



THE NAVAJO NATION

RUSSELL BEGAYE PRESIDENT  
JONATHAN NEZ VICE PRESIDENT

## DEPARTMENT OF DINÉ EDUCATION

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

Fourth Quarterly Report - Fiscal Year 2016  
(July, August, and September 2016)

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## DEPARTMENT OF DINÉ EDUCATION

### I. EXECUTIVE SUMMARY

## Historic Diné School Accountability Plan approved

WASHINGTON DC—September 27. According to the Navajo Nation Washington Office press release, U.S. Department of the Interior Secretary Sally Jewell and U.S. Department of Education Secretary John King approved the Diné School Accountability Plan for BIE-funded schools on the Navajo Nation. The signing of the historic document was made before President Russell Begaye, Vice President Jonathan Nez, Navajo Nation Board of Education President Dr. Pauline M. Begay and Department of Diné Education Superintendent Dr. Tommy Lewis Jr.

“We want a world class education system for our children and future generations. Our responsibility as a sovereign Nation is to challenge our young minds to reach their highest potential, as they are our future leaders,” President Begaye said. “It will take everyone from our parents, teachers, administrators and legislators working together to achieve our goal of a world class education for our Navajo youth,”

“The Department of Diné Education has been working to ensure that any Navajo child regardless of where they reside on the reservation will have equal standards and will enjoy a strong curriculum that highlights Diné language, history and culture,” said Dr. Lewis. “These standards will be central in educating all of our children across the Navajo Nation. Navajo leaders, past and present, have worked tirelessly in this effort. We are honored to see this come to fruition and congratulate everyone involved in bringing this important matter to a reality for our children.”

The 60 BIE-funded schools are located on the Navajo Nation in three states, Arizona, New Mexico, and Utah, with variable and different performance data. According to Dr. Begay each state uses their accountability system when assessing performance data.

“One of the major challenges with using three different state-based accountability plans is that the student performance data is not easily comparable across three state systems,” said Dr. Pauline M. Begay. “The academic standards and assessments among the three states vary, which makes it difficult for the Navajo Nation, parents and communities to assess student performance.”

Dr. Lewis added, “Many of our families and their children move from different parts of the reservation to another. Children entering a new school should be able to pick up immediately where they left off. With high hopes for our children come high expectations in their educational achievements.”

In 2005, when the No Child Left Behind was still the law, Department of Diné Education initiated the Navajo Accountability Workbook to use an alternative to the Adequate Yearly Progress. In December 2015, President Obama signed into law the new Every Student Succeeds Act (ESSA), which essentially replaced NCLB.

According to the press release, the Navajo Nation seeks approval for phase one of the Diné School Accountability Plan for school years 2015-2016 and 2016-2017 in preparation for the implementation of ESSA in school year 2017-2018.

There are more works to be done, so Department of Diné Education will continue to work with the Departments of Education and Interior to implement the overall Plan to be consistent with Every Student Succeeds Act.



**(L-R) front row:** U.S. Department of Education Secretary John King, Vice President Jonathan Nez, President Russell Begaye and U.S. Department of the Interior Secretary Sally Jewell.

**(L-R) back row:** Dr. Florinda Jackson, Darrick Franklin, Navajo Nation Board of Education Board Member Delores Greyeyes, Navajo Nation Board of Education President Dr. Pauline M. Begay, Department of Diné Education Dr. Calvin White, Department of Diné Education Superintendent Dr. Tommy Lewis Jr., and Dr. Patrick Galvin. Photo by Patrese Atine, Navajo Nation Washington Office.

## II. CRITICAL ISSUES

### Johnson –O’Malley Program

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- A. The Tribal 164 Review Process is a lengthy process necessary to approve subcontracts. The Program submitted 27 grant proposals for review in April so the subcontractors can receive their funding awards in July or August. Due to the lengthy process, the subcontractors received their award letters in September that only gives those three months to spend when they should have started spending in July. As a result of the delay, the Program anticipates a large unexpended fund.
- B. On September 1, 2016 the JOM Program brought to the Gallup McKinley County Schools attention that their Indian Education Committee should not have “school employee(s)” serving on the committee due to “conflict of interest” and a violation of federal regulations.
- C. The Navajo Nation JOM Program proposes to provide technical assistance and training so that the Gallup McKinley County Schools’ IEC can understand the definition of “officials” in accordance to federal regulations.

### AdvancED Navajo Nation

Dr. Anselm G. Davis, Jr., Education Program Manager  
AdvancED Navajo Nation

- A. 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. The Navajo Nation AdvancED staff members are committed to continuous school improvement through process, content and technology but have been hampered by budget cuts resulting in the following critical issues that continually need to be addressed:
  1. Budgets cuts the last couple years have caused our office to return one tribal vehicle, which severely affected the number of schools that our staff were able to visit. Our current travel budget is almost non-existent due to the FY17 budgets cuts, which forces us to work with schools via the internet and/or phone, or to have schools travel to Window Rock for technical assistance.
    - a. 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 of school personnel to other schools or resignation. As a result, frequent recruiting and training is ongoing.
    - b. 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.
  2. 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. In 2017-18, ASSIST will be replaced with eProve, which is AdvancED’s state-of-the-art productivity platform for continuous improvement.
  3. The impact of high turnover in school administrators and teachers continues to cause inconsistency with communicating findings from External Review Reports and Accreditation Progress Reports.

