

**A OKLAHOMA ADVISORY COUNCIL ON INDIAN EDUCATION
NORMAN NORTH HIGH SCHOOL CONFERENCE CENTER
1809 STUBBEMAN, NORMAN, OK 730069
WEDNESDAY, JULY 27, 2011**

1. Call to order and roll call – Chairperson

Meeting called to order at 10:40 a.m. by Chairperson Lisa John and a quorum was established. Present for the meeting were: Gregory Anderson, Esther Bell, Tom Crimmins, Corey Bunch, Lori Hamilton, Lucyann Harjo, Mary McCormick, James King, Jim Parrish, Dr. Joe Robinson, Raymond Rodgers, Nancy Fields for Gena Timberman, Lisa John, Desa Dawson, and Supt. Janet Barresi. Absent were: Dr. Henrietta Mann, Ann Brower, Dr. James King and Dr. Houston Davis. Guest included Jacob Tsothigh, recording secretary, Dr. Carol Callier, and Tony Gonzalez.

2. Minutes of June 15, 2011

The minutes were distributed for review and action. A motion to approve the minutes was made by Corey Bunch and seconded by Ester Bell. Discussion: Tony Gonzalez noted on page 5 in the second paragraph there is a sentence that begins with “Ms.” but there is no name. Mary McCormick asked if the page numbers could be added to the minutes. Chairperson Lisa asked the Council if the minutes could be approved with the addition of names and page numbers. She state we will listen to the recording to try to determine the missing name and to see why that sentence is out of place. We will make those changes and get them to Desa. We will send those out once we get the changes. Jim Parish asked if we could get the minutes before the meeting. Chairperson John stated, yes, that is something we are working with Jacob on. We did try. We’ll work on that.

3. Discussion and updates on current issues and goals. Oklahoma State Superintendent Janet Barresi

Dr. Barresi: Good morning, everybody. A lot has happened since our last meeting with respect to this Council and the Department. I wished I could say that about ESEA reauthorization and the question about highly qualified teachers. Things have come to a standstill in Washington until the budget situation is settled. There have been some movement in Congress about amendments being offered to increase flexibility under ESEA in the expenditure of funds. Also, one of the things that I wanted to relate as we were talking about obstacles to either state statutes or obstacles in federal guidelines having to do with highly qualified teachers or teacher preparation courses. There are a couple of folks I need to give contact information on. Ms. Jessica Russell is the OSDE Legislative Liaison who can check on those state statutes. Also, I would direct you to the Oklahoma Commission on Teacher Preparation. They are the ones who work with the teacher preparation courses and help develop some of the tests for certification of teachers. They are separate from the State Department of Education. Our Professional Standards Office is led by Jeff Smith and he handles all of the certification, licensure issues in the state. He works directly from state statute. He does not form policy himself.

On questions on FERPA, Mr. John Kraman is the policy director for the student longitudinal data system and he may give information on the work that is ongoing. We're moving forward in developing rules in terms of teacher-leader effectiveness for the legislature which affects all teachers in the state. We are looking at several models. No decisions are being made but we will begin to write those rules in October which are due by December 15th. Those do affect Indian educators.

In terms of the position at the State Department, it has been posted and we have multiple applicants. We have two men and seven women who have applied. Due to the summer vacation schedule at OSDE, we have not begun to review those in light of the posting but we intend to begin sometime after the third week in August. I understand that the Council has come up with three names to participate in those and we will look to utilizing two of those names with one as an alternate as we work through this process. We received your list of questions and we appreciate your willingness to assist. We are going to be working to have a person in place as soon as possible.

Mr. Kelly Kirtright is leading the effort to review the Social Studies standards in the state and he is gathering his group together. Can you tell them more about that, Desa?

Desa Dawson: The year before the books are chosen for a particular subject area we begin the process of review of the standards for that content area. A group of people is brought together to review what is there and to make changes or recommend changes and then it goes forward. There is a time schedule listed on our website under Textbook Adoption for the subject cycles and the Social Studies area is the next one up for adoption.

Dr. Barresi: Mr. Kirtright and I have been meeting Curriculum Directors and Social Studies Directors from several other states which have already undergone their revision process and we got input on making sure that we include larger groups in that process. We will reach out to this group during that process and I think Ms. McCormick has just volunteered for that process. This process does not just include history but also geography and financial literacy. Is there anything else?

Lori: During one of the OCIE Board meetings, some parents brought up the issue of tribal compacts funneling money to the state department to help with education and some of our parents wanted to know why we have cuts in public schools if the tribes are helping with money to assist with education. They wanted to know where the money is going at the State Department.

Barresi: The compact money is included under HB1017 and the funding formula for that. Those funds are put into that fund under 1017 that goes directly out to districts and not become part of the department's budget or the program's budget. The statute does not provide for a differentiation of funds so tracking can be done about how that money is distributed simply

distributed through the state formula. The statute itself would have to be changed to change the formula.

Lisa: The next question is on HR2445. This deals with the State and Local Funding Flexibility Act which would give schools the ability to use federal funds as they see fit which might affect Title VII money specifically for Indian students.

Lori: Parents wanted to know where you stood on this bill as it is different from JOM funds which has a parent committee to help regulate how funds are spent. Title VII funds are geared to toward different positions in schools to help native students.

Barresi: This bill has yet to be assigned to committee. I think it will pass out of committee but it is so preliminary that it hasn't even been assigned for a hearing. The bill increases the flexibility, for instance, a district will receive funding for school improvement grants and they may receive a smaller amount for neglected children or teacher quality grants. They are looking at professional development for teachers in Title II but they are looking at some of these other grants. As it stands right now, districts hands are tied on how they use that money. The overwhelming response to us is that we are being forced to use money in a way that is not directly beneficial for students. Districts across the country have been asking for increased flexibility on how to use their funding. This has been reflected in comments by Sec. Duncan and USDE has already opened up that flexibility in the use of Title I funds, Title II funds, etc. This work by Chairman Klein is to completely open it up to make it as if it is a block grant to schools. If you think about Native American children, they have the same challenges as other children such as reading. Some Native children are victims of poverty and of neglect. Some Native children have teachers ...they are English language developing children. Their needs are somewhat the same as other children. I am on record before Congress as asking for this increased flexibility. I support that as well. I think if you carefully examine this, you will find that if we segment out those funds it does not allow for a full complement of services to come in for these children and the position that we are about to fill from the Department is one portion of that is increased communication to districts throughout the state about opportunities that they will have to utilize these funds directed towards helping those children. For us at the Department a big part of our focus is reading and literacy and that affects all children. I want literacy to be fixed right now and I want accountability to be in place right now. I'm impatient and I also have learned that this is a process going forward. While we are about to hire a person for this department, let's let the communication go with districts. Let's get contributions from this council on priorities that need to be set so we can communicate those out to districts. Let's develop plans that focus on these children and allow districts that will have new flexibility on these dollars to be able to spend them appropriately on these children. It's a half empty, half full way of looking at the glass. There is not going to be a desire on our part to dilute these funds. It's a matter of communication between the Department and our folks with districts and this council and other constituent organizations to bring this to the top.

Lori: With Oklahoma having such a high native population of Native students and the way Title VII funds are currently being used, how it's helped them on their test scores that's why they are not supportive of the flexibility legislation and a lot of the Indian education directors within the public school systems are not supportive of it either.

Barresi: School districts are not supportive?

Lori: Well, the Indian education directors and staff of the schools in the Title VII programs.

Barresi: Are not in favor of the legislation?

Lucyann: The Title VII Programs....Johnson-O'Malley Programs

Barresi: Do you think it will be diluted as it goes to districts?

Lucyann: It will lessen the services for the American Indian students.

Barresi: Are you sure of that or have you been told that by the administrations that they are going to cut these services out?

