

TRIBAL CONSULTATION MEETINGS

RADISSON FORT McDOWELL RESORT

Fort McDowell, Arizona

April 19, 2012

8:00 a.m.

1 P R O C E E D I N G S

2 MR. TSOSIE: Good morning everyone. We're
3 going to get started now.

4 I appreciate everyone making the time to
5 come out here. And before we get started we've asked
6 Chairman Shingoitewa to give the opening prayer.

7 CHAIRMAN SHINGOITEWA: (Native American
8 language spoken.)

9 Our Father, as we pray before thee, we're
10 thankful for all the blessings and strength that we
11 have. We are thankful that we are here to meet as
12 leaders and as tribal members to look at the thoughts
13 and ideas that will be given to us today by members
14 of the Bureau of Indian Affairs and Bureau of Indian
15 Education. May we come together with a heart and a
16 mind that will be in harmony to solve the issues that
17 will be placed before us.

18 Again, we are thankful, Father, for our
19 lives, for those things that we have. We are
20 thankful for who we are, members of our tribes. We
21 are thankful that we have seen the sun again today
22 and that our life has now been prolonged for us to
23 move forward and to speak in one voice for our
24 people.

25 So today, Father, as we meet here may we

1 do so in a manner of dignity, respect, and be
2 honorable to one another.

3 MR. TSOSIE: Good morning, everyone. My
4 name is Paul Tsosie and I'm the chief of staff for
5 Assistant Secretary Larry Echo Hawk. I'm a Navajo
6 from Salt Lake City, Utah. And for those of you
7 Navajos out there (Native American language spoken).

8 I welcome everyone today. We have the
9 Bureau of Indian Affairs here; we have the deputy
10 assistant secretary for management and the Bureau of
11 Indian Education here today.

12 Just for those of you who don't know,
13 I'm -- instead of having Keith Moore give some
14 specific remarks, I'm just going to have each person
15 up here at the table introduce themselves real fast.

16 MR. LOUDERMILK: My name is Bruce
17 Loudermilk. I'm the acting deputy assistant
18 secretary for management. My permanent position is
19 regional director for the Great Plains region for the
20 Bureau of Indian Affairs.

21 MR. SMITH: Good morning. My name is Mike
22 Smith. I'm deputy bureau director for field
23 operations in Washington, D.C.

24 MS. MCGARRY: Good morning. My name is
25 Beth McGarry and I'm the director of federal services

1 for the Bronner Group, and I'm also the project
2 manager for the assessment that we did for Indian
3 Affairs.

4 MR. MOORE: Morning everyone. I'm Keith
5 Moore, director of the Bureau of Indian Education in
6 Washington, D.C.

7 MR. RICE: Good morning. My name is Bryan
8 Rice. I'm the deputy bureau director for trust
9 services for BIA in Washington, D.C.

10 MR. TSOSIE: Okay. We've started -- and
11 just as housekeeping, we've started about 20 minutes
12 later than we anticipated, so we are going to make
13 just a couple of changes to the agenda. This part,
14 will be the introduction part and then after this, on
15 timing, how we're going to run it is, this starts at
16 8:00 a.m. to 10:00 a.m. We're still going to go
17 around two hours for this initial assessment, but I
18 think that we can cut off some time here from the BIA
19 and BIE streamlining points.

20 In addition to that, I just want to make
21 sure we have enough time for lunch. So let's plan on
22 starting lunch around 12:00, and then coming back at
23 1:30. So that's an hour and a half for lunch there.
24 We'll try and stick to that as much as we can. We'll
25 still end by 5:00. And then tomorrow's schedule

1 won't change at all.

2 Now, with that being said, these
3 consultations, there's essentially three purposes for
4 these consultations. We have the administrative
5 assessment, that's the first purpose. The second
6 purpose being the BIA and the BIE streamlining plans.
7 And the third purpose being general BIE issues, which
8 will be tomorrow. We combined these consultations to
9 make sure that we are efficient with our resources.

10 Now, as far as this administrative
11 assessment goes --

12 Excuse me. Is there any water?

13 -- the administrative assessment is --
14 it's posted online, but essentially what we're
15 looking at -- Excuse me. We are looking at how we,
16 as Indian Affairs, provide services to Indian
17 Country. That was the main goal.

18 Now, this administrative assessment, we
19 have been working on it for about eight to nine
20 months now. And from day one when this assistant
21 secretary, Larry Echo Hawk, came into office, he
22 heard what Indian Country was saying.

23 And for those of you who don't know, this
24 is just as a side note, the assistant secretary Larry
25 Echo Hawk, his last day is next week, on Friday. And

1 taking over for him will be the principal deputy
2 assistant secretary Dell Laverdure. He will be
3 taking over.

4 And just as another side note there, I
5 came in with Larry Echo Hawk, so I'm going to leave
6 with him, too. I'm going back to Utah to practice
7 law with his sons and get back down in the trenches.

8 So with that being said, from day one this
9 assistant secretary heard what Indian Country was
10 saying. He went around to most of your communities.
11 He has been almost to every single state in the
12 United States. And he heard that the delivery of
13 services to Indian Country, that our system was not
14 set up most efficiently to deliver services to Indian
15 Country; that we are taking too long to hire police
16 officers; that we are taking too long to hire
17 teachers. And this is all because of the way our
18 Indian Affairs organization was set up.

19 Two examples that I put out there is that,
20 in the BIE, the BIE was about to hire the teacher of
21 the year out of New York. The teacher of the year
22 out of New York wanted to go work the on (inaudible)
23 Zia Pueblo but we took too long to hire that person.
24 We lost that person.

25 Our kids in our school system get their

1 textbooks months late. Which, if you were to take
2 that example of kids getting textbooks months late
3 and put it in a non-Indian system, that would be
4 completely unacceptable. Completely.

5 So we looked at our system and said,
6 What's wrong here? And in order to figure out what
7 was wrong there, we had to step back in time and look
8 at what happened in the past. What happened was, in
9 1999 there was -- a National Association for Public
10 Administrators, NAPA, report came out in 1999. And
11 NAPA looked at our Indian Affairs organization and
12 came out with recommendations on how to allegedly fix
13 the problems, because back then there was a lack of
14 internal controls, we had issues with our audits.
15 And NAPA looked at our organization and came out with
16 recommendations back in 1999. Most of those
17 recommendations sat there dormant until 2004.

18 And then in 2004, under the last
19 administration, there were changes made using the
20 NAPA report. They essentially dusted it off, picked
21 up the recommendations, used those, and said, "We
22 have issues with our internal controls, with our
23 audits," and they used that report to make changes to
24 our Indian Affairs organization. They went in --
25 They went farther than the NAPA report. They went

1 into our organization and essentially stripped the
2 BIA and the BIE of their administrative functions:
3 of HR, acquisitions, contracts, budgets, property,
4 safety. They took these administrative functions
5 from the BIA and the BIE, they took them from the
6 field, and centralized them back in Washington, D.C.,
7 back in 2004. So you have the Indian Affairs
8 organization -- you essentially have three
9 organizations: the BIA, the BIE, and the Indian
10 Affairs, the assistant secretary's office.

11 You have overnight the Indian Affairs go
12 from 200 people to around 650 people. I think I'm
13 getting the numbers right, 657 people. So you
14 have -- And that was because the admin functions were
15 taken from the BIA and the BIE, taken from the field,
16 and brought them up to be centralized to Washington,
17 D.C. It was like a pendulum. We had on one hand --
18 we had these functions that I just listed out for
19 you -- HR, budget, contracting, acquisitions -- all
20 these functions were out in the field. They were
21 decentralized. It was like a pendulum. The pendulum
22 swung all the way to the other side and these
23 functions were centralized in Washington, D.C.

24 So we stepped back eight years later from
25 these changes. We stepped back and looked at what

1 was happening here because we heard from Indian
2 Country, we heard from our employees, that we had
3 employees out in the field out in Albuquerque,
4 Anadarko, all over the -- all over the nation that
5 were sitting right next to each other. You had
6 someone working for the BIA, someone working for the
7 deputy assistant secretary for management. The BIA
8 person may have been a program person; the deputy
9 assistant secretary person may have been a
10 contracting person. These two people were sitting
11 right next to each other in the same building in the
12 same city required to work together, but yet not
13 required to work together because they had different
14 priorities. And this was creating a system to where
15 it was not working as efficiently as it could.

16 So eight years later, right now, we hired
17 a third-party contractor, the Bronner Group. And
18 that's Beth McGarry with the Bronner Group in the
19 middle. Her company was hired to look at how our
20 organization was set up, how can we be more
21 efficient. And they went out in the Indian Country;
22 they went out to our offices; they did interviews
23 with employees, low-level employees; they did
24 interviews with high-level employees, senior
25 management, mid-level management all over the nation.

1 Hundreds of interviews. They did interviews with
2 people from the secretary's office; they interviewed
3 tribal leaders. They did surveys; they looked at
4 position descriptions, budgets, workloads. They
5 gathered all this information into one place, and
6 they looked at it and several findings came out of
7 all this information: That back in 2004 when the
8 NAPA report was used as justification to make changes
9 that it was poorly implemented, that it was
10 essentially forced upon the employees; there was no
11 consultation done; and it affected the services to
12 Indian Country and that it created a situation where
13 there was a lack of communication and it was a
14 siloing effect. There were silos created within our
15 organization, so we weren't required to work together
16 as much as we should.

17 And this report is online. We've posted
18 it online. We've come up with summaries here. We've
19 broken it down to these PowerPoints. We're being as
20 transparent as possible right now. You can see the
21 whole report online. It's big. And you'll all get
22 copies of everything here today. And we're making
23 sure that Indian Country is seeing what we're doing.

24 And this report came out with a series of
25 recommendations; 26 recommendations that this report

1 came out with. And remember, I need to emphasize
2 over and over again that these are just
3 recommendations to the assistant secretary. We have
4 not accepted these recommendations. We have accepted
5 the report but not the recommendations, because we
6 need to consult with Indian Country first because you
7 are the recipients of these services. And we need to
8 consult. Under this new consultation policy that we
9 have that was signed back in November, we have a duty
10 to consult. So that's why we're here.

11 These are essentially 26 recommendations
12 that over the next year we will be coming up with an
13 implementation plan. And under this implementation
14 plan some things can be fixed with the stroke of a
15 pen. Some things it will take a lot longer than a
16 year. Some things we can get all done within that
17 year. And we're putting that together right now so
18 that at the end of these consultations we'll put
19 together the reports. We'll be able to type it up.
20 We're going to post it all online to show you what
21 everybody is saying about these recommendations. And
22 then after that we'll start implementation. Some of
23 these recommendations may change as time goes on.
24 But we're going to gather input from Indian Country
25 and be as transparent as possible.

1 Now, as far as the recommendations go, I
2 just want to highlight one of them. For example,
3 it's recommended that the budget process be fixed.
4 Right now our budget process is reactive. It's not
5 proactive; it's not looking into the future. And
6 that's not the best for Indian Country at all.

7 In our budget process -- When I first got
8 to Washington, D.C., I was -- I was not impressed. I
9 was concerned about the budget process. Got to
10 Washington, D.C., and they had a system called the
11 smackdown. That's what it was called. The
12 management put everybody into one room and it was
13 a -- fighting over priorities, over money. You had
14 high-level management going after those dollars. And
15 it was all done last minute. We were consistently
16 late in turning our product in to the Department.
17 And that wasn't the best for Indian Country.

18 So some recommended fixes are to take the
19 budget director, make that position a higher
20 priority. Make it directly accountable to the deputy
21 assistant secretary for management. Right now you
22 have the DAS-M. Under the DAS-M you have the CFO.
23 And then underneath the CFO you have the budget
24 director. So taking it out from underneath the CFO,
25 putting it right under the deputy assistant secretary

1 for management so that the director reports directly
2 to the DAS-M, and then making it a three-step
3 process: having an execution -- budget execution,
4 budget formulation, and budget measurement all
5 underneath the budget office and making it a system
6 that flows better, where our people will become
7 experts and we'll be able to look into the future
8 better. And that's what's serving Indian Country
9 better.

10 See, this report is filled with these
11 recommendations. And these recommendations, again --
12 I keep saying they are recommendations. We need to
13 present these to Indian Country because, like I keep
14 saying, because Indian Country is the final recipient
15 of these benefits, of these services. And we've
16 heard this from day one.

17 So that's essentially what this
18 administrative assessment is. It's looking at our
19 Indian Affairs organization, looking at how we are
20 providing services, and making the system better for
21 Indian Country.

22 Now, there are certain things that we have
23 done under this administration: the consultation
24 policy, the high-priority performance for law
25 enforcement. We're implementing the Tribal Law and

1 Order Act, the Cobell settlement, the water
2 settlements that were done during this
3 administration. When I look into the future to the
4 end of this administration, this is one of the last
5 big things that we'll be able to do here. We'll be
6 able to substantially make the system better so that
7 Indian Country receives better services from us.
8 Because the entire government right now is looking at
9 ways to provide services better.

10 So with that being said --

11 Did I leave anything out, Bruce?

12 MR. LOUDERMILK: No, you hit it all.

13 MR. TSOSIE: All right. That's the broad
14 overview. So right now I'm going to turn the time
15 over to Beth McGarry with the Bronner Group and she
16 is going to go into more of the specifics.

17 But before we go there, I just want to see
18 if there is any questions before we go there. She is
19 going to get into the details of the report.

20 If not, then Beth.

21 MS. MCGARRY: Good morning again. It's my
22 honor to be here today to present the findings, but
23 most importantly to listen to your feedback,
24 questions, and concerns about the report. But before
25 I begin, it would help me if I knew who the tribal

1 leaders are here today and who they represent.

2 There's mikes scattered around. I think they are
3 like every other table at the middle. So if you
4 wouldn't mind introducing yourselves, I think that
5 would help our conversation.

6 MR. TSOSIE: Start right there.

7 AUDIENCE MEMBER: Good morning. My name
8 is Evanette Sockyma. I'm from the Hopi tribal
9 affairs up at Hopi. I also sit on the Native
10 American grassroots association as the vice
11 president.

12 AUDIENCE MEMBER: Good morning. My name
13 is Paula Letseoma. I'm the Hopi Day School board
14 president.

15 AUDIENCE MEMBER: Good morning. My name
16 is Wilma Laban and I'm from Hopi Day School school
17 board.

18 AUDIENCE MEMBER: Good morning. My name
19 is Leroy Shingoitewa. I'm the chairman of the Hopi
20 tribe.

21 AUDIENCE MEMBER: My name is Gary Hayes.
22 I'm the chairman of the Ute Mountain Ute tribe in
23 Towaoc, Colorado.

24 AUDIENCE MEMBER: Good morning. My name
25 is Donna Starr. I'm a newly elected school board

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1 member for the Muckleshoot tribe.

2 AUDIENCE MEMBER: Good morning everyone.
3 My name is Juanita Plentyholes and I'm the treasurer
4 for the Ute Mountain Ute tribe.

5 AUDIENCE MEMBER: Good morning. I'm
6 Bonnie Haines. I'm an education specialist working
7 in a cooperative agreement with government schools.

8 AUDIENCE MEMBER: Good morning. My name
9 is Bart Stevens. I am the associate deputy director
10 West of the Bureau of Indian Education.

11 AUDIENCE MEMBER: Good morning. My name's
12 Jim Hastings. I'm the education line officer for
13 Arizona South and the acting education line officer
14 for Sacramento.

15 AUDIENCE MEMBER: Good morning. (Native
16 American language spoken.) My name is Gloria Johns
17 and I'm with the Navajo Nation Board of Education.

18 AUDIENCE MEMBER: Good morning. My name
19 is Rafael Tapia. I'm with Gila Crossing Community
20 School.

21 AUDIENCE MEMBER: Good morning. I'm Jeff
22 Williamson. I'm also with the Gila Crossing
23 Community School. I'm the CEO of the district.

24 AUDIENCE MEMBER: Carolyn Ben, Moencopi
25 Day School.

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1 AUDIENCE MEMBER: Morning. My name is
2 Sandra Heddrick and I am on the school board for the
3 Muckleshoot tribe. I'm also (inaudible).

4 AUDIENCE MEMBER: (Native American
5 language spoken.) My name is Chandler Sanchez. I'm
6 the chairman for the All Indian Pueblo Council in New
7 Mexico.

8 AUDIENCE MEMBER: Good morning. My name
9 is Anita Fred. I'm the administrative secretary for
10 the Hopi Board of Education. Thank you.

11 AUDIENCE MEMBER: (Native American
12 language spoken.) Good morning. My name is Lloyd
13 Tortalita. I'm from Pueblo of Acoma. I am the
14 director of the Johnson-O'Malley higher education
15 program. Also, I'm a member of the National
16 Johnson-O'Malley Association here for the student
17 council association.

18 AUDIENCE MEMBER: James Monchamp from the
19 National Johnson-O'Malley Association, Region 4.

20 I also bring you greetings from our
21 chairman (inaudible) from great (inaudible)
22 reservation.

23 AUDIENCE MEMBER: Good morning. My name
24 is Darnell June. I'm with the Dine Bi'olta
25 Association and also Kaibeto Boarding School.

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1 AUDIENCE MEMBER: Good morning. I'm Bea
2 Woodward, principal, Borrego Pass School, Crownpoint,
3 New Mexico, Navajo Nation.

4 AUDIENCE MEMBER: (Native American
5 language spoken.) Good morning. My name is Stanley
6 Hardy. I'm from Tohaali (inaudible) New Mexico
7 school board members, and also the (inaudible).

8 AUDIENCE MEMBER: Good morning. My name
9 is Helen Yazzie, and I'm on the Navajo Nation Cove
10 Day school board.

11 AUDIENCE MEMBER: Good morning.
12 (Inaudible) Association. Thank you.

13 AUDIENCE MEMBER: Good morning. Laurence
14 Gishey, member of the Dinle College Board of Regents.

15 AUDIENCE MEMBER: Good morning everyone.
16 My name is Cecilia Henry. I'm with the Office of the
17 Special Trustee at Pima agency.

18 AUDIENCE MEMBER: Good morning. (Native
19 American language spoken.) My name is Frances
20 Morris. I'm with Borrego Pass School and I oversee
21 the human resource department there. Thank you.

22 AUDIENCE MEMBER: Good morning. My name
23 is Fernie Yazzie. I'm with Borrego Pass School,
24 currently board president. Also with the Dinle Olta
25 Incorporated executive board president, and the

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1 Association of Navajo Community Controlled School
2 board.

3 AUDIENCE MEMBER: Good morning everyone.
4 (Native American language spoken). Louise Nez from
5 Borrego Pass school board.

6 AUDIENCE MEMBER: Morning. My name is
7 Raphael Martinez. I am from the Navajo School Board
8 Association.

9 AUDIENCE MEMBER: Good morning. Stanley
10 Kedelty, principal, Lukachukai Community School.

11 AUDIENCE MEMBER: Good morning. I'm Maude
12 Yoyhoeoma. I'm with the Hopi tribe and I sit on
13 Second Mesa Day School school board.

14 AUDIENCE MEMBER: Good morning. I'm LeRoy
15 Sakiestewa. I'm a school board member of the
16 Moencopi Day School, Hopi tribe.

17 AUDIENCE MEMBER: Greetings. I'm Ned
18 Smiley with the Navajo Nation Tohaali Community
19 School.

20 AUDIENCE MEMBER: Good morning. (Native
21 American language spoken.) My name is Dennis Wanya,
22 director of finance and practice management with the
23 Laguna Department of Education.

24 AUDIENCE MEMBER: Good morning. My name's
25 Harrison Curley. I'm with the Chilchinbeto school

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1 board, vice president.

2 AUDIENCE MEMBER: Good morning. My name
3 is Phil Swain. I'm the embedded tribal leader for
4 the Moapa Band of Paiutes, and I'm here representing
5 our tribe. Thank you.

6 AUDIENCE MEMBER: Good morning. I'm Carol
7 Todecheene, the Kayenta Community School board chair.

8 AUDIENCE MEMBER: Good morning. I'm
9 Phyllis Hewey with Chilchinbeto Community School,
10 also treasurer for Native American Grant School.

11 AUDIENCE MEMBER: Good morning. Ben
12 Woody, Jr., with Dzilh-Na-O-Dith-Hle Community Grant
13 School, board member.

14 AUDIENCE MEMBER: Good morning. Faye
15 BlueEyes, Dzilh-Na-O-Dith-Hle Community Grant School
16 and also the Association of Navajo Community
17 Controlled School Board.

18 AUDIENCE MEMBER: I'm Don Watahomigie,
19 Havasupai tribe chairman.

20 AUDIENCE MEMBER: (Native American
21 language spoken.) I'm Anna Beth Nez. I was always
22 told to respect my tribe and myself by introducing my
23 clan and so forth.

24 I am the board president for Saint
25 Michaels Association for Special Education, and I'm

1 also a teacher out at Pine Hill, New Mexico.

2 AUDIENCE MEMBER: (Native American
3 language spoken.) My name is Edison Leslie. I see a
4 lot of Bureau representatives. Thank you. I was a
5 former employee at the Navajo Regional office as an
6 awarding official, but currently I'm a member of the
7 Saint Michaels Association for Special Education.
8 Thank you for providing some information to us.

9 AUDIENCE MEMBER: I just want to say good
10 morning to each one of you. My name is Eleanor
11 Thomas. I am the program manager from the Navajo
12 Nation Johnson-O'Malley program.

13 AUDIENCE MEMBER: (Inaudible.) (Native
14 American language spoken.)

15 AUDIENCE MEMBER: Good morning. My name
16 is Lanore Shirley. I'm from Naatsis'aan Community
17 School, school administrator. Thank you.

18 AUDIENCE MEMBER: Good morning. My name
19 is Sam Charlie. I'm with the Chilchinbeto Community
20 School. I'm a board member.

21 AUDIENCE MEMBER: Good morning. I'm
22 Beverly Crawford from Greyhills Academy High School.

23 AUDIENCE MEMBER: Good morning. My name
24 is Brooke Whitmore. I am the chief financial officer
25 for the Pueblo of Laguna.

1 AUDIENCE MEMBER: Good morning. My name
2 is Jim Hooper, Jr. I am the chief of operations for
3 the Pueblo of Laguna.

4 AUDIENCE MEMBER: Good morning. My name
5 is Eldred Enas. I'm chairman of the Colorado River.

6 AUDIENCE MEMBER: Hi. I'm Ashlee Piper
7 with the Bronner Group.

8 MS. McGARRY: Ashlee is taking notes for
9 us today.

10 AUDIENCE MEMBER: My name is Bob Scabby.
11 I'm with the Salt River Pima-Maricopa Indian
12 Community. We're a self-governance tribe and I'm the
13 self-governance coordinator.

14 AUDIENCE MEMBER: Good morning. I'm Diane
15 Enos. I am the president of the Salt River
16 Pima-Maricopa Indian Community, which is right across
17 the way. And I apologize when I have to leave
18 probably about 10:00 o'clock or so. We have a
19 council meeting all day today, but I wish that this
20 discussion goes well. And in my absence Mr. Scabby,
21 who is our self-governance coordinator, and
22 Mr. Bohnee, who does our intergovernmental affairs,
23 may speak on behalf of my community. Thank you for
24 coming.

25 AUDIENCE MEMBER: Thank you. Good

1 morning. I'm Gary Bohnee, intergovernmental affairs
2 with the Salt River Indian Community.

3 AUDIENCE MEMBER: Good morning. My name
4 is Henry Moore and I'm a sculptor that can't even
5 draw a straight line. (Native American language
6 spoken.) I'm a board member of Leupp School,
7 Incorporated. Thank you.

8 AUDIENCE MEMBER: Good morning. I'm Alden
9 Seweyestewa with Hopi Day School.

10 AUDIENCE MEMBER: (Native American
11 language spoken.) I'm Sharon Pinto, the Navajo
12 regional director, BIA region.

13 AUDIENCE MEMBER: Good morning. Patricia
14 Sandoval, Santa Fe Indian School administration.

15 AUDIENCE MEMBER: (Native American
16 language spoken.) My name is Randall Vicente. I'm
17 the governor for Pueblo of Acoma, New Mexico.

18 AUDIENCE MEMBER: Good morning everyone.
19 Joe Garcia. I'm the head councilman for Ohkay
20 Owingeh. I'm also the self-governance officer for
21 Ohkay Owingeh, and a former president of National
22 Congress of American Indians.

23 AUDIENCE MEMBER: Good morning everyone.
24 Arlen Quetawki, governor of the Pueblo of Zuni.

25 AUDIENCE MEMBER: Good morning everyone.

1 (Native American language spoken.) My name is
2 Everett Chavez. I'm the superintendent for Sante Fe
3 Indian School owned by one of the 19 Pueblo tribes in
4 New Mexico.

5 AUDIENCE MEMBER: Good morning. My name's
6 Tandy Walker. I'm the regional director for the
7 Southwest, BIA.

8 AUDIENCE MEMBER: Good morning everyone.
9 Bryan Bowker, regional director for Western region in
10 Phoenix for the BIA.

11 MR. MOORE: Beth, if I could real quickly,
12 please, I just want to thank -- there are so many
13 educators in the room, I just want to tell you thanks
14 a lot for being here. We appreciate a room full of
15 educators giving us input and feedback on some
16 important work here. So I want to say thanks for
17 showing up and I appreciate what you are doing.
18 Thanks a lot.

19 MS. McGARRY: Thank you everyone.

20 As Paul said, consultation is, you know,
21 so important to get your feedback on our assessment.
22 The report, as Paul mentioned, is a biggie, so we put
23 it on a CD. If you didn't pick one up, they are at
24 the registration table. It's also online on the
25 consultation page for Indian Affairs. And you

1 received an executive summary PowerPoint slide, and a
2 full 60-page PowerPoint slide is also online. So
3 there's a lot of information to digest and today I'm
4 going to do a condensed review of the report.

5 So when Paul talked about the organization
6 that the prior administration put together for the
7 deputy assistant secretary for management, we had the
8 office of the chief financial officer with the
9 budget, property and acquisitions together, financial
10 management -- so that's accounting -- and the office
11 of audit and evaluation. So that's your internal
12 control factors.

13 Office of planning and policy analysis was
14 to work on policy and plan for the future. That kind
15 of, you'll see, morphed into something else over
16 time.

17 Human capital management, that's the HR
18 function.

19 Facilities, environmental, and cultural
20 resources, and then the office of the chief
21 information officer, IT, which had all these
22 different components.

23 So when we started our study last year we
24 looked at, well, how is the organization actually
25 constructed right now? So we have over on the far

1 side, again, the information technology center with
2 all these different components: the CFO, budget,
3 still acquisition and property together, and then
4 financial management. That policy and planning
5 office became the office of planning and performance
6 management. And in the government world, the
7 performance management, some of you may have heard of
8 GPRA. When you are doing -- putting the budgets
9 together you have to tell how well programs are
10 performing. They collect that data.

11 Office of internal evaluation and
12 assessment, again, that's the internal control
13 feature; looking to test to see whether there's
14 adequate internal controls.

15 HR, the same.

16 Facilities and environmental.

17 And then this new office cropped up,
18 office of homeland security and emergency services.

19 So that was what we were looking at when
20 we did our assessment. So under our
21 recommendations -- I'm starting with really the
22 conclusion at the beginning so that you get a sense
23 of where we're going. We found, as Paul said, when
24 you had the complete decentralized model, that -- the
25 result, in the early 2000s, was that Indian Affairs

1 was not passing their independent financial audit.
2 So an organization like KPMG or Price Waterhouse,
3 just like in your organizations, comes in and looks
4 at the books. Indian Affairs was not able to have a
5 validity in their financial statements verified by
6 these independent auditors, so of course that was a
7 big concern for the Department of Interior. But when
8 you have a completely centralized model, which, you
9 know -- In some sense there was an overreaction to
10 that failure to meet the financial requirements. So
11 the overreaction was to go with a complete opposite
12 way of the pendulum and go to a completely
13 centralized model.

14 Well, over these years, since 2004, 2005,
15 what happened is that there was a disconnect between
16 the people doing the support services. And as the
17 name implies, support means helping the programmatic
18 offices doing the contracts, hiring the staff,
19 supporting the programs.

20 Well, there was a disconnect between the
21 support function and the program function. And the
22 people who worked in these DAS-M -- I'm going to use
23 that famous -- you know, federal acronyms for
24 everything. And it means the deputy assistant
25 secretary - management. That's the support

1 organization. The DAS-M folks really didn't have an
2 identity of who they were. So what we're
3 recommending is to have a balanced approach; to have
4 really a hybrid. Have that financial function that
5 is so necessary to maintain good financial
6 statements, have that be centralized, but as many of
7 the support tasks as possible that can go back out to
8 the field, go back to BIE, go back to BIA, be done so
9 so that as much local support as possible, with still
10 keeping a centralized policy and procedures so that
11 there's fairness. Everything is done the same way,
12 but that it's done locally so that it's done faster
13 and that there be a focus on BIE's needs. Because
14 they have -- before were serviced by BIA. So even in
15 the old model BIE didn't really have their own
16 support services function.

17 So this is our recommended, what we called
18 the to-be approach. So as Paul mentioned, we need a
19 CFO, but have property and acquisitions be separated
20 so that there's a focus.

21 Working on property management is totally
22 different than letting out contracts. So have people
23 be specialized and split those functions. And put
24 the director of the budget as a direct report to the
25 deputy assistant secretary for management to get that

1 proactive, looking-forward, comprehensive budget
2 approach.

3 Keep the internal evaluation and
4 assessment -- you always need your internal watchdogs
5 to make sure that there's no waste, fraud, and
6 abuse -- HR, facilities and cultural and resources,
7 and then the IT.

8 So the goal is -- Currently the DAS-M is
9 very big, and BIA and BIE for the support, you know,
10 very small. We want to change that paradigm. Really
11 shrink DAS-M so that they are a centralized policy
12 and procedures, and then really focus much more staff
13 in BIA and BIE. Our belief is this will increase
14 accountability and improve services.

15 So over the next 12 months we want to
16 systematically -- we're recommending there be -- you
17 know, a systematic change in management. And that
18 involves two critical aspects: communication and
19 employee engagement, with the ultimate goal that we
20 would move all these folks that are already working
21 in the field.

22 So there's people, you know, in the field
23 who are doing accounting, doing budgeting, doing
24 facilities management, property management; they are
25 physically in the field, but their supervisors are in

1 Washington. That doesn't make any sense. So we're
2 recommending that if they work in a regional office
3 or in BIE, that they report to a supervisor that is
4 in the same location that they are.

5 And there's 19 human resources specialists
6 right now in Albuquerque, and we're recommending that
7 they report to the administrative deputy in
8 Albuquerque.

9 So of course over -- you know, we were
10 working with the Indian Affairs over the course of,
11 you know, eight, nine months. Well, the organization
12 is, you know, not going to sit still. And there was
13 a few things they already had underway. And I
14 mentioned this idea of acquisitions, contract
15 management, and property being together, they have
16 already split them up because it just made more
17 sense.

18 And the next one was that homeland
19 security and emergency services, that is a
20 programmatic function. That doesn't belong in a
21 support organization. And that was another change
22 that was already underway while we were looking at
23 the organization, and that's going to BIA.

24 Also, you know, nothing is static. The
25 Department of the Interior decided that they wanted

1 to really concentrate on their IT dollars and get --
2 push an initiative. So that's our IT transformation.
3 It's a Department of Interior initiative. So because
4 that was launched during our review, we included some
5 findings and recommendations in our big report, but
6 really all of those are directed to the team that is
7 working on the IT transformation. So while we
8 included them, that's not going to be the -- the
9 focus of our recommendations going forward in the
10 next 12 months is to let the Department IT
11 transformation, of which Indian Affairs is very
12 active members, take on those changes.

13 So as Paul said, we found that the budget
14 formulation, so that means, you know, devising a
15 budget for the upcoming years, was very reactive.
16 Our recommendation to get that function to be more
17 efficient and effective is to put all three functions
18 under the office of budget management.

19 So if you recall, that office of planning
20 and performance management was its own office. Well,
21 what they do is analyze how well programs are
22 performing against their performance measures. But
23 they -- so they are feeding information to the budget
24 formulation. It's our recommendation that they work,
25 then, side by side with the folks in budget to

1 improve that sharing of information.

2 The other thing we found is that the
3 budget employees were generalists. So if you called
4 up and asked a question about, you know, is there
5 enough money in my account to pay for this, and you
6 were working on a construction project, you could get
7 someone on the phone that had no experience in
8 construction programs for BIA and they would
9 basically have to start from scratch. And it wasn't
10 getting an efficient answer.

11 So our recommendation is that the folks in
12 budget be assigned either to formulation, execution,
13 performance management, and then be -- have task
14 assignments within their area with a backup. So if
15 I'm in the field and I call up with a question, I
16 have my person. That person works on justice
17 services, knows law enforcement, and can work quickly
18 with me and with a backup, instead of just having --
19 talking to a generalist. And we think that that will
20 improve employee morale, because you always feel more
21 secure when you know your subject-matter area, rather
22 than just having to be -- know everything and then
23 therefore you don't know anything really well.

24 So on this process we -- In the very back
25 of the report is an appendix that describes tasks

1 that would help -- or a process that would help the
2 budget staff manage a three-year budget process so
3 that they become more proactive rather than reactive.
4 And that's doing -- getting templates, getting the
5 information, consulting with TIBC early and giving
6 TIBC some templates to feed in the information, be
7 honest about what the upcoming budget years are going
8 to look like, giving the guidance, making thoughtful
9 budget decisions not at the last minute. And then at
10 the end of every budget cycle, conduct a lessons
11 learned: What went wrong? What went right? How can
12 we do better next year?

13 Yes. And if you wouldn't mind, I very
14 much welcome questions. But if you could use the
15 mike, it will help the court reporter. So I think --

16 AUDIENCE MEMBER: Bob Scabby,
17 self-governance coordinator for Salt River.

18 I have this -- your organization chart.
19 Where does self-governance fit in? And, you know, we
20 exist by -- we have a five-year multiyear funding
21 agreement which we get through reprogramming
22 requests.

23 So, you know, how do we fit in in this
24 cycle?

25 MS. MCGARRY: I met with the

1 self-governance staff to go over the report, and they
2 will -- they work closely during this -- with the
3 budget office on -- in -- in the budget process. So
4 they would be reaching out to you, and then they
5 would be working with the budget staff to formulate
6 that part of the budget.