4. External Review data is now available for 54 schools that hosted External Reviews for the past three years, 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.
5. The situation with Rough Rock Community School and Chilchibeto Community School continue to be a critical issue. The AdvancED Commission has ratified the AdvancED Navajo Nation Council's decision to drop the two schools from accreditation on January 31, 2017. These actions have brought about a variety of issues that need to be addressed at the school level.
6. 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. Budget cuts negatively impacts the technical assistance needed by the schools.
7. 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 within the boundaries of the Navajo Nation. Limited office resources hinder this process.
8. The AdvancED Navajo Nation Operations Office has a four member staff who currently interact with 77 schools. The office is in need of a Data Specialist position to assist in the digitizing process of data in our office.

### Office of Dine' Accountability and Compliance

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- A. As noted in previous quarter reports, ODAC is continuing to be stretched to the limits within the unrealistic budget our program has been operating under this past year. In addition due to drastic budget cuts, we were forced us to return one vehicle. As a program providing direct services, our scope of work includes monitoring and on-site visits for administrative reviews to 32 grant schools at least two times a year which means we have to be out in the field 64 times.
- B. In addition, ODAC has to follow up and review complaints that are relative to intervention process. Currently, we have issues with seven schools of which three are major. Two schools lost their North Central Accreditation and the other school failed the reauthorization mandates in accordance to the Navajo Nation grant reauthorization process. We need at best two more education specialists to alleviate the current workload within our department.
- C. Due to limited funds, we are forced to curtail some of these activities and demands that are required for monitoring, administrative reviews, technical assistances, and attending mandatory meetings.

### Office of Dine School Improvement

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- A. ODSMT staff facilitators work with the teachers to develop the accountability criteria and decision rules for schools. This issue needs to be resolved by the end of March.
- B. The critical issue is defining concretely who is in charge of Dine Education. NNAW requires one governing body to administer the requirement of accountability; however, in Dine education and on the Navajo Nation the authority is not clearly defined. Legislative changes are needed to clearly resolve this issue by December 31, 2016. The resolution will require tribal legislation to amend Title Ten of the Navajo Nation Code.
- C. Travel to school sites to meet with principals to establish a plan for how ODSI can work with them in revisit to evaluate their school action by analyzing the result of the school data in NWEA. They are current waiting for the PARCC testing result.

- D. For some schools, new data team members will need to be re-establish.
- E. Meet with principal to identify how we can work with data team or leadership team.

### Office of Educational Research and Statistics

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- A. OERS is requesting current academic performance data from 34 BIE Contract Schools with minimal success. The data collection process from BIE Grant schools is a 5-step process-primarily Navajo Nation is the last step. DODE/OERS should have immediately access to data directly from the state or from the BIE.
  - 1. Recommendation: DODE administration coordinate with BIE to cover immediate access to BIE Grant/Contract schools' data systems.
  - 2. Outcomes: Timely report processing and distribution to DODE/HEHSC and Navajo Nation Council and to all stakeholders.
- B. OERS is still operating with limited budget as the fourth quarter ends. OERS adamantly has been requesting budget support for simple items such as paper, toner, travel, training/certification of staff in SPSS, STATQ, etc. Although DODE Admin has minutely supporting OERS, it has done so with limit travel funding only taken from their IDC Savings that past two quarters but not enough to cover the adequate training needed in 34 BIE Grant Schools. Data collections have been slow and it requires staff to visit schools on-site and work with local administration and data teams. Due to limited funds, OERS started data collections by emails and letters. This is a tedious process for schools to manually submit data reports.

### Office of Navajo Nation Library

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- A. The Main Library had severe roof leaks.
- B. The Kayenta Community Library was shut down due to rodent infestation.
- C. Corrective Action Plan:
  - 1. The Navajo Nation Facilities Maintenance made the necessary repairs on the roof.
  - 2. The Navajo Nation OSHA allowed the Kayenta Community Library to reopen. Branch Library staff thoroughly cleaned the library and Navajo Nation OSHA will do a re-visit within six months.
  - 3. Expected completion date: September 2016.

### Office of Standards, Curriculum and Assessment Development

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- A. Validity and Reliability Study of the Diné Content Standards Assessments. OSCAD began this project three years ago and lack of funds has prevented it from completion. Its completion is critical to the implementation of the Diné Content Standards including language and culture revival and maintenance.
- B. Revision of the Oral Diné Language Assessments. This is ongoing and it will take another year to complete. Lack of funds and staff with the knowledge and skills to undertake this task has slowed the revisions; assessments is a specialized field that requires technical knowledge and skill. An OSCAD staff member is now working on it and has recruited Navajo language teachers to assist. Most of the work is by pro bono method, therefore, work on the revisions continues as time permits.
- C. Revisions of the Native American Language and Culture Certification exam. In order for teachers of Navajo language and culture to teach in public schools, the Navajo Nation must certify them. All three states, Arizona, New Mexico and Utah, have legislation that specifically mandates certification.

The current process includes testing of language skills and cultural knowledge. It is outdated and it needs to be revised to reflect the Diné Content Standards. The revision process has begun with funding from New Mexico Public Education.

### Office of Special Education and Rehabilitation Services

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- A. Job placement and development is a critical and challenging issue on and near the Navajo Nation for individuals with disabilities due to 43% unemployment rate and the dwindling economy with some of the major employers considering closures. OSERS continues to advocate and working with a job developer for job placement and working with Navajo Nation Business Regulatory to development and implement Business Plans for Self-employment.
- B. Transition of high students with special needs referrals continues to increase every year with the majority of those graduating require remedial; education when they pursue post- secondary education with college/universities; vocational and technical training and in employment. OSERS accepts referrals at 11<sup>th</sup> grade and attend IEP meetings, evaluation assessments to determine a feasible vocational goal that would lead to successful employment. Also work closely with Navajo Technical University and Dine College, Utah State University Branch, UNM Gallup Branch for remedial education prior to obtaining a degree or certificate program so they are successful.
- C. The Workforce Investment Act was reauthorized to Workforce Opportunity Investment Act of July 2014. In the amendments, 8% of the funds is earmarked for Training and Technical Assistance to American Indian VR Programs that will allow American Indian Programs such as OSERS vocational rehabilitation personnel to use for professional development on site and through webinar training that would benefit the staff.
- D. A critical issue that delays in hiring is the Background Check Investigation that takes 2 to 3 months to complete result funds lapse. In addition, the program administration do not have the authority to hire an individual, they can only recommend to DPM for the final decisions. This process delays the hiring of qualified personnel.

