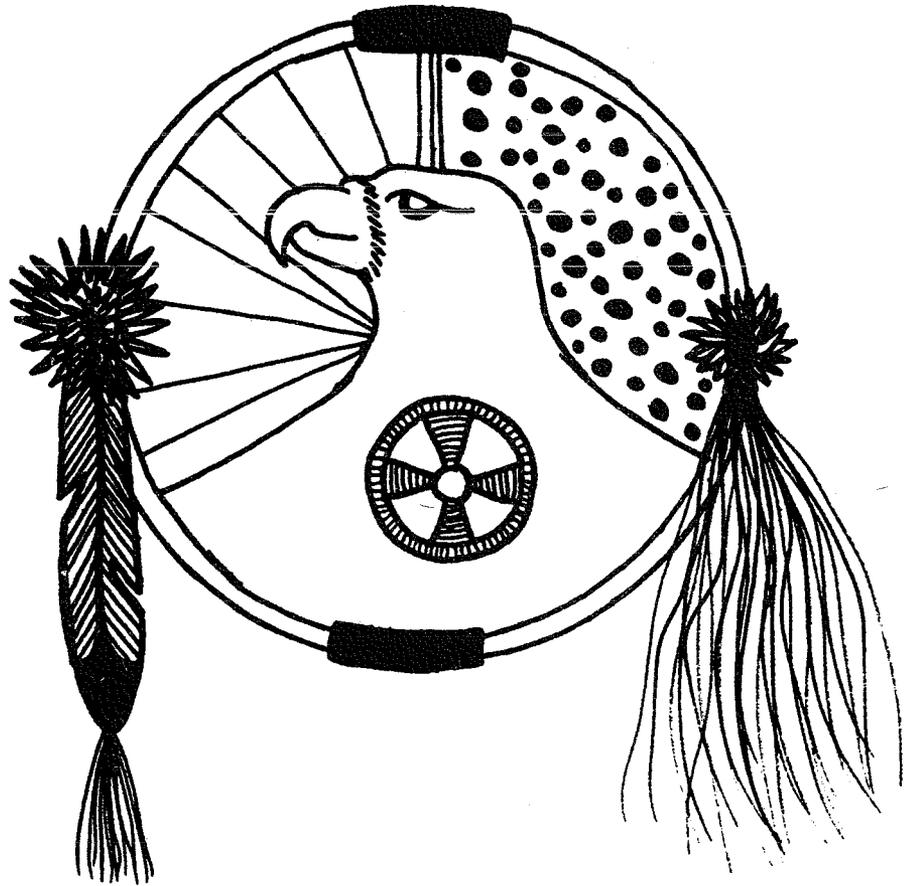


1979 Conference Report



Arizona Department of Education

Carolyn Warner, Superintendent
Dr. Jim Hartgraves, Deputy Superintendent



ARIZONA DEPARTMENT OF EDUCATION



Carolyn Warner, Superintendent

Dr. Jim Hartgraves, Deputy Superintendent

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CAROLYN WARNER
SUPERINTENDENT



Arizona
Department of Education

1535 WEST JEFFERSON
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March 14, 1979

Dear Conference Participants:

On behalf of the Conference Planning Committee I wish to thank you for your support and cooperation at the Johnson-O'Malley Statewide Conference held in Phoenix, Arizona on February 19-21, 1979. Please accept this Conference Report as an appreciation of your participation and effort.

This Conference Report will be submitted to the Arizona Department of Education, Indian Education for review and follow-up. The Indian Education division will assume responsibility for review and possible implementation of the conference resolutions.

Sincerely,

Alberta Flannery
JOM Planning Committee
Chairperson

W/01/rs/3.21

CONFERENCE PLANNING COMMITTEE

Alberta Flannery	Tucson Unified District No. 1
Pat Helton	Phoenix Union High School Dist., No. 210
Juana Jose	Arizona Dept. of Education, Indian Education
Ernest Quiroga	Amphitheater Unified District No. 10
Jose Solarez	Roosevelt Elementary Dist., No. 66
Katie Stevens	Arizona Dept. of Education, Indian Education
Craig Thomas	Inter-Tribal Council of Arizona
Karen Wynn	American Indian Association of Tucson, Inc. (Tucson Indian Center)
Gordon Van Wert	Native Americans for Community Action (Flagstaff Indian Center)

SPECIAL THANKS TO:

Our Guest Presentors:

Arizona Department of Education
Bureau of Indian Affairs, Phoenix Area Office
Inter-Tribal Council of Arizona
Phoenix Indian Center
PUSH (People United for Self-Help)



CONTENTS

Statement of Goals for Conference 1

Convention Process 2

 Needs Assessment Model 3

 Group Concerns and Priorities. 6

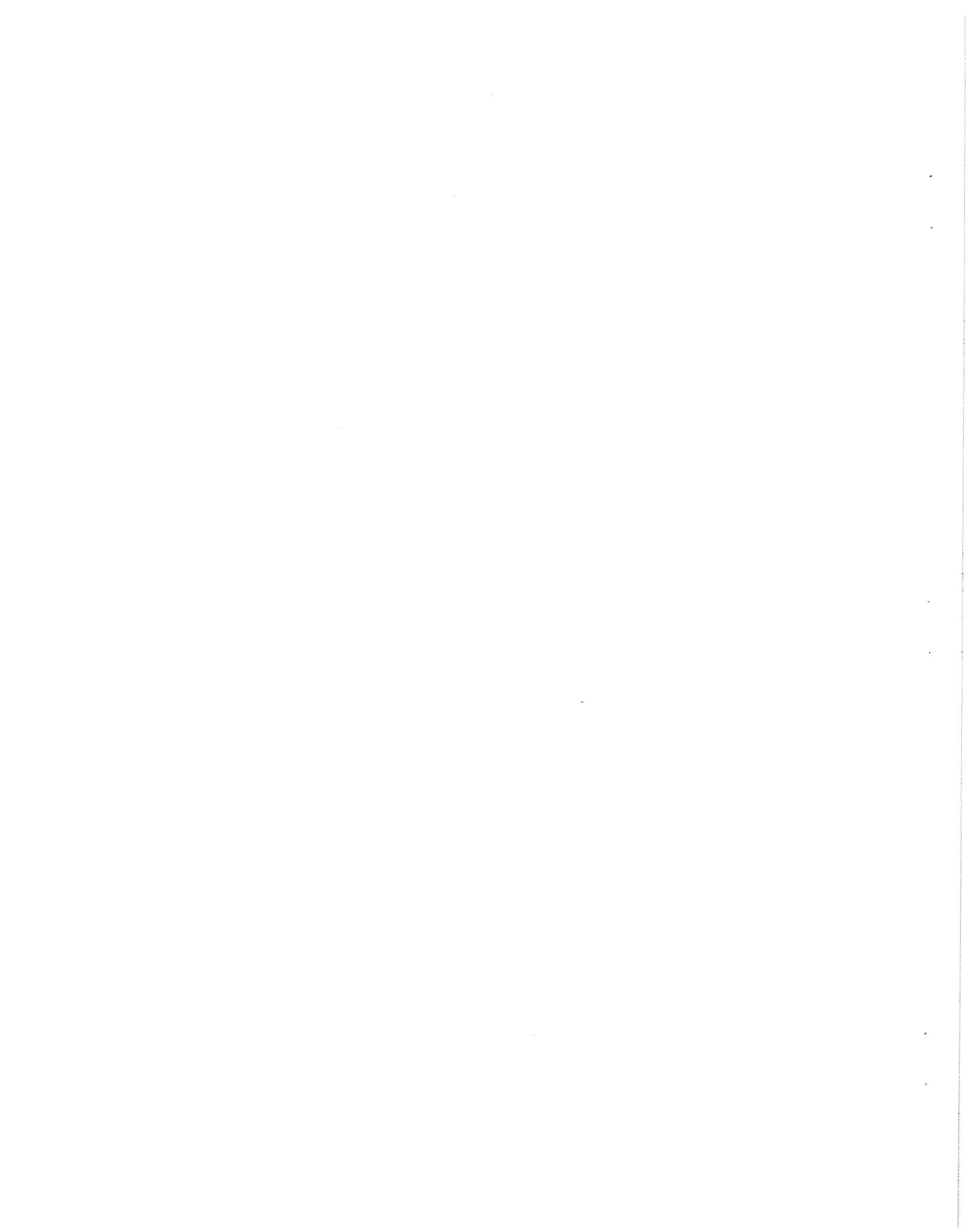
 Group Resolutions and Recommendations.10

Speaker Presentations.19

 Analysis of P.L. 95-561 Title XI
 Indian Education20

 Local School Board Membership and Parent/Community
 Involvement26

Conference Evaluation40



STATEMENT OF GOALS FOR CONFERENCE

The goals for the Johnson-O'Malley State-wide Conference held in Phoenix, Arizona on February 19-21, 1979, would include this concise statement:

To give Indian Parent Committees, project staffs, and concerned individuals the opportunity to express needs, exchange resources, and ideas leading to possible solutions and plans for action in Indian Education.

NEEDS ASSESSMENT MODELS

PURPOSE: Gain as much information as possible about the area of concern and structure it so that everyone has an equal opportunity to contribute.

PARTICIPANT RULES:

1. Write down everything that comes to mind.
2. Suspend judgment.
3. Build upon other people's ideas.

FACILITATOR RULES:

1. Don't comment on or make judgments about participants' contributions.
2. Record verbatim what the participant says---don't put words in his/her mouth or substitute your words for his/hers.

Steps in Process #1:

1. The facilitator determines what the addressed question will be. For example, "What are some major concerns you have about Indian Education?" (Question written in magic marker at the top of a sheet of newsprint/butcher paper).
2. As a whole group participants are told about the purpose and general rules of procedure for the needs assessment. They are asked to respond in writing to the question. Give them at least ten minutes. There should be no interaction.
3. Participants break into groups of 6 to 8 with a facilitator in each group (facilitator may also be a participant) and form an arc around the posted newsprint.
4. Going clockwise or counterclockwise each participant states one of his/her ideas at a time. The facilitator records each one on the newsprint. If a participant has nothing to contribute at the time of his/her turn he/she passes with the option to participate the next time. After all participants have all their ideas rerecorded on newsprint, then you go on to step 5.
5. The participants read over the list of ideas and determine (as a group) if they could incorporate closely similar ideas. They must all agree to the changes. Also, this is an opportunity to ask for any clarification of statements.

THE CONVENTION PROCESS

In planning for the Conference, the Planning Committee reviewed previous conference formats, presentations, and general conference preplanning information. It was felt the intent of this conference would be interaction among participants, and specific outcomes developed by the participants themselves.

It was then decided a group interaction model would be utilized. Group process activities were then suggested and incorporated in the conference format.

PHASE ONE: In order to gain maximum participation from conference members of a large group, it is essential to train group facilitators in group leadership skills. A one-day training session for facilitators was given on Monday, February 17, 1978. Training on the process and activities of the conference format was given.

PHASE TWO: The day of the conference, an interaction activity was given to conference participants upon registration for the conference. This initial activity was presented in order to encourage introductions and participation among participants.

The conference began with a clear statement of the goals for the conference, and the conference format. Conference participants are then subgrouped into groups so that each has a chance to become involved in the process. Each member has a chance to verbalize his/her concern, experience, and solutions.

The Needs Assessment model was used at the conference. The format is as follows:

6. Participants individually prioritize the top five concerns and indicate their choices on a ready made grid (also on newsprint):

	1	2	3	4	5	total
1						
2						
3						
4						
5						
6						
7						

etc.

The facilitator and another participant count up the weighted priorities:

each 1st place is 5 pts.

each 2nd place is 4 pts.

3rd place is 3 pts.

4th place is 2 pts.

5th 1

On a clean sheet of newsprint, the facilitator writes out the top five choices (those five with the most points).

7. The participants are asked if they all agree with the outcome. If not, they can revote on those five or on the whole list.

8. The whole group gets back together and shares the results.

9. As a result of this Process #1, the fourteen groups formulated their group concerns and listed five priority concerns in Indian Education.

10. The group convened again, and a spokesman for the group shared the results.

11. After the report to the group, the group reconvened to brainstorm possible solutions to the top three concerns. In this session, the groups were to clarify and discuss possible solutions, and finally prioritize solutions.

12. The final process was to formulate a Group Resolution statement and a Personal Commitment statement. The format is as follows:

FORMULA FOR GROUP RESOLUTION STATEMENT

WE THE UNDERSIGNED, RECOMMEND THE FOLLOWING:

(by what, by whom, how known when accomplished)

FORMULA FOR PERSONAL COMMITMENT

STATEMENT:

BECAUSE OF WHAT HAPPENED HERE, I, _____ (name) _____ will
_____ (do what) _____ BY _____ (when) _____ AND I KNOW THIS HAPPENED
BECAUSE _____ (results) _____.

Included in this conference report are the group recommendations.
The Personal Commitment Resolutions were taken back and shared with
their projects or concerned individuals.

ARIZONA JOHNSON-O'MALLEY STATEWIDE CONFERENCE
February 19-21, 1979

THESE ARE THE GROUP CONCERNS AND PRIORITIES FOR THE FOURTEEN GROUPS THAT PARTICIPATED IN THE NEEDS ASSESSMENT MODEL.

GROUP NO. 1

1. Better achievement in class
2. Better attendance, less dropouts
3. Parent involvement and responsibilities in education
4. Better curriculum
5. Cultural awareness in public schools

GROUP NO. 2

1. Lack of awareness of Indian culture and Indian studies programs by non-Indian teachers, administrators and non-Indian students
2. Cultural awareness by the Indian students
3. High dropout rate by Indian students on the elementary and secondary levels
4. Improvement of parent involvement in Indian education
5. Lack of understanding about Indian Education by Indian parents and teachers

GROUP NO. 3

1. Parent involvement
2. Indian students to get a good education
3. Have Johnson-O'Malley monies continued
4. Indian students get a good education, and more Early Childhood education
5. Administrator/Educators involvement

GROUP NO. 4

1. Dropouts are a concern. Attendance problems and dropouts of Indian students
2. Need more parents to come to school to see how their students are progressing
3. Simplify the procedure of eligibility of Indian students
4. Attendance problems of Indian students
5. Parent involvement in how to keep Johnson-O'Malley going

GROUP CONCERNS (cont'd.)

GROUP NO. 5

1. Improving student self-concept and cultural awareness
2. Effective student tutoring
3. Bigger budget -- more dollars
4. Better understanding of Indian Education programs (workshops, handbooks in laymen language, management training - executive boards - parent committees)
5. Sensitize non-Indians to cultural awareness, more parental involvement

GROUP NO. 6

1. Participation: parents, students, attendance
Parents: caring and participating: Cooperation and communication between school, staff, parents, and students
2. Teaching methods and priorities, a need to evaluate periodically
3. Curriculum development, career awareness
4. Academics, basic education skills
5. Guidance counseling, B.I.A. employment skills

GROUP NO. 7

1. Positive self-identity:
 - a. cultural
 - b. academic
 - c. athletic
 - d. challenge
2. State-funded Division of Indian Education
3. Teenage drinking, smoking, and drug problems
4. Parent involvement and responsibilities
5. Lack of attendance at school:
 - a. attendance reports to parents
 - b. dropouts and dropout drinking

GROUP NO. 8

1. Need parent involvement in the total school program
2. Better ways to convince the school boards and administrators about the importance of Indian Education
3. Indian students drop out at all levels
4. Lack of personnel, such as counselors and teachers who are knowledgeable about Indian students' backgrounds
5. Parents and public in general should be made more aware of all programs for Indians

GROUP CONCERNS (cont'd)

GROUP NO. 9

1. More parent workshops to educate parents in Title IV and Johnson-O'Malley
2. More and more parent involvement in parent committees and school activities
3. Encourage more parents to support our children
4. No restrictions on the teacher aides during training -- more training for aides to become teachers
5. Programs for dropouts before they drop

GROUP NO. 10

1. Parent participation and involvement in educational process as reflected in educational values thru parent to child (This lack of involvement is manifested in poor attendance, poor progress, and negative or indifferent attitudes about Indian Education)
2. Unwillingness of schools to follow parent concerns for Johnson-O'Malley funding
3. Inadequate funding and improper utilization of funds specifically for Indian children, (especially Early Childhood programs)
4. More awareness of Johnson-O'Malley programs and inadequate parent training to function in a JOM committee
5. Johnson-O'Malley funding, amount and utilization, should be direct to District instead of channeled through tribe

GROUP NO. 11

1. Motivate Indian children and involve them in school activities -- make an incentive for the Indian child -- challenge him to succeed in school
2. Continuous funding to insure better/long-range planning
3. In-service training for parent committees, Indian staff teachers, administrators, and Indian parents
4. Curriculum development utilizing Indian culture
5. More parent involvement in school activities

GROUP CONCERNS (cont'd.)

GROUP NO. 12

1. Higher education, funding problems, knowing what programs and scholarships are available and recruitment of Indians into college, general funding of Indian Education programs
2. Parent-teacher involvement; emphasis on math in order to meet the business world; bringing children up to grade level
3. Attendance -- going to school and school dropouts
4. Ever-changing laws and/or Acts on national and local levels: Will Indian Education funding be cut down as other programs come in?
5. Cultural development in the school with appropriate resources; bilingual education

GROUP NO. 13

1. More emphasis in Language Arts and reading
2. Indian parent participation
3. Help Indian student set educational and life goals
4. Indian students standing up for their rights
5. More Indian counselors for public schools

GROUP NO. 14

1. Make administrators aware of Parent Committee powers, motivate parents to give in-put, provide opportunity for parent in-put
2. Concerned that more students are not going into higher education, not enough counseling
3. More feedback and information from project directors
4. More funds for staff and aide training
5. Funds should be aimed at students' needs

GROUP #1

GROUP RESOLUTION STATEMENT

WE, THE UNDERSIGNED, RECOMMEND THE FOLLOWING: 1) BETTER PARENT INVOLVEMENT BY HAVING MORE WORKSHOPS FOR PARENTS AT THE LOCAL LEVEL AND PAY THEM FOR ATTENDANCE TO COVER TRAVEL, BABYSITTING, AND MEAL COSTS.

2) WE WOULD LIKE TO SEE THIS DONE BY THE FISCAL YEAR 1980, ON THE FIRST DAY OF JANUARY.

3) WE WILL KNOW THIS HAS BEEN ACCOMPLISHED WHEN THE SCHOOL RECEIVES MORE PARENT PARTICIPATION IN THEIR ACTIVITIES.

SIGNED: Euella Thompson
Jennifer Jordan
Elene Bahe

GROUP #2

WE, THE UNDERSIGNED, RECOMMEND THE FOLLOWING: THE HIGH DROP OUT RATE OF INDIAN STUDENTS BE LOWERED BY ACHIEVING INCREASED INDIAN AWARENESS BY ALL STUDENTS, PARENTS, STAFF, AND ADMINISTRATORS. THIS WOULD BE DONE BY:

1. Introduction of Indian history and culture classes
2. In-service training of staff
3. Mixture of non-Indian teachers and administrators with the Indian community.
4. Availability of more Indian related AV materials, books, and artifacts
5. Employment of Indian counselors
6. Invitations to Indian elders and leaders to speak
7. Offer wide variety of vocational studies/career awareness
8. Tutoring programs, especially in Math and Reading
9. Indian counselors to work individually with Jr. High School students in order to decrease drop-out rate

GROUP RESOLUTION STATEMENT (cont'd.)

THESE RECOMMENDATIONS
WOULD BE CARRIED OUT BY THE INDIAN EDUCATION PROJECTS, THROUGH PLANNING
THEIR PROGRAM AROUND THEM.

WE WOULD KNOW THEY
ARE ACCOMPLISHED BY CHECKING THE PROJECT REPORTS FOR:

Course Outline
Payroll vouchers or rosters
Sign-in sheets for social events
Purchase orders
Invitations and reports about speeches

SIGNED:	Carol Poseyesva	Sally Gonzales
	Lucy Baker	Larry Sellers
	Rose Poola	Lois Driscoll
	Ralph O. Gomez	Shirley Brown
		Monte Jim

GROUP #3

WE, THE UNDERSIGNED, RECOMMEND THE FOLLOWING: THAT THE DIVISION OF
INDIAN EDUCATION REQUESTS FROM THE ARIZONA STATE BOARD OF EDUCATION
THAT ALL SCHOOLS RECEIVING FUNDS THROUGH THE INDIAN EDUCATION OFFICE
PROVIDE TRAINING SUCH AS:

Workshops
In-Service
Pre-Service, Orientation on
Cultural Awareness

FOR ALL ADMINISTRATORS/EDUCATORS, AND PARENTS.

BY THE NEXT FUNDING YEAR
1979-80, WE WILL KNOW IF THE ABOVE APPEARS ON THE AGENDA. WE REQUEST THAT
THE FOLLOWING BE NOTIFIED THAT THE TASK HAS BEEN ACCOMPLISHED:

Tony Ross
Lucille Numkena
Carol Flores
Leticia Osife
Minnie Encinas
Sianna Charley
Elbertine J. Multine

GROUP RESOLUTION STATEMENT (cont'd.)

GROUP #4

WE, THE UNDERSIGNED, RECOMMEND THAT THE STATE DEPARTMENT SHOULD WORK/
CONSULT WITH TRIBES/PARENTS TO: 1) DECIDE ON A COMMON
LAW FOR ATTENDANCE 2) TO KEEP JOM GOING
INDEFINITELY 3) SIMPLIFY THE
PROCEDURE OF ELIGIBILITY OF INDIAN STUDENTS BY THE END OF THE 1978-79
FISCAL YEAR.

WE KNOW THESE CHANGES HAVE HAPPENED BY: 1) SEEING EVIDENCE
THAT STATE DEPARTMENT REPRESENTATIVES HAVE MET WITH TRIBAL AND PARENTAL
GROUPS 2) ANNOUNCEMENTS OF
ELIGIBILITY CHANGES BEING RECEIVED.

IN ADDITION: THE STATE DEPARTMENT
SHOULD CONVINCE SCHOOL BOARDS OF THE IMPORTANCE OF INDIAN EDUCATION.
MAKE ADMINISTRATORS
AWARE OF PARENT COMMITTEE POWERS.

GROUPS #5 & 13

WE, THE UNDERSIGNED, RECOMMEND THE FOLLOWING: CREATION OF A RESOURCE
BANK OF

- a. Available funds (Federal, State, and local)
- b. Available services in
 - 1. Consulting and in-service
 - 2. Leadership training
 - 3. Proposal writing
 - 4. Layman's handbook
 - 5. Newsletter update
 - 6. Current legislation

BY MARCH 1, 1980, WE WILL KNOW IT WILL BE ACCOMPLISHED WHEN WE SEE THE
FOLLOWING RESULTS: BETTER BUDGETING, MORE
INDIAN PARENT INVOLVEMENT, RECEIPT OF NEWSLETTER AND HANDBOOK, AND BETTER
UNDERSTANDING OF SCHOOL SYSTEM.

SIGNED: 2-21-79

Margie Nelson
Austin T. Nelson, Jr.
Bo Colbert
Shirley Maves
Harriet Mendez
Gloria Baha
Ida Machichi
Paula Moore

Ed Miguel
Sammy Hernandez
Daniel DeClay
Bob Red Elk

GROUP RESOLUTION STATEMENT (cont'd.)

GROUP #6

WE, THE UNDERSIGNED, RECOMMEND THE FOLLOWING: THAT THERE BE MANDATORY MEETINGS BETWEEN SUPERINTENDENTS, OTHER SCHOOL ADMINISTRATORS, PARENTS, AND/OR SCHOOL BOARDS.

WE FURTHER RECOMMEND: THAT THE ARIZONA DEPARTMENT OF EDUCATION PICK UP THE BUDGET FOR THE DIVISION OF INDIAN EDUCATION.

WE KNOW THIS WILL HAVE BEEN ACCOMPLISHED BY THE END OF THE SCHOOL YEAR 80-81. WE WILL KNOW THIS HAS BEEN ACCOMPLISHED WHEN: MANDATE COMES FORTH AND THE STATE TAKES OVER FUNDING OF JOM OFFICE.

SIGNED: Gordon F. Van Wert Florine E. Thomas
Ernest C. Sakiestewa Mildred Pablo
Craig Thomas Marcus Bud Cox
Darlene Lopez Lucille J. Watahomigie
Rufus Ganilla, Sr.

GROUP #7

WE, THE UNDERSIGNED, RECOMMEND THE FOLLOWING: THAT WE HELP EACH STUDENT DEVELOP A PERSONAL POSITIVE SELF-IDENTITY BY EACH STUDENT SETTING REALISTIC GOALS THAT MAY BE ACHIEVED BY:

- A) Teacher training
- B) Counseling
- C) Parent involvement and responsibility
- D) Curriculum and materials
- E) Title IV/JOM Programs
- F) Regular attendance and participation
- G) Administrators and staff being sensitive to the needs of the Indian students

AND WE WILL KNOW THAT IT HAS BEEN ACCOMPLISHED BECAUSE OF:

- 1) Evaluation of programs
- 2) Attendance records
- 3) Transcripts of credit
- 4) Percentage increase of parent participation
- 5) Increase in the number of students graduating
- 6) Administrative and staff participation

SIGNED: Rey L. Treat Margaret Leatherwood
Mavis Mitchell Orlando B. Merrill
Bonnie Manoz Rudy Henry
Myrtle R. Charles Leona Valenzuela
Martha Villegas Regina L. Saraficio
Jose G. Solarez, Jr.

GROUP RESOLUTION STATEMENT (cont'd.)

GROUP #8

WE, THE UNDERSIGNED, RECOMMEND THAT: THE STATE DIVISION OF INDIAN EDUCATION PROVIDE FUNDS IN THE STATE BUDGET (FY80) TO HIRE A PARENT INVOLVEMENT COORDINATOR TO, NOT ONLY ADVISE DISTRICTS, BUT TO HELP DEVELOP AND IMPLEMENT EFFECTIVE PARENT INVOLVEMENT PROCEDURES AND TECHNIQUES IN THE TOTAL SCHOOL PROGRAM. SUCH PROGRAMS WOULD INCLUDE PROGRAMS FOR PARENTS ON CHILD DEVELOPMENT OR PARENTING SO THAT PARENTS CAN LEARN MORE ABOUT HOW TO UNDERSTAND THEIR CHILDREN AT DIFFERENT STAGES.

BY THE BEGINNING OF THE SUMMER OF 79, THERE SHOULD BE A MEETING AND/OR CONFERENCE SCHEDULED FOR ALL PROJECT COORDINATORS AND PARENT REPRESENTATIVES TO ASSESS STATEWIDE NEEDS IN PARENT INVOLVEMENT AND TO PREPARE A PROPOSAL TO MEET THESE NEEDS.

SIGNED:	Michelle Ligion	Wilfred Wellington
	Arlene Old Elk	Joe Bullis
	Lee Begaye	
	Delores Manuel	
	Joan Timeche	
	Cecelia Miller	
	Andy Montana	
	Anna Peele	
	Thelma Thomas	
	Jan Winterhof	
	Leonard Ortega	
	Craig Angalich	

GROUP RESOLUTION STATEMENT (cont'd.)

GROUP #9

WE, THE UNDERSIGNED, RECOMMEND THE FOLLOWING: THAT A DROPOUT INTERVENTION PROGRAM BE EXPANDED INTO EACH INDIAN EDUCATION PROGRAM BY BEING INSTITUTED WITHIN THE NEXT SCHOOL YEAR THROUGH:

- A) Increased parent involvement by direct contact, by developing trust, by using them as resource persons in order to decrease the dropout rate.
- B) Training of teacher aides, Indian Education staff, teachers, counselors, and parents of potential dropouts. In order to work with students and give them more support.
- C) Provide funds for college classes for staff and workshops for parents in order that the dropout rate of Indian students decreases.

AND WE KNOW IT WILL HAVE HAPPENED BY: THE DECREASED NUMBER OF INDIAN DROPOUTS.

SIGNED: Ruth S. Daye
Debra S. Elenes
Andrew Kelly, Sr.
Alan Thomas
Tony Machakay
Bernice Key

GROUP #10

WE, THE UNDERSIGNED, RECOMMEND THAT: THE ATTACHED CONCERNS AND SOLUTIONS BE STUDIED AND EVALUATED BY THE STATE DIVISION OF INDIAN EDUCATION AND THAT THE RESULTS OF SUCH STUDIES BE INCORPORATED INTO THE FIRST OF A CONTINUING SERIES OF NEWSLETTERS TO STUDENTS, PARENTS, AND EDUCATORS IN ORDER THAT MORE EFFECTIVE PARTICIPATION AND DECISIONS MAY BE MADE AT THE LOCAL LEVEL.

WE WILL KNOW THAT THIS HAS BEEN ACCOMPLISHED WHEN: WE RECEIVE SUCH ACKNOWLEDGEMENT.

SIGNED: Gerald R. Weddle
Carmen Mattias
Mary Ann Diaz
De De Gaisthea
Barbara L. Emmons
M. Annette Jaimes
Ted Norris
William J. Street

GROUP RESOLUTION STATEMENT (cont'd.)

SUMMARY SOLUTIONS:

1. We have to change the priorities and procedures for JOM funding, hire more responsive administrators, and liberalize qualifications for eligibility. Also need to seek other sources of funding and need more coordination of federal programs, especially in Early Childhood (from birth) programs.
2. Parents need to be made more aware and be effectively trained for JOM programs. There needs to be more community meetings and adult education programs. Just as important is the receptive and cooperative attitude of the administration and staff with teacher in-service training and a comprehensive evaluation system. It has even been suggested to dismiss reluctant administrators and staff. We also need more conferences, workshops, seminars, etc, to exchange ideas and information.
3. We need individualized student programs with more student involvement in decision-making. The curriculum needs to be value-oriented and alternative programs offered for students. We can utilize the Indian community, especially the elders. Also, we should require home visitations and community involvement of educators working with Indian students. And we should hire more Native-American educators with a bilingual/bicultural background and/or training. Peer attitudes need to be changed with human relations emphasis by all those concerned.

1. Inadequate funding to meet program goals
 - Early Childhood
 - Counseling
 - Tutoring
2. Improper utilization of funds for:
 - Parent involvement
 - Training-decision making
 - School commitment and follow through
3. Develop self-esteem and represent cultural values:
 - Curriculum
 - Teacher training
 - Administration support

GROUP RESOLUTION STATEMENT (cont'd.)

GROUP #11

WE, THE UNDERSIGNED, BY JANUARY 1, 1980, RECOMMEND THE FOLLOWING:

PUBLISH A
HANDBOOK AND/OR COMPILE A CENTRALIZATION OF A COMPUTER SYSTEM CONTAINING
THE FOLLOWING:

- 1) Factors causing the low achievement of Indian children in the school system
- 2) Recommend strategies to help remedy the above
- 3) Cultural awareness and curriculum models
- 4) Parent involvement models
- 5) Motivational factors and incentive systems for parents, teachers, counselors, Indian Ed projects and administrators
- 6) Strategies to improve the self-image of the Indian child
- 7) Models for in-service training for teachers, parents and staff
- 8) Leadership training for Indian students
- 9) Information concerning programs servicing Indians in Arizona including contact persons, referral models, and, also, a better system of notification of deadlines and due dates for proposal due dates, conferences, meetings, visitations, etc., for various programs serving Indians.
- 10) Parent Committee and procedures (a new publication) especially in area of educating new members (i. e. tapes, filmstrips). Also State Department visitation to Parent Committees at least once a year to provide recommendations. This handbook would utilize individual program input and grassroots experience in your research. This handbook should be disseminated to the following: Indian projects, organizations, parents, school districts, and tribal governments.

SIGNED: Debbie Neff
 Esther Makil
 Leota Hogan
 Frances Anselmo
 Phyllis Valenzuela
 Judy Yowytewa

GROUP RESOLUTION STATEMENT (cont'd.)

GROUP #12

WE, THE UNDERSIGNED, RECOMMEND THE FOLLOWING: THE DEPARTMENT OF INDIAN EDUCATION SHOULD AUTOMATICALLY MAIL NOTICES OF PROGRAM CHANGES AND OPPORTUNITIES (WORKSHOPS, CONFERENCES, SPECIAL PROGRAMS) 30 DAYS IN ADVANCE OF THE EVENTS AND WE WILL KNOW THIS HAS HAPPENED WHEN WE INCREASE OUR NUMBER OF PARTICIPANTS.

SIGNED: Romelda Quam Luis V. Valenzuela
Rosemary Ruiz Mary K. Hughes
Viola Antone Arlene Johnson
Lolita Endfield

GROUP #13

WE, THE UNDERSIGNED MAKE THE FOLLOWING RECOMMENDATION: THAT A PERCENTAGE OF THE TOTAL BUDGET (TO BE ESTABLISHED BY THE AGENCY), MAY BE USED FOR STAFF AND AIDE TRAINING IN ORDER TO BETTER MEET THE NEEDS OF THE CHILDREN.

TO WHOM: AIEA
Division of Education
Division of Indian Education

ACCOMPLISHMENT BY RESULTS: 1) WHEN LETTERS
GO TO ADMINISTRATIVE GROUPS SUPPORTING THE RECOMMENDATION FROM THE STATE DEPARTMENT.

ARE ALLOWED TO WRITE THIS INTO THEIR PROPOSAL

2) WHEN PROGRAMS

SIGNED: Dolores Bravo Erlinda Hendricks
Arlene Valisto Caroline Carlson
Bonnie Clayton Karen Wynn
Jolene Astor Rozilyn Conrad

I N D I A N E D U C A T I O N T R A I N I N G, I N C.

ANALYSIS OF P.L. 95-561

TITLE XI INDIAN EDUCATION

February 1979

Myron Jones
Executive Director
Indian Education Training, Inc.
1110 Pennsylvania Street, N.E., Suite C
Albuquerque, New Mexico 87110
(505) 265-7957

Analysis of P.L. 95-561 (HR. 15) Title XI Indian Education

- A. Impact Aid (P.L. 874) payments for Indian students are increased by 25%. Any Indian student living on Federal trust land is eligible for these payments, and the 25% increase will bring the national average to approximately \$1,000 per pupil.

Within one year after the passage of the Act, each school district enrolling Indian students receiving impact aid funds must draw up a general education plan for Indian students. This means a description of the school district's basic education plan without the use of special funds such as Johnson O'Malley, ESEA Title I, Bilingual funds, etc.

This represents a major change in Federal funding patterns. Until the passage of this law, Impact Aid funds have always been non-categorical. They have appeared once in school district budgets as a source of income. Their intention has been to compensate school districts either for tax exempt property or for federal activity that significantly impacts the school district enrollment. Because of this, the school districts have been free to use the money as general aid.

This "no strings" principle has been so firmly established that when the Impact Aid funding was increased by 50% for any student requiring special education, there was no requirement to target the money for special education.

The non-categorical nature of Impact Aid funds has been reflected in another way. In many school districts on or near reservations, Impact Aid funding has been greater than that of all the other Federal programs put together, (Johnson O'Malley,

Indian Education Act Part A, ESEA, Title I) and yet there has been almost no discussion of the funding on a community level because it has not been tied to any special programs or committees, or specific purposes.

Section
1101-(3)

Local educational agencies have a period of one year after the enactment of the legislation (October 1978) to draw up a plan establishing policies and procedures that will insure that (1) Indian children claimed under Impact Aid participate on an equal basis with all other children educated by the LEA. (2) That applications, evaluations, and program plans are adequately disseminated to the tribes and parents of Indian children covered by Impact Aid and (3) that the tribes and parents are consulted in the education planning and development process and (4) have an opportunity to express their views.

If the tribe or its designee is not satisfied with the plan, they may file a complaint with the Commissioner of Education. The Commissioner must then take the following steps:

A. Within ten days

- (1) Provide a site for a hearing;
- (2) Appoint a hearing officer;
- (3) Notify the school district and the tribe or tribes affected and provide them with a copy of the complaint.

B. (1) The hearing must be held within thirty days after the appointment of a hearing officer.

- (2) It must be public.
- (3) Each party to the hearing shall pay only its own costs.
- (4) Each party shall present its case with recommendations for remedy.

(5) A record of the proceedings will be made and maintained.

C. Within 30 days, the hearing officer will send findings and recommendations to the Commissioner of Education.

D. Within 30 days after that, the Commissioner will send copies of the hearing record and findings, recommendations, and final determinations to the school district and all tribes affected.

Total elapsed time: 100 days

NOTE: The Commissioner's final decision can be challenged in court.

E. If the school district rejects the Commissioner's recommendation, or does not follow the schedule for remedy, the Commissioner shall withhold P. L. 874 payments unless the tribe or tribes formally request that the funds be released. Also the Commissioner may not withhold funds during the course of the school year if doing so would substantially disrupt the district's education program.

Within one year (by October, 1979) the Secretary of Interior, in cooperation with the Commissioner of Education, shall publish regulations that will enable the tribe or tribes affected to either contract for educational services through the BIA under the Title I of the Self-Determination Act, or to request direct BIA educational services. This can be done when and if the Commissioner of Education determines that the public school district will not provide the remedies requested by that office and that an extension of time will not solve the problem.

This is obviously a carrot and stick approach. School districts are given an increase in P.L. 874 funding, but they may not get any P.L. 874 funds unless they can submit a plan that will be acceptable to the tribe or tribes (or their representatives) in that school district. That assumes the

hearing officer and the Commissioner of Education agree with the tribes. If they agree with the school district, the tribe or tribes will have to accept the plan.

The law then provides for regulations to be published in October 1979 that will describe how the tribe or tribes can either choose to contract for education services through the Self-Determination Act or have direct BIA education services.

This is negotiation followed by confrontation followed by alternatives to confrontation. It leaves a number of unanswered and crucial questions.

1. Where are the parents in all this? They are mentioned in the beginning of the section on plan approval but never again in the negotiation process. Aren't the parents really the ones who decide where their children will go to school?
2. Some districts have children from five tribes attending. What happens if two agree with the plan and three don't?
3. What should a school district do if it has 1,600 students from one tribe and the tribe rejects the plan? Does that mean they stand to lose $1,600 \times \$1,000$ or $\$1,600,000$? How? Tribal rejection doesn't mean all 1,600 parents are going to stop sending their children to that school. No one can be sure what it means in terms of actual enrollment changes.
4. Although the legislation promises two alternative school systems, where are those actual schools going to come from? If there are no buildings available, five years

would be the minimum time before a building could be in place and that would assume a smooth funding mechanism and consistently high appropriations. It also assumes guaranteed high placement on the BIA construction priority list.

5. What do the alternative school proposals mean if a tribe wants it but only twenty parents will send their children to the new schools?

Section
1102 Johnson O'Malley Supplementary Funding

Tentative formulas for Johnson O'Malley funding will be published by March 1, 1979, Tribes will have until May 1, 1979, to comment on the formulas. The BIA will then conduct a survey and tribes will vote for the formula of their choice. The winning formula (majority vote) will go into effect on or after October 1, 1979.

This looks like a test to see who can figure out which formula will bring them the most money.

Section
1103 Johnson O'Malley Basic Education Support

Sec. 1103. (a) (1) From sums already appropriated under the Act of November 2, 1921 (25 U.S.C. 13) and notwithstanding any other provision of law or any requirement of a grant or agreement relating to the timing of payments for basic support contracts or grants under the Act of April 16, 1934 (25 U.S.C. 452-457), the Secretary of the Interior shall make payments of any unexpended funds obligated for basic support contracts or grants under such Act of November 2, 1921, for fiscal year 1978 to any school that

has received notification from the Department of the Interior of the award of such a contract or grant. Such payments shall be made in accordance with any applicable condition of such contract or grants other than conditions relating to the timing of payments.

2) The Secretary of the Interior shall make the payments referred to in paragraph (1) not later than thirty days after the date of the enactment of this Act. Saturdays, Sundays, and legal public holidays, as established by Section 6103 of Title 5, United States Code, shall not be considered as days for purposes of the preceding sentence.

b) Such sums as are needed under such Act of November 2, 1921, are authorized to be appropriated to provide funds for basic educational support through parent committees under such Act of April 16, 1934, to those public schools educating Indian students and whose total sum of Federal, State and local funds is insufficient to bring the education of the enrolled Indian students to a level equal to the level of education provided non-Indian students in the public schools in which they are enrolled where the absence of such support would result in the closing of schools or the reduction in quality of the education program afforded Indian students attending public schools.

SOME STRATEGIES FOR INDIAN INVOLVEMENT IN SCHOOL BOARD ELECTIONS AND FOR PARENTAL AND COMMUNITY INVOLVEMENT IN THE EDUCATIONAL PROCESS

DR. KENNETH ROSS

The topic for this workshop deals with two different aspects of a question which affects all parents, and has become a question of growing concern for us as Indian parents. The basic question is: "What can we do, as parents, to improve the educational programs available for our children?"

There is no simple and easy answer, but there are many possibilities available. The topic of this workshop suggests that two possible answers are to elect Indian school board members and to get Indian parents actively involved. But these are only steps in the process; they are not a total answer; they alone will not create the solutions that we are looking for in regard to improving what is available for our children.

For example, there are four school districts in the Navajo area which for several years have had school boards whose membership is all Navajo or at least a majority Navajo. These districts, because they rely to a great deal upon various federal and state funds for supplemental programs, have one or more parent committees, whose membership is predominately Navajo. Despite what would appear to be a great deal of Indian involvement in the educational process, each of these districts has been cited by the Office for Civil Rights for failure to provide language programs that meet the needs of their Indian students.

On the surface, this situation would seem to indicate that neither the school board members nor the parent committees, despite their legal rights, responsibilities and authority, were fully aware of or adequately involved in the overall operation of their schools, especially in the area of curriculum and classroom programs.

However, more careful consideration of the total situation will reveal the extremely complex process which exists in education today and which hampers the ability of school board members to act and interferes with the effective involvement of parents.

When any of us begin to consider any problem, we must begin with a perspective and understanding that is based on our own experience. Thus, when we try to consider the problems related to the education of our children, most of us relate it to our own experience with the process, and what we have perceived as the structure of that process, especially in regard to who appears to have authority, who holds the power to do things. From the experience of most of us, most parents, the power structure of any school system seems to revolve around the principals, superintendent and the school boards. Some people who have become more involved in the process may perceive that there are other agencies beyond the school board which affect the operation of the schools--the State Department of Education, the State Board of Education, the courts, the Federal government--but very few people, especially those whose primary involvement with education is as parents, realize how incredibly complex the operation of schools has become.

In order for us to consider strategies for obtaining effective parental involvement, for electing school board members that will consider and address the needs of our children, we must understand the overall situation which exists today and the many diverse groups which have an impact upon the educational process.

Thus I would like to take a few minutes to briefly review some aspects of the historical concept of public school education in this country and how those concepts have been altered by changes in recent years and the reality of the situation which we have to deal with today, whether we are parents, school board members, administrators, or anyone else involved in the educational process.

The public school system in this country started at the local, the community level. A group of parents and concerned community members would get together, raise some funds, hire a teacher and start a school. Those parents who were concerned about having their children learn to read, to write, to do math and learn history, would send their children. School boards were formed to oversee the operation of these especially as the communities grew and schools became larger.

These school boards were instituted to provide control from the community over the education offered to the children, to ensure that the standards of the community were upheld by what the children learned. There was a pronounced homogeneity to this process, more easily seen in the smaller communities. The parents sent their children to school, the parents elected the school board members. The children were expected to learn those things necessary to become functioning, productive members of their community, of the society as a whole.

This homogeneity of purpose and concept was followed through in regard to the selection of school board membership. Most school boards, until recent years, and this characterization still is predominantly accurate, were made up of white, middle-class, males, most of whom had gained some measure of success in business, in farming, in one of the professions. The board members were people who had achieved some degree of status, were respected by others and were looked to as a model of success. They represented, in the minds of the majority of those who were sending their children to school, an image, a model, of what children should grow up to be, at least in part due to the influence of these board members upon the education provided.

Two other sides to this situation needs to be mentioned, because of their later influence upon the whole process. One is that during this period, local control of the educational process was connected very closely to the local funding of the program. Second is the fact that a reasonably large number of children did not fit into this homogenizing process; they did not match the concepts, had distinct problems which were not easy to deal with, and they were usually rejected by the system. The general rationale was: "We have created an educational program which meets the needs of our community and will produce the kind of children we want; if you cannot fit in, get lost."

The problems which were developing under the surface could largely be ignored because during this time education was a real growth industry, the population was increasing, more schools were being built, the curriculum was expanding, more teachers were needed. The problems of a few could be easily ignored in the effort to meet the needs of many.

During this time, there was the beginning of state involvement in education. The states began to provide funds for school operations, teacher certification requirements were instituted, minimum standards for curriculum were set.

The initial state involvement could be summed up as being in the nature of "support" activities, as efforts to help the local schools provide the best possible educational programs.

At the same time, during this growth and expansion, there was a parallel development of many other groups with a direct interest in education, the text book companies, the teacher colleges, the testing companies, consultant groups, school bus companies, etc.

This concept of the educational process, what might be termed the "vanilla milkshake" concept, has been altered drastically in the past 30 years. I have described very briefly and simplistically what was a much more involved development, but, for people who were on the outside looking in, I think that this was much the way that they perceived what was happening. I think that World War II really marked the turning point, although not too many people were aware that a turning point had been reached. However, the decade of the 1940's saw the advent of changes which have totally altered the concept of education which I have been describing, which have introduced forces and concerns that stimulated fundamental and comprehensive review of what education was and what it should be.

We are still very much in the midst of these changes and their effects. Out of the turmoil that has marked the past 30 years, hopefully, we will be able to evolve a new educational system that will effectively serve all of our children, but we have not reached that goal as yet, by a long ways, and we are due for more turmoil before we do.

I would like to summarize a few of the major events of the past 30 years which, in my perspective, have had the greatest impact upon the educational process and which we must learn to deal with if we are to attain any success in creating a stable and effective educational program.

First, many people began to recognize that our education program, our "vanilla milkshake", was not serving all of our children; "suddenly" we discovered that there were children with special needs who were being forced out of the system; that there were handicapped children, bilingual children, poor children, children from different cultural backgrounds, with social needs and physical or economic needs who did not fit the pattern we, as a country, had conceived and imposed upon our schools. They were not being offered adequate programs or services and were being forced out of the schools.

A second, rather closely related recognition was that our educational programs were not even adequately meeting in all cases the needs of the white, middle-class group they were designed to serve. This became a paramount concern in the 1950's when the Russians put a Sputnik into space over our heads and people cried for improvement in the math and science programs that were available.

We had to produce more engineers and scientists.

Perhaps, the most significant aspect of this concern was that it marked the first real advent of the federal government into elementary and secondary education.

A third event of importance was the development, most notable over the past 15 years of a wide variety of pressure groups who became involved in the educational process, who wanted to have their views heard--the teachers groups who adopted a union stance, groups that wanted black history, Indian history, Chicano history taught in the schools, women, the taxpayers who had to provide the money to operate schools . . . these and a variety of other groups started to become involved, both formally and informally.

A fourth, continuing event, highlighted perhaps during the past year by the passage of Proposition #13 in California, has been a leveling off of the growth of education, the "baby boom" is over, suddenly there is a surplus of teachers, at the same time we are experiencing great inflation in costs, an increase in salaries, growing competition for a limited amount of money; all of these factors have combined to make it more difficult to obtain funds to operate educational programs at the same time that those programs are being expanded to meet the diverse needs of special education, bilingual education, vocational education, and we have an increase in the amount of money the state and federal governments are providing for basic education--always with strings attached.

A final event which I will note is the increasing involvement of a wide variety of agencies, including the courts, the Office for Civil Rights, state legislatures, unions, Congress, the list goes on and on, in the overall educational process. We now face the increasing imposition of state and federal mandates about what is taught and how it is taught, the growth of students' rights, of parents' rights, of teachers' rights, etc.

These are just a few of the things which have happened to increase the complexity of school operation, to take control of schools away from the local community, the local school board and the people they employ to run their schools. It may be true that a number of these events were necessary because, unfortunately, the schools at the local level were not doing the things they should have been, but, rightly or wrongly, they have created a situation which has caused enormous changes, changes which many people, including those most directly involved in the process, are just learning to cope with.

Now, the local school board is still a focal point of the operation of any school, no matter how much their authority may have been constrained or eroded by these other events, so, in terms of getting some recognition of the needs of our children as we perceive them, we need to look at strategies for getting people elected who will represent our needs. First, we have to ask, "Why does anyone run for a position on the school board?" Most have a sincere concern for the welfare of children. A few have a particular or singular focus of concern-- they want bilingual programs, they want to get rid of the superintendent, they feel the board needs a woman's point of view, they want better salaries for teachers, they want minority representation, etc.

Unfortunately, these reasons for running are not enough to create successful school board membership. Most candidates, prior to their election, do not realize the kind of commitment that they are going to have to make, the amount of time and effort that they will have to devote to the position, the amount of pressure from various sources that they will have to endure. School board members no longer can meet once or twice a month and pass judgement upon the various policies that they wish to have in effect in their schools.

They are on call constantly, they are involved in negotiations, in student hearings, they must be ready to sue or to be sued. Being a school board member, for those who are trying to do their best, is probably the most difficult and controversial unpaid position in this country. And, to be successful, these people must realize that they are not just a group of people selected by their community to oversee the local schools.

They must realize that they are part of a complex political process and they must be ready to interact with other segments of that political process, at local, state and national levels, if they are going to achieve any degree of success.

Now we find ourselves at a point where school board members, who are not professional educators, who are elected to represent the views of parents and the various segments of the community, are forced to become informed about everything from what is taught and how it is taught in every classroom to how many janitors are needed and what they should be paid to how to select the best bids to what the state and federal governments are up to. They must learn a great deal themselves before they can effectively act to affect the learning process for the children. We have had school board members coming to the end of a four-year term who have said, "I feel that I am just beginning to understand what this is all about, but this position requires so much time, I do not feel that I could run again."

Despite the problems, the time and effort involved, we find a great many people are continually interested in running for school board positions. Last fall at Window Rock we had eight candidates for two positions. The same situation was true for many of the other boards in our area. I feel that there may be two reasons for this interest, one is the growing concern among the Indian people about the kind of education that their children are offered and a desire to influence it; the second is the fact, expressed earlier, that the school board seems to be the focal point of power and the prospective candidates are not aware of everything else that is involved.

Despite the erosion of power, the local school board still exerts a great deal of influence and its impact upon local school operations is limited more by the capabilities of its members than by the restraints imposed by outside agencies. Thus, it is imperative that persons be encouraged to run for school board positions who have the time and the interest to put forth a great deal of effort. It cannot be just a popularity contest; it is not enough to just care about children. There is no simple strategy involved. Parents must work together to identify people as candidates who have some understanding of the education process, of the political process, who are willing to learn, who are able to adapt to changing situations without sacrificing their basic principles, who reflect the views of the parents, who are able to work with a variety of different pressure groups, each one of which will strongly and adamantly advocate its particular point of view.

Candidates must be identified and supported, both while they are running and after they are elected. There is often a tendency to feel that we helped elect you, now go represent us. Any board is a collection of individuals, often representing diverse points of view, who must work together effectively. They need the continual support of the parents who helped elect them, not just when crises erupt, but continually. And, it is necessary to keep in mind, there are always procedures available to recall and replace board members when the point arrives that they do not seem able to effectively represent the wishes of the parents of the children who are being served.

Now let us turn for a moment to the other aspect of the topic of this workshop, the question of parental involvement. Back in the old days, as I summarized them earlier, there was active parental involvement in the schools. The parents were the basic force that started the schools and kept them operating.

As the schools became larger and more complex, parents became less involved. There developed a general feeling that the professional educators could handle the situation--that's what they were paid for. There was also the aspect of those parents who were not actively involved in the creation and operation of the schools, and this applies particularly to the Indian people, parents who were told by different agencies or compelled by different laws, to send their children to schools, schools which had been imposed upon their communities and which often had little or no relation to the reality of life in those communities. A number of things have happened to change the situation and to stimulate a greater involvement of parents in the overall educational process. One of the significant things that occurred was the recognition, both from parents and from the federal government, that a large number of children were not being adequately served by the system, were being forced out of school, were not learning to read, had special education problems, and needed special programs. It was also perceived that most school boards were part of the white power structure of the country and that many parents, especially those from poor or "disadvantaged" backgrounds, from minority groups, did not have access to the existing power structure, were not able to obtain a forum to express their concerns. Thus, as the federal government began to design programs to meet the needs of these special groups of children and to provide the funding for them, it attached the mandate that the schools must involve parents in the design of the programs and their operation. Another significant thing that has occurred related to parental involvement is the growing realization that only a portion of the learning process actually takes place within the four walls of the classroom. That education is not just something provided by a certified teacher and no teacher can teach everything that a child needs to know.

We have come to understand that the first six years of a child's life, before they even get into the formal schooling process, may be the most significant years of all.

We know that, historically, Indian parents have had very little involvement in the formal education of their children. Under the BIA system, Indian parents had no voice, no involvement. It was planned that way; the purpose of the schools was to "civilize" the Indian children, to change them to acculturate them. Today, the majority of Indian children are enrolled in public schools. But it is only in recent years even in areas such as the Navajo, where the majority of students in any public school are Navajo, that Navajo parents have had any real impact upon or involvement in the education process. How much impact can parents have in Phoenix, for example, where any school may have only a handful of Indian students and Indian parents have to compete with all of the other pressure groups to have their opinions heard. One testimony to the lack of Indian parental involvement is the high drop-out rates common among Indian students throughout the country. I must also mention a warning, in light of the membership of this audience, most of us who are here today represent those who have successfully grappled with the system, who have endured and survived. Our degree of success in education and our involvement gives us a substantially different perspective from those who have not been successful, have dropped out of the system, and have, based upon their own experiences, developed negative feelings about the whole system, even though they may still be willing to send their children to school. Ample procedures exist today for parental involvement. There are few if any schools in the country that do not receive federal funds, such as Title I or Title VII of the elementary and secondary education act, which mandate the formation of parent advisory committees.

For Indian children, there are special programs such as Title IV of the Indian Education Act and the Johnson O'Malley program, which also mandate active parental involvement. I think that it is obvious that the intent of Congress in tying strings to these funds has not been fully realized.

Even Congress is aware of this, because, in the Educational Amendments of 1978, what is now Public Law 95-561, the requirements related to parental involvement have been made even stronger. Title XI of this new law covers the 635 school districts in 25 states which receive impact aid because they serve children who live on Indian lands. This portion of the law mandates that any school district receiving these funds develop procedures to inform Indian parents of what is going on in the schools and involve them in the educational process.

In order to make this new law work effectively to create improved opportunities for Indian children, we, as Indian parents and educators, are going to have to do our homework. We have survived the old system, to a greater or lesser degree, we are part of the present power structure. We must develop methods to involve parents, to teach them how the system operates, and how they can cooperate to improve the system.

P.L. 95-561, Title XI, also mandates many changes in the BIA educational system. These changes will be the most significant in the history of the BIA, if they are carried out. There are a great many task forces running around right now trying to prepare the regulations that will implement the new law. They have not accomplished a great deal as yet. I hope they get done what they are supposed to get done. But there is an observation that I would like to make about the process that is under way, because it relates directly to a number of the points that I have been trying to make. When P.L. 95-561 was signed by the President, the BIA set up 12 national task forces to work on various portions of Title XI of the law. The Navajo Area Office of the BIA has also set up 12 similar task forces to work on the same questions at the local level.

The membership of all of these task forces are made up predominately of BIA officials and Tribal officials, with a few public school representatives scattered throughout. My observation is that nearly everyone on those task forces represent segments of the existing power structure and thus have a vested interest in how the regulations will be written. There is no one representing the parents or students themselves. Once again we may well wind up with Big Brother and Big Sister telling us what kind of schools we will have for our children. The option that does remain is that all of these regulations will have to go through the public hearing process before they are finally approved. Someone has to assume the responsibility to inform Indian parents and students of what is going on and help them be prepared to express their opinions when the public hearings are held. Who is going to do it? I would suggest that no one is going to unless those of us gathered here today and others like us take the initiative to do it on our own.

I submit that there are many avenues existing today whereby Indian parents can become actively involved in the educational process and can have an effect upon the kinds of programs offered to their children.

At the same time, in part for reasons that I have listed previously, there is a reluctance among many parents to take the steps necessary. A great deal of the responsibility for changing the situation may come to rest upon the heads and shoulders of those who are attending this conference. We know how the system operates; we have to make parents aware of it. We could all probably be having a much greater impact if, instead of being here for two days, we were out visiting the homes of Indian children, explaining to parents their rights and responsibilities, seeking their involvement.

All of us are aware that soliciting the involvement of parents is not an easy task. We have many obstacles and past experiences to overcome.

But we must accept this as part of our responsibility. if we do not educate the parents, we are not going to be fully successful at educating the children. Until we do educate the parents and actively involve them, we are not going to be able to find successful school board members, we are not going to be able to exert any real control over the education of our children, we are going to see more and more control taken over by the state and federal agencies that we have even less opportunity to influence. We need to open up the schools, we need to create an active partnership between the homes and the schools, we need to look at education as something that does not happen just in the classroom, but is a community process and a continuing process that goes on throughout life. It is by no means an easy task, but it is one that we must all face and become involved in or we are not going to succeed.

JOHNSON O'MALLEY STATEWIDE CONFERENCE
February 19-21, 1979

EVALUATION SUMMARY

The Johnson-O'Malley Statewide Conference evaluations indicated that the conference was a success. Of the two hundred (200) registered participants, one hundred (100) evaluations were returned. Based on the one hundred (100) evaluation forms filled out, eighty (80) revealed that the Del Bacq Model of soliciting information was a successful model.

The evaluation figures on the eight workshops presented indicate that the Student Involvement/Information Workshop was well attended.

Seventy-seven (77) of the evaluations returned stated that the Johnson-O'Malley Statewide Conference was beneficial and should continue. The evaluation shows that the Conference participants were a cross-section of both professional and lay persons.

The participants at the JOM Statewide Indian Education Conference who completed the evaluation form fell into the following categories:

Project Director	19
Member - Indian Education Committee	29
Student	3
Other (See tabulated list)	43

The responses to the questions rating the workshops on Tuesday, February 20 may be broken down into the following categories.

1. How would you rate the small group workshops on Tuesday morning?

very poor	poor	fair	good	excellent	no response
2	3	8	37	35	13

2. How would you rate the small discussion groups in the afternoon?

very poor	poor	fair	good	excellent	no response
1	4	18	35	27	9

3. Did you feel that the small groups' facilitators accomplished their tasks?

very poor	poor	fair	good	excellent	no response
1	4	14	33	37	5

4. Would you enjoy having this type of activity again?

Yes	80
No	8
No Response	6

2/19-2/21/79 Johnson-O'Malley Statewide Conference

Wednesday, February 21, 1979

1. Workshops attended:	Attendance Figures
A. Public Law 874 & 815	14
B. Curriculum Development/Early Childhood	11
C. Curriculum Development/Elementary Intermediate	17
D. Curriculum Development/Secondary-Postsecondary	11
E. Student Involvement/Information	29
F. H. R. 15	12
G. Local School Board Membership/Parent/Community Involvement	25
H. JOM/Project Staff Presentation	35

2. Did the workshop presenter cover the assigned topic?

	very poor	poor	fair	good	excellent
A.	0	0	3	6	4
B.	1	1	2	6	3
C.	0	0	3	3	12
D.	2	0	3	6	1
E.	2	0	4	14	9
F.	1	0	0	4	7
G.	2	1	1	5	17
H.	2	0	2	13	19

3. Do you feel that the afternoon conference sessions were worthwhile?

very poor	poor	fair	good	excellent	no response
2	5	11	27	31	19

4. Do you feel that there was enough sharing of information during the conference?

very poor	poor	fair	good	excellent	no response
2	4	9	39	26	14

5. Do you feel that the Johnson-O'Malley Statewide Conference is enough of a benefit to continue the conference?

Yes	77
No	5
No response	13

2/19-2/21/79 Johnson-O'Malley Statewide Conference

Others Attending

Counselor
JOM Teacher (1)
Nurse - Education
Tribal-Deputy Director, Ed. Coordinator, Tribal Enrollment Officer
Teacher (2)
Teacher Aide (5)
Indian Aide (2)
Title IV
Tutor/Counselor
Aide - Title IV
Liaison Aide
Training Specialist
Educational Evaluator - JOM
School Board
Education Specialist
Administration - LEA
Coordinator (2)
Indian Art Specialist
Indian Education Staff Member
Parent (5)
Curriculum Writer - Title IV (2)
JOM Teacher Aide (2)
Parent Committee (3)
Academic Instructor
Student Services
Indian Counselor
Title IV Staff Instructor
Indian Education Representative

JOHNSON-O'MALLEY STATEWIDE CONFERENCE
February 19-21, 1979

Evaluation Response to #8 "Having participated in this conference, what do you feel you have gained that may aid you, your staff, or community?"

Information system was excellent: I just hope I can implement what I have learned.

All the activities on Tuesday should be done in half-a-day so we could attend more workshops; or extend the Conference to three days. Excellent speakers were provided, but limited space a slight problem.

I have learned some good ideas by way of examples which I might apply to parent committees and teaching of children.

Being a new member of the parent committee and new to this program, I've learned a lot that would benefit my children, school and community.

Received general information on the different P.L.S. and their effect on the schools, received much information on problems similar to mine, as well as an opportunity to share ideas/solutions.

Regained my faith in our Indian programs and revived my enthusiasm for my job.

Much useful information.

This was the best Indian Education Conference I have ever attended -- an active, moving workshop. I met several people and did not get bored as I have in past "lecture" type conferences. Whoever or whatever changes have happened -- keep it up. Maybe now we can start positive moves in Indian Education.

I learned that we all have the same problems and we want to better our programs. I found that all were willing to help one another. We need more conferences like this one.

Information and resource help was exchanged. New ideas might be incorporated into my own program at an elementary school level I am teaching.

Learned problems are similar everywhere. I learned the sources the Title IV Committee should use to set its goal by -- we were not told by the Indian Director that an "Arizona Educational Plan Book" even exists. We receive very little assistance or direction from him.

I think I've gained a lot of knowledge which will help me to perform the tasks of my job at a greater level of competency. An excellent Conference. Met some very good People.

We needed ideas for getting students and parents involved. We have some ideas now.

Evaluation Response to #8 Cont'd.

"Having participated in this conference, what do you feel you have gained that may aid you, your staff, or community?"

The Conference preparation was excellent. The format should be considered for future Indian conferences.

Yes, the information is very helpful. Many of the topics that we brainstormed about could be brought up into our Parent Committee Meetings.

This tells me that parents must take a sincere interest in their children's education.

This conference was an improvement from past conferences. It seems that the committee did some good planning. The time was used well by facilitators. Emphasis at the beginning on involvement was good.

We really enjoyed ourselves, as it really stimulates parents, administrators, directors, counselors and teachers to talk and work together for one goal -- the betterment of the students of today.

Very well planned conference. Next year we might look for a larger place to hold the conference. Very informative.

Has been the best (more informational, tremendous learning experience) JOM conference thus far. Planning Committee has done a well structured, well organized job. Paul and the facilitators (staff) prepared well -- overall conference was a good success.