



THE NAVAJO NATION

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## DEPARTMENT OF DINÉ EDUCATION

*Dr. Tommy Lewis Superintendent of Schools*  
*Timothy Benally, Assistant Superintendent of Schools*

FY 2015 Third Quarterly Report  
(April, May, and June 2015)

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## I. EXECUTIVE SUMMARY (NNDODE PROGRAM)

In the third Quarter of Fiscal Year 2015, NNDODE has been very busy defending and advancing the principle of the Sovereignty in Education by meetings with state officials in Utah, Arizona, and New Mexico. In addition, NNDODE prepared and presented a Testimony before the prestige Senate Committee on Indian Affairs in Washington, D.C. The Senate Committee on Indian Affairs has been very receptive and positive with our Testimony.

Regarding the Feasibility Study, NNDODE will be busy in the next few months by coordinating and collaborating with the oversight entities: The Navajo Nation Education Board and the Health Education, and Human Services Committee. Obtaining consensus from these entities is necessary to proceed with the recommendations of the Feasibility Study. There is still a lot of perquisite work that needs to be done to actually become a State Education Agency.

NNDODE is comprised of 11 separate programs that provides a wide-range of services to assist schools of the Navajo Nation. 17 school districts are operating schools on the Navajo Nation, with a total of 244 schools. 38,109 Navajo students attend schools on the Navajo Nation. Approximately 60.5% or 23,056 of these students attend public schools on the Navajo Nation. 48,172 Navajo students attend public schools off the Navajo Nation. 66 out of the 183 BIE-funded schools and residential halls are located on the Navajo Nation, of which 32 are BIE-operated schools (out of 57) and one is a P.L. 93-638 contract school, and 33 are P.L. 100-297 tribally-controlled grant schools. BIE operated and tribally controlled grant/contract schools collectively educate 39.5% of all Navajo students, with 21.2% attending BIE-operated schools, and 18.3% attending grant/contract schools.

Currently, the Navajo Nation does not have a uniform educational system that allows for consistent regulatory oversight of the educational opportunities offered to Navajo students. The system is highly fragmented. The BIE is in charge of the schools that they control directly. The P.L. 100-297 and P.L. 93-638 grant/contract schools operate as their own individual school districts (local education agencies, where they have their own school boards, superintendents, personnel, finances, and transportation departments, as well as individual curriculums (or lack thereof), and individual teacher/principal evaluations (or lack thereof).

NHS is moving forward to providing high quality early childhood programs for our Nation's youngest children. The recent restructuring efforts continue to positively impact many learning opportunities for our Navajo Head Start children, families and staff including, but not limited to, the development of a highly qualified workforce, highly stimulating classroom environments, improving technology services, safe and healthy facilities, aligned curriculum to common core and state standards, interim assessments, and improved instruction techniques.

The Navajo Nation Council by "the Sovereignty in Education Act of 2005" authorize NNDODE to enforce educational laws on the Navajo Nation. In compliance with the law, NNDODE is responsible to ensure quality education, accountability, and compliance with Navajo Nation legislative mandates, applicable federal rules, statutes and laws by monitoring, evaluating and providing technical assistance to schools. The Sovereignty in Education Act of 2005 is codified in Title Ten of the Navajo Nation Code. A copy of the law is posted at NNDODE website.

## II. CRITICAL ISSUES

### NAVAJO HEAD START

1. HUMAN RESOURCES
  - a. DPM's newest concern is that NHS is in non-compliance with the required background checks. However, the Head Start Act 648A(g)(3)(a), clearly states during the recruitment and selection process NHS shall obtain a State, Tribal or Federal criminal record check covering all jurisdictions where the grantee provides Head Start services to children (emphasis added). Despite this federal law requirement, DPM believes that NHS's process of first obtaining the 10-year tribal criminal background check, while processing fingerprints for federal, state and county backgrounds onto PAF's is in non-compliance with the federal law. Proposed Solution: The HR Manager met with NN Human Resource Division Director Lorenzo Curley requesting him to address this issue with the DPM Director and her staff. Mr. Curley will address the issue the week of June 22, 2015. The HR Manager contracted labor attorney Patricia Williams, who will seek resolution with NN Department of Justice personnel attorney(s).
  
2. COMMUNITY PARTNERSHIPS, HEALTH & FAMILY SERVICES
  - a. At this time we are doing the best we can to address all issues arising from these mentioned content areas. With personnel coming aboard to assist in various content areas, we are headed in the right direction, and anticipating more individuals to come aboard in the near future.
  
3. NHS INFORMATION TECHNOLOGY
  - a. Staffing: Currently, there are four technology staffs developing NHS Accountability System. Two staff are handling all technological needs for 96 Head Start Centers and Regional sites. All services provided are basic desktop support and network infrastructure support. The other staff handling cloud based applications (email, web portal, lync, Property Trak, Hatch Computers, SharePoint, websites). Manager handles administrative day to day operations of project planning for NHS network infrastructure development and supporting NHS accountability system. This creates a large gap of staff based on the work that needs to be accomplished. PCQ classification issue with minimum and preferred sectors with NNDPM. Proposed Solution: Two additional technology staffs will allow more attention to implementing and supporting the NHS accountability system. PCQ's for each position has been developed and processed to NNDPM for Positions Classifications and Assessments. Qualifications would consist of database development, network support and desktop/applications support for Western Navajo Regions. This would provide a graceful transition to the information system that will be hosted in the data center that is currently being developed.
  - b. Flow processes with NHS-HR. Proposed Solution: Develop a flow process with NHS-HR for staff listing. Any changes, modifications, transfers, terminations, new hires would then be provided to Technology Section. This will help end-users access correct information on NHS Network, and keep staff in sync with all other applications which require usernames and access privileges.
  - c. Centralized Network NHS Email, NHS Web Portal, and NHS Accounts: Identifying and configuring new network domains peripherals. Transferring of records to new domain. Challenge remains with professional development to staff to pursue current technologies. Proposed Solution: Implement system for NHS property asset tracking and transportation. Lync Communication Server established, Microsoft SharePoint Web Portal. Process workflow development with NHS HR for new/past employees to maintain update with user accounts. A training plan is currently being developed based on center assessments of staff.
  - d. Technology Assessment of all 96 NHS Centers. Proposed Solution: Implementation of Hatch Computer systems at all 96 centers, desktops, dell printers, RAP's wireless authentications. Wireless network installations at Regional Centers. Implementation of 802.xx security to meeting CIPA compliance. RAP setups at all 96 centers by August 25, 2014. Microsoft SharePoint implementation. Customization and structuring user privileges.

## OFFICE OF DINÉ YOUTH

1. Administration – The operating budget for ODY – Administration is nearly depleted. The agency budget is being used to cover travel expenses for agency visits. The Department Manager I is also heading the DODE task force regarding reversions.
2. Chinle – The Many Farms Youth Center building’s upkeep and maintenance is a constant challenge due to breakdowns and certain building failures. The program continues to fix these problems on a daily basis or as needed basis. The agency does not have a building maintenance worker, so they rely on the Ft. Defiance agency’s Building Maintenance Worker when available, otherwise the work is contracted it out.
3. Crownpoint – Construction of Phase II of the Crownpoint Youth Complex is now in the process. The Construction Document is 80% complete. Due to NHA funding requirements and limitations, there are minor changes. Weller Architect is working diligently on the construction documents. Thereafter, we will need the approval of the NHA Board and they meet the first Thursday of each month. We are looking at September 2015 for NHA Board approval then the bidding process will be implemented. Anticipated completion date for the Crownpoint Youth Complex will be January 2017.
4. Ft. Defiance – There are issues regarding the completion of the youth center construction that are slowly being resolved, literally item by item. The lead agent in this construction project, Navajo Design and Engineering Services, requires additional support to process payments, extend contracts, and perform financial related tasks and administrative tasks. This continues to be the biggest challenge and as a result, have not resolved many issues since last quarter. Collaborative meetings have been held with departments including OPVP however; processes and tasks still need to be performed and completed by DES. However the delay of processing is a source of frustration.
5. Shiprock – With the official turning over and public opening of the Shiprock Youth Complex, weekly inspections are completed to observe any problems in the facility. We are in the warranty phase and are in contact with the Arviso Construction, Navajo Nation Design & Engineering Services and Navajo Housing Authority to address construction issues as they arise. This warranty phase will continue until October 31, 2015. Regarding personnel, the Prevention Specialist position is to be filled once the qualified applicant pool is received.
6. Tuba City – The significant challenge for the To’Nanees’Dizi ODY remains the lack of a permanent facility. Current programming is in hiatus, due to Greyhills Academy High School being closed for the summer. The Tuba City Community Center is currently under renovation status. To address the lack of facilities, ODY is currently lobbying for Trust Settlement funds to construct a Youth Center. The Youth Baseball field is currently under repair due to years of neglect, the field was not usable and safe. Outreach is continuing for staff to provide direct services for the youth in the surrounding communities of Western Navajo Agency. Youth Employment is in full operation, with one more orientation just scheduled for the communities of Leupp, Birdsprings, and Tolani Lake, for eleven (11) available positions that were filled by June 24, 2015.

