



U.S. Department of Education
Urban Indian Listening and Learning Session
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Stockton Unified School District
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WELCOME AND INTRODUCTIONS

MR. HODGE: Good morning, ladies and gentlemen, and welcome to the Stockton Unified School District Professional Development Center. We're going to start the event off with a welcome dance, then we will bring in the flags, and then we will have invocation.

(Music and dance was presented.)

Ladies and gentlemen, welcome to U.S. Department of Education Listening and Learning Session. Welcome dancers. Come on in.

First is Dominic, and he is dancing in a grass dance. Go ahead and, Dominic, flatten the grass out for us.

Number two, Alex Gutierrez, also a grass dancer. Chumash.

Number three, we have some royalty from Oroville, Kayelani Morin, Oroville Powwow princess, 2010-2011. And a Southern cloth -- cloth, Georgiana Gutierrez, Chumash. A fancy shawl, Nizhoni Biakeddy, Dakota, Dineh.

And in the back, jingling all along, Emma Elliot, Kiowa, Cherokee, and Yokut.

Let's give them a round of applause, ladies and gentlemen. Whoo.

And for the record, we'll ask everyone on the microphone to please announce their name. I'm Clyde Hodge.

(Posting of the Colors)

Okay, ladies and gentlemen, we're going to bring in the flag right now. Thank you, young people, students, and our next generation of leaders. We're going to have an extended command performance, ladies and gentlemen. If we can play a little bit more dance music for some of the people who are just coming in in a minute. Let them dance.

(Dancing and music continue.)

And now honored elder Joseph Smith, USMC retired, will give us our invocation. Uncle?

(Invocation by Joseph Smith)

MR. JOSEPH SMITH: We're given great honor to ask for the sacred blessing today. My name is Joe Smith. I'm a Creek and Sioux from South Dakota and the State of Oklahoma.

Dear Grandmother and Grandfather, as we come here today, we ask you to bless each and every one, the children here who are dancing with us today, bless each and every one of the committees, the people who came down to be with us today. Give everyone a safe journey, return home journey today after they leave here.

We ask you once again to bless our brothers and sisters who are overseas. Bless each and every one of our communities around here that are trying to help our Indian peoples, because we really do

need them as of today. And Grandmother and Grandfather, give us a safe journey once again. Reach down and give us the strength to carry on. Ho-ho. Amen. Thank you.

AUDIENCE: Ho-ho.

(Music and dance continue.)

MR. HODGE: Thank you. Be seated.

MS. ELIZABETH ELLIOT: Thank you for all of our young dancers. We will now excuse them.

MS. LEPE: Good morning. I'm delighted to introduce Carl Toliver, our deputy -- superintendent of the Stockton Unified School District.

MR. TOLIVER: You're promoting me. Good morning. Good morning, everyone. Can you hear me okay? Well, first of all, thank you very much for inviting me to participate in this event, but as our dancers were performing, I was saying, you know, I just saw on TV, Michelle Obama dancing with some group, I don't know where they were even from, but they had a group of kids, and I'm not sure if they were from Washington D.C., but I certainly would love to see her dancing with our Native Americans. I thought they did a beautiful job. Let's give them another hand.

(Applause.)

Do I have any board members from the Stockton Unified School District here? Well, if they come in, I'll introduce them to you.

But on behalf of the Board of Education and the community of Stockton, we welcome you. And Michael, we certainly welcome you, and we're looking forward to your remarks.

One of the things that I've noticed over the years is that our Native Americans are all too often forgotten about, and I know each year we have a big event, and we have the sleep-over for a few days, and that's always very successful, but our Native Americans are often -- oftentimes forgotten about, especially in -- well, in Stockton because we are a true melting pot of society, and we have every ethnic group you can think of right here in our own city. But I would just like to commend everyone for the work that they're doing and the work that they're doing to help our Native Americans.

So with that, let me introduce to you our guest speaker. I'm told I should read it just so I don't make any mistakes, Michael. Let me see here. I'm going to need your copy.

MS. LEPE: It's not in there?

MR. TOLIVER: No, but --

MR. FLEMING: Mr. --

MR. TOLIVER: Oh, there you go, thank you. Dale Fleming, and he and I, we go way back, so he took it from me.

Anyway, I want to introduce to you Michael Yudin, a Deputy Assistant Secretary for the Office of Elementary and Secondary Education. Michael serves as a key advisor to the assistant secretary for elementary and secondary education on the formulation and development of policy related to student achievement and school accountability, academic improvement and teacher quality, math and science, high school reform, early childhood initiatives, and Indian education. Yudin represents the assistant secretary on these issues and acts as the official liaison between office of the secretary and other Department of Education offices. He represents the assistant secretary in meetings with congressional and White House representatives, other federal agencies and numerous public and private organizations.

With that, I introduce to you Michael K. Yudin, Deputy Assistant Secretary.

OVERVIEW AND UPDATE

MR. YUDIN: Thank you, Dr. Toliver. Thank you. Good morning, everyone.

UNIDENTIFIED AUDIENCE MEMBER: Good morning.

MR. YUDIN: It is an absolute honor to be here. Is my microphone on? Yes. It is an absolute honor to be here. I want to thank Dr. Toliver, thank Stockton Unified School District for hosting us, the dancers that did an amazing, amazing job to open us up, open this session up in the best possible way with the kids. Thank the color guard and for the opening prayer, so thank you all. On behalf of the Department of Education, I sincerely thank you.

What I'd like to do is just talk for a couple of minutes, lay out what we hope to get out of this session, lay a little bit of the framework out for you. And then this, at the end of the day, this is a listening and learning session, so this is our opportunity to hear from you what are the issues, what is important, and what do we need to work on.

And it's important for you; this is your opportunity to provide that information to us. So it's a really -- we've done a number of these, and I'll talk about that in a minute.

So in November of 2009, President Obama issued a memorandum of understanding to all the agencies across the federal government to develop plans of action around tribal consultation to determine the most appropriate steps to provide meaningful consultation and strengthen government-to-government relationships with tribes.

We have established four guiding principles at the Department of Education in this regard. First, that the United States recognizes the right of federally-recognized tribes to self-government and supports tribal sovereignty and self-determination. In general, this right forms the basis of every federal policy or proposal or program that has tribal implications. That we provide regular and meaningful -- and that regular and meaningful dialogue is the appropriate vehicle for ensuring this right is reflected in federal policies and programs, and that education's role is to ensure that the unique educational and culturally-related academic needs of American Indian and Alaska Native students are met.

So those are our four guiding principles.

We sent out six -- last year we held six tribal consultations. We went out to Santa Clara, New Mexico, Pine Ridge, South Dakota, Shawnee, Oklahoma, Anchorage, Alaska, Window Rock, Arizona, and Puyallup, Washington.

It really was an incredible opportunity for us at the department. We had senior-level officials from across the agency at each of these events, at these sessions, at these tribal consultations, and it was eye opening for us because we had the opportunity to hear from tribal leaders, from educators, from parents, from grandparents, from students, from community members about the issues and challenges that kids are facing. And I'll summarize in -- you know, briefly summarize the key points that we heard over those sessions.

I think first and foremost, we heard that it is most important that the right to make the decisions and policies for the education of their children resides in the tribal community. That first and foremost, the tribes have the right to make the decisions for the education of their own children.

We heard that access to and restoring and preserving Native language and culture is absolutely critical. We heard that we must do a better job at the federal level of working with our partners at the state and local levels to ensure meaningful consultation between tribal communities, parent committees, and school systems.

We heard that tribal educational agencies need to take a more active and assertive role in the education and the development of policies with regards to Indian kids.

And we need to ensure that there is better parental involvement and family engagement in policies and decision-making around school systems. So those are the key areas we heard.

We actually had -- all of the consultations were transcribed. We had a court reporter at each; we do as well today. So on our website at the Department of Ed, you can actually find transcripts of each of the consultations.

We then heard from some of our partners, the National Congress of American Indians, National Indian Education Association, NIEA, that -- and from our NACIE board which is our advisory council at the department, that -- that it's all well and good that we held these sessions, but we need to hear more about and understand the challenges that Indian kids face that live in urban communities. So this year we've embarked on the next kind of generation of consultations. And we have set up and we've already conducted a number of sessions.

We began our urban Indian education sessions in Denver, Colorado. Last week, I believe it was, we were up in Green Bay, Wisconsin. Obviously we're here today. On Monday we're in Los Angeles, and then we'll schedule more as the year goes by.

And you know what, it's actually pretty amazing; the challenges are in fact different that kids living in Indian Country face, are really different than kids living in large urban centers, whether they be rural or urban challenges, flat out, or -- you know, one of the things that sticks with me that I've heard over the last couple of sessions in particular is the common thread that access to Native language and culture is so incredibly important out in Indian Country and tribal lands, but it's also as important as it is to families and kids in urban centers. But the challenge that at least we've heard, and I'd love to hear your thoughts about it, is in urban centers, there are multiple tribes and cultures, and so, you know, if you're in, you know, Window Rock, you know, on the Navajo nation, genetic language, and the culture, and that is what it is being taught. But if you're in Albuquerque, New Mexico, there are probably 35 different tribes or pueblos, you know, of kids attending schools at the Albuquerque public schools, so

access and the ability to access Native language and cultures is significantly more challenging for kids in urban centers.

Couple of things I want to tell you: One is that I think it's really important for you all to know that we take this very, very seriously. This is not just you talking to us, and it goes into the ethers, and nobody does anything about it. We have absolutely, and I want to assure you, we have absolutely taken the recommendations and the key issues that we've heard from the community and built them into our policies and our proposals.

As we move forward with the ESEA reauthorization, these four issues that I mentioned, we've absolutely incorporated into our proposals. They are the bases of the department's recommendations for moving forward and the ESEA, Elementary and Secondary Education Act, or No Child Left Behind's reauthorization, so this is a really meaningful opportunity for you to get on record what you think needs to change and what needs to happen.

And we're going to listen. I mean I assure you we are listening, we have listened, we are reflecting that in our policies, so this is a meaningful opportunity.

I just want to lay a little bit of the framework substantively, and then I'll open it up. I think that - I don't think anybody in this room can challenge that our system, our educational system is not producing the kind of results that all of our kids deserve. Too many of our kids enter kindergarten not ready to learn. Too many of our kids graduate -- don't graduate from high school. Too many of our kids that do graduate from high school do so without the skills to actually succeed in college, without the need for remediation. We know that a majority of kids that enter community college have to take remedial courses once they're in community colleges.

The research shows the more remedial courses kids have to take, the less likely they are to actually graduate from college. They have to spend their money, whether it be their own money, student loans, or Pell grants, and they don't get credit for those courses. So we need to -- you know, clearly kids need to graduate with the skills ready to succeed in college and a career.

And what is most fascinating and challenging is that today, even in this economy, there are millions of jobs unfilled due to lack of a skilled work force. So employers are reporting all over the country, they have jobs for people; they don't have the skilled workers. So I think we all can agree that we need to do a lot better. We know that the statistics for Native American kids are challenging. We know that we need to do a much better job at our systemic level of providing the support and assistance necessary to improve these outcomes.

A generation ago, the United States led the world in college completion. Today we rank ninth in the world. So President Obama has said, "You know what, this is not -- this is not sufficient." This is -- this is not only a moral imperative, it is an economic imperative, because you all know that your kids, when they graduate from high school or college, are not just competing for jobs with kids in Sacramento or Los Angeles or New York, they're actually competing for jobs with kids in Shanghai and Bangalore and other places in the world. So this is absolutely an economic imperative that we ensure that every kid graduates from high school ready to succeed in college and a career.

The president has set the goal that by 2020, the United States will lead the world in college completion. So today we rank ninth. That's an ambitious goal. That's a hard goal. But that is our north star at the Department of Education. That is what is guiding all of our efforts, is to be number one in the world in college completion by the year 2020.

And we think there are five levers, and I want to just really briefly lay them out for you as just what we think are the levers to getting us to that point.

It is really a cradle-to-career strategy. It is about a continuum of services that ensures that kids from cradle are prepared through career.

Access to early learning, high-quality, early learning systems; we need to ensure that systems talk to each other. You have a Head Start system and a child care system and a preschool system. And they don't talk to each other, they don't have standards that are aligned, kids don't have transition, easy transitions into school. We need to ensure that kids have -- that states and systems have high-quality early learning systems.

We need to maintain and promote and support innovation and reform. As folks may know, we have an initiative, our Race To The Top initiative. For less than one percent of all annual spending on education in this country, we believe our Race To The Top initiative has leveraged more change than any other program in history. We have had 46 states come together to adopt common college and career-ready standards. We have had educators and governors and labor leaders and legislators and community members come together to develop plans and policies to improve education and reform systems in their states. 36 states actually changed laws as a result.

We have our Investing In Innovation program which is all about identifying best practices and effect -- researched-based practices so we can scale them up and share them across the country, and folks can really have access to the best innovative, research-based practices to improve outcomes for kids. Now -- and our Promised Neighborhoods initiative which is a grant program to communities to improve educational outcomes by leveraging community resources. It's about community partnerships and ensuring that everybody in the community has an opportunity to participate and really leverage outcomes and improve outcomes for kids.

Third, teachers and leaders. There is no question that great teachers are needed in every classroom, and a great leader is needed in every school.

Fourth, we need to make sure that kids not only have access to college but finish college. Our federal Pell grant program is arguably the best federal effort to ensure that low-income kids have access to college. We fought to get money in this year's budget. We were successful. That means, you know, more than nine million low-income kids are going to continue to have access to the maximum amount of Pell grants available, which is \$5,500 a year.

But we need to do more to ensure that they not only have access, but they can complete; they can persist and complete.

And finally the fifth lever is maintaining our commitment, the foundation, the safety net to Educationally disadvantaged kids, and that's through our formula programs. That's our Title I program. English language acquisition, IDEA (Individuals with Disabilities Education Act), Title VII, Indian ed, our rural ed programs, neglected and delinquent and homeless programs. So maintaining and -- maintaining that critical foundation, that floor, that safety net is -- is absolutely critical.

We are moving forward with the ESEA reauthorization which is No Child Left Behind reauthorization. It is due. It is due for reauthorization. Congress is working on it. The President has called this one of his top priorities to get this done. Secretary Duncan visits with congressional leadership all the time. He's knocking on doors, he's picking up phones, telling congress,

"You need to reauthorize No Child Left Behind. We need to fix No Child Left Behind." We're hopeful we can do it. We're pushing on it. We're working on it. I'm happy to answer any questions about it.

But at this point, I'm going to stop and turn it over to Dr. Toliver.

MR. TOLIVER: Okay. Well, thank you very much. Before we get into the meat of communicating with you some of our needs, I would like to make a few introductions, and then we'll introduce our panel here. From San Joaquin Delta College, I would like to introduce Jennet Stebbins, the trustee. Is she still here?

UNIDENTIFIED AUDIENCE MEMBER: Yeah.

MR. TOLIVER: Jennet, welcome. Thank you for representing the college. As you heard the remarks, you can see the emphasis is on making sure our youngsters go to college and be successful. And with the Pell grants and the other tools that are available, we certainly want all of our youngsters to go to college.

And then from Stockton Unified School District, we have trustee Steve Smith. Mr. Smith, welcome. Thank you for representing Stockton Unified as a trustee.

And what I would like to do is have our panel introduce themselves and just give a little bit of background about what you do in the community. And we can start with you, Clyde, if you would.

MR. HODGE: Oh, okay. Hello, I'm Clyde Hodge. I am a Muskogee Creek Cherokee Powhatan. I am the parent-student advisory committee chair for Stockton Unified School District Title VII program. I am the President of California Indian Education Association and the Pacific Regional Director for National Education Association, American Indian/Alaska Native caucus.

MR. TOLIVER: Okay. Dale.

MR. FLEMING: I'm just a down-home Title VII person for the last 30 years or so.

MR. HODGE: The founder.

MR. FLEMING: We are very happy to have you all here. We have teachers here. We have very many different community people, and we're glad that you invited us all together.

MR. NICHOLAS: Hi. My name is Kirk Nicholas. I'm an Assistant Superintendent for Stockton Unified. I'm in charge of curriculum instruction and state and federal programs.

MS. LEPE: Good morning. My name is Sandra Lepe, and I'm the director of the language development office.

MS. LEONARD: Good morning all and welcome. My name is Jenelle Leonard. I'm with the U.S. Department of Education in the Office of the Elementary and Secondary Education. I am the Acting Director for the Office of Indian Ed as well as the Director for School Support and Technology Programs.

MR. BRIGHTMAN: Maybe the government can get enough money to provide speakers for everybody. Shit.

MR. TOLIVER: They can hear you, Lehman.

MR. BRIGHTMAN: Yeah, that's what I said, "Shit." My name is Lehman Brightman. I started the first Indian studies program in the United States at U.C. Berkeley in 1969. I started the one at U.C. San Diego, Sacramento State. And when they started D-Q University up there, they needed some --they didn't have anybody that could teach Indian history and political science course and so forth, so they contacted me and asked me if I would come up there. Dr. Jack Forbes asked me to come up so I did. I came up. They had to have somebody there that could teach a course in political science. And I had a course that was - satisfied that, and I had a history course, sociology and humanities, so I started there when they opened up the school.

And they said they'd give me so much money, and I said, "I'll just teach for nothing, and you provide the book, the books." And so they -- anyway, I taught there for about 20 years. I was making \$220 a month when I started. I was making \$220 when I ended up. I never asked -- I didn't -- I didn't go up there for the money. I went up there to help them because they needed somebody to teach Indian history and culture to start the school, and since I started the first program at U.C. Berkeley, I did that.

It's a -- I don't know. How long do I have? A minute or two or what?

MR. FLEMING: Later you'll get ten. Later you have ten minutes to talk.

MR. BRIGHTMAN: Ten?

MR. FLEMING: Right now we're just introducing.

MR. BRIGHTMAN: This is -- I think it's a crime to let D-QU go back to the federal government. We signed 389 treaties with the federal government, and we gave away over one billion acres of land. And they agreed to provide us with health, education, and welfare. And they've done a very, you know, limited job.

I'm -- my dad was a Creek Indian from Oklahoma, my mother was a Sioux from South Dakota, and I grew up mainly in Oklahoma. I played football there, ran in track for Oklahoma State. I later played professional football in Canada. And I came out here after I left Canada and just decided to stay. And I got involved in Indian education after I met a guy named Jack Forbes. He's gone now, but I don't know if some of you -- I'm sure most of you know of him. If you don't, you should. He was a very brilliant man. I was director of the Indian center in San Francisco, and somebody told me a guy named Jack Forbes wanted to see me. And I had been raising hell with the police department because they wouldn't hire Indians in the fire department and the school board, and I'd go picket lines against them, and, you know, and all of a sudden I was kind of a -- became kind of a half-ass celebrity there. And Forbes wanted me. And I said, "Who is Forbes?" They told me, said, "He's an Indian with a Ph.D." I said, "I've never seen an Indian with a Ph.D. He must have a head like a Martian, about that damn big

with all that knowledge stored." And anyway we met and talked, and I was fascinated by him. And he said, "Do you have any education?" I said, "Yeah. I have a BA degree from Oklahoma." And he said, "You ought to go back to school and get more education. There's going to be more opportunities." And I said, "I taught one year in Oklahoma, and a janitor made more damn money than I did," and I decided that was it.

MR. TOLIVER: Mr. Lehman, I don't mean to interrupt you. All we wanted to do was just introduce ourselves, and we'll come back to your comments

MR. BRIGHTMAN: I'm sorry, I thought this was introductory.

MR. GARCIA: Good morning. My name is Bernard Garcia. I'm with the Department of Education. I'm originally from Acoma Pueblo in New Mexico, and so I've been out in Washington D.C. area for 20 years now, so I consider myself an urban Indian, I guess. Anyway, so I work in the office of Indian Education and one of the group leaders. We're in the office that administers the Title VII Indian education Form 1 grants, so thank you very much.

MR. YU: Good morning, everyone. My name is Don Yu. I'm the Senior Counselor in the Department of Education. Technically that means I'm an attorney there, but I'm also a political appointee, which means I work for the administration. I handle a lot of special assignments on behalf of the -- on behalf of the Secretary Duncan, also General Counsel Charlie Rose.

Some of those special assignments -- one of those special assignments, I do work on the First Lady's Let's Move initiative which is in response to the federal agency task force and childhood obesity task force report. I'm just mentioning that, Dr. Toliver, because you may very well soon see the First Lady dancing with some Native students. In fact she is considering a Let's Move in Indian Country initiative, so something for you to know about, so you may see that very soon.

(Applause.)

I also want to extend greetings on behalf of William Mendoza. He's -- he hails from the Oglala Sioux Tribe, and he's from South Dakota. He is our Director of the White House Initiative of Tribal Colleges and Universities. He wanted to be here today, but right now he is preparing to give the commencement speech at the United Tribe Technical College in North Dakota, so he couldn't make it here today, but he wanted to extend his apologies and wishes he could be here.

And just quickly, I do want to say, as the President, as President Obama and Secretary Duncan frequently say, the best ideas don't come from inside the beltway or from Washington D.C. They just don't. D.C. is a big echo chamber. The best ideas come from local communities like yours, and that's why we're here today.

One of the -- then-Senator Obama, during the 2008 campaign when he stopped -- when he visited the Northern Cheyenne in Montana, he said that your voice would not be forgotten and -- while he was the president of the United States. And that's why we're here today. We are filling out his directive on that.

And I do want to, you know, reiterate what Michael said before, is that this is not something we're here to talk and then not take any actions. We have taken many concrete actions in responses to comments that we have heard from the 2010 consultations. Your words will be transcribed, put onto our website for complete transparency. You will see that soon.

And a number of ideas that have come from those consultations, for example, we have -- we -- the administration is pushing hard for the empowerment of tribal education agencies and the reauthorization of the Elementary and Secondary Education Act. Indian Country demands a permanent senior policy advisory department. We are working on that. We recently released a -- we are -- we also heard so much about the suicide crisis in Indian Country. We are working in our competitive preferences, priority -- working in competitive preferences for a number of programs coming out of the office of the safe and drug-free schools that would provide applicants that serve tribal entities express preferences in receiving grants under those programs that address mental health issues.

So again I just want to reiterate this is not -- this is by no means just lip service, and you won't hear from us again today. That is absolutely not the case. We want to hear your ideas. So thank you.

MR. STEGMAN: All right. This is what I get for running in really late here. Good morning. I'm going to make my introduction brief. I'm Erik Stegman. I'm a policy advisor on American Indian/Alaskan Native issues for Deputy Assistant Secretary -- or Assistant Deputy Secretary Kevin Jennings who runs the Office of Safe and Drug Free Schools. He is also the -- the co-chair with Charlie of the American Indian and Alaska Native initiative at the Department of Education who's been working on all of the initiatives with Charlie that Don mentioned.

And I just wanted to say that we've been really, really excited to be able to have this series of urban listening sessions directly after last year's consultations because it's really helped us focus and give meaningful attention to urban Indian education in a way that we haven't before, so I'm really looking forward to hearing everything that you have to say, and we're all here to listen. Thank you.

MR. TOLIVER: Okay. Thank you very much. And what I will -- did I miss someone? Oh, Jennet, please, Ms. Stebbins.

MS. STEBBINS: You just introduced me. My name is Jennet Stebbins. I'm a trustee at Delta College. I represent area one. And to put in a plug for our program at Passport to College, we're all working with Stockton Unified and their youth from the fifth grade on up for two years free tuition, and I'm sure that it includes a lot of Native Americans from Delta College.

And what we're looking to is reaching out. We have about 50 partners that we're soliciting funds to help expand and support that program to the tune of two-and-a-half million dollars.

And I was at a meeting yesterday with the accreditation, and I did mention that to them, that we needed support and money, accreditation teams.

MR. TOLIVER: And I just might add, the Passport to College as it's being financed by many folks, business folks in the community, it is designed for youngsters who have a desire to go. There's no prerequisite to it other than the desire to go and the parents to have a desire to see that their youngsters attend college. And so thanks to Delta College for having that initiative.

And when you -- you talked about the reauthorization act and the Pell grants and many other funding sources that the Obama administration is working on. I can't help, before we get into the dialogue here, is to say, you know, the State of California used to be almost first in the amount of monies that it gave for K-12 to K-14 education. And today, as opposed to being third or fourth or tenth in the nation, we are now, what I've been told, 49th or 50th for the amount of money that we provide our youngsters through the average daily attendance, that's how we get our funding source, and that is the amount of money that we get in order to educate students. So the K-12 system and the community college system is really suffering because the funds have dried up.

And I was fortunate to hear someone yesterday talk about the reauthorization in the -- in Washington D.C. This is a big fight that's going on right now, and I really hope that it passes because it is a very -- very important. But with the way things are going right now, folks are tightening their belts in the legislatures. They just don't want to -- they just don't want to fund things like they used to.

And I was wondering if you had any more insight as to whether or not the reauthorization, is it a strong possibility, or is it something we should not plan for?

MR. YUDIN: Yeah, you know, as you mentioned, Dr. Toliver, the reauthorization is critical. We need to fix No Child Left Behind. It's -- the law actually expired in 2008. It is way overdue. As I mentioned in my remarks, the president has asked for a bill on his desk by the fall. He is talking with leadership. The secretary, as I mentioned, is knocking on doors, calling on senators and congressmen to reauthorize it.