Lucyann: No, it's just that I think that the federal government has lessened the help to American Indian people nationwide, step by step every year and this is just another decision made by our government to decrease services to our American Indian children and families. It's a continual cycle that our people have to fight for what our treaties have put in place every year. We fight our Johnson-O'Malley Programs that have been established to help our children every year. The Johnson-O'Malley Program has decreased every year. And this is just another option our government has taken to decrease our Title VII funding and along with a lot of the Indian education directors around the state, I am completely against that. And because we have 1,400 to 1,600 American Indian students in Norman Public Schools before I came our kids weren't really receiving services but our parents and our staff have built our program to where our kids are receiving the benefit of our Title VII funding in many different ways. And should our districts be given authority to put that into the general fund for all students then you are taking away from the funding available for our Indian students only.

Barresi: I think one point needs to be made, that while we increase flexibility that doesn't necessarily determine that it's going to be put in each district's general fund to be spread out for all kids. It's just going to increase the flexibility for a district to decide how to budget that and how to expend that. It comes now down to the board level. They were responding to directives from the federal government and from the state and so it's now down to the Norman School Board in terms of their budget approval process and how those monies are going to be expended. Does that make sense?

Lori: Right, and we understand that, it's just that under Title VII there is a parent committee in place comprised of Native American parents and people that have some guidance on how that money is to be spent to make sure that it's for Native American students. Under the Flexibility, it does away with that Parent Committee because there is no language in there that requires it to give that flexibility to the school board or district any direction to make sure it goes to the American Indian student.

Barresi: I'll have to pull the actual language on his bill to make sure that to see if that happens. My understanding is that it simply increases flexibility on how the dollars are spent and doesn't take away from any advisory councils or anything like that in terms of directives. It's amazing the number of programs that are being cut. Major reading programs, alternative education programs, career technology programs are being cut. Drug Free and Safe Schools, whole programs are being deleted. This came out of an effort to try to figure out how to increase flexibility because of they are seeing that requirements on expenditures of federal dollars was creating increased problems. Let me take a look at this.

Mary: Through all of this I did not hear who was questioning this?

Lori: The Oklahoma Council on Indian Education

Mary: Isn't that us?

Lisa: No, that's a different council.

Ray: We have an "A" in ours for Advisory. Dr. Barresi I had a question on the number of districts, total independent and dependent in Oklahoma?

Barresi: We have 535 as of last count. It may go down a little bit more.

Ray: Do you know of the breakdown of independent and dependent?

Barresi: No, I don't have that on the top of my head but we can get that for you. Desa, could you get that for me?

Ray: In each one of those districts, they are able to apply for Formula Grants or Title VII and I'm sure the office has been getting those sent in but I'm sure you don't have the total number in Oklahoma.

Barresi: I apologize I should have that information but I will get it for you.

Ray: One of the concerns OCIE has and some of the other districts is that as in my school district, Sapulpa Public Schools, as the Director I have pretty free reign of how our community and our parent committee want those funds spent. Our administration and school board are

very flexible and works with us very well. Out of all these 535 school districts I would say that half of them have Title VII programs and I would dare to say that they are not as flexible in the administration of those funds to the children and that is where the concern would be. Some of them actually use the Title VII funds to put back into the General Fund saying that the Social Studies teacher we hired is teaching all the Indian students so we are using it to better the education of our Indian students. Some districts, when I first came into education back in 2003, so I haven't been in this career my whole life but one of the things that I heard at our National Indian Education Association meetings is that Title VII Office of Indian Education in the Department of Ed was really watching some of the applications that were coming in because there were school districts who were having parents fill out a federal 506 Form in order to get the grant money in order to establish the program which they had no idea whether the parents were Indian or not but they were getting the federal money and putting it back into their general fund. We have seen that happen before as Indian education programs and I'm sure that's probably some of the concerns we have here.

Lucyann: Ray, Valeria Littlecreek reported that there are about 400 Title VII programs in Oklahoma.

Lisa: Ms. McCormick?

Mary: Is her program called OCIE?

Lisa: Yes, Lucyann is the representative for Oklahoma Council for Indian Education.

Mary: I noticed he said OCIE.

Lisa: Yes, they are the same. They call it OCIE.

Mary: And her recommendation is coming from OCIE?

Lisa: Yes, aren't you a Board member of OCIE as well? They had a conference recently where the Indian education directors, parents, tribal education directors went to OCIE Conference and I think these questions came up and they wanted to ask Dr. Barresi so they brought them forward and they will report back to OCIE.

Mary: I think it would be nice if they were written down so we can all know along with Dr. Barresi.

Lisa: We have a bill summary and I've made copies but I left them so maybe at the break we can get a copy of the bill summary that we sent to Dr. Barresi's office so that you can read. I don't know that I gave this out to you. Does anybody else have any questions?

Barresi: Who is the author of that bill?

Lisa: Kline of Minnesota.

Ray: Madame Chair, I would like to invite Dr. Barresi to a couple of organization meetings that would be good to go to their conferences. The National Johnson-O'Malley Association in Tulsa on Oct. 17th and the National Indian Education Association Conference will be in Albuquerque this year. The Federal Programs or Office of Indian Education will be in Albuquerque on Oct. 26th and the Conference is rest of the week and it's going to be in Oklahoma City in 2012. Hopefully you will be receiving your invitation soon for that event.

Lisa: Dr. Barresi has a very busy schedule. She has several things that occur today and she is going to need to depart from this meeting. We appreciate her coming here.

Dr. Barresi: Thank you. Obviously this underscores the need to have this position filled and really taking a more activist position in this position with the State Department of Education. We are going to start working as there sounds like there are a lot of concerns out there and it's time to start tackling them one after the other. I appreciate it very much. (Applause)

Lisa: Back on to the Agenda, we are at Old Business and the updates I have we would like to go over them for the record. The first item or recommendation is for American Indian or Native American. I wrote a letter with everyone's recommendations for it to be American Indian and that was approved. On number 2, the members of this Council to be present within the Director interview and those were approved with two members to be present and one alternate. We will get notification from Desa on when those interviews will occur. Item 3 were the recommendations for interview questions for the Director candidates. I emailed those to Desa and we received approval on those questions. I do need to know, we sent out the final version of those questions but do you need those mailed again? On the Job Description revisions, we sent those to Desa and they were approved as well.

Member: Lisa, I know you told us but who is going to be helping with the interviews? I know you sent that to us but I just bypassed it somewhere.

Lisa: It was me, Esther and Jim.

Desa: Just so that everyone is clear. Everything was approved, the interview questions were taken under consideration and I imagine those along with ones from the Department will be devised or developed.

Lisa: The next item is review of Council questions regarding a telephone conference meeting. I did email that out to you but I brought a paper version for you as well. I sent our questions to...we talked about this at our last meeting and Desa got our answers from Legal Counsel so we will have them on paper.

Desa: For all other Native American languages, highly qualified status is granted by tribal certification. So the tribes have full authority to grant certification. So, what they must have is that they must hold a secondary certificate and meet highly qualified requirements if given for a World Language credit. Now the teacher of record for someone who is...they may still need to have a teacher of record because we still don't have a certification area for the test.

Member: On that teacher of record, if that is going to pull them out of one of their core areas because they cannot have a seven hour day, you cannot have eight it's going to be a burden on the district as far as pulling that teacher out of the classroom....not necessarily out of the classroom but they are not going to be able to teach the number of subjects they are going to need within the district.

Desa: Exactly right. And I did ask the Regional Accreditation Officer this specific question because I realize that to. Does the teacher of record have to be in that class? And they said that if that teacher is going to be giving the grade then, yes that teacher has to be in with the language instructor. Now a supervisory teacher for language as an elective credit is not the same.

Member: That's where we have some issues. Now the only thing I had to offer was just the HOUSS requirements for building an alternatively certified teacher which those have changed so I don't whether the information I have from July, 2009 is the same since now within that area as an alternatively certified teacher now they have to have the education background in that subject area is that correct?

Desa: My understanding is that, as of July, 2010, the tribe may say whether someone is certified.

Member: To teach the language, not necessarily to teach in public schools.

Desa: No, they still have to have a secondary certificate and meet highly qualified requirements

Lisa: For a World Language credit but not for an elective. For an elective they still have to have a teacher...I call it like a technical support or like an elder. If it was a teacher it would have to be their supervisor.

