



THE NAVAJO NATION

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FY 2017 First Quarter Report
(October, November, and December 2016)

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I. EXECUTIVE SUMMARY

- A. The signing of Dine' School Accountability Plan (DSAP):
1. On September 27, Secretary Sally Jewell, U.S. Department of the Interior, and Secretary John King, U.S. Department of Education, approved and signed the Diné School Accountability Plan (DSAP) for BIE-funded schools on the Navajo Nation. President Russell Begaye, Vice President Jonathan Nez, Navajo Nation Board of Education President Dr. Pauline M. Begay, and myself witnessed the signing of the Dine' School Accountability Plan, a historic document.
 2. Secretary John King talked about the accountability plan that was mandated by the No Child Left Behind Act and the new Every Student Succeeds Act, which continues to require an accountability plan for all 50 States. Sally Jewell, Secretary of Interior, spoke about how the Navajo Nation's accountability plan is unique and different from State plans because it emphasizes the learning of Navajo students using the language, culture, history, government, and character development. President Begaye said there was a time in our history when Navajo students were not permitted to talk using the Dine' language in schools on the Navajo Nation; and if they did, they were punished.
 3. When NNDOE implements the DSAP, the academic contents and achievement standards in 60 BIE schools across the Navajo Nation will be consolidated into one accountability system. Future phases of the DSAP will integrate Navajo language and culture into the Navajo school system.
- B. In September 2016, the NNBOE approved to continue supporting the Navajo Education Reform and approved the proposed initial transfer of 32 BIE-operated schools to the Navajo Nation.
- C. Public Law 93-638 Contract with BIE Regional – On September 30, 2016, Dr. Pauline M. Begay, NNBOE President, sent a Letter to Sally Jewell, U.S. Secretary of the Interior. The Letter is an official notice of the Navajo Nation's intent to contract 32 BIE Operated Schools through a P.L. 93-638 Self-Determination Contract.
- D. In July 2016, ONNSFA approved 121 Chief Manuelito Scholarships. On July 22, 2016, Navajo Nation President Russell Begaye and Superintendent of Schools Dr. Tommy Lewis honored 121 Chief Manuelito Scholars at the Twin Arrows Casino and Resort. President Begaye encouraged the graduating high school students to continue their education and attain their Bachelor degrees and beyond. "Education is something that cannot be taken away from you. It's important that our Navajo students strive to attain their Bachelor degrees and beyond," President Begaye said. "Education gives us an advantage in gaining employment while enriching our perspectives with research, insight, and knowledge."
- E. In 2012, HEHCS approved a Delegation of Authority Resolution. DODE and NNBOE received a Delegation of Authority to approve school reauthorization on an annual basis and without further legislative oversight review and approval. For Fiscal Year 2017, DODE is working to complete the Reauthorization of 17 Contract/Grant Schools.

II. CRITICAL ISSUES

A. Johnson O Malley

1. The Tribal 164 Review Process is a lengthy process. In April 2016, JOM submitted 27 grant proposals through the 164-review process so the subcontractors can receive funding awards in July or August. Due to the lengthy review process, the subcontractors received their award letters late September, which only provides three months to spend when they should have started spending in July. Due to the delay, JOM anticipates a large unexpended fund. From July 1, 2016, to December 2016, the subcontractors expended approximately 20% of their budget. Due to large unexpended funds, the program requested the Navajo Nation Finance for an extension of the JOM Subcontractors' grant. The Navajo Nation OBM did not approve the extension. Instead, OMB terminated the subcontractors' funds as of June 30, 2016.
2. On September 1, 2016, JOM coordinated with the Gallup-McKinley County Schools that Indian Education Committees should not have "school employee(s)" serving on the committees due to "conflict of interest", which is a violation of federal regulations.
3. Since then the Navajo Nation JOM Program staff has been attending monthly GMCS JOM Indian Education Committee meetings to provide technical assistance on IEC's issues and concerns.
4. JOM Program will be on a Continued Resolution (CR). Congress approved a six-month FY 2017 CR to March 31, 2017. It is uncertain whether the 6-month CR will continue funding at existing levels (99.5% of FY 2016 levels).

B. Office of Diné Accountability and Compliance

1. ODAC received a petition of 84 signatures from the Ramah community people demanding an immediate investigation of the Ramah Community School, Inc. ODAC received the petitions, charges, and supporting documents from the petitioners. The RNSB, Inc.'s request has been at a standstill although NNDOJ received the supporting document for legal review.
2. The Executive Director of the Alamo Navajo School Board, Inc. and the terminated school superintendent filed a complaint. Alamo Navajo has also filed a lawsuit against Navajo Nation DODE that has affected the scheduled monitor and administrative review visits. DODE is coordinating with NNDOJ on that matter.
3. The Navajo Nation Board of Education did not approve the school reauthorization for the Leupp Community Schools, Inc. Although, the attorney for DODE provided an opinion, HEHSC approved the reauthorization for one-year to June 2017. HEHSC directed DODE and ODAC to assist the Leupp Community Schools, Inc., for the reauthorization in June 2017.

