



OKLAHOMA STATE DEPARTMENT OF EDUCATION

MEMORANDUM

TO: The Honorable Members of the State Board of Education
FROM: Janet Barresi
DATE: December 19, 2012
SUBJECT: Oklahoma Advisory Council on Indian Education, Annual Report for 2013

This is a report covers the recommendations of the Annual Report for the 2011-2012 academic year.

JB:mje

Attachment

OKLAHOMA ADVISORY COUCIL ON INDIAN EDUCATION
(70 O.S. § 3-173 (OSCN 2010), Oklahoma Advisory Council on Indian Education Act)
ANNUAL REPORT FOR 2012

November 29, 2012

The Oklahoma Advisory Council on Indian Education (OACIE) has recently completed their meetings for the calendar year ending 2012. This report will cover the recommendations to the State Board of Education and the Superintendent of Public Instruction.

Current members

Current members for the OACIE are as follows: Members representing tribes as appointed by the Governor's office – Mr. Greg Anderson, Muscogee Creek Nation; Ms. Lori Hamilton, Chickasaw Nation; Ms Lisa John (vice Chair 2012), Chickasaw Nation; Mr. Raymond Rodgers, (Chair 2012) Seneca-Cayuga Tribes of Oklahoma; Members representing Tribal Education Departments as appointed by Governor's office – Ms. Mary McCormick, Sac & Fox Nation; Mr. Jim Parrish, (Chair 2013), Choctaw Nation; Members Representing Oklahoma Council for Indian Education as appointed by Governor's office – Ms. Lucyann Harjo (vice Chair 2013), Director of Indian Education, Norman Public Schools; Members representing statewide teacher organizations, Ms. Esther Bell, Shawnee, OK; Mr. Paul Pinkerton Stillwell, OK; Member representing statewide organization for school superintendents, Mr. Tom Crimmins, Elgin Public Schools; Member representing Oklahoma Tribal Colleges, Dr. James King, College of Muscogee Nation; Representing the Native American Cultural & Education Authority, Ms. Gena Timberman, Director; Representing Oklahoma Department of Career and Technology, Dr. Joe Robinson.

As of November 8th, 2012 the OACIE still has not received word from Governor Mary Fallin's office or Chancellor, Dr. Glen D. Johnson 's office on the appointments to the council to replace members who have resigned, have left their position, or left the state. OACIE appointed positions that are open include:

Two Tribal Education Department (TED) appointments by the Governor's office, formerly held by Mr. Corey Bunch (Cherokee Nation of Oklahoma, resigned at the end of 2011); Dr. Henrietta Man (Cheyenne & Arapaho Tribes, resignation on November 16th 2012);

One member representing a tribal nation appointment by the Governor's office, formerly held by Ms. Ann Brower, (Delaware Nation, resigned on June 28th 2012);

One member representing the office of the Chancellor of Higher Education, formerly held by Dr. Houston Davis, who accepted a position out of state at the end of 2011. Note: Dr. Johnson's office is awaiting the new Vice Chancellor for Academic Affairs to take their position on the 1st of January 2013.

During this past year the OACIE had the opportunity to meet with the following Legislatures : Sen. Don Barrington, Rep. Jerry McPeak. The Council encourages and invites legislators to each of their meetings and has an open invitation to the Native American Caucus and to Dr. Barresi as well.

Bureau of Indian Education (BIE)

There is concern that the BIE is looking to consolidate field offices throughout the U.S. and that the Oklahoma City office of the BIE may be one of those that will close. While many of the Oklahoma Indian Tribes administer Johnson O'Malley (JOM) funds to the public schools within their jurisdictional boundaries there are several tribes that do not. And in the case of the Oklahoma City Metro Area, the JOM programs depend on the consultation from the area office to assure that their programs are on track and meeting the objectives of their programs according to Code of Federal Regulations . The Oklahoma City Metro Area alone serves over 10,000 Native American students and taking the Total Survey Area several thousand more would be effected. The OACIE Chair will be sending a letter to the Honorable Kevin Washburn, Assistant Secretary of the Department of Interior asking for consideration of having open hearings of consultation in Oklahoma before they consider consolidating the area offices. It is the Council's stance that the BIE should maintain an office here in the state of Oklahoma with over 130,000 Native Americans in Oklahoma public schools.

School Report Card

The State Department of Education needs to invite consultation of stakeholders in regard to the structure of the formula used to calculate the results. In the Council's September 18th, 2012 Regular OACIE meeting Mr. Michael Flory presented a short synopsis of the Oklahoma School Report Card. This was a general overview of the process and there was a concern among Council members that the economic factors were going to play a role in how the scores reflect a school district. The Council would like to see the stake holders included in any future discussion of the process of fine tuning the formula that will determine the School Report Card. Questions regarding the letter grading system not correlating with the standard letter grading system used by a majority of districts in Oklahoma. The concern is that parents were told that this new grading system would make it easier for parents to understand how schools are performing. However the school report card score doesn't follow that same grading system.

Reference table is from <http://ok.gov/sde/sites/ok.gov.sde/files/A-FGuide.pdf>

THAT the Oklahoma State Legislature opposes artificial barriers to the instruction or learning of Native American languages and encourages all education authorities to take all appropriate steps to promote and encourage the instruction and learning of Native American languages.

THAT the Oklahoma State Legislature urges the Superintendent of Public Instruction to take appropriate measures to foster respect for Native American languages and to vigilantly address any situations that may occur where proper respect for Native American languages is not provided. The committee is looking forward to seeing the final process to allow for the certification of teachers under these special circumstances of Native Language speakers to become appropriately certified and looks forward to seeing the results for this coming school year.

Interim Study – Funding for State Department of Education, Indian Education Office. (Attachment 2)

Quinton Roman Nose, immediate past president of the Nation Association of Indian Education, gave an update on the Interim Study 12-041 Indian Education that emphasized “Education for All – A partnership Between the State of Oklahoma and Tribal Governments”. OACIE submitted Resolution 12-001 in support 1) the listing of the proposed staffing (for the Indian Education Office) 2) a Native American Higher Education Liaison 3) Native Language and Teacher Development 4) a comprehensive plan for Indian Education curriculum and 5) having the office at the SDE serving as a clearing house on Indian Education issues. This study was presented at the State Capital before Rep. Ann Coody. Presentations were made by: Quinton Roman Nose, Jacob Tsotigh, Jim Parrish, Ray Rodgers, Teresa Billy and Curtis Billy, Ron Twohatchet, Mike Burgess, Casey Ross-Petherick and et.al. The Council will be following progress of a bill introduced on behalf of this Interim Study. In addition the Council will continue to advocate on behalf of the Indian student to see that these measures are addressed and implemented.

Consultation of OACIE for Social Studies Component Committee

OACIE Vice-Chair, Lisa John, led an overview ad hoc committee in regards to the Oklahoma C3 Standards for the Social Studies. The result was a letter of recommendation to the committee that outlined our concerns while commending the effort of increasing the content standards of the Indian Tribes residing in Oklahoma. The points made to the C3 Standards for the Social Studies Committee:

1. In order for educators to accurately instruct in the content area, there needs to be examples or resources for general content statements. For example, educators need teaching resources to address sections that are broadly written on page 33 Content Standard 3, “Identify the major Native American groups and their ways of life in each region, including traditional housing and economic activities, customs and storytelling, viewpoints on land usage and ownership, and their contributions to American culture and history.” The advisory council advises that schools work closely with local tribes and the Oklahoma History Center for assistance in these areas. In the future the Advisory Council hopes that the State Department of Education will include tribes on planning projects to include more electronic access to information for specific such as Oklahoma American Indian history.
2. Pg. 57 – Content Standard 4. The Advisory Council asks for inclusion of the Indian boarding school into the period of 1940s and their effect on the culture and language of Native Americans.
3. The Advisory Council appreciates the committee adding verbiage for unassigned lands and distinguishing “between the points of view of both Native Americans and settlers” (p30 and p57). The Council understands that schools will commemorate Statehood Day in November.