Desa: I think the Language teacher is called the Resource Teacher

Jim: I want everyone on this Council to get clear, there are a lot more pieces of the puzzle than this but addressing this one part. First of all, if you will take a look at the 2nd paragraph where it's called Native Certification it's starts Native American language if it's taught for a foreign language credit, the teacher of record needs to be Highly Qualified certified teacher in any area. Before you can begin to teach it as a World Language credit, number one you have to have

teaching certificate. It did not say in what. It did not say elementary, secondary or anything . It says a teaching certificate. You have to get that part straight. Second part is that when your tribe certifies you as a tribal certification in language that's the second part of the puzzle. Teaching certificate plus tribal certification equals highly qualified. You do not have to have a teacher of record or anything. You can teach that yourself. Now the whole key is when you go to the State Department and you get this done is that your teaching certificate...ours do not say Native American Languages. Ours says Choctaw. We got all this done and as far as I know we may be the only one that requested this but ours say Choctaw. I told them we can't speak Cheyenne or Kiowa, we can speak a little Chickasaw. Anyway, we couldn't speak other languages so why should it say "Native American Languages"? When you get this done, you should go in there and it should be tribal specific. There is another key ingredient. I talked to the Osage just the other day and they are still building HOUSSES. They've got teaching certificates and they are still building HOUSSES and they don't have to do that anymore. According to this certification, you don't have to build a HOUSSE, you just have to be tribally certified. I don't know if you are familiar with building a HOUSSE or not. It can be tribal specific but you want to say what grade level. You want to say Pre-K through 12. I'll give you an example of that. I had someone with an Elementary certificate, it said any certificate and now we want to teach a World Language in high school because you want to teach at any level. If you don't have that secondary level you can't teach it as a World Language. It's very important that when we are dealing with these World Languages and certification, do not forget about the Native Language Act of 1990. If you haven't read that Act, I have a copy of that act. I carry it with me wherever we go when we might have a meeting.

Mary: What was the name of that act?

Jim: It's the Native American Language Act of 1990. I might have a paragraph here to read to you. This is from the federal government and it says, "to encourage all institutions of elementary, secondary and higher education where appropriate to include Native American language into the curriculum in the same manner as foreign languages and to grant proficiency in Native American language at the same full academic credit as proficiency in foreign language." And that is in the Language Act. That's a document that works for us and there are other parts in here that they would recommend the requirements. If you have read this, you need to get a copy of this. And then there is the Esther Martinez Act.

Desa: I think the main problem is in locating Native American language instructors that have a certificate in education that also speak the language. Sometimes they have a certificate in elementary school, for example, but are able to speak the language and the tribe would certify them but what they would have to have is a secondary certification in order to teach at the secondary level.

Jim: And the State Department would do that for them as soon as you are tribally certified. They will say K through 12 that way you can teach it at all levels. That's how important it is just making sure your credentials are correct.

Desa: But this was a large change last summer from what had been done in the past. What had been done in the past was on a case by case basis. We went to talk to the Assistant Superintendent and a decision was made. There is still another possibility for someone who does not have a college degree to teach and that is as an adjunct but you may only teach one class.

Mary: Not one class but one area.

Desa: One course, one class.

Someone: We actually have someone that is doing that this semester. I've got a middle school tutor who has her degree and she has been an adjunct for us.

Desa: And those do have to be approved on a case by case basis.

Lisa: But this one does not have to have a degree.

Desa: Right, that's someone who does not have a college degree.

Jim: I'm sorry that is not correct! On your most recent one for an adjunct teacher, signature of principal verifying an adjunct teacher as a Master's Degree. They changed that two years ago so that is an obstacle.

Lisa: But they have a Bachelor's but are not certified.

Jim: They must have a Bachelor's but in the past though to have an adjunct, Tom and some of you guys in education will agree with me that an adjunct teacher did not have to have a Bachelor's Degree. They just had to be determined by the Board that they were an expert.

Tom: That's correct.

Jim: And so, through No Child Left Behind, this Bachelor's Degree is an obstacle for us. It's on the State Department's website so that's why I wanted to bring it in because that's what's changed. Now you want to know really how that is an obstacle? Number one is when it went to a Bachelor's Degree that's when it was an obstacle for any school if they are searching for an adjunct teacher because they can only serve one class period in the school. The way I look at this, I don't mean to be jumping in on you but I put some work into this.

Desa: You have a lot of experience in this, Jim.

Jim: I see adjunct teachers as being an obstacle for language is that first of all the Bachelor's Degree is an obstacle, it's an obstacle for any teaching field because we used to just have...I used it for Spanish for years ago and we would have somebody that was fluent in Spanish and so we would do an Adjunct Teacher but the Board had to declare that they were an expert in their field and we were done but they could only teach it one hour a day

Tom: We used to have to do that in the early years of technology and computers because no one in our field knew that and we had to bring people in that knew about computers but that's not an issue anymore. That would have been a big issue several years ago.

Jim: But we didn't have that issue of a Bachelor's Degree. So anyway, No Child Left Behind brought that in but that's an obstacle for Native Languages. What's also an obstacle is that I might be an elder and I'm not going to teach in the school as an adjunct teacher, I might want to teach in more than one school. I might be able to drive to two in a given day or maybe three in a given day and maybe work one hour within that school. I might want to go to Elgin for one hour and then drive over to Lawton and do one hour or something like that so that's just things to consider that are obstacles.

Lisa: But for now it only allows them to teach in one school.

Jim: One school for one hour. Is that right, Tom?

Tom: That's correct and RAOs are checking on that real close. They are checking on me this year and I'm glad I did it but you want to be sure to get that board approved and check with your Regional Accrediting Officer or you will get a state aid deficiency in a New York second on that because they are checking on that if you are not approved because they are watching closely for this than we've ever seen it checked.

Lisa: Okay, thank you. We have some obstacles we have listed here so when we take them out of the minutes and send something out to everyone and after we look over it and everybody gives their input then we can forward it on to Desa and Dr. Barresi. Mary?

Jim: I just want to say that it's also important to get out to other people about alternative certification for people that do have degrees to get a teaching degree in order to eventually be a language teacher.

Desa: There is a new program that is in the process of development at the University of Oklahoma also. I met with them last week and it is a Master's Degree program so that someone who has a Bachelor's already. But it was designed to help native speakers of languages, not just Native American languages but other areas as well to get a degree that would lead to certification. And that program, hopefully, will be ready for people to enroll in one year. They

are working their way through the process of being accepted as a program at this point. But it's like a Second Language Acquisition major and it can be in any language.

Jim: I tell you what I feel like may be an obstacle for alternative certification is sometimes our speakers might have went to school years ago and might even have a degree to allow them to apply to the program but it has been a long time since they have been to school and obviously they have to take the OSAT and the OPTI and the OGAT. As they take those tests sometimes that's an obstacle in itself for them but the degree plan that they received their degree in sometimes might not fit into those general category areas but yet they might want to...because there is not an OSAT in tribal language, okay? And so, if you have alternative certification, you're going to have to take an OSAT in some field whatever the State Department recommends. They will recommend what field that is but sometimes for some of our people it's been a long time since they have been to school and that can be a hindrance in itself. Whereas, there's not an OSAT for language, if I want to go to alternative certification all I want to do is teach language, I got a degree and all I want to do is teach language then that OSAT really kind of hinders people sometimes because we don't have one so I don't know what the answer is to that but that is an obstacle itself.

Desa: There is one other possibility that I have thought of that I haven't talked to anyone about yet, but we do have, for World Languages, proficiency by exam for high school credit for students to earn language credit for their World Language High School graduation credit and I was wondering if this Native American language is taught, it can't be taught during the school day and get proficiency by exam but if it's taught after school and then a proficiency exam is accepted by the Board of Education then for that particular course, the student has to pass it with 90% to get high school credit but that's another possibility as well.

Lisa: And I don't think that that has been.....

Ray: As a World Language credit?

Desa: It is one of the areas that you can earn proficiency by exam.

Ray: That's just approved by the local school board?

