



THE NAVAJO NATION

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DEPARTMENT OF DINÉ EDUCATION

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

Second Quarterly Report - Fiscal Year 2016
(January, February, and March 2016)

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EXECUTIVE SUMMARY

Every Student Succeeds Act

In December 2015, U.S. Congress and Senate reauthorize the Elementary and Secondary Education Act as “Every Student Succeeds Act” (ESSA). The “No Child Left Behind Act” is now expired and obsolete. Some highlights of the new law are:

1. States still have to test students in reading and math in grades 3–8 and once in high school.
2. States have wide discretion in setting goals, figuring out just what to hold schools and districts accountable and deciding how to intervene in low-performing schools. While tests still have to be a part of state accountability systems.
3. Combines 50 programs into one block grant.
4. The authority of the U.S. Secretary of Education is limited. The federal government cannot interfere with state decision-making on testing, standards, and school turnarounds.
5. ESSA keeps in place maintenance of effort (MOE).
6. ESSA is only "authorized" for four more years.
7. States develop accountability systems. ESSA ends the federal test-based accountability system of NCLB Act. ESSA restores states responsibility for determining how to use federally required tests for accountability purposes.
8. Helps states improve low-performing schools - The bill includes federal grants to states and school districts to help improve low performing schools that are identified by the state accountability systems.

Navajo Education Summit:

In December 2015, the Summit was held on the NAU campus in Flagstaff. “Influencing Education Policy Through Partnerships, Participation, and Leadership” was the theme of the Summit. Over 300 people attended the conference. Many participants came from public schools, grant schools, BIE operated schools, Arizona and New Mexico Department of Education, and other government agencies. Dr. William Mendosa, Executive Director for the White House Initiative on American Indian and Alaskan Native Education, set the stage for the Summit with the message that Indian Tribes need to start taking the lead in outlining its own education standards using Native language, culture, and values.

President Russell Begaye gave a an outstanding presentation on Sovereignty in Navajo Education and how we need to take the lead role in outlining what is best for Navajo children. Arizona Senator Carlyle Begay talked about legislations that are necessary to improve Indian Education in Arizona. The New Mexico and Arizona Department of Education talked about their education standards and assessments and how the department works with Indian communities to plan and make decisions to improve education in New Mexico.

Jonathan Hale, Chair of HEHSC, talked about the committee’s role in working with the education community to improve Navajo education. On the second day of the conference, Dr. Calvin White gave a presentation on the Accountability Workbook and how it impacts student learning and Navajo education. Albert Hale, Arizona State Representative, gave a presentation on what sovereignty in Navajo education means from a Navajo perspective. He talked about the historical and cultural implications that impacts Navajo education and measures to safeguard Navajo language and culture. Benny Begay, NNBOE member, gave the closing remark that covered maintaining Navajo language and culture for the younger Navajo generation. He offered words of encouragement on how Dine’ language and culture can stimulate teaching and learning. The summit was very successful and participants were very pleased with the caliber of speakers and the topics presented.

BIE Reorganization

The BIE Reorganization proposal will go before congress soon. The reorganization occurred in past couple of years is beginning to improve student academic achievement. On the Navajo Nation, the BIE has reorganized to be more involved in school improvement and they allocated funds to support this effort. The BIE implemented one school improvement plan to cover all 32 BIE operated schools; implemented one professional development plan for all 32 BIE operated schools; and implemented one school calendar for the 32 BIE operated schools.

Grant schools, however, operate independently and do not have a uniform school improvement plan. Under the Transfer of Authority initiative, which DODE is working on, includes plans to implement a uniform system of school improvement, a uniform system of professional development, and a uniform school calendar.

BIA School Replacement Priority List

In January 2016, DODE received information that the BIE selected ten schools from across the country. Seven of these schools are from the Navajo Nation, as follows:

1. Jones Ranch Community School
2. Crystal Boarding School
3. Dzilth-na-o-dith-hle Community School
4. Greasewood Community School
5. Lukachukai Boarding School
6. Tiis Nazbas Community School
7. Tonalea Day School

Over 74 BIE schools applied for replacement but 53 complied with all application requirements. The list was narrowed down to the top ten schools. The BIA sponsored a meeting in Albuquerque, NM, to allow schools to present their plans to a review panel of 15 people. The BIE plans to narrow the list to the top five schools.

Only those selected five BIE schools will receive funding for a new school construction in FY 2017. At the BIE meeting in Albuquerque, school board members and community members came to support their schools. The BIE selection process is very competitive. DODE hopes the final selection includes BIE schools on the Navajo Nation.

Accountability Workbook:

DODE is coordinating with several federal officials regarding review and approval of the Navajo Nation Accountability Workbook (NNAW):

1. Dr. William Mendosa, Executive Director for the White House Initiative on American Indian and Alaskan Native Education;
2. Mr. John B. King, Jr., Secretary of Education, U.S. Department of Education; and
3. Mr. Robert Salley, U.S. Department of Education.

According to Mr. Salley, at the federal level the new Every Student Succeeds Act may slightly impact the Navajo Nation Accountability Workbook. In 2009, the Navajo Nation Accountability Workbook was developed when NCLB was still a federal law. DODE is coordinating tasks and communication with John King, the new Secretary of Education, to consider and approve NNAW with a stipulation that the workbook be amended as soon as possible to meet the requirements of the new Every Student Succeeds Act. In addition, a work session was held among the Navajo Nation Board of Education, DODE, and HEHSC, in which NNAW was thoroughly discussed.

CRITICAL ISSUES

OFFICE OF DINÉ SCHOOL IMPROVEMENT

1. The Navajo Nation Accountability Workbook is in the final review process with re-writes. Currently ODSI is examining and re-editing areas where updates are necessary. 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. 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 are available to schools.
3. Lack of consistency with Data Teams due to high turnover within schools.
4. No DODE support of schools in academic decline. There is no DODE academic policy in place to support school improvement initiatives.
5. Legislative barriers.
 - a. A tribal legislation is needed to state the Navajo Nation position on the BIE redesign.
 - b. A tribal legislation is needed to support school improvement initiatives.
6. School Improvement Actions Plans established but monitoring tools are not really being used to measure strategies and expected outcomes. Data collection on monitoring is weak. Some schools are really lacking leadership in monitoring teachers and student learning.
7. DODE leaders need to align and coordinate the overall DODE's working relationships and communication.
8. BIE and DODE need to address and align goals and objectives to work together to improve test scores and classroom instruction. Some field staff are confused whether to partner with BIE or not.
9. NaaTsis'Aan Community School has a six-month reauthorization scheduled for SY 2015/16. On March 18, 2016, the school has submitted the portfolio for reauthorization. Again, the major challenge for the school is the need for substitute teachers to cover when administration and teachers attend conferences and trainings.
10. Greyhills Academy High School has a major challenge concerning CRTs. Black Mesa Community School has a couple of challenges concerning substitute teachers and CRTs. Shonto Preparatory School has a challenge with CRTs. The school decided to stay with AzMERIT and not go with PARCC. Rock Point Community School has submitted a six-month reauthorization application packet.
11. NaaTsis'Aan Community School has a semi-stable UDP team. All UDP members are fully trained and assist the team, as well as the school, where needed. Greyhills Academy High School has a stable UDP team and works well with administration, CEO, and the school board. Rock Point Community School has a stable UDP data team and is finally producing result to analyzing and interpreting data. The challenge for Black Mesa data team is consistent internet connection to gather data dealing with NWEA and AIMS. 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 data teams have members that have working experience with UDP for more than three years. Overall, all schools have trained UDP members.
12. The challenges with ODSI staff deals with content knowledge and PDs/PLCs to meet those needs.

OFFICE OF DINÉ ACCOUNTABILITY AND COMPLIANCE

1. ODAC received a petition containing 84 signatures of the community people demanding immediate investigation of the Ramah Community School, Inc. (RNSB). Along with the petitions, a binder of supporting documents supporting the charges made by the petitioners was also received. Due to other major issues with Alamo Navajo and Leupp Schools, RNSB request has been at a standstill. Letter and supporting documents have been sent to DOJ for legal review.
2. Alamo Navajo School Board, Inc.'s complaint was made by the Executive Director and School Superintendent who were terminated. Major issues were brought out by the petitioners, but the supporting documents are misplaced which caused unnecessary delays in further review of the charges filed by the two terminated administrators. Not only was the delay made by the misplaced documents, Alamo Navajo has also filed a law suit against the Navajo Nation that has stifled scheduled monitor and administrative review visits. We are at a standstill with this case.
3. Training School Boards that are up for Reauthorization on all the required Federal and Tribal Legislation.

4. To continue to meet with Leupp Schools, Inc. Governing Board and School administrative staff and the three communities of Leupp Schools Inc. to resolve financial issues through Intent to Assume, Due Process, and Correction Action Plan, including a directive for a Forensic Audit.
5. Grant and Contract Reauthorization applications due in March 2016, in order to be prepared and ready for the July 1, 2016 -2017 school year.
6. In collaboration with the BIE, insure all the audit findings at each Grant Schools are corrected and cleared with the National Clearing House.
7. Due to a low budget in FY 2016, ODAC needs supplemental funds to provide service to grant and contracted schools.

OFFICE OF STANDARDS, CURRICULUM, AND DEVELOPMENT

1. Indirect Cost: One of the greatest hindrances to the timely implementation of the yearly grant from New Mexico Public Education (NM PED) is the lengthy and tedious process of obtaining consent from the Naabik'íyáti' Committee to implement a lower IDC rate. It typically takes six months to process a 164-Review through NNBOE, HEHSC, Budget & Finance Committee, Naabik'íyáti Committee and then finally to President Russell Begay's office for signature. The lengthy process results in implementation of the project to just a few months or weeks. It thwarts the best intentions of the grant.

Solution: Develop agreements with the states on a sliding scale of IDC rates (state IDC rates can change yearly) would be of tremendous help. Such an agreement would allow for a timely and more effective use of state grants. The lengthy review process would be eliminated so grants could be awarded immediately.

