

TRIBAL AND STATE RELATIONS COMMITTEE**July 27, 2010****Bob Marthaller, Assistant Superintendent****Department of Public Instruction****328-2267**

Chairman Boucher and Members of the Committee, for the record my name is Bob Marthaller, Assistant Superintendent with the Department of Public Instruction. I wish to thank you on behalf of the Department and the North Dakota Indian Education Advisory Council for the opportunity to appear before the Committee and, most importantly, we wish to thank you for providing a forum to discuss Indian Education issues which currently exist in our state.

I will attempt to provide follow-up information to that provided by Greg Gallagher at your last meeting and to answer your request for a briefing on the Department's progress to develop a pilot proposal that would include components of parent involvement, length of school term, afterschool programming and governance. Mr. Gallagher was very enthusiastic after his presentation and discussion with you at your last meeting and Greg and I spent several hours just "brainstorming" ideas of what a pilot project would look like and to attempt to determine what the essential elements might be. We tried to anticipate who the major players might be and the stakeholder groups that would need to be included.

We decided that the major issues might be grouped under the categories of community, governance and school improvement initiatives.

Community factors include issues such as poverty and economic development, health issues, support systems for families and students, cultural sensitivity and the political aspects.

Consideration of Governance issues should be viewed in terms of decision-making authority, funding, local board, BIE and tribal control and the impact on the decision-making process.

And the third category, school improvement in terms of identifying low performing schools, mandatory monitoring, waiver options and school structure including length of school day, number of days in the school year, student and staff support systems and parental and community involvement.

The one thing that became very clear to us was that this was really a very complex issue and that no easy solution was apparent. It also became clear that in order for us to develop a pilot project of a nature that would have the potential to really make a difference in student performance and student well-being, a much more serious and thorough planning process would have to be implemented. Clearly, for a project such as this to be successful, the Department would need the support of stakeholder groups and we would need to develop partnerships with others to make this work.

As you know, the Legislature during the last session authorized the formation of the North Dakota Indian Education Advisory Council (NDIEAC) for the purpose of advising the State Department of Public Instruction (DPI) in matters related to Indian education. The major function of the NDIEAC is to advocate for greater cooperation among tribal, state and federal organizations as well as all other stakeholders for the purpose of promoting high-quality education and equal educational opportunity for North Dakota's Indian Students. Members represent tribal appointees, BIE Line Officers, public school administrators, and higher education staff.

- (Green hand-out, NDIEAC, membership, some members are in attendance).

So far the NDIEAC has met four times in full-day meetings as well as one sub-committee meeting and virtually all of our discussion is related to the request of this Committee. Four recommendations have already been developed.

- (Green hand-out, Meeting Summary Excerpts)

Recommendation One, "Convene leaders or decision makers from the Bureau of Indian Education, State (DPI) and Tribe(s) to discuss and resolve governance issues."

- A meeting is being scheduled for September 7 in conjunction with the United Tribes Tribal Leaders Summit. Tribal Chairs, BIE Line Officers, and Keith Moore, Director, Bureau of Education will be invited to participate.

Recommendation Two, "Re-establish Director of Indian Education in the Department of Public Instruction."

- Job description (White hand-out)
- Supported by Dr. Sanstead and the DPI and the ND Indian Affairs Commission.
- Give focus to Indian education in the state. Montana, South Dakota and Minnesota have Indian Education departments with additional individuals as support and program staff.
- Will seek legislator support to introduce on behalf of the NDIEAC. Perhaps this Committee would consider carrying this forward.
- \$265,413 Director level position, support staff and operations.

Recommendation Three, "Information Clearinghouse."

- Web-based resource to be hosted by the ND Indian Affairs Commission.
- Provide various resources and "best practice" information.

Recommendation Four, "Planning Grant for Indian Education."

- Grant proposal (Blue hand-out)
- There are approximately 10,650 American Indian students attending schools in the State of North Dakota.
 - About 10% of our total student population.
- American Indian students generally rank lower by percentage of students at or above the proficient level on the National Assessment of Education Progress in Math, Reading and Science.
 - National Assessment of Educational Progress (Highlights)
- Many school districts that are consistently low performing schools and do not make AYP serve large populations of American Indian students.
 - We can identify schools that are persistently the lowest achieving schools.
- It is desirable to determine 1) "What Makes a Successful School" and 2) "What Makes a Successful Student."
 - We know that there are successful models of similar schools achieving success and that there are many successful students and it would be important to study these success stories.

Indian Education issues to be researched and examined, to determine:

(White hand-out – “What Does the Research Say? Interventions for Low-Performing American Indian Schools”)

1. Factors that define effective “parental involvement” and the extent and influence that effective parental involvement has on improving student achievement.
 - Research shows that parental involvement does positively impact student achievement but only if it is well designed and supported.
2. The extent to which “school structure” and “extended learning time,” including extended school day, extended school year, year-round school, summer school, after school programs, and student and staff support systems, have on improving student achievement.
 - Research shows that extended time (days) and extended learning time does positively impact student outcomes.
 - However, extended days and time for learning, to be relevant, must be linked to appropriate instruction and curriculum.
3. The extent to which governance and “collaborative models” including agreements with Tribal Governments, Bureau of Indian Education, and States have on improving student achievement.
 - Research is limited.
4. What “success models” are available and what makes these models effective?
5. The extent that poverty negatively effects student achievement.

6. What federal, state and local barriers exist that prevent schools and students from performing at high rates of student achievement?
 - We should determine what barriers to achievement exist and then develop ways to eliminate them. May be in the form of waivers.
7. The extent that lack of funding and/or clearly established funding priorities prevent or inhibit efforts toward higher proficiency levels.
 - What funding sources are available?
 - Can decisions about reallocation of funds be made so that priorities are addressed?
8. What level of professional development is necessary and what components are missing?
 - What is missing from professional development opportunities and teacher training programs?

Recommendation and Request:

In order to develop a meaningful program proposal, our recommendation is to take the next interim to study this issue, gather as much quality data as possible, and solicit expert opinion in order to develop a "demonstration project" to be reported back to this Committee and for possible consideration by the 63rd Legislative Assembly.

The demonstration project(s) might be in the form of grants and waivers to schools. It might include governance structural changes and governance structures that currently exist. A demonstration project could be a competitive grant type program.

Only schools identified as persistently low achieving would be eligible to participate.

The "demonstration project" would be developed in partnership with the Department of Public Instruction, NDIEAC, and the NDIAC and other possible stakeholders.

We would anticipate the cost to develop this demonstration project to be from \$35,000 to \$40,000. (Contracted costs for consultants, research, experts, etc.)

We believe this would be the most efficient way to develop such a project and would hopefully result in a project that would make a significant difference to student achievement. Further, with demonstrated success over a period of time, for example, three years, it would be our expectation that such a program could be replicated to produce positive results in other schools.

Chairman Boucher and Members of the Committee, that concludes my remarks and I will be happy to try to answer any questions you may have.