Desa: Yes. There is not a state test, it's a test that.... The assessment is approved by the school board as well. There is something though that I think I need to mention as a Language Teacher myself that language instructors in other areas do have standards they have to meet and I'm not exactly sure how NCATE might be involved in Native American languages and the instructors that teach those but as an example anyone who takes the OSAT in Spanish language that I had has to pass that at an Advanced low level of proficiency. That's a pretty high level to be able to be certified today. Anyone who teaches Chinese, since that is a different category of language, and not as related to English, has to have an Intermediate-High level of proficiency. For Native

American languages, there is not even a determination of what category of language they belong to, they haven't been determined, therefore there is no proficiency level that is recommended for instructors, at least for NCATE's purposes. This presents a bit of a problem. For the Cherokees, when that was developed it was determined to be in the same proficiency level as for the Chinese and it is at the Intermediate-High. However, they did not have any Intermediate...they did not have any Advanced speakers of the language that had been identified that could rate the samples for the test. So, it was a struggle to get the Cherokee test made because the people who came up with the test items ended up being the same people that reviewed them for the levels that they were supposed to represent. I would suggest for the language instructors of the tribe support these language instructors, get the professional development into these proficiency levels that are developed for all languages and make an attempt to identify this terminology for their languages and to get some people trained because our PASS is really guidelines for curriculum written around that proficiency level and what proficiency level our students are to have at the end of a particular course work. So, language instructors need to be aware of what this information is.

Lisa: Are there any other questions?

Ray: Jim, do you think that is going to be a possibility to write to a native language test then? Is each one going to have to have their own proficiency?

Jim: Yes, each one is going to have their own. We have worked real hard last summer on this. We have some immersion classes at Southeastern and our instructor, Ms. Billy, she's 25 plus years in public education and a native speaker who worked very, very hard as one of our native speakers. We are very unique and sometimes when I see those requirements. There are various levels there but it's going to be and we are so unique it's going to be very hard to put us in a box because the thing about it is... I can start teaching native language and not be what you would call fluent. We don't belong in the same boat with the World Languages. We are a World Language but we are not like Spanish. We are stressed for time. We need people learning the basic elementary things about our language. I see that being a problem of sticking us in a box. Which we make sure people know a lot of language. Are they going to be like our first language speakers? No way and you guys know that! You know that there is going to be and we are moving to do that and yet they can still teach young people how to begin learning the language and be advancing at the same time. I see that box sometime being a struggle for us.

Lisa: I agree if he's going to be going to the State to be certified in Choctaw then there has to be Choctaw proficiency tests only so if you are going there....and like he said there is another Choctaw ...it does need to be Native American so every tribe...because you know what proficiency levels or the tribes do on...if it's developed and created by the tribe then they know how proficient and they know the language so it can't be one for all of us. It's going to be tribally specific.

Jim: And sometimes you have different tribes at different levels of finances that they could bring their language in those elementary steps and sometimes that teaching of the language might not have as much curriculum as some tribes might have but they are really getting there to start teaching young people about that so it's kind of like, I don't think there is a box for us.

Desa: Right, and I think you have to think about it in some different terms. When I go do professional development for Native Americans in languages I realized right away I can't do the same type of professional development for them as I would do for Spanish teachers because the languages aren't in the same box as Jim says. It's more like Latin or Greek where there are not a lot of speakers. In ancient Greek, there are no more speakers left today at all. And we have some languages that are almost there in our state. So, when I'm telling other language teachers that they need to teach in the language 90% of the time? 90% of the time in the classroom? I can't do that for Native American language programs always because they don't have the same resources, they don't have the same number of people that...and they don't have the same proficiency as the language instructors in other languages.

Jim: I wanted to read one other part of the Native Language Act. *"The federal government will allow an exception to teacher certification requirements for federal programs and programs funded in whole or in part by the federal government for instruction in native language when such teacher certification requirements hinder the employment of qualified teachers who teach a Native American language and to encourage state and territorial governments to make similar exceptions."* So the deal was a recommendation that they make exceptions. I think you are going to see with ESEA that they are going to pull all this together. I attended a meeting in Washington a couple of months back and it was talking about how many different agencies in Washington D.C. haven't pulled together to read the same way and that one part there that I brought up is for ESEA to read the same way so maybe that will happen I don't know. Anyway that's your law!

Lisa: Okay. I need to get the name of the guest please.

Lucyann: This is Dr. Carole Cawyer. She is the Federal Programs Director for Norman Public Schools. She's my supervisor. Madam Chair, if we are going to the next item on the agenda, I know that there is an unfinished Council task. She is here for our presentation on the Land Run and I was wondering if could move that so that she can present.

Lisa: Right now what I am going to do....Mary?

Mary: I think it would help me, although I'm an educator, I've not been working on JOM or Title VII or all these programs. Make a list on what Jim has brought to us so that we can become acquainted with them with all the acronyms they use.

Lisa: Okay. Mary did you want a list of the programs and then we will put the acronyms?

Mary: Some of these are federal and some are state. For those people who work in there just rattle them off and I can't keep up with you.

Lisa: Just as a sheet of information, I am going to pass this out to you. This is the State of Michigan Senate Bill 1014. This is how the state of Michigan handles the language certification. They actually have a Memorandum of Understanding between the federally recognized tribes that lasts for three years. I've been doing some research with one of our Directors, Josh Henson, and he is researching a lot because he teaches language and had a little bit of a hard time getting into Byng Schools. He's been sending me a lot of information and I wanted to give it to the Council just for your information.

Next on the agenda is a discussion on unfinished Council tasks. If you will look at Item #3 – Develop recommendations for schools on cultural sensitivity regarding the Oklahoma Land Run, Dr. Cawyer is here for that presentation and she has a time limit, actually it's a schedule conflict and we would like for her to make that presentation so that she get to her other business.

Lucyann: At the last meeting in June, the Council requested a report from our school district on how we addressed the parent concerns of Land Run re-enactments in our schools. We have 24 schools here in Norman, 16 of them are elementary and about 4-6 schools still had Land Run re-enactments during November or April and we had a lot of parent concerns throughout the year and in years previous but really began to arise in the 2009-10 school year. Prior to that the district created a Racial Sensitivity Task Force encompassing teachers, counselors, principals, a representative staff from our district to look at issues that our district faces with different cultures, races of our students and how we would be able to address that. Our program was a part of that Racial Sensitivity Task Force, which began in 2009, and we emailed this out, a little report that Dr. Cawyer provided for our Council. I also provided some of the brainstorming ideas from our parents within our community and from our schools. It was more of a step by step process from our district to listen to the concerns of our parents and address them accordingly. These are some of the topics we came up with. I had to work carefully with our parents and the school district in developing a group of parents that would begin to voice their concerns. We had a lot of phone calls and emails expressing the concern. I had to really try to get a group of people that portrayed our district. We worked together to provide a forum to express their concerns and how we could implement that into our curriculum especially considering all the PASS Standards. And from that, we developed a...our Superintendent Dr. Siano developed a Native American Task Force comprised of school district staff, administration, teachers, and members of our program and parents. We worked together focusing on three areas: professional development, resources that would available to teachers, and curriculum. We began working on this in May of last year and have tried to make plans on how we were going to phase out the Land Run re-enactments and replace that with something that was more enriching on the portrayal of Indian history and culture within the state of Oklahoma and how we were going to teach all students. This year we focused on 4th Grade curriculum because there was a lot of concern about the Land Run re-enactments and we partnered with the

Chickasaw Nation Arts in Education. We also visited other programs and how they were doing that. We also visited Jenks and we visited Tulsa and got a lot of their curriculum ideas and presented that to the Native American Task Force. We had community members within our Task Force that presented on resources and how we could take steps in that direction. Still a learning process for us. We are working hard. In my opinion, our strongest...our one concern remains in the curriculum portion, sharing that through staff development, getting that to our teachers district wide. Do you have any questions?

Lisa: So you worked with your Task Force which included all the people here and you developed it. So did you roll out that curriculum last year or is it going to be rolled out this year?

Lucyann: Part of that was last year kind of like a testing format of how we were going to take this step by step process and we began that process this past spring with a 4th Grade focus on Oklahoma history.