2. Elevating Navajo language and culture education within the Department of Diné Education and the Navajo Nation government. There is a dire need for well trained, educated teachers to teach Navajo language, government, history, social studies and character development. Other needs include curriculum and materials development, professional development, parent training, and many others in order to deliver effective language and culture education programs.

Solution: Provide more funding to support DODE's language and culture education program. Provide executive and legislative support to administer and implement more effective and efficient language and culture programs.

3. Pursue MOAs with Arizona Public Schools. In 2011, OSCAD, then the Office of Diné Culture, Language and Community Services, through negotiated agreements with New Mexico public schools (NMPS), the Navajo Nation could collaborate and coordinate with NMPS to provide effective education programs, particularly with language and culture. The Navajo Nation needs similar agreements with Arizona schools operating on the Navajo Nation.

Solution: Currently, Pinon Unified school District and Tuba City Unified School already work with OSCAD by attending OSCAD workshops and trainings. The Navajo Nation can initiate agreements with these school districts.

OFFICE OF NAVAJO NATION LIBRARY

1. ONNL has very limited funds and services are constrained to in-library assistance.
2. ONNL 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.
3. Plans to address critical issues:
 - a. The program was fortunate to receive \$3,000 in indirect cost funds from DODE Administration.
4. Resource requirements:
 - a. \$35,173 to restore the program's travel budget and operating budget.
 - b. \$320,530 to digitize the ONEO Oral History Collection.
 - i. The digitization task will be outsourced to Airshow Mastering in Denver, Colorado.
5. Expected completion date:
 - a. Fiscal Year 2016 (October 2015 – September 2016).

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, 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 budget cuts and the loss of one tribal vehicle. In addition, the following are critical issues that continually need to be addressed:

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. Keeping a stable list of lead evaluators and team members is affected by movement to other schools or resignation. As a result, frequent training (i.e., March 9th Lead Evaluator Training) is necessary. 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 and training lead evaluator and team members is a continuous effort for staff.
2. The process standards for quality schools training will continue at the school level. Training in the understanding and use of the performance standards at the school level is an ongoing process. To quickly get the attention of Navajo education stakeholders, staff modified the graphic presentation of the standards from the AdvancED block model to the concentric circle model utilizing the language and culturally-related perspective of the Navajo people. As a result stakeholders more readily understand and embrace the performance standards.
3. 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, Navajo Nation Assurances 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. In 2017-18, ASSIST will be replaced with eProve – AdvancED’s Quality Assurance and Improvement Services and Tools.
4. 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. In some schools, where a permanent principal has not yet been hired, a core group of teachers have assumed the leadership role and the responsibility to ensure completion of the Accreditation, External Review and Accreditation Progress Reports.
5. External Review data is now available for nineteen schools that hosted External Reviews in SY 2015-2016, 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. Many Farms High School hosted their External Review on the 24th and 25th of February. Red Mesa Elementary School will host an External Review team during the spring of 2016, which will provide additional IEQ data to the AdvancED Navajo Nation data base. This process is an ongoing process, which is time consuming.

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. Cuts in the operations budget and the loss of one vehicle impacts the technical assistance needed by the schools.

2. AdvancED Navajo Nation Operations 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 Operations Office has a four-member staff who currently interact with seventy-eight schools. The office is in need of an additional Principal Education Specialist and Data Specialist positions to adequately provide technical assistance to the 78 schools and to the schools that will be added to the AdvancED's network of schools.
4. The budget for the AdvancED Navajo Nation Operations Office is tight and, with each cut in the budget, technical assistance to schools is cut which negatively impacts school improvement in schools within the boundaries of the Navajo Nation.

JOHNSON-O' MALLEY PROGRAM

1. Due to budget constraints in FY 2016, NNJOM continues to experience problems with GAS vehicle shortages, equipment, and office spaces. Due to the shortage of GSA vehicle, some subcontractors will be monitored in the spring of 2016 to maintain fiscal compliance.
2. The 164-Review process is still a challenge for the NNJOM. Due to lengthy review process, NNJOM has made efforts to initiate the applications process through the review process in April so application for subcontractors can receive awards in July or August.
3. OMB has issued a new regulation for administering federal grants. The new Super Circular includes requirements for new cost principles, allowable and allocable costs, changes in audit thresholds and more compliance regulations. Any new updates and important information pertaining to the Circular, NNJOM staff will continue to coordinate with the subcontractors for compliance with the new regulations.

NAVAJO HEAD START

1. BUDGET & EXPENDITURES
 - a. 90% of all financial documents for FY2015 are closed. Vendor invoices dated from February 29, 2016, are processed for payment. Contracts which still await invoices are listed as open commitments. Contract Accounting is adamant that NHS close-out all FY2015 financial documents and proceed with final payment requests.
 - b. CACFP-New Mexico account numbers have been generated. CACFP-New Mexico have been invoiced for October, November, December 2015, and January 2016. OMB has not generated the CACFP-Arizona accounts; therefore, payments are pending.
 - c. Finance (temporary) staff continue to complete FMIS and 6B rollout training.
2. HUMAN RESOURCES
 - a. NHS Collective Bargaining Agreement expired in December 2015. Therefore, NHS and the United Mine Workers of American successfully negotiated a CBA renewal in late December 2015. However, the CBA document has been pending at OPVP since mid-January 2016. *Proposed Solution:* Numerous emails and phone calls have been made to OPVP's Legal Counsel, with no response and action. The next step is to request a meeting with President Begaye, which will occur in late March or early April 2016.
 - b. In March 2015, the former Acting Controller Robert Willie gave approval for NHS to have access to the HRIS system. However, even after many requests for training on the HRIS system, DPM will not provide the necessary training. *Proposed Solution:* Assistant Superintendent Singer is meeting with Human Resources Division Director, OPVP Chief of Staff and Acting DPM HR Director on March 25, 2016, to address this and other HR issues.
 - c. NHS also plans to open several more centers, requiring the creation of three positions at each center, such as: Teachers, paraprofessionals, and bus drivers. More administrative positions will be created at the Regional offices, i.e., Administrative Service Officers, Office Specialists, and Regional Coordinators. Several HR Section positions will also need to be created.

- d. NHS is in its third year of restructuring that requires specific staffing needs. Some higher level positions were eliminated, such as the School Readiness Manager and the Support Services Manager. In addition to the fiscal management, beginning in FY16, the Fiscal Manager will supervise the following content areas: Accounting, contract administration, supportive services, real property, fleet management, property management, school transportations, facilities, and maintenance of facilities. The Fiscal Manager will be assisted in managing the Finance Content area with the Principal Contract Analyst, the School Transportation Supervisor, and the Facilities and Safety Officers (FSO) as mid-level managers. In turn, the FSO will supervise 16 maintenance technicians through two lead technicians, one for regions one and two including one for regions three and four. More entry level accounting positions are also planned for creation in FY16 to provide better coordination of purchasing and payment processing for the regional office needs and the centers.
- e. Personnel Classification Questionnaires (“PCQs”) have been submitted or will be submitted to DPM, for creation of these new positions.
- f. The following table reflects current staffing pattern for NHS:

NHS STAFFING									
Staffing Categories	Central ADMIN	Central DIRECT	REGION I (Shiprock)	REGION II (Ft Defiance)	REGION III (Chinle)	REGION IV (Tuba City)	Early Head Start	HS Disabilities	TOTAL
Temporary	6	10	4	5	5	5	0	1	36
Introductory	0	0	6	3	3	4	0	0	16
Regular	6	6	84	82	69	45	9	6	307
TOTAL EMPLOYEES	12	16	98	90	77	54	9	7	359
Unclassified	17	5	2	2	6	4	0	0	36
Vacancies	4	4	24	26	22	28	0	2	110
TOTAL Unfilled Pos.	21	9	26	28	28	32	0	2	146

- g. As you can see, there are 110 vacancies, most of which are at the centers. Bus driver positions are most difficult to fill, and are currently being advertised as OUF. All other positions are advertised as OUF, if no applications are received after a two-week period.
4. COMMUNITY PARTNERSHIP, HEALTH & FAMILY SERVICES. Issues are addressed as they arise pertaining to mentioned content areas. With new personnel coming-on board to assist in various content areas, the program is headed in the right direction. Staff hiring is a benefit to the future operation of Navajo Head Start.
 3. NHS INFORMATION TECHNOLOGY (IT)
 - a. Staffing: Currently, three technology staff develop the Navajo Head Start (NHS) Accountability System. Two staff handle all technological needs for 96 Head Start Centers and regional sites. The services provided require basic desktop support to network infrastructure support. The other staff handle cloud based applications such as Email, Web Portal, Lync, Property Trak, Hatch Computers, Sharepoint, and websites.
 - b. The Manager handles administrative day-to-day operations of project planning for NHS’s network infrastructure development, and supports NHS’s accountability system. This organization creates a large gap of staff demand based on the work that needs to be accomplished.
 - c. Property Warehouse: All property assets are in storage containers and stored in various regional offices.
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- e. Professional Development training will be provided to all NHS staff on using technology applications and basic end user practices. Technology proficiency is very low based on assessments taken and service calls received.
 - f. Technology Assessment of all 96 NHS Centers Internet Connectivity: Slow connectivity issues for Aneth, Del Muerto, Chinle, Oljato, Shonto, Cow Spring, and Rock Springs.
5. TRANSPORTATION
- a. 17 fleet vehicles have been disposed and are now pending approval from OHS. NHS is expecting a cost analysis assessment from the bus sale in order to purchase additional vehicles from those proceeds.
 - b. Collaborated with Fleet Management to replace a vehicle determined as a total loss by risk management due to an accident in Region IV.

OFFICE OF NAVAJO NATION SCHOLARSHIP & FINANCIAL ASSISTANCE

Reliable Internet services is critical for ONNSFA. All ONNSFA direct services to the Navajo public, such as filing applications and submitting documents are done online at www.onnsfa.org. ONNSFA is 100 percent reliant on the Internet. Agency offices receive internet services through T1 lines. Four to six Financial Aid personnel in each Agency Office provide direct services to students in schools, communities, chapter houses, and the general public. Students apply online for funding and they are able to check the status of their applications online. Students that do not wish to apply online can download forms and submit application by mail or fax to regional centers.

