

**Montana Indian Education
Association**

Resolutions 2011

**Approved by the Membership at
Montana Indian Education Conference 2011
Great Falls, Montana**

Summary of Resolutions – Title and Action (Be it Resolved)

Resolutions for State of Montana Educational Leadership Policy, Programs, and Funding for K-Higher American Indian Education

RESOLUTION 2011-01: The MIEA Supports Closing the Achievement Gap and Increasing High School Completion Rates for American Indian Students in Montana's K-12 Schools:

The MIEA will advocate for new opportunities and change in the educational systems to close the K-12 Academic Achievement Gap for American Indian students and increase the high school completion rate of American Indian students to meet or exceed their non-Indian peer's rate of 85%. To accomplish this, MIEA asks the Governor, Montana Legislature, Tribal Councils and Tribal Education Departments, Office of Public Instruction, Board of Public Education, BIE (Bureau of Indian Education), all schools in Montana, MACIE, other educational organizations, and the Montana Congressional Delegation to support these goals through policy development, legislation, advocacy within their leadership roles and supporting adequate funding at all levels.

RESOLUTION 2011-02: The MIEA Supports Increasing the On-Going Funding for Indian Education for All for Montana's K-12 Schools:

MIEA requests that the State of Montana – Governor's Office, State Legislature, Office of Public Instruction, MACIE, and Board of Public Education continue to support the funding of Indian Education for All for the Office of Public Instruction Indian Education Division at \$20.40 per ANB and as additional resources are identified and made available for funding education, work to increase this funding beyond the \$20.40 per student to a minimum of \$40.00 per student.

RESOLUTION 2011-03: The MIEA Supports Funding for Indian Education for All in the Units of the University System:

The MIEA urges the Montana Legislature, Governor Schweitzer, the Board of Regents and the Commissioner of Higher Education to support adequate funding for the Montana University System for implementation of Indian Education for All in all Units of the University System.

RESOLUTION 2011-04: The MIEA Supports Restoring the \$10.0 Million in At Risk Funding:

The MIEA urges the State Legislature, the Governor, and the Office of Public Instruction to restore the \$10.0 million per biennium to the state budget for At Risk Students.

Resolution 2011-05: The MIEA supports state funding of Montana's Tribal Colleges for non-beneficiary students at an equitable level with ongoing funding for state two-year colleges students:

The MIEA recognizes the Tribal Colleges as an integral part of state's higher education community and asks the Governor, Board of Regents, and State Legislature to continue to include on-going funding by the state of Montana for non-beneficiary students on an equitable level as the state two year colleges.

RESOLUTION 2011-06: The MIEA Supports the Preservation and Revitalization of Montana Tribal Language:

The MIEA will advocate for tribal language immersion programs for the preservation and revitalization of Montana Tribal Language and asks Montana's Governor, state legislature, state educational leadership, MACIE, tribal leadership, other educational organizations and help through policy development, advocacy within their leadership roles and supporting adequate funding at all levels.

RESOLUTION 2011-07: The MIEA supports the Use of Funds Allocated for the Achievement Gap and At Risk Students to be Used Specifically for These Purposes with Accountability through Ongoing Reports:

The MIEA supports the use of funds allocated to schools for Closing the Achievement Gap for Indian students and At Risk Students to help increase student achievement through new programs or expanding existing successful programs, but not to use these funds to supplant existing programs and asks Governor Schweitzer, the Montana School Board Association, the Office of Public Instruction, The Board of Public Education, MACIE, and other appropriate educational organizations to advocate for this policy.

RESOLUTION 2011-08: The MIEA Supports an Annual Report on the Status of Indian Education by MBPE and BOR:

The MIEA asks the Montana Board of Public Education and the Montana Board of Regents to complete an annual report on the current status of American Indian education in the state's educational institutions. It is recommended that the K-12 report include reservation and urban achievement data, testing, special education data, graduation rate data, dropout rates, discipline reports including suspension and expulsion, staffing, as well as recommendations. And it is recommended the Higher Education Report to include enrollments, graduation rates, faculty (by ethnic status), and other data to show the achievement levels of American Indian students in all units of the University System.

RESOLUTION 2011-09: The MIEA Supports Revising Reporting for NCLB Adequate Yearly Progress (AYP) and Reporting and Defining Graduation Rates:

The MIEA requests that Montana's policy for calculating AYP data accurately reflect American Indian students attending the K-12 Public Schools and asks the Office of Public Instruction to revise the calculations of AYP to allow for more transparency in reporting of American Indian student achievement data as follows: Reduce the number of students from 30 to 20 for schools who have to report student data for accountability purposes and reduce the number for identification of subgroups from 40 to 10 within a school for reporting.

And, MIEA asks that the state of Montana define graduation rates according to a common standard of a four-year adjusted cohort rate and support a NCLB accountability system that requires schools to increase their disaggregated data on graduation rates.

RESOLUTION 2011-10: The MIEA Supports Efforts to Improve Urban Indian Education:

The MIEA supports improving the achievement of the 6,403 Indian students enrolled in our urban communities and recommends that the Office of Public Instruction, MACIE, school boards and administrators in our urban communities develop policy and provide adequate resources for educational and supportive services to close the achievement gap, increase the graduation rate, and decrease the disproportionate rate of suspensions and expulsions for American Indian students.

RESOLUTION 2011-11: The MIEA will advocate to insure that eligible American Indian and Alaska Native students are receiving Title VII Indian Education Funding in their respective schools

The Montana Indian Education Association will advocate with schools who are eligible, but do not apply for Title VII Indian Education through the Department of Education, to apply for and implement a Title VII Program within their respective schools to better serve the educational needs of their eligible Indian students and asks the Indian Education Office within the Office of Public Instruction and MACIE to also support this effort.

RESOLUTION 2011-12: MACIE is Recognized as the Formal Group to Advise the Office of Public Instruction and the Board of Public Education:

The MIEA recognizes the Montana Advisory Council on Indian Education (MACIE) as the formal group to serve in an advisory role to the Office of Public Instruction and the Board of Public Education for Indian Education in Montana, including Indian Education for All and for Closing the Achievement Gap for Indian students.

RESOLUTION 2011-13: The MIEA Supports Accountability for Indian Education in the National Common Core Standards (CCS):

In Montana, MIEA urges the Office of Public Instruction, the Board of Public Education, and the Montana Advisory Council on Indian Education to insure that the positive efforts Montana has made on integration of Indian Education for All in Montana's Statutes, Policies and Standards are not minimized in any way by the Common Core Standards.

MIEA advocates that the new Common Core Standards do not exacerbate the achievement gap and further reduce the high school completion rate for American Indian students.

RESOLUTION 2011-14: The MIEA supports efforts to create equity for American Indian Students identified for services in Special Education and supports efforts to insure equity for all American Indian students in discipline (Suspension and Expulsion):

The MIEA supports efforts by the Montana Advisory Council on Indian Education in their steps to research and study the inequities in the number of American Indians who are enrolled in Special Education Programs in our state's schools as well as the disproportionate number of American Indian students who are suspended or expelled from our schools and to develop policy recommendations for the Board of Public Education to reduce these disparities.

