was I believe the TEACH program at UW Milwaukee. And that particular piece was -- graduated one of our community members to be the 179th certified teacher in the State of Wisconsin. So we were pretty proud of her when she did that. I would look to see a lot more of that in terms of appealing to Native people to go into the teaching profession.

The last point I would like to really reinforce is the federal government still has fiduciary responsibility with the tribes. And if that means removing all the stops, having the president make an apology to us as Native people. The closest we've come in terms of that kind of apology was with Undersecretary Kevin Goldberg. But the president has never apologized. And I realize it is not directly Barack Obama's fault, and there have been inserts by Congress to potentially have to deal with restitution and so on, but an apology just to start the ball rolling would be nice.

Chad brought up an interesting idea in terms of his background with the Land Grant. Perhaps in thinking about these big ideas one of the possibilities would be to revise or provide from the federal government to state the opportunity for Native American students to get automatic acceptance into our university system provided they accept federal dollars and so on. That would be the leverage key.

But there has always been a concern especially now with cutbacks as to how many of our students will make it into universities and I think that is going to be an even more critical point for us to examine over the next couple years. So with that I appreciate your time. Thank you.

NORBERT HILL: Thank you very much. I really like your changing STEM to STEAM. There is a connection between the arts and sciences. So thank you so much.

Our next speaker is Angela Ward also from the Ho-Chunk Nation. She too is a member of the education department for Ho-Chunks.

ANGELA WARD: Good afternoon. First of all, I would like to tell my elders to excuse me for speaking in front of them today. I'm nervous. I like behind the scene type of stuff.

I am here on behalf of TEDNA, Tribal Education Departments National Assembly. As you stated my name is Angela Ward. I am a member of the Ho-Chunk Nation. I am also serving as the Director of Education for the Ho-Chunk Nation in Wisconsin here. And I'm also a board member of the Tribal Education Departments National Assembly.

I recently came into this in October, so kind of got thrown into a lot of stuff. TEDNA is a national membership organization for Tribal Education Departments which I will refer to as TEDs or as some are calling themselves these days, Tribal Education Agencies or TEAs. TEDNA was started in 2003 by contracts from the U.S. Department of Education.

Over 200 Indian tribes or nations have TEDs or TEAs that serve about 700,000 tribal elementary and secondary students. Ninety-two percent of these K-12 students go to state public schools. The other eight percent go to private schools or the 180 schools funded by the Bureau of Indian Education, the BIE, in the U.S. Department of Interior.

Today, we are pleased to discuss with the department solutions to these problems. Our main goal with respect to the Elementary and Secondary Education Act, or ESEA, reauthorization is consistent with President Obama's goals to invest in the education of our people and reforms that raise student achievement.

It is also consistent with President Obama's mandate that the executive branch work with American Indian and Alaska Native tribes as sovereign governments. In the reauthorization, tribal governance over the education of tribal students should be addressed in three major ways:

One, enhance the role of TEDs and TEAs in all titles of the ESEA.

Two, authorize tribal-state compacts in education.

And, three, increase and appropriate TED or TEA funding.

All of the BIE-funded and state public schools that tribal students attend are served by ESEA programs. The major programs are Titles I, II, III, IV; Title VII, Indian Education Act, and Title VIII, Impact Aid and Title X.

The role of TEDs and TEAs in these programs is very limited or non-existent. For more tribal –

(Adjusted microphone.)

Is that better? All right -- for more tribal students to stay in school and do better in school, the students, the schools and the states need to be better connected to the TEDs and TEAs.

The ESEA authorizes grants to TEDs and TEAs in Titles VII and X, but the funding has never been appropriated. Especially without regular federal financial support, TEDs and TEAs for the most part do not have the ability to do all the things that Congress intended they do to help students and schools. Tribal education codes, policies and standards are not being developed or implemented.

Tribal-state coordination of the state public school and BIE school systems is not happening, let alone coordination within schools of the various federal programs; Title I, Title III, Title VII, Impact Aid, that serve tribal students.

Technical assistance and training is lacking. Programs and initiatives to increase tribal student high school graduation rates and post-secondary school readiness are not available. Most importantly, at this time of phenomenal electronic means and capabilities, accessible and useable electronic data on tribal students is not available or accurate.

The next ESEA reauthorization needs to take action to address these problems and it needs to do that by expanding the role of and better connecting TEDs and TEAs to the students, the schools or LEAs, and states in each and every ESA program.

This is what major reports like the Kennedy report of 1969, the Indian Nations at Risk Report, 1991, and the supposedly annual reports to Congress of the National Advisory Council on Indian Education have been saying for years.

This is, in fact, the direction that a growing number of tribes and states are taking on their own, without any federal mandate to do so, because it is proven to help tribal students.

For this reauthorization there needs to be a critical reassessment of the role of TEDs and TEAs in each and every ESEA program title. TEAs and TEDs are able to do more in education including public school education. The next ESEA reauthorization needs to align all of its programs with today's tribal governance capabilities in education, especially in BIE-funded schools and public school education.

Title I, States, Data and Tribal Sovereignty Curricula. Let's talk about specifics. I was given a whole lot to give you guys. Title I, the Improving Basic Programs, is the largest ESEA program. All 50 states received Title I funding. A large majority, 32 of those states, have TEDs or TEAs.

The reauthorization should authorize TEDs and TEAs, when appropriate, to perform the same function as SEAs within federally-recognized tribal geographic territories. Outside of tribal territories, the ESEA should, at a minimum, require those states with TEDs or TEAs to identify those TEDs and TEAs, meet with them on a quarterly basis to discuss and develop joint strategies for improving education in schools with tribal students served by Title I programs, and report on the results of such meetings to the U.S. Department of Education and the Interior as a condition of receiving Title I funds.

Another important suggestion for the Title I program would be to have states with TEDs or TEAs located within their borders to share in the collection, reporting, and analysis of data on tribal students who are served by Title I funding as a condition of the states' receipt of Title I funds.

This is critical especially where the tribal students also are served by BIE-funded schools, because state student data collection systems are not capturing those students, and there aren't good links between the BIE-funded school data systems and the state systems.

Many tribal students transfer between state public and BIE-funded school systems; their data is not being kept, is getting lost, or is unusable. TEDs and TEAs can help correct these deficiencies. Further, TEDs and TEAs will be able to report comprehensively on their entire student population.

And states and the BIE would have access to tribal student data on a tribe-by-tribe basis, as well as on a state -- statewide, LEA, or BIE-funded school bases. This additional categorization of data would help in analysis and decision making for tribes, LEAs, states, and the federal agencies. Indeed, it would help all the stakeholders. Right now there is no single, definitive, national data-based study on tribal secondary students. Yet another suggestion for the Title I program would be to encourage states receiving Title I –

Title I funds that have TEDs or TEAs operating -- operating within their borders, if they do not already have one, and there are five states that do, California, Maine, Montana, Oregon and Wisconsin, to consider enacting a state law that mandates the teaching of tribal sovereignty in their K-12 curriculum on a regular basis. If a state chooses not to enact such a law, Tribes with students served by Title I funding must be allowed to develop such a curriculum mandate that the LEAs must follow.

Titles II and III: Native Language Curricula and Teacher Certification. Twelve states; Arizona, Idaho, Minnesota, Montana, Nebraska, Nevada, New York, New Mexico, North Dakota, Oregon, Washington, Wisconsin and Wyoming have laws that address tribal languages curriculum and the certification of teachers for these curricula in their public schools.

All of these laws acknowledge the role of tribes as sovereigns in the development and implementation of these laws. The reauthorized ESEA should require the SEAs and the TEDs or TEAs in these states to jointly track the progress made in implementing these laws and their impacts on students, and to jointly report on these matters to the Department of Education and Congress.

Further the ESEA reauthorization should authorize, at least on a nationwide pilot project basis, other tribes to enter into compacts or agreements for tribal language curricula development and provision and teacher certification, and authorize appropriate funding to implement such compacts or agreements.

Titles VII and VIII: Tribal Eligibility or Increased Eligibility as Grantees. In the ESEA reauthorization, for the Indian Education Act Formula Grant programs and for Impact Aid funding, tribes should be eligible or increasingly eligible to receive directly these funds if a tribe has a TED or a TEA and is willing to enter into a compact with the LEA to co-manage and co-administer these funds.

For the most part, LEAs have not been willing to voluntarily agree to such arrangements, and thus, the ESEA should require the funding to go to eligible tribes that then would be required to enter into cooperative agreement with LEAs.

Further, in Title VII and Title X there are authorizations for annual appropriations of up to \$2 million in grants to tribes to develop their TEDs, TEAs and education codes, and to provide or coordinate education programs and services to tribal students.