Esther: And you didn't have the Land Run? How did the teachers involved in that grade react to not having a Land Run?

Dr. Cawyer: I think the teachers were more comfortable with that than the parents. That was one of the greatest challenges was, we had...because it's so entrenched in the traditions of some of our schools...we had a lot of parent complaints. It was interesting because sometimes you have to do the right thing and you know that there were as many parent complaints about not having it as there were parent complaints from Native parents about having it. That was where the issue really came to us not from our teachers. As far as the curriculum is going, we started a process and we are getting a lot of help from the Chickasaw Nation but we have a lot of work to do because we want to infuse Native ideas, Native history, Native traditions throughout the school year. We don't want it to be an event and so we are working on how that is going to happen and it's probably going to take, Lucyann, a couple of years to get that fine tuned.

Lisa: My question would be, I'm trying to take a more....I understand the native side and I understand the non-native side because the Land Run was something that took place in history.

Member: You can't deny that. That's history.

Lisa: You can't not study the Land Run but you have to incorporate the native side of it. I guess I am looking to see how your curriculum meshes and integrates, puts those together for students to learn. We can't deny the Land Run. But we want to but that's just the part of Oklahoma but how do we bring in cultural sensitivity to say that okay that happened but here is the tribal part of that so that we don't totally say that there was no land run because you're right with the population now we have to teach it. So I just wanted to see, did your curriculum involve both teaching on the Land Run and...

Dr. Cawyer: It didn't involve any of it because this year we just wanted to remove that...we wanted to totally remove that and so for 4th Grade we will have to come back in to see how we balance those two things. I will tell you this, as we started researching this, the high school Oklahoma history books actually do a nice job of looking at both sides of that and so that's one reason we went to the focus on the 4th Grade. At the high school it's already part of the discussion whereas at the elementary level it's not so much.

Lisa: Maybe that's where we need to look at as far as textbooks go. Those that actually, when you are teaching at this level of social studies that it brings in both sides instead of waiting until high school. I think that would satisfy the parents because while you know some of us didn't have people who participated in Land Run, some of our relatives were non-Indians and we have natives that are not full blood and that is in their heritage as well. That's why I wanted to make sure that we are not totally staying away from Land Run but maybe the social studies books for our 4th Grade need to be looked at as far as who brings them that information and showing them both sides at that point.

Dr. Cawyer: I don't think that anyone from our perspective was ever thinking that we weren't teaching it. The key to it was not making it a party, an all day event....

Lisa: There needs to be a balance. Corey?

Corey: On the question of Social Studies Standards, how long will that process take and maybe is there..hopefully there is the possibility of the new Indian Education Director can be a part of that process to address some of those issues.

Desa: I think Dr. Barresi intends for that to happen but it's a several months' process of doing the review and sending different things back and forth. This committee that's being brought together they try to match the different...since it's social studies...they try to match the different people's expertise with that particular content or grade level. It's quite a lengthy process.

Esther: The bigger problem of this was just the event wasn't it? It's not the teaching because it is our history, we do have to teach that, it was just the event like you said making it a whole day party thing and so if we did away with that and just taught the history of both sides maybe that would be better.

Dr. Cawyer: Actually I had a principal come to me whose school was very entrenched in this who said can I keep my Land Run if I gave a re-enactment prior to that time of the Trail of Tears? She wanted to...and I said no you are not going to that but that was her idea because I think the action of doing it was so memorable she said what if I gave all of my students what they would have had to survive going from Tennessee to Oklahoma and we re-enacted that. I mean, she wanted to move it into a different level. We do want our history to be memorable. I asked one

of the people on our Task Force what did you do as a child when they were having Land Run Day and he said I stood on the side and watched. How cruel is that?

Member: I went to a school in Oklahoma, started in 1974, I had never even heard of the Land Run re-enactment. We were from northeast Oklahoma, of course, I went to an elementary school that was all Indian kids so that was not a big deal. How long has this been going on?

Dr. Cawyer: I'm 53 and I did it in 1st grade.

Member: As a child, is the parents looking too much into it? I remember as a kid Thanksgiving that I wanted to be a pilgrim cause they had the cool hat. Are we overkilling that? As a 4th Grader, are they into the whole thing? I don't really understand.

Esther: They don't really know that unless you teach them.

Member: Yeah, I learned more by getting to see what happened, you know, Land Run I don't understand what that means. They lined up here, they blew the whistle, they shot the cannon and everybody did that. As a child that would be entrenched without saying whether it was right or wrong or anything like that. As far as kids seeing that then they know as part of history there was the Land Run.

Lisa: I think that if you have those on this subject those that are totally against it and you will have parents on a scale vary from those who don't like it at all and those who are okay with it. I think that what we have heard from parents is that there has to be a healthy balance teaching what was here and then the Land Run but making sure that it's taught in a way that you show them what was Oklahoma and what was the Land Run. It's the balance of teaching both sides of it. You are never going to satisfy everyone completely on this.

Member: Because Native American history just doesn't look good from the beginning of time since they started documenting it. So....

Dr. Cawyer: I think that is the issue. You can't infuse things about Native history into our curriculum as a replacement and we weren't trying to do that. That's a huge piece of that too.

Esther: I think really what the issue is is lack of cultural sensitivity. It has become such a huge event at some schools that some students felt uncomfortable with that particular event.

Dr. Cawyer: You don't want to put any student in that position but from an instructional perspective if those students had ever spoken up in the classroom it probably would have been the best educational opportunity the kids around them could have ever had but I understand why they wouldn't. None of us want to talk about things that make us uncomfortable or single us out.

Lisa: Does anybody have any questions on Item #3?

Dr. Cawyer: Did everyone get a copy of the brainstorming session of the American Indian Task Force on Cultural Issues ?

Lisa: Back to #1 – Identify learning challenges for American Indian students and what the nature of those challenges are. I think that in our minutes....

Dr. Robinson: Lisa, excuse me but I am going to have to leave for that other meeting but do you want me to go ahead or I did not mean to interrupt?

Lisa: Yes, go ahead and yours was Career Technology? If the Council would allow us to take this opportunity we had old business with Career Technology that Dr. Robinson brought with us to answer questions that came from Jared Scott. He mentioned in our minutes that they would be able to provide information on why Native students drop out of their program and so we are going to allow Dr. Robinson to address this because he has another meeting this afternoon as well.

Dr. Robinson: I appreciate this and Desa will understand this that the Teacher-Leader meeting is at 1:00 p.m. Lisa, somewhere in this committee we will know more by November but it might be worth having an update on what's happening that would affect any certified teacher in Oklahoma - a major change in the evaluation process so some time we might want to do that. I will send you an email.

Lisa: Thank you.

Dr. Robinson: There is a yellow sheet coming around and you should have a copy. Jared attended for me last meeting and indicated you were looking for how we break our student information out at this point. Just coming down with probably more data than you would probably need or want! These are for students attending a Career and Technology Center and what we call a career major. Those that are in a Career major you will see all students and we've got it broken out by American Indian students and those who have completed one or more Career majors or programs. Concentrator – we define that as a student who had taken 360 hours of instruction in the same area. We're set up on a Career Major system where we have clusters such as Transportation. Pathway would be a specific type of Transportation and Career Major would be the occupations within that specific type. So it's Cluster-Pathway-Career Major. We started this process about three years ago and we've really got it nailed down pretty specifically at this point. Those that went to another Career Major and those that transferred to another school, those that actually left the Tech Center, Military employed related Major, employed but not related, etc. So you can see how our figures look as far as the Technology Center and we have broken it down to the American Indian student so you can see how they

compare with the overall population on that. One of our issues is Employed Related to Career Major. We're having some major discussions regarding whether students are getting a good, sound basic education but we are not seeing them going into occupations specifically for what they were trained. They are going back up to the Pathway or Cluster level. 38% with the American Indian is where we are or 40% in that area. That's one discussion we are having on how we are going to help those students get a job in the area they are trained in and not just get a job. So that is one area that we are looking at. Lisa, I don't know how much detail you want but it's probably more data than you need but we do collect this on every student so it gives you an idea about the American Indian student and how they compare with the overall students that complete the Tech Center.