RESOLUTION 2011-15: The MIEA Supports Indian Hiring Preference Policy in Public Schools on Indian Reservations:

The MIEA supports and endorses an Indian hiring preference for the public schools located on reservations in Montana in both regular, part time employment, and any contracting and asks the Indian School Board Caucus, the Montana School Board Association, Montana Indian Impact Aid Schools, Tribal and State leadership, and other educational organizations to support this policy.

RESOLUTION 2011-16: The MIEA Encourages Advocacy by the Indian School Board Caucus for Indian Education for All and Closing the Achievement Gap:

The MIEA encourages the Indian School Board Caucus to advocate for Indian Education for All and Closing the Achievement Gap for American Indian Students with the Montana School Board Association and other educational leadership and encourage training, policy development and adequate funding.

RESOLUTION 2011-17: The MIEA Supports Graduating Students Wearing Items of Cultural Significance During Graduation Ceremonies:

The MIEA supports the right of American Indian students to express cultural pride during graduation activities and opposes any efforts made by school jurisdictions that do not allow for Native students to dress in a manner reflective of Native tradition or culture.

RESOLUTION 2011-18: The MIEA Supports the Inclusion of Indian Education for All in Early Childhood Programs in Montana:

The MIEA encourages all Early Childhood Education Programs in Montana to insure that there are lessons and activities provided to learn about Montana's Indian people, their history, and their culture to support the spirit of Article X, 1 (2) in the Montana Constitution.

Resolution 2011-19: The MIEA Supports the National Resolution for Ending School Pushout by the Dignity in School Campaign

In support of the National Resolution for Ending School Pushout by the Dignity in School Campaign, MIEA calls upon federal, state, and local education agencies to challenge the present conditions that lead to many thousands of students being pushed out of school, and to promote positive learning environments and discipline policies to ensure that each student completes his or her education.

RESOLUTION 2011-20: Oppose the Use of Indian Mascots in Schools

MIEA opposes the use of Indian mascots for school athletics and activities and requests our educational institutions develop policies and guidelines that will eliminate the use of Indian people/tribes as mascots to promote athletics and school spirit.

<p style="text-align: center;">General Resolutions on Indian Education</p>

RESOLUTION 2011-21: The MIEA Supports Non-Partisan Political Participation for a Stronger Indian Voice:

The MIEA supports (on a non-partisan basis) voter registration, voter education projects, and other strategies that strengthen the active participation of Indian people both as candidates and voters for school boards, tribal councils, state and federal representatives, and other political leadership arenas to give a stronger voice to the issues of American Indian education in Montana.

RESOLUTION 2011-22: The MIEA Supports the Reauthorization of the Elementary Secondary Education Act with changes that will better serve the educational needs of Montana Indian students.

The MIEA asks the Montana Congressional Delegation to support and advocate for the following recommendations in the reauthorization of the Elementary and Secondary Education Assistance Act:

1. Eliminating the achievement gap between American Indian students and their non-Indian peers must be a priority in ESEA .
2. Increasing the high school completion rate for American Indians to a minimum of 85% must also be a priority.
3. MIEA recommends a national “Indian Education for All” program that would provide for the inclusion of content on American Indians in curriculum in our K-12 schools.
4. MIEA recommends funding in ESEA for on-going research.
5. MIEA supports the Title VII Indian Education Program within ESEA
6. MIEA supports the funding request of \$10.0 million to support the development and/or capacity building of Tribal Education Departments.
7. Providing “visibility” on the achievement of American Indian students needs to continue in ESEA Assessment.
8. Include American Indian/Alaska Native students who are attending schools off reservation in programs.
9. Indian Preference in hires and contracts for schools who receive federal funding through ESEA be included.
10. Parent Committees be included in the implementation of Impact Aid programs in schools on reservations.

RESOLUTION 2011-23: MIEA supports NIEA’s Position to Elevate the Office of Indian Education within the Department of Education with a Direct Reporting role to the Office of the Secretary of Education with Management by an Assistant Secretary for Native Education.

The MIEA (in support of the National Indian Education’s position) asks the Montana Congressional Delegation and the leadership of the US Department of Education to elevate the Office of Indian Education within the Department of Education, with a direct reporting role to the Office of the Secretary of Education and with management by an Assistant Secretary for Native Education.

RESOLUTION 2011-24: MIEA supports NIEA’s position to provide full support for the National Advisory Council on Indian Education (NACIE) authorized by section 7141 of the Elementary and Secondary Education Act of 1965 (ESEA),

The MIEA supports the National Indian Education’s position that President Obama and the Department of Education provide full support for the National Advisory Council on Indian Education (NACIE) authorized by section 7141 of the Elementary and Secondary Education Act of 1965 (ESEA) and asks the Montana Congressional Delegation to support this position.

RESOLUTION 2011-25: The MIEA Supports Funding for Tribal Education Departments:

The MIEA asks the Montana Congressional Delegation to request that both Department of Interior and Department of Education fund Tribal Education Departments at \$10.0 million (\$5.0 million from BIA and \$5.0 million from DOE) to increase positive benefits for Indian students and provide tribes with increased input over the education of their children.

RESOLUTION 2011-26: The MIEA supports Lifting the Freeze and Increasing Johnson O’Malley Funding and Prohibit the Diversion of JOM Funds:

The MIEA asks the Montana Congressional Delegation to support:

- restoring JOM to AT LEAST the FY 2006 level of \$24 million for FY11 (Interior appropriations bill). Last year, in FY10, JOM was only partially restored at \$21.4 million.
- funding JOM to meet actual student population needs and account for inflation
- lifting the freeze and to increase in Johnson O'Malley funding in the Interior Appropriations Bill at a level that will adequately meet the needs of all eligible Indian children and to prohibit the Bureau of Indian Affairs diverting any funding under the Tribal Priority System for other funding purposes to benefit the Bureau funded programs outside the Priority System.

RESOLUTION 2011-27: The MIEA Supports Funding for the Esther Martinez Native Language Act:

The MIEA asks the Montana Congressional Delegation to advocate for the request of the National Indian Education Association for a \$10 Million Increase to \$59.0 million for FY 12 for Native Language Immersion and Restoration grants under the Esther Martinez Native Languages Act - Admin. for Native Americans (ANA), Admin. for Children and Families, U.S. Health and Human Services - Labor, HHS, Education Appropriations Bill.

RESOLUTION 2011-28: The MIEA Supports an Increase in funding for Title VII, Indian Education of 5% over the FY 10 Enacted Level for a total of \$204.65 million, with a portion of increase to go toward research studies on the benefit of culturally-based education, immersion programs, professional development for teachers, and teacher recruitment.