However, we strongly recommend that school administrators communicate with their teaching staff to use caution when developing activities for the opening of unassigned lands (land run) in April as many of the activities, or celebrations, may be offensive to American Indian students and families.

4. In regards to professional development, the Council recommends school administrators include professional development to include topics like land run viewpoints from American Indians, American Indian learning styles, etc. This professional development could also provide additional information or examples to address the broad content area addressed in #1 above.
5. Part of the misinterpretation or miscommunication of understanding Native Americans comes from a perpetual story that misrepresents the truth. One of these includes the references to Columbus. While it remains engrained in our history books, like the view on the land run, there is more than one side to the story. The atrocities, while it may not be appropriate to tell about them in the 1st and 3rd grade, need to be included in our lessons. The viewpoint of the Indigenous people upon Columbus' arrival and the result of his impact on their society needs to be told. Touchy for early elementary, however, it may be expanded upon in the secondary grades.
6. The Indian Removal Act resulted in many different tribes being moved, forcibly in most cases to Indian Territory and this policy was seen as a means to solve the "Indian Problem" the tribes themselves worked it into an opportunity and came so close to establishing the state of Sequoyah. Comparing and contrasting the two state seals, the one we now know as being from the state of Oklahoma and the other similarly close as the state of Sequoyah seal. The state flag the same way. The constitutions for both proposed states oddly enough are very similar.
7. Grade 4 looks at including a comparison of governments in Standard 1.2.E. This is a great opportunity to start to look at what a sovereign government entails. We are blessed to have a multitude of governments from local cities to counties to states to Indian Nations to our United States; this would be the opportune time to bring to the discussion how our United States has a treaty obligation to sovereigns' rights here in Oklahoma
8. Content Standard 3, Standards for Social Studies in Chapter 12-High School Oklahoma History and Government - The Council would recommend these standards include the history of Native Americans receiving citizenship.
9. Content Standard 4.4—This standard should include the history of the Choctaw Code Talkers of World War I. The Choctaw Code Talkers were the only Code Talkers in WWI. Their code was never broken and they had a direct effect on the outcome of the war.
10. Comments on Chapter 20 Staff—Subchapter 9, World language teacher certification – The Council will be recommending a subcommittee to work with SDE to recommend specific teacher certification guidelines for Native American Languages.

It is the Council's charge and duties to continue to:

1. Identify strategies for developing an efficient and reliable process of communications between Oklahoma education entities, educators, tribal organizations and other interested parties;
2. Identify and disseminate research-based, measurable criteria, both behavioral and academic, by which the success and efficacy of the education offered to Native American students in Oklahoma may be measured.
3. Analyze data to ensure that education agencies in Oklahoma continue to address the education needs of Native American students.
4. Encourage and promote Native American educational leadership at all levels of the education system and
5. Make recommendations to the State Board of Education for programs that will help achieve the purposes of the Oklahoma Advisory Council on Indian Education Act.

Web access

Information in regards to meetings and information that the Council receives throughout the months is sent out via email lists to the OACIE and to a continuing email list of interested parties. In turn each Councilmember sends out information to their constituents. We have asked the SDE Director of Indian Education to help us in having a presence on the internet as well and we ask that this be accomplished through the SDE website. While we do have a page on the SDE website it has not been kept up do to personnel changes. The full funding of the Indian Education office would remedy the situation but we would be happy with timely updates.

Legislative Updates

The Council will continue to monitor and provide input to our legislators on issues in regard to Indian Education and education of Oklahoma students as a whole. We will also hold a regular quarterly meeting during the next legislative session to enable our congressional leader's access to our meetings.

This concludes the annual report for the Oklahoma Advisory Council on Indian Education for the 2012 calendar year. Respectfully submitted this (date of SDE School Board Meeting)

Raymond L. Rodgers, Chair, OACIE 2012

Interim Study 12-041 Indian Education

Education for All – A Partnership Between The State of Oklahoma and Tribal Governments



September 27, 2012

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Indian Education in
Oklahoma –
Native Languages and
Teacher Professional
Development

September 27, 2012

Native Languages and Teacher Professional Development:

Professional development requirements for teachers and staff in districts and schools with significant American Indian student populations.

Prepared by:

Dr. Gloria Sly, Tsalagi Cultural Center Director, Cherokee Nation

The American Indian Task Force has developed a list of core priorities that serve as the foundation for intentional design of a holistic education system framework.

- Improve educational outcomes for American Indian Students
 - o Reduce the high school drop-out rate of American Indian students
 - o Increase retention and graduation of American Indian students in higher education
 - o Expand education priorities other than college, including industry-recognized training
- Develop language, history, government and cultural curricula and programs to revitalize and protect the tribal nations' culture and the integrity of the substantive education of future tribal, local, state and federal leaders
- Strengthen government-to-government relationships to protect the tribal nations' sovereignty
- Engage in consultation on all aspects of education system development so American Indian priorities are considered and respected

Achievement of these priorities will result in the following:

- An educated populous of citizens living within Oklahoma
- Increased opportunities for individuals to live and work within Oklahoma
- Access to varied education opportunities for residents of the tribal nations
- A smaller achievement gap for American Indian students by providing opportunities for each individual to reach his or her potential and realize his or her dreams
- An economy of supply of human resource capital for the needs demanded by the programs and services of the tribal nations.
- Long-term sustainability of tribal governance, culture and community

While the primary benefit of these outcomes is designed to impact American Indian students in the long term, each of these outcomes serves external stakeholders to a great extent, both in the short term and the long term.

Issue: Native Languages in Public Schools

Collaboration is needed between tribal governments and the State Department of Education to stream line or develop new processes for implementing the teaching of native languages in public schools.

Response:

Tribal nations need an opportunity to have their native languages taught within the public school systems. In many tribal nations the remaining first language speakers are over the age of 60. In order to have the individual tribal nations' languages taught by first language speakers, the task force requests support for the following initiatives:

- Establish partnerships between the Oklahoma State Department of Education and tribal nations to promote awareness of native language issues in Oklahoma and issues related to teacher certification and professional development of native language teachers.
- Develop a teacher certification policy for American Indian language speakers at the state level addressing the varying status of the tribal languages within Oklahoma's 38 tribal nations.
- Offer professional development targeted specifically at training teachers who teach native languages the most effective teaching methods.
- Offer professional development to school administrators on how to work with local tribal nations to get native languages into their classrooms and help native language teachers meet highly qualified standards under No Child Left Behind.
- Offer linguistic technical assistance on researching the structure of each tribal nations' language structure
- Assist in establishing partnerships between tribal governments and educational institutions.