Ray: Have you seen any trends as far as the unemployment situation we are in now as far as students going in to their Career Major. Are there enough jobs?

Dr. Robinson: In some there are. Obviously, we are in a place right now in Health we cannot put in the Health areas. Welding is another area that is killing us right now. We cannot find enough welders in this state. We just cannot get students to go into welding and we are talking salaries of 50K, 60K, and 70K with overtime. People are screaming for welders right now and we can't do it ourselves. It all depends on the occupational area. We're having real trouble getting students enrolled in the hard trades in the carpentry, in the masonry, and welding. And that's where the jobs are and the money is right now. We only have one masonry program open in the state of Oklahoma right now due to enrollment.

Lisa: Okay, would you give us your opinion on why you are having a problem getting Indian students enrolled in those areas?

Dr. Robinson: Perception. Parents for one and perception for two. College track for three. Combine all three together and it's the perception of "do I want to be in IT being a game designer or do I want to be out here in 105 degree temperature laying brick." You look at, and then, of course, you have parents' perception of that of what they want their children to do. It's a massive recruitment that you need to go on to higher ed and I'm not saying that's a bad thing but you put all three of those together and the students are just not going into the trade areas. It's nationwide, not just Oklahoma.

Lisa: I just attended a meeting called the *National Business Summit on Early Education* and they indicated the same thing from Boeing and other large companies that are international. For their fields, they will not say that there is a shortage of jobs it's a shortage of people for those jobs. Boeing said they will have 11K jobs coming up but it's hard to fill those positions because people don't have the education or training to fill them so that's why what happens it goes international because they have other countries who are actually willing to go into those fields. So they are talking about a big push for those businesses need to adopt into early education and putting more money into this area. We talked about developing the brain from

zero to five to help them get into the right track but it relates to what you are saying they have the jobs but not the people to fill it.

Dr. Robinson: We've got the same thing in masonry. Anybody that is truly qualified and comes out with an FFA certificate is getting employed in the state of Oklahoma. But we cannot keep up with the demand from Tinker and with Boeing coming in now. We just don't have enough students and the problem is we are getting cut, too. So it's very expensive to put in an aviation program and so a lot of schools don't have the money to add an aviation program, nor facilities or trained instructors. We are putting out a large number of FAA certified mechanics but they are not enough right now to meet the demand.

Lisa: I think that the three reasons, the College track, you hear people talking all the time about needing a college education to get a job more than a Bachelor's Degree but you rarely hear the side about technical or the trade because people talk more about college and I know that's what you hear all the time on the TV and all but then we don't hear that same message about a career.

Dr. Robinson: And we are the first ones to say don't stop your education with high school, not to go on to further your education be it technical training, be it community college or higher ed. Don't stop but in a lot of situations our counselors are going to talk with parents and they are going to say they are going to go on to higher ed, they are going to OU or OSU, UCO wherever and in some cases those students are just not ready for that or don't want that.

Lisa: Mary?

Mary: But simultaneously, we have to take a hard look at it because we need people in Tech. For example, when I need the electrician or the plumber, he doesn't come when I want him to come. He tells me when he will be there because he is so busy. I used to tell my students that they might want to get some tech work because if you don't get them instantly and they make good money. I think our job is to encourage anyone and everyone to push your child into some kind of career not necessarily into higher education. Not everybody is made out for college work. You can see that it's double expense because in Oklahoma we are paying for them to take over. What do you call it where they have to take English again and remedial classes for student who can't read. That should have been done at the 3rd grade level.

Dr. Robinson: We are getting involved with STEM work that is Science, Technology, Engineering and Math. For those students, there is no question what their next step is. Their next step is to go into higher ed because they are going into engineering. What we are looking at now is we've got to look at four years down the road when they should be graduating from OSU or OU and see if they are graduating and if they are graduating are they getting a job in that engineering field. For our students, getting a job upon graduation is not where they are, it's going on to make sure that they continue on in those science areas, those technical areas so I was real

interested, I had not looked at this until...the fact that we've got 1,100 American Indian students out of roughly 8,400 students at our Tech Centers which to me is a real positive. We could probably get it broken down by Tech Centers and see how it fits.

Lisa: If you would, I that would be good.

Dr. Robinson: I can't commit to that until I get my data person to see if we can do that.

Lori: I just wanted to know if you could provide us with the information on those skills that are in high demand like a few years ago we were talking about the electrical trades, heating & air and plumbing. We have a lot of students who come to our program that go to the Tech Centers and they want to know, well what should I go into? Welding is one of the places where we have a lot of people with interest but the one that is always brought before me is cost prohibitive. It costs like \$10K or more and our program just doesn't cover all that so it's just like certain training...we can research but if I knew which field was good so I can provide some guidance.

Dr. Robinson: I understand and I'm biased obviously but for \$1,000 they can get the same certificate at the Tulsa Technology Center that they can get for \$10K from the Tulsa Welding School.

Lori: Right, and that's what we try to do first is to go the Tech Center.

Dr. Robinson: I'm not saying Tulsa Welding School is bad but from a financial standpoint there is a huge difference. I can either provide you a document or have someone present to the Committee so just think about how you want me to do that.

Lisa: At this time we have a lunch break and Jim Parrish of the Choctaw Nation has been gracious enough to provide that for us.

LUNCH

Lisa: You will see on the last page that there were eight charges identified and this was something that she talked about with us far as identifying learning challenges for our Native children. When we went throughout the room and talked about the issues, one of the first issues that came up, and Tom isn't in the room but, he said was getting the students to school and absenteeism. I think there were some responses or people made statements about how getting students to school, we can't educate them if they are not there. We can't teach them. So, that is one of the things we identified on our obstacles or challenges for our Native children. I want to open that discussion when Tom gets back with him bringing it up and him mentioning that when he submitted his document on his issues that that may be something that we need to identify first as one of our issues, obstacles or challenges that we need to work on.

Member: I have a comment on that. I know one particular county in our area we work closely with the District Attorney's office there and they have a very strict truancy policy. They put it into place and go after the parents and hold them accountable when the students don't show up. Unfortunately, it's not in every county but in this one county it does seem to be helping. Maybe I can get a copy of that.

Lisa: What county is that?

Corey: Adair County

Esther: What have they done to the parents?

Corey: I'll have to look at the policy but it starts out with 3 or 5 absences then they call them in or they visit their house. I think there are fines.

Ray: Ottawa County is that way, too, in northeast Oklahoma and they actually are in the blotter, court blotter and it will actually show as a misdemeanor for the parents and contributing to the delinquency of a minor.

Corey: Well this county has a truancy officer who works with the schools.

Desa: That's interesting as Adair County is one of the top three in terms of drop-out rates.

Corey: I think this is a pretty new thing. I know we heard a lot about it last year and I know that they send out their notices in the local newspapers so the parents can see it.

Lisa: From the parents' side I come from the tribal education side, from the school perspective what has been, when you were saying that you have a lot of absenteeism are there reasons or is it just kind of a...I know some parents who think it's a problem if they just stay home. Child was tired and I let them sleep. They have that attitude that it isn't a priority, it's not one of...there isn't a sense of this is what we are supposed to be doing as parents. It's like "we stayed out late and I let them sleep". I don't know from your perspective.