This is Congress' role, is to reauthorize it. I think, you know, to be completely candid, I think there are challenges, you know. It's a difficult climate in Washington right now, it's difficult to get a lot accomplished, but education has historically been one area where we've been able to set aside partisan differences and really bridge those divides to talk about, how do we improve education outcomes for kids.

The longer it goes, I think the harder it gets, as we move more into an election cycle. I think honestly it will get more difficult to reauthorize, so the push has to be now. We need to push, you know. And as I said, you know, we're doing everything we can at the department and the administration to push for that reauthorization. It is our plan A, plan B, and plan C, is to reauthorize this law.

MR. TOLIVER: Would letters to our Congressmen, would that be appropriate?

MR. YUDIN: Sure. Sure.

MR. TOLIVER: Okay. Well, why don't we open it up to the public as to how -- how do you feel about our Native Americans, and what is -- what are some suggestions that you would make to the folks from Washington D.C. so that they could address some of our concerns? I would like to throw that out to anyone.

Yes, sir. Would you state your name, please?

MR. SHAMIR GRIFFIN: Yes, sir. Good morning, everybody. Oh, there. Okay. Good morning. My name is Shamir Griffin. I'm Choctaw and Blackfoot Native American Indian and obviously African-American as well, if you couldn't tell.

One of the problems that I find with -- or that I will address with my education is that history, like, our history books are pretty biased and that it doesn't really depict many positive things about any culture. As I've heard a famous quote, history is written by those who win battles, so it's kind of one-sided.

And growing up, being part Native, you get --you become disenfranchised because you don't know where you came from, especially if you're urban Indian. If you're in Indian Country, you have benefits and access to cultures that us urban Indians don't have. We don't get taught a lot of the stuff that others do. We have to learn things through media, and we get negative stereotype and interpretations that are had before we begin to learn who we really are. And I think by, like changing our history books or at least putting more of a strong Indian influence into it, ultimately as Indian and Native American students, we will learn more about who we were so that way we know who we are today and who we can be in the next day, and we can pass on what we learn to our children better, because right now they're just -- there's a story out there about culture -- or about our culture that if we didn't have any of the Indian centers or anything like that, we wouldn't have anything at all, and I think that's something that needs to really be changed.

Thank you very much for your time.

MR. TOLIVER: Thank you, Mr. Griffin.

I've just been advised that the process that we're going to use, Mr. Griffin was just ahead of the program right now, and so what we want to do is, first of all, for those of us that are local here, the folks from Washington D.C. would like to hear from the panel first, and then later on, we'll open it up to the public; is that correct?

MR. YUDIN: Yes.

MR. TOLIVER: Okay. So why don't we start on this side over here from the local folks, any concerns that you may have.

Before we go to the audience, we're going to start with the panel members first.

MR. NICHOLAS: So one of the key issues facing public education is the challenge that comes forth from charter schools. And we are -- there's two types of charter schools: There's the independent charter school, and there's the dependent charter school.

Race To The Top fired up California legislatures, and they passed laws, and they established a set of reforms for us to follow to try to get some money called school improvement grant money.

This is an example. But in the reforms, we have to negotiate the outcomes. And in that process, it takes a long time, and you have to work through it and -- but at the same time you need timelines.

Moving back to charter school piece, while all that's going on in the public school forum where, in Stockton we serve over a thousand Native Americans, independent charters can come in and sort of establish their own set of rules. And there needs to be some leveling of the playing ground for public

education to maintain its competitiveness that -- the creativity and flexibility that charter schools get, where we have to go through a long process to work things out with our labor unions. So it's more of a labor issue as well.

Secondarily, we need to have the ability to -- well, this budget crisis has led to tens of thousands of public school teachers being laid off who were trained with public school dollars, with public school initiatives, who are now being swept up in the independent charter world and doing a great job for the independent charters. And we have no ability right now to keep them in our system.

So if you look at the charter, independent charter movement, which I know Race To The Top is a supporter of in some ways, it's not anti-public education; we need some flexibility in public education to be able to address the needs of all of our students and be able to maintain our current structure where the labor laws are, and also be able to have the flexibility that charter schools are given.

So when you're reauthorizing it in your initiatives, in terms of the Native American education system and the education system in public education, we are -- our hands are tied with an old system, where the new system is much more flexible.

MR. TOLIVER: I would like to add to that, I think your research would say that with respect to charter schools, 17 percent of all the charter schools throughout the country according to, I think some -- I'm not sure where the research is coming from, but I've heard that 17 percent of all the charter schools are doing a little bit better than the public schools.

And recently the research that I've seen and folks in our district have seen is that they do no better than what our public schools are doing, but yet the playing field is not leveled. And when the playing field is not leveled, it appears that charter schools are about privatization, profitization.

And what is happening is that we need to do a better job of making sure that when charter schools do come about, there is not the concept of cherry picking, meaning that they will choose the students they want to choose and work with only, and kids with special needs and youngsters that require a little bit more are not admitted, and/or if they are admitted, the school systems cannot deal with them, and so they want them to come back to the public schools. So that is -- that's a problem I think that's probably nationwide, that charter schools, in my perception, is that it's really about privatization and profitization. So that's how I feel about the charter schools.

Did you have something?

MS. LEPE: I know that here in Stockton Unified, we have a lot of work to do, and it has to do with the diversity off our students and the need of our community. And I know I deal primarily with the second-language learners. And we also have Native American students that are also second-language learners. So it's a need that, right now it's the fact that we're losing so many of our teachers. And the time that we spend providing the professional development, as Dr. Nicholas said, they're the ones that are leaving first, so it's creating a -- it's putting us in a -- even in a worse situation when we have to raise our teacher-student ratio in the classroom. Thanks.

I want to mention, though, that in Stockton Unified, the person who really has spear-headed the Native American Center and has really put in many years, 15-plus years, in keeping our Native American needs up front and doing as much as he can is Dale Fleming, and I want to recognize him for that. Dale, thank you.

(Applause.)

MR. TOLIVER: Did you want to say something, Dale?

MR. FLEMING: Do I get my ten minutes, too?

MR. TOLIVER: You do.

MR. FLEMING: I've been anxious to get my ten minutes in, too. Although I'm the moderator, I'm not supposed to.

But it is true, and we're really glad you're here because urban education among Indian people is extremely difficult. It's not like having one language, one tribe.

I have to time myself right now.

In Stockton, we have almost a hundred different tribes represented, so of those, we used to have 36 different language backgrounds. And when we had the Title VII bilingual program in Indian Ed, that was quite a challenge, when we still had Title VII, bilingual programs.

Just the sheer numbers, we have over 2,300, six percent of the school district, are identified Native Americans with their 506 form on file. And so we have them, over 2000, scattered throughout, what, 50-some schools. So that's a big challenge, to be able to -- if someone in Adams School has a real problem, and someone in Roosevelt has a real problem, it's really difficult to go back and forth across town, but we try as hard as possible. We have some very, very good workers.

We don't have any tribal backings specifically in urban areas usually. We have tribes surrounding us, but we have -- they don't provide curriculum or finances, so we are our own tribe here composed of all these different pieces.

Funding, of course, we're always thankful that we're able to get our formula grant through Title VII. And we have for -- since the '70's.

But I tell the parents there are other -- they need to ask Title I, for instance, "What are you doing for our kids?" They need to be involved on Title I committees in the schools; that our parents need to be on the school site committees. And they can't leave it all to just a handful of us in Title VII.

We can do a lot, and thanks to OIE, we are able to accomplish a lot. But there are other questions they need to ask. "How -- what is Title VII --" I'm sorry, "What is Title I doing for my child?"

We have a program at Franklin High School for tutoring after school but no transportation, and yet we have other programs that have transportation. And yet we seem to be very -- they only take these kids or these kids or these kids. So these are issues in an urban setting that have to be dealt with constantly.

You know, 21st Century IBML, they're not different -- not IBML, I'm sorry, but there are different programs that, if we work more together, we could provide more. But I'm asking the parents all the time, "Are you on the Title I committees in the schools? Are you on the district committee in the school? Are you asking these questions?" Because there's a lot available to our children that Title VII can provide, but we can't provide everything.

We have -- in urban areas, we deal with mixed ancestry. Of course if you're off the reservation area, all of us are mixed blood, even full-blood Indians we have here are mixed tribal ancestry, so again, the connection that our kids have with their grandparents, their great grandparents, with their tribe, with their history, with their life stories that should affect them. A lot of times they don't do that if it's not the Title VII -- is there to help them, because they need that connection. If they don't have the connection, they're not going to be able to fulfill their needs.

And of course Title VII, oftentimes we are supposed to remember that we are meeting the culturally-related academic needs and -- of our Native American kids and making sure that they pass the state test at the same level or above all the other students in the school district. That's our goal.

Right, Mr. Garcia?

MR. GARCIA: Right.

MR. FLEMING: That's exactly. So we have very many different levels of -- we have students with -- that are severely handicapped, we have students with language problems, we have students with -- we had one student who came in who spoke Navajo better than English, and they wouldn't take him in the special school because his English wasn't well -- wasn't good enough. We have all of these issues.

We have graduation rates. We were able to graduate 75 documented Native Americans last year. So these are all -- excuse me, all goals that we have to deal with.

NCLB is -- is our enigma, because the schools, the principals are so concerned to get the right scores that we are not allowed to go into the schools to do cultural presentations; we're not allowed to take elders into the schools. Slowly but surely our principals are changing a little bit, but there's this -- this tight, tight issue of, get a good score; get good scores. You can't mess with social studies, you can't mess with history because the kids have to learn to read and write or else they're going to come down on us.

Oh, thank you.

I know you've heard that everywhere thousands and thousands of times, but in Indian education, that's an issue, because nobody else can go into the schools and give these levels of education to the kids than us.

We also benefit here from the Johnson O'Malley program. We have Title VII, and we have Johnson O'Malley. At times we've had up to seven different projects going in this, county projects for art, state, city. At one time we had seven budgets we had to deal with. Identification for Johnson O'Malley is a big issue. Collection of 506 forms. We have home language surveys that identify the Native American kids, but that was just taken away. But up to now, we've had home language survey on state forms that identify kids that we need to follow up with their families, because our 506 form is not something you fill out in school that requires a parent signature, which requires a home visit, which requires many home visits sometimes to be able to get that.

In Stockton, we have constant moving. A child might be in two or three schools during the school year, so for to us keep up with them and meet their needs is always a big challenge, and that's all part of urban education issues.

When we were back at the meeting in Wisconsin, the summit on Indian -- urban Indian education a few years ago, that -- I know that's not typical here, it's all over, and many of the people here deal with that.

We have the balance between what's on our SASI, who is identified by the district, and who is identified by us. You know, that's very complicated, especially now that the census has thrown a real kink in things with saying that an Indian can be from Paraguay or Mexico or Guatemala, and they are -- show up as 100ths or Native Americans on our -- so we waste lots of time trying to determine who are Native Americans from America and who are Native Americans from South America. And it's just a matter of the wordage that the feds have decided to have us use. And so once we get through all of that, then we know who it is that we're supposed to work with.

And the fact that in the city, our kids are not raised with tribal cultural values, and so that's why we have a weekly dance and drum class that you saw, we have arts and crafts, we have a lot of activities to try to tie them. And our goals include social studies.

So these are just some of the issues I wanted to mention that really, really affect urban Indian education and Stockton specifically.

MR. YUDIN: Dr. Toliver, may I just actually make just one quick remark?

I think, Mr. Fleming, thank you for those remarks. I think you hit on a really important -- a number of important pieces, but one of them in particular I'd like to remark upon is the use of Title VII. It is designed by law as supplemental funds to support the culturally-related academic needs of kids.

I think you are spot on. You know, parents in communities need to get -- Title I is the leverage, right? We provide 14-and-a-half-billion dollars in Title I funding; Title VII, Indian aid is a hundred million. Where is your leverage? The leverage is the accountability structure, the -- how you ensure academic improvement is through Title

I. That is the requirement. So there is an absolute need to -- to leverage those, those requirements and dollars.

Title VII is supplemental. Title VII is designed to support the culturally academic-related needs. So I think you're spot on.

MR. FLEMING: Thank you.

MR. NICHOLAS: If I just could just value add to what you said. So back to the -- for public schools to remain competitive with the -- with the 21st Century model which is -- there's two different groups providing public education: Charter schools and public schools. Title I does supplement the needs of low income kids, educationally disadvantaged youth.

However, if we cannot compete in terms of class size, if we cannot compete in terms of maintaining consistency in the program, and a reauthorization of No Child Left Behind would benefit all of our children including our Native American kids.

The second point being is, is in terms of the high quality of instruction and the outcomes. Every student being measured by a principle of advanced and proficient, that it gives one piece of information that we -- but from my perspective, every child should get better every day. And a growth model would be able to provide all of the different communities, including the Native American community, the

opportunity to say, "Our kids started here, and they moved here, and my child started here and moved here."

But back to competitiveness. We love competition, but in the work that you do, our shoelaces are tied and in a race against a group that aren't. So we really strongly suggest and advocate the position that we've got to find a way to make public education as competitive as independent charters while you're reauthorizing and having a growth model tied to the growth of our kids.

MR. TOLIVER: Okay. Clyde?

MR. HODGE: Welcome to the Stockton Res. Like he said, we've got over a hundred different tribes represented, but we are family here, you know, I'm sure like every urban area as well, in the Bay Area and Sacramento.

Some of the notes I wrote. Aligned curriculum, it sounds like a really good idea until it's puts into practice, because what it does is it takes away Native American educational sovereignty.

MS. ELLIOT: Yes

MR. HODGE: That is to say, we, although on paper, have the right to tell the educators that we expect to be taught the way we learn best, the system creates a one-size-fits all. When you have a hundred different tribes; that's more than all the countries in Europe. We have the right to be student centered, not D.C. centered. We have the right to guide our own curriculum. But it's not happening.

There's many of us in the Native American Indian community and educational community that think that No Child Left Behind is the worst thing that has ever happened to us. To be centered and driven from a central location, to and through the states, does us a disservice. It takes away our local sovereignty. It takes away our ability to make the decisions that we know, because we know our kids, we know our students, we know our educators. And we need to make sure that, although a well-thought system with a good heart doesn't wind up burying us, the canaries in the coal mine, Native American Indians, under a bunch of bureaucracy and red tape and directives from a central location.

I think you remember how well the Soviet Union works from a central location. It fell on its face. You will find that it's going to be the same in any case.

Another problem we have, talking to the Department of Interior. We have had a cap on Johnson O'Malley funds, a head cap. We keep on having more Johnson O'Malley students, but we have the same amount of money. How in the world do you expect us to serve our students properly when every time we get another student in the school, that's less money for the individual.

MR. TOLIVER: Clyde, would you explain for those of us that may not know what the Johnson O'Malley funds are for?

MR. HODGE: Johnson O'Malley was funded back -- well, through a place that used to be called the Department of War, became the Department of Interior, and the Bureau of Indian Education is where Johnson O'Malley comes from. It was a program started back in the '70's, early '70's or late '60's, to help Native students, tribal members with their education. Does that satisfy --

MR. TOLIVER: Yeah.

MR. FLEMING: The money comes through the state rather than the feds.

MR. TOLIVER: Okay.

MR. HODGE: Now it's called the Bureau of Indian Education.

So aligning curriculum is a two-sided sword because one size does not fit all. So we need more local control.

And when we talk about Race To The Top, we say, "Wow, that's really great. We're going to have a whole lot of reform." Reform only means change shape. It doesn't guarantee improvement as you've heard in many situations in many states in many political centers and circles.

Sometimes reform means, do you harm. And we as educators should be like teachers and do -- I mean doctors and do no harm.

Talking about Native American teachers, we have competitive programs like Race To The Top where a bunch of states grab like crazy to create a law to fit the system, to compete with other states, in order for the vast majority of us to be left out in the cold. That has never been the Native American way. Competitive grants insult our culture because we collaborate, we work together, we share our funds. We don't compete like business magnates. We collaborate like tribal people.

Once again, in Title VII, there is a program that was finally, through the help of Cindy LaMarr talking to George Bush The Second, who got, finally, a program restarted a few years ago, and that was the partnership between the local educational association or tribe and with the local university. It went out to about eight, I don't remember exact number, different locations, all of them rural, and coincidentally all of them red states. They made the -- them made a deal with the tribe. Oh, we do have a new tribe, a newly federally-recognized tribe right here, Valley Mikow right here in Stockton. But we, as you know, represent more than a hundred tribes, more than a hundred nations. And each one of our nations have and deserve educational sovereignty. We should not have to compete for these kinds of grants.

Same thing with teaching non-Indian teachers. Do you want to improve the education for Native American Indian kids; make it relevant. Make sure that they honor every minority group. And so through that Title VII, it's in there, we should be teaching every single non-Indian and every single teacher about Native American customs throughout the country. This should not be competitive.

And finally as a couple of gentleman, as a couple of people mentioned it, there is no individual or ethnic or cultural group that should ever be considered statistically insignificant. Time and time again, Native Americans, only three percent. Well, it's less than ten percent so they don't count. So when we go to get the statistics, comparative statistics from various places, counties, school districts, state, sometimes we don't even show up. And that's also with the Alaskan Natives and the Pacific Islanders; we're all in the same boat, and we're all indigenous people. We have a right to be statistically recognized every single step of the way.

One more thing. I would like to see more collaboration and cooperation with the Indian health centers because without a healthy student, you cannot have a well-educated student. If the student is

in class, if the student isn't sick -- if the student is not at their best condition, if their health and welfare is not tiptop, they cannot do their personal best. And I would like to see a connection between Indian health centers.

And also, as you well know, we have state centers funded by the State of California all through, up and down the state. They're sun setting next year. Where are we going to get the funding if we can't even educate with enough students -- I mean with enough teachers?

So I would just like to say one more time, there's no such thing as a statistically insignificant individual, and competition is a bad way to teach our kids. Thank you.

MR. TOLIVER: Thank you. Mrs. Stebbins?

MS. STEBBINS: When you say educate the Native American, and there is no insignificant nationality or minority, I am part Cherokee. Our families were raised together in northern Carolina, the same reservation. Dr. Rodriguez is from Oklahoma, and he is a Black Foot Indian. All of us have some Native American blood in us. And to ignore that, we do a terrible injustice to our brothers and our sisters. And to exclude any one of us, we are in essence denying our heritage.

MR. TOLIVER: Okay, thank you.

May I add a footnote, Clyde, to your remarks about preschool, if you would? And for our guest, if you front load the system and make sure that youngsters are having preschool, and when they go into kindergarten, that they are truly ready, we save more on that end than what we do if we wait until they get to high school age and -- and if they're just not prepared when they go to high school, chances are they're going to go in a route that is not beneficial to themselves or to society. And I know everybody knows that, but I think we have to work harder at making sure that our youngsters, that they should be ready to enter kindergarten almost -- and by the time kindergarten is over, they should be reading.

Now, I've been to many kindergarten classes this year, and we have a lot of our students, those youngsters are actually reading in kindergarten; and those youngsters that are not reading, they have not had the opportunity to have a preschool training, and so our Native Americans as well as all the rest of our students, we should find a way to make sure that preschool is -- is the primary focus.

And Obama and Governor Brown and everybody knows that a knowledge and healthy, educated society is our most powerful weapon to improve our economy and our system. And so the old commercial, the Framm commercial, you remember that? "Pay me now or pay me later"? That's the way I feel. I feel that if we can put our resources down at that early age, it saves us a lot of money rather than, in the State of California, we -- we have -- what do we have, 35, 50 penitentiaries? I can't remember what, but --

UNIDENTIFIED AUDIENCE MEMBER: Yeah.

MR. TOLIVER: -- we spend so much money on incarcerating individuals, and if we were to do a better job front loading, we would save not only a lot of money, but we would have much more productive citizens.

So I just wanted to add to that, Clyde, because I think you hit right on it.

MR. HODGE: Yeah. As a matter of fact, I'd like to -- I appreciate what you're saying because it's so true. We need to make sure that our kids are ready because if -- like he says, we're going to spend too much money on jail and not enough money -- not enough money on education.

MR. TOLIVER: And I think, is it Lehman? Okay. We're ready.

MR. BRIGHTMAN: Yes. Do you want me?

MR. TOLIVER: Yes

MR. HODGE: Dr. Brightman.

MR. BRIGHTMAN: Yes. You mean I can -- I'm kind of messed up here. I didn't want to intrude on anything. But I taught at D-QU, and I thought this, D-QU was one of the things we were going to be discussing, whether they're going to open it up or keep it closed or not. DQ University which is --

MR. FLEMING: No, that wasn't.

MR. BRIGHTMAN: That's not on the agenda?

MR. HODGE: Actually it should be on the agenda because it is a -- the first intertribal and only intertribal college in the United States. And it was funded by Bureau of Indian Education funds until recently.

MR. FLEMING: Was the only Indian college in California, just so that --

MR. TOLIVER: We were asking, what does D-Q mean? And so Dale, would you explain to us what D-Q means?

MR. FLEMING: Well, Mr. Brightman is the expert. But D-Q was a college that was created back in the 70's, right? And it's -- was the only Indian college, you might say, in the State of California. And the first one. And it, D-Q, is referring to the two holy people of the Native Americans and the Mexicans. Donagawida, Quetzauatl (foreign language.) But it right now is inactive. And that's what Mr. Brightman was going to discuss.

MR. NICHOLAS: Okay.

MR. FLEMING: I don't know if it fits in with this discussion. That's up to you.

MR. YUDIN: If you think it's useful for the Department of the Education to hear it, of course, absolutely, absolutely.

MR. BRIGHTMAN: I grew up -- I was born in South Dakota on a Sioux Indian reservation. My mother was a Sioux, and my dad was a Creek from Oklahoma. And I grew up mainly in Oklahoma.

And they have a wonderful textbook there in dealing with Indians. Oklahoma was -- I think half the people there are part Indian, black, white, or otherwise, so it's --- they've got a tremendous educational program there and their history of Indians there.

And, but I -- I got my BA degree there. I taught -- I played football for Oklahoma State. I got a BA degree, and then I was in Canada, played football, and I came out here. And I heard Berkeley had scholarships for minorities, and I went over there, and they did. They were hunting for an Indian. One. They had plenty of blacks and Mexicans and Asians but no Indians, and I said, you know, "I'm your token."

And I enrolled in that program, and before I got -- well, I finished the masters, and I started on my doctorate. And some -- they called me in, they were going to -- they said, "We're not going to let you in the doctoral program because your grades are not high enough." And so I went to -- I was kind of disgusted, I was walking out, and there was a little old man, said, "Can I speak to you a minute, Mr. Brightman?" And I said, "Who are you?" And he said, "I'm the Dean of Education." I said, "How in the hell can you help me when they're the -- they're the dean of education. They won't let me in." He says, "I'm the Dean of the whole school." And I said, "Well, hell, let's talk."

So he said, "I couldn't help but hear your conversation." He said, "You're from Oklahoma." I said, "Yes, sir." He said, "Whereabouts?" I said, "Oh, it's a town six blocks long and twelve wide. People in Oklahoma don't even know where the hell it is." So he said, "No. After World War II, I worked with the federal government, and we worked with the ten worst states in America that led the whole nation in VD, welfare, illiteracy, and anything else you can throw in." He said Oklahoma was the worst state in the union. He said, "Now, let's see where you came from in the worst state in the union. What county?" I said, "I came from MacIntosh County." And he said, "I been there." He said, "That's the worst county in Oklahoma, and Uphall is the county seat, my hometown. That's the worst damned town in America." Led the whole nation in VD, welfare, illiteracy." And he said, "Anybody that comes from that God-forsaken place and then Indian on top of it, I'm going to let you in here." So they let me in U.C. Berkeley. And I did all the work for my master's degree and doctor's degree there.

And later I wanted to write my dissertation on the history of Indian education, and they said, "No. We don't want to you do that." And I said, "What do you mean you don't want me to?" And they said, "We want you to narrow it down to maybe one school or one time frame." And I said, "No. I want to do the whole thing." So they said no. So I don't have a Ph.D. because those gentlemen, those people there -- I was going to cuss. Those people there wouldn't allow me to write my doctor's dissertation on what the hell I wanted.

So I kind of -- well, I went ahead and started the first Indian studies program at U.C. Berkeley. I started -- they started an ethnic studies department there, and they were just going to have blacks, Chicanos, and Asians, so I heard about it, and I went over, and I said, "If you're going to start a program, programs for blacks, Chicanos, and Asians, what about Indians?" And they hem- hawed me around, and I said, "Well, if you don't, I'm going to sue your ass, and I'm going to file a civil rights charge against you." And they didn't believe me, so I picketed for about a week, and they decided to do it. And they said, "We're doing it because we're -- of Indian, not because of you." I said, "Yeah."

That was the first Indian studies program in the country. They have now gone all over. And I started that one there, and I started another one at U.C. San Diego.

I got kicked out of Berkeley. And I was in a National Indian Extension conference in Minnesota, and somebody came over from South Dakota and asked me if I could help. I said, "Do what?" They said, "We're picketing in Mount Rushmore." And I said, "Why?" And they said, "Because they took that land from us and haven't paid us for it, and they put four faces of white men up there, and they don't have any Indians." And I said, "I'll come over." And I came over, and we invaded Mount Rushmore for about a month.

And I got kicked out. They had no sense of humor at Berkeley and kicked me out.

