

**TESTIMONY BEFORE
THE COMMITTEE ON INDIAN AFFAIRS
UNITED STATE SENATE**

PRESENTED BY

IVAN SMALL, SECRETARY

**NATIONAL ASSOCIATION OF FEDERALLY IMPACTED
SCHOOLS**

AND

PRESIDENT

**NATIONAL INDIAN IMPACTED SCHOOLS
ASSOCIATION**

MAY 25, 2006

MY NAME IS IVAN SMALL AND I AM THE SUPERINTENDENT OF THE POPLAR SCHOOL DISTRICT. LOCATED IN POPLAR, MONTANA, OUR DISTRICT SERVES THE FORT PECK AREA.

I ALSO SERVE AS THE SECRETARY OF THE NATIONAL ASSOCIATION OF FEDERALLY IMPACTED SCHOOLS (NAFIS). NAFIS REPRESENTS THE NEEDS OF ALL CATEGORIES OF FEDERALLY CONNECTED SCHOOL DISTRICTS: THOSE SERVING CHILDREN OF OUR UNIFORMED SERVICES PERSONNEL; CHILDREN RESIDING IN LOW-RENT HOUSING PROJECTS; CHILDREN OF CIVILIAN GOVERNMENT EMPLOYEES; SCHOOL DISTRICTS WITH LARGE PARCELS OF THEIR LAND ACQUIRED BY THE FEDERAL GOVERNMENT; AND BY THOSE DISTRICTS LIKE POPLAR THAT SERVE CHILDREN WHOSE PARENTS RESIDE ON TRUST OR TREATY OR LAND CONVEYED UNDER THE ALASKA CLAIMS SETTLEMENT ACT.

I AM ALSO CURRENTLY PRIVILEGED TO REPRESENT OVER 100,000 NATIVE AMERICAN CHILDREN AS PRESIDENT OF THE NATIONAL INDIAN IMPACTED SCHOOLS ASSOCIATION (NIISA), A SUBGROUP OF THE NAFIS ORGANIZATION.

MY ROLE TODAY IS TO SHARE WITH YOU THE ISSUES FACED BY THOSE FEDERALLY IMPACTED PUBLIC SCHOOL DISTRICTS THAT

PROUDLY SERVE PRIMARILY AMERICAN INDIAN CHILDREN PRE-K THROUGH GRADE 12. LET ME SAY AT THE OUTSET, MR. CHAIRMAN, THAT THE IMPACT AID PROGRAM PROVIDES THE LIFE BLOOD FOR THOSE PUBLIC SCHOOL DISTRICTS THAT, LIKE POPLAR, HAVE A HIGH PERCENTAGE OF STUDENTS WHO RESIDE ON LAND THAT WE CANNOT TAX. WITHOUT IMPACT AID FUNDING OUR DISTRICT WOULD NOT OPEN ITS DOORS.

HAVING SAID THAT, PERMIT ME TO TOUCH ON FOUR (4) ISSUES:

- 1) THE CHALLENGES OUR DISTRICTS FACE AS WE WORK TOWARD MEETING THE STANDARDS SET BY THE REQUIREMENTS OF NO CHILD LEFT BEHIND – WHO IS THE INDIAN CHILD AND WHAT ARE THEIR NEEDS?**
- 2) OUR FACILITY NEEDS**
- 3) THE IMPACT OF STATE EQUALIZATION ON A SCHOOL DISTRICT'S ABILITY TO MEET THEIR EDUCATIONAL GOALS**
- 4) THE CHANGING DEMOGRAPHICS OF THE IMPACT AID PROGRAM AND ITS IMPACT ON ALL FEDERALLY CONNECTED SCHOOL DISTRICTS.**

ISSUE #1 – WHO IS THE INDIAN CHILD? WHAT ARE HIS NEEDS? AND HOW WELL ARE WE, ALL OF US, HELPING HIM MEET THE CHALLENGES OF NO CHILD LEFT BEHIND?

BEFORE WE ADDRESS THESE QUESTIONS, IT IS IMPORTANT TO FIRST NOTE THAT ALTHOUGH THE BIA SCHOOL REMAINS THE MOST VISIBLE SYMBOL OF INDIAN EDUCATION, 93% OF AMERICAN INDIAN STUDENTS ATTEND OUR SCHOOLS. WE ARE GRATEFUL TO THE COMMITTEE FOR RECOGNIZING THIS AND GIVING OUR CHILDREN A VOICE IN TODAY'S HEARING.