Justification:

In a study completed by the Living Tongues Institute in 2007, Oklahoma ranked fifth in the world for the number and variety of endangered languages, all of which are native languages. Out of the 43 languages in the state, very few are being taught to children. This is one of the areas of language loss that many tribal governments are trying to reverse. One of the ways tribes can do this is by teaching the languages in the public schools. Fluent speakers and second language learners of native languages are some of our most valuable resources in this effort, but many times it is difficult to make a path for these teachers to get into the schools. Many times, the tribal entities are unaware of the process that currently exists to teach in the schools. The Indian Education Task Force (hereinafter referred to as Task Force) requests for the development of a partnership between tribal governments and Oklahoma state educational institutions to begin to solve this problem using creative methods that will be beneficial for both native and non-native students, public schools, tribal governments, and the state in order to preserve and revitalize the native languages that are such an important resource within the state.

- Streamlining the teacher certification process: There are currently 38 federally recognized tribes within the state of Oklahoma and tribal members of those tribes speak one or more languages. Many of these languages are vastly different from each other and are as different from English as Chinese. Each of these languages differ as much as the tribal populations in the state. There are different numbers of speakers, varying amounts of time and attention being given to language preservation within each tribe, and different issues within each language that must be addressed in order to perpetuate it. Because of these fundamental differences in each language, there are different educational needs. The Task Force would like recognition of these vast differences of tribal languages at the state level by developing the path that already exists for teacher certification that is flexible enough to accommodate the different issues presented by each tribe.
- Offer professional development for native language teachers: Training teachers who teach native languages is a fairly new endeavor. Currently, only one university in the state offers a degree in a native language. Northeastern State University (NSU) in Tahlequah offers a degree in Cherokee language and prepares graduates to take the Cherokee language subject test to receive a teaching credential. This program is an outstanding effort on the part of the Cherokee Nation and NSU and has taken years to develop along with lots of financial resources. Many tribes do not have the resources to do this, but there are other efforts to get trained teachers into the classroom teaching native languages. Some tribal language departments throughout the state are bringing in people of diverse professional backgrounds, such as younger, second language learners who already possess a bachelor's degree to learn the language and gain a teaching credential through the alternative certification program. The teachers coming out of these types of programs do not always possess a comprehensive knowledge of sound instructional methods for teaching languages. Sometimes they are not aware of the innovations in second language instruction and/or immersion teaching methodology that currently exist. The Task Force asks for the development of a partnership between tribal governments and state educational institutions to offer professional development to credentialed teachers of native languages in order to teach them sound instructional methods.
- Offer professional development for school administrators: A process currently exists through the Oklahoma Department of Education for native languages to be taught in the public schools for a world languages credit, but few administrators are aware that it exists. Also, once a teacher is hired to teach a native language, the task of meeting No Child Left Behind highly qualified teacher requirements falls to school administrators, which can sometimes be challenging since native language teachers, on many occasions, come from diverse professional backgrounds and have not received formal teacher training. In addition to streamlining this process so that it meets the unique needs of each tribe's language, the Indian Education Task Force asks for professional development for school administrators to make them aware of the option to offer native languages as a world languages graduation requirement within their school and to train them how to help teachers meet highly qualified standards under No Child Left Behind.

General Professional Development Requirements:

Professional requirements for certified teachers in elementary and high schools with significant American Indian student populations should be designed to produce highly qualified teachers to accurately teach Oklahoma state history and the contributions of tribal nations.

- Tribes and the State Department of Education should collaborate to assist in the development of higher education to ensure teacher competence in understanding the complexity of Indigenous nations not only of the world, but within the United States and more specifically Oklahoma.
- In a Public Agenda report "Walking a Mile: A First Step Toward Mutual Understanding" is the following statement:
Non-Indians generally felt regret about what happened to Indians prior to the 20th century, but most had little understanding of Indian history, including efforts to forcibly assimilate Indians. Indeed most seemed to relate to and understand Indians as if they belong to the past, almost as if Indian history ends with Custer and Wounded Knee.
- Students in Oklahoma classrooms do not know the history or development of the state of Oklahoma as it relates to American Indians. Oklahoma history does not teach of the 38 federally recognized tribal nations that were settled in Oklahoma before statehood.
- Oklahoma teachers and students should learn of the human history as it applies to the settlement of the United States; and about federal, tribal, state and local governments, as well as the relationships between and among these entities and citizenship roles within each.

Indian Education in
Oklahoma –
Annual Summit

September 27, 2012

Indian Education in Oklahoma- Annual Summit

Prepared by: Quinton Roman Nose, NIEA President

Issue:

Oklahoma leads the nation in Native American student population numbers and with thirty-eight federally recognized tribes, the Native American community and the Oklahoma education community will meet on an annual basis to discuss current issues and policies, create partnerships/collaborations and to identify new concerns for Native American students' future education.

There are many current and potential issues which could be worked on through collaboration between the state of Oklahoma and the Native American community/tribes including:

1. Indian history and culture
2. Native language revitalization
3. Native American student academic success at all levels
4. Native American resource and curriculum development
5. Early childhood
6. Access to student data
7. Dropout prevention
8. College readiness
9. College financial aid and scholarships
10. Tribal Colleges
11. Adult education

Response:

Tribes, Indian educators, school administrators, and parents need an opportunity to come together on an annual basis to share strategies, research, best practices, effective program activities, a common vision for Indian education and to discuss the issues facing educators and tribal communities.

Justification:

Annual Indian Education Summit

It would be in the best interest of all parties, both the state of Oklahoma and Indian Tribes, and certainly the best interest of Native American students, for Oklahoma to have a method to meet on a regular basis to discuss Indian Education concerns.

Holding an annual summit will enhance the understanding across tribal and state collaborators of

the unique education challenges in Oklahoma Indian Country. The conference will supply information and data to cross-disciplinary groups from tribal and state government to enhance working relationships in rural tribal communities. Collaboration on development of tribal and state curriculum will provide an improved product, with culturally appropriate and historically accurate input from tribal governments. Legislative involvement will ensure constant communication and action for addressing the unique needs of Oklahoma students.

Historically, the Oklahoma State Department of Education and the Indian Education Section, in conjunction with the University of Oklahoma's American Indian Institute, provided for a broad range of workshops and training sessions designed to assist parents of American Indian children, Indian education staff, and local school administrators with technical assistance and support. In the late 70s and early 80s, the Indian Education Exposition was the leading forum for Indian education issues with dozens of school districts and hundreds of American Indian parents and educators participating in these workshops which provided for an arena to exchange experiences and knowledge about American Indian education issues.

Additionally, the State Department of Education would conduct professional development training for paraprofessionals to gain a deeper understanding of effective strategies and resources to assist American Indian students in the classroom. Held during the summer months while school districts were closed for summer vacation, professional development and adult learning opportunities were given to Indian education paraprofessionals and staff members to support their increased knowledge in their professional field.

Proposed Budget for Annual Summer Institute

| | |
|---|---------------------|
| University facilities: | \$ 10,000.00 |
| Meals: 3 meals X 4 days X \$15.00 X 250 | \$ 45,000.00 |
| Presenters and Keynote speakers: | \$ 20,000.00 |
| Supplies and printing costs: | \$ 10,000.00 |
| TOTAL: | \$ 85,000.00 |

Indian Education in
Oklahoma –
A Comprehensive State
Plan for Indian
Education Curriculum

September 27, 2012

A Comprehensive State Plan for Indian Education Curriculum

Prepared by:

Sydna Yellowfish, Coordinator of Indian Education, Edmond Public Schools

Kimberly Smith, Director of Indian Education, Ardmore City Schools

Issue:

The Indian Education Task Force (hereinafter referred to as Task Force), proposes the need to mandate the teaching of culturally accurate and relevant Native American curriculum throughout the state and for all Oklahoma student learners in the public institutions. Enhancing the partnerships that exist and collaborating with the Oklahoma State Department of Education (State Department), Indian tribes of Oklahoma, Indian organizations, higher education institutions, tribal colleges and educators will ensure the implementation of this plan.