Tom: The state absenteeism rate is around 6% because the state attendance rate is 94%. At Elgin Schools we see that and we run 95% to 96% attendance and part of the reason I know that is on the Impact Aid application, you can use your state average or your local average and I always use the local attendance rate average because it's so much better than the state. We are a school that has a high attendance rate so I may not be a good person to ask that question but from my experience I will share what I think about that. Another factor you've got to look at is the free and reduced lunch rate which tells you your poverty rate which is also a factor usually as well and ours is very high. I'm talking about a good high. We are only about 40% free or reduced lunch which means we are an upper middle class neighborhood in Elgin. You compare

that to Oklahoma City or Tulsa which is 85-90% and, Jim, as you have experienced, southeast Oklahoma has a high poverty rate. And all those things correlate. So you get down to absenteeism it's usually a parent thing and the poverty rate. You have a parent who does not appreciate the value of education, the importance of education. You can through in all those other variables including alcoholism, drug abuse among parents. And we know, just as you know in your community, who those families are and we want to rescue those kids from those parents. We deal with that and we have kids whose parents are incarcerated. We have all those issues. Today, we have children living with grandparents. You see that age group from 25-40 we have parents that we are dealing with who do not put that emphasis on education. They are different, I want to say even from my generation, and I'm scared to see what that next generation of 25-15 on down are going to be. We see this in our pre-school programs. Oklahoma is one of the leading states in the nation with pre-school programs. And I remember when we started our program at Elgin, one of the first things we encountered when we got to dealing with those 4 year olds was parents who didn't have a clue about parent skills. We found out through our pre-school folks and even kindergarten those first couple of years that we were spending more time, particularly with those 4 year old kids, with their parents teaching them that you don't send your kids to school hungry. Well first you have to send those kids to school. We had to go out and get those kids. We shouldn't start those kids formal education. We fought that battle locally and we want it enforced. We're getting 3s now. We can take the 3s if they are on an IEP. We've got a lot of 3 year olds on IEPs for speech and also for autism. We've got a multitude of kids with autism. There was no such disease a few years ago but we are starting to accept that. We've got all those things to compete with and then we've got to teach parenting skills. We have a Head Start Program involved in our school and Head Start spends more time teaching parenting skills than we do. About 40% of the kids in our 4 year old program were Head Start kids, below poverty level, and in Head Start they spend more time training the parents than they do the 4 year old.

We have the challenges of parents who need parenting skills. Cooperating with parents is goal for succeeding. Drop-out concerns are complicated by home schooling, on-line schools, etc. Parents come in and pull out their students at the drop of the hat. Home schools, virtual schools, compete for students. Charter schools, church schools, etc. Schools don't know what becomes of the child once the parents take them out. Computer schools get state aid for students. We have a plethora of issues once they get them to school. Schools will have them ready once they are there.

Nancy : As a Museum Educator, the other half of that is when they get to school. How are they engaged? No suggestions but looking at instruction and our way of learning. Dynamics are not just sitting in the classroom, less engaged. Opportunities become less with ineffective instruction. Don't know what the battle is at home. The issue is within the classroom. How can we make it engaging in the classroom for all students, native students and non-native students?

Tom: The answer is class size. With the passing of HB1017, we lowered our class size in elementary and we saw increases in performance. When you have so many students, it's hard to engage them. Twenty students is a good number to work with. Because of funding, you are going to see those numbers go up towards 30. We are cut 4.1% across the top. 85% is allocated toward staffing. Keep class size low to accommodate the kids.

Nancy : That is a big part of it. The question is what is happening with the at-risk child. Making it very engaging so that they want to go to school. Engaging the child is the key.

Jim: All of our schools have some sort of system to inform the parents. Reading is one thing. Alternative education programs will save one of them. Parents are informed but sometimes the help is too late.

Tom: We are trying to get more Smart Boards at the lower elementary level to get them engaged. Use of textbooks don't do that anymore. The boards run \$3,000 apiece but teachers say technology is what we need.

Lisa: Chickasaws put Smart Boards in Head Start. It has done well and it also introduced more movement as we have seen with our boys who need more movement. Research gave us more web based curriculum. Do colors, sounds, etc. Our local schools are getting more of them. We introduced families to computers with Family Night using technology. That opened up excitement to them. There are grants for Smart Boards. Lot of curriculum can be found for technology.

Tom: I saw kids running to get to the Computer Lab because of excitement. Five year old students are excited about technology.

Nancy: I used Smart Board for a summer program at Broken Arrow and a 1st grade student showed me how to use it.

Lisa: We have spoken about learning challenges for students. Other learning challenges?

Mary: We need help from whatever groups are here in state and certainly we would want to give our recommendations along with that.

Esther: I want to talk from the parents' side. Before becoming a teacher, I felt teachers were intimidating to me as a parent. I try not to look down on my parents. I try not to tell them what to do and that I know more than they do. I think we should be aware of that attitude. Just because we are teachers doesn't mean we know how to teach right. We need to be accepting of our parents no matter who they are.

Jim: It's happened for years but we don't always address the issue. Once they get out of the home is that they have to decide between work and school. So many things they have to address.

Esther: Our native students have different names. My daughter had an Indian name and her teacher didn't know how to say it. Try to watch out for that. Students with unusual names need to be accepted.

Tom: The problem is bigger than what we are saying. Dysfunctional families are a problem. Teachers are not always sensitive. Don't see that as important (using right name).

Lisa: I read a study of how to engage parents in activities, student education. The study asked the teachers if they would make a call to say hello to parents to ask if there is anything they needed to discuss, etc. During the school year, parents communicated more with teachers and more parents came to parent-teacher conferences. Parents perceived that the school cared about their children. Just call parents periodically. This should become a positive experience for the parents. You will get better results for the school. This has to be communicated from the top down. Some teachers are pro-active and will do that but others will need help. I have been asked how to get our native parents involved.

Tom: The use of the cell phone has become more important. We experimented in our middle school with unrestricted use of cell phone. Principal was tired of addressing the use of cell phones and wanted to allow open use. School board approved unlimited use unless teacher was instructing. We won't go back there this year but there is instant communication with parents. Trouble with teachers using the phones as well. We should not be having communication problems. We have all the innovations to make it happen.

Esther: Jacob said he knew the teacher cared and that's what really matters.

Lisa: She said it will take time and research.

Jim: We have talked about problems in schools. What can we support that will help in this matter? Reading, early intervention, staff development on tribal culture, etc. a sense of belonging for our students. Those are things that can be of support for our Indian children. We can't be in every home

Lisa: These are ongoing issues that we won't solve here.

Jim: We hired a teacher with Title VII funds to set up a reading room as well as a math room with younger kids and our test scores rose 300 points. That will make a difference in the long run

Lisa: She asked us to identify the learning challenges and we are just going to let her know what they are. As Indian educators, this is what we see as some of our challenges. Supt. Barresi is trying to work broadly with all the children. She may not be getting to the right people.

Desa: She wants to hear what you have talked about. She wants to know specific things we need to help our students. I took a class about working with multicultural students and learned that some students need a little extra time to respond. The next time I asked a question from a student with that issue I gave him more processing time.

Corey: American Indian students need more hands on activities. I hope that CCSS will help in that regard. American Indian people are tactile people. They learned with their hands. Formal education wasn't happening,

Desa: We work with the Master Teacher Program and we select what they will study and one of the things was how do you teacher those students who don't look like you. We have 132 Master Teacher so we don't work with a large number of teachers.

Lisa: I talked with a gifted and talented student who grew up with a Chickasaw family. A test had a question about who discovered America and she said native people. She got it wrong on the test but the family said that she answered right.

Desa: Cultural sensitivity is not there.

Lisa: Tribes are more involved with cultural history and programs. School has not adjusted to what tribes think are accurate. Testing and cultural sensitivity are needed.

Desa: One of the recommendations might be test item reviewers.

Nancy: When it comes down to standardized testing, that is an issue for American Indian students. Working on the anxiety part of it.

Lisa: A challenge for all schools. Testing is time. Preparation time where students feel stressed. Became something that school have problems for all students.

Member: Still issues with education. We forget sometimes that we come from that type of background.

Lucyann: I have a concern about putting Indian students in special education to quickly. There is school district nearby that has a high number of students in special education who are American Indians. Once they are tagged as special ed they remain in those classes. I had a question from one of the directors in the area.

Esther: I have heard that before. They are not as quick as other students. Some native kids will receive a monthly stipend. I heard that talk.

Corey: Maybe that would be for a severe disability.

Tom: That is a concern from the government. I think we are being monitored now through special education so that we are not over identifying students. We do a child count for gifted and talented, special education, etc. We identify them by race and we have to be cautious about that. We got monitored on putting students away from main building. Big brother is watching pretty good!

Jim: Is that on the compliance report?