C. Office of Diné School Improvement

1. The DSAP requires one governing body to administer the accountability requirements. A tribal legislation is necessary to amend Title Ten, NNC.
2. ODSI staff worked with the teachers to develop the accountability criteria for schools. This project will continue to the end of June 2017.
3. ODSI traveled to school sites to meet with principals to establish a plan to evaluate their school action by analyzing the results of the school data in NWEA. School

officials are current waiting for the PARCC test results. This issue will be resolved by the end of December 2016.

4. For some schools, a new data team needs to be re-established. This issue will be resolved by the end of December 2016.

D. AdvancED Navajo Nation

1. Establishing a volunteer base composed of school administrators and teachers to serve as external reviewers, lead evaluators, and team members.
2. On July 1, 2017, the Standards for Quality School format utilized at the schools will change to the following new standard formats: a) Leadership Capacity; b) Learning Capacity; and c) Resource Capacity. Currently, training is ongoing on the standard formats.
3. On January 31, 2017, the Accreditation at the Rough Rock Community School and the Chilchinbeto Community School will be dropped. The AdvancED Navajo Nation Technical Assistance is addressing the Accreditation issue. In December 2016, AdvancED reviewed the Chilchinbeto Community School's Accreditation Progress Report.

E. Office of Educational Research and Statistics

1. A number of BIE/Grant schools are slowly responding to the collection of PARCC performance data for 2014-2015 and 2015-2016. Despite the BIE's coordination of test results, OERS is a third party collector requesting data from the school toward the end of the school year. To date, 16 of 32 schools have submitted CRT performance results.
2. OERS requested the BIE for an updated training and technical assistance on NASIS and AYP. However, BIE has not responded even though OERS maintains constant communication with the BIE-Navajo Agency office. The training is necessary to develop the baseline data identification and other pertinent DSAP goals and objectives regarding school/student performance assessment and evaluation.

F. Office of Special Education and Rehabilitation Services

1. With the unemployment rate at 50% on the Navajo Nation, employments for individuals with disabilities continue to be challenging issues. OSERS is working with the Navajo Nation Business Regulatory to develop business plans for self-employment opportunities for individuals with disabilities.
2. OSERS continues to receive referrals of high school students with disabilities. The challenge is that students are graduating and need remedial education while they pursue post-secondary education or vocational and technical training. OSERS continues to work closely with post-secondary institutions to assist students successfully obtaining a degree or certificate.
3. NAU and Northwest Indian College awarded funds to provide training and technical assistance to American Indian VR programs. Using the funds, OSERS will access professional development on-site, and through webinars, cluster and regional training.

- G. The Office of Navajo Nation Library needs to digitize the ONEO Oral History Collection. The Library held a conference call with NEH for a potential funding to digitize the collection. In addition, the library will process to the Navajo Nation Council

a supplemental appropriation to digitize the collection. ONNL anticipates September 2017 as the completion date.

- H. Office of Navajo Nation Scholarship and Financial Assistance
1. ONNSFA has two critical issues that need resolution. Tuba City and Shiprock Scholarship Offices are without Internet services. ONNSFA has been trying to get the BIA to allow NTUA access to the building to hook up the Internet.
 2. The other issue is the enormous amount of time it takes for a document to get through the review process and the unprofessionalism of Navajo Nation government employees to deal with along the way. The NNC 164 review process is still a very lengthy process, because reviewers intentionally delay the review process.

III. PROJECTS STATUS

- A. AdvancED Navajo Nation
1. In the First Quarter of FY 2017, the following five schools have completed external reviews:
 - a. Hanaadli Community School.
 - b. Cove Day School.
 - c. Black Mesa Community School.
 - d. Baca/Dlo'ayazhi Community School.
 - e. Alamo Navajo Community School.
- B. Office of Educational Research and Statistics
1. OOC and OMB are closing out the STEP grant. However, Shala Ortega, STEP Federal Officer, granted an extension to January 20, 2017, to allow time for OOC to close out IDC drawdowns.
 2. Navajo Nation Grants Schools are collecting baseline data to complete assessment. The data include statistical analysis.
 3. OERS is collecting data from the DODE programs. Using the data, OERS will complete the Navajo Nation State of Education report.
 4. DSAP development is underway with further research and planning on the type of system needed to accomplish the baseline and the starting point data for the 34 Grant Schools
- C. In March 2017, the Office of Navajo Nation Library will secure approximately 600 boxes of donated books from a Reader-to-Reader organization, which is operating in Amherst, Massachusetts.
- D. Office of Diné School Improvement
1. Work with schools and teachers on the NN Teacher Training Handbook.
 2. Work with schools and teachers to define school improvement plans.
 3. Work with tribal leaders on implementing the DSAP.
- E. Office of Diné Accountability and Compliance