Response:

Having revisited the attached 1992 Oklahoma State Department of Education's (OSDE) comprehensive statewide plan for Indian Education entitled, *Native Americans: Leaders in the 21st Century* (hereinafter referred to as the State Plan), this Task Force fully embraces the current and relevant content contained within this statewide plan, as well as the resolutions adopted by the State Board of Education contained therein. In partnership with numerous organizations including, but not limited to, the National Education Association (NEA), as well as the National Indian Education Association (NIEA), this Task Force urges our Oklahoma Legislature to validate and to fully implement this plan, by providing the necessary means so that the critical work can be started for our students. As determined by our collaborative efforts and partnerships created for our schools, this comprehensive plan will include culturally relevant and accurate American Indian language, history, literature and cultural heritage curriculum.

Justification:

The education of our Native American students is grounded in federal law and policy. It stems from tribal sovereignty, the federal trust responsibility, as well as Native self-determination principles recognized through numerous records such as the U.S. Constitution, treaties, statutes, executive order, and court decisions. Furthermore, addressing our state's applicable data, identifying with states currently legislating Indian Education laws, providing statistics on Indian graduation rates and addressing the need to educate common misconceptions and stereotypes about Native people are other reasons why Oklahoma needs to fully implement and adopt this state plan. Incorporating teacher education classes on Native curriculum and including Native input in developing this curriculum is essential for this plan to be fully developed.

Our unique state data reveals:

- Oklahoma has the largest Indian student population attending public schools (130,654).
- Oklahoma has one of the largest Indian populations of the 50 states.
- Oklahoma is home to 38 federally recognized tribes (at one time it was 67 tribes).

- Oklahoma has 396 Title VII Indian Education grantees out of 589 public schools.
- Oklahoma is home to the second largest tribe of the 562 federally recognized tribes.

It is essential for Oklahoma to place an even higher priority on Indian education issues as outlined in the already existing plan and to join the states that have taken a lead by implementing their own Indian education laws. Oklahoma has the historical significance of diversity, removals, and major contributions for our state, but we have no set Native American curriculum from which our students can learn. It is imperative we join the states that have taken a lead, so that we can fully embrace No Child Left Behind for all of our students. Education has been and still is a priority for our Indian children. The following states have already addressed their priority as to Native education for all children by implementing their own Indian Education laws as follows:

- Montana and their Indian Education for All legislation (HB 528-1999, SB2-2005 and 2007 Special Session; 20-9-329-,330)
- Washington States HB 1495 wherein the legislation seeks to teach tribal histories, cultures, and governments to all students.
- New Mexico's Article 22-23A entitled, "Indian Education".
- Maine's LD 291, "An Act to Require Teaching of Maine Native American History and Culture in Maine's Schools.
- Wisconsin's ACT 31, Requiring Schools to include Chippewa treaty rights, history and culture.

As we seek to join forces with already existing Indian Education laws, our state has resources of its own that can be fully accessed and developed for this state plan. In previous years, the Indian Education section of the State Department did take a lead by providing the following curriculum lesson books: 1992 Year of the Indian Poster Series, Oklahoma's Federally Recognized Indian Tribes, Traditions for Teaching, and Four Circles of Learning. Identifying master teachers to update and develop the lessons for the state plan will address our Oklahoma's PASS skills as they relate to these culturally relevant materials.

Graduation is a goal of teachers, parents, and students. According to data offered by Diplomas Count 2009, Oklahoma is one of three states showing an increase in the graduation rate of their Native American students. With this positive trend, it is significant to point out that only 64.1% of our Oklahoma Native American students are graduating from high school compared to 73.2% of their white peers. (Nationwide, only 50% of our Native American students are graduating compared to 76.1% of white students nationwide). Oklahoma can continue to be a leader in educating their Native students, by addressing the graduation gap that needs to be closed.

Research has shown that Native learning is enhanced with meaningful instruction that combines basic academic skills with cultural and language instruction. Meaningful collaboration among Native people, their tribes, and their state educators and government in not only the development of tribally accurate Indian Education curriculum, but also involvement in establishing the educational and cultural priorities that all Oklahoma students receive in regard to Indian Education is sure to help close this graduation gap. With the knowledge that Native students are performing at lower academic levels than many of their peers, research supports the fact that the

use of traditional languages, Native knowledge, and history can assist our Native students in attaining high-achieving educational goals.

In an October 22, 2009 letter to the NIEA Convention attendees, NEA President, Dennis Van Roekel stated: "Although there have been improvements, NEA knows that there is still work to be done in Native communities. NEA provides resources to educators so that they can incorporate the Native history and culture into their lesson plans. NEA is pushing for changes to the Elementary and Secondary Education Act to make sure it supports the unique needs of Native students. We are working to address high dropout rates and infrastructure issues in schools. We also stand with NIEA to push for the preservation and revitalization of Native languages and cultures."

Moreover, Kevin Gover, Director of the National Museum of the American Indian (NMAI), said, "Popular culture is saturated with stereotyped portrayals of Native Americans. Movies, television, and other media outlets often show Native culture in an offensive cartoon like fashion". Teaching accurate Native history will educate our learners on important and unique differences that exist even among our Native people. The lessons taught will reduce misinformation and address common stereotypes and misconceptions that exist in our world today. Teaching diversity in all schools will only enhance and lead to a better understanding and appreciation of Indian tribes and their people.

Studies indicate that American Indian and Alaska Native students often experience difficulty establishing relationships with their teachers and other students; additionally, they are often subject to racist threats and frequent suspension (Clark 2002; U.S. Commission on Civil Rights 2003). One example: Native American students have families who can still testify today to the horrors of their very own boarding school experiences. A policy that almost destroyed tribal languages and culture can be remedied for our future learners, but it must be now. It is understandable that the ancestry of many of today's Native American students have not yet established a positive relationship toward mainstream education. Nevertheless, many of today's teachers do not understand the lack of parental involvement and support from many Native parents. Professional development opportunities and inservice for our teachers on cultural sensitivity are necessary in order to understand the differences that remain even today. Too often, as our teachers teach and our students learn today our textbooks are void of Native input or authentication. Over ninety-five percent of our books on Indians are written by non natives. The feelings and voices of our Native people have not been heard or fully understood. When our teachers know better, it is certain they will do better. However, teachers have expressed their hesitation and lack of teaching Indian curriculum for they do not want to unknowingly teach inaccuracies that may offend Native people.

In achieving this high academic standard necessary for graduation and further post-secondary education, it is critical that this curriculum be taught by highly qualified teachers. By necessity, the tribes would need to partner with the State Department of Education in verifying the standards of a highly qualified teacher, especially as it pertains to the teaching of Native languages and culture.

Native student success cannot be left to academia and curriculum alone. It would be remiss to not mention the many factors that also contribute to student success, or failure, and which must be taken into account. Factors such as parental presence within the home, poverty (Indians are the poorest Americans, according to the U.S. Census Bureau), transportation, physical health and emotional wellbeing, are but a few factors that all who are involved with education of each of our children must account. It is necessary that partners in education are given a venue in which to collaborate and share best practices thereby increasing academic success.