Although these authorizations contain extremely strong statements by Congress about what TEDs can and should be doing, no funding for these authorizations has ever been appropriated. TEDNA recommends that the reauthorization retain both TED appropriations, through the Department of Education and the Interior Department and increase both appropriations' funding levels to \$25 million to fully incorporate TEDs and TEAs into the fabric of all education systems in this country that serve tribal students.

Finally, a last word about connections. A very useful federal-tribal collaborative work led to the two Executive Orders on Indian Education signed by the last two presidents, Clinton and Bush. And both of the Indian Education Executive Orders required interagency task forces to accomplish implementation of the Executive Order mandates.

This interagency coordination at the federal level is essential to improvements for tribal students. We hope that, as at this meeting, meaningful interagency coordination on Indian education continues throughout this administration.

Thank you for the opportunity for TEDNA to present these views today. We thank the administration for its continued support of tribal education departments. We look forward to working with the Department of Education and the Interior Department and indeed all of the Obama Administration to accomplish the work needed on behalf of all of our tribal students.

NORBERT HILL: Thank you.

MICHAEL YUDIN: Thank you so much. There was a lot there and I don't want to get into all of it, but I want you to know and folks here to know that we have actually a really nice, strong working relationship with TEDNA.

We've work with your ideas and your suggestions for a couple of years now and we're with you, we're doing everything we can to advance the agenda.

ANGELA WARD: Thank you.

NORBERT HILL: Our next speaker is Marian Boivin of the Menominee Tribe.

MARIAN BOIVIN: Good morning. Kind of nervous. I'm a parent from the First Nation Studies. I'm on the parent committee. And I just want to say I'm so proud of Richanda Kaquatosh. She is the most awesome director for the Milwaukee Public Schools. She has been trying so hard to get some stuff for the Native American youth, but she is fighting unfortunately MPS.

Regarding getting teachers that are culturally savvy to what is going on; she has to try to hire with what MPS is saying versus trying to get into the community. I had -- I was on the committee for hiring people and what MPS brought to us, we didn't -- she went out in the community and found some people that I personally would view as a good strength for our Native American men and to –

NORBERT HILL: MPS, you mean Milwaukee Public Schools?

MARIAN BOIVIN: Right, Milwaukee Public Schools. I'm used to that lingo, again, MPS being that.

She is trying to broaden the horizon of the kids. She has done so much as to a reading circle for the kids. She has educated the parents, and I'm one of them, with special education. She has given me the strength tonight to come aboard and say we need help. The Native kids down in Milwaukee need help. She needs help so that she can implement the programs. She is working right now on suicidal prevention program to make aware of.

And I had a nice conversation with the gentleman at the tables and I am just letting them know I hold high education and I have a son. He is 22 years old. He is schizophrenia (sic) and I am kind of

disappointed with Milwaukee Public Schools let me down as to getting him the proper tools, and the parents the proper tools to make him successful right now.

He is kind of -- he has got a strong parent that is an advocate. I will be fighting them even up in adult services. Milwaukee County knows me well, but I'm worried about the parents that come aboard here. I see all the education in here. I don't have as much education as everybody and they didn't –

I didn't know, if it wasn't for her, that this forum was happening. If there were more out there, I think you could hear -- you'll have that little card that you were talking about out there, but they're going to really tell you what is going on. I want to say Thank You College of Menominee. You have hit every component that is -- we are stringing out there as parents and we are looking at -- we got to put food on our table. We got single parents out there, and I am one of them, that have to make sure I have a roof over my head, making sure what we're going to have next.

I'm looking to figure how I'm going to give my sons -- I have twins that are going to be 17 this year and I fight for them too. When I have -- And I have talked to this one gentleman -- when I have a guidance counselor coming to tell me, you know, I have 500 kids and it is just like blowing me off. No. You have a parent that is concerned with education. You are going to teach my son. You're going to find the best way and the best intervention. That is what we're concerned about. You're blowing us off. You're not listening to us. Not listening and really taking heart as to what is going on.

Special education is another -- another thing that I am worried about. Even though my son is out there, I'm in the system, I'm a camp director. I run a before and after school program. I do talk to parents. I do listen. They're afraid to go to teachers. They are afraid to do it, but I will listen and I will try to give you as much resources –

Again, I was talking about community. Community is a key component with working businesses. We've got high school students are out there. We need mentors. We need mentors in all aspects, you know, to come in and show what it is to be a hard worker, what it is to come in, what you're going to need to be successful in the community. And as also parents to be mentor for a parent and not being judged what color you are, where are you coming from or what economic value you have. We need to all be one.

But I really do highly suggest for Title VII to be kept, more funding to get more broad culturally aware things, from being in the respect of coming from the urban to the reservation, making these kids feel all comfortable, you know, not pinning each other against -- I'm coming from the reservation. I'm coming from urban. We all should unite and all the tribes should unite and make everybody feel as one. Thank you for taking your time out today.

NORBERT HILL: Just one second. You talked about your sons, but could you comment a little bit about Indian men and boys. What is happening to them out there?

MARIAN BOIVIN: I don't think they are given the teachings that I have seen and the strength and the respect and the -- Even it's okay to cry. That it is, you know, just the -- just the teachings of what hard work is.

Some of the young youth, and I have seen it, and my kid is one of it, we want to play that game system, the next thing out, but that is not all. That is not all.

You need to get up early in the morning. You need to get out there and show them the things, but the elders need to start passing it down. And I don't see it done. Even I'm sorry for the women. You've got them, the Native women out there are supposed to be strong role models.

And there is one. She is Richanda Kaquatosh. She has gone through a lot of adversity, but she is strong out there. We need mentors. I do believe, you know, mentoring for teachers still needs to be done. You can instill that Native teacher's part of it, but the new ones need to learn the cultural part of it too.

They need to feel strong so that they can be -- and even teaching. I'm sorry to say, to the white teachers as to what it means to be done, what is culturally appropriate. You know, I have had it where I have seen it with my son and I made a comment to a person today. They made a comment, give me your eye.

Why no eye contact? That is not part of my son, so don't hold him accountable. The teacher kept yelling at him. You're disrespecting -- Show me -- Look at me -- Look at me. I said that is not part of his culture. And that there is things that need to be really done and funding coming from a --

I'm a camp director and I'm always looking for funding, and parental involvement is the key. It is the key, but we need to start making them feel like they're worth something. Just because we don't have that education, you need to have some -- you need to give them more tools to make them feel more comfortable.

And I think you need to back up a lot of these colleges and a lot of the programs that are there, the Title IVs and I do like what Richanda did say. You know, as community, what works for one might work for the other and we need to start networking, otherwise we are going to be losing.

We are the stakeholders. And I made a comment the other day as -- I don't want to walk down the street and get my cane knocked out of me, because we have kids that are not appropriately taught (sic). So thanks for taking my time.

NORBERT HILL: Next we have Diane Tigges of Tlingit/Aleut. She is a member of a tribe from Alaska, so thank you for being with us.

DIANE TIGGES: Thank you. I am a product of Indian ed. I am a single mother and I have five brothers. And I am the second of my brothers and sisters to graduate from a four-year degree and the first to graduate with a graduate degree. And for me this is my Peace Corps job.

I make \$30,000 a year, but this is what I love. This is my giving back. I was fortunate enough to have my organization up in Alaska believe in me enough to spend the money on me to pay for my education, to pay for this document I will talk about here in a second.

This is my way of giving back and it makes me feel so good to be able to be here and share this information with you to be able to think that I -- I have an input to something that is so great, that is so moving, that makes people cry when they come up and talk and it makes people like you come in from where you are.

I am from Austin Independent School District and I am the American-Indian education program coordinator. I work with K through 12 kids and what the program goal is science, math and reading. How do we get the kids to pass? How do we get them to graduate from high school?

And for me, it's how do you make it fun to make them want to do it. That is the other part of my training. How do you make them want to come to your programs? So part of the urban challenge is time. How can you carve out time in the day to be able to pull a parent from the kids when they're working -- both are working? You know the story, kids are playing baseball, kids have this activity, that activity.

So that is my current challenge is to say, Come Wednesday night. We have drumming and we have singing. We'll teach you how to bead. We'll teach you how to round dance. We will teach you all the basics. Come socialize with other people.

The program is getting into a role for more people to come, but, again, it is that time issue. I have in this school year 296 kids. I know there are more out there. Trying to find them is the problem.

My job is only half time, so I am trying to run a program by myself and to do everything that I'm supposed to do paper wise for them, but to be able to get out and reach out to the students, I oversee six school districts. And with hundreds and hundreds of acres of miles of, you know, trying to get from one school to another I have to pick and choose which school has the most kids. And that is something that I have been butting up against this year.