But anyway, the program that I started at Berkeley was a first. And then they are now all over the United States.

But we were teaching courses. I was a history major and never took a course where they ever had anything to say good about Indians in Oklahoma. Not one single thing did they have good to say about Natives. We raided wagon trains and killed innocent white people and what-have-you, but nothing was ever constructive.

And I wrote a book on contributions of Indians. And it's a -- it is -- it's a very good book on half the world's food supply came from American Indians. And the top three foods of the world, corn, potatoes, and peanuts, all came from Indians. I get into a whole list of this thing, but it's -- it's published, but I'm going to see if I can get it republished and this time get it redistributed.

But the American Indians are -- I don't know, we're kind of, you know, we're the first Americans all right, but we're the last Americans when it comes time to give something. And you men have been discussing some of this.

And -- but California, there's a -- when I came out here, there was a book called "The Other Californians." Some of you have read it. That's the most enlightening book you'll ever read in your damned life, I'll tell you that. This guy wrote a book on history of California, and it talks about California, how they went slave by the Spanish. They established 21 missions here in this state, the Spaniards. They used Indian slave labor to build them, and they used Indian slave labor to farm the material, the foods they ate. You don't put that in the history books. It isn't in California history. It isn't in any history books.

And I'll tell you, there's a guy named John Carter, a former commissioner of Indian Affairs, and he's the one who, he wrote a little book called "The Other -- Other Indian, Indians -- Indians of Americas." And he tells how he they signed 389 treaties and took one billion acres of land, and never lived up to one single treaty. It's a very interesting book, a little paperback.

And they outlawed Indian religion, the federal government. That's against the constitution. They outlawed Indian religion that started from 1887, lasted about 1934.

And some of you are getting restless, I see. And --

UNIDENTIFIED AUDIENCE MEMBER: Educate us.

MR. BRIGHTMAN: I didn't come up here to give you a history of X phenomena, the wrongs of Indians.

UNIDENTIFIED AUDIENCE MEMBER: Educate us.

MR. BRIGHTMAN: I -- two minutes, thank you. I didn't mean to start that crap long ago. I thought it was my turn or something. And, well, that's -- oh, hell.

MR. TOLIVER: So are you suggesting that there should be greater effort for us to have a college which is -- or university that is primarily geared to address the issues and concerns of our Native Americans?

MR. BRIGHTMAN: I -- my football knee is bothering me.

D-QU -- well, let me go back. They started the ethnic studies department at U.C. Berkeley which is the first in California and one of the first in the United States. They were going to offer black, Chicano nations, so I suggested they offer Indian, so they did.

While I was teaching there, and then they took this D-Q over up here, and it was Army base. And a guy named Jack Forbes, Dr. Jack Forbes from Davis, and he was a brilliant man. He's now deceased, but he's a -- unbelievable man.

And he got ahold of me and asked me if I would come up there and teach. And they were going to offer courses, and it was an abandoned base; they took it over, and they were going to establish a college, which they did. And I came up there, and I taught a political science course and a history course, and which you have to -- if you're going to teach in college, you have to offer history and government and a series of other things. But that was my contribution.

And we had Indians that came from all over the country. We had Indians from South Dakota, North Dakota, Montana, as well as California. And it was beautiful. I drove up there from San Francisco twice a week to teach. And I'd teach three hours each day.

And I didn't do it for the money. I did it just to help out. And then they closed that.

Now they're going to, I guess turn it back into -- I don't know, an Army base or whatever, but I was under the assumption that you wanted to discuss that, and I just wanted to get in my two cents and say, "Why don't we keep it open?" It's the only off-reservation Indian boarding school in the country.

They have one in Haskell, Kansas, and they have one in Bacone Muskogee, Oklahoma. But this one would be wonderful to have out here. And not just at the Indians, but I mean at, you know -- but you can -- non-Indians can go there, too. But it's a good chance to -- I'd like to change the name. Instead of D-QU, maybe Captain Jack University. He's the only militant Californian they had. And if you don't know about Captain Jack, you ought to read about him.

They went under this treaty obligation, and they were having a treaty meeting there, and he killed the damned -- he killed the -- well, he shot, he shot the federal agents. That's --

MR. FLEMING: Would you suggest a break?

MR. BRIGHTMAN: We're never going to hang Captain Jack. This priest came in --

MR. TOLIVER: You got about 30 seconds.

MR. BRIGHTMAN: This priest came in and said, "Son, you're going to a better place. It's going to be warmer in the winter and cool in the summer," and all this. And Captain Jack said, "You like this place called heaven?" He said, "Yes. I hope to go there sometime." He said, "Good. You go in my place, and

I'll give you ten head of horses?"

I quit.

MR. TOLIVER: Okay. Well, thank you so much, sir.

(Applause.)

I hope everybody has had an opportunity to sign the sign-in sheet. And what we would like to do right now is take about a ten-minute break, then we're going to reconvene, and then we're really going to start communicating with everybody. So let's come back at 20 minutes to the hour.

MR. FLEMING: And any of you who would like to comment during our open forum, please fill out the paper at the registration desk. Then we will know, call you up.

(A break was taken.)

MR. TOLIVER: Let's be seated. Are we ready? Okay. From the Stockton Unified School District's perspective, and I would imagine it holds true for most of the school districts in our county, that there is not enough communication between our Native American leaders and the superintendent and his or her administrative team, and so I just want to say to Dale and Clyde that my door is going to be open, and I want to enhance the communications with our Native American leadership and working very closely with Sandra Lepe to see what we can do from a district's point of view to address many of the needs of our young kids.

And so I know through the years, Dale, and I know how busy we've been, that that communication wasn't there like it should be. And so I'm committing to go do that, and I'm hoping -- I'll talk to the superintendents throughout the county to see that they open up their offices and pay greater attention to the needs of our Native American Indians.

Okay. And the other thing is that I want to make sure that, Sandra, are you -- yeah, that we understand the difference between Title I and Title VII, and we do not want to supplant what the intentions are of Title VII, and so that is the tool that helps to address many of the needs of our Native Americans. And so from the Superintendent's point of view, I commit to doing that. And so I'm not sure which one of you, it's probably you, Dale, that will be getting in touch with me.

MR. FLEMING: Uh-huh.

MR. TOLIVER: So I'm going to yield the total moderating duties over to you. That's the way it should have been in the first place. And so I've been called so I got to get. But I really appreciate the opportunity to talk and meet everybody and -- as a result of this.

I think just two things if nothing else from Stockton Unified's point of view, is that we're going to communicate better, and we're going to watch to make sure that we do not supplant directly or indirectly.

Okay.

(Applause.)

MR. FLEMING: Give me a couple. Thank you so much for being here.

MR. TOLIVER: Thank you.

MR. FLEMING: Editorializing, I think that's -- definitely you hit it right on.

MR. TOLIVER: Oh, I did have one more thing to say, I'm sorry. Here is what I really want to leave with. If you guys out there had all the -- had all the money you needed or money was no object, money was no object, what would you like these folks from Washington D.C. to do to make things better for you right here in our county? Money is no object, so you guys tell them what you want, okay?

MR. HODGE: That's exactly right.

(Applause.)

MR. FLEMING: I don't think we'll have a problem with that.

UNIDENTIFIED AUDIENCE MEMBER: Not at all.

(Mr. Toliver exits.)

OPEN FORUM PART I

MR. FLEMING: Okay. We have about an hour now that is in our -- and our program is open for those who signed up to speak. And we have quite a few, so maybe we can go quickly through.

Our first one who would like to speak to the people representing Washington D.C. is Valerie Jensen who is an SUSD art teacher.

MR. YUDIN: If I can just make one remark before Valerie speaks. Secretary Duncan spoke with our NACIE, Native American Council on Indian Education, advisory council on Indian education, and he addressed them a couple of weeks ago, and they're our advisory council. They are the department's advisory council, his advisory council on recommendations for policy and budget and programs. And he charged them to be bold, to think big. So I am carrying the Secretary's advice and the Superintendent's advice. Be bold. This is your opportunity. Think big, think bold, challenge us to take that extra step and go further. So thanks.

MS. VALERIE JENSEN: I am going to take your challenge.

MR. YUDIN: Good.

MS. VALERIE JENSEN: I'm an art teacher, but I've also worked with K-8, and in a K-8 school situation where I am for the K-6 teachers, I would teach the teachers with their classes how to teach other subjects using arts. And so featuring Native American is a big deal to me. I have -- I grew up in Utah. I've also spent time in Washington State. I lived there for many years. And then I also have friends that are in North Dakota, and I've also been down to the res in -- been down to the Navajo reservation. So I have -- and I've been affiliated with Indians for most of my life. So it's been my privilege to do so. Although I consider that I'm -- is there an easier you -- you know, I'm also Native American, even though I'm not.

And I had a very strange thing happen. One night my husband and I decided to drive down; we were near D-Q University. I'm qualified to teach at a university, I have -- so I thought, you know, I'm going to go down there and see if they need. And here it is in the evening, sun setting, and there's all these kids, students, college students sitting there, and there are no teachers. And they said, "We don't have teachers, and we don't have a budget." But the kids were there. And it darn near broke my heart. It was a real strange thing. I had a hard time leaving. It was the powwow that they were having.

But the interest is there, and the need is there. But I thought that was an interesting thing. One thing I would recommend is that, instead of getting rid of the arts, and then now we have to spend time learning how to do math and English, is what are we going to write about, what are we going to do math for. So I would say like there are some states that they have done -- they have -- they use the arts as mitigation. So if you're a lower-performing school, you have to have more art. Imagine that you would have to have more art because then that means the kids are going to not only learn, but they will deeply learn, and they'll learn why. And that's the problem with taking out history and science, is that you take out the heart and soul away.

The other thing I would recommend is that I've seen this in other states where you have classes that a college teacher teaches. It's transmitted to two, three, four different high schools. And then the kids go to the class, but -- and there's somebody there watching them, but the kids are basically interfacing with a teacher at the college. They not only get high school credits, but they get double -- I mean excuse me, college credits but double high school credits, and so if you have some kind of situation like that, if that can be made available, then -- and that's with art teachers that are doing that; then you can -- you can also maybe reach some kids that you wouldn't normally.

The reason for -- in my experience why the arts matters so much is they are leveling. They cross cultures, they cross languages. And you get the information, you get it deeply, but you also have a way of reaching kids who are disenfranchised, and that's -- I -- just as a for instance, all my graduating seniors -- or all my senior students, I only have one that is B average or above. And yet I have all these kids in my art class who absolutely love it. I see their little slips come through with all the F's on every other class. They've got an A in my class. Imagine. And it's not because I'm just giving away A's of the day. It's because those kids want to learn. That's how they want to apply what they've learned. And they write. They do things like they're supposed to do with the arts. The arts matter.

I would also like to recommend or request that the Native California tribes have more of a presence. I've tried to have them come in and be involved, and I don't know what the breakdown is, but that would be, to me, is -- that I call the lone tribe; I don't hear from them. I want them to come in and teach basket weaving or whatever. I don't hear from them. And there's not the interface like you have

if you have an actual reservation. And I don't know whether it's their system or what it is, but it's really difficult to get an interface and have them come in and be involved.

And probably the last thing I would say is that a lot of students seem to have a sense of -- and I don't know exact word for it. But they do not have pride in who they are. And they don't -- yeah, their sense of identity matters. And they're almost ashamed of that, and they're almost ashamed of being educated. That education is a cool thing. So somehow to get around that.

But then probably the most sad thing that I've run across is that this -- kids in Stockton do not value Stockton. They don't value their hometown. And they don't -- if they found -- if they find value in themselves and who they are and what they have to offer, I think they won't be looking at gangs so much, and I think they'll have some sense of coming together and actually blossoming and living and being who you are.

You see it around in other areas of the country, like you said, with the rural, but you don't in the urban. You -- that breakdown is really tragic. And it's -- it's -- can be overcome. There's wonderful ways to do that. And arts is one of the ways that you can do that very well.

So thank you so much more coming.

MR. HODGE: Can I speak to this?

MR. YUDIN: Sure.

MR. HODGE: I'd like to speak to that. I'd like to speak to that. As a matter of fact, during the break, Mr. Yudin and I were discussing that very thing. That the foundation for society, for culture, starts with music, dance, and art. Without music, dance, and art, you have no culture. You have a directionless bunch of human but no culture. You might have them highly technological, but how is that applied?

The fact of the matter, without those three things, which is the foundation of society, if other things fall down, like any house without a foundation.

MS. ERNESTINE CARDENAS: May I have the floor, please?

MR. FLEMING: Sure.

MS. ERNESTINE CARDENAS: I've worked for Stockton Unified School District, the Native American Indian Culture Center, and to direct one message you gave today about, regarding the Lone Band of Miwok, I'm part of that tribe and a pine needle basket weaver. I belong to the Basket Weaving of California. We have in -- the basket weaving assembly up in Lone at the end of June. All you have to do is contact Dale Fleming regarding Native American Indian, and he could give you names of persons. You contact a tribe directly sometimes, the message is not related -- relayed to all of us. It -- you might say, "Put this in your newsletter regarding basket weavers." We have like five basket weavers, different kind of basket weavers. We have bead work that we do. Just say, "Can you put this in the newsletter?" and somebody could contact us with the -- whatever program you are in. We do not deny that. We are willing to do it.

I do a lot for our program. I try my hardest, but I live far away. I drive a hour-and-a-half to come to Stockton, an hour-and-a-half to go home because I moved back to my home land, Amador County.

But, you know, don't say they don't get in contact with you, because it's very hard. The tribe is very small, but we have a lot going on, because we're trying to get our land in trust, so that's the main thing.

I was on the culture heritage committee for the Lone Band of Miwok Indians. Now I'm on the enrollment committee. I'm chairperson of that. Next I'm going for treasurer for our board.

So if it's regarding, like I say, education, I'm in front. I might retire in a few years because I have to get more involved with our tribal things we have going down up there, but I will -- education for me, for our children; our culture is going away the way it's being said. Nobody is teaching our culture. It's getting lost as generations go further and further and further. It's getting lost. And we have to keep that culture because we do exist. I don't care if you have a pinch of Native blood, but you should not be, like say, "I don't exist no more." Yes, you do. You have that pinch, that drop of blood. You're Native. Never deny it. Never deny who you are no matter how many nationalities you have.

But you get in touch with Dale Fleming, he'll get in touch with me. If I could help, I'll help in every way. It's no problem. Thank you.

THE REPORTER: Could I get your name? I need a name, please.

MS. ERNESTINE CARDENAS: Ernestine Cardenas.

THE REPORTER: Thank you.

MR. FLEMING: In Stockton Unified, all you Stockton Unified people, peoples, 8069 is our extension. And you can always send a note to the Native American Indian Center, NAIC, at Edison High School, housed at Edison High School, under language development. We happen to be housed over there.

Okay. Allison Atas was -- wanted to speak.

MS. ALLISON ATAS: Hi. My name is Allison Atas. I am a VAPA teacher which is a visual and performing arts teacher at Roosevelt and Pittman Elementary. I teach multi-cultural arts. I focus on Native American, on African arts, on arts of Mexico.

Our program is getting cut; that's what we've been notified. And our children are not being taught social studies and history. And I really feel like I hit that a lot in my art classes, like that is a main focus for me. And the reason why is because Stockton is so diverse that it is so important that the students know their cultural heritage.

I did my thesis on cultural heritage and understanding one's self and identity. And when I did my project, how the community turned around when they were able to identify with their culture and the arts of that culture, it was an incredible turnaround in the community, and it was an incredible turnaround in our school.

Now, I believe it was Dale Fleming had talked about the 506 forms and how they're -- they are not being enforced to be -- to document students. I'm a perfect example because I was adopted. And I wasn't supposed to be allowed to be adopted, but my father, who was my biological father, did not

state that I was Native American. And so now, at 36, I am now discovering this other culture that I knew nothing about that was part of me but I felt so connected to. And so I really believe that we need to have more support for our organization, our Native American organizations, and then also for our schools. And just identifying cultural heritage and keeping the arts in the schools because that is how our students are connecting. When they feel failure in every subject, but they're able to connect with the arts because that's how they're able to connect with their identity, they feel success.

So that's all I have to say. Thank you.

MR. FLEMING: And for the record, Mrs. Atas is a teacher for Stockton Unified at Franklin High School. No, I'm sorry. Roosevelt.

MS. ALLISON ATAS: Roosevelt and Pittman.

MR. FLEMING: Roosevelt and Pittman. And Ms. Jensen --

MS. JENSEN: Franklin.

MR. FLEMING: -- is at Franklin High School. Okay. I think there's been a -- Kilani, did she want to speak?

UNIDENTIFIED AUDIENCE MEMBER: Let me ask her.

MR. FLEMING: Okay. I think we mixed up the sign-in sheets and those-who-want-to-speak list.

UNIDENTIFIED AUDIENCE MEMBER: Maybe. I'll ask her.

MR. FLEMING: Carlos Zendejas? Josephine Eggros? See, as soon as they start bringing in lunch, then everybody gets more nervous. Everybody starts getting anxious.

Rosa Linda Fleming? No, okay. Adele Winters? Okay. I think they just mixed the two papers. Robert Sahli? I do want to recognize Robert Sahli. He's the administrator of this whole complex here. And I think, even though he's not here, we need to thank him for his effort in redoing the room and all that he did, right?

MR. YUDIN: Yes, absolutely.

(Applause.)

MR. FLEMING: Ladonna Thundershield?

MS. THUNDERSHIELD: Yeah, right here.

MR. FLEMING: Did you want to speak, or you just signed in?

MS. THUNDERSHIELD: I just signed in.

MR. YUDIN: Do you have a few words you want to add to the conversation?

MS. THUNDERSHIELD: No.

MR. FLEMING: Deborah Keys? Who is a teacher from Stockton Unified.

MS. DEBORAH KEYS: Correct. Vanburen. I'm a seventh grade teacher at Vanburen. I've had the privilege for ten years to teach in Wisconsin, and I taught seventh grade geography.

And I believe that one of the problems I see in California, because I can reflect between the two, is that there is no Native American curriculum here. And in my school, I am mandated not to teach social studies. I may not teach social studies, and I may not teach science because I'm a stated school.

Our children are crying for social studies and science. And with my background, I have a master's in education with curriculum-design emphasis on cultural literacy. This is my country. My country is Native Americans. And I cannot teach it.

My Native Americans, when I find out that they are Native Americans, are ashamed. They are afraid to say they're Native because they are going to be picked on. There is no way that they are looked at as being proud citizens of this sovereign nation, because nobody knows about it, and no one wants to know. It is appalling. And I'm embarrassed to say that I am a teacher that cannot teach this.

I have tried a lot to infuse it behind closed doors, but I cannot have anybody come into my classroom to show the beauty of this culture, the beauty of what our nation was built on, the fact that our constitution was built on Native American people. And my students know none of this. None of it. What a travesty.

And so I look, wondering what am I sending out the door when my seventh graders don't understand their nation and are afraid to say that they are Native people.

We need VAPA, we need our performing arts, because that's what Native people are. They don't sit still. They want to work. They want to move. They want to get involved.

There is no communication in this district that I am aware of in my school that has even once addressed this year of Native American culture other than in e-mail.

My background, I did develop the curriculum for the Native American culture in seventh grade in Wisconsin. I was from a town that was 8,000 people, surrounded on two sides by reservations. They were the Ojibwe, Chippewa, and Shawnee.

I have an incredible background. I wish that I could say I had a pinch of Native American in me. Unfortunately I don't. But that doesn't mean that I don't believe in what you are trying to say here today and that I am 100 percent behind you, and you need to help these people. You need to help our nation. They need to know about it, and they need to have – my feeling is that the state needs to lift up the sanctions from stated-sited schools and be able to teach Native American culture and -- as part of the United States and to stop looking at other cultures and disregard our own. And I am very annoyed over it.

Again, I think we need to have our own Native American curriculum here. What I taught was emphasis on the treaties. And I must admit during the time I was treating it -- or teaching it, the treaties were a little bit of an uprising in Wisconsin, okay? And the more that my students understood what you

were trying to say and what they were trying to say, it deescalated the problem, because they found out that you were sovereign nations. And we had an agreement, a treaty, a signed treaty between.

These are things that we need to understand to solve the problems that are going on in the United States. But we can't do that unless our children are taught from an early age. They need to know that an Indian isn't something that has -- that is a costume. I mean, you know, it's not a costume. It's their dress. Don't make fun of it. Don't wear it just for Halloween. And I'm so very, very ashamed.

I thank all of you because I know what this country means. And it's based on your intelligence. So please help them and help us teachers to be able to teach curriculum.

Again, I am mandated not to. But on a high note, I know that my teaching has helped. My daughter graduates in two weeks from Portland University, and she's in linguistics, and she has a certification in revitalizing Native languages, and I'm very proud of that because I know she really believes in you as well.

MR. YUDIN: Ho.

(Applause.)

MR. FLEMING: Mrs. Elliot. This is one of our Stockton Unified parents, Elizabeth Elliot.

MS. ELIZABETH ELLIOT: Bear with me. I have a little bit of anxiety with speaking, so if you can't understand me, make a sign, okay?

Just to give you a little background on myself, I'm 26 years old. I'm of the Yokuts people, which is the people of this, this site here from Stockton, from Stanislaus.

I grew up in Amador County and am a product of the Title VII program up there. During my lifetime, my mother survived breast cancer and was very ill. And it was due to the Title VII program and the one-on-one tutoring and the cultural education opportunities that the people within that program gave me which allowed me to carry 4.0's throughout school, then allowed me to test out of high school as a freshman in high school, not to get an equivalency test, but because I could challenge all of the curriculum there was. And I received my diploma three years early.

Now at this time, I'm a parent of a nine-year-old girl who attends school at Hoover Elementary. I'm also the cultural dance teacher, which is funded through Title VII.

And what I'd like to say is, first of all, we are underfunded. You -- as they've said up here, there's over 100 tribes represented in our county. We have a handful of cultural representatives. There is not enough of them for the amount of students we have. Students here go without. They go without cultural education, identification. And for me, should I have not had my culture, I would have been lost.

Out of a graduating class of 200, and there was 50-percent Natives, I'm the only one who doesn't have a criminal record, who went on to pursue a college degree.

What I'd like to say is just to give you a little bit about our dance program, once a week, we have a dance program which is cultural enrichment on powwow Native American dancing. I believe that tying that into it, Michelle Obama's Move program, I would like to see more funding for this program because, as Native Americans, we have such a high diabetes rate, especially in our children. We have such a high hypertension rate, and not only that as just said, the more I've studied abroad, we have such a high

suicide rate. And just in Seed (phonetic), I've been teaching these classes all over the -- California since I was 12 years old; just seeing what it does to these kids when they have a safe place to go every week, a place to be active, a place to be proud, for elders, people in their community to identify them and praise them is something we really need to look at.

I believe this program should be expanded, more than once a week, because these children are not getting this activity at home. Activities at home are Xbox, Wii. Not because the parents are bad parents but because of the economic status that we're in; these parents are working two and three jobs. And when they get home, it's time to cook and sleep. And I think there should be far more emphasis put on this cultural program.

Also, I believe there was something that was very, very wrong to say. In my education, I've studied it many times that we do need to start from the bottom up at preschool, of intervention, of education, of cultural education, but as we go through that and you go to find bills to support that, you're leaving two generations behind. You have college students, you have these children graduating from Edison. Who knows if they're going to make it into Delta, because there's no programs to help walk them along the way. We no longer have D-Q University, which even though it was a great school, that was our fall-back. If we couldn't go anywhere else, we know we could go there for guidance.

So to me it was sad. It was sad because not only for my generation but the ones below me; if you guys are starting from the bottom, you're forgetting about us.

So that's all I have to say. Thank you.

(Applause.)

MR. FLEMING: The next one on the list is Michael Singh.

MR. MIKE SINGH: How's it going? My name is Mike Singh. I actually reside in Manteca, but Lodi and Stockton are my home towns.

First, I am here representing HSA here in Stockton and Head Start. I'm actually the chair of the policy council for the Head Start, and I am also on the delegate policy council board for the CDC.

I just would like to advocate for, you know, start at the beginning, like my predecessor said. You know, if the children don't know, then they're going to grow up with those difficulties.

You know, in our culture, it was the older ones that taught the young ones. And to this day, you know, right -- as of right now, these cultures, you know, because of our disenfranchisement, we don't have that anymore. You know, our history was an oral history. And now we have to start again through education.

So, you know, I wanted to say, you know, my wife, she's a teacher/slash/sign language interpreter at Stella Brockman in Manteca, and, you know, she tells me what they teach. And basically, you know, what they do get in history and social studies is basically a little bit on, you know, the native Californians, and that is, you know, we ate salmon and we made baskets. That's the gist of it. So, you know, she, you know, she has very kind teachers, so she pushes.

I am actually in Wintun Patwin from Colusa, and that is my hometown. So she asked me and some relatives to come in, and we do presentations. And by doing that, these kids, you see eyes light

up. You see them, you know, ponder questions. You see them, you know, "Oh, okay, that explains this," you know. I can explain more than just the salmon eating and the making of the baskets.

You know, we were a very diverse people. In California alone, there's over a hundred tribes, you know, federally and non-federally recognized.