## ADVANCED-NAVAJO NATION

School Accreditation is pivotal to Leveraging improvement in schools within the boundaries of the Navajo Nation. The school and the classroom are at the heart of teaching and learning; however, increasing student achievement involves more than improving instruction. Accordingly, AdvancED Navajo Nation Operating Office staff offer school improvement and accreditation services to school personnel in their pursuit of excellence in serving students. Staff members are committed to continuous school improvement through process, content and technology but are hampered by the following critical issues:

1. Building and maintaining the volunteer network of school administrators and teachers to serve as External Review Lead Evaluators and team members continue to be emphasized. An added critical initiative is the Effective Learning Environment Observation Tool (ELEOT), which is a learner-focused classroom observation tool used as part of the External Review process and as a formative tool for improvement. Individuals serving on External Review teams are required to pass the ELEOT exam in order to become a certified member of the External Review team. Recruiting lead evaluator and team members is a continuous process.
2. Training and implementing the five AdvancED Process Standards for Quality Schools will continue, at the school level, in concert with the Five Year Cycle of Accreditation, which began school year 2012-2013 and will continue to school year 2016-2017. Training in the understanding and use of the process standards at the school level is an ongoing process.

3. External Review data is now available for fifteen schools that hosted External Reviews in SY 2014-2015, utilizing the Index of Education Quality (IEQ), which is a framework for diagnosing and revealing institutional performance through the AdvancED Accreditation Index. Both average and overall scores are available in the area of teaching and learning, leadership capacity, and resource utilization. 22-school will host an External Review team during SY 2015-2016, which will provide additional IEQ data to AdvancED Navajo Nation data base. This process is an ongoing process.
4. Schools will continue to utilize the Adaptive System of School Improvement Support Tools (ASSIST), a web-based platform designed to broaden and sharpen thinking about continuous improvement, performance, and accreditation. ASSIST employs diagnostic tools for schools to conduct internal reviews focused on evaluating performance related to research-based standards and indicators, student achievement, stakeholder feedback, and Navajo diagnostic. The effective use of ASSIST has been a challenge for some schools. The reporting system, however, continues to be streamlined with additional updates on a continuous bases.
5. The impact of high turnover in school administrators and teachers continues to cause inconsistency with communicating findings from External Review Reports, adherence to standards, learning environment, stakeholder perceptions, summary of findings and improvement priorities that are linked to indicators. Encouraging school leaders to stabilize its leadership positions and hire certified teaching staff is an ongoing process.

#### Resource Requirements:

1. Staff continues to train and provide technical assistance to schools regarding the AdvancED Accreditation Protocol and the AdvancED Standards for Quality Schools, which offer schools a road map for the pursuit of excellence in education and student learning. On-site technical assistance is designed to help schools make better decisions around curriculum, instruction, and assessment.
2. AdvancEd Navajo Nation Operating Office staff continue to collaborate with various programs under the Department of Diné Education and with education personnel in the Bureau of Indian Education for the purpose of streamlining the monitoring and evaluation process of school improvement of schools within the boundaries of the Navajo Nation.
3. The AdvancEd Navajo Nation Operating Office has a four member staff who currently interact with 77-school. The office is in need of an additional Principal Education Specialist and Data Specialist positions to adequately provide technical assistance to the 77-school and to the schools that will be added to the AdvancED's network of schools.
4. The budget for the AdvancEd Navajo Nation Operating Office is tight and with each cut in the budget technical assistance to school is cut which negatively impacts school improvements.

#### OFFICE OF DINE ACCOUNTABILITY & COMPLIANCE

ODAC should have been finish with the Grant Reauthorization; however, due to schools not completing their Grant Reauthorization Application, as mandated by the Grant Reauthorization Handbook, only nine schools went before the Navajo Nation Board of Education for reauthorization purpose. Many of the remaining schools threaten to file complaints against NNDODE. The schools' concerns were focused on two issues: Grant Reauthorization Application process and the new requirements of the Reauthorization.

#### OFFICE OF NAVAJO NATION LIBRARY

The Office of Navajo Nation Library needs \$320,530 to digitize the ONEO Oral History Collection before the reel-to-reel tapes turn to dust. The funding source to digitize the ONEO Oral History needs to be from the Navajo Nation. There are state and federal funds available; however, the funding sources will require the culturally sensitive collection to be opened to the general public.

1. Resource requirements:
  - a. \$320,530 to digitize the ONEO Oral History Collection.
  - b. The digitization task will be outsourced to Airshow Mastering in Denver, Colorado.
2. Expected completion date: Fiscal Year 2015/2016 (October 2014 – September 2016).

3. Plans to address critical issues:
  - a. An unmet needs proposal was submitted to the Health, Education and Human Services Committee of the Navajo Nation Council through the Department of Dine Education administration.
  - b. An informal group was started to seek funds for digitizing the ONEO Oral History Collection. We held our first meeting Tuesday, June 16, 2015, and the meeting participants were: Mr. William Nakai, Mr. Anthony Crank, Audio Technician (Airshow Mastering located in Denver, Colorado), Ms. Linda Curtis, Library Assistant and Mr. Nelson. The next steps are to seek individuals interested in assisting on this very important project, such as Mrs. Peterson Zah and Mr. Kenneth Begishe.

### OFFICE OF DINÉ SCHOOL IMPROVEMENT

1. The Navajo Nation Accountability Workbook is still in the U.S. Office of Education peer review process. The Navajo Nation Board of Education has not acted on business rules for the 14 schools that have decided to implement the Navajo Nation Accountability Workbook.
2. Lack of consistency with Data Teams due to high turnover within schools.
3. No DODE support of schools in academic decline. There is no DODE academic policy in place to support school improvement initiatives.
4. Legislative barriers.
  - a. Tribal legislation in need to state the NN position on the BIE redesign is needed.
  - b. Tribal legislation to support school improvement initiatives is absent.
5. Schools: All schools have their School Improvement Actions Plans but the monitoring tools are not really being used to measure strategies and expected outcomes. Data collection on monitoring is weak. Some schools lack leadership in monitoring teachers and student learning progress.
6. Schools: NaaTsis'Aan Community School has a Reauthorization scheduled for SY 2014/15 and it was given 6 months. The major challenge for the school is hiring every position that the school employs which was the result of the local school board not rehiring a single position. This resulted in a directive issued by the NNBOE to have the school submit a new School Improvement Plan for SY 2015/2016. Again, the school still needs more training on NASIS & Native Star. Instructional Rounds is additional work for administrators and teachers. This does not aid the Academia aspect of the school due to the fact that the information is gather at the middle of the school year and at the end of the school year. Greyhills Academy High School has a couple of major challenges where AzMerit (State Assessment) and Navajo Language/Culture curriculum development are concerned. Another concern is the formula that the NNBOE utilizes for its Reauthorization Process where Academic Progress or "AYP" is determined. Black Mesa Community School has a couple of challenges and there are training involving NASIS & Native Star as well as incorporating Instructional Rounds. Again, this information gathered is not adequately conveyed to the school and how this information can be utilized to improve academic progress. Again, still the major challenge with this school is the lack of adequate internet access to fully complete the NWEA Assessment. Shonto Preparatory School has a challenge just increasing content knowledge for the core subject areas. The school has provided PDs/PLCs to "beef-up" their instructor's content knowledge. Rock Point Community School has submitted the Reauthorization Packet. They were given 1 year. The challenge with this is receiving the Reauthorization Resolution in time to start to address the "Sanctions" that were given to them. Again, the major challenge is finding qualified mathematics and science teachers for the Junior High and High School.
7. UDP: School Improvement Plans are developed and implemented to a certain extent. All my schools need close monitoring consistently.
8. Staff: With the increase of funds, academic projects and Professional Developments or Professional Learning Communities have been scheduled to meet the needs of the staff and all staff have participated and hopefully this trend will continue. For SY 2015/2016, PDs/PLCs have not been fully developed but this will be addressed in the coming month due to the new fiscal year and the funds avail to the schools.
9. Making plan and strategizing to implement the Navajo Nation Accountability Workbook.