In conclusion, this educational plan will address past recommendations from the reports gathered from the Indian Nations at Risk Task Force hearings in 1991 and the White House Conference on Indian Education in 1992. This legislature can do what is necessary by mandating our schools teach culturally accurate and relevant Native American curriculum throughout the state of Oklahoma. We urge our legislatures to adopt a funded mandate for an Indian Education law that will promote a new dialogue among our Oklahoma people and enable our students to receive an education that prepares them for a successful future while honoring their Native American identity. As written in the comprehensive plan, "by implementing this curriculum it is a matter of learners understanding the world in which they live and with this growth and effective way of learning our chances are better for building a cohesive community."

The implementation of the 1992 State Plan will institute needed cross-curriculum development whereby Indian culture is effectively integrated into the Oklahoma curriculum. Addressing necessary reforms will establish clarity of standards concerning Indian Education for all Oklahoma students.

We ask that there be key reform in (1) initiating the development of authentic and meaningful Indian Education curriculum; (2) instituting a selected Validation Committee which would review and approve said curriculum as being historically and tribally accurate before being introduced to mainstream education; (3) enabling and training our teachers to become effective in the teaching of authentic Indian Education to all Oklahoma students by ensuring that resources are available for academic and cultural success; and (4) providing a system and venue for statewide data collection as it relates to the Indian education curriculum development and academic assessments of Native American students. Furthermore, we ask that the 1992 State Board of Education's resolution in support of the State Plan "recognizing the responsibility of the State of Oklahoma to respect and honor the right of Indian people and to assure their participation in the field of education for Indian tribes" be exercised.

While we may not all appreciate the past, it is as it is. Kevin Gover of the NMAI said it best: "We can share an understanding of the past, build bridges of understanding in the present, and create a better future for all the coming generations. And that's a wonderful legacy to pass on to those who come after us." In order to do this, the support of this Legislature is critical.

Indian Education in
Oklahoma –
Indian Education
Clearinghouse

September 27, 2012

Oklahoma Indian Education Clearinghouse

Prepared by:

Stacey Halfmoon, Director, Community Outreach & Public Programs
Lisa John, Administrator, Chickasaw Nation Division of Education

Issue:

An Oklahoma Indian Education Clearinghouse is needed to house and store relevant and accurate Native American educational curriculum and information accessible by educators and tribes.

Response:

Currently, a limited number of educators throughout the state actively teach or incorporate Native American language, history and art into their curriculum. Those educators are required to access this information in a variety of ways including personal research or direct contact with tribal nations. Limited or no access to Native American educational information is a barrier that can be removed. Educators can include accurate and relevant Native American topics and material into their lesson plans once they realize the information is readily available. Whether a school is located next door to a tribal nation or hundreds of miles away, they should have access to relevant Native American material. A single point of contact is the best method for educators and tribes.

Justification:

A native education clearinghouse will catalogue and archive relevant Native American information and curriculum available to tribes and schools. The American Indian Cultural Center and Museum has been identified as one possible location to house the clearinghouse at their future site in Oklahoma City. The AICCM sits on almost 300 acres at the intersection of interstates 35 and 40 near downtown Oklahoma City. The cultural center/museum will encompass 125,000 square feet. As the native education clearinghouse, it will be a single-point of contact for state and tribal educators when they have a need for educational/cultural resources or tribal-specific information. The clearinghouse will serve as the single point of contact for all schools, tribes, and others to offer and maintain a centralized calendar of state-wide Native American activities, events and conferences for schools and Native American education entities. In addition, the AICCM will be offering a variety of educational programs through their Community Outreach & Public Programs Division. The goals of the AICCM strongly align with the need for a state-wide native education clearinghouse.

Accessing curriculum, an educational events calendar, or a point of contact for tribes are key examples of the types of information that can be accessed by the creation of this clearinghouse. Any educator or tribal person accessing this clearinghouse will decrease the amount of time it takes to currently gather the same information.

Native American curriculum is available, albeit in a variety of locations. Unfortunately, most educators are not aware of this curriculum because they have not received information about the curriculum or they cannot find the information through research. Much time has been spent on the development of this curriculum to reflect the Oklahoma Priority Academic Student Skills. Native American curriculum should not be burdensome to locate for educators, tribes or anyone desiring to include this information in lesson plans.

To serve as the state's native education clearinghouse, the AICCM would require physical space, electronic space for online curriculum and archiving, as well as two full-time employees dedicated to management of the data and distribution of all curriculums. These staff members would fall under the Division of Community Outreach & Public Programs. They would specifically be responsible for:

Partnering with the Indian Education Section of the Oklahoma State Department of Education to align overall goals for management and distribution of all curriculum including:

- all physical and electronic data management
- distribution of curriculum to educators
- reviewing and organizing all available curriculum as well as providing reviews and recommendations on content validity & accuracy
- management of online resources
- management of archival educational material
- development & refinement as necessary to processes for ensuring the successful distribution of native curriculum and information

Considerations for space at the AICCM and management of the clearinghouse are as follows:

- Physical space for hard copies and back ups
- Virtual space on website for accessing and storing all data

The American Indian Cultural Center & Museum, working in partnership with the Oklahoma State Department of Education Office - Indian Education Section to streamline the availability of native curricula in Oklahoma, is an innovative and much needed approach to Oklahoma becoming a true leader in Indian education. With the 38 tribes in the state and the AICCM preparing to open its doors, we are at the ideal time to implement this vision.

Indian Education in
Oklahoma –
Oklahoma State
Department of Education –
Indian Education Office

September 27, 2012

Oklahoma State Department of Education- Indian Education Office

Prepared by:

Jacob Tsotigh, Indian Education Advocate, Norman, Oklahoma

Issue:

The Oklahoma State Department of Education needs additional funding to support increased staffing of the Indian Education Section to address local educational agencies with issues related to Indian education programs.

Response:

The Oklahoma State Department of Education has oversight of Indian education programs implemented by local educational agencies. There are currently 396 school districts receiving approximately \$25 million dollars to support various supplemental programs which focus on improved academic performance, increased daily attendance, and improved positive self-esteem of American Indian students. OSDE currently employs one professional level staff person to assist LEAs in the implementation of the U.S. Department of Education's Title VII Indian Education Formula Grant Program and the Bureau of Indian Affairs' Johnson-O'Malley Indian Education Program. Additional staffing would provide tribes and Indian education offices with valuable assistance as it relates to the educational and cultural needs of students.

Justification:

In 1975, the Indian Self-Determination and Education Assistance Act (P.L. 93-638) provided for contracting of governmental services through the Bureau of Indian Affairs to individual tribes who solicited funding through this act. The purpose of P.L. 93-638 was to maximize Indian participation in governing and educating their own people and to support self-control of tribes of many self-governance and educational activities.

During this period of time, the State Department of Education for Oklahoma realized a significant increase in contract support funding from the Bureau of Indian Affairs to administer the burgeoning Johnson-O'Malley Program through tribal governmental agencies. Under the auspices of Sam Homan, who led the newly created Indian Education Section for the OSDE, Indian education programs began to proliferate throughout the state as local school districts began to realize the benefit of increased supplemental funding to support the educational development of their American Indian students.