Let's see where I want to talk. The position itself -- Let me talk about the program. I did have a parent that came up to me a couple weeks ago and I have been talking about losing funding with some of the parents.

I got a call about three weeks ago and was told that I may get funding pulled because I don't have ten students per school. In an urban setting, I'm not sure if anyone else has this issue, but Austin, Texas, apparently doesn't have that many American Indian students.

And if I lose the programs, the few students that we do have, the few that I do know, we have some awesome students down there. We have Harvard and MIT and some other top schools going after some of our kids because they're so smart.

One boy wants to be a doctor. He is being courted by everybody. I have another student who makes perfect scores on his ACT testing and he is going to be courted by everybody next year when he is a senior. If we lose that funding, that one student that we may help, which is someone like me, you're going to lose that one person.

And I don't know how we can change the legislation to be able to say, take away that number. Take away those criteria on there. It shouldn't matter if you have ten students per school. If they're American Indian, they're American Indian.

I have another girl that joined in and she just became active in the past three months actually. When she joined she did not have her paperwork. After she joined, I advised the parents -- she is adopted -- on how to contact the Nation office to find out how she can get her certification, how to get her papers.

She is now -- She found out a way to do it. She is on her way to get her papers. By her getting her paperwork done inspired the family to do it. So this one incident is going backwards where we influence her.

She influences everybody else and, again, we're looking at -- That is another part that we'll lose. Some of my students -- I open up my program to those who are not even registered with their tribes, as long as it doesn't cost me money to have them involved in something, I welcome everybody with open arms.

One of my students is from a school that is less than ten and the other student is not certified. Those two are my most active kids. The one that is not certified is Blackfoot, but they can't trace back the paperwork.

He is from an alcoholic family and I go pick him up and I will take him home. I will do everything I can to keep him active with me. On weekends if we have -- if he has presentations, I will watch him. So it is important for me if I can give him that small little bit of support that he needs to become like me, I will do it.

I am very fortunate to have a hundred percent control of my program. My director loves what I'm doing and so she says do what you think is right and lets me go at it. And I love it. And everything I do I give it to her. I say this is what I would like to do and she says okay. She has never told me no.

She has been behind me a hundred percent the whole time I have been in my position. She lets me travel, more than I should, but it is here -- She knows I'm making really good connections. I tell her what I do when I go back and she is so proud of me and she is so proud of the program and the things that I have done.

So, here, what little change I can do, I am trying to. When I go back I share, and the sharing part I know that is something that needs to happen in between all of us. We talk about we need to share success stories. We need to share what didn't work.

We need to Facebook, because I am a big Facebook user. I teach Zumba. I don't know if you guys know what that is, but the Zumba network is huge on Facebook. And everybody is, all the time, what works? What doesn't work? Tell me what you think about this, Tell me -- Who buys this? You know, so it is a real big conversation all the time and we help each other out and you feel that connection and that is fostered by the creator, Bayville (phonetic), not the creator -- You know what I mean.

But if we can do something like that for us, where we can talk, if I can get on and talk to Jenelle and say, Hey, girl, what is going on? Let me tell what you are going on this week. Blah, blah, blah. And she can throw me back an answer in less than a week, and then I would be extremely happy. But to open up that communication would be just really phenomenal.

Let me jump, before I run out of time, one of the things that I have been trained on is performance improvement which is the ability to go into an organization and, if they're broken, if they see inconsistencies in our process, then in short I can be able to go into an organization, look at the processes.

What is the gap? What can we do to fix it? Let's try this. Did it work? Yes or no? If it didn't work we'll try something else and then to be able to sustain that success. So that's, in short, what this performance improvement is.

The reason why I bring this is because the International Society for Performance Improvement sent out an issue. It is a group that is international. What they do is they look at systemic ways of improving organizations, companies.

This is the first issue ever that I have seen that focused on schools and education and I actually e-mailed in to the author of this, the editor, and told her I would love to be involved in what you're doing because everything that they are doing is what we're doing.

And they actually have been doing this long enough to do a study. The study has been successful. It was in Georgia. The school in Georgia actually had to pull out of DOE and make it a

charter school to make it to work, because they weren't allowed to be flexible enough to do what they wanted to do, but out of that charter school was this success.

And in real short they started it in 2003. The process changed. And some systemic performance indicators in student achievement, they reduced the achievement gap from 40 percent to 15 percent. They increased graduation rate from 67.1 to 88.7 percent.

In organizational effectiveness, which includes financials they reduced the millage rate from 21 percent to 19.9 percent to reduce taxpayer cost. Student and state (indiscernible) they increased teacher retention and quality 100 percent, teachers are highly qualified. In team learning, growth and innovation, a hundred percent of elementary teachers trained in the reform model and a hundred percent of principals certified in teacher evaluations.

So there is more to it than that, but, how they got there is already spelled out for you, every single step of the way. All you have to do is follow it and they give the hints how to do it. They have the support to do it. They have the organization to do it; I don't see why we shouldn't follow it. It is such a - - The whole system itself is worthwhile. As far as -- I heard somebody talk about how can we train teachers? In -- When I worked up in Alaska, we actually started, at the organization that I worked with a master's degree program through my work; we started out with 30 employees.

Our work paid for our master's degree. Three people graduated out of that group. Doesn't seem very high, but it is almost ten percent, right? We did it and we finished, the three of us, because we stuck together. We studied together. We went to classes together. That's what helped us.

Some of us had to pull along some other people who had issues in some other classes, but that's how we did it. So that is something maybe that when you're looking at teachers, especially in reservation schools, teach them together, where they do have that social network together.

And they can call each other up and say, I'm not getting this. Can you help me? And they can hop across the street or hop across wherever and help them out. And as far as models to be able to follow in order for us to succeed, if we can't find one that we like then why don't we make one.

We can do it. There is no reason why we can't. I would strongly urge video conferencing for meetings if we can't make it, if my funding won't allow me to do it then we should be able to do videoconferencing across.

I know -- and some had talked about with the Indian men and boys. In Alaska, they have and are addressing the issue. They call it The Warriors Initiative. And part of that belief is that way down in here that men are used to being the hunters and the providers.

And in this society they are no longer that. And that is a hard -- That is a hard thing for them to accept, so they're going from that concept on how can we make them successful and still make them feel like they're the hunters and providers and provide them the coping skills to succeed. Thank you.

NORBERT HILL: I'm curious. How do you get from Austin, Texas to Green Bay, Wisconsin?

DIANE TIGGES: The last of my funding. I had to scrape up every cent -- I actually could not attend the Colorado one and I did not see any for Texas and I wanted to get in as soon as I could.

NORBERT HILL: Well, thank you for coming and welcome.

DIANE TIGGES: Thank you.

KEVIN JENNINGS: Diane, if I could ask one more question. First of all, this is a little bit of one of those, what do you call those questions -- planted questions, because Diane and I had lunch together so I already know the answer to my question, at least in her case.

How many of you are actually Title VII coordinators? One of the things that Diane and I talked about was it seems like Title VII coordinators feel very isolated, don't have a chance to connect with other Title VII coordinators.

And I am curious -- when you mentioned the Facebook thing, dah, of course, what a great idea. I'm curious; do people feel like they would really take advantage of networking with other Title VII coordinators? That is one of the things I'm taking away from today is that we don't need –

Plus we've done a number of these, but when Diane was talking about the struggles she is facing in Austin, I just been to Raleigh, North Carolina. I talked to their Title IV coordinator. It is a large urban district.

They have 300 kids spread out over dozen of schools and, you know, this woman much like you is the only person fighting uphill all by herself and it just struck me that one of the things we need to take back and think about creatively at the department how can we -- because -- and I am now out here -- Jenelle gets up at 3:00 in the morning and comes in the office by 4:30 every day now.

I mean this is the hardest working woman in show business. And she will get to your e-mail within a week, I promise you. But how much more powerful would it be if people could talk to each other instead of it being just a one-way conversation from Title VII coordinators to us.

Because I bet whatever problems you're facing in Austin somebody in Green Bay probably has faced as well or vice versa. Whatever problems you're facing in Austin schools, somebody in Green Bay goes, I dealt with that two years ago.

One of the things I'm just struck by the consistent under enrollment of kids in Title VII. I know for a fact there is more than 300 in Austin, Texas. I know there is more than 300 in Raleigh, North Carolina. That is statistically impossible that that is all there is.

And somebody out there has figured out how to do this, do a membership drive. I think one of the things I'm taking away, to find out, to networks Title VII coordinators so they can help each other better because I think that there is tremendous talent in that network.

It is just so isolated, that people feel so isolated. Also I am really worried about burnout because people are, like you, you're half time, the only person in your district and sounds like you have a supportive director, but people are carrying this ball all by themselves, no colleagues, no support, no interest in a lot of cases and that's a recipe for burnout.