7 AUDIENCE MEMBER: So Sharee Freeman and
8 Ken Reinfeld and those folks will be -- at the top
9 level would be working --

10 MS. McGARRY: Yes. Our ultimate goal is
11 to have implementation teams that -- for each of
12 these recommendations that everyone decides you're
13 going to go forward, that we have teams that
14 represent everyone in the organization. And I've
15 already talked to Sharee Freeman and her staff that
16 they will have representation on this budget
17 implementation team to make sure that their needs are
18 met in the new structure.

19 AUDIENCE MEMBER: Yeah, this
20 self-governance is also working on this DE project.
21 That's going to fit right in, you know, going
22 directly to the OMB, giving the data. So we're
23 working on that. And that's -- that may be, you
24 know, need to be weaved into this process.

25 MS. McGARRY: You know, that's great.

1 Like I said, successful change management is about
2 communication and employee engagement. And that
3 means everybody has to be involved because otherwise
4 something falls through the cracks and then a change
5 is not effective, like happened in 2004, 2005.

6 So this just reiterates to have a direct
7 line from the deputy assistant secretary for
8 management with the director of budget. And then the
9 field employees, the 26 field employees that are
10 currently doing budget activities, that their
11 supervisor would change; would no longer be in the
12 DAS-M in D.C., it would be who their chain of command
13 is in the location where they work currently.

14 So financial management, this is the --
15 you know, basically the accounting part. We also
16 thought that this could benefit from more localized
17 control of the field employees, but we still have to
18 make sure that -- Indian Affairs has done just such a
19 terrific job with their financial reporting in the
20 last several years; they have had no material
21 weaknesses on their financial statement -- it's
22 really been a remarkable turnaround -- and we don't
23 want anything that we recommend to diminish that. So
24 we do recommend that the DAS-M or the centralized
25 part of the OCFO be responsible for the activities

1 that directly impact the financial statements and the
2 audit.

3 AUDIENCE MEMBER: Yeah, I have a question
4 regarding the -- It's good to have a good financial
5 system, but what's important and I think what's
6 lacking in the bureau system is that, if you go from
7 central office financial office to, say -- to say
8 self-governance, there's a disconnect. If you go
9 from central office financial to region, there is
10 potentially a disconnect. But when you go from
11 region to agency, there's also a disconnect. So the
12 end result is that there's a disconnect between the
13 main financial office and the tribes.

14 And so if those aren't addressed -- I
15 looked through the entire document, but there is no
16 mention about -- you're talking about regions and
17 central office, but you're not talking about -- there
18 is no mention about agencies. And I think if we
19 don't address that part --

20 We have got to have consistency. And I
21 found out for a fact that there is some discrepancies
22 all over the financial reporting, the data, the
23 format, even the electronic or nonelectronic
24 versions. I would have expected to get financial
25 reports on a -- more so on a spreadsheet or

1 something. But when we asked for that under our
2 self-governance negotiation, we received copies --
3 hard copies in Word. And when we asked for them
4 specifically to get it into a spreadsheet, come on,
5 folks, and they said, okay, okay, but it went on for
6 an entire year with documents on Word. And when you
7 have that kind of a disconnect all over, it creates
8 all kinds of issues through the entire system.

9 So at some point in time I hope that we
10 start discussing the people that -- or the entities
11 that play a big role. And so when you include -- at
12 least in the Albuquerque office, there's -- I don't
13 know how many tribes are included, but I think
14 there's 22 all over New Mexico, and then part of
15 Navajo there, as well as the agency. So it's going
16 to be a hard thing. And unless all the people buy in
17 to this change initiative, not going to happen.

18 MS. McGARRY: Very, very good points. And
19 I think that's why it's so important to be systematic
20 about the change initiatives. So that when you
21 are -- you just can't switch the switch and say these
22 field people will report to BIA or BIE. You really
23 have to map out how does the -- what is the
24 relationship to the agencies; what does the reporting
25 look like; what tasks are we doing; what are we not

1 doing well, and use this change management to fix
2 some of those problems.

3 I will add that Indian Affairs is moving
4 to a new financial system November the 1st. It's a
5 financial system that all of the Department of
6 Interior is using. It's FBMS, financial budget
7 management system. Other components of Interior have
8 already moved to it. Indian Affairs have a
9 change-management team currently working very hard to
10 do the conversion. And they are very hopeful that
11 some of these data issues will be resolved on the new
12 system and that there will be better reporting.

13 AUDIENCE MEMBER: Just a point, I guess.
14 I don't want to be asking a whole lot of questions,
15 but I think that there's -- Consultation for this
16 session is okay, but if we're trying to move with the
17 changes that have been presented under the
18 recommendations, I think a consultation forum is not
19 the appropriate forum because we just get a glimpse
20 of what's being presented, what's being recommended,
21 without any discussion about what things have been
22 missed.

23 You know, I have like two pages' worth of
24 things that have not been talked about. And they may
25 have been covered in your work session and in the

1 developing of the recommendations and finding the
2 efficiencies and whatnot, but I don't know when we'll
3 have time to do that. And if we don't, we're bound
4 to miss a whole bunch of areas that are connected but
5 we're not addressing.

6 MS. McGARRY: I would love to have -- I
7 will give you -- My e-mail address, if you all want
8 to write it down, is bmcgarry -- I'll give you a card
9 afterwards -- bmcgarry@bronnergroup.com.

10 This process is we're collecting all this
11 information, and that's what we want to include in a
12 supplemental report. There is a -- you know, there's
13 so much that you know that in eight months we could
14 never know. So all of your input is very valuable to
15 me.

16 So moving to the next section, which is
17 acquisitions or contract services, this was an area
18 where we heard a lot of complaints. As Paul
19 mentioned, that it is viewed as very slow and not
20 customer service -- customer focused. So there are
21 acquisition employees scattered all over the United
22 States, and then there is another core group that's
23 in Washington. This -- for this implementation team
24 we will want employees that are all -- you know, all
25 over the United States participating in the team. We

1 really have to drill down on this when we get to this
2 team on workload. Indian Affairs doesn't have one
3 way that they capture workload for contracts.
4 Different employees do it different ways. So we
5 really have to drill down; get those specifics about
6 workloads so that then Indian Affairs can make good,
7 reasoned decisions on how many contract employees are
8 servicing BIA in what region. And so this is going
9 to take work. It's certainly doable. And the goal
10 is to solve those problems of slowness and customer
11 focus.

12 Property. So if you, for example, are a
13 BIA regional director and the property manager is in
14 your office and you ask him or her to take care of
15 something, they have to call back to Washington to
16 talk to their supervisor there and then come back,
17 and it's just not good management. So our
18 recommendation is that those 36 field property staff
19 report to supervisors in BIA and BIE so we cut out
20 that middle loop and things get done.

21 We heard a lot of feedback about
22 facilities management and not having enough funding.
23 You'll see in the report some suggestions we made on
24 maybe how to do some different budgeting schemes. So
25 not -- Schemes in the good sense; how to get more

1 facilities management money. In these tough budget
2 times this is an issue across the Department of
3 Interior. But in the same token, we want to --
4 facilities managers, once again they are in the
5 field. They are not reporting to their local
6 management; they are reporting back to Washington.
7 We think that should change.

8 The central office, we recommend, have
9 oversight of the policies, coordinate the
10 dissemination of funds, but that they really take a
11 look at changing the funding formula so that
12 operational assistance is increased.

13 Human resources, again, is a really tough
14 issue. There's really not enough employees, enough
15 HR specialists within the organization. And they are
16 completely overwhelmed by their workload, and
17 probably not strategically placed in areas that have
18 the highest hiring needs. And Indian Affairs also
19 does not have a comprehensive employee development or
20 training program. So every year the federal
21 government issues a federal employee viewpoint survey
22 asking -- goes directly to employees and asks them a
23 lot of questions about their view of how their work
24 life is. And then the Organization of Public
25 Partnerships takes all these survey results and then

1 ranks the agencies. And unfortunately, Indian
2 Affairs has ranked very low in the best places to
3 work for every year running. And in this last year,
4 they are 189 of 228 agencies. So they are --

5 We believe that one of the side benefits
6 for all the employee implementation teams for these
7 changes is having employee engagement at the lowest
8 level, with the people who do the work, instead of
9 just managers directing how things should be done,
10 and that that should help out employees to feel more
11 involved in the organization and the work.

12 The Indian Affairs employees rank very
13 high in belief in the mission. That is a very high,
14 positive rating. But these other ratings on teamwork
15 and training and development, very low.

16 So you have a lot of recommendations for
17 human resources. If you look at the jobs page on
18 Indian Affairs, it's boring. It doesn't -- it
19 doesn't attract people to the organization which has
20 a great mission. And you really want to get folks
21 wanting to work. And it's just not innovative.
22 There's so much that can be done: day in the life,
23 video clips. I mean, there's a lot to be done.
24 People, you know, would really be attracted to the
25 organization if it was marketed better to new

1 employees instead of just a static page; click here;
2 see what jobs are available.

3 We -- a lot of the -- almost a quarter of
4 the DAS-M employees, the support people, are eligible
5 to retire. So Indian Affairs really needs to look
6 forward about developing a workforce and succession
7 plan.

8 As I said, there's not enough HR
9 specialists currently in Indian Affairs and they are
10 scattered all over. It's not as easy as some of the
11 other groups like budget, finance to say, okay, these
12 numbers of employees should be assigned locally.
13 It's just not set up that way. Except for BIE. And
14 there are 19 HR specialists currently in Albuquerque.

15 And since the biggest feedback we got was
16 the slow hiring of teachers and how critical that is
17 to have teachers on board the first day of school,
18 that's -- one of our recommendations is that we work
19 very quickly to change -- do a change initiative;
20 move these 19 specialists to report to this assistant
21 deputy director for administration of BIE and do
22 change management to get teachers hired quickly --
23 more quickly.

24 So in the area of employee development,
25 the Department of Interior has a leadership program.

1 We recommend that Indian Affairs sponsor employees in
2 that program this year, that they are -- One of the
3 great recommendations I received during the first
4 consultation and interviews with tribal leaders about
5 orientation was some employees are hired at Indian
6 Affairs and don't know about tribal governance,
7 governments, the different tribes, and that they --
8 their orientation is lacking. And so we recommend
9 that there be a dynamic Web-based orientation that
10 covers Indian law, the tribes, governance, so that
11 new employees are very familiar with the environment
12 where they are working.

13 And then there are online courses that DOI
14 has for employees, but they are not marketed well
15 within Indian Affairs. So we recommend that they do
16 that.

17 So our recommendation is that Indian
18 Affairs is really going to have to work with the
19 Department of Interior budget folks to get the
20 funding -- you know, part of the next year, doing the
21 analysis of how many staffing specialists are needed
22 throughout the United States.

23 Yes, sir.

24 AUDIENCE MEMBER: Bob Scabby again. I
25 don't want to hog all the time, but I want to make a

1 point here.

2 You know, we, as a self-governance tribe,
3 you know, we've -- over the years we've experienced a
4 lot of headaches in our working relationship with the
5 local agency and the region. And a lot of that can
6 be alleviated by training. You're right on about
7 training being given. Because like with
8 self-governance law, it's a law. If we take
9 advantage of it, it's just a different way of doing
10 business. Just streamlined. So what we did is
11 streamline the local and the regional. And it has
12 (inaudible). And we're down to three employees at
13 the local agency.

14 And -- but we also need you to be aware of
15 the, you know, subtle differences between different
16 ways of doing business.

17 As a direct-service tribe, you know, this
18 fits right in with it. But as a -- when you start
19 talking about Title 1 contracting, there is a little
20 bit different way of doing business. And when you
21 get to self-governance, there is another, you know,
22 different way of doing business. And sometimes we
23 get -- even though we're kind of an efficiency
24 streamlining-type thing, we get -- we get looked at
25 as the unwanted stepchild. And the local agency and

1 the region, they may -- just like we're playing
2 basketball and there's full-court press going on all
3 the time by the -- by the agency and the region as we
4 try to do our business.

5 So up at the top level the Interior
6 espouses self-governance. But down at the local
7 level there's a disconnect. Because sometimes it
8 does not play out the same way. There is supposed to
9 be that flexibility and working together, good
10 working relationships, et cetera, but this other way
11 pits us sometimes against one another.

12 And we need to -- we need to take that
13 into consideration as you move forward in this study,
14 that there are different ways that we -- that we
15 interact with the Interior.

16 MS. MCGARRY: Thank you.

17 AUDIENCE MEMBER: My question -- I guess
18 is kind of based on what we're talking about here,
19 because the BIE, as well as the BIA. Where does the
20 office of personnel management fall in this
21 realignment as well?

22 One of the biggest issues is the office of
23 personnel management, the OPM, has always been a
24 hindrance in filling positions. Because I saw the
25 percentage of people that are retiring and et cetera,

1 or if the movement is made of people down to our
2 area, people that don't want to move decide to leave,
3 where is the office of personnel management going to
4 work with us to fill those positions?

5 Just a quick example, the Hopi chief of
6 police. After two years we finally filled it. It
7 shouldn't have to take that long to fill critical
8 positions. So that's, you know -- As tribes, we are
9 638 as well as working with the Bureau. Filling of
10 position becomes a real issue and it hinders the
11 services which you're talking about here moving more
12 efficiently. But OPM is a critical portion in some
13 of this realignment.

14 MS. McGARRY: You're correct. And OPM is
15 the federal oversight for all personnel management,
16 HR. They have been trying in this administration to
17 take away a lot of the roadblocks for hiring. But
18 there is still a lot that needs to be done.

19 As a matter of background, I come from the
20 Department of Justice. And you can speed up hiring.
21 I was able to get people on board and cleared in four
22 months, six months. It takes concentrated effort.
23 You have to have, you know, vigilance on the hiring
24 and real customer service, but it can be done. And I
25 think OPM in the last several years has really tried

1 to take away as many roadblocks as they can. And --
2 But it may have been a little slow trickling down to
3 what those new advantages are that folks can take
4 advantage of.

5 AUDIENCE MEMBER: Joe Garcia, again, from
6 Ohkay Owingeh. Just a different train of thought,
7 but, you know, you're asking do we have enough
8 staffing specialists in each region. But what I'm
9 looking for was maybe a different question. Saying
10 that how efficient are and how effective are our
11 current staffing specialists? Are they doing their
12 work efficiently? Are they learning more and doing a
13 lot more than what they used to because they can do
14 that by better training and whatnot? So you may end
15 up not needing more staff. You may need
16 better-trained staff that can work more efficiently.
17 And that's part of quality improvement in an
18 organization, if you will.

19 And unless we have -- This thought was
20 about when you were talking about performance.
21 You've got to have performance standards. But there
22 is a fallacy in the document; has to do with -- we're
23 saying that if the Bureau would follow the OMB
24 guidelines for efficiency and performance.

25 My question is, you know, OMB, how

1 proficient and how efficient are they at following
2 their guidelines? Remains to be seen that they are
3 in an efficient mode.

4 And if so, we're following that kind of
5 guideline, which leads to low performance and
6 non-effective performance, then we're on the wrong
7 boat. So I think that we need to be a little bit
8 more innovative in what guidelines we use.

9 And I don't know if that's a (inaudible)
10 policy because it's a federal policy, but I believe
11 that that might be an area that we can look at, so
12 that's why I have a question about it.

13 Gosh, if we had 20 HR specialists and if
14 they could do their job more efficiently, we might
15 could do a lot better. But, you know, if we think
16 about the tribes, that's what the tribes are forced
17 to do. We have not a large resource base of funding,
18 but we're forced to be more effective and be more
19 diverse in the kinds of things that we do so that we
20 can effectively do the job.

21 And I think that the self-governance
22 initiative is one of those areas that we're doing a
23 lot more with the same moneys that the Bureau had in
24 their possession. To do the things they are supposed
25 to provide for the tribe, we're doing it more

1 effectively with the same dollars or less dollars as
2 a tribe under self-governance.

3 So there's something to be learned just
4 from that initiative.

5 Thank you.

6 MR. LOUDERMILK: One thing I want to
7 interject here is -- one of the issues or concerns
8 here we're talking about, human capital resource
9 management, is the way that Mr. Tsosie had mentioned
10 before where we have employees that are stationed
11 together but don't necessarily work together.

12 An example in point is, Rocky Mountain
13 Region. We have six HR staff there that all have six
14 different supervisors throughout the United States.

15 Great Plains Region where I'm from, I have
16 one employee relations specialist. I have no
17 staffing specialist, no classification specialist.

18 So you're exactly right, in maybe looking
19 at what we have in order to make it more efficient.
20 And that's part of what this assessment is going to
21 look at. And one of the reasons why, you know, under
22 the old structure with DAS-M, we're trying to go
23 through and start realigning these employees to be
24 more efficient.

25 MS. MCGARRY: Right. And to look at it,

1 the competency, and are there gaps to provide
2 training. And so it's all part of the global
3 process.

4 Sir.

5 AUDIENCE MEMBER: Good morning again. My
6 name is Lloyd Tortalita. I come from the lowest
7 level where all the work gets done. Your question
8 earlier -- We were talking about upper management,
9 and Governor Garcia asked a lot of good questions.
10 Where, at what time do we get the services down at
11 the lowest level? We submit reports. As stated in
12 here, it never gets to the top.

13 You know, I was involved in the 2004/2005.
14 I was governor in 1999 of Pueblo of Acoma when the
15 whole thing started. That was a reorganization. Now
16 we're talking realignment. Realignment made it top
17 heavy -- I mean, reorganization. Now all the pueblo
18 council filed a lawsuit. Now we're back to
19 realignment. I mean, it's hard for me to understand
20 what we're trying to do.

21 And one of the questions I had during our
22 ten southern governors of pueblos meeting last week
23 was, is there any information? This is the first
24 time I've seen this information. In trying to digest
25 and trying to put something together -- And I felt

1 very uncomfortable coming to this consultation
2 hearing because I didn't know what I was coming for.
3 There's no communication. And I did ask Mr. Walkers
4 (phonetic) here. I did ask Mr. Silva, who is one of
5 our educational line officers at the lowest level,
6 "Where is that information? What am I going to be
7 consulted about?" But it doesn't happen. And I see
8 throughout the reports, you know, nothing has
9 happened. Everything has been -- almost come to a
10 stop with what happened in 1999 and 2004.

11 And, yes, I do talk like a tribal elder
12 because this is my teachings. This is what my tribal
13 elders told me to talk, how to talk. Because it's
14 very hard for some of us in here to truly understand
15 what the BIA/BIE language is all about. We need to
16 be consulted before we come to a consultation
17 hearing.

18 I just needed to say that because of a
19 question you had about where is all the work being
20 done. It's at the lowest level. We are never seen.
21 We're just out there under 638 contract and under 47
22 (inaudible) contract. But I just needed to say that.
23 I mean, Governor Garcia, who was former NCAI
24 president, asked some of those questions that I had
25 questions on. But we still have that hard time

1 understanding. At least I do. Because I didn't get
2 any information prior.

3 But I needed to say that just to get it
4 off my back. But I just talk this way because I'm
5 concerned for the services that we need to provide to
6 our people at the lowest level. And I come from the
7 lowest level.

8 My employees that work for me have not had
9 a pay increase in ten years.

10 MS. McGARRY: Thank you very much.

11 Sir.

12 AUDIENCE MEMBER: Good morning. You know,
13 I'm sitting here and I'm thinking when you are
14 talking about way back in 1999 when some of the
15 certain recommendations were made and how the
16 processing -- how we got to 2004. And it really
17 hinges on, as we discussed, we always need
18 improvement in any organization. But where is the
19 buy-in? What I'm getting at is, today this
20 administration understands this.

21 Now, we don't know what's going to happen
22 in a year. We are just grateful that we have a
23 secretary of interior today who understands the
24 Indian Country and who has been to Indian Country and
25 an assistant secretary who is committed to doing

1 that.

2 When you look at the buy-in that I'm
3 talking about, we don't know -- again, I go back to
4 what's going to happen in the -- in this
5 administration, the whole change. Is there going to
6 be a buy-in? What is going to happen after this,
7 after this discussion that you go around? How --
8 This needs to be tribal driven. Again, we always say
9 that because it's important; as the lower-end users
10 of this system, it's supposed to be supporting and
11 creating new programs for our people, and it goes up
12 to the top again.

13 And as you look at (inaudible) of
14 retirement, I retired from the Navy and there is a
15 term that we used when people were at the end of
16 their career; it was called retirement of active
17 duty. And sometimes, as you mentioned -- as
18 President Obama mentioned, you know, in his 100 days
19 in his office, he talked about attrition of the
20 bureaucracy.

21 By doing this, we may have a new secretary
22 of Interior; we may have a new assistant secretary of
23 Indian Affairs. Are they going to buy in to this?
24 Are we going to continue to vote where we have these
25 acting assistant secretaries are who willing to make

1 the tribes do things to improve it, but the
2 administration will say, well, that's not a priority
3 for us?

4 How is this whole process once we complete
5 this going to be in the DNA that's going to be a part
6 of the (inaudible) that's going to continue with
7 regardless of the administration that comes in for
8 our people.

9 It's fine. And I agree with many of the
10 comments made by the tribal leader here, but I just
11 think, are we going through this motion just to go
12 through the motion here? Is this going to really be
13 implemented?

14 And that's a concern I have. Because you
15 may be -- in ten years these tribal leaders will be
16 saying the same thing, you know, they made
17 recommendations in '99. We talked about GPRO. We
18 talked about our part. We talked about
19 inefficiencies. Where is the accountability? What
20 happened to those individuals that -- who failed our
21 people? Were they -- were they asked to retire or
22 were they removed? Those are the sort of things that
23 we need to know: Where the accountability is; where
24 is that system at? Where is it going to be at? Who
25 is going to hold them accountable? Because we'll be

1 back here in ten years again. We're going to be
2 talking about this again; people are going to be
3 suffering from the lack of services that we have
4 today.

5 MS. MCGARRY: I don't know if anyone
6 from -- I mean, that's an excellent question. Not
7 fair for me to comment. I would defer if anyone from
8 Indian Affairs wanted to say anything.

9 MR. LOUDERMILK: You know, I was just
10 going to say this is an evolving process. Your
11 questions and comments are very well founded. All I
12 can say is that, you know, this is what we're looking
13 at; this is what we're trying to do. The world can
14 change very abruptly come November. We all know
15 that. That's not stopping us from going through what
16 we believe needs to be done to help improve our
17 efficiencies.

18 MR. SMITH: I'd just like to add a little
19 bit to that comment. And this is -- We're here for a
20 couple of days with three different phases. This is
21 the first one. And this is strictly information
22 coming back to you after a study of the
23 administration, primarily, and how we get things done
24 administratively. We're going to talk more about BIE
25 streamlining and BIA streamlining. So, you know,

1 it's three phases and we'll get to a lot more
2 discussions about BIA and BIE.

3 The first part of this is really a report
4 to you and it's going into some of the findings and
5 recommendations. And nothing really is going to
6 happen without tribal input. We're here to consult
7 tribal leadership. This is the second consultation.
8 We've got about five more to go. And clear across
9 the country we're going to roll this report out as
10 one aspect of how we're doing business
11 administratively, and then taking a look at
12 streamlining possibilities.

13 There's no plan on the table. We're here
14 to listen to the tribes about what might be better,
15 more effective, more efficient in the way we do
16 business, BIA and BIE. So, you know, we're going to
17 continue this dialogue in the next day or so. But
18 this is just the first portion, administrative
19 functions and the assessment that was already done by
20 the third-party Bronner Group and their report. But
21 it has to be digested.

22 I think it might be a little unfair --
23 Governor -- Lieutenant Governor Tortalita said, you
24 know, maybe we need to have consultation before the
25 consultation. And that's hard to do with 566 tribes

1 nationwide. But I think some of the members of the
2 TIBC, the tribal budget committees, the council, have
3 had at least an indication of some of this
4 information if not, you know, some of the actual
5 aspects of administrative functions. So they are in
6 a little better shape, but they are supposed to bring
7 that back to the tribal leadership in this particular
8 region.

9 So as we go back and forth, I think there
10 will be more information. And I appreciate all of
11 the comments about having all of the information
12 available. Most of this is on the Internet right now
13 as we speak. So it's -- Take a look at it. But
14 we're really here to listen and understand and, in a
15 consultation process, what might be best for you at a
16 grassroots level, at the lowest level, at mid
17 management, at the agency, at the region, and in
18 Washington, D.C., how can we do a better job? And we
19 need that from the tribal leadership.

20 MR. MOORE: Last comments, Paul, real
21 quick. I think the concerns that all of you have are
22 probably similar to concerns that we had. The next
23 step is going to be implementation. And what does
24 that new implementation look like? What's the
25 science and the data behind what we're going to

1 implement next? What will be the real hard data and
2 research and numbers that we look at when we change
3 the administration and management functions?

4 But I think it's also important, Paul,
5 that you -- maybe you address somewhat a little bit
6 their concerns about the new assistant secretary.
7 Will anything be done? What can be done? What is
8 that going to look like for those folks? Obviously,
9 as you said earlier, this assistant secretary and you
10 are moving on, and what does that bring for
11 everybody?

12 MR. TSOSIE: On this project -- This has
13 been one of the biggest projects that we've been
14 working on right now. And the good thing about this
15 is you have four career employees up there who are
16 going to be here past the politicos, myself and the
17 assistant secretary leaving. I was the one heading
18 up this project. But I'm hoping that the transition
19 will be smooth. And we're going to try and -- before
20 this next election, try and get as much of this done
21 as possible. That's why it's an aggressive
22 consultation schedule. That's why it's every week.
23 That's why we're pushing it. Because we realized
24 that this was an election year. And we're going to
25 try to put as much of this into the system and final

1 as possible.

2 And so that way -- And just like I keep
3 saying, we're being as transparent as possible about
4 this. We're putting everything online, our thought
5 process, so that there is accountability for not only
6 the career staff, but also any new assistant
7 secretary or other people who take this over.

8 MR. MOORE: Paul, one last thing. If you
9 could give a comment on, I think what's important as
10 well is, you know the Department's position on
11 this -- and when I say the Department, the Department
12 of Interior -- and their commitment to the assessment
13 process and then the implementation part of it.

14 MR. TSOSIE: Yes. We actually -- When we
15 first started this, it was a very close relationship.
16 And we have maintained that throughout this whole
17 process with the Department, with PMB, performance
18 management and budget. I think that's the official
19 name of it.

20 We've had Pam Hayes on our team, the
21 deputy assistant secretary over there. She has had
22 buy-in on this. The secretary's office, obviously
23 this had to clear the secretary's office with David
24 Hayes and Laura Davis. And also we -- we met with
25 the secretary individually, and all of us were in the

1 room, everybody at that table, and the secretary was
2 pleased with our project and he said, "Go forward."
3 So that's why we're here today.

4 So we've had buy-in on this from the
5 Department from the git-go.

6 AUDIENCE MEMBER: Let me introduce myself
7 again. My name's Laurence Gishey. I'm a board
8 member with Diné College. I don't want to sound like
9 I'm complaining, but I do want to bring out some
10 facts.

11 As many of the Navajo people in this
12 audience know, Navajo Community College was the first
13 tribal college in the (inaudible) going back to 1968.
14 And in 1971 we got the Navajo Community College Act,
15 in which there's a provision provided by the Act,
16 through Congress, moneys from the Interior for
17 operations and maintenance, as well as construction.
18 And we have never got a penny on construction since
19 then. Even though in 1978 Congress wrote a letter to
20 the Interior to put out a comprehensive study on our
21 facilities. And to this day we haven't received it.
22 And we were in Washington a month ago and Congress
23 was to deliver another letter to the Department to
24 get the thing done. It's long overdue. And we are a
25 growing institution. We cover a large area:

1 6,000 square miles across the Navajo Nation. So it
2 is a big responsibility. But we need the
3 construction comprehensive study in order for us to
4 move and -- move forward. So why is it taking this
5 long?

6 We also met with the -- with the staff,
7 the BIA staff. And what we found is there is no
8 point person, a go-to person in the Bureau for tribal
9 colleges. So what that does to us is, we have no
10 choice but go to the Hill, work with the Congress
11 more closely. But even then our (inaudible)
12 mandates, you know, to get the Bureau moving on the
13 study. And I don't know if this last -- this
14 upcoming letter will do any good since -- given the
15 many years that nothing has been done. But hopefully
16 something will be done soon so we can get going with
17 our construction and, you know, improve our
18 facilities.

19 We are already over 40 years old at
20 (inaudible). And knowing the weather there, you
21 know, that's not kind to the facilities. We have
22 buildings that are sinking and we have a lot of work
23 to do, not to say much less Tuba City is growing;
24 Ship Rock is going. So we need to do something and
25 we need to -- I ask for the cooperation for the

1 Interior again to get us this study.

2 I have a letter here to the assistant
3 secretary that I'll share with Paul that he can take
4 back to his boss, and hopefully we'll get something
5 moving.

6 Thank you.

7 MS. MCGARRY: Thank you.

8 I think we have one more question
9 before -- or comment before I proceed.

10 AUDIENCE MEMBER: Thank you for allowing
11 me more discussion.

12 I know I am probably boring people that
13 are here, but I feel very guilty because I remember
14 when Carl Artman first came online. I think his
15 second day I met with him as I was president of NCAI
16 and suggested to him we need you to reconsider
17 changing BIA in terms of its performance, overall
18 performance. And he sent out some initiatives. He
19 started doing the modernization stuff and tribal
20 leaders were saying, well, we're just going through
21 another exercise. And I cautioned him. I said, it's
22 an opportunity for tribes to help guide the Bureau.
23 And as that effort went forward, Carl Artman
24 resigned; he left.

25 When Larry Echo Hawk came online, one of

1 his first meetings -- I was still president of NCAI.
2 I met with him and I said, one of the big things that
3 needs to get done is to revamp the Bureau in terms of
4 its performance. Not just reorganize, but in terms
5 of actual performance. Its output product, whatever
6 that is. And spoke to him; spoke to him; spoke to
7 him. He finally started moving this forward, where
8 at this point, and last week -- a couple weeks ago I
9 heard he's leaving. And I'm saying, geez, you know,
10 what is causing these guys to do that?

11 But that's just a little bit of joking.
12 But I feel bad because this happened and we haven't
13 accomplished what we set out to do.

14 But here is the really important piece
15 that -- I'm relating this to the tribal leaders as
16 well as to the people that work within the tribes.
17 Whatever is happening in terms of change efforts, you
18 have got to remember that we're external to the
19 system. We're external to the organization. We're
20 the tribes. We are not internal. So if you ask a
21 question related to the Bureau in terms of
22 performance or flow process or work process or
23 whatever, you are going to get a completely different
24 perception if you are a Bureau employee versus if you
25 are a tribal person, tribal leader, operations or

1 whatever you are. And so, if you don't tie those
2 perceptions and those comments in some kind of a
3 systematic way, we're bound to miss the boat.

4 And I don't speak from just -- you know,
5 came off the blue, I speak through organizational
6 development that requires a whole lot of knowledge,
7 process improvement, performance improvement. It
8 takes a lot of work.

9 And so, you know, for you just to present
10 some of the recommendations without full discussion
11 of what are some of the factors that you all
12 considered, it is going to be hard for tribal leaders
13 to make a decision that, yeah, we ought to go this
14 way, just like that -- that one about specialists.

15 You know, that probably is not the
16 appropriate question, but that's coming from, most
17 likely, internal; not coming from the tribe. Because
18 if you ask the tribal leaders, they will say, well,
19 jeez, we don't need any more specialists, we need
20 more money in programs -- this program, that
21 program -- not in finding other employees for the
22 Bureau. But that's what I'm talking about. I think
23 it's important for the tribe and the tribal leaders
24 and the people that work for the tribes to make that
25 difference, and as well as the Bureau people. There

1 are internal organizational members and then there
2 are the external members. And us as tribes are the
3 external portion. And if you really think about it,
4 we have no control. It's all controlled by the
5 people that work in the Bureau. And so they may or
6 may not take our comments and we're left holding the
7 bag if they don't. And our comments may or may not
8 be relevant to what the issue is.

9 So I think those differences really need
10 to be kind of known out there by all of us. And so
11 if we at least understand that part, we can kind of
12 channel our input into the right -- to the right
13 process or in the right way.

14 So thank you for the time. Appreciate it.

15 MS. McGARRY: Thank you. I think the
16 gentlelady --

17 AUDIENCE MEMBER: I have a question on
18 this. I have been president for the Saint Michaels
19 special ed program for quite a number of years. And
20 as a board president and the members, we were very
21 concerned when we received this letter about the
22 cutting of our funding and transferring it. And
23 right now you're saying they are just
24 recommendations. And what my question is, is how are
25 you going to determine which recommendation you're

1 going to take up? How are you going to do that? How
2 is that going to happen?

3 And my other comment is, I'm very
4 disappointed that the Navajo tribe, being the largest
5 tribe and having a lot of leaders, we hardly have
6 anyone here. And with Saint Michaels, we're kind of
7 like a different program, maybe the adopted child or
8 something like that, because we, as school board
9 members, do not get elected. Or we don't get
10 appointed. There's no politics. And it's a
11 nonprofit organization and we look to the BIE funding
12 for the operation of the majority part of our
13 program.

14 Therefore, I'm wondering, where does the
15 BIE stand with students with disabilities programs
16 and where do we fall in? And I'm still interested in
17 wondering how you're going to determine these
18 recommendations.

19 That's all I have to say.

20 MS. MCGARRY: Thank you. That's a very
21 good question. I have to defer to the leadership at
22 Indian Affairs. As a consultant, our job is just to
23 make the recommendations, but we're not the decision
24 maker.

25 MR. TSOSIE: On those recommendations if I

1 can answer that right there, we're putting together
2 some implementation teams because we do realize that
3 these are just recommendations. We need to look at
4 budgets; we need to look at positions; we need to
5 look at whether the recommendations actually make
6 sense. That's why we're here.

7 And one of the things that I would do also
8 is I'm going all over the country and meeting with as
9 many Indian Affairs employees as possible over
10 telecom, in person, in the BIA, the BIE, all over the
11 nation, to make sure that we get the internal input,
12 but these consultations is the external input. And
13 we're going to gather all this together and really
14 look at recommendations. See which ones make sense.
15 We may drop some; we may change some of them. We may
16 start to implement some and then a month down the
17 road realize that it needs to be changed or it
18 doesn't make sense. So we just need to make the best
19 decisions we can for -- for Indian Affairs.

20 MR. MOORE: I don't know if Mr. Stevens,
21 who is the associate deputy director for the West,
22 wants to address the Saint Michaels issue at all.

23 Do you want to do that here or what?

24 MR. TSOSIE: We'll have a sidebar on the
25 Saint Michaels issue.

1 AUDIENCE MEMBER: Let me just make a quick
2 observation, because I appreciate my brother here
3 from New Mexico making the statement about being
4 external.

5 As a tribal leader, my -- my concern was
6 when this issue of consultation came out. At that
7 point we didn't know what streamlining meant; we
8 weren't sure what you were looking at. And I think
9 before tribes can truly make a decision on the
10 recommendation being made, we need to see what the
11 Bureau -- both BIE as well as BIA -- is looking at in
12 streamlining.

13 As a tribal leader, one person speaking,
14 my -- my main concern in looking at streamlining is,
15 what effect will it have on services that we receive
16 through the BIE and through the BIA? If we are not
17 clear as to what we're getting, and it's not on a
18 positive side, then that's my concern in that, you
19 know, being -- tribes trying to also be
20 self-governing. It affects our priorities on how we
21 approach the self-governance area.

22 And I think right now that I -- you know,
23 as I go through this, I'm just going through the
24 material we have received, that's my major question.
25 And as tribal leaders, we need to find out what is it

1 that the streamlining will affect us on. If it's not
2 good, then at that point we have to make our
3 ourselves known as to what we want.

4 What I really like in the concept is that,
5 how will it improve the services that we are lacking
6 today? And our Hopi agency is a very small agency.
7 And every time we have had a shift in budgets and
8 whatever it gets smaller and smaller. And some of
9 the members of the agency have to have multiple jobs,
10 trying to perform the transportation and safety, you
11 name it. And if this realignment is going to improve
12 the services to the Hopi tribe, then I would be one
13 of those that will say, you know, we'd like to move
14 in this direction.

15 Some of us have been all around for a long
16 time and we have watched the government services and
17 going through these phases. And I appreciate you,
18 Paul, taking the idea that, if we can get this going
19 and it's a good thing, will it stay in place after
20 this next election.

21 You know, the vision that Secretary Echo
22 Hawk had with Secretary Salazar was one where they
23 made Indian Country a priority. And it hasn't
24 happened for a long, long time. It's been stale;
25 it's been sitting that way. It's always -- and the

1 thing is it's always been done this way. And I think
2 that's where the frustration of us tribal leaders and
3 tribal members are at.

4 So hopefully what we hear today will give
5 us some picture as to what we're trying to get
6 accomplished in this consultation.

7 Thank you.

8 MS. MCGARRY: Thank you.

9 I know that this is a lot to absorb. And
10 I believe that the comment period is open until June
11 the 2nd. So there is time to submit comments.

12 Sir.

13 AUDIENCE MEMBER: I'm Arlen Quetawki,
14 governor for the Pueblo of Zuni. Again, here as a
15 tribal leader, I will support some of the comments
16 that the tribal leaders and the frontline staff has
17 made regarding the impact that it has and will occur
18 within the respective agencies. But, again, I'm here
19 to really truly advocate for my frontline people, the
20 ones that are actually the ones that we actually work
21 with.

22 And understanding the fact that -- and
23 management, too -- that it's top heavy. It shouldn't
24 be top heavy. Because we, as tribal leaders, we have
25 to (inaudible) really to the frontline really working

1 with our communities, our people, and to address
2 those issues. And we're the ones that really truly
3 understand. And if it's top heavy, then I think it
4 should be what needs to be seriously taken a look at.

5 And also the mention of accountability.
6 Right now the current issue with the United States
7 government is, okay, where are we going to take those
8 dollars away if BIA is looked at as an inferior?

9 We also need to focus on, what can we do
10 to prove that those dollars shouldn't be taken away?
11 There is possibly a mention of totally doing away
12 with the Department of Interior. I'm pretty sure
13 they are, because there are different legislators
14 that are coming in that truly doesn't want to work
15 with Indian tribes. They don't want to understand
16 the trust responsibility that the United States
17 government has to the Native Americans. Those type
18 of individuals and congressional people that go in
19 there, they are trying to find a way to get rid of
20 the Department of Interior and those agencies that
21 truly work with tribes.

22 And so we also have to show that the
23 accountability that what we work with and who we work
24 with is there. Because I do have tribal members in
25 my respective area of the Zuni agency that I also

1 have to take a look at. I see them working in
2 communication with -- as the Zuni agents, with the
3 tribe, the Pueblo of Zuni. They are right down the
4 hallway. Any type of issues and concerns, they are
5 right there. Other tribes, yes, we never get to see
6 your superintendents; we never get to see your
7 (inaudible). That's why there is that reluctance to
8 work with them. Information is not there.

9 It's good that we're going through this
10 process again, but consultation of what -- And most
11 of the tribal leaders that have truly gotten involved
12 in some of these consultations are frustrated
13 because, yes, you want us at the table, but we're
14 following your agenda. We're following your time;
15 it's not our time. Yes, provide that opportunity;
16 give that time to tribes, tribal leaders, to address
17 these issues. Because we have been involved in a lot
18 of consultation where we were specifically told we
19 have this time frame. I don't care what you say, we
20 cut you off at this time.

21 I was attending one tribal consultation
22 where, even down on one of the forms it says: We can
23 do the tribal consultation, but regardless of what
24 you say, we're not going to change. And what's the
25 whole consultation process for if you're not going to

1 change?

2 So, again, I don't want to sound like I'm
3 negative, but that's the true facts. Here, anytime
4 you say consultation, you want tribal leaders there.
5 But I appreciate the staff, the frontline people
6 there, to also address this.

7 As tribal leaders, we have a huge amount
8 of work that we have to deal with. As a tribal
9 leader, I have to count on my staff to be there to
10 guide us. And I will give the staff that opportunity
11 to address their issues and concerns, because they
12 are the ones that are working out in the field. I
13 don't. As a tribal leader, I have got other
14 different issues, but I count on the staff to really
15 truly say what they have to say because you're the
16 ones that are actually working out there in the
17 field, not the tribal leaders. We're there to
18 support. We're there to advocate for all of you.
19 It's actually the frontline people that really truly
20 actually are the ones that see those problems, deal
21 with those issues. Even if it has to be with BIA to
22 hold each and every one of us accountable for all
23 this.

24 But, again, here, if we are going to do
25 this study again, how long -- how fast do we need to

1 implement it or is it going to be another two, three
2 years where we do another study? Where is that money
3 coming from? Who pays for it? Is it the BIA that
4 pays for it? Look at the amount of money that we're
5 spending that could have gone to the frontline people
6 to do the services for those. I don't know.

7 But, again, really truly, if you're really
8 going to have the tribe take the lead in this in
9 making sure it works, we have to do it as a unified
10 people. We have to come out with this as a win-win
11 situation to where it benefits all of us.

12 But with the atmosphere that's up in
13 Washington, D.C., Paul, and you know about that, is
14 that there might be a possibility to phase the
15 Interior out because, again, they cannot account for
16 all the dollars we're mismanaging or whatever.

17 But we need to really focus in and work as
18 a team to showcase ourselves, even if we understand
19 the problems. Yes, we sat at the table; we heard
20 you; we're (inaudible) those recommendations and
21 implementing them, and we're moving forward. And we
22 need to showcase ourselves.

23 But I'm here to listen to even the
24 recommendations and support the staff and the tribal
25 leaders as they move forward, as we move forward to

1 better ourselves.

2 MS. MCGARRY: Thank you.

3 AUDIENCE MEMBER: Thank you for giving me
4 an opportunity to speak. My name is Randall Vicente.
5 I'm the governor for Pueblo of Acoma. I have a
6 couple of comments.

7 When we talk about consultation, that's
8 pretty much the highlight of the talk here, BIA
9 streamlining. When you talk about the development
10 and consultation, how much of what you hear from
11 tribal leadership or BIE educators and directors will
12 you take into account? I'm going to bring up a
13 couple things that I see it happening in the state of
14 New Mexico with the governor, Susana Martinez. She
15 calls tribes once a year and gives us four items to
16 discuss. Four items, maybe three if we're lucky.
17 She tells us that this is consultation. Two, three
18 months later we hear that there is (inaudible)
19 consultation in her own staff -- the secretary,
20 department, cabinet, secretary, departments -- that
21 go unnoticed for tribal leaders. Our input gets put
22 by the wayside, as the governor of Zuni has mentioned
23 here.

24 So as I hear you ask for comments and
25 consultation to streamlining, I think what we would

1 like to see is, region by region what you're going to
2 change, what you're going to recommend to change.
3 Because what happened, as I got the notice the other
4 day about this consultation -- You have got about
5 maybe half a dozen to eight places in different
6 regions you're going to meet with the same subject.
7 What's going to happen to the Southwest? Should only
8 change the Southwest region education issues, not
9 what's happening in the East Coast or the Northwest
10 Coast.

11 I'm going to be following through to see
12 what changes at what other regions take place, what
13 they recommend to change. It's going to be very
14 important because some of these things that you see
15 may not be a fix-all for across the nation. So it's
16 very important -- I don't want you being just like
17 our governor of New Mexico, Susana Martinez, take and
18 choose only what you want to change.

19 When you say streamline, make sure it's
20 those that, as it was mentioned earlier, where the
21 workers are on the front line working.

22 The thing I would like to make a comment
23 about, you know, what the -- what the Interior is
24 doing about a comment by the Arizona -- I think it's
25 Senator or Representative McCain -- McCain had made

1 about taking away water rights. You know, that's
2 another fight. That's another issue that we have got
3 to deal with.

4 So I need to make sure that some of these
5 comments don't go unheard and unaddressed. So if you
6 can give us a -- This is consultation. And June 2nd
7 is the deadline to make comments?

8 MS. MCGARRY: I believe so.

9 AUDIENCE MEMBER: So are we going to get a
10 red-line version of what you're going to change
11 before things do change?

12 That's my only comment. Thank you very
13 much.

14 MS. MCGARRY: Thank you.

15 And I believe Bryan and Michael are going
16 to address the BIA streamlining after I'm done.

17 MR. TSOSIE: On the comment about how are
18 we going to be accountable for all these comments,
19 for the input from the tribal leaders, after each
20 consultation -- well, during this -- during each
21 meeting we have a court reporter here. We're going
22 to transcribe that and then the comments are going to
23 be sorted and grouped and put online. So you can see
24 our thought process at each -- each different spot
25 that (inaudible) will have its own report: Alaska,

1 Oklahoma, California. And we want the tribal leaders
2 to see our thought process. We want to -- we want
3 you to see the comments, see any trends, see any
4 patterns. And then after that we are going to
5 incorporate those into the final report. And that
6 final report will be transparent. It will be online.
7 We'll be accountable for it, so you'll see it.

8 Michael?

9 MR. SMITH: Just one last thing. We
10 probably need a break and to move on a little bit.
11 But all of the comments the last few minutes have
12 been very good. I'm taking a lot of notes, as you
13 can see.

14 But you're right. What's going to happen
15 in the Southwest region is probably more important to
16 the tribes in that region. Nevertheless, there may
17 be, you know, similarities in other regions. But we
18 are going to certain specific locations, and
19 unfortunately we couldn't go to all 12 regions. So
20 this is your opportunity here to listen to what we
21 have to say about BIA and BIE streamlining after this
22 presentation, and there's going to be a comment
23 period. We do have a deadline, but we have already
24 moved it once. I don't know that, you know, it's
25 hard and fast at this point.

1 But there is a lot to digest. And I think
2 we've heard from a lot of your tribal leadership that
3 you need to take a look at what affects you the most
4 and respond to that specifically as it relates to
5 your region, your tribe, your tribes, whatever the
6 (inaudible) might be. So we're going to get into a
7 lot about that when we get into the next two phases
8 of what we're doing.

9 MS. MCGARRY: You've been waiting a while.

10 AUDIENCE MEMBER: Good morning everyone.
11 My name is Leo L. Pino. I'm a Ramah Navajo. I've
12 been tribal leader for many years at the -- Once you
13 become one, I guess you are it. Just like the Marine
14 Corps; when you graduate from boot camp they
15 pronounce you a Marine and you are a Marine forever.
16 So, yes, thank you.

17 In regard to the streamlining,
18 realignment, whatever, I think that we have been
19 going through this many, many, many times in the
20 past, and this is another one that we're going
21 through. I don't want to be critical about anything
22 in regard to the BIE initiative at this time, but
23 what I've heard from this gentleman over here,
24 realignment before realignment, I think that's very
25 appropriate with the way I saw my community, how it's

1 affecting it.

2 And then another gentleman over here in
3 the front row on the front mentioned that the Bureau
4 initiative is entirely different when you get to the
5 tribes and the reservation. Which is really true.
6 It looks like it's a Bureau personal issue. If you
7 take it to the tribe, then it's an entirely different
8 thing and a personal issue. That's the way I'm
9 understanding it.

10 Now, (inaudible) on the recommendation,
11 what needs to be done after these sessions. And they
12 are mentioning the difference between the Bureau and
13 (inaudible) we are taking it to the tribe on this
14 realignment issue, I see that it is -- it is -- it is
15 the right concept. Because Ramah Navajo Community is
16 entirely different from the bigger Navajo tribal
17 reservation. Yes, we are one of the 110 chapters,
18 but for many, many years, many (inaudible) we're
19 under the Southwest region, we're not under the we're
20 Navajo region. And that's -- that's the difference.
21 What we do there is entirely under the
22 self-determined. We have a government that is long
23 before the nation (inaudible) termination and we
24 start our own school in that community.

25 And with that initiative and the passing

1 of history of that community, I think this
2 realignment, if it can go on, I think -- from hearing
3 other recommendations, you need to contact those
4 individual reservations or communities and see where
5 are we at with our government and where are we at
6 with how are we receiving services from the regional
7 office and up the line. I think with that Ramah
8 Navajo community or Ramah Navajo federation, we're
9 okay at that level.

10 But before I left the other day, a few
11 days before that I heard that -- the mention that the
12 Ramah Navajo agency -- We established our own agency
13 because we need it to be established, back in 1972.
14 In fact, I was a vice president for that -- that
15 community government that we proposed Ramah Navajo
16 agency. And before the dedication of the agency, two
17 weeks, I had to leave the office because of
18 employment. I was very a young, young gentleman with
19 a family. And I couldn't provide financially for my
20 family, so I had to resign from the position. So two
21 weeks later the Ramah Navajo agency was dedicated.

22 So with that we're okay. We need to beef
23 it up. We have all the contracts with the agency.
24 And it's been operated by the tribe next door. We
25 have a superintendent.

1 With the number of authority available,
2 meaning that the school board organization is under
3 the incorporation, Ramah Navajo School Incorporated,
4 we had over -- about over 20 contracts. So that's a
5 huge authority. That superintendent is overloaded
6 and we need a deputy assistant agency -- agency
7 superintendent.

8 So if you look at that and come down to
9 the Ramah Navajo agency and -- and then the Navajo
10 community and hear where we're at with our local
11 tribal government in terms of how we are receiving
12 from the federal government, I think you would hear a
13 good recommendation how you want to proceed with --
14 or whatever you want to do with that, instead of just
15 saying, well, Ramah Navajo agency is going to be
16 closed and go in the Zuni agency or go in the
17 (inaudible) Acoma. No, we can't do that. We have to
18 be -- the tribe has to say, I really don't want
19 (inaudible) you want to do with it.

20 You need to kind of listen to the tribe
21 who has a strong agency and (inaudible). And then if
22 it needs to be either closed or whatever, then we --
23 you will be cutting our own throat. We find that we
24 can't function without a BIA agency. We need to keep
25 it up.

1 MS. MCGARRY: Thank you.

2 AUDIENCE MEMBER: And then the education,
3 the funding, we pretty much are okay, but if there is
4 a way, we want to improve those fundings and things
5 like that. And we're directly working with the
6 federal government (inaudible) the states. In the
7 recent year we have direct contract from the Indian
8 reservation group or with the federal government. So
9 we receive Indian reservation funds already from
10 federal highway administration to the Ramah chapter.
11 And we do our own road construction and stuff like
12 that.

13 So we are entirely different from the --
14 our Navajo Nation government. So these are kind of
15 the things that I kind of heard from the tribal
16 leaders from here.

17 So if we request before you make your
18 complete tour, come down to the Ramah Navajo and
19 listen to us, would that be possible at some point in
20 the future, near future, soon, before you make a
21 complete round on this realignment issue? I would
22 think that would be a good thing to do.

23 MS. MCGARRY: Thank you. I think those
24 are great ideas.

25 AUDIENCE MEMBER: This is just for the

1 Ramah Navajo agency now. I don't know about the
2 other tribes. There's the constitution tribe, the
3 treaty tribe, there's the self-government tribe,
4 there's the incorporated tribe. So they are
5 different. They are different. I think that's what
6 was meant by the chairman over here. You need to
7 consult before consulting.

8 I had a gentleman that used to come to our
9 meetings, tribal meetings, and would raise his hand,
10 I'd recognize, and say I want to say something before
11 I say something.

12 Thank you.

13 MS. MCGARRY: Thank you. I have a
14 suggestion.

15 AUDIENCE MEMBER: I had to use some of my
16 time to (inaudible) former regional staff.

17 AUDIENCE MEMBER: I'll make this very
18 brief. This is a tribal consultation, so federal
19 officials, we need your patience. We need you to
20 listen to us as tribal leaders.

21 My name is Darnell Maria. I'm a former
22 tribal leader with the Ramah Navajo chapter, and
23 previously -- or recently I was working for the
24 Bureau but came back to the tribe due to family
25 matters.

1 I just wanted to more or less highlight
2 briefly on a position that we have. First of all, we
3 believe that the draft, as reported by the
4 individuals that have put the plan together, isn't
5 familiar with our tribes. They don't know our
6 situation; where we all reside, each and every one of
7 us tribes all over the United States. I don't think
8 they fully realize what our needs are out there, so I
9 just wanted to point that out.

10 As mentioned by Mr. Pino here, Ramah
11 Navajo has two entities. We've contracted through
12 the public (inaudible) 638 for many years, since
13 1970. Our Ramah Navajo agency was established in
14 '72, so it will be 40 years this year. And prior to
15 that we always had struggled within the Ramah Navajo
16 community. We practically had trail roads; there was
17 no improved roads whatsoever; education was
18 nonexistent. And we've had difficulties all these
19 years, for those that are familiar with Ramah Navajo.

20 So certainly we do appreciate having our
21 agency locally located so that we can just go across
22 the street and meet with our superintendant. That's
23 really central and important to our Ramah Navajo
24 community.

25 We are -- we (inaudible) most of our

1 programs, both the Ramah Navajo school board and the
2 Ramah Navajo chapter. We only have a program or two
3 with the agency. But that does not mean that we
4 don't utilize our agency. So I just wanted to note
5 that it's really important for us to retain our
6 agency and not to have it consolidated into another
7 agency or move to another region.

8 I say this strongly because of our
9 history. If you want to know about Ramah Navajo,
10 just go to ramahnavajo.com and you'll see the history
11 of our community and our struggles that we went
12 through.

13 So we would like to continue to retain our
14 programs through the Bureau of Indian Affairs and
15 Bureau of Indian Education and the Indian Health
16 Services. As mentioned, we are one of 110 chapters
17 under the Navajo Nation and the only chapter that is
18 under the Southwest region. And we do have a really
19 good relationship with the Bureau at that region.

20 However, I do have a question in terms of
21 streamlining. I'm sure, you know, this has been a
22 plan that has been in place for quite some time, but
23 I do question within the last two or three, maybe
24 even a month, on the hiring of people at the regional
25 offices. You know, tribal funding isn't increasing,

1 but yet it seems there appears to be a lot more
2 people that are being hired at the regional level.
3 Why don't you just send the money down to the tribes
4 where services are really needed?

5 So that's some of the questions that I do
6 have. And I respectfully say that, because we do
7 have needs as Indian people and we really would like
8 to continue the services that are being offered by
9 the Bureau through our agency.

10 But with that I'd just like to say thank
11 you.

12 MS. MCGARRY: Thank you very much.

13 My suggestion is that I move through just
14 the remaining slides, that we take a break, and then
15 I will turn the mike over to Mike Smith and Bryan
16 Rice, who will talk about BIA streamlining
17 specifically, which I think is a lot of interest
18 here, based on your comments. So I'm just going to
19 move through; we'll take a break, and then we'll
20 continue our discussion.

21 So one of the areas is equal employment
22 opportunity. It was run by BIA, and unfortunately
23 there was a lot of timeliness issues about
24 investigating complaints, and the department was
25 taken -- the EEO function was taken over by the

1 Department of Interior in receivership.

2 So our recommendation is that Indian
3 Affairs develop a strategic plan so that they can
4 resume responsibility for the EEO program.

5 Safety is another issue. There's just not
6 sufficient resources for the safety program. The
7 safety officers are very overwhelmed. And they are
8 also responsible for the Workers' Compensation
9 program, which they are really not able to actively
10 manage as well as it should be.

11 So we really think that there needs to be
12 a strategic plan on how to deal with safety, and
13 consider maybe sharing resources with other federal
14 agencies that have safety officers in the area and to
15 really look at the funding priorities for the safety.

16 Internal controls. We talked about that
17 being like the internal watchdog. So you all know
18 about the single audits that are done on grant funds.
19 If the auditors question the costs or say they are
20 not allowed, that determination comes back to the
21 program manager at BIA or BIE or for the -- in the
22 economic development area. They then have to make a
23 decision on those funds. If they don't do it timely,
24 the funds cannot be collected. And there's -- in the
25 FY 10, potentially \$10 million of questioned costs or

1 disallowed costs was not -- there was no decision so
2 that funding was lost.

3 So we are recommending that there be a
4 beefed-up emphasis on internal controls; that the
5 assistant secretary issue a national policy that we
6 get meaningful metrics to really assess the
7 performance, the response time on these single audit
8 and GAO and OIG reports; and then ultimately the
9 internal-review function be done as a peer-review
10 process across -- one region will peer-review another
11 region. But that's down the road. That's one of
12 those long-term recommendations.

13 We've all talked about problems in
14 communication. Assistant secretary Larry Echo Hawk
15 has done a lot with the internal communication, the
16 intranet, to do weekly messages to employees. These
17 are very popular and we're recommending that, you
18 know, those continue, to drive employees to the
19 intranet.

20 The policies and procedures need to be
21 updated, posted on the intranet, so everybody knows
22 what they are and that they are available.

23 And we also are recommending an employee
24 work-life committee to really drill down and ask the
25 employees why they are rating the Indian Affairs so

1 low on the best places to work survey. Let's get to
2 the root of the problem and then hear from the
3 employees and be open to their responses and then
4 make some changes.

5 So, for the next 12 months we have to look
6 at the supervisory, you know, chain of command for
7 these employees that we want to be supervised
8 locally; drill down to the policies and procedures;
9 take this opportunity to update them: What are we
10 doing right; what could be done better; what are
11 excess steps that could be eliminated; too many
12 levels of control -- we heard today about top-heavy
13 management -- what decisions can be made at the
14 lowest level; realign the budget; and then of course
15 do training for staff and supervision so that the
16 changes will last.

17 So that's the overview. I am going to be
18 here all day today and tomorrow. I'm very anxious to
19 talk to you and I appreciate all your feedback.

20 MR. TSOSIE: All right. Before we take a
21 break, I just want to underscore a couple points
22 here. And I'll do it fast so we can take a break,
23 five minutes, and then we can start up with the BIA
24 streamlining plan. Not a plan, presentation.

25 The intent behind this Bronner report was

1 to make sure that -- I mean, I came in as a politico
2 three years ago. And for the past three years I've
3 had to answer to the White House, Congress, tribes,
4 staff, the secretary's staff on policy. And I
5 noticed that we were spending way too much time in
6 Washington, D.C., on things that needed to be -- that
7 should be handled out in the field. So that was one
8 of the main goals underneath this report, is to make
9 sure that policymakers make policy, and that
10 functions that were centralized in Washington, D.C.,
11 are essentially pushed back out to the field where
12 they belong. And that's a good thing for Indian
13 Country.

14 And we've had meetings with high-level
15 leadership within the Department of the Interior and
16 they -- they looked at our system, the way that our
17 admin system is set up in Indian Affairs, and they
18 wondered how we were doing business for so long under
19 this system. So these changes will make the system
20 better.

21 And we look forward to rolling these out
22 over the next year. And I want to thank everybody
23 for their input. And keep a tab on everything online
24 because the -- even though the assistant secretary
25 and myself are leaving federal service, the career

1 employees will be here; everything will be online;
2 they will be accountable.

3 So I just want to say thank you, and let's
4 take a five-minute break.

5 (Recess.)

6 MR. TSOSIE: Just one piece of
7 housekeeping, when you are making your comments, we
8 really need you to speak into the microphone, clearly
9 state your name, so that the court reporter can hear
10 exactly what you're saying. That's just so we make
11 sure we have an accurate record and everything is
12 good to go.

13 Now, with that being said, I'll turn the
14 time over to the BIA, Mike Smith.

15 MR. SMITH: Okay. Thank you for coming
16 back promptly. I was on Indian time myself trying to
17 get a cup of coffee.

18 We're going to go for approximately the
19 next hour and a half to two hours. I don't know
20 exactly when we're going to break, but we will try to
21 make this as painless as possible.

22 I did want to just start out by saying,
23 one of the main reasons that we're here -- And at
24 this point I'm representing the director of Bureau of
25 Indian Affairs. I'm a deputy director for field

1 operations. I work very closely with Mike Black, who
2 couldn't be here today.

3 Bryan Rice is our deputy director for the
4 Trust.

5 We also have a deputy director for Indian
6 Services and (inaudible) Deputy Hankie P. Ortiz. She
7 comes over to us from the Indian Health Service.

8 And then we have a deputy director for the
9 Office of Justice Services, Darren A. Cruzan. Many
10 of you have met him probably in the last few months.

11 One of the things I wanted to preface this
12 by is, one of the things that we are not looking at
13 in this streamlining effort is the Office of Justice
14 Services. We have had a pretty good influx of
15 funding over the past four or five years. We've had
16 some high-priority project goals and some
17 reservations that are participating in law
18 enforcement initiatives. So they are in a different
19 chain of command. The regional directors -- 12
20 regional directors that I supervise personally do not
21 have line authority over law enforcement. But we do
22 work closely with them. Similar to what we do with
23 the Bureau of Indian Education, BIE, the Office of
24 Justice Services, with detention facilities and with
25 law enforcement and with tribal courts, they have

1 their own chain of command. They still report to the
2 director, but they don't report through me or the
3 regional director. So that's a little bit different.
4 And we can discuss that if you would like, but we are
5 not including law enforcement as part of the
6 streamlining for BIA, at least today in our
7 discussion.

8 Again, the primary purpose that we're here
9 is because we do have a consultation policy that
10 we're following. And I think the governor from Zuni
11 expressed some concern about, you know, what might be
12 happening in Washington, the atmosphere in
13 Washington. It's a political year; it's an election
14 year. A lot of things go on politically that most of
15 our career people don't participate in. Although
16 we're aware of what's going on and how that might
17 affect us, we don't necessarily follow the political
18 chain of command, and yet we still have to pay
19 attention because we have a constituency -- the
20 tribes and the Indian people that we work with.

21 And so the consultation policy was
22 initiated probably a year and a half ago, almost two
23 years ago. And some of the people in the room have
24 participated as tribal representatives on that
25 committee. And we finalized all of that effort after

1 about a year and a half with a secretarial order that
2 was issued on December 1st, 2011. So it's fairly
3 new. We're in about the fourth or fifth month of
4 implementation of that consultation policy. And it's
5 not just for the Bureau of Indian Affairs. It's
6 Department of Interior-wide. It affects all of the
7 bureaus and how they talk to, how they treat, how
8 they consult with, and how they interact with tribes.

9 And I just wanted to reemphasize this by
10 reading a short part of the consultation policy
11 where it describes the process: The process aims to
12 create effective collaboration with Indian tribes and
13 to inform federal decision-makers. Consultation is
14 built upon government-to-government exchange of
15 information and promotes enhanced communication that
16 emphasizes trust, respect, and responsibility.
17 Communication will be open and transparent, without
18 compromising of rights of Indian tribes or the
19 government-to-government consultation process.

20 So I just wanted to reemphasize that.
21 We're here to listen. We're not here to shove
22 something down anybody's throat. We don't have a
23 plan in place, but we do have a requirement to
24 streamline in 2013 because of budgetary issues.
25 There is a line item. If you look at the 2013

1 greenbook with the proposed budget that was rolled
2 out by President Obama for 2013, there is a line item
3 that says streamlining. So we have to adhere to
4 that. At least we have to prepare for that day when
5 something might be taken out of the budget, and they
6 are calling it streamlining.

7 But we're more here to listen, to
8 understand, to give you the benefit of some slides
9 that we've prepared, and for you to react to those
10 and give us your best, you know, thinking, your best
11 recommendations, input.

12 And a lot of this, of course, is going to
13 be shared by BIE when they go into their
14 presentation, which will be a separate presentation.
15 So right now it's BIA. It's all about the 12
16 regional offices. It's all about the programs,
17 services, activities. And we don't leave out
18 self-governance because self-governance -- we had a
19 couple of comments from self-governance about how
20 things may work and may not work, but we don't leave
21 them out because we have to interact with them.

22 And the one thing I will say about
23 self-governance is, there again you have a different
24 chain of command. In the administrative assessment
25 you saw the DAS-M, deputy assistant secretary of

1 management. And that's over all of the
2 administrative functions. But you have another
3 deputy assistant secretary for -- excuse me, for
4 policy and economic development. And that deputy
5 assistant secretary has the office of self-governance
6 under her. And that person is Jodi Gillette.

7 Jodi is the deputy assistant secretary for
8 policy and economic development, and she has that
9 function. The self-governance office -- Sharee
10 Freeman, as all of you know, is the director -- that
11 falls under that chain of command.

12 So there may be, at least in some people's
13 minds, and even in reality, and in actual
14 functionality, there may be a disconnect. Because
15 they do have their own budget process. But the money
16 is appropriated by Congress and has to come by BIA.
17 There is no direct line to self-governance. So you
18 have to deal with BIA. And more and more we're
19 getting closer and closer to that day when
20 self-governance and BIA and the budget process, the
21 justification, the implementation will be more
22 transparent and you won't even notice a difference.
23 But they have had their own process for probably the
24 last ten, 12 years, and we're trying to improve that.

25 I know that in this administrative

1 assessment there was discussion with Sharee Freeman
2 and her staff, and they are doing the data gathering
3 under their data management team. And I think you'll
4 hear more about that at the self-governance
5 conference. But more and more we're going to be
6 working closer together.

7 So I want you to know that self-governance
8 is included, but for those tribes that are not in
9 self-governance, they have to take a look at what's
10 happening in self-governance. And I think the
11 chairman from Hopi said something to the effect that
12 we have to see what's going on there before we even
13 consider going into self-governance, because it is a
14 tribal-share activity. And that becomes very
15 contentious at times because, if you have a
16 multi-tribe agency and you take your fair share out
17 of that agency, it may diminish the services of the
18 other tribes. Under self-governance and under the
19 concept, it's not supposed to have an adverse impact,
20 but some people may beg to differ.

21 So all of this we're looking at
22 streamlining. Bryan is going to show you some slides
23 and we're going to have a discussion. And please
24 keep an open mind and realize that probably at this
25 time 95 percent of the Bureau of Indian Affairs is

1 being managed by tribal members. We're tribal
2 people, too. I mean, we respond to things the way
3 you do. And we live where you live at times, when we
4 can. And when we're away from the reservation, some
5 of our tribes require that we have permission to be
6 away. Well, I've been away a long time, but I have
7 permission because of the work. And my mind is
8 always on the Indian people. I hope you appreciate
9 that we have a lot of people in the Bureau of Indian
10 Affairs and the Bureau of Indian Education who are
11 working on your behalf.

12 Thank you very much.

13 MR. RICE: Thanks, Mike.

14 Good morning everyone.

15 THE AUDIENCE: Good morning.

16 MR. RICE: All right. I won't take it too
17 personally here. I'll try it again. Good morning
18 everyone.

19 THE AUDIENCE: Good morning.

20 MR. RICE: All right. Thank you.

21 So to tier off a couple of things Mike
22 said -- and I'm just thinking about it. I didn't
23 even intend to go this route -- 87 percent of the
24 employees within Indian Affairs are Native. So
25 that's -- I always -- I come back to that and think

1 about that a lot.

2 So we have -- we're here for the
3 streamlining assessment. I was really glad to
4 hear -- during the earlier conversation it seemed
5 like there was a lot of -- a lot of participants in
6 the room did their homework or you are extremely fast
7 reads from picking up the packet outside and going
8 through. So, you know, I'm glad you're able to look
9 through this, and hopefully we can have some good
10 discussion.

11 And there's one other piece to the
12 consultation policy that I wanted to add on to what
13 Mike said. And that's, when you really dive into the
14 meat of it it seems like there's three elements.
15 There's the conversation piece, there's a proposal
16 element, and then there's the actual consultation or
17 the -- you know, the final discussion.

18 And so during the earlier conversation the
19 tone that I heard, or at least the sentiment that I
20 was picking up from comments, was that what we're
21 going to talk about here is a proposal. And that's
22 not it. We're before that. We're just in the
23 discussion phase. As Mike said, we're going to have
24 ideas and there's themes here; there's a methodology
25 of where we get started and look at on how we can

1 meet this Fiscal Year 13 streamlining initiative. So
2 these are all elements that need to be discussed.
3 And unless there's any kind of tribal consultation,
4 unless there's any kind of tribal input, you know, we
5 can't just make this up and go forward. So that's --
6 that's the framework that I want to -- you know, the
7 umbrella that's covering all this. I want to put
8 that out there as we talk about it.

9 So we did a great job of not doing this
10 right. There we go. So we killed our schedule to
11 begin with. I think we're at what, 11:00 o'clock
12 now. So figure I'll get through these slides here
13 pretty quick. I want everyone to ask questions as
14 they come up. This needs to be dynamic. Figure
15 probably 12:30, 1:00 o'clock. Maybe if heads start
16 bobbing or people start jumping we'll figure out --
17 you know, we'll take a break for lunch and come back
18 and address this accordingly.

19 So everyone, as we've been talking about
20 this, you know, and as we were looking and trying to
21 frame the conversations and trying to add elements to
22 what we're talking about here, these are sort of
23 quick themes within the discussion just to make sure
24 we're all on the same page. And from this morning
25 and listening to everyone, we're there.

1 The important part of this list I see is
2 the feedback element. And I'm glad there was some
3 questions earlier about it. It's been mentioned
4 already. Many of these documents are posted on the
5 BIA.gov site, the external public site. So we can
6 see these documents that are here. Within this slide
7 deck or this PowerPoint presentation, there's only --
8 so far, I believe there's only one edit and that was
9 to a date. And I put an asterisk on it. So that
10 will be the only area that you'll see that will
11 differ from what you will find on the Web site.

12 But as these consultation meetings move
13 forward, we have court reporters, the meeting
14 minutes, discussion. If there's any edits to these
15 documents, they will be updated on that site. They
16 will also be sent out to the regional directors
17 through the normal Dear Tribal Leader letters. So,
18 you know, expect the information to come to you from
19 many different angles.

20 When we started looking at the purpose,
21 you know, really the element or the overarching topic
22 that we want to keep in mind here is that this was --
23 the streamlining initiative was put forward in the
24 president's budget -- or in the proposed budget for
25 Fiscal Year 13. And if you have the whole packet in

1 front of you, it's in the narrative on the first
2 page, the very last bullet. And it says, you know,
3 if this -- we need to figure out how to address this
4 \$14.5 million streamlining initiative by the end of
5 this year, by the end of this fiscal year, so by the
6 end of September 30th. Which puts -- you know, it
7 puts a very short timeline on this. This all started
8 right at the beginning of, you know, basically this
9 calendar year.

10 I always assume that everyone knows more
11 about the budget than I do. And in many instances,
12 you know, tribal leaders that are here in the room,
13 you always prove me right. So I'm glad for that.

14 The elements -- some of the ideas and the
15 objectives of what we're talking about here, we're
16 really talking about the programs. And we've heard
17 these comments this morning focusing on service and
18 service to tribes, service to Indian people. How do
19 we continue to do what needs to be done? How do we
20 improve? That doesn't necessarily mean it's not
21 being done, but how do we improve? How do we do it
22 better? How can we make the most with the funding
23 that we have right now?

24 You know, we -- The mission is always
25 there. This is always -- you know, as Mike said,

1 he's always thinking about, you know, the different
2 areas or the topics that are in his head. This is
3 something I have in my office. It's on my desk.
4 This is something I think about every day, so -- and
5 I instill upon all the folks that are within my
6 immediate office or my immediate purview. I give
7 them this as well, so it's there.

8 One of the other points that I wanted to
9 talk about here, just real briefly, and this is --
10 again, I'm glad it came up earlier. This is a little
11 bit of historical context here. Granted I -- in '96
12 I was working on a hotshot crew, so I was doing --
13 you know, I was one of the guys in green pants and
14 yellow shirts running across the country swinging a
15 Pulaski. But this -- you know, there was a lot of
16 things that happened in '96, 2004, and where we're at
17 today, and there are really -- they seem very
18 different in terms of maybe how the message was
19 delivered; what kind of communication happened or
20 didn't happen; how we actually interacted as a large
21 entity, both federal and tribal. And so the point
22 that I want to bring out of this is that, today, you
23 know, this is predecisional. This gets back to
24 consultation policy. We have -- you know, there is
25 themes, ideas, topic areas, a methodology, and what

1 we have seen so far that might be a direction we can
2 go. And then through discussion and comments and
3 interaction and, you know, a collaborative feedback
4 from everyone here as well as in other consultation
5 sessions, we should be able to get to some area of
6 commonality that will give us some answers to move
7 forward.

8 Within the big picture, the \$14.5 million,
9 you know, affects the Bureau the Indian Affairs.
10 This is the director within the org chart. I put
11 this up here so everyone, you know -- one of those
12 assumptions, again, right? I assume everyone knows
13 this, but I have it up in front of everyone so we
14 know where it fits and where it ties in.

15 The Bureau as a whole, roughly 5,000
16 employees. Last count it's 4,867. People are coming
17 and going, so it's a dynamic number. But for
18 conversation's sake, 5,000 employees, 12 regional
19 offices, 85 agencies. This is nothing new. Everyone
20 knows this. We have worked with it; we've lived with
21 it.

22 The interesting part, there's 185 duty
23 locations nationwide. And 99 of them with less than
24 ten FTEs. So you can see that the larger -- the
25 larger picture or the larger numbers are the regional

1 offices and the agency offices. But 99 of them, ten
2 or less.

3 Streamlining initiative across the board,
4 this is what it looks like. The verbiage in there is
5 taken directly from the greenbook in the proposed
6 budget, so it's right there in front of us. It's
7 fairly, fairly straightforward. Those are the dollar
8 amounts that are tied to each of the organizations,
9 both the assistant secretary's level, BIA, and
10 education.

11 So let's dive in to the meat of the
12 matter. This is what everybody wants to talk about.
13 This is where I hope the discussion starts.

14 So the methodology of what we're looking
15 at or what we're talking about is when we look at
16 that population of 5,000 employees. And it's
17 actually a little bit less because, as Mike said, we
18 take out law enforcement, the DAS-M employees. Some
19 of those fit into that 5,000 number, so it's slightly
20 less. But what we're looking at is, within that --
21 within that population there's a high amount of staff
22 that are eligible to retire. We have a lot of staff
23 that have a lot of experience, a lot years, a lot of
24 experience, and we have this gap down through the
25 middle and then we have the lower-staff level. So

1 one of the things we're looking at is the VERA/VSIP
2 authorities, which are commonly referred to as
3 early-outs or buy-outs. This is -- again, is not
4 new, this has been used in the past. There's, you
5 know -- And as we're looking at all this, you know,
6 nothing is off the table. Everything is on the table
7 in terms of how we look at the organization. And
8 it's prudent to go through and look at our staffing
9 levels, look at the organization, look at the actual
10 duty location. We may end up in a very different
11 place than we think; we may end up in the same place.
12 This is yet to be decided, but these are areas that
13 we all need to look at.

14 On top of the regions and agencies we're
15 looking at the programs and the actual residual
16 staff. If we end up with early-outs and buy-outs and
17 how that all plays out, we'll have staff in different
18 agencies. You'll see in some of the following slides
19 there is duty locations that have different staffing
20 levels (inaudible). A duty location with ten staff
21 and six or seven are eligible for any of these
22 incentives and all were to take it and you're left
23 with three, what's the appropriate way to still carry
24 on providing that function? It may be consolidating
25 that function. It may be centralizing a program. It

1 may be refilling those positions. There is a whole
2 myriad of functions that can be done.

3 The other intent of this is really
4 avoiding reductions in force. You know, RIFs were
5 carried out in '96; they were done again in '04;
6 there was other ones done at other varying times to
7 smaller degrees. But really that just creates havoc
8 for everybody. It challenges the -- it adds extra
9 time to process it, it creates gaps in service
10 delivery, you know, programs suffer, and ultimately,
11 you know, everyone here suffers.

12 So that's really the caveat to all this,
13 we're trying to pull this off without looking at any
14 reduction-in-force actions.

15 When we look across the board at the
16 staffing levels, we can see what we look like today
17 in terms of who is eligible to retire, who would be
18 eligible next year, and up until five years out. So
19 if we were to actually go after it -- Not actually.
20 When we -- as we go after the early-out and buy-out
21 authorities, these are the staffing levels that we
22 would be looking at across the board. And, again,
23 this doesn't include law enforcement; this doesn't
24 include any of the administrative functions that we
25 were talking about earlier. Which would increase

1 these numbers, but overall this is just for the BIA.

2 Early-outs and buy-outs would create
3 different types of savings to reach this 14.5. You
4 know, just a real basic math calculation you can see
5 there's roughly 300 employees. If you were to take
6 that salary base out, which would include incentives,
7 and payment of incentives for staff leaving and you
8 didn't replace roughly 225, you only replace 75 of
9 those positions, we would hit the mark dollar-wise;
10 right? Well, that's a really short-term Band-Aid
11 approach to achieving this. And so this is the
12 discussion piece to talk about how to actually make
13 that happen. Because really, you know, at the end of
14 the day, the numbers of staffing is not the question.
15 The question is, how do we provide the same amount of
16 service; how do we provide the same level of service
17 or more with less dollars. And staffing levels is
18 one way to look at this.

19 When we start looking across the board at
20 the organization and duty sites and staffing levels,
21 retirement eligibilities, early buy-out of
22 eligibilities at all of those sites, one of the first
23 areas -- one of the first I guess discussion topics
24 that we talked about was saying, well, what if we
25 looked at agencies that are less than ten employees?

1 And that wasn't an arbitrary number either. Nobody
2 said, well, let's just pick ten or let's pick 15; it
3 was we looked at the lists of duty stations, those
4 185 as a whole, and we said, where are the areas
5 where we have high early-out and buy-out incentives
6 or eligibilities, low staffing levels, and that's a
7 high percentage of the total population, like that
8 ten employees with seven eligibilities. And, you
9 know, so this was an initial -- an initial look at --
10 you know, and this identifies -- And from this we
11 started to explore what kind of savings are
12 associated with space; what kinds of savings are
13 associated with any of the administrative costs
14 associated with hosting a site like this. And so
15 this is the first initial crack, and we're expanding
16 this further to look at all the organizations,
17 including agencies, the bigger agencies, the regional
18 offices, central office. It's across the board.
19 Nothing is off the table here.

20 Will you hit the back button one more
21 time? Yeah. Sorry, I double-clicked it. Thanks.
22 Yeah, that's fine.

23 So when we talk about the agencies, still,
24 you know, there are some offices where over half --
25 some of it's even higher -- where you have these

1 higher, you know, retirement eligibilities for folks
2 that are there. You know, some of the programs that
3 are in the offices may be candidates for being run
4 out of another office.

5 For example, you know, the forestry
6 program for Great Plains regional office is taken
7 care of out of the Billings regional office. And
8 that's just one example. But that type of idea, that
9 type of program management could be done in other
10 areas as well.

11 And then the other topic to discuss -- and
12 it's just discussion here -- you know, offices that
13 are really close to each other. You know, if you
14 think about it, let's say the Yakima agency. You go
15 and you have the agency office in Toppenish and you
16 have the bullpen that's a couple blocks away; and
17 then you have the White Swan region district, and you
18 have another bullpen, you know, a couple blocks away
19 from that, and the Glenwood region district and
20 another spot away from that. And you start looking
21 at, well, there is costs associated with managing
22 those spaces. Whether it's just leased space,
23 utilities, whatever it is. You know, and those are
24 things to look at. Can we actually combine some of
25 them and find a cost savings or, you know, is the

1 need there? To do the job that we need to do, is
2 that just an absolute must and we have to have it?
3 So that's another discussion topic.

4 When we start -- Let's see, what do we
5 have? Oh, we added maps here at the back. And one
6 thing I want to point out, there's eight pages of
7 maps and they are at the end of the -- I think they
8 are at the end of the entire packet. They will be in
9 the back. And there's no rhyme or reason as to how
10 we -- how we lumped it or how we captured the whole
11 country on those maps. We had a large map of the
12 whole country. And if we condensed it down to an
13 8-1/2-by-11 sheet the resolution was pretty terrible.
14 And so what we did was we tried to capture tiles of
15 the map in a way that, you know, gave the best
16 resolution. Like you'll see Alaska is down in the
17 corner on the same page as the Eastern regional
18 office. Well, obviously Alaska is not that little
19 big island that's usually down by Hawaii or south of
20 Texas. But for this one it's -- that's where we
21 stuck it.

22 So those are there for your reference.
23 They have all the -- there is a couple places --
24 those maps, there's few places where we still have a
25 few edits to do because we didn't pull out a couple

1 law enforcement sites where you only have law
2 enforcement staff. So if you see something like
3 that, just realize that it's still being edited.

4 Regional offices is another area to talk
5 about. We have -- you know, everyone can see here's
6 the list of where they are and which cities they are
7 in. You know, the programs that are in those
8 organizations, you know, like I said that forestry
9 example, and it's just one example of different ways
10 that the duties can be taken on from other offices or
11 sites.

12 Here's a little more in-depth dive into
13 the staffing levels within the Bureau in terms of who
14 is eligible and by region. And so the buy -- the
15 through 2012 and through 2017, that's the eligible
16 through this year, and then the through 2017 is for
17 who would be eligible within the early-out authority.

18 And so let me -- let me talk just a brief
19 moment. I glazed over it on the earlier slide, but
20 the early-out and buy-out authorities. And this
21 is -- it's really critical to looking at some of this
22 data.

23 So early-out and buy-out authority.
24 Early-out basically means that, you know, if a
25 federal staff or an FTE, full-time employee -- it

1 says that on here on some places. If an FTE is
2 within so many years of the retirement age, then the
3 early-out authority will allow them to take
4 retirement at that early -- at that earlier age.
5 Well, in order to do that, basically what happens is
6 we have to -- we being the Bureau, has to put
7 together a plan of where is all the positions, all
8 5,000 positions; which ones are eligible; and what's
9 the plan behind them. If that person leaves today,
10 if that person does an early-out today, where --
11 where do we fill? How do we fill? What do we fill
12 with? Do we not fill it? Do we abolish the
13 position? All these questions have to be answered.
14 Keep in mind we have this, you know,
15 end-of-the-fiscal-year deadline that we're running up
16 to. So we're trying to balance all these in parallel
17 as we're working forward on this.

18 So with the early-out authority, that
19 process or that application process goes through the
20 Bureau, up through Department, and then over to the
21 office of personnel management where they manage
22 those authorities for the entire federal government.
23 Except for Department of Defense. That's the only --
24 that's the only caveat to that.

25 So the early-out authority requires a

1 little less deep dive in terms of what's our filling
2 plan behind all this staff, but for the buy-out
3 authority, that requires extremely intense analysis
4 on our part. It requires us to look really at a
5 position-by-position report in terms of what are we
6 going to do with it; how are we going to deal with
7 it? So the early-out authority application is in
8 process, and we would expect that to be available
9 here probably within, I'll say, 60 days.

10 Yeah.

11 AUDIENCE MEMBER: Just a question on the
12 buy-out. Is that a federal requirement?

13 MR. RICE: I don't understand.

14 AUDIENCE MEMBER: Buy-out.

15 MR. RICE: Is it a federal requirement
16 or -- meaning what?

17 AUDIENCE MEMBER: Yeah, for the buy-out
18 employees, to buy -- give them incentives. I mean,
19 if you think about the tribal employee, if there are
20 no funds to continue the operation of a program or
21 department or whatever, guess what happens to that
22 person?

23 MR. RICE: Right.

24 AUDIENCE MEMBER: They are terminated.
25 Same thing if you've got a business over here and you

1 can't afford an extra person, they get laid off.
2 Here we're talking about, okay, we really are trying
3 to save money and we're trying to improve our
4 performance by taking care of the dollars and use it
5 more effectively. And if retirement or terminating
6 people is an option, you go with those options. But
7 here we're expending money to retire people or to
8 give them an incentive to get a buy-out.

9 MR. RICE: Right. And that's a really
10 good question when you go through and you start
11 looking at the numbers behind this. So the first
12 part of your question, there is no requirement to do
13 this. So we don't have to seek this authority. If
14 we have the authority, the staff member isn't
15 required to do it.

16 The other side of this, though, as --
17 There is a couple ways to look at this and they are
18 all interrelated. So one piece is, if we have a
19 position that's a high-grade position and the duties
20 have changed, the duties aren't as broad, we have,
21 you know, staff members that are at the top end of
22 the salary scales and that person is incentivized to
23 leave and you can refill that position at a lower
24 grade at the beginning of the salary scale, then
25 you're going to have a gap in there that would be the

1 savings. So that's part of when we had that 300 --
2 that statistic with 300, not refilling 225, that it
3 sort of balances out in there. That's one element to
4 this.

5 The other part of it is, if we don't have
6 anything by -- you know, these are all the
7 hypotheticals, right? All the if/and statements. If
8 we don't have anything in place and we go to
9 October 1 and, you know, the stars align and we have
10 a budget in place, what do we do?

11 Yes, sir. Let me finish this real quick.
12 Let me finish --

13 AUDIENCE MEMBER: Why was the option of
14 reduction in force not considered? That -- the
15 federal government, that seems to be -- when the
16 function no longer exists and you have to replace
17 employees, I think to counter the costs in buy-out
18 reduction in force is an opportunity (inaudible). I
19 noticed in the previous frame you said it -- it
20 stated no reduction in force. Why was that decision
21 made?

22 MR. RICE: Well, I'm glad you asked that
23 because that's exactly what I was going to say next
24 before you asked that question. But the intent
25 behind --

1 MR. SMITH: Bryan, can I help out a little
2 bit?

3 MR. RICE: Sure.

4 MR. SMITH: Let me just help out on this
5 question because I think you need to go back to the
6 other question as well.

7 But one of the guidance positions that
8 came from the -- through politico, and primarily the
9 secretary's office and the assistant secretary's
10 office, they didn't want to have a reduction in
11 force. Because the last time we did this, which was
12 in '96, it was very traumatic for the employees who
13 wound up on the street. And in a reduction in force
14 usually what happens is you don't lose the people at
15 the top -- I heard somebody say we have a top-heavy
16 organization. And I agree with that. But it's
17 usually the people at the bottom that are out of
18 jobs. I mean, the lower your grade level, the lower
19 your time in the service, I mean, there is a lot of
20 factors that are involved here. But usually the
21 people that wind up without a job are the people that
22 need to be supported.

23 So in the last reduction in force it was
24 50 percent at headquarters in D.C., It was 23 percent
25 at regional offices and 18 percent at the agencies.

1 And many of you may know people or maybe there are
2 some people in the room that were affected by the
3 reduction in force. But it's not a very pretty thing
4 because, you know, people's lives are at stake.
5 People's incomes and their ability to support their
6 families is, you know, in jeopardy. So we wanted to
7 do this with the least disruption and allow people
8 that are within a certain amount of time -- usually
9 five years, four or five years; that's why the graph
10 is the way it is. If they are getting ready to
11 retire but they are not quite eligible, you could
12 give them an incentive to retire early and leave and
13 you would have a cost savings. Not immediately, but
14 probably within the next year to 18 months, depending
15 on whether or not you fill the vacancy or you fill it
16 with somebody at a lower grade level or you do
17 something to consolidate that function or do
18 something different. But it's all aimed at saving
19 dollars with the least disruption as possible.

20 MR. RICE: And then to add on to that,
21 there's one other financial piece. And that's, the
22 difference between having to pay a severance package
23 on a RIF'd employee versus giving incentive is
24 actually higher on the RIF side. So it would
25 actually be less dollars to go through this option.

1 So that is -- that was the other piece beside that.

2 Yes.

3 AUDIENCE MEMBER: Can we answer the
4 question that he had? Because we're going through a
5 streamlining process ourselves. We're not shielded
6 or exempt from RIF'ing people because ultimately, you
7 know, whatever accountability system you have in
8 place, ultimately that's always on the table.
9 Because you can't -- your impact, whether you save
10 FTEs, is felt somewhere else. And so, to me, how is
11 it that the federal employees are shielded or exempt
12 from that consideration?

13 Thank goodness my school does not have
14 tenureship with our teachers because otherwise we
15 would be carrying them on forever, even when they've
16 gone grazing.

17 So I think it's important that federal
18 employees shouldn't have special exemptions because,
19 in reality, I've got to live within my means of what
20 I get in terms of dollars. And so that's always on
21 the table. So I certainly want to echo what the
22 gentleman said. How the RIF'ing part -- why don't
23 you look at the higher-tier areas, too? Because
24 really, I think I keep this echo -- I am hearing
25 that. It's the people in the front lines that really

1 do the job with the services, with the people. Why
2 don't we start looking at the mid-level and
3 higher-level tiers, because that's where some of the
4 fat is.

5 But I don't think anyone should ever be
6 exempted from being RIF'd for various reasons. And
7 it just makes it unfair to the rest of us that have
8 to live within our means. We're held to a higher
9 accountability. And if that means right-sizing,
10 meaning RIF'ing, some people, that's the reality that
11 we live in.

12 So I don't know if there's kind of a
13 hypocritic (sic) message that it's sending. We're
14 expected to live within --

15 MR. SMITH: Sir, let me say in response, I
16 guess the best thing I can say is there's nothing
17 that's been approved yet. The office of personnel
18 management that was mentioned earlier today has to
19 give us the authority to do what is on the board
20 here. VERA, which is early retirement, or VSIP,
21 which is a voluntary separation incentive, they have
22 to approve that.

23 And usually they are going to take a look
24 at your organization and they are going to look at
25 the title, the grade, the series and so forth to see

1 if it's even feasible. So we don't have that
2 authority at this time. This is just another option.
3 Probably -- if the people in this room or,
4 you know, several people want to make that comment,
5 that we should look at a reduction in force, probably
6 that's another option. But we started out by saying
7 we were not going to do that. And that was more of a
8 political statement than anything else, that we
9 didn't want to affect the people who usually are the
10 ones that are harmed in a reduction in force. It's
11 not going to be at the top level or the mid level,
12 it's usually the people at the bottom level. And
13 you're right, maybe we should take a look at the top
14 level. But usually what happens -- And it's all
15 governmentese. I mean, it's strictly, you know, by
16 the book. You abolish the position at the top,
17 you're not going to reach that person. Usually they
18 are going to bump down into the organization. So
19 it's -- people at the bottom are the ones on the
20 street. And we don't want it to be that way. Okay?
21 It's a different kind of option. But if
22 you think reduction in forces is on the table, maybe
23 that's what we should take a look at as well. And I
24 thank you for your comments because I think this is
25 critical.

1 I think the tribes are in a little
2 different situation because you're not bound by the
3 rules and regulations of personnel management that we
4 are. And that's, you know, a difference in the way
5 we do business. But I understand what you are
6 saying.

7 AUDIENCE MEMBER: Just I guess a caution
8 about reduction in force. I think Mike has said
9 probably the right thing. I'm an educator by trade,
10 so I've gone through the public schools and grant
11 schools and stuff like that. But a lot of times when
12 the policies come up and reduction in forces, it's
13 always the youngest going out rather than the
14 longevity. Especially, whether you want to call it
15 or not, but even in the Bureau they have tenure. You
16 know, they get in the position and then you get so
17 many years, it's really difficult to get a Bureau
18 person out. And the school districts are the same
19 thing.

20 A lot of times school districts will, when
21 they want to do a reduction, they will do early-out
22 incentives to make those at the top who get the
23 highest salary out and move.

24 So, you know, when you look at what we're
25 looking at here, I guess I personally like the fact

1 now that some new blood's coming in. You know, in
2 the past somebody was there forever and, you know, we
3 always -- as tribes, always had that argument, ah,
4 that guy has been there forever. Well, you know, the
5 idea of new blood and making changes and getting
6 things to consider and happen, sometimes you have to
7 move to get the -- try to get the young people there.
8 And I guess right now I'm talking on behalf of young
9 people. I'm not that young anymore, but even as a
10 young person you kind of have that incentive to make
11 some changes. And if you find someone like that --

12 Even some of these guys, there is a little
13 kid over there talking to us. You know, look at him.

14 MR. RICE: Hey now.

15 AUDIENCE MEMBER: But you know what, the
16 Bureau, for a long time when you went to Washington,
17 who did you see? A lot of the same guys for a long
18 time.

19 AUDIENCE MEMBER: I guess another iniquity
20 that I want to cite is that some of us don't even
21 have the luxury to do early-outs or even buy-outs, so
22 we're stuck.

23 AUDIENCE MEMBER: Yeah, but this might be
24 a good incentive way to handle the situation.

25 MR. RICE: Yes, sir.

1 AUDIENCE MEMBER: That's what I was
2 talking about earlier, down at the service level. We
3 don't have that luxury that Governor Chavez is
4 talking about. I mean, when you run out of money,
5 what do you do? You let the person go. I don't have
6 that luxury with all my employees. And this, again,
7 we're talking about top heavy being at the top. I
8 lose a staff member because government funds have
9 been cut by 26 percent. I don't have any of the
10 incentives or, you know, abolishing the positions
11 after incentives, I don't have that luxury at the
12 lowest level. And we need to be able to get that
13 down to the lowest level also.

14 AUDIENCE MEMBER: Well, the --
15 If I may?

16 MR. RICE: Please.

17 AUDIENCE MEMBER: Yeah, on the -- Going
18 back to when you -- when you went through with this
19 effort, you know, you all have to make some
20 assumptions in providing guidelines --

21 Joe Garcia from Ohkay Owingeh.

22 -- in providing guidelines for what the
23 assessment was going to involve. And so you all made
24 an assumption saying that RIF is not on the table
25 during this assessment, so anything related to RIFs

1 is not within this purview of the report that's
2 generated. So I don't know that we know enough about
3 it to include RIFs in the system, but it's an
4 important issue.

5 But, you know, I guess what I was
6 referring to was, in terms of -- I've heard this
7 comment time and time again about people who are
8 within the system have been there for 25, 30 years.
9 And I know a lot of those people, and they have kind
10 of expended their usefulness within an organization.
11 They are just waiting to retire. And so if you look
12 at it that way, those are some of the most ill
13 performers in the system. Some of the most and best
14 performers are the young ones coming in because they
15 know a lot more about technology and things like
16 that, where the older employees are trained (sic) in
17 their ways and they are not going to change because,
18 well, I only have one more year; why should I learn
19 computer? Things like that.

20 But it's more -- I think it's more evident
21 if you talk to a lot of people within the system.
22 And most of us don't, but we may even have friends
23 that are working in the system. So I think it was
24 related to -- to that when we're talking about,
25 through attrition, these people are accounted for in

1 saving dollars and you bring in better performers to
2 do one or two, three of the same jobs that maybe the
3 older one was doing.

4 And I don't want to be discriminatory of
5 the older folks because I'm getting there myself, but
6 that was one of my comments about if it was law or
7 not. And it appears that it is, because you are
8 saying, well, it's not law, it's policy.

9 MR. RICE: Thank you.

10 Well, this young kid, I've been living
11 this. This is -- You know, I didn't -- maybe I
12 didn't do a proper introduction when we first started
13 here. So I started working on the hotshot crews, and
14 then I ended up out in Yakima out in the Northwest
15 region working as a forester/timber-sale officer
16 living out in White Swan where we had all those
17 village fires two or three years ago. And then from
18 there I went up to the regional office up in Alaska.
19 So I've lived a lot of the comments here firsthand.

20 So if there's no more questions at least
21 on this line --

22 AUDIENCE MEMBER: I'd just like to make a
23 comment. I think this whole idea is about
24 effectiveness --

25 MR. RICE: Right.

1 AUDIENCE MEMBER: -- and how it affects
2 the people in the whole organization. But I haven't
3 heard anything about, in the positions, if you looked
4 at how effective people are in the systems. Because
5 we're going to obviously have to streamline. How do
6 we streamline maintaining those individuals that are
7 effective? Because right now we're generalizing
8 about we have to get rid of a number of individuals
9 at this level, a number -- but then within that top
10 group that are eligible for early-out or retirement,
11 you have some pretty effective individuals. As you
12 do at the bottom.

13 So I think that is going to be the
14 challenge. How do we streamline and keep those
15 individuals that are being effective? I challenge
16 you on that.

17 MR. RICE: And that's a really good
18 question. I'm glad you brought it up, because part
19 of the discussions that have gone on with this, at
20 least within the Bureau, as we've gone through and
21 looked at this data, there's the element of just
22 looking at staffing numbers. Which is really a
23 short-term approach and it doesn't have -- it doesn't
24 have the longevity that would really promote
25 improving service really. I mean, you know, I'm sure

1 we can manage staff numbers, but does that really
2 affect efficiency or effectiveness?

3 And so, if we were going to look at this
4 and we had all the time in the world -- if we had
5 24 months and a big bankroll to make it all happen,
6 what we would do first is go through and do a, you
7 know, a workload analysis. We could go through and
8 look at what job needs to be done and what's the
9 staff level that needs to do it. And that's a really
10 simplistic answer to a much more complex, but what's
11 really happening here is we're looking at a
12 short-term approach. In the meantime we're having a
13 parallel discussion on how this actually would be
14 implemented; how it would affect those topics that
15 you're bringing up; how do we get the work done that
16 needs to be done, and how do we do it well? It's not
17 just covering home base, but basically how do we
18 improve what we're doing and what we need to do to
19 support the tribes and what needs to be done.

20 MR. SMITH: And I'd just like to add to
21 that also that, again, somebody earlier today asked
22 about, you know, what happens after this. And
23 there's probably going to be quite a bit that happens
24 after this. By the end of this fiscal year, by the
25 end of this calendar year, there's going to be a lot

1 of emphasis on, again, tightening up.

2 The Department was asking us already about
3 workforce development. Meaning, you know, how are
4 you going to utilize the employees you have? Back to
5 the effectiveness part of it. But how are you going
6 to reduce seven percent of your staff? I mean, they
7 are already asking these questions today, when really
8 we're looking at probably 2014, 2015. So you can
9 realize that our budgets are probably going to be
10 either flat or worse.

11 Now, somebody gave a comment about, well,
12 Mr. Echo Hawk and Mr. Salazar, I think, who was the
13 chairman of (inaudible), he said that this was a
14 commitment by the assistant secretary and the
15 secretary of Indian Country. And I know that is a
16 fact. I sat in last summer when the secretary
17 gathered all the Bureau managers, all of the
18 assistant secretaries together, all of the Bureau
19 heads. And I was in the room when he said: This is
20 my budget and this is how it's going to be rolled out
21 in 2013. I don't want any whining. I don't want any
22 calls from your constituents. This is my commitment
23 to the Indian people. He held us harmless. A half
24 of a percent for Indian Country, when other
25 bureaus -- park service, BLM, fish and wildlife, all

1 of those other bureaus have many reductions that are
2 above ten percent.

3 So Indian Country has done pretty well,
4 even in spite of our economic situation today. But
5 if you go forward to 2014, 2015, we don't know what's
6 going to happen. They are already asking us how
7 we're going to reduce more.

8 Because of compacting and contracting, I
9 think we're where we are today with some of our
10 agencies. And the benefit should be to the tribes.
11 The money that's saved -- any savings should go to
12 the tribes, and already has in most cases. We're
13 looking at the Bureau operations and we're saying,
14 maybe it's time to take another look at how we're
15 managing our agencies and our regions, because we're
16 losing staff; we're losing our ability to provide the
17 services and benefits to tribes. And so that's
18 another way of looking at the streamlining. What can
19 we do without? Now that's something that we really
20 have to take a hard look at.

21 So, you know, if RIF, reduction in force,
22 is the answer, you know, if you have comments or
23 recommendations along those lines, nothing is sacred
24 here. But we do have to get within budget, so that's
25 our effort.

1 AUDIENCE MEMBER: I appreciate that
2 comment, because that's what's really the driving
3 force behind this, is to ensure that by October that
4 this 14.5 million cut that you're talking about is
5 completed.

6 So I guess thinking about that, and you're
7 talking about retirements that happen between FY 12
8 and 17, looking at these different areas, once they
9 are eligible for retirement, what percentage are you
10 not filling in these retirement positions? Or are
11 you going to fill them?

12 As you were saying, it may be even tighter
13 where we can't fill it, so it's going to have a
14 greater impact on the services. So everything that
15 you are trying to implement by 1 October, you know,
16 there's got to be a better way of ensuring that the
17 services will not be decreased or underachieved
18 because of a lack of people in the support services
19 area for the tribes.

20 I think that's something that we need to
21 be mindful of as we move forward, is how does that
22 impact? We don't know, but it's driven really by
23 budget. As you're saying, it has to happen. Because
24 if it doesn't happen it's going to go across other
25 programs; right? If we don't come up to this, if we

1 don't agree to this, then it's going to impact other
2 (inaudible) and other programs; right?

3 MR. SMITH: That's correct. You're right
4 on point. Because if we don't -- if we don't go
5 through this and we go into the next fiscal year,
6 there probably will be some mandatory reductions.
7 And you even have to think of it, you know, broader
8 than that. Because this summer there is supposed to
9 be some back-and-forth with the senate and the house.
10 You know, the Congressional people have to get
11 together on the budget. It doesn't look like they
12 are going in that direction. It looks like they are
13 pretty far apart.

14 So what happens in January if Congress
15 does nothing? Right now they have a law that says
16 sequestration. In other words, across-the-board cuts
17 in January. I think January 11th is the deadline.
18 So we don't have a choice at that point; they will
19 make the choice for you. We'll have across-the-board
20 reductions. And then -- Even the military. I mean,
21 everybody is going to be on the table at that point.

22 What we're trying to do here is plan for
23 BIA, and then again BIE later today and tomorrow, to
24 see if we can make these small reductions and prepare
25 for the next couple of years. Because we're pretty

1 sure that we're going to have a flat budget.

2 And along the lines of employment, you
3 know, we're in a different retirement system, but
4 believe me, in the Bureau of Indian Affairs no
5 government employees have had any salary increases
6 going on three years now. We've been frozen at our
7 salary level for several years. I mean, that's --
8 I'm not crying about it or anything, that's just a
9 fact of life. But I know tribes have been in a worse
10 situation. I heard somebody say ten years. I mean,
11 that's pretty drastic to not have an increase in pay
12 for that long. But three years is enough. It looks
13 like it's going to be another couple years.

14 So these are pretty tight times
15 economically and we have to get down to budget. But
16 there may be other things in store if Congress
17 doesn't act. Probably across the board. That is
18 what Chairman Hayes is saying; it could be that
19 drastic across the board, and much larger increases.
20 Probably in the neighborhood of eight to ten percent.

21 AUDIENCE MEMBER: I'm (inaudible) from
22 Pueblo of Zuni.

23 Again, having to be here listening to
24 these discussions and trying to find a way to make
25 sure that -- I think the focus is, is how does the

1 tribes come out ahead? Does the tribe come out
2 ahead? (Inaudible) always have to come out in a good
3 situation for all of us. But for me personally, I
4 take a look at my own Zuni agency and the amount of
5 services that they provide to our community.
6 Ultimate (inaudible) is what we decide, what we feel
7 that is in the best interest of the tribe. Our
8 constituents, who are our own tribal members, they
9 are the ones who truly actually will be affected by
10 what we decide. And as employees, as individuals who
11 work for our community, we have to really truly think
12 for them to make sure that the (inaudible) that we
13 make truly is in the best interest of our tribes.

14 And I have to go -- I don't want to, but I
15 really have to disagree with former president of the
16 National Congress of American Indians because, as he
17 states, that you have young people that are -- yeah,
18 yeah, they do have bright ideas as they move up, but
19 there are those people that have been in the system a
20 long -- within the organization and also truly
21 understand what really truly works for the tribes,
22 and has been moving forward; that we also have to
23 take a look at these individuals. They understand
24 what really works.

25 But, again, when it comes down, the

1 reality is the lack of communication. That's what's
2 been happening, is the lack of communication. And it
3 was mentioned earlier, too. Unfortunately, this is
4 what we're doing, is we're reacting. And we haven't
5 been proactive. We haven't been afforded the time if
6 we can be proactive. We haven't been afforded that
7 time to be truly proactive, what we really truly need
8 to be doing. Again, here, we've been talking about
9 the time frames. See, we're reacting to it because
10 there is a time frame; that we have to do this at a
11 certain time. And we're reacting to it.

12 And just from the beginning it states that
13 these studies and these recommendations, these have
14 been on the table for "X" amount of years. How come
15 we have not done that? And now at the very last
16 minute we're reacting to it. And unfortunately, as
17 mentioned here, too, is if we don't do anything, then
18 somebody does come in and says, okay, you have no
19 choice. This is what's going to happen to you. And
20 we have to live with those consequences. Even if it
21 does have to happen to our -- A lot of our valuable,
22 most important individuals are going to be let go.
23 That's the most critical part. And how do we move
24 forward with that?

25 Because the current situation in our

1 Congressional (sic) is that we are seeing more and
2 more of our legislative people going in that has that
3 mentality that I don't have that trust responsibility
4 to the Native Americans, so we'll do whatever we want
5 to do to make sure they don't come out ahead. And
6 that's scary. And I think that's -- as tribal
7 leaders, that's why we have a focus more on not being
8 there at our respective reservations, but being more
9 up at the Hill trying to advocate for all the tribes.
10 Because this is a team effort that we need to try to
11 focus in on; what is in the best interest of the
12 tribes.

13 But as we move forward, and as mentioned
14 these are things that we truly need to stay focused
15 on, is that, okay, if the Southwest region is saying,
16 okay, RIF; let's take a look at the numbers; see what
17 type of feedback and impacts that we're going to
18 create. And how is it truly going to benefit the
19 (inaudible); will this work within the Southwest
20 region? It may work within a different region, but
21 will it truly work within the Southwest region?

22 This is who we are. We are representing
23 the Southwest region. And is it going to happen?
24 Are we going to accept it? But we need to also make
25 sure that we see those numbers before we truly

1 decide.

2 Yes, we may have said RIF, but take a look
3 at the numbers; take a look at everything. Now say,
4 yes, we still agree we need to go through those
5 processes; that it's coming from the Southwest
6 region. But if not, then at least we were afforded
7 that opportunity to take a look at -- look at the
8 numbers instead of just saying that. Because we may
9 say that, but actually the numbers and what's going
10 to happen in our respective areas is totally against
11 what our staff have been telling us.

12 So they are individuals within the
13 regional level, within the central level that are --
14 as you mentioned earlier, they are Native Americans
15 that are in that workforce that are -- and some of
16 them are truly looking out for the best interests of
17 us because they come from -- they have come from the
18 reservations. They have seen them. And now they are
19 having an opportunity at that top level. And those
20 are the ones that are truly looking out. And with
21 that process of getting rid of them and getting
22 somebody up there that really truly doesn't
23 understand them; and I think each and every one of
24 you experience that within your region, that they
25 are -- that we are getting individuals that really

1 truly don't have the best interests of us. And
2 that's why we complain.

3 So how do we do that? How do we work on
4 making sure that within our respective areas we are
5 doing what we can do and coming out with a win-win
6 situation?

7 Thank you.

8 MR. RICE: Thank you.

9 There is a question in the back.

10 AUDIENCE MEMBER: Yes, Laurence Gishey
11 again with the Din^o College Board of Regents. I have
12 a question.

13 We're talking about reducing resources
14 here. And I want to touch on the sacred cow among
15 some of the tribes that are present. No offense to
16 them, but, you know, when the tribal casinos signed
17 compacts with states they are required to pay a
18 certain amount to the state in taxes. And that's
19 resources for the state which offset some of the
20 costs to the state's obligation.

21 Also, there are tribes that charge taxes:
22 business entity taxes, sales taxes. They collect
23 funds. And that also offsets some of the costs on
24 tribal services.

25 My question is -- And this is just a

1 question. I realize that we have the treaty
2 obligations, so on and so forth. However, it's
3 probably against the law, or the Bureau's hand is
4 tied, but I am going to ask the question anyway.
5 With these revenues that the tribes generate, can
6 that be used toward offsetting some of the costs that
7 the Bureau's -- the Bureau's responsible for?

8 There are tribes that are doing well.
9 Just look at some national data and state data where,
10 you know, casinos are doing well. Not all of the
11 casinos, but certain areas. So if some of those
12 revenues could be offset so the budget -- the Bureau
13 budget will change with those developments and spread
14 the money where they are really needed. So that's my
15 question.

16 MR. SMITH: I'm a little bit older than
17 Bryan, so I'll see if I can go back in time.

18 As many of you may not have been around at
19 that time, in the early nineties we went into an
20 effort called DOI/BIA tribal reorganization. About a
21 three- or four-year effort. And we go into all kinds
22 of places all over the country to take a look at
23 reorganization of the Bureau of Indian Affairs. And
24 a few good things came out of that, but we probably
25 didn't have enough time, even though it was a three-

1 or four-year effort.

2 But one of the things that we heard loud
3 and clear from the tribes -- And there was a person
4 in Congress at that time by the name of Senator
5 Gordon from Washington state who was promoting means
6 testing. Means testing meaning offsetting tribal
7 resources, tribal possible gaming revenues, other
8 things that they wanted to offset in lieu of
9 government services that are owed to the Indian
10 people. It's a real bad idea. My opinion. But I
11 think a lot of tribal people share that.

12 One of the tribal leaders at that time
13 stood up and said, "Don't penalize us for being
14 successful. We're successful. Our tribal members
15 are successful. Don't penalize us."

16 Yeah, you have a revenue allocation plan
17 that describes how you're going to use your gaming
18 revenue for governmental purposes. But that's your
19 business, and it shouldn't be the government's
20 business to oversee that. We're not in Indian
21 gaming. We don't oversee that. The National Indian
22 Gaming Commission is the one to talk to about that
23 type of situation.

24 But means testing is really not on the
25 table. Believe me.

1 MR. RICE: Great. Thanks for that
2 comment.

3 AUDIENCE MEMBER: Before you go on, I'm
4 Darnell Maria again with the Ramah Navajo.

5 I do agree with the governor from Zuni and
6 the statement that we are here in the best interest
7 of our community. And I do know, and I mentioned
8 before, that Ramah Navajo agency, yes, it's a small
9 agency, but it's been there for 40 years and there
10 are 11 employees and there are people who are ready
11 to retire. However, the assessment that's being
12 made, really you need to consider several factors.
13 For example, our community is scattered. There's
14 over 400 miles of roads, and it gets really bad
15 during the winter. And one of the programs that the
16 agency still maintains is the road maintenance. So
17 that's really central to have.

18 Another factor is the Bureau's trust
19 responsibility. Out at Ramah Navajo, we have nine
20 distinct types of lands and we refer to it as
21 checkerboard land. So we also have to deal with it
22 through our 638 (inaudible) contracted program that
23 the Bureau instilled on the trustee for these lands.
24 So those are very important.

25 And we're talking about RIFs, you know. I

1 used -- Like I mentioned before, I used to work for
2 the Bureau as the awarding official. However, due to
3 family needs, caring for my 93-year-old mother, I had
4 to leave my position and come back to the community.
5 And fortunately the tribe hired me. However, perhaps
6 you could move a position out there for the agencies
7 that are located in that area, but an awarding
8 official could be assigned out there and they could
9 replace the people that may be retiring.

10 And so those are important factors because
11 the needs are out there at the tribal level, not at
12 the region. You know, we, as Indian tribes, that
13 have agencies do have needs. So I just wanted to
14 express that. And that's really important.

15 I know that Ramah Navajo has several
16 contracts for programs and it probably only retains
17 two programs at the agency level now. As Phil said,
18 you know, don't penalize us because we're 638
19 contracting. You know, we came a long ways and we'd
20 still like to continue to have that close
21 coordination with our agency and our region.

22 Thank you.

23 MR. RICE: Thank you.

24 AUDIENCE MEMBER: Good morning. Jim
25 Hooper from the Pueblo of Laguna. I have a question.

1 Does this streamlining plan take into consideration
2 the report we received this morning?

3 MR. RICE: They are looking -- the report
4 this morning looks at the DAS-M positions, which is,
5 you know, acquisition, human capital --

6 AUDIENCE MEMBER: That was assessment of
7 your organizational structure, correct?

8 MR. RICE: Right. The administrative
9 assessment that you're talking about?

10 AUDIENCE MEMBER: Yeah.

11 MR. RICE: That was focused on the DAS-M
12 positions. So there is 670-some positions. And that
13 assessment was focused on those.

14 AUDIENCE MEMBER: So are any of the
15 positions in the streamlining one also some of those
16 positions that are being recommended for
17 reorganization?

18 MR. RICE: They are separate.

19 AUDIENCE MEMBER: On your report you have
20 there's going to be a savings in efficiencies
21 totaling \$65 million. All of that is going back into
22 Indian programs?

23 MR. RICE: You're talking about at the end
24 of the document?

25 AUDIENCE MEMBER: Yes.

1 MR. RICE: Yeah. That was an attempt to
2 take the greenbook, the 200-some-page document and
3 distill it down into, you know, some easily
4 understood terms for all of us.

5 AUDIENCE MEMBER: So is that money going
6 to go back into the Indian programs?

7 MR. RICE: If it's written on there that
8 way, yeah. I mean, there's reductions in there, but
9 then there's also increases, which basically even
10 each other out.

11 AUDIENCE MEMBER: Thank you.

12 MR. RICE: All right. Let me move --
13 There is just a couple more slides here.

14 You'll see the only change on here is the
15 date for Alaska. Not that I expect to see you up
16 there, but just in case.

17 And there is a -- I wrote a note to myself
18 because I wanted to talk about this a little bit. So
19 the communication side of things. You know, here's
20 a -- written comments. Send them -- you know, send
21 them to me. I was written in or I was identified in
22 the Federal Register notice as the contact person, so
23 there's the e-mail address to send them to.

24 We have moved the date once. It was
25 originally May 24th, 23rd. But considering we added

1 another consultation site, we decided to make it more
2 accessible; add a couple weeks to it. So that's one
3 piece.

4 But then the other part of it, you know, I
5 mentioned earlier how we're talking about moving
6 information through the regional directors out to the
7 tribes, posting it on the BIA.gov site. There is
8 this direct interface with me. I'm wondering, is
9 there another -- another avenue or -- you know,
10 because I keep hearing the theme that
11 communication -- making sure that we have the link
12 there. Is there something else that comes up or
13 something else that comes to mind that you think
14 would be better or would augment this in a better
15 way? I'd be interested to hear any comments on that.
16 Or write them down and send them in. So that is
17 always an option.

18 So that's all -- that's the big picture,
19 you know. That's all of what we have been talking
20 about. There's -- you know, there was questions
21 earlier in terms of feedback and how -- you know, how
22 this loop or this process works. So beginning of
23 June we're going to have hopefully a huge amassing of
24 comments and we'll have all of the transcripts of
25 the -- from the court reporters from all these

1 meetings and so we will take all this and work it
2 together and, same thing, post it on the Web site;
3 direct communication through the regional directors
4 out to the field that way, and then, you know, direct
5 within -- within, you know, my contact or Mike's as
6 well. So --

7 MR. SMITH: We want to keep the lines of
8 communication open. And as I said earlier, we still
9 have five locations to go to throughout the country.
10 And as time permits, use whatever mechanism you can
11 to communicate with us. Bryan's got his Web site --
12 or his e-mail address up there. But also, we'll be
13 providing feedback. Because I think one of the
14 biggest criticisms we get when we go out to the
15 field, when we go out to tribes especially, and we
16 have information sharing, there is no feedback.
17 People always complain that, you know, there was a
18 survey, there was communication, there was this or
19 that, there was this kind of event and then you don't
20 get the feedback. So we're very aware that you want
21 feedback. And we'll try to do that primarily through
22 the regional offices and the regional directors. But
23 if you have other mechanisms -- Maybe you belong to
24 NCAI or other organizations. Whatever it is,
25 whatever the best way to communicate with you is, let

1 us know that. And please provide your comments and
2 your recommendations throughout this whole process.

3 Yes, sir. The Moapa chairman is standing.
4 Former chairman. Or are you still the chairman?

5 AUDIENCE MEMBER: I'm the embedded
6 chairman.

7 Yeah, I'm from --

8 MR. SMITH: You have to give your name.

9 AUDIENCE MEMBER: I'm Phil Swain. I
10 thought you knew my name, Mike.

11 Anyway, Mike and I go back a long ways.
12 If Mike were to retire today, it would save us
13 \$1.5 million. So, you know, word to the wise there.

14 No, I was going to (inaudible) as well was
15 top heavy, you know. You don't have that on your
16 list. But the point I'm trying to clarify -- and for
17 the record, I want to know -- I must have fell
18 asleep -- because you said you looked at all these
19 small tribes, agencies, like the Southern Paiute, of
20 which we're a part of, and you said you looked at the
21 FTEs and anything less than ten you put on that list.
22 Was that the only criteria you looked at?

23 I mean, if you did, I think you need to
24 look at other things. You know, like the number of
25 tribes it's serving and what the services are the

1 people are receiving. The problem we have is not so
2 much that. If we get rid of that, where do we go?
3 You know, do we go to Western? Do we go to Hopi? Do
4 we go to Yuma (inaudible)? And if we go to Hopi, you
5 know, we probably won't (inaudible) agency because
6 all the Hopis block us.

7 But that -- you know, that being said, I'm
8 saying, you know, what was the criteria you used?
9 Because when I go back I am going to say, hey, you
10 know, they picked a number of ten out of the air.

11 You know, and to me, I hate this word
12 consultation. We've been consulting -- we've had
13 people, tribal members, that have gone on, passed on,
14 and we're still here talking about the same issue.
15 We're talking, for myself, it's possibly ten years.
16 And I told them in Denver almost six years ago that
17 if you would just listen to the tribes, you know,
18 they are giving you the answers. But you never heed
19 that explanation. And what I said, just as a prime
20 example, is that, when these people retire, who is
21 going to replace them? The Bureau has systems in
22 place already that says, you know, we can train these
23 people to fit into these positions. But you don't
24 use that anymore, and so that becomes a problem.

25 Who is going to replace Mike up there?

1 You know, is it someone from there in Washington?

2 And I always say we're hiring people in Washington
3 that have never been west of the Mississippi. And
4 that's our problem. And we don't listen to the
5 people at the grassroots level.

6 The example that I use is when a general
7 wants his CIB to say he has been in the field on the
8 firing line, he gets in his helicopter and he flies
9 out there and he steps out for ten seconds and then
10 he jumps back in his helicopter and he goes back to
11 the main office. He hasn't been on the firing line,
12 but he still can probably wear that CIB badge.

13 While the Indians don't have a badge like
14 that, but they are on the firing line constantly. I
15 mean, this is the problem we have. You know, where
16 you are talking about using your -- your own money.
17 You know, that's part of the problem, is because when
18 we're trying to do an environmental assessment for
19 our tribe, a small tribe that doesn't have any money,
20 we have to pay for it ourselves because the Bureau
21 doesn't have any money up there to pay for that
22 service.

23 If we're going to get any services, if
24 we're going to develop on the reservation, then we
25 have got to have someone at that regional office that

1 says, hey, I can help you, Phil. But you go up there
2 and you talk to that regional economic development
3 director, he'll say, well, we don't have the money.
4 So you're going to have to stand in line with all the
5 bigger tribes that are squeaking more than you. So
6 you are going to have to wait in line. And we never
7 get anything.

8 Good example. We've got two 100-megawatt
9 solar plants going on in our reservations. But are
10 we getting any help from the Bureau? No. Because
11 we're doing most of that work ourselves.

12 So what we need to do is look at the inner
13 workings of the Bureau, you know. In fact, before I
14 came down here I said, "What's the name of our
15 regional director?" And I am still trying to figure
16 out who it is.

17 MR. SMITH: You've known me for years,
18 Phil.

19 AUDIENCE MEMBER: I'm sorry, is he around
20 here now? Oh, there he is. Okay.

21 But see, that's my problem. And when you
22 hire a superintendent to fill these positions, I
23 think it's great to hire Indian people, but if that
24 person doesn't have the experience and the
25 qualifications, you know, you lose. So you don't

1 have the communication there.

2 I was asking the chairperson here from
3 Utah, when did you get this information? And she
4 just got a little note. But my source is to go on
5 the Internet. The Internet you can get all you want.
6 And here it is. But what you're telling me is that
7 it's all new, it's all new. So what happened to all
8 those reports that were done in the previous years?

9 I remember a gentleman by the name of
10 Hitler (phonetic). I think he was in Washington -- I
11 mean in Denver at the time. And then you guys come
12 along. How many of you have been west of the
13 Mississippi? Do you know what an Indian person looks
14 like? Look at me. (Inaudible) I'm Hawaiian, okay,
15 and I'm learning my new language. Que paso; adios;
16 all these other kinds of things. But, see, that's
17 the problem we're running into with the Bureau of
18 Indian Affairs, and the people are saying it's the
19 same with the Education. It's the same thing. It's
20 a lack of communication. We're not getting it down
21 at the field.

22 I can remember when we used to have
23 meetings; we used to have trainings. We had training
24 for superintendents, for supervisors, for managers on
25 638, self-determination. And we don't have that

1 anymore.

2 And I have always said this to career
3 Bureau employees, that you're not there to help the
4 Indian people. I said, you're there to enforce
5 policy. And that's our downfall. Because if this
6 lady had the experience in economic development, but
7 her job description said, oh, no, you can't go there,
8 then she can't help me. But if she did, then she is
9 earmarked and labeled that, you know, she's like a
10 rabble-rouser; she's not on our team, so you can't
11 use her anymore. So this is where your distrust
12 among the employees, they run into this problem.

13 Your employees, Mike, they know what the
14 problem is out there. They just can't speak out.
15 They can't speak out and say, well, Western Nevada,
16 and now that regional director, he will tell you that
17 the property supply officer is the main focus for
18 all -- several agencies and everything else like this
19 throughout the Western regional area. Now, why is
20 that? I've heard comments where the regional
21 director says, where is his employee at? Oh, I don't
22 know. And when she does come, I don't work for you,
23 sir; I work for Washington. So he has got no control
24 over that lady. So these are the problems we're
25 running into.

1 And the sad fact is -- Why do you not have
2 law enforcement included in this thing is beyond me.
3 Because that's where a lot of the problems come in.
4 Many, many times -- As a small tribe, we have a small
5 casino and we do quite well. And we use many of that
6 money (sic) not only to pay for health insurance for
7 our people, but we use that to offset our programs.

8 So I think the solution is out there if
9 Mike and his staff would tell Bryan to go out there
10 and work with the tribes, your superintendents, and
11 find out what the heck they need out there. We'll
12 tell you what we need, and that's not happening.
13 We're going through another consultation. And we've
14 got to have this response by September, right? Then
15 what happens? Mike said it's been going into effect.
16 Well, maybe it should have gone into effect five
17 years ago, but it hasn't happened.

18 And it's a philosophy of each
19 superintendent and regional director, if they are
20 willing to help the Indian people, then they will get
21 off their butt and get out there and will do these
22 things that need to be done. And they don't do it.

23 I asked -- I went to my superintendent the
24 other day because I was coming down and I said, "I'm
25 coming down here whether you like it or not." I

1 said, "I want to know how the budget process works."
2 I said, "In the old days, before '04, the regional
3 director, budget people, we would have big meetings
4 in Phoenix. They'd come out there and tell us,
5 'Here's your budget. Here's what you need.'" Even
6 my good (inaudible) used to go to those meetings.
7 But I asked the question. I said, "How does the
8 process work today?" And I said, "Well, I'm going
9 down to Phoenix for this meeting." And she said,
10 "Come in at 3:00 o'clock." I said, "Okay." So at
11 2:00 o'clock I called out there and she said, "I
12 can't talk to you, Phil." I said, "Why can't you
13 talk to me? I'm a Native American. I'm a member of
14 this tribe. Can't I just ask a simple question: How
15 this system works? Is that privileged information?"
16 See, that's a philosophy of each superintendent, of
17 each regional director, person in Washington. They
18 have their own set of standards.

19 I like Jodi Gillette, economic
20 development. What does she know about economic
21 development? Again, but she's in that position,
22 so -- It's been my philosophy that these consultation
23 sessions that you hold throughout Indian Country is
24 not to get -- not to have us ask questions of you,
25 but it's for you to ask questions of us. Then you'll

1 know what the heck is happening out in Indian
2 Country. And you should be telling us what's wrong,
3 but we're telling you what's wrong. And that's where
4 you pick up this information. That's why you're
5 recording everything here. And that's where it's
6 wrong.

7 I don't know how they hired you guys. And
8 I respect your -- you know, your qualifications all
9 to do this kind of stuff. But everything that you
10 have here has already been out there.

11 I met Echo Hawk when he first came in. I
12 met Paul because he was out of Salt Lake and, you
13 know, we had dealings before. So I have known Paul.
14 And I told Paul this many times. I said, you know,
15 the answer is out there. You just have to go out and
16 ask. You have to get these people off their duffs
17 and get out there and do it. Not to go to the
18 outside organization to find out what's happening in
19 the Bureau. Because whistle-blowers are not going to
20 speak out. But the answer is there. It's always
21 been there. You just have to listen. And I sang
22 that song in Denver four years ago and I'll sing it
23 again. BIA, BIA, I'm not your Indian anymore. Do
24 you guys remember that, Paul Hessen (phonetic)? Any
25 of you old folks?

1 But anyway, but that's -- that's my point.
2 So I'm sitting here trying to take notes. And I've
3 got all this information now, and I just -- if you
4 ask me -- if you ask, the first question is, what
5 criteria did you use to put the Southern Paiute field
6 station on that list of those tribes that may be
7 eliminated? Can you answer that for me?

8 Thank you.

9 MR. SMITH: Quick response, Phil.

10 We didn't use any real criteria to focus
11 on those. We just said, where are those locations
12 where you have employees that are ten or less? It
13 was a starting point. And there's been no
14 determination on closure. I mean, you've jumped a
15 little bit farther ahead saying, how are you going to
16 take a look at these locations in terms of closure?
17 There's nothing on the table that says we're going to
18 close anything. But it's a starting point to look at
19 places where we have ten people or fewer to see if
20 there's any way to consolidate activities, programs,
21 services, or not.

22 I mean, your location is probably a unique
23 one because it's out there quite a ways from
24 everything else. Nevertheless, it's a small agency.
25 Same thing with Ramah; same thing with some of these

1 other places where you have a unique situation that
2 maybe, you know, you have fewer than ten people, but
3 maybe it's effective the way it's operating, the way
4 it is. And I think you have a lot of good comments.

5 Yeah, there is a lot of us that have been
6 in Washington for a period of time. There's some
7 people that have never been west of the Mississippi.
8 Like you said, they haven't been out in the field.
9 They couldn't even describe or spell some of the
10 locations. But I think things are getting better.
11 If you go to the assessment, which is strictly
12 administration, but one of the primary things that
13 Beth laid out was the need for training. I think
14 we're doing a better job of training and mentoring
15 people to take the place of those people like me
16 where you are going to save a lot of money. I'm
17 making 17 cents an hour, by the way. But we're
18 trying to bring in more people to understand the
19 organization so they can take our place. I'm
20 mentoring three people this year. Just me alone. I
21 mean, we have people who are mentoring those people
22 that are coming along and are going to take our
23 place. Nobody wants to go to Washington; believe me.
24 They don't want to go there and work and live, so I'm
25 filling that need for the moment. But the more we

1 get training involved and the more we get Indian
2 people, tribes, involved, I think we can do a better
3 job.

4 And we're here to listen and understand
5 your thoughts. And you made some good comments. I
6 don't necessarily agree with all of them. You have
7 somebody that has got a lot more interest in your
8 organization than BIA as far as energy development.
9 You've got the secretary. He's directly involved.
10 So that doesn't happen for everybody.

11 AUDIENCE MEMBER: Well, yeah. Thanks for
12 your comment.

13 I just wanted to say that. And if you
14 could -- you know, I guess Mike answered the
15 question. So the next time I see this report, the
16 Southern Paiute field station won't be on that as an
17 afterthought or something like that, right, Mike?
18 Right? Isn't that so?

19 Do you want to answer me?

20 MR. SMITH: Everything is on the table
21 right now.

22 AUDIENCE MEMBER: Everything is on the
23 table. Well, I'm just saying if you worded it
24 differently and said there was some small agencies
25 that are going to be considered, that would have been

1 fine. But it's kind of like, you know, we were
2 always on the firing line.

3 MR. SMITH: No, it's a starting point.
4 And we could have added probably the other 90
5 locations or whatever the number is.

6 AUDIENCE MEMBER: Well, I would think that
7 as a Navajo, you know, there would have been a lot of
8 uproar, you know. So I'm the little lion on the
9 bottom that's making this roar for us small tribes
10 across the United States. Because there are four
11 tribes in Arizona that are under the same boat. And
12 I don't know if there's anybody here from those small
13 tribes except us. So --

14 Thank you.

15 AUDIENCE MEMBER: I've got a quick
16 question. I know it's lunch time.

17 But I know that -- I don't know, like you
18 say, we received the packet that we've just kind of
19 been looking at. But if you go back to the packet,
20 basically this morning we have been really dealing
21 with reduction and streamlining measures of the 18 or
22 19.71 (phonetic), but we haven't touched on
23 administrative savings of 13.8 and program reductions
24 of 32.1. And I don't know if you're going to cover
25 that today, too. Because in here I'm already seeing

1 ISEP funding reductions, school construction
2 reductions, IT, and of course law enforcement special
3 initiatives. These are -- these are big chunks of
4 programs that are going to be looked at in the
5 schools. And the guarantee loan program is going to
6 be reduced, too.

7 And I guess I'm trying to compare that
8 with also the increases. And I know the adjustments
9 being made on some of the -- some of the water
10 (inaudible), et cetera, et cetera, and other
11 programs. But I don't know if anyone has taken a
12 look beyond the streamlining personnel. And so I
13 don't know if you are going to touch on that today,
14 to talk a little bit about that or not, because that
15 is -- if you look at it, it's a critical situation
16 because -- especially if you have BIA schools or
17 grant schools. Because that will change, I think,
18 some of the formula (phonetic) funds coming in. So
19 just --

20 MR. SMITH: The next segment will be BIE,
21 so they will be discussing that probably this
22 afternoon, Keith Moore, and maybe Brian Grapo
23 (phonetic). But the Bureau of Indian Education --
24 And I know a lot of you are from school boards and
25 education operations across the country. So that

1 will be discussed. And when you take a look at
2 everything put together, I think then you will be in
3 a better position to provide comments and
4 recommendations.

5 But this is a separate exercise, if you
6 want to call it that. BIA, BIE, and then there's a
7 small portion, as you saw in the handouts, that has
8 to do with the assistant secretary's office, which is
9 about \$2.2 million.

10 But put it all together, but wait, I
11 think, until the next presentation before you start,
12 you know, mixing it all up. Because it all comes
13 from the same place. Congress appropriates to the
14 BIA. They don't separate it out necessarily.

15 MR. RICE: Okay. Any more questions?
16 Comments?

17 AUDIENCE MEMBER: Good afternoon. My name
18 is Evanette Sockyma. I represent Hopi from the Hopi
19 Day School school board and also the Native American
20 grassroots association.

21 The consultation here today, (inaudible)
22 for the tribes to feel comfortable with the purpose
23 of proposal of changes. You have not indicated what
24 the purpose of the changes are; the positives and the
25 impacts that will occur with this change.

1 We here are talking about funding and all
2 that for us, and everybody's -- well, I think
3 everybody is well educated in the PO 102 98
4 (phonetic) standards for our schools. And in there
5 it states that the application of Bureau provisions,
6 it states Indian tribes and tribal organizations to
7 which grants are provided under this chapter and
8 tribal controls for which such grants are provided
9 shall not be subject to any requirements,
10 obligations, restrictions or limitations opposed by
11 the Bureau and that would otherwise apply solely by
12 reason of the (inaudible) of the funds provided under
13 the laws referred to (inaudible).

14 So that we -- we do reap what we are all
15 asking for here today, and that -- and for us, our
16 Hopi, it's very hard for us to determine all these
17 laws that you are implementing on us.

18 And with the gentleman here, back here,
19 talking about, you know, what we need and what the
20 Bureau should be -- promise to us in writing here,
21 are we going back on your laws also? Or what is the
22 determination of those that will impact us in the
23 rural areas of our nations? Also the Navajo Nations
24 here. And that, what is -- what is that going to
25 impact us? You know, you haven't really determined

1 that. There's -- you're determining impacts on your
2 Bureau and how it's going to affect you guys, but
3 down the line it comes down to us. Where are we
4 going to get our funding? We're already, you know,
5 operating on so much that you give us.

6 We're trying to improve our drop-out rate;
7 we're trying to improve our suicidal rates here on
8 the reservations. But with the moneys that we get
9 now, it's just not enough. We need that 100 percent
10 for us to actually operate our schools; to be able to
11 have that funding for our new schools that we can
12 operate and we can send out our children and our
13 grandchildren to live in your world.

14 And that is just, you know, the problem
15 that we have at home. You know, we're constantly
16 fighting for what we -- what you, the Bureau, and the
17 president has implemented on his thing here, on his
18 executive order. And it says, you know, that you
19 should be able to -- to be able to do that for us,
20 but we're not seeing that. We're not seeing -- you
21 were saying, you know, you're all from reservations
22 also. But with the man here, talking about top
23 heavy, let us have him come down to see us. Let us
24 have him -- see his face on our reservation to see
25 actually how we live; how our schools are operating;

1 how the community wants what they promised us. And
2 also, that --

3 MR. SMITH: Ma'am, I hate to cut you off.
4 You're going on the record and you're comments are
5 going to be heard, but we're really into that other
6 presentation by BIE education. Most of your concerns
7 and your comments should be directed to the people
8 that are going to be doing that presentation. We've
9 only done BIA this morning.

10 AUDIENCE MEMBER: Okay.

11 MR. SMITH: This afternoon will be BIE.
12 And we'll give you another opportunity; even if you
13 stick around for tomorrow, I think Indian education
14 will be discussed even further. But those comments
15 probably should be reserved --

16 AUDIENCE MEMBER: But it all ties into
17 everything.

18 MR. SMITH: Yes.

19 AUDIENCE MEMBER: Whether I say it here,
20 tomorrow or today, it does tie into everything.

21 But I was really thankful that we have
22 this opportunity for all of us here to come see you
23 face-to-face and to give you our comments and to give
24 you our concerns about our schools. But let us have
25 that -- that determination from them also, to come

1 down and see where we live and see how our schools
2 are operating for themselves instead of hearing it
3 from agency to agency to agency. That is where we
4 need to use our comments and our consultations here
5 that you say that you give us.

6 Thank you.

7 MR. SMITH: Thank you.

8 MR. RICE: I thought I heard stomachs
9 rumbling out there, but there's more.

10 Yes.

11 AUDIENCE MEMBER: Yeah, Gary Bohnee with
12 the Salt River Pima-Maricopa Indian Community.

13 I think all the comments are great. I'm
14 just going to make a suggestion and a statement.

15 And the suggestion is that, we talked a
16 lot about communication, a lot of the tribal leaders
17 did. And I think to the extent that the proposed
18 framework organization is moving forward, that it
19 envisions both the policy aspect, the policy people
20 with the -- those people that are going to be
21 executing and managing on a daily basis, that
22 communication is a factor. Because without that I
23 don't think any of this is going to work.

24 And that leads to my comment with regard
25 to how that -- how that actually plays out. For

1 example, the Department of Interior BIA is moving
2 forward to new leasing -- home site and commercial
3 leasing provisions. And it's our position that we
4 don't believe there's been an extensive analysis of
5 how that is going to impact the day-to-day ability of
6 executing those regulations at your -- at the policy
7 level, D.C. level, as well as at the agency and at
8 the regions.

9 And so having said that, I would reiterate
10 the Community's position that until that analysis --
11 a full analysis is done on what that will mean, it's
12 been the Community's position that we would urge any
13 new regulation, particularly these regulations, be
14 put on hold until, you know, the full top-to-bottom
15 review can be done; that there's input in the region
16 and the agencies as to what the requirements are
17 going to be on the Bureau staff or for implementing
18 those. Because within the Salt River Indian
19 community, it's a highly-fractionated land base and
20 so there will be, we believe, quite a few tasks and
21 activities that will be required, new activities that
22 will be required to implement these regulations.

23 Thank you.

24 MR. SMITH: Here again, we appreciate your
25 comments. The programmatic changes that go forward

1 are going to be a little bit different. They will be
2 handled separately. But we're in tune with what
3 you're saying.

4 There are many tribes that have your same
5 concerns about leasing regulations, but there are
6 other tribes that want to move forward. So it's a
7 balance. And I think the front office, the assistant
8 secretary's office and the Bureau of Indian Affairs,
9 will be directly involved in any changes on leasing
10 or other programmatic changes.

11 But we do appreciate your comments because
12 everybody is bound by the same regulations, the same
13 rules. And some of those don't work for certain
14 tribes, and maybe we ought to take a look at how
15 we're doing that. The implementation is going to be
16 very important going forward.

17 MR. RICE: Thank you everybody.

18 MR. SMITH: Ready for a break?

19 MR. RICE: Yeah, break time. All right.
20 So how about an hour and 15 minutes? We're at what,
21 12:30? 1:30, 1:45?

22 MR. TSOSIE: Yeah, 1:45.

23 MR. RICE: Okay. Back here at 1:45.

24 Thank you.

25 (Recess.)

1 MR. TSOSIE: All right, everybody. We're
2 going to get started now. Everyone, we're going to
3 get started now. We -- right now we are about
4 38 minutes ahead of schedule. So let's get started.

5 Let's have the BIE present, and I think we
6 might even be able to get done a little bit early
7 today. I'm assuming that no one is opposed to
8 getting done early, right?

9 But before we get started, just one thing.
10 All of this is being transcribed. And I really need
11 everyone to clearly state your name and your tribes
12 into the microphone so that we can hear it so that we
13 can -- when we go back in the notes, we can group
14 everything out; we know who was talking; we know who
15 is saying what. Really speak clearly into the
16 microphone. And then after that, you know, when
17 you're talking, keep the mike close. And we just
18 need to focus on creating a very good record for
19 this.

20 So other than that, I'm going to turn the
21 time over to Director Moore.

22 MR. MOORE: We're bringing up our
23 PowerPoint. Let me make sure Bonnie Haines and
24 everybody has a handout on our streamlining process,
25 if you have that. If you don't, they are in the

1 back. And let's make sure we get you one.

2 If I could real quick, Dr. Monty Roessel
3 joined us. He's our associate deputy director for
4 the Navajo region. But he -- and I know this is an
5 important person in this part of the country for
6 Indian education, Indian Country education. His
7 mother, Ruth Roessel, who was a pioneer for Diné
8 education, passed away just recently. They just had
9 her traditional ceremony and he was wrapping that up.
10 That's why he's late with us today. And if you would
11 with me, I would just like to take a moment of
12 silence for her. I know of her importance and also
13 her husband, his importance, in Diné in the Navajo
14 area of education. And I'd just like to do that. If
15 you would do that. Thank you.

16 (Moment of silence observed.)

17 MR. MOORE: Thanks.

18 Monty has been -- just came on the board
19 with us and we couldn't be more grateful for someone
20 of his caliber and what he has done with tribal
21 schools and in Navajo country; coming on board with
22 BIE, bringing his expertise. He's really done a
23 tremendous job for us, so we're thankful for his
24 service with you as well.

25 Are we ready? Are we ready?

1 Let me also introduce Mr. Bart Stevens,
2 the associate deputy director for the Western region
3 of BIE, and Bart will be leading our PowerPoint and
4 walking us through the streamlining today. So let me
5 turn it over to Bart here and he can introduce
6 himself and give you a little bit of his background
7 and we can go from there.

8 Thanks again. We thanked everybody this
9 morning, but we are really grateful to the number of
10 you that turned out to give us some feedback
11 (inaudible) our process; give you information today
12 and try to get feedback from you in terms of how we
13 can address our (inaudible) and the EPM, education
14 program management, part of the budget with the
15 budget protections and allocations that we have
16 coming forward with us.

17 MR. STEVENS: Okay. I know most of you in
18 this room that are in education, and even some of you
19 that are not. As Mr. Moore said, my name is Bart
20 Stevens, and I'm the associate deputy director West,
21 for the Western region, which includes all the
22 Western region, which includes all the western United
23 States except Navajo, where Dr. Roessel is over that
24 region.

25 I'm Northern Ute-Shoshone Bannock from

1 Fort Duchesne, Utah. And on my father's side I'm San
2 Carlos Apache and Maricopa, not far from here. So my
3 familiarity with Indian Country is quite extensive.
4 And my dad is a retired DPS officer for the State of
5 Arizona, and I've lived in Keams Canyon, Coolidge,
6 White River, San Carlos, Globe, Paradise Valley,
7 Prescott, as we moved around the state. So I'm very
8 familiar with Indian Country.

9 And of course my familiarity with Indian
10 education is even more extensive. I spent the last
11 30 years in Fort Duchesne and I was with the Uintah
12 School District out of Vernal, Utah, and that's where
13 I spent the majority of my career in education.
14 Started as a classroom tutor. Worked my way up to a
15 classroom teacher; into administration and district
16 level, when I decided to throw my hat in the ring
17 with BIE when they were reorganizing in 2006, and I've
18 been with the BIE since then.

19 One thing I wanted to acknowledge, we see
20 this PowerPoint slide a lot. And somebody took these
21 pictures and sold it somewhere. And Dave Saliampa
22 (phonetic), who is staff, who put the slides
23 together, found the format here. But on the right is
24 Mr. Showlio (phonetic) from Fort Washakie, an
25 honorable elder that has since gone on, but that's

1 him. Mike is Navajo next to him. I knew him when he
2 was in Salt Lake; I don't know where he lives now.
3 The woman is from Fort Hall, Mrs. Boyer (phonetic).
4 And then Mike is from Ethatie (phonetic), and I don't
5 know the gentleman on the end. But I thought it fair
6 to acknowledge them as their pictures are plastered
7 all over this PowerPoint format that's used.

8 We're here today to talk about the
9 streamlining plans for the Bureau of Indian
10 Education. And that's our purpose to be here today.
11 You know, we have had discussions, the senior
12 management team, on several different occasions on
13 the direction we were going and what we were going to
14 do to try to meet our required reductions. And I
15 know a lot of you have a lot of questions and
16 concerns of what that looks like. But I want to say
17 first and foremost, our options as the Bureau of
18 Indian Education are not like those of our sister
19 bureau, the BIA, where they are able to determine an
20 amount and then make some determinations, along with
21 your input, on where exactly that comes from.

22 Within the Bureau of Indian Education, our
23 options don't exist. It's -- our reductions in
24 resources will come out of education program
25 management. And what education program management

1 is, is that source of funding, that pot of money, if
2 you will, that funds line offices on up to the
3 director. All the salaries and the operational costs
4 that are associated with the education line officer,
5 their staff, on up to the director's office in
6 Washington, D.C. And that's where our reductions
7 will occur.

8 This morning there were some concerns
9 shared with the schools; how does it impact schools?
10 And at this point it doesn't. It's strictly
11 education program management dollars. And that's how
12 we've thrown this information together for you all to
13 help us in the decision-making process on where and
14 what that looks like within the BIE.

15 With that, the BIE is also in a unique
16 situation with -- Okay. This is different from the
17 slide presentation that I have, but we'll go off of
18 this.

19 So maybe I will use the roving mike. Is
20 this still on? Okay.

21 Okay. Explaining a little bit about what
22 we're involved with. And as most of you are from
23 schools and in education in general, we had to come
24 together to, like I said, decide where those staffing
25 reductions would happen within the BIE and how we

1 identify additional resources, because we are in a
2 unique situation where we get additional funds, as
3 you all know, from the U.S. Department of Education.
4 And with these U.S. Department of Ed funds, again not
5 being impacted by the reduction of education program
6 management is another resource that we can pull from
7 to continue to provide the technical assistance to
8 our schools, using that different source of money
9 from the Department of Ed. So part of our discussion
10 was able to get ahold of how we were going to share
11 our resources and how we can use those moneys set
12 aside from the Department of Ed to continue
13 operations at our -- within the school operation side
14 of the house.

15 We talked about any consolidations as --
16 Well, we're asking for feedback from you all on what
17 those consolidations would look like as options on
18 some of our schools. We have different types of
19 schools, as you know: tribally controlled, Bureau
20 operated, co-op schools, and different things like
21 that.

22 And please jump in if you have comments or
23 questions that we can answer along the way.

24 So this is what we need your input on. It
25 was brought to me over the last several weeks that

1 not a lot of details was shared in what the BIE was
2 proposing. And part of that was to gain a better
3 understanding of what you all, as tribal
4 representatives, as school leaders, and
5 tribally-operated schools, to share with us on what
6 that should look like in terms of those reductions
7 within the BIE.

8 So the streamlining of the BIE to meet
9 those budgetary constraints is what we talked about.
10 The reality is, under education program management,
11 again, that pot of money that's being reduced, and
12 that pot of money that funds the line officers on up
13 to director's office, has significant costs to keep
14 that operating. Salaries alone for the people within
15 that line item is about \$14 million annually.
16 Salaries alone. What we're being reduced to, that
17 pot of money, is 11 million. So obviously -- and
18 that 11 million, that's going to cover salaries,
19 operations, and operations of those offices.

20 So obviously I'm not going to come to you
21 and say, well, we're proposing change. I'm coming to
22 you to say that things have to change for us. We
23 don't have that option. There are different things
24 that we can get into in terms of what that looks like
25 with again those sharing of resources that I'll talk

1 more about.

2 But through this, the mission continues:
3 empowering tribal education and student-focused
4 programs; empowering students through learning,
5 leadership, and service. So the job -- Like I'd tell
6 my line officers that I supervised when I was a
7 deputy director, what I told the AEDs was, that it's
8 time to do more with less. The mission continues.
9 Our commitment to Indian students remains. How we
10 accomplish specific tasks is what will change.

11 This is a copy of the last organizational
12 chart, the Bureau of Indian Education. Many of you
13 have seen this. And what it does is it just breaks
14 down our region. The associate deputy directors here
15 along the middle of the page, with the line officers
16 under each. And then, as you know, it breaks down
17 even further into line offices where all the schools
18 are located. And then again, every one of these
19 squares here -- aside from the division of
20 compliance, monitoring, and accountability -- is
21 funded by educational program management operations.

22 This is just a graphic showing our
23 183 schools and facilities throughout the United
24 States. Breaking it down just sort of roughly -- it
25 fluctuates, but it's pretty close -- a little over

1 41,000 students that we serve on 64 reservations,
2 238 tribes, 23 states, and 24 tribal colleges, two
3 BIE operated: Haskell and SIPI. SIPI is a junior
4 college and Haskell is a four-year program.

5 We wanted to share with you what these --
6 what the organization looks like currently with the
7 amount of schools that are served within the
8 associate deputy director, East region. And the
9 associate deputy director for that region is Roxanne
10 Brown, based out of Minneapolis. She has nine
11 education line officers, with a total of 64 schools.
12 And then you can see how that breaks down into
13 BIE-operated and tribally-controlled grant schools.
14 And in the East, of course, the majority are tribally
15 controlled. Which they are in all regions, but more
16 so in this than Navajo. And that's in your handout.

17 It shows you deputy director - Navajo,
18 Dr. Charles "Monty" Roessel, oversees this region
19 based out of Window Rock. And you can see a
20 breakdown of schools for him; overseeing six
21 education line offices throughout Navajo from Tuba
22 City to Ship Rock. And as was mentioned earlier,
23 Pine Hill is not a part of the Navajo region; it's a
24 part of our West region in Albuquerque, as they were
25 with BIA and the Southwest region. It breaks down

1 the numbers of schools.

2 My region, the associate deputy director -
3 West, oversees seven education line offices in the
4 western United States from Seattle to Phoenix;
5 Sacramento; Billings, Montana; and two in New Mexico
6 and others. And that's how my schools break down.

7 The only edit that needs to happen -- And
8 it looks like they took care of it. I had it on my
9 notes of my presentation, that there was an error on
10 the amount, but it's been corrected.

11 So in the grand scheme of things, these
12 are the bottom-line totals, again, that are -- they
13 make up the BIE in our 22 different education line
14 offices and the amount of schools that we serve. And
15 then breaking it down further by those schools that
16 we -- that are BIE-operated that we -- that are
17 staffed with federal employees and of which we
18 directly supervise and provide direction and
19 guidance. And then the majority of our schools,
20 roughly two-thirds, are tribally-controlled grant
21 schools.

22 Yes, Mr. Tah.

23 AUDIENCE MEMBER: On your -- this line,
24 you have 22 line offices. But then on your graph
25 organization you only have 19.

1 MR. STEVENS: That's Andrew Tah from the
2 Department of Indian Education.

3 Ah, this is the error here. Thanks, Jim.
4 That was Jim Hastings, line officer in Phoenix.

5 There's only six listed there and there
6 should be nine. And the ones that are missing --
7 this is -- this was an org chart that was proposed in
8 the restructuring of 2006. And that's what had this
9 eliminated. We have an ELO in South Dakota that's
10 south and north. So this isn't the most current org
11 chart. This was what was proposed during the
12 reorganization in 2006, and that's why all the names
13 are different. We can update that. I can get a
14 current organizational chart with the right titles.

15 Thanks for pointing that out.

16 AUDIENCE MEMBER: Joe Garcia, Ohkay
17 Owingeh.

18 Just a question about, is there a
19 relationship or correlation between the number of
20 line offices you have versus the number of schools or
21 student population?

22 If there's a correlation, then you might
23 be able to look at -- if there's a negative
24 correlation or not a strong positive correlation --
25 of letting some of the line offices go, and they can

1 be taken up by some other line office.

2 But it's just a suggestion based on what
3 I've seen thus far.

4 MR. STEVENS: That's actually a good
5 suggestion. That's something to take a look at.
6 Because we do have line offices that serve only grant
7 schools; have no supervisory authority over their
8 schools in their region because they are tribally
9 controlled. Some with as little as three schools;
10 then we have others with as much as nine or 12. So
11 definitely something that needs to be taken a look at
12 as far as how that variable applies to how things are
13 reorganized.

14 AUDIENCE MEMBER: Excuse me, Bart?

15 MR. STEVENS: Yes.

16 AUDIENCE MEMBER: On the other hand --
17 Patricia Sandoval, Santa Fe Indian School.

18 On the other hand, if you're not going to
19 impact school programs, the ELOs and their education
20 specialists are the ones that are more closely
21 related or support the schools. So if you take away
22 our ELOs, then you're going to affect school
23 programs.

24 So I'm coming out in favor of -- I love my
25 ed specialist. Please don't take her away.

1 The other thing is, why is it that DPA is
2 not part of this? Because it seems to me DPA is
3 where we have all those old people (inaudible). And
4 no disrespect to anyone personally, but it seems to
5 me DPA is the group that could go away.

6 You know, there's -- there's -- as you go
7 up the hierarchy and you're looking at the schools
8 and not to impact school programs, as you go up, you
9 get to that piece of DPA, which of course they are
10 all compliant.

11 So I'm going back to something that was
12 said earlier about training and building capacity
13 with the schools so that they can, in essence, take
14 care of their own compliance issues. And you know we
15 at our -- we at the schools, particularly in the
16 tribally-controlled schools -- because I got a
17 glimpse of that MOU, and I see that there is -- in
18 that MOU there's something about enforcing compliance
19 with tribally-controlled schools. So if there was
20 more technical assistance and training to work with
21 tribally-controlled schools so that they could be in
22 compliance, then you won't need so many compliance
23 people. Because those compliance people have been
24 there forever. And I don't -- as a
25 tribally-controlled school administrator, I really

1 don't see what they do. Because, like I said, as you
2 go up the hierarchy, you know, what is it that they
3 do for us at the programs, at the program level?

4 MR. STEVENS: You kind of -- You're
5 correct. That's where the previous line -- where I
6 talked about sharing of resources, that's exactly
7 where that piece comes in to. Because the division
8 of performance and accountability now, which is state
9 oversight and monitoring, is fully funded by the
10 Department of Education through the admin costs that
11 we're allowed by law, the one percent, the
12 1.5 percent of different sources -- special ed,
13 title programs, and so forth -- that fund the staff
14 at that level.

15 Now, you brought that up in a good way.
16 And I'm glad that you did, because that's exactly
17 what the sharing of resources would be, as you know,
18 for those of you that saw the e-mail from Mr. Echo
19 Hawk that gave the four bullets that spoke to the
20 line offices' status, but then also spoke to the
21 regional technical centers that would take their
22 place.

23 Understanding that we have, again, the
24 organization that's funded by EPM, education program
25 management -- that's funded by education program

1 management. And if that's being reduced, how do we
2 continue to provide that technical assistance to
3 individual schools and tribes and our own
4 BIE-operated programs with them seeing no
5 interruption in that technical assistance or that
6 service that you get from the education specialists?

7 So what my hope would be is that, where we
8 identify those resources under the Department of Ed
9 that we can share, it would mean, instead of using
10 those dollars to fund DPA in Albuquerque, it would be
11 to maybe fund those regional centers that will
12 continue to provide technical assistance to you all.
13 To me that makes sense. Because, again, the mission
14 doesn't change. Our commitment to Indian students
15 doesn't change. It's how we get there that will
16 change. And that's one of the changes that I'd like
17 to see happen. With, again, identifying those --
18 that different funding source to cover that service
19 to schools.

20 AUDIENCE MEMBER: Joe Garcia, Ohkay
21 Owingeh.

22 Question, or maybe a comment, related to
23 there's this partnership with the -- with the
24 Department of Ed and BIE. But if you look at the
25 education system of the state, in the public school

1 system, New Mexico is one state that has a tribal
2 education act in place, Indian Education Act. And
3 within that education act there are stipulations or
4 mandates of what things can happen.

5 Now, if we use that to the fullest degree
6 possible in terms of having partnership with the
7 state, I think it's important for the issue that
8 we're facing, like with the No Child Left Behind and
9 then the -- what's that new one that was passed?
10 It's enacted, just passed recently. I can't remember
11 what it's called.

12 But anyway, the mandates of those kinds of
13 policies or legislation, it would be good to see
14 partnership with the states and the tribal schools,
15 whether they be BIE operated or tribally controlled.
16 But we're not even pushing that envelope as we speak.
17 We're kind of standing alone. BIE is over here,
18 public schools are here, and then tribal -- I mean,
19 Indian education from the Department of Ed is
20 somewhere in the mix. And so, if you coordinated the
21 effort, that would be for a long-term fix so that we
22 could put a final fix on all the issues that we're
23 facing right now.

24 But if we don't go there, then that would
25 be a left-out thing that it could have been an

1 opportunity. But we need to think about that more
2 comprehensive approach, if you will. So I think it's
3 an important piece.

4 And if you think about it, we have about
5 700 students in the Sante Fe Indian School that are
6 Indian students; they are tribal members. And they
7 have one common thing with those students versus
8 students of Santa Fe High maybe. They are all
9 residents of New Mexico. So they all should receive
10 benefit from the State of New Mexico.

11 And if you think about that part, the
12 Indian student that goes to Sante Fe Indian School
13 sees no benefit from the State. It's all left up to
14 the tribal side. Whereas the one student that
15 attends the other public school, they get their share
16 from the State of New Mexico. And so the State is
17 getting -- kind of getting off scot free when it
18 comes to Indian students in BIE or
19 tribally-controlled schools.

20 MR. MOORE: Joe, real quick. I think
21 maybe if you can address -- I think you were talking
22 about the new executive order from the president.
23 New Executive Order 13 5 92, which made (inaudible)
24 piece of policy that just came out in December that
25 (inaudible) has requirements, too, as well.

1 One of the discussions we've been having
2 as well -- one of discussions that we've been having
3 (inaudible) is that there's three tiers of
4 (inaudible) when it comes to K-12. You have the
5 public side of education; you have the BIE-operated
6 side; you also have the tribal grant side. And they
7 are all three very unique and different. And they
8 all do a little bit -- they all have -- The policy at
9 the federal level, in my opinion, is very
10 disconnected and not streamlined and brought
11 together, so you can't have a quality discussion
12 about all three of them.

13 And so, going forward, on the executive
14 order, what was interesting, a piece of the executive
15 order of 13 5 92 that was just out, is it calls upon
16 me, as the BIE director, to advocate on behalf of
17 American Indian students in public schools.

18 So a new mandate placed on me, as BIE
19 director, is (inaudible) have to take into
20 consideration the public side of students where
21 American Indian and Alaskan Native students are.

22 So that brings us to the discussion, I
23 think, of what you were alluding to here, which is we
24 have all these disconnected pieces; it's very hard to
25 pull it together; it's very hard to address a lot of

1 the issues that we need to address. And going
2 forward, I want (inaudible) even though I wish it had
3 been reauthorized, the ESEA hasn't been reauthorized,
4 Elementary and Secondary Education Act.

5 Due to that not being reauthorized
6 (inaudible) we have an opportunity due to the new
7 president's executive order (inaudible). Where we
8 have our TIBC meetings, we have our interior budget
9 committee meetings with tribal leaders, I can tell
10 you that 75 percent of the discussion in those
11 meetings or more is on public school education versus
12 BIE education, tribal grant or BIE.

13 So there is a big need for us to really
14 put our heads together, not only about issues such as
15 budget and streamlining and the pieces that are going
16 on in BIE, but the entire Indian education policy,
17 that whole (inaudible) Department of Interior, I
18 think, if we are going to get to where we want to get
19 today, which is educating our youngsters at a far
20 higher rate than we are today. And that calls upon
21 all of us. And I think those policies really come
22 into play when we're talking about that (inaudible).

23 AUDIENCE MEMBER: One important thing that
24 is happening as we speak is that there is an Indian
25 education advisory group in place right through the

1 Department.

2 MR. STEVENS: Uh-huh.

3 AUDIENCE MEMBER: Well, I posed that
4 question to a number of people who work with
5 tribally-controlled schools. And so I'm passing that
6 information on because they are having a meeting the
7 first week of May, I believe, in Washington, D.C.

8 Now, my question posed to these
9 individuals was, how do tribally-controlled schools
10 get input to that advisory council?

11 And we don't -- we have (inaudible)
12 tribally-controlled school at Ohkay Owingeh, Santa Fe
13 Indian School there. But we didn't know about it.
14 If we don't have any participation in that advisory
15 council, then, you know, how many schools that are
16 tribally controlled were left out of the picture?

17 So this is just a -- sort of advice saying
18 we ought not to be left out of it. If at all
19 possible, I'm going to try to attend that session in
20 D.C.

21 But, you know, in the structure of that
22 council, maybe we may -- those schools may have been
23 inadvertently left out. I don't know for sure, but
24 that's the way it seems.

25 MR. MOORE: And the name of that -- the

1 name of that group is the NAIC (phonetic) board,
2 which is the Native American Intertribal Council,
3 including the Native American Council on Indian
4 Education. It's a White House (inaudible) through
5 the U.S. Department of Ed. And they have a broad
6 range of folks that sit on the committee.

7 Bill Mendoza, who is the executive
8 director out of the White House on American Indian
9 and Alaskan Native, oversees that process and that
10 board. And I don't -- I'm not speaking on his
11 behalf. He's in charge of the whole initiative out
12 of the White House, but I -- there is no -- there
13 would be no reason to block BIE out of presenting or
14 coming to those meetings, tribal (inaudible) and
15 voicing your opinion. I know we go regularly and get
16 updated on what's going on in the BIE through that
17 committee, because the committee is interested in the
18 BIE work.

19 So I think there should be a strong
20 discussion about how to incorporate other folks in
21 that.

22 AUDIENCE MEMBER: (Inaudible) Hopi tribe.

23 You know, I guess just to clarify NAIC's
24 role, NAIC's history has never been dealing with
25 Indian tribes. It deals strictly with the public

1 schools within states and there is a funding agency.

2 And this -- My question to all of us is
3 that, an initial -- where the executive order came
4 out by the president, there were three reasons why
5 the executive order came out on Indian education.
6 One was to reduce drop-out rate, improve test scores,
7 and also -- there was another one. It slipped my
8 mind. Increase graduation. Those are the three
9 targets initially talked about back in, I think it
10 was December. And that's what kind of started the
11 discussion on the initial merger of DOE and BIE.

12 But I guess my question in regards to this
13 concept of streamlining is that, if we are going to
14 improve those areas -- which kind of leads back to
15 the question of whether BIE schools and grant schools
16 and contract schools are in compliance with the
17 regulations -- how do we improve those by becoming
18 also ourselves more streamlined in the operation of
19 our schools, whether they be tribal, 638 or BIE
20 schools?

21 I think I'd like to add one concept
22 that -- rather than NAIC, why don't -- if we're going
23 to improve our systems, why couldn't each region put
24 together an advisory board, if you want to call it,
25 or a board that would meet with each of the regions

1 to answer some of these questions on how to improve
2 their schools within those regions?

3 Because having been in those positions
4 with a CSA or a grant school, and also working in the
5 Bureau system, was that we're never consistent on
6 meeting the problem. We receive the funds and we try
7 to set up the system or the curriculum, but we're
8 never consistent in helping one another (inaudible).

9 So I would recommend maybe instead of
10 dealing with NAIC, that we create something like that
11 for us to work on problems that we have.

12 This discussion was given to tribal
13 leaders back when the executive order was given.
14 Because my concern is public schools in Arizona
15 aren't doing a very good job either. If you were to
16 look at the data and statistics that we have, the
17 only two groups that are below Native students in our
18 public school system is those in special ed and the
19 nonlanguage speakers.

20 So I think the issue is, how do the
21 schools improve their systems? And for me, I think
22 one of the things is that you get education leaders
23 who will do the job and quit rotating the same people
24 through schools. You know, I mean, that's -- that's
25 what I see happening.

1 And I know in Hopi we have been able to
2 meet the UIP in our schools when it dealt with
3 educational leadership of the schools.

4 MR. STEVENS: You're absolutely right.
5 Research states that consistent long-term school
6 leadership, true instructional leaders leading
7 schools is exactly what turns schools around; exactly
8 what raises student achievement levels and the
9 achievement of AYP. I think you hit it right on the
10 head with how do we then, with the changes put in
11 place, incorporate -- because, as you know, this
12 administration is seeking tribal input I think more
13 than I've ever seen. And we're encouraged to
14 collaborate with tribes and meet with them and
15 discuss their individual needs. I mean, I was in
16 Havasupai meeting Mr. Watahomigie just last week;
17 spent a few days down there. So getting out there
18 and getting a better understanding of what those
19 needs are. And I think that the way to accomplish
20 that is through setting up an advisory-role board
21 that can -- can provide -- I don't want to say
22 consulting, but in a way it is. Not in this sense,
23 but, you know, advising that regional center on
24 meeting the needs of that region.

25 I think that's a great idea.

1 AUDIENCE MEMBER: Sir, this gentleman had
2 a question first.

3 AUDIENCE MEMBER: Thank you. Everett
4 Chavez, Sante Fe Indian School.

5 You know, I believe in the streamlining
6 because we're doing it ourselves. And of course,
7 again, that is -- one of the outcomes I'm looking at
8 is to sustain the success we're having with AYP. But
9 the thing that I'm always baffled by, because one of
10 the things that I think has allowed us to succeed is
11 the highest level of collaboration (inaudible)
12 mandated amongst all of the departments; we bring the
13 barriers down. Now, one of the things that is
14 baffling to me, because one of the environments that
15 we're having to operate in, there are multi-tiers of
16 authorities and mandates that come with it. All of
17 the implications that come about from decisions,
18 whether it's an executive order or, for example, in
19 our state, our state governor sought a waiver for
20 NCLB. Now, that has implications of its own because
21 we have embraced SBAs and we're going to continue to
22 do that.

23 But I'm wondering also now, what is the
24 Bureau, BIE, going to do and what's its position in
25 terms of whether they are going to seek a waiver as

1 well? And the other implications, because our
2 students are now so mobile, what kind of
3 collaborations are we having with public schools, BIE
4 schools, and all the other schools that our kids
5 migrate back and forth?

6 So to me, I think this whole initiative
7 should not just be the streamlining, but how do we
8 collaborate at the highest level? Because we have
9 multiple mandates that our students are being
10 impacted by. How do we offer them the best
11 solutions, not only instructionally, but all of the
12 support systems they must have. Because today's kids
13 are not just challenged with the academic learning
14 pieces. Now, there's the other pieces that have to
15 do with mental health, well-being, and all of these
16 things that we do a great job at, but sometimes our
17 public schools are failing. But then that causes
18 much of the population that need those kind of
19 additional support coming to our school, and then all
20 of a sudden we're bombarded with that kind of
21 situations where, you know -- and then having to
22 answer to all these mandates. But we can't seem to
23 all get together and sing one tune and agree to what
24 that is going to be. And that's an additional
25 challenge.

1 This morning we talked about the BIA side.
2 But running an institution as we are, we have three
3 entities within the Bureau system that we have to
4 deal with: the regional office because we have
5 property to manage that has no funding; we have to
6 deal with OIMC that aren't talking necessarily with
7 the BIA; and then BIE issues. And so it's a
8 challenge.

9 So how do we find that solution to
10 collaborate at the highest level so that when we
11 streamline we also maintain the level of
12 effectiveness and not lose critical bodies that
13 really provide that local-level support.

14 Thank you.

15 MR. MOORE: If I can respond to that,
16 Bart, real quick.

17 I think we propose a new policy. That's
18 what you do. You propose a new policy. Create a new
19 policy framework. I mean, I think that's what we
20 need from you folks, is feedback about what a new
21 policy framework would look like in order to do -- to
22 create that collaboration going forward.

23 MR. STEVENS: And a lot of what you spoke
24 of, the collaboration, I mean, the foundation of
25 pedagogy is structured collaboration to improve

1 student academic achievement.

2 And a lot of those things are underway. I
3 mean, the BIE has turned a corner in terms of
4 building those relationships. Not just with states.
5 And you talked about at a higher level. I mean,
6 we're meeting with the state school superintendents
7 through the council of chief of schools, state school
8 officers, CCSSO. So we're now a part of that. And
9 now we are. But building those relationships is key.

10 And so a lot of what you're talking about
11 is, how do we better align our challenges with state
12 challenges? As we heard from the Hopi tribe on --
13 they're struggling with that same demographic of
14 students of which we serve and even then some.

15 A lot of that work is underway and we're
16 going to see the results here soon. And the BIE is
17 submitting a flexibility waiver. And that's in the
18 final stages of being drafted. It will soon be
19 finalized and then it can be moved forward to the
20 Department of Ed. So that will be happening. It's
21 actually gone out to the field as far as our
22 mid-level managers for comment and input. And like I
23 said, it's still being pieced together and edited and
24 reedited. Because we want to have a perfect document
25 to move forward, increasing the likelihood of getting

1 that done.

2 AUDIENCE MEMBER: Will we be consulted
3 about that process, too?

4 MR. MOORE: Yes. I was just going to say
5 before we wrapped up, I was going to say we'll be
6 consulting on that waiver.

7 MR. STEVENS: Mr. Tortalita?

8 AUDIENCE MEMBER: Couple of questions.

9 MR. STEVENS: Lloyd Tortalita.

10 AUDIENCE MEMBER: Lloyd Tortalita, Pueblo
11 of Acoma.

12 In the 2012 budget that came out from the
13 Interior environmental subcommittee on appropriations
14 there was language in there about reinstating a
15 position with the central office that used to be
16 there that was manned (phonetic) by Gary Martin at
17 one time or another. How is it going to fit in the
18 Bureau or is it being addressed in what the language
19 that came out of that appropriation committee?

20 I know one of them is student count, and
21 that's being addressed tomorrow. But how is that
22 position being addressed by the BIE at present time?

23 And also, the other question, you know, in
24 this executive order, there's really no mention of
25 JOM in there, but the JOM language is in there;

1 meeting the unique educational needs of Native
2 American students. It's in there. So how is BIE
3 interpreting the executive order on that language
4 that is included in this executive order?

5 Also, the other question I have, and I
6 know this keeps popping up, and it is an issue that
7 we're really addressing, is the -- whether it's been
8 proposed or -- JOM or BIE being moved from the
9 Department of Interior into the Department of
10 Education. Is that something that's been addressed
11 or is that something that we shouldn't worry about
12 or --

13 I'm worried about it because of the trust
14 responsibility. And a lot of the -- I know the
15 tribes and I know Pueblo of Acoma, I know Governor
16 Vicente's grandpa pounded that into us when he was
17 governor. He kept pounding the table and he kept
18 saying, do not let the government get away from its
19 trust responsibility (inaudible).

20 And so, you know, those are three issues
21 that the National Johnson-O'Malley Association
22 addresses the issue on, like I said, the central
23 office. Also the language in the executive order,
24 and this issue of a proposal maybe of transferring
25 BIE or JOM.

1 And I'm glad the young lady brought up GPA
2 (phonetic), because that's a concern that we also
3 have. Because we're -- ever since the reorganization
4 happened back in 2006 to date, we haven't been
5 provided -- we don't have any technical assistance
6 from our education line offices. Especially in the
7 Southwest and Albuquerque. And it's something that
8 I've been -- we're trying to work with Mr. Silva, who
9 is the education line officer in Albuquerque in the
10 New Mexico south. And we really don't get that much
11 communication with the New Mexico north. But it's
12 not happening. So I'm concerned about that, and how
13 some of these programs fit now into the BIA, you
14 know, 638 contracts, the programs, higher education,
15 higher JOM (inaudible) education, because we're not
16 getting the consultation.

17 Also the problem of having to go through
18 the BIA for funding, they have -- you have the BIE
19 office, but all the funding comes through the BIA
20 side of the line office. I mean, the person that
21 handles the -- whatever they call it. Awarding
22 officials.

23 And I know Darryl (sic) -- the young man
24 from Ramah was there, and we thought we had -- we got
25 it straightened out, but now we're -- ever since

1 Darryl (sic) left we're back in the same position.

2 Those are four areas that, you know, we're concerned
3 about and one area I'm really concerned about.

4 MR. TSOSIE: All right. I'm just going to
5 answer one part of your concern, your concern about
6 the BIE going underneath the Department of Education.
7 There was talks here and there. Nothing -- nothing
8 firm or anything like that. But that concern was
9 actually brought up one time I think at TIBC, at TIBC
10 in Washington, D.C., and the tribal leaders came down
11 and said absolutely not. So those rumblings, those
12 little talks here and there, it's not even on the
13 table right now. With this secretary, this assistant
14 secretary, it's not a question. So I just want to
15 answer that one portion there. It is not on the
16 table to put the BIE underneath the Department of
17 Education.

18 MR. MOORE: I think your purpose for this
19 question, was it an EPA position? That is, the
20 environment protection kind of position?

21 Your first question, was it around an EPA
22 or environmental position?

23 AUDIENCE MEMBER: Yeah, it came out of
24 the -- it was in the 2012 appropriation, the
25 greenbook. And it did address students (inaudible)

1 and hopefully happening. And then also the issue of
2 the position that used to be there. We requested
3 that it be reinstated and that along with the funding
4 came that statement.

5 MR. MOORE: I was aware (inaudible)
6 anything environmental (inaudible) OFMC office under
7 the DAS-M. So it wouldn't come through -- directly
8 to me at the central BIE office. So I would have to
9 follow up on that.

10 On the JOM piece, I would like to just
11 wait. We're going to talk about all things JOM
12 tomorrow. So if we can talk about those issues
13 tomorrow and get through this today, would that be
14 okay with you?

15 AUDIENCE MEMBER: You know, the issue of
16 the JOM language being included in the executive
17 order, but there is no mention of JOM in there.

18 MR. MOORE: We'll talk about all that
19 tomorrow if that's okay with you.

20 AUDIENCE MEMBER: Okay.

21 MR. STEVENS: Who is next?

22 AUDIENCE MEMBER: Since you brought up the
23 executive order, and since you brought up research
24 shows, I'm not -- I don't want to sound like I'm
25 hounding on DPA, but we've had multiple executive

1 orders. And even the language in Title 7 which says
2 addressing the unique needs of American Indian and
3 the Alaskan Native learner. And yet we have the DPA,
4 through other school improvement grants that actually
5 require that we use scientifically research-based
6 programs that are actually right out of educational
7 corporations. The sole job is to make money. And
8 yet we don't -- yet -- and yet DPA does not allow us
9 to use programs that actually have been -- have
10 indigenous research behind them. So there is a
11 disconnect there between what we believe we should be
12 doing to address the unique learner by implementing
13 programs that are sound and that are actually done by
14 our own indigenous researchers, but then we have the
15 DPA saying, no, you can't do that. You must use
16 these so-called scientifically research-based
17 programs, that are, of course, not researched for the
18 most part on our Native kids, are not researched on
19 students of lower-socioeconomic backgrounds. And
20 unfortunately that's most of our children right now
21 where we're grouped.

22 But in order to follow through with the
23 executive orders, I would request that DPA begin to
24 allow us to, as tribally-controlled schools, identify
25 what types of programs are most beneficial to our

1 students. To me, the only thing they should be
2 responsible for is that we submit a sound budget and
3 that we actually adhere to that budget. I don't -- I
4 really would appreciate it if they would let us do
5 the compliance piece of it. We know what we're
6 doing. We're the Native American educators of the
7 Native American kids, and we know what works for
8 them. But it's a constant disconnect and it's a
9 constant battle with DPA telling us, no, you can't do
10 that; you must use, okay, some of their programs.
11 And I'm trying to remember right off the bat what
12 they are and it's just not -- I'm not able to do
13 that.

14 But the thing that upsets me about those
15 is that many of the programs that they require that
16 we utilize don't prepare our kids for Algebra I,
17 thinking about the math program. They are using
18 notes, no memorization; they are scripted. And they
19 usually only have a very limited amount of
20 usefulness. The students don't remember, so they
21 can't do any of the critical thinking that is
22 required of our assessments which says you must
23 explain your answers.

24 So I guess to conclude with the executive
25 orders and the research shows, I'm just asking that

1 DPA allow us, as Native learners, to implement those
2 programs that we feel are best beneficial to our
3 students.

4 Thank you.

5 MR. MOORE: And if I can just answer that.
6 I'd like to answer both really quick.

7 There is two types of money that we
8 receive: obviously the Interior-appropriated money,
9 which is, you know, roughly 900 to a billion dollars;
10 and then we have the other side, which is the U.S.
11 Department of Ed, around a quarter of a billion
12 dollars that we get from the Department of Ed. So
13 sometimes the two get crossed and misunderstood and
14 there are different guidelines and requirements and
15 assurances with two different moneys. So sometimes
16 we're talking about Interior-appropriated money and
17 sometimes we're talking about the U.S. Department of
18 Education money. And the U.S. Department of
19 Education money that comes to us oftentimes -- not
20 often actually, always does have assurances,
21 guidelines, a strict, you know, piece that we have to
22 follow in order to be able to receive the money. And
23 so sometimes those lines get crossed with
24 Interior-appropriated money.

25 Now, one of the two programs (inaudible)

1 those are Interior-appropriated. One of the things
2 we're doing right now is evaluating those programs,
3 taking a look at them. We agree with you. As a
4 former decade-long classroom teacher and school
5 administrator and state Indian Ed office
6 administrator, one of the things that we need to take
7 a good hard look at is the (inaudible)
8 prescriptiveness of those programs, and what are the
9 requirements with those dollars and how we can take a
10 look at changing those.

11 So we're in the process of doing that.
12 Those two programs are Interior-appropriated, they
13 are not through the U.S. Department of Education. So
14 we have more flexibility on that side with the
15 Interior-appropriated supplemental programs for
16 reading and math; take a look at the guidelines you
17 have with those. So I'd take a look at those now.

18 MR. STEVENS: I would like to add that the
19 critical piece that's left out of this most recent
20 discussion is student achievement data.

21 And I'm under the impression, or the
22 belief, rather, that if we can see growth in student
23 achievement with a research-based program, that -- I
24 think I -- and if it's working and you're seeing the
25 student achievement growth, I think there needs to be

1 some give-and-take. Because, as you know, with SIG
2 (phonetic) specifically, there are those criteria
3 that need to be met. And one of the criteria is
4 implement a scientifically research-based program.

5 What that program is, in my opinion, what
6 I would support is one that you're seeing the growth
7 for your students. And I think that, as a tool, it
8 can be discussed and talked about. We've done that
9 before in years past with schools that have programs
10 that receive a specific funding amount to implement a
11 strategy. And we're seeing that growth.

12 I don't think it's our place -- or I don't
13 think it's my place to change a program if we're
14 seeing the growth. And if it's scientifically
15 research-based and if it's meeting the Department of
16 the Interior, again, where that funding source came
17 from, whether it's SIG (phonetic) through the
18 Department of Ed with those strings attached or
19 whether it's (inaudible), we need dollars which don't
20 necessarily have the exact strings but, nonetheless,
21 have requirements.

22 So then that's my perception of the issue.
23 And that's one that I'm willing to take a look at
24 that local data, seeing the growth.

25 As those of you that either do or don't

1 know, the SIG (phonetic) piece of it is kind of a
2 last-ditch effort -- and those are my words -- of
3 addressing the academic needs of the lowest-achieving
4 schools in our organization, the bottom five percent.
5 So they are at a point where drastic strategies need
6 to be implemented; they need to be implemented now.
7 And sometimes that (inaudible) rolls out from the DPA
8 or from the line office or (inaudible) or what have
9 you focuses on just that.

10 So it's designed for, you know, those
11 rapid school improvement indicators that are our
12 (inaudible), and this is the things that we're
13 tracking to turn that school around, because we're
14 basically at that point that changes need to happen.

15 How that happens, in my opinion, should be
16 based on student achievement data growth that we see
17 or lack of growth.

18 AUDIENCE MEMBER: (Native American
19 language spoken.) My name is Gloria Johns and I'm
20 from Forest Lake Community and I'm a member of the
21 Navajo Nation Board of Education, recently selected
22 to serve on the board.

23 I just want to say good afternoon to each
24 and every one of you and thank you for traveling such
25 a great distance to come here and be able to sit

1 among you and listen to your conversation, your
2 questions and so forth. And I do believe -- I have
3 been in education, retired educator. And I think,
4 though, over the years, in looking at our children,
5 many times I think as Native people we need to go
6 back and remind ourselves, what is it that we really
7 want for our children, our grandchildren, and our
8 great-grandchildren and the generations to come? How
9 are we going to be as Native people, indigenous
10 people of this land? And what are some of the key
11 components that our children need to be aware of?

12 And I think our language is very, very --
13 so critically important. We need to hang on to our
14 language, our way of life, our culture, our history.
15 I think we need to be very adamant in making sure
16 that it is the basis for our education. And in my
17 thinking about your discussion this morning, you
18 know, everyone is saying -- and I support -- that the
19 BIA, the tribal government, the State needs to listen
20 to us; specifically what it is that we -- what our
21 needs are. And they need to come and see where we
22 are coming from, our way of life. And I think that's
23 very important.

24 And with the educational system in the
25 same way. We hear of so many programs through the

1 public schools, through BIE schools, contract grant
2 schools, there are so many programs out there. And
3 then also seeing what results are available. All
4 schools -- Since we are here representing the tribal
5 governments and the community and also educators, I
6 think what we need to do is continue to meet. And I
7 like what the Hopi chairman was saying about maybe
8 creating some task force committees of this group,
9 possibly to address not only BIA issues, but BIE as
10 well. Because we come from all -- all different
11 entities from our communities. And so address our
12 curriculum; address our social needs; address our
13 (inaudible) and resource. What is it that we want
14 our children to be taught?

15 And right now, you know, with the state
16 standards and also the high state testing is what
17 we're driving our kids through. But what about our
18 language? What about our way of life, our history
19 and our culture? How much of that is of importance?

20 And I think being critical thinkers about
21 these issues, our issues that actually face us today,
22 young people -- I mean, right now the reality, what
23 we're facing on our reservation is, you know, the
24 water settlement issue. That should be in the
25 curriculum. How come it's not? And also about

1 sacred lands, and talking about the desecration of
2 sacred lands. How come those are not in our
3 curriculum? But yet other high state testing
4 information is required of our kids.

5 And I think coming back to the
6 community -- And as a grandmother, I truly believe
7 our children need to be taught the language, the
8 history, and the culture, and also about the issues
9 that face them, that's going to be facing them in the
10 years to come. That is so important.

11 And I think with the -- getting an idea of
12 what -- what works. We put a lot of money into
13 different consultant firms and also the testing
14 materials and also even the reading programs, math
15 programs. A lot of the money goes to those
16 companies. But in many cases, you know, like what
17 you're saying, you know, what are the results telling
18 us? If they are research-based material, how does
19 that impact and how does that measure our Native
20 children? And then what needs to be -- what needs to
21 be also altered or modified, that comes back to us as
22 the community people. And I think we need to keep
23 the dialogue going. If you're line officers, if
24 you're, you know, the superintendant, if you're a
25 grandmother, if you are a teacher, if you're a

1 superintendent, if you are from the -- from
2 Washington, D.C., you know, and all tribal members, I
3 think we need to talk about all issues, not just
4 certain specific issues saying this is only this.

5 And also, I think through the educational
6 process we need to tell BIE, you know, that these are
7 what we want for our children. And let us be a part
8 of it, if you would listen to us, in terms of how,
9 how we're going to create, you know, a model of such
10 to where it's going to really make a difference and
11 impact the lives of our children so that we have, you
12 know, that continuation, that dialogue happening, and
13 also a group like this that's going to continue to
14 work together. Because right now it's like programs
15 are all different. You know, I'm doing this program
16 here and which is different from another program
17 here. And if you are a public school, you know,
18 these are your requirements. If you're a BIE school,
19 these are your requirements and these are your
20 standards. And if you're a tribal grant school,
21 these are your standards and so on. What about
22 bringing all those standards together and seeing kind
23 of how all those standards come and fit our children
24 and see what is important to us that needs to be
25 taught? Rather than everyone doing separate things,

1 come together, congregate and also collaborate on
2 ideas and issues. And I think we can -- That way we
3 have a pretty good idea of what we're all talking
4 about in terms of understanding one another and what
5 our needs are.

6 So that's pretty much where I'm coming
7 from as a -- you know, a former educator. And I'm a
8 grandmother, so I'm in the process of teaching my
9 grandchildren, you know, the things that are -- I
10 feel it's important that I offer them from here on.

11 Thank you so much.

12 MR. STEVENS: Absolutely.

13 MR. MOORE: And I just want to make a
14 (inaudible) language and culture.

15 The BIE, through its ICEP formula, last
16 year (inaudible) gave \$24,360,100 to all of the
17 schools across the country. I believe we're the
18 greatest entity in terms of supporting language and
19 culture through the appropriated dollars that we give
20 specifically through ICEP for -- directly for
21 language and culture.

22 Break that down a little bit. In Pine
23 Ridge where we have seven schools on the Oglala
24 Nation we give just under \$2 million to those seven
25 schools on behalf of language. And so that's

1 specifically designated through the ICEP formula to
2 teach language in the curriculum in the classroom.
3 So, I mean, I respectfully think, you know, that we
4 do a nice job of trying to support language and
5 culture. Obviously, through the tribal grant system
6 102 97 (phonetic), it's been around since 1988; the
7 tribes have been directly governing and running their
8 schools and where we don't weigh in those schools at
9 all, in those schools at all. They have their own
10 school boards; they set the curriculum; they set what
11 the day will look like; they implement their programs
12 and what they run in their schools. Obviously there
13 are U.S. Department of Ed programs and different
14 supplemental programs that, if they do access, come
15 with assurances and guidelines that you have to
16 follow. But day to day, year to year tribal grant
17 schools have the freedom and autonomy to implement
18 what it is they want their youngsters to learn and to
19 do in those schools.

20 And then the other piece -- and I couldn't
21 agree with you more on the state standards and
22 assessment. When NCLB was implemented, we went
23 through a negotiated rule making (inaudible) BIE, and
24 it was obviously not around SAB (phonetic), but the
25 BIE went through a negotiated rule making with tribes

1 to say, how do we want to meet this guideline of the
2 assessment standards and assessment? And through
3 that process with consultation directly
4 negotiating -- setting negotiated rule making with
5 tribes, everyone agreed that it would be best to
6 follow -- what I think is unfortunate -- the state
7 standards and assessment where their schools were
8 located. Which that set in place for us, then, to
9 have to follow 23 separate standards where our
10 schools are located, 23 separate state standards
11 where all of our schools are located, and 23 separate
12 assessments.

13 I can tell you for us logistically that's
14 a nightmare. And unfortunately for us, as Native
15 people, I don't think it was a good idea. I think we
16 would be a lot further down the road if we would have
17 at that point said, we look forward to developing our
18 own standards and our own assessment and finding a
19 way to address that issue.

20 Today I think we have the opportunity, and
21 this will be in our waiver and one of the things that
22 I support, is the common core. The common core, if
23 we develop the common core -- We have 15 percent
24 flexibility within those standards under the common
25 core to implement 15 percent of the standards, what

1 we would like our youngsters to learn. And for the
2 BIE, I think we would be a long way down the road if
3 we would, with that 15 percent, figure out what it is
4 culturally that we like our students to learn across
5 the country. And also it would put us on a better
6 path in terms of research and being able to get our
7 curriculum across the entire country and implement
8 then what it is that we feel our youngsters need to
9 learn, instead of following the 23 separate state
10 standards and assessments that we have today.

11 Now, some folks may be against that. But
12 what I would say to you is that we at least have the
13 15 percent flexibility to infuse what it is
14 culturally across curricular areas -- math, reading,
15 science, social studies -- what it is we want our
16 youngsters to do. And if you think you'd be better
17 off following the state standards and assessment,
18 we'll have the opportunity then again to follow the
19 common core or whatever it is that the states will
20 decide that they want to adopt for us again. And we
21 can follow that if we wish. But I think, again, it
22 gives us the opportunity, as Native people, to begin
23 to start to own our own state -- our standards and
24 assessments and what our youngsters learn if we can
25 work together in a common-core environment to

1 implement a standard and assessment process.

2 So I think those are some opportunities
3 that we have in front of us and I think they are
4 exciting opportunities for us to (inaudible).

5 AUDIENCE MEMBER: Good afternoon,
6 Mr. Stevens, Mr. Moore, (inaudible).

7 My name is Jonathan Hale. Chairperson for
8 health, education and human services for the Navajo
9 Nation Council.

10 Good afternoon visitors, guests,
11 colleagues, honorable tribal leaders. I have
12 documentation here on behalf of the Navajo Nation
13 that specifically addresses certain issues regarding
14 what is being proposed here, BIE streamlining. I'll
15 give you a copy. It's in written form. And just
16 rest assured that probably won't be the end of it.

17 But let me read off just a couple points.
18 There is seven pages to this document. I don't want
19 to take up too many people's time, but for the record
20 I'll just go by the bullet points.

21 First, the Bureau of Indian Education
22 needs to provide the Navajo Nation with a full
23 disclosure of all the relevant information regarding
24 the streamlining and reorganization of the BIE,
25 including a detailed organizational chart, proposed

1 cuts, budgetary information, number of positions and
2 offices proposed to be reorganized and/or
3 streamlined.

4 The BIA -- the BIE and federal government
5 should exercise caution with regard to honoring the
6 terms of the Kempthorne settlement agreement.

7 Proposed cuts need to come from BIE middle
8 management and hold harmless offices, programs, and
9 services that are currently provided at the local
10 level.

11 The Navajo Nation strongly supports the
12 establishment of a Navajo Nation State Education
13 Agency.

14 Clear job descriptions are needed for the
15 education line offices and the ELO positions.

16 Analysis of the impact on administrative
17 cost grant and ISEP funding levels.

18 Analysis of the impact on BIE support
19 services.

20 Analysis of the impact on organized labor
21 and collective bargaining agreements.

22 Analysis of the impact upon new school
23 construction and technology infrastructure.

24 Proposed impact upon student achievement
25 and test scores.

1 What is the projected
2 cost-benefit/cost-detriment to Navajo Nation schools?

3 How are funding agreements and cash flow
4 processes going to be developed?

5 Proposed closure of offices and
6 elimination of positions.

7 The Navajo Nation also requests the
8 following specific information by each program
9 regarding the funding amounts currently distributed
10 to these schools, and all agency-level administrative
11 components now providing oversight of the grant
12 school and direct supervision of school supervisors
13 of the BIE-operated schools.

14 Specifically, these are questions that, I
15 guess if you can respond to and respond in a written
16 document, it will be appreciated.

17 This, on behalf of collaboration of all
18 BIE schools and the Navajo Nation Board of Education,
19 and also the superintendent of schools, Mr. Tah, with
20 collaborative questions, was then developed I believe
21 yesterday and then here it is before you today.

22 This will make a clear presentation to the
23 Navajo Nation as far as governmental entities are
24 concerned of the best (inaudible) the students of
25 Navajo and what direction we're going to follow.

1 So like any other statement I have made
2 before, whether it be BIA or BIE, consultation
3 (inaudible) a written form creating a paper trail
4 will basically be a guiding light into what we do as
5 far as the benefit for our future children.

6 So with that I leave that to you all. You
7 can respond if you would like, but more questions
8 will then follow in our discussions with our health,
9 education, and human services committee (inaudible)
10 the 22nd Navajo Nation Council.

11 Thank you.

12 MR. STEVENS: I would just like to restate
13 to the group that the impact of the reduction of
14 education program management is not (inaudible) it's
15 not anything associated with the funding that goes
16 directly to schools, including the administrative
17 cost of (inaudible.)

18 At education program management, we
19 respectfully accept that written comment and we will
20 review it and have a written response as well.

21 MR. MOORE: Yeah. Much of that
22 information is being uploaded to our Web site today
23 regarding information that you asked for about staff
24 and dollars appropriated to line offices and the
25 organizational chart. And all of those pieces will

1 be on the streamlining Web site as of today.

2 What is (inaudible) we will obviously
3 respond.

4 AUDIENCE MEMBER: Mr. Stevens?

5 MR. STEVENS: Mr. Begay.

6 AUDIENCE MEMBER: What is the timeline?
7 June 1st?

8 THE COURT REPORTER: I'm sorry, I can't
9 hear you.

10 AUDIENCE MEMBER: My name is James Begay,
11 Navajo Nation Board of Education president.

12 What is the timeline to respond to this
13 by? June 1st, as mentioned at this morning's
14 presentation?

15 MR. STEVENS: As far as responding in
16 writing?

17 AUDIENCE MEMBER: Yes.

18 MR. STEVENS: Providing a comment to the
19 streamlining?

20 MR. MOORE: June 2nd.

21 MR. STEVENS: June 2nd. June 2nd.

22 AUDIENCE MEMBER: I believe our leader
23 from Navajo Nation, Mr. Hale, mentioned that there
24 was quite a few things in here, that we want the BIE
25 to analyze a lot of them. I thought we needed more

1 time beyond June 1st to do that because, when we
2 requested the BIE to do more analysis of a lot of
3 these schools, certain things, and even at the
4 middle-management places, we proposed to have a
5 decrease in personnel. (Inaudible) is that you
6 mentioned about reductions, staff reduction, all
7 that. How many are retiring? What is the estimated
8 cost for these people to retire? Is it close to the
9 three million that is up there? We don't have these
10 figures. This morning's presentation had some
11 figures to show for it, so we need that.

12 Also, the last one is just the Kempthorne
13 settlement agreement; can you respond to that?

14 MR. STEVENS: To address the first piece
15 about the budget information and how that breaks down
16 in savings and reductions and so forth, it's all part
17 of the consultation Web site that Mr. Moore just
18 mentioned. So it's all posted as of today. If you
19 go to that Web site, all of the documents that you're
20 requesting pertaining to the savings proposed is on
21 that Web site.

22 MR. MOORE: (Inaudible) Kempthorne
23 agreement is the (inaudible) or the settlement
24 agreement. And so, you know, we've brought that to
25 you. Obviously the assistant secretary is very aware

1 of those settlements and the issues that come with
2 them. And I think the language that is -- you know,
3 that's going to have to be addressed here --

4 And I'm going to ask Bart to get through
5 the last two slides before we take another question.

6 -- will be the language (inaudible) that
7 reference the issue of budget. And that's going to
8 be the language in there that's going to be
9 important. And I think that if you pay attention to
10 the fact that, the only way that we can streamline or
11 change what was in that Kempthorne agreement is due
12 to what we're appropriated budget-wise. And if we
13 can't meet those guidelines due to appropriated
14 dollars, then we come out and we do this and we
15 consult and we share with you that, even though that
16 settlement is in place and there's a Kempthorne
17 agreement on the reorg the last time, that we need to
18 be able to show you that -- through the budget, that
19 we're going to be -- we still are going to have to
20 have a change. And that's where we're at today. I
21 think you'll see that when Bart goes through the last
22 two slides.

23 And then we do have information on the
24 specific retirements and so forth, folks that are
25 close. And we can get you that; it will either be on

1 the Web site or we can get that to you in writing as
2 well.

3 MR. STEVENS: Which is very similar to
4 what was discussed this morning with BIA, the
5 incentives for retirement and so forth.

6 Let me get through these slides and then
7 we'll go right to Mr. Garcia for his comments.

8 This is just a summary of what I already
9 talked about, the overall reduction that needs to
10 take place. And we talked a little -- I talked a
11 little bit about the resource sharing, those
12 reductions that we talked about, and Ms. Sandoval
13 also commented on in terms of DPA's role and the
14 research sharing of those Department of Ed dollars
15 that can still come and provide the function so the
16 mission doesn't change. Talks about the potential
17 consolidation and how all this will require input and
18 full support and participation of the tribes.

19 This breakdown where we were at FY 10 on
20 education program management funding amounts,
21 \$19.1 million was significant in 2010. And that's
22 when a lot of the staffing (inaudible) line offices
23 and that whole initiative moved forward. And then
24 you can see a reduction in '11 and then again in '12,
25 and then the proposed presidential budget of

1 \$11 million, which we talked about, for education
2 program management. And that's where I made the
3 comparison between the 14 million in salaries and the
4 11 million of all operations, which includes
5 salaries.

6 MR. MOORE: Let me say a couple things, if
7 I could.

8 So what this means for us here is we
9 talked about education program management, the line
10 office, on up to the director. What it means is
11 that, just to stay structured the way that we are
12 today, we need \$14.8 million in order to fund 23 line
13 offices and fund all those positions that we have.
14 So that's not operating expenses, that's not anything
15 beyond just paying salaries and benefits.

16 So when we go to 11.8, you can see that
17 we're going to be \$3 million short just to stay
18 manned human resource-wise the way we are today. So
19 when Bart at the beginning said there is really no
20 way for us to go forward the way that we are today,
21 there's really no way for us to go forward structured
22 the way we are today. We just are going to be three
23 million short just to pay salaries and benefits.

24 So that's how important this discussion is
25 to us, is we are not going to be able to do it. We

1 just won't be able to fund ourselves that way.

2 So we'll go through with (inaudible)
3 VERA/VSIP and early retirement and all of the
4 incentive things that we can do, but that's not going
5 to, for us, be good enough. I mean, we're going to
6 have to do something. So I want to be clear on that
7 with you so that we all understand that, that we
8 won't be able to go forward.

9 What that really means for us is
10 interesting. We manage anywhere between, you know,
11 1.1 to \$1.4 billion depending on the fiscal year.
12 Right now we're at about 1.2 billion. And mostly
13 indirect -- you know, indirect administrative costs,
14 folks operate on about eight to ten percent. So if
15 you look at where we're going to be -- and on one
16 hand I heard somebody say cut middle management.
17 Well, this is middle management. So we're cutting it
18 all the way to here right now. And then on the other
19 hand I hear another lady say, but I don't want to
20 lose my education specialist, which is middle
21 management. And so what I'm saying to you is that
22 we're going to be about one percent indirect
23 administrative costs to manage our budget.

24 So I think we've worked hard to not impact
25 the school-level programs and cut middle management.

1 We're talking about most organizations operating on
2 an eight to ten percent administrative budget when
3 they manage money, and we'll be right down to about
4 one percent. In the BIE we're able to manage and do
5 oversight and make sure that we're doing all the
6 things that we're called upon inherently as
7 governmental employees to make sure that the right
8 things are going on with the money that we receive.

9 And that's probably our biggest job in
10 Washington, D.C., that I don't think folks
11 understand, is that there are a ton of regulations
12 and a ton of requirements for all of our programs,
13 for all of our dollars. And there isn't a day that
14 goes by that we aren't requested from the Hill, from
15 the Department, from the OMB, from somebody about our
16 programs, the fidelity of the money, the data, how
17 many students are you impacting, are they doing
18 better, what are their outcomes. Those are all of
19 the pieces that we try to perform to defend our
20 budgets and our programs and our moneys that go out.
21 And so you can see where we're going to be. I mean,
22 we're really -- we're at a scary point, I think, if I
23 can say it honestly as the director, because the
24 future fiscal years don't look great. We're going to
25 probably be hitting 18 trillion in debt by the

1 federal government. We have our next election coming
2 and the American people are calling, you know, that
3 we need to do something. We need to act. We need
4 less government. We need cuts. We can't keep going
5 in debt. And if that means future fiscal years being
6 difficult, it's going to be scary for all of us, what
7 that means. Nobody knows what that looks like, but
8 it isn't going to -- we're not going to see increases
9 here in these numbers anytime soon. And for us at
10 middle management, trying to manage and defend
11 programs administratively on a one percent budget, if
12 we get further cuts, I mean, we might as well just
13 shut the doors and say, you know, good luck and away
14 we go.

15 So I just want to be clear, I want to be
16 honest, I want to be forthright so that we can have
17 the best conversation that we can going forward
18 around these issues and that you feel totally
19 informed about where we're at today.

20 MR. STEVENS: This is almost an identical
21 slide to what BIA shared this morning as far as the
22 incentives. VERA and VSIP. We will be going through
23 the same exercise. Predictions are hard to get as
24 accurate as we possibly can on percentages or exact
25 numbers of employees. We do know those that are

1 eligible, but, again, this is -- as you can see, it's
2 voluntary.

3 Other things happen -- if a reduction were
4 to happen, then those that are eligible for
5 retirement are required to retire. Then we can get
6 an accurate -- more accurate count of what amount of
7 employees or percentage of employees are covered by
8 that.

9 We talked a little bit about what we need
10 information on, what it looks like, as Mr. Moore
11 said, on the consolidation of offices and service
12 delivery. Again, the mission not changing and our
13 commitment to Indian Ed not changing either and
14 doing -- accomplishing tasks through a different
15 venue of funding.

16 We talked about residual staff, the key
17 sites throughout the BIE service delivery area.
18 Ms. Sandoval (inaudible) services that she received
19 for her education specialist at her line office and
20 others that receive the same, as far as that goes,
21 what that would look like and where that would be
22 funded from.

23 We talked about if sufficient FTEs take
24 early-out or buy-out incentives, would we reach the
25 3-million target. Probably not. It depends on who

1 takes advantage of the early-out. We can calculate
2 those that are eligible for retirement, but we can't
3 really anticipate who would take the early-out and,
4 again, if they change their mind throughout the
5 process.

6 So a combination of savings through FTE
7 reductions and overhead costs should be used to meet
8 the budget targets, (inaudible) that's the same
9 language and guidance that's been provided by the
10 Department.

11 Okay. Mr. Garcia.

12 AUDIENCE MEMBER: Thank you.

13 Joe Garcia, Ohkay Owingeh. If you will
14 bear with me. (Native American language spoken.)

15 With all due respect, I simply have made a
16 statement in my Native language. That's Tewa, Ohkay
17 Owingeh. And what I've talked about is a little bit
18 about the thing that was brought up via Ms. Sandoval
19 about the development of standards. And so what I
20 said was, that if people don't understand our way of
21 life, if they don't understand our language, if they
22 don't understand our culture, if they don't
23 understand our tradition, how are the
24 scientifically-based, research-based approved formats
25 going to work? That's using somebody else's

1 standards.

2 And what I think we're proposing is that
3 there's a lot of research out there that
4 indigenous-related, indigenous people that understand
5 our way of life, our condition, our culture,
6 community-based activity and all of that, they have
7 done that, but they are not approved or they are not
8 accepted by the compliance or the people that approve
9 what is -- what suffices and what works as part of
10 their requirement.

11 And so if we can't develop that on our
12 own, we're at a Catch-22. We can't develop it so we
13 can't use it as a standard. And if we use it as a
14 standard, we probably won't get funding because we're
15 out of compliance. We're out of compliance. And out
16 of compliance means we're going to -- we're going to
17 withhold some of your funding until you meet
18 compliance, and it goes around and around.

19 And so, you know, I think this is the
20 innovative thought about how we can improve in the
21 Indian education. But it's got to be something that
22 we talk about, not just something that we look at and
23 say, here are your options. Some options that we're
24 thinking of and that BIE is thinking of, we're not
25 even to that point of discussing it, what options

1 might be available.

2 It's just like what we went through this
3 morning is that, we went through assessments that had
4 been done, and so out of the assessments came some
5 recommendations. And the reports were there. But
6 unless we have gone through similar assessments
7 collectively, then we're only seeing the end product
8 of what -- we suppose that they asked the right
9 questions, whoever was doing the assessment. And
10 from what I was able to decipher this morning, is
11 that there were a lot of questions that were not
12 asked in the right way and in the way the process
13 went, whatever it was called. I guess I consider it
14 a business improvement process. If the right
15 questions were not asked, then you come up with the
16 wrong information in terms of input from the internal
17 people, as well as the external people, us. And so
18 our comment may or may not be relevant to what needs
19 to be fixed.

20 And so one question that hopefully you can
21 respond to is that -- that last slide or the one that
22 had the cut, it had the numbers in reduction from
23 2009, '11, '10, and we're here at 2012. It's a crazy
24 question, but I'm going to ask it anyway because my
25 three brain cells that I have left are going like

1 crazy here.

2 Let's say that BIE didn't do anything.

3 You just continued your mode of operation the way
4 you've -- the way you've done it last year with a
5 different budget level, and you continue those same
6 operations until you ran out of money. That's an
7 option. And it's a crazy option, but, you know, the
8 real question for me -- this is just me, Joe Garcia,
9 soul fa a win a (phonetic) from Ohkay Owingeh --
10 saying that there are a lot more options that can
11 apply to how we might address this.

12 For instance, we've not heard what is the
13 most critical area that needs to be addressed. And I
14 guess in terms of what you're talking about, the most
15 critical one is that we don't have enough money.
16 Well, the next question would be, okay, of all the
17 things that BIE does, which of those things have high
18 priority relative to providing services for our
19 Indian students?

20 We know what that is, then we can say this
21 is such a high-priority item, we are going to spend
22 80 percent of our time addressing that issue. And in
23 my mind, I do not believe that it's reorganizing.
24 It's the same way with the BIA effort. I think that
25 the reorganization comes secondary to providing the

1 improvement efforts and the processes, and the way
2 you've looked at asking the question, then doing the
3 assessments. So if you look at it from an
4 operational services related activity, it comes out
5 and you do -- it may be just -- I don't know what it
6 would be, but, based on your assessments, it is
7 not -- it doesn't say you guys need to reorganize. I
8 don't think it says that. But we're taking that
9 initiative. And all we're saying is that, if we were
10 reorganized in this way, we'll make improvements, all
11 these improvements. I don't think these correlate
12 that way. And they don't correlate that well.

13 And even the reorganization that was done
14 in the previous org chart that we had with the BIA in
15 '99 or whatever it was --

16 MR. STEVENS: 2006.

17 AUDIENCE MEMBER: Yeah. It was another
18 exercise that was driven by, okay, the solution is
19 we're going to reorganize and then we'll fit all of
20 the tasks and the related functions and the personnel
21 and all of that into these boxes. And so we're sort
22 of going through the same exercise.

23 But I think if we looked at the function
24 and the flow of processes, there are probably some
25 areas that are desperately in need of correction.

1 Yes, agree, and we all agree with that. But there
2 are some areas that work pretty well. And if we don't
3 identify which of those processes or work flows work
4 really well, we can't use them as a model to move
5 some of these weak areas into that mode.

6 And part of that is just the quality
7 improvement operation from an operations standpoint.
8 And from that then you develop your org chart based
9 on quality. But it's got to be consistent and it's
10 got to be continuous. It can't be an exercise and it
11 can't be a consultation session; one here, one over
12 here, one over here. Because we don't know specifics
13 about what needs to be addressed in each of these
14 sessions. And if we did, we would be better off.
15 But we're not there, and so we're going to -- you're
16 going to probably hear a lot of things that are
17 related at the next session. Probably a lot of
18 things that are not related, but there will be a lot
19 of complaints about things that have not (inaudible),
20 but those are described in the way work is done in
21 the organization.

22 And unless we look at the flow process for
23 work flow, if you will, those weaknesses can't be
24 improved in those areas. But if we consolidate
25 everything into one big effort by addressing it

1 with -- organizational, moving the boxes, then we
2 possibly will be in the same boat, as many tribal
3 leaders have said, in the next five years. We'll see
4 another revival of this kind of effort.

5 And so I think that the -- you all
6 commended -- you ought to be commended for taking on
7 this initiative because it's not an easy task. If it
8 was, it would been done.

9 And so it's a hard effort, but I think
10 understanding the improvement processes and improved
11 performance in all of those things are critical in
12 being successful.

13 And so I think that the consistency is an
14 important piece. The buy-in from the employees, from
15 the top level all the way down to the people out in
16 the field, and in this case the customers. And so if
17 you were doing this with a customer-driven, like a
18 business out there to make revenue, we'd be doing it
19 that way because the customer is the most important
20 piece. Without the customer you ain't got nothing.

21 And so in this case, we are the customer.
22 The tribal members that receive those services and
23 the processes, the federal government services, are
24 the customers. In education, it's our students, all
25 the way from the little guy to the elders or to the

1 older folks.

2 And so it's just a comment. And I needed
3 to make the point about the compliance with the
4 scientific-based research. And I think that, you
5 know -- I'll tell you a story.

6 There was a group of people studying
7 language and so they talked to me about language and
8 they talked to me about -- it was just an isolated
9 stovepipe-approach about language. And so when I
10 related to -- and this is our way of life. I said, I
11 can tell you all these things, but the thing that we
12 believe in in our way, in the Pueblos, especially
13 Ohkay Owingeh in my case, things that we talk about
14 in our holy place, kiva, and other traditional home
15 things, there is no translation in English for a lot
16 of the words that we speak. And it becomes very,
17 very emotional when you try to teach that to our
18 young ones and you use it in an educational
19 environment that is a dominant-society structure and
20 we lose a whole lot of that.

21 And so trying to comply to somebody else's
22 standards is a big issue. It's a big issue for us.
23 I think it's a general statement for all of Indian
24 Country. But in this case, they said, well, that's
25 why we are doing this study, so we can have some

1 format, some guidelines. And I said, you know what
2 I've just told you, there is no way to put it in
3 English. And any report that you come out with, it's
4 only going to be drawn conclusions by you and the
5 group doing the study, the way you perceive it, not
6 the way it is. And so the way it is and the
7 perception are two big different issues. And I think
8 that's what we're facing in terms of education when
9 we talk about culture, language, and our way of life.
10 And we're trying to do too much of a -- our
11 dominant-society stuff, and, man, we've forgotten
12 about our own way. And that -- that hurts.