1. In collaboration with the BIE, ODAC corrected all the audit findings of each Grant Schools.
 2. ODAC is working with 18 Grant Schools to complete the reauthorization process by March 2017, and ODCA completed the administrative reviews of eight schools to date. Hunters Point Boarding School and Chilchinbeto completed their 2015 audit reports. On December 02, 2016, NNBOE approved a one-year reauthorization for the Chilchinbeto School and a 1.6-year reauthorization for the Hunters Points Boarding School.
- F. Office of Standards, Curriculum and Assessments Development
1. OSCAD revised the Oral Diné Language Assessments (ODLA) using grant funds from the New Mexico Public Education. The purpose of ODLA is to determine the oral language proficiency of Navajo students. Informatively, t
 2. he assessment is outdated and it is not relevant to the purpose of language revitalization. The revised exam will test language development, improvement, and measure progress. In February 2017, OSCAD will complete the pilot testing.
 3. Native American and Culture Certification Revisions: Similar to the ODLA, this assessment instrument is outdated. The exam does not fully assesses a prospective Navajo language and culture teacher's competence in teaching the five areas of the Diné Content Standards. OSCAD plans to revise the assessment to accommodate the current Navajo language and culture education.
 4. Diné Content Standards, Validity & Reliability Study: Funding for this project is uncertain this fiscal year. During budget negotiations, the NN Council approved a budget, but the presidential veto eliminated the budget. In November 2016, the President's office notified DODE of OSCAD's budget. However, there is no budget transfer. It is important that the project is completed before all data become obsolete
- G. Johnson O'Malley
1. The BIA Branch of Indian Self-Determination Services conducted an annual monitoring review of JOM activities at the Gallup-McKinley County Schools. JOM staff provided technical assistance with a corrective action plan for each of the goals and objectives for GMCS.
 2. JOM staff provided on-site technical assistance and attended IEC meetings to the following subcontractors:
 - a. Gallup McKinley County Schools.
 - b. Red Mesa Unified School District.
 - c. Cuba Independent.
 - d. Tuba City Unified School District.
 - e. Star School.
 - f. Farmington Municipal Schools.
 3. On December 13, 2016, at the strategic planning meeting held in Albuquerque, NM, JOM staff reviewed, updated and planned the 2017 annual regional meeting, including the subcontract grant proposals, annual reports, policies, monitoring instruments, and the 164-Review Process.
 4. For the SY 2016-17, JOM approved twenty-seven subcontract proposals. JOM Program is in the process of reviewing the Modification 1, which is an additional fund for the subcontractors. Ten subcontractors submitted Modification 1.

- H. Office of Navajo Nation Scholarship and Financial Assistance
1. The primary purpose of ONNSFA is to provide financial aid and scholarship to eligible Navajo college students as well as getting the information of the program to schools, colleges and communities throughout the Navajo Nation. ONNSFA is currently awarding scholarships for the spring '17 term, and since it is in progress, ONNSFA does not have the final numbers yet until the next quarterly report. However, ONNSFA received at least 16,000 scholarship applications and approximately 54% of the applications will receive funds.
 2. The Peabody Energy Company provided \$250,000 as required by their contract with the Navajo Nation. ONNSFA used these funds to assist additional students.
 3. During FY 2017, ONNSFA has \$20,000,000 for scholarships. With the additional funds, ONNSFA is able to fund more students in 2017.
- I. Office of Special Education and Rehabilitation Services
1. OSERS served 1,030 infants and toddlers with disabilities from birth to five years of age and generated \$8,799.95 with Food Services and the Tuba City Industrial Laundry.
 2. The Rehabilitation Services Administration with the U.S. Department of Education OSERS awarded the Navajo Nation OSERS a new five-year grant for American Indian Vocational Rehabilitation Services. The grant fund provides vocational rehabilitation services to Native American Indians residing on or near the Navajo Nation. The grant fund also enable OSERS to collaborate with the states of AZ, NM and Utah through a cooperative agreement. The grant period is from October 1, 2016, to September 30, 2021, and for \$1.6 million dollars per year.
 3. OSERS announced an RFP for FY 2016 grant awards to fund three priorities in home modification, transition services, and employment. OSERS received one proposal for home modifications from ASSIST to Independence. The contract is in the review process to award \$50,000 per year for a period of two years. The award will provide services to individuals with significant disabilities that require home modification for accessibility.
 4. The U.S. Health and Human Services for Tribal Maternal Infant, Early Intervention Home Visitation awarded OSERS a federal grant of \$350,000. The purpose of the grant is to provide pre-literacy, literacy, and parenting skills to families with prenatal to age three. To utilize the grant funds, OSERS classified four parent educator positions.
 5. OSERS completed eleven home modifications for accessibility such as the installation of ramps, handrails, grab bars in the bathrooms, and widen the doors, assistive devices, and native healing services.
 6. The Arizona Department of Health awarded OSERS a federal grant of \$220,000. Using the federal grant, OSERS awarded funds to four schools to hire parent educators. The purpose of the grant is for partnerships with schools and DODE to provide pre-literacy and parenting skills to families prenatal to age three.
 7. By the end of the first quarter year, OSERS placed eight clients into employment and served 301 numbers of clients.