It is just all it is, so whatever we can be doing for the department, we have any idea, Facebook, conference calls, videoconferences, whatever you have, we'll give it a shot.

NORBERT HILL: Thank you. Next speaker is Carrie Pasterski.

JENELLE LEONARD: Actually I was pointing to Michael so that he could follow up with ideas that we're thinking about in the department. There is a big movement in the department to establish the Community of Practice.

And one of the things that we were looking at was establishing a community of Practice for the Title VII coordinators and to really pull a working group together to guide the department in terms of

what would be the target areas of discussion, to let you build that for us, to give us the guidance as opposed to our having a solution.

And even given Facebook or some type of social networking tool would work. That's what we need to go on and really pursue very strongly and to see what a community of Practice would look like to better support the Title VII coordinators.

NORBERT HILL: Carrie

CARRIE PASTERSKI: Carrie Pasterski, P-A-S-T-E-R-S-K-I, with Green Bay Area Public Schools Title VII. I came today, in talking with my parents, a lot of what they are talking about that they would like to see in the school district is accurate history, culture and language in the curriculum and every grade level where our district is successful with a lot of partnerships, reaching out to colleges, community organizations and the tribes, finding speakers and resources especially when you're talking about the language is very difficult.

It is a time constraint because there are so few of them and so little time in a day. We have been bringing our middle school students out to colleges like, for instance, St. Norbert's, where Randy Cornelius who did our opening this morning is teaching them language and culture and getting our kids at a very young age interested in learning and through the setting that we want them to get to and attain.

And there are some -- the one thing that our parents are saying and that a lot of even teachers are saying is they're not -- they're not trained. Our teachers' trainings are imperative to the success of our students. And we are trying to address that in our district.

But there are some very innovative things going on in the State of Wisconsin. And, unfortunately, J.P. had stepped out so maybe when he gets back we can talk a little bit. I would just like to touch base on a few. At UWGB have the First Nations program. Dr. Lisa Poupart is the head of that and she actually has -- is addressing the issue of Act 31 in the schools and having the teachers prepared when they enter the school district ready to teach. She has -- what she has residence in elders -- she calls Residence in Elders where elders come in to the school.

I believe it is four days a week and are available to people that are in the teaching profession to come in as a valuable resource to them. There is also the First Nations traveling resource center that JP was very critical in helping to establish that. That is of use in Wisconsin.

All schools that are -- they're readily available and read to go to help any teachers that we have taken advantages of in our district and also J.P. Leary has a summer institute that he works and everybody got their papers today. I hope that for teachers that they can take advantage of that.

He has been doing for a number of years, but I believe it was the last four or five years with the Oneida Nation and with the First Nation to teach teachers. And I know they take 75 teachers every summer and it is a week long course and our teachers -- Our parents are saying we really need our teachers to be taught and that is what we're kind of trying to focus on as well.

But if I could have JP speak to Act 31, some of these things that they are doing with the traveling resource center and the summer institute I think that would be important.

NORBERT HILL: That's your segue.

J.P. LEARY: I wanted to make sure I had the all clear before I jumped back in here. Yeah, as we heard a little bit go from Angela in the TEDNA presentation, Wisconsin is one of five states with statutory requirements for instruction in the history, culture and tribal sovereignty of the federally recognized tribes and bands of the state which there are eleven in Wisconsin.

Within social studies, and I always stress it is at least social studies, but social studies and not only social studies. We're not confining ourselves. Instruction must take place at least twice in K-8 and at least once in high school. And in order to ensure that we have a crop of teachers that are adequately prepared to provide that instruction, there are requirements for a pre-service teacher licensing as well. And that comes about through the program approval process, so when the state goes through and approves the teacher education programs, we ensure that they're meeting their statutory responsibilities to provide instruction in history, culture and tribal sovereignty themselves.

It also applies to those who do an initial teacher education program outside of Wisconsin. Should they come and accept a position here and seek a license to teach in Wisconsin, they must receive that instruction as a condition of becoming a newly licensed educator in the State of Wisconsin.

As we think about pre-service teacher education, the law simply says receive instruction and we're a local controlled state, very difference than a state like Texas where most of those decisions are made at the local level. Same is true with teacher education programs, so we see instruction happens in a number of different ways.

And as Carrie mentioned, UW-Green Bay is really one of the models in the state. With the Center For Education of First Nation Studies, they have a very important peer-to-peer voluntary professional development program where faculty in First Nation studies work with faculty in education, in history, philosophy, English and social work to help them infuse First Nation studies content into their regular courses so that the teachers, the social workers and just the other students then who were preparing to be, I guess, successful workers and adults in our communities understand some of the basic things that they need to know.

As Carrie mentioned, there are four Elders in Residence at the Center for Education of First Nation Studies and it is -- They're learning some really important things. University of Wisconsin Madison within the last couple years has also started something called the American Indian Curriculum Services where they provide services to faculty and graduate assistants teaching these courses in order to help them infuse some of the American Indian studies content into their coursework for pre-service teachers.

We also do a lot of professional development. As Carrie mentioned, there is something called the First Nation's Traveling Resource Center and I kind of think of it as the Indian bookmobile. We'll come with books, workshops and often an elder or two and we will come to your community and it is free of charge and this is independent of the Department of Public Instruction.

This is sort of the project by Carol Armour, who used to teach at the Lac du Flambeau Elementary and Indian Community School in Milwaukee and Carol is back at home in Berkley but this is still kind of her legacy in Wisconsin. It is, again, free of charge, but we will accept donations to help defray costs. And we're looking for a van, so if you got one, let us know. I'm trying to get from place to place.

One of the other things I wanted to mention, since it is part of the umbrella conference that happens here, is the CREATE conference, Culturally Responsive Education for All: Training and Enhancement. They're having a workshop down the hall called, "Beyond Diversity."

And I will be doing a section on Thursday, so stick around for the conference on Thursday. I am doing a section called, "What We Know and What They Need," helping educators take a critical self-inventory of the skills that they currently possess versus what their students are needing from them.

And there is the American Indian Studies Summer Institute. I thought I would really push my program. We do keep it small, as Carrie mentioned. Part of the idea that we're going to be really real with each other and we're going to have some difficult conversations.

We need to have a sense of community and in our experience, over 15 years of doing this, everyone has to be able to know everyone at least a little bit. And we have people working in self-selected small groups every day.

So we're pushing content for three days; Monday, Tuesday and Wednesday. We do a reservation tour on Wednesday, but at the end of every day those self-selected small groups do an exercise we call clarify and apply.

So figuring out with each other, What does this mean? What I learned today, what does this mean? What does it mean for me? What am I going to do with this when I go back home in whatever context that I live, learn and love and whatever else back in my everyday life?

The last two days are part of a very highly differentiated instructional process. It is called the division into action process. We have to come up with a long-term goal. What am I going to do with this stuff? You can say, gee, that is nice. That is not enough. We're supposed to be taking action upon what we've learned and we help them kind of flesh that out and, again, take inventory.

What do I have currently? What else do I need to know to make this happen? And then we help them come up with an action plan, backward map from that road to What am I going to do tomorrow after I leave here? What happens next? I can go on and on. Give me the two-minute sign about the summer institute but, again, thanks for the opportunity to get that plug there and thanks for including me.

CARRIE PASTERSKI: And we're lucky that our teachers can attend. But one other thing the teachers wanted me to talk about is transportation. That is an issue. Even being as close as having Oneida seven miles away or Menominee Reservation 50 minutes away, it is still difficult even to get back, whether it be for a doctor's appointment or community gathering or whatever is going on.

So we reach out and try to bring the community members here which it takes a lot of -- as far as time commitment from people and money and, you know, everybody says -- parents say we can always use more money. They say bring it back. We need more people. We need more workers.

And we are really working hard at closing the achievement gap and getting students to be where they need to be? And that they would like more money if possible. Wouldn't everybody like that, but our, you know, our kids are important. They want to make sure that the schools are doing everything they can and that they appreciate what we're doing in this district but there is always more than can be done. Thank you.

NORBERT HILL: Thank you. I'm out of my list here and I'm going to invite anybody else who hadn't signed up to come forward and share a few words if you wish.

DANIEL SMITH: I'm tired of sitting down so I'm going to stand and speak. I appreciate what everybody had to say here today. We had a lot of good comments here. And my main thing here is Title VII. I have a very, very big problem with it, with our school district, with the office of education.

We have complained. We have never gotten any results back. I have been in this position 15 years. I have been fighting for this program for a long time. I get the same results. As long as the school district is doing what they're saying on their grant, they're in compliance.