And then in the '60's, you know, they brought over, you know, more Indians from the outlying states, you know, for the work and, you know, to live. And, you know, my father-in-law was brought over during that period from Oklahoma. He's Kiowa, Muskogee Creek. And he has now been a social worker for 30-plus years. You know, he always tells me the most dangerous thing is an educated Indian. You know, but he has opened my eyes quite a bit.

And, you know, it just, I see the education system failing our kids. To me, it's no longer about me. It's about our children because that's our future. And, you know, I see it failing, not only, you know, the system itself but our teachers. You know, our lack of love for our teachers. There are no incentives. I'm not talking monetary, but there's no lack of love for the job anymore. Unless you find these teachers that are so passionate that they're willing to drive through it all. And that's what I want to see.

You know, I want to see, you know, our federal government help the system, even if it's to have to rework it, recombine it some way, to where it will work for the people, including a Native American educational system or model. Something.

I also wanted to talk, you know, a little bit on the early education again. My wife and I, my family, we do cultural presentations which is, you know, we talk about each of our cultures, you know, and then we also put on a dance presentation. But the teachers, you know, other than, you know, what they've learned from their history books are unaware. And, you know, so I would like to have some sort of -- a little bit more cultural sensitivity in the education system when it comes to teachers and training, in college, learning.

You know, there's a diversity out there. And I see all these other cultures being represented, and yet, you know, you talk, you know, to a citizen on the street, and you ask them about an Indian, and it's either we live in a teepee, a longhouse, or we own a casino. And, you know, that's far from the, you know, the truth.

So, you know, not only is it a societal thing, but, you know, it's the education.

So, you know, I wanted to also touch on the -- the social work. You know, maybe if we can get some sort of, you know -- in the Title VII program, you know, they talk about -- you guys were talking about the mental health side of it. If we can go maybe a step further because -- because of the social and cultural disenfranchisement, that these Indian people, you see a huge rise, not only in, you know, suicide, but you hear, you know, that the family is being broken apart, you know, single-parent moms, single-parent dads. You know, you see, you know, more family abuse, you know, not only to the children but to the spouses with each other. You know, there's rises in all of this.

Not only that, but, you know, there's the health issue with the diabetes. You know, like, you know, I would like to see more on the Michelle Obama initiative. And, you know, these are things that strike me to my core.

You know, I want to see more about the culture, you know, I want to see about the teachers, because these are the ones teaching our young ones, you know. And if they have no concept of what you're teaching, and you're taking out, you know, the social studies, then what do we have left, you know.

And then you got, you know, as Dale was saying, you got, you know, you know, administrators, you know, refusing to let certain, you know, people in to do these, you know, cultural presentations. There is not much, you know.

And I see the other side of the coin. And you have cultural days, and, you know, it's just the day. Why not make it a week, a month, you know?

I also wanted to hit on a couple of other things. But the communication, you know, I heard the supervisor say, you know, communications, you know, throughout the Indian Country, we got here. You know, this is big, this is big for Stockton. But, you know, this is San Joaquin County. You know, there's more than just one Title VII program, you know. And I'd like the communication to go outward, you know. Get ahold of people, you know. You know, Indian Country is not very big, you know. If -- there's a lot of people, but, you know, you ask any Native person, and they've already known about it. You know, so it's a very small community. So I would like to see more communications, you know.

There's programs, you know, growing up, I never even heard about or had the chance or else, you know, I would be in a better spot today. Luckily, you know, I am in a position where I am at where I could help my daughter. She's five years old, and my son will be four. You know, I have two children going into the system. And, you know, as of right now, I'm trying to help the Head Start, the early Head Start. And luckily I'm in a position to where I can talk to the head of CDC and talk to the head of HSA and say, you know, "This is where I'm at. These are my needs." You know, and it's a parent-based thing.

You know, maybe we need more of that, you know. And not only just the higher ups doing all the jockeying for position but have the parents more involved. That's what I'd like to see.

Thank you very much.

(Applause.)

MR. FLEMING: And to not be remiss, we have a new VIP person sitting at the table. I just want to introduce Cindy LaMarr from Sacramento Capitol Resources, and there's another word.

MS. LAMARR: Area Indian.

MR. FLEMING: Area Indian. So we're glad that she's here with us today.

MS. LAMARR: Thank you.

(Applause.)

MR. FLEMING: The next person on this list, Kandi Vargas. Were you going to speak?

MS. KANDI VARGAS: Sure. I'll attempt to.

MR. FLEMING: And Wyatt was number 15.

MS. KANDI VARGAS: Oh, he wanted to talk.

MR. FLEMING: And I know that he wants to say something.

MS. KANDI VARGAS: You wanted to say something?

(Noise.)

MR. YUDIN: Well said.

MS. KANDI VARGAS: Something that Clyde had talked about, about the health care merging with education; my daughter is not here at the moment, she's in Oklahoma, but when she was here, in order for me to take her to the Indian clinic, we have to drive all the way to Woodland, and then we would have to take time out of school to do it, so then she's losing that. There needs to be something closer. I mean if we're going to have a Indian health center, it needs to be one close where the -- wait, wait, wait. That's all I wanted to say about that.

And then also to go with what Elizabeth was saying about the Native American school that Dale is a head of, it is a big deal. My two-year-old, he was kind of shy, and then once we started going there, he started really getting into the drum and really getting into dancing, and now his Head Start really talks about how he has really opened up, and he dances around.

And if it wasn't for his Aunt Caroline getting us a CD to play at home, of music, he wants me to put it on every morning so he can dance and sing. So extending once a day, once a week, to longer would be great because that's really making him come out more in school and helping.

I guess that's it. Thank you.

MR. FLEMING: Just to mention that in Stockton Unified, we have, every Tuesday night, we have duck -- drum and dance class at Tyler School, and then every Wednesday night, we have at the Indian center, crafts and tutoring. So both Tuesday and Wednesday, we have evening classes. And I -- apparently it's working well because they want more now.

MR. YUDIN: I'd just like to make one remark to that. You know, I think you're exactly right. If kids aren't healthy or they need to travel or go to visit for doctors' appointments and they're missing school, that's absolutely the wrong direction we need to be moving in.

You had mentioned it, and I just wanted -- and I know, Dale, you had mentioned 21st Century earlier this morning. 21st Century is a grant program, federal, Department of Education grant program for after-school programs. And part of our proposal for the reauthorization of the law would actually allow those uses of those dollars to be used to provide better access to community schools so that you can bring those partners into the school system, so you don't have to travel a hundred miles or whatever. But they would actually -- could be based right there at your school. So that's one of our proposals moving forward.

MS. KANDI VARGAS: Or at least something local.

MR. YUDIN: Yeah, so that's right.

MR. HODGE: I'd like to add one thing, too. I want to thank you for bringing your child. We do best as a society multi-children-generational. We observe other people, the older generations, and that's how we come in; when we start something, we do it right the first time. And it's -- him being here, when he's 20, he's going to be a leader. Thank you for bringing your children. We should always bring at least three generations to the table.

(Applause.)

MS. KANDI VARGAS: Take a bow, right?

MR. FLEMING: Our next person who signed up to speak.

MR. SHAMIR GRIFFIN: Dale?

MR. FLEMING: Yes.

MR. SHAMIR GRIFFIN: I was number ten.

MR. FLEMING: I know, because you're going to get time after lunch. Do you want time now, too?

MR. SHAMIR GRIFFIN: I mean if there's time, I would.

MR. FLEMING: Okay. You're number ten. Go ahead.

UNIDENTIFIED AUDIENCE MEMBER: Go ahead. All right, then.

MR. FLEMING: I was saving you for something else.

MR. SHAMIR GRIFFIN: Can I move the mic? I'm kind of tall here. Seven foot one-and-a-half inches or two.

Okay, I have a list. But before I started, I want to thank all my elders and the ones who spoke before me because you guys all taught me something. If you guys can give yourselves a round of applause.

(Applause.)

MR. SHAMIR GRIFFIN: I have to apologize because I get excited like I am now; I tend to speak quickly, and I might mumble or stutter, so I'll do my best not to.

First things first, our teachers, I don't remember your name so I apologize, but I want to say thank you so much for talking about shame because when I was growing up in Oakland, and this actually made me cry earlier, and I'm trying not to cry right now, and I haven't dried my tears yet because that's a symbol of strength to me.

When I was growing up in Oakland, I used to have a braid. Me and my nephew both had braids so, for our hair because -- it was one day when we were on the playground, a bunch of other black students had actually jumped me and cut off my braid and told me to stop pretending to be Indian. And that's always been like a shame I also had to deal with internally to where I just, I never talked about it. When people would notice certain facial features about my mother's side of the family or me in general, I just went like, "Oh, no. I'm black. Just black. There's nothing else." And it wasn't up until eighth grade when I actually met Elder Hodge and Elder Fleming at Marshal that I actually started becoming more open about it and then became something like less than Indian in the Cupboard kind of thing.

But moving on, with bilingual education, I should have mentioned earlier, like I say, I'm sorry, I don't remember anyone's names, but I worked with Give Every Child a Chance, and that's another type of program with children that came through Intel Being, so unlike Elder Hedge, I don't really hate Intel Being. But I know that in bilingual children, it's difficult at first because they come from different cultural backgrounds, but I also know they actually have some of the highest capacities for learning because they struggle in the beginning, and they're like coal at first. There's something like this dark dismal thing that you cannot deal with, but the more you work and the more they work, the more they shine like diamonds because it's been statistically proven that children who come from families where they speak another language at home, that although they may not do well in the beginning, they excel in high school. They actually skyrocket, and that's just a beautiful thing.

Also, he's not even here right now, but he sat next to you, the gentleman next to you. He talked about the learning spectrum. Well, currently we label children as either proficient or unproficient, and I believe once you label someone, you lose the ability to truly learn anything about them because you're so fixed on blocking someone into something. And doing so, I think the person will be better because there's a thing -- I don't know if anyone ever took psychology or if you know anyone who's a psychologist, but I'm training to become one; we have this thing called self-fulfilling prophesy, and it's that if you believe something or if you live long enough, you will end up becoming what that is. So once they've become labeled as inproficient and they're branded with that, they are more likely to become, "Oh, well, since I'm already labeled this in school, and now they've marked me out, I'm only like in the fifth grade or something, I'm not going to go get a job doing something else," so you just stay in that mindset. And that generally is not right. It should be done as only instruction to prepare. Because the only person you can compare yourself to is ultimately who you are. Because the person you are yesterday is not the person you are today, although that person does make up a good portion of who you are internally.

Okay. Next point, the -- I heard earlier, I believe it was you, Michael, you said the whole melting -- America is a melting pot. I'm sorry, sir, but I disagree with that statement.

When you say America is a melting pot, you say that all these cultures, all these beautiful diverse cultures with so many different things they've brought to us, they'll get fused into one solid thing, and that may sound positive, but it's not because by doing that, you take away everyone else's uniqueness, and by doing that, you cause someone disenfranchisement. It kills people to the bone. I believe more and more so, like a solid, though we are combined to make something, you still see so many parts of us that are standing out. You can't ignore that, you simply can't, or else you're doing injustice to humanity.

Also, a comment to one of my -- Elder Hodge said earlier about the funnel effect. When you try to -- teaching children all a certain way, it doesn't work. It just doesn't work that way. Sure, you'll have certain results that may support your studies, but so many children will just be lost through those results. And there are so many programs, like with My Mini Art that you were talking about earlier, thank you, the arts help out in so many ways.

I have kids in my program who have like ADHD or other learning disabilities. And they may not do well in a childhood setting, but if you give them other ways of learning, they just function so well.

I have a boy, he's like six years old, hyperactive like beyond control, but when you give him a pencil in his hand, he just creates such beautiful artwork well beyond his development, but if you put him in a classroom, it's, "Oh, he's in proficient. He's not this." But he could be the next Picasso, but you'll never know because you've labeled him in the beginning. That's simply not right because there's so many more ways to learn.

Sorry if this is time consuming. And was that it? Yeah, that was --

Oh, budget cuts. Some -- we can't move forward when we're eliminating our greatest assets, our teachers, so -- I mean so many people are losing their jobs nowadays. I know we're in a recession, but you affect -- there's a butterfly or domino effect. You just can't eliminate a teacher. When you do, all the potential lives could have been affected by this one person. They have their life limited and their possibilities.

And I start working with kids, and I know many people who do work with children, you find yourself buying school supplies for your children because their parents can't afford them or because the district does not provide them for you. I have personally gone out of my way, and I have been on work for like 18 hours a week maximum, to buy my kids supplies so they can learn something new. And these budget cuts simply aren't right.

My mom is a school teacher, and she works in Oakland School District, and there are times where she has to clean her own bathrooms because the janitors come so seldomly.

And that's all I have to say. And once again, I want to say thanks. I want to honor everyone who spoke before me and all my elders. And then help the --

MR. FLEMING: Shamir, excuse me, I was going to talk to you later after lunch, but since you have our attention, may I ask you a couple -- may I ask you a couple of questions?

MR. SHAMIR GRIFFIN: Yes.

MR. FLEMING: Okay. Shamir is a product of our Indian education system. And what's going to be happening in your life very soon?

MR. SHAMIR GRIFFIN: A lot of stuff actually. So let's start with --

MR. FLEMING: Collegiately, what's going to be happening?

MR. SHAMIR GRIFFIN: Oh, well, I'm graduating this May 26th from Delta. I'm graduating with either three AA degrees or five.

(Applause.)

I'm transferring to CSU Bakersfield in the fall. I am still applying for scholarships like crazy. I also wrote a book dealing with my time, like spending my time with Indian Center really helped with that. It gave me a place to concentrate. And I'm still learning how to dance and drama as well, thanks to Lizzy, and of course all my lovely elders are over here who helped me make my ribbon shirt.

MR. FLEMING: Now, what part did Indian education have in your arriving at the point you are now? You explained that to me, but could you explain to them?

MR. SHAMIR GRIFFIN: As -- I was actually -- I would say the Indian Center helped build a foundation for me because at the beginning, I was disenfranchised because -- well, let me put this down. Because I'm mix, and I'm not afraid to admit that. It's like in black culture, you always see these negative images of what black culture is, although it's still constantly like adopting; my best way to say this is that black culture is living, and it's always adopting, whereas Native culture is always remembered because it's seldom like incorporated.

But at the Indian Center, they allowed me to connect with other Native students, because first like we had this discussion a year ago, you know, you go into a school, and you're Native, but you don't know who else is because we don't have the same face. People expect us to have like long, beautiful ponytails, like some people, and light skin, like we're Dakota, and high cheek bones, and probably have red skin sometimes. I'm like, well, anyway, the center helped by allowing me to have a place for study and by constantly pushing me both academically and socially to be out there by volunteering at powwow and by helping out and going -- just going to meetings and listening in.

And like personally I can say Clyde over there, he, my senior year of high school when I was becoming so incredibly apathetic about graduating, he was on me about applying for scholarships, right at the Native American level. Like he would not get off me, like every day, it was like, "Have you applied for scholarship yet?" "I applied Monday." "Oh, you must be a rich Indian." I mean I didn't know what to do because he says, "You can't just pass up a hundred dollars like it's nothing." I was like, "Come on." Like up until the day I literally had that paper in, he would not get off me. And like that's the kind of support that we need. And I'm glad that the Indian Center was able to give me that type of support.

I'm sorry I'm speaking too quickly, but I'm just excited and proud of what everyone's done for me. And yeah, any other questions?

MR. FLEMING: Those were the questions I was going to ask you during the student interviews, but thank you very much.

And we all appreciate what he had to say, right?

(Applause.)

MR. FLEMING: Caroline Wilson.

MS. ELIZABETH ELLIOT: Josie had an emergency. She had to go home.

MR. FLEMING: Okay. Christina McBrian.

UNIDENTIFIED AUDIENCE MEMBER: Signed the wrong paper.

MR. FLEMING: Again, I think we got the papers mixed. Did you want to speak?

UNIDENTIFIED AUDIENCE MEMBER: No.

MR. FLEMING: Okay. Tania Vega. Tania represents Washoe Native TANF program.

MS. TANIA VEGA: I'm very short, so.

MR. FLEMING: I shouldn't have asked you to come up after him, huh?

MS. TANIA VEGA: Good afternoon. I work for the Native TANF program in San Joaquin County. Part Tsingit. I came to Stockton about two-and-a-half years ago. My parents built this county. They worked in the fields and canneries, and they vowed never to come back. They left. And they came back and -- because they were paying too much rent in Silicon Valley. And I said, "Well, you guys said you were never going back there. I'm not going with you." Well, I was unemployed, I didn't know how I was going to pay for rent, so I hopped on the truck, came with them. And I didn't know what I was going to do here. I left grad school.

My experiences were somewhat similar to Mr. Brighton. Things I wanted to study didn't necessarily -- my advisors didn't tell me that I shouldn't do it or that I couldn't do it. They just said, "We don't have the capacity to help you do that well." And I wasn't going to dishonor Native people by telling their story incorrect way because I was also very interested in history. So I just sidetracked with my dissertation, and I left. And I can always go back, but it wasn't the right place for me.

And I have to say that I have never been happier in my life than I have been in Stockton because all the people around here in the -- sitting in the seats here, they're the ones who really sort of led me to who I am. They have children, they have jobs, they have illnesses; they have all these things that they deal with, and every day they show up and just, you know, do what they can for their children.

I don't have children myself. Working for Native TANF, I always like to say I have about 84 cases, and so I have 84 children, because there's not anything that I wouldn't do for them.

I see a lot of what happens with barriers. You want to talk about, you know, no access to health care. Like someone else was saying, I've had to refer people all the way out to Auburn or Sacramento, and I will drive them there if I have to.

Drug abuse, alcohol abuse, no transportation, sexual abuse, any kind of abuse you can talk about, they've had it. And I have to hear it every day. And what kills me is that these are the families that these parents who are not getting any help, they're the ones who are raising their kids.

And we want to talk about what to do about education. When you talk about education, you have to look at it is holistically. How are you going to help families become healthy, happy families? And a lot of people have mentioned here today about it's through culture. And I absolutely agree with

that. I think a lot of growing up, you know, I did the whole college route, didn't know anything about my culture, and again, when you find that, there's something that happens to you. And I think every child should be able to have access to that.

And so it's hard to talk about what to do about education without talking about getting people access to health care, getting people access to jobs, getting people access to mental health counseling. At Native TANF, I've worked hard, really, really hard to get all that. I've worked with Three Rivers Indian Lodge. We now have mental health counseling, ad hoc counseling for our clients, absolutely free. We have cultural wellness classes. We have Native based, alcohol, drug programs called Strengthen The Spirit.

We've just now also -- well, I'm a job developer now, and I've now recently launched on-the-job training program for our clients. We teach them how to do resumes, interviews, because the job market is just so, just terrible out there. So we have all these resources to give our clients. But they don't always take them. And that's really sad. But it's like I don't expect to change somebody's history of trauma in five years because you get five years on TANF.

So really it's like we're all connected, the educational system, parents. We just all have to learn how to work together, so.

And I would just like to thank everybody, you know, who was here today and for their commitment to helping us better our community. Thank you.

(Applause.)

MR. FLEMING: One of the things that we don't have in Indian education to the point that we should is -- is alcohol, drug, and suicide support. Maybe someday we'll have either a means or the finances to deal better with that. So now we really appreciate the help of TANF and other organizations in the community to fill in.

MR. YUDIN: Can we have folks actually representing the Safe and Drug Free Schools --

MR. YU: Actually that package of programs that I had mentioned before, five programs coming out of the Office for Safe and Drug Free Schools does include substance abuse funding, so it would provide applicants serving troubled communities with funding to address those issues.

MR. STEGMAN: The other thing I wanted to mention is that this came up significantly in the consultations all last year, too, as a major, major priority, and we're really happy that we're able to click through the preferences.

But one of the other things I really stress to everyone out there, and this goes to a lot of what we've been talking about today, is that as the budget debates heat up, please, please, please, please, please, talk to your elected officials because, you know, we want to do as much as we can to improve what we're doing with the limited resources we have at the department. But, you know, we don't create our own budgets, so I think, you know, this is one of those things that really came up, and we're -- we're really hearing that from Indian Country, and we've really been trying to do as much as possible to provide the kind of resources through the department to integrate alcohol abuse, violence prevention

programming, suicide prevention, but we can only do so much with the funds that we have. So, you know, I think that's one of those things that we definitely hear from you, and it's come up at every one of the urban listening sessions as well, and so -- but I think that preferences is definitely a good first step.

We've got a lot of really great grantee programs that are already working out there, and this definitely -- it helps level the playing field with the grant, grantees that are coming in from American Indian, Alaskan Native groups right now.

MR. FLEMING: It's great it exists. But if I leave here right now, how could I get the benefit of that program for our students? Who do -- is it in the school district? Is there someone we contact in the school district?

MR. YU: The notice for the final rule will be coming out in not too long. I think the notice for the proposed priority was published in mid-March, and the notice for the final prior-to would be published in the federal register probably in the next few weeks.

MR. FLEMING: Okay. Because now, it's funny, it's working the opposite way. I take information on diabetes written in the -- from the Indian viewpoint. I take information to our health department rather than it coming from the other direction, which is somewhat sad, but.

Okay. The lists are a little mixed up, so I'm -- we have time after lunch, and I know everyone is -- so I'm going to try to keep through this.

Linda Voorheis. You marked down that you wanted to speak.

MS. LINDA VOORHEIS: Good morning. I'm Linda Voorheis. I spent 40 years in the regular classroom. Retired from that to do half-time at Indian ed. I probably work twice the hours at Indian ed as I did in the regular classroom. For the first eight years, I had both jobs.

As a half-time Indian ed employee, I make less than half of what I did in the classroom, and it takes up almost half of our Indian ed budget to have one half-time teacher for 433 students.

When I started, I wrote the first grant in Manteca. Our students were graduating at a rate of 61 percent. This year we have 93 percent. The four years prior to that, we had a hundred percent of our Native students graduating.

(Applaud.)

MS. LINDA VOORHEIS: I don't take the credit for that. I take credit for building the community. I've honestly taught more grandparents to read in my ten years of Indian Ed than I have students because the -- we opened our doors to entire families, and I think that's one of the issues that needs to be addressed, is that we can't stop at twelfth grade. We can't shut our doors. We have an entire community that needs to learn to value education.

Education has been a detriment in Native American history. Many, many of our elders have very negative connotations of education; therefore they don't teach their children to value education. If we don't start with our elders in making them understand that they can balance the two worlds, that we

want to teach the wonderful, wonderful values of Native American educational values, along with academia of today, we're always going to be failures.

If we don't get funding to enhance our cultural program, we're going to fail with all of the Native American students who are culturally involved.

We have, as I said, 433 students. We have 108 tribes. That's 108 different languages, 108 different cultures.

As one half-time teacher, and I'm the only teacher in the program, I can't teach all of those cultures. I have to have the availability to bring in the elders, to bring in the people with the knowledge.

I'm not a basket weaver. I'm not a dancer. I'm not a pottery maker. But we've been able to bring in an archery expert who's done marvels with mathematics by teaching the children through archery. We've brought in a basket weaver who's taught patterning and math again. We've used our star tales to get many students involved in mathematics and science. We have beading; again, that's patterns and numbers. And story-telling which leads to reading and writing. We have the dance and drum.

We also are -- have incorporated this year for the first time the hand games which teach mathematics, probability, fractions, all of those important things.

But we have to have the ability and the economic funds to incorporate families and all of the generations. Native American education again, as all of our people have said -- and each of them has had something wonderful to say. I agree with everything everyone has said today. But we've got to involve the families. We've got to have the ability to do that financially. And with 433 students, even though we have a good graduation rate, if there's not more funding, not every teacher is going to be passionate. And if you're not passionate, you're not going to give 12 hours a day instead of three.

My group has something going seven days a week. And I'm there with the doors open. During the summer, I actually had to pay rent on our classroom because the district closes down over the summer. And that came out of my pocket because of course our grant doesn't cover that. We don't have Johnson O'Malley. We are strictly surviving on Title VII funding. And it's one hundred eight or ninety dollars a student; that doesn't go far. So we need help. And our kids need help. And our families need help. Thank you.

(Applause.)

MR. FLEMING: I just got a very -- some very good news. Miss Stebbins is on the board at Delta College, and in the past we used to have a very active group at Delta College, and through the last number of years, it has slowly become almost nil. But I just -- she just advised me that our new Delta College president increased enrollment and funding for Native American students at the College of the Redwoods in Humboldt County, Jeff Marcy, and he's now here in Stockton, so we want to be glad that he's here and be able to use Delta College. That's great

(Applause.)

MR. FLEMING: Noria, is lunch ready?

NORIA: Yes.

MR. FLEMING: Okay. Doesn't mean you get to go yet. We're going to take advantage of the next seven minutes. Gina Spiro, were you going to speak?

MS. GINA SPIRO: Yes.

MR. FLEMING: Okay. She's from the parent -- she represents the California Indian Education Association, President Central, Vice President.

MS. GINA SPIRO: I'm not a very good speaker so if everyone can just bear with me.

Mostly, I'm just a parent like most of the other people that are here. I have children that are in the school system, in the public school system, that doesn't provide a cultural emphasis on anything that we as Natives respect in ourselves.

I grew up in the Bay Area as a -- in elementary school and what-have-you. And I can attest to how they're -- the cultural emphasis on how people -- how society views our cultures and how it makes it hard as a Native American to grow in and try to mainstream in society and what-have-you. It's difficult to try to represent yourself, your culture, and your people, when you have so many people who don't view you in a positive light, when you are still considered an enemy, when you are still considered the bad Indian and, you know, there's -- it's still cowboys and Indians, and Indians are the bad people, still to this day.