10. UDP: NaaTsis'Aan Community School had a semi-stable UDP team, all the UDP members are fully trained and aid the team, as well as the school, where ever needed. As of the School year, no team exists due to the fact that the LEA School Board's concerning renewing contracts. Greyhills Academy High School has a stable UDP team and work well with administration, CEO, and the school board. Rock Point Community School has a stable UDP data team and are finally producing earnest result when it comes to analyzing and interpreting data. The challenge for Black Mesa's data team is consistent internet connection to gather data dealing with NWEA, AIMS, and AzMERIT. The school does have a fully trained UDP team. Shonto Preparatory School has a stable team and added new members, which have been trained in UDP. Overall, all of the Data Teams have members that have been experienced with UDP for 3+ years.
11. Other: BIE and DODE need to address and align their goals and objectives on how they will work together to improve test scores and classroom instruction. Some of us field staff are confused whether to partner up with BIE or not.

#### **OFFICE OF STANDARDS, CURRICULUM & ASSESSMENTS DEVELOPMENT**

1. Development of a Diné culture based curriculum framework.
2. Complete the validity and reliability study of the Diné Content Standards Assessments.
3. Initiate the revisions of the Oral Diné Language Assessments.
4. Implement the revisions for the Native American Language and Culture Certification Exam.

#### **OFFICE OF EDUCATIONAL RESEARCH AND STATISTICS**

1. One of a critical issue is that there is no data policies in place for schools to comply with. As a direct result OERS is unable to collect data and other pertinent school information. NNDODE needs to develop data policies for all contract/grant schools indicating specific guidelines in respect to the reauthorization as well as what is expected from the schools and DODE programs. This task should be completed by the start of school year 2015-16.
2. In addition, there is no access to BIE student information system (NASIS). OERS is unable to obtain from BIE student enrollment information; number of students who are considered full academic year; number of certified/uncertified teachers; etc. This information is collected by calling the schools or from the BIE school report cards; however, the report cards are two years behind and/or most schools do not have that information readily available. A NASIS training offered by BIE is scheduled August 18-20 in Albuquerque, NM. OERS staff plans to attend to resolve the training. This task should be completed by August 2015.
3. Department of Personnel Management has not completed the classification for new position to address classification matters. As a result, the funds allocated have not been spent leaving a large amount of funds in our budget. To resolve this outstanding issue, OERS will hire a temporary employee, once a budget transfer has been completed and approved. This task should be completed by June 2015.
4. The Department of Dine' Education is responsible for sustaining the STEP activities and personnel at the end of the grant cycle. STEP will be starting their final quarter and will finish the grant cycle in September. A critical issue is the sustainability of the STEP program. DODE will need to budget two positions in its FY 2016 budget to sustain the program and continue working with stakeholders to understand challenges to Navajo student learning and to increase DODE's capacity to carry out state level responsibilities.

#### **OFFICE OF SPECIAL EDUCATION AND REHABILITATION SERVICES**

1. The process of financial documents is time consuming, payments for clientele and vendors take an average of three to four weeks to process. Consumers have encountered problems cashing Navajo Nation checks, most banks will not cash due to new policies implemented.
2. Job placement and job development for persons with disabilities due to 43% rate of unemployment and poor economy on and near the Navajo Nation. Employment is at an all-time on the Navajo Nation.
3. Local Employers are not willing to hire individuals with disabilities due to personal assumptions; some do not understand the on the job training concept. Most employers seek individuals with degrees for all positions.
4. Office accommodations are limited for agencies; some agencies do not meet the ADA requirements for the public and seek renovation to meet ADA standards. Currently, Shiprock Agency is in need of office building. No office space has been identified, staff are currently working from home and local chapter houses.



5. Assessment for vacant position is very time consuming, due to change in assessment process, the review and referral process is lengthy.
6. Required background checks for "sensitive positions" require an enormous amount of time to process, this impacts services to our clientele. NNBIU needs to implement a simpler process. Proposed applicants get discouraged and decide to seek other employment due to time issues.
7. The Workforce Investment Act has not been reauthorized since 1998 where tribal VR programs amendment request is continuation funding and set aside for independent living funds for tribes and cost reimbursement to tribes of social security recipients.
8. Lack of Rehabilitation Teachers, ASL Teachers/coaches who speak Navajo.
9. The GIB Program is fine-tuning program service coordination with local school districts, services providers and parents.
10. The VR & IL programs seek mobility trainers and sign language trainers to teach clientele in primary language.

### OFFICE OF NAVAJO NATION SCHOLARSHIP & FINANCIAL ASSISTANCE

1. A major issue that is yet to be addressed is the timely transfer of federal appropriations to the Higher Education Program from the Bureau of Indian Affairs. Federal funding to the program is consistently late. Measures have to be taken to ensure enough funds are available for spring term awards. Students are adversely affected when awards are delayed because Federal funds have not been deposited into the Higher Education Program accounts. Delay in federal funds cause numerous problems in getting bills paid. Further, delays in P.L. 93-638 funds affect personnel pay.
2. Federal appropriations to the Higher Education Program continue to be on the decline while the cost of a college is at a dramatic rising. In an effort to serve the maximum number of students possible, the Higher Education Program has not made any significant increase in the amounts awarded to students over the last decade.
3. ONNSFA has been coordinating with Congressional leaders to approve a Forward Funding mechanism. This plan will enable ONNSFA to receive funds in July, well ahead before colleges and universities are back in session. Senator Udall is sponsoring this legislation. We are hopeful this legislation will be adopted by December 2015.

## III. NNDODE MAJOR ONGOING PROJECTS STATUS

### NAVAJO HEAD START

1. HUMAN RESOURCES - University Cohorts
  - a. ASU: NHS is pleased to congratulate and acknowledge the hard work of three-NHS staff who graduated from ASU to earn B.A. in Early Childhood Education.
  - b. An IGA with Arizona State University and its Center for Indian Education and its Mary Lou Fulton Teacher's College ("ASU") has been approved to begin the third ASU Cohort. 18 NHS staff have applied to enroll and complete the requirements for ASU Bachelor of Arts in Education in Educational Studies with an Early Childhood emphasis to develop highly qualified teachers and school administrators serving the Nation.
  - c. Dine' College: An IGA with Dine' College and its Center for Dine' Teacher Education has also been approved for staff to complete requirements for an Associate of Arts in Early Childhood Education; develop a teacher curriculum that supports Navajo language nest teaching and learning at the Birth-5 years of age level.
  - d. Navajo Technical University: An IGA has been developed and now in process with Navajo Technical University for staff to complete requirements for an Associate of Arts in Early Childhood Education; develop a teacher curriculum that supports Navajo language nest teaching and learning at the Birth-5 years of age level.