Scholarship and financial assistance eligibility decisions are made at ONNSFA regional centers and the data-port is sent by the program administration to the Navajo Nation Financial Management Information System to print checks, which are payable to the colleges and universities. In addition, outreach service is an important function of ONNSFA. Regional offices have GSA vehicles which are used to travel to Navajo communities including high schools and universities. ONNSFA personnel travel to colleges and universities to visit with students, to provide financial aid information, and to updates students files.

OFFICE OF SPECIAL EDUCATION AND REHABILITATION SERVICES

1. OSERS program grant application for American Indian Vocational Rehabilitation Services was not approved for funding with the Rehabilitation Services Administration that was to start October 1, 2015, to end September 30, 2020. A five-year discretionary grant to provide VR services to American Indians with disabilities residing on and near the Navajo Nation.
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. Unemployment is at an all-time high on the Navajo Nation.
3. Local Employers are not willing to hire individuals with disabilities due to personal assumptions. Some employers do not understand the on-the-job training concept. Most employers seek individuals with degrees.
4. Due to the 164-Review Process OSERS experience continuous delay processing documents with Division of Finance and Department of Justice which impacts funding and delivery of services.
5. 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 and staff are currently working from home and local chapter houses.
6. Transitional Programs for high school students are limited and are non-existent in most high schools on the Navajo Nation. The need of seeking funds to assist programs with transition is recognized.
7. Assessment for vacant position is very time consuming due to modifications in assessment process. The review and referral process is lengthy.
8. Lack of adequate and accessible office accommodations at the agencies continues to be a critical issue.
9. The Workforce Investment Act has reauthorized where tribal VR program set aside of 8% has been earmarked for Training and Technical Assistance to American Indian VR Programs that takes away from direct services to clients under the tribal VR programs. OSERS Program has an increasing caseload for all service areas.
10. Lack of rehabilitation teachers, ASL teachers/coaches who speak Navajo is also a critical issue.
11. The GIB Program is fine-tuning program service coordination with local school districts, services providers and parents.
12. The VR & IL programs seek mobility trainers and sign language trainers to teach clientele in primary language.

OFFICE OF EDUCATIONAL RESEARCH & STATISTICS

1. OERS works with BIE/Grant schools and BIE to collect real-time student achievement and enrollment data.
2. OERS continues to meet with 16 schools regarding the upcoming reauthorization meetings
3. Re-evaluate the ODLA data to get schools to submit the assessment (Pre & Post) consistently so that OERS can store the data and maintain an accurate count for all participating schools. The data should be more secured and entered into a data warehouse.
4. Due to FY 2016 program budget, OERS is unable to order office supplies and request duplication services to produce publications for stakeholders and other Navajo Nation programs.
5. STEP Program is also in a deficit in FY 2016. STEP was not approved to utilize IDC Savings to replenish the no-cost extension year

OFFICE OF DINÉ YOUTH

1. Crownpoint – The youth complex construction of Phase I is completed that consists of electrical utility extension, parking lot lighting, design/final estimation, CDEC award, CDEC start construction, and award electrical subcontractor. The agency Program Supervisor has attended several meetings with the Land Management Office (LMO) regarding the Diné Youth land status. LMO requested a letter of approval from Mr. Mike Halona, Department Manager, authorizing Diné Youth withdrawals designation to remain valid and as the designated holder of the approved land withdrawal to enter into agreements for Electrical, Water, Sewer, Fiber Optic, and other services needed as a part of the new construction of the Diné Youth Complex. On March 16, 2016, the agency office received the finalized document from Mr. Mike Halona, Department Manager. Copies of the document was forwarded to Mr. Jerry DeGroat, BIA Reality Office; Jose Malina, CDEC; Debbie Olivar, CDEC; Dorothy Luarkie, NHA; and Mike Coppedge, Weller Architect. This document will authorize Continental Divide Electric to move forward with the powerline connection.
2. Tuba City – The significant challenge for the To Nanness Dizi ODY remains the lack of a permanent facility. However, the Greyhills Academy High School Youth Center continues to be utilized for youth programming and activities. The agency is currently lobbying for funds to begin construction of a new Youth Center. A NAHASDA Request for Proposal is completed and submitted to Navajo Housing Authority on February 29, 2016. The Tuba City Community Center is currently on hiatus with renovations, until FY 2016 with contracting services for electrical, plumbing, and HVAC to complete renovation phases. To address the construction of the new youth center, approximately 14 acres, more or less, of land have been withdrawn, but funding is the critical issue to address. The agency office is currently seeking funds to begin the construction phase of a new youth center.
3. Fort Defiance –The most critical issue the agency office continues to address is the ongoing issues with the occupancy of the new building. The agency office received another Temporary Certificate of Occupancy from the Navajo Nation Design and Engineering Services. The occupancy is extends to June 22, 2016. The final close-out on the building is yet to take place, and the final inspection with Navajo Nation Fire Chief is still pending due to an outstanding bill with Brown & Associates.

In addition, the building lacks insurance; however, the agency office is informed that one would be issued by Navajo Nation Risk Management when the Final Certificate of Occupancy is issued. The agency office is experiencing building issues that include: Security System- Camera (Powerline), Intercom System (Powerline), Intercom Buttons (Powerline), Intercom (Powerline) Door Strikes (Powerline), Instant Water Heater (JC Mechanical), Door Frames and Doors-off set of doors and door frames (Arviso Construction), and Key Swipe. Some of these issues are inactive due to not being addressed in the construction contract with Arviso Construction Company. Further, several cracks in the building (Arviso Construction) and fire alarms are not active due to nonpayment. The agency office is currently obtaining price quotes to reactivate the system.

Another critical issue that continues to impact the Fort Defiance agency is the unavailability of youth employment funds for FY 2016. The agency is not able to hire any youth this fiscal year. At this time, youth are asking for summer employment opportunities. ODY administration is seeking requests for supplemental funding for summer youth employment (ages 14-21) to allow opportunities for summer employment.

4. Chinle – The agency ODY summer employment program is being readied by the Office Specialist. The information and applications will be distribute to students beginning April 4, 2016. The employment program will be offered but at a smaller scale due to the limited funding available. The Many Farms Youth Center building renovation is still ongoing. The expected completion date is April 1, 2016. Thereafter, the building will be inspected by key departments to decide whether to fully reopen the Youth Center and to determine what the building’s new youth occupancy level will be.
5. Shiprock – The establishment of the Navajo Nation Youth Council will be challenging due to low youth participation and involvement in the agency. In addition, on a weekly basis the agency office continues to work with Arviso Construction Company on several construction related issues.

NNDODE MAJOR ONGOING PROJECTS STATUS

JOHNSON-O’ MALLEY PROGRAM

1. JOM staff and subcontractors attended and participated in the planning of the 2016 NNJOM Subcontractors Conference at various locations.
2. Three staff members also participated in the National Johnson-O’Malley Association Conference in Washington D.C.
3. JOM staff provided two regional conferences: One at Flagstaff Unified School District, Family Resource Center for the Arizona subcontractors and the other at Gallup McKinley County Schools, Student Support Center for the New Mexico subcontractors.
4. JOM accountants and education specialists completed and compiled thirteen monitoring visits and reports this quarter 2016. The staff is in the process of scheduling and conducting 2016 on-site spring monitoring visits.
5. JOM staff continued to provide technical assistance by telephone and email to school districts on funds, expenditures, closeout, subcontract application, and administrative tasks.
6. JOM staff provided on-site technical assistance and attended IEC meetings for the following subcontractors:
 - a. Gallup McKinley County Schools Indian Education Committee meetings.
 - b. Assisted Aztec Municipal School District with JOM budget modification.
 - c. Central Consolidated School District IEC received training.
 - d. Cuba Independent Schools received technical assistance and attended IEC meeting by the education specialist.
 - e. Helped Tuba City Unified School District with its noncompliance issues.
 - f. On February 5th, 2016, attended the Window Rock High School Navajo Language class presentation at Window Rock Unified School District.
 - g. Provided IEC training on History of Education on the Navajo Nation at Flagstaff Unified School District IEC and also at Phoenix Marriott for the Window Rock Unified School District.
 - h. Verified student count and enrollment of qualified Native American student with the subcontractors which is still on going.
7. Twenty-four subcontractors’ modifications have been completed and the school districts were notified.
8. Three JOM staff attended the NNDODE Strategic Planning March 29-30, 2016, in Farmington NM.
9. JOM staff attended the Entrance Conference for the FY 2015 audit meeting at the NN Museum Auditorium. KPMG, LLP, the Nation Independent auditor, have notified JOM Program that they have selected JOM Program for an audit for the month of March and April 2016.
10. The National Johnson-O’Malley Association teleconference held monthly. The purpose is to continue to strategize, collaborate and network with Tribes across the U.S. on current JOM issues and activities.

OFFICE OF NAVAJO NATION LIBRARY

ONNL had a project to secure book and non-book donations from Reader-to-Reader Organization in Amherst, Massachusetts.

1. Progress :
 - a. This project has been terminated since the program had to eliminate the program’s travel budget in FY2016 due to budget cuts.

2. Completions/Accomplishments:
 - a. In previous years, the Office of Navajo Nation Library secured books and non-book materials for: The Navajo Nation First Lady Office, schools on or near the Navajo Nation, Navajo Nation Chapters, and other service providers on the Navajo Nation, which includes ONNL.

