



&

to the



welcome you



Arizona Johnson-O'Malley Forum

April 27, 2023

Contact Information

Kimberly Daingkau-Begay

Email:

region1.njoma@gmail.com

Website:

<https://www.njoma.com/region-1.html>

While we wait for others to join, please



- **Share** your name, title, and organization in the chat



- **Mute** your microphone



- **Note:** this session will be recorded (turn camera **off** if you don't want to be recorded)

A desert landscape featuring a dirt path that curves through the foreground. Several tall saguaro cacti are prominent in the middle ground, with other smaller cacti and shrubs scattered around. In the background, there are low mountains under a sky filled with soft, white clouds. The overall lighting is soft, suggesting either dawn or dusk.

Opening Prayer and Land Acknowledgement

Arizona JOM Forum Housekeeping Items

Purpose

- United
- Complete
- Consistent
- Best Practices

Goals

- Identify & Support all AZ JOM Eligible Students
- Use forum to collect & share information
- Assist with effective JOM management

2023 Quarterly Schedule

Jan 26

Apr 27

Jul 27

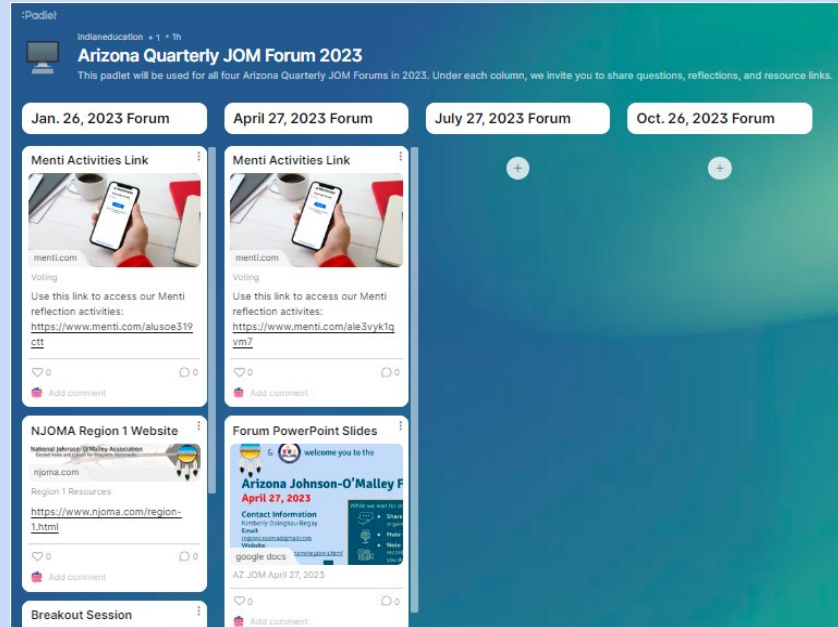
Oct 26

9 am - noon

Mountain Standard Time

A Note on Digital Tools

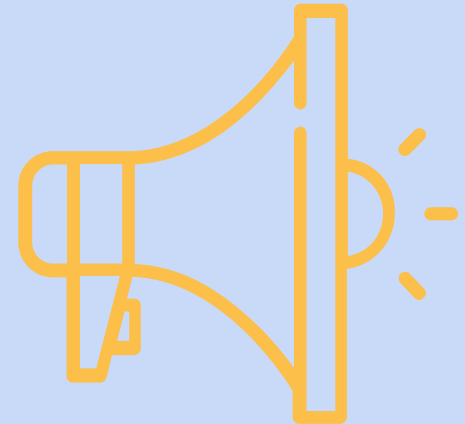
- Single padlet link for ALL 2023 forum meetings
- Sharing in the chat is always an option



<https://padlet.com/indianeducation/Forum2023>

Announcements

- NJOMA Conference Updates
 - Sep 11-13, 2023
 - Hyatt Regency O'Hare Chicago, Rosemont, IL
- Girl Scouts Community Engagement
- Toolkit Updates
 - Student Count due to BIE June 1st
- Preparation for July Forum



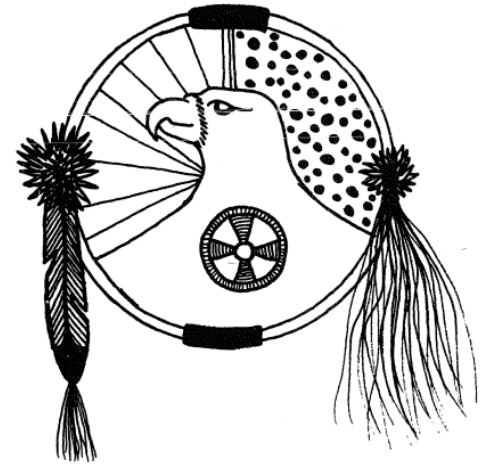
JOM 1979 Report

Will be discussed at next forum

- What issues are relevant today?
- What has been accomplished since 1979?
- How can the AZ JOM forum resolve remaining issues?

PERMANENT FILE COPY

1979 Conference Report





Arizona Department
of Education

Carolyn Warner, Superintendent



NIEA Hill Week Update

- Honoring Promises to Native Nations Act
 - Bill introduced by Senator Elizabeth Warren and Congressman Derek Kilmer
 - Includes provisions to reaffirm the nation-to-nation relationship between the federal government and Tribal Nations and to strengthen federal programs that support Native communities.
- 
- 

Honoring Promises to Native Nations Act

December 2018

The U.S. Commission on Civil Rights released the *Broken Promises: Continuing Federal Funding Shortfall for Native Americans* report. The report concluded that federal programs for Native peoples remain chronically underfunded and often inefficiently structured in the areas of housing, education, health care, economic development, and public safety.

December 2022

U.S. Senator Elizabeth Warren and Congressman Derek Kilmer unveiled the *Honoring Promises to Native Nations Act*, a historic legislation to address the chronic underfunding and barriers to sovereignty faced by Indian Country as a result of the federal government's failures to meet its trust and treaty responsibilities. The legislation would hold the federal government accountable for honoring the country's legal promises to Native peoples.

The NJOMA is supportive of addressing the federal failures identified in the U.S. Commission on the Civil Rights' Broken Promises Report. Permanent funding for JOM will pave the way for the unique educational services and programs dedicated to the Native youth, who are our future warriors that will make a great impact in Indian Country. The Honoring Promises to Native Nations Act will be a big step in the right direction in correcting the federal failures of Indian Education. The NJOMA is committed to working with Senator Warren, Congressman Kilmer, and the other members of Congress to support the Johnson-O'Malley program.

Upcoming OIE Professional Learning Opportunities



Office of Indian Education

FREE PD

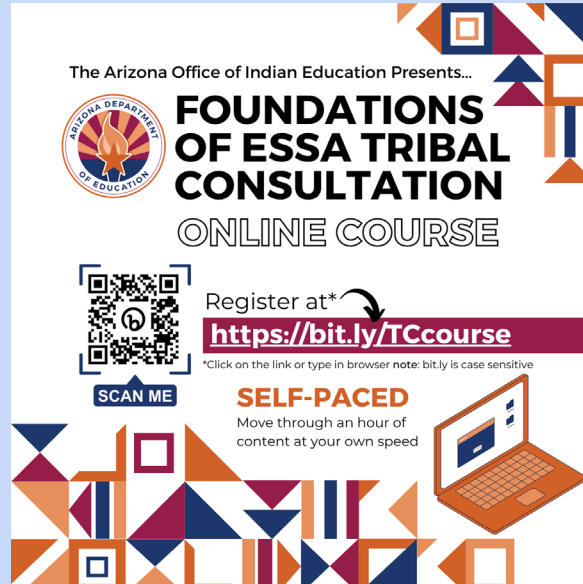
K-12 Educator Night:

Teaching Academic Standards with Indigenous Storytelling

Register at:
<https://bit.ly/OIEHeardPD>

Saturday, May 6
4:00 - 7:30 pm
At the Heard Museum

May 6th, 2023
4:00 - 7:30 pm



The Arizona Office of Indian Education Presents...

FOUNDATIONS OF ESSA TRIBAL CONSULTATION

ONLINE COURSE

Register at*
<https://bit.ly/TCcourse>

*Click on the link or type in browser note: bit.ly is case sensitive

SELF-PACED
Move through an hour of content at your own speed

SCAN ME

Now available!



Office of Indian Education

Learning with Native American Students

Instructional Community of Practice

Third Wednesday of Each Month
4:00 - 5:00 pm | Virtual on Zoom

First Session - July 19th, 2023

Register by joining OIE's PD Email List at: <https://bit.ly/OIEPDListServ>

Starting July 19th, 2023
4:00 - 5:00 pm



April 27th Agenda

- Community Introductions
 - Tribal Perspective Spotlight: **Yavapai-Apache Nation**
 - BIE Guidance - Q&A
 - Program Spotlight: **Winslow USD**
 - Break
 - Next Steps
 - Reflection & Networking
- 
- 

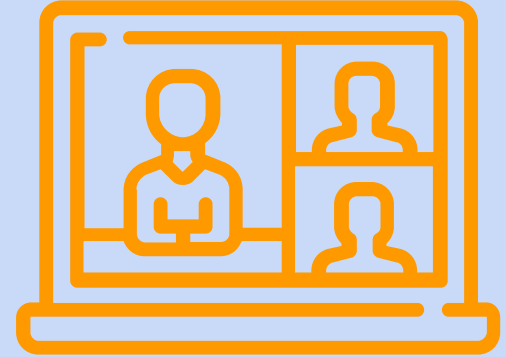


Community Introductions



Community Introductions

- Breakout rooms
- 4-5 people in a room
- 10 minutes to connect and discuss



In the breakout room, please...

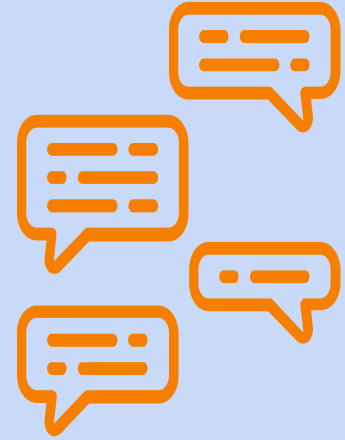
- Introduce yourself and
- Share your response to the question:
 - **How can the tribal perspective be amplified in JOM?**

Community Share Out

- Use the link in the chat what you heard in your small group

- **Discussion Question:**

How can the tribal perspective be amplified in JOM?





Tribal Perspective Spotlight



Cindy Eaton

Tribal Education Director
Yavapai-Apache Nation



YAVAPAI-APACHE NATION

Johnson O'Malley Program



Located in the Verde Valley and is comprised of five (5) tribal communities: Tunlii, Middle Verde, Rimrock, Camp Verde and Clarkdale.

The Yavapai-Apache Nation consists of two (2) distinct people, the Yavapai and the Apache.



In 1875 , the Yavapai and the Apache were removed from their homelands and forced to walk in the middle of winter on a 180 mile journey to the San Carlos Reservation, where they remained for 25 years before being allowed to return to their homelands.





Exodus Celebration 2023
Celebrating the return to the Native Homelands

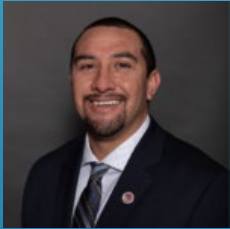




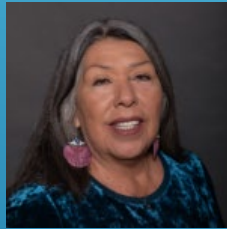
Chairwoman Tanya Lewis



Vice Chairman Ricardo Pacheco



Councilman Charlie Baca
IV



Councilwoman Lorna Juan



Councilwoman Apphia Shirley



Councilwoman Darlene Rubio



Councilwoman Germania Jones




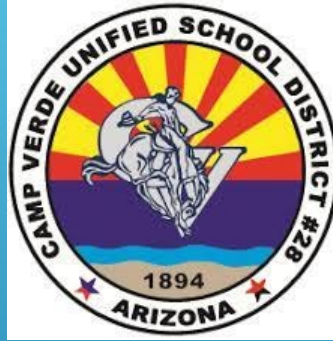
Councilwoman Amanda Honwyte



Councilman Henry Smith



- We are only two (2) of the Tribes in the State of Arizona that receive JOM funding directly from ADE.
 - Our Parent Committee consists of our Tribal Council, Vice Chairperson and Chairperson. Our committee changes every year with the Tribal Elections.
 - Our Parent Committee does have at least three (3) parents on the committee
 - We report to our Tribal Council every month for a report, they also approve the JOM budget
 - The Yavapai-Apache Nation pays for all the tutors salaries and a portion of the manager's salary, plus benefits.
 - We currently serve eight (8) school districts, that include fifteen (15) site locations
- 



Involvement with our local schools:

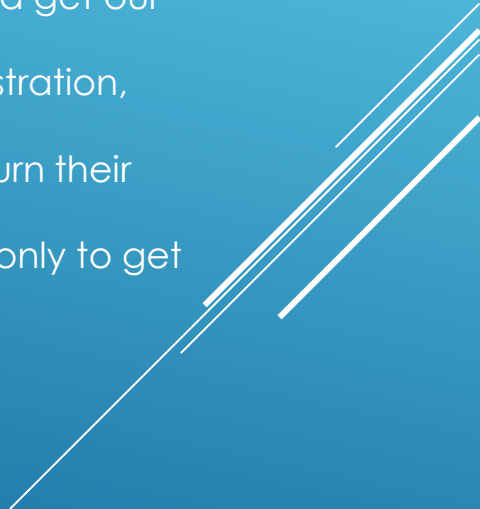
- JOM has provided Native American dances to our local schools during Native American Week
- JOM works with our Culture Department to bring language classes into a few of our elementary schools
- JOM has invited school staff to attend the Exodus Celebration
- JOM and the Yavapai-Apache Nation have provided Culture Training to a few of the local schools
- We also have Council members and community members who are coaches for several schools:
 - Vice Chairman Pacheco coaches Camp Verde Middle School 7th & 8th grade girls basketball (Regional Champions)
 - Councilman Smith is the 7th & 8th grade girls softball coach and has coached the high school girls in softball to a State Championship
 - One of our JOM tutors is an assistant 7th & 8th grade boys basketball coach at Camp Verde Middle School
 - Other community members are coaches in Clarkdale-Jerome, and American Heritage Academy.






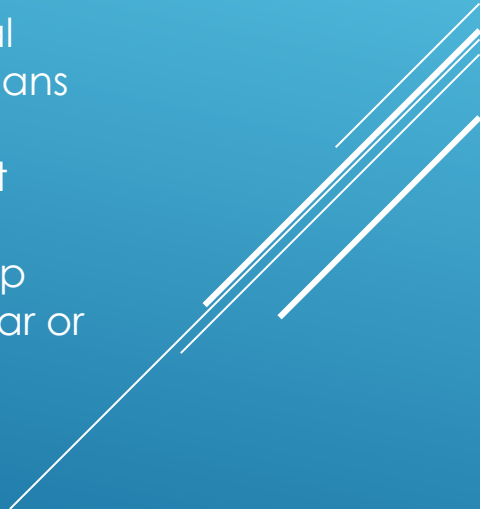
What are your best practices around student count?

We have an unique situation, because we receive our funds directly from JOM to the Yavapai-Apache Nation, some information is not received from local LEA's, without a signed copy of our "Disclosure of Information" that each parent/guardian must sign in order for us to receive certain information. So we operate a little differently than others....we have to collect our data ourselves.

- "Putting feet on the streets", we go door to door to each Tribal house and get our paperwork....we may have to go a couple of times.
 - We attend any school sponsored event; Open Houses, High School Registration, Family Nights, Meet and Greets...
 - We have offered incentives; such as school supplies for students who return their paperwork, sometimes our Tribal Council will kick-in movie tickets
 - We do our best to be present at any and most of the school events, not only to get our paperwork, but it builds that relationship with student and the parent
- 

How have you built partnerships and ongoing collaboration with LEA's?

- We work very closely with our LEA's from attendance to the following events:
 - Awards Ceremonies
 - Family Nights
 - Open Houses
 - Parent-Teacher Conferences (if asked by parent)
 - High School Registration Days
 - IEP meetings (if asked by parents)
 - Graduation/Promotion Ceremonies
 - School Board meetings
 - Even suspension hearings (if asked by parents)
 - Sporting events that students are involved in.
 - We attend as many school related events as possible. This not only creates a partnership with the LEA, but our parents see us supporting the students in other activities, not just academics.
- 

- We also have started to request meetings with any of our local schools that receive Title VI funding, no matter the amount. Our Tribal Council and Vice Chairman and Chairwoman believe that as a nation they need to also step up and be more pro-active in how funds are being spent that support our students.
 - We meet two(2) times a year with our largest school districts' school board and our Tribal Council to discuss concerns that either side may have and how to support our students better.
 - We also are starting to request follow-up meetings after the Tribal Consultation with our largest school district as to if the ideas or plans that were discussed at the Tribal Consultation
 - and/or Joint Board meetings have been implemented and what data do they have to support it; or do we need to re-look at the issue/concern and adjust. We are hoping to have these follow-up meetings after the first semester and at the end of the school year or summer to re-evaluate and talk about future ideas.
- 

What has your JOM program done to increase student attendance?

- We work closely with our local schools and when attendance issue comes up the school notifies us and we do a home visit.
- The home is talking to the parent and student about what is going on, do they need some assistance in getting to school; (yes I carry alarm clocks and batteries with me). We discuss any issues or concerns that the parent or student might have such as feeling of being picked on, to not understanding the material presented in the classroom and offer some solutions on how we as a team can present this to the school.
- We make at least two (2) home visits before we work with the Yavapai County Juvenile Department which has started a “truancy diversion” program. This program is not meant to be a negative experience, if the student completes the six (6) week program no other action is taken. If the student does not complete the program the county may decide to proceed with other options.
- We have had only 3 students placed in the “truancy diversion” program this year, out of contacting 24 parents on truancy issues.





Small Group Discussions

- Breakout rooms
- Same 4-5 people from last room
- 10 minutes to connect and discuss



In the breakout room, please discuss...

- Based on what you heard in the tribal perspective spotlight,
 - **What role can you play in building strategic partnerships and sustaining ongoing collaboration between Tribes and LEAs?**



BIE Guidance: Q & A



BREAK-

10:00



Program Spotlight



Denise Estudillo

Federal Programs Director

Winslow Unified School District



Winslow Unified School District 1



WHO DO WE SERVE?

- Establish with the staff and service providers who they are serving.
- What are the needs of who we serve
- How can we establish trust so that we the tribal perspective is welcomed and accepted.
- Mutual respect
- Let's hear from the students





STUDENT PRESENTATION & ACTIVITY

- What are the physical & emotional impacts of historical trauma on Native American Students?
- How can we resolve some of these issues?

WUSD Trust Opportunities

- Sports
- Clubs-Tribe of Many Feathers
- Leadership Activities-Pageants, Student Council, Honor Society,
- Arts
- Native American Activities
- Navajo Language and Government Classes

Coping Skills: Student Assistance Program

- Students are self-referred
- Social Emotional General Sessions
- Stress Management
- Grief and Loss
- Self-Esteem

THE RESILIENCE FACTOR

- Family
- Friends
- Traditions
- Community
- Teachers and Counselors

GO FORWARD, BE HAPPY, BE STRONG AND ACHIEVE!

PLACE YOUR TRUST IN US

Do

Family engagement is top predictor of school success.

*Get to know the individual and family.

- Show respect by being open to other ways of thinking and behaving.
- Listen and observe more than you speak.
- Learn to be comfortable with silence or long pauses in conversations.
- Casual conversation is important to establish rapport.
- Be genuine and use self-disclosure when visiting.

Don't

- Don't generalize all AI with the same customs, traditions and education level.
- Do not ask intrusive questions early in conversations.
- Do not talk too loud or fast and/or stand too close.
- Pointing your finger may be interpreted as rude in many tribes.
- Assume they are not listening if they are not making eye contact.
- Do not touch sacred items such as hair, jewelry, medicine bags and ceremonial items

JOM PROGRAM-WUSD1

- Parent Survey/Needs Assessment.
- Teachers and staff to be more knowledgeable and accommodating to cultural needs. 18% of entire staff is American Indian, 11 AI teachers, 3 AI Counselors
- Bordertown, not on Reservation lands.
- Indian Education Committee Education Plan: Student Support and Culture Education Components.

Tribes Within Winslow Unified

In our Indian Education Program we have identified 28 different tribes based on CIBs or 506 forms based on ancestry. These tribes include the following:

Navajo	Hopi	San Carlos	Zuni	Laguna	
	Tohono Oodham				
White Mtn.	Sac & Fox	Muskogee Creek	Wyandotte	Blackfeet	Pima
Maricopa	Lenape	Yavapai	Pascua	Yaqui	Okmulgee Creek
	Sisseton				
Gila River	Yankton	Jemez	Paiute	Cocopah	Kaw
Potawatomi	Chickasaw	Oneida	Winnebago		

Even within some of the tribes there are area breakdowns:

- Navajos are broken down by chapters or agencies, for example: Chapters: Dilcon, Teesto, Birdsprings, Leupp, Tolani Lake or Agencies: Western Navajo Agency, Fort Defiance Agency, Chinle Agency.
- Apache tribes:
 - White Mountain Apache, Tonto Apache, Yavapai-Apache, Fort Mc Dowell Apache
- Pueblo or Villages:
 - Pueblos: Zuni, Laguna, Hopi, Santa Domingo, Isleta or Villages: Hotevilla, Bacavi, Old Oraibi, Kyotsmovi, Polacca, Shungopavi, and others.

These are the tribes in our district.

Implementing Indigenous Knowledge: Looking to the Stakeholders

- Parents/grandparents, families possess the culture. We look to them.
- JOM-consultants: Storytellers, Staff, Native Festivals, Ribbon Skirt making, Educational Fashion Show, Weaving, Dancing





Professional Development

- Indian Education Committee Academy
- Navajo Nation JOM workshops and conferences
- Cultural Sensitivity Training for staff
- Counseling Techniques
- Field Trips-Bus runs
- National workshops



Best Practices

- Involve the parents, seek their assistance. Let them know the district needs them.
- Parent surveys and needs assessments
- IEC Academy
- Communication with staff

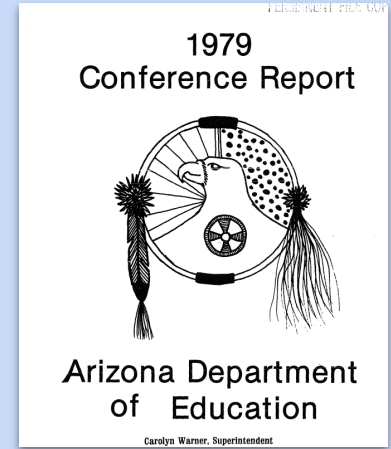


Thank You!

- Denise Estudillo, Program Director, 928-288-8368
destudillo@wusd1.org
- Loretta Chischilly, Program Assistant, 928-288-8738, lchischilly@wusd1.org
- Wusd1.org

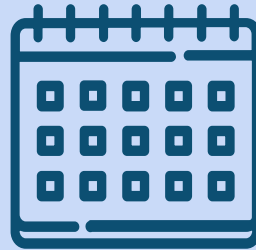
Next Steps

- JOM Relationships - Tribe and LEA
- 1979 JOM Conference Report Discussion



Next Meeting:

- July 27, 2023
- 9:00 am - noon, MST



REMINDER

Submit questions for BIE through Google Form before the next forum!

TAKE SURVEY



REMINDER

Indianeducation + 1 • 2mo

Arizona Quarterly JOM Forum 2023

This padlet will be used for all four Arizona Quarterly JOM Forums in 2023. Under each column, we invite you to share questions, reflections, and resource links.

Jan. 26, 2023 Forum | **April 27, 2023 Forum** | **July 27, 2023 Forum** | **Oct. 26, 2023 Forum** | [Add section](#)

- Menti Activities Link**
mentimeter.com
Voting
Use this link to access our Menti reflection activities:
<https://www.menti.com/alusoe319c>
- NJOMA Region 1 Website**
National Japanese (N) Valley Association
njoma.com
Region 1 Resources
<https://www.njoma.com/region-1.html>
- Breakout Session Discussion - Program Involvement**
- April 27, 2023**
Contact Information
Emily Chongkoo-Breyer
Email: emily.chongkoo@azed.net
Website: [google docs](http://google.docs)
AZ JOM April 27, 2023
- Questions for BIE Survey**
forms.gle
Questions for Bureau of Indian Education (BIE)
Use this survey to submit questions for BIE Representatives before each Forum meeting.
- Region 1 NJOMA Toolkits**
NJOMA Region
wakelet.com
Region 1 NJOMA Toolkits

All links can be found on the Padlet

<https://padlet.com/indianeducation/Forum2023>



Reflection & Networking





Reflection & Networking


15:00

Please, discuss:



How you run your JOM programs to amplify the tribal perspective?





Closing

Contact Information


Kimberly Daingkau-Begay

Email:

region1.njoma@gmail.com

Website:

<https://www.njoma.com/region-1.html>



*S-ape'ó. Liohbwana.
Ahéhee'. Kwa Kwa. Askwali.
À:hô. Hówwih. Turahe.*

Thank you for joining us!



See you July 27, 2023