2. NHS TECHNOLOGY

- a. Professional Development: All NHS Staff on using technology applications and basic end user practices. Technology proficiency very low based on assessments taken and service calls received. Professional development planning meeting took place on 6/18/15 with School Readiness Coaches. Monthly meetings commenced until the plan is finalized.
- b. Professional development has been provided to Region I, II, III, and IV staff during the staff professional development days. CCDF Site Assessments are completed for Rock Point, Rough Rock, Pinon, and Cottonwood. Blue Prints and Keys to CCDF Centers will be provided by CCDF.
- c. Funding to address Phase II Disaster Recovery project. Budget allocated for Phase II of technology implementation. RFP created for Information Technology Infrastructure Improvements. Addressing Disaster Recovery for current technology environment. Begin 164B Review Process.
- d. Internet Connectivity: Only the four centers of Red Valley, Two Grey Hills, Low Mountain, Pinon II and Leupp of the 96 sites do not have internet connectivity because of remote locations. NHS needs to identify a satellite provider or CCDF Buildings with assessments conducted and identified sites with very low connectivity. All new computers were imaged along with the Hatch System. Currently, computers are in delivery and setup phase by contracted vendor (Minds Angle) to all 96 NHS Centers. In addition, Hatch Computer Systems have been delivered to Head Start Centers and Professional Development plans are being established to help build school readiness skills for children.
- e. CCDF Partnership: Keys and Blueprints to CCDF Buildings. Meeting conducted with CCDF on May 11, 2015, in Two Grey Hills to complete technology assessment for internet services.
- f. Construction Project of New Head Start Administration and two-Model Classroom. Resolution was passed by St. Michaels Chapter on June 14, 2015, for 1.22 acres, Old Navajo Gaming Business Development Site. RFP cleared for EA/Arch clearance. Grant application due on June 18, 2015.

3. PARTNERSHIPS, HEALTH & FAMILY SERVICES

- a. All Health/Nutrition and ERSEA/Family Engagement Liaisons will inventory food and monitor all CACFP activities in the four regions. Health/Nutrition Liaisons have completed CACFP Orientation for New Mexico and Arizona. The application renewal and mandatory orientations were conducted June 24, 2015, for New Mexico and June 25, 2015, for Arizona.
- b. Partnerships, Health & Family Services is providing and coordinating services between the Head Start programs, community service providers, parents, children and families, Local Education Agencies, and establishing memorandum of understandings with local resource providers to implement all Intergovernmental Partnership Agreements (IPA) with local chapters. Collaborate services with State Nutrition Programs-Child, Adult Food Care Program (CACFP), Health Services Advisory Committee and Recruiting of Children and Families, and Children with Disabilities.
- c. Currently assisting all IPA's at local Chapters which have Head Start facilities within the premises; cost sharing for utilities is part of the IPA. The MOA with Child Care Development Fund (CCDF) was reverted back to Department of Justice for review and input, new changes are in the area of CACFP for meals of children served, this MOA will be reviewed for approval by CCDF.
- d. The three regions have the following Mental Health Consultants: Region I, Dr. Susie King; Region II, Dr. Michael Gerner; and Region IV, Andrew Scotson. All Mental Health consultants are being evaluated on work performance. There has been an increase in Suspected Child Abuse and Neglect (SCAN) cases within all the regions. These cases are addressed immediately upon receiving SCAN forms with appropriate protocol and procedures. Training in conducting Internal Investigations with the New Mexico Child and Family Services is scheduled for June 25-26, 2015. All Liaisons, Specialist, School Readiness Coaches and Managers are encouraged to become certified investigators.
- e. The ERSEA/Family Engagement Liaison staff have been conducting activities to recruit children for the upcoming School year. Health/Nutrition Liaisons are assigned specific sites to monitor Food services and health screenings.

4. EDUCATIONAL SERVICES

- a. During this timeframe, the teaching staff and ERSEA and Family Engagement liaisons, as well as the Mental Health liaisons were recruiting to meet the 2015 funded enrollment. By the end of March 2015, NHS was

at 1500 enrolled children and families. By mid-May NHS is at 1800 enrollees, and by the start of the next school year, NHS plans to meet the funded enrollment levels. All staff are doing their part to recruit children and families into the program. Plans are underway to provide innovative and strategic initiatives to increase enrollment for the upcoming school year.

- b. The School Readiness Coaches and School Readiness Manager are observing the teachers and teaching staff, and providing professional development training every Friday to improve overall teaching methods.
- c. The Director of Educational Services is preparing an observation report to determine how well the children are doing in learning the Creative Curriculum. Check points are used to develop a report on each child's progress, as well as an overall report to determine the Center's proficiency levels.

## OFFICE OF DINÉ YOUTH

1. Administration –The administrative staffs continue to accept Educational Financial Assistance for fall 2015 semester at the Preparatory Schools for tuition assistance. The application deadline along with all required documents are due no later than June 30, 2015. ODY staff continue to process all agency Youth Employment Personnel Action Forms with most employment beginning June 8 to Mid-August 2015. The Office of Diné YOUTH administration received/assisted 206 visitors, 214 travel related documents, 94 purchase requisitions/orders, 108 PCard requisitions, and 77 agency activity packets were processed by the administrative staff.
2. Chinle – ODY Counselor provided parenting sessions through partnership with Canyon De Chelly Elementary School parenting organization. The classes commenced in February 2015 and 10 sessions were completed on May 10<sup>th</sup> with a recognition and potluck supper with 11 individuals completing the sessions and each received a certificate along with an incentive. Plans are being discussed to continue the Active Parenting lessons/sessions in the upcoming fall 2015 for parents and teachers that express a sincere interest. Three Jr. High School age females traveled to Albuquerque, NM to attend the two-day Futures for Children Leadership Conference in April 2015. They joined many other youth from other parts of New Mexico and Arizona, who all gathered to further their leadership skill through attending presentations and participating in hands-on activities. Chinle ODY was well represented by the three young ladies and they plan to implement what they've learned within their individual community projects during the upcoming summer. Other on-going projects within the agency are: the Many Farms Youth Center is open with members coming on Monday, Wednesday, and with an average daily attendance of eighteen (18). The staff are on outreach status on Tuesdays and Thursdays. Overall the youth center members and staff are enjoying their time at the center.
3. Shiprock – We are in the first month for our summer programming. We have 65 youth signed up for our on-site programs. We completed our Summer Youth Conference through partnerships with local programs. We have a Multi-Media Workshop (Film-making, photography and radio) and a Cultural Workshop starting in early July. We will be coordinating with I.H.S.-Health Promotion and Disease Prevention in July with W.I.N.G.S. Running Camp. We are busy working with local and tribal programs in providing quality services for Youth.
4. Crownpoint – Completion of Phase I (Parking lot) was completed May 2015. Construction of Phase II of the Crownpoint Youth Complex is now in the process. Construction Document is 80% complete. We had to make some minor changes, due to funding. Weller Architect is working diligently on the construction documents. Thereafter, we will need the approval of the NHA Board and they meet on the first Thursday of each month. We are looking at September 2015 for The NHA Board approval then the bidding process will be implemented. ODY Crownpoint Agency is in the process of working with Weller Architect and Continental Divide Electric to reconnect the Parking lot light post so we can have more lighting at night. All light poles were removed during the construction of the parking lot.
5. Ft. Defiance – The summer program, currently has an enrollment of 71-youth and are more than likely going to enroll additional children by Monday, June 22, 2015. We would like to see a participation rate of 60 to 70 kids daily. Right now the average fluctuates between 30-40 youths; collaborative efforts regarding the summer baseball/softball league have been very positive, although the days are long, 13-14 hours a day. The community, parents, and children all come and leave the park satisfied and happy. The outreach program has been very successful with staff visiting 4-5 chapters a week conducting prevention, recreation and youth employment activities. The program has been receiving high reviews from the community and even the local newspapers have been asking questions and receiving stories. Accomplishment for this quarter is the effort staff have demonstrated to provide services to approximately 3,515 youth.

6. Tuba City – The Tuba City Community Center is currently in remodel status, completion of the cleaning and abatement, with all asbestos removed, current project is the roof repair to stop the leaking, with the estimated time of completion by June 26, 2015. Seeking contractors for HVAC, Plumbing, and Electrical to produce a scope of work and estimates, at present no time line established. Plumbing is currently conducting a video scope to address the damage if any to the plumbing, will be complete by June 22, 2015. The temporary repair of the baseball field is continuing, with utilization of a road grader, a roller, and water truck to level out the field, the field is in usable condition to begin summer “T-Ball” season, however, continue maintenance to keep the field safe for the youth. To address the construction of the new youth center, 14.031 acres of land have been withdrawn, funding is the critical issue to address, currently seeking or lobbying for funding to begin the construction phase of a new youth center.