OFFICE OF STANDARDS, CURRICULUM, AND DEVELOPMENT

1. Second Language Testing, Inc.: The revisions of the test items is almost complete. Second Language Testing, Inc., (2LTI) requested an extension of their contract and it was approved in December 2015. They anticipate the revisions will be completed by the end of the summer or sooner. The extension did not necessitate additional funds.
2. ODLA Revisions: The initial revisions will be completed by September 2016 or sooner. A committee meets periodically to discuss and develop culturally appropriate test items that will also test language skills, cognitive skills, and cultural knowledge. The committee members include: Teachers of Navajo language and culture, medicine men/women, and members of the Navajo Traditional Apprenticeship Project. The committee is taking into consideration regional differences in language as well as cultural practices. Other area of consideration includes contemporary interests, different political and social situations, and relevant and interest cultural values.
3. SIEG Curriculum & Academics: Now that the 164-Review has been completed funds are available to begin work on finishing a Navajo language and culture based curriculum framework. The work will include consolidating a uniform system of support for a Navajo language and culture based.

OFFICE OF EDUCATIONAL RESEARCH & STATISTICS

Ongoing projects include:

1. Title 10 Amendment Research-75% completed. Amendments suggested for Data Collection and Research language changes.
2. DODE/OERS Research Lab Development-20% completed. MOU development still in progress.
3. DODE Data Policy-Completed (2nd draft review)
4. OERS restructure and implement of new Accountability Workbook requirements-50% completed.
5. Collect and formulate STEP Research report for final review by July-August 2016-25% completed.

OFFICE OF DINÉ ACCOUNTABILITY AND COMPLIANCE

1. BIE/ DODE monthly partnership meetings to discuss and plan for federal funding requirements and mandates of Grant Schools, to be able to provide accurate and updated information to principals and board members.
2. Partnerships with BIE Clearinghouse, BIE Award Officer, and BIE Grant and Contract Specialist to remedy audit findings to receive updated status information of each Grant Schools.
3. NNBOE approved an amended reauthorization application procedures to include updated A-Q packet requirements. The training to Grant Schools is for the school leadership skills to align with the school budget.
4. Continue to meet with both the SIEG and TEDG consultants in terms of their initiatives
5. Continue to provide both the NNBOE and HEHSC updates in regarding schools and ODAC initiatives
6. Recruit and select highly qualified and effective teachers for Grant Schools.
7. Initiated the DODE Navajo Leadership monthly meetings for effective communication with schools and DODE program managers.

OFFICE OF DINÉ YOUTH

1. Administration – In the Second Quarter of FY 2016, the Office of Diné YOUTH administration received/assisted 190 visitors, 87 travel related documents, 48 purchase requisitions/orders, 82 PCard requisitions, and 57 agency activity packets were processed by the administrative staff. The Office of Diné YOUTH continues to participate in the interdisciplinary team meetings concerning Youth Suicide as led by the Navajo Department of Behavioral Health.

On February 29, 2016, the Office of Diné YOUTH administration has submitted a Request for Funding Proposal with the Navajo Housing Authority Grants Management Department. The proposal was for \$1.1 million for funding youth activities which include temporary recreational aide positions with salary and fringe benefits, travel expenses for staff to chaperone youth on educational trips, operating, maintenance, and utilities, insurance premiums and general liability, and indirect cost. This amount is for a two-year grant for the fiscal year 2017-2018. To date, no word on approval for the grant has been received by Navajo Housing Authority.

2. Chinle – Since January 2016, the Navajo Nation President Russell Begaye has met with the Office of Diné YOUTH staff and Dr. Tommy Lewis, Superintendent of Navajo Nation Schools, to announce the return of the National Boys and Girls Club of American to the Navajo Nation as a pilot project beginning October, 2016. President Begaye identified Many Farms Diné YOUTH unit as the community to do the pilot project. In the meantime, the agency ODY office and the Office of the Navajo Nation President/Vice President met with the Many Farms Chapter Government to inform the chapter officials of plans on BGCA. The Chinle ODY recreation program has been busy implementing and completing the 2016 Youth 12 U-boys and girls Basketball League. A total of twenty teams (12 boys and 8 girls) participated in this season's ODY league. Each team was provided an eight-game schedule, which end March 23, 2016. On March 25-27, 2016, Chinle ODY sponsored a 12U and 16U boys and girls division tournament(s) and the tournament closed-out this season's basketball activity under ODY.

The Recreation Specialist continues to be involved with the Chinle Community Collaborative team (CCC) efforts by attending CCC meetings and supporting the team with attendance of activities, incorporation of teambuilding and communication building exercises or activities. Also planning to implement "Adventure Based Learning" through Project Venture curricula's, offer basic Bike Repair Clinics, Spring into Fitness series and eventually leading up to creating "youth groups" to work with at each of our agency community. The Counselor did a excellent job with the annual Spelling Bee related activities. All levels of the Spelling Bee, from local to the Navajo Nation competitions went according to plan. The Navajo Times/Navajo Nation Spelling Bee finals were held on Thursday, March 17, 2016, at the Navajo Technical University in Crownpoint, NM. This year's NT/NN Spelling Bee Champion attends school in the Shiprock Agency and the young lady will be representing the Nation at the National Scripps Spelling Bee in Washington, DC in late May 2016.

3. Crownpoint – The agency office continues to provide daily afterschool programming and working with local resources in implementing community projects. They include the following: Counselor completed the BABES Program with Bread Springs School, Lake Valley School, and provided 2 of 6 Parenting Skills and Anger Management sessions; Recreation Specialist implemented recreation at the center, attend meetings with the Postvention Team and Crisis Response Team, implemented recreational and enrichment activities at LaVida Mission in Lake Valley, NM, and held a 12 and under Basketball Tournament in Borrego Pass, NM. We had 4 girls and 4 boys' teams that participated; Program and Project Specialist implemented programming in culture, outdoor games, arts and crafts, and curriculums, provided parenting classes for parents for those new youth enrolling in the Afterschool Programming, Girl Scout participated in the Cookie Campaign for the month of February, implemented the Agency Spelling Bee, which took place at St. Paul's Catholic Hall in Crownpoint, New Mexico, implemented a Cultural Night where youth learned about the Ivory Coast Africans heritage and collaborated with the New Mexico State University Extension Program to implementing 4-H activities to students, doing Leathercraft, and the Kids Kitchen where youth learned to make cookies, pancakes, rice crispies, and fruit and cracker snacks; and the Huerfano Youth center, the staff implemented daily recreational and enrichment activities at the center and participated in the Understanding the Psychological Dynamics of Active Shooters and the Navajo Perspective and Practices on Suicide Prevention training.
4. Tuba City – The Western Navajo Agency Youth Council officers in full action with a number of members attended the March 12 Navajo Nation Youth Council meeting in Window Rock. An agency staff in attendance observed the meeting and stated that the adults should relinquish control of the Youth Council meetings. Adults are mentors and should assist in coaching youth to run a meeting, where adults have privileges under "Call to Public" or requesting to be an agenda item. Let the youth speak, let them tell us what they envision. Staff are planning upcoming events/activities such as: April 13-16, 2016 and April 19-22, 2016 College Tours; to conduct a "Men's Youth Conference"; a rafting trip in May; to host the Western Navajo Agency Youth Conference; and Youth Employment beginning June, applications will be available on April 1, 2016.

The agency accomplished the following for the quarter: the agency Youth Co-Ed Basketball league began for ages 5-8, in full action with 171 participants and the 12 and Under Basketball tournament being held at the Tuba City Boarding School was a success with 115 participants, unfortunately, there will be no Navajo Nation finals; assisted with the Navajo Nation Spelling Bee at Crownpoint NTU on March 17, 2016 which was very successful with one appeal from the Tuba City Primary School, the decision was denied. The winner was from Northern Navajo Newcomb Elementary School; staff is currently working with the Western Navajo Agency Juvenile Detention Center, including the inmates at the Adult detention center, in providing preventions on Tuesdays, with four male participants; conducted the Tolani Lake Team Roping Classic, with 175 youth participants and 330 adults; held a sewing project with six participants that went very well; conducted a Rug Weaving class at the chapter house with a number of youth participating;

The Tuba City Agency began collaboration with of Department for Self-Reliance to begin an Active Parenting curriculum with 17 participants to be held every Wednesdays; and continues to provide outreach in the following communities: Leupp Schools Inc., Winslow Residential Halls, Flagstaff Kinlani Dormitories, Coconino County Juvenile Detention Center, Tuba City Nizhoni Accelerated Academy, Kaibeto Boarding School, Kayenta Community Schools, and Oljato and Inscription House Chapters, in collaboration with Navajo Housing Authority housing developments, Department of Self-Reliance, Gap Schools, Page Schools, Dennehotso Schools, Chilchinbeto Schools, Rock Ridge Schools, Red Lake School, Cameron School, Coalmine Chapter, Coppermine Chapter, and Shonto Schools.

5. Shiprock – The agency is planning summer activities with several major activities that will include partnering with John Hopkins University, the United National Indian Tribal Youth, Inc., and local program collaborations. Students from the “Together We Rise” Youth Group began attending the Navajo Nation Youth Council meeting to represent Northern Agency. Their first meeting was held March 12 with the next meeting scheduled for April 2 in Window Rock. The agency accomplished the following for the quarter: Staff provided service to surrounding BIE Schools and Chapters; completed the agency Spelling Bee, as well as the Navajo Nation Spelling Bee held in Crownpoint, NM, with a young lady from Newcomb Mid School being the Champion Speller with preparation of her participating in the Scripps National Spelling Bee in Washington, D.C.; staff assisted with the Navajo Nation Science Fair; sponsoring several Easter Egg Festivities in Shiprock and Red Valley; and held two basketball leagues: 5-7 Coed and the 8-10 Coed League.
6. Fort Defiance – The agency office convened and revised/updated all the facility, fields, and equipment usage forms. In addition, they revised the rules for the facility, field and equipment usages. Furthermore, they updated the fees for the facility and field usage. All forms with changes have been submitted to the Department Manager for review and approval. A set of the forms were also sent to Navajo Nation Risk Management to give recommendations on insurance request from entities requesting for usage of facility or fields. In the meantime, through facility usage request the following organizations are utilizing or will be utilizing the recreational fields for their sports or league: Window Rock Unified School District – Softball and Baseball, St. Michael Indian School- Softball, Fort Defiance Soccer Club- Soccer, and Diné Nation Little League- Tee Ball, Softball and Baseball- All Divisions. The agency staff is in the process of planning for summer programming, community outreach within the Fort Defiance Agency with 27 chapters, assisting with “Just Move It” in New Mexico and Arizona, and onsite events and activities.