### Office of Navajo Nation Scholarship and Financial Assistance

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- A. We have two critical issues that need to be addressed. The first is that the Higher Education program continues to be listed as having a “Cash Deficit” on the FMIS since 2002. We have provided evidence that the funds are spent and the business unit needs to be closed out on FMIS; however, this issue remains because the Controller’s staff need to get out to their bins to confirm our close out numbers with their records so they can close it out on FMIS – is one story we were told. The evidence has been given to every administration, controllers, including the Health, Education and Human Services and Budget and Finance Committees. However, it’s still on FMIS and now one of the Controller’s staff is confusing it for a real cash deficit. They actually called the BIA asking for the money. Instead of blaming the program, the Office of the Controller needs to be directed to address this problem. Its an FMIS access issue.
- B. The second issues is that the Department of Personnel Management is not responding to a request to hire a person in the Financial Aid Counselor position at a higher salary. DPM believes that a person with a BA, MA and work experience should be paid \$38,000 per year. Written communication has been sent and there is no response.

### Office of Diné Youth

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- A. Administration – ODY submitted a supplemental appropriations request for: Youth Employment, Navajo Nation Youth Council, and Diné Language services. The Youth Employment request was vetoed since it was late in the summer and school began in many areas.

The Youth Council and Dine' Language did receive FY 2016 funds which will be used in FY 2017.

- B. The Crownpoint youth complex construction of Phase I of electrical utility extension parking lot lighting, includes design/final estimation, CDEC award, CDEC start construction, award electrical subcontractor, and complete electrical utility extension. Agency Program Supervisor continues to attend construction meetings with Weller Architect and Navajo Housing Authority. Electrical Contracts were submitted to Abandon Mine Lands to complete the connections of the parking lot and upon completion; payouts will occur and be made to Bixby Electrical Company from Albuquerque, NM.
- C. In the Chinle Agency, the Many Farms Youth Center's number of members enrolled is at 64 and staff are addressing plans to increase the membership to 100+ by early October 2016 due to the Center being in the transition phase of a pilot Boys & Girls Clubs of America (BGCA). For the quarter, the youth members were engaged in programs such as SPARKS, Project Adventure, Prevention Presentations, Life Skills, Home Work Help, General Recreation, Arts & Craft, Character Development, Computer Lab, Game Day, Academic Success, etc. The community and the local government of Many Farms have been kept abreast of the transition developments through a number of monthly meetings or bi-weekly visit updates. As a requirement to meet BGCA status, the Many Farms staff will be in a three-day training on the BGCA programming from September 26-28, 2016 at the Many Farms Youth Center. Staff are looking forward to the training and are excited about the upcoming re-establishment of the pilot Boys & Girls Club of America on Navajo land.
- D. The Shiprock Agency continues to work with Navajo Nation Capital Improvement to expend funds for construction projects. Also working with local entities to provide more services for youth.
- E. The Fort Defiance Agency office finally received the 2016 Certificate of "Full Occupancy" on July 12, 2016, from Design and Engineering Services. At this time a request has been made to the Navajo Nation Property to get the Multi-Purpose Youth Center tag/number. Once the building tag/number are received the office will then request for insurance with Navajo Nation Risk Management, which is a requirement. Currently the building continues to lack insurance; however we addressing this issues. The agency continues to report items that need to be addressed with the Multi-Purpose Youth Center, i.e.: Security System- Camera (Powerline); Intercom System (Powerline); Intercom Buttons (Powerline); Intercom (Powerline); Door Strikes (Powerline); Instant Water Heater (JC Mechanical); Door Frames & Doors-off set of doors and door frames (Arviso Construction); Key Swipe- a few inactive due to not in contract (Arviso Construction); Several Cracks in the Building (Arviso Construction); and Fire Alarm not active due nonpayment. On September 12, 2016, Arviso Construction was able to host a meeting with subcontractors and our office to address issues and schedule maintenance repair. Another critical issue that continues to impact the agency is the availability of youth employment funds for Fiscal Year 2017. The agency will not be able to hire any youth in the next fiscal year 2017. At this time an Unmet Needs Budget for youth employment for FY 2017 will be represented for supplemental budget request.
- F. The significant challenge for the To nanees dizi ODY remains the lack of a permanent facility. The Greyhills Academy High School Youth Center continues to be utilized for programming and activities. Land Withdrawal is incomplete and pending. The To nanees dizi Local Government is assisting with the land withdrawal process, including a full land withdrawal for ODY. Currently in negotiations with the To nanees dizi Local Government to resolve the legal land withdrawal procedures, with 14.031 acres in question to be rezoned with surveys in accordance to the To nanees dizi "Master Plan" etc. To address the lack of facilities, ODY is seeking the assistance of the To nanees dizi Local Government's support, including pursuing financial support. Lack of measurable standards are in place for the Diné Cultural Identity and Navajo Citizenship. Assistance on these standards will need to be addressed with the Office of Standards, Curriculum, and Assessment Development within the Department of Diné Education.