One of the big issues I have is that the school district that we live in has two tribes in it so they write the grant for both tribes. The school district has no parent committee. We have asked about that. I received a letter -- I received a comment back from the Title VII school coordinator in the one district that came from, back then, it was Kathy Martin, saying that we didn't need to have a parent committee to approve any program. I found that very disturbing.

So this school goes on and on even today doing what they want and not listening to the tribal input. My thing is with this parent committee. I actually called out to the office of education, department of education to get clarification on this. I still have not received an answer.

It gets frustrating because one tribe gets to use all the money but yet they're using our head count. Is that fair? No, it is not. They aren't taking in any consideration of what this tribe wants to do. They do not want an after tutoring school program. We fund that ourselves now.

We just happen to be one of the tribes that hit on the gaming and we can afford these types of programs. So we have a very good tutoring program that we fund ourselves through the tribe's dollars. The school district has a -- has a tutoring program but our children don't go to it. They go to the one that the tribe sponsors.

We have asked about the 506 funds. Mr. Garcia at one time graciously told us that is none of our business, because it is confidential. Well, that's fine, but who certifies these, that these are Native American children in these programs?

We haven't gotten an answer on that either. So here we sit again. They're getting funding from the department of education on numbers that are not certified by this tribe. So someone must have said something to them, though. I have to say that, because now they want us to get all the 506 forms.

How can that be now? Where is that protection that you are supposed to be giving us or even them program dollars?

I don't know. I know a couple weeks ago someone hung up on my phone but they said they were on the Department of Education Title VII office and they had a complaint. Never said their name, anything. And the message went dead, was left on my message machine. But these 506 forms -- we -- you know -- we didn't know if these kids are our children also.

So is the school district in there just putting names on there because the same families go to school there year after generation after generation and these are all the same names there? Where is the oversight on that?

Is this school district out of compliance? I would say yes, but we read the law and interpret it. The way I see it, the school is grossly negligent in this program. No parent committee. Last year they

seen one of our tribal members walking down the street: "Excuse me? Did you know that we're having an after school tutoring program? Do you like that idea?" "Yes, I do." "Oh, can you sign this?"

That's how they got our signature. That's not right. When in 2001 we received a letter they were going to do an audit on the schools TP for the parent committee. To this day I don't know if they did because when we asked the school district, where are the TPs for the parent committee? We got sent a discrimination policy.

So that was 2001 we received that letter. How do we know what goes on when things like this, that involve tribal people -- Tribes need to be notified of any kind of results that come out of these reports that you are supposed to be going out to. We have to report to you every time we spend money. It should be the same way with you reporting to us that you found some discrepancy in these programs.

Because it really, really gets me mad. Here we are. We are -- We're talking about NCLB. Our children are left way behind many, many years. We're way behind. The school district that is doing this to us is behind another school district that I work with. We're 20 miles apart. I can pull one child from that other school, put it in this other school district. They come out. They're two years behind the student that's in the other school.

These schools are granted in the Wabeno school districts. It is like night and day and they say they're helping. More oversight on Title VII would help tribes. You wouldn't be hearing a lot of these complaints about things not getting done.

And I think that there should be some -- also some kind of training parent committees. When parents get on these committees, they're, like, I'm on a board, but what am I actually supposed to do? Then when you try to explain it to a person they say, okay, but they actually need training and that would be a good thing.

You talk about networking with these Title VII coordinators. I think it would be more important if they had Title VII conferences for the parent committees. Not all people want the same thing. We have four, five people talking for, what, maybe a 15,000 member tribe?

It is not getting out there. We don't know what everybody wants. We're lucky. We have a small community where we know what the people want. We can -- We got better communication with our tribal members. But, you know, this is one of the things that I, you know, I have been writing down here and, you know, like I said, 501 forms is the biggest thing because, you know, they're Title VII coordinator sends me out a whole list -- a whole packet of 506 forms.

Says, "Have your home school coordinator deliver this for me to the parents." That's two tribes. How am I supposed to do that? So that's one of the things we need to clarify is that when a school district applies and has two tribes serving it, they should be applying two separate grants and not using one parent maybe to sign off on the whole -- whole plan.

So, you know, this is how it has been a big deal with me in this school district. By the way, ma'am, my name is Daniel Smith.

The other thing we need to talk about, Johnson O'Malley. I have heard it here many, many times today, funding. As Barb said, these numbers have been frozen since 1995. Back in 1995 between the two school districts that we serve -- had served, we had a population of 85 students.

Our numbers haven't changed, but yet our students have. Now we have over 300 students in both the school districts. How do you fund anything with 85 -- funding for 85 students? That was one of

the things that came out of -- because that's when our after school tutoring program, instead of using the Johnson O'Malley dollars to pay for a home school coordinator, we paid for them ourselves and let them -- let Johnson O'Malley people do what they have to do with their little -- I think one gets 1,900 and the other one gets about 2,500, if that.

And we have a reading program that we started and we, you know, we bought some programs with it. But we still had to be supplemented by the tribe. We have a very successful reading program that we started six years ago, an after school reading program that we started and in the Wabeno School District.

This is how it differs in between these two school districts. Crandon -- I tried to put the same program in, they refused it. They didn't want nothing to do with it. They refused me. I took it to Wabeno. They bought into it. I have another program called Bumpa's learning that I got in the school, because they're starting to go virtual desktop, this is a compatible program.

After school tutoring -- or after school reading program, my daughter was in kindergarten so that was my measuring point there. By the time she hit fourth grade, we were looking at the reading scores in Wabeno. They were 15 percent lower than the State of Wisconsin, all the State of Wisconsin. When it hit my daughter in fourth grade, that category jumped ten percent higher than the State of Wisconsin.

So we do some stuff, but we need the money and resources from all these programs to be able to be effective for our children. We are now working on a math program. We are working on a science program with them. I like the one out of the office of Indian Education, their little website.

Our science teacher uses some of that stuff. Culturally appropriate lessons work. Knowing your culture works. It does. I heard this mother from Milwaukee talking about how we've lost it. I can almost give you a time when we did start losing that. That was in the 1960s.

If you go back to 1960, many of us were young, my brother, me, who did the disciplining to us? Our aunts and our uncles. But after they started changing the laws for child abuse, it became a threat of our children to say, you touch me, I'm calling the cops on you, because of that law.

We started -- That started going down. Even today I can't yell at my nephews and nieces the way my uncles got after me, because that is who was my discipline. Culture is always going to be important in the Native American life. If you know your culture, language, you live in harmony they say. We need both.

Language program, we were grateful for the State of Wisconsin to take our gaming dollars and start a language revitalization program. The Wabeno school district applied for that this year, this last year. And they said how do we want to do this?

I sat down with her, I said, you know everybody wants two years of language or culture and language to graduate. I want ours for four years. So we're looking at that now. Language for credit for graduation. It will meet their need for graduation, but that is the kind of cooperation. And our children are really taking to this knowing that they have language in their school district now.

But we do need funding for Johnson O'Malley, more funding than what we did get, what, \$12.1 million a year. We need ten times that to satisfy or even be close to helping all the Native Americans in the United States, so I thank you for listening to me.

NORBERT HILL: Thank you.

MICHAEL YUDIN: Thank you, sir. I sincerely appreciate your comments and remarks and we clearly have some work to do at the department. We will do our job. And I appreciate your comments and suggestions. Thank you.

NORBERT HILL: Anybody else have any comments? Please step up.

WILLIAM MENDOZA: I just want to add to that part -- our e-mails are really easy and forgive me, my colleagues, for outing you like this, but you take our first name and our last name and you add@ed.gov and that is our e-mail. So you know a lot of these concerns, you know, please feel free to e-mail me at any time. And if I can't directly help myself, I can certainly be glad to reference the appropriate people for many of these concerns.

MICHAEL YUDIN: Yes.

NORBERT HILL: I see many of you have discovered the popcorn. One of the gifts of the American Indian is popcorn. I'm not sure about the Kool-Aid, but the popcorn is. Please go ahead.

DANIELLE TUBBY: My name is Danielle Tubby. I'm a Title VII coordinator for West De Pere. We have about 250 students in our district. I had a couple things that I wanted to talk about. As far as the Title VII grant funding, I guess one of my main concerns was the stipulations on how you spend your grant money as far as when we talk to our parents every year is a concern of transportation. Our school district is -- sits on the reservation and so a lot of our kids are rural. They live rural, but our schools are kind of in the Town of De Pere.

And we have a great summer school program that we do every year, but because our kids live about 20, 25 minutes away and transportation is not provided, a lot of our kids are not able to take that opportunity. And those that really need the enrichment from math and reading are kind of –

Our parents are caught because, Do I give up my lunch hour to drive my kids 20 minutes and come back to work? And who is going to pick them up, that kind of thing.