It's very frustrating to want to be able to accept American society, if you will, and the mainstream government and all the things that, you know, you people come in and you have to say to us and to be able to try to accept that and to implement it in our lives when we're considered still bad people.

So as far as what you have to say in regards to our children, it's also not just teaching us as Indians. It's teaching nonnatives as well, and how you emphasize our culture, and it's directed toward them, and how they treat us in respect to that.

So if you start teaching the nonnative children at an early age that we aren't the enemy, that we're not the bad guys, that it's not us against you, that we are trying to be collaborative, it then might be more effective as we are older. Sorry. Like I said, I'm not a good speaker.

UNIDENTIFIED AUDIENCE MEMBER: You are.

MS. GINA SPIRO: But I am very passionate about our culture. I'm passionate about our people. And I do -- I don't -- I grew up hating, not myself, but I hated nonnatives because it was hard for me to grow up and say, "Why am I not accepted? Why am I a bad person? And I haven't done anything to anybody to warrant that. Our children haven't done anything. Our grandparents haven't done anything."

My parents and my grandparents are byproducts of boarding schools and how -- how they're afraid of education because it takes away your identity, it takes away who you are, it takes away your name, it takes away your religion, and it's frustrating to be able to work with the education system now when it's -- again, we're afraid. We're afraid to have our identity and all the things that, you know, people like Lehman Brightman work hard for and try to anchor our pride and preserve our culture and

be able to transfer it to our generations and what-have-you when we still have to fight the system as parents. So it's hard. You know, it's hard to want to send our kids to school, and so I do think that absenteeism and what-have-you is -- is a big problem in schools but only -- not because parents don't want their children to learn, but they're tired of what mainstream -- main stream society's standardized testing, the emphasis that it has on their home lives and the things that they have to deal with at home, too.

You know, we do have home lives. There are things that we have to do. We have to take care of our family because culture -- because our culture is our community. We have to work together as a community. It's more important for to us work together to strengthen our home lives, to strengthen our communities, than it is to send one individual to school, you know, for the betterment of your test scores and things like that, you know, so that it promotes the federal government in a good light, I guess. So it's hard.

And that's pretty much all I have to say.

(Applause.)

MR. FLEMING: Okay. Thank you.

Okay. We have many, many people who still are going to have an opportunity to speak, but -- did you have anything before lunch?

MR. YUDIN: No.

MR. FLEMING: But now we're going to take a break. Our staff will help you, direct you to the lunch. You're all welcome to have lunch with us. There are seats out in the patio, in here. You can use the tables. We're going to try to start exactly at 1:00 o'clock, so eat and then talk maybe. But okay. We'll be back then at 1:00 o'clock.

(The lunch break was taken at 11:58 p.m.)

YOUTH TRACK

MR. FLEMING: Well, we hope that you've all enjoyed your break. We hope you didn't eat too much because if you fall asleep on these chairs, you'll fall off.

Okay. We know that the proof of the pudding is in the tasting thereof, right? We talk about Indian Ed. We talk about all these things that we want to do, should do, would like to do and need to do -- excuse me. Well, we're going to take a few minutes just to sort of look at some results just with different individuals. Okay. Personally three of the ones who were going to speak are sick but we're going to talk to some we spoke to earlier with.

Mr. Griffin, who has gone through Indian educations and spoken, said how he's going to be graduating this -- in the next month or so -- this month from middle -- from community college, Delta College.

Okay. We have a number of other people who can share that. One of them that is really anxious to share with us is Minnie Hendricks, and I want to introduce Minnie Hendricks because back 20 years or so --

MS. HENDRICKS: Thirty.

MR. FLEMING: Thirty -- a number of years back, Minnie was one of our students in Indian education who required an awful lot of home visits, an awful lot of threatenings and pushings and pullings. I remember visiting her home many, many times through the years, and she participated in Indian education, what has -- do you find has been the results of that. So this is Minnie Hendricks, one of our parents.

MS. HENDRICKS: Hi, my name is Minnie. Well -- I'm a little nervous -- scared. You know, Ms. Caroline did do a lot of home visits, Dale did a lot of home visits, and as part of Indian education I got to find my identity and be a part of my identity and stayed closely bound because here when we're urbanized, when we're here in Stockton, when we're here in the city, we don't get to identify with nobody else.

You know, I chose to be Mexican -- or look Mexican and act Mexican, and because of the cultural center, I got to be who I truly was. You know, even when in school, you know, we hung out what we looked like because we go with those identities.

Through cultural, you know -- through having the Indian center I got to stay with my own culture. You know, I got involved with gangs. I got involved in -- with all the wrong things. That's why they had to come, do all the home visits. And my son has to go through some of those same things, you know. So we need more cultural events to keep them out there and to keep them in the circle so they don't have to go in a double life.

MR. YUDIN: Can I ask you a question? So, like, the home visits, what are the home visits like? What do they do? What do they achieve?

MS. HENDRICKS: Well, when I was younger, Ms. Wilson would come and talk to my mother, ask why I wasn't attending school. I'm one of those students that I went to Manteca, Tracy, Stockton, Lathrop. I've been to every school in Stockton. My mom never stayed still. She would always move. She would come and visit, why I ain't in school, where am I going to school, what's the problem, how can I get you there, you know, just to see what our needs were, you know, social services.

And Dale and Caroline were the only two social services for us to even have a voice and, you know -- and they would go talk to the school principals for us. They would go do that. Dale went for my son. He goes out of his way for my children and that's why I started to give back to the community, and I'm still a part of the community that they taught me to be part of.

MR. FLEMING: And we go with a stick.

MS. HENDRICKS: Well, the other thing I want to talk about, the lady said, you know -- like, Mike talked about we need early education. You know, they go -- they start funding for prisons by the reading scores of our children, you know, ten years in advance. They do that for prison. So we need early

childhood education because that's what our population's going to be like. They give more money to the prison system than they do to the educational system. Why? I mean, what about our kids? Oh, I'm shaking.

Okay. Then I talk about college. There's no support. I'm already \$40,000 in debt to go to UOP. All right? I want to go to college. I want to be a teacher. I want to help my community, stay in my community, but I'm already in debt. I went and talked to Judge Reynoso, a Supreme Court justice. He didn't have to pay to be there. He got a free education in the '70s with the Civil Rights Movements, with all those movements. Why are we in debt before we even get there? We already have to pipe those lungs before I even step a foot on campus and -- I don't know. I'm just nervous. And some of the things like that we don't have no support. We don't have no support to stay in college. We don't have no support to attend college.

And, you know, I'm trying to get with Destiny -- she's one of our teacher's aides -- to get our kids to learn how to do a financial aid package, to learn how to fill out for college and to stay in college. And it's hard to do when you have a life and you have -- you know, we don't have enough people to do these things for us.

You know, I'm a mother. I have two children. I go to school full time and I don't have no one to do these things for us and they do the best they can, but they have, what, 30 schools? I don't know how many schools you guys got in Stockton because it keeps growing and we keep getting new schools every year, but our funds keep getting cut and keeps going to charter schools. You know, we're talking about public education. We have all these -- we have public education. We have big, old Stockton Unified School District, and we keep opening new charter schools. How come those funds couldn't be used in the public school system? Why do we have -- you know, we got Aspire, we got all these other schools, and if we put that same energy and the money into the schools we already have, we could improve the situation for our children and keep our top -- when I went to school, there would be, like, 31 students for one teacher so, of course, they're going to keep passing us. We're going to keep being left behind. You know, that No Child Left Behind is really keeping their kids behind because their teachers are, in fact, overwhelmed. They got too many kids in one class to be able to teach them. Without the teacher's aides, without people like Dale and Ms. Wilson and the people, now Destiny and -- where is he at -- Anthony, who are we going to turn to? You know, there's nobody there.

MR. FLEMING: Minnie, as an almost-dropout student, as a young person, what situation are you in right now as far as your education?

MS. HENDRICKS: Oh, well, if it wasn't -- you know, a couple years ago Dale came to me and he told me that all of our aides were going to be fired because they didn't have no college degrees, and he said, "What are we going to do for the next generation?" So he kind of inspired me so I went back to school. I graduated Delta College with three degrees and I'm at UOP, and I'll be graduating UOP next year with a sociology degree --

MR. YUDIN: Congratulations.

MS. HENDRICKS: -- because Dale said, "What are we going to do for our next generation?" You know, my family comes from the boarding school, too, era. My family was afraid of education. My family don't -- like many Indians, they don't like Catholics. They don't want nothing to do with all of that stuff. Our parents didn't know how to be parents and send us to school because they were scared. So how do we get our kids not to be scared? How do we teach our parents not to be scared? We don't know how to speak up for our kids. We don't know how to, you know, say, "No, you can't do that. No, wait a minute." Parents don't know their rights.

And we need the aides. We need the people that go out to the house and talk to them, show them how to do them and so I don't know. I was going to say a whole bunch of other things, but I'm nervous. Thank you.

(Applause.)

MR. FLEMING: Thank you. Let's go to the other end of the spectrum. Giselle Duran? Giselle is a second grader at Waverly School. Have you gone to Indian summer school? Okay. Her sister is saying, "Yes."

So you've gone to summer school. You're a second grader. What are some of the things that you learned in summer school?

MISS DURAN: Well, I learned how to -- I learned how to do more arts and crafts and the math problems that were really hard for me.

MR. FLEMING: So you learned math and science and crafts?

MISS DURAN: Yep.

MR. FLEMING: What else do you remember? Did it help you be a good student?

MISS DURAN: Yep.

MR. FLEMING: Okay. That's all we need to find out. Thank you.

(Applause.)

MR. FLEMING: Now, again, going to the other end of the spectrum, Ms. Elliot? The big Elliot, Mama Elliot. Well, she's the little one.

MS. ELLIOT: I don't know if this one is on.

MR. FLEMING: Age wise. I think they're both --

MS. ELLIOT: Okay. Can you hear me?

MR. FLEMING: Yeah. Could you share your experience with Indian education and your educational system situation right now?

MS. ELLIOT: My experience was I grew up in the foothills of Amador County in a town where when I was born, the population was 111 and when I was born it went to 112. So it was quite small. But from second grade on I was identified by one of the Native leaders in the community, Dolores Edesma, who took me under her wing and brought me into Indian education. And from that time throughout elementary and junior high school anytime I was failing -- my mother was a single parent -- Indian education came in.

We had such great programs at that time that I was allowed the opportunity to find my heritage, but to also go spend time with such great elders, such as Ramona Duchke, and learn how to basket weave with her, how to go out on the natural wetlands that were surrounding us and find pride in the land and find pride in myself.

I was also struggling with math, which I loved, in junior high school, and as we all know, most girls really struggle with math and science. It takes a great math and science teacher to be able to integrate that system and find a relevant system that these girls can get the right education through. I was able to meet one-on-one every day throughout my junior high school education with a tutor that was provided through Indian education.

Alongside of that, because of the programs that were in Sacramento and because of my dancing at the age of 12, I was allowed to come to Sacramento and start teaching Native American dancing and allowed to better other children. At this point I finished my associate of science degree. I'm finishing a second associate of natural science degree and planning to transfer in the fall to UOP for a degree to teach science, my bachelor's and, then, to go on to the pharmacy program so...

(Applause.)

MR. FLEMING: Thank you very much. Now, Miss Elliot, the younger one.

MS. ELLIOT: There's some things you might want to share.

MR. FLEMING: Hello. What's your name?

MISS ELLIOT: Emma.

MR. FLEMING: Emma Elliot. And you're a student at what school?

MISS ELLIOT: Hoover.

MR. FLEMING: For Stockton Unified. And how have you benefited from Indian education?

MISS ELLIOT: I learned how to dance, and I've learned a lot about my tribes.

MR. FLEMING: You were one of the dancers that welcomed our visitors this morning, right?

MISS ELLIOT: (Nodding head.)

MR. FLEMING: And how are you doing academically, school wise?

MISS ELLIOT: Good.

MR. FLEMING: Good?

MISS ELLIOT: (Nodding head.)

MR. FLEMING: Okay. So are you glad that you've been able to use Indian education?

MISS ELLIOT: Yes.

MR. FLEMING: Would you feel like you missed something if you didn't?

MISS ELLIOT: Yeah.

MR. FLEMING: Yeah? Okay. That's as strong an answer as we can get. Thank you very much.

(Applause.)

And Jasmine Fleming? What's your name?

MISS FLEMING: Jasmine.

MR. FLEMING: And what school do you go to?

MISS FLEMING: Waverly.

MR. FLEMING: What grade?

MISS FLEMING: Eighth.

MR. FLEMING: Have you attended Indian education programs?

MISS FLEMING: A lot, yes.

MR. FLEMING: A lot. Have they benefited you?

MISS FLEMING: Yeah.

MR. FLEMING: We get these real long heavy answers from our young people. You've been to camp?

MISS FLEMING: Yeah.

MR. FLEMING: The science culture camp? What did you learn there?

MISS FLEMING: The different tribes and what -- like, the dances and clothes and -- I don't know.

MR. FLEMING: Okay.

MR. YUDIN: So you were asked if you benefited and you said, "Yes." Can you kind of tell us how you benefited, how you think you benefited from the programs?

MISS FLEMING: Just learning the different tribes and how -- I don't know. Just...

MR. FLEMING: Has it helped you in school? Have you ever had a tutor?

MISS FLEMING: Yes. She's actually right there, Destiny.

MR. FLEMING: That's helping you get through eighth grade, right?

MISS FLEMING: Yeah.

MR. FLEMING: Okay. So besides camp, you went to summer school for most of your life, right?

MISS FLEMING: (Nodding head.)

MR. FLEMING: And what did you learn there? What can you tell us? Why was that good? Why did you give up so much of your summertime?

MISS FLEMING: Because it was fun, the arts and crafts and stuff.

MR. FLEMING: And did you learn more about reading, writing, arithmetic, computers?

MISS FLEMING: (Nodding head.)

MR. FLEMING: Transcriber, that's a yes. So would you have missed something if you didn't have the help of Indian education?

MISS FLEMING: Yeah.

MR. FLEMING: Clyde wants an example. What are some of the things that you would have benefited from? See, he's making your questions hard. Now, what tribe are you?

MISS FLEMING: A lot.

MR. FLEMING: Yeah --

MISS FLEMING: Apache, Comanche, Lumbee, Cherokee.

MR. FLEMING: Okay. So you have a lot of background. Okay. And when you went to summer school, did you do some academics also?

MISS FLEMING: (Nodding head.)

MR. FLEMING: Has Indian education helped you stay in school and do well?

MISS FLEMING: Yeah.

MR. FLEMING: Do you have a good future to look forward to?

MISS FLEMING: Yes.

MR. FLEMING: Okay. That's all we can ask.

(Applause.)

MR. HODGE: You might have noticed that they have the same names.

MR. FLEMING: Now, Georgie, I wanted to ask you a question, too. Georgie Gutierrez is a student at French Camp School in Manteca Unified. How have you benefited from Indian education? Do you like to learn about your tribe?

MISS GUTIERREZ: Yes.

MR. FLEMING: What's your tribe?

MISS GUTIERREZ: Chumash.

MR. FLEMING: Do you think you would do as well in school if you didn't know anything about your tribe? I'm asking adult questions.

MS. ELLIOT: We know you can do it, Georgie.

MR. FLEMING: So you're learning to dance; is that correct?

MISS GUTIERREZ: Yes.

MR. FLEMING: Uh-huh. How does that make you feel?

MISS GUTIERREZ: Proud.

(Applause.)

MR. FLEMING: Proud. Have you ever participated in a powwow?

MISS GUTIERREZ: Yes.

MR. FLEMING: What doing?

MISS GUTIERREZ: Dancing and volunteering.

MR. FLEMING: Did you have your -- all your regalia?

MISS GUTIERREZ: Yes.

MR. FLEMING: And what's your style of dance?

MISS GUTIERREZ: Southern traditional.

MR. FLEMING: Okay. What's your brother's style of dance?

MISS GUTIERREZ: Grass dance.

MR. FLEMING: Okay. So you learned all that before you danced at the powwow?

MISS GUTIERREZ: Yeah.

MR. FLEMING: Okay. Does he have his outfit?

MISS GUTIERREZ: Yes.

MR. FLEMING: Okay. So what do you think about -- excuse me, allergies. What do you think about Indian education? Has it helped you?

MISS GUTIERREZ: Yeah, in science mostly.

MR. FLEMING: Science. Our evaluator says that our science scores have jumped higher than anybody else. Isn't that interesting?

MR. YUDIN: That's great.

MR. FLEMING: Okay. Anything else you want to say?

MISS GUTIERREZ: No.

MR. FLEMING: You never ask a young lady that, right? Okay. Thank you very much.

(Applause.)

And we have two older students from -- who are unable to be here today. Both of them are having health problems. One of them is our -- on our parent committee in Stockton. He's a junior at Franklin High School. Ms. Delacy?

MS. DELACY: I would like to speak on behalf of my daughter who was also one of your students, if I may. She's not here, but I'd love to speak for her. My daughter went to Fremont Junior High when she was a junior high school student, and my daughter was mixed black and white. We knew of our Indian blood but at that point in our lives, you know, it was just a term we didn't really embrace it, didn't know how to embrace it. She was having difficulty because being a mixed -- of mixed races she was having a lot of identity problems. I mean, they would call her "Oreo Cookie" and "zebra." She was really having a hard time. And Mr. Fleming came into the classroom, I guess, to give a speech or whatever, but she came home and she told me, she goes, "Mom, this man came into school today and he talked about being Native American." She goes, "We have Native American in our blood, don't we?" And I go, "Yeah, we have a little bit." So she encouraged me because of this man right here. She encouraged me to kind of delve into our past and the Indian blood. So we started going to the Indian center, and she became this whole other person. She -- all of a sudden she had an identity that she could grasp of her own. She had her come out. We started going to powwows. I did all the regalia. My fingers were sore from doing the beading but it really got me involved too, and had it not been for the Indian center stepping in and kind of guiding her to find herself, I think she wouldn't have ever even graduated. It was that bad. Going to school was that bad for her.

She now works for the Child Protective Services. She's a teacher at their classroom. She's very - a very successful teacher, and I would just personally like to thank the Indian center because even myself being a teacher, every time we go to camp I love listening to him because, you know, teachers think they know everything, da-da-da. But every time I go to camp he always comes up and just gives me more information. And so again, I would like to thank the Indian center for bringing my child into the Native world and kind of bringing her home. So thank you.

(Applause.)

MR. FLEMING: And, Linda Voorheis, would you like to share with us how Indian education helped your granddaughter, who at last minute was not able to come?

MS. VOORHEIS: Yes. Our apologies for Megan. She couldn't be here. She's made the final cut on one of the plays at Delta for the lead so she's back doing a tryout this afternoon.

Megan started in our program when we started it ten years ago. She is now a freshman at Delta. She graduated with a 3.85 from Manteca High. Of course, with Grandma being a teacher she's been into educations and been brought up in the powwow circle and the Native circle all her life.

She's one that came in for her senior project and began speaking Cherokee as her senior project. She wrote and was published in the chat book for the Indian Educators Association two years ago on being a blonde, blue-eyed Cherokee. She's gone through the opposite situation where she's often been told she's not Native because she is a blue-eyed blonde. She's not only an eighth Cherokee, she's a half Native Hawaiian. So she doesn't look like those two parts of the culture. The Dutch part held out.

She's a fancy dancer. She's danced at Stanford. She's danced every place we go. She's been dancing roundhouse since she could walk. She helps teach the dance classes in Manteca. She was honored by the Miwoks of Calaveras County with an eagle feather when she graduated from high school for the works she's done in the community. She's hoping to go on to Stanford next year. She's come back into the community. She teaches finger weaving, which they tell me is almost a lost art. She'll be teaching with us. She taught last year at our camp and will be teaching there again this year. She comes back and tutors students because with me just being a half-time person and 433 students, I can't tutor all of our students. So she comes back and volunteers to help with all of that.

But she gained her confidence. She gained her ability now with her acting and choir and those things by starting in the powwow circle and in the roundhouse ceremonies. So those things have been very important in her life, and the Indian education I know has given her a boost in finding out who she is and being able to stand up and speak for it.

The only time we ever remember her being punished in school was in preschool and it was a matter of what is your culture, what is your background, and when she said she was Native American, the teacher said, "Oh, no, you can't be," and Megan argued back with her and was sent to the naughty chair. And her comment as she turned to sit down was, "My heart is red." So she is very active in the community and very proud of her Native American roots that she wouldn't have known that much about going up through the regular educational system. And I know that because I was in the classroom for 40 years in Manteca and know what's available out there.

MR. FLEMING: There's one more thing I would like to share since what we are trying to do is make all of you at that table there really recognize how important Indian education is -- excuse me -- to these kids. And we appreciate your support. With the sudden heat, made it halfway through the day without messing up.

One more thing I did want to share, I shared with Mr. Garcia, was since they're not all here, this is our newsletter that goes out to 1300 people every month and in the last newsletter we had a list of 24 students at one high school that were proficient or above in the CSTs. Twenty-four just one school. The month before that -- and here they're called crown achievers. The month before that we put in a list of over 35 kids who were what they call star achievers that gained one step or above in the CSTs, all in the same school. So that means almost 60 kids in just Stagg High School who made that kind of achievement. So we want to share that with you, too.

MR. YUDIN: That's great.

MR. FLEMING: Thank you so much, students of different ages, and we really appreciate all that you're doing and we hope you keep at it, keep working. And even Wyatt is not here.

UNIDENTIFIED FEMALE SPEAKER: His brother's here, Tristan.

MR. FLEMING: We want to see you the same way. Okay? So stay with it. And, Jazeline, you too.

Okay. Now, we're going to let -- go back to our open forum. Our visitor, Mr. Yudin and his companions are still open to hear any comments that you have.

I also want to mention that if you want to fill out any comment cards they're at the table, and they've requested that if anyone wants to fill out any comment cards -- you've got one?

MS. LEONARD: They're in the folder.

MR. FLEMING: Okay. So please fill out the comment cards also if you have something. So I will continue through those who -- now, Gilbert? Gilbert Mendez is one of our SUSD people and a parent and grandparent and he has to leave but he wanted to speak.

OPEN FORUM PART II

MR. MENDEZ: Yeah, hello. My name is Gilbert Mendez. I work for Stockton Unified campus security at Cesar Chavez High School.

I got two comments. One was made towards SUSD but most of them aren't here anymore. Second comment will go to our friends in Washington.

But first thing I noticed about, I was wondering where all the directors of all the programs for Stockton Unified District -- they're here but nobody else is here. It just makes me wonder if is this the example of the commitment of SUSD towards our Indian education so...

My next comment is towards our friends in Washington, is I feel that education is extremely important not only to Native Americans, to all our kids. It starts at the home, I believe, at first: preschool, kindergarten, you know, elementary, high school. Because it's a shame -- and I work in high school. You see high school kids, they can't read, you know, and -- and a comment was made twice about the money being spent for prisons, for jails. I can speak on this on a firsthand basis.

I was a deputy sheriff for San Joaquin County for 25 years and I dealt, you know, on a daily basis with the violence on the streets, the violence in our schools, and I feel if the leaders in our country make education a priority that it will help our kids become good, outstanding citizens in our community and keep them out of our prisons and jails. Thank you.

(Applause.)

MR. FLEMING: Quanac Brightman, would you like to speak?

MR. Q. BRIGHTMAN: Sure. Thank you for calling me. I also want to thank the people who came here, the parents and, of course, educators who came here concerned for our youth and, of course, our future leaders and our children. You know, some of the recommendations that have been voiced here today,

they come from the heart. They come from average, everyday people like you and I and they need to be heard by Washington DC.

Now, there's one issue that we're dealing with as far as our organization, United Native Americans. We're trying to reopen and reaccredit D-Q University. That is a top priority for us and our people, especially here in this state. We need a higher educational institution where we can bring our people and train them and give them that knowledge and give them that empowerment because these days the boar isn't out there on the streets with guns. You need to have books and knowledge. That's your weapon. That's a positive weapon that each and every one of us can use. The more knowledge you have, the more powerful you are.

Some of the things that we've seen, you know, when I was a student growing up, you know, I was watching these kids and, you know, just thinking about when I was that age and going through this educational system that we have in place. And, you know, I was the only Indian going to all these public schools over in Contra Costa County. I was the only Indian at my school majority of the times. I had to face a lot of racism. I had to face a lot of internal issues as far as being the only Indian, you know, kid there. I was constantly being teased, picked on. You know, that shouldn't be tolerated in this day and age.

The hate crimes that continue to, you know, be pushed upon us as Indian people, the first nation's people here. You know, when I think about some of the accomplishments that we've been able to do as far as Native American people, most people don't even know about the Choctaw Code Talkers of World War I. Do any of you even know who they are? But does the Department of Education actually have that in their textbooks when our kids go to these particular schools where that's honored?

Now, did you know that we actually broke the color barrier in Major League Baseball 50 years before Jackie Robinson was even born? But that's not promoted. Then you think about what's really going on as far as Major League Baseball constantly keeping these stereotypical images of us and these racist terms. Redskins? That's sickening. How do you think the African community would feel if they had an N-word out there and a team out there depicting them in that way? Oh, man, Martin Luther King would come back alive, man, and lead marches and do all these different things until it was reversed, but we don't have the numbers as far as, you know, that huge of population to be able to do that by force.