### **III. NNDODE MAJOR ONGOING PROJECTS STATUS**

#### **Johnson-O'Malley Program**

- A. The JOM Program staff performed work at the Navajo Nation Museum for 2 weeks due to closing and cleaning of the mouse droppings at the DODE building.
- B. Two JOM staff attended the Chief Manuelito Awards Ceremony at Twin Arrows Resort.

- C. The JOM staff attended and participated in the BIA/BIE’s on-site monitoring visit at Gallup McKinley County Schools District on July 19th. The program has not received monitoring report from the BIA/BIE.
- D. On a monthly basis, JOM staff in conjunction with five subcontractors attended and participated in the planning meeting of the 2016 NN JOM Subcontractors Conference at various locations.
- E. The 27 Subcontract Proposals for the SY 2016-17 are completed and approved. JOM staffs are delivering the subcontract to schools.
- F. JOM staffs attended and conducted the JOM 2016 Subcontractors Conference held on September 14-17, 2016 at the Hilton Santa Fe Buffalo Thunder, Santa Fe, New Mexico. The conference was conducted successfully.
- G. JOM Senior Accountants and Education Specialists are in the process of scheduling the 2016 fall on-site monitoring visits.
- H. JOM staff continued to provide technical assistance by telephone and email to school districts on expenditures, closeout, subcontract proposals, and administrative tasks.
- I. On August 22<sup>nd</sup>, JOM staff attended and reported the concerns of the of Gallup McKinley County Schools’ Indian Education Committee to the Health, Education, and Human Services Committee.
- J. JOM staff provided on-site technical assistance and attended IEC meetings to the following subcontractors:
  - 1. Gallup McKinley County Schools
  - 2. Red Mesa Unified School District
  - 3. Cuba Independent
  - 4. Central Consolidated Schools
  - 5. Jemez Mountain School
  - 6. Navajo Preparatory School

**AdvancED Navajo Nation**

Every five years, AdvancED Navajo Nation network schools host an External Review. The External Review Team examines the school as a whole – the programs, the cultural context, the community of stakeholders – to determine how well the components 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 4<sup>th</sup> Quarter, 21 network schools completed External Reviews.

In preparation of the upcoming 2016-2017 school year, External Reviews are scheduled as follows:

SCHOOL		EXTERNAL REVIEW DATE
1	Alamo Navajo Community School	December 12-13, 2016
2	Baca/Dlo’ayazhi Community School	December 6-7, 2016
3	Black Mesa Community School	October 26-27, 2016
4	Cottonwood Day School	November 1-2, 2016
5	Cove Day School	October 19-20, 2016
6	Greyhills Academy High School	February 28 – March 1, 2017
7	Hanaadli Community School	October 12-13, 2016
8	Kayenta Elementary School	March 7-8, 2017
9	Mariano Lake Community School	January 18-19, 2017
10	Ojo Encino Day School	November 30 – December 1, 2016
11	Red Mesa High School	November 1-2, 2016

The format currently being used at the school level will be changed to the Domain – Standards format on July 1, 2017. During School Year 2016 -2017, AdvancED network schools will be introduced to the three Domains: 1) Leadership Capacity, 2) Learning Capacity, and 3) Resource Capacity.

**Office of Dine’ Accountability and Compliance**

- A. ODAC is keeping track of Reauthorization Retention that occurred April 24, 2016. At the 4<sup>th</sup> Quarter reporting of our goal to retain at least 50% of 32 schools at 2 -4 years reauthorized status: ODAC was able to reduce the 6 mos. - 1 year status from 64% to 22% rate; and increase the 2 year status of 33 % to 56%; and increase the 4 year status from 3% to 22%. Therefore, our rate is at 78% rating, exceeding the 50% retention goal.



- B. There are 19 schools up for grant reauthorization in April 2017. Of these 19 schools, two schools were authorized for only six months and will come before the Board of Education again in December 2016. In addition to the 19 schools, one school was not reauthorized by the Board of Education and DOJ determined that the school is no longer under the authority of DODE. On Sept. 13 and 14, ODAC conducted training for these schools. The training was on Financial Accountability and Planning, with a theme of “School Leadership Aligned with School Budget”. The components were Governance, Budget & Finance and Human Resources. The schools were informed that administrative reviews would be conducted at the schools in the latter part of October 2016.
- C. Proposing needed policies that will focus on the authority of DODE School Superintendent, Office of Dine Accountability & Compliance and the Navajo Nation Board of Education. On Sept. 20, 2016, ODAC proposed amendments in areas of:
  1. Grant / Contract Conversion/Maintenance Handbook Policy – ECF -12-01
  2. Annual Report Policy–Federal Law Section 5206 (b) General and ECF -12-01
  3. School Intervention Policy—ECJN-09-08
  4. Uniform Stipend Policy – ECD-35-10
  5. Reauthorization of 100-297 and 93-638 Schools Policy-HEHSCMY-012-12

### Office of Dine School Improvement

- A. Work with schools and teachers on the Navajo Nation Teacher Training Handbook.
- B. Work with schools and teachers to define school improvement plans.
- C. Work with tribal leaders on implementing the Navajo Nation Accountability Workbook.

### Office of Educational Research and Statistics

- A. STEP Grant is closing September 30, 2016. STEP closing processes are under way including accessing G5 System for final close out. This is being coordinated with the Office of the Controller, Office of Management and Budget (OMB), ODSI and OERS. 95% Complete
- B. OERS Preparation begins for the 17 schools that are up for Reauthorization this coming year. Data collection is underway to help schools review their academic review. 60% Complete
- C. OERS Budget process has focused on adding one additional position from the STEP Grant. The Senior Education Specialist was funded by DODE Admin for FY2017. This position will be focused on additional research workload and collaboration/coordination of state education agencies in Arizona, New Mexico, and Utah. This also supports additional research developments with academic performance Navajo students that transition from BIE Grant/Contract schools into the public school system. Current research positions focus on BIE/Contract only students. Awaiting President Russell Begaye’s FY2017 Budget Approval. 90% Complete
- D. The DODE-Navajo Education Research Center proposal was accepted by Navajo Technical Universities’ Promise Zone initiative. A proposal was submitted for \$465,673 (annually) to help the development of a centralized education research center that supports rigorous research that contributes to the solution of significant education problems in the Navajo Nation. 50% Complete.
- E. Title 10 Amendments Research – 100% Complete. Recommendations were submitted to NNBOE for review.