The other thing is as far as spending food for -- or money for food, which is huge in our community, it is part of our culture. A lot of times when we do parent meetings or family gatherings or community gatherings, you know, we do like to provide food and so, you know, taking a look at those things and being a little bit more flexible because those are what would make us successful in being able to provide more opportunities and to be able to have more meetings.

And, you know, a lot of times when we do our meetings, they're after school, five or six o'clock at night when parents are done with work. They can pick their kids up and bring them and then we would like to provide a meal, so I guess flexibility is a huge thing that I would like to see.

Also something that I have noticed this year and previous years is that when we're putting in our data, you know, we are looking at data for science, reading and math and I have noticed that in the last couple years there has been a drop with language arts with our students.

And then actually I just recently started collecting the data to look at social studies, to make sure that our kids are still performing. They usually perform better on social studies assessments so looking at that. Our district is looking at infusing more Native American history and culture through the curriculum and we're doing that through social studies.

And right now we're meeting to go through social studies curriculum right now. It would be nice to see Title VII being able to look at that. And what we're implementing in that is actually engaging the kids and reflecting in their test scores. So those are kind of things that I wanted to talk about as far as the grant.

There has been a lot of discussion in our community about the vanishing blood quantum. You know, a lot of those talks are coming about. So I kind of just wanted to give you some food for thought about how that is going to play out with counting students in the future. You know, because a lot of tribes do struggle with the language vanishing and now we're looking at the blood quantum vanishing. And eventually it might get to a point where seven generations are maybe not even direct decedents anymore, so how are we going to address that as far as Title VII?

I guess one of the main struggles that I have is I work with elementary kids primarily, but I also work in our charter school which is a lot of kids who don't fit into the traditional classroom setting or school setting and they're in our charter school which is a project based learning.

But those kids are also socially struggling and so a lot of times I get called for students who have attempted suicide and the school doesn't really have the tools on how to handle those kinds of situations. And I would like to see possibly more cooperation with other programs as far as more possible resources or funding to bring together the school and the human services aspects to implement some things in the school.

Other than, you know, they talk a lot about, like, family change at the elementary. They talk a lot about drugs and alcohol and just say no and all of that, but I'm seeing my own elementary kids getting exposed to those things sooner. And I think if we could do more intervening earlier, more intensive intervening earlier, that might help with graduation and keeping those kids college bound, so that they don't –

I mean you know, all kids, they experiment, but typically when they get to middle school they're exposed -- they're self-medicating. That is when you start to see them take the wrong path. And it is really hard to try to get them college bound when they're having all home issues and they're self-medicating so just some food for thought as far as collaboration in the future.

The other thing is that a lot of our students are coming in on medication for ADHD and a lot of our kids are coming in with -- underneath an OHI (Other Health Impairment) label for special education. And when we look at their IDs and what they're coming in, you know, everything, all the paperwork that comes with, they're pretty much ADHD and medication.

And I've actually seen an increase in that in the last couple years which has shocked me, because I'm not seeing a lot of EBD (Emotional Behavioral Disorders) kids coming into the schools. It is OHI, so that is a huge concern of mine. And the last couple years I have seen an increase in my students that are being put on medication and I don't think necessarily -- I think that there is a lot of stuff going on but I think a lot of people are too quick to try to quick fix that or mandate that so they medicate the kids, and that is a huge concern of mine.

Because now with the kids going to adolescence, it is so easy for them to find pain pills and Adderall and Ritalin. The access there is so much more easier in Indian country and now you're seeing prescription drug addiction up. So I'm not sure -- I guess that would be more cooperation with human services and whomever.

WILLIAM MENDOZA: Can you expand on the acronyms that you used?

DANIELLE TUBBY: OHI, Other Health Impairment. EBD, Native Americans -- well, in our district we are over-identifying Native American students for EBD, Emotional Behavioral –

WILLIAM MENDOZA: Disorders?

DANIELLE TUBBY: Disorders, yes. And the other thing is when we talk about LD I'm seeing, which can lead me into the next point, is I'm seeing a lot of processing when I'm sitting in on IEPs, the testing has been done. A lot of processing is coming up that our kids are not processing the information fast enough. And so that culture responsive part kind of jumps in and I think as somebody had mentioned earlier that the educational system is not set up for our kids, so we'll put them in special ed because the classroom is too fast-paced for them, kind of like a quick fix.

Well, they're kind of borderline special ed, you know, they're going to get what they need even if they don't get it in the classroom which is a concern. I had a teacher bring up last year that as far as the WKCE (Wisconsin Knowledge Concepts Examination) and the MAPS that our district are doing, the MAPS assessments, our kids are not performing well on MAPS.

They're performing better on WKCE, but on the MAPS is a computerized test and I don't -- as far as our people being an oral-based society, I don't know if that is a culturally relevant assessment for them. And a lot of times teachers are, "I know he knows that stuff. I will pull him aside and give him the test orally."

And the child passes but because he can't perform the assessment on a computer or in written form, they don't -- There is no balance there, even though they know that the student can do it orally and pass with flying colors, you know, the I think the way that the assessments are given carry more weight now. And I don't know if that is culturally responsive to our kids. So that is another thing.

We have some really great people in our community who like to come and work in the school with our kids who are very much needed and they're being held up by background checks. You know, role models maybe that have made mistakes 30 years ago that have had their treatment, you know, paid their dues, and want to now come back and work in this area and are not allowed to.

That's a huge frustration of mine is that we need to maybe look at that, you know, I know that there has been some things that have happened in other communities where a background check should have been done and wasn't. But if someone is forthcoming with their past and is a great resource to our district, I think those are things that we should be able to have a little bit more flexibility with who will bring a lot to the table.

And, you know, administrators in our district have worked with them or vouch for them, but because of their background, they're not allowed to work with the kids in the school which I think is a disservice. As far as post-secondary I have -- last year I focused on community in my program, going out, making relationships with communities so I could do referrals for families and things like that. This year we're working on the professional development and I am shocked at the newer teachers who are coming in who I assume have had some sort of background knowledge and have nothing.

I think this is mentioned and I didn't really understand or we need to talk about it more in depth so then I'm, wow, we have to go, "Where does it come from? And how does it impact you as a teacher?"

And, you know, a lot of it has to do with federal policy that affected our people and there is no knowledge.

Teachers have no knowledge of a lot of federal policies and even being able to understand Indian Education Act 31, you know, all of the other things that affect education and being able to teach the kids about that as well so that they know what Title VII is there for. They know that they have -- where the funding comes from and why -- and the history behind that I think is important for our teachers to know as well.

I think one of my biggest frustrations as a Title VII coordinator is, you know, we talked about the isolation and the lack of support which I think is huge. I feel isolated a lot. I go out -- I mean I am a community member from Oneida Nation. I go out. I go to all the trainings as much as I can.

I bring stuff back, but then it doesn't go anywhere. So I kind of feel like I'm stuck and I just would like to maybe see an initiative passed down, some sort of encouragement for state superintendents to pass down to their superintendent who pass down to their administrators.

I would like to see more of those people at things such as this, the CREATE conference, winding the circle, which is in LaCrosse every year, which is a great conference to actually know what some of the issues are in Indian country and how they can, as schools, kind of get passed that linear way of thinking to a more holistic approach, and not just looking at access, but looking at home, looking at community. That kind of thing.

I think that was about it. I think I was talking to someone back there who talked about burnout and she had mentioned that the burnouts come from not only advocating for our students, but advocating for ourselves as well, so maybe a little bit of a supportive initiative, because a lot of times if you don't have that strong PhD background behind you, your voice really doesn't carry as much as we would like it to. So that's all I have to say. Thank you.

MICHAEL YUDIN: You said a lot of very important information. I would just love to hear from you, like, What is working? What is good for you? What is some of the best parts of your programs?

DANIELLE TUBBY: I have been in assistance since 2005 and it has been a constant innovation process for a lot of self-reflection. I started as a tutor, kind of evolved into this home-school liaison and so I think the biggest thing with me really with being successful is relationship building, strong relationships with my students, strong relationships with the community, strong relationships with my family, with my parents.

I feel supported by them definitely. You know a lot of people -- I guess relationships is -- constantly pushing yourself to educate yourself on what else is going on, what everybody else is doing. That because I can bring that forth and kind of put that on the table and say, well, this is what so and so is doing and maybe we should get on board with that too.

Because I want to be proactive, not reactive. That is what I say a lot in my position. You know, I feel blessed because I have great relationships with family and students. And I feel when you get that support, they push you forward. They will stand behind you. And your voice and their voice together kind of push things forward.

It has taken a long time. But I have gotten there and then, you know, I have other mentors that I work with, other cultural mentors, other people in education, but I'm constantly looking at and trying

to -- I always like to push the envelope. I know this is the way we've done it, but I would like to go this way with it and just try it. And I always like to pilot stuff. Let's pilot it. See if it works and a lot of times it usually does and I think that that has happened because --

MICHAEL YUDIN: Can you identify one thing off the top of your head?