But we're here today to try to educate you and, of course, other people in DC who make these kind of decisions as far as funding and as far as the realm being pro-Indian curriculum in our social studies books, in our history books. There's many things in history that we've been able to accomplish that have just gone unnoticed and it's really time that in this day and age -- we're in 2011. Why can't we consolidate the Native American studies program in college, consolidate it down where it fits into a curriculum where it can be interjected into a K through 12? Why can't that be done? I mean, we don't even have a national holiday. We don't have a federally recognized holiday for us. Why is that?

UNIDENTIFIED FEMALE SPEAKER: Columbus?

MR. Q. BRIGHTMAN: Exactly. Columbus Day? We have Columbus Day and sit here and put him up on this pedestal, and, you know, what was he? He was a slave trader. It's disgusting, you know.

I mean, you think about all these things and you think about our children. I'm a father, I'm a parent, and I'm really deeply concerned about the education or lack of education for our children. They need to be taught these great heroic deeds that our forefathers fought and died for, all these great accomplishments that we've been able to contribute to society.

Do you realize the constitution was based off of the League of the Iroquois? Now, why is it that you guys practice this form of democracy -- actually its hypocrisy when you think about all the treaties that we signed and we're still the landlords of this land but we're not ever recognized as that.

I'm hopeful that you will actually honor your words here today and take this to DC and champion this for us as far as developing some real positive curriculum that brings out all of these accomplishments and different things because we need to stop the hatred towards our people.

This book I brought here to share with you -- this is a book that could be in every educational institution, K through 12, college, everywhere. This shows that we broke the color barrier in Major League Baseball before Jackie Robinson but he has a whole day honoring him. I'm not trying to take anything away from him. He did a great thing but we did it before he did. Just like this country will always be ours because we were here before you. I hope that you hear these words. Thank you.

AUDIENCE: Ho-ho.

(Applause.)

MR. HODGE: If I may interject. Why is it in Washington DC, the center, the home, the nerve center of the United States we have that R-word for a name of a baseball -- football team?

MS. HENDRICKS: Oh, Redskins.

MR. HODGE: How do you expect us to trust you or believe that you're serious about us when there is a racist epithet every day of the week? Have you been to DC? You can't go to a single restaurant or nightclub without that hanging over: Budweiser, sports, Redskins, hey. How can we believe that you're serious about taking us seriously until you change that?

AUDIENCE: Ho-ho.

MS. HENDRICKS: I wanted to say something, too. You know, California's unique. We have 500 recognized tribes. You know, it wasn't until the 1950s that our people were even claimed to be citizens here in California. And the people had to hide. The ceremonies in California -- we don't put them out like powwows. We don't do all that stuff and we still keep everything in private. You know, California is unique. You know, we need D-Q.

I just came out of a Native American history class. I learned about the Plains Indians. I learned about the Iroquois. I didn't learn nothing about California. I didn't -- I was born and raised in California but I don't know about the people. I didn't know they weren't citizens until 1950 but we don't even get that here in California. We don't even teach our own kids our own history. I know that what we learned from California was ishie (sic). You know, we need to integrate and we need D-Q. We need D-Q so our kids can learn.

(Applause.)

MR. FLEMING: The moderator is not supposed to interject but I'm going to. A couple of years ago I had a group of Miwok kids who are in our dance group and we were going into an elementary school to do a presentation. And we were going into -- I think it was all third grade and all the teachers were gathered, but before we got through the door we could hear the teachers explaining to the kids that "all Miwoks are dead but that these kids are coming to talk to us about Indians." They were well meaning and they really believed it, but our kids were just devastated because here the teachers are telling the kids that their whole tribe is dead, it doesn't exist anymore. And it was really tragic to think that these educators were that uneducated for what it is.

MR. GRIFFIN: May I interject as well now?

MR. FLEMING: Yes.

MR. GRIFFIN: It's funny because even our own Haggin Museum has saying that the Yokuts Tribe and Miwoks are all wiped out when the southerners came in that some of them were displaced.

And also that -- I wanted to thank those who are actively listening. To those of you who are texting right now or fiddling around, that we're not speaking for our health and this is very important to us. So please have some respect and listen to what we're saying. Thank you.

MR. FLEMING: Okay. Now, the next one who signed up to speak is Anthony Escobar who works with our Native American Indian program.

MR. ESCOBAR: Hello. As Dale said, I've been with the center for about a couple months now. I just started recently and I hit the ground right when I began. A lot of people already said -- I won't take up too much time, but what I wanted to explain to our DC representative is this position is truly unique and complex and I came to really realize that over a short period of time. It's a six-hour position that goes easily over that. It would even go over eight hours.

And it's complex because the curriculum part is -- it's something that when I go and work with the kids what they want to know is usually not in textbooks. So I go back and I have to do the curriculum by myself. I have to go back to our library and I pick out books and read and do the research and go back to them because that's what they want to know. That's what I'm there for. It's all Native American, all of that. Some families have approached me about, too, who want to know -- have their child know their Native language. I feel inferior because I don't know how to teach them.

So I would say keep the funding coming so we can have professional development classes with me and my three other colleagues so we could do some kind of professional development to learn and take that back to our children because, as someone said, the languages are dying or some are already extinct. We don't want that and so we want to try and revive anything we can. But it's truly complex and I'm very fortunate to be in this position, as well as my three other colleagues, because it's so much - it's just -- it's different. Everything is different.

The textbooks -- we tutor, we help but at the same time we need to focus on them. And I can have one school of about 20 or 30 kids and each of them are different tribes so each of them want to know something different. So I have to go back, try and rework that, try and blanket over and or then -- or try to maybe focus on one part. So just to let you know that out of the four of us, including myself, we each have 15 schools and each school can have ten, one can have 30, one can have nine. And, then, you have to work out with the teacher if you can take them in a group. So we work really close with our schools and we try to get them to each but it's hard, especially with the times that are happening now.

So to our representatives, please keep funding coming because it comes back to Stockton is truly urban. As you can tell, it's very comprehensive. We have our program specialists and the four assistants and we go out there. It's very unique what we do and we want to continue doing that and just its -- tribal history, it's vast and history about heritage is vast and to go back and to do the curriculum -- so for us to have more power, as Mr. Hodge was saying, it would be very good so we can plan, not go to the district. We can do our own language development, not do anything else, just focus on our kids. The funding for that would be very good. Thank you.

(Applause.)

MR. HODGE: I'd just like to comment on the fact that he is serving all these different representatives and different nations, this is the real, true definition of differentiated education. I am taking my reaction to that some of you don't realize what that is.

Differentiated education is when you have various and sundry active groups or levels of education, standard groups where they are all one class and the teacher is mandated to serve each one of them, but with all our tribes that we represent in every urban situation this is truly the definition of that and it is called differentiated education.

MR. FLEMING: Okay. Which the feds want us to do and mandate that we do, right? But this just lays a whole different level of differentiated education because originally it addressed ELL (English Language Learners) kids, kids with language problems. Now we're talking about Indians with differentiated needs. So that's just something to mull over when you're getting -- wanting to go to sleep tonight.

MS. LEPE: Can I add something to that?

MR. FLEMING: Yeah.

MS. LEPE: The issue of the bilingualism, in the reauthorization of the No Child Left Behind, when is our country going to validate bilingualism? We're pushing away -- the issue of culture and language isn't just a Native American issue. It's a multiethnic or national issue for the emigrants that come into this country and it seems to me that other countries have done it, like Canada, but our country hasn't. Couldn't that be an aspect of the No Child Left Behind law?

MR. YUDIN: Yeah. And, in fact, our proposal would do just that. It would strengthen and increase access opportunities for bilingual education. Current law doesn't allow the access like you're talking about. A lot of is dependent on state law --

MS. LEPE: Exactly.

MR. YUDIN: -- but our proposal going forward would increase access. It's absolutely the right thing to do with kids so...

MR. FLEMING: Mr. Yudin is going to go home and talk about how long we made him sit in the hot seat.

MR. YUDIN: No, no.

MR. FLEMING: Ms. Stebbins?

MS. STEBBINS: We have moved away from the bilingual education. The issue, because I recall -- I graduated in '75 from University of Laverne and I studied in part anthropology, criminology and sociology and part of that study I studied the Native American Indian languages all the way from Alaska across the nation so -- and it was in preparation for the criminal justice system in dealing with all nationalities of people, and there is a contention of Native Americans in the criminal justice system. So we have moved away from bilingualism from 1975, which I studied some of that language.

MR. FLEMING: And culture is language and language is culture.

MR. YUDIN: And if I may just add to that. I'm with you all and so many of these decisions, particularly about bilingual education and curriculum and all these things, are state and local decisions so it varies across states. You have states with, like, English language only but those are state decisions. California's curriculum is California's curriculum. I just wanted to add to that.

MR. YU: If I could just add a couple things. I'm not sure if my microphone is on. There's a lot of discussions today about the importance of history and curriculum and other matters like that. It's kind of just a common issue of confusion for folks when the department goes up for listening sessions that, you know, why can't Secretary Duncan just snap his fingers and correct these injustices in various textbooks, histories, et cetera.

The Department of Education, by statute -- in fact, by any elementary or secondary education, the Department of Education cannot control curriculum.

That's outside of our purview. We just have no control over that. We can issue money in certain ways to provide incentives to create certain drive, perform in certain areas, but we cannot mandate anything like that. So I think it's useful for folks to know that limitation so...

On the other hand, part of our proposal for reauthorization does -- that we are requesting some 200-plus million is something for -- is something we call well-rounded education which is to focus on how school districts focus on -- provide funding for teaching beyond just math and reading. That would include history, et cetera, social studies, civics, et cetera.

MR. FLEMING: That's great.

MS. LEONARD: Dale?

MR. FLEMING: Yes?

MS. LEONARD: If I may? One of the things that I'd like to also mention that has to do with curriculum and just to follow-up with what Donald Yu has said, is that I don't know how much you are aware of the common core standards movement and the fact that I think in its first writing or review that there was no reflection of Native American culture, history or tradition.

And I do think -- and maybe you can speak more about the movement and the action that the National Indian Ed. Association has taken in terms of working with the organizations who are working -- who've come together, the chief, the National Governors Association -- who've come together to develop the common core standards and their activity with that group to ensure that this is also -- that the Native American history, culture, traditions are integrated into the common core standards.

Have you all done any work with that? I know you have but maybe you can share that.

MR. HODGE: The education division of the National Congress of American Indians is very forward in that, very involved with that and through that many of the tribes throughout the nation have their piece to say there. National Indian Education Association has built bridges all over education from the federal to working on the Indian Education Department and because of that, we have these liaisons that are bringing in -- like Robin Butterfield -- great ideas, logical ideas, positive ideas that include community language and, of course, correct history.

MR. FLEMING: Okay. We're learning a lot of different things, and unfortunately California has put a road block. So hopefully we can say road block to the feds, rather than the opposite, that's what we hope.

MR. HODGE: May I make one other statement? You said incentives. Race to The Top was an incentive-based program. Would you believe actually states changed the law before Race to The Top was even finished and defined and funded? They just sort of tried to guess what it was going to be so that they can get the money.

If you're going to change a whole state like California and, then, not get the money, think about the incentives if they actually said, "Each one of you gets the money or we can withhold it." A variation of Nixon saying, "Grab their wallet and their mind will follow."

MR. FLEMING: Okay. Next on my list I have Lisa LeDuc Begay from...

MS. BEGAY: I'm from Sacramento City Unified School District, Indian Education Parents Committee. I'm the vice chair. My name is Lisa LeDuc Begay. I am Mandan-Hidatsa from North Dakota, and I'm also Oglala, Sicangu Lakota from South Dakota.

One of the things that I wanted to talk about was our program in Sac City Unified. Over the last 30 years our program has gone from about 800 students for Title VII down to what we currently have is

187. We have a resource center that we have been in for 30 years, which is located at the Leonardo da Vinci school site. This year we were asked to close down our center because our room was going to be needed for classroom education.

Because of budget cuts, our schools are having -- some of the schools are being closed because of population and one of the -- of course, one of the unfortunate outcomes was that our resource center is, in fact, having to be closed. So we have a parent committee made up right now of about five families.

We're trying to do active recruitment to encourage other families to step up and volunteer, and through the advocacy of our parent committee we have been able to move our center to another school site, which is located on the western side of the school district.

The Sac City Unified School District serves about 60,000 students, and I know that there are more than the 187 identified Native American students there. So one of the things, in talking with my parent committee and, you know, saying that I could come down today and represent, you know, our parents and students, was some of the issues that we had, we said that we wanted to see an increase in funding to the Title VII program. You know, of course, more money will always help. Primarily because of such a low grant that our program has, we primarily do tutoring, tutoring services.

Out of the five parents that are on our parent committee, four of the parents have students that are on IEPs. So we do have a significant number of our students that are receiving special education services.

The other thing that we've been able to do through that is to bring in a reading specialist because there's been problems with students that can't read. As a result from our small portion of funding that we are able to do the tutoring, one of our students actually has brought his tests up high enough that he no longer needs an IEP. So there is -- there has been some success for one student in our program but we would like to see it increased for all our students in the program and all the students in all the areas, especially in urban Indian setting -- urban areas. That we want to see concise, clear and effective training materials for use at the LEAs or the school districts about this grant and its requirements.

Over the last five years we've had four different directors. So every year we feel like as a parent committee in a way we're lobbyists as we approach the new director, explain what the program is, explain what our needs are. It's required us to be very active and to go to the district office to introduce ourselves to the various people in charge and to explain and educate what the Title VII Indian education grant is about.

Next we said, too, a review of the program requirements for Title VII in regards to membership criteria that really affects urban Indians which includes Natives that may be from several tribes. They may be from several tribes and not be able to be enrolled at one tribe because the blood quantum requirements. Some may be from terminated tribes, unacknowledged tribes, which is something that is very unique in California. Not only do we have federally recognized tribes, we also have eight terminated tribes and over 50 unacknowledged tribes.

The other thing is, we do have experience with tribal people that have been disenrolled from their tribe so they no longer have tribal membership. That makes it very difficult to fill out the 506 form. And, then, also the families that this has happened to it just creates a sense of, you know, anger, a sense of loss, a sense of sadness and, then, they turn away from the program.

The other thing would be our families, too, are -- that are in the foster care system or people that have been adopted. So we know that there's a significant population in Sacramento in an urban setting that fit these criteria and we try to -- as a parent committee we've had to get our nonprofit status where we're kind of considered a booster club also so that it allows us to fund raise and allows us to address the needs for people that the Title VII program doesn't cover. And next year, you know, we're looking at a budget of \$39,000 so that's only going to go so far.

You know, that, of course, leaves out the whole cultural piece which our parent committee has had to pick up through volunteer efforts to go out to schools where they aren't -- like, for instance, my son's class, fourth grade, California Communities is the name of the social science book. I went in and taught a lesson on California Indians because the teacher was going to just skip over that entire unit because, one, she said she didn't feel comfortable, you know, with the names and, you know, stating different things so I went in and taught that lesson.

So sometimes those things are happening, but we can't reach every teacher, every principal, every school. So we try to do what we can, but we definitely would like to see an increase in funding and just more training materials and just to look at some of the requirements.

And, finally, if there was any way to get information out from one parent committee to the next so that we could look at other funding ideas, networking options, what other parent committees are doing, if there's some way to touch base. I know our communities are small. This is my first time coming to the Stockton area and it's nice to see all of you guys here and just to hear what other people are doing. You know, that's something that I can take back to my parent committee so thank you.

(Applause.)

MR. YUDIN: It's interesting because we hear all the time about Title VII directors, you know, connect with each other and other educators need to contact with each other so they can learn from each other, but actually this is the first time I've heard we need to kind of create these communities for practice for parent committees. That's a great idea. Thank you.

MS. LEONARD: Dale, I'd like to follow-up with what Michael said. First of all, I'd like to really thank you for your comments because one of the things by attending these listening sessions and certainly by hearing a lot about the Title VII program and how it's actually working for you or not working for you in the district, helps us go back and strengthen the program. It gives us guidance and something to go back and act on.

And I can say for Bernard and the rest of the Office of Indian Ed is that we really will internalize what comments you've made here. You can expect and look forward to seeing a lot of activity as it relates to best practices for parent advisory groups. You can expect that, I would say, within the next six months.

We've heard about the technical assistance needs not only -- we've heard it, Michael hasn't. He hasn't been with us all the time, but we've heard about the need for bringing together parent advisory committees. Certainly -- and just explaining what the role, responsibilities and the relationship is with the school district, not only with the program coordinator director but also with the superintendent, as well as the school board and so sometimes those are really compatible relationships and sometimes

they aren't. And so what we want to do is we want to go back and come and pull together the parent advisory groups so that we can work through the issues and that we can strengthen those relationships and also improve the program and make sure that those funds are really being targeted for the purposes in which they were intended.

The other thing, too, is we want to work with the program coordinators to share what's working, what's not working to give you suggestions, ideas for improving the program and how you can better serve or how the program can better serve and meet the needs.

The other thing, too, I think you will find is refreshing and important is we want to work with the superintendents. One of the things that Dr. Toliver said that we recently appreciated here today is that not only is he going to open that line of communication but he's also going to work with other superintendents to have those conversations. And I think there's a great need for the federal government to step in and facilitate those conversations with superintendents to just do the refresher, the one-on-one -- the 101. Title VII 101, this is what the program is intended to do. This is your role and responsibility as a superintendent to really shepherd and provide leadership for the program.

So we're going to have those kind of networking sessions as well, even though the program is directly funded -- funds the districts directly, we really want to bring the state into this conversation as well.

So we want to work with -- in some states there are Indian Ed coordinators and some states don't have them but we want to have that conversation with the Indian Ed coordinators and the state superintendents to make sure that there's some alignment, that there's some understanding from the state to the local district superintendent and the leadership thereof, as well as the program coordinators and the parent communities. So we want to bring everybody together and have those kind of conversations.

One of the things, too, that I should share with you is that we're moving forward with technical assistance meetings. That's what we call technical assistance where we do the outreach to bring people together to have those conversations. So the federal government is sponsoring a technical assistance day where we bring -- and bring people from the department together with the coordinators, people who are attending the National Indian Ed Association conference and have those kind of sessions, have those kind of meetings and that's where we've learned from either parent groups or Title VII coordinators what is working and what is not working. And so we're moving to make sure that we put some of this in place within the next six months, certainly before September.

MR. GARCIA: In the state of California we have 96 projects that we fund within the state and so you would think that the strength of the program is in the parent committee because each LEA district has a parent committee. So when you do the math on that we should have a little bit good representation of Indian parents involved with Title VII. So I appreciate the comments. And I like that idea with parent committees networking with each other. Thank you very much.

MR. FLEMING: And Title VII directors don't have a list either. I don't know how to contact the Title VII director in Modesto.

MS. LEONARD: You will.

MR. FLEMING: Good deal.

MS. LEONARD: You will.

MR. FLEMING: That's the only way we can coordinate.

MS. VOORHEIS: Could I also suggest that you not only contact the districts that have Title VII but educate the districts that don't have Title VII that aren't even aware of it? That was my issue with our district. We now have a great rapport with our superintendent and are doing well and everybody is happy but it was a real struggle to get there because they informed me that there was no such program, it didn't exist, and I'm finding that at other schools in this area don't even know they exist.

And, of course, superintendents and assistants and clerks and secretaries have their own jobs. They don't have time to go out and research this to know what's available and that's a big problem in this area is that the school districts don't know what's available.

MS. LEONARD: Good point.

MS. VOORHEIS: Thank you.

MS. THUNDERSHIELD: Yeah, I want to say something.

MR. FLEMING: First, what is your name?

MS. THUNDERSHIELD: My name is LaDonna Simmons-Thundershield. That's Sioux in South Dakota. I wanted to talk about some program for, like, homeless kids that might have missed a lot of school that need to catch up, help with a GED. So kind of funding for tutors or single mothers or single fathers that might want to go to school but don't have a child care, you know, those kind of things or transportation or, you know, something to give -- some kind of -- maybe a little grant or, you know, get them motivated to want to go and finish, to go do a -- like, a career, kind of college, like a culinary school or, you know.

MR. YUDIN: Technical education?

MS. THUNDERSHIELD: Yeah, something like that. If they could have, you know -- put that in there somewhere because my kids -- we moved around a lot so they need to catch up but they kind of don't want to go through the -- since they're Native American, I figured why not run them through the system that way, you know, and it might get them more motivated to finish and do what they want to do.

MR. YUDIN: We actually just last year awarded \$50 million in grants to states and districts for those types of high school graduation, kind of dropout prevention or even retention or bringing back these kids, making sure we're targeting these kids that are at risk whether it be single parents or being disengaged, but how do we reengage them. How do you back out into the community and get these kids back? So that's a priority --

MS. THUNDERSHIELD: Like, they didn't give up but they don't know how to get back --

MR. YUDIN: That's exactly right. And the challenge, too, is a lot of districts don't know how to do that either so that's what we're finding. Like I said, we just awarded \$50 million for grants for these types of activities and we're learning. This is kind of new for a district. That's normally their role to go back out to the community and bring kids back in.

MS. THUNDERSHIELD: Yeah, but I think if they had an incentive to know that, you know, they have a place here in the community and that, you know, they're wanted, they're needed but they just need a little bit of a push or pull even to get them back into school.

MR. YUDIN: Thank you.

MR. FLEMING: Thank you. Excuse me, Emma. You need to state your name first.

MISS ELLIOT: My name is Emma Elliot. And I want to know why only about six tribes (sic) in California when there are over a hundred tribes. I want to know why I must pay homage to or build missions to honor people who enslaved California Natives. I want to know why my culture's being kept from my brothers and sisters in school, why you are so focused on our test scores and not focused on us.

(Applause.)

MR. FLEMING: Is that rhetoric -- rhetorical, or did you want an answer?

One thing I just wanted to mention, if you're aware. Third grade in California we teach about the local Indian, which here is Yokuts, Miwok.

Fourth grade we're supposed to teach about California Indians and that's when they make -- they spend this much time on Indians and this much time on building missions. I know I go into the classrooms and ask, "Where is the communal grave and where is the trough that you used to use to feed the Indians?" They don't invite me in much anymore. They used to.

And, then, fifth grade is Indians from across United States, not in the books, though.

MR. YUDIN: So I want to thank the young lady for her comments. They're very important. Your questions are very important questions. And we agree with you at the department that we need to do a much, much better job of making sure that kids like you and your friends and your colleagues and your peers all have access to that kind of education and information. So we're going to do everything we can to try to help move in that direction so thank you so much. I appreciate that.

MR. FLEMING: We're going to hold you to it.

MR. YUDIN: As you should.

UNIDENTIFIED FEMALE SPEAKER: We have you on record.

MR. YUDIN: I am on record.

MS. HANSEN: Can I say something?

MR. FLEMING: Yes, you're on the list, too.

MS. HANSEN: I'm on the list. Can I go now? My name is Marcia Hansen. I'm Paiute, Karuk and Yurok. And I get real nervous and crying.

My daughter is doing missions right now. Her report in her books that she was shown were not of -- they were not put inside that Indians were slaves. They put that the Indians were there to help build. When I was a kid, I was told if you're Indian and you ran they cut your heels. That wasn't in there. Her teacher, because she goes to school saying she's Indian, had asked only her to write a report about her tribe, not the whole class, not everybody. It was only Marcella Hansen.

I work for the school district for Stockton Unified and the two empty chairs right there are the two people that should be here.

AUDIENCE: Yes, yes.

UNIDENTIFIED MALE SPEAKER: That shows how much they care.

MS. HANSEN: They were here for introductions. They didn't hear names. They didn't hear one student. They didn't hear one parent. They heard that the Obama people are here. They heard that national Indian people are here but they didn't hear Indian people.

When I was a kid, I didn't grow up here in Stockton. I grew up in the tri-valley in Pleasanton and there we had an Indian center but the Indian centers out there had to come together to put summer camps on for all the kids of the Bay Area. Every kid in Pleasanton, Livermore, Dublin, San Ramon had to drive to Orinda so they can attend an Indian camp. Here in Stockton and Manteca we're lucky that we do have camps, but from what I've heard, camps have gone from weeks down to two and three days.

When I first started bringing my kids to school, I heard of two positions being opened for Indian aides that were coming to come teach and help our students. The school district froze -- from what I understand, froze those two positions and they were not able to hire anybody for two years and that left three of our eight with, like, 60 schools. I don't know how many schools there are here.

Being that I worked at the school, I saw Ms. Wilson. I saw her at our school. She would come with fliers about powwows. The fliers got put in the teachers' lounge. My kids went to that school and not once did we receive a flyer. It's not put out and to some of the people it's not important to them because they need to focus on our tests and the scores so the teachers -- or the schools can get their money. If we don't teach our kids to be proud of who they are and where they come from, they don't care where they're going.

And with -- like our school district, I went to my kids' class because one day my daughter came home with a Thanksgiving Day paper that they had and they were talking about Thanksgiving and what they showed was Indians in loin cloths and feathers. I don't wear a loin cloth. My husband's Pomo

Indian and he doesn't wear a loin cloth. My daughter felt to be like an oddity, like they wanted to ask questions. The kids didn't know. They felt that Indians were from the past, that they're not here.