### Office of Standards, Curriculum and Assessment Development

- A. Implementation of the Oral Diné Language Assessments (ODLA) in every school to measure student progress: All grant/contract schools completed both pre and post ODLA testing. NM public schools with signed MOAs also completed ODLA testing. In Arizona, Pinon Unified School District and Tuba City Unified School District also did ODLA testing. Some BIE schools also completed ODLA testing. NNBOE is putting more emphasis on this in the reauthorization reporting, and schools are complying with the requirement to implement ODLA testing.
- B. Establishing Navajo language and culture education programs as an integral part of every school’s academic program: This ongoing effort is being done with the support of the Navajo Nation Board of Education (NNBOE) and through working with grant/contract schools. Staff are assigned eight schools each and they visit, monitor and assist them. Schools scheduled for reauthorization are first priority. The result of frequent visits and communication is that attendance at the Cluster Workshops have averaged from 70-115 participants, and all grant/contract schools completed ODLA testing.

- C. Curriculum Development Training: In the 2015-16 school year, OSCAD has scheduled four cluster workshops. Participants concentrated on developing curriculum frameworks for their school's Navajo language and culture programs. Several schools developed Navajo language and culture based curriculum framework.
- D. ODLA Revisions: Revisions are continuing and the initial revisions will be completed. Pilot testing will follow it and revisions based on the result of the pilot tests. New Mexico Public Education awarded OSCAD with a \$30,000 grant. The funds will be used to revise ODLA and the Native American Language and Culture Certification exam. A work plan has been developed. Both projects are now underway.
- E. DCS Validity & Reliability Study: The Navajo Nation Council has allocated funds to complete this project. The Second Language Testing, Inc., staff who began the study have left the organization. OSCAD is looking into whether Second Language Testing will continue the study, or if they will work with the original staff who started the study. The decision will be made by the end of September so the project can be completed.
- F. Strengthening Tribal Languages Grant: The \$30,000 grant was used to undertake a language immersion through weaving project at four schools in New Mexico. New Mexico Public Education awarded the grant. A booklet has been completed and has been distributed to participants and schools. In addition, other grant schools, libraries (public and school) received copies.

### Office of Navajo Nation Library

- A. ONNL had a project to secure book and non-book donations from Reader to Reader organization in Amherst, Massachusetts.
  - 1. The Office of Navajo Nation Library, in the past, secured books and non-book materials for the program, the Navajo Nation First Lady, Schools on or near the Navajo Nation, Navajo Nation Chapters, and other service providers on the Navajo Nation.
  - 2. Due to the FY2016 drastic budget cuts, this project was eliminated. There were no funds in the program's travel account for U-Haul truck rental and travel funds.

### Office of Special Education and Rehabilitation Services

- A. OSERS announced the Request for Proposal for FY 2016 grant award to fund three priorities in Home Modification, Transition Services and Employment. The program received one proposal for home modifications from ASSIST to Independences in Tuba City, AZ. The contract is in review process for funding of \$50,000 for each year for two years. The award will provide services to individuals with severe physical and mental disabilities that require home modification for accessibility so they can be as independent in their home community.
- B. OSERS was awarded a new five-year grant for American Indian Vocational Rehabilitation Services from the Rehabilitation Services Administration with the U.S. Department of Education. The grant is to provide vocational rehabilitation services to American Indians on and the near the Navajo Nation and closely collaborate with the states of AZ, NM and Utah through a Cooperative Agreement in meeting the needs of clients. The grant period is from October 1, 2016, to September 30, 2021, with an estimated \$1.1 million dollars per year.
- C. OSERS was awarded a grant from Arizona First Things First Grant to implement a home visitation program. OSERS has awarded funds to seven BIE and BIE-funded schools. The schools funded are Seba Dalkai, Lukachukai, Black Mesa, Pinon, Cottonwood School, Dennehotso, and Tuba City Boarding School. Eleven parent educators are hired to implement the Parents As Teachers, an evidence-based curriculum for pre-literacy, literacy and parenting skills.
- D. OSERS was awarded a federal grant from U.S. Health and Human Services for Tribal Maternal Infant, Early Intervention Home Visitation in the amount of \$350,000. OSERS will hire four parent educators in New Mexico. The purpose of the grant is to provide pre-literacy, literacy, and parenting skills to families prenatal to age three.
- E. OSERS was awarded a federal grant from Maternal Infant, Early Intervention Home Visitation grant from Arizona Department of Health in the amount of \$200,000. OSERS has awarded funds to four schools to hire parent educators. The schools funded are Dilcon, Nazlini, Shonto Prep, and Rock Point School. The purpose of the grant is for close partnerships with schools and DODE to provide pre-literacy and parenting skills to families prenatal to age three.
- F. By the end of the fiscal year, OSERS placed 78 clients back into employment and served 406 clients.

- G. OSERS completed ten home modifications for accessibility such as installation of ramps, handrails, grab bars in the bathrooms, widen doors, assistive devices, and native healing services.
- H. OSERS served 1,135 infants and toddlers with disabilities from birth to five years of age.
- I. OSERS generated \$11,040.82 of income revenues with Food Services and Tuba City Industrial Laundry.
- J. For the purpose of job placement, 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.