The ODY Fort Defiance Agency accomplished the following for the quarter: Afterschool programming with staff monitored and assisted youth in the following program- social recreation, games day, playground and recreation, prevention program, presentations, arts and crafts, academic success, homework help, reading program, health and life skills, character development, and special events, with total enrollment of 88 and a daily average attendance of 62 for the second quarter (Jan.-March 2016) and a current waiting list of 55 youth; Outreach Activities such as providing youth with development activities, emphasis on prevention program, life skills, and recreation program conducted at Pine Springs Schools, Kin Da Lichii Olta, Tsehootsooi Primary Learning Center, and Tsehootsooi Intermediate Learning Center; provided team building with Tsehootsooi Indian Medical Center Health Care Consumer Advocacy Council Staff in March 2016; participated in the 2016 STEM Horizon Conference in Albuquerque in January 2016 with 13 females attending the conference; hosted the agency spelling bee at Ganado Mid School on March 1, 2016 with agency representation by 10 students at the Navajo Times Spelling Bee at Crownpoint Navajo Technical University on March 17, 2016. The Champion winner was from Shiprock Agency and Runner Up winner was from Fort Defiance Agency; provided a 12 and Under Co-Ed Basketball League.

The league provided youth ages 10-12 with basketball fundamental and skills, hosted game nights and practice sessions for all 5 coed teams. The league began on January 25, 2016, and concluded on March 3, 2016 with the agency office hosting a league tournament on March 7-8, 2016 and banquet and awards scheduled on March 23, 2016; assist with the Youth Council initiative in attending meeting with objectives to continue in working with Tristan Black and the establishing the Navajo Nation Youth Council and promoting the Youth Council to networking with various programs and department within the Navajo Nation branches of government; and staff continue to participate in the Fort Defiance Communities of Hope meetings and initiatives.

ADVANCED NAVAJO NATION

Every five years, AdvancED Navajo Nation network schools host an External Review. During SY 2015–2016, twenty-one schools will have undergone an External Review, which is a day and a half event. The External Review Team examines the school as a whole – the programs, the cultural context, the community of stakeholders – to determine how well the network schools work together to meet the academic needs of the students. The performance-based accreditation process provides schools with an External Review Report that contains a comprehensive analysis of the school’s effort to drive continuous improvement. At the end of the 2nd Quarter, our office has completed 98% of all scheduled External Reviews.

SCHOOLS		EXTERNAL REVIEW DATES
1	Chichiltah/ Jones Ranch C.S.	09/08-09/15
2	NaaTsis’Aan Community School	09/16-17/15
3	Wide Ruins Community School	09/23-24/15
4	Pueblo Pintado Community School	09/29-30/15
5	Kayenta Community School	09/30-10/01/15
6	Tohajiilee Community School	10/13-14/15
7	Dilcon Community School	10/14-15/15
8	Red Valley Cove High School	10/19-20/15
9	Shonto Elementary Preparatory School	10/20-21/15
10	Ganado High School	10/22-23/15
11	Tohaali Community School	11/04-05/15
12	Leupp School, Inc.	11/04-05/15
13	Greasewood Springs Community School	11/09-10/15
14	Wingate Elementary School	11/17-18/15
15	Shonto Technology High School	11/19-20/15
16	Na Neelzhiin Ji Olta	11/19-20/15
17	Ch’ooshghai Community School	12/02-03/15
18	Beclabito Day School	12/10-11/15
19	Pinon Community School	12/15-16/15
20	Many Farms High School	02/24-25/16
21	Red Mesa Elementary School	04/2016
22	Round Rock Elementary School	*N/A

Many Farms High School has hosted its External Review. Red Mesa Elementary School will host its External Review in the spring of 2016. *Round Rock Elementary School has opted to drop their AdvancED school accreditation.

AdvancED Navajo Nation Operations Office staff continue to maintain a schedule of on-site school visitation. 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 always available to AdvancED network schools. Accreditation Progress Report training and monitoring occurred and continues at the following schools:

DATE REVIEWED	SCHOOL
Ongoing	Rock Point Community School
Ongoing	Rough Rock Community School
January 2016	Chilchinbeto Community School
	Jeehdeez'a Elementary School
	Kin Dah Lichi'i' Olta
	Pine Springs Community School
	Red Rock Day School
	T'iis Nazbas Community School
	Tonalea Day School
February 2016	Borrego Pass School
	Bread Springs Day School
	Naa TsisAan Community School, Inc.
	Red Mesa High School
	Tse'iiahi' Community School
March 2016	Chilchinbeto Community School
	Jeehdeez'a Elementary School
	Rough Rock Community School

NAVAJO HEAD START

1. HUMAN RESOURCES University Cohorts

- a. Since the hiring of the Professional Development and Strategic Planning Specialist, NHS has strengthened tracking mechanisms for student accountability. All Head Start Teachers must have an A.A. degree in early childhood education ("ECE"), and be continuously enrolled in a bachelor's degree program leading to an ECE. The Professional Development Specialist ("PDS") is working with each student to monitor accountability, such as ensuring timely submittal of transcripts to NHS HR Section, timely submittal of receipts for reimbursement, i.e.: Books and fees, regular class attendance, assisting with homework, and online blackboard assistance. Simultaneously, the PDS has strengthened and improved relationships with professors and administrative staff from the registrar, financial aid, accounting, and contract administration offices.
- b. For additional assistance, the PDS is working with Assistant Superintendent on a case-by-case basis to assure success toward achieving greater numbers in the Head Start Act's ("HSA") *highly qualified workforce* requirements. For example, the HSA requires that at least 50% of NHS teachers must have a bachelor's degree. NHS has exceeded the 50% requirement: Of the 84 teachers, 44 teachers have bachelor's degrees in ECE, elementary education, education, or closely related field. 62 NHS employees attend college/university either on their own or in a cohort.

2. COMMUNITY PARTNERSHIP, HEALTH & FAMILY SERVICES

- a. Mental Health: Three regions have Mental Health Consultants: 1) Dr. Betty Susie King at Region I; 2) Dr. Michael Gerner at Region III; and 3) Andrew Scotson at Region IV.
- b. Program Governance: Regular Board of Education-Governing Body meetings are held the last week of every month in Window Rock, Arizona. Policy Council meetings are held the third week of every month in Window Rock, Arizona. Policy Council and BOE hold special meetings to address urgent action items when necessary. On February 1-5, 2016, the National Head Start Association Leadership Institute was held in Washington, D.C. Three Policy Council members and two Board of Education members attended the conference. In March 2016, the School Readiness Conference was held. The Native Child and Family Conference was held March 7-11, 2016.

- c. ERSEA/Family Engagement: Currently recruiting children, conducting enrollment and health screenings, and following up with Child Plus data entry. Ms. Shannon Wilson ERSEA/Family Engagement Liaison is delegated to oversee these duties and is doing an excellent job. Ms. Wilson will continue to monitor all services until a Specialist is hired.
3. NHS INFORMATION TECHNOLOGY (IT)
- a. Hatch Computer System delivered to Head Start Centers and Professional Development conducted for all School Readiness Coaches.
 - b. Final review of the project scope, the equipment, software and services that were acquired and the architectural design decisions were discussed with the new IT staff for their training and knowledge.
 - c. Development of technology training plan. Professional development provided to staff in Regions I, II, III, and IV during staff professional development days.
 - d. Ongoing technical support for all 96 centers. Dedicated fax lines being addressed for all 96 centers.
4. BUDGET & EXPENDITURES
- a. FY2016 Navajo Head Start budgets and accounts have been generated. Approximately \$1.1 million for personnel and \$500,000 for operating. NHA is awaiting official award letter from Office of Head Start in the amount of \$22,477,502 for next five years.
 - b. As of March 1, 2016, a Principal Contract Analysis was hired to oversee all vendors, schools and chapter contracts. Senior accountants continue to work on close-outs and setting-up FY2016 budgets and labor distributions. A temporary finance staff works daily on the following: Accounts receiving records, purchase requisitions, travel authorizations, requests for direct payments, supply orders, interdepartmental charge requests, and staff reimbursements.
5. EDUCATIONAL SERVICES
- a. Navajo Head Start uses the Teaching Strategies GOLD Birth-Thru-Kindergarten Assessment Toolkit (TS GOLD Assessment) to measure child progress outcomes. The TS Gold Assessment is an observational assessment of young children, with established widely held age expectations. The Children's School Readiness Data Analysis Report gives information from the first checkpoint of learning and development assessment for 1,069 children currently enrolled. The data includes children 3, 4, and 5-year of ages.
 - b. The data analyzed for this report came from several sources. The program curriculum objectives align with the Head Start Child Development and Learning Framework and the Arizona, New Mexico, and Utah Early Learning Standards.

Learning and Development includes:

- a. Overall Areas of Strength: Social-Emotional: Managing feelings, interacting with peers; Physical: Demonstrating traveling skills, using writing and drawing tools; Language: Following directions, speaking clearly; Cognitive: Showing flexibility and inventiveness in thinking, engaging in sociodramatic play; Literacy: Retelling stories, writing name; Mathematics: Comparing and measuring, Understanding shapes.
- b. Overall Areas for Focused Attention: Social-Emotional: Taking care of own needs appropriately, solving social problems; Physical: Demonstrating gross-motor manipulative skills, using fingers and hands; Language: Engaging in conversations, using social rules of language; Cognitive: Solving problems, Recognizing and recalling; Literacy: Noticing and discriminating rhyme, Noticing and discriminating smaller and smaller units of sound; Mathematics: Quantifying, Comparing and measuring.