For the first time, American Indian parents were given an opportunity to share in the development of educational programs which would promote cultural activities, provide remedial assistance, increase the number of American Indian staff members as teacher's aides, and develop effective counseling programs to support improved self-esteem of American Indian students.

The State Department of Education implemented the positions of field coordinators by employing American Indian teachers, administrators, and coaches to work throughout the state in designated regions to assist local school districts in meeting the requirements of the Johnson- O'Malley Program and the Title IV Indian Education Program including training American Indian parents to serve on Parent Advisory Committees and training faculty and staff on working with American Indian students. Often the field coordinator would work out of their homes in order to facilitate routine visits to school districts to ensure proper implementation of this new legislation and to serve as advocates for the American Indian communities with which they served.

In the early 80s, local school districts were receiving significant funding from the Johnson-O'Malley Indian Education Program through the Bureau of Indian Affairs and the Title IV Indian Education Program through the U.S. Department of Education. Educational aides, tutors, home-school liaisons, attendance officers, counselors and Indian education coordinators were added to the local school district staffing to address the various needs of American Indian students and families. Increasingly, these programs were asked to assist parents with educational costs related to course requirements or extracurricular activities.

At its zenith, the Indian Education Section of the Oklahoma State Department of Education, in conjunction with the University of Oklahoma's American Indian Institute, provided for a broad range of workshops and training sessions designed to assist parents of American Indian children, Indian education staff, and local school administrators with technical assistance and support. In the late 70s and early 80s, the Indian Education Exposition was the leading forum for Indian education issues with dozens of school districts and hundreds of American Indian parents and educators participating in these workshops which provided for an arena to exchange experiences and knowledge about American Indian education issues.

Today, with tribal contracting and a diminishing level of federal support for the JOM and Title VII Programs, the Oklahoma State Department of Education has been unable to maintain the level of support needed by school districts to assist in the implementation of its Indian education programs. Staffing had decreased through attrition and retirement to one individual who served as acting director of the Indian Education Section until his retirement in December of 2004. Legislative support is needed for increased direct appropriation to the State Department of Education as the level of indirect costs provided through federal funding has decreased significantly over the last decade. With the number of tribal education departments securing direct funding from federal sources, it will be necessary for adequate attention to be given to the issues surrounding Indian education in the state of Oklahoma.

**Oklahoma State Department of Education
Indian Education Personnel Section
Proposed Staff Members**

Director: All Aspect of the program

Program Assistant: Will provide support to the Director and all personnel of American Indian Education Program.

Five (5) Field Specialists: With over 400 Title VII grantees in the state of Oklahoma, school districts are in need of direct technical assistance on a regular basis. Evidence has shown that administrators are not fully aware of the historical basis for Indian education in public schools and will sometimes utilize the ESEA program to supplant general funds to meet the needs of all students rather than focus on the unique educational needs of its American Indian students for whom this program was intended to support. A Field Specialist will be assigned in different geographical regions to monitor appropriate utilization of Title VII Formula Grant funds in support of American Indian students and their families. The Field Specialists will serve much like the Oklahoma State Department of Education REACH Coaches to provide intensive, on-sight technical assistance in a regional area that contains 50 to 75 school districts on a rotating basis. In Service Professional Development and Parent Advisory Committee training will be two specific areas of support that will be addressed by the Field Specialist. These field positions will provide ongoing technical assistance to all school districts in their area.

Two (2) Cultural Enrichment and Language Specialists: These positions will provide additional support to Indian Education Programs throughout the state to assist in providing projects and activities that promote tribal heritage and culture awareness for American Indian students to support increased self-esteem and cultural identification for American Indian students. Working with tribal education and cultural departments, the Cultural Enrichment Specialist will provide support in development of events and activities that would enhance cultural connections for American Indian students in the public school setting. The Cultural Enrichment Specialists would also maintain and upgrade all Cultural Resources and Material to provide classroom teachers supplemental instructional resources to meet Common Core State Standards in school districts throughout the State wide.

Curriculum Enrichment Specialist: This position would provide support for districts and schools in development of instructional strategies and resources that focus on the needs of American Indian students that would reflect unique learning styles and intelligence to promote effective academic performance. This Specialist would assist in development of curriculum resources to assist classroom teachers in meeting the needs of their American Indian students. The Specialist would also work with tribes and American Indian communities to strengthen the level of involvement of tribes in development of unique tribal cultural resources in collaboration with districts and schools in their tribal jurisdictional areas. The Cultural Enrichment Specialist would provide research-based and best practices instructional strategies for improved academic performance of American Indian students in districts and schools.

Life Skills Specialist: This position would provide support in collaboration with American Indian students and families to strengthen health practices, wellness activities, and promote family values that assist districts and schools in maximizing the performance of American Indian students. This position would work with tribes and Indian organizations to promote wellness programs that include the whole family to address critical health issues such as obesity, diabetes, alcoholism, and suicide prevention to improve the health and well-being of American Indian students in pursuit of healthy lifestyles.

Early Childhood Specialist: This position will provide support for early childhood development issues among American Indian students and families that strengthen access and academic performance in public schools across the state of Oklahoma. The Early Childhood Specialist would work with tribal Head Start and Early Childhood programs to strengthen collaboration with public schools to enhance early childhood programs to improve academic performance of American Indian students. This position would provide latest research strategies and resources to support effective early childhood programs with districts and schools for American Indian students in the State of Oklahoma.

Indian Education Personnel Budget Proposal

Personnel

| | | |
|--|-------------------|----------------------------|
| Director | \$ 75,000.00 | |
| Program Assistant | \$ 45,000.00 | |
| Native American Specialist Northeast | \$ 55,000.00 | |
| Native American Specialist Southeast | \$ 55,000.00 | |
| Native American Specialist Northwest | \$ 55,000.00 | |
| Native American Specialist Southwest | \$ 55,000.00 | |
| Native American Specialist Central | \$ 55,000.00 | |
| Native American Curriculum Specialist | \$ 55,000.00 | |
| Native American Language Specialist | \$ 55,000.00 | |
| Native American Cultural Specialist | \$ 55,000.00 | |
| Native American Life Skills Specialist | \$ 55,000.00 | |
| Native American Early Childhood Specialist | \$ 55,000.00 | |
| Fringe Benefits | \$112,000.00 | |
| | SUB-TOTAL: | \$782,000.00 |
| Travel: 50,000 miles X \$.50 = | \$ 25,000.00 | |
| Supplies: Paper, computers, printers | \$ 10,000.00 | |
| Copy/postage: | \$ 5,000.00 | |
| Training: | \$ 10,000.00 | |
| Consultants: | \$ 20,000.00 | |
| | SUB-TOTAL: | \$ 70,000.00 |
| | | TOTAL: \$852,000.00 |