Desa: We are going to have our Master Teachers note the strengths of the minority and strengths of the majority. Help them identify their own view point about the minority.

Corey: RtI teachers are helpful to schools. They help students before they have to have an IEP.

Lisa: I want you to take that back and if you want to respond do so by email. Next, identify strategies to support effective structure with PASS or CCSS.

Desa: Parents who are willing to review the PASS and CCSS in the future. Includes how do we find educators that understand these issues and attract them into the classroom.

Ray: Is this report available? (Profiles 2010 State Report)

Mary: Not familiar with that. What is CCSS? We will meet in Tulsa for our next meeting. Years ago at our tribal pow-wow, they called on my aunt to lead what I thought was the Turkey Dance. But they corrected me and said it was a Cherokee dance. When my daughters put on a dance I asked that they include that dance. Had social dancing there. We haven't mentioned that in our discussion but we need to demonstrate and learn, experience these dances. Years ago we had time to do those dances. Corey could you have someone to lead those dances for our meeting? Need to spend time on cultural events. That's part of it. Doing this little dance. Will put a smile on your face. You mentioned kids running to the computer lab and that is what we should be doing. Share cultural information with those students. Throw in some points about the dance. Impressed with the Kiowa Black Leggings organization. Saw them at the Absentee Shawnee function. We have some lovely dances everyone needs to see. Need to see Sac & Fox two step. We are the only tribe that does that. Culturally you can't dance with your husband. Don't know the overtones of dances.

Lisa: How do we find native educators to improve instruction? Let's communicate with email and share information with the Council so that we can review it. We need to take these papers

back and review them so that we can identify attainable goals. Look over everyone's priorities. Any recommendations on that? Put the topic up and vote on each using big paper.

Mary: Let's select five topics that we can forward to the SDE to address them.

Lisa: We will develop a voting mechanism so we can select which topics to address.

Old business - Native American High School Drop Out Rates.

Desa: Want to introduce Wayne Brown who will speak about the WAVE.

Wayne: Want to move away from aggregate reporting so that we can follow a student. A district can't follow an individual student. WAVE doesn't stand for anything.

Desa: What Dr. Lease was asked at a previous meeting about drop out figures and she gave 2.2%. We went to the expert, Executive Director of Student Information, John ?, and I spoke with him about this issue and he pointed me to the resource information and he gave me Profile Report 2010 State Report. Look at pages 102-114. We will show some graphs that come directly from the report. There are a number of ways to calculate h.s. drop out rates. A single year drop out rate is what Dr. Lease gave you. A more accurate figure is the four year drop out rate. Even there a lot of issues and consideration. At the end of four years, figures are calculated based on co-hort of 9th graders.

Wayne: The WAVE can monitor students more effectively.

Desa: We assign each student a specific number so that we can follow them. This method of figuring is the Four Year Drop Out Rate. OK does have a student data system to calculate this kind of rate (WAVE). More time is needed to complete the current cycle. Historically, OK has reported a single year figure. The statutory citation is "any student that is not attending school under the age of 19 and has not graduated from high school".

Corey: With the age requirements and having to pass four tests, are we calling them drop outs.

Tom: That's what we are asking.

Desa: That is another issue. Students must not be attending a private school or another type of school. If you take a student and go to another school, that is another issue. The migrant issue is the mobility rate. Single year drop out figures are deceiving because it must be adjusted. Four year drop out rate adds four different years to get the total 11.1%.

Lisa: When we talked with Dr. Lease, she was supposed to answer what the American Indian rate was.

Desa: We will find that out. Could be classified in four different areas.

Tom: Not going to be able to count home schooled so they will be considered drop outs.

Desa: I approached Laura Buxton in Alternative Education, she has heard of schools that have parents say that they are home-schooling so the school doesn't have to report them. The statewide rate was 11.1%. In districts that have 25K the rate is 19.4%. You can see the variance here. Big factor is socio-economic status. Generally, lower socio-economic group is a higher drop out rate. Three high schools had a drop out rate of over 40%. The low four year drop out rates are more predominate in northern and western OK.

Lucyann: We had students graduate early who were reported as drop outs.

Desa: There are still kinks in the system. The next slide is attrition not drop outs. The system hasn't been in place long enough to calculate accurate drop out rates. We have to consider that the 9th grade is the highest level of students. We have students coming from private schools to play football.

We have students coming from home school situations when parents don't feel capable to teach their students.

Lisa: When students don't pass the EOI test, how are they counted?

Tom: That is what we are dealing with now.

Tom: It's like they were considered 12th graders but not considered graduates.

Desa: Information can be obtained by looking at the ADM as they progress from grade to grade. On average 23.5 % of students are lost between 9th grade and graduation.

Mary: They need to stay focused. Need to make a tax payer out of every citizen. People need to have a skill and get a job.

Tom: Is that the drop out rate?

Desa: No, that is the "attrition rate". The ones that are lost from 9th grade to graduation. Transfers out of state, home schooling, A paradox with some of the figures. (spoke on tables in the report)

Nancy: Interesting research about Asian students which talks about Asian practices of education. AA, NA, Hispanic are different because Asians fit the pattern of education now.

Wayne: Looking at the Asian category, I don't believe it represents an increase of different individuals.

Desa: That is not truly a co-hort figure at all.

Wayne: The number could be far lower than what the table shows.

Lisa: African-American, Native-American, Hispanic male had a learning style that was hands-on that could be a relationship to those figures. It could be family dynamics. It could be a relationship to learning styles.

Desa: Maybe the culture in which they find themselves, general culture, in today's society. Research needs to be done.

Lucyann: It would be interesting to see how many American Indians end up in Job Corps.

Desa: Hispanic males were not attracted to my class. They wanted to be like everyone else. We need to look at gender as well.

Lisa: I found that Native American boys wanted to be seen as Indians. They wanted to know who they were. They wanted the school to recognize that they were native students. They need the validation. (look at Dr. Grayson Noley's research)

Desa: Drop out rates, attrition, average freshman graduation rate and For the most part, OK has been on the increase in calculating freshman graduation. Another way to look at these figures is the Senior Graduation Rate.

Lisa: What about Cimmaron?

Desa: On our website we do have drop out rates. I could go back for every year for the last five years to get the total enrollment figure and the graduation rate, break it down by ethnic groups. For the last year, NA had 765 legal dropouts out of 34,288 so that gave us 2.2%. For 2009 it was 2.6%. For 2008 it was 2.99%. Not great statistics but it is coming down.

Lisa: We need to encourage everyone to look at the website. I knew we had problems because these figures were not reflective of our real situation. Nationally, OK looked good but didn't reflect our real American Indian students.

New Business –

Lucyann: The Advisory Council should inform the public about actions we are taking. Could the SDE create a website for the Council so that they could get updates on what are the issues? We

need input from communities and schools. The Council has an obligation to parents across the state and what is the Council doing to inform them

Mary: We need to read the law that requires us to report. On our agenda, it would help if we pay attention to our agenda. I had one person at our first meeting and I haven't seen her since.

Lisa: As a reminder, as a part of our role we have obligations and actions that must be taken. Visitors are not given voting privilege. We need to encourage everyone to attend and keep informed to be a part of the discussion. Pay attention to announcements. Our next meeting isn't until November so we have plenty of time to plan. If you are unable to attend, please let us know and if you are sending a representative that would be good to know as well. As far as informing the public, that is something we are working on. If you are representing an organization, it becomes your responsibility to update them. Until we get some type of communication avenue worked out, we will rely on you to get the word out.

Mary: These are open meetings and they are welcome to come.

Lisa: Jacob and Ray have lists that they can send notices. Any announcements? Next meeting will start at 11:00 but will start at 10:00 a.m. with a presentation by the Cherokee Nation Technology Program.

Corey: I will send out an address before the next meeting. I have a block of rooms reserved if anyone is interested and I will send out that information.

Desa: If you have any travel, please send that to me.

Adjourn at 3:05 p.m.

Minutes were provided by Jacob Tsotigh, Recording Secretary, for the Oklahoma Advisory Council on Indian Education on _____ and approved on _____.