WHO IS THE INDIAN STUDENT? LIKE ALL STUDENTS, THE INDIAN STUDENT IS FULLY CAPABLE AND STRIVES TO REALIZE HIS POTENTIAL. STUDIES SHOW THAT HE DEVELOPS EARLY MOTOR AND COGNITIVE SKILLS SIMILAR TO OTHER CHILDREN BUT ACHIEVES BELOW AVERAGE ON NATIONALLY NORMED TESTS IN READING, MATH, AND SCIENCE, INDICATING THAT THIS POTENTIAL IS NOT BEING REALIZED. THIS IS LARGELY DUE TO ENVIRONMENTAL VARIABLES, SUCH AS GENERATIONAL POVERTY, GEOGRAPHICAL ISOLATION, AND MYRIAD COMMUNITY PROBLEMS. THE RESULT IS THAT, STARTING FROM A DEFICIT IN PERSONAL GROWTH, HIS ONLY REASONABLE CHOICE IS OFTEN A RURAL SCHOOL DEFICIENT IN RESOURCES AND UNATTRACTIVE TO HIGHLY QUALIFIED TEACHERS. ALSO, AS THE PRESIDENT ACKNOWLEDGED IN EXECUTIVE ORDER 13336, THE INDIAN CHILD IS A MEMBER OF AN INDEPENDENTLY SOVEREIGN NATION AND THUS ROUTINELY FACES CULTURAL AND

LINGUISTIC CHALLENGES ADAPTING TO THE CURRICULUM, INSTRUCTIONAL STRATEGIES, AND FORMAL SCHOOL STRUCTURE. WE ALSO KNOW THAT, WHEN CALLED TO SERVE OUR COUNTRY, NATIVE AMERICAN YOUTH HAVE THE HIGHEST MILITARY ENLISTMENT RATE OF ANY ETHNIC DEMOGRAPHIC IN THE COUNTRY.

WHAT DOES THE INDIAN STUDENT NEED? AS WE KNOW, THE INDIAN STUDENT DOES NOT LACK ABILITY OR DESIRE BUT SUFFERS FROM, ABOVE ALL, DEFICIENT RESOURCES. TO ADDRESS THIS PROBLEM, THE FEDERAL GOVERNMENT ESTABLISHED THE IMPACT AID PROGRAM, AND OUR CHILDREN ARE TOTALLY DEPENDENT ON THIS PROGRAM FOR BASIC EDUCATIONAL SERVICES. THE INDIAN CHILD ALSO FACES DIFFICULTY WITH ASSIMILATION. ESSENTIALLY, THIS “ONE INDIAN CHILD” OFTEN ENCOUNTERS TWO UNIQUE SCHOOL SYSTEMS. LARGE NUMBERS OF INDIAN STUDENTS ALTERNATE BETWEEN BIA AND PUBLIC SCHOOLS MUCH AS MILITARY DEPENDENT CHILDREN ALTERNATE BETWEEN DEPARTMENT OF DEFENSE AND PUBLIC SCHOOLS. IN BOTH INSTANCES WE HAVE TWO DISSIMILAR EDUCATIONAL SYSTEMS SERVING THE SAME CHILD. AMERICA’S FEDERALLY IMPACTED INDIAN SCHOOL SYSTEMS WOULD LIKE TO CHANGE THIS.

THE MILITARY HAS DONE THIS WITH ADDITIONAL RESOURCES FROM THE DEPARTMENT OF DEFENSE, AND WE ARE NOT JUST TALKING ABOUT APPROPRIATIONS. THE MILITARY HAS MADE TREMENDOUS STRIDES IN ADDRESSING THIS PHENOMENON BY CREATING AN OFFICE WITHIN THE DEPARTMENT OF DEFENSE TO ASSIST THESE MILITARY DEPENDENT STUDENTS. IT IS TIME WE ALSO ESTABLISHED A STRONG FORMAL WORKING PARTNERSHIP BETWEEN THE PUBLIC SCHOOLS OF THE DEPARTMENT OF EDUCATION AND THE BIA SCHOOLS OF THE DEPARTMENT OF THE INTERIOR. AS WITH THE “ONE MILITARY CHILD” AWARENESS CAMPAIGN, THIS “ONE INDIAN CHILD” CONCEPT SEEKS TO ALLEVIATE THE PROBLEMS OF THE INDIAN CHILD NAVIGATING TWO TOTALLY SEPARATE AND DIFFERENT SYSTEMS, AND TO ACTUALLY HELP HIM CAPITALIZE ON THE STRENGTHS OF BOTH SYSTEMS.