DANIELLE TUBBY: This year we piloted professional development for our teachers. This actually came based off of a technology person in our district was doing these Tech Talk Thursdays and she would have a new website. And the teachers would come down for five or ten minutes and she would navigate the website and say this is how you can incorporate it in your classroom, so I was thinking about that and I wanted to piggyback on that and I want to bring Native American awareness topics up and give my teachers that background so they can infuse that into the background.

We did this this year in one building we got us into talks for new teacher training, you know, and it helps strengthen those cultural relationships with the community so I do some training. I bring in other people from the community to also do training.

We do it once a month for about 45 minutes. You know, the teachers go to that stuff, but they really need that. I don't know if they're encouraged all the time. We can do this for the teachers. We can do that for the teachers.

How about we bring this person in. And I get, "We can't mandate them to go. If they want to go, it is on their own time." So we kind of have to work around those things. But, you know, what we have done so far has definitely shown that there is a need there, that teachers want that.

Because they sometimes feel that teachers don't get a voice either as far as what they need and they don't want to admit, I don't know anything about this, and I'm expected to teach it. So it is still a work in progress but something that has definitely paid off.

MICHAEL YUDIN: Thank you.

WILLIAM MENDOZA: Not to discourage you in your work or anybody else's, I can totally acknowledge and understand what you go through at the school level to not only teach, but help perpetuate the trust responsibility and the breadth and depth of history and policy that goes along with that.

But we do that. All of us here from Ed have some of the highest decision-making levels in our country. And so we're doing that with masters and PhD's and people that have been in this policy game for I'd like to think centuries.

I mean that truly is, you know, frustrating but it means so much to Indian education and our identity as a sovereign nation. When you hear other people who crave for their language and hear tribal leaders talk about the importance of our trees and that those stories and processes need to be told and taught.

It is precisely that connection, that relationship, you know, that kind of creates that bond and luckily we have that. And that is what makes us unique and that is something that has to have continuity to it across the state.

And I think this is actually an educator from this neck of the woods that talks about trilateral relationships between states, tribes and the federal government. And, you know, that's where we see

when those three entities are communicating with the community. Then we see the strides really happening and helping, you know, serve our future generations and our existing generations. We then bridge those generational divides given the location and blood quantum divides, so I just wanted to go over that as the encouragement to you in your work and that we deal with it on this level too and that is very validating for what we do and so that has to happen simultaneously in important and meaningful ways. More eloquently and simply put, thank you.

NORBERT HILL: Thank you for your thoughtful comments. I have to do something here. A lot of us are going in and out we forget our court reporter is on a machine and she needs a break and so we're going to take a five-minute break. Gus has a comment to make and then Assistant Deputy Secretary Jennings will make some closing comments and then we will do the closing prayer so hang in here with us and be back in five minutes. Thank you.

(Brief recess held.)

NORBERT HILL: Okay. If we can get started again, please. Before we took a break Gus had his hand up, so I wanted to get back to him, didn't want to forget him.

GUS FRANK: Thank you. Again, as Chairman from Forest County Potawatomi, Gus Frank. You know, my brother he is right to be gone for these meetings. I don't come willingly. I come reluctantly. He drags me with him. Anyway but, I guess, you know, everybody in all the remarks and people that had the concern about Native American culture and environment, and just talking to my brother and I said, you know, it is not like we should have asked here for us to give -- ask the department, but we should ask them to give an order to the recipient of Title VII that if you want to be a recipient of Title VII there are going to be some requirements.

One of the requirements or two of the requirements or three of the requirements should be, number one, that you have to come to a couple of these meetings a year. And number two that you show that you're in compliance with the requirements of the grant, and number three, that the tribe should be able to come and take a look at your books and see where the heck the dollars are going and see if they're being well spent.

That is not too much of an order from you guys to tell them, you want assistance. These are some of the things that you require and that you want from the tribe. And I think that young lady over there that last one that got up and said that some of them teachers they think just because they got a certificate to teach that they're learning is all over.

They know very little about Native American. Watch too many John Wayne movies, I think, Gunsmoke. That is not us. It is far from it. And I don't know how much of the folks here had an opportunity to watch Native Pride by a lady from North Dakota. She he had a public broadcasting television and she had these professors and when we showed them in our school districts the remarks that so many educators made actually floored me.

They said we didn't think Indian people could articulate that well and were that educated, that had doctorate degrees, because that's who she gave them and they were Native Americans represented

us. I would like to ask for this consideration, and one of my other asks -- and I know some of the tribal leaders we've been trying for this here is to have a central Indian office so we have a one-stop shop.

You know, sometimes you have to go find the money under some other shell, you know, you got the Department of Agriculture. Why is Indian education, when the kid's over there, they got to ask agriculture. You have all of these departments, all of these little tidbits of money. It is hard to find them. If you had a one-stop department of Native American -- I don't want to say Indian, because not Indian, but Native -- indigenous people.

I want to say thank you to the Oneidas for their hospitality and I want to thank the veterans that brought in the colors, both of them for us. This young man right here, William Mendoza, happen to know his dad, know his dad and his grandma, and they taught him right because I got up and he asked me if I wanted some pop, because he respects his elders and that. Go ahead.

NORBERT HILL: Thank you. It is just nice to have a tribal chairman have one of the last words. The other thing is that we get meetings like this and we learn what is broken but we forget to mention about what is working. And there is an enormous amount of work that all of you do and a lot of success stories that we forget to share. We expect those to happen, but let's not lose sight of it because there is a lot of good people out there and there is certainly a lot of room for improvement.

I want to introduce at the end of the day somebody that spoke early on, but introduced himself as a first generation college graduate, Kevin Jennings, who is the Assistant Deputy Secretary of Education, Office of Safe and Drug Free Schools, he was appointed by Secretary Duncan in 2009 as the assistant deputy secretary, but when you talk about safe schools for us, it is not just safe physically. It is being safe culturally. It is being safe psychologically and it is being safe intellectually. So our kids are assaulted on all those four areas. It is just not about going home with a black eye, but just you can damage a child in so many other ways. Kevin is the first career educator to hold the position that brings to the role 25 years' experience as a teacher, writer, leader, deals with K-12 and civil rights.

He was not only a first generation college graduate out of his family, but he also got his undergraduate degree at Harvard so he is not chopped liver. He taught kids at K-12 in the high school for ten years. And sometimes, you know, I have worked in Washington, you see bureaucrats who wouldn't recognize a student if they saw one. So it's nice to have somebody at your level that has hands-on experience in the classroom.

He taught high school and served as the faculty advisor for the nation's first Gay-Straight Alliance Student Networks, but also founded the Gay, Lesbian, and Straight Education Network in 1990. If any group of students that get assaulted more than anyone else, it is that group of students who are different.

Launching his life's education he ensures schools are safe places where young person can focus on learning. If we don't have a safe learning environment, kids, children will not learn.

In 1995 while teaching to become the first founding executive director, the position he has held for 14 years, He was named in 1997 to Newsweek magazine as one of the 100 people to watch in the new century. He's got a master's degree in interdisciplinary studies, 1994, from Columbia, earned an MBA.

He has written six books. This guy is hot stuff, had a movie in the Sundance film festival, has won numerous awards so we're honored to have him to take time from his day to sit down and listen to

us and listen to Indian people from around the county and I want to say thank you and appreciate if you'd have the last words to summarize our event today.

REVIEW AND NEXT STEPS

KEVIN JENNINGS: Well. Thank you. Mr. Hill. Let me, first of all, begin by saying that the honor -- You're not honored to have me. I am honored to have you. Let's get the order of things correct there. I would say in my two years on this job the greatest gift I have to gotten has been the incredible warm reception and the education I have gotten from Native people across America from Alaska to North Carolina and many states in between.

So I just want to thank you for your patience in educating me. Let me also pick up what Mr. Frank said, thank you to the Oneida Nation. Thank you to the color guard. Thank you for the hospitality. Just very grateful.

Somebody asked me once, What does Safe and Drug Free Schools involved with Indian education for? And Mr. Hill has, without having to explain it. In this administration, we all know that schools will have to be physically safe. No student should have to worry about being shot or harmed or beaten at school. But that is just the tip of the iceberg, a safe school.

For a truly safe school, you're psychologically safe. You're not afraid. But in a truly safe school, you're not just not afraid. You go to school every day. You feel like you belong. You feel like you're valued. You feel like you matter. And I know that that's our definition of safe school.

Very, very few American Indian or Alaskan Native kids ever go to a safe school; a place where there is no fear, a place where every day you're valued for who you are, a place where you're made to feel like you matter, a place where you're made to feel like you belong. That would be the exception for American Indian and Alaskan Native students.