13 So I bring it to light because I think
14 it's an important factor, but I'm not quite sure how
15 we're all going to address it effectively. But all
16 these points that I made, you know, it would require
17 a whole lot of processes and work sessions in order
18 for all of us to understand those points that I made
19 sometimes.

20 And so thank you for your time and thank
21 you for listening to me. (Native American language
22 spoken.)

23 MR. MOORE: Let me address a couple things
24 real quick.

25 I think the Native research piece is,

1 again, a redo (inaudible) incorporate NACI and the
2 U.S. Department of Education in terms of how do we
3 get Native research recognized as research that can
4 be used (inaudible) in schools. I think that's
5 something where I think tribal grant schools or the
6 tribal grant school national organization can bring
7 that to NACI and say, what is it that we need to do
8 to be able to be recognized for our research so that
9 we can implement it in our schools and use it when we
10 access the dollars that we're accessed (sic) and told
11 that we can.

12 I think that that leap would have to be
13 taken to the NACI presidential-appointed board. I
14 mean, I think that's the place to take it.

15 And, again, I would say I think now is the
16 time. The SCA (inaudible), there is an important
17 time to try to get new language in there would allow
18 the new pieces of that to be implemented. I think --
19 I think it would be there for the SCA (inaudible) the
20 NACI board, the U.S. Department of Ed, in terms of
21 recognition.

22 Now, what I've asked those basic -- you've
23 asked those basic questions of the folks in BIE,
24 folks have told us that it revolves around
25 qualitative and quantitative research pieces; that

1 (inaudible) it's not quantitative enough and it's not
2 qualitative and so it doesn't meet the rigors of what
3 is considered, you know, scientific research. But
4 those are just some basic comments that we've heard.

5 The other piece I want to address is just
6 the org chart, the quality, you know, the quality of
7 the BIE work flow. We're under a BIE assessment.
8 The folks that are a part of the -- the folks that
9 are here today that are a part of our BIE assessment,
10 we'll have that wrapped up in June. We're going to
11 have a report (inaudible). The whole piece of that
12 was driven to the fact that we want to be the best
13 organized 21st century educational organization that
14 we can be to deliver service.

15 From day one when I came in, in the first
16 conversations that I had with our team and the folks
17 (inaudible), I said the BIE should be three things.
18 We should be about learning; we should be about
19 student achievement, student learning, and outcomes.
20 We should be about learning. We should be about
21 providing great leadership the best that we can day
22 in and day out, providing the best possible
23 leadership that we can. And last of all, you hit it
24 on the head. I said, we're a service agency. We're
25 providing service to our people back home. We should

1 be trying to do the best job that we can. And really
2 the BIE assessment is in relation to that. How do we
3 provide best service? How did we organize ourselves
4 today in the 21st century? And take a look at our
5 org chart, has it been really looked at hard and have
6 there been any changes? We have looked at our
7 (inaudible) about how we do it. Can we do it better
8 and more effectively and efficiently (inaudible)?

9 So we're excited about the BIE assessment
10 and what (inaudible) will obviously again be a part
11 of what we come back out with to you to talk about
12 what we found in there and how do we go forth to be
13 the best we can be to deliver service to the folks in
14 the field.

15 MR. STEVENS: A couple comments real quick
16 about the antideficiency act. If we continue to
17 spend what we don't have, someone would be in trouble
18 for that. I just wanted to throw this in.

19 But I agree exactly about what we talked
20 about with Ms. Sandoval about growth and what works
21 for your school, you are seeing the growth based on
22 the western assessment, if you will. (Inaudible).
23 My belief is that all kids can learn. How we get
24 there would be just what you talked about; stuff that
25 is culturally relevant, stuff that meets your needs,

1 programs that meet your needs, and seeing that growth
2 that's measured by student achievement data
3 (inaudible).

4 THE COURT REPORTER: I'm sorry?

5 MR. STEVENS: I don't remember what I
6 said. Whatever works works.

7 Based on their student achievement data,
8 if the specific program meets their needs, they're
9 seeing the growth, then who is anyone to say, don't
10 use that program? Because they're being successful
11 on the state assessment of which we're bound by by
12 statute, as far as the achievement of (inaudible).

13 AUDIENCE MEMBER: Al Singuoy from Keams
14 Canyon. I want to tell you a couple things about
15 Bart and Keams Canyon. I'm just kidding.

16 Most of the areas have been covered. As
17 principals, school leaders we met with the tribal
18 chairman to strategize for this session, but there's
19 a couple areas that I think I would like to
20 emphasize.

21 One is that, however we reorganize, there
22 is always a need for technical assistance; the two
23 primary programs (inaudible) and the title programs.
24 Our request is that you consider to make sure that
25 they are available on a regular basis and hopefully

1 that they are certified in the areas that they are
2 providing services in, because that always has been
3 an issue.

4 The second area that we didn't really talk
5 about much was facilities. We're funded, I
6 understand, at 100 percent, but the amount that we
7 get at the local level is less than that, and
8 (inaudible) 65 percent. Please consider that,
9 because our buildings are dilapidated. And we
10 justify the 100 percent, but we don't get the 100 at
11 the local level.

12 Thank you for this opportunity. And I'll
13 stop by the casino and tell you about Bart when he
14 was a little guy at Keams Canyon.

15 Thank you.

16 AUDIENCE MEMBER: Hi. LeRoy Sakiestewa,
17 Hopi tribe. You know, I've listened very carefully
18 to each one of us, and especially to our tribes. And
19 in respect to what has been stated by various people,
20 first I want to apologize that what I say may be
21 offensive to some of you, but I need to take off my
22 tribal hat and talk about education.

23 I truly believe that culture and language
24 is critical in the survival of our people and our
25 children. But I also know that we are, as tribes, as

1 the tribes, are also faced with a fact that our
2 children are having to go through the education
3 system so that they are able to learn and survive for
4 their future. And I'm going to use my Hopi
5 philosophy that I was taught. And our people always
6 told us that we need to get educated and learn the
7 white man's language because eventually that's how we
8 would go forward in this life.

9 And because of that, on Hopi, our
10 expectation of our schools is that they teach our
11 children, train them so that they can learn to be
12 successful, from kindergarten all the way up through
13 high school on into college. And having been a
14 principal for 27 years, I have to say that
15 research-based education is only as good as the
16 commitment by the staff that teach it. If the
17 educational leader is not supportive of it, then the
18 staff will not teach using the material. And so
19 having played that role and having dealt with
20 consistency of curriculum, even establishing culture
21 and language in classes, it comes down to us, as
22 tribal schools and tribal BIE schools, contract
23 schools, what is our commitment to make the schools
24 work? Because I have heard the argument through a
25 lot of years that the schools don't do this, the

1 schools don't do that, the schools are white-man
2 schools. But yet sometimes we don't make the efforts
3 as tribal people to support what is there. And I
4 have a lot of respect for the school board members
5 who are here who have -- who have worked hard to try
6 to make their schools successful because I played
7 consultant to schools on Navajo, on Hopi, and the
8 public school systems. And probably the furthest --
9 or the worst thing that we don't do is we talk, but
10 we don't support and work with the schools.

11 So I think that what we're seeing today,
12 especially in the BIE streamlining, it's going to
13 happen. It's going to happen. The reduction has to
14 happen. And I'm glad to hear that the services to
15 the students are not going to be the areas to be cut.
16 And Mr. Singuoy already spoke on behalf of technical
17 assistance. But like I said, look at the document.
18 I'm concerned about the reduction in 2013 on
19 facilities again. We still have not caught up with
20 those, we're still so far behind; priority systems.
21 So in respect to all of us here, if we, those of us
22 that are educators, have said we are to do this and
23 this and this, then we will do that. But on the
24 other side, my people -- I'm going to call you my
25 people -- it is our responsibility as elders -- and I

1 think I finally can say that about myself; I'm only
2 18. But as an elder, it's my responsibility to teach
3 the culture and language to my grandchildren. If I
4 don't do it (inaudible), it's not the responsibility
5 of the schools. I'm sorry to say that to you. It is
6 not the responsibility of the schools. We, as Native
7 people, Indians, Hopi, Navajo, Tewa, whatever, we're
8 the ones that know the language; we're the ones that
9 should be teaching it.

10 And maybe that's just my little wisdom I
11 would like to leave with you. But, you know, I'm
12 going to say this, I've been in education for a long
13 time and I've watched BIA and BIE. And probably in
14 the last four or five years I've seen a real
15 transition take place that hadn't happened in a long
16 time. They are not perfect. I mean, we'll never
17 find them perfect. But the fact is they are making
18 the attempt to change things. And I'm hoping, as a
19 chairman, this is what we have met with,
20 administrators. We're always talking about this
21 curriculum, attendance, dropouts, you name it. But
22 the one thing we've always tried to work through is
23 being team members to include Hopi schools. And I
24 hope that we can talk about this as all tribal
25 schools.

1 So I thank you for this time and I wish
2 all of you luck in trying to improve our education of
3 our children.

4 MR. MOORE: Thanks, Chairman.

5 I wanted to comment on that one comment
6 when Mr. Garcia was talking about the Native research
7 piece. And I wanted to affirm this, because I know
8 it's -- to some folks it's been an issue. We've
9 taken our discussion and I think it's important on
10 those important pieces that we want to get -- have be
11 heard in Washington, D.C. And I say this to
12 school-level folks, school boards, and I say it to
13 all of us: The messages that are most critical and
14 most important to you should be delivered strongly to
15 your tribal leadership. They should know the school
16 agenda from you, from you folks that are in the
17 field. They get to see (inaudible) in Washington,
18 D.C., that matter.

19 And early on in my tenure I saw that. I
20 was wondering, where's the education discussion?
21 There's none. There is very little. And that hurts
22 us. And I learned in a hurry that it's coming from
23 tribal leadership. So I started -- you know, we
24 started talking as a team (inaudible) and we just --
25 we realized that they are not in the education

1 discussion for whatever reason. You know, whatever
2 reason, they don't seem to know our issues very
3 deeply or very broadly. And if they don't know it
4 very deeply or very broadly, and they are meeting the
5 important chairs in D (inaudible) and talking about
6 all the programs that matter to them that were left
7 out in the discussion, it hurts us.

8 So when all of these critical issues are
9 being discussed -- Native research and how do we get
10 it recognized -- develop a white paper, develop a
11 memo, deliver to it your tribal leadership. Ask them
12 to take it to Washington, D.C., to the highest
13 levels. They are the ones that are sitting with
14 Secretary Duncan and Secretary Salazar. The chairman
15 has been a part of a number of those meetings. These
16 are the guys that sit in those chairs. And if they
17 have a message and they say, here is what matters to
18 us, it gets heard, it gets delivered, and there is
19 action taken.

20 But all of us know, as educators, we can
21 swirl around out there, but we don't get to those
22 important policy chairs that make an impact in
23 Washington, D.C. It's those folks.

24 So we need to have a strong relationship
25 with respect paid to our tribal leaders, what they

1 don't understand about the business that we do, and
2 then be able to empower them to take messages to D.C.
3 that are really impactful for policy and really the
4 critical issues, such as the Native research piece.
5 That's where it's going to come from to get attention
6 in Washington, D.C., and eventually get built into
7 policies.

8 AUDIENCE MEMBER: My name is Anna Beth Nez
9 and I'm a school board president for Saint Michaels
10 for special education. And I really feel like we
11 kind of get left behind. And then in the same year
12 my question about it was never answered.

13 And then I've also been a teacher for over
14 30 years. I taught in grant schools, BIE schools,
15 contract schools, city schools, and I did a lot of
16 research. And today I can honestly agree with Gloria
17 Johns who said that our Navajo language is very
18 important. I've always said that the Navajos had the
19 philosophy of education down pat way before the
20 dominant society.

21 We, as Navajos, are taught to think and to
22 observe and to listen and to keep our tongue at rest.
23 And a lot of us were taught that, and then what
24 happens? Our children are labeled learning disabled.
25 We're told not to look at somebody straight in the

1 eye and we're told not to question an adult and not
2 to have a lot of questions. And when we come to talk
3 about Navajo culture, a lot of people automatically
4 think of the medicine man and his medicine bag and
5 all that. That's not Navajo culture. Navajo culture
6 is attitude and the way you look at life, the way you
7 act, the way -- the way you live and walk, life and
8 beauty. That's what Navajo culture is. It isn't the
9 Navajo medicine man and stargazers and everything
10 else. And our language is very complex. We don't
11 have nouns in it.

12 And, you know, BIA has really confused us.
13 You take -- way back you took your children and bused
14 them here and there and put them in boarding schools
15 and taught us that parents weren't to be involved in
16 school, and then so many years later you decided it
17 was better that parents get involved in school. So
18 there's just so many changes.

19 And I learned this because I was very
20 concerned about the education of the Navajo people.
21 And that's the reason why I taught in city schools, I
22 taught way out in the remote reservation area. And I
23 really believe that parental involvement is very
24 important. And when you have your parental
25 involvement, your students tend to exile (sic). And

1 today school isn't as much fun as it used to be.
2 Today teaching isn't fun; it's a job. And like I
3 said, though, I'm here on behalf of Saint Michaels
4 because we're very concerned. A lot of you probably
5 have never experienced having a child with
6 disabilities. And they get to fall through the
7 cracks. And we're very concerned about our funding.
8 And earlier when I spoke I had said that I was very
9 disappointed that we didn't have any of the Navajo
10 leaders here, but I want to say thank you to Jonathan
11 Hale, who really supports Saint Michaels; has helped
12 us and he's here. And also to the Ramah, the men
13 from -- the gentleman from Ramah. And they do have a
14 great school out there. I am presently working with
15 Pine Hill, but I have been with the Saint Michaels
16 school board for over 20 years. And they are on
17 their 40th year of operating.

18 So we want some answers. We want to know,
19 are we going to go on? There's parents out there
20 that are asking us; there's professionals out there
21 that are asking us, what's going to happen? So we,
22 Mr. Leslie here and I -- he's the vice president --
23 we were sent out here to find answers. So I really
24 still would like to know what's going to happen to
25 our school.

1 That's it. Thank you for letting me talk.

2 AUDIENCE MEMBER: Hello. My name is Ervin
3 Chavez. I'm from Dzilth-Na-O-Dith grant school.

4 Listening to the BIA presentation this
5 morning, as well as BIE, I had a hard time sitting on
6 my hand all day. I just wanted to see what a lot of
7 input was from tribal leaders. But one of the things
8 that I wanted to just express is that, you know, I
9 wish we would be doing this under a different
10 environment. Now we have a dark cloud sort of
11 hanging over us; we're trying to reach a dollar
12 figure. That's the only thing that's driving us
13 right now. And I think -- go back and think about
14 1999. And I heard part of it where reorganization
15 was sending people back to Virginia and we lost a lot
16 of good people that didn't want to go. And you think
17 about 1999 to 2012; what happened between those
18 years? I guess when the gravy train is good,
19 everybody is quiet.

20 I know there has been issues through the
21 educational systems; that a lot of educators,
22 teachers have expressed some real concerns about that
23 system, but nobody listened. And it took -- it took
24 the president to say that you're only going to get
25 this much, and that's what's driving this whole

1 effort.

2 The other thing that really bothers me is
3 that, as was described before by somebody, that it
4 seems like this is happening at the 11th hour again.
5 And I guess personally I feel like the administration
6 is not going to change. Maybe Congress might change.
7 But I think that the last time it happened it also
8 happened at the 11th hour. Meaning that we don't
9 know if the people will continue after the election.
10 But after those changes, it sort of falls by the
11 wayside again.

12 But I think, Mr. Moore, one of things that
13 I would really challenge you and the BIE people to do
14 is, even if we get past this election and the
15 administration survives, I think this whole concept
16 needs to be redone or another approach taken on a
17 customer-service base like Mr. Garcia talked about.
18 It needs to be done based on how to best serve the
19 community, the tribal leaders, the Navajo -- Indian
20 students out there. That needs to happen.

21 And I think I also agree with what
22 Mr. Garcia was also saying that, whatever comes out
23 of this after the whole process finishes, at least
24 give tribal leaders the option to take a look at the
25 red line before it is submitted. Because I, too,

1 when I first heard about this, and I expressed this
2 even at my community, in a consultation, when the
3 government first came up with that, I've always been
4 very leery about it. To me it's always been just an
5 exercise that the government took and they went
6 around and met with tribal leaders, and then went
7 home and then it was forgotten about, everything was
8 forgotten about, what they said. But I think that's
9 something that I would really challenge those of you
10 that are not politically appointed or can go on and
11 continue working in your service with the government,
12 let's do this under another atmosphere where we're
13 trying to figure out how to best serve the customer,
14 and that's Indian people.

15 Thank you.

16 AUDIENCE MEMBER: Thank you. I've been
17 raising my hand and the mike has been going around
18 elsewhere.

19 My name's Rose Yazzie. I come from Black
20 Mesa, Arizona. I am representing the Western agency
21 of the Navajo Nation on the Navajo Nation Board of
22 Education.

23 I feel like everybody else is saying this
24 is just a formality that's going on at the 11th hour;
25 if we really want something meaningful, it should

1 have happened a long time ago. And it seems that
2 we're at the tail end of what needs to be done and
3 it's just a formality that's going on. And that's
4 one thing I want to say.

5 The other thing is, several people have
6 spoke about the language, the importance of the
7 language, culture, way of life and all that. I
8 really truly believe that is so. And we -- Somebody
9 talked about the research-based curriculum,
10 research-based this and that, okay? That's fine.
11 Those are the companies that are out there
12 (inaudible) trying to make a lot of money off those
13 curriculums. Something that's already packaged
14 that's somewhere else totally unfamiliar with our --
15 with our children and our grandchildren. Especially
16 if you are coming from the real remote area.

17 What I think is really meaningful is our
18 own development of the curriculum; a dual curriculum
19 that goes hand in hand with our language and the
20 English language and the English culture and our
21 culture. To me -- I am a mom; I am a grandmother; I
22 am a great-grandmother. And I want these teachings
23 for my children, my grandchildren. I say that to my
24 own sisters and brother. I think they have been
25 brainwashed. I tell them, "Talk to your children in

1 Navajo." (Native American language spoken.) My
2 sister, one of them, she's never been to school. She
3 speaks English to her children and grandchildren.
4 (Native American language spoken.) You will never
5 hear -- the color of your skin is not going to ever
6 change. And she still does it. Then when I
7 purposely ask a question in Navajo to my nieces and
8 nephew and their children, she interprets for me into
9 the English language. And I tell her, I say, "I want
10 to know. I'm testing to see if your children, your
11 grandchildren can speak the language and can
12 understand." To me those are very important. It's a
13 survival for us Native people.

14 And some people say the language teaching
15 belongs at home. There are so many young children
16 that are very -- they don't even speak the language
17 and they don't even know much about their culture.
18 The school where I work, we have a -- we had a lot of
19 Navajo teachers that spoke, that wrote, and that read
20 the language. And they have been -- they have gone
21 through a lot of professional-development training in
22 how to teach these things. Those were very
23 meaningful.

24 I work in the school system where I
25 implemented the Navajo language for one month from

1 first of June to the end of June because I was using
2 federal funding. Title 4 says that you need to meet
3 the unique need of Indian children. And that's the
4 program; that's the one I used. It really made
5 history with the children. The children that first
6 enrolled in the years after, they are the ones that
7 have completed their university studies, their
8 college studies. And a lot of parents came back to
9 me. They said, "What did you do? What program or
10 what did you teach those kids that really helped my
11 child to stay in school and to graduate?" Said it
12 was a very meaningful thing for them to learn how to
13 read, write, and speak the language, and along with
14 all the other studies, the history, and just the
15 teaching of the way of Navajo life. And you also
16 have the (inaudible) part of the whole program was
17 the arts and crafts, traditionally-related Navajo
18 arts and crafts. And even the parents participated
19 in those things.

20 And the point I would like to make is some
21 of those dollars, even though they are being trimmed,
22 need to be set aside for the schools. It's so
23 important. They need to be taught to our children
24 and our grandchildren, our nieces and nephews.

25 And also you talked about trimming. You

1 can trim at the top level, at the middle level, but
2 do not trim the program where the actions are really
3 happening with the teachers. They are the ones that
4 are on the battlefield, the field that -- on the
5 front line trying to help our children. And I really
6 would like to see more implementation of programs.
7 Don't be like the State of Arizona where English is
8 the formal language. I don't even take that, because
9 our Navajo language is the first language we use.
10 And our Navajo language was used in the battlefield
11 where the code was never broken. And how important
12 our language is. And to me, if you're really truly a
13 Navajo or a Native, you need to teach those -- teach
14 your children, your grandchildren the language, your
15 way of life. It's going to be far more meaningful
16 than the research-based, which is foreign to a lot of
17 our children.

18 So that's why I wanted to say that. And
19 I'm proud to be on the Board of Education because I
20 really want to -- we -- our school, at the school I
21 work, we develop curriculum K-12 for the teachers
22 that I used to work with. I really wanted to be able
23 to share that with the Navajo Nation so that
24 hopefully they will begin to take it seriously and
25 implement.

1 What we need is funds for professional
2 training for the teachers and all the staff that are
3 involved in the education. And I do appreciate what
4 funds we get. And I'm -- right now I'm speaking to
5 say please give us more money to implement the
6 program that we would like (inaudible) not only to be
7 with our children, but with our school.

8 Thank you.

9 MR. MOORE: I want to respond to the
10 language and culture piece.

11 I couldn't agree with you more about both
12 the dual language and language immersion and the
13 pieces that drive us as people. And I really
14 encourage you at the grassroots level, the school
15 board level, tribal community level, to take a look
16 at the language and culture money through ISEP that's
17 being delivered for language programs.

18 If you can do the basic math, as I said
19 earlier, the Pine Ridge Oglala Nation, seven schools
20 received, you know, roughly between 1.8 and
21 \$2 million on behalf of just seven schools for
22 language and culture. No scientific research needed
23 around those programs that they implement for
24 language. They can do whatever it is they wish to do
25 with that money. Now, you can do this math as well.

1 But if there was seven schools in Pine Ridge that are
2 receiving between 1.8 million and 2 million, on the
3 Navajo Nation we have 67 schools. So on behalf of
4 the 67 schools you can do the math about how much
5 money is coming in for language and culture for those
6 67 schools. No scientific research needed to
7 implement language programs. No strings attached to
8 that money. Comes to the school level through the
9 ISEP formula and the school decides what it is they
10 want to do with that money and what kind of
11 curriculum they want to develop and what they want to
12 implement.

13 So what I would say today, very
14 respectfully, as respectfully as I can say it, there
15 is a good sum of money going into schools on behalf
16 of language and culture. And the thing that we're
17 hearing back is -- from tribal leaders when we talk
18 about this is, we're not getting much. Our
19 youngsters aren't learning the language. And we hear
20 the same story: Our youngsters don't know much about
21 who we are as people historically. And that's --
22 that's a question for the -- for you folks, the local
23 school boards, the locals. Take a look at the
24 budgets, take a look at ISEP, take a look at -- ask
25 for money that's coming in on behalf of language and

1 culture to your schools and ask, what is it -- what
2 are we doing with these dollars? What are the
3 curriculums that we're developing? No scientific
4 research needed; we can do what we want. Maybe the
5 tribal -- maybe Diné Tribal College has curriculum
6 developed we can implement today, tomorrow,
7 yesterday. You can do what you want with those
8 dollars.

9 And again I'll say respectfully, folks
10 right now are starting to say, "I don't think we are
11 getting much for that. We don't feel like our
12 youngsters are learning the language. Nor do we feel
13 they understand who we are." And so there needs to
14 be some questions asked about what is happening with
15 those dollars. And I think we can do possibly a
16 better job with what's currently happening with those
17 moneys.

18 AUDIENCE MEMBER: Thank you.

19 Again my name is Leo Pino. I'm a Ramah
20 Navajo with the Ramah Pine Dale school.

21 My request is that, how soon will you have
22 today's session or the -- what is said and what is
23 transcribed? Will that be written out and be
24 available for school board organizations and
25 communities and nations and whatever? How soon will

1 you have that?

2 MR. STEVENS: We probably have to wait
3 till all the listening sessions and consultations
4 have taken place before it gets summarized.

5 AUDIENCE MEMBER: Right. My -- after you
6 make a complete run, like you have another session on
7 April 26 and 27 and May 3rd and 4th, May 10 and 11,
8 May 17 and 18, and then May 22. Until you complete
9 all this?

10 MR. STEVENS: Right.

11 AUDIENCE MEMBER: I was thinking that
12 what's been said here is sort of a (inaudible). I
13 take that as a threat to our organization in regard
14 to how you want to proceed to do this streamlining.
15 Because grant contract school and grant schools are a
16 little different than the direct-funded BIE schools.
17 So when you're talking about reduction in forces --
18 and I read through the budget and stuff -- we get --
19 we're funded a little differently through (inaudible)
20 this is our contract basis. So we pretty much know
21 exactly how much is coming in to the school from the
22 BIA when the Congress approves their budget.

23 So what I'm looking at, if you can get
24 some kind of preliminary of a written report, that I
25 can take it back or have it at the next school board

1 meeting while you're still on this cycle here, doing
2 your presentation. And then we could say, we need to
3 get involved here at this level and we need to offer
4 some kind of a recommendation or whatever while
5 you're still -- while you're -- you folks are still
6 on the tour doing your presentation. This is what
7 I'm looking at.

8 So I would -- Can we get some kind of
9 written report so that it will help us at the Ramah
10 Navajo Pine Dale School, the K through 12, and the
11 elementary -- preschools, excuse me? That's what we
12 have out there. So that would help us to kind of
13 be -- you know, be informed or aware of what is
14 happening here rather than what these people are
15 saying that is going to affect us this way, it's
16 going to affect us this way, and stuff like that; you
17 need to do this and that kind of thing. So it
18 continues to be some confusion, you know, and stuff
19 like that.

20 So that's all I'm asking, is can we get
21 some kind of a written report so that we can continue
22 to have our input from Ramah Navajo?

23 Thank you.

24 MR. TSOSIE: This is Paul Tsosie. All we
25 have to do is -- it all depends on how fast we can

1 turn it around. So I know from the past
2 consultations session that happened last week, that
3 report is almost done. So the fast turnaround may be
4 a week or ten days. But give me your card after this
5 and I'll make sure you get it when it's done.

6 MR. MOORE: I wanted to address the
7 formality-at-the-11th-hour question that someone
8 raised, as well.

9 Just so you understand our process, we --
10 these type of things we cannot react to until the
11 budget process is completed and the president's
12 budget is signed off on and then it comes out public.
13 So when that happens, we have -- We have moved as
14 swiftly as we possibly can. At that point we have to
15 develop a notice for the Federal Register with all
16 the specific information. And then obviously that
17 has to be posted and we have to wait a certain amount
18 of time for the Federal Register, 30 days for it to
19 be out there before we even organize, you know, to
20 have these type of sessions right here.

21 So it may feel to you folks like it's the
22 11th hour or last minute or waiting to the end for
23 some reason, but it really is, you know, a process
24 that we have to follow with the budgets and when they
25 roll out and when they become public; the Federal

1 Register notice; putting it out; and then getting the
2 meetings on the calendar and the dates. We do it as
3 quickly as we can. Even if it does feel like it's
4 the 11th hour, it's just part of the process and
5 something that we all have to live with. I hope you
6 can see that and understand it, even if you don't
7 like it. It's just the process that it is that we
8 have to follow.

9 AUDIENCE MEMBER: (Native American
10 language spoken.) My name Darnell June. I am from
11 Kaibeto Navajo and I just -- welcome to all of you,
12 our leaders and my people, Navajo people, and also
13 our leadership that has come from D.C.

14 You've probably received a lot of faxes
15 from our parents of students from Kaibeto. So to go
16 on, it's in regards to the Navajo language and
17 culture. And from everything that I am hearing here
18 today and from all of the other consultation needs
19 (phonetic), is that you are enforcing or encouraging
20 us to use our Navajo language and culture.

21 Now, I wasn't fortunate enough to be
22 raised in the Navajo culture or language until I was
23 about 16. And then I learned -- I wanted to know
24 about my people and I learned the language again and
25 I learned more fluently how to write and read it.

1 And to sing it. And it was years later that I
2 actually picked up the language more.

3 So it has to come within your desire in
4 your heart as a person, as an individual, and whether
5 you will continue with that with your family. And
6 which is what I do with my grandchildren and my
7 foster children and my daughter. But I find that not
8 everyone has that same desire. And from Washington,
9 D.C., that's something that is encouraged by you,
10 Mr. Moore. And I think that's great, because we need
11 to value ourselves as Native Americans or as Navajos.

12 Now, as the administrators go down, as it
13 goes down and it's being implemented, it depends on
14 who enforces it or who really encourages it and what
15 their commitment is. And somewhere as it trickles
16 down, that desire may not be the same for all
17 administrators. So it becomes like an upside-down
18 pyramid. So the children are at the bottom of that
19 tip. And that also emphasizes, too, the money.

20 I would like to see more emphasis on the
21 students, more money there. Also on the culture. If
22 you have administrators both in the tribe and the
23 Bureau, they all need to emphasize and push,
24 collaborate, encourage Navajo culture and language
25 down at the local level.

1 What is happening, I know in our school,
2 is that Navajo language is not of importance. Nor is
3 the culture. It is outside the perimeters of the
4 school now. We may have a little -- a little
5 classroom with it, but it's kind of frowned upon.
6 And the way I look at our school now is that it was
7 like in the early 1920s when the Bureau told us --
8 told my relatives, "Cut your buns off, don't use the
9 Navajo language and dress Anglo." And it's done the
10 very same thing again at our school. So I thought,
11 well, this is kind of telling us two different things
12 here. If board members are enforcing the culture and
13 the language and the emphasis of being proud and
14 being worthy of who we are and being worthy of our
15 sufferings of our ancestors, where are we going again
16 when we're told not to use the language and we're
17 feeling this -- the diminishing of our self-worth?

18 I would just like to see an improvement in
19 that all the way down to the local level. Every ELO
20 pushing these same standards and assessments down to
21 the principal level, to the teachers, and down to the
22 students and to parents. Yes, it is our parents'
23 responsibility to help teach us. But sometimes not
24 all of us have that same opportunity. There's a lot
25 of dysfunction. And I know -- I have raised foster

1 children. I'm still raising them. I'm still raising
2 grandchildren and great-grandchildren. I thought
3 my -- it was going to end when they turned 18, but
4 that doesn't happen. Maybe in an ideal world that's
5 what happens.

6 So I thank you for your time.

7 MR. STEVENS: And I appreciate your
8 comments. Thank you very much.

9 We're going to wrap up for today. I
10 appreciate you all being here.

11 We have one more? Okay.

12 AUDIENCE MEMBER: Save me for the last
13 one. My name is Dolly Begay. I'm from the Eastern
14 Navajo agency and I just want to share some
15 information with you on our culture, language. And
16 at our meeting, last Monday at our meeting,
17 (inaudible.)

18 THE COURT REPORTER: Can you speak a
19 little louder, please, and come forward so I can hear
20 you better?

21 AUDIENCE MEMBER: We were at the
22 government-to-government meeting Monday, this past
23 Monday, and a lot of us witnessed a young man, he was
24 probably in his late twenties or early thirties. He
25 was talking about his language, his own language at

1 his community in New Mexico. I guess they did a
2 survey of how many of the Natives were fluent in
3 their language, and he said only 50. 50 people knew
4 the language. And he's a -- Native language. And he
5 broke down. The young man could not speak. He just
6 got very emotional. That's how important languages
7 are to us as Natives. And I think that with our own
8 teaching we have to refocus as Natives to save our
9 language, if we want to save it. And it comes right
10 from the home. As grandmothers, as parents we need
11 to teach the language and the culture to our
12 children. It cannot happen all in the classroom.
13 Remember our kids are trying to survive also in the
14 other culture, the society that we live in, the
15 Anglo. I think that we need to also focus on that
16 because the reports tell us our kids are failing in
17 reading, science, and math. And there's a way to
18 balance it. We need to find that line to balance it
19 so that we can have a well-rounded child that's
20 graduating from high school and beyond high school.

21 I myself also have experience with various
22 programs for our Native American children, developing
23 programs for them, for them that will help them. And
24 it does work, people. I just had a gentleman
25 commenting to me what good things we did for our

1 school district with the college, connected with the
2 college life that we had provided the children while
3 they were still going to high school.

4 So there is a lot of things that you can
5 do with your money. Even though budget cuts are
6 there, you can still get creative with your budget.
7 So I just wanted to say that to add to what has been
8 discussed in here. But I think that these kinds of
9 discussions are needed so our people, our leaders can
10 go back to D.C. and hopefully can say, these are all
11 needed at our Indian schools and also at our contract
12 grant schools. I'm speaking for all the schools that
13 are existing because I do represent the Navajo Nation
14 Board of Education, too.

15 Thank you.

16 MR. STEVENS: Thank you.

17 Again, in closing, if you take anything
18 away from my portion of the discussion, it's the
19 reductions impact education program management. Not
20 ICEP, not the portion of ICEP that goes to language
21 and culture, but education program management.

22 I notice on the agenda that we start at
23 8:00 a.m. tomorrow to talk about the JOM and grant
24 school assurances. Which someone else will be
25 leading that discussion.

1 But, again, thank you all for sticking it
2 out with us. I know it's been a long afternoon.
3 Appreciate all your comments.

4 Mr. Moore?

5 MR. MOORE: I want to say -- I want to
6 introduce Dr. Monty Roessel in back. Monty is our
7 (inaudible) Navajo; oversees the line offices and the
8 schools in the Navajo area. So I just wanted to make
9 sure you folks know him. And he is our associate
10 deputy director out in Navajo.

11 See you tomorrow morning. Thank you very
12 much.

13 (4:20 p.m.)

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1 STATE OF ARIZONA)
 : ss.
2 COUNTY OF YAVAPAI)

3

4 I hereby certify that I was present at
5 said proceedings; that I made a shorthand record of
6 all oral matters had and adduced at said proceedings;
7 that thereafter the transcript of said proceedings
8 was reduced to printing under my direction; that the
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11 to the best of my skill and ability.

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13 day of _____, 2012.

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16

17

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Capital Reporting Company
Tribal Consultation Meetings 04-19-2012

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