THE REWARDS OF SENSIBLE POLICY CAN BE SEEN BY THE ASTONISHING SUCCESS OF THE LAPWAI SCHOOL DISTRICT IN IDAHO. THIS 85% INDIAN IMPACTED SCHOOL DISTRICT SECURED PRIVATE GRANTS FOR INVESTMENT IN PROFESSIONAL DEVELOPMENT, IMPLEMENTING RESEARCH PROVEN PRACTICES FOR CURRICULUM INSTRUCTION, HIRING BEHAVIOR MANAGEMENT STAFF TO ALLOW TEACHERS TO TEACH, AND THE ENGAGEMENT OF COMMUNITY STAKEHOLDERS. USING PROACTIVE AND RESPONSIBLE INVESTMENT

DECISIONS WITH THE NECESSARY CAPITAL IN THE FORM OF A LARGE CASH GRANT FROM THE ALBERTSONS FOUNDATION, THE CHILDREN OF THE LAPWAI SCHOOL DISTRICT ACHIEVED ONCE UNTHINKABLE GAINS. BEFORE THE IMPLEMENTATION OF THIS PROGRAM, 70% - 80% OF THESE CHILDREN FAILED TO MEET STATE MATH AND READING STANDARDS. BUT AFTER ONLY THREE YEARS, THESE NUMBERS WERE TOTALLY REVERSED, WITH 80% OF THE STUDENTS MEETING THE STATE TESTING STANDARDS, INCLUDING 100% PROFICIENCY IN MATH AND 94% PROFICIENCY IN READING. THESE NUMBERS PROVE A SIMPLE FACT: INVESTING IN OUR CHILDREN PRODUCES ROBUST RETURNS FOR THE STUDENTS' FUTURE, FOR THE COMMUNITY, AND FOR OUR COUNTRY.

ISSUE # 2 – OUR FACILITY NEEDS. MR. CHAIRMAN THE FACILITY NEEDS OF OUR SCHOOLS ARE ENORMOUS. KEEP IN MIND THAT OUR SCHOOLS HAVE, IN SOME INSTANCES, NO TAX BASE UPON WHICH TO BOND FOR SCHOOL CONSTRUCTION. SOME DISTRICTS DO HAVE A SMALL TAX BASE – USUALLY LESS THAN \$75 MILLION IN ASSESSED LAND VALUE WHICH LIMITS THEIR ABILITY TO ACQUIRE A BOND RATING. “BETTER OFF” DISTRICTS HAVE **USUALLY UTILIZED IN EXCESS OF 75% OF THEIR BONDING CAPACITY ON PROJECTS THAT ARE BAND AID ATTEMPTS AT FACILITY UPGRADES – JUST ENOUGH TO KEEP THE DOORS OPEN.**

A FEW YEARS AGO THE NATIONAL INDIAN IMPACTED SCHOOLS ASSOCIATION (NIISA) CONDUCTED A FACILITY SURVEY. IT WAS A NON-SCIENTIFIC SURVEY BUT IT HIGHLIGHTED WHAT EVERYONE IN THIS ROOM ALREADY KNOWS: MANY OF THESE BUILDINGS OUR CHILDREN VISIT EVERY DAY ARE IN NOT JUST POOR BUT OFTEN DEPLORABLE CONDITION. ALMOST EVERY SINGLE DISTRICT SERVING FEDERALLY CONNECTED INDIAN CHILDREN REPORTED A MAJOR NEED FOR FACILITY IMPROVEMENT. OVER 60% OF THE DISTRICTS HAVE NOT PASSED A BOND ISSUE IN THE PAST TWENTY YEARS.

MR. CHAIRMAN AND MEMBERS OF THE COMMITTEE, MOST OF OUR SCHOOL BUILDINGS ARE IN SEVERE NEED OF REPAIR. CONSTRUCTION FUNDING PROVIDED UNDER THE IMPACT AID PROGRAM (SECTION 8007) WAS REDUCED LAST YEAR FROM \$45 MILLION TO \$18 MILLION. ALTHOUGH THE ADMINISTRATION DID NOT PROPOSE THE REDUCTION, THE ENTIRE IMPACT AID COMMUNITY (BOTH INDIAN LAND AND MILITARY), IN NEED OF PROTECTING THE BASIC OPERATIONS PORTION OF IMPACT AID (SECTIONS 8002 AND 8003), WAS FORCED TO SUGGEST TO THE HOUSE AND SENATE APPROPRIATIONS COMMITTEES THAT THEY REDISTRIBUTE MONEY FROM CONSTRUCTION TO BASIC OPERATIONS. THIS WAS NECESSARY TO MAINTAIN A STABLE GENERAL OPERATIONAL FUNDING STREAM