| Selected States with Native American Student Populations | Indian Education Contact Information | Funding For Indian Ed Staff | Other Funds for state Indian Education Programs or Activities | Native American Higher Ed Office |
|--|---|--|---|---|
| Arizona | Debora Norris, Director Arizona Dept of Education Indian Education Program Director P: 602.542.2784 F: 602.542.3100 dnorris@ade.az.gov | AZ "Office of Indian Education is in state law but receives no state funding at this time. The funding is entirely from federal programs management." Title I | No state funded Indian Education Program funds. The Indian Office administers a small JOM contract to get funding to several LEAs | NONE |
| Nebraska | Carol Rempp, Program Coordinator Multicultural/Diversity and Native American Education phone: 402-471-2960 fax: 402-471-2113 carol.rempp@nebraska.gov | Office receives general funds - "\$114,000.00. This covers 1.5 FTEs and some office costs" | NONE - Office works with "partnering organizations by either working with them to write grants (i.e.—University of Nebraska-Lincoln for the Native Daughters curriculum) or finding other sponsoring organizations." | NONE |
| New Mexico | Dr. Ferlin Clark Assistant Secretary for Indian Education NM Indian Education Division Jerry Apodaca Education Building 300 Don Gasper Avenue Santa Fe, New Mexico 87501 Phone: (505) 827-6679 Fax: (505) 827-6668 | Four Positions: Ed Admin, Exe Asst, General Mgr and Asst Sec of Ed, are funded from General Fund, Four positions at Field offices are funded by the Indian Education Budget. Created by New Mexico Indian Education Act. | A \$1.8 million annual budget funds; \$434,000 for Operations (2 field offices, 4 positions), \$400,000 for Teacher Support, \$300,000 Rural Literacy, \$435,000 Language/Sustainable Programs (tribes), \$200,000 for Exemplary programs, \$65,000 for Culture/Elder Institute | Higher Education - Native American position is vacant |
| Oklahoma | Mr. Dwight Pickering Director of American Indian Education Oklahoma State Department of Education dwight_pickering@sde.state.ok.us phone 405-522-1591 | One FTE, source of funding is from ? | None, works with partners (tribes and schools) to develop and promote Indian Education activities. | NONE |
| South Dakota | Roger Campbell, Director South Dakota Department of Education Office of Indian Education 800 Governors Drive, Pierre, SD 57501 Telephone: (605) 773-8194 Roger.Campbell@state.sd.us | 1.5 FTE that makes up the Office of Indian Education. 1-Director and .5 Administrative Assistant, \$129,000 for salaries and some admin costs, \$5,200 for Advisory Council | State receives federal funds that flow through the office but no direct funding from state budget for Indian Education programs/activities. | NONE |

| | | | | |
|------------|---|--|---|------|
| Utah | <p>Dr. Chuck Foster American Indian Education Specialist ESEA/Federal Programs Utah State Office of Education 250 E 500 S PO Box 144200 Salt Lake City, UT 84114 Phone: 801-538-7838 Cell: 801-718-4381</p> | <p>One FTE with a shared secretary. "The Utah Division Of Indian Affairs (UDIA) and my office (USOE) will propose to the Utah State Legislators to consider in adopting and to pass legislation on an Indian Education Act in Utah."</p> | <p>"The program is allocated \$30,500.00 per year which is state funding. This office does not receive any additional funding from any other resources. This office co-sponsors many events and share activities other USOE Departments, school districts, state agencies, University Programs to bring a sound program for our American Indian students"</p> | NONE |
| Washington | <p>Denny S. Hurtado (Skokomish) OSPI - Office of Superintendent of Public Instruction The Indian Education Office - State of Washington (360) 725-6160 (office) (360) 701-4169 (cell)</p> | <p>Two (2) FTEs with salaries coming from state funds, positions were created by state statute</p> | <p>Budget of \$25,000 and other funds raised by Director for specific activities such as the "Tribal Sovereignty in Washington State" online curriculum.</p> | NONE |

Higher Education Liaison –
Oklahoma State Board of Regents

September 27, 2012

Higher Education Liaison

With the Oklahoma State Department of Education (OSDE) promoting the “College, Career, and Citizen Readiness” (C3) initiative and the Oklahoma State Regents for Higher Education (SRHE) promoting the Oklahoma Complete College America Initiative, Native Americans in Oklahoma will play a significant role achieving goals for the Oklahoma College Graduate Success Rate (Oklahoma currently ranks 42nd nationally in 4yr college graduates).

Oklahoma ranks high in Native American enrollment in Oklahoma colleges as evidenced by the number of Oklahoma colleges receiving the TITLE III, PART F, NATIVE AMERICAN-SERVING NONTRIBAL INSTITUTIONS PROGRAM (NASNTI) GRANTS for FY 2011. Out of 13 grants awarded nation wide, six (6) were awarded to Oklahoma colleges or universities. Northeastern State University and Southeastern Oklahoma State University continually rank in the Top Ten for producing Native American college graduates.

Oklahoma currently has four emerging tribal colleges. Nationally tribal colleges are assisting their tribal members with achieving a college degree. Once national accreditation is achieved, tribal colleges will be eligible for more funding which will allow them to produce more Oklahoma Native Americans with 2 year college degrees. Most of these associate degree students will continue their higher education careers with Oklahoma’s four year institutions.

There is a great need for a position at the Oklahoma State Regents for Higher Education to have a Native American position who would perform a number of functions which would ensure the Native American population is well represented in all categories and data supporting achievement of Oklahoma’s Higher Education goal.

This would include but not limited to;

- Give assistance to colleges, universities and emerging tribal colleges for development, implementation and evaluation of retention, recruitment and success of strategies designed for Native American students.
- Assist the Oklahoma Regents for Higher Education with sensitivity and awareness of the needs of American Indian students seeking a degree from Oklahoma Higher education institutions,
- To establish a system of communication and support to Oklahoma institutions with a population of American Indian students who seek to advance their knowledge for the sake of our societies,
- The position will assist public post-secondary educational institutions, including tribal colleges, in development of institutional recruitment and retention strategies to assist all students to maintain their enrollment in Oklahoma higher education institutions,
- Assist in the development of instructional programming, to with the search of funds from Federal, State and National sources to implement programs of instruction.

- Assist with planning and development of infrastructure with institutions' who require assistance with administrative programming.
- This position will develop and report on annual basis information on recruitment, retention, graduate or placement rates of students in Oklahoma colleges
- The position will assist with Oklahoma Promise, tribal education departments, and other private or governmental scholarship agencies to assist all schools and students with financial support
 - To facilitate partnerships with higher education institutions, tribal governments and tribal colleges, to promote direct career paths for students who elect not to attend college but who may desire to obtain certificates, an AA/AS degree, prior to entering employment.
- Work with Oklahoma Promise and tribal higher education scholarship offices to assist tribes, parents and students to promote policies which will help make going to college more affordable.
- Work with tribes and tribal education departments to develop partnerships with colleges and universities to promote "grow your own" programs to direct Native American students toward careers such as health fields, teacher education and STEM programs.

Within a few years, out of every 5 students in the Pk-12 grades in Oklahoma, one will be a Native American, it is important that we join together to help make our Native American successful in their educational endeavors.