So I went into my daughter's class and I talked to them, and I showed them my family's artifacts and I explained to them the hardships that my grandparents went through being taken from their homes and were put into Indian boarding schools and were taught not to be proud of who they are. They were taught not to speak their Native language because they were beaten. The teachers didn't know that. The teacher that I was there with the class, she had no clue and she was amazed. She was amazed that something like that would happen to Americans. No matter what it comes down to, we're all Americans and that happened to our people.

I asked, "why, why, why don't you have" -- "in fourth grade why when they're teaching about local tribes, why isn't the Indian center contacted? Why don't you have someone come because there are people there that can come." And they didn't know. The teachers didn't know, and it was okay for the teachers to not know. It's brushed over and it's pushed aside.

Working at that same school for Thanksgiving I had the teacher -- a kindergarten teacher -- this is what they're teaching in kindergarten -- she came to school in a Halloween costume, as Pocahontas -- Halloween costume with a yarn wig and that's what the kids thought Thanksgiving was about.

When I asked the principal to say something because I was offended, he said, "Well, she's such a good teacher. She's such a good teacher. She's teaching them all these things." And I asked him, "Why didn't she come as a turkey? Isn't that what we do" -- "why isn't she dressed up as a thank you card because in my house we give thanks on that day. We don't celebrate, you know, whatever" -- and it's what the schools are teaching the kids. It wasn't until I went up to that teacher and I had asked her, "Why are you dressed like that?" That she was saying that the kids loved it, the parents loved it, everybody loved it and that's why she did it. But nobody told her, not one teacher told her that's not right because it was okay.

We have teachers that want to know. They want -- there are teachers out there that want to teach the kids lessons that want them to know about our history, about California's history but they don't and they can't because it's all brushed over.

And so it makes me really sad that Stockton Unified School District is holding this class, you know, this seminar and they're not here. The board member that was introduced, I don't see him anymore either. It really makes me sad that neither one of them are here. It makes me sad that when they were doing introductions those two were whispering to each other. I don't know if anyone noticed but I did.

So we have to keep the funding. We have to keep the funding and we need to increase the funding because living here in the city, this is how the kids are learning, and it's hard to teach all these children in three days at a summer camp about who they are. It's hard to teach them to be proud of who they are in three days because growing up I was lucky. I had my grandparent to be there to teach me, but I was one of those hardheaded kids that at the powwows I was running around playing. I wasn't myself ready. Now that I'm ready, I have three days with my kids over the summer. So that's it. That's all I want to say.

(Applause.)

MS. LEONARD: For the record -- am I on? Yes, now I am. For the record, let me just say that your voices will be heard by the Superintendent and the other senior administrators in the Stockton Unified School District and the reason is that because this is a public meeting and we do have a court reporter who is taking every word, every sigh, captioning everything you hear. And that report will be delivered to the department and we will make sure that not only the Superintendent gets a copy, but certainly Dale is going to get a copy of that report. So all the concerns that you have are being documented.

And I'm sure Dale will make sure not only that the Superintendent -- that there is some meeting because he did express -- the Superintendent did express that he did want to reach out and have either listening sessions or review some of these concerns, but as well the school board will get a copy of this and it will be posted publically on our Website for all to read and see.

MR. YUDIN: For everybody's use.

MS. LEONARD: Right, absolutely.

MR. YU: I also want to point out the fact that we are putting together -- not only are all the transcript and every single word posted on the Department of Education's Website, we're also putting together a formal report that summarizes what we've heard on our consultations and, then, those things will be transmitted to Secretary Duncan and the President of the United States for them to review.

MR. FLEMING: Judy? This is Judy LeDuc from -- community member from Elk Grove School District.

MS. LeDUC: Thank you. I have several items based on some of the things that were mentioned today.

Number one, I am a survivor of Indian boarding schools. In the 1950s I, with my brothers, were in an Indian boarding school in South Dakota. We know what it is to feel the razor strap, the paddle, the belt buckle, starting from six years old on up for such crimes as talking about being Indian, speaking about our homes. It has been very difficult to overcome that trauma.

I was relocated out here to California from North Dakota. In 1955 our land was flooded on the Fort Berthold reservation in North Dakota. 500 families were sent by the BIA to California, to the slums of California, to the slums of Minneapolis, Denver, San Francisco, Seattle. Our families were broken up. When I came here to California, my parents sent me back, my mother thinking that I should be around Indians going to school. She put me in a boarding school thinking that this was going to be better for me. Of course, it was quite difficult, but as the years went on you got to be really tough, and I actually preferred being around my friends that I grew up with. Of course, the nuns didn't beat you so much when you were grown up. They didn't lay a hand on you because they would be flattened if they did. But, of course, it's easy to beat a six-year-old.

When I came up here to Northern California, because I spent most of my time in the L.A. area, we were actually relocated to the Watts area, to projects there, and had a very difficult time. And I moved up here to Northern California and got to know the Indian tribes here. I worked for California Indian Manpower for the Bureau of Indian Affairs. I now work at UC Davis in Native American studies. So I kind of have a rounded picture of what's going on with Natives here in California.

I think people back from where I'm from in South Dakota, North Dakota, they think the people out in California are very easygoing, forward-thinking people but that's not actually the case. This is a very conservative place.

And my son in the early '90's was in the fourth grade and was attending school here at Roseville Unified School District and they were teaching about California Indians here. And I was very involved with his school so I noticed he had a sheet of paper. It was a six-week program. They covered this book called Patty Reed's Doll and its historical fiction. It's make believe. The story is about the Donner party, but they don't mention that the Donner party resorted to cannibalism one day. They don't mention that at all, but they do mention the Indians as the villains in this book, this historical fiction.

And so I noticed on one of his homework assignments -- it was matching -- 20 items on either side of the page and you match the word with the meaning. And I looked at his paper and he had matched up Indians with savages and so I thought, well that can't be right. I went through all of the questions and that was the answer. That was the last answer on the page: "Indians are savages." Now, this is a book that's used in California here in quite a few school districts to teach about Native Americans and throughout it referred to California Indians in a negative way, "dirty Indians." It actually said "dirty Indians" in that book and it also said that they were -- couldn't be trusted, they were thieves, et cetera, throughout the book.

And so I called a meeting with the principal of that school and said, "How could you be using a book like this in this day and age where you're actually calling Indians 'savages'?" I said, "My son read that book." I said, "What are you trying to do to your young people? Why are you telling them lies and racist lies at that?" I said, "It doesn't mention in this book that the Donner party resorted to cannibalism. It doesn't talk about that at all." And he said that that was only a myth. I said, "Well, you should tell that to the people up in Truckee, California because they have the graves up there and they found the bodies half-eaten."

And so they said I'd have to go before the school board. So I went to the school board in Roseville and they said that no Indian tribe in California had complained about that book. So I said, "Maybe there's no Indian tribe in California attending this wealthy school district in Roseville, California. Maybe that's why." And they said, well, I'd have to go to the Department of Education at the state level and I contacted them and that's when I got involved with Indian education here in California with the Elk Grove School District. Matt Franklin was in charge of that program and he helped me navigate the system, although we were not successful to get them to stop using that book.

And now I am a parent committee member in Elk Grove. I moved out of Roseville and moved to Elk Grove thinking that maybe that would be a little bit more diverse in its opinions. And I found that the school district there in Elk Grove -- something I haven't seen since 1975 when I was with the Indian education parent committee in Rapid City, South Dakota, and the school district tried to sabotage our Indian education program by not getting the proposal in on time for our funding.

Well, here I am in California. It's happened in Elk Grove. Matt Franklin had quit his job with the school district and in the meantime they took their time hiring somebody, almost over a year, and they didn't get the proposal in. And the parent committee, being fairly new, not aware of this because they always relied on Matt to get that proposal in, they are not funded this year. They have lost their funding over a technicality that relying on the school district -- the director of the school district who is in charge of the program to inform them of this. Well, there was a parent committee meeting. I was not invited

to any parent committee meetings all year and I thought, what's going on with the program? And they finally invited me and at this meeting they said, "Well, our person who is from the school district who is in charge of this program forgot to do the proposal and missed the deadline so we'll fund it ourselves," they said. And we said, "Okay, but do we lose control of what the staff does on that program that you're funding?" And, by God, we did. They decided to make the person who was in charge of the program a clerical person who sits at a desk from 8:00 to 11:00 and does paperwork. And we said, "Well, if we wanted another low level staff person for an Indian in the school district, we wouldn't use Indian education money for that. We'd just have them apply to be a clerical or a janitor because those are the only Indian people who are working in the school district."

We want someone who is a professional liaison, someone who has a college education to assist the parents here in the school district with their problems, et cetera, and they took our funding and paid their teachers \$35 an hour to tutor. So my student who is in this school here maybe has a problem with his math teacher, gets his math teacher as a tutor at \$35 an hour, not a Native person or a person of color who might give them an overly positive experience. So that's what's happened in Elk Grove.

And I noticed you said 96 programs were funded in California. I think if you see so many drop off the radar, like Elk Grove did obviously, I hope that there's some other recourse that the parents of -- in Elk Grove have because they relied on that program.

For instance, my son, when he was in junior high, he failed algebra and we went to the Indian education program in Elk Grove. He got a tutor and he got a B in algebra. He's now in college. He's going to be graduating next year and going on to law school. That one math class could have been his downfall and yet the Indian education program in Elk Grove helped him and it was not one of the teachers from the school district who helped him. It was a Native student from college who was his tutor and he really identified with her and she helped him out.

And so it's important that we have control of our programs and that we have people of color, Native people if possible, who have degrees to be interacting with our students because they -- there's a bond there that maybe we don't have with the school district directors who are not here.

I wanted to say also that at UC Davis we do have a Native American studies program, and at UC Davis and at the UC system we have a declining enrollment of Native Americans. And we're one of the states that has a marked declining enrollment of Native students in higher education and this is really -- to me it says a lot about the educational system here in California for Native students because you go to Montana, you go to one of the states where there are reservations and there's 800 students in the University of Montana. At UC Davis we have about 50 Native students and about 200 other students who identify as Natives that are not Native. And why is that? Well, one of our local stations -- radio stations, Armstrong and Getty, about a year ago one of the parents -- white parents came on the radio and said, "When your child is applying to the University of California make sure they put down that they're Native American. Nobody ever checks. They'll get in."

And so those of the 250 that are listed at UC Davis, 50 of them are Natives. The other 200, I don't know who they are. I know that they don't want to talk to me. I know they don't want to come to any Native events and the ones that I have gotten a hold of say things like, "My dad made me put that on there -- I don't know why -- on my application."

So to the University of California, they think, Oh, we've got enough Natives here. We don't need to do any special recruiting. And that's not true. And it's not just in UC Davis. This is in UCs in general.

Also I want to mention that my students had a march last year against the burial of Native people in the anthropology department and they carried a sign that said, "UC Davis has more Indians in the vault in anthropology than they have here attending campus."

These are my students. They're sharp. And --

UNIDENTIFIED FEMALE SPEAKER: Sacramento state does, too.

MS. HENDRICKS: UOP, too.

MS. LeDUC: This is Berkeley, of course. I think hearing this lady here talk about how Indian students feel, you know, when my son read that book when he was four -- in the fourth grade, we have this meeting and we all looked at him: How did you feel when you read that book that Indians are dirty and Indians are savages? I still can't say. The damage is great. This is beaten into our kids by that kind of behavior. Thank you.

AUDIENCE: Ho-ho.

(Applause.)

MR. YUDIN: I actually don't really have words to express my -- what I'm feeling, what I've heard from you so I just want to thank you for sharing that. My words can't express what I'm feeling, but I also want you to know that particularly with regards to the Title VII program, you have the senior leadership here from the United States Department of Education. You have the director of Indian education. You have the group leader of the Title VII sitting right here. I can personally assure we will look into this and get back to you.

MR. FLEMING: Thank you. Destiny Rivas?

MS. RIVAS: Hi, I'm Destiny Rivas, and I work at the Indian center in Oakdale. I just wanted to say that I am one of four and I do have over 15 schools, and one of my schools is preschool which is composed of all the preschool sites in Stockton Unified. And I have high schools that have over 150 students and that's what I have to go and I have to try to tutor every single grade and meet with all these students and counsel them.

All of the assistants, we have so much to do. We have to enroll, we have to counsel, we have to tutor, we have to encourage, we have to teach. And it just seems overwhelming. We all seem to focus on one or two things. I focus on high school and I try to get them to graduate and I try to get them to go to college and it's just so hard to get into some of the schools. I've been very lucky at Franklin. Principal Gauna has let me in and he has let me in -- he has let me take the kids to colleges and really get to know everyone and they've given me a room, but a lot of other schools I'm not able to even walk in or talk to students. I have to go to home visits. It's so hard because they don't even believe we exist: What's Native American education? We don't know who you guys are. Don't come into our classrooms. Don't interrupt. Don't talk to our students. And that's one of the big issues that I'm facing.

I'm also facing the tutoring issue. There's just no way I can tutor every single grade, every single subject. I don't have it in me. At Franklin I've been talking to CW Ledbed and I've been having to do truancy and that's how I learn who I need to talk to on home visits. And we just have so many issues. A lot of students that are living in a three-mile radius of the school so they're not getting a bus pass, but three miles gets a lot longer when you have to walk around the bad neighborhoods because you don't want to get jumped or you don't want to get attacked and three miles gets longer when you have to walk around a freeway because there's not a way to get there. So if there was -- funding is not a problem, if we can get some bus passes for some of our kids, I think we would have a lot more attendance and we'd have a lot more money. And that's what I wanted to say.

MR. YUDIN: Can I ask you a question? People can clap.

(Applause.)

MR. YUDIN: I just -- I want to thank you for the work that you do. Clearly your challenges are great. I would love to hear some of your successes. You know, I know there are, you know -- we are hearing everything that folks are doing. I want the record to also show what great work you are doing. I want the record -- I want the secretary of education to know what you are doing to help kids.

MS. RIVAS: At Franklin we had a 60 percent graduation rate for when I first started. When I was looking at the books I said, "Only 60 percent of my students are going to graduate." I've been working there for six months. Right now we're at 98 percent.

(Applause.)

One of my girls got into Johns Hopkins. Yeah, I'm very proud of her. And I think about -- we have 25 graduating this year and I think 22 are going to college. And next year I'm going to have a class of 60 just from Franklin alone that are going to graduate.

MR. YUDIN: That's great. Thank you.

(Applause.)

MR. FLEMING: Destiny, what's going to happen Thursday at Franklin?

MS. RIVAS: Oh, we're having a graduation ceremony and we're doing special honors for three of our students who have done outstanding work.

MR. FLEMING: How many are going to graduate just from the one high school?

MS. RIVAS: Twenty-five.

AUDIENCE: Ho-ho.

MR. FLEMING: We have a very small 12th grade this year. We graduated 75 last year and about 70, 73 this year, smaller. A few years ago it was two.

MR. ESCOBAR: Before you continue, Dale, real quick, I just want to say my high school is Chavez High, and 14 graduating seniors and half them -- no, all of them high GPAs and all of them are, to my knowledge right now, are all college bound. So there are recent successes there that are coming from this program.

I focused a lot on my elementary schools and from these children, a lot of them -- some of them I met the first time didn't know about their heritage at all until I came in and the successes I have with my after-school programs exposing not just my Native kids but all of them. Its culturally-related activities. It's amazing, opens up their eyes. You can see it in their eyes and parents are interested and I tried -- I sent out probably, like, a million e-mails throughout the district. So that's probably where a lot of people might know me from, but when I go into the schools, too, when I just do -- with just my Native American students, I try to get involved in. From the stories I hear from Marcia and our other parent from Elk Grove, I automatically go with our non-Native American and Native American students about being sensitive about, you know, going (indicating noise.) You know, I tell them what that's really about. I try to get them and I stop them. If they're doing it in front of me I stop them and I tell them why that's wrong or why they shouldn't do that, and I try to tell the teachers when they do curriculum and I try to visit the classrooms and make a note that we are here.

Some teachers, as Destiny said, never knew the center existed for a while or forgot, but we are having successes with our students, elementary and high school. So I just want you to know that.

MR. FLEMING: Anthony, of those graduated at Chavez, how many of those have about 4.0, have almost 4.0 average?

MR. ESCOBAR: I would say about 11.

MR. FLEMING: 11 out of 14.

MR. ESCOBAR: They're very bright kids.

MR. FLEMING: Ernestine?

MS. CARDENAS: What?

MR. FLEMING: Out of the graduates from the Institute of Business and Management, IBML -- and Law, how many of the graduates have a 4.0 average?

MS. CARDENAS: Two.

MR. FLEMING: Two out of three.

MS. CARDENAS: We had four on the graduation list. Two went downhill but two of them, they're 4.0 or above. One is going to UOP. He's thinking of going to -- I told him about Stanford because we went on a field trip to Stanford in April, the beginning of April. And, then, I heard a lot of stuff about it -- about the kids writing their essays and everything, writing real good essays. They don't have to have a 4.0 but if they feel that they qualify to be there, they give them free room and board and pay for their schooling.

This was a big, big informational trip for me that I could give to the high school students. Especially IBML, most of those students are for business. Those are all business. It's a very, very small school. Every year, it's either four or six students that I have that are 12th graders but one is going to UOP right now and the other, she is going to San Diego State. They were both accepted and they both got scholarships for those. So they're doing great and I'm very proud of them.

The other ones, you know, they dropped from school so I couldn't do nothing, you know, to try to help them because I figured I would give them information for our program to, like -- the past program, help them to, like, at least get to graduate and, then, go from there to get more information how to get to higher education but they dropped out of school.

Called their homes, nothing. Made home visits. They didn't even live there no more and that's part of our program is these home visits. We put mileage on our vehicles. Gas is not cheap. We only get -- now it's .51 cents a mile. That's nothing when you got to stop at all those stop lights or go maybe twice to that house in one day, but in your different areas driving back and forth, that's mileage on our vehicles. It's very hard. We go to areas where you don't want to go one person.

Destiny, Anthony, Caroline, we're all in different areas because we have different schools. Before us with Caroline, Rosalinda and Alberta, we used to team up as twos because we used to go in bad areas and we're women. We used to have tennis shoes, put on pants and a sweatshirt, but we had our badge and our folders and our paperwork that we had asked for these parents because, like it said, attendance, why they're missing so much, can we help, you know, with their studies to put them to grade level at least but then they said, "You put them to grade level but the ones at grade level you gotta put them above grade level." But, like, you know, we've got so many schools and there's only four of us. At one time there were only three of us then and other times there were only two of us for 50-something schools. We're to do so many things and it's just four of us.

Dale puts a heavy load on his shoulders because the high schools at the end are all on him. We give him everything we did and what has to be done towards the end. We try our hardest with those high school students. I got a small school. Destiny and Anthony got the bigger high schools now so -- but we still have over 15 schools we have to work with and it's hard for us to tutor at these schools because we have so much. Especially May, it's senior month. It's senior month because we want these students to graduate and we try everything we do to get these seniors to graduate. We go out of our way. But, you know, we try our hardest. Funds are getting cut. I didn't want to get up here and really speak because I've been in a program a while. I know if Rosalinda was still in the program she might get up here and speak, but I kind of get, like, irritated because I want our children to learn.

Like the lady said here about the history books saying Natives are savages? I went through that with my girls in high school -- not high school, junior high school. The history teacher, history book, Natives are savages. They even were cannibals. By the time our third daughter was in junior high school the teacher said he knew just by the kids' last name, "Don't go tell your mom. I'm just reading what's from the history book." My daughter came home still, "Mom, the teacher told me don't say nothing to

you." That was before I was in this program. I was a bilingual aide there. "The teacher said we are savages." I'm, like, what do you mean? Because I taught my kids since they were little because I knew where I was from because I was on a reservation. I taught them since they were little. My husband's culture -- we both taught them. They had to learn two cultures but they learned the right way. And when they were called savages, I was there the next day at that classroom after school because I didn't hear until I picked them up from school. The teacher said, "That's in the book." You know what? But you have students that are Natives and they know they are Natives but that is all wrong. That is all wrong. The history books are not written by Natives. The stories are not told right. And like she said, yeah, we have to go to the school board, then we have to go to the state. I didn't have time. I didn't have funds. I was working a part-time job. I used to drive my kids all the way to Tuolumne because we couldn't afford medical insurance, and I found out through a gentleman that my husband and him would pour cement driveways and stuff. He was 32 --

UNIDENTIFIED MALE SPEAKER: 232nd.

MS. CARDENAS: -- of charity. He said, "You could go to Tuolumne and your kids would get free dental and free clinic help because they're Natives and they're here from California." I'm, like, "Really?" We would suffer to take our kids to the doctor. We'd just wait until they got real sick and take them to emergency because we couldn't afford a doctor every time and it's hard but getting our higher education and moving on, helping our students to get a higher education, we're back. We're not terminated. We never were terminated. The government tried to terminate us. My tribe came back in '96 but it's all the ones that are, like, my age and a few years older. We got our college education. We kept going to school. We got involved. We got re-recognized in '96. We are federally recognized and state recognized. And that's what we have to have these Native students do. Go back. No matter what your blood line is go back. Go back, look, look, look, look, look. Make that family tree. Then you see where you belong. Don't think you're an outsider because you don't know how much Native you have. You could be Caucasian. You could be black. You could be Filipino. You could be anything, but look at your culture. Don't lose that. Just have pictures of it, something in writing because sooner or later you're not going to be around to tell them who you are or where you're from.

And that's what we try to tell our students. We read them stories. Even if they're not from our tribes we read them stories. Then my students ask me, "What tribe are you from?" And I tell them, "Here from California, a few miles up, about 50 miles up." But I tell them. I said, "You want to hear a story? I'll tell you a story. When I was growing up, I grew up on 40 acres. I used to run around without shoes all through those 40 acres, one house to the other, visiting family and friends." I said, "I felt so free."

When I went to school I didn't know English. I spoke my tribal language. I flunked kindergarten because I didn't speak English. Everybody says, "How could you flunk kindergarten?" I didn't know English. So I know when the bilingual students come from other countries that's how come I became a bilingual person because, I said, "They need help." I wish there was somebody there that spoke my language when I was in kindergarten that I wouldn't have flunked kindergarten.

You know, that would have helped but there was nobody. There was really no Native education at that time. It was hard. So it's -- we got to work to keep the Native out there -- the bilingual out there.

Bilingual, that's priority above us but big deal. But if we keep working to make our cultures come back alive, show it, teach it to our children, teach it to the school, have the superintendent and assistant here listening to us and to the parents and to the students. We're not out there just to play games. We're out there to teach culture and math, science, reading, writing, history. That's all. We gotta do all. We're four, five with Dale. Clyde helps a lot, Clyde Hodge. He's an English teacher but he helps a lot in our program. He tutors students a lot of times when they need extra help, and a lot of parents in our program try to help with the kids with the dancing and helping them put their regalia together. They all come and help. They help with our powwow.

Before we used to have our newsletter. We used to put our newsletter together in our office. We had one week. The secretary used to put it all on the computer, print it out. We used to print it out. We used to send it to everybody. We used to send it to Manteca, Tracy, Lodi, Linden, everywhere because we had Johnson O'Malley students. We used to send it out -- all those fliers that we did, everything we did was in there. Now we have to do it through the district so nobody gets all the information because it only goes to our children that we recognize. Only to those -- they're the only ones that get the letters. Like my daughter that her kids are in Lincoln District, she don't get none of the information unless I give her a letter. I get the extra copies and I take her a letter. Then she knows what's happening in our program, otherwise she don't. Kids from Lodi, they come to our dance classes. They come to our culture classes. We have letters so they could know what's happening that month, otherwise they won't get the information. Before we used to mail it all out because we had their addresses.

Just want to say you guys cut our funds, what could we do to help the community because that is the community. Thank you.

(Applause.)

MR. FLEMING: Mary Castro, did you want to speak?

MS. CASTRO: I'm going to let Brenda go first and, then, I'll go.

MR. FLEMING: Okay. Brenda Guzman.

MS. GUZMAN: My name is Brenda Guzman, and I am Chumash, coastal Chumash from Ventura, California. I was born and raised in Stockton, California. I, like Minnie, was moved around a lot. I don't - I can't remember one time that I learned anything about our culture. My mother moved away from her family in the '60s up and down -- she was a laborer, farm laborer and she stopped here in Stockton when she got pregnant with me and I'm the baby of eight. So I think her car got too small for her family. I don't think she could go any further. So ended up staying here.

I don't ever remember staying at one school very long until I got to the seventh grade so I didn't learn any Indian culture until I met Dale. My family started coming to the Indian center. I have three children. They're adults now. All three of them graduated high school. My mother had eight kids and only one graduated high school and I wasn't one of them. So I think I feel like I broke that cycle somewhat. I get nervous. My children are adults, like I said. They don't have any babies. Someday I

hope to be a grandmother. I don't know if they have wish for me to but I hope that I am. I got involved after they graduated. Well, actually before my baby was in high school when I started getting involved. They didn't get involved and I'm going to tell you why. Because as Indian parents were not very trusting to others and a lot of is because a few years ago we were done wrong so we don't look kindly upon you. The only person I've ever asked help for is from Dale because I knew him. That's the only reason. My children didn't – they weren't involved with the Indian center as much as I should have let them or as much as they should have been but when I did need help I didn't go to their teachers. I didn't go to their school. I didn't go to anybody but Dale because I knew him. I felt comfortable with him. I worked, I supported my kids and that's what I needed to do to get them where they are now.