The rule is you don't get that and that is why I volunteered to be involved with this initiative. And I have to say today was incredibly educational and moving and I wanted to be here. For the record I got up at 3:00 a.m. this morning central time in order to get my flight to get here and then drive two hours from Milwaukee.

I wanted very badly to be here. I had to be in DC last night. I have to be in Philadelphia tomorrow morning, but if it killed me I was getting here and you made it worth my while because I learned a lot.

NORBERT HILL: And he is sick on top of all that.

KEVIN JENNINGS: One thing I learned which was actually very reassuring is I actually think we're on the right track and that is thanks to the previous consultations we've had. I heard three things very strongly today. Number one, the importance of language and culture. And we have already taken steps around that.

Expanding on the FIPSE program, that's our Fund for Improvement of Postsecondary Education to address the teaching of Native languages. Who is the person that said let's not talk about foreign languages. They're right. Foreign language is English.

These are Native languages. Previously we had foreign languages and those were languages spoken in other nations than the United States. We're now incorporating Native languages as part of our concept of so-called foreign language. And we're also expanding through a new title called the Well-rounded Curriculum.

We're putting almost \$3 million into funding for the subject that nobody teaches anymore like languages, like the arts. Who was the STEM person? I forget. Like civics, like environmental education, like financial literacy. So when I heard people speaking on the importance of language and teachers. It made me feel really good because. I thought, okay, those things we listened and we're moving. The second thing is I forget which person was from the TEDNA group. We have a pilot program which we're proposing this year to allow a TEA to do actually exactly what you're asking, to be able to control the schools that they serve in the same way an SEA controls the schools that they serve.

The third thing was around and this has been a consistent frustration I have heard from every meeting I have had for two years. The fact that people just don't listen. The stories today that we heard about just administrators not listening, that is why we're there is a proposal we're writing in new requirements that to get Title VII money. You have to have meaningful consultation.

Who told the story about stopping somebody on the street and getting them to sign the form? That is exactly -- My analogy has always been they stop you in the supermarket and they get you by the apples to sign the form. We had a consultation. That is not going to fly under our reauthorization of No Child Left Behind.

So I felt like some of the things I heard today were upsetting, but were also reassuring in that I felt, hey, we're acting on the issues people most care about and that was reassuring. The thing that struck me today I think I speak for all of us when we say that your feedback around Title VII was enormously helpful.

As I mentioned, I know that Jenelle gets up at 3:30 every morning. She gets to the office early. The fact is that we care very much about the Title VII program but the reality is we're a small staff administering over 1200 grants, very far away from Indian country.

It is also important to realize, you know, that we don't have the all-around experience that you have. And, for instance, the point that you had made, Diane, about the requirements for ten students, the points people were making about transportation and food, there are so many excellent individual points we don't need to necessarily wait for Congress to take action on. We can fix some of these things right away.

And also there are two things that are going to stick with me. You know, you might have gotten a little bit of my style when I started with a very personal story. Not that I don't love policy, I love policy. But in the end, people are policy, if you know what I mean. And you make good policy because there are things people say. There are things that you hear that just don't leave you.

I'm not sure where Peg was. She was here before. I don't know if she went somewhere. Peg's story about being told that the Indians in her community should mind their own business by the superintendent, I'm known for my temper, and that was probably the point of the day which I got angriest. Because I thought, you know what? These are your children. This is your business. And that's going to stick with me, the idea that there are superintendents out there that think they can say to you about your children, mind your own business. Well, you are minding your own business, so thank you for minding it very well.

Then there was a point I'm going to get all chocked up here, Diane was telling the story about the Blackfoot student who she picked up, who she goes to his presentations on weekends and then she used a phrase a little bit later. She said what little change I can do.

And I thought, I've never heard an adjective so poorly used before in my life, little change, in that sentence, because you're not making a little change. You're making a lifesaving change in that young person's life.

When I close, as friends -- as Norbert mentioned I was a teacher for ten years so I had a friend, one of my closest friends was also a teacher, woman named Nancy Lock, who died of ovarian cancer six years ago. Nancy Lock, who died of ovarian cancer six years ago. Baltimore is probably one of the worse most challenged districts in the world and she counted she taught something like 8,000 kids over the course of her career.

And people would say to her, well, how are you going to make a difference in a place like Baltimore? There is so many challenges. It is so overwhelming. The kids are so troubled.

She would always tell this story, which many of you probably know, and it is a powerful story, but I love it anyway. A person is walking down a beach and thousands of starfish had washed up on the beach and they're throwing them back in one at time.

And somebody comes up to them and says, What kind of difference do you think you're making? There's thousands of Starfish. You can't possibly get them all back in the water. You really think you're making a difference? And the person picks up a starfish, throws it in the ocean and says, "I made a difference to that one."

The challenges we're facing, and this is why my heart goes out especially to the Title VII coordinators, I know you're tired. I know you don't have enough resources. I know you don't get the support you deserve. I know you're struggling against what sometimes seems like insurmountable odds.

So I want to say two things, though. Don't ever let yourself believe that it is a little change that you're making. It is a huge change. And every time you pick that kid up you make a difference to that one.

And the second thing I want you to know is I'm glad Bill kind of outed us by telling you how to get in touch with us by e-mail, because you have friends in Washington. I can't speak for previous administrations but I can speak for this one and tell you that we're determined to make a difference.

You have no way of knowing this, but one of my favorite quotes is found in every memo I have written on Indian Education over the past is about Chief Joseph, the Nez Perce leader. After his first meeting in Washington he wrote, "I have heard talk and talk, but nothing is done. Good words amount to little unless they come to something. I am tired of talk that comes to nothing."

The reason why that is in all of our internal memos is because we're determined to not be yet another group of Washington people who talk and talk and do nothing. And in the end, I know I speak for all of us when I say what motivates us are the kind of stories you told us today. You can be sure we'll be looking very closely at those Title VII regulations and we'll be minding some people's business for them. You can be sure that the next time I think do I really want to get up at three in the morning to go to that meeting? I am going to think about Diane working half time, putting in 60, 70 hours, picking up that kid on the weekend, going to see his presentation.

Those are the types of things that keep you going. So I'm not going to promise you we're going to win every fight. We won't, but I will promise you this. We will fight every fight. You have to tell us which fights to pick. So with that let me close. Thank the Oneida Nation, again, for your hospitality.

Thank for all of you spending the entire day with us. This is not like you were sitting around, thought the Radisson is nice this time of year. I know you were here because you care very deeply about kids, but I thank you for that. And the next time you're wondering if you're making a difference, remember you're making a difference to that one.

CLOSING CEREMONY

NORBERT HILL: I want to say thank you for coming to our house. It is important that you come to Indian country. I think as we close the stories -- stories are part of a ceremony in a way and that way ends with a prayer from Randy at both ends of this conference and it is really important for us to do that.

But I also wanted to say two members of the color guard are guys that I went to school with and the last lady that spoke, she works at the high school that we went to in West De Pere and these two guys were extraordinary athletes in high school in the early '60s and there is only about 10 or 15 percent of Native students in that particular school, but they belong to a community and a lot of people relied on them for their athletic ability.

But they are part of a community. They are both Vietnam veterans and they're back in the community serving the community so I think that is what we wish for our children is that they become part of the community once they go to school, become students, do what they do, go to school, come home and be part of a community that built a nation.

I want to thank them for being with us early this morning and late this evening. Randy, are you going to prayer for us and retire the colors.

(Closing prayer by Randy Cornelius in Native American and English.)

NORBERT HILL: Please rise and we will retire the colors and the meeting is finished.

CERTIFICATE OF REPORTER

I, Terra Torres Sells, Registered Merit Reporter, Certified Realtime Reporter, and Notary Public in and for the state of Wisconsin, do hereby certify that I have carefully compared the foregoing 85 pages with my stenographic notes, and that the same is a true and correct transcript.

I further certify that I am not a relative or employee or attorney or counsel of any of the parties, or a relative or employee of such attorney or counsel, or financially interested in said action.

Terra Torres Sells

Registered Merit Reporter
Certified Realtime Reporter
Notary Public

CERTIFICATE OF REPORTER

I, JULIE A. BOURESSA, Notary Public and Registered Professional Reporter in and for the State of Wisconsin, certify: That the foregoing proceedings were taken before me at the time and place therein set forth; That the foregoing is a true and correct transcript of my shorthand notes so taken.

I further certify that I am not a relative or employee of any attorney or any of the parties, nor financially interested in the action. I declare under the penalty of perjury under the laws of the State of Wisconsin that the foregoing is true and correct.

JULIE A. BOURESSA

Registered Professional Reporter
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