## Office of Diné Youth

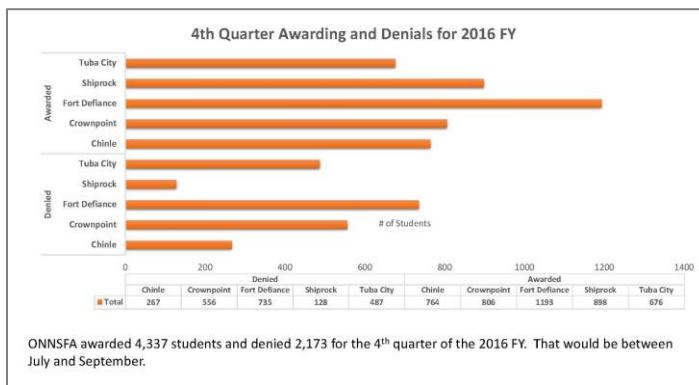
- A. Administration –The Office of Diné YOUTH administration received/assisted 117 visitors, 68 travel related documents, 92 purchase requisitions/orders, 27 PCard requisitions, and 98 agency activity packets were processed by the administrative staff. The Office of Diné Youth is working with the Boys and Girls Club of America for membership and will begin training with the Many Farms staff to implement the BGCA curriculum. Funds have been made available through the Office of the President and Vice-President, which will be used to support this pilot project.
- B. The Tuba City Agency accomplished the following for the quarter: The afterschool program conducted a parent orientation for school year 2016-2017 with thirteen parents participating; assisted youth with the WNA Youth Conference; provided Navajo Cultural activities such as, a Rug Weaving and Beading projects; and several youth participated in the Navajo Nation Youth/Elderly Summit held at Dine College. The following activities and events continue to be planned and implemented: the Western Navajo Fair is scheduled for October 13-16, 2016 with Kids Day on October 13<sup>th</sup>. The staff are planning with the To nanees dizi Chapter on the “Kids Day and WNA Princesses” activities and the events for this week are: October 10<sup>th</sup> Miss Mini Western Navajo Pageant, October 11<sup>th</sup> Miss Little Western Navajo Pageant, October 12<sup>th</sup> Miss Western Navajo Teen Pageant, October 13<sup>th</sup> Kids Day festivities. On October 11 and 12, the first meeting for the Toys for Tots campaign was in Laughlin, NV. Outreach programming activities with communities, chapters and schools within the agency.
- C. The Crownpoint Agency continues to provide daily afterschool programming and working with local resources in implementing community projects. Weller Architect is working diligently on the construction documents. We will need the approval of the Navajo Housing Authority Board to continue with the Youth Complex. Botwin Life Skills with Tohajiilee Courts for high school students, will start the curriculum at Tohajiilee High School in November 2016. Programs and Projects Specialist (PPS) continues to implement afterschool programming by providing high yield learning activities, reading, homework help, basic tutoring, arts & crafts, field trips, lifeskills, healthy cooking, gardening and much more. PPS conducted meetings with parents and seven youth girls of the Girl Scouts. Staff completed the Active Parenting for parents of youth enrolled in the Afterschool Program. Recreation Specialist continues to implement afterschool programming and activities at the office with youth 09 – 13 years and older by providing arts & crafts, outdoor activities, and prevention presentations. Implemented family fun night at the Iyanbito Chapter; assisting with the flag football at the Crownpoint Community School; attended the construction meeting with Weller Architect regarding Bixby’s Contract for Powerline extension for the Youth Complex; and participated in the Mental Health First Aid Certification Instructor Training in Gallup, NM and successfully passed. Hanaadli Youth Center staff continue to implement afterschool programming by providing high yield learning activities, reading, homework help, basic tutoring, arts & crafts, field trips, lifeskills, healthy cooking, gardening and much more. Youth participated in the Bike Riding program at the Youth Center, participated in the charcoal drawing led by Mr. Johnny Henderson, and participated in the free Youth Basketball Camp and Arts & Crafts Camp implemented by the Saddleback Church Organization.
- D. In the Shiprock Agency, summer programming began June 13, 2015, and ran to August 4, 2016, from Monday to Thursday in providing youth with opportunities in participating in structured activities. Thereafter, the After-School Programs began on August 16 that operates on Monday, Tuesday, Thursday, and Friday from 3:00 PM to 7:00 PM except Friday from 3 PM to 5:30 PM. Services were also started at the BIE schools. The agency is working with the Navajo Nation Capital Improvement Office on the Scope of Work for projects at the Youth Complex, which consists of the playground, a Hogan, an outdoor basketball and volleyball courts, an electronic marquee signage, and shade structures for outdoor areas.
- E. On September 27, 2016, the Fort Defiance Agency office will undergo an Environmental Health Facility Inspection. The agency maintenance worker is in the process of preparing for the inspection by monitor and maintenance of the buildings and grounds, ensure adequate janitorial supplies, and monitoring the alarm system on both buildings. The agency staff continue to assist and implement the following: Youth Council initiative; 70th Annual Navajo Nation Askii Happy Kid’s Day; Spelling Bee; Fort Defiance Communities of Hope; and Southwest Navajo Nation Fair Kids Day.

The agency After School Program has a total enrollment of 81 youth with a daily average attendance of 53 and a wait list of 89. Activities provided are the Skate & Bike Park, Playgrounds, Fields and Outdoor Basketball, Dance Program, the Fort Defiance Soccer Club, Parent Life Skills Session, Gardening Project, and Fall Teen Rec Night. The School Outreach Activities is being schedule. One outreach activity provided was with the Navajo Arts & Craft Enterprise on a “Youth Carnival”.