The MIEA asks the Montana Congressional Delegation to support the National Indian Education Association in its advocacy for a 5% increase for Title VII, Native Education, Elementary and Secondary Education Act (ESEA) and asks the Montana Congressional Delegation to advocate for this 5% increase for FY 11 over the FY 10 enacted level of \$194.912 million for a total of \$204.65 million. This funding to include:

- research activities that would focus on indigenous language and culture-based assessments and research in teaching Native children, which could include projects by consortia of immersion schools
- fund Tribal Education Departments (without reducing the direct student support services) which are authorized under ESEA, but never have been funded
- teacher in-service and professional development programs contained in the Special programs

RESOLUTION 2011-29: The MIEA supports NIEA's position on a 5% Increase for Impact Aid, Title VIII, ESEA - U.S. Dept. of Education - Labor, HHS, Education Appropriations Bill

The MIEA asks the Montana Congressional Delegation to support a 5% increase for FY11 over the FY10 enacted level for impact aid. The President's FY11 request for Impact Aid is \$1.138 billion, which was the FY10 enacted level. This amount does not keep pace with inflation. Further, the FY11 budget proposes \$17.509 million for impact aid facilities construction. The funding proposed for FY11 does not meet the tremendous backlog to build new facilities. Many public schools on reservations are crumbling and should be replaced. MIEA urges that the 5% increase be used for facilities construction so that some progress can be made in meeting the mushrooming public school construction needs on reservations.

RESOLUTION 2011-30: The MIEA Supports inclusion of BIE in the Race to the Top Grant Program:

The Montana Indian Education Association supports the National Indian Education Association's position and asks the Montana Congressional Delegation to support legislation to allow the BIE and Tribes to receive 1-5% of the funds from Race to the Top and the Innovation fund for BIE Schools, Tribes and Tribal Education Departments for activities consistent with these programs.

RESOLUTION 2011-31: The MIEA Supports the President's proposed budget for FY 2011 and FY 2012 for American Indian-Alaska Native Head Start and Early Head Start:

The Montana Indian Education Association asks the Montana Congressional Delegation to support the National Indian Education Association's position supporting Head Start funding including:

- Urge Congress to support full funding in the FY 2011 and the FY 2012 appropriations so as to trigger the Indian special expansion funding provisions (such funds can only be awarded after full COLA has been paid to all Head Start programs), and to prevent this program from the funding cliff once ARRA ends in 2011. This amounts to an increase of at least \$1 billion for the entire Head Start program, including but not limited to Indian Head Start.
- Urge that the definition of “expansion” for funding purposes should include not only new positions, but also the establishment of new programs in unserved Indian communities, as well as quality improvements (e.g., increased staffing, professional development, transportation equipment, computer technology/web access, facility renovations and repair, etc.). Requests for expansion should also include going from part-day to full-day, from home-based to center-based, full year services and from Head Start to Early Head Start.

**Montana Indian Education Association Resolutions 2011
Approved by MIEA Membership April 10, 2011**

MONTANA INDIAN EDUCATION ASSOCIATION ----RESOLUTIONS 2011

RESOLUTION 2011-01: The MIEA Supports Closing the Achievement Gap and Increasing High School Completion Rates for American Indian Students in Montana’s K-12 Schools:

WHEREAS: The Montana Indian Education Association (MIEA) has been organized to represent, protect and advance the views of the Indian education community as outlined in MIEA’s constitution, and

WHEREAS: Data clearly reflects the academic achievement gap and low graduation rates for Indian students (*excerpts below are taken from OPI report on American Indian Student Achievement Data Report, Fall 2010:*

- 6.2% of Montana’s population is Indian, but 11.8% of Montana’s K-12 student enrollment is Indian -16,724
- Per the NCLB requirements for Adequate Yearly Progress (AYP) Montana data shows:
 1. 34 of the 149 districts that did not make AYP have 50-100% American Indian student population.
 2. 37 of the 43 schools identified as being in restructuring phase of NCLB, all are schools with 50-100% American Indian populations. .
- 2010 CRT Statewide Proficiency Scores Showing Percentage “At or Above Proficient.”
(Note: there has been an increase in American Indian/Alaska Native students scoring “at or above proficient” since testing began)

	<u>Reading</u>	<u>Math</u>	<u>Science</u>
American Indian student state average	62	40	29
White student state average	87	71	63

- The high school completion rate of American Indians in the Class of 2009 was considerably lower than the statewide completion rate for that of white students – approximately 60% for American Indian and 84% for White.
- American Indian students in grades 7-12 represented only 10.5% of the total school enrollment, but accounted for 25.8% of the total dropouts.

WHEREAS: The National Caucus of Native American State Legislatures in their recent Education Committee Position Paper, stated, “There is a crisis in our educational system for Native American students who are leaving school before high school graduation. For our tribal communities to progress, it is vital that we have a well-educated community where the minimum is high school graduation. Our public schools must develop effective educational strategies to keep our Indian students in school and graduating. The following data reflect this issue.

- The American Indian student graduation rate is 54 percent, compared to 72 percent for • white students and 70 percent for U.S. students overall. (2001 Manhattan Institute High School Graduation Rate by State and Race)
- The chart from the National Center for Educational Statistics (NCES) Public High School Dropouts and Completers from Common Core of Data School Years 2000-01, compares Indian and white high school graduation rates. Montana data reflects 57.5% Indian compared to 84.8% White
- According to an article in the National Indian Education Association (NIEA) News (Winter 2008/2009, Vol. 40, Issue 2, NIEA High School Policy article, pages 40-41) class of 2005 graduation rates in selected states serving high numbers of Native students show the following percentages of graduating Native students.

Alaska 46.8%	Hawaii 49.3%	Oklahoma 63.8%
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Arizona 52.4%
California 52.4%

Montana 50.0%
New Mexico 45.3%

Washington 42.7%

WHEREAS: The State of Montana has constitutional language providing for the equality of educational opportunity for each person of the state as well as statute in 20-9-309 that outlines meeting the educational needs of American Indian students is part of the educationally relevant factors that make up a quality education, and

WHEREAS: In 1989, in the case of Helena Elementary School Dist. No. 1 v. State, 236 Mont. 44, 769 P.2d 684 (1989), the Montana Supreme Court... specifically determined that Article X, Section 1, Subsection 2, “establishes a *special burden* in Montana for the education of American Indian children which must be addressed as a part of the school funding issues.” Id., 236 Mont. at 58, 769 P.2d at 693,

THEREFORE BE IT RESOLVED: The MIEA will advocate for new opportunities and change in the educational systems to close the K-12 Academic Achievement Gap for American Indian students and increase the high school completion rate of American Indian students to meet or exceed their non-Indian peer’s rate of 85%. To accomplish this, MIEA asks the Governor, Montana Legislature, Tribal Councils and Tribal Education Departments, Office of Public Instruction, Board of Public Education, BIE (Bureau of Indian Education), all schools in Montana, MACIE, other educational organizations, and the Montana Congressional Delegation to support these goals through policy development, legislation, advocacy within their leadership roles and supporting adequate funding at all levels.

Resolution approved by membership April 10, 2011, at MIEA Conference.