Now I'm a volunteer. I'm the chairperson for the Stockton powwow committee which is a booster club from the parent committee. I was a vice chair for the parent committee my son's last year of school, but when I came today is because I wish that those two representatives were here. They are going to get the information but they're not going to hear our passion that we have in our voices. They're not going to hear the speaking that's coming from our hearts. They're going to read it and they're going to interpret it the way they want to, however their mind is set to.

But I wanted to address -- you said that how many billions of dollars are for Title I? How many was it?

MR. YUDIN: Its 14 and a half.

MS. GUZMAN: Fourteen and a half billion and he said that he knew that and he said only a hundred million for Title VII. If the money isn't an object -- like, I'm going to be bold -- give us more, then. Give us more money because, like I said, we're not as trusting. We're not going to go to Title I and then go to Title VII and get what we can. We're going to go to him because we know him. We're going to go to Destiny. We're gonna go to our other aides. We're gonna go to Anthony, we're gonna go to Ernestine because we know them and they're the ones that are able to help us. We need more money for that.

We also -- No Child Left Behind preps our children for testing. They are -- that measures whether or not our teachers are doing a good job. That doesn't measure our teachers. Those scores don't measure because, like they said, those kids have been cherry picked and been sent to charter schools. My son was able to go to one of those programs and he lasted two years. He didn't feel comfortable there. He said, "Mom, I don't like it. Kids pick on me." He had a physical handicap and they picked on him so he went back to school. Why would he get chosen to go to that school? Because he was smart, that's why, but he ended up going back to the regular public school. Okay? So now that No Child Left Behind -- that is no good. That tells us how well -- how many teachers are -- how teachers are doing, how the principals are doing. That doesn't tell you that that kid really knows what -- that tells you that that kid knew that one answer. That's what that tells you. It doesn't tell you what the quality of their education is. It tells you only that they scored high. I can't score high on a test if my life saved me -- depended on it. I couldn't but that doesn't mean that I don't know the work.

Another is -- let me go back. I had another one for you. If money didn't matter -- like you said, ask for what you want. Give us a linguist. A lot of these educators said, "We want to know our language. We want to know. Give us a linguist so our elders can go in and they can talk and they can learn and that can get documented so you can put those books in school, so our Indian education has

those books, that they have documentation of that -- of those languages." You -- our tribe is working with a linguist now but we can't get it done. You know why? Because we don't have money. Our tribe is poor. We're not federally recognized. We don't have a casino. We're not casino-rich Indians, like they say --

UNIDENTIFIED FEMALE SPEAKER: Cadillacs.

MS. GUZMAN: Yeah. But you have to -- that's something I would love to see. All of the languages. Not just one, not just two. All of the languages.

Another one, give us new books, all of the history books that we need. Give them to us. Give us what we're asking for, update them. I'm a student at Delta College, a part-time student. I read a book that I had to write three essays on that was written in 1937. Okay? That book was chosen by our professor, however, in there it also said Indians were savages. Today I read it. Today, not 20 years ago, 30 years. Today it's happening. Give us more teachers for Indian education. Give us money for those teachers. Why are you taking them away? Give us money for aides. We need more of the Indian education aides. We have four right now for Stockton Unified. How many schools do we have? We have 2300 students. Divide that up. How do you expect them to teach or to tutor, to teach cultural classes, to teach all of that without one thing suffering for another? Something's got to suffer. Something's going to suffer.

Let us keep our supportive staff. Our supportive staff meaning because our secretary has a specific title, she's getting laid off because her title doesn't read something other than what she has -- she's an administrative assistant -- you're taking her. Yeah, you're going to give us somebody. You're going to give us somebody who has worked in the district for 18 years, 15 years, but do they care about Indian education? Do they know what our needs are, what our students', what our parents', teachers' needs are? They don't know because when our current one came she didn't know what we needed. We taught her. We showed her what we needed. We showed her what we expected as parents, as volunteers, as aides. As our director, he had to -- we had to mold her. Now you're taking her away from us again. So now what are we going to have to do? Reteach. Not just the students, not just the parents but our own staff.

Let me go back down. We do need more cultural classes, just like Elizabeth said. We need more cultural classes, but do we want to have our education part of it? Do we want to have their tutoring suffer because as it is, in order for us to have those cultural classes we have to pull an aide and we have to have them there present with us. We have to have them with us even though we have paid consultants that come in.

Because we're doing this on school property, we have to have those employees, therefore those employees are only allowed so much time. Why is it that their families have to suffer in order to get -- they get a six-hour paycheck a day but they're putting 8, 12, 14 hours. So are we really getting their full attention? Because I know when you clock out, you want to clock out. You want to go home and enjoy your family time. How can you do that when you're having to go, During the day I have to do this and at night I have to do that? Again, something suffers, something suffers, one for the other and it shouldn't be that way. We should be able to have a whole.

Now, I wanted to also mention that they're not here. Our Stockton Unified officials are not here. We have, as a parent committee member and as a powwow committee member, we have invited them several times to several events and I have yet to see them attend. If our officials aren't supporting us, how do I believe you're going to support us or all of you are going to support us? If we don't have that support from you, how do I expect our parents to support us? I have not -- half of these people don't come to our meetings because they don't feel -- they are busy. They're teachers. They're educators. They have jobs and sometimes they can't do it. If our parents -- our parents make up committees. Our parent volunteers from the community -- like I said, I don't have students anymore. I'm a community member. I volunteer my time. I give it because someday I hope to have grandchildren and I want it to be fixed for them. I want to know for them. So in order for us to get our community support those people need to support us also. And I think that's it.

MR. YU: If I could just say a couple things. And I do want to say, the department and Secretary Duncan, we're doing everything we can to support you and it's not just coming out here and having dialogue with you. We take real action. The last few years probably the top priority for the administration was saving teacher jobs. Under the Recovery Act the department probably provided nearly \$60 billion to save teachers' jobs and once we realized even \$60 billion wasn't enough to save jobs, Secretary Duncan went to the hill and got another \$10 billion pretty much on his own and got congress to give us 10 billion -- 10 billion more to save jobs. I think the estimates from the White House in terms of what the Obama administration has done to save jobs provided states -- probably saved over 300,000 jobs across the country. Again, it sounds crazy. That's almost \$70 billion and that still wasn't enough. I do want to say the administration's taken real steps to do whatever we can to fill in the gaps there.

MR. FLEMING: I don't think he's here. I just wanted to mark him off. This is Mary Castro.

MS. CASTRO: Hi, my name is -- well, Dale already said Mary Castro, Chumash and Kaweah. There's three generations here. That's my auntie that just spoke and, yes, I cannot follow that. That's why she's the driver and I'm always the copilot and, then, my teacher of dancing.

I'm just here because if it wasn't for the Native American center, my children wouldn't know how to dance, I wouldn't know how to make the regalia. I wouldn't know how to bead the regalia, you know. So it's very important that we keep our center open and that we keep our staff. Without them my children, they won't have nowhere to practice their dance. They won't have anybody to teach them. I think it's important that we bring in a storyteller that can teach our children our stories from the past because my children have no idea. I have no idea. My tribes are six, seven hours away. That's quite a distance for us to travel to listen to a story, you know, and if we could bring more of our California tribes' elders to us and teach our children more, that's important. That's important. That's something that they'll remember forever.

I remember my uncle -- my great, great uncle telling our Chumash story of going over the rainbow bridge, the rainbow bridge in his -- in our Native tongue. My children don't know that because my uncle's since passed. So it's important for us to bring in a linguist to teach.

Me and my son were on the Internet the other day learning little words, little words, but to have somebody right in front of him to teach him full sentences, how to carry on a conversation, would be

wonderful, my daughter as well. That's something that we could carry on for generation after generation after generation. That's what's important.

MR. FLEMING: Thank you.

(Applause.)

MS. KEYES: Could I just make a comment to you, sir? Three years ago Stockton Unified laid off 200 teachers. Last year they laid off 200 teachers. This year they laid off 304. You are looking at one of them. I see no stimulus money or anything else from the government that's helped this district especially. And in our school alone out of 30 teachers, 21 of them were pink slipped. So those are statistics that you need to understand that we are all facing. Thank you.

MR. FLEMING: Thank you.

(Applause.)

MR. FLEMING: All but nine?

MS. KEYES: Yes, eight.

MR. FLEMING: All but eight in the whole school.

UNIDENTIFIED FEMALE SPEAKER: Dale, not to mention teachers are being laid off and pink-slipped but most of all classified staff is, which I'm a campus safety. I'm gone. That leaves the teachers that are left, they're the ones that now are giving up -- have to give up recess, their lunches, to take over the place that I had. So it's the teachers also. Like Stockton Unified, they laid off all of their classified. Every campus safety position for us has been laid off. The high schools, they laid off half. If they have eight, they only have four. There's 3,000 kids at those high schools but now it's left to all the teachers that are there. They've added classroom sizes and elementary school, kindergarten is going up to, I think it's 30 kids per class. When you have four-year-old children that are scared, half of them haven't been to preschool. Here in Stockton half of them don't even speak English. When you have a blonde-haired teacher, they are scared.

AUDIENCE: Yes, yes.

UNIDENTIFIED FEMALE SPEAKER: It leaves -- it leaves all these teachers that are there that work hard left to deal with all of -- all of the stuff that's going on that Stockton I know doesn't see the money for.

MR. YU: And I know when we say here that I can give some data on that, that 300 teachers' jobs were saved, that doesn't mean a lot to folks in this room and if they received a pink slip that I hear you about that. I just, you know -- I wish I could offer more than that. It's also the federal government just can't do it alone, you know, and we -- but I think we've had a discussion here today and all the things that

were raised, we gotta bring other partners in our states and school districts in. This administration can't do it by itself. We're doing everything we can but -- maybe some partners that aren't being looped in and we need to bring everybody on board to get the job done.

MS. KEYES: Just a comment on that as well. Don't forget all of the principals that are being taken from our schools and the fact that, you're right, kids are scared to death of me because I'm blonde. And all of a sudden they get used to me and they know that I'm okay but it takes that -- it takes that time.

You know, I've been in three different schools in the past three years and everyone that's laid off will not go back to the same school. So my thought is: Where is the money? Where is it going because we're not seeing it in the field? It's not down in the ranks. I've got names for the critters in my room. I don't have any paper. I don't have the resources. You know, it's pretty sad and yet we hear that there's money coming in and we can all say that "show me the money" because we're not seeing it in our ranks and I think that's where maybe this whole thing needs to look at is that there's so much discussion up here about what has to be done that no one's asking us. And so thank you very much for giving us the chance to say, You need to come down to our level and the money needs to start here and, then, what's left over should go up here.

MR. YUDIN: That's exactly what I was just going to say. This is a great opportunity for us. As folks know, education's mostly a local and state function and it's got to -- 92 cents on the dollar spent in education is not federal. So the challenges that folks are facing are local and state challenges, as well as federal challenges. Of course, these are tough times all over but you're exactly right. It's got to come from the bottom. It's got to come from the local level and that's exactly right.

MR. FLEMING: I just have to call the last three and, then, Ms. Delacy because in five minutes he's going to make me turn into a pumpkin. Mr. Salazar, did you plan to speak?

MR. SALAZAR: Oh, no.

MR. FLEMING: Regina?

MS. MUNGARY: Yes?

MR. FLEMING: Did you plan to speak?

MS. MUNGARY: Would you like for me to speak?

MR. FLEMING: I'm giving everybody on the list a chance to speak. We'd love for you all to speak.

MS. MUNGARY: Good afternoon, everybody. My name is Regina Mungary. My father was Gilbert Mungary. His father was shot and I lost -- he lost his generation and I lost my generation. I don't know who I am. I don't know where I come from, but because of Dale and because of this wonderful man, Anthony, my children are being taught who they are. It would be very, very sad if you would all cut this money. Please, please, look at me. I don't know who I belong to. It's very sad but this should not be

happening right now. I am 44 and I know how you feel. So if you could put that on record, I would really appreciate it. Thank you.

(Applause.)

MR. FLEMING: Joseph Smith, did you want to speak? No? Okay.

MR. SMITH: Lehman and Quannah had enough of me.

MR. FLEMING: Good. And, Frank Cardenas, did he still want to speak?

UNIDENTIFIED FEMALE SPEAKER: I don't know where he went.

MR. FLEMING: Okay. That's all who have signed up. Is there anyone else who feels the need to speak? Ms. Delacy?

MS. DELACY: Well, I spoke as a parent. Now I would like to speak as an educator. I've been a preschool teacher and I'm so sad to look here because this is one of the things that he said, how important preschool is in the transition into K and yet he's gone so I can't address him. But I've been a preschool teacher 37 years and I consider myself part of a team where we usually don't get that recognition. Preschool teachers are not teachers. Well, I beg to differ because I have kindergarten teachers coming up to me all the time: "I want your kids, I want your kids, I want your kids, I want your kids," you know, because we're providing that first initial entrance into school and they learn half of what they're going to learn by the time I've got them and I send them to kindergarten.

But my thoughts are: We're talking about layoffs and budgets. Well, if preschool is so important and that's the first stepping stone, we already have six teachers and preschool teachers that have gotten their pinks. Six teachers, 24 kids in each class. Where are those 24 kids for those six teachers that got their pinks, where are they going to get that first initial -- that wonderful experience and, you know, to go into the education system because my class is a ball. You're all just going to have to come visit me because I'll make it a good day, but where are all those kids going to get that entrance into the education system with six teachers being laid off? So if education and preschool is so important, empty seats, why are we laying off six preschool teachers? And it could go to 14.

MR. FLEMING: For the record, did you indicate that she was speaking of the superintendent and the head of -- and the head of state and federal funding?

MR. YUDIN: I just wanted to note, my mom is a preschool teacher for 40 years so I know she's a teacher as well.

MR. HODGE: I'd like to speak to that also. We have here in California from San Diego all the way up to Eureka, there's no business as usual next week, sponsored by the California Teachers Association. Here in Stockton the Stockton Teachers Association has a Website and information of a schedule of next week. And if you're really interested in keeping teachers and supplying materials for all of the other

educational support personnel, get online for Stockton Teachers Association and California Teachers Association and they will tell you what we're planning on doing next week to make sure that people know that we need the money.

MR. FLEMING: Thank you. Yes?

MS. GUZMAN: Once again, my name is Brenda Guzman. What I didn't mention was -- and I heard Dale ask the students about camp and I didn't hear anybody else talk on it. Camp was very valuable. My children went one year and that year was when my sister was an employee with the Native American Indian center. They came back with so much, so much information. They absolutely loved it. We haven't had camp in two, two, three years?

MR. FLEMING: Two years.

MS. GUZMAN: Two years? And that's sad. It's sad because the kids get so much out of it. The parents get so much out of it. They take them -- what I remember them saying, and again, this was probably around eight or nine years ago, they got nature hikes. They knew how to identify plants, trees, flowers, poison ivy: "Mom, I know what poison ivy looks like so you don't ever have to touch it. Okay?" They knew what the animal tracks looked like. They were taught so much and even just socializing and becoming in that circle. They met so many people outside of their school that were Native Americans, so many of the parents. We really need to bring that back. It's unfortunate that we used to, I believe -- and correct me if I'm wrong -- we would partner with City of Stockton and therefore we don't have the funds to offer this to our students. But we really need to bring -- find funds, find funds to bring that back, because that's something that brings our children together that don't normally see each other every day or, you know, on the weekends. It brings them together and they become friends and it forms a family. It forms a unity and they learn so much out of it, so much.

Also I wanted to mention that I'm not just a volunteer, I'm an auntie. I've 14 nieces and nephews in San Joaquin County and they range from Lincoln Unified, Stockton Unified, Manteca Unified and Tracy Unified and I know they all are not able to come to these meetings.

They're not able to have their voice heard and that's mainly why -- that and because I know some day I'm going to have little ones in my family again. But that's why I feel so passionate about this now is because I know what it's like to have small children at home and not be able to get involved because you're so focused on their everyday means. So that's all I wanted to say. Camp is good.

(Applause.)

MR. FLEMING: Thank you.

MR. YU: Mr. Fleming, if I could just -- Mr. Fleming?

MR. FLEMING: I'm sorry?

MR. YU: I'm sorry, Mr. Fleming. Well, first I just want to say thank you to you for moderating today and I just wanted to note Mike Yudin came up and spoke to you and thanked you for everything you've done for this community. So again thank you for moderating today.

The other thing is just quickly about funding for learning that has come up a lot today. That funding, you know, especially for fiscal year -- I know I sound like somebody that's been in DC too long, which is probably true, but you need people like me to navigate this stuff over there. So I hear what you hear and I guess it's kind of our job to help navigate that federal stuff back in DC, but, you know, for fiscal year '11 -- you know, I'm a political appointee so I feel I can bash the Republicans some, but House Republicans in HR-1 they wanted to slash Head Start, all kinds of funding for all kinds of stuff. Those funds were all maintained, you know, after this administration fought for them. All that funding was maintained. In fact, there will be funding for early learning in our Race to the Top. There was an increase for Race to the Top and in that funding there will be some funding for early learning in there. And Title VII, all maintained. These are all things that the administration fought for when house Republicans -- when they slashed a hundred billion dollars of the President's proposal. Education, he fought hard for all of them. So Head Start, early learning, increase for early learning, maintained Head Start, Title VII maintained. So these are all things. Again, we're -- we hear you.

MS. DELACY: And Head Start is not the only organization that does preschool. We have state preschool and that's what's being -- that's got their pinks. What about them?

MR. YU: Again, that just goes back to the point that Michael had raised before that, you know, again, the Department of Education we probably -- even with the Immigrant Recovery Act we funded maximum 15 percent of education in this country. It's just a tiny bit but again, it's still doing what we can but we need to bring in other partners.

MR. FLEMING: We could probably be here for the next two or three hours but now it's time for Mr. Yudin to review and tell us about the next steps.

REVIEW AND NEXT STEPS

MR. YUDIN: So I'm going to be really, really brief because I can't compete with what everybody said here. I just want to say that on behalf of the Secretary of Education, on behalf of the President, we have heard you. This was an unbelievable day. I am moved -- I am moved and changed from this day. I am personally telling you, I am changed from this day.

I want to thank Mr. Fleming. My goodness gracious, you are a hero to this community. So my goodness.

MR. FLEMING: Thanks to Title VII.

MR. YUDIN: Thanks to Title VII. It's a great program. We have a great staff that is running it, and we look forward to getting back to you and we look forward to sharing our reports with you. I assure you,

this is not just being heard. This will be acted upon. Thank you so much for sharing, for your generosity, for giving us everything we needed to get. Thank you.

(Applause.)

MR. FLEMING: Thank you all for coming here. Mr. Brightman?

MR. L. BRIGHTMAN: I came up here because I used to teach at D-Q University. I thought this was going to be discussed and I'd like to say something to this effect and find out if they're going to fund it. In other words, I'd like to talk about Indian education and D-Q University up there.

MR. FLEMING: How is that funded?

MR. YUDIN: Unfortunately, I don't know enough about it to answer any questions, and I apologize.

MR. L. BRIGHTMAN: Well, I started the first Indian studies at UC Berkeley in 1969 and, then, I started one at UC San Diego, Sacramento State and Contra Costa College. So I was under the assumption that I think Indian studies, you know, they're not offering that much, but D-QU I taught there for about 20 years for nothing just to -- it was courses on California Indians. But I don't know. Indian studies is a -- kind of -- I think it's going by the wayside now and I don't know whether it needs to be strengthened. They've been teaching courses on white people here for 340 years and they taught courses on Indians for about 20 and now they're brushing them aside and this is something that needs to be addressed.

MR. FLEMING: Apparently, Mr. Brightman, BIA is the funder for D-Q.

MR. L. BRIGHTMAN: BIA and, then, they got money from Ford Foundations and other foundations but they've just let it go to pot and there's no sense of giving that land back to the federal government. You know, it was Indian land to begin with but right now it's kind of defunct and, I don't know. I think California Indians -- I think these gaming tribes should put in money, each of them come up with a hundred thousand dollars a year, get off their damn ass and keep that college going.

(Applause.)

That college needs to be going in California. There's only Bacone College in Muskogee, Oklahoma and Haskell Institute in Lawrence, Kansas. My parents went to Lawrence, Kansas even though my mother was a Sioux from South Dakota and my dad from Oklahoma. They met there. My dad played football in high school. Most of you never heard of it. What you never heard of is that 1926 football team was the best in America. They won their league and they paid Dartmouth University who had won theirs and they defeated them. Then they played a professional football team and defeated them. A great team of -- he's laughing. How can you think this is funny? There's an Indian team there that has nine out of ten Indians never heard of it. Haskell Institute, there's a guy named John Levi, a big Oklahoman Indian, Kiowa, who later played professional baseball and football. He was a better athlete

than Thorpe. Nobody ever heard of John Levi. They've heard of Thorpe. And Levi, all those great Indians -- my dad went there. He ran track and played football.

But I heard nothing about Haskell when I was growing up. So when I went to high school I made All-State. Then I played football for Oklahoma State. Haskell didn't have much then. I had a soft spot in my heart for Haskell. You know, they had such great Indian athletes and people who went there. And I came out here and I taught at D-Q over there. They needed somebody to teach courses in history and so forth so I taught there for 22 years.

I'd like to keep that school going. I'd like to come in and each of these gaming tribes put in some money and, you know, and on a yearly basis and we start that up for California Indians. Hell, there's only Haskell Institute and you've got Bacone College in Oklahoma. There's no reason why we should give up -- give that back to the government. I don't know whether you feel that way.

AUDIENCE: Yeah.

MR. L. BRIGHTMAN: But if you don't, you damn well should. Why give the land back to them? It was ours to begin with.

MR. Q. BRIGHTMAN: Can I ask a question? This is the Department of Education, right?

MR. YUDIN: Yes.

MR. Q. BRIGHTMAN: So you're here to hear about urban Indian education issues?

MR. YUDIN: Yes.

MR. Q. BRIGHTMAN: Well, D-QU is a priority, then, wouldn't you think?

MR. YUDIN: Yes, but I don't think it's funded by the Department of Education --

MR. Q. BRIGHTMAN: It should be. You're talking about all these millions of dollars you've got and you want to throw around. You should help us out.

MR. YUDIN: I would just like to respond as I personally don't want to make stuff up. I don't know enough about the program. It's not funded -- so I don't want to tell you something that I don't know to be true so I'm just trying to respect the conversation without providing --

MR. Q. BRIGHTMAN: Okay. Well, the question I have for you and this panel, especially from, you know, the people from DC, would you be interested in helping us as far as funding --

(Applause.)

-- for our one and only intertribal college in this state? Don't we deserve higher education?

MR. YUDIN: Absolutely. I actually speak with -- I'm pretty sure that university is funded through the Department of Interior. I actually talk with Keith Moore, the Director of the BIA, probably two or three times a week and I've done a ton of work with him on Southwestern Indian Polytechnic Institute and I'd be more than happy to connect you with him, talk with him about your need for that college.

(Applause.)

MR. Q. BRIGHTMAN: That would be great. You know, that would be really great, but we would just love to see that place reopened, reaccredited. You know, these children here who came up, you know, they need a tribal college where they can learn their language and their culture and their race and continue this work. It shouldn't just be at the elementary level. It should be at the higher educational level. We need D-QU. It's more than what it is now. It could be so much more if we can get some funding, not only from the federal government but from some of the local tribes here who, quite honestly, their empathy toward education is overbearing.

MS. ATAS: I also wanted to make a statement and that is that we have a representative from Delta College here which we are very happy to have. But where are all the representatives, the deans of education that teach teachers? They should be here too listening to all of these stories --

MS. HENDRICKS: From University of Pacific I invited them all.

MS. ATAS: And they're not here. This really concerns me because we have stories about teachers who are insensitive to Indians and the stories about Indians and yet they should be here because there are not courses for teachers where they learn in depth true stories about the Native Americans and that is necessary. And for the teachers that are already teaching and are certified, we need to have professional development for them.

MR. FLEMING: Again, she's referring the comments to Mr. Toliver and Mr. Nicholas -- Dr. Nicholas.

CLOSING CEREMONY

(Retrieval of Colors.)

MR. FLEMING: Okay. Now that the colors have been retrieved, we want to ask for the final invocation.

MR. SMITH: Dear grandmother and grandfather, as we come here today we ask you once again for blessing us and bright sunshine to us, the beautiful day and the proud and joy that you send down to -- bestowed upon us today. You gave us good health for the people here. We want to give each and every one a safe journey home. Bless your children. Bless Lehman and his son for being here also. It's good to see each and every one of you here. Bless each and every one of the speakers and their family and wherever they may travel. Give them a safe travel. And we want to say again, until we meet again, we say, "Ho-ho."

AUDIENCE: Ho-ho.

(Proceedings concluded at 3:40 p.m.)

CERTIFICATE OF REPORTER

I, PATRICIA COWARD, certified shorthand reporter of the State of California, do hereby certify, that on the date and time herein indicated, I took down shorthand all proceedings had, that I thereafter; transcribed my shorthand notes of such proceedings by computer-aided transcription, the above and forgoing being a full, true, and correct transcript of all proceedings had.

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Certified Shorthand Reporter

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