Spring Child Outcomes Report Action Plan/School Readiness Goals include:

- a. Increase mathematical skills average of children at or above targeted level 55%.
- b. Increase literacy domain skills average of children at or above targeted level 65%.
- c. Increase cognitive domain skills of children at or above targeted level of 75%.
- d. Increase language domain skill of children at or above targeted level of 70%.
- e. Increase staff knowledge of Head Start math resources.
- f. Children will receive effective health and nutrition services to improve their overall health and development.
- g. Provide parents with home activities to support math, literacy, cognitive and language skills to ensure optimal connection to home and school.

Develop program goals to improve school readiness include:

- a. Head Start Child Development and Early Learning Framework
- b. Head Start Family and Community Engagement Framework
- c. Arizona Early Learning Standards
- d. New Mexico Early Learning Guidelines Birth through Kindergarten
- e. Utah Pre-Kindergarten Guidelines
- f. The highest percentage of children not meeting the widely held expectation for specific objectives
- g. Observation of family engagement

6. TRANSPORTATION

- a. Subject to FY2016 funds availability, IFB's have been initiated for the purchase of: Fourteen 2017 school buses which are due for delivery in April 2016, new CSRS and 2-way radios. The inspection and acceptance of fourteen 2016 new school buses are scheduled for delivery in May 2016.
- b. The following transportation initiatives include: Site visits conducted at Oljato, Bread Springs and Low Mountain relating to content areas; State tax exemption certificate to school bus vendor completed; 153 employee vehicle operator permits successfully submitted to Highway Safety; served on review panel for six bus driver position applicants; two
- c. vehicles serviced for preventative maintenance; five ICR's submitted for payment on deductibles, vehicle repairs and insurance premiums; two employees processed for DCC Highway Safety training; 26 vehicles recorded as having over 100,000 miles request for replacements; updating all school bus driver's credentials such as training requirements, First Aid/CPR, PE for compliance; renewal and updates of employee vehicle operator permits upon and prior to expiration; submitted Fiscal Year 2016 account numbers to Fleet Management for usage and mileage rates; requested verification of titles to Property management for disposal of five 1997 trucks for Region I; and submittal of monthly mileage reports for January, February and March 2016.

7. ADMINISTRATION

Southwest Consortium of Indian Head Start Programs, Inc. – 35th Annual Native American Child & Family Conference:

- a. The 35th Annual Native American Child and Family Conference was held in Albuquerque, New Mexico from March 7-11, 2016, hosted by the Southwest Consortium of Indian Head Start Programs, Inc. The conference was held to provide four days of professional development trainings to strengthen and improve programs for our nation's youngest children. The goals of Native American Child and Family Conference was to provide American Indian/Alaska Native Head Start, Early Head Start, and Child Care programs with training opportunities to build head start program capacity by providing quality services for our children and their families. The conference theme, entitled: Raising our Voices: Nurturing Tomorrow's Leaders' provided the overarching objectives to create the conference agenda and professional development tracking curriculum.
- b. The conference brought together a vibrant mix of cultural teachers, childcare and training specialists, government representatives and development partners, tribal leaders, arts & crafts vendors, book and educational product vendors, and parents and grandparents who endeavored to:
 - i. Provide quality workshops targeted toward building the knowledge base and beginning skills of frontline staff working directly with children and their families; Increase the knowledge base of program management staff in order to provide quality early childhood development services; and
 - ii. Provide a peer-to-peer learning environment for sharing among programs to the benefit of our nation's youngest children moving to become future leaders in their communities.
 - iii. Extra ancillary activities included; arts and crafts auction, shinny games, Zumba, yoga and rock your moccasins.
 - iv. Highlights of the conference: A full day of pre-conference workshops tailored to provide participants hands on Early/Head Start performance and standards management training. The main keynote speakers included: Dr. Blanca Enriquez, Director, Office of Head Start; Angie Godfrey, Regional Program Manager, Region XI, AIAN Head Start; Raymond Dunton, Director, WINGS of Freedom – Honoring Exceptional Head Start Fathers; and James Junes, Comedian/Actor.

FY 2016 Office of Head Start Environmental Health & Safety Monitoring Protocol Visit:

- a. The Office of Head Start (OHS) will conduct a FY 2016 Environmental Health & Safety (EnvHS) Protocol Monitoring Visit.

- b. The purpose of the protocol visit will be to gather information to assess grantee performance to ensure safe and healthy environments for children, families, and staff. The EnvHS Protocol data is used to assess Head Start and Early Head Start centers and classrooms, as well as Family Child Care homes used to provide services to children.
- b. OHS will formulate the information about NHS performance gathered during the monitoring review to evaluate multiple levels of performance, including the determination of program strengths, concerns, areas of noncompliance, and deficiencies.
- c. The EnvHS Protocol monitoring visit is designed to ensure that all Head Start programs are implementing and promoting healthy practices and routines, as well as providing safe and supportive environments in which children can learn and grow.
- d. The EnvHS Protocol will also review the safety of physical environments and transportation services provided by the NHS program.
- e. By monitoring NHS environmental health and safety, the OHS strives to ensure Head Start programs are supporting children's health and development by providing safe learning environments.

OFFICE OF SPECIAL EDUCATION AND REHABILITATION SERVICES

1. OSERS announced the Request for Proposal for FY 2016 grant award to fund three priorities: High School Transition, Home Modifications, and Employment Services for people with disabilities. The deadline for submission of grant application was December 18, 2015. Only one grant application was submitted to OSERS from ASSIST To Independences for Home Modifications.
2. 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.
3. 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, peer mentoring, counseling/guidance, traditional healing, and transportation services.
4. 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, OSERS provides 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 three to five years of age.
5. OSERS continues to operate the Food Service Vending and the Tuba City Industrial Laundry Projects for income revenues and training/employment services.
6. OSERS continues to work with the Navajo Nation Advisory Council on Disability on advocacy and awareness regarding disability.
7. OSERS continues 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.
8. OSERS continues to conduct monthly team meetings for EIP, VR, and IL staff to provide update reports on client data and projections and review the annual performance data.
9. OSERS in-conjunction with NNCOD sponsored a Disability Awareness Conference in Tuba City, AZ, and Disability Awareness Day in Window Rock, AZ, to instill more disability awareness on current issues and needs, plus resolution on accessibility of infrastructures, employment, transportation, voting, changes in legislations, rights of individuals with disabilities, and many other issues at all levels of age.

OFFICE OF NAVAJO NATION SCHOLARSHIP & FINANCIAL ASSISTANCE

The ONNSFA uses EMPOWER, a student information system. The EMPOWER contract ends in 2016 and ONNSFA will start searching for a new database. ONNSFA will bid out the job to look for a new database. ONNSFA anticipates finding a user friendly database.

ONNSFA administration is also working closing with Navajo Technical University to prepare a proposed amendment to have the Navajo Nation Council amend the Navajo Nation Human Research Review Board. This work is extensive because it has to go through several standing committees. The goal of the amendment is to minimize the length of time it takes a college student to conduct research for college credit on the Navajo Nation. In many instances, students deplete allocated funds before completing their research. Therefore, ONNSFA is looking for ways to streamline the research approval process for college students.

ONNSFA plans to prioritize scholarships to students attending Navajo Technical College and Diné College as a way to address remedial education issues. As it is, Navajo students return to NTU or DC after one or two-semester experience in universities, because of higher academic challenges. Therefore, ONNSFA will make every effort for NTU or DC to prepare students academically before they enroll in universities.

OFFICE OF DINÉ SCHOOL IMPROVEMENT

Ongoing projects includes:

1. Working with teachers through the use of content Coaching, Examining Student Work, classroom observation, and professional development trainings.
2. Working with a data team members who are ready to learn the using data process. Work with the data team to ensure that the UDP process is implemented school wide. Working with the Data Team to build capacity to design schools professional development session for their teachers at their designated schools.
3. 2016 UDP Workshop/Teacher Institute is scheduled for June 6-10 of 2016. The primary focus will be on Mathematics and Science.
4. Plans in collaboration with Arizona State University for summer STEAM camps. School sites and dates will be shared once locations are confirmed with one school in New Mexico and one school in Arizona.
5. ODSI has received notification that the Navajo Nation Accountability Workbook is in its final review process with U.S.D.O.E. ODIS anticipates in the coming months, the Navajo Nation Board of Education will acted on business rules for the 14 schools that have decided to implement the Navajo Nation Accountability Workbook.

OPERATIONAL & PROCESS IMPROVEMENT INITIATIVE STATUS

OFFICE OF STANDARDS, CURRICULUM, AND DEVELOPMENT

1. Complete the Strengthening Tribal Languages Grant funded by the New Mexico Public Education, Office of Indian Education. Four schools have been selected and they are learning language through weaving activities.
2. The Second Language Testing, Inc.'s (2LTI) validity and reliability study of the Diné Content Standards has one more step to complete in order to be finalized. Right now the team is finalizing the revisions of the test items. 2LTI has reviewed the pilot test results, compared them to the DCS, analyzed the answers in terms of right and wrong responses, and determined their appropriateness. The results of their evaluation is being used to rewrite test items. The team has done an excellent job in their study and in training OSCAD staff to work with assessments. In this area, OSCAD has progressed a lot by working with 2LTI.
3. Navajo Traditional Apprenticeship Project (NTAP) has brought on new teams in the second quarter and other Practitioner/Apprenticeship teams have completed their contracts or renewing contracts. NTAP is complicated mainly because OSCAD can only work with individuals if they are interested in becoming a Practitioner of a healing ceremony. It requires personal sacrifice of time, resources, and commitment. We do our best to recruit but ultimately it depends on whether individuals are willing to fully commit to the grueling process of learning ceremonial process and memorization involve to become a practitioner.

4. Sovereignty in Indian Education BIE Grant to develop a Navajo language and culture curriculum framework and organize guidelines for academics.

ADVANCED NAVAJO NATION

In addressing the impact of high turnover in school administrators and teachers, the Department of Diné Education and the AdvancED Navajo Nation Operations Office are forging a strong partnership with the Bureau of Indian Education through collaborative work sessions each month.

The AdvancED Management of Operational Services (AMOS) is a tool that engages office staff in an in-depth evaluation to determine the effectiveness of our office. The AMOS process identifies areas of strength and opportunities to develop improvement goals that enhance office effectiveness.

- Goal 1. Provide staff development training in the use of technology tools. (Staff now using drop box)
- Goal 2. Develop an AdvancED Navajo Nation website (ongoing).
- 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 (ongoing).
- Goal 4. Finalize the AdvancED Standards for Quality Schools from a Diné perspective and use the graphic design in all training sessions. (Goal 4 has been completed and is being used in training sessions.)

OFFICE OF SPECIAL EDUCATION AND REHABILITATION SERVICES

1. The 164 process review with various organizations and schools for client services. Currently, OSERS has eleven contacts pending with various organizations and three-MOU pending with various organizations and schools for client services.
2. Regarding post-secondary and employment services, OSERS will focus on collaborating with local school districts to promote transitional services for students. The Navajo Nation Advisory Council on Disability has prepared Request for Proposals with the understanding that school district will apply. This is a prime opportunity for school districts to apply for supplementary fund to enhance transitional services for students.
3. 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, OSERS Management team received proposed recommendations from DOJ and is in the process of inserting the recommendations and resubmit for approval.
4. OSERS strives to provide quality client services for EIP, VR, and IL to ensure that the needs of persons with disabilities are met.
5. 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.
6. NNOSERS program hosted a Motivational Interviewing Training for the NNOSERS staff. The training was conducted in two-part series. The training provided the staff in-depth insight on working directly with clients. The training focused on the four parts of interview by engage, focusing, plan, and evoking.

OFFICE OF DINÉ SCHOOL IMPROVEMENT

1. Review ODSI Plan of Operation and FY 2016 Form 2 in preparation of the approval of the Navajo Nation Accountability Workbook and the NNDODE SEA process. Plans include effective utilization of new positions presented to the Navajo Nation Department of Personnel Management for approval of the Position Classification Questionnaires.
2. Selection of a consultant to assist in addressing the functionality of a Navajo Education Information System student data warehouse initiative. Agreements with applicable states to release student data, but due to the lack of infrastructure for storage and use, the initiative is temporarily halted. One grave concern is related to the electrical deficiency in the NNDODE building for the data warehouse. Funding source would not allow use of funds to stabilize or improve existing structure.

3. Continue working with schools to improve the academic achievement gap with Using Data Process. Capacity building with teachers focused on Using Data Process along with current methods proven to be beneficial with teachers.
4. Continue working with teachers in preparing students with science projects for 2017 Navajo Nation Science Fair. The coordination has proven fruitful as the standards and qualities of science projects have increased extending the proficiency in research based projects as seen at the recent fair. ODSI anticipates to focus on science and engineering in all grade levels.

OFFICE OF DINÉ ACCOUNTABILITY AND COMPLIANCE

1. Continue to work with Chilchinbeto Community School and Wide Ruins Community School during the period the Navajo Nation assumed operating as follows:
 - a. Chilchinbeto Community School was assumed for the following reasons:
 - i. Failure to make reasonable progress toward student academic achievement per the HEHSC Legislation.
 - ii. Failure to comply with financial and audit requirements resulting in repeated violation of OMB Circular A-133 (Annual Single Audit Act; OMB Circular A-87 (Cost Principals) and General Assets and Property under 25 CFR§276.11 and 25 CFR§900.51; and
 - iii. Failure to comply with Criminal Background check and minimum standards of character checks as mandated by Indian Child Protection and Family Protection Act.
 - b. Wide Ruins Community School was assumed for the following reasons:
 - i. Failure to make reasonable progress toward student academic achievement per the HEHSC Legislation.
 - ii. Failure to comply with financial and audit requirements resulting in repeated violation of OMB Circular A-133 (Annual Single Audit Act; OMB Circular A-87 (Cost Principals) and General Assets and Property under 25 CFR§276.11 and 25 CFR§900.51; and
 - iii. Failure of the Board to take proper leadership.
2. Continue to be transparent in dissemination of information on school reform.
3. Continue to perform administrative review of schools that are up for reauthorization to ensure compliance with requirements and agreement of the reauthorization application.
4. ODAC will continue to work with the schools to ensure applications for reauthorization are complete.

OFFICE OF EDUCATIONAL RESEARCH & STATISTICS

OERS is working with BIE/Grant schools and BIE to collect real-time student achievement and enrollment data. DODE/NN has an MOU agreement with BIE. This particular document should be the bridge to quick access to information from the BIE NASIS; however, it is not being addressed.

NAVAJO HEAD START

1. BUDGET & EXPENDITURES. Recommendation to hire the Fiscal Manager position to ensure all budgets are reconciled and balanced for FY2016, and follow up with OMB to complete setting the contract accounts for Arizona CACFP.
2. HUMAN RESOURCES
 - a. In accordance with the Head Start Act, Navajo Head Start is required to conduct tribal, state, and federal criminal record checks during the recruitment and selection process. Currently, NHS has an agreement in effect with Navajo Nation Department of Personnel Management, which allows for temporary and regular status individuals to be hired with a favorably adjudicated tribal background checks. The state/federal background checks must be completed and favorably adjudicated within 90 days from the date of initial employment. A favorable adjudication of tribal/state/federal background checks allows regular status employees to begin the 90-day introductory period, while temporary employees continue their temporary status employment with NHS.

- b. Current NHS employees are also required to complete and have their tribal, state and federal background checks favorably adjudicated every three years. If an employ’s state/federal background check is not approved during adjudication and is declined by the adjudicator, the employee will be immediately dismissed from NHS. The chart below shows the background check statistics for January –March 2016.

Description	Jan 2016	Feb 2016	Mar 2016	Totals
Background Checks (“BGC”)				
• Tribal Only	10	17	5	32
• Federal Only	11	16	3	30
• Declined	1	0	0	1
Pending Background Checks @ PSC	1	3	9	13
BGC Ready for Federal Assessment	1	2	11	14
TOTAL BGCS - FY16 2ND QUARTER				90

- c. State and Federal Background Check Contract. In Fiscal Year 2015, NHS had a contract with Personnel Security Consultants to complete state and federal background checks for applicants and employees. However, the contract expired on February 29, 2016, at the close of FY15. NHS submitted a Request for Proposals for a new state and federal background check contract for FY16. Upon selection of a vendor, the proposed contract must be submitted through the 164-review process for signature approvals. NHA anticipates the contract will be in effect by April 30, 2016.
- d. Recruitment and Selection Process. During the recruitment and selection process, applicants must complete specific steps and meet certain standards as required under the Head Start Act, including a qualification assessment, favorable background checks, positive past employer checks, and interview participation. Center staff applicants (Such as: Teachers, paraprofessionals, bus drivers, and school readiness coaches) must also have a physical examination (PE) with a negative TB test before they are allowed to enter the classroom. Field staff (Such as: Maintenance technicians, ERSEA liaisons, health and nutrition liaisons, and mental health and disabilities liaisons) that also enter the classroom to perform duties and functions must also receive a PE and negative TB test. In accordance with NHS Performance Standards, all staff must submit immunization records. Applicants that meet the criteria of each step are recommended for hire. The Assistant Superintendent recommends new hires to the Director of the Navajo Department of Personnel Management (DPM).
- e. Every Monday, approximately 50 job vacancies are announced on DPM’s website. Currently, all JVAs are being advertised as “Open Until Filled”, and approximately 10-20 applications are received each week, and assessed. Less than half of the applicants are processed to the interview stage. Applicants who do not meet the minimum qualifications standards and who do not meet the special requirements of the vacant positions are sent a “non-qualified” letter. For example, a bus driver’s minimum qualifications’ requirement is a high school diploma or GED. However, under the Special Requirements Section, all bus drivers must possess a Commercial Driver’s License (CDL) and passenger and school bus endorsements under the CDL. Further, each state has specific licensing requirements that bus driver applicants must also meet, i.e.: State certification to drive a bus and bus driving refresher course every 2-3 years. Therefore, if an applicant has a high school diploma, but does not have a CDL with endorsements, that applicant does not meet the minimum and special requirements of the position.

3. NHS INFORMATION TECHNOLOGY

- a. Three additional technology staff will allow more attention to implement and support the NHS accountability system. On January 20, 2016, interviews were conducted for Sr. Network Specialist and Information Systems Technician (Region I). Advertisement for the Information Systems Technician position is in progress for Region IV.
- b. Development of a flow process with NHS-HR to create staff database. Update information of any employee changes, modifications, transfers, terminations, and new hires must be provided to the Technology Section. This process helps end-users access correct information on the NHS Network. This keeps staff in sync with all other applications and require username and access privileges. Team meetings with HR are important to develop database of personnel information using Microsoft Access Database.

- c. Professional development training is scheduled two Fridays per month. A technology training plan will be developed with curriculum courses. Need to acquire Cart on Wheels to provide real life, hands-on experience for staff training. NHS will continue to support management and content areas to implement training plans.
- d. Internet connectivity: Explore potential ways of connecting centers with larger bandwidth and identifying cost saving solutions; technology grants, Erate, Race to the Top grants. Draft agreement(s) developed between Chichiltah and NHS for 50/50 cost sharing for internet connectivity.
- e. Professional development of web filtering services is needed for all NHS Staff; step by step instructions were sent to all staff on how to address filtering issues. Governance overview such as policies and procedures need to be presented.
- f. RFP#15-12-1453 is closed. Three vendors submitted proposals: School Dude, Property Trak, and Collective Data. The vendor School Dude was selected and is currently developing a contract to be submitted through the 164-process.
- g. Onsite inventory assessments for technology equipment needs to be conducted for security of technology infrastructure. User access and communications connections identified; other possible service providers could be identified to address the connectivity issues.
- h. Internet agreement and on-going meetings established with Social Services Director to update proposed agreements between CCDF and NHS.

4. COMMUNITY PARTNERSHIP, HEALTH & FAMILY SERVICES

- a. Community Partnership: Pending signatures with Hard Rock and Chinle Chapters regarding new facilities built and awaiting dedication and occupancy. The following Chapters have Head Start facilities within their premises and IPA's are currently in the process to be signed to include cost sharing for utilities: Lukachukai, Nazlini, Blue Gap/Tachee, Forest Lake, Low Mountain, Pinon, Round Rock, San Juan, Crystal, Baahaali, Chichiltah, Shonto, Navajo Mountain, Sawmill, Red Lake and Torreon. Chapters reviewing IPA's for possible action include: Cornfields, Little Water, Steamboat, Cameron, and Inscription House. The Department of Justice is reviewing the MOA with Child Care Development Fund (CCDF). The changes include CACFP for meals served to children. The final MOA will be approved by CCDF.
- b. Child Adult Care Food Program (CACFP): Arizona CACFP-OMB is taking longer than expected to set up budget. New Mexico CACFP-Budget is generated for account vendor SYSCO. Current Food Service Delivery contract with SYSCO expires on September 30, 2016. Request for Proposal is in process with the Navajo Nation Purchasing Department.
- c. Disabilities & Mental Health: Within the disabilities content area and regarding IEP/IFSP statistical data, we are currently at 57 IEP/IFSP's according to Child Plus. This data includes pending evaluations for school year 2015-2016 for the month of December 2015. The Department of Justice has reviewed the standardized MOU with local school districts. 18 MOUs have been emailed to Public Schools located within or surrounding the Navajo Nation. We are awaiting responses regarding the proposed MOU's which require School Board approval. One Mental Health/Disabilities Liaison staff for Chinle needs to be hired. Ten percent disability waiver request was approved by Office of Head Start, the target number to meet requirement is 211 by May of 2016.

5. TRANSPORTATION

Daily administrative processes include the distribution of renewal of vehicle operator's permits in all regions; vehicle inventories for purchased vehicles not regularly used for program disposition; health and safety monitoring protocol review of Office of Head Start; Health & Safety training for employees relating to transportation; and training for school bus drivers after the end of school year to comply with bi-annual training requirements.

OFFICE OF NAVAJO NATION SCHOLARSHIP & FINANCIAL ASSISTANCE

- 1. The Navajo Nation and University of Arizona Medical School signed an agreement to match funds for students that are in the pre-Med program and Medical School. This is a major accomplishment. The Navajo Nation needs to address the students' academic level at the K-12 level. More often, our young people graduate from high school and enter into universities only to be disappointed because they cannot maintain acceptable grade levels. The agreement will help us in that effort.

2. ONNSFA Agency staff also visited with students at community meetings, parent nights at schools, and chapter houses. In addition, agency staff attended career fairs, college fairs, Financial Aid Administrator conferences and trainings, and federal update trainings. The following information is the number of students served in each office:
- a. Crownpoint ONNSFA 1,800
 - b. Chinle ONNSFA - 1,790
 - c. Ft. Defiance ONNSFA 2,480
 - d. Shiprock ONNSFA 1,820
 - e. Tuba City ONNSFA 1,630
3. Upon completion of scholarship awards, the Agency Offices began outreach services to schools, communities, and students at colleges and universities. The staff walked high school students through the application process, met with college students at their schools, provided updates about their applications, and encouraged them to get their official transcripts in within 20 days after their terms end.

NNDODE BUDGET STATUS

OFFICE OF DINÉ ACCOUNTABILITY AND COMPLIANCE

Program	# of Personnel	Personnel Budget	% Used	Operating Budget	% Used
ODAC	05	\$377,651	42%	\$47,398	90%

JOHNSON-O' MALLEY PROGRAM

Business Unit (Administration)	Full-Time Employees	Part-Time Employees	Personnel	Expenses	% Used
K150733	7	1	\$515,199.50	\$74,316.73	14%

Operating	Expenses	% Used
\$205,892.92	\$27,727.19	14%

OFFICE OF EDUCATIONAL RESEARCH & STATISTICS

Program	Fund Type	Beginning	Expenditures	Balance	Percentage
OERS	General	TBD	TBD	TBD	TBD
STEP	Federal	1,162,347	1,115,522	46,825	4%

OFFICE OF STANDARDS, CURRICULUM, AND DEVELOPMENT

Office	Funding Source	# of Personnel	# of Vehicle(s)	FY 2016 Personnel	% Used	FY 2016 Operating	% Used
ODCL&CS	General	7	2	\$450,456	42.05%	\$33,626	47.74%
	Total	7	2	\$450,456	42.05%	\$33,626	47.74%
Navajo Traditional Apprenticeship Project	Fiduciary	0	0	0	0	\$176,424	11.0%
	Total	0	0	0	0	\$166,815	11.0%

OFFICE OF NAVAJO NATION LIBRARY

Program	Fund Type	FTE	Vehicle(s)	Personnel	Used	Operating
ONNL	General	7	1	\$158,443	43%	\$7,271

ADVANCED NAVAJO NATION

	FY 2016	2 nd QTR	No. of Staff	No. of Vehicles	% Bal.
PERSONNEL	\$311,964.00	\$ 134,675.29	4	1	44.33%
OPERATING	\$ 33,008.00	\$ 18,244.81			

*AdvancED Navajo Nation Operations Office has four full time employees and one tribal vehicle that is shared among staff to conduct business with seventy-eight schools reservation-wide.

As of March 24, 2015, our personnel travel line item subaccount is in the negative by \$ 1,431.93. AdvancED Navajo Nation is currently working with the Office of Management & Budget on a budget revision to get our budget balanced out. This budget revision using the previous funds will be redirected to correct the deficit.

OFFICE OF DINÉ YOUTH

Fiscal Year 2016 General Funds Expenditures as of 3/21/2016					
PROGRAMS	PERSONNEL	FY 2016 PERSONNEL (Permanent & Temporary)	% USED	FY 2015 OPERATING	% USED
Office of Diné YOUTH – Admin	4	\$236,039.00	44	\$18,338.00	69
ODY – Chinle Agency	6	\$449,098.00	47	\$103,933.00	40
ODY – Crownpoint Agency	7	\$500,536.00	39	\$167,989.00	26
ODY – Fort Defiance Agency	10	\$579,907.00	40	\$158,455.00	40
ODY – Shiprock Agency	7	\$452,337.00	37	\$116,256.00	41
ODY – Tuba City Agency	8	\$523,421.00	39	\$142,670.00	34
HS Prep/Enrichment	-0-	-0-	-0-	\$163,000.00	50
Total:	42	\$2,741,338.00	41%	\$870,641.00	43%

OFFICE OF DINÉ SCHOOL IMPROVEMENT

Fund Type	FY16	1 ST QTR	2 nd QTR	% Avail
General	636,547	\$132,591.55	\$172,521.99	48%

NAVAJO HEAD START

BUDGET & EXPENDITURES - The 2016 Navajo Head Start Grant Application is in the process of being finalized. Budgets and labor distribution accounts will be set-up for FY2016. Payments and close outs for FY2015 is a daily process. The close out for Navajo Head Start was February 29, 2016. The final In-Kind report will be submitted April 8, 2015.

NHS INFORMATION TECHNOLOGY -- A separate budget is required for NHS Technology. The Technology budget is developed and structured by Phase I, II, and III.

OFFICE OF NAVAJO NATION SCHOLARSHIP & FINANCIAL ASSISTANCE

Department or Program	FTE	PTE	Consultants	FY 2016 GENERAL FUND BUDGET						FY15 Total Allocation
				PERSONNEL	Expenses	% Used	OPERATING	Expenses2	% Used3	
Office of Scholarship/Financial Assistance	0	0	0		0	0%	400,500	98,259	25%	400,500
Total	0	0	0	0	0		400,500	98,259		400,500

Department or Program	FTE	PTE	Consultants	FY 2016 FIDUCIARY FUND BUDGET						FY15 Total Allocation
				PERSONNEL	Expenses	% Used	OPERATING	Expenses2	% Used3	
NN Scholarship Financial Assistance	0	0	0	0	0	0%	264,635	135,030	51%	264,635
Total	0	0	0	0	0		264,635	135,030		264,635

Department or Program	FTE	PTE	Consultants	FY 2016 SET ASIDE FUND BUDGET						FY15 Total Allocation
				PERSONNEL	Expenses	% Used	OPERATING	Expenses2	% Used3	
NN Scholarship Financial Assistance Set Aside Funds	0	0	0	0	0	0%	3,500,000	1,482,153	42%	3,500,000
							3,500,000	1,482,153		

Department or Program	FTE	PTE	Consultants	FY 2016 SPECIAL REVENUE FUND BUDGET						FY15 Total Allocation
				PERSONNEL	Expenses	% Used	OPERATING	Expenses2	% Used3	
N N Office of Scholarship Financial Assistance	0	0	0	0	0	0%	800,000	379,270	47%	800,000
N N Office of Scholarship Financial Assistance	0	0	0	0	0	0%	54,000	26,000	48%	54,000
N N Office of Scholarship Financial Assistance (Donations)	0	0	0	0	0	0%	1,024,901	630,056	61%	1,024,901
N N Office of Scholarship Financial Assistance	0	0	0	0	0	0%	275,997	114,500	41%	275,997
Sales Tax Scholarship Fund	0	0	0	0	0	0%	3,070,607	1,073,494	35%	3,070,607
Total	0	0	0	0	0		5,225,505	2,223,320		5,225,505

Department or Program	FTE	PTE	Consultants	Calendar Year 2012/2013/2014/2015 EXTERNAL(Federal) FUND BUDGET						Allocation
				PERSONNEL	Expenses	% Used	OPERATING	Expenses2	% Used3	
Higher Education - Starts 1/1/14 Ends 06/30/15 (CY 2014)	0	0	0	1,561,281	1,561,281	100%	10,741,075	10,741,075	100%	12,302,355
Higher Education - Starts 1/1/15 Ends 12/31/15 (CY 2015)	28	1	1	1,737,084	1,357,372	78%	10,354,823	10,198,829	98%	12,091,906
Higher Education - Starts 1/1/16 Ends 12/31/16 (CY 2016)				1,753,349	0	0%	10,318,305	2,429,201	24%	12,071,655
Totals	0	0	0							