- F. In this quarter the Chinle Agency have the following report: Recreation department’s last quarter numbers generated through the Locally Developed Programs, General Recreation, Devil Pups, PAK, SPARKS, and Project Venture totaled up to 2,002. The Counseling numbers show that there were 684 youth participation with July and August reflecting major numbers. The agency employment program produced 37 youth participants with an opportunity for a temporary job experience. 131 individuals (youth & adults) stopped by the Chinle Office of Diné YOUTH for services, assistance, collaboration, support, etc.

### Office of Navajo Nation Scholarship and Financial Assistance

- A. The primary purpose of the program is to provide financial aid and scholarship to eligible Navajo college students as well as getting program information to schools, colleges, and communities throughout the Navajo Nation. To this end, the Navajo Nation Scholarship Office has exceeded its goals identified on Budget Form 2.
- B. The BIA provided an additional \$700,000 beyond the base budget including Direct Contract Supporting funds; therefore, ONNSFA was able to award more students in the last the quarter of this fiscal year. This accomplishment is depicted in the graph below.



## IV. NNDOE BUDGET STATUS (FY 2016)

### Office of Dine’ Accountability and Compliance

General Fund	FTE	FY 2016 Personnel	Used	FY 2016 Operating	Used
	5	\$377,651	100%	\$47,400	100%

### Office of Dine School Improvement

General Fund	FTE	FY 2016 Personnel	% Used	FY 2016 Operating	% Used
	6	497,975	94%	138,875	96%

### Johnson-O’Malley Program

Funding Source	FTE	Personnel	Operating	% Used
External				
\$721,092.42	7	\$515,199.50	\$205,892.92	35%

Funding Source	% Used
External Funds	
JOM Subcontractors	
\$3,052,219.58	26%

### AdvancED Navajo Nation

	FY 2016	4 <sup>th</sup> QTR	% Balance	FTE
PERSONNEL	\$311,964.00	\$ 182,377.60	16.53%	4
OPERATING	\$ 33,008.00	\$ 31,521.59	4.50%	

**Office of Dine School Improvement**

General Fund	FTE	FY 2016 Personnel	% Used	FY 2016 Operating	% Used
	6	497,975	94%	138,875	96%

**Office of Educational Research and Statistics**

Program	Fund Type	FY 2016	4th QTR	FTE	% Bal.
OERS	GENERAL	\$247,242.00	\$218,757	4	88.47

Program	Fund Type	FY 2016	4 <sup>th</sup> QTR	FTE	% Bal.
STEP	EXTERNAL	\$1,162,347.00	\$3,792.61-	1	-0.327

**Office of Special Education and Rehabilitation Services**

Funding Source	FTE	FY 2016 Personnel	% Used	FY 2016 Operating	% Used
General Funds	4	97,586.00	100%	227,285.00	33%

Funding Source	FTE	FY 2016 Personnel	% Used	FY 2016 Operating	% Used
External	54	9,001,135	55%	29,965,028	67%

**Office of Diné Youth**

General Funds	FTE	FY 2016 Personnel	% Used	FY 2016 Operating	% Used
	41	\$2,741,338	92%	\$870,641	92%

**Office of Navajo Nation Library**

General Funds	FTE	Personnel	Used	Operating	Used
	7	\$18,342	95%	-0-	100%

**Office of Standards, Curriculum and Assessment Development**

General Fund	FTE	FY 2016 Personnel	Used	FY 2016 Operating	Used
	6	\$450,458	100%	\$33,626	99.25%

**Office of Navajo Nation Scholarship and Financial Assistance**

It is important to note that the Scholarship Office’s balances are high in the 4th quarter; however, ONNSFA will process \$4 to \$6 million of awards this fall for the benefit of students going back to school for the Fall term.

General Fund	FTE	FY 2016 Personnel	% Used	FY 2016 Operating	% Used
	0	0	0	\$400,500	98%

Federal Funds	FTE	PTE	Personnel	% Used	Operating	% Used
K150714	28	1	\$1,616,445	100%	10,475,461	100%
K160703		0	\$1,783,552	33%	11,067,959	72%

**V. OPERATIONAL & PROCESS IMPROVEMENT INITIATIVE STATUS**

**Office of Dine’ Accountability and Compliance**

- A. Plans are continuing to collaborate with School Boards, NNDODE, HEHSC, and DOJ to work on refinements and needed changes to Title 10, Navajo Nation School Board Stipend and Travel Policies and other applicable policies/legislations. In addition to these amendments, we will be proposing needed policies that will focus on the authority of DODE School Superintendent, Office of Dine Accountability & Compliance and the Navajo Nation Board of Education.
- B. Strategic Education Leadership Plan (SELP) has been implemented for the ODAC office. In addition, the Strategic School Leadership Plan (SSLP) is carried out as foundational accountability infrastructure capacity building, with the theme of “school leadership is aligned with school budget”.

In the SELP, the systemic plan focuses on completion of goals, strategies, and projects within a structured time with measurable outcomes. The VPPR framework is a logic model using four components of Vision, Profile, Planning, and Results. Through this systemic framework, we reviewed policies, program requirements, and due dates to aligned with the six goal statements required from OMB Form Two.

- C. Proposed amendments to the NNBOE was presented on September 20, 2016 were in areas of:
  - 1. Grant / Contract Conversion/Maintenance Handbook Policy – ECF -12-01
  - 2. Annual Report Policy–Federal Law Section 5206 (b) General and ECF -12-01
  - 3. School Intervention Policy—ECJN-09-08
  - 4. Uniform Stipend Policy – ECD-35-10
  - 5. Reauthorization of 100-297 and 93-638 Schools Policy-HEHSCMY-012-12
- D. For the SSLP, the Grantees and School Leadership Team are able to use the systemic framework to plan and carry out goals, strategies, and activities to meet the Application Content A-Q requirements of reauthorization application; as well as apply crosswalk of school operations to support school leadership to align with school budget for academic and fiscal accountability efforts.