MONTANA INDIAN EDUCATION ASSOCIATION ----RESOLUTIONS 2011

RESOLUTION 2011-02: The MIEA Supports Increasing the On-Going Funding for Indian Education for All for Montana’s K-12 Schools:

WHEREAS: The Montana Indian Education Association (MIEA) has been organized to represent, protect and advance the views of the Indian education community as outlined in MIEA's constitution, and

WHEREAS: Indian Education for All is a recognized constitutional right in Article X, 1 (2), its legislative intent is outlined in state statute 20-1-501, and there has also been a District Court Decision as well as a Supreme Court Decision which supports Indian Education for All in our state's educational systems, and

WHEREAS: SB 152 was passed by the State Legislature that defined the Quality of Education which includes Indian Education for All as one of the educationally relevant factors of a quality education, and

WHEREAS: Funding was provided by the State of Montana in the December 2005 Special Session for Public Schools for 2006-07 school year for the implementation of Indian Education for All in the amount of \$67.00 per ANB (average number belonging), including one-time only funding, and

WHEREAS: Funding has been declining since 2005 for schools (which was at \$67.00 per ANB) to:

- 2007 Biennium was reduced to \$30.40 per ANB, and
- 2009 Biennium was reduced to \$20.40 per ANB
- 2011 Biennium is proposed at \$20.40 per ANB

WHEREAS: MIEA recognizes the budget restraints of the 2011 Legislature in meeting the needs of Montana citizens and although the \$20.40 per ANB is insufficient for schools to continue to implement Indian Education for all and meet the needs of professional development, curriculum development, resources for classrooms and libraries

THEREFORE BE IT RESOLVED: The MIEA requests that the State of Montana – Governor's Office, State Legislature, Office of Public Instruction, MACIE, and Board of Public Education continue to support the funding of Indian Education for All for the for the Office of Public Instruction Indian Education Division at \$20.40 per ANB and as additional resources are identified and made available for funding education, work to increase this funding beyond the \$20.40 per student to a minimum of \$40.00 per student.

Resolution approved by membership April 10, 2011, at MIEA Conference.

MONTANA INDIAN EDUCATION ASSOCIATION ----RESOLUTIONS 2011

RESOLUTION 2011-03: The MIEA Supports Funding for Indian Education for All in the Units of the University System:

WHEREAS: The Montana Indian Education Association (MIEA) has been organized to represent, protect and advance the views of the Indian education community as outlined in MIEA's constitution, and

WHEREAS: The Montana Constitution's Article X, 1 (2), is meant for all of Montana's educational systems, including the Montana University System, and

WHEREAS: The Montana University System needs to fully implement Indian Education for all in all its units,

THEREFORE BE IT RESOLVED: The MIEA urges the Montana Legislature, Governor Schweitzer, the Board of Regents and the Commissioner of Higher Education to support adequate funding for the Montana University System for implementation of Indian Education for All in all Units of the University System.

Resolution approved by membership April 10, 2011, at MIEA Conference.

MONTANA INDIAN EDUCATION ASSOCIATION ----RESOLUTIONS 2011

RESOLUTION 2011-04: The MIEA Supports Restoring the \$10.0 Million in At Risk Funding:

WHEREAS: The Montana Indian Education Association (MIEA) has been organized to represent, protect and advance the views of the Indian education community as outlined in MIEA's constitution, and

WHEREAS: The State in response to the Court Order of 2005, defined the components of a quality education and as a part of the factors to be considered was educational programs for students with special needs such as an “at-risk student,” and

WHEREAS: The Legislature also defined an At Risk Student in SB 152 in 2005 as follows: (3) "At-risk student" means any student who is affected by environmental conditions that negatively impact the student's educational performance or threaten a student's likelihood of promotion or graduation, and

WHEREAS: The 2009 Legislature has reduced the state budget (HB 2) in the At Risk line item to \$1.00, and

WHEREAS: Many of the at risk students who benefited by this funding since 2005, are located in school districts with a majority of Indian students,

THEREFORE BE IT RESOLVED: The MIEA urges the State Legislature, the Governor, and the Office of Public Instruction to restore the \$10.0 million per biennium to the state budget for At Risk Students.

Resolution approved by membership April 10, 2011, at MIEA Conference.

MONTANA INDIAN EDUCATION ASSOCIATION ----RESOLUTIONS 2011

Resolution 2011-05: The MIEA supports state funding of Montana’s Tribal Colleges for non-beneficiary students at an equitable level with ongoing funding for state two-year colleges students:

WHEREAS: The Montana Indian Education Association has been organized to represent, protect and advance the

views of the Indian education community as outlined in MIEA's constitution, and

WHEREAS: The seven (7) Tribal Colleges in the State of Montana provide educational opportunities for ALL Montana citizens to enroll and participate in its college programs which benefits both the Indian and the Non-Indian students in the reservation communities, and

WHEREAS: The Tribal Colleges in Montana are a major component of the educational system for Montana's citizens as well as a vital part of the economic development components of the state, and

WHEREAS: Tribal Colleges have as their primary operational budget the Tribally Controlled Community College Assistance Act that recognizes only Indian students who are enrolled in federally recognized tribes and other students who do not meet this criteria are classified as "non-beneficiary students" such as non-Indians who are attending these colleges, and

WHEREAS: The Tribal Colleges provide educational services to an estimated 300 non-beneficiary students per year (non-beneficiary students are those who are non-Indian and students who are not enrolled in a federally recognized tribe), and

WHEREAS: The State Legislature passed legislation in the 2005 Session, HB 16, that allows funding of non-beneficiary students up to \$3,024 per student, and

WHEREAS: The current request in the Governor's budget for Tribal Colleges is \$842,085 per fiscal year in HB 2,

NOW THEREFORE BE IT RESOLVED: The MIEA recognizes the Tribal Colleges as an integral part of state's higher education community and asks the Governor, Board of Regents, and State Legislature to continue to include on-going funding by the state of Montana for non-beneficiary students on an equitable level as the state two year colleges.

Resolution approved by membership April 10, 2011, at MIEA Conference.

Montana Indian Education Association Resolution 2011

RESOLUTION 2011-06: The MIEA Supports the Preservation and Revitalization of Montana Tribal Language:

WHEREAS: The Montana Indian Education Association (MIEA) has been organized to represent, protect and advance the views of the Indian community as outlined in the MIEA Constitution, and

WHEREAS: Because of the escalating loss of heritage language and the shift toward the use of English in native communities, only 34% of the 210 native languages used in North America are still being taught to children as a first language, and

WHEREAS: Schools were once a major force in attempting to eradicate native languages in this country, and

WHEREAS: Native language immersion programs can help bring many native languages and traditions back from the brink of extinction and provide Indian students in Montana the cognitive and psychological benefits of knowing their native language, and

WHEREAS: A native language immersion program is a proven and effective way to create fluent speakers in native languages and stem the loss of native languages, and

WHEREAS: Article X, section 1(2), of the Montana Constitution recognizes the distinct and unique cultural heritage of American Indians, and state law cites the importance of this heritage in its provisions for achieving a basic system of free quality public schools and in providing Indian education for all, and

WHEREAS: The Montana Supreme Court held in 1989 that Article X, section 1(2), "establishes a special burden in Montana for the education of American Indian children which must be addressed as a part of the school funding issues," and

WHEREAS: The Montana Supreme Court observed in 2005 that the State of Montana did not challenge a District Court finding that the state "has failed to recognize the distinct and unique cultural heritage of American Indians and that it has shown no commitment in its educational goals to the preservation of Indian cultural identity, as demanded by" the Montana Constitution,

THEREFORE BE IT RESOLVED: The MIEA will advocate for tribal language immersion programs for the preservation and revitalization of Montana Tribal Language and asks Montana's Governor, state legislature, state educational leadership, MACIE, tribal leadership, other educational organizations and help through policy development, advocacy within their leadership roles and supporting adequate funding at all levels.

Resolution approved by membership April 10, 2011, at MIEA Conference.

MONTANA INDIAN EDUCATION ASSOCIATION ----RESOLUTIONS 2011

RESOLUTION 2011-07: The MIEA supports the Use of Funds Allocated for the Achievement Gap and At Risk Students to be Used Specifically for These Purposes with Accountability through Ongoing Reports:

WHEREAS: The Montana Indian Education Association (MIEA) has been organized to represent, protect and advance the views of the Indian education community as outlined in MIEA's constitution, and

WHEREAS: The State of Montana has continued the on-going funding for Closing the Achievement Gap for Indian Students at \$200.00 per Indian Student which was approved in the 2005 Special Session, and

WHEREAS: The State of Montana cut the amount of funding for At Risk Students from \$10.0 million to \$1.00 for the 2009 Biennium which eliminated this component of the quality education definition, but restored funding of this in the 2011 biennium, and

WHEREAS: MIEA believes that these funds should be used to strengthen existing at risk programs or to create new strategies to better serve Indian students and eligible at risk students to help them stay in school and find success in the classroom and that these funds should not be used to supplant existing programs, and

WHEREAS: The MCA Statute requires that on or before September 15, 2010, the office of public instruction shall report to the governor and the legislature on the change in status of standardized test scores, graduation rates, and drop-out rates of American Indian students using fiscal year 2006 data as a baseline, and

WHEREAS: It is important to provide an on-going accountability system for the use of these on-going funds to insure that they are utilized for the intent expressed in the Constitution, in the law, and by the courts, and the Board of Public Education and the Office of Public Instruction can provide this level of accountability,

THEREFORE BE IT RESOLVED: The MIEA supports the use of funds allocated to schools for Closing the Achievement Gap for Indian students and At Risk Students to help increase student achievement through new programs or expanding existing successful programs, but not to use these funds to supplant existing programs and asks Governor Schweitzer, the Montana School Board Association, the Office of Public Instruction, The Board of Public Education, MACIE, and other appropriate educational organizations to advocate for this policy.

Resolution approved by membership April 10, 2011, at MIEA Conference.

MONTANA INDIAN EDUCATION ASSOCIATION ----RESOLUTIONS 2011

RESOLUTION 2011-08: The MIEA Supports an Annual Report on the Status of Indian Education by Montana Board of Public Education and the Montana Board of Regents.

WHEREAS: The Montana Indian Education Association (MIEA) has been organized to represent, protect and advance the views of the Indian education community as outlined in MIEA's constitution, and

WHEREAS: The majority (97%) of grades K-12 American Indian students in Montana are enrolled in public schools, and

WHEREAS: The Montana State University System has an enrollment of approximately 3% American Indian, making it their largest minority student population, and

WHEREAS: The Board of Education and the Board of Regents are education leadership and policy making boards of the K-Higher Public Education System in Montana, and

WHEREAS: The No Child Left Behind law mandates that statistics and measurements must demonstrate academic yearly progress for our K-12 Public Schools, and

WHEREAS: It is important to be aware of the progress being made in the educational achievement of American Indian students in our state's educational system in order to continue successful strategies as well as identifying deficiencies that need to be addressed, and

WHEREAS: The Office of Public Instruction has a statewide data system which should make this information easily accessible,

THEREFORE BE IT RESOLVED: The MIEA asks the Montana Board of Public Education and the Montana Board of Regents to complete an annual report on the current status of American Indian education in the state's educational institutions. It is recommended that the K-12 report include reservation and urban achievement data, testing, special education data, graduation rate data, dropout rates, discipline reports including suspension and expulsion, staffing, as well as recommendations. And it is recommended the Higher Education Report to include enrollments, graduation rates, faculty (by ethnic status), and other data to show the achievement levels of American Indian students in all units of the University System.

Resolution approved by membership April 10, 2011, at MIEA Conference.

MONTANA INDIAN EDUCATION ASSOCIATION ----RESOLUTIONS 2011

RESOLUTION 2011-09: The MIEA Supports Revising Reporting for NCLB Adequate Yearly Progress (AYP) and Reporting and Defining Graduation Rates:

WHEREAS: The Montana Indian Education Association (MIEA) has been organized to represent, protect and advance the views of the Indian community as outlined in the MIEA Constitution, and

WHEREAS: It is important to have current accurate data on the achievement rate of American Indian students in all our states K-12 schools as well as graduation rates in order to develop policy and programs to support Closing the Achievement Gap for Indian students in Montana and increase the high school graduation rate, and

WHEREAS: In Montana, all schools must meet federal standards for what is called AYP or Adequately Yearly Progress and receive a AYP determination regardless of the size of the schools and districts with The Office of Public Instruction making these determinations, and

WHEREAS: In determining AYP one method Calculated Process - used for schools and districts where the total students tested equal 30 or more and is based solely on statistical method, and

WHEREAS: In the calculated process, the students in a public school or district are evaluated and reported in the following "Student groups" with these groups meeting the minimum "n" size requirement of 30 students in a group:

All students combined	Limited English Proficient
American Indian, Asian, Hispanic, Black, Pacific Islander, or White	Students with Disabilities Economically Disadvantaged

WHEREAS: It is important to have accurate data on the achievement of American Indians in our schools, and using 30 as a minimum group size eliminates those Indian students from being reported as a group if the enrollment is less than 30, and

WHEREAS: High School completion rates over a 4-year timeline (9th-12th) are a more accurate reflection of student success than the annual graduation rate and information on high school completion rates disaggregated by the various subgroups required by NCLB would provide the state with information for data driven decisions on allocation of resources and support,

THEREFORE BE IT RESOLVED: The MIEA requests that Montana's policy for calculating AYP data accurately reflect American Indian students attending the K-12 Public Schools and asks the Office of Public Instruction to revise the calculations of AYP to allow for more transparency in reporting of American Indian student achievement data as follows: Reduce the number of students from 30 to 20 for schools who have to report student data for accountability purposes and reduce the number for identification of subgroups from 40 to 10 within a school for reporting.

And, MIEA asks that the state of Montana define graduation rates according to a common standard of a four-year adjusted cohort rate and support a NCLB accountability system that requires schools to increase their disaggregated data on graduation rates.

Resolution approved by membership April 10, 2011, at MIEA Conference.

MONTANA INDIAN EDUCATION ASSOCIATION ----RESOLUTIONS 2011

RESOLUTION 2011-10: The MIEA Supports Efforts to Improve Urban Indian Education:

WHEREAS: The Montana Indian Education Association (MIEA) has been organized to represent, protect and advance the views of the Indian education community as outlined in MIEA's constitution, and

WHEREAS: There is a total of 16,293 American Indian students enrolled in Montana’s K-12 Public Schools with close to half - 39% or 6,403 enrolled in schools off reservation, most in our urban communities of Billings(1,235), Great Falls (1,275), Missoula (409), Butte (224) , and Havre (396), Bozeman (111) Helena (378), and

WHEREAS: The US Census 2000 data shows 1.5 million (61%), of American Indian and Alaskan Natives declaring single race live in urban settings, and

WHEREAS: Per the report “Urban Indian America, the Status of American Indian and Alaska Native Children and Families Today,” by the National Urban Indian Family Coalition, Native people face some of the most dire socio-economic conditions of any group in America. Within this population, urban Indians face unique challenges. Federal funding does not always directly address their needs and their location in America’s cities mean that part of the safety net available to Native children and families living on reservations or tribal territories are unavailable to them, and

WHEREAS: The data below taken from presentation at last Urban Indian Education Forum in 2010, reflects the achievement gap, low graduation rates, high rates of suspension and expulsion from some urban schools, as some of the identified issues facing American Indian students in our urban areas, and

High School Completion Rate for Indian Students

(these are estimates based on chart provided by OPI)

For Comparison - High School Completion Rates for White Students is 87%

AI Statewide	66%	Hellgate	38%	Senior	51%
Havre	56%	Big Sky	85%	Great Falls	49%
Butte	36%	West	56%	CMR	64%
Bozeman	56%	Skyview	56%	Capitol	44%
Helena High	69%				

2007-08 CRT Science – Percent Proficient and Advanced – All grades Combined:

<u>Urban Area</u>	<u>American Indian</u>	<u>White</u>	<u>Urban Area</u>	<u>American Indian</u>	<u>White</u>
Missoula	33%	57%	Havre	35%	55%
Billings	29%	56%	Butte	38%	51%
Great Falls	35%	63%	Bozeman	41%	NA
Helena	39%	57%			

Discipline (Suspension/Expulsion) % of High School Enrollment AI % of Suspension/Expulsion of AI

Butte	4.7%	11%
Helena	5%	12%
Missoula	4%	9%
Billings	6%	15%
Great Falls	11%	22%
Havre	14.9%	46%

THEREFORE BE IT RESOLVED: The MIEA supports improving the achievement of the 6,403 Indian students enrolled in our urban communities and recommends that the Office of Public Instruction, MACIE, school boards and administrators in our urban communities develop policy and provide adequate resources for educational and supportive services to close the achievement gap, increase the graduation rate, and decrease the disproportionate rate of suspensions and expulsions for American Indian students.

Resolution approved by membership April 10, 2011, at MIEA Conference.

MONTANA INDIAN EDUCATION ASSOCIATION -----RESOLUTIONS 2011

RESOLUTION 2011-11: The MIEA will advocate to insure that eligible American Indian and Alaska Native students are receiving Title VII Indian Education Funding in their respective schools

WHEREAS: The Montana Indian Education Association (MIEA) has been organized to represent, protect and advance the views of the Indian education community as outlined in MIEA's constitution, and

WHEREAS: The Department of Education, Office of Indian Education, provides formula grants to Local Education Agencies known as Indian Education Formula Grants to address the unique education and culturally related academic needs of American Indian and Alaska Native students, including preschool children, so that these students can achieve to the same challenging state performance standards expected of all students, and

WHEREAS: Grant funds supplement the regular school program. Projects help Indian children sharpen their academic skills, assisting students in becoming proficient in the core content areas, and provide students an opportunity to participate in enrichment programs that would otherwise be unavailable. Funds support such activities as after-school programs, early childhood education, tutoring, and dropout prevention, and

WHEREAS: LEA's must have a minimum of 10 Indian students enrolled in the LEA or not less than 25 percent of the total number enrollment. Exceptions - - The enrollment requirement does not apply in Alaska, California or Oklahoma or to LEAs located on, or in proximity to, a reservation, and

WHEREAS: Per the data provided for number of Indian students counted in Montana for the State supported Closing the Achievement Gap funding in comparison to the report of schools receiving Title VII Indian Education Formula Grants, there are a number of schools in Montana who may be eligible for Title VII Indian Education Grants that are not receiving them. Data from OPI shows approximately 1,400 Indian students not receiving Title VII funding:

Per the DOE website, most recent data, there were 35 Montana grantees in 2007 with a total of 13,522 eligible Indian students served with the total grant award to Montana of \$2,890,141 at \$214.00 per pupil Closing the Achievement Gap Funding in Montana there was 14,927 students in 2007, 14,939 students in 2008 and 14,840 students funded in 2009 – an average of 14,902 Indian students.

This is a difference of 1,380 students (14,902 less 13,522) not receiving Title VII. Using the per pupil amount from DOE in 2007 this translates into ($\$214 \times 1,380 = \$295,320$)

WHEREAS: Some of the difference in numbers could be because some students who are identified as Indian for the Achievement Gap Funds, may not be eligible Indian students under the DOE Title VII Requirements, but the number of schools and students is far too great to account for all the differences, and

WHEREAS: MIEA believes that a number of Indian students could be receiving additional educational opportunities through DOE, Title VII Indian Education Formula Grants, but because their school is not applying, they are not, and

Therefore be it Resolved: The Montana Indian Education Association will advocate with schools who are eligible, but do not apply for Title VII Indian Education through the Department of Education, to apply for and implement a Title VII Program within their respective schools to better serve the educational needs of their eligible Indian students and asks the Indian Education Office within the Office of Public Instruction and MACIE to also support this effort.

Resolution approved by membership April 10, 2011, at MIEA Conference.

MONTANA INDIAN EDUCATION ASSOCIATION ----RESOLUTIONS 2011

RESOLUTION 2011-12: The Montana Advisory Council on Indian Education (MACIE) is Recognized as the Formal Group to Advise the Office of Public Instruction and the Board of Public Education:

WHEREAS: The Montana Indian Education Association (MIEA) has been organized to represent, protect and advance the views of the Indian education community as outlined in MIEA's constitution, and

WHEREAS: The Montana Advisory Council on Indian Education has been established by the Office of Public Instruction and the Board of Public Education to act in an advisory role to them in matters affecting the education of Indian students in Montana, and

WHEREAS: Montana Advisory Council on Indian Education advocates for greater cooperation among tribal, state and federal organizations, institutions, groups and agencies for the express purpose of promoting high-quality education and equal educational opportunity for Montana's Indian students, and

WHEREAS: MACIE is made up of a broad representation of members who are representative of Indian education in the state of Montana. The membership shall be selected in consultation with Indian education organizations, tribes and schools. Each reservation shall be invited to have one representative who is nominated by the Tribal Council, and

WHEREAS: MACIE has provided a valuable service to the State of Montana for over 25 years in their efforts to provide quality educational programs for American Indian students and in helping improve educational achievement for Indian students,

THEREFORE BE IT RESOLVED: The MIEA recognizes the Montana Advisory Council on Indian Education (MACIE) as the formal group to serve in an advisory role to the Office of Public Instruction and the Board of Public Education for Indian Education in Montana, including Indian Education for All and for Closing the Achievement Gap for Indian students.

Resolution approved by membership April 10, 2011, at MIEA Conference.

MONTANA INDIAN EDUCATION ASSOCIATION ----RESOLUTIONS 2011

RESOLUTION 2011-13: The MIEA Supports Accountability for Indian Education in the National Common Core Standards (CCS):

WHEREAS: The Montana Indian Education Association (MIEA) has been organized to represent, protect and advance the views of the Indian education community as outlined in MIEA's constitution, and

WHEREAS: Montana has signed a Memorandum of Agreement (MOA), developed by the National Governors Association and the Council of Chief State School Officers, agreeing to engage in the process of developing CCS and then committing to adopting them or aligning existing content standards to them once the CCS have been developed, vetted, and approved.

WHEREAS: The Common Core Standards are a set of commonly agreed upon standards for K-12 learning, grounded in research and practice, reflecting the type of skills and knowledge students need to have in order to successfully transition from high school into college and the world of work while remaining competitive in a global world, and

WHEREAS: Montana has a constitutional obligation outlined in Article X, 1 (2) that is now called Indian Education for All (IEA), has statute that includes IEA as a part of a quality education, and has state accreditation policies that integrate IEA throughout all the content area standards and benchmarks, and

WHEREAS: Montana has recently received recognition for its leadership in Indian Education in a study done by the Northwest Regional Educational Laboratories because of its work on Indian Education for All in state laws, policy, and implementation,

Therefore Be it Resolved: In Montana, MIEA urges the Office of Public Instruction, the Board of Public Education, and the Montana Advisory Council on Indian Education to insure that the positive efforts Montana has made on integration of Indian Education for All in Montana's Statutes, Policies and Standards are not minimized in any way by the Common Core Standards.

Be it Further Resolved: MIEA advocates that the new Common Core Standards do not exacerbate the achievement gap and further reduce the high school completion rate for American Indian students.

Resolution approved by membership April 10, 2011, at MIEA Conference.

MONTANA INDIAN EDUCATION ASSOCIATION ----RESOLUTIONS 2011

RESOLUTION 2011-14: The MIEA supports efforts to create equity for American Indian Students identified for services in Special Education and supports efforts to insure equity for all American Indian students in discipline (Suspension and Expulsion):

WHEREAS: The Montana Indian Education Association (MIEA) has been organized to represent, protect and advance the views of the Indian education community as outlined in MIEA’s constitution, and

WHEREAS: It is important to recognize the disproportionate representation of Native Students enrolled in Special Education in our K-12 schools and to develop strategies to determine if this disproportionate representation is appropriate and if not, develop state efforts to insure that it is reduced to an equitable level, and

WHEREAS: Per the Status and Trends in the Education of American Indians and Alaska Natives: NCES 2008, a higher percentage of American Indian/Alaska Native children were served by the Individuals with Disabilities Education Act (IDEA) than children in any other racial/ethnic group in 2006. In the past 18 years, 1998-2006, Children ages 3-21 in public K-12 Schools served by IDEA have increased – with American Indian having largest (4.1%) increase.

	Total Enrollment	2006 served under IDEA		1998 Served under IDEA
All children in US	78,158,284	6.7 million	8.6%	8.0%
American Indian	745,490	101,064	13.6%	9.5% (+4.1% increase)
Black	11,738,213	1,335,870	11.4%	10.3%
White	47,465,391	3,948,876	8.3%	8.0%
Hispanic	14,886,994	1,154,217	7.8%	6.7%
Asian/Pacific Islanders	3,322,196	153,265	4.6%	3.6%

WHEREAS: In the 2008 Report, “Striving to Achieve – Helping Native American Students Succeed,” states with high concentrations of American Indian/Alaska Native students, American Indian/Alaska Native students were 73% more likely to be enrolled in special education services, and

WHEREAS: In a recent report provided to the Montana Advisory Council on Indian Education, it was clear that there is a disproportionate representation of American Indian students who are IDEA eligible when compared to the percentage of Indians enrolled in schools in Montana, and

WHEREAS: The Montana Advisory Council on Indian Education has taken action to organize a committee to study this issue,

THEREFORE BE IT RESOLVED: The MIEA supports efforts by the Montana Advisory Council on Indian Education in their steps to research and study the inequities in the number of American Indians who are enrolled in Special Education Programs in our state’s schools as well as the disproportionate number of American Indian students who are suspended or expelled from our schools and to develop policy recommendations for the Board of Public Education to reduce these disparities.

Resolution approved by membership April 10, 2011, at MIEA Conference.

MONTANA INDIAN EDUCATION ASSOCIATION ----RESOLUTIONS 2011

RESOLUTION 2011-15: The MIEA Supports Indian Hiring Preference Policy in Public Schools on Indian Reservations:

WHEREAS: The Montana Indian Education Association (MIEA) has been organized to represent, protect and advance the views of the Indian education community as outlined in MIEA's constitution, and

WHEREAS: The MIEA recognizes the importance of having role models in our K-12 Schools and in our reservation communities that reflect the community, and

WHEREAS: The MIEA supports efforts to increase the number of Indian teachers and administrators in our state's public schools as well as contractors, and other workers, and

WHEREAS: The state of Montana has hiring preference codes 2-18-111 allows for a hiring preference for residents of Indian reservations for state jobs within reservation... (1) A state agency that operates within an Indian reservation shall give a preference in hiring for employment with the state agency to an Indian resident of the reservation who has substantially equal qualifications for the position (*but school districts are not defined as a "state agency" for the purposes of this code*), and

WHEREAS: The state of Montana has hiring preference code 18-1-110 (1) For any contract awarded by a state agency for a state construction project within the exterior boundaries of an Indian reservation, except a project partially funded with federal-aid money from the United States department of transportation, and

WHEREAS: The Federal Government, through its Bureau of Indian Affairs and Indian Health Service recognize Indian preference in its employment practices as well as all the projects that operate under the regulations of TERO, and

WHEREAS: The Office of Impact Aid, DOE, recognizes Indian preference in hiring for any contracts utilizing Impact Aid Funds, and

WHEREAS: The State of Montana's Supreme Court recognized Morton v Mancari in State v Shook, 2002. (Morton v Mancari Indian Preference case in 1974 said that Indian preference legislation dealing with tribes as political rather than racial in nature. Federal Indian laws regarding the rights of Indians bind the state.),

THEREFORE BE IT RESOLVED: The MIEA supports and endorses an Indian hiring preference for the public schools located on reservations in Montana in both regular, part time employment, and any contracting and asks the Indian School Board Caucus, the Montana School Board Association, Montana Indian Impact Aid Schools, Tribal and State leadership, and other educational organizations to support this policy.

Resolution approved by membership April 10, 2011, at MIEA Conference.

MONTANA INDIAN EDUCATION ASSOCIATION ----RESOLUTIONS 2011

RESOLUTION 2011-16: The MIEA Encourages Advocacy by the Indian School Board Caucus for Indian Education for All and Closing the Achievement Gap:

WHEREAS: The Montana Indian Education Association (MIEA) has been organized to represent, protect and advance the views of the Indian education community as outlined in MIEA's constitution, and

WHEREAS: The National Indian School Board Caucus is organized to promote quality education for all students with emphasis on the problems and successes of the American Indian/Alaska Native student, and

WHEREAS: There is a Montana Indian School Board Caucus of the Montana School Board Association, which provides leadership to represent the schools of Montana, and

WHEREAS: The Montana Accreditation Standards that form the basis for a basic quality education has the following policies, and

10.55.603 CURRICULUM DEVELOPMENT AND ASSESSMENT

(2) For content and performance standards in all program areas...school districts shall:...(d) review curricula to ensure the inclusion of the distinct and unique cultural heritage of the American Indians.

10.55.701 BOARD OF TRUSTEES . (3) Each school district shall have in writing and available to the staff and public...(n) a policy that incorporates the distinct and unique cultural heritage of American Indians and that is aligned with district educational goals.

10.55.801 SCHOOL CLIMATE (1) The board of trustees shall...(f) provide programs and services that meet the needs of students which the school has identified as at risk.

10.55.803 LEARNER ACCESS (2) In developing curricula in all program areas, the board of trustees shall:
(b)...Cultural and language differences should be viewed as valuable and enriching resources and should take into account the unique needs of American Indian students and other minority groups;
(c) develop an understanding of the values and contributions of Montana's American Indians for all students;
(h) provide books and materials that reflect authentic historical and contemporary portrayals of American Indians; and
(i) identify, using the school's own criteria, students who may be at risk or in need of special services.

WHEREAS: It is vital that the leadership of our schools develop policy and provide the resources to insure the implementation of Indian Education for All in all schools in Montana and that we close the achievement gap for American Indian students in Montana,

THEREFORE BE IT RESOLVED: The MIEA encourages the Indian School Board Caucus to advocate for Indian Education for All and Closing the Achievement Gap for American Indian Students with the Montana School Board Association and other educational leadership and encourage training, policy development and adequate funding.

Resolution approved by membership April 10, 2011, at MIEA Conference.

MONTANA INDIAN EDUCATION ASSOCIATION ----RESOLUTIONS 2011

RESOLUTION 2011-17: The MIEA Supports Graduating Students Wearing Items of Cultural Significance During Graduation Ceremonies:

WHEREAS: The Montana Indian Education Association (MIEA) has been organized to represent, protect and advance the views of the Indian community as outlined in the MIEA Constitution, and

WHEREAS: Graduation is a time of celebration and honor for all families, and

WHEREAS: There has been a significant increase in policies that regulate “appropriate attire” for students participating in graduation ceremonies and the intent of these policies is to instill a dress code that is respectful of the student and to prevent defamation of the cap and gown typically worn by graduating students, and

WHEREAS: Many of the graduation dress codes do not recognize the sacred and cultural items, such as eagle feathers or other cultural items of significance to the student’s family and tribe and their way of life that is worn in times of honor and these items are sometimes restricted by school officials, and

WHEREAS: The National Indian Education Association has taken action to pass a resolution supporting students rights to express cultural pride during graduation activities by wearing eagle feathers or other cultural garments to honor their tribal heritage, and

WHEREAS: The state of Montana recognizes the distinct and unique cultural heritage of American Indians as outlined in the state’s constitution,

THEREFORE BE IT RESOLVED: The MIEA supports the right of American Indian students to express cultural pride during graduation activities and opposes any efforts made by school jurisdictions that do not allow for Native students to dress in a manner reflective of Native tradition or culture.

Resolution approved by membership April 10, 2011, at MIEA Conference.

MONTANA INDIAN EDUCATION ASSOCIATION ----RESOLUTIONS 2011

RESOLUTION 2011-18: The MIEA Supports the Inclusion of Indian Education for All in Early Childhood Programs in Montana:

WHEREAS: The Montana Indian Education Association (MIEA) has been organized to represent, protect and advance the views of the Indian education community as outlined in MIEA's constitution, and

WHEREAS: Indian Education for All is a recognized constitutional right in Article X, 1 (2), and

“The state recognizes the distinct and unique cultural heritage of the American Indians and is committed in its educational goals to the preservation of their cultural integrity.”

WHEREAS: Many early childhood programs in Montana already integrate cultural lessons into their curriculum for preschoolers introducing cultural heritage of American Indians, and

WHEREAS: It is important that Indian Education for All be included in all programs for early childhood education,

THEREFORE BE IT RESOLVED: The MIEA encourages all Early Childhood Education Programs in Montana to insure that there are lessons and activities provided to learn about Montana's Indian people, their history, and their culture to support the spirit of Article X, 1 (2) in the Montana Constitution.

Resolution approved by membership April 10, 2011, at MIEA Conference.

MONTANA INDIAN EDUCATION ASSOCIATION ----RESOLUTIONS 2011

Resolution 2011-19: The MIEA Supports the National Resolution for Ending School Pushout by the Dignity in School Campaign

WHEREAS: The Montana Indian Education Association (MIEA) has been organized to represent, protect and advance the views of the Indian education community as outlined in MIEA's constitution, and

WHEREAS: The Dignity in School Campaign Resolution reports that millions of children and youth are denied educational opportunities in the United States. This injustice results from systemic inequality and a lack of public commitment to doing what is necessary to keep all young people in school. Every year, too many students are pushed out of school by degrading environments and harsh disciplinary measures that undermine their learning. Following are challenges identified by the Dignity in School Campaign for "pushouts:"

- A. School push out occurs from kindergarten through high school and results from numerous factors that prevent or discourage young people from remaining on track to complete their education, including: unwelcoming school environments and low expectations for students; lack of adequate resources and overcrowded schools; lack of parent, student, family, and community participation in school decision-making; over-reliance on zero-tolerance practices and punitive measures such as suspensions and expulsions...
- B. These factors impact all students, but disproportionately impact historically disenfranchised youth, including: students of color; students from low-income families...
- C. Pushout has severe and lasting consequences for students, parents, schools, and communities...

WHEREAS: Data in Montana supports this effort - per research presented by Chris Lohse (a well respected researcher on at risk students) the risk ratio for American Indian students to be expelled or suspended is 3.12, which means that they are 212% more likely to be expelled/suspended than others (per the US Department of Justice, Office of Civil Rights data). *(A Risk Ratio value greater than 1 means more risk for group), and*

WHEREAS: The Dignity in Schools Campaign (DSC) resolution advocates for efforts to reframe the debate about school climate and discipline from one that favors the punishment and exclusion of children to one based on human rights...It also provides recommendations to promote positive school climates and alternative approaches to discipline that can be consider by policy makers in helping to make a fundamental cultural shift in schools and change school climate and discipline practices including the following:

- Education and discipline policies be aimed at the full development of the child
- Human dignity is protected in schools,
- Students will not experience discrimination of any kind,
- The right to participation of students and parents will be respected and upheld

THEREFORE BE IT RESOLVED: In support of the National Resolution for Ending School Pushout by the Dignity in School Campaign, MIEA calls upon federal, state, and local education agencies to challenge the present conditions that lead to many thousands of students being pushed out of school, and to promote positive learning environments and discipline policies to ensure that each student completes his or her education.

Resolution approved by membership April 10, 2011, at MIEA Conference.

MONTANA INDIAN EDUCATION ASSOCIATION ----RESOLUTIONS 2011

RESