

# Igniting Kinship: Restoring the Office of Indian Education Strategic Plan

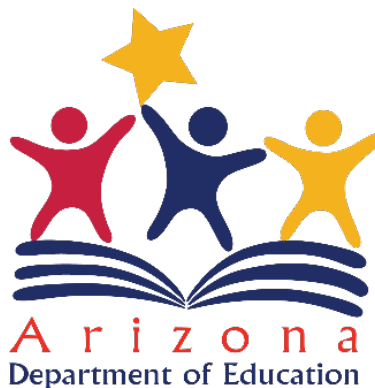


Office of Indian Education, Arizona Department of Education

# Strategic Planning Sessions

June 5, 2020 - February 26, 2021

**Facilitated by  
Indigenous Strategies, LLC**



Report Date: April 2021

## **We are grateful to all of our Strategic Planning Session Participants:**

**Arizona Indigenous High School Students**

**Caregivers of Indigenous Students**

**Indian Education Advisory Council**

**Indigenous College Students**

**Leadership from Arizona Department of Education**

**Local Education Agencies Representatives**

**Tribal Education Departments**

### **Tribal Leaders**

President Martin Harvier, Salt River-Pima Maricopa Indian Community

Governor Stephen Roe Lewis, Gila River Indian Community

Chairman Robert Miguel, Ak-Chin Indian Community

President Jonathan Nez, Navajo Nation

### **Consultants:**

Melodie A. Lopez, Indigenous Strategies, LLC

Verónica R. Hirsch, Indigenous Strategies, LLC

Jacob Moore, Indigenous Strategies, LLC

Lourdes Pereira, Indigenous Strategies, LLC

IngriQue Salt, Indigenous Strategies, LLC



## PROLOGUE

“We need to have tribal mentors  
who know different systems  
impacting education,  
to hear what they think of our education system,  
or they could be more involved with each school  
and all the students,  
'cause everyone is different  
and sees everything  
from a different point of view”

Quote from Indigenous High School Student

“Change the way we teach; we teach it from a Western point of view.  
Shift in [how] classrooms are situated, and  
we are all Indigenous learners.  
We are all searching for something.  
We are answering that question, so what does that look like?  
Emerging Indigenous learners,  
we are constantly becoming.  
We are searching for and support our students in their search”

Quote from Indigenous College Student



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## Executive Summary

The strategic planning process incorporated Indigenous Knowledge Systems (IKS) and communication patterns to facilitate a collective effort to reignite how the Office of Indian Education (OIE) supports the needs of internal Arizona Department of Education (ADE) divisions, tribal education departments, local education agencies, caregivers, students, and elected tribal leadership. Each session contained a brief educational component to orient each stakeholder cohort and help establish context while utilizing IKS. Bringing so many voices to the planning sessions resulted in creation of a robust report, as well as precise, timely goals for the OIE. This work culminated in development of a strong vision of educational sovereignty for Arizona's Indigenous students that may be implemented with the proper resources.

Below are the OIE Vision Statement, Mission Statement, and Four Core Services.

### OIE Vision Statement

Embracing culturally responsive education for all students and educators in collaboration with sovereign tribal nations.

### OIE Mission Statement

Elevating access and opportunities for Indigenous students in a collaborative environment.

### Four Core Services

- **Support School Districts and Communities with Resources -**

Provide technical assistance that includes culturally-literate tools and resources for both Local Education Agencies (LEAs) and tribal nations and communities.

- **Increase Pathways for Indigenous Educators -**

Facilitate increasing the number of Indigenous educators of all levels (teachers, counselors, administrators) to work at schools throughout the state and particularly in rural, tribal communities.

- **Develop Policies and Every Student Succeeds Act (ESSA) Consultation Procedures -**

Facilitate tribal collaboration efforts between ADE and respective tribal nations, as well as engage in high-quality, K-12 Indian education policy development, while upholding the Every Student Succeeds Act (ESSA) section 8538 regarding tribal consultation.

- **Convene Strategic Partnerships and Communications -**

Work with multiple stakeholders to strengthen relationship-building between diverse groups and within the ADE, revitalize connections to caregivers of Indigenous students, conduct timely dissemination of information and resources, and continue community-based participatory engagement to sustain a vision for successful and thriving students, educators, communities, and tribal nations within Arizona.



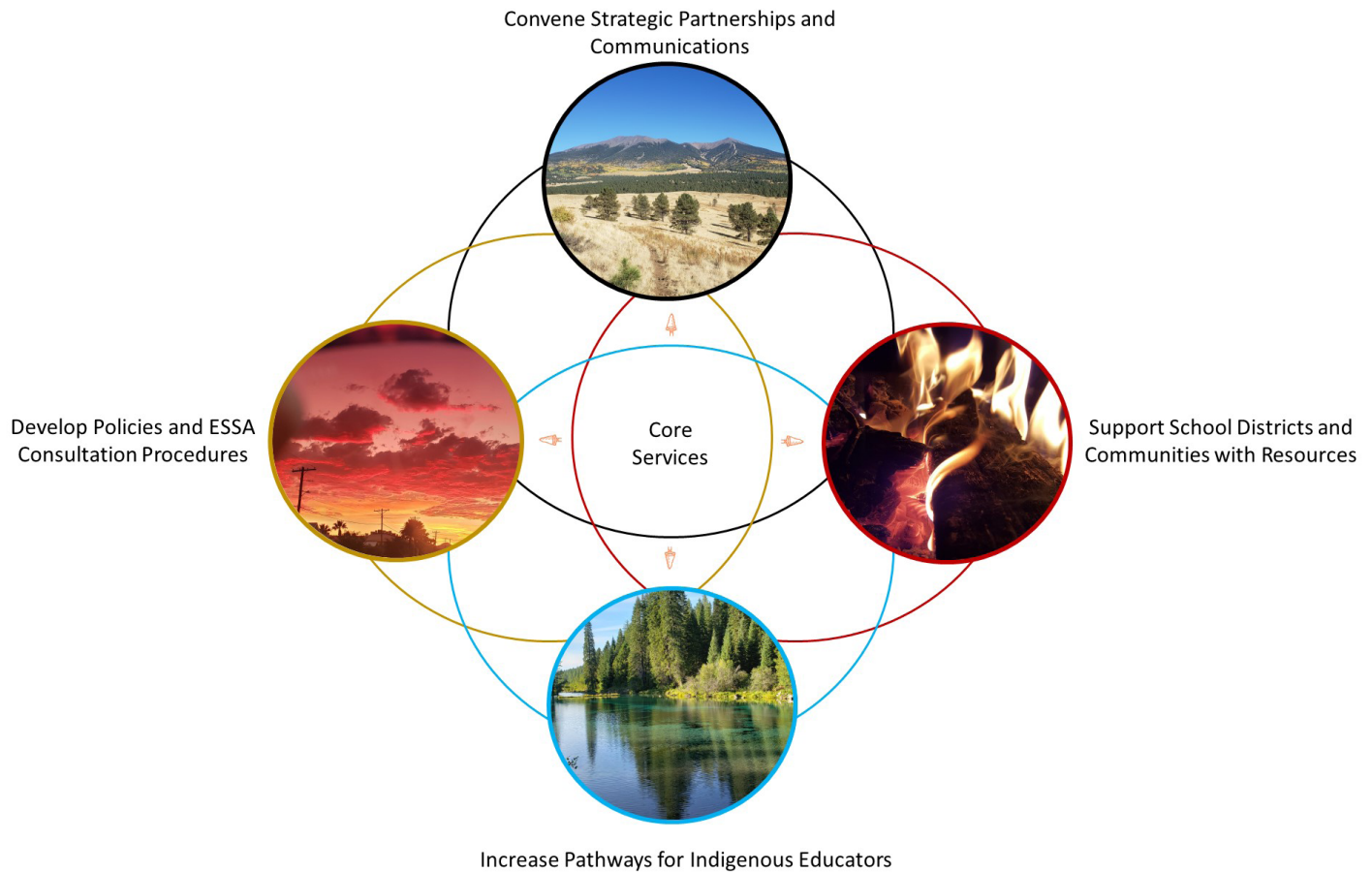


Figure 1 - Four Core Services Diagram

The Four Core Services diagram individually places each core service inside a circle that then overlaps with the other three core services. To the middle-right, or East, a red circle with a picture of fire indicates the “Support School Districts and Communities with Resources” core service. To the bottom-center, or South, a blue circle with a picture of water denotes the “Increase Pathways for Indigenous Educators” core service. To the middle-left, or West, a yellow circle includes a picture of the sky and represents the “Develop Policies and ESSA Consultation Procedures” core service. Lastly, to the top-center, or North, a black circle with a picture of earth depicts the “Convene Strategic Partnerships and Communication” core service. In the center of the overlapping circles lies another small circle labeled “Core Services”. This figure illustrates that the four core services do not stand alone, but depend upon each other to create a cohesive OIE.

## Next Steps

The OIE has engaged in a nearly year-long effort of community-based participatory data gathering to create a strong set of services and goals. To ensure these goals are adequately met, OIE staffing must be increased. At the same time, the relationships that have been reignited from the planning sessions must be continued. Online surveys must continue, and as the state safely returns to in-person meetings, a tremendous amount of in-person outreach must be conducted. Modifications to this living strategic plan must be solicited and updated with input from a larger number of participants, out of respect to the new partners who will have emerged from the planning sessions.

## Recommendations

This strategic plan should be considered a living document. Updates to the plan should be welcomed on an annual basis. The IKS processes utilized within the strategic planning sessions should continue with all stakeholder groups. As the state begins to allow large gatherings, in-person, strategic planning sessions should be convened in various communities, both reservation and urban, and online surveys should be kept open for data gathering purposes. In-person gatherings should allow for a greater amount of time to be spent upon Thinking, Learning, Implementing and Reflecting opportunities.

The recommended, on-going consultation process should accomplish these primary goals:

- Strengthen and refine the duties and priorities of the OIE.
- Facilitate shared stakeholder input in crafting the best education system for Indigenous students in public schools within both urban and tribal communities.
- Identify new resources, including legislative support, and modernize current state statute authority to appropriately reflect the needs of Indigenous students and tribal nations.
- Meet and exceed the tribal consultation requirements of ESSA.







## Introduction

Located in the northeast corner of Arizona, the Hopi village of Oraibi is the oldest continually occupied site in the United States (*Indigenous Voices of the Colorado Plateau*). The First Nations that thrived in what is now Arizona for several millennia created a canon of knowledge to ensure Indigenous survivance into modern times. As explained by noted scholar and author Dr. Gerald Vizenor (White Earth Nation), “Survivance is an active sense of presence, the continuation of Native stories, not a mere reaction, or a survivable name” (p. vii). Our First Nations created educational processes rooted in concepts of, “first-hand experience and then transmitted or explored through ritual, ceremony, art, and appropriate technology. Knowledge gained through these vehicles is then used in everyday living. Tribal education, in this context, becomes education for “life’s sake” (Cajete, *It Is Time for Indian People to Define Indigenous Education on Our Own Terms*). With these quoted passages in mind, educational frameworks that are rooted in tribal community-specific, Indigenous Knowledge Systems (IKS) are holistic, experiential, responsive, and inclusive. Knowing this, we strive to ensure Arizona Indigenous students are afforded a high-quality, culturally-responsive, and learning-style inclusive education that meets Arizona Department of Education standards.

The mainstream concept of “Indian Education” has roots in precolonial interactions between European countries and tribal nations. Arizona State initiated plans to provide public school instruction for Indian children in 1912 (Pickering 3). However, it was not until 1937 that the Arizona Legislature passed ARS 15-1161, which authorized the State Board of Education to provide federal Johnson O’Malley Act programs that were specifically created to meet the needs of Indigenous parents whose children attended public schools (Pickering 4). In 1939, Arizona created the “Division of Indian Education” (Pickering 4). In 1966, the Arizona Director for “Designing Education for The Future” wrote to the State Superintendent of Public Instruction, “It is felt that by putting Indian children in public schools rather than in segregated Bureau Schools a better job will be done in introducing them to the mass white way of life” (Pickering 4). Much has changed in the past several decades; the contemporary “Office of Indian Education” (OIE) is now housed within the Arizona Department of Education’s “Policy Development and Government Relations” division (*ADE Organizational Chart*). This placement demonstrates a respect for tribal sovereignty and tribal consultation policies as mandated by the federal Every Student Succeeds Act (ESSA) of 2015. In 2019, the former position of “Indian Education Director” was rightfully elevated to the current “Deputy Associate Superintendent” status. The OIE team expanded in May 2020 to include a “Tribal Grants Specialist,” and later in December 2020 hired a “Tribal Policy Specialist” (Denetsosie, *personal communication*). Several ADE divisions now have tribal liaison positions, including “Policy Development and Government Relations,” “Title 1,” and “Title II” (Denetsosie, *personal communication*).

## Strategic Plan Facilitators

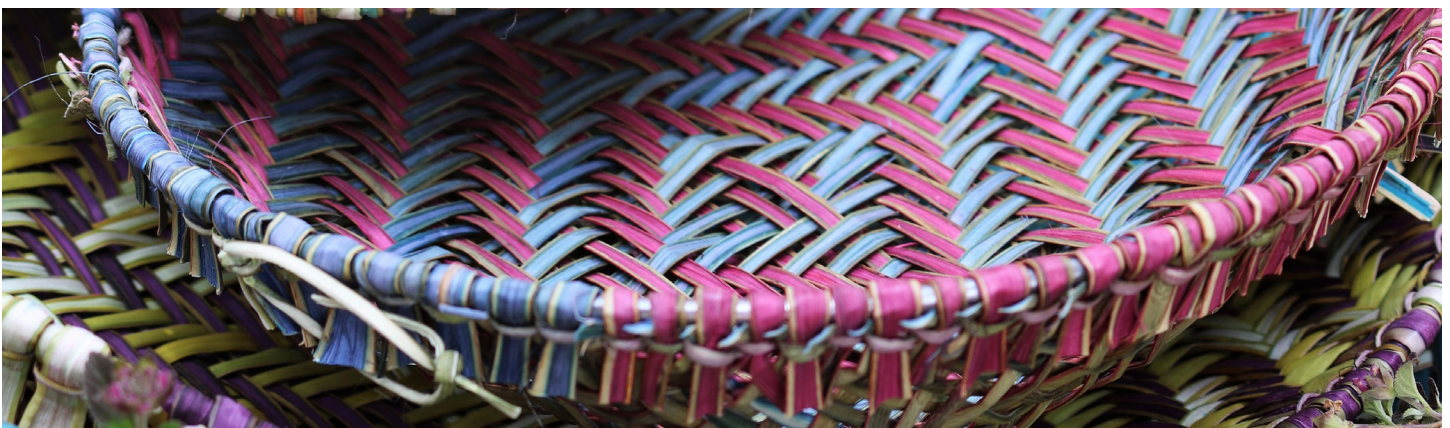


In 2019, Arizona Department of Education (ADE) Superintendent Kathy Hoffman began to visit several public schools based on reservations, as well as several urban Indian education programs. Superintendent Hoffman was very responsive to Indigenous communities from the start of her tenure. Arizona Indigenous-led organizations noted her responsiveness, and she was the invited keynote speaker at the Arizona Indian Education Association's, "Educators Award Banquet," in 2019 (Lopez, *personal communication*). In 2020, the ADE began to deeply examine the role of education throughout all of its divisions via strategic planning efforts. At that time, Office of Indian Education (OIE) Deputy Associate Superintendent Serena Denetsosie (Diné) advocated for an Indigenous frame of reference and requested that the OIE strategic plan be created and implemented utilizing Indigenous Knowledge Systems (IKS).

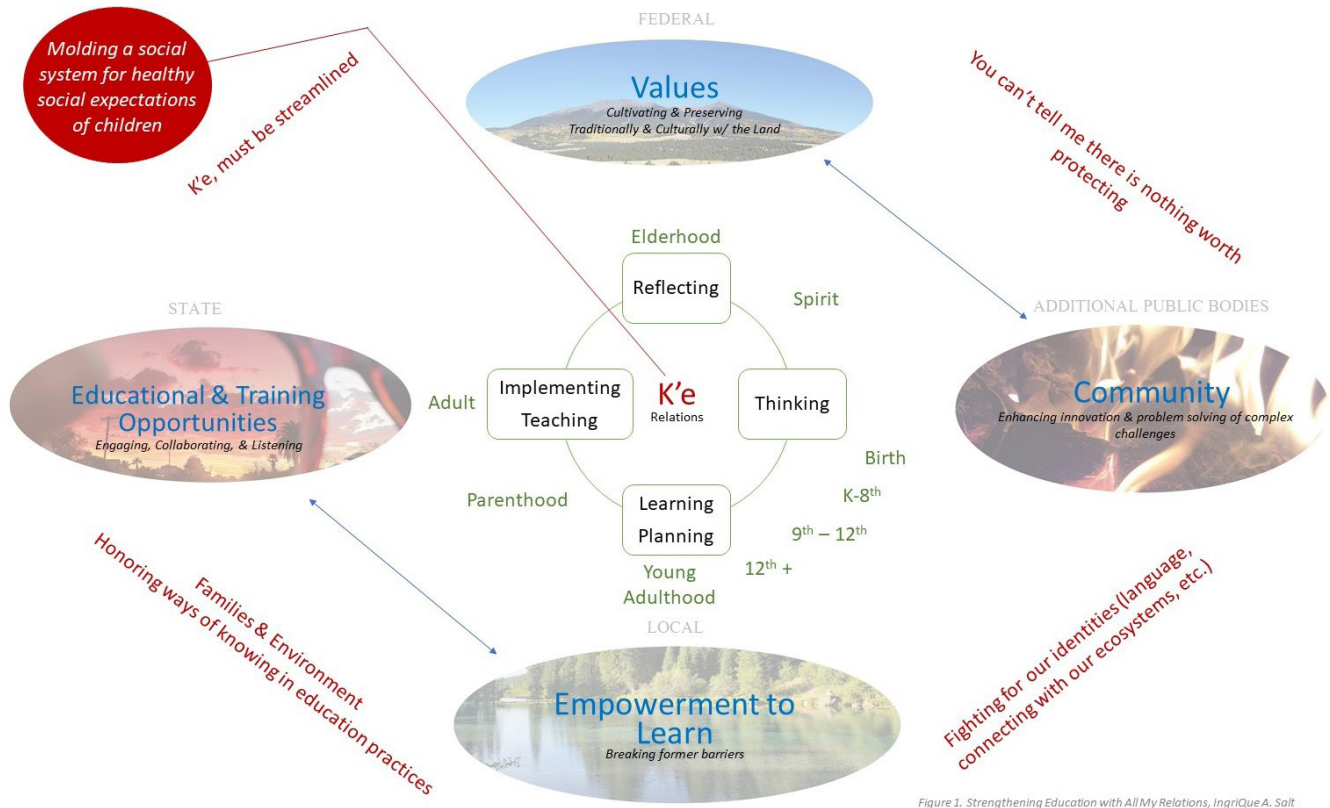
Indigenous Strategies LLC (IS) was contracted to facilitate the strategic planning process utilizing IKS. The value that IS brings to this effort is in providing an intertribal team which centers kinship and integrates IKS in all aspects of thinking, planning, implementing and reflecting upon the strategic plan. A framework for integrating concepts of kinship and community is integral to meaningful strategic planning efforts, as noted by several Indigenous scholars and professionals working in various education fields.



Indigenous Strategies LLC (IS) emphasized the idea of kinship as part of interactions among all stakeholders. IS facilitators drew upon and shared the concepts of "I:mig" among Tohono O'odham, "K'é" among Navajo, "Naanatim" among Hopi, and "Shik'é" among Western Apache to build culturally-literate, positive interactions among all our participants, both Indigenous and non-Indigenous (J. Jose, *personal communication*, Salt, *personal communication*, Honanie, *personal communication*, and Joseph, *personal communication*). The result of this praxis was a tightly-knit community of participants who, within a short period of time, could share openly and utilize consensus to guide the creation of a mission, vision, and description of four core services for the OIE.







**Figure 2 - Strengthening Education with All My Relations**

*Model developed by IngriQue Salt, 2020*

Created by IS facilitator IngriQue Salt (Diné), the figure above demonstrates IKS from a Navajo perspective, in which the center is “K’e,” or relationality, surrounded by the Navajo knowledge-organizing system of Thinking, Learning/Planning, Implementing and Reflecting as a cyclical process. This figure was used with every online strategic planning session and illustrated the process for creating a roadmap to healthy behavior and attitudes. Various ages of learning are included within the next circle, reflecting the different ages of the IS team, from young college student to respected elders. Holistic concepts of Community, Empowerment, Education, and Values are included inside representations of the four elements - fire, water, sky and earth. Using this frame of reference that encompassed our relatives, the four cardinal directions, and associated elements, the IS team created unique learning and planning spaces for all participants.

## Methodology

### • Indigenous Knowledge Systems

The creation and implementation of the OIE strategic planning process was deeply centered within Indigenous Knowledge Systems (IKS). For decades, renowned Indigenous scholars, including Vine Deloria Jr. (Standing Rock Sioux Tribe) and Dr. Gregory Cajete (Pueblo of Santa Clara), have written about IKS in educational settings. When Indigenous Knowledge is implemented as part of culturally-responsive education (CRE), Indigenous students' academic success improves, as suggested by a growing body of evidence. To demonstrate this unique approach to strategic planning activities, Indigenous Strategies LLC (IS) introduced IKS frameworks to all strategic planning session participants to assist in creating an authentic voice.

During all planning sessions, IKS was put into praxis, as all voices were respected, responded to, and integrated into the creation of the mission, vision and descriptions of OIE core services. Throughout this strategic planning process, questions were carefully phrased in a manner that allowed time for individual reflection, thought-provoking small group brainstorms, and respectful large-group sessions. Questions always reflected the concepts included in each core service but changed for each stakeholder. The final output of mission, vision, and four core services captures the verbiage that participants used and which IS facilitators also paraphrased from direct statements and survey feedback. Appendix G provides more information on IKS theory and practice.

### • Accessibility for All Our Relations

This strategic plan format – including sans serif font type, font size, line spacing, paragraph breaks, text colors, bullet point-style lists, and detailed descriptions of included figures – was intentionally implemented to ensure maximum accessibility for those who utilize text-to-voice software, such as that provided by Kurzweil readers, because of dyslexia or due to low/no vision. Additionally, this report uses language that is understandable to a layperson audience, and any acronyms are repeatedly defined. Accessibility is part of Indigenous values that emphasize community inclusivity.

### • Phase 1 and Phase 2 Strategic Planning Rationale

The purpose of this two-phased approach was to create a draft strategic plan framework for the OIE that began with internal, division-wide input. The second phase involved sharing the Phase 1 draft with elected tribal leadership, tribal educational departments, local education agencies, caregivers, Indigenous students and the Arizona Department of Education's Indian Education Advisory Council. Through the process of ongoing tribal consultation, community-based participatory planning, and stakeholder input, the strategic plan can then be finalized, implemented, and updated on a consistent basis.

### • Time Frame

Most stakeholder cohorts did not organize their stated goals into similar time frames. The IS team examined each of the stakeholder cohort statements and categorized them as, "ongoing," "short-term," "mid-term," and "long-term" goals. The "ongoing" category denotes OIE efforts that have been underway since 2019. Short-term goals include those to be completed within the next one to two years. Mid-term goals are expected to be finalized within the next three to five years. Long-term goals will take over five years to be accomplished.





## Phase 1

In June 2020, the Office of Indian Education (OIE) invited all senior leadership and their teams at the Arizona Department of Education (ADE) to engage in three, virtual strategic planning sessions to begin Phase 1 of drafting a mission, vision, description of OIE core services, and a communication plan. Thirty-one ADE leaders and their respective representatives attended the interactive, virtual meetings. The strategic planning process incorporated Indigenous Knowledge Systems (IKS) and communication patterns to facilitate a collective effort of reimagining how OIE supports other ADE divisions and in turn, how other ADE divisions support OIE. Each session contained a brief educational component to orient the group of educators and help establish context.

Indigenous Strategies was asked to provide three, two-hour, OIE strategic planning sessions with senior ADE division-level leadership (or their representatives) over the course of three weeks. Each strategic planning session began with a 30-minute presentation on tribal sovereignty and governance topics, the state of Indian education, and Indigenous well-being models. After each presentation, participants were asked to reflect upon and respond to the presented concepts as they related to their ADE duties. Over the course of the three presentations, several participants stated that they learned more in those thirty-minute sessions about Indigenous peoples than during their years in college. Participants discussed why these basic understandings of Indigenous peoples are often not included in current curricula.

- Session 1 included training on the history of tribal governments and examined the OIE mission and vision statements.
- Session 2 included training on Indian education and examined OIE services.
- Session 3 included training on Indigenous well-being models and building OIE priorities.

Session 3 training was comprised of two components. IS facilitator IngriQue Salt shared the “Indigenous Way of Knowledge Organization” (Figure 2) demonstrating the interconnectedness of environment, emotion, and intellectual strategies. Jacob Moore (Tohono O’odham) presented, “Determinants of a Healthy Tribal Community”, which also demonstrated the holistic approach used by tribal systems that incorporates family, community, tribal ways of life, governance, spirituality and education.

After reflections and discussion on the above topics, each large-group session was followed by facilitated, smaller breakout sessions to allow for more input and discussion in the condensed format. Small breakout sessions then merged back into the large group to share ideas and encourage deeper dialogue. The interactive facilitation software allowed individuals to respond to questions using their smart phones, similar to text messaging. Individual and group question prompts and responses were recorded on the interactive facilitation software that captured and shared the responses in real-time, which further enhanced the discussion and feedback loop.

The facilitators met with OIE’s Deputy Associate Superintendent Denetsosie between each session to debrief on the prior session and plan the next session to refine the process and provide ample opportunities for input and authentic feedback. At the beginning of the second and third sessions, the facilitators re-capped prior topics and previous group discussion to ensure accuracy and fidelity to the large-group, strategic planning process.



Embedding Indigenous Knowledge Systems (IKS) into the strategic planning process helped create a community of culturally-relevant pedagogy learners within the ADE. By relating to each other using a kinship model, participants had the opportunity to become co-creators of a draft strategic plan for the OIE utilizing agreed upon values. Three core values embedded within this draft included:

- Honor Indigenous voice and perspectives
- Commit to building trust-based relationships with tribal nations
- Respect for culturally literacy and “truthful acknowledgement” of shared history

## Phase 2

During October 2020, the Arizona Department of Education’s Indian Education Advisory Council (IEAC) held a separate strategic planning meeting facilitated by IEAC Convener Sophia Mayberry, IEAC Chair Lynnann Yazzie and OIE staff. The IS founder and student session co-facilitator Lourdes Periera are members of the IEAC. The planning meeting took place in a large group setting on Zoom. The notes from this meeting were combined with an online survey from the OIE in order to produce the feedback in the IEAC feedback section. This is the sole group that was not facilitated nor assisted by IS.

From November 18, 2020 to February 27, 2021, the IS team met with stakeholders from Tribal Education Departments (TEDs), Caregivers, Students, Tribal Elected Leadership and Local Education Agencies (LEAs), including superintendents and principals on school districts near reservations. Each of these groups participated in a three-hour, online strategic planning session that included thirty minutes of training. Questions in the planning sessions were developed specifically for each group to ensure their unique needs and ideas would be added into the larger body of information. Elected tribal leaders comprised the second-to-last cohort, and we shared “word clouds” from the Caregiver cohort. With the exception of the Student stakeholder group, each stakeholder group received follow-up surveys for further participant elaboration and to permit those who could not attend their particular online session to share their ideas. Feedback from these stakeholders was derived from a combination of Zoom session information and survey results that were submitted and recorded through March 4, 2021.

- TED and LEA sessions included training on understanding ADE organizational divisions and services.
- The Caregivers session included training on ADE and OIE support services.
- The Student session included training on Local Control.
- The Elected Tribal Leadership session included learning about the overall themes that emerged in previous stakeholder sessions, with an emphasis upon Indigenous people’s expectations of their tribal governments.

After reflections and discussion on the above topics, each large-group session was followed by facilitated, smaller breakout sessions to allow for more input and discussion in the condensed format. Small breakout sessions then merged back into the large group to share ideas and encourage deeper dialogue. The interactive facilitation software allowed individuals to respond to questions using their smart phones, similar to text messaging. Individual and group question prompts and responses were recorded on the interactive facilitation software that captured and shared the responses in real-time, which further enhanced the discussion and feedback loop. The tribal elected leadership



meeting remained in large group session the entire time in order to facilitate sharing among our distinguished participants.

Alongside the above trainings, all participants were able to re-orient themselves to Indigenous Knowing Systems thanks to a Navajo-specific training provided by IS facilitator IngriQue Salt (Diné), using Figure 2 that illustrates relationality or K'e in the Thinking, Learning/Planning, Implementing and Reflecting Cycle. This specific training allowed our non-Indigenous and Indigenous participants to become mindful of their words and emotions and permitted Indigenous participants to use their traditional languages. In doing so, it privileged and promoted Indigenous values, concepts, and educational processes. Thus, planning sessions were also safe spaces to promote healing from past educational experiences and allowed participants to continue forward to meet our goals of educational restoration and strengthening our communities.

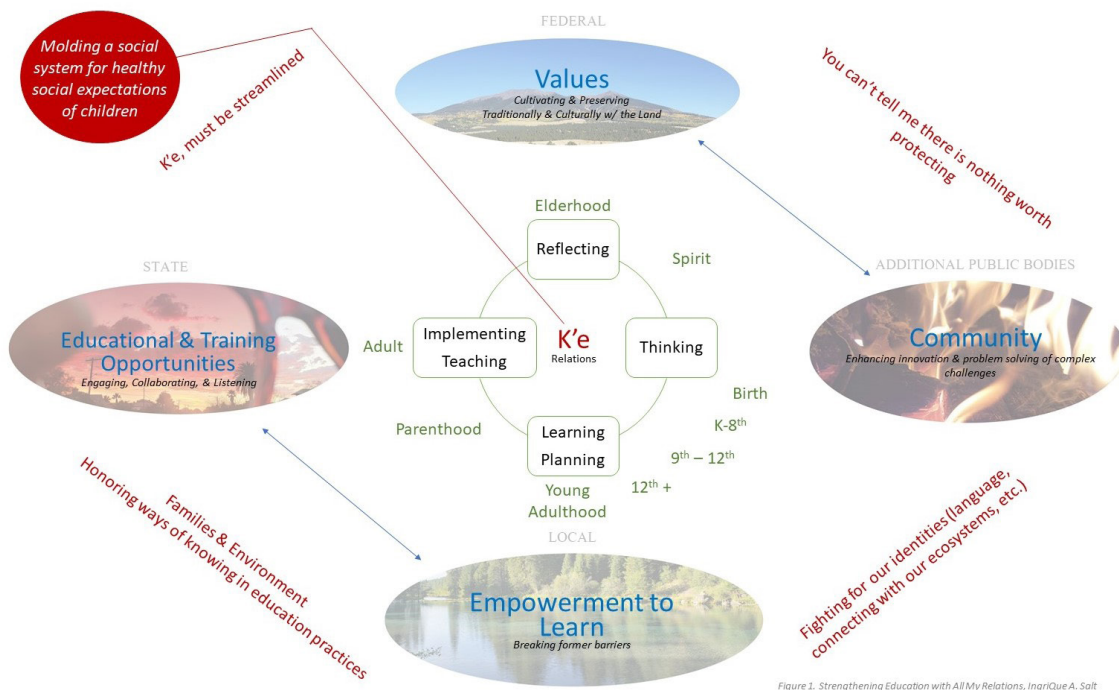


Figure 1. Strengthening Education with All My Relations, IngriQue A. Salt

*Model developed by IngriQue Salt, 2020*

To ensure accessibility for those who may use text-to-voice software, we intentionally provide the following detailed explanation of Figure 2 context and image description. As created by IS facilitator IngriQue Salt, this illustration shows how Indigenous processes and IKS methods begin with thinking and planning, which creates a safe space for us to verbally share and communicate with each other. It strengthens our mutual trust, both among strategic planning session participants and with ADE as a whole. The fire element symbolizes “Around the Fireplace Teachings,” that incorporate family, community, and connections with the land, water, children, breath, and laughter. These teachings bring relatives together who bring their lifeways and personal journeys to the planning sessions. These elements inform both our planning processes and implementation actions. permit us to reflect with compassion, respect, accountability and reciprocity. The concept of the fireplace includes a blue flame, indicating how our IKS practices understand the processes that propel us forward in order to ignite our passions to implement all the goal. The sum of these dynamic actions demonstrate our responsibility to restore our communities via relationality and sharing our stories.

## Phase 1 Strategic Planning Feedback

### A National Call for Equity and Inclusion in Service Development

Determining the future role of Office of Indian Education (OIE) required several discussion prompts used to elicit responses from individual participants both within small groups and in a large group discussion. The emergence of protests across the country as a result of the death of George Floyd and the calls for justice by groups such as “Black Lives Matter,” brought to the surface concerns over social inequities and issues of social justice. These challenging conversations were not lost on participants during discussion of the current state and future of Indian education.

After the, “The Status of Indian Education in Arizona” 2014 report presentation, the following question was posed to the group - “In an effort to improve academic proficiency to create equity for all students, how does your department support American Indian students?”

Two responses from Arizona Department of Education participants are noteworthy:

*“The call for equity happening right now applies to tribal communities because it’s forcing the education system to reevaluate what it means to be safe at school and what academic achievement is for other cultures.”*

*“The need for equitable access and culturally relevant curricula and instruction is vital. I see this call for equity as an opportunity for our country to deeply understand the TRUE history of underrepresented communities.”*

- **Internal ADE Leadership and Program Staff**

Indigenous Strategies (IS) provided three, two-hour, OIE strategic planning sessions with senior ADE division-level leadership (or their representatives) over the course of three weeks. The primary purposes for the strategic planning sessions were to gain an understanding of how each ADE division supports Indian education and, in turn, how the Office of Indian Education may support each ADE division. IS paraphrased the feedback from this first stakeholder group, which was separated into three categories of short-term, mid-term and long-term goals.

## Core Service: Support School Districts and Communities with Resources

### Short-Term

- Align OIE work with current ADE departmental plans. During our small groups, many departments shared their current efforts to set goals and design best practice standards. One example of these efforts is a current, social-emotional learning workgroup that is working with CASEL (Collaborative for Academic, Social and Emotional Learning) to create Arizona standards but had not previously considered Indigenous students’ specific needs that would account for historical trauma response in school settings.
- Provide foundational training about tribal nations, Indigenous history and culturally respectful communication. Participants suggested the OIE work to, “Build the knowledge, skills and capacity of leadership & practitioners around resources to serve tribal students to help accelerate



learning outcomes,” as well as, “Build the knowledge and skills at the local level-particularly to Indigenous knowledge and ways of knowing.”

### Mid-Term

- Collect data and provide resources. Specifically, several ADE departments requested resource mapping of Arizona Indigenous populations in order to meet the needs of Indigenous students. One specific comment stated, “from each of our respective departments, look at what type of resources & tools we have to offer schools who work with Indigenous students. Are they being utilized? How and why not?”.
- Provide online courses and webinars to be utilized by rural and remote school districts.

### Long-Term

- Meet with both Local Education Agencies (LEAs) and tribal nations to build programming that addresses their specific needs.
- Collect and create an online, instructional resources guide as requested by several participants.

## Core Service: Increase Pathways for Indigenous Educators

### Short-Term

- Collaborate with tribal leaders, early childhood education professionals, tribal community colleges, and Indigenous education programs in the tri-universities system to examine the “grow your own” educators concept.
- Asset-map what ADE is currently doing, and note where there may be gaps or where additional collaboration efforts are necessary to target Indigenous educators.
- Examine the teacher certification gap among recent Indigenous college graduates majoring in education and recent graduates’ obstacles to obtain certification, such as paying out-of-pocket for teacher certification test preparation.

### Mid-Term

- Prioritize the needs identified by the aforementioned collaborators.
- Recruit tribal master teachers and administrators to serve as mentors in local communities.

### Long-Term

- Implement a sustainable Indigenous educator pipeline.
- Connect school districts to tribal needs, and make internships readily available.
- Partner with teacher colleges to “provide technical assistance to schools and Indian nations in the planning, development, implementation and evaluation of curricula that are culturally relevant and aligned to state standards,” (ARS 15-244, Section B2.)

## Core Service: Develop policies and ESSA consultation procedures

### Short-Term

- Review the current ADE Social-Emotional Learning (SEL) committee’s suggested SEL competen-





cies and adapt them to meet tribal students' and educators' needs.

- Work with Indigenous consultants and organizations who can assist OIE to fulfill these pillar objectives.

### Mid-Term

- Increase tribal leaders' and communities' understanding of ADE functions and educational systems processes to enhance their abilities to engage and advocate effectively for their students.
- Create platforms to promote understanding of Indigenous wellness ways and mental health concepts, emphasizing the importance of traditional medicine and ceremony.

### Long-Term

- Learn how to integrate and foster trust in Indigenous modalities of mental health treatment in Indigenous student high-density school sites.
- Create cultural literacy training modules that are specific to each of the 22 Arizona tribal nations.

## Core Service: Convene strategic partnerships and Communications

### Short-Term

- Create a tribally-vetted, ADE tribal consultation process.
- Meet with public schools on or near tribal lands to listen.
- Create an asset map of groups in Arizona and nationwide that are doing Indigenous education program and policy work.

### Mid-Term

- Draft best-practice policies to standardize school districts' tribal consultation efforts.
- Re-examine current ADE tribal consultation policy as informed by tribal and school district stakeholders.

### Long-Term

- Distribute a tribal consultation guide.
- Provide technical assistance to tribal leaders/representatives to engage in school boards and school systems (including Individual Education Plans) to enhance local control of educational systems (ARS 15-244, section B2, B3).



## Phase 2 Strategic Planning Feedback

In November 2020, the second phase of strategic planning began with simultaneous engagement of the Arizona Department of Education's (ADE) Indian Education Advisory Council (IEAC) directly by the OIE and Indigenous Strategies (IS) recruitment, online planning sessions and follow-up surveys of Tribal Education Departments, Local Education Agencies, Caregivers, Students and Elected Tribal Leaders. Due to FERPA (Family Educational Rights and Privacy) concerns, students were not sent a follow-up survey.

### • Engaging Tribal Stakeholders during the Coronavirus Pandemic

On March 15, 2020, the Centers for Disease Control and Prevention (CDC) began to issue guidelines in response to the emerging COVID-19 pandemic (*CDC's Response to COVID-19*). The rising death toll across Indian Country was rapid and severe. Reservation communities were disproportionately impacted, and tribal governments began to close their borders, issued stay-at-home orders, and closed tribal education offices beginning March 2020. Tribes struggled with grief-stricken citizens, lack of broadband access in an age of online education, and food insecurity issues. The ADE responded to various tribal needs, including ensuring school lunches were made available to reservations. IS recommended that tribes not be included in Phase 1 due to all of the above issues.

These many factors impacted the timing and delivery of this phase of the strategic planning process. Phase 2 began as vaccinations were developed and delivered in December 2020. At the writing of this report, most tribes still have stay-at-home orders in place, which have deeply impacted participation in this strategic planning process. During Phase 2, all meetings were conducted via Zoom utilizing the interactive Mentimeter software platform to record participant responses. While the number of session participants may be interpreted as small, it is important to note that any stakeholder attendance during this pandemic demonstrates outstanding commitment to creating an educational vision for Indigenous students.

### • Indian Education Advisory Council (IEAC)

The IEAC is comprised of forty-one tribal leaders, tribal educators, and members of the education community that serve Indigenous students. This advisory council "is mandated by law A.R.S. 15-244" (*Indian Education Advisory Council Meetings*). The IEAC purpose is, "to advise the superintendent and share information from the Arizona Department of Education with their communities" (CITE) IEAC strategic planning included one, in-person facilitated working session led by Sophia Mayberry, Project Director from the Superintendent's Office, and IEAC Chair Lynnnann Yazzie. The Indigenous Strategies (IS) founder and IS co-facilitator of the student strategic planning session, Lourdes Pereira are members of the IEAC. An online survey was created for this stakeholder group.

## Core Service: Support School Districts and Communities with Resources

### Short-Term

- Address students' basic necessities, including reliable internet connectivity and food security.
- Include an introduction to Arizona tribal nations.
- Explain how to work with tribes and how tribal sovereignty functions.
- Update tribal education department offices.
- Explain how to work with Native parent committees (Johnson O'Malley Act aka JOM guidelines).



- Provide parent support and education.
- Publish/provide ADE chain of command charts, including explanations of department functions.
- Establish OIE direct links to testing scores for American Indian high density schools.
- Provide website links to statewide trainings on Indian Education.

### Mid-Term

- Assist us with culturally specific and culturally responsive tools to build a bridge to school achievement success.
- Train school counselors and psychologists on historical trauma response and Indigenous methods of creating resilient youth.
- Create lesson plans/curriculum that includes current Native American issues, provides an overview of Indigenous peoples of North America, NA timelines, highlights cultural contributions, and profiles positive role models.
- Enhance state-approved standards regarding culturally competent content in each curricular thread.
- Convene workshops (cultural teachings, cultural humility, what is smudging, learn tribally-specific protocols, NA history, cultural contributions, and positive role models.)
- Conduct student outreach in order to foster connection with each other and support early interest in educational pathways.

### Long-Term

- Create policies to establish Memorandums of Understanding/ Memorandums of Agreement with tribes.
- Encourage Indigenous education within the standards, assessment & curricula.
- Provide tribal language classes.
- Provide/require ongoing teacher/staff/officials/school board training that addresses Indigenous Knowledge Systems (IKS), working with Native American students, cultural awareness, and the importance of using IKS and traditional ecological knowledge (TEK).
- Create/host a database that includes Indian Education best practices, cultural humility scholarly articles, a reading list, curriculum materials, professional development materials, Social Emotional Learning (SEL) in tribal populations, statewide-family resources for Native families, and culturally appropriate book titles.
- Tribal education curriculum.
- Provide tribal language classes.
- Navajo language and culture classes in metropolitan areas for students.

## Core Service: Increase Pathways for Indigenous Educators

### Short-Term

- Survey tribes to understand tribal community needs from early childhood through 12<sup>th</sup> grade.

### Mid-Term

- Offer Indigenous education professional development.
- Support an Indigenous educator network (mentor/coach program).
- Regularly highlight exemplary educators via an “Indigenous Teachers” campaign.





- Provide training for administrators on how to support new teachers.
- Partner with tribes to assess teachers', administrators' and counselors' needs in school districts that serve their students.
- Draft a "Teacher Bill of Rights."
- Pay teachers more.

### Long-Term

- Assist tribes in creating "grow your own" educator programs.
- Partner with tri-universities Indigenous education programs.
- Begin Indigenous educator recruitment in elementary school
  - Create an "Every Student a Teacher" program that gives students opportunities to serve as teacher assistants.
  - Expand teacher assistant responsibilities through high school.
  - Initiate a seasonal, Indigenous educator youth shadowing program.
- Establish tribal loan repayment programs.
- Create an ADE-hosted, Indigenous educator leadership cohort.
- Invest in internship, fellowship, mentoring, and coaching programs.

## Core Service: Develop policies and ESSA consultation procedures

Tribal consultation should adhere to parent activities and programs.

### Short-Term

- Schedule Office of Indian Education (OIE) listening sessions.
- Draft OIE emails specific to local education agencies, schools, educators, and student groups.
- Host free stakeholder meetings.

### Mid-Term

- Create a specified time of year for consultation to be conducted, such as having a "consultation season."
- Solicit input from tribes on state standards, curriculum, assessments, and online learning.
- Send OIE staff to tribal communities to provide technical assistance on curriculum content, setting goals, and preparing agendas.
- Solicit tribal leadership input prior to ADE decision-making.
- Create collaborative spaces to reconnect during the year after consultation.
- Convene monthly tribal education departments (TED) meetings.
- Foster TED/local education agencies (LEA) partnerships to offer cultural awareness training during professional development days.
- Host regularly scheduled Indian Education summits.
- Schedule OIE-facilitated planning meetings with leadership.

### Long-Term

- Offer easy-to-understand, disaggregated data on tribal students' testing scores, attendance, etc.
- OIE work with more than TEDs, include urban Indian programs.



## Core Service: Convene strategic partnerships and Communications

### Short-Term

- Provide regular news and updates regarding impacts on tribal education, including policy and funding.
- Participate in Arizona Indian Education Association monthly meetings, Inter-Tribal Council of Arizona efforts, parent committees and youth councils.
- Attend Every Student Succeeds Act consultations.

### Mid-Term

- Convene a TED and urban Johnson O'Malley (JOM) group.
- Host monthly collaborative online meetings.
- Host roundtable discussions.
- Help different organizations understand protocols both ADE & tribal.
- Bi-annual work sessions with students, parents, schools, tribes, and elders
- Re-engage tribal parent committees.

### Long-Term

- Assist LEAs and TEDs to communicate by facilitating discussions/data sharing.
- ADE visits to understand tribes better by visiting classroom, talking directly with teachers & students, administrators, tribal leaders, school boards before making decisions.



## Local Education Agencies

Fourteen Local Educational Agency (LEA) representatives attended a three-hour strategic planning session via Zoom on November 18, 2020. Invited LEAs were from public schools on tribal lands. LEAs participated in follow-up online surveys that were co-created with the IS team.

### Core Service: Support school districts and communities with resources

#### Short-Term

- Elders need help with work for students in the home.
- OIE have additional staff to answer questions from Native schools and communities.

#### Mid-Term

- Teacher Training/PD which should create meaningful relationships between tribe, community, and students.
- PD led by local tribe
- Culturally Relevant Curriculum, including biographical books of tribal leaders
- Parent Engagement
  - Classes/ parent education
  - Technology classes, including assistance for elders need help with work for students in the home
- Webinars/Pre-recorded content
- Specific resources for cultural education teachers.

#### Long-Term

- Social Service agency listings appropriate for Indigenous students and families
- ADE assist OIE to facilitate educational summit, statewide and regionally

### Core Service: Increase pathways for Indigenous educators

#### Short-Term

- Emergency certifications

#### Mid-Term

- Subject knowledge certifications
- Online recruiting of local /tribal people
- Meaningful support for new teachers



### Long-Term

- Build connections with universities to support recruitment of teachers to reservation
- Create programs that encourage and recruit Indigenous people to become teachers
- Create satellite campuses for teacher education for rural tribal communities
- Tribal scholarships for teachers

## Core Service: Develop Policies and ESSA Consultation Procedures

### Short-Term

- Add program specialist to Office of Indian Education (OIE) for cultural and Social Emotional Learning (SEL).

*“There needs to be guidance for local education agencies (LEA) who do not meet minimum standards for the ESSA (federal) Tribal Consultation. Small school districts with fewer Indigenous students still need tribal consultation with their district Memorandums of Understanding (MOU) with district templates.”*

### Mid-Term

- Coalition/committee to support OIE implement these core services
- Create forums like this one for LEAs to discuss challenges and successes
- Embed Indian Education in the strategic planning so it is priority
- ADE school improvement needs more expertise in Indian Education
- Give rural schools a louder voice
- OIE could review Navajo Nation’s elaborate guidelines for tribal consultation

Indian Education summit for school personnel

### Long-Term

- Forum where different districts can share what they are doing with local tribes
- Share sample tribal-district MOUs

## Core Service: Convene Strategic Partnerships and Communications

### Short-Term

- Online meetings post pandemic
- Current information from ADE and OIE

### Mid-Term

- Create a Tribal education group/forum to meet and share ideas
- Monthly webinar updates or current information from ADE and OIE
- Create coalition/committee to support with OIE core services

### Long-Term

- Establish coalition/committee to support with OIE core services





## Tribal Education Departments (TEDs)

Four Tribal Education Departments (TEDs) attended the three-hour strategic planning session via Zoom on November 18, 2020. These TEDs were from small and large reservations with school districts located on traditional tribal homelands. This small group provided a great deal of support for each other and shared best practice ideas freely. Additional TEDs answered the online follow-up survey.

### Core Service: Support school districts and communities with resources

#### Short-Term

- Parent Engagement
- Resilience Training
- Help school district understand that a student's tribe is a stakeholder in their education and well-being.

#### Mid-Term

- Teacher Training
- Culturally Relevant Curriculum (student engagement with their Native culture)
- Paid Elder Mentors in classroom/school
- Elder Advisory Committee
- Use tribal departments/programs for cultural tools and resources

#### Long-Term

- Need to engage students in our tribe such as a tribal Future Teachers program
- Language preservation

### Core Service: Increase pathways for Indigenous educators

#### Short-Term

- Connect to students and their strengths

#### Mid-Term

- Local Education Agencies (LEAs) partner with tribes to offer career fairs (teaching, counseling, admin, sports, coaching etc.)





- Mentoring support for teachers coming to reservation for first time
- Internships with trib

### Long-Term

- Grow your own programs for tribal members (teachers and administrators)
- Start setting a vision to be an educator in your community as early as elementary school
 

*“Recruit from the community within the youngsters. Tell them early in life that they have potential to be a teacher and that the profession is a great life.”*
- Create future teachers by having a high school club (classes) with a teacher-mentor.

## Core Service: Develop Policies and ESSA Consultation Procedures

### Short-Term

- More meetings like today

### Mid-Term

- Need to move beyond one-size-fits-all approach to school improvement
- Establish collaborations to establish policies related to rural tribal education
- We need more tribal input, not just a core group from one tribe
- More meetings = more input

### Long-Term

- Standardized testing must be made more culturally relevant

## Core Service: Convene strategic partnerships and communications

### Short-Term

- Online meetings post pandemic
- Assist in framing communication across tribal departments
- Post-pandemic, keep things online so we do not have to travel from the outskirts

### Mid-Term

- Online forums for Tribal Education Departments (TEDs) to meet and share challenges and successes/cohort of TEDs

### Long-Term

- Build communication links across the state so that when we have issues, there are others to reach out to in similar circumstances



## Large Group Combined LEA and TED feedback

### Core Service: Support school districts and communities with resources

- Clearinghouse of culture and history for 22 Arizona tribes that LEA can access
- Culturally relevant professional development (PD) for teachers and administrators
- Future meetings online, updates
- Utilize elders, knowledgeable community members in schools

### Core Service: Increase pathways for Indigenous educators

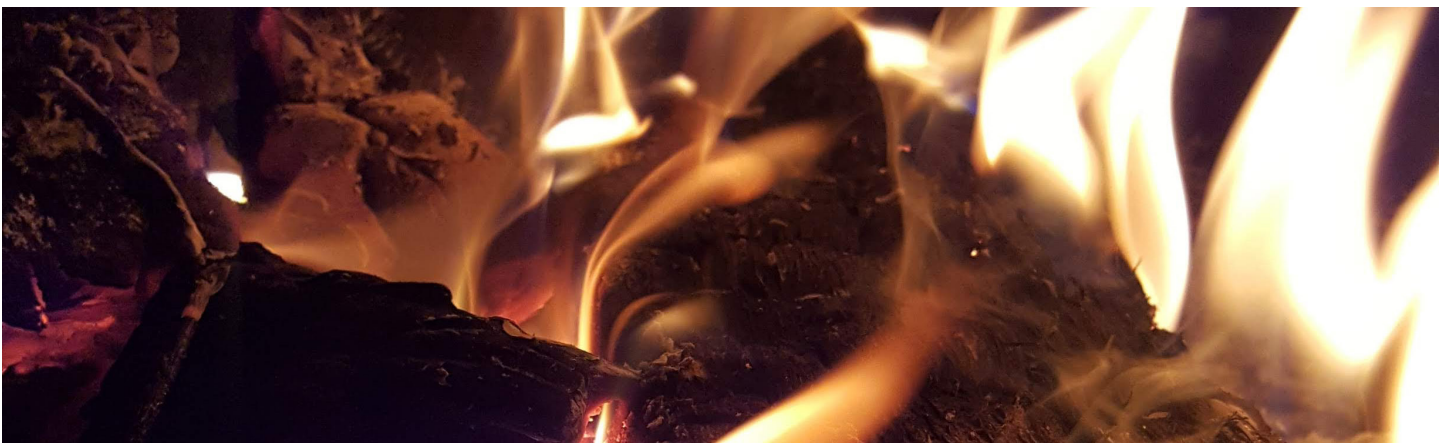
- More professional development
- Train local teachers who still stay in the district
- Listen to concerns that teachers bring up as barriers for success
- Show historical values that former tribal teachers had on their tribes, within Arizona and nationally
- Promote the “Educators Rising” in high-density Native high schools
- Job fairs

### Core Service: Develop policies and ESSA consultation procedures

- Half of the respondents of each side said *“This is the first I have heard of this”* in regards to Every Students Succeeds Act (federal) consultation.
- Meeting in person with key school staff presenting specific duties and programs that directly and indirectly benefit tribal students
- Collaborating with statewide educators from similar backgrounds
- School district leaders must be willing to go to the tribal nations and spend time with leadership and attend appropriate tribal events.
- Training for tribal leaders that this process is an ongoing consultation.

### Core Service: Convene Strategic Partnerships and Communications

- Best communication strategies include attending tribal meetings
- OIE needs more support staff
- Both do not want pre-recorded materials, *“We need someone to lead me through the process”*





## Caregivers

Twelve parents/grandparents attended the three-hour, online strategic planning session on November 21, 2020. These caregivers called-in from a variety of places around the state and represented both urban and reservation areas. Since March 2021, thirty-four caregivers have completed an online survey. This survey remains online in order to continue outreach to this stakeholder group. The survey respondents were grouped into those who live on tribal lands and those living in urban areas; thus, we will have three parent response groupings.

## Common Caregiver Concerns

### Core Service: Support School Districts and Communities with Resources

#### Short-Term

- Tutorial on how to use ParentVUE (online software). Frustrating that everything is web-based
- Training on micro-aggressions in curriculum for teachers
- Land acknowledgement in each school district

#### Mid-Term

- Provide small group/one-on-one support for students
- Communication/transparency; opportunities for parent involvement; breaking the disconnect between Indigenous families and schools
- We have a Johnson O'Malley (JOM) program. We need parental assistance and Internet capabilities
- More parent involvement
- Sharing of Indigenous curriculum from neighboring tribes, nations, and communities
- Tutors for specific classes, scholarship application assistance, and assistance to write letters for college enrollments
- More support by superintendents/school districts/ board members/principals/ teachers for Native American students and programs
- Training for teachers on understanding the sovereign and political nature of tribal nations
- Encourage more Indigenous people to run for school boards, hire Indigenous staff
- More support by superintendents/school districts/ board members/principals/ teachers for Native American students and programs
- Training for teachers on understanding the sovereign and political nature of tribal nations



- Encourage more Indigenous people to run for school boards, hire Indigenous staff  
 “Currently looking for more resources to get 7 year old son involved in.”  
 Reviewing current curriculum for micro-aggressions/stereotypes in handouts and resources.”  
 “Indigenous Speakers raising awareness in classrooms, speaking directly to students on the accurate history of First Nations people.”  
 “Training programs for parent committees RE: JOM and Title VI of federal policy.”  
 “I think it’s important for teachers to get training on HOW to use the culturally responsive resources.”

### Long-Term

- Overhaul curriculum to dispel stereotypes and microaggressions
- Ensure 1-on-1 and small group teaching opportunities are available
- Want to grow our own teachers
- Funding  
 “We have a Parent Educator Program for our Parents, Educators and Students and we are working with all tribal programs to bring the Apache way of life to our community.”  
 “--more programming for younger students (3rd grade and under)  
 --funding for summer programs  
 --many parents have requested programs for Native students who are not struggling”

## Core Service: Increase Pathways for Indigenous Educators

### Short-Term

- San Carlos Unified School District (SCUSD) worked with our tribal council and the telephone company to help provide WiFi access for all students.
- Welcome Native families to the school districts

### Mid-Term

- Reach out to elders to share stories and language in Zoom or in-person classrooms
- Mentoring programs
- Support to teach Native history
- Hiring Native superintendents and principals
- Forget about the old school system and hire Native role models.
- Providing space for students who have negative experiences with school to transform that into motivation to change/improve schools

“Get statistics about how many Indigenous educators there are. What is the disparity? Knowing this, we can set goals.”

“There are limited culturally-responsive pedagogy courses with teacher preparation programs. Plan professional development topics: culturally responsive pedagogy and curriculum to all teachers who teach our Native students.”



## Long-Term

- Support for Indigenous educators once they are in the field
- Equity! Seek Native teachers and Staff!
- “create bridge between schools and colleges”
- “Present to Governing Boards”
- Scholarships
- Support community members who want a career change
- Systemic practices
- Recruit Indigenous educators from local colleges and universities.

“--Liked the idea of bringing in elders. Would piggy-back and say to work with senior employment programs”

“--many universities/tribal colleges have had teacher programs in the past, yet they are temporary. Maybe more consistent funding for this.”

“It’s all about collaborative efforts with the stakeholders who have a vested interest in the education of our students.”

“Is there an Indigenous association for Indigenous educators in AZ? This could be a good support group.”

## Core Service: Develop Policies and ESSA Consultation Procedures

### Short-Term

- Addressing resentment/lack of consultation from school districts with high Native student population
- Zoom meetings for those with access to internet.

“--would like to hear from successful NAP/NA parent committees.”

“--would like to know best practices for NAP/Native American parent committees”

“Making sure to make parents aware of what policies are already in place, what those policies mean for parents to know what resources are available to assist them.”

“Communication in “regular talk,” emails, phone, personal interaction. Straight to main point in communicating.”

### Mid-Term

- Policies written in layman’s terms.
- JOM programs need to be proactive, parent involvement, education.
- Invite parents to the Tribal consultations
- Transparency for all stakeholders (parents, tribes, admin, staff, etc.)
- Parents should know what those consultation meetings are about and should be able to give feedback.
- OIE have more guidance and training for Native American Parent Committees
- More opportunities for learning about how to do tribal collaboration and consultations
- Superintendents/school administrators need to know more about how the Native American Program/Native American Parent Committees work

“Create short videos for families and parents to know and learn...”



“Policy, how to, short video, social media clips”

“Administration needs to be more involved with Tribal consultation and Tribal collaboration. Get more parents and grandparents involved.”

“For urban schools, are all tribes in AZ engaging?”

“What steps a parent can take to impact policy. How to advocate on behalf of Native students”

“It would be great to know who the tribal education representatives are”

“A tribal education townhall would be great”

## Long-Term

- Have policy in traditional languages.
- Clear expectations and guidelines for consultations.

## Core Service: Convene Strategic Partnerships and Communications

### Short-Term

- Office of Indian Education Facebook
- Links to all of the Native American programs that are online

“As a staff member, best practices for communicating would be helpful. I want to communicate but as new staff, I felt like I didn’t receive guidance.”

“Zoom meetings for those with internet access and in person meetings for those communities with no internet access. We need to know who the representatives are so we can communicate with them.”

“Using the school district’s communication programs. School messenger texts with reminders of new updates. Recorded communication available for families. We are caring parents’ guardians and students who have a voice.”

### Mid-Term

- Spaces for empowering our youth to share their experiences
- A Native American program manager who is supportive of parents

“Hard during COVID, but a physical space for gathering/empowerment”

“Smaller, Punchier, Easier to Digest content. One topic, one point, and accessible both live and replay made available.”

“Identify a community center, a gathering place, potluck dinners, translators for elders.”

## Long-Term

- Make cultural sensitivity training mandatory for district staff and leaders especially in high-density schools



## Tribal Nation-based Caregivers

One hundred percent of this cohort said schools need to be more supportive and/or aware of cultural considerations and felt Office of Indian Education could help create the awareness and support. Eighty percent indicated that they have Indigenous educators in their child's education. While we are not identifying the reservations, they did represent several different tribes in the state.

### Core Service: Support School Districts and Communities with Resources

- Forty-five percent would like career and college pathways support for their students
- Assist school counselors to help their children find careers that will benefit their communities.
- Public awareness on how important it is for us to see Native students succeed.

### Core Service: Increase Pathways for Indigenous Educators

- Post educational career announcements in reservation communities
- Pay teachers more
- Recruit students in middle and high school
- Recruit parents to become teachers
- Have career discussions with K12 students
- School staff should be given opportunities, training and financial support to pursue other careers in education.

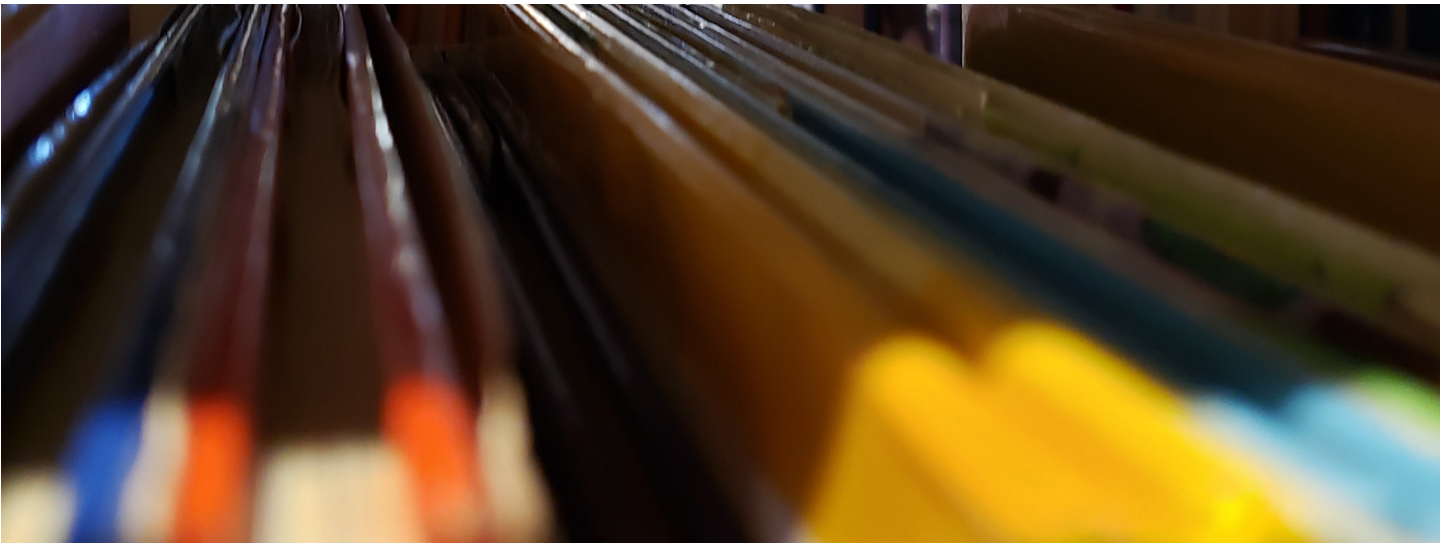
### Core Service: Develop Policies and ESSA Consultation Procedures

Need more information on this area, what is being done and what how it impacts their students.

### Core Service: Convene strategic partnerships and communications

- Public awareness of these partnerships
- OIE to have parents at meetings
- Bring Native American educators to share their experiences with us





## Urban Indigenous Caregivers

Seventy percent of this cohort want the OIE to share college and career resources for their children. Sixty percent indicated that they have Indigenous educators in their child's education. Many of these caregivers were also employees of urban public schools with a high density of Indigenous students.

### **Core Service: Support School Districts and Communities with Resources**

- I would like to see tribal members/figures come to guest speak at my child's school
  - More resources that showcase Native arts, including writing
  - Traditional language resources need to be supported and utilized by OIE
- "Arizona has to have education from a more direct level then out not misleading historical textbooks."

### **Core Service: Increase Pathways for Indigenous Educators**

- Provide grants or funding for positions
- Provide scholarships to students with a promise to teach locally
- Make Indigenous educators a priority when hiring
- Mentoring interested community members into teaching fields
- Collaborate with local tribal college and universities to recruit
- State of Arizona could increase teacher's pay instead of administration and overhead.
- Target those who would like to make a mid-career change to education from other fields
- Recruit teachers from universities that have American Indian teacher preparation programs
- Offer incentives on the policy level that allows for cultural teacher to be implemented through the arts, libraries, and through STEAM engineering and design programs
- Targeted hiring statements for Indigenous educators such as "we need instructors/leaders like you on our campuses who represent the populations we serve."



## Core Service: Develop Policies and ESSA Consultation Procedures

Nearly seventy percent do not see the school district working with the tribe.

- Tribal leadership should increase time with urban school districts, district administration, not just state education department and local Native conferences and/or meetings
- Policies written or explained in traditional languages
- Arizona Department of Education should recognize Indigenous Peoples Day in October

## Core Service: Convene Strategic Partnerships and Communications

- Mentoring program for Indigenous youth
- Training and support for Native parents to become involved in school committees and school board positions
- Native representation at district administrative positions
- Have different types of leaders in partnerships such as Miss Navajo
- OIE open house
- Have school districts become aware of Indian Health Services for students
- OIE needs to network with Indigenous programs in higher education.

“We need to have communications sent in our traditional languages.”





## Students

This final strategic planning session included over twenty high school and college students who attended via Zoom. Due to privacy concerns, this group was not given a survey. The high school students attended public schools on reservations and in urban areas; many had experiences in rural public schools, charter schools, and private schools in lower grade levels. The college students were undergraduate and graduate students who attended both Arizona State University and the University of Arizona.

## High School Students

### Core Service: Support School Districts & Communities with Resources

#### Short-Term

- Support elders in our classrooms
- Develop culturally & historically accurate SEL learning to schools
- Engage our parents in how to support students in today's classrooms
- Need American Indian scholarship information

#### Mid-Term

- Classes and/or programs that teach traditional language s
- Cultural programs that go in-depth, move beyond memorization and surface concepts
- Provide parent training on historical trauma

#### Long-Term

- Tribes should provide resources and funding for schools to have better tools
- Develop parents to be equal partners in ADE meetings
- Allow for classes to be held outside the classroom

### Core Service: Increase Pathways for Indigenous Educators

#### Short-Term

- Begin showing respect to teachers
- Provide emotional intelligence training to school counselors

### Mid-Term

- Help educators understand tribal community needs
- Train educators (teachers & administrators) on trauma that happens to students

### Long-Term

- Job Shadowing opportunities
- More Native American counselors in urban schools

## Core Service: Develop Policies and ESSA Consultation Procedures

### Short-Term

- New teachers should learn about tribal sovereignty & responsibility to community to be more respectful and understand reservation environments.
- Teach school districts that tribes can be a great resource

### Mid-Term

- Create more counselors in urban schools for Native American student needs

### Long-Term

- Tribal/school district collaboration to understand student experiences
- Tribal/school district partnership for creation of parent education classes

## Core Service: Convene Strategic Partnerships and Communications

### Short-Term

- Students should be made aware of partnership meetings at all levels (tribal, local, state and federal)
- Students should attend school board meetings
- Office of Indian Education (OIE) needs to have student surveys for input into their education
- Invite parents into Arizona Department of Education (ADE) meetings

### Mid-Term

- Have students involved in decision-making meetings
- OIE to help tribal education departments learn how to strengthen student voice
- Have student surveys and provide results to school district leadership
- Provide parents leadership training
- Create statewide networking opportunities for tribal youth
- Create a Student Council Governing Committee to address issues, leadership and networking opportunities
- Create spaces where students can address tribal leaders in their educational concerns

### Long-Term

- Have tribal mentors available for student leaders
- OIE to have meetings for student input on the strategic plan execution
- Have parents as decision-makers and in important meetings







## College Students

### Core Service: Support school districts and communities with resources

#### Short-Term

- Support tribal languages from K-12
- Bring elders into classrooms

#### Mid-Term

- Work with state Legislature to have tribal specific history taught in classrooms

#### Long-Term

- Examine and assess cultural programs through an Indigenous epistemology

### Core Service: Increase Pathways for Indigenous Educators

#### Short-Term

- Create spaces for Indigenous voices in marketing
- Culturally relevant marketing

#### Mid-Term

- Use social media to engage young people in this career pathway
- Utilizing Indigenous influencers to “take over” social media

### Long-Term

- Allow for Indigenous teaching styles and methods to be used in classrooms

## Core Service: Develop Policies and ESSA Consultation Procedures

Many college students were not aware of ESSA and had to learn about its federal stipulations for tribal consultation.

### Short-Term

- ADE needs to work with tribal leadership throughout the Department, not just the OIE.
- ESSA consultation requirements needs to be publicized more

### Mid-Term

- Workshops on Indian Education policies need to be provided to the urban and tribal communities

### Long-Term

- OIE should assist tribal leaders in promoting ESSA consultation to the general public

## Core Service: Convene Strategic Partnerships and Communications

All but one college student was aware of what Arizona Department of Education (ADE) and Office of Indian Education (OIE) services are provided both in general and to tribal communities. This includes several graduate students in Education. The students discussed the lack of visibility of ADE and OIE in academia.

### Short-term

- OIE should join social media to enhance communications.

### Mid-term

- Create college level internships for Indigenous students in Education.

### Long term

- Create spaces for Indigenous college students to do their dissertation work with the OIE, which will allow for tribes to benefit from research and data.





## Elected Tribal Leadership

Four elected tribal leaders responded in depth during the January 5, 2021, Zoom strategic planning discussion. These leaders were from large and small tribes throughout the state. Each remained in the online Zoom session for thirty minutes after the scheduled session was completed to continue the discussion. Overall concepts of Educational Sovereignty and Educational Resilience emerged within each priority area.



### Core Service: Support school districts and communities with resources

#### Short-Term

- Tribes are concerned about losing touch with students during virtual learning
- All tribal leaders emphasized the need for mental and behavioral health services
- LEA partnerships with TED and tribal networks are critical to addressing tribal students' social-emotional-behavioral needs

#### Mid-term

- Tribal leaders advocated for acknowledgement and integration of tribal history as a mandatory component of Arizona's education system
- Host regular conversations with tribal education departments, administrators, teachers and students to know what the landscape of education is in your school system

### Long-Term

- Parent Education, Outreach and Training as provided by ADE/OIE was unanimously stated
- Tribally-created curriculum needs to be encouraged and utilized by public schools
- Tribal languages should be part of core subject curriculum

## Core Service: Increase Pathways for Indigenous Educators

### Short Term

- Show respect and provide services to care for educators who are experiencing loss
- Tribes should provide financial aid to those pursuing higher education (Master's, Ph.D., etc.)

### Mid-Term

- Tribal leaders should require schools/districts located on tribal lands to provide “grow your own” initiatives and hiring preferences for tribal members
- Invest in tribal members who are teaching assistants, offering scholarships to become teachers

### Long Term

- ADE needs to work with each tribe individually regarding their specific recruitment and retention strategies
- Partnership between Tribal Nations and academia to provide support for teachers to complete a program
- ADE offer tribal education departments (TEDs) funding to develop Memorandums of Understanding/Memorandums of Agreement between TEDs and local education agencies (LEAs) to develop teacher training pools and networks to school districts on reservations so they can access these resources
- Tribes to create their own STEAM (Science, Technology, Engineering, Art, Math) curriculum and programs
- Tribal governments fund and support the sustainability of their own educators
- Start identifying future educators in middle school and elementary schools

“Pathways need to be constructed to pursue higher education. The sooner our children enter that path we will move toward creating positive and healthy communities.”

## Core Service: Develop Policies and ESSA Consultation Procedures

### Short-Term

- Convene a tribal leadership task force to continue this conversation about strengthening our children's education

### Mid-term

- Make tribal consultation opportunities year-round to avoid feeling rushed to respond to consultation requests





- ADE conduct tribal consultation with tribal leadership to prioritize accountability for school districts and stakeholders before ADE rolls out plans to school districts

### Long Term

- Create a task force of all areas of Indian Education from BIE, 638, private, charter and parochial schools alongside public schools needs to be created for a unified vision
- Explicit State recognition of tribal educational sovereignty when it comes to tribal public health orders and online learning orders
- Provide regular funding to support the evolution of tribal education departments

## Core Service: Convene Strategic Partnerships and Communications

### Short-term

- Schedule ADE monthly phone calls with Superintendent Hoffman and TEDs.
- Understand educational sovereignty as it relates to the structure of locally-created policy, administration, curriculum, etc.

### Mid-term

- Host virtual town halls for community input and create surveys to collect and re-evaluate data
- Allow TEDs to have input in ADE annual accountability plan before it is submitted to US Department of Education

### Long-term

- Give tribes report data and provide them with data regarding how many of their students are receiving school-offered services.
- Create a balance sheet of how Title I funds and other funds available for supporting tribal students' education are being accessed and provide this information to tribes. Evaluate the needs of our communities to know where we need to guide our students in education.





## Strategic Plan

### Mission Statement

Arizona Department of Education (ADE) participants were asked to frame the Mission Statement as “a one-sentence statement describing the reason your Office of Indian Education (OIE) exists”. Participants were asked to examine the components describing the action, beneficiaries, services and/or problems to be solved, which was presented in small breakout groups. Once back in the large group setting, elements were entered into the interactive facilitation software. All of the components were generated into a word cloud (Appendix E). Each of the Phase 2 stakeholders had time to review the statement. Via consensus, the mission statement was phrased as follows:

*“Elevating access and opportunities for Indigenous students in a collaborative environment.”*

### Vision Statement

Once again, ADE participants were asked to frame the vision statement as “a short phrase describing the future OIE is ultimately working towards” and “if the OIE is completely successful what does that look like?” which was presented in small group sessions. The Vision elements included discussions of equity at the forefront, with the initial discussion having the words “equity, honor and trust” (Appendix F). Vision discussions during the large group session created a more expansive statement. The suggested vision statement is as follows:

“Embracing culturally responsive education for all students and educators in collaboration with sovereign tribal nations.”

### The Four Core Services

Each stakeholder group affirmed the need for four core services that are distinct but interdependent to the success of Office of Indian Education (OIE). To reiterate, the goals for each service area are placed in the following areas: “ongoing” recognizes that OIE has been engaged in these services; “short-term” are goals to be completed in the next one to two years, “mid-term” in three to five years, and “long-term” to be completed after five years.

- **Core Service: Support School Districts and Community with Resources**
- **Core Service: Increase Pathways for Indigenous Educators**
- **Core Service: Develop Policies and Every Student Succeeds Act (ESSA) Consultation Procedures**
- **Core Service: Convene Strategic Partnerships and Communications**



## Core Service: Support School Districts and Community with Resources

This core service contains two pathways, one focused on providing stakeholder resources and the second on mental and behavioral health with an interest in historically-informed Social Emotional Learning (SEL) techniques.

### Ongoing -

- Provide foundational training about tribal nations, Indigenous history and culturally respectful communication and explain how to work with tribes which includes how tribal sovereignty functions

### Short-term -

- Examine and assess cultural programs, resources and tools through an Indigenous epistemology in order to begin collecting best practice materials for school districts and communities
- Develop culturally and historically accurate SEL learning to schools districts and communities

### Mid-term -

- Create OIE online clearinghouse of information relevant to all stakeholders. This may include direct links to testing scores of high-density schools, statewide trainings on Indian Education, culturally responsive tools, Indian Education best practices, cultural humility articles, recommended reading list, curriculum materials, professional development materials, SEL in tribal populations, statewide-family resources for Native families, and how to create land acknowledgements
- Learn how to integrate and foster trust in Indigenous modalities of mental health treatment into SEL in Indigenous student high-density school sites. This may require hiring a program specialist to OIE for cultural programming and SEL

### Long-Term -

- OIE Speakers Bureau for school districts and communities to recommend tribal members who can train on tribal history, traditional art, tribal language, and other tribal specific cultural aspects which should include elders
- Work with state Legislature to have tribal specific history taught in classrooms



## Core Service: Increase Pathways for Indigenous Educators

Each stakeholder group asked for “grow your own” Indigenous educator programs. Several named various paraprofessionals, parents, culture teachers and those transitioning into second careers as potential overlooked potential educators.

### Ongoing -

- Survey tribes to understand tribal community needs from early childhood through 12<sup>th</sup> grade

### Short-term -

- Collaborate with tribal leaders, early childhood education professionals, tribal community colleges, and Indigenous education programs in the tri-universities system to examine the “grow your own” educators concept
- Get data to examine the teacher certification gap among recent Indigenous college graduates majoring in education and recent graduates’ obstacles to obtain certification, measure how many Indigenous educators are in Arizona

### Mid-term -

- Facilitate an Indigenous mentoring/coaching program for all levels of educators including teachers, administrators, counselors and school board members
- Assist ADE to develop career fairs that bring together local education agencies (LEAs), tribal education departments (TEDs) and other tribal resources for recruitment

### Long-Term -

- Create an ADE-hosted, Indigenous educator leadership cohort
- Internships/job-shadowing opportunities for Indigenous students. Several stakeholders groups provided input that recruitment begins in elementary school and deepens through high school job-shadowing in all aspects of education; this includes offering graduate students an opportunity to conduct research with OIE

## Core Service: Develop Policies and ESSA Consultation Procedures

Participants from both phases of strategic planning expressed being unaware of ESSA consultation policies.

### Ongoing -

- OIE listening to tribal leadership and relevant stakeholders about their needs, policies and consultation procedures

### Short-term -

- Review the current ADE social emotional learning (SEL) committee’s suggested SEL competencies and adapt them to meet tribal students’ and educators’ needs



- Send OIE staff to tribal communities to provide technical assistance on curriculum content, setting goals, and preparing agendas and ESSA. Should include soliciting tribal leadership input prior to ADE decision-making

#### Mid-term -

- Provide technical assistance to tribal leaders/representatives to engage in school boards and school systems (including individual education plans) to enhance local control of educational systems
- Create a coalition/committee to support OIE implement this core service including tribal leadership to assist in promotion of the importance of ESSA consultation

#### Long-Term -

- Develop and distribute a tribal consultation guide with sample Memorandums of Understanding, Memorandums of Agreements or Intergovernmental Agreements vetted with tribal elected leadership and their representatives
- ADE will collaborate with tribal elected leadership throughout the Department, not just the OIE

### Core Service: Convene Strategic Partnerships and Communications

Each stakeholder cohort had many strategic partnership suggestions. A strong area of “parent education” emerged in each group; all asked for different types of parent education. Indigenous Strategies uses “caregiver” to include grandparent and other caregivers often found in tribal communities. In regards to communication each Phase 2 group requested an OIE Facebook page but also suggested Instagram and TikTok to remain relevant in 2021.

#### Ongoing -

- Office of Indian Education (OIE) has been meeting and listening to concerns of several stakeholder group to better understand what strategic partnerships are needed to enhance the OIE mission.
- Hosts monthly online meetings for updates

#### Short-term -

- Begin parent and student education, including understanding Arizona Department of Education (ADE) departments and functions and local control. Bi-annual work sessions with students, parents, schools, tribes & elders. Ensure caregivers are aware of what policies are already in place, what those policies mean for them and to learn what resources are available to assist their families. It was suggest that OIE provide more guidance and training for Native American Parent Committees.
- Examine the strategic plan to convene new partnerships as well as establish OIE as a space for stakeholders to share. Such as tribal education departments (TEDs)/local education agencies (LEAs) meetings or Caregiver/Tribal Leadership, Indigenous educators group, etc. One notable suggestion was to “create a task force of all areas of Indian Education from Bureau of Indian Education, 638, private, charter and parochial schools alongside public schools needs to be created for a unified vision.”

### Mid-term -

- Increase tribal leaders' and communities' understanding of ADE functions and educational systems processes to enhance their abilities to engage and advocate effectively for their students. Develop parent education of policies including Johnson O'Malley, Title VI in ESSA and state educational legislation
- Annual Indian Education Summits, sponsored by ADE at no cost for stakeholders to review and update strategic plan, including student representation

### Long-Term -

- OIE to convene students and caregivers in leadership positions akin to Parent Educators, provide them the ability to reach out to new caregiver cohorts, review strategic plan and define their stakeholder role in OIE
- Statewide networking opportunities for P-20 students, student council governing committee to address issues, leadership & networking, where tribal leaders can be accessed to address their concerns with OIE functioning as mentors

## Recommendations

This strategic plan should be considered a living document that represents the needs of several stakeholder groups. Updates to the plan should be welcomed on an annual basis. Processes utilizing Indigenous Knowledge Systems (IKS) during strategic planning sessions should continue with all stakeholder groups. As the state begins to allow large gatherings, Indigenous Strategies (IS) recommends in-person strategic planning sessions be convened in various tribal communities and further recommends keeping the online surveys open for data gathering purposes. Future strategic planning sessions should allow for a greater amount of time to be spent upon Thinking, Learning, Implementing and Reflecting activities. The last recommendation is to expand OIE staffing to ensure quality execution of the stated goals.

## Conclusion

All of the primary goals of the draft strategic plan framework have been accomplished:

- Strengthen and refine the duties and priorities of the OIE
- Facilitate shared stakeholder input to craft the best education system for Indigenous students and tribal communities
- Identify additional resources, including legislative support, and modernize current state statute authority to appropriately reflect the needs of Indigenous students and tribal nations
- Meet and exceed the tribal consultation requirements of the Every Student Succeeds Act.

This strategic planning report sets the stage for future legislative support to be developed that re-examines current Arizona state statutes. This strategic planning report centers community feedback via an Indigenous Knowledge System (IKS) epistemology and praxis. All stakeholders share an interest in creating an educational system that not only academically engages students but ensures their emotional and physical well-being.





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## Appendix A - Relevant Considerations

Several suggestions were generated by stakeholders that fall outside the purview of the strategic plan. Many of the ideas deserve to be considered as the core services are created and delivered.

There are several successful partnerships between school districts and tribes. Some of the key factors in these partnerships include having the tribe function as “problem solvers” that allows professionals to understand and respond to community needs.

Every group would like to see teachers receive better pay and be seen as a respected career. Most respondents also felt that tribes should be offering specific scholarships to their members who wish to pursue education careers.

When considering developing services, there are several forgotten subpopulations to engage. One tribal leader offered the following suggestion, “As part of tribal community healing and restoration, offer education to repeat offenders as a personal development opportunity, and encourage them to commit to positive change by giving them purpose and providing them with critical learning experiences.”

The importance of elders in tribal and urban schools was highlighted, including the idea of an Elder Advisory Council to Office of Indian Education. Elders are often seen as knowledge holders but are underutilized as a resource. During the TED/LEA discussion the Indigenous Strategies team asked, “How often do you bring community knowledge holders into your school?” They responded as follows -

- 19% Once a year
- 11.6% Once a semester
- 26% Once a month
- 4% Once a week
- 1.6% Once a day

Professional development was requested in each group and generated a long list of potential workshops:

- Social emotional and growth learning
- Best practices for developing strong readers
- Instructional strategies that support Native student learning
- How to include tribal students in the classroom more meaningfully
- Connecting with tribal governments
- Computer skills for elders
- How to be involved in your child’s schooling
- Helping teachers connect with students during a pandemic
- How to help your child when they are learning online
- Best practices that are relevant to Native learners in the online educational setting
- Sessions to continue to develop our Culture teachers as educators
- Trauma informed practices in the classroom
- Whole child approach - social, emotional, technology, home activities, etc.



- “We are here. We care about our Native youth, and we are ready to work and advocate for our children’s education and fair representation.”
- “The culture piece is crucial for our Native Students and I have resources to help our school district.”
- “That we do not believe the false narratives of Chris Columbus, Pocahontas, and Thanksgiving.”
- “Be respectful of our answers, do not make jokes about it.”
- “No native costumes or playing Indian in the classroom.”
- “Have a Land acknowledgement statement.”
- “We’re ready for fair curriculum representing our indigenous youth accurately without stereotype.”



## Appendix B - Attendees List

Students, caregivers and online survey participants will not be identified.

### Internal ADE:

Courtney Acosta  
Cara Alexander  
Deborah Begay  
Terri Beeler-Saucedo  
Melissa Castillo  
Melissa Conner  
Claudio Coria  
Serena Denetsosie  
Morgan Dick  
Bruce Duplanty  
Catherine Evilisizor  
Cindy Gutierrez  
Kathy Hoffman  
Devon Isherwood  
Kelly Koenig  
Callie Kozlak  
Steve Larson  
Stephanie Lenzi  
Yesminia Luchsinger  
Mike Mannelly  
Charlie Martin  
Lori Masseur  
Erica Maxell  
Sophia Mayberry  
Gary McIlvaine  
Christina Pou  
Cathie Raymond  
Sarah Richardson  
Sean Ross  
James Scott  
Richie Taylor  
Tammy Waller  
Kate Wright  
Debbie Yedlin  
Anderson Yazzie



**TEDs:**

Amanda Bundy, Kaibab Band of Paiute Indians, Education Director

Dulce Garcia from Yavapai Prescott Tribe, Education Director

Wynnie Ortega, Cocopah Indian Tribe, Education Coordinator

Christina Cameron-Otero, Fort Mojave Indian Tribe, Education Department Director

**LEAs:**

Gerald Ball, Whiteriver Schools, Canyon Day Jr. High School, Principal

Deborah Dennison, San Carlos Unified School District, Superintendent

Verlynn Goldtooth, Sanders Unified School District, Educational Support Services Director

Richard Hay, Pillar Academy, Charter Holder/Director

Donna Manuelito, San Carlos Unified School District, Asst. Superintendent

Jama Nacke, Salt River Pima Maricopa Indian Community, Principal Salt River Accelerated Academy

Robin Pete, Flagstaff Unified, Ponderosa High School

Susan Poole, San Carlos Unified School District, Principal San Carlos High School

William Santiago, Peach Springs Unified School District, Superintendent

Tanya Suydam, Baboquivari Unified School District, Secondary Campus Principal

Andrea Tomlin, Holbrook Public Schools, Principal, Indian Wells Elementary

Ivan Tsosie, San Carlos Unified School District, Principal San Carlos Middle School

Risha VanderWey, Tuba City Unified School District, Principal

Virginia Feliz Jimenez Warwick, Whiteriver Unified School District, Director of Curriculum & Instruction

**Elected Tribal Leadership Strategic Planning Session Participants**

From the Arizona Department of Education: Superintendent Kathy Hoffman, Callie Kozlak, Serena Denetsosie, Terri Beeler-Saucedo, Sahmie Wytewa, Maria Moroyoqui

**Tribal Leadership:**

Chairman Robert Miguel, Ak-Chin Indian Community

President Nez, Navajo Nation

Governor Stephen Roe Lewis, Gila River Indian Community

Chairman Martin Harvier, Salt River-Pima Maricopa Indian Community

Other attendees:

From the Navajo Nation and Department of Diné' Education: Cody Begaye, Darrick Franklin, Pat Gonnig, Yvonne Kee-Billison, Roy Tracy, Matthew Tso, and Calvin White;

Jeffers Choyguha, Tohono O'odham Nation Education Department





## Indian Education Advisory Council

Allan Paxon, UofA student

Annabell Bowen, ASU

Bradley Pico, Blue Ridge Unified School District

Brian Garcia, Tempe Union High School District

Chad Stephen Hamill, Northern Arizona University

Chairman Jon Huey, Yavapai-Apache Nation

Chairman Terry Rambler, San Carlos Apache

Chairman Timothy Nuvangyaoma, Hopi Tribe

Chairwoman Gwendena Lee-Gatewood, White Mountain Apache Tribe

Chairwoman Sherry Cordova, Cocopah Indian Tribe

Constance Onsae , Baboquivari Unified School District

Councilwoman Wi-Bwa Grey, Salt River Pima-Maricopa Indian Community

Daniel Sestiaga, Tohono O'odham Community College

Deborah Dennison, San Carlos Unified School District

Debra Toya, Mesa Public Schools

Derrick Leslie, White Mountain Apache Tribe

Esther Nystrom, Mesa Public Schools

Frances Benavidez, Tohono O'odham Community College

Freda Joe, Navajo Technical College

Hans Klose, AZ State Board for Charter Schools



Jacob Moore, ASU

Jeanene Krantz Gross, Anya itpak Elementary

Jeremy Garcia, UofA

Jolyana Kroupa, Phoenix Indian Center

Kathy Kitcheyan, San Carlos Apache College

Kimberly Daingkau-Begay, Amphitheater Public Schools

Kristen Talbert, Tempe Elementary District

Lauryn Sekayumtewa-Tso, Chandler Unified School District

Lemual Adson, Shonto Preparatory

Lexana Echegaray, Sunnyside Unified School District student

Lourdes Pereira, ASU student

Lynette Stant, 2020 Arizona Teacher of the Year

Lynnann Yazzie (Chair) , PUHSD

Maxine Roanhorse-Dineyazhe , BIE Education Resource Center - Phoenix

Melodie A. Lopez, Indigenous Strategies LLC

Paul Fulginiti , Career Success Schools

President Jonathan Nez, Navajo Nation

Rafael Tapia, Partnership with Native Americans

Roxanne Thomas, Parent

Coconino County Superintendent Tommy Lewis, Coconino County

Vicki Greer, McNary Elementary School



## Appendix C - History of ADE Office of Indian Education

### THE GOLDEN AGE OF THE OFFICE OF INDIAN EDUCATION, ARIZONA DEPARTMENT OF EDUCATION

Prepared by Jacob Moore, former Board Member, Arizona State Board of Education Contributor,  
Juana Jose, former ADE employee  
August 28, 2020

In 1978, my father, Josiah Moore and I commuted to Phoenix together from Tempe. I was 19 years old and had a job as a bookkeeper for a bank in downtown Phoenix. Josiah worked at the Arizona Department of Education, originally starting in Bilingual Education, then as Director, Office of Indian Education (OIE). Over the course of the next 10-15 years, I personally witnessed the Office of Indian Education flourish under the watchful eye of State Superintendent Carolyn Warner (1975-1987), then under the leadership of Superintendent C. Diane Bishop (1987-1995).

Josiah Moore left the Arizona Department of Education in 1982 when he was elected as Chairman for the Papago Tribe. During his first term in office, the Tribe revised its constitution and adopted the name; Tohono O'odham Nation. Josiah was unsuccessful in his re-election bid in 1996 and came back to the Arizona Department of Education to assist the OIE, then led by Katie Stevens, Director, Juana Jose, Program Specialist, and other staff. After being elected to a second term as chairman of the Tohono O'odham Nation in 1990, Chairman Moore succumbed to cancer and passed away in April of 1993. The Tohono O'odham Nation lost a beloved leader and I lost a father who had dedicated much of his life to improving the lives of American Indian people by promoting education and advocating for more robust education systems in tribal nations and communities.

The story doesn't end there. In 2002, I was working for the Salt River Pima-Maricopa Indian Community as Special Assistant on Congressional & Legislative Affairs. That year, Janet Napolitano, was elected as governor. Governor Napolitano implemented dynamic tribal consultation policies and met directly with tribes from around the state on a quarterly basis. During her two terms in office, Governor Napolitano appointed over 200 American Indian representatives to the multiple state boards and commissions. In 2007, Governor Napolitano appointed me to the Arizona State Board of Education. Fifteen years, after my father passed away, and nearly 30 years since the time that I used to drop off and pick up Josiah at the ADE building on Jefferson Street, I entered the building and took the elevator to the fourth floor for my first State Board of Education (SBOE) meeting. Given my father's prior work with ADE, entering the building as a member of the SBOE was an emotional experience.

I served on the State of Board of Education for a total of eight years. I served as president of the State Board once and vice president twice. I also served under three governors (Janet Napolitano, Jan Brewer, Doug Ducey) and three state superintendents (Tom Horne, John Huppenthal, Diane Douglas).

This lengthy introduction is to acknowledge that there was an earlier point in time when the OIE was a more influential office with broad support, a larger number of professional staff, and signif-



icant prominence and impact throughout the state of Arizona, and beyond. In an effort to capture a sense of these early years, Juana Jose, former ADE employee agreed to share with me a previous time of the OIE in which she referred to as “the Golden Era”. The following is a summary of the early history of the OIE, ADE.

## FOUNDATION OF INDIAN EDUCATION IN STATE DEPARTMENTS OF EDUCATION

The Johnson O’Malley Act (JOM) was enacted by the United States Congress in 1934 to subsidize education, medical attention and other services provided by states to American Indian and Alaskan Native (AI/AN) students. The Act was part of the Indian New Deal of the 1930’s to help offset costs of tax-exempt Indians making use of public schools, hospitals, and other services provided locally. Funds appropriated by Congress are distributed by federal government through contracts to states, territories, and agencies to fulfill the purposes of the Act.

According to *Native Americans and The Law: A Dictionary* (2000) by Gary Sokolow, a modern provision of the act “gives parents of Indian children in local schools some input into educational decision made by schools that receive federal funds pursuant to the Act. Local committees of Indian parents have the power to approve or disapprove of school programs funded under the Act.” JOM funds are utilized by State Education Agencies (SEA) with high numbers of AI/AN students to provide additional resources to American Indian students and fidelity to the Act requires direct involvement by Indian parents to ensure that the funds are used to serve the best interest of their children.

## STATE OF INDIAN EDUCATION IN THE EARLY 1980’s

Since the inception of JOM, public schools and state departments of education have provided a direct role in the distribution and management of such federal programs. In the earlier years (pre-1980’s), tribal nations and their respective governments were sparse on staffing and had limited resources. Most tribes provided basic government services and had limited resources to focus on education. Most tribes had an education committee. As a result, the OIE played a critical role in supporting AI/AN students in public schools during that particular time period and provided technical assistance to those tribes who received their JOM funds directly.

## STAFFING AND PROGRAM TRENDS

Much like more current times, the OIE did not have dedicated state funds. Then, as now, the OIE operated on its Johnson O’Malley (JOM) federal dollars. A second source of federal funds later added were Title IV-A Student Support and Academic Enrichment funding. Initially, OIE had a director and a half-time staff assistance, which then evolved to full-time. During the time of Superintendent Carolyn Warner, the OIE grew to include a director, two programs specialists and one administrative assistant. According to Juana Jose, there as a time when OIE had as many as twelve education specialists. Documenting these early years is important as it demonstrates a period of time when OIE had robust programming and staffing. To have a better sense of how to rebuild the OIE and its programming potential, it’s critical to review the strategies and lessons from this more vibrant prior era.



## STRATEGIES TO GROW CAPACITY

In this prior period in time, the OIE grew by bringing other funding sources into the program. The OIE strategically sought and received permission from the Arizona State Board of Education to apply for additional federal grants. Additional grants included programming in early childhood, substance abuse prevention, and parent engagement. The additional grant responsibilities required the staff to become generalist and required extensive work at the community level. To support these additional endeavors, ADE also had an active Indian education advisory committee.

As its primary base funds, OIE recognized that JOM funds are directly tied to “the numbers”. To ensure that the State received its full share of federal funding, OIE staff focused on monitoring the numbers and made a concerted effort to maintain an accurate count of AI/AN students.

During this earlier era, OIE worked mainly with JOM funded school districts throughout the state and small tribes who managed their JOM funds directly. The OIE established a consisted approach to consulting with the tribes throughout the state of Arizona and their respective school districts.

## PROGRAMMING PRIORITIES

As a basic tenet, the OIE recognized that an equally important role was to help promote the differences in culture, in language, and in the approach to educating Indian children and youth, particularly in their home communities - and in urban settings as well. This is a recognition that mainstream education practices and state-wide standardized rubrics, intentionally or unintentionally, creates cultural incongruities with Indian education pedagogy.

OIE worked with a lot of tribes that got JOM funding directly, which meant a lot of trips and site visits around the state. In assessing how JOM funds were being utilized by school districts and tribes, it was apparent that funds were primarily being used for basic needs such as program t-shirts, summer programs, and other basic student needs.

OIE provided technical assistance by encouraging tribal program and school districts to redirect the use of their federal funds to focus on academics needs of the students. Much of this work required constant outreach. OIE worked with small tribes and school districts to empower their parent committees to grow culturally competent programs to strengthen the academic proficiency of their AI/AN students.

As another program initiative, federal regulations required Indian preference in hiring practices, so OIE worked with school districts to seek and hire qualified American Indian staff. The OIE also brought in expert researchers and additional support through federal grants to provide technical assistance. Dr. Teresa McCarty and Janice Smith came in under a grant to develop a framework for early childhood education curriculum that was developed in collaboration with parents. Cynthia Wilson was another specialist who assisted OIE under a Community Development grant.





## LEA & COMMUNITY LEVEL ENGAGEMENT

Since parent committees were required for JOM programs, the OIE met with both parents and superintendents, independently and collectively. OIE supported parent training and parent involvement and functioned as conveners in strengthening relationship between parents of Indian students, schools, and superintendents.

A common OIE practice was to convene a meeting with the parents, schedule a separate meeting with the superintendent, then facilitate direct communication between the parents and the superintendent. The OIE did classroom visitations, monitored program funds, and received program level quarterly and annual reports.

As an example, the Vail School District had an excellent superintendent who was very interested in helping and learning how to support Indian students in the District. As a result of the increased collaboration, the Vail School District put computers in the Safeway store to allow parents to check their student's progress as they didn't always have access to computers at home.

The OIE spent much of its time spreading the word of the importance of education out to the field. The OIE also engaged with community colleges and universities to encourage career pathways and increase the number of American Indians into the teaching profession. Higher education faculty and administrators were encouraged and invited to participate in OIE sponsored training sessions and events.

A school district superintendent stated that his goal was to only hire the best and this created a major challenge due to a limited qualified workforce within his community. Therefore, the OIE encouraged workforce development into the field of teaching and education leadership, and utilization of "Indian preference" in hiring practices as allowed in JOM federal guidelines.

## INTER-DEPARTMENTAL ORIENTATION AND COLLABORATION

During the formative years of the OIE, the Office was diminutive and garnered collaborative support from the bilingual education program and the migrant education program, which were both also limited in resources and staffing. There were, in fact, a number of Indian students that were eligible for the migrant education program as their parents were farm workers, particularly in southern Arizona. For Juana Jose, these were fun times and she enjoyed working with Native and non-Native staff alike. According to Juana, other departments were suspicious as the three minority focused units were located in the same part of the building and often having a good time while also delivering impactful collaborative work.

OIE sought support and collaboration with other programs within ADE. Vocational Education was a large program that didn't have a direct connection to tribal communities at the local level, so efforts were made to create collaborative partnerships. OIE also worked with the Title VII Bilingual Education and Special Education programs as a disproportionate number of AI/AN students are



typically in placed in special education programs. With a substantial set of federal grants and programs, it was also important for OIE to have a good working relationship with the Finance Office.

OIE made a concerted effort to know other divisions within ADE. Program specialists from other departments were encouraged to participate in visits to tribal communities and attend such events as parent meetings. There was a time when ADE was a smaller agency and had all-employee sharing sessions, which was an opportunity to learn from the work of other departments.

## **GARNERING COLLABORATIVE SUPPORT AND NATIONAL PROFILE**

Around 1978, the OIE functioned as a sponsor and fiscal agent for the Arizona Indian Education Association (AIEA). The AIEA held annual conferences and started to invite Indian people, parents, teachers, administrators, to attend other conferences hosted by ADE. AIEA was instrumental in recruiting program people from the field and parents from tribal communities that helped to support the work of OIE and ADE.

OIE and AIEA hosted statewide Indian education conferences around the state. Originally, these conferences started out as JOM conferences but then became broader. The conferences would bring a

wide variety of people that helped to garner widespread support. Strategic efforts were made to encourage participation from families, communities, schools, and other ADE divisions.

The National Indian Education Association came to Arizona twice. It was hosted by AIEA, OIE, and ADE, in 1978 and again in 1984. Arizona's tribal nations were contributors and fiscally supported the conferences. It was considered quite remarkable that ADE allowed the OIE to participate in the national conference planning process. At that time, former President of the Navajo Nation, Dr. Peterson Zah's sister Lorena Bahe was the president of NIEA and was instrumental in bringing the conference to Arizona. The OIE also had a working relationship with U.S. Department of Education and had influence in Indian Education policy discussions at the national level.

On additional compelling piece of the modern history is OIE is its role in assisting with the early development of the American Indian Language Development Institute (AILDI), now located at the University of Arizona. Taken directly from its web site, " poet, co-founded AILDI with the assistance of others. Through a National Endowment for Humanities The AILDI'S mission is to provide critical training to strengthen efforts to revitalize and promote the use of Indigenous languages across generations." Dr. Lucille Watahomigie, a Hualapai educator, along with Dr. Ofelia Zepeda, a Tohono O'odham linguist and grant, AILDI developed a Yuman Language summer workshop that was originally held at San Diego State University. In collaboration with OIE, the summer language institute was held at Arizona State University the next year. The summer language institute was hosted by several rotating schools and universities including Northern Arizona University, Arizona State University, Southwest Polytechnic Institute in Albuquerque, New Mexico and, ultimately, found a permanent home at the University of Arizona. While OIE may not have had a direct role in the creation of AILDI, it demonstrates how ADE played an important role in facilitating and promoting Indigenous language revitalization and sustainability through an educational setting.



## SUPPORT FROM OTHER STATE DIVISIONS AND STATE LEGISLATURE

During this era, the OIE developed a strong working relationship with the State Legislature. State division-level tribal liaisons had annual meetings with the State Legislature and shared their priorities and areas of interest and policy objectives. Eventually, the Legislature received regular updates and, in the 1980s, approved state funding to pay for the OIE director's position.

OIE also received support from the Arizona Commission of Indian Affairs, the Tucson Indian Center, and the Phoenix Indian Center, both of whom are long-established providers of social services, Career and Technical Education (CTE) training, and job services to the Tucson and Phoenix urban Indian populations.

## SUMMARY

Over time, the capacity, duties, and staffing patterns of the OIE went through a period of expansion, followed by an extended period of contraction. From a management perspective, OIE experienced an early period of growth in the 1980's, peaked in the early 1990's, then contracted to a single director and administrative staff person over an extended period of time. As the OIE has received much needed attention under current Superintendent Kathy Hoffman, it's important to capture the institutional knowledge embedded in the history of the OIE and learn from the wisdom of the dedicated staff who sustained the OIE, both in robust times and the lean times.

Listed below are strategies and lessons from the past that can help guide and inform the future of OIE

- Staffing and Programming Trends

OIE grew from one director and one half time staff assistant to as many as twelve education specialists at its peak

- Strategies to Grow Capacity

OIE grew by bringing in other funding sources. Additional grants included early childhood, substance abuse prevention, and parent engagement.

- Programming Priorities

OIE advocated for the unique Indian education pedagogy necessary to address the cultural incongruities with mainstream education practices and standardized rubrics.

JOM funding at the school district level was primarily being utilized for summer programs, t-shirts, and basic student needs. OIE worked with small tribes and school districts to strengthen the academic proficiency of their AI/AN students.

OIE worked with local school districts to seek and hire qualified American Indian staff.

Through grant funding, OIE was able to hire an expert researcher to provide technical assistance in developing a framework for early childhood curriculum in collaboration with parents.



- LEA & Community Level Engagement

OIE spent significant time in the field to facilitate a collaborative relationship between parents and superintendents.

OIE supported parent training and parent involvement, thus empowering their JOM program

OIE engaged with community colleges and universities to encourage career pathways and increase the number of American Indians into the teaching profession

OIE encouraged workforce development into the field of teaching and education leadership, and utilization of “Indian preference” in hiring practices as allowed in JOM federal guidelines

- Inter-Departmental Orientation & Collaboration

OIE made an effort to know other departments. Program specialists from other departments were encouraged to participate in visits to tribal communities and attend such events as parent meetings.

- Garnering Collaborative Support and National Profile

OIE and AIEA hosted statewide Indian education conferences around the state. Originally, these conferences started out as JOM conferences but then they became broader.

The National Indian Education Association came to Arizona twice. It was hosted by AIEA, OIE, and ADE, in 1978 and again in 1984.

The OIE also had a working relationship with U.S. Department of Education and had influence in Indian Education policy discussions at the national level.

- Support from other State Divisions & the State Legislature

State division-level tribal liaisons had annual meetings with the State Legislature and shared their priorities and areas of interest and policy objectives.

The State Legislature received regular updates and, in the 1980s, approved state funding to pay for the OIE director’s position.







## DEDICATION

Keep in mind, the history of the Office of Indian Education at the Arizona Department of Education is simply the recollection of two people; Juana Jose, former ADE employee, and myself, the son of a former director of OIE and former member of the State Board of Education. The purpose of this report is to capture the previous robust history of OIE and acknowledge the dedication of all the prior OIE directors, program specialists, and support staff that ensured that OIE remains intact and continues to function today. While I regret that there are probably some names missing, I give thanks to the following who addressed the needs of our American Indian students, school districts, tribal nations, and communities through the OIE over the decades; Terrance Leonard, Josiah Moore, Katie Stevens, Juana Jose, Steve Wallace, Debora Norris, Nadine Groenig, and many more.

Interview with Juana Jose

07/20/20 & 07/22/20

## **Appendix D - Arizona Revised Statutes Title 15. Education § 15-244. Office of Indian education; definition**

- A.** The office of Indian education is established in the department of education. The superintendent of public instruction shall hire appropriate personnel for the office.
- B.** The office of Indian education shall:
1. In collaboration with Indian nations, provide technical assistance to schools and Indian nations to meet the educational needs of Native American pupils.
  2. Provide technical assistance to schools and Indian nations in the planning, development, implementation and evaluation of curricula that are culturally relevant and aligned to state standards.
  3. Provide technical assistance to schools and Indian nations to develop culturally appropriate curricula and instructional materials.
  4. Establish an Indian education advisory council in the department of education that shall include at least parents who are not certificated teachers.
  5. Encourage and foster parental involvement in the education of Native American pupils.
- C.** At least once each year, representatives from all Indian nations, members of the state board, the governor's office, the governor's office on tribal relations, the intertribal council of Arizona, the legislature, the superintendent of public instruction and the Indian education advisory council shall meet to assist in evaluating, consolidating and coordinating all activities relating to the education of Native American pupils.
- D.** Based on data submitted pursuant to subsection E of this section, the office of Indian education, in collaboration with entities that serve Native American pupils, shall submit an annual statewide Native American education status report to all Indian nations in this state. The division shall provide a copy of this report to the secretary of state.
- E.** A school district with tribal lands located within its boundaries shall provide a district-wide Native American education status report to all Indian nations represented within the school district boundaries and to the department of education.
- F.** The status reports prescribed in subsections D and E of this section shall be written in a brief format and shall include the following information, through which public school performance is measured and reported to the Indian nations:
1. Student achievement as measured by a statewide test approved by the state board, with results disaggregated by ethnicity.
  2. School safety.
  3. The dropout rate.
  4. Attendance.
  5. Parent and community involvement.
  6. Educational programs that target Native American pupils.
  7. Financial reports.
  8. The current status of federal Indian education policies and procedures.





## Appendix G - Suggested Readings

Compiled by Nicholas Wilson, Navajo, M.A. (doctoral candidate in higher education)

**Cajete, G. A. (2015). *Indigenous Community: Rekindling the Teachings of the Seventh Fire*. St. Paul, MN: Living Justice Press.**

Cajete's work offers an understanding and purpose of Indigenous education. Additionally, it offers an Indigenous Experiential Learning model center upon Indigenous communal learning and development. I use Cajete's work to situation the ways in which Indigenous People educated and developed their children prior to Colonization.

**Deloria, Jr., V., and Wildcat, D. R. (2001). *Power and Place: Indian Education in America*. Golden, CO: Fulcrum Publishing.**

This work offers a description and explanation of the metaphysics that structures Indigenous philosophy, knowledge, and understanding. Additionally, it argues that Indigenous and Western Knowledge come to the same conclusions but through every different means. A different philosophical and metaphysical foundation than a Euro-American Christianity Settler Colonial worldview (i.e. Matrix - See *How It Is: The Native American Philosophy of V. F. Cordova*, 2017).

**Grande, S. (2015). *Red pedagogy: Native American social and political thought*. New York, NY: Rowman & Littlefield.**

Grande's work offers an in-depth exploration of the sociopolitical landscape of American Indian education and critical educational theory with the goal of offering a "Red pedagogy that not only helps sustain the lifeways of Indigenous peoples but also provides an exploratory framework that helps us understand the complex and intersecting vectors of power shaping the historical-material conditions of Indigenous schools and communities" (p. 32). This tenth anniversary edition also includes post chapter commentaries written by leading Indigenous educator and leaders who offer their insights.

**Innes, R. A., and Anderson, K. (2015). *Indigenous Men and Masculinities: Legacies, Identities, Regeneration*. Winnipeg, MB: University of Manitoba Press.**

This work offers a theoretical overview of Indigenous feminism, the emergence of a Settler Colonial Masculinity, and the Indigenous gendercide that occurred when Settler Colonial People imposed their Settler Colonial Christian Matrix (i.e. worldview) upon Indigenous Peoples.

**Moore, K. D., Peters, K., Jojola, T., and Lacy, A. (2007). *How It Is: The Native American Philosophy of V. F. Cordova*. Tucson, AZ: University of Arizona Press.**

Cordova introduces and explain her concept of a Matrix (i.e. worldview). She explains how every culture, whether they are considered "modern" or "primitive have a defined worldview. A worldview that is made up on three specific definitions: a definition of the world; the definition of a human being in that world; and the role of a human being in that world. She argues a culture's creation story contains these definitions and that they used by the culture to determine what can be understood, known, and possible.





**Lomawaima, K. T., and McCarty, T. (2006). *“To Remain an Indian;” Lessons in Democracy from a Century of Native American Education*. New York: Teacher College Press.**

Examining the relationship between Education and Federal Indian Law and Policy, these scholars have proposed a “Safety Zone Theory in Education.” In short, education is a contested site where Indigenous and non-Indigenous children determine which Indigenous cultural practices are benign enough to be performed and included in American society.

**Wilkins, David E., and Stark, Heidi Kiiwetinepinesiik. *American Indian Politics and the American Political System*. Lanham: Rowman & Littlefield, 2018.**

This work offers a scholarly study and interpretation of Federal Indian Law and Policy from an Indigenous perspective. It also offers an overview of the five eras of Federal Indian Law and Policy that play a significant role in Lomawaima & McCarty’s Safety Zone Theory in Education.

## Appendix H - Indigenous Strategies Team Bios

### Melodie A. Lopez



Melodie Lopez (Hopi/Navajo/Pueblo/Mexican) has worked in the fields of education and social services as a caseworker, professional development specialist and therapist for over thirty years. She received her BA in Psychology & American Indian Studies from CSU Long Beach and her Master's in Social Welfare, with an emphasis on Indian Child Welfare from UC Berkeley.

Melodie has been involved in many local, statewide and national conferences addressing the issues of Native youth, focusing on community-based solutions. Enjoying the strengths of Native youth who learn best in cooperative interactive settings, she has co-developed Native teen and community leadership programs such as Huchoosedah College Mentoring Project, Retain American Indians Now! Program, and Native Leadership & Wellness Program at the Arizona Schools for the Deaf and Blind.

She is a founding member and serves on the Executive Committee of the Native Education Alliance, Tucson, which develops community programming such as the Native Youth WARRIOR Showcase (Wisdom & Reciprocity: Respecting the Indigenization of Our Research) and LandSpeaks, a Native Language/Land conference. Melodie has also served three terms on the board of the Arizona Indian Education Association where she developed and coordinated the AIEA Protecting Our Land Summer Camp. She is a co-founder of the H.O.N.O.R. (Honoring Our Nations, Offering Resiliency), which brings together urban and reservation based anti-violence professionals to support each other and our communities.

In the past decade Melodie have focused more efforts towards program development and curriculum development to assist leaders in local, state and tribal systems. She still conducts direct services upon request. Melodie began Indigenous Strategies, LLC., which specializes in professional development and leadership training to meet the needs of professionals who serve Native American youth, families and communities. Alongside workshops and consulting services, I.S. had two annual conferences, The Gathering of Educators: Best Practices for Native American Students and the Gathering of School Counselors. Among her consulting services she has co-created the Engaging Native Boys Exploratory Project and STEM RISE AZ, where she led the Traditional Ecological Knowledge curriculum group. Upon the end of Engaging Native Boys grant, Indigenous Strategies assisted in the development of Indigenous Intellectual Warriors, a nonprofit for Native men in college (UA, ASU, TOCC).

In her spare time, Melodie serves on the University of Arizona's Native American Advisory Council to the President, UA American Indian Alumni mentoring program, Miss Native UA Advisory Council, Arizona Department of Education's Indian Education Advisory Council, and is on the Executive Board of Directors of the Loft Cinema.



## Veronica Hirsch

Verónica R. Hirsch (Chiricahua Apache) credits her maternal grandmother, Genevieve Archuleta Franco, for inspiring her passion for education. She earned her Bachelor of Science in Environmental and Resource Sciences from UC Davis, her Master of Arts in American Indian Studies at the University of Arizona, and her Professional Science Master degree in Natural Resources and Environmental Science from the University of Idaho. Verónica has worked at four land-grant universities, first as an undergraduate student, then in graduate research capacities, as a cultural center director, later as adjunct faculty, and finally as full-time staff at the Native Nations Institute at the University of Arizona. While serving as adjunct faculty at the University of Idaho, Verónica led the first-time, course collaboration between the American Indian Studies Program and the Environmental Science department by co-creating and teaching an Indigenous environmental science seminar for undergraduate and graduate students. She also previously taught mathematics and Language Arts courses at Ha:sañ Preparatory and Leadership School, a Tohono O'odham bilingual/bi-cultural charter high school located in Tucson, Arizona. Since 2019, Verónica has worked as a self-employed consultant and founder of Colibrí Connections, an Indigenous-focused business dedicated to career coaching and consulting for Indian Country. Drawing from her own experiences as a STEM (science, technology, engineering, and mathematics) degree graduate, Verónica has sought to promote Indigenous women in science, advocate for traditional ecological knowledge (TEK) inclusion in mainstream university STEM curricula, and expand the scope of Native nation-building conversations to include tribal-specific, STEM education priorities. Verónica is dedicated to increasing Native voter participation in local, state, and national elections, as well as encouraging tribal citizens to serve on Arizona state-wide boards, local school boards, and run for tribal and mainstream political office. As a Tucson resident, she stands in solidarity with traditional keepers of these Tohono O'odham homelands and Pascua Yaqui tribal lands. Verónica remains committed to helping safeguard Indigenous sovereignty, nurture ecologically healthy homelands, support Indigenous education, and inspire future generations of Native nation-builders.



## Jacob Moore



Jacob Moore is responsible for the intergovernmental affairs between ASU and tribal nations and communities. Previously, Jacob Moore was managing partner for Generation Seven Strategic Partners, LLC, and also worked as an Economic Development Analyst and Special Assistant on Congressional and Legislative for the Salt River Pima-Maricopa Indian Community.

Jacob previously served as a member of the Arizona State Board of Education. Mr. Moore is currently on the board of directors for the Arizona Community Foundation, the ASU Morrison Institute, WestEd, the Arizona Minority Education Policy Analysis Center (AMEPAC), and Touchstone Behavioral Health. Mr. Moore earned a Bachelor of Science degree in Finance and an Executive MBA from the Arizona State University's W.P. Carey College of Business and is a citizen of the Tohono O'odham Nation.

### Education:

Executive Masters in Business Administration, WP Carey College of Business, ASU

Bachelor of Science, Finance, WP Carey College of Business, ASU

Associate in Applied Science, Business Management, Mesa Community College, MCCC



## Lourdes Periera



Lourdes (or lulu) Pereira, is this year's Miss Indigenous ASU 2020-2021. She is Hia-Ced O'odham and Yoeme and a member of the Tohono O'odham Nation. Lulu is a Sophomore at ASU. She is double majoring in Justice Studies and American Indian Studies. She sits on the American Indian advisory council for the Arizona Education Department and also works for Labriola National American Indian Datacenter at Arizona State University. Lulu was also a founder for Voices of O'odham Students at ASU, the first O'odham student lead organization. She is still active within the other Student organizations at ASU and sits on 3 different committees that consist of: Native American Heritage Month, Land Acknowledgment committee and Indigenous Culture Week Committee. She

was also the previous female president of Tucson Native Youth Council, and was a philanthropist for Unidas Women's foundation of Southern Tucson. Lulu also implemented and created a policy within the Tucson Unified School District that allowed Native American Students the right to wear their regalia on graduation, which also became implanted into Pima Community Colleges dress code for graduation. Lulu is very passionate about educating, empowering, and advocating for the Indigenous communities of North America and hopes to continue those efforts.

## IngriQue Salt

IngriQue "Q" Salt, *Lók'aad Dine'e*, is from Black Mesa and is the Project Coordinator for UA ITEP. Q is an Adjunct Professor with the UA College of Education, Native Student communities and the Miss Native American UA Ambassadors. Raised with a strong focus on traditional stories, prayer, and lifeways in her family, Q also accompanied her father in the mobilization of traditional healing practices. These perspectives provide a strong foundation upon which to advocate for and develop the structures necessary to help tribal community members develop, refine and attain their goals.

Q received her Bachelor of Science in Psychology, with a minor in American Indian Studies at the UA in 2015. During her time at the UA as a first-generation, Q was a Research Assistant studying, cancer pathways and exposures, uranium contaminated water, cognitive behavioral development and environmental health literacy development.

Q thrives on bringing community members together to identify issues and create community-based solutions. As Tribal Liaison for the Southwest Environmental Health Sciences Center (SWEHSC) at the UA College of Pharmacy, Q focused on environmental health education, literacy, outreach and community-based projects in tribal communities of Arizona. During her time at SWEHSC, Q's leadership increased Arizona tribal communities served from three of twenty-two tribes in Arizona to nine - a 200% increase. Further, four tribal communities have successfully developed Memorandums of Agreements to ensure tribes are partners in ongoing collaborative research.





ITEP's value to create Nation-Builders for tribal communities strongly resonates with Q. As a Navajo Nation citizen, Q understands that to effectively advocate and develops skills in others, she must do so for herself. To this end, Q is developing her skills and knowledge to be an active Nation-Build-er by pursuing her law degree in Indigenous People's Law and Policy and the Environment.

### **I.S. was honored to use the suggested readings from Nicholas Wilson**

Nicholas Wilson is an Indigenous Diné (Navajo) Two-Spirit scholar in the academy. He is in the process of becoming an Indigenous third-degree Wildcat (University of Arizona) with a B.A. in political & organizational communication (2009), a M.A. in Student Affairs (2018), and a Ph.D. in Higher Education (2022-2023). Nicholas serves as a graduate assistant for Native American Student Affairs (NASA) where he oversees the Native American Living-Learning Community (O'odham Ki:) and is the instructor of record for two undergraduate courses (EDL 299 & HED 201) he developed in consultation with Indigenous community leaders, elders, student affairs professionals, and emerging Indigenous scholars. Beyond the classroom, Nicholas has served an executive board member of the American Indian Alumni Club (AIA), a member of the University Hearing Board, College of Education Dean's Diversity Committee, and advisory committee member and graduate research assistant for the Engaging Native Boys in Education, Tribal Lifeways, and Land Stewardship (ENB) Project. Nicholas Indigenous Re-Search (Abolson, 2011) focuses on the interaction of the Settler Colonial technologies (Paperson, 2017) of U.S. Federal Indian Law & Policy, Gender & Sexuality, and Education and their effects on college access, persistence, and degree-completion of emerging Indigenous male-identified scholars in the academy. The goal of his teaching, service, and on-going re-search is to increase Indigenous male presence in undergraduate and graduate programs and create the conditions for the on-going (re)emergence of Indigenous Intellectual Warriors (IIW) and Re-Searchers.