### Office of Standards, Curriculum and Assessment Development

- A. The NN/OSCAD received another \$30,000 grant from NM PED for the 2016-17 year. The Strengthening Tribal Languages grant is being processed through the 164 Review. NM requires a 5% IDC rate as opposed to the Navajo Nation's IDC rate of 16.9%. There is legislation that mandates that such requests must be approved by Naabik'íyáti' Committee, and only they can give approval. Currently the document is at DOJ.
- B. Sovereignty in Indian Education Grant: OSCAD is assigned to complete the Curriculum and Academics section of this initiative. A committee of seven spent eight weeks in June and July developing a draft of a curriculum framework. A group of educators, medicine men/women and language experts is now reviewing that work. They are looking at the draft for cultural appropriateness and language accuracy. Other committees will also review the document and give their input. Parent, community, administrators and teachers will also review the document and add or revise as they see fit.
- C. The Navajo Nation Council approved funding to complete this project. The budget is now in the NN President's office for signature. OSCAD will maintain these funds and work with Dr. Maria Serna to finish the study; incidentally, she has left Second Language Testing, Inc. OSCAD will speak with SLTI to determine the status of the terms of the original contract.
- D. The Navajo Traditional Apprentice Project is continuing to recruit and sign up new participants. 2-3 teams of Practitioners and Apprentices completed their training period. Two teams joined this year. Currently one team has applied to join NTAP.

### Office of Navajo Nation Scholarship and Financial Assistance

- A. The Navajo Nation needs a Teacher Resource Center where educators can go to learn about education and job opportunities, assist schools with recruitment of educators, provide professional development and a variety of services that are greatly needed for educators in the area.
- B. Currently, the Navajo Nation Teacher Education funding assists many students. Currently, ONNSFA has a great need for educators so this office needs to be developed as a program. Two positions will be created to manage this program.

### Office of Special Education and Rehabilitation Services

- A. OSERS collaborating with the local school districts to promote transitional services for students for post-secondary and employment services.
- B. 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.
- C. OSERS strives to provide quality client services for EIP, VR and IL to ensure that the needs of persons with disabilities are being met.

**AdvancED Navajo Nation**

- A. 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.
- B. AdvancED Navajo Nation Operations Office staffs continue to maintain a schedule of on-site school visitation. Technical assistance and ASSIST workshops are always available to AdvancED network schools. Accreditation Progress Report (APR) training and monitoring occurred at the following schools:

DATE REVIEWED	SCHOOL
7/18/16	Pine Hill School – Meeting with principal & leadership team regarding eProve Surveys and eleot tools
7/26/16	Rock Point Community School – APR presentation made at the “Back to School Orientation Week” for staff and community
7/27/16	Tuba City Alternative High School – Meeting with principal and staff in preparation for 2019-2020 External Review
7/27/16	Pinon High School – APR meeting with new Principal, submission date of October 2016
7/28/16	AdvancED staff work session conducted with the NN Board of Education Committee regarding the Accreditation Process
8/1/16	Black Mesa Community School – Accreditation Report meeting with Principal and leadership team in review of document.
8/18/16	Rough Rock Community School – Meeting with administrative staff regarding the accreditation reinstatement process.
8/18/16	Chilchinbeto Community School – Meeting with administrative staff regarding the accreditation reinstatement process.
8/16-31/16	Review of 2016-2017 Accreditation Reports, via email/phone calls, with the following schools hosting External Reviews: <ol style="list-style-type: none"> <li>1. Alamo Navajo Community</li> <li>2. Baca/Dlo’ayazhi Community</li> <li>3. Black Mesa Community</li> <li>4. Cottonwood Day</li> <li>5. Cove Day</li> <li>6. Hanaadli Community</li> <li>7. Greyhills Academy</li> <li>8. Kayenta Elementary</li> <li>9. Mariano Lake Community</li> <li>10. Ojo Day</li> <li>11. Red Mesa High</li> </ol>
9/7/16	Choosh’gai Community School – APR technical assistance provided with new administrative team and staff.
9/7/16	Chilchinbeto Community School – Meeting with entire school staff regarding the accreditation reinstatement process.
9/9/16	Baca/Dlo’ayazhi Community School – Accreditation Report technical assistance provided to leadership team.
9/14/16	St. Michael Indian School – APR technical assistance provided, discussion regarding the possibility of combining the high school and elementary school to become a unit school.
9/15/16	Red Mesa High School – Accreditation Report technical assistance provided to the new Principal and leadership team.
9/20/16	Pinon High School – APR technical assistance provided to new Principal.

**Johnson-O’Malley Program**

The JOM Program will provide technical assistance, on-site monitoring, and support to the Gallup McKinley County Schools’ Indian Education Committee to understand the “eligibility” to serve on the IEC.

### Office of Dine School Improvement

- A. Completed the Leadership Teacher Institute.
- B. Provided UDP Training for 26 schools and 121 teachers.
- C. Completed the STEAM Camp at Ch'ooshgai Community School and in Window Rock for 8 schools and 50 students.

### Office of Diné Youth

The Office of Dine' Youth has applied for unit membership with the Boys & Girls Club of America for the pilot project in Many Farms, Arizona. Funding has been identified to support this project. A BGCA trainer is assisting the Many Farms staff and will be working with the ODY Administration.

END OF DODE REPORT