#### **OFFICE OF DINE ACCOUNTABILITY & COMPLIANCE**

1. ODAC priority is to ensure that all schools submit a completed Grant Reauthorization Application and are prepared and ready to go before NNBOE for reauthorization. Continue to work with schools the Navajo Nation Board of Education assumed until they are ready to be given back to the local School Board. Continue to work with schools that are sanctioned due to audit findings to ensure they are cleared of the findings. Continue to work with schools that do not have the necessary personnel to meet the needs of the organization’s administration functions such as Chief Education Administrator, School Business Manager and Human Resources. Continue to provide training to School Boards and schools’ administrators on the policies, legislations and regulations requirement of the state, federal and Navajo Nation. Continue to plan meetings and trainings for School Board, BIE, and School Administrators to establish coalition and collaborating. Lastly ODAC will continue to work with schools off the reservation on training, technical assistance and planning when they request for assistance.
2. ODAC completed Administrative Reviews of 16 Grant Schools that were up for Reauthorization. In addition, ODAC completed nine Grant School reauthorizations and seven Grant Schools pending NNBOE. In addition, ODAC completed school board training for 25 Grant Schools’ School Boards and successfully supervised four grant schools that NNBOE retrocedes.

#### **OFFICE OF NAVAJO NATION LIBRARY**

ONNL has a project to secure book and non-book donations from Reader to Reader organization in Amherst, Massachusetts. However, this project has been put on-hold due to the executive order which enforces no off-reservation travel. ONNL continues to secure books and non-book materials for the program, the Navajo Nation First Lady, schools on or near the Navajo Nation, Navajo Nation Chapters, and other service providers on the Navajo Nation.

#### **OFFICE OF SPECIAL EDUCATION AND REHABILITATION SERVICES**

1. OSERS announced the Request for Proposal for FY 2015 grant award to fund one priority: High School Transition. As of to date we are still seeking school districts to submit their grant proposal.
2. Based on the review of yearly progress, OSERS has determined to fund one contract based on the successful outcomes. The successful proposer selected was TAOS Inc.; they will provide minor home modifications and provide employment for individuals with disabilities.
3. OSERS continues to provide vocational rehabilitation services, such as training, counseling/guidance, restoration, transportation services, Traditional Healing, evaluation assessments, job placement and job development to adults with disabilities for the ultimate goal of job placement.
4. OSERS continues to provide independent living services to individuals with severe physical and mental disabilities in providing home modification for accessibilities, such as ramps, grab bars in the bathrooms, widen doors for accessibility, assistive devices, and peer mentoring, counseling/guidance, traditional healing, and transportation services.
5. OSERS continues to provide early intervention services to infants and toddlers with disabilities and their families from birth to five years of age. In addition, provide parent training, collaborate with other service providers through Agreements and the NM, AZ and Utah state early intervention programs through MOU and provide supplemental funding to the public school districts serving children with disabilities from 3 to 5 years of age.

6. OSERS continues to operate the Food Service Vending and the Tuba City Industrial Laundry Projects for income revenues and training/employment services.
7. OSERS continues to work with the Navajo Nation Advisory Council on Disability on advocacy and awareness regarding disability.
8. Continue to gather and input client data for early intervention program for annual child count for funding to Bureau of Indian Education and seek an appropriate client data program for vocational rehabilitation and independent living services for client's statistical information.

## ADVANCED-NAVAJO NATION

Every five years, AdvancED Navajo Nation network schools host an External Review team. During School Year 2015–2016, 22 schools will undergo an External Review - to determine how well the parts work together to meet the academic needs of the students. During the External Review, the team will examine the whole school – the programs, the cultural context and the community of stakeholders. The performance-based accreditation process will provide schools with an External Review Report that contains a comprehensive analysis of the school's effort to drive continuous improvement. External Review training has been provided for the 22 schools and external review dates have been established. Lead evaluators and team members are identified for the following 22 schools:

- |   |   |
|---|---|
| 1. Ch'ooshghai Community School             | 12. Wingate Elementary School           |
| 2. Chichiltah/ Jones Ranch Community School | 13. Greasewood Springs Community School |
| 3. Leupp School, Inc.                       | 14. NaaTsis'Aan Community School        |
| 4. Shonto Technology High School            | 15. Dilcon Community School             |
| 5. Many Farms High School                   | 16. Pueblo Pintado Community School     |
| 6. Shonto Elementary Preparatory School     | 17. Kayenta Community School            |
| 7. Na Neelzhiin Ji Olta                     | 18. Pinon Community School              |
| 8. Red Mesa Elementary School               | 19. Red Valley Cove High School         |
| 9. Round Rock Elementary School             | 20. Tohaali Community School            |
| 10. To'Hajilee Community School             | 21. Wide Ruins Community School         |
| 11. Beclabito Day School                    | 22. Ganado High School                  |

AdvancED Navajo Nation Operating Office staff continue to maintain on-site school visitations. In addition, office staff practice an open door policy for all school personnel via telephone calls, email, letters, and office visits. Technical assistance and ASSIST workshops are available to AdvancED network schools. Accreditation Progress Report training and monitoring have occurred at the following schools:

### 2012-2013 APR:

- |                                 |                             |
|---------------------------------|-----------------------------|
| 1. Rough Rock Community School  | 2. Chinle High School       |
| 3. Tuba City Junior High School | 4. Tuba City Primary School |

### 2013-2014 APR:

- |                                  |  |
|----------------------------------|--|
| 1. Many Farms Community School   | 2. Dzilth Na O'Dithle Community School |
| 3. Rock Point Community School   | 4. Window Rock High School             |
| 5. Hunters Point Boarding School | 6. Kin Dah Lichi'i' Olta               |
| 7. Monument Valley High School   | 8. Nenahnezad Boarding School          |
| 9. Pine Springs Day School       | 9. Seba Dalkai Boarding School         |
| 10. Wingate High School          |  |

### 2014-2015:

1. Jeehdeeza' Elementary School

## OFFICE OF DINÉ SCHOOL IMPROVEMENT

1. Assist in the development of school improvement plans with schools. The goal is to improve student achievement levels by enhancing the delivery of curriculum and an alignment with existing standards and/or requirements.

2. STEAM camps at Diné College and Ch’ooshgai Community School were conducted by staff from the Arizona State University Polytechnic Institute with kits they will supply averaging \$4,000 each which will accommodate up to 50 students per camp. Both camps are projected for three days and will include Diné cultural activities in the evening session for participants.
3. Planning of the Navajo Nation Accountability Workbook Institute for fall 2015. Targeted audience will be school board members for Part I and Teachers for Part 2.
4. School improvement initiatives at the school level. Staff continue to work schools in securing and updating Focal School Agreements. Focal School Agreements secured with schools via school board action.
5. Work with teachers through the use of content Coaching, Examining Student Work, classroom observation, and aid in setting up professional development. ODSI provided technical assistance that relates to Using Data Process which also illustrates the total number served in the table below:

Schools	Teachers	Admin	Students	Other
• Black Mesa Community School				
○ UDP School Visits	4	1	7	2
• Greyhills Academy High School				
○ UDP School Visits	3	2	1	1
• NaaTsis’Aan Community School				
○ UDP School Visits	2	1	0	1
• Rock Point Community School				
○ UDP School Visits	6	3	6	2
• Shonto Preparatory School				
○ UDP School Visits	6	2	0	2
<b>TOTAL</b>	<b>21</b>	<b>9</b>	<b>14</b>	<b>8</b>