IV. BUDGET STATUS

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|--------------|-----|-----------|--------|-----------|--------|
| ONNL | FTE | Personnel | % Used | Operating | % Used |
| General Fund | 7 | \$233,416 | 19% | \$33,938 | 21% |

| | | | | | |
|--------------|-----|-----------|--------|-----------|--------|
| External JOM | FTE | Personnel | % Used | Operating | % Used |
| \$749,303 | 8 | \$583,520 | 16% | \$165,783 | 11% |

| | | | | |
|-----------|---------------|---------------------|-----------|-----|
| AdvancED | FY 2017 | 1 st QTR | % Balance | FTE |
| Personnel | \$ 321,142.00 | \$ 58,944.29 | 81.65% | 4 |
| Operating | \$ 17,530.00 | \$ 3,144.01 | 82.06% | |

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|---------------|-----|------------|--------|-----------|--------|
| ODAC | FTE | Personnel | % Used | Operating | % Used |
| General Funds | 5 | \$ 385,692 | 15% | \$ 31,357 | 40% |

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|---------------|-----|-----------|--------|-----------|--------|
| ODSI | FTE | Personnel | % Used | Operating | % Used |
| General Funds | 6 | \$508,578 | 15 % | \$90,203 | 14% |

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|---------------|-----|-----------|--------|-----------|--------|
| OERS | FTE | Personnel | % Used | Operating | % Used |
| General Funds | 4 | \$324,731 | 15 % | \$4,846 | 5 % |

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|-------------------|------|--------------|--------|---------------|--------|
| OSERS | FTE | Personnel | % Used | Operating | % Used |
| General Funds | 3.0 | \$56,759. | .19 | \$240,453. | .94 |
| Federal Funds | 49.5 | \$3,346,892. | 1.21 | \$12,945,766. | 2.04 |
| State Funds | 5 | \$259,056. | 0 | \$1,138,944. | .24 |
| Fiduciary Funds | 1 | \$60,096. | .18 | \$339,603. | 6.22 |
| Proprietary Funds | 0 | \$45,000. | .29 | 0 | 0 |

| | | | | | | |
|---------------|-----|-------------|--------|--------------|--------|-------------|
| ONNSFA | FTE | Personnel | % Used | Operating | % Used | Balance |
| Federal Funds | 28 | \$1,785,641 | 54 % | \$11,067,959 | 86 % | \$2,358,714 |

| | | | | | |
|---------------|-----|-----------|--------|-----------|--------|
| OSCAD | FTE | Personnel | % Used | Operating | % Used |
| General Funds | 6 | \$602,358 | 18.57% | \$24,035 | 15.27% |

V. OPERATIONAL & PROCESS IMPROVEMENT INITIATIVE STATUS

1. The JOM Program provided technical assistance, on-site monitoring, and support services to JOM subcontractors.
2. The AdvancED Navajo Nation Operations Office is forging a strong partnership with the Department of Diné Education and the Bureau of Indian Education through collaborative work sessions.
3. To ensure reauthorization applications are completed, ODAC is monitoring school reauthorization retention of at least 50% of 33 schools to be at two 4-year reauthorized status. The statuses on the 33 schools are:

- a. 1-year status for 20 schools (60% of schools);
 - b. 2-year status for 10 schools (30 % of schools); and
 - c. 4-year status of three schools (10 % of schools).
4. ODSI coordinated with schools to complete the engineering curriculum training for schools and UDP Training for 26 schools.
5. OSCAD - The Navajo Nation Council must appropriate funds for the DCS Assessments Study. The project requires an appropriation of funds for consultants, pilot testing, and the test item revisions. The project also needs funds to print test booklets, tester booklets, and scoring sheets. The project has been in the process for three years, and OSCAD must complete the project.
6. OSERS collaborates with the local school districts to address transition services for students with disabilities. To improve services, OSERS is updating program policies and procedures for EIP, VR, and IL.
7. According to ONNSFA, the Navajo Nation needs a teacher resource center where educators can learn about job opportunities, provide professional development, assist schools with recruitment of educators, and provide a variety of services needed for educators in the area.