FOR ALL DISTRICTS, INDIAN AND MILITARY ALIKE. I DO NOT KNOW WHAT THE ANSWER IS AS IMPACT AID, LIKE OTHER PROGRAMS, IS BEING SQUEEZED BY THE LIMITED OR NO GROWTH ECONOMIC ENVIRONMENT THAT MOST FEDERAL DISCRETIONARY PROGRAMS HAVE FACED OVER THE LAST THREE YEARS. THE BOTTOM LINE, HOWEVER, IS THAT FACILITIES WILL CONTINUE TO BE A CRITICAL ISSUE IN INDIAN COUNTRY.

WE SUPPORT, AND WE ARE SEEKING SUPPORT FROM LEADERS IN BOTH THE HOUSE AND SENATE, FOR AN EXTENSIVE STUDY OF FACILITIES CONDITIONS IN OUR SCHOOL DISTRICTS BY THE GENERAL ACCOUNTABILITY OFFICE (GAO). THE DEPARTMENT OF DEFENSE RELEASED A FACILITIES SURVEY REPORT, CALLED THE “DOLE REPORT”, IN THE LATE 1980’S. IT WAS A HUGELY IMPORTANT DOCUMENT WHICH WAS UTILIZED IN THE SCHOOL FACILITIES DELIBERATIONS FOR YEARS. WE NEED A SIMILAR SURVEY, AND WE NEED IT SOON. THIS WOULD IDENTIFY INDIVIDUAL DISTRICTS WITH THE MOST SEVERE NEEDS. IT WOULD ILLUSTRATE TO THIS COMMITTEE, MEMBERS OF CONGRESS, AND THE AMERICAN PUBLIC, THE STARK REALITY OUR STUDENTS FACE DAILY IN THEIR HALLS, CAFETERIAS, PLAYGROUNDS, AND IN THEIR CLASSROOMS.

ISSUE # 3 – EQUALIZATION. SECTION 8009 OF THE IMPACT AID PROGRAM ALLOWS A STATE TO CREDIT IMPACT AID PAYMENTS RECEIVED BY A SCHOOL DISTRICT AGAINST WHAT THEY WOULD OTHERWISE RECEIVE IN STATE AID. CURRENTLY THERE ARE THREE STATES THAT MEET THE CRITERIA ESTABLISHED IN SECTION 8009 OF WHICH TWO ARE HEAVILY IMPACTED WITH INDIAN AND ALASKAN NATIVE STUDENTS. THEY ARE NEW MEXICO AND ALASKA (THE OTHER STATE BEING KANSAS).

EQUALIZATION BY DEFINITION SHOULD NOT BE HARMFUL TO ANY SCHOOL DISTRICT IN A STATE THAT IS TRYING TO EQUALIZE PER PUPIL SPENDING TO ALL SCHOOL DISTRICTS. THE PROBLEM, MR. CHAIRMAN, IS THAT IN THOSE STATES CURRENTLY EQUALIZED UNDER THE LAW, EQUALIZATION IS MORE A MATTER OF EQUALIZING DOWN – HOLDING DOWN STATE AID – RATHER THAN TRYING TO ACTUALLY INSURE THAT ALL DISTRICTS HAVE ADEQUATE DOLLARS TO EDUCATE THEIR STUDENTS. THEY FAIL THE ADEQUACY TEST.

IN NEW MEXICO FOR EXAMPLE, FEDERALLY IMPACTED SCHOOL DISTRICTS SERVING INDIAN LAND CHILDREN FIND IT EXTREMELY DIFFICULT TO MEET THE REQUIRED STANDARDS ESTABLISHED UNDER NCLB. YES, THEY HAVE HIGH PER PUPIL EXPENDITURES WHEN COMPARED TO THE STATE AVERAGE, BUT THEY ALSO HAVE

CHALLENGES THAT REQUIRE A HIGH PER PUPIL SPEND OUT. WHILE THESE DISTRICTS STRUGGLE, OTHER NON-IMPACTED DISTRICTS IN THE STATE ENJOY THE LUXURY OF KEEPING THEIR OWN LOCAL TAX BURDEN DOWN USING THE STATE'S INDIRECT IMPACT AID SUBSIDY BECAUSE THEY CAN CREDIT IMPACT AID AS A FORM OF STATE PAYMENT. SO, IN EFFECT, EQUALIZED IMPACT AID PAYMENTS CAN KEEP TAX RATES DOWN FOR, SAY, SHOPPING MALLS BY PENALIZING DISTRICTS EDUCATING NATIVE AMERICAN CHILDREN.