Indian Education in
Oklahoma –
Related Documents

September 27, 2012

Selected States or Tribal Education Fact Sheet:

| State | Indian Education Laws | Number of Indian Education Staff* | Charter Schools | # of NA Students** |
|------------|--|-----------------------------------|-----------------|--------------------|
| Arizona | <p>Established 2006 with S.B. 1363</p> <ul style="list-style-type: none"> • Technical assistance to schools and Indian nations • Indian Education Advisory Council • Encourage Parental involvement • Yearly meeting • Provide annual research report | 3 to 5 | 10 of 450 | 67,498 |
| Montana | <p>House Bill 528, the Montana Indian Education for All Act, states: "Every Montanan...whether Indian or non-Indian, be encouraged to learn about the distinct and unique heritage of American Indians in a culturally responsive manner."</p> | 5 to 8 | unknown | 16,422 |
| New Mexico | <p>NM Indian Education Act (IEA), passed in 2003, was principally enacted to ensure equitable and culturally relevant learning environments for Native American students in NM public schools through the study, development and implementation of practices that positively affect educational success.</p> | 9 | 3 NA of 74 | 36,210 |
| Washington | <p>No Indian Education Law but do have laws for Indian History and language.</p> | 2 | 0 | 27,208 |
| Oklahoma | <p>Indian Advisory Council Law for Native American Languages</p> | 1 | 1 Tribal | 120,122 |

* Based on Telephone survey and website information May 2009;

** From "Striving to Achieve", National Caucus of Native American State Legislators Report 2007



**TRIBAL EDUCATION DEPARTMENTS NATIONAL ASSEMBLY
BOARD OF DIRECTORS RESOLUTION No. 06-010**

**TITLE: IN SUPPORT OF PROPOSED OKLAHOMA STATE INDIAN
EDUCATION LEGISLATION**

WHEREAS, We, the Board of Directors of the Tribal Education Departments National Assembly (TEDNA), Co., hereby invoke the blessings of the Creator in all our efforts, business, and activities; and,

WHEREAS, The TEDNA Bylaws, Article 3, Section 3.1, provide that the business and affairs of the Corporation shall be managed by or under the direction of the Board of Directors; and

WHEREAS, The Board has been asked by a group of Indian educators from Oklahoma to support proposed new state legislation that it is developing that would improve education for Indian students in Oklahoma; and

WHEREAS, The Board is aware of the positive efforts of many states nationwide to improve educational opportunities for and services to tribal students, particularly through state legislation; and

WHEREAS, The Board attributes these positive efforts to the excellent leadership and hard work of tribal and state policy-makers, officials, and educators, as well as other concerned persons and entities, and the Board is pleased to see that Oklahoma might seek to join these efforts;

NOW THEREFORE BE IT RESOLVED: That the TEDNA Board of Directors hereby supports proposed new legislation in the State of Oklahoma that would improve education for Indian tribal students in Oklahoma..

CERTIFICATION

The foregoing TEDNA Board of Directors Resolution No. 06-010 was adopted by a vote of 8 in favor and 0 opposing, and was certified by the TEDNA Board of Directors at a meeting held by teleconference this 12th day of July, 2006.

[Handwritten signature]

Director

ATTEST:

[Handwritten signature]

Director

[Handwritten signature]

Director

Adopted by the TEDNA Board of Directors at a meeting held by teleconference on July 12, 2006.



National Indian Education Association

110 Maryland Avenue, N.E., Suite 104

Washington, DC 20002

(202) 544-7290 / (202) 544-7293 fax

NIEA RESOLUTION #06-03

Title: SUPPORT FOR PROPOSALS OF ALL STATE INDIAN EDUCATION ISSUES LIKE THOSE OF OKLAHOMA

WHEREAS, the National Indian Education Association (NIEA) was established in 1969 for the purpose of advocating, planning, and promoting the unique and special educational needs of American Indians, Alaska Natives, and Native Hawaiians; and

WHEREAS, NIEA as the largest national Indian organization of American Indians, Alaska Native, and Native Hawaiian educators, administrators, parents, and students in the United States, provides a forum to discuss and act upon issues affecting the education of Indian and Native people; and

WHEREAS, through its unique relationship with Indian nations and tribes, the federal government has established programs and resources to meet the educational needs of American Indians, Alaska Native, and Native Hawaiians, residing on and off their reserved or non-reserved homelands; and

WHEREAS, the state of Oklahoma is home to thirty-nine federally-recognized tribes and tribal governments many of which have been here for over 150 years since forced relocations from their historic homelands,

WHEREAS, the name "Oklahoma" comes from the Choctaw Nation meaning "land of the red men" and recognizes the significant presence of American Indian people historically, politically, and socially,

WHEREAS, the American Indian influence is seen in geographical, place names throughout the state of Oklahoma including counties, cities, towns, rovers, national and state parks, and streets with in our communities across the state,

WHEREAS, the state of Oklahoma has been the largest student population attending public schools, as noted by the Oklahoma State Department of Education, which constitutes a significant segment of the public school population in school districts across the state,

WHEREAS, American Indian tribes have provided significant tangible support, at both the local and state level, to improve the quality if education for all students in the public school setting through state an tribal compacts and in respect to the sovereign relationship between the state of Oklahoma and the thirty-nine tribes,

WHEREAS, Indian Education opportunities, resources, and assistance should be increased for meeting the needs of American Indian students in Oklahoma classrooms, which proposes to include the learning of the thirty-nine tribes' history, culture, languages, and the significant contributions of each of the thirty-nine tribes and their contributions to the state of Oklahoma,

NOW THEREFORE BE IT RESOLVED, That the National Indian Education Association supports and encourages all states with American Indian, Alaska Native, and Native Hawaiian populations to consider adopting Indian education laws like those being considered in Oklahoma and adopted in the states of Montana, New Mexico, and Arizona.

CERTIFICATION

I do hereby certify that the following resolution was dully considered and passed by the NIEA Board of Directors on November 30, 2006 at which a quorum was present.

Verlie Ann Malina Wright

Dr. Verlie Ann Malina Wright, President (2006-07)
National Indian Education Association

OKLAHOMA ADVISORY COUNCIL ON INDIAN EDUCATION
OKLAHOMA STATE DEPARTMENT OF EDUCATION
2500 NORTH LINCOLN BOULEVARD
OKLAHOMA CITY, OKLAHOMA

OACIE Resolution 12-001

September 18, 2012

WHEREAS, The Oklahoma Advisory Council on Indian Education (OACIE) was established through Oklahoma House Bill 2929 creating the OACIE to make recommendations to the State Board of Education and Superintendent of Public Instruction in educational matters affecting the education of Native American students.

WHEREAS, this 18 member OACIE is dutifully called to promote educational opportunities and improve the quality of education provided to Native American students throughout the state by: Advocating, Monitoring and evaluating how the public education system of the state impacts Native American Students.

WHEREAS, the OACIE will identify strategies for developing an efficient and reliable process of communications between Oklahoma education entities, educators, tribal organizations and other interested parties.

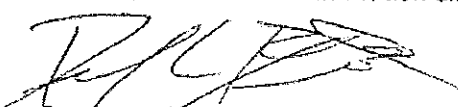
WHEREAS, the OACIE will identify and disseminate researched-based, measurable criteria, both behavioral and academic, by which the success and efficacy of the education offered to Native American students in Oklahoma;

WHEREAS, the OACIE shall analyze data to ensure that education agencies in Oklahoma continue to address the education needs of Native American Students;

WHEREAS, the OACIE shall encourage and promote Native American educational leadership at all levels of the education system, and make recommendations to the State Board of Education for programs that will help achieve the purposes of the OACIE Act.

THEREFORE BE IT RESOLVED, that the OACIE does hereby support the efforts of the Interim study for Indian Education for funding of the Indian Education Department for the State Department of Education.

BE IT FURTHER RESOLVED, that the OACIE Supports: 1) the list of proposed staffing; 2) the Native American Higher Education liaison; 3) Native Language and Teacher Development; 4) the comprehensive plan for Indian Education curriculum; 5) and the Indian Education Clearinghouse .


Submitted by: Raymond L. Rodgers, II, Chair, OACIE


Jacob Tsotigh, Recording Secretary