6. Working with a data team members who are ready to learn the using data process, and are implementing the task during their staff meetings. Work with the data team to ensure that the UDP process is implemented school wide. Working with the Data Team to building their capacity to design their professional development session for their teachers at their own school. All the schools, listed above, have a school action plan for mathematics and reading and now these schools are providing the Monitoring Data into their action plans. Begin to assess the school’s UDP data Team Members for the SY 2015/2016, this will aid the facilitator to schedule training to new members.
7. Setting up and conducting the “UDP School Consortium” meeting once a month monthly. The four schools that participate are Greyhills Academy High School, NaaTsis’Aan Community School, Rock Point Community School, and Shonto Preparatory School. This group is design to have the school collaborate on Professional Development/Professional Learning communities, exchanging ideas concerning academia, and exchange updates of academic topics that may aid the group. This is an on-going project that is beneficial and positive when it comes to the school’s academia.
8. Navajo Education Information System longitudinal database development. Continued work in progress on securing data sharing agreement with the States of Arizona, New Mexico and Utah.
9. Leupp – The school staff has quality Math and Reading consultants, and the training they offer to the coaches and teachers are being implemented at various levels by the teachers. Some teachers are taking on the changes and adapting them to their delivery of instructions. There are several new teachers from 2<sup>nd</sup> grade to High School, and these new teachers are now in the process of learning about the instructional strategies that school has been striving to improve teaching and learning for all children. The Reading Coach end-up teaching High School English. The Math Coach is continuing to develop Math lessons for High School Math. When the coaches are teaching in classrooms, it removes them from supporting and working with all the teachers in the classrooms to ensure that they are implementing the instructional strategies. Teachers also need assistance implementing tiers instruction or differentiate instruction.
10. Little Singer – Teachers use direct instruction in their math curriculum. This makes it difficult to assist teachers incorporate new instructional strategies. The teachers started developing their math curriculum alignment, but are not willing to complete the entire alignment on their own. Instead, the teachers decided to use Higley Unified School District’s format to finish their curriculum alignment. Instructional Leadership is lacking. The principal will agree to implementation strategies, but not supportive enough to ensure strategies are being implemented.

11. Lukachukai –The following goals are set for this school: a. Increase student talk about mathematics; b. Teachers utilize anchor charts in classrooms; and c. Increase academic math vocabulary when teaching mathematics. These goals set for teachers to accomplish by the end of May 2015.

#### **OFFICE OF EDUCATIONAL RESEARCH AND STATISTICS**

1. Continue collecting data from schools that were not reauthorized to develop a comprehensive analysis to show how schools have performed the past years.
2. Collect enrollment data for school year 2014-15 for BIE, contract, grant, and public schools for Arizona, New Mexico and Utah to create a school enrollment booklet.
3. Continue to work with District Data Department on data and continue to work with other Senior Statistical Research Analysts on final STEP report and assist with the analysis and interpretation of data outcomes for the final report.
4. Wrap up data analysis from the Educational Research and Cultural Infusion conference. This includes evaluations from each session and the overall evaluations. OERS plans to report the data findings to the school districts.

#### **OFFICE OF NAVAJO NATION SCHOLARSHIP & FINANCIAL ASSISTANCE**

1. ONNSFA supports the DODE initiative to prepare for the upcoming One Grant BIE funds to the Navajo Nation. The Navajo Nation Teacher Education Consortium is created through ONNSFA and they are the members who prepared the Feasibility study.
2. ONNSFA has several matching tuition agreements as follows: They should be done by the end of July 2015:
  - a. We have an agreement with ASU law school pending signature of President Begaye at the President's Office.
  - b. We also are working on having an agreement signed with UNM School of Law, which is a renewal. We are also working on getting an agreement in place with UA Medical School.
3. The Navajo Nation is spending too much funds on remedial education and our colleges, NTU and DC are also spending much resources to offer remedial education. The dialogue with schools and families regarding the cost of remedial education is an ongoing effort. Some of the solutions will be in the form of policy changes and practical solutions such as dual credit enrollment of high schools juniors and seniors as well as assisting schools with professional development from the Department of Diné Education. The dialogue between k-12 and higher education needs to occur more often to address these issues.

### **IV. OPERATIONAL & PROCESS IMPROVEMENT INITIATIVE STATUS**

#### **OFFICE OF DINÉ YOUTH**

1. Executive Order 07-2013 regarding Section 164 reviews intended to delineate and separate the type of review a document required. The review time period was also reduced to complete Section 164 review quickly. Unfortunately, some 164 reviews are not timely especially in regard to contract modifications for ODY construction projects creating delays in opening of new youth facilities.
2. ODY is working with the Navajo Department of Personnel Management to implement QuickHire, an interface into the HRIS system that the Navajo Nation uses to update personnel information. ODY staff are able to enter information from employment applications into this database which can print Personnel Action Forms (PAFs) and can be uploaded into HRIS for use by the Payroll Section of the Office of the Controller. This initiative is intended to timely pay summer youth employees.

#### **OFFICE OF DINE ACCOUNTABILITY & COMPLIANCE**

1. ODAC will continue to work with the Superintendent's Office toward the Nation granting or contracting all the Bureau Operated Schools and to "systemize" the Navajo Nation Education to ensure all the Grant Schools follow one system developed by the Navajo Nation.

2. ODAC will continue to work with the Legislative Analyst on required legislation to ensure all Navajo Nation Education mandates are complied with as required by the Navajo Nation Code Title 10. Lastly, ODAC will continue to ensure Grant Schools are in compliance with the “conditions” of the Grant Authorization and the Navajo Nation Title 10.

**NAVAJO HEAD START**

1. HUMAN RESOURCES
  - a. Navajo Head Start (NHS) Policy Council’s approval of the Navajo Nation criminal background check as the primary source for meeting the background check requirement allows NHS to hire staff more efficiently and effectively. The newly hired staffs are still subject to the mandatory federal background checks to remain employed with NHS. If one’s federal background check does not meet the adjudicatory approval, this person will be immediately dismissed from NHS. The following are the tribal and federal background check statistics for May/June 2015.

**NHS BACKGROUND CHECK INFORMATION**

Background Checks Completed	May/June 2015
Tribal Only	11
Federal Only	41
Declined	2
Total Completed	45
Pending Background Checks @ PSC	43
Ready for Federal Assessment	4

- b. Recruitment and Selection: NHS Human Resource Section continues to advertise for all classified positions at the Center and the Administrative levels. The Department of Personnel Management updates their job vacancy announcements every Monday. Temporary staff are encouraged to apply for regular status positions. The goal for NHS is to have all Center positions filled with regular status staff. Interviews are continuously being held for Center positions and some selections have been made. Potential employees are going through the selection process – background checks and past employer reference checks – to ensure that the best qualified applicant is hired for NHS positions.
- c. Furlough Schedule: Half of the Teachers, Paraprofessionals and Bus Drivers are furloughed on May 30, 2015. The remaining Center staff will be furloughed on July 1, 2015. The Health and Nutrition, ERSEA & Family Engagement and Mental Health and Disabilities Liaisons will also be furloughed on July 1, as well as the School Readiness Coaches and the School Readiness Managers. The return date for all is August 3, 2015 for the next school year. Upon their return, all staff will attend mandatory training before the start of the 2015/2016 school year. The temporary staff’s end date at the centers will be May 30 or July 1. Their contact information will remain on file for any openings that NHS cannot fill through the regular recruitment and selection process.

Staffing Categ	Central Admin	Central Admin Direct	Region I Shiprock	Region II Ft. Def	Region III Chinle	Region IV Tuba City	Early Head Start	HS Disabilities	Sub Totals
Temp	6	10	4	8	6	1	0	0	35
90 Day Intro Staff	0	0	4	5	4	5	0	4	22
Reg Status Staff	7	4	68	66	75	55	8	4	287
Vacancies	2	4	21	23	26	39	1	2	118
Unclass	1	5	1	1	0	0	0	0	8
Total Filled	13	14	72	74	81	56	8	4	322



2. NHS TECHNOLOGY
  - a. Implementation of Hatch Computer systems at all 96 centers, desktops, dell printers, RAP's, wireless authentications. Wireless network installations at Regional Centers. Implementation of 802.xx security to meeting CIPA compliance. RAP setups at all 96 centers starting August 25, 2014. Microsoft SharePoint implementation. Ongoing training of NHS tech staff while implementing new technology at NHS Centers.
  - b. Work continues to progress in developing the infrastructure of the NHS accountability system. Continued development of network infrastructure, network security, and technical policies to govern accountability system. NHS envisions the following steps involved in the implementation process. Step 1: Core and Communication Infrastructure Design. Step 2: Implementation of the datacenter, initial communications network consisting of five Regional Offices and two NHS Centers with provisions of basic data center functions.
3. COMMUNITY PARTNERSHIPS, HEALTH & FAMILY SERVICES
  - a. Disabilities & Mental Health: The IEP/IFSP statistical data and Child Plus data base is currently at 48 IEP/IFSP's, this count includes pending evaluations for the school year 2014-2015, and for the month of April. According to ERSEA/Family Services Liaison, disabilities information has yet to be entered. Once the four remaining Mental Health/Disabilities Liaisons are hired the statistical data will be entered into the Child Plus software on a daily basis, reports will be generated for future parent and staff meetings. The Waiver letter for the 10% enrollment for disabilities is in draft status. Currently, 23 children are awaiting evaluations, a percentage will result in IEP's. The target is to have at least 211 children with IEP/IFSP by the end of May 2015, which will meet 10% of the funded enrollment for 2015.
  - b. As of this report, the two Bloomfield School District MOU's have been processed and are waiting Navajo Nation President's signature.
  - c. The Department of Justice has reviewed the standardized MOU with local school districts, and the MOU are emailed to 18 Public Schools located within and/or surrounding the Navajo Nation. NHS is anticipating responses from the following schools: Chinle, Red Mesa, Tuba City, Cedar (Jeddito), and Kayenta.

### ADVANCED-NAVAJO NATION

1. In addressing the impact of high turnover in school administrators and teachers, the Department of Diné Education and the AdvancED Navajo Nation Operating Office are forging a strong partnership with the Bureau of Indian Education through collaborative work sessions each month.
2. AdvancED Managing Office Self-Assessment (AMOS) is a tool that engages managing office staff in an in-depth evaluation to determine the effectiveness of the operation of our managing office. The AMOS process identified areas of strength and opportunities to develop continues improvement goals to enhance the effectiveness of the managing office.
  - a. Goal 1. Provide staff development training in the use of technology tools.
  - b. Goal 2. Develop an AdvancED Navajo Nation website.
  - c. Goal 3. Increase the public relations effort with stakeholders who have an interest in the academic achievement of students within the boundaries of the Navajo Nation.
  - d. Goal4. Finalize the AdvancED Standards for Quality Schools from a Diné perspective and use the graphic design in all training sessions.

### OFFICE OF DINÉ SCHOOL IMPROVEMENT

1. The Navajo Nation tribal leaders need to meet to reinforce the NN position on the BIE redesign through tribal legislation.
2. The solution concerning schools will be handled between the UDP Facilitator and the school that the facilitator provides services to as well as communicating with DODE Programs to provide technical assistance to the schools. The Facilitator will communicate with the schools and have schools develop their own solutions to the challenges which are a part of the school improvement plan or school action plans. Contact BIE field staff to provide PDs/PLCs that they have scheduled for SY 2015/2016. The schools can still meet as a consortium to address their school's need when it comes to PDs/PLCs as well as exchanging best practices utilized by the schools.

3. With equipment purchased and ready for installation of the Navajo Education Information System, our infrastructure lacks the capacity to accommodate the initiative. The NNDODE building structure has electrical installation dating back to the 1980's. Currently, the existing system literally fails with the slight overload (i.e. floor heater use). Estimated cost for electrical upgrade estimated at \$300,000.
4. The UDP field staff will continue to provide technical assistance to all UDP members about their roles and responsibilities associated with the position. This will aid current UDP team members to talk on the same page when it comes to the discussion of data in general. When it comes to new team members for the coming school year, the UDP facilitator will provide technical assistance and training to bring the new members up to speed.
5. The NNBOE has to create the decision rules and academic, attendance, technology, assessment, and Dine culture policy to implement the NNAW the current academic year. Service agreements with schools to engage school improvement initiatives need to be in place between the NNBOE and the local school board.
6. ODSI needs to monitor school action plans closely and provide more time to visiting schools and classrooms. Some principals need assistance to plan and organize and new principals are coming-in with their own plans.
7. ODSI coordinating efforts to implement the NNAW. ODSI is planning trainings for Board Members, NN Council, and Executive Branch officials and a separate training for teachers and school level staff.

### OFFICE OF STANDARDS, CURRICULUM & ASSESSMENTS DEVELOPMENT

1. Curriculum Framework: OSCAD staff with a team of five consultants is developing a Navajo culture-base curriculum framework. The team is into its second week. There are concerns regarding having enough funds to support the completion of this project. The project needs approximately \$25 to \$30,000 more in order to complete it. Otherwise the curriculum team is making progress.
2. Validity & Reliability Study: The pilot testing has been completed and Second Language Testing, Inc. has delivered their report to OSCAD and to the schools who participated in the pilot testing. Second Language Testing, Inc. is requesting a contract extension. They need the time so they can do a more extensive study.
3. Revisions of Assessments Instruments: A position line was given to OSCAD for the 2014-15 budget, but because of delays at the Department of Personnel Management we were not able to even begin advertising for the position of an Assessments Specialist until February. We got one applicant who was not qualified for the job. We were then given permission to fill the position on a temporary basis, but a requirement for a background delayed that as well. The position remains vacant with no possibility of filling it in the near future.
4. Revisions of the NALCC: The position mentioned in #3 was requested so this assessment instrument could be revised as well. The current assessment is outdated and no longer applicable to prospective language and culture teachers. It needs to be revised, updated and adjusted to reflect the needs of the Diné Content Standards.

### OFFICE OF EDUCATIONAL RESEARCH AND STATISTICS

In May 2015, the Statistician/Demographer for OERS resigned. The individual was also the designated STEP grant Director. In the next couple of months, OERS will advertise the vacancy and hire a new person to fill in the key position for the program.

### OFFICE OF SPECIAL EDUCATION AND REHABILITATION SERVICES

1. OSERS program has submitted a grant to the Rehabilitation Services American Indian with Disabilities. We are currently awaiting grant results from the grantee.
2. For the 3<sup>rd</sup> quarter for fiscal year 2015 OSERS served 420 clients with vocational rehabilitation and placed 25 clients into competitive and self-employment with 29 in active status for services in training, counseling/guidance, physical/mental restoration, employment services, development, traditional healing, transportation, and evaluation assessment. Received 120 new referrals and 30 clients determine eligible for vocational rehabilitation services and developed and implemented 28 new IPE plans for services for \$61,305.11 and received \$64,094.22 in comparable benefits to supplement the VR funds for 2nd quarter.
3. Completed 10 home modifications accessibility and received 9 new referrals and determined 10 eligible for independent living services. 87 clients on the caseload for 3<sup>rd</sup> quarter. Received \$475.00 of comparable benefits to supplement the Trust Fund IL and in progress of developing new IL plans for services.

4. For 3<sup>RD</sup> quarter there are 832 infants and toddlers with disabilities from (0-5) years of age being served under early intervention. Received 100 new referrals, transition planning and conference for 22 children and closed 35 cases. 98 child find and conducted 13 public awareness activities.
5. OSERS will focus on collaborating with the local school districts to promote transitional services for students for post-secondary and employment services. The Navajo Nation Advisory Council on Disability has prepared Request for Proposals in hopes school district will apply. This will be prime opportunity for school districts to apply for supplementary fund to enhance transitional services for students.
6. The vocational rehabilitation policies have been amended to reflect transition services for career readiness, also to reflect a section on client assistances and hearing. Based on the review of the policies, the OSERS Management team received proposed recommendations from DOJ and is in the process of inserting the recommendations and resubmit for approval.
7. Request for Proposal for FY 2015 will be advertised the Navajo Nation Trust Funds is seeking school districts to apply to provide transitional Services. Our program has contacted many of the school districts directly and advises them to apply. The timeline for selection of grant awards has ended at the end of May. Unfortunately, our program did not receive proposals from any school districts.
8. Continue to collaborate with the AZ, NM and Utah state agencies for early intervention, vocational rehabilitation and independent living services for service coordination, dual cases for services and employment. Also participating in the quarterly State Rehabilitation Council and Commission for Blind meetings.

#### **OFFICE OF NAVAJO NATION SCHOLARSHIP & FINANCIAL ASSISTANCE**

1. ONNSFA has improved customer service by informing students that applications are available online so they do not have to rely on fax machines, mail or personally hand their applications into the offices. The manual application is still available for those who do not have access to the Internet. Financial Aid Counselors also advise and assist students to create their personal accounts on their database so they can check the status of their applications online as well as print their notices.
2. The Higher Education Grant program is a positive investment as highly qualified college graduates are critical in developing the Nation given major economic development initiatives such as the creation of the 4G broadband telecommunication infrastructure, the acquisition of a coalmine and the streamlining of the business site leasing process. It is a given that today all the fastest-growing and best-paying jobs require a college education, and employers need college-educated employees to compete in the global economy.
3. Agency office personnel also visited 57 high schools to provide information about the Higher Education grant/Navajo Nation Scholarship application process and assisted students in applying online for funding at high schools, communities and parent information meetings. All the high schools made their computer labs available for students to apply for financial aid online.
4. At the administration level, with the Department Manager, Senior Office Specialist, Systems Programmer, Statistician, Senior Accountant and Public Information Officer, we provide technical assistance to agency offices in the areas of information technology, accounting, personnel and data management, public information and a variety of support services. We ensure that all employees are paid in a timely manner, the Internet and computers are operating at 100% and they are housed in safe work environments. We also make sure that Agency personnel have the supplies and resources they need to provide direct services at the Agency level.

## **V. NNDODE BUDGET STATUS**

### **NAVAJO HEAD START**

1. Gained approval from Office of Head Start for an additional one month extension in February of 2015, to avoid reversion of 2 million dollars. This extension allowed NHS to spend most, if not all, of the past three year grant. The Office of Controller is preparing the final fiscal report (SF425) for the above mentioned grant expenditure. The report will be submitted to the federal Office of Head Start on May 30, 2015.

2. Received \$3.2 million from the Navajo Nation Council as required match funds for FY15. This is the first time in NHS's history that the required match funds were awarded to NHS by the Navajo Nation. The Head Start grant award requires a 20% match fund from the Navajo Nation, which includes in-kind and cash match dollars.
3. Received approval from the Navajo Nation and the federal Office of Head Start of NHS's five year grant award (2015-2020). Though the grant award was reduced from \$25 to \$23 million for FY15, the Navajo Nation's cash match allows NHS to continue operations and services at the previous funded level of \$25 million.
4. The FY14 Single Audit was conducted during this time period wherein various Centers had to submit supporting documentation for eligible families. The auditors also conducted onsite visits and reviewed administrative files in Finance, Education (enrollment) and Human Resources to ensure compliance with the funding source agreement and the Single Audit Act.
5. In February 2015, NHS endured difficulty coordination and communication with OOC, OMB, and DPM in re-opening FY14 files, because the original three-month extension period (Nov '14 to Jan '15) was extended one more month (Feb '15), and these departments had already closed FY14 files. Thus, meetings with the aforementioned program managers and OPVP were held to ensure that the programs understood the Federal Office of Head Start was working with the Navajo Nation to spend down the entire three-year grant, rather than reverting funds.
6. Customer care or customer service is a major problem throughout the Navajo Nation. This is not just about government employees, but it includes private businesses. Once a year, we engage employees in a motivational seminar to improve our customer care function. In November 2014, we had an interactive, six-hour presentation by Native Empowerment which was held from 8 AM to 4 PM for ONNSFA personnel. This presentation was interactive involving various role-plays, activities, focusing on understanding customer service, greeting customers; communicating effectively, dealing with difficult customers, handling complaints, the power of body language, delivering bad news respectfully, listening and communicating to be heard and understood, the power of body language, as well as self-care strategies. This is an ongoing effort to improve services.

## OFFICE OF DINÉ YOUTH

Office of Diné YOUTH Fiscal Year 2015 General Funds Expenditures as of 06/22/2015					
PROGRAMS	NUMBER OF PERSONNEL	FY 201 PERSONNEL (Permanent & Temporary)	% USED	FY 2015 OPERATING	% USED
Office of Diné YOUTH – Admin	4	\$226,146.00	71	\$5,080.00	88
ODY – Chinle Agency	6	\$549,820.00	56	\$400,436.00	28
ODY – Crownpoint Agency	7	\$602,240.00	55	\$463,510.00	31
ODY – Fort Defiance Agency	10	\$513,749.00	65	\$441,115.00	59
ODY – Shiprock Agency	6	\$513,748.99	54	\$452,069.00	48
ODY – Tuba City Agency	8	\$552,059.00	59	\$515,660.00	28
HS Prep/Enrichment	-0-	-0-	-0-	\$163,000.00	49
Total:	41	\$2,957,762.99	60%	\$2,440,870.00	47%

## OFFICE OF DINE ACCOUNTABILITY & COMPLIANCE

### General Fund

Program	# of Personnel	Personnel Budget	% Used	Operating Budget	% Used
<u>ODAC</u>	<u>6</u>	<u>\$412,052.40</u>	<u>44%</u>	<u>\$75,056.00</u>	<u>60%</u>
				Total Budget	<u>\$470,95.00</u>

## OFFICE OF STANDARDS, CURRICULUM & ASSESSMENTS DEVELOPMENT

Office	Funding Source	# of Personnel	# of Vehicle(s)	FY 2015 Personnel	% Used	FY 2015 Operating	% Used
ODCL&CS	General	7	2	\$479,894	60.81%	\$73,914	52.23%
	Total	7	2	\$479,894	60.81%	\$73,914	52.23%
Navajo Traditional Apprenticeship Project	Fiduciary	0	0	0	0	\$166,815	35.0%
	Total	0	0	0	0	\$166,815	35.0%

## OFFICE OF NAVAJO NATION SCHOLARSHIP & FINANCIAL ASSISTANCE

1. The Navajo Nation Higher Education Grant Program operates on January to December calendar and the program is in the second quarter of its funding cycle. We received the FY '15 funds until February 2015; therefore, the program operated on FY 2014 funds until today. Beginning tomorrow, the program will begin using FY'15 operation funds.
2. We address these issues by creating a budget six months beyond the fiscal year to avoid ceasing operations because federal funds are late.
3. In most instances, the Federal funds are not received January 1<sup>st</sup> as it would be. When Congress authorizes a Continuing Budget Resolution, funding to Federal programs are normally delayed.
4. As a result, we have been working on having Congress approve a Forward Funding mechanism so we can receive funds in July, well before colleges and universities are back in session. Senator Udall is sponsoring this legislation on behalf of the Navajo Nation. We are hopeful this legislation will pass.

## OFFICE OF EDUCATIONAL RESEARCH AND STATISTICS

Program	Fund Type	FY 2015	3 <sup>rd</sup> QTR	No. of Staff	No. of Veh.	% Bal.
OERS	GENERAL	310,551	176,831.59	3	0	56.94%

State Tribal Education Partnership

Program	Fund Type	FY 2015	3 <sup>rd</sup> QTR	No. of Staff	No. of Veh.	% Bal.
STEP	EXTERNAL	1,162,347	880,209.46	5	1	76%

## ADVANCED-NAVAJO NATION

FY 2015 Expenditure Report for Personnel and Operating Costs. (General Funds)

Fiscal Year Budget	Expenditures	Balance
<b>\$377,331</b>	\$248,162	\$129,169 – 66%

Advanced NN Office has four full time employees (FTE).

## OFFICE OF DINÉ SCHOOL IMPROVEMENT

Fund Type	FY15	1 <sup>st</sup> QTR	2 <sup>nd</sup> QTR	3 <sup>rd</sup> QTR	4 <sup>th</sup> QTR	% Avail	Total
General	\$765,581	\$111,275.20	\$182,749.53	\$225,497.77		46%	\$471,556.27

1. List number of full-time employees (FTE), part-time employees, & consultants.
  - a. 6 full-time staff

OFFICE OF NAVAJO NATION LIBRARY

	Source	FTE	Vehicle(s)	Personnel	Used	Operating	Used
Office of Navajo	General	7	1	\$ 112,404	58%	\$ 19,758	60%
Nation Library	External						
	Others						
	Total	7	1	\$ 112,404	58%	\$19,758	60%