MR. CHAIRMAN, I AM NOT ASKING AT THIS TIME THAT THIS COMMITTEE OR THE COMMITTEE ON HEALTH, EDUCATION, LABOR AND PENSIONS (HELP) SUGGEST A SOLUTION, BUT I DO FEEL WITHOUT QUESTION THAT THIS COMMITTEE SHOULD, SOME TIME BEFORE THE REAUTHORIZATION OF THE ELEMENTARY AND SECONDARY EDUCATION ACT, HOLD AT LEAST ONE HEARING ON THIS SUBJECT. THE PROBLEM WE HAVE FACED OVER THE YEARS IS THAT NO ONE IN A DECISION-MAKING CAPACITY AT THE FEDERAL LEVEL WANTS TO ADDRESS THE ISSUE. TO DEFEND OUR STUDENTS, OUR DISTRICTS IN NEW MEXICO HAVE BEEN FORCED TO SPEND THOUSANDS OF DOLLARS IN FEDERAL COURT TRYING TO SEEK RELIEF FROM WHAT THEY CONSIDER, AS DOES NAFIS, AN INCORRECT INTERPRETATION OF THE REGULATIONS BY THE U.S. DEPARTMENT OF EDUCATION. THIS AVOIDANCE MENTALITY MUST BE BROKEN – ALL WE ASK IS THAT

DATA BE COLLECTED THROUGH AN OBJECTIVE PROCESS AFTER WHICH A DECISION CAN BE MADE. CONGRESS CAN EITHER LEAVE THE PRESENT LANGUAGE FOUND IN SECTION 8009 ALONE OR TOGETHER WE CAN SEEK A WAY TO FIX IT.

ITEM # 4 THE CHANGING DEMOGRAPHICS OF IMPACT AID – MR. CHAIRMAN, I SAID AT THE OUTSET THAT IMPACT AID COVERS A WIDE ASSORTMENT OF SCHOOL DISTRICTS; INDIAN LAND DISTRICTS, MILITARY IMPACTED DISTRICTS, ETC. IT IS IMPORTANT TO KEEP IN MIND THAT ALL 1,400 SCHOOL DISTRICTS ELIGIBLE FOR IMPACT AID RECEIVE MONEY FROM THE SAME POT. THUS, WHEN SOMETHING HAPPENS TO ONE CATEGORY OF DISTRICTS THAT WILL CAUSE A DRAIN ON PROGRAM RESOURCES, ALL DISTRICTS WILL BE AFFECTED.

THIS IS PRESENTLY THE CASE AS THE IMPACT AID COMMUNITY WATCHES THE CHANGING DEMOGRAPHICS OF THE PROGRAM AS THE NATURE OF THE U.S. MILITARY CHANGES. THIS YEAR, AND PROBABLY THE NEXT TWO TO THREE YEARS, IS NOT GOING TO BE NORMAL YEARS FOR THE IMPACT AID PROGRAM. LET ME EXPLAIN THIS IN THE CONTEXT OF THE IMPACT OF THESE CHANGES ON INDIAN EDUCATION.

DUE TO THREE DEPARTMENT OF DEFENSE INITIATIVES THAT ARE ONGOING OR IN THE PRELIMINARY STATE OF IMPLEMENTATION,

THE IMPACT AID PROGRAM IS GOING TO HAVE TO ABSORB AN ADDITIONAL 32,000 TO 40,000 MILITARY DEPENDENT CHILDREN. THE BUDGET AS SUBMITTED BY THE ADMINISTRATION FOR FISCAL YEAR 2007 IGNORES THIS FACT. THE THREE INITIATIVES TO WHICH I REFER INCLUDE:

- 1. GLOBAL REBASING – THIS ACTION BY THE DEPARTMENT OF DEFENSE WILL SOON BRING OVER 70,000 UNIFORMED SERVICE PERSONNEL BACK TO THE UNITED STATES FROM BASES IN EUROPE AND ASIA. ALONG WITH THEM WILL COME OVER 100,000 MILITARY DEPENDENTS, OF WHICH AN ESTIMATED 32,000 TO 40,000 WILL BE SCHOOL AGE CHILDREN. THE IMPACT AID PROGRAM WILL HAVE TO ABSORB THE COST OF THESE CHILDREN. BASIC SUPPORT PAYMENTS TO ALL SCHOOL DISTRICTS IMPACTED BY A FEDERAL PRESENCE, NO MATTER WHAT CATEGORY OF THEIR CHILDREN, WILL BE SIGNIFICANTLY REDUCED. AT THE SAME TIME, THE DEPARTMENT OF DEFENSE OVERSEAS SCHOOLS WILL REALIZE A MAJOR SAVINGS DUE TO A DROP IN MILITARY DEPENDENT ENROLLMENT.**
- 2) ARMY MODULARIZATION – THIS ACTION MOVES TROOPS FROM BASE TO BASE WITHIN THE UNITED STATES. ALTHOUGH THE NUMBER OF TROOPS AND THEIR DEPENDENTS WILL REMAIN**

CONSTANT, THE FACT THAT SOME SCHOOL DISTRICTS WILL SEE SIGNIFICANT INCREASES IN STUDENTS WILL MEAN THEIR FORMULA PAYMENTS WILL BE INCREASED IN EXCESS OF THE PAYMENT REDUCTIONS TO THE SCHOOL DISTRICTS SENDING CHILDREN. IT IS A MATTER OF CONCENTRATION OF LARGE NUMBERS OF STUDENTS IN CERTAIN SCHOOL DISTRICTS THAT WILL CREATE LARGER PAYMENT CALCULATIONS RESULTING IN INCREASED PROGRAM COSTS. AGAIN, THE IMPACT ON THE TOTAL PROGRAM WILL BE DECREASED PAYMENTS. ADDITIONAL DOLLARS CAN AND WILL BE NEEDED TO ABSORB THE INCREASED PAYMENTS TO THE RECEIVING SCHOOL DISTRICTS. UNDER CURRENT LAW THEY WILL COME AT THE EXPENSE OF OTHER DISTRICTS, INCLUDING OURS SERVING INDIAN STUDENTS.

- 3) BASE REALIGNMENT AND CLOSURE (BRAC) – THIS, LIKE ARMY MODULARIZATION, WILL MEAN TROOP MOVEMENT WITHIN THE STATES AGAIN CAUSING MILITARY DEPENDENT CONCENTRATION IN CERTAIN DISTRICTS. THE RESULT WILL BE HIGHER PAYMENTS IN SELECTED DISTRICTS THAT ARE NOT OFFSET BY AN EQUAL DROP IN PAYMENTS IN THE SENDING DISTRICTS.**

THE NATIONAL ASSOCIATION OF FEDERALLY IMPACTED SCHOOLS PROJECTS THAT IT WILL REQUIRE AN AVERAGE INCREASE IN BASIC SUPPORT PAYMENTS OF BETWEEN \$36.5 MILLION AND \$46.2 MILLION PER YEAR FOR FIVE YEARS JUST TO MAINTAIN PAYMENTS AT THE SAME PERCENTAGE. MR. CHAIRMAN, THIS WILL PENALIZE ALL FEDERALLY IMPACTED DISTRICTS. THE POTENTIAL DROP IN PAYMENTS SHOULD THE PROGRAM NOT SEE THE RESOURCES NEEDED TO MAINTAIN OUR PRESENT BUYING POWER WILL IMPACT OUR DISTRICTS JUST AS THEY WILL ALL OTHER FEDERALLY CONNECTED SCHOOL DISTRICTS WHETHER THEY PROVIDE AN EDUCATION TO MILITARY DEPENDENT CHILDREN OR AMERICAN INDIAN STUDENTS.

ANYTHING THIS COMMITTEE CAN DO TO BRING THIS POINT TO THE ADMINISTRATION, THE OFFICE OF MANAGEMENT AND BUDGET (OMB), AND TO THE APPROPRIATIONS COMMITTEES WILL GREATLY HELP OUR CAUSE TO INSURE THAT WE CAN MAINTAIN A QUALITY EDUCATIONAL PROGRAM TO OUR STUDENTS.

MR. CHAIRMAN, THANK YOU AGAIN FOR THE OPPORTUNITY TO REPRESENT OUR CHILDREN TODAY BEFORE THIS COMMITTEE. WE

**APPRECIATE YOUR RECOGNITION OF THEIR NEEDS AND WE PLEDGE
TO DO EVERYTHING POSSIBLE TO HELP EACH AND EVERY ONE
REALIZE THEIR UNLIMITED POTENTIAL.**