Testimony of Amy Bowers
Staff Attorney, Native American Rights Fund
Regarding S.1262 the
Native Culture, Language, and Access to Success in Schools Act

Submitted to the Senate Committee on Indian Affairs
June 30, 2011

Good afternoon, Chairman, Vice Chairman, and members of the Committee. Thank you for inviting me to testify on S.1262, the Native Class Act. My name is Amy Bowers. I am a staff attorney at the Native American Rights Fund (NARF). I am also a member of the Yurok Tribe of Northern California. I represent the Tribal Education Departments National Assembly (TEDNA), a non-profit organization for tribal education departments and agencies nationwide.

I'd first like to unequivocally thank the Committee for this bill. NARF and TEDNA are greatly appreciative of it and we support it. Its excellence reflects that the Committee has really listened to Indian country. It incorporates very well many of the key recommendations that TEDNA, other Indian organizations and major reports have urged - elevation of the role of tribal governments in education, meaningful support of tribal education agencies (TEAs), and clear provisions for partnerships among other education entities and tribes. The bill's provisions regarding tribal access, TEAs, and cooperative agreements, all of which my testimony will address, are indeed unprecedented.

Currently over 93% of K-12 Native American students attend public schools on and off Indian lands. There are 740 elementary and secondary public schools in this country located on Indian lands. Many of these schools have student populations that are predominately Native American, and in a high number of these schools the population is overwhelmingly (80-90% +) Native American.

But, nationwide, Native American students perform lower on standardized tests than any other student group. The national Native American student high school dropout rate is over 65%, which is higher than any other group. The high dropout rate is linked to unemployment, drug and alcohol abuse, teen pregnancies, and other social issues. Previous reauthorizations of the Elementary and Secondary Education Act have tried to address these matters, but the problems have persisted. The many stakeholders who collaborated on S.1262 knew this, and knew that a new approach was called for – one that firmly recognizes and supports the role of tribal governments as sovereigns in addressing these problems.

Many of us have been immersed in this bill but for those who haven't, they may be unfamiliar with the need for this innovation in federal education law. Simply put, tribal governments and TEAs must be empowered to become true partners with the states and schools in education. This bill is major first step in accomplishing this goal.

Are tribes ready for this? Yes. They are ready and have the capacity to be leading agencies in education. TEAs can operate federal education programs. They can perform roles and activities of local education agencies (LEAs) and state education agencies (SEAs). Tribes with TEAs and education programs have improved schools, student performance, and community relations. To continue this success, TEAs need federal law support like S.1262. Otherwise, federal law will continue to exclude tribes as governments in education; leaving TEA efforts unsupported and tribes with little to no real control over the systems that teach the majority of their members. This discourages tribal-state-school partnerships or even communication in education and ultimately, hurts Native American students.

Notably, even with little to no true support in federal law, many tribes to date have created TEAs and developed their capacities. Some tribes are performing LEA and SEA functions – without federal funding or authorization. In short, some TEAs already voluntarily do what federal law requires and funds SEAs to do. Other tribes have fostered cooperative agreements with LEAs and SEAs in education. Moreover, in recognition of tribal government contributions several states recently have enacted laws specifically acknowledging roles and responsibilities for tribal governments in public schools.

Through the now well-established federal policies of Indian self-determination, tribal self-governance, and economic development tribes have vastly increased their governance, managerial and technical capacities and resources. Tribes operate their own health clinics, provide social services, and manage a variety of natural resources. In these areas tribes typically receive federal funding and must comply with applicable reporting and accountability requirements. It is time to include education among the vital services provided and resources managed by tribes.

The federal government provides billions of dollars annually to SEAs and LEAs, but hardly any funding to TEAs and tribal governments for education. The enormous missed opportunity to invest in TEAs and tribes, for the sake of Native American students must be seized. S.1262 does this. It aligns federal law with what is already happening and with what needs to happen. S.1262 carefully allocates new funding and authorizations between already high capacity TEAs and developing capacity TEAs. This sound structure supports TEAs of all abilities and tribes of all sizes in their efforts to contribute at appropriate levels to Native American student success.

Will SEAs and LEAs see "reduced" funding under S.1262? The bill allows for some shifts at the Secretary of Education's discretion, to tribes and TEAs in limited instances. Such shifts of course do not divert any funding from students served. In this sense, S.1262 puts education funding on a par with many other pots of federal money that tribes and states share such as Temporary Assistance to Needy Families or environmental resources management funding. As in these areas, adding tribes as eligible grantees will improve programs and service delivery at the local level. Conversely, continuing to leave out tribes will likely maintain the status quo, including Native American students' persistent high dropout rates and low academic performance.

Additionally, S.1262 has new funding authorizations for Native American students. The new money will increase local control of education by bringing tribal governments, tribal communities, and Indian parents into the schools. It will increase communication and collaboration among tribes, LEAs, and SEAs. It will empower TEAs to take the lead in developing culturally relevant curriculum, teacher training, and tribal education goals and policies. The result will be education systems with rigorous academic standards and tribal language and culture supported and directed by the community. To date none of this has been adequately or coherently addressed in federal law or authorized appropriations.

Does S.1262 increase "bureaucracy"? Not really; in fact, proper recognition of the role of tribal governments and TEAs in education could result in decreased bureaucracy. Indian education is already fragmented among states, LEAs, federal, and tribal entities administering different systems and a host of federal programs. As Congress has recognized since the 1988 and 1994 TEA appropriation authorizations, TEAs are

uniquely best situated to coordinate all of these various systems and programs and track Native American students through the myriad of services and providers. Ideally, in the long-term TEAs will serve as the primary education agency for many Native American students. This will reduce state and federal bureaucracy and maximize the amount of money and services to Native American students.

A final comment regarding S. 1262's important and innovative TEA pilot project. The project allows up to five tribes to apply to the Department of Education to perform SEA functions and receive funding to support the activities in a public school located on the tribe's land that has a majority of Native American students. Tribes are very excited about this project because it represents a monumental step for tribal sovereignty. It enables them to direct and control education on their reservation by performing high-level SEA functions including training teachers, setting accreditation and assessment standards, assisting low performing schools, tracking student data, and setting policies. These are core components of education, of which tribal assumption has never before been supported expressly by federal law.

In conclusion, NARF and TEDNA support S.1262. We have come this far in partnership with the Committee and we look forward to continuing to work closely with our partners to refine the bill. For example, we recommend ensuring that both TEA authorizations appropriations amounts are at the level of $25 million and clarifying that all tribes have equal access to much needed tribal member student data. We are happy to help address any concerns or questions regarding S. 1262, and to ultimately see it through the legislative process and become law. Thank you for the opportunity to address the Committee today.

TRIBAL EDUCATION DEPARTMENTS NATIONAL ASSEMBLY

TRIBAL EDUCATION DEPARTMENTS REPORT

Cherokee Nation
Chickasaw Nation
Eastern Band of Cherokee Indians
Hoopa Valley Tribe
Oglala Sioux Tribe
Pueblo of Jemez
Seminole Tribe of Florida

2011

TEDNA, PO Box 18000, Boulder, CO 80308

This report was prepared by Amy Bowers, Staff Attorney, Native American Rights Fund, on behalf of the Tribal Education Departments National Assembly, Co. (TEDNA). TEDNA is a non-profit membership organization for the Education Departments of American Indian and Alaska Native Tribes. The founding of TEDNA was supported by the Native American Rights Fund and the U.S. Department of Education's Office of Indian Education. For more information about TEDNA visit www.tedna.org.

The author extends her gratitude to the Tribes that participated in this report and the following: Quinton Roman Nose, TEDNA President; Joanne Soklin, Legal Assistant, Native American Rights Fund; and Beth Baldwin, Law Clerk, Native American Rights Fund and law student at the University of Colorado School of Law for their substantial contributions to this report.

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TRIBAL EDUCATION DEPARTMENTS

EXECUTIVE SUMMARY

Tribes Included in this Report:

Cherokee Nation (Oklahoma)

Hoopa Valley Tribe (California)

Chickasaw Nation (Oklahoma)

Eastern Band of Cherokee Indians (North Carolina)

Pueblo of Jemez (New Mexico)

Seminole Tribe of Florida (Florida)

Oglala Sioux Tribe (South Dakota)

This report summarizes the programs and services of seven tribal education departments (TEDs). Over 200 of the 565 federally-recognized tribes in the United States have TEDs. Thirty-two states have TEDs located within their borders. Tribal governments delegate to TEDs authority and responsibility to implement education goals and priorities. In most tribes, TEDs are part of the executive branch of the tribal government. TEDs may have different names, such as Tribal Education Agency or Education Division.

Each TED highlighted in this report completed a written survey provided by the Tribal Education Departments National Assembly (TEDNA) and/or participated in a telephone interview conducted by TEDNA. Additional information was gathered from publically-available documents and internet sources.

For each TED the Report provides 1) background information about the tribe, 2) a description of how the TED is structured in relation to the tribal government, 3) a description of the programs and services offered by the TED including collaborations between the TED and other entities, and 4) the TED's vision for the future.

Each TED surveyed has its own unique programs, interests, and goals. Some commonalities, however, emerge in this Report:

- **Local community-determined educational challenges, needs, and future goals**
- **Great need for data on students**
- **Movement to incorporate Native American language and culture into schools and curricula**
- **Desire to control and define how children are educated, what they learn, and how they learn**
- **Partnerships with LEAs, SEAs, universities, and private companies**
- **Programs serving native and non-native children, students, and families of all ages (cradle-to-grave)**

All the TEDs expressed frustration with the lack of available data on tribal students. Specifically, each TED indicated that it wanted to collect and analyze data to evaluate program and

school success. The TEDs provided data or directed TEDNA to sources to find data currently available, which is included in this report. Some sections in this report reflect the lack of availability of such data.

TRIBAL SOVEREIGNTY AND INDIAN EDUCATION

Tribes are sovereign nations with authority to make laws and be governed by them. Most tribes have a tribal council presided over by a tribal chairperson or chief. Most tribes have a reservation or other territory under their jurisdiction.

The federal government has a trust responsibility to tribes which has been created by treaties, statutes, and court cases. This trust responsibility requires the federal government to set and implement policies, or manage Indian assets, including natural resources and property, for the benefit of Native American people.

This trust responsibility applies to Indian education and all federal agencies involved in education are subject to it. Many treaties between the U.S. government and tribes included provisions by which the federal government agrees to educate Indian children. The Bureau of Indian Education (BIE) within the Department of Interior and the Department of Education are the modern agencies responsible for present day implementation of many treaty provisions that have been further defined by statute and case law. The BIE operates federal schools for Native American students. Several tribes now operate BIE schools under contracts with the BIE and the Bureau of Indian Affairs, referred to as “tribal contract schools” or “tribally-controlled BIE schools.”

Today there are about 700,000 Native American K-12 students. Less than 6% of these students attend BIE schools. 92% of Native American students attend public schools located on and off Indian lands. It is estimated that there are about 739 public schools on Indian lands. Historically, tribal governments have had a very limited, if any, role in these schools.

Native Americans are the lowest performing students in any category. The national high school dropout rate is 50%, and is much higher in many states. They have the highest expulsion, absenteeism, and suspension rates of any student group. Tribal 8th grade students are 18% more likely to read or perform in mathematics at a "below basic" level than their Caucasian peers.

Tribal communities find these statistics unacceptable. They perceive this as a system that fails their children – not vice versa. Over the last few decades tribes have begun to develop modern governments and assert themselves on education issues to change how and where Native American students are educated. Many tribes have created TEDs to organize and implement tribal education agendas. The work of the TEDs in this report is illustrative of this movement.

TRIBAL EDUCATION DEPARTMENTS

REPORT HIGHLIGHTS

CHEROKEE NATION

- The Cherokee Nation Education Division (CNED) has an annual budget of $51.6 million. It has 329 employees and serves about 30,000 people through its programs and services.
- Since 2002, *the Nation has contributed over $19 million to more than 100 public schools.*
- THE CNED worked with Apple to develop a Macintosh operating system that supports Cherokee language and features a keypad overlay with the Cherokee language's 85 characters.
- CNED operates the Sequoyah School and a Cherokee language immersion school.

PUEBLO OF JEMEZ

- The Pueblo of Jemez Department of Education (PJDE) works closely with the Walatowa High Charter School, a Jemez Pueblo culture-based, early-college, state-chartered, school located on Pueblo land. Its graduation rate is *89.4%, dramatically higher than the state wide average of 49% (Native American students)*.
- The Pueblo contracts with local public schools to place tutors in classrooms—and pays the tutors with Pueblo funds. These schools met AYP after the tutor began working with their students.
- The Pueblo is one of the few tribes in the country that operates a Title VII Indian Education grant program, as authorized by the No Child Left Behind Act.

CHICKASAW NATION

- The Chickasaw Nation Division of Education (CNDE) serves approximately 9,500 students.
- The CNDE has more than 115 inter-agency agreements or MOUs with Oklahoma public schools.
- The CNDE has a Science, Technology, and Math (STM) program that serves approximately 250 Chickasaw students. 9*0% of senior STM students enroll in college.*

EASTERN BAND OF CHEROKEE INDIANS

- The Eastern Band runs Cherokee Central Schools—its own Pre-K through 12 school system—and recently contributed $20 million to build a state-of-the-art campus. Curriculum designed by the all-Indian school board incorporates Eastern Band Cherokee culture into all classes.
- The Eastern Band also operates the Kituwah Language Academy, a Cherokee language immersion academy for preschool to the 5th grade.

HOOPA VALLEY TRIBE

- The TED gathers and analyzes data on 600 K-12 tribal members in the public school district on its Reservation and 135 tribal members in college.
- The TED recently assumed administration of the College of the Redwoods' Klamath-Trinity campus, and has increased enrollment at the site by over 60%.
- Over 80% of the students starting the Hoopa Learning Center's academic support program are at-risk students with failing grades; over 90% leave the program with passing grades.

Student in Cherokee Immersion School working on a Mac Laptop using the Cherokee Language

"Whoever controls the education of our children, controls our future"

~Wilma Mankiller, Former Chief of the Cherokee Nation

SEMINOLE TRIBE OF FLORIDA

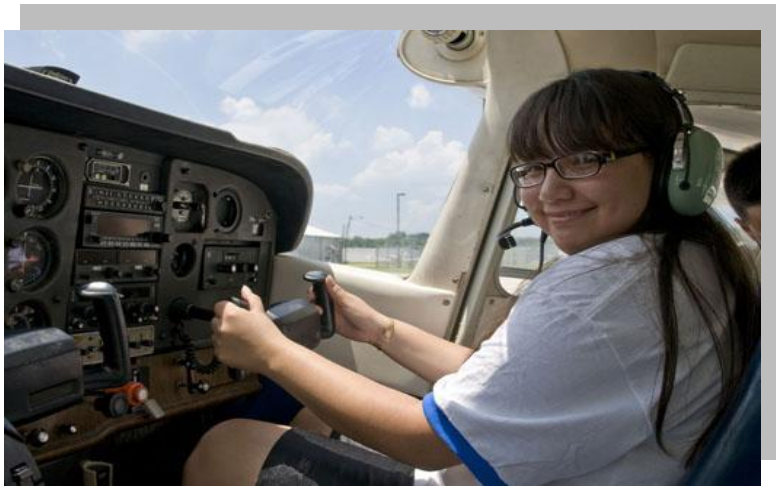
- The Education Division serves over 1,400 students annually and has a budget of over $1 million.
- Tutoring services provided for K-12 students during the past two years has raised GPAs, on average, from 2.0 to over 3.0 for hundreds of students in the Program.
- Over the past ten years, the Tribal Truancy Committee has lowered the high school dropout rate from 50-60% to 30%.

OGLALA SIOUX TRIBE

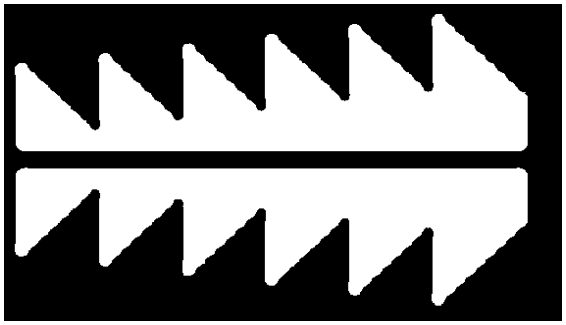
- The OST Tribal Education Agency (TEA) oversees six K-12 tribal schools attended by the majority of the 5,000 K-12 students on the Pine Ridge Reservation, and the Oglala Lakota College.
- The TEA works with state, Bureau of Indian Education, tribal, and parochial schools located on the Pine Ridge Reservation.

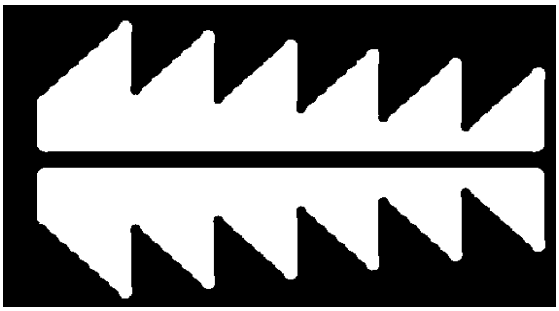
"*Local control* means you define your own educational success and develop curriculum, assessments, and evaluations specific to your community's priorities. You develop research, programs, and interventions to support this work."

~Kevin Shendo
Pueblo of Jemez, Education Director

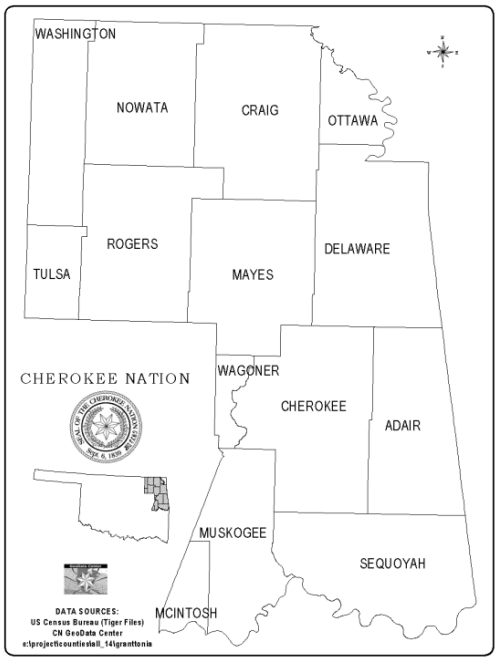


Chickasaw Nation Aviation and Science Academy Participant





THE CHEROKEE NATION EDUCATION SERVICES



INTRODUCTION

The Cherokee Nation is one of the largest American Indian Tribes with almost 300,000 members. The Cherokee Nation is located in northeastern Oklahoma. The Nation has a 7,000 square-mile jurisdictional service area that includes all of six and portions of eight counties. This land is home to more than 122,000 Cherokee citizens.

DESCRIPTION OF CHEROKEE NATION EDUCATION SERVICES

Cherokee Principal Chief Chad Smith has stated that his top three priorities are building "Jobs, Community, and Language." Cherokee Nation Education Services (CNES) is critical to all three priorities. Its mission is to develop and support comprehensive social, educational, and employment programs for Cherokee People. Since 1975 the Nation has operated Johnson O'Malley Programs, but in the late 1980s the Nation prioritized education. The Nation has organized its education affairs into an Education Division, the Cherokee Nation Foundation, the Cherokee Nation Language Immersion School, and Sequoyah Schools. The Cherokee Principal Chief sets the policy direction for the Division and a cabinet advisor, called a group leader, supervises the programs and schools.

The CNES has an annual budget of $51.6 million. It has 329 employees and serves almost 30,000 people through its programs and services. Since 2002 the Nation has contributed over $19 million to more than 100 school districts. Since 1999, it has awarded nearly 23,000 higher education scholarships.

EDUCATION AT THE CHEROKEE NATION

Cherokee Nation members attend public schools within the Nation's territorial jurisdiction, the Cherokee Language Immersion School, and Sequoyah Schools, a tribal-contract Bureau of Indian Education School. Since 1985 the Cherokee Nation has operated the Sequoyah School. It is regionally and state accredited for grades 7-12. Today, the Sequoyah School enrolls more than 400 students representing 42 different tribes, although the majority of the students are Cherokee tribal citizens. The 96 public schools within the Nation's jurisdictional boundaries serve tribal students as well. 87 of the public schools in Cherokee Nation's tribal jurisdictional service area have student populations with 50% or higher Native American composition; twenty-one schools have a 70% or higher Native American student population; and six schools have a 90% or higher Native American student population.

CHEROKEE NATION EDUCATION SERVICES PROGRAMS AND SERVICES

Cherokee Language Immersion School:
The Nation operates an Immersion School that has partnerships with Apple Computers, serves 100 students annually, and is supported by tribal funding. This School immerses students from three to ten years old in the Cherokee language daily from 8 a.m. to 3:30 p.m. Children learn math, science, writing and other subjects common to other students in Oklahoma but the language of instruction is Cherokee. All teachers are fluent and biliterate in Cherokee and are certified by the State of Oklahoma. By age four, children are able to read in Cherokee and by kindergarten they begin to address Oklahoma State Priority Academic Student Skills (PASS) standards in Cherokee.

The immersion school has a Curriculum Department, Technology Department, and Translation Department which all work together to create teaching materials in the Cherokee language and syllabary. A highlight of their work is the relationship with Apple Computers. The Nation and Apple developed Cherokee language software for Macintosh operating systems, iPhone, iPod, and iPad. (You can download the Cherokee language iPhone application, iSyllabary at iTunes Application Store by searching for 'Cherokee language')Students work on Mac laptops. The Macintosh operating system has supported the Cherokee language since 2003 and features a keypad overlay with the Cherokee language's 85 characters. *One of the notable uses of the technology is that it has enabled students to chat online in Cherokee with students from the Eastern Band of Cherokee's language Immersion School.*

The Technology Department continues to work with technology providers to ensure that all the School's software programs are Cherokee language compatible. The Translation Department employs six translators, who develop material for books and resources to use in-class, often using old documents written in Cherokee. The result is interactive CD-ROMS, worksheets, books, and games in the Cherokee language.

Collaboration: When the Nation started work on the Immersion School there were no teachers credentialed by the State of Oklahoma to teach Cherokee language. The Nation worked for over two years with Northeastern Oklahoma State University (NSU) to develop a Bachelor double-major program in education and Cherokee language. The program includes 40 hours of Cherokee language instruction.

The Nation also worked with the Oklahoma Department of Education to develop a Cherokee language teacher certification test. The process involved locating Cherokee speakers who could develop the test and study guide, and grade tests. The test includes state subject areas administered in the Cherokee language. Graduates of the NSU education and Cherokee language bachelor program and Cherokee speaking certified teachers are eligible to take the test. Successful test takers receive Oklahoma state teacher credentials in Cherokee language.

Sequoyah Schools: Sequoyah Schools is a former Bureau of Indian Education boarding school, which the Nation took over in 1985. Today the Campus covers over 90 acres and houses more than 400 students in grades 7-12, who represent 42 Tribes. The Schools include the Sequoyah High School, 7th and 8th grade Middle School, and a 3rd to 6th grade Immersion School. The Schools are regionally and state accredited and have consistently met AYP. Sequoyah Schools receives funding from Bureau of Indian Education grants and the Cherokee Nation motor vehicle tag funds. The Schools are run by a school board and superintendent who are supervised by the Nation's Education Division group leader.

"It's a place where people want their children to be," states Gloria Sly, Government Relations, Education Services, Cherokee Nation and former superintendent of the Schools.

Sequoyah Schools were not performing well when the Nation took over its management in 1985. Today, it is the school of choice for college-bound students. *Sequoyah Schools have consistently met AYP*. Admission to Sequoyah Schools is highly competitive; the High School offers Advanced Placement classes, concurrent enrollment in local colleges and universities, technology-focused classes like robotics, fine arts, and performing arts classes. (Last year graduating students received $3.5 million in scholarships.)

Gloria Sly explains Sequoyah Schools' secret to success - *expectations.* Students are expected to perform well and be good citizens, to learn Cherokee ways, and become productive members of the community. The elected officials of the Nation express support for the Schools by sending their own children there. "People think if it is good enough for the Chief, it is good enough for my children," explains Gloria.

In addition, Sequoyah Schools' success has been driven by local tribally-led initiatives to identify problems in the Schools and to use tribal resources to solve them. The Schools developed a long-range facility plan addressing infrastructure issues like new dormitory space and library renovations. On a yearly basis, the Administrators identify internal issues that can be addressed with grants (such as the need for tutoring or after-school programs) and reviews AYP scores to identify low-scoring areas and find ways to improve those scores.

The Nation's next goal is to turn the High School into the first tribally-controlled college preparatory school. It is in the process of developing curriculum for the School and data software to track students' academic performance and achievement. With more and better data, the Nation hopes to improve academic and extracurricular programming to better serve and support students.

Johnson-O'Malley Program: The Nation administers supplemental education programs for 22,500 Indian students from age three to eighteen in *96 schools across nine counties and portions of six other counties*. The Nation has provided the public schools within its jurisdiction with guidance and assistance on Cherokee culture, history, and language, including the A-Na-Da-Go-Na-Dv-Di-S-Gv Cherokee Challenge Bowl.

The Nation meets regularly with the local Indian Parent Committee and works to implement the Committee's priorities and recommendations. In recent years the work has expanded to include "wraparound programs" that address social, educational, health, and student welfare issues.

Due to privacy laws, the Nation cannot access data regarding academic performance and achievement of students served by the JOM program. The Nation can only obtain information about each student's grade level and program participation.

Motor Vehicle Tag Grants: The Nation has committed 38% of its car tag revenue to fund public schools. **Over the last 5 years *that created more than $10 million in additional funds for Oklahoma public schools in 15 counties*.** These vehicle licensing funds supplement per-student funding at public schools. Recently, the Nation has added an additional grant program for public schools to receive up to $25,000 (in addition to the funding they already receive from the Nation's motor vehicle tag funds). The Nation firmly believes that improving schools for Cherokee students also improves schools for non-Cherokee students.

Collaboration: Most recently the Oklahoma Grand View School District received a $25,000 grant from the Cherokee Nation to continue its free before-and-after school program. The State had cut funding for the program and the school was forced to charge $3 a day per student. The program attendees dropped from 115 students per day to 30 when the fee was imposed. The Nation stepped in to provide funding to keep the program free. The grant will be used to pay for 5 after-school personnel, including a Cherokee language tutor. The Grand View School District Superintendent reported to a local newspaper, "I just want the program there for kids when they need it, for their families when they need it…we are very, very grateful to Cherokee Nation for the funding of this grant."

Learn and Serve Program: The Cherokee Nation Learn and Serve Program sub-grants funds to K-12 public schools for service projects that integrate learning about tribal history and culture. The Program is supported by tribal funding. The service learning projects support all students.

Between 2001 and 2011 Cherokee Nation has awarded $836,939 in sub-grant funding to 40 area public schools through resources of the Learn and Serve America Program. Annually for the past eleven years, an average of $76,086 has been disseminated on a competitive basis to fund service-learning projects with a Cherokee cultural content emphasis. The school-based projects have involved an average of 200 students per site with an estimated overall impact on over ten thousand students ranging from kindergarten to 12th grade. The student activities are designed to enhance traditional cultural values and include parents, grandparents, and other adult volunteers.

Supplementing the sub-grant awards, each year Learn and Serve has provided staff development and professional networking opportunities for public school teachers, has organized special projects such as Youth Leadership Development Conferences that bring students from all project sites together for cooperative learning and Cherokee affinity, and has produced tribal specific curricular materials that reflect traditional values.

Beyond the academic benefits of the service-learning teaching method and in addition to the financial assistance to schools, each Learn and Serve Project has been implemented through a local partnership formed to strengthen school/community relations.

Collaboration: The Program this year served all students (native and non-native) attending 23 public schools. Funds are available through a grant application process. The projects funded this school year included tribal history and environmental issues, such as education about a superfund site located in eastern Oklahoma.

Cherokee Language in the Public Schools: The Nation and several Public School superintendents want Cherokee Language taught in the public schools. Oklahoma requires students to complete two years of coursework in a world

language, and Cherokee is a world language.

Collaboration: The Nation and public school superintendents are working together to establish Cherokee language instruction in the public schools. The NSU degree in Cherokee Language and Education and the Cherokee certification test are important steps in this process.

Cherokee Nation's Heritage Center and Cultural Resource Center: Provides programs to the public schools that focus on tribal language, history, and traditional games. The Nation serves many schools and children in this way.

Collaboration: The Nation provides grants to schools to visit historic sites and take "Cherokee cultural tourism" trips. The Nation administers after-school and community programs via an ANA grant that provides activities in the areas of language, culture, health, computer literacy, and high school dropout prevention.

Improving Indian Education Advisory Board: The Nation recently organized the Improving Indian Education Advisory Board, consisting of 25 superintendents of K-12 public schools. It is co-sponsored by Northeastern State University. The Board will have its first meeting on April 6, 2011. Its goal is to find solutions to future issues in rural public schools.

Head Start and Early Head Start: Cherokee Nation Early Childhood Office offers Head Start, a classroom environment for children aged three to four years old, and Early Head Start, which serves children aged six weeks to three years of age. Both programs are open to non-Indian children. The programs have a funded enrollment of 890 children (680 in Head Start, 210 in Early Head Start).

Higher Education: The Nation provides scholarships to about 2,700 Pell and non-Pell eligible students. The non-Pell student grants were funded by tribal resources, which were derived through a compact with the State of Oklahoma.

In addition, the Program provides funding to students pursuing careers in “high-need” areas, such as registered nurses. The Tribe recruits students into these professions and provides funding to complete degree or certificate programs. In return, students are required to serve the Nation for a limited period after graduation.

Cherokee Nation Foundation: The Foundation is a not-for-profit, tax-exempt charitable organization. The mission of the Foundation is to provide higher education assistance to the Cherokee People and revitalize the Cherokee Language. It was the first not-for-profit incorporated under the laws of the Cherokee Nation. Members of the foundation are appointed by the Cherokee Principal Chief and confirmed by the Tribal Council. The Foundation administers scholarships and language initiatives, such as the Cherokee lullaby CD and a Cherokee dictionary. It is in the process of writing, illustrating, and producing a Cherokee language historical book.

VISION FOR THE FUTURE

Cherokee students should perform well in school, be good citizens, learn Cherokee ways and become productive members of the community – Gloria Sly

The Nation wants a fully-functioning education system that will allow it and the community to accomplish the goal of building "Jobs, Community, and Language." They envision a system in which they develop curriculum and assessments, track academic data, and provide technical assistance and teacher training to school districts throughout the State. The Nation has members in most districts and wants to be a part of their education.

Ultimately, the Nation wants its students to be educated in the skills and technology of today, as well as the language and lifeways of traditional Cherokee culture to ensure that the Nation may continue to attract businesses, jobs, and development to the region. Most importantly, the Nation doesn't want to suffer from a "brain drain" – it wants students to have a wonderful education that will enable them to stay in the Nation's territory to build the Cherokee Nation.

THE CHICKASAW NATION DIVISION OF EDUCATION

INTRODUCTION

The Chickasaw Nation's jurisdictional territory includes 7,648 square miles of south-central Oklahoma and encompasses all or parts of 13 Oklahoma counties. The Nation has more than 50,000 members. The Chickasaw Nation Division of Education (CNDE) serves approximately 14,200 students.

DESCRIPTION OF THE CHICKASAW NATION DIVISION OF EDUCATION

The Chickasaw Constitution provides the Nation's governor with broad discretion to develop and guide the CNDE. The CNDE started as the division of youth education in 1998. Currently, the CNDE has 210 employees and consists of five sub-departments: child care, early childhood, office of supportive programs, education services and vocational rehabilitation. The Division of Education's administrator reports directly to the governor. The Nation's emphasis on education is reflected in the tribal budget, in which education is one of the top expenditures.

EDUCATION AT THE CHICKASAW NATION

In 2005, the Nation held a Listening Conference to discuss education and housing needs of the Chickasaw Nation. The citizens communicated to the executive staff their desire for education for all. In response, CNDE developed 13 programs aimed to serve Chickasaw members from all walks and ages of life. The governor and citizens approved the programs, and the CNDE began developing infrastructure to implement them. Three years later, the citizens were surveyed again about the effectiveness of the programs. The citizens indicated that the programs were working and no changes were needed.

The majority of Chickasaw students attend public schools within the Chickasaw jurisdictional territory. In 2009, 63,744 students were enrolled in the public school districts within the Tribe's jurisdiction; 14,801 were Native American students. In four districts Native American students accounted for more than 50% of the student population. The performance records of these schools can be accessed at: http://apps.sde.state.ok.us/apireports/CountyMap.aspx?county=7.

CNDE PROGRAMS AND SERVICES

Each of the five sub-departments within the CNDE operates major programs serving a variety of Chickasaw and non-Indian students throughout south-central Oklahoma.

CHILD CARE DEPARTMENT: Provides many services for children and families, including the Child Development Center, the School Age Program, the Sick Child Care Facility and the Child Care Assistance Program. These programs are supervised by experienced, certified, and credentialed staff.

•The Child Development Center: Is based on goals, objectives and activities aimed at providing a flexible, enriching environment that will facilitate the physical, cognitive and social-emotional growth of children aged zero to five years. The child development center provides care to 225 children, is licensed to care for 242 children, and is open to non-Indian families.

• Child Care School Age Program: Operates during summer months and school breaks for children four to ten years of age. This Program allows children to experience exciting activities through age-appropriate field trips, park days, and special events. Children stay active through arts and crafts, theater productions, storytelling, music and dance, community service projects, scientific exploration, and much more. Enrollment is open to the public. The School Age Program is based on goals, objectives and activities aimed at providing a flexible, enriching environment that will facilitate the physical, cognitive and social-emotional growth of children. The School Age Program provides care to 125 children and is open to non-Indian families.

• The Child Care Assistance Program: Helps families pay for child care services. The purpose of the Program is to provide the highest quality of culturally appropriate child care to its tribal members and other Native Americans residing in the area. The Program permits parents to choose from a broad range of child care providers, including tribal child care centers, family child care providers, center-based child care centers, relatives, friends, and neighbors. In order for the provider to receive payment, they must meet licensing requirements. Child care assistance maintains 350 children and is open to Native American families only.

• Sick Child Care Facility: The CNDE began operation of this Program in 2008. The purpose of the Sick Child Care Facility is to protect the health, safety, and wellbeing of well and mildly-ill children. The Facility houses children with health issues such as upper-respiratory illnesses, gastrointestinal disorders, and other mildly-contagious disorders during the school day. Each child illness is categorized by classroom, helping to contain the spread of illness by air. The Center is licensed for approximately 35 children and a licensed practical nurse (LPN) is on staff at all times. The general public

can bring their children there at a low cost. "**The children love it there – our staff takes great care of them."** **-**Lisa John, CNDE Administrator.

The center really helps parents who have young children. By providing care to ill children, the Center allows parents to return to work and not miss more days than needed due to their child's illness. The Sick Child Care facility is one of the only tribally-operated programs of its nature in Oklahoma. Prior to 2005, Oklahoma Department of Health And Human Services (DHHS) did not have any guidelines for sick care centers. Oklahoma DHHS and the CNDE work as partners to continue to develop the Program as it grows. The Sick Child Care Facility serves, on average, 65 children per month.

• Child Care Transition Program: The CNDE provides services to assist families' transition into public school special education programs. They provide the necessary assessments and documentation to help the children qualify for services. A child begins with the Sooner Start Program and transitions into the public school special education classrooms from the child care setting. Since the assessments and testing arrangements are made prior to age 3, the child is more advanced as he or she transitions. The goal is to assist children in need to enter a regular classroom more quickly.

• Behavior Intervention Program: This new service works with children and parents to assist with behavior guidance, counseling services, parental classes, and any other special needs of the children and families.

The Child Care Department is funded by the federal Administration for Children and Families. Currently there is no data for the child care programs to show academic performance. Assessments are given to the children while attending the program but, assessments are not provided once they enter public school to show academic improvement.

Collaboration: The Child Care Department has many partnerships with the public schools. CNDE provides educational, social, emotional, and physical assessments, assists with transitions from child care to public school, including special education services and Sooner Start services. The Child Care Program works diligently to assist the children and make the best learning environment possible for both the child and parent.

EARLY CHILDHOOD/HEAD START PROGRAM: Serves children ages three to five years of age. The Chickasaw Nation Head Start Program is family-focused. The child's entire family, as well as the community, must be involved. The Head Start philosophy is based on the principle that early childhood education should address children's needs in all areas of development: physical, social, emotional, and cognitive. To meet these needs, the Head Start Program offers components in education, parent/guardian involvement, health, social services, and services for children with disabilities. Through an

interdisciplinary approach of all components and parent policy council group, this philosophy is reflected in every aspect of the Head Start experience. Transportation and transition to kindergarten is also provided by the program.

The Chickasaw Nation Head Start currently serves 261 children. All children are served in a center-based program providing a classroom environment that promotes the early-childhood development stages. The Program is open to non-Indian students.

Head Start

Center Locations	# Children Served
Ada	80
Ardmore	104
Sulphur	40
Tishomingo	37

Collaboration: The Head Start Program has partnerships with the public schools in the Nation's jurisdictional territory, especially within communities where Head Start centers are located. It currently has 27 inter-agency agreements with public schools. It also has transition MOUs with 26 public schools. The transition manager provides an annual survey to the public schools' kindergarten teachers to determine the students' developmental progress academically and socially based on their observations. The surveys indicate that the majority of the Chickasaw Nation Head Start students enter kindergarten well prepared and developmentally above average. The Program also sends teaching staff to the State Pre-Kindergarten Conference each year.

OFFICE OF SUPPORTIVE PROGRAMS: The office of supportive programs coordinates CNDE programs for Chickasaw students in public schools.

• Johnson-O'Malley Program: As the prime contractor of the Johnson O'Malley (JOM) Program in the service area of the Chickasaw Nation and serving approximately 54 schools, the Chickasaw Nation is responsible for administering JOM funds for the operation of supplemental programs for the education of 7,998 eligible Indian students in public schools. The JOM Program also serves a few home-schooled students. The data indicates that the majority of Chickasaw students served by the program are graduating from high school.

Collaboration: The CNDE JOM Program has 65 MOUs and public schools contracts. CNDE staff provides professional development, educational assessments, and teacher training for numerous Indian Education groups, such as the Oklahoma Council for Indian Education, state JOM conferences, and literacy councils.

• Chickasaw Honor Club (CHC): Provides grade incentives, perfect-attendance incentives, and special achievement awards to second through 12th grade Chickasaw students. Students living outside of the Chickasaw jurisdiction who are Chickasaw members are also eligible to participate. Students receive

financial incentives for achieving academic and attendance goals. The Program serves 2,500 Chickasaw students each year. *Eighty-five percent of CHC students show grade increases between grading periods each school year.* The Program *utilizes data* to see when CHC students are leaving the Program and strives to keep as many students earning As and Bs to stay in the CHC.

• Science, Technology and Math Program (STM): Provides programs for Chickasaw and non-Indian students who have an interest in science, technology, and math. The Program sponsors four FIRST (For Inspiration and Recognition of Science and Technology) Robotics Competition teams for students, and provides several enrichment camps including Chickasaw Nation Aviation & Science Academy (CNASA), Space Camp, and Entrepreneurial Academy.

The Chickasaw Nation began offering the robotics and aviation programs in 2007. There are 100 students in the aviation program, which takes place throughout the year. Collectively, all the STM programs serve approximately 250 Chickasaw students yearly. *Ninety percent of senior STM students enroll in college, and tutoring provided to robotics team members has improved those students' grades.*

The robotics program takes place after school on weekdays. Students from five schools, including non-

Students at the Robotics Program with CNDE Administrator, Lisa John

Indian children, participate in the robotics program. The robotics competition challenges teams of students and mentors to solve a common problem by designing and building a robot in a six-week time frame using a standard kit of parts and a common set of rules. To compete, students must focus on design, demonstrate team spirit, professionalism, maturity, and the ability to overcome obstacles.

Students in the other STM Programs receive visitors from NASA and may participate in field trips if they are in good standing at school. Indian Community Development Block Grant funds were used to construct a new building to house the programs. The summer camps attract children from around the world, including students from Canada and Germany.

NASA visits CNDE STM Academy Students

• GED Testing Center: Provides official GED testing for the State of Oklahoma within tribal jurisdictional boundaries. The center is testing approximately 15 to 20 people each month. The GED testing programs serve both Indian and non-Indian students of all ages.

Collaboration: The Program works closely with the Oklahoma State Department of Education in the area of GED testing and family literacy. The CNDE provides official GED testing for the Oklahoma State Department of Education and has staff who serves on State literacy councils.

• Adult Education Program: Provides tutoring assistance to Native Americans in preparation for GED testing, tutoring assistance for employment testing and tutoring assistance for adults for educational program entrance exams (college entrance exams, technical and vocational exams, etc.). Approximately 250 to 300 adult learners are served each year. Seventy-five percent of adult education students go on to college or vocational programs.

Collaboration: The CNDE has created relationships with many local schools who want their students to participate in the programs offered by Chickasaw Nation, often at the request of these schools.

EDUCATION SERVICES DEPARTMENT: The CNDE provides grants and scholarships for its citizens to attend accredited colleges or universities, and career technology centers or trade schools. The Division also oversees an internship program in which college students are placed with organizations across the country and internally within the Chickasaw Nation. The students funded by education services attend accredited institutions of higher learning all across the U.S. The education services data tracking system contains student GPA information which can be monitored and manipulated for validation reports. Students seeking higher education funding can apply online at the CNDE website and enjoy real-time tracking of their application and funding.

• Higher Education Program: Serves approximately 1,900 to 2,300 citizens during the fall and spring semesters and approximately 700 to 900 citizens in the summer.

• Career Technology Program: Is available to part-time and full-time Chickasaw students attending or interested in attending a state or nationally accredited vocational facility. The career technology funding is intended to assist students by providing funding for tuition, fees, supplies, books, equipment, and other training related expenses. The field of study is not limited to any particular

discipline. The primary objective of the Program is to provide funding to Chickasaw students and meaningful employment or career advancement. The career technology program serves approximately 300-350 citizens annually.

• Internship Program: The mission is to work in partnership with government and business leaders across the country to provide an exclusive educational opportunity to the leading students of the Chickasaw Nation. The Program is a tool to have a direct impact on the future of the Nation by nominating and supporting a participant who will return home with the experience to be a leader of the Chickasaw Nation. Students are placed at federal agencies, congressional offices, Native American organizations, and Native owned or operated businesses. Students are provided with a six-week internship opportunity, a weekly stipend, one round trip ticket to the location of the intern site, and housing accommodations. Approximately 20-30 students are assisted through the Internship Program annually.

Collaboration: Higher education and career technology staff conducts school visits to 89 public schools to talk about programs, services, and financial aid. CNDE works closely with all institutions to ensure that Chickasaw Nation grants and scholarships are credited to student accounts accurately. Employees of the CNDE help colleges/universities and career technology centers understand Chickasaw Nation policies, procedures, and application process.

VOCATIONAL REHABILITATION DEPARTMENT: The Chickasaw Nation Vocational Rehabilitation Department has three programs that serve secondary students:

• The Vocational Rehabilitation Program: Helps students work toward long term employment goals. This Program serves 20 Native American students.

• The Special Needs Program: Helps students participate in extra-curricular activities. This Program serves 20 Native American students.

• The Job Development Services Program: Helps students attain and maintain interim employment while they are still in secondary education and eventually find full time employment after their education is complete. This Program serves 30 students, including non-Indians.

Collaboration: The vocational rehabilitation transition specialist and counselors attend individualized education plan meetings and advocate for the rights of the students.

VISION FOR FUTURE

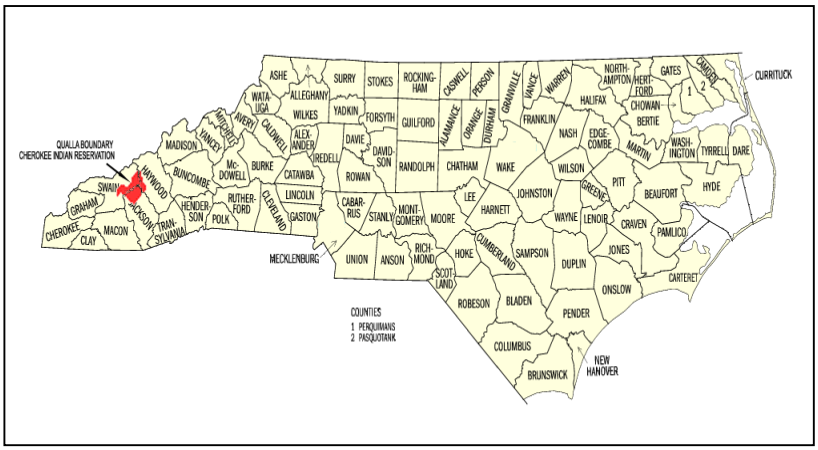
The CNDE would like to increase the number of after-school tutoring and credit retention programs available for Native American students; increase cultural and language recognition by the Oklahoma Department of Education for credit toward graduation requirements; provide more disability awareness training to public school staff; assist with curriculum development, assessments, teacher training, and professional development for both child care and elementary teaching staff; and increase interaction with the Oklahoma State Education Agency.

THE EASTERN BAND OF CHEROKEE INDIANS EDUCATION

INTRODUCTION

The Eastern Band of Cherokee Indians (Eastern Band), the only federally recognized Tribe in North Carolina, is located in western North Carolina in its aboriginal homelands. The Eastern Band has 14,000 members. Its territory, referred to as the Qualla Boundary, includes 56,000 acres.

The largest part of the Qualla Boundary is in eastern Swain County and northern Jackson County (just south of the Great Smoky Mountains National Park). There are many smaller non-contiguous sections to the southwest in Cherokee County and Graham County. A small part of the Qualla Boundary extends eastward into Haywood County.



Map North Carolina, Qualla Boundary Noted in Red

DESCRIPTION THE EASTERN BAND OF CHEROKEE NATION EDUCATION

The Eastern Band has organized education affairs into a Community Education and Recreation Services Division (CERSD) and the Cherokee Central Pre K-12 School system (CCS). The CERSD is a division of the Tribal government. The CCS system is managed by a school board that is organized under and governed by tribal law.

The CERSD enhances quality of life and promotes overall wellbeing of the community through the following services: education; Cherokee culture and language instruction; social services; recreation and proper nutrition; fiscal stewardship; and personal integrity. There are two departments in the CERSD: Youth & Adult Education Services and Community Recreation Services. The Youth and Adult Education Services Department oversees Kituwah preservation & education, education & training, public libraries, tribal child care, and Graham County Indian Education Programs. The Community Recreation Services department oversees family and social services, senior citizens help program, commodity food distribution, Cherokee youth center boys and girls club, and the Cherokee life program.

EDUCATION AT THE EASTERN BAND OF CHEROKEE NATION

The Eastern Band operates the Cherokee Central K-12 School system (CCS) through an all-Indian school board. In 1990 the Eastern Band took over this Bureau of Indian Education (BIE) School system under the Tribally Controlled School Grant Program. The CCS system is open to all children residing on tribal lands and is attended by Native Americans and non-Natives. The system receives federal funds from the BIE and the Eastern Band. The Eastern Band has allocated to the Schools a percentage of its gaming funds, which is usually around $4 million annually. The Swain County School District, for the purpose of funding the non-Indian students, considers CCS an extension school and provides staffing and funds for students not eligible for BIE funds.

The Qualla Boundary is located in Swain and Jackson counties, and Cherokee students can choose which school district to attend. CCS serves 1300 children, and approximately 600 - 700 attend Swain and Jackson county public schools. Eastern Band children also attend school in two other counties in the area, Cherokee and Graham County.

EASTERN BAND OF CHEROKEE EDUCATION PROGRAMS AND SERVICES

Cherokee Central School System

We believe in this school system – Joyce Dugan, Cherokee Central Schools Superintendent. On August 1, 1990, CCS became a tribally operated K-12 school system. The Eastern Band Tribal Council authorized the CCS Board to operate the Schools through tribal law. The CCS Board, composed of elected representatives from the six tribal Qualla Boundary communities, including Big Cove, Big Y, Birdtown, Painttown, Wolftown, and Yellow Hill, is responsible for establishing system policies and procedures. The School Board approves the system budget and ensures that the Schools meet all federal, state, and Southern Association of Colleges and Schools' (SACS) accreditation standards. A tribal council member serves on the CCS Board as a non-voting liaison between the tribal council and the school board.

New Cherokee Central Schools Building

The Cherokee Boys Club ("CBC"), a non-profit entity, is the fiscal agent for the CCS and provides financial administration for the School system. Included in the funds administered by the CBC are Title I, Special Education (including preschool, handicapped, and talented and gifted students), Title V, Custodial Services, Transportation, and USDA funds. BIE funding provides for operation and maintenance of education buildings and grounds. Student transportation and food service are provided by CBC under an agreement with the School Board. Grants from the Cherokee Preservation Foundation, North Carolina Arts Council, Burroughs

Wellcome Fund, Harrah's Cherokee Casino and Hotel Scholarship Fund, NASA, to name a few, are administered by CBC. These grants provide funding to the School system for implementation of new programs and equipment.

The Eastern Band is the largest contributor, which donated $140 million to construct a new K-12 school campus. The new facilities were recently completed. The CCS campus is the largest green building project in the region and was submitted to the U.S. Green Building Council for LEED Silver certification. The campus should use 35% less energy than a non-green building of the same size. More than 75% of regularly occupied spaces receive natural daylight through large windows, light reflecting sunshades, and multi-story tubular skylights. Occupancy and daylight sensors were also used to automatically adjust artificial light levels. The project also features a geothermal HVAC system which uses 290 450-ft deep, geothermal wells to heat and cool the 17 buildings.

Below: Elk grazing on the grounds of the new Cherokee Central Schools' Ravensford campus, with the newly-built School buildings in the background.

Below: Cherokee Central Schools Sports Field

The Cherokee Central Sports facilities include two baseball fields; two softball fields; stickball field; an 8-lane rubber-coated running track; football field with artificial turf; a stadium with seating for more than 3,500 fans and a pressbox four stories above the field; three gymnasiums, and a sports arena with 1,600 seats. Other indoor sports facilities include an indoor running track, multiple weight rooms, and an indoor football training area.

Below: 350-seat, 7-sided gathering place for cultural events is part of the new Cherokee Central Schools' campus.

Currently, CCS enrolls approximately 1,300 students in grades K-12. Each School incorporates Cherokee culture into all curriculum areas. All classrooms have high speed internet, wireless internet, and interactive SMARTBoards. The primary goal of each School is to empower students, preserve the Eastern Band

Joyce Dugan, Cherokee Central Schools Superintendent:

"Since we have taken over with our board, we have culture in every single class and it has given us a lot of freedom. Performance of our students is our heart and soul. We believe in this School. This School was built for a large number of kids and we want them all here. It is good that we are competing with the other schools because it pushes us further to excel. Our parents said that the education they got was inferior. And back then it was. But today we are forced to up our standards and compete with the public schools but understand that ***we are making up for 200 years."***

Nation, and ensure its future.

Cherokee Elementary School follows the North Carolina Standard Course of Study and the School uses the North Carolina Testing program for K-5th grade students. The Elementary School houses two computer classrooms, two pre-K classrooms, six classrooms per grades K-5, a science classroom, four Cherokee language classrooms, two cultural centers, a sacred path classroom, and a "gathering place" built to house 350 occupants during all seasons. Cherokee Elementary School empowers students by offering a healthy living curriculum, Super Saturdays, Super Science Saturdays, and morning and after-school reading enrichment and skill building opportunities. The staff has developed Cherokee language and history standards. Staff and students are encouraged to join the traditional singers and dancers club. Each year there is a Cultural Heritage week and a special ceremony that honors Cherokee elders.

Cherokee Middle School follows the North Carolina Standard Course of Study and the School uses the North Carolina testing program for 6th-8th grade students. Students are taught in a single-gender instruction environment. The Middle School has the 6th, 7th, and 8th grade classrooms grouped by building floor. The Middle School incorporates classrooms for Cherokee language, math, reading, social studies, language arts, and a science laboratory. The Middle School building is equipped with two computer labs, multi-purpose room for dance, family consumer science room, and a chorus/band room.

The Cherokee Middle School empowers students by offering programs such as: Gear Up, Collaboration with the Great Smokey Mountains National Parks Rangers, Robotics, Burroughs Wellcome CSI Summer Institute, Language Immersion, and Beta Club. The Beta Club recently placed 1st in the state competition and 3rd nationally. The Middle School sent four FIRST LEGO League Robotics teams to the North Carolina Regional Tournament and one team advanced to the State Tournament.

Unifying the new Elementary and Middle School buildings is the CCS Cultural Arts Center, a 1,040-seat performing arts facility housing a full-size orchestra lift at the stage, a fully automated rigging system, and a 52-foot-high flyloft above the stage.

Cherokee High School is comprised of four fully equipped laboratories, a woodshop and wood carving suite, Cherokee cultural and visual arts center, creative learning center, two Cherokee language classrooms, two foreign language classrooms, a health occupation education suite, and two computer labs. The High School utilizes a 1:1 computer ratio in most core curriculum classrooms.

The School empowers students by offering project based learning, dual enrollment college courses, and North Carolina Virtual Public School courses. Students are required to complete North Carolina Future Core Requirements for Graduation as well as a graduation project. Culturally appropriate curriculum was developed by the CCS after the Eastern Band took over the Schools. It is now integrated throughout the curriculum. Students are offered courses in core academic areas, and Cherokee history, financial literacy, and traditional arts such as pottery, basket weaving, beading, and wood carving. This curriculum has improved the students' attendance and performance in all academic areas. Teacher performance in the CCS is measured by test data and teacher relationships with students.

Kituwah Langauge Academy Building

Kituwah Language Academy: The Academy is a Cherokee language immersion academy for preschool to the 5th grade, which began as an immersion program in 2004. The Tribe contributed $6.8 million for a new building for the Academy that was completed in 2009. The building is 32,000 square feet and has 15 classrooms, four outdoor play areas, 10 offices, and a translation workroom. The Preschool is licensed by North Carolina. The Elementary School follows the North Carolina Standard Course of Study and is licensed by the CCS. Cherokee is the predominate language of instruction but students are also required to master English. The Academy's goal is to develop bilingual Cherokee and English speakers who will be future tribal leaders.

Joyce Dugan: "I always believed the Tribe needed to take a stronger stance on language education [but] it was always about money and being able to provide adequate resources. We have to accomplish the reverse of what the boarding schools did." Dugan commended the ongoing focus on immersion education for its capacity to create "strong thinkers," and went further in her praise for the instructional method: "Research indicates that young children can easily learn two or more languages."

Number Instruction Tools in Cherokee and English

Community Education and Recreation Services Division

Youth & Adult Education Services

Public Libraries: The focus of the Qualla Boundary/Snowbird Library is to provide the community with access to books, and other resources and services for education,

information, cultural enrichment, and entertainment. The library promotes youth reading through the Summer Reading Program sponsored by the Asheville Tourist Baseball team in collaboration with the Cherokee Youth Center and local child care facilities. The library also digitizes and archives old issues of the Cherokee One Feather Newspaper and other historical documents in conjunction with the Cherokee Museum.

Education & Training Program: Assists tribal members pursuing Higher Education, including two and four-year degrees, graduate, & technical degrees. It includes incentive programs, providing students with financial rewards for achieving set GPA benchmarks. The Program also has testing services and workforce training programs, including Workforce Investment Act (WIA), Native Employment Works (NEW) and a Tribal Summer Youth (college experience and internship) program. This summer youth program takes high school students to 15 college campuses to familiarize them with the college campus environment.

Qualla Boundary Head Start/Early Head Start: Promotes school readiness by enhancing the social and cognitive development of low-income children. Services include: educational services; staff development and training; disabilities services; health services; nutritional services; mental health services; family/community partnerships; pregnancy support services; volunteer program services; home-based services; transition services; child development services; and wrap around services.

Oconaluftee Institute for Cultural Arts: Provides an education environment for the advancement of Native American art and culture. The Oconaluftee Institute for Cultural Arts (OICA) is dedicated to providing a professional learning environment where graduates are prepared to become professional artists and educators in the Cherokee Nation and beyond. The OICA supports community cultural revitalization and preservation by offering classes and outreach programs in Cherokee arts and traditions. Classes and programs are open to the public.

Graham County Indian Education: The Eastern Band works with the Graham County Public School District to provide supplemental education services to Native American students in the District. They provide tutoring programs, individual instruction in problem areas, oversee a Cherokee language club, and assist high school students with college planning. In addition, this Program supports Cherokee language classes and teachers in the Elementary and High Schools. Cherokee history is also taught in the District.

Community & Recreation Services

Family/Social Services: The primary function of FSS is to assist residents of the Qualla Boundary with public & social welfare issues such as: child custody, family problems, and financial hardships. Services include: tribal Wood Program, family preservation services food pantry; SSI payee; Christmas store; Indian child welfare; supervised court ordered parent/child visitations (both Tribal and State Court orders); parents as teachers

(Snowbird Office only); court ordered home studies and adoptive home studies (both Tribal and State Court orders); parenting classes; emergency assistance; and home repair.

Senior Citizens/Help Program: Provides in-home care and assistance to elderly and disable persons.

Commodity Food Distribution: Is dedicated to distributing nutritious foods to eligible families living within the four county areas of the Qualla Indian Boundary (Jackson, Swain, Cherokee, and Graham counties). The Program allows participants to choose food items. Dry goods, canned fruits, vegetables, meats, and a choice of different types of fresh produce and frozen meats are available.

Cherokee Youth Center Boys and Girls Clubs: Its mission is to enable all young people, especially those in need, to reach their full potential, as productive, caring, and responsible citizens. Programs include:

- SMART Moves: Educates kids about drugs, alcohol, gangs, and teen pregnancy
- SMART Girls: Educates young ladies about their bodies, puberty, hygiene, teen pregnancy, and date rape, domestic violence
- Passport to Manhood: Educates young men about their bodies, puberty, teen pregnancy, respect for others, and hygiene
- Triple Play: Gets the club kids active and encourages outdoor activity participation
- Cavity Zone: Teaches kids the proper way to care for their teeth and gums
- Torch Club/Keystone Club**:** Teaches Pre-teens and Teens the importance of community service and respecting others
- Youth for Unity: Teaches kids about diversity and getting along with others and their differences
- Goals for Graduation: Helps kids set goals to graduate High School
- Project Learn: Teaches kids study techniques and makes learning fun
- Power Hour: Helps kids with homework and study habits

Cherokee Life Program: The purpose of this Program is to provide the Eastern Band with quality recreational and wellness opportunities.

The Wellness Program operates the Cherokee Life Center (CLC). The CLC is a state of the art fitness facility that offers 25 exercise classes and has an olympic size pool, racquetball room, gym, cardio room, aerobic room, women's workout room, weight room, and walking track.

The Recreation Program operates 6 gymnasiums, 1 softball/baseball complex, 1 youth softball/baseball field, 2 public parks, and the Wolftown Indian Ball field/Soccer field. The main focus of the Recreation Program is Youth Sports which includes t-ball, coach pitch, little league baseball, softball, volleyball, wrestling, soccer, football, cheerleading, community basketball, day camps, after-school programs, and athletic camps. The Recreation Program offers adult sports such as basketball, volleyball, softball, and horseshoes. It supports senior citizen activities as well

VISION FOR THE FUTURE

"The dollars would not be spent in the same way if we had control of them. We would probably design curriculum differently." - Joyce Dugan

The CCS Board wants assistance in collecting more data, and in analyzing data that they already collect to determine student needs. Teachers are starting to 'buy in' to the data because it allows them to see where the breakdowns are occurring. Having adequate resources and technical assistance to collect and process local data on students in the public and the CCS Schools would allow them to identify areas where students need additional support and identify what programs and services are working for students.

In addition, the Eastern Band suggested creating a Bureau of Indian Education technical assistance center. The center could identify best practices in Bureau schools and tribal-contract Bureau schools. Finally, they want more consultation and involvement in the development of test standards for BIE tribal-contract schools.

THE HOOPA VALLEY TRIBE EDUCATION DEPARTMENT

INTRODUCTION

The Hoopa Valley Reservation has the largest land base of any Indian Reservation in California. The Reservation is located in the hills of northern California along the Trinity River, approximately 55 miles northeast of Eureka, California. The Tribe has 3,000 members.

Hoopa Valley Indian Reservation, Northwest California

DESCRIPTION OF THE HOOPA VALLEY TRIBAL EDUCATION DEPARTMENT

The Hoopa Valley Tribal Education Department (HVTED) was developed in the mid-1970s to respond to the growing education needs of tribal members, and started small by administering grants. The HVTED is overseen by the Hoopa Tribal Education Association Board, consisting of six members appointed by the Hoopa Valley Tribal Council. Under the direction of the Education Board, the HVTED Director is responsible for overall department vision and planning, program development, education construction projects, program compliance and reporting, personnel, budgets, student grants and scholarships, and other daily operations. The HVTED Director works with ten Program Managers that manage the various programs within the Education Department. These managers are responsible for their respective program goals and objectives, and their staff. In total the HVTED has over 80 employees and directly serves over 500 children and families, and indirectly serves over 1,000 children and families on the Hoopa Valley Reservation. The HVTED's $5 million budget comes from tribal and grant funding.

The HVTED adheres to the Hoopa Valley Tribe's policies and ordinances such as: the Personnel Policy, the TERO ordinance, the Drug and Alcohol Policy, Civil Rights standards, Budget Ordinance, Procurement Policy and so on. Additionally, the HVTED conducts annual independent audits of programs to ensure compliance with program requirements and fiscal procedures. The HVTED complies with the reporting and data tracking requirements of its funding sources, which include state and/or federal guidelines.

EDUCATION ON THE RESERVATION

All the schools on the Hoopa Valley Reservation are public schools in the Klamath-Trinity Joint Unified School District (KTJUSD). The largest schools are Hoopa

Elementary, consisting of 425 students, with over 94% Native American students, and Hoopa High School, consisting of 234 students, with 85% Native American students. Additionally, there are two continuation schools and four other elementary schools in the outer areas that serve mostly Native American students. Due to the high rate of unemployment and poverty, 100% of the students in these schools receive free and reduced lunch. The largest school, Hoopa Elementary, has been in program improvement for the past nine years and was recently added to California's list of "persistently low performing schools" which means it is in the lowest five percent in the state.

Hoopa Elementary and Hoopa High School Education Statistics

2008-2009	Hoopa Elementary	Hoopa High School
Enrollment	437 (412 N.A 94%)	234 (190 N.A. 81%)
Attendance	91.34%	91.74%
Suspension	185 (23%) (180 N.A.)	81(24%) (71 N.A.)
Drop Out		10 (transfers 46)
Graduation Rate		88.9%
College Track		3%
AYP ('07-08)	No	Yes

HVTED EDUCATION PROGRAMS AND SERVICES

Education Strategic Plan: The HVTED has grown dramatically over the past few years, largely because of the communities' rejuvenated commitment to education. Under new leadership, the HVTED began hosting community education meetings to determine education problems, identify goals, and brainstorm about programs to implement to meet such goals. The planning has included all key stakeholders in the community such as; Hoopa Valley Tribal Council, Hoopa Valley Tribal Education Association Board, Hoopa Valley Tribal members, Hoopa Valley Tribal managers, Hoopa Valley Tribal Education employees, KTJUSD teachers and administrators, College of the Redwoods staff and administrators, Humboldt State University staff and administrators, and other local educators.

The HVTED is in the process of using this information to develop the Hoopa Valley Tribe Education Strategic Plan. The plan will articulate the Tribe's education vision, values, and goals for the next twenty years. It will begin to identify programs and services needed, and infrastructure to support such programs and services.

Collaboration with the Klamath-Trinity Joint Unified School District (KTJUSD):
KTJUSD Strategic Planning Committee: The HVTED is on the KTJUSD alternative education subcommittee. This subcommittee is currently researching alternative educational delivery systems that aim to close the achievement gap of Native American students in the District.

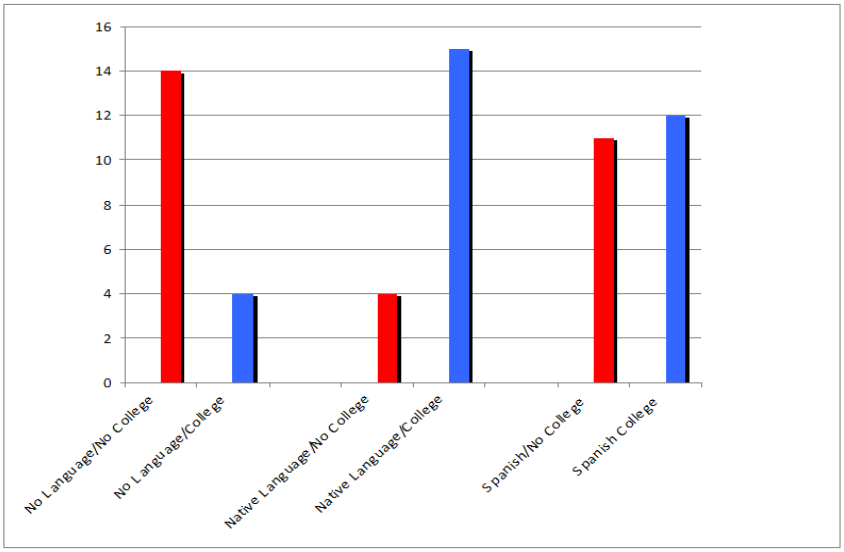
Indian Policies and Procedures Task Force (IPP): The HVTED regularly participates in the IPP meetings. This IPP task force monitors Native American performance in the KTJUSD public schools and makes recommendations based on student need and data to the KTJUSD. Recent recommendations include: increased counseling support, increased special education support, early academic and social/emotional intervention system, develop an in-house suspension system with self-concept curriculum, teacher training to work with "at-risk" kids, and implementing culturally relevant curriculum consistently in the classrooms. The IPP Task Force submits an annual report detailing the data on Native American student performance and the outcomes of the recommendations. This report includes a fiscal description of how Impact Aid funds are used in the KTJUSD.

KTJUSD IPP policies require that each KTJUSD School Board meeting include input from tribal and community members, including HVTED staff. This includes identifying educational barriers in the KTJUSD and making recommendations regarding education policies and procedures mentioned above.

Hoopa Language and Cultural Curriculum Development: The HVTED also works with the KTJUSD on issues related to the Hoopa language and cultural curriculum development. Currently the Hoopa language is taught in the K-12 public schools, and at the high school level meets the language requirements for college entrance.

Collaboration: The HVTED worked with the KTJUSD to develop cultural curriculum for the School District. Currently this collaboration has produced binders that span the scope and sequence of K-8 grades that match culturally relevant curriculum with state standards in a "teacher friendly" binder. This effort was conducted in partnership with the KTJUSD Indian Education Center which is funded with Title VII funds.

Percentage of students attending college who took Hoopa Language or Spanish.



90% of students who took two years of Hoopa language went on to college, while only 52% of students who took Spanish went on to college.

Teacher Credentialing: The HVTED developed the criteria and process for Hoopa language teachers to receive credentials from the California Commission on Teacher Credentialing (CCTC) to teach Hoopa language in California public schools. The Hoopa Valley Tribe was the first Tribe to submit to California and receive teaching credentials for three Hoopa language teachers. These language classes are taught in the KTJUSD schools and meet the language requirements for high school completion and college acceptance.

Collaboration: This effort was accomplished in partnership with the KTJUSD, local teachers, Hoopa language speakers and elders. Additionally, the Hoopa language courses are accepted by the California State University and University of California system for college entrance.

Data Collection: The HVTED is one of only a few tribal education departments that collect and analyze data on student tribal members attending public schools. Over the past few years the HVTED has developed a monitoring system to track student academic progress, GPAs, standardized test scores, attendance, dropout and graduation rates, special education, and college persistence.

The HVTED gathers and analyzes data on 600 K-12 tribal members in the KTJUSD and 135 tribal members in college. This enables the HVTED to develop base-line data, identify individual needs, compare results with other student's statewide and nationally, and identify trends that may have an effect on educational outcomes.

The Family Education Rights and Privacy Act is unclear as to whether a tribe can obtain tribal member student academic records without parental consent. The KTJUSD opined that the Hoopa Valley Tribe needed parental consent and would not release records without such consent. The Tribe overcame a large administrative hurdle to obtain the records: it secured parental consent forms to release the information to the Tribe from over 600 parents.

The Tribe has been able to analyze data regarding how KTJUSD schools are serving Native American students. Specifically, for several years the Tribe believed Native American students were performing worse than non-Native students in the KTJUSD but didn't have data to prove it. The Tribe's collection of data has proved that this is true. See the chart below for details. This data has allowed the Tribe to identify problem areas and create programs and services that will help Native students in the KTJUSD.

Native American Student Performance vs. Non-Native American Student Performance in the KTUJST

2009	Subject	Advanced	Proficient	Basic	Below Basic	Far Below Basic
Native American	English-Lang. Arts	7%	18%	35%	22%	18%
Non-Native	English-Lang. Arts	23%	25%	32%	14%	6%
Native American	Math 2-7	7%	23%	28%	31%	11%
Non-Native	Math 2-7	25%	23%	23%	24%	5%
Native American	Life Science	10%	13%	38%	12%	22%
Non-Native	Life Science	46%	23%	15%	8%	8%

Early Head Start Program and Head Start Program: These Federally-funded programs serve 108 children ages zero to four years of age. These programs meet all Federal Head Start guidelines and performance standards.

Child Development/Pre-School Program: This State-funded Program serves 44 children ages three and four. This Program meets all State guidelines and ECE standards.

Collaboration: Each Program meets with their respective granting agencies on an annual basis. Additionally, these programs meet regularly with Hoopa Elementary to ensure a seamless transition for the children from Pre-School to Kindergarten. There is also a summer transition program in which the children from the Tribal ECE programs spend a week at the elementary school to meet their teachers, and to feel more comfortable with their new school.

Early Childhood Facility: The Tribe is currently in the process of completing a new 12,000 square-foot Early Childhood Facility to house all of these programs in one convenient location. This facility was built utilizing HUD Indian Community Development Block Grant funding, state Even Start, and Tribal funding.

After School Program: This State and Federally-funded Program serves 30 students, that focuses primarily on self-concept and self-motivation of students with support and activities related to; cultural arts and crafts, Hoopa language, cooking, field trips, and group skills activities such as rafting.

Collaboration: This Program works closely with the Hoopa Tribal Learning Center and the KTJUSD to identify at-risk children and coordinate student activities.

Hoopa Learning Center: This academic-focused State and Tribal funded Program serves 180 students by providing student support services with a proven process of intervention. *80% of students begin the Program as "at-risk" students with failing grades – 90% of students finish the Program with passing grades.*

This Program begins by developing a student educational plan that addresses student motivation, and sets goals and specific strategies for academic improvement. The student is provided with an academic case worker to help the student reach academic goals. This Program also provides access to a computer lab, a comprehensive library that is aligned with the school district curriculum, as well as cultural archived research materials. This Program also spearheads the summer Acorn and Warriors camp.

Collaboration: This Program works closely with the KTJUSD to identify at-risk students, and with the after school program and TANF Program.

Even Start Program: This State-funded Program serves 30 families and is focused on family literacy. The Program has four goals; to ensure that parents have a base-line level of literacy; provide parenting classes; provide parent and child interaction activities and training; and to coordinate early childhood education services.

Collaboration: This Program works in partnership with the KTJUSD and TANF.

Hoopa Career and Technical Education Program (HCATEP): This federally-funded Program serves 240 students by providing college support in counseling, guidance, and stipends. Recently, the Hoopa Valley Tribe and College of the Redwoods (CR) entered into a partnership in which the HVTED assumed administration of the Klamath Trinity CR satellite site. The results have been outstanding; since the new partnerships began the KT site has had*:*

- 60% increase in enrollment-now at 274 students
- 77% completion rate for Fall 2009
- 66% retention rate from Fall 2009 (number of students re-enrolling for Spring 2010)
- 95% retention rate

This Program also coordinates the High School to College Connection Program. This enables high school students to take college courses during or after school.

Hoopa College Success Project: This Project is federally-funded by a Demonstration Grant from the Office of Indian Education. The project will prepare 40 high-school students for successful college completion by developing clear college pathways based on individualized education plans, leveraging resources and partners, college exposure, and providing consistent support.

Collaboration: This Program collaborates with College of the Redwoods, Humboldt State University, the Hoopa Career and Technical Education Program, and the KTJUSD.

Hoopa/Yurok Vocational Rehabilitation: This federally-funded Program provides services for Native Americans with disabilities. The Program provides assistance with training and/or supplies to empower the participants to become self-sufficient and to help them gain employment.

Other Programs: The HVTED also provides BIA scholarships, and Tribal Grants and Scholarships to 124 students. The Tribe's data system collects information on all their grantees.

- Over 90% of the college students receiving Tribal Grants and Scholarships have a GPA of 2.0 or higher.
- Of the 90%, 59% have a GPA higher than 3.0. or higher.

The HVTED manages the state funded Child Care Food program for the Tribe's ECE Programs and coordinates the Summer Intern Program for the Tribe. The HVTED also oversees the Hoopa Language Program.

VISION FOR THE FUTURE

Tribally-Controlled School: The HVTED is also in the process of developing a comprehensive education plan that will consider the benefits of operating a tribally controlled school. Goals for the school include meeting and exceeding all state and/or federal standards, while infusing the educational process with; rigorous academics, personal development, cultural enhancement, and Native language through the use of personalized, hands-on, relevant curriculum that will engage the students in the educational process and empower them to succeed.

Collaboration: This effort is conducted in coordination with the Hoopa Valley Tribal Council, Hoopa Valley Tribal members, the Hoopa Valley Tribal Education Association Board, Humboldt State University and local educators.

Long Term Goals: The HVTED wants increase involvement in accountability for the local LEA with respect to evaluation of procedures and programs offered to all students in the LEA. This would include evaluating and identifying strengths and weaknesses and providing technical assistance to the LEA to improve weaknesses. Technical assistance could include professional development, improving or developing assessments, teacher training, and financial support.

THE PUEBLO OF JEMEZ DEPARTMENT OF EDUCATION

INTRODUCTION

The Pueblo of Jemez is located in the north-central part of the State of New Mexico approximately 50 miles northwest of Albuquerque. It lies in the mountainous, rural area of Sandoval County. It is one of 22 Native American tribes in the state and has a tribal membership of approximately 3,788. Approximately 2,500 Jemez tribal members live full-time in the Pueblo. The remaining 1,200 live in other communities in New Mexico, the nation, and internationally.

Jemez is a very traditional Pueblo and has maintained its cultural and religious practices. It is the only Pueblo where the Towa language is spoken. The most recent on-Reservation language survey conducted in 2006, shows a Towa language fluency rate of 80%. Towa is an unwritten language, and Jemez recognizes that its language is the core of its continual existence as a strong sovereign tribal nation with a unique identity as Jemez people.

The Pueblo's land base totals about 89,600 acres, with approximately 500 acres designated for its residential community. The majority of the Jemez people live in this compact residential community, which also includes the tribal government offices, a BIE elementary school, the Early Childhood Education complex, a public charter elementary school, a public charter high school, a U .S. Post Office, a Law Enforcement station, an Educational Services Center, a Community Library, and an EMS Facility and a Comprehensive Health Center (providing primary health, dental, vision, behavioral health, social services, vocational rehab, elder care services, community wellness, prevention services and public health). The remaining Pueblo acreage is composed of forest, livestock grazing rangelands, and lands for domestic agricultural production.

DESCRIPTION OF THE PUEBLO OF JEMEZ DEPARTMENT OF EDUCATION

The Pueblo of Jemez strives to develop a comprehensive Department of Education that meets the educational and developmental needs of all Tribal members from birth to adult age. The Pueblo of Jemez Department of Education (PJDE) recognizes the need to establish high standards that provide the needed services and programs to ensure student success and high academic achievement. In addition, PJDE has begun to develop and implement culturally-appropriate curricula at all Jemez Tribal Schools so that they are inclusive of language, culture, traditions, and tribal history.

The Department consists of the Early Childhood programs (Head Start and Child Care), the Jemez Community Library, the Education Services Center, and School Operations. Although not directly under the supervision of the Jemez Department of Education, PJDE works closely with the Walatowa High Charter School, San Diego

Riverside Charter Elementary/Middle School, the Jemez Day School BIE Elementary School (all located in the Pueblo) to ensure that Jemez children are appropriately served. The Department is successful in managing and administering over $1.6 million in public and private funds. The Education Director is under the direct supervision of the Tribal Administrator, Jemez Governors, and the Jemez Tribal Council. The Director also works closely with the Finance Controller, Contracts & Grants Officer, Compliance Officer, and other Tribal Program Managers to ensure that the Department is in compliance in all areas of operations and budget expenditures. The success of the Department is evident as it continues to see steady growth as different programs/initiatives are implemented and new partnerships are established. The PJDE Department Director oversees approximately 40 staff members and 11 AmeriCorps VISTA Members.

Nineteen ninety-nine was a critical year for the PJDE; the Jemez Leadership hosted a community planning session entitled "Vision 2010," where over 200 tribal members from youth to elders came together over a two-day period to talk about their personal needs, goals and vision as well as that of the Pueblo as a whole. Vision 2010 became the impetus to formalize the PJDE, reorganize programs and the department was charged with meeting the community's education goals as defined by the community in Vision 2010. Following that year the PJDE held several community meetings to determine educational challenges, goals, and successes. Three common themes/goals were defined as a result of the visioning and strategic planning sessions:

1) Taking ownership & tribal control over the education of Jemez children
2) Building capacity in tribal members to assume responsible leadership
3) Redefining education rooted in Jemez language & culture

Over the past decade, the PJDE has built programs, developed schools, and increased its resources to meet these goals and to fulfill the Community's Vision 2010. A work in progress, Director Kevin Shendo explains that through "trial and error" they work to make the community's educational vision a reality. A secret to their success is hiring young, motivated, and passionate tribal members and recent college graduates who are willing to start from scratch, work long hours, think outside the box, and have a passion to make a difference.

"Whoever controls the education of our children, controls our future"
~Wilma Mankiller, Former Chief of the Cherokee Nation

THE PUEBLO OF JEMEZ DEPARTMENT OF EDUCATION

EDUCATION AT THE PUEBLO

Members of the Pueblo of Jemez residing on the Pueblo's land attend the Jemez Day School (K-6), a Bureau of Indian Education school, and the Jemez Valley Public School District (K-12), which includes the San Diego Riverside Charter School (K-8) and the Walatowa High Charter School. The Jemez Valley Public School District has 496 students, of which 65.25% are Native American. There is also a significant population of Jemez students attending the Santa Fe Indian School and the Albuquerque Public Schools (APS) with a handful at Bernalillo and Rio Rancho Public Schools, respectively.

Even though the Family Educational Rights and Privacy Act prevents these school systems from providing the Pueblo with access to member student academic records, it has been able to track students by using creative and innovative techniques. For example, the PJDE works closely with Title VII Directors from APS who can provide the Pueblo with the number of Jemez students in their program & at their schools. The Pueblo takes this number to the community who help identify the children. The PJDE can then obtain contact information for these students from family members living at the Pueblo. With this information, the PJDE contacts the students and parents to inform them of the Pueblo's educational programs and services.

PJDE PROGRAMS AND SERVICES

EARLY CHILDHOOD PROGRAM

Child Care and Head Start: Jemez has a child care program for ages three months to seven years. It also offers a Head Start Program for children three to five years of age. The Early Childhood Program is piloting a Jemez language & culture curriculum that was developed by a Jemez language team, community teachers, and educators. The curriculum includes lesson plans and Jemez language & culture standards.

- 50% of the Head Start students are fluent in Jemez
- 50% of the Head Start students are proficient & understand the language

Collaboration: Jemez worked with Arizona State University to develop benchmarks for Jemez language instruction through a PhotoVoice Research Method. The work analyzed how Jemez children are socialized within the context of Jemez language and culture. It asked three questions: *What should Jemez children learn in order to be Jemez? How & where do they learn these things? How does Head Start support or not support this learning?* The goal is to develop a local research-based Jemez language & culture curriculum for the Head Start and Child Care Immersion Program.

Pueblo of Jemez Head Start's Buffalo Dancers performing at the unveiling of the Jemez Education Foundation, a permanent endowment to support Education in Jemez.

Supporting Partnerships to Assure Ready Kids (SPARK): SPARK is an early childhood program assisting the transition of young children into kindergarten. The Program works with four schools: Walatowa Head Start, Jemez Day School (a Bureau of Indian Education school), Jemez Valley Public Elementary, and the San Diego Riverside Charter School. The Program sponsors monthly meetings for students, parents, and teachers from these school systems to plan transition (from early childhood to kindergarten) activities. The Program also hosts a transition fair for elementary school teachers to meet and answer parent questions. These events provide an opportunity for families and teachers to learn about each other and familiarize themselves with each school's educational curriculum, programs, and services.

A primary focus of the Program is to incorporate Jemez language into these schools through the use of Jemez language-speaking elders. The Pueblo has a language team comprised of nine members who assist with Jemez language instruction in the classrooms.

The Program is funded by the WK Kellogg Foundation through a partnership with the New Mexico Community Foundation (NMCF). Kellogg made an initial investment in a State-Wide SPARK Program but NMCF was interested in a Tribal SPARK Program that could be delivered in a Native Language and integrated in a community based curriculum. As a pilot project, the Pueblo is in its first of two years of program development in the Jemez language. One goal of the project is to develop a Tribal SPARK model that can be implemented across the Country in Native communities.

K-12 PROGRAMS

Walatowa High Charter School: The WHCS is a culturally-based charter School that opened in 2003. The PJDE and the Pueblo Tribal Council oversee the School. The school is chartered under state law, but located on Federal Trust lands. The Tribal Council passed a resolution authorizing the school to operate on and be located on Jemez lands. ***The school has a graduation rate of 89.4%, dramatically higher than the state wide average of 49% (Native American students).***

UNM President David Schmidly & former Governor Paul Chinana sign Early College Agreement between Jemez and UNM.

In 2010, Walatowa High Charter School celebrated its transition to an Early College Academy as the only early college for Native students funded in New Mexico and the tenth in the nation. ***WHCS also made AYP for the 2009-10 school year.*** With about 67 students and 14 staff members, WHCS takes a different approach to academics and achievement. Students are exposed to a challenging curriculum starting in the freshman year of high school. Because of its alliances with the University of New Mexico (UNM), Institute of American Indian Arts (IAIA), Central New Mexico Community College (CNM) and UNM-Los Alamos, students have access to many opportunities not afforded to students at traditional high schools. Students take college courses and have the opportunity to earn up to 30 hours of tuition-free college credit prior to high school graduation.

As part of their graduation requirement, WHCS students are required to complete a 15-page, college-level research paper and PowerPoint presentation to the community, or a 10-page paper and professional-level work of art/video. Projects created and presented by the Class of 2010 included: a proposal and business plan for a Jemez Youth Baseball League; a graphic-art depiction of the race to build the atomic bomb at Los Alamos; a report on the evolution of pharmacology; an architectural design for a new Walatowa High School campus; a film on the Education Department's unique program to save the Towa language; a history of pueblo pottery accompanied by two works created using traditional techniques; and a report on Jemez community recycling.

PJDE Tutors in the Public Schools:
The Pueblo contracts with community tutors to work in the public/charter schools serving Jemez students. The service started as an afterschool program, but organizers quickly learned that they could not compete with other afterschool & extra-curricular activities like sports. In concert with the PJDE staff, a local teacher and tutor decided that it would be more effective for a tutor to work in the classroom with the teacher. The Pueblo, school principal, tutor, and teacher all met to discuss this option – it was agreed that the tutor would work in the classroom with the teacher five days a week. This model has spread to math, science, and language arts classes.

Collaboration: The tutor is under contract with the PJDE and is paid with Pueblo funds to work in the public schools. This arrangement has been particularly successful in the Jemez Valley Public School District. Recently a teacher from the District wrote PJDE a letter indicating that in his opinion the school's test scores

increased because of the tutor's in-class work with the students and if they would have only used the Native student scores the school would have made AYP.

A Collaborative Education Effort: For the past four years the PJDE staff and public, charter, and Bureau school administrators (serving Jemez students on or near the Pueblo) have held monthly meetings. They discuss curriculum, support services, student mobility between schools, and administration. This effort was driven by the Pueblo. They utilized the New Mexico State Indian Education Act to secure funds, coupled with the community's vision of education, to organize the meetings. In addition, employees of the PJDE visit the public schools monthly to counsel students.

Collaboration: Students frequently transfer between the public, BIE, and charter schools on the Pueblo. The PJDE became acutely aware that these students were not tracked between schools and often fell through the cracks, particularly in the public schools. The monthly meetings create a venue to discuss issues like student mobility and to coordinate Pueblo and public school programs and services. The Pueblo is the central entity that coordinates services and tracks students between the different school systems serving the Pueblo.

The partnership is working – ***the graduation rate of Jemez Pueblo students from the Jemez Valley Public High School is 83%.*** This is dramatically higher than the State's average graduation rate of 49% of Native Americans.

PJDE Title VII Program: The PJDE is one of the few tribes in the Country that operates a Title VII Indian Education program, as authorized by the No Child Left Behind Act. The Program provides tutorial, academic enrichment, and outreach services directly to students and teaches parents about school attendance laws, resources available to students, and school funding requirements. The program also partially supports the Pecos Pathways Program, a three-week summer program for high school students that requires students to research the historical events affecting the Jemez people from Boston, MA to New Mexico.

Dual Credit Classes: This year, 17 Pueblo of Jemez students are enrolled in a college success class that prepares students for their freshman year of college. The Pueblo created the Program in collaboration with the University of New Mexico (UNM) Los Almos Branch. Students receive two credits from UNM and one high school credit.

College Road Trips and Mentorship Program: Five years ago, 50% of all Jemez Pueblo high school students graduating from high school went to college. ***In 2010, 83% of all Jemez high school students graduating from high school went to college***. The Pueblo attributes this increase to the in-class tutors, the College Road Trips, and Mentorship Program.

2010 Seniors participating in the Jemez to Boston College Immersion Program after sharing traditional dances with BC students

Through a variety of funding sources, PJDE sponsors road trips for high school students to visit college campuses. It also connects Jemez college students or college graduates with high school seniors in a mentorship program. Both activities are aimed at making high school juniors & seniors more comfortable with leaving the Pueblo & more familiar with the college experience.

2010 Jemez Seniors at a Bowling Night sponsored by the Mentorship Program

Launched in mid-November 2009, the Mentorship Program pairs college students or graduates with high school seniors to prepare them for college. In May 2010, twenty-two seniors from Jemez Valley High School, Santa Fe Indian School, and Walatowa High Charter School were being mentored by 17 college and graduate students from the University of New Mexico, New Mexico State University, Central New Mexico Community College, Institute of American Indian Arts, Emmanuel College, University of Colorado at Boulder, and Haskell Indian Nations University. Mentees and mentors stay in touch through the semester via email, text, phone, or one-on-one meetings.

HIGHER EDUCATION AND ADULT EDUCATION

Scholarships: Last year 28 students per semester applied for college scholarships. Every year the number of applicants grows. The Pueblo has a scholarship committee comprised of seven community members who decide how scholarship monies are distributed to students based on established policies and guidelines.

GED Program: The Program provides GED classes in partnership with the University of New Mexico – Los Alamos. The Program supports a minimum of six students per school term. Last semester, five students successfully received their GED.

Adult Education: The Program provides services in the areas of résumé building, interview best practices, computer based and internet skills. The Program takes into account the community's expressed need to develop adult internet literacy, to develop computer skills, and to access online job search databases.

COMMUNITY SERVICES

School Operations - Education Nutrition Program: The PJDE Nutrition Coordinator oversees the Food Programs and cooks serving the Early Childhood Program (Child Care & Head Start) and the Walatowa High Charter School.

Walatowa Head Start incorporating Family Style eating during meals with Jemez Elders

She coordinates with the Jemez Health and Human Services Department's contract nutritionist to ensure healthy menus are developed that comply with state and federal requirements and which incorporate traditional foods. The Program also hosts monthly nutrition classes in the Head Start Programs and ensures that a wide variety of healthy food options are provided and meals are cooked from scratch. Throughout the year, traditional foods are collected, harvested, and prepared as part of the menu offerings at the Nutrition program sites.

Community Library: The PJDE operates the Pueblo's community library which provides resources for all ages. The library's collection includes children, adult, and Native American sections. It also has a computer lab open to the public. The library has extensive evening programming in which elders and traditional experts pass on Jemez Pueblo language and culture to the community.

Collaboration: The library works with the Early Childhood Program, BIE, charter, and public schools on the Pueblo to provide supplemental education resources. For example, frequently a teacher will bring a class to the library to research a particular issue. The librarian works with the teacher to coordinate the lesson, finds resources to support the lesson, and occasionally will deliver a presentation on the issue – in the Pueblo's native language. In addition, the library will provide technical research assistance and computer/internet access to students.

VISION FOR THE FUTURE

"Local control means you define your own educational success and develop curriculum, assessments, and evaluations specific to your community's priorities. You develop research, programs, and interventions to support this work." ***~Kevin Shendo, Tribal Education Department Director, Pueblo of Jemez***

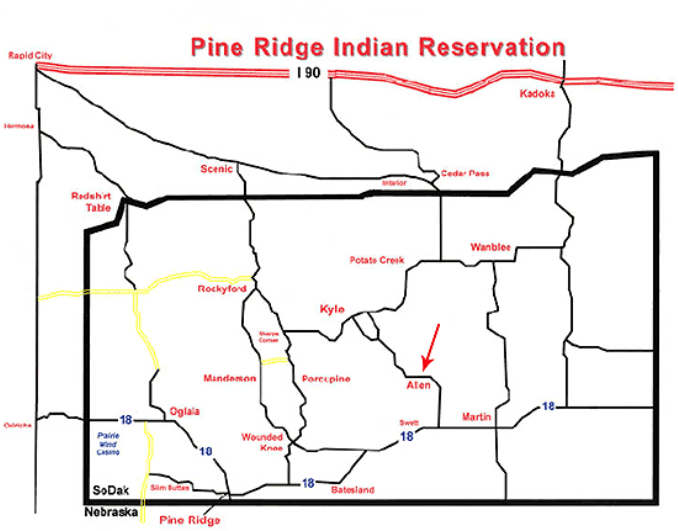
The PJDE has high hopes for education in the future. It plans to develop programming that will continue to define education for Jemez - on its own terms. It wants to create more programming that increases student exposure to opportunities, like visiting college campuses, scholarships, and mentorships.

The PJDE worked with the University of New Mexico Public Health Department to create the Family Circle Project, an early intervention program for 4th and 5th grade students that taught communications skills, self-esteem, anger management, trust, and worked with family dynamics. It was clinically-based and delivered in the Jemez language and from the perspective of Jemez culture and tradition. They also helped to create and implement "Rez Riders," a high-school extreme sports program that was used as an intervention and prevention program. Both of the programs intervened at critical ages to teach coping skills. Funding for these programs expired at the end of their grant cycles and are not currently being offered. The PJDE would like to keep these programs operating but needs more funding to do so.

As a final note, the PJDE wants better data on its students. It wants the data and research to develop its own assessments, curriculum, and standards. Additional support, resources, and legal access to the data would greatly increase the Pueblo's ability to finally achieve its goal of tribal ownership of education, and ultimately educational sovereignty.

THE OGLALA SIOUX TRIBAL EDUCATION AGENCY

INTRODUCTION



Map of the Pine Ridge Reservation, South Dakota

The Oglala Sioux Tribe (OST) is one of the largest federally recognized Indian tribes. The Oglala Lakota or Oglala Sioux live on the Pine Ridge Indian Reservation in South Dakota. The Pine Ridge Reservation is in the southwest corner of South Dakota and consists of 3,468.86 sq mi of land. It is the eighth-largest reservation in the United States and is larger than Delaware and Rhode Island combined. There are 28,000 tribal members living on the Reservation.

EDUCATION ON THE RESERVATION

The OST has an education committee and an education agency. The Tribal Education Committee was established by the OST Tribal Council to oversee tribal education programs, including the OST Education Agency. The Committee consists of seven OST Tribal Council members. The OST Education Agency was established by tribal law, which also established its duties and responsibilities. The OST Education Agency is responsible for overseeing all education affairs involving tribal members. The Agency's director reports to the OST Education Committee. The OST is unique in its funding source: tribal law establishes a 2% right to work fee collected from tribal government employees and employees from other entities working in education on the Pine Ridge Reservation. Funds collected from the right to work fee support the OST Education Agency.

The Tribe's largest role in education regards the oversight of the various school systems serving its Reservation; it has Bureau of Indian Education (BIE), tribally controlled BIE, state public, and parochial schools. There are six tribal schools, one tribal college, five public schools, and two parochial schools located on the Reservation. There are 5,000 preK-12 students attending school on the Reservation.

Approximately 500 students attend the parochial schools, which receive no significant Federal, State, or Tribal funds. They include: Red Cloud Elementary School, grades pre-K-4, Red Cloud Middle School, grades 5-8**,** Red Cloud High School, grades 9-12**,** and Our Lady of Lourdes Elementary School, grades K-8. Approximately 1000 students attend the Pine Ridge School, which is operated by the BIE. Shannon County, South Dakota, as well is its

public schools, are entirely located within the Pine Ridge Reservation. 96.7% of Shannon County Schools students are Native American. In 2010, the graduation rate for American Indian students in Shannon County Schools was 5.41%, well below the statewide average rate for American Indian students of 64.68%. In 2010, the School District met AYP in math (but not reading) for grades 3-5. It did not meet AYP for middle and high school students. Shannon County Schools located on the reservation include Wolf Creek Elementary School, Batesland School, Rockyford School, and Red Shirt School.

School	Location	Grade	Funding Source
Pine Ridge School	Pine Ridge	K-12	BIA
Little Wound School	Kyle	PreK-12	Grant School
Crazy Horse School	Wanblee	K-12	Grant School
Porcupine School	Porcupine	K-8	Grant School
Wounded Knee District School	Manderson	K-8	Grant School
American Horse School	Allen	K-8	Grant School
Loneman School	Oglala	K-8	Grant School
Wolf Creek School	Pine Ridge	K-8	Public
Batesland School	Batesland	K-8	Public
Red Shirt School	Red Shirt	K-8	Public
Rockyford School	Rockyford	K-8	Public
Red Cloud Indian School	Pine Ridge	K-12	Parochial
Our Lady of Lourdes	Porcupine	K-8	Parochial
Christian Academy	Wakpamni	K-8	Parochial

THE OGLALA SIOUX TRIBAL EDUCATION AGENCY PROGRAMS AND SERVICES

Oglala Lakota College: In 1971, the Oglala Lakota College (OLC) system was established as a charter organization under OST law. The OLC is governed by a 13 member Board of Trustees with membership coming from nine Reservation districts, two from the OST Council, one from the OST President or his designee, and a student representative. OLC granted its first Bachelor's Degree in Elementary Education in 1978. Today, OLC offers over 25 degrees including a Master's Degree in Lakota Leadership/Management with an optional emphasis in Education Administration; thirteen Bachelor's Degrees including Accounting, Education, and Lakota Studies; and over 15

Associate's Degrees including Nursing and Tribal Management. There are 10 college centers including Piya Wiconi, the administrative center for OLC. Other Programs offered include Secondary Education Certification (Business, Lakota Studies), Lakota Language Certification, One Year Certificates in General Construction, Electrical Technology, Carpentry, and HVAC Technology.

This last semester OLC saw a large increase in enrollment from 1,100 students to 1,400 students with a full-time equivalency of 900 students per semester. OLC is a North Central Accredited college. Its credits transfer to any college depending on each institution's particular method of accepting transfer credits.

OST Higher Education: The OST Higher Education Grant Program provides financial assistance awards to enable Oglala Lakota students to pursue a course of study leading to a baccalaureate degree from an accredited College or University. Applicants for aid must be an enrolled member of the OST or a federally recognized Tribe, be currently accepted at an accredited institution, must demonstrate financial need, and have a completed file by the deadline date.

OST Job Placement & Training: The Program is under the oversight of the OST Education Committee and under the supervision of the OST Executive Director. The OST Job Placement and Training Program offers financial assistance for tribal students enrolled in technical training institutes who qualify for federal financial aid. When funds are available, the Program may provide relocation assistance for tribal members that have a job off the Reservation. A major goal of the Program is to provide employment knowledge skills to Native Americans to assist them in becoming employable, self-sustaining individuals.

OST Special Education: Includes early childhood infant, toddler, and pre-school programs. They provide diagnostic, therapeutic, and related services to meet developmental needs of infants, toddlers, and pre-school children Reservation-wide with disabilities in one or more of these areas; physical, cognitive, communication, social/emotional, or adaptive development.

Tribal Grant Schools: A majority of the 5,000 students within the Reservation attend one of the six tribal grant schools overseen by the OST Education Agency.

American Horse School

American Horse School is a small Elementary Grant School located in the heart of the Oglala Lakota Nation in Allen, South Dakota. Nearly all students enrolled at the School are members of a federally recognized tribe with the majority being members of the OST. American Horse School is one of 10 elementary schools on the Pine Ridge Indian Reservation and it provides accredited educational services for approximately 225 Oglala Lakota children in grades K-8. In addition to being a P.L. 100-297 Grant School, American Horse School is also managed by a five member board elected-at-large from within its service area and is governed by the OST Education Agency. American Horse School has a service area that covers the Allen, S.D. and extends to Kyle, Batesland, Swett, and Martin.

Little Wound School [Taopi Cikala Owayawa Wolakolkiciyapi]

Little Wound School is a pre-K to 12 locally-controlled P.L. 100-297 Grant School located in Kyle, South Dakota within the Medicine Root District on the Pine Ridge Reservation. The student population of approximately 950 students is of predominantly Oglala Lakota descent. A majority of the high school students are bussed to Little Wound School from several communities on the Reservation, which creates a 40-mile attendance area. Little Wound School promotes the active involvement of parents and other community residents in education planning, evaluation, social, recreational, and community development activities. Staff are strongly encouraged to play an active role in the School and community activities which is demonstrated by their involvement in pow wows, rodeos, feeds, dances, carnivals, bingos, community and school improvement activities, extra-curricular activities and a variety of other school and community activities. Many of the 200 employees are OST tribal members. Little Wound is an accredited education institution through the South Dakota Department of Elementary and Secondary Education. One of the primary focuses of the School is to provide a learning opportunity reflective of the four major Lakota values of wisdom, generosity, respect, and courage. The School was created and designed to provide a Lakota culture-based climate and learning opportunity for the students and the community.

The Little Wound School Board (Board) is the governing body of Little Wound School. The Board is a democratically elected group of OST members established to direct the School. The Board is a tribally chartered, non-profit entity, which provides a variety of educational services primarily to the Oglala Sioux Tribal members of the Kyle community and surrounding service area.

The Board receives federal funds under the authority of the Indian Self-determination and Education Assistance Act, the Tribally Controlled Schools Act of 1988, and other federal statutes. The Little Wound School is not funded by the State of South Dakota.

Loneman Day School (Isnawica Owayawa) Loneman School enrolls 100% American Indian students in grades K-8. Loneman School is a nonprofit corporation chartered by the OST Council and administered by the Loneman School Board. Loneman School receives its funding through various federal grants authorized by the Tribally Controlled Schools Act of 1988. Construction is underway on a new school building paid for through a $13.6 million grant from the Bureau of Indian Affairs, Office of Facility and Management Construction.

Porcupine School (Pahin Sinte Owayawa)

The Porcupine School is an accredited, Tribal Grant School located in the village of Porcupine, South Dakota, on the Pine Ridge Indian Reservation. The School is structured to provide basic educational and supplementary educational programs and services to the K-8 students attending the institution.

Crazy Horse School Is a Tribal Grant K-12 school of about 300 students.

Wounded Knee District School The School serves K-8 students. It is governed by the Wounded Knee District School Board, a tribally chartered, non-profit entity which provides a variety of educational services primarily to the Oglala Sioux Tribal members of the Wounded Knee District, and surrounding service area, as established by tribal law. The WKDS Board receives federal funds under the authority of the Indian Self-Determination and Education Assistance Act, the Tribally Controlled Schools Act of 1988, and other federal statutes. The WKDS is not funded by the State of South Dakota.

The WKDS Board recently started the Lakota Language Immersion Program for the 2010-2011 school year in the Kindergarten and Grade 1. The focus will be on comprehension of everyday Lakota

language and concepts. The children will be taught everyday conversation, requests and responses, plus basic Kindergarten level expectations, such as colors, numbers, shapes, alphabet, and understanding sounds in Lakota. The reading Curriculum "Completing the Circle" and calendar math will be included in the children's everyday schedule.

VISION FOR THE FUTURE

The OST Education Agency wants to become a "true education agency" taking on the responsibilities of a state education agency (SEA) and local education agency (LEA) in all areas for the OST and the Pine Ridge Reservation. The OST Education Agency has initiated a relationship with the South Dakota Department of Education, and it wants to perform SEA functions such as developing curriculum, performing assessments, collecting data, and reporting for schools that serve OST students. The OST Education Agency believes that it is time for tribes to step forward and become involved in their children's education in all aspects, and that tribes need to be at the table when discussions and decisions involving their children are taking place.

"Let us put our minds together and see what life we can make for our children"
~Chief Sitting Bull

THE SEMINOLE TRIBE OF FLORIDA EDUCATION DIVISION

INTRODUCTION

The Seminole Tribe of Florida is a federally-recognized Indian tribe of approximately 3,100 members. Today, more than 2,000 members live on six reservations in Florida - located in Hollywood, Big Cypress, Brighton, Immokalee, Ft. Pierce, and Tampa. The six reservations include 5,000 acres. Seminole people also live in Naples and Trail.

As established in the Seminole Tribe of Florida's Constitution, the Tribal Council is the chief governing body, composed of a chairman, a vice chairman, and council representatives from each Reservation.

DESCRIPTION OF THE SEMINOLE TRIBE OF FLORIDA EDUCATION DIVISION

The Seminole Tribe of Florida Education Division was organized in 1974. It was originally under the direction of a department director that answered directly to the Tribal Council. In approximately 2003, the Tribal departments were restructured and the service departments like the Education Division were placed under the Executive Administrative Officer (EAO). Now, the directors of the service departments meet with the EAO and answer directly to that office. The EAO is under the Tribal Council. The Education Division is comprised of programs that deliver education services to all Tribal members beginning at five years old through Senior Citizens. The programs are delivered to all six reservations. The Division's administrative offices are located in Hollywood, Florida with local education program personnel on the six Reservations to coordinate education services.

The Education Division is responsible for K-12, Higher Education and Adult Education Programs, and the operation of the Ahfachkee School, a tribally-controlled Bureau of Indian Education School. The Education Division works closely with the Culture Department and the AH-TAH-THI-KI Museum. The Culture Department is responsible for educating students and the tribal communities about the Creek and Miccosukee Languages and Culture. The AH-TAH-THI-KI Museum is charged with preserving and presenting the history of the Tribe. The Division serves approximately 1,400 K-12 students each year. There are presently 70 students enrolled in the Higher Education Program and 70 students enrolled in vocational schools. There are approximately 70 students in the GED program and 150 enrolled

in the other Adult Education Programs, such as the adult and youth work experience Program. The Tribe spends over $1 million annually on education.

Education has always been a priority to the Seminole Tribe of Florida; the first Tribal Council, organized after the Tribe received federal recognition in 1957, recognized education as a top priority. Since that time, the Tribe has enjoyed lucrative business opportunities which have allowed the Tribe to expand its education programs and services. Tribal commenters attribute the growth of the Division to strong leadership and the vision of employees who contribute new and innovative ideas. Each year the Tribe sets goals and objectives to further enhance the quality and level of service provided to tribal members to achieve academic excellence.

EDUCATION AT THE SEMINOLE TRIBE OF FLORIDA

The Seminole Tribe has four main reservations and two smaller reservations that serve as a homeland to the Seminole people. The four main reservations are Brighton, Hollywood, Big Cypress, and Immokalee, and smaller reservations are Tampa and Ft. Pierce. Seminole people also live in Naples and Trail (Miccosukee).

The geographic diversity presents a variety of educational settings. In Brighton, the majority of K-8 tribal students attend a charter school located on the Brighton Reservation; however, there are still some that attend the public schools in Okeechobee or Glades Counties. The Brighton Reservation high school students attend Okeechobee County public schools. On the Big Cypress Reservation about 65% of students attend the Ahfachkee School, a tribally-controlled BIE school. The other 35% attend private schools. 80% of the Hollywood Reservation students attend private schools. The Tampa Reservation sends 40% of students to private schools and 60% to public schools. Only two tribal members in Ft. Pierce attend public school. The Immokalee Reservation has 25% of its tribal members in the Ahfachkee School, 25% in private schools, and 50% in public schools. The Naples Reservation sends 75% of students to private schools and 25% to public schools. The majority at the Trail Reservation attend the Miccosukee School on the Reservation.

The percentage of students that graduate from high school has increased from 50% in 1990 to 70% in 2010. There have been 35 GEDs achieved since January 2010. The number of adults enrolled in some level of education has increased in record numbers. In 2005, there were 15-20 enrolled and currently there are around 250. *Tutoring services provided for K-12 students during the past two years has demonstrated a raise in average GPAs from 2.0 to over 3.0 for hundreds of students receiving the services.*

The schools attended by tribal members vary in meeting or failing to meet AYP, but, most importantly, the majority of Seminole students are making reasonable grades. The Tribe has students in over 100 different education institutions and works with each one in various capacities, which makes it difficult to track grades and dropout rates. The Tribe, however, created a *tribal truancy committee ten years ago and as a result the dropout rate of the Tribe's high school students decreased from 50-60% to 30%.*

DESCRIPTION OF THE SEMINOLE TRIBE OF FLORIDA EDUCATION DIVISION PROGRAMS AND SERVICES

Parent Advisory Committees: Each of the reservations (Hollywood, Big Cypress, Brighton, Tampa, Ft. Pierce, and Immokalee) has Parent Advisory Committees (PAC) comprised of parents from each Reservation. The Committees meet monthly on each reservation to advise the Tribe and the Education Division on educational matters. The Committee also sends delegates to the Education Advisory Board meetings.

Education Advisory Board: This Board consists of 12 Tribal member parents - two from each Reservation PAC (Hollywood, Big Cypress, Brighton, Tampa, Ft. Pierce, and Immokalee). This Board meets bi-monthly during the academic school year. Meetings rotate among the Reservations throughout the school year. It was established to give parents a "voice" for their concerns before the Tribal Council. The Education Division Director and its staff attend these meetings to address Reservation concerns, announce special events, etc. The Board can request to be placed on the Tribal Council agenda when necessary.

K-12 Programs and Services

"Culture is not a class; it is a way of life"

Ahfachkee Indian School: The School is a tribally controlled Bureau of Indian Education School. The School has approximately 200 students in grades K-12. The School is funded by the Bureau and the Tribe. Seminole and Miccosukee culture is incorporated into all curriculums. The School has a very strong athletic program.

The School's Mission Statement is to provide an education rich in the wisdom of the Seminole heritage, combined with a challenging and creative curriculum. In a caring environment, with a strong partnership of families, Tribal community and school staff, our students will develop high expectations and the ability to achieve excellence. With strength of mind, body, and spirit, our students will be empowered to create a successful and fulfilling future.

The School has not met AYP for some time, though it has been making improvements. Turnover in key administrative roles has been the main factor contributing its lack of meeting AYP. The Tribal Council serves as the board for the School but has had a minimal role until this year. Before this year, the School was overseen by the Big Cypress Tribal Council representative. The School is expecting to see an improvement in AYP scores as a result of increased involvement of the Tribal Council. The Education Division works hand-in-hand with the School to ensure continuity for students in all academic areas.

Tribal-Private Partnerships: The Boys and Girls Club operates programs on several of the Tribe's Reservations. Last year, a Boys and Girls Club opened in the Ahfachkee School. It provides afterschool programming for kindergarten to 12th grade students. Programming includes culture classes, such as Seminole and Miccosukee language instruction, sewing, beadwork, and traditional cooking. Native culture camps take place during the summer. One of the most successful programs is the "power hour" which is an organized hour to complete homework supervised by tutors. Students are rewarded for participating by receiving power dollars that can be spent
at the Power Store. The power store has both small items like school supplies and larger items such as iPods and pizza parties.

Students at the Ahfackee School

Scholarships, data, and student tracking: The Education Division provides scholarships for tribal members to attend private K-12 schools. Scholarships cover tuition and books. *The scholarship application includes a parental release of information consent form and an agreement that the school provide the Tribe with the student's report cards and attendance records.* The Tribe tracks the student's yearly academic progress by collecting and analyzing these records. There are probation levels for poor performance and attendance issues.

Tracking Student Data in Public Schools: *The Division monitors academic progress of tribal members attending public schools. The Division secures signed consent to release information forms from the parents of all students to receive report cards for each grading period.* All academic and student related materials are entered into a student tracking program that allows tribal education advisors to monitor student progress through each school year. The grades and attendance are monitored from the report cards, school and parental referrals.

Florida Governor's Council Summer Youth Program: The Program was developed by the State of Florida to give Native American Students the opportunity to spend two weeks in the State Capital and be exposed to state government. Students work in state government agencies, and participate in leadership development and teamwork building activities. In addition, the Florida Governor's Council provides scholarships for Native American students seeking higher education.

Student Support Programs: The K-12 Program provides homework help and one-on-one tutoring on each Reservation. Tribal Higher Education Advisors meet with high school students to assist them with graduation requirements and preparation for higher education. The Division sponsors a college visitation program which provides transportation, hotel, and meals for high school students and a chaperone to visit colleges. Students are also taken on yearly trips to Close Up in Washington, D.C., Florida Indian Youth Program in Tallahassee, Florida, and most recently, cultural exchange trips with other tribes. Monthly newsletters are sent to every tribal member's home to keep parents and students informed about upcoming events and other news.

Higher Education: The Division provides college scholarships that include tuition, fees, books, and in some cases, dormitory housing. This service is available for all Tribal members who graduate high school for undergraduate and graduate level studies. Each year the Tribe hosts a college and career fair at its Hard Rock Hotel and Casino.

Adult Education: The Department provides GED, Adult Basic Education, Adult Vocational, Work Experience, and Summer Work Experience programs.

Tribal-State Partnerships: The Tribe has worked with the State of Florida to arrange the following. The State and Tribe worked together to secure the Seminole language as a foreign language that qualifies for high school graduation requirements. Secondly, the charter school on the Brighton Reservation was secured through an agreement with the State and Glades County. The State provides "full time equivalent" dollars for each student in the school. The charter agreement allows the Brighton students residing in Glades County to attend school in Okeechobee.

VISION FOR THE FUTURE

The Seminole Tribe of Florida wants to be involved in all aspects of education. It wants a role in the decision making process of all matters that affect the education of its tribal members. The Tribe notes the need for accurate historical data, to consult on important cultural issues, and establish a sense of equality and fair treatment for Seminole students in Florida schools.

The Tribe highlights the need to teach accurate history regarding the Seminole Tribe in all schools in the State. Seminole people and history are underrepresented and

misrepresented in the educational system. Currently, Seminole history is only taught in two Reservation schools, which leaves over 1,000 Seminole students in the State "deprived from learning this very important piece of who they are." The Tribe wants to be involved in the interpretation of Florida History as Seminole Indians are an integral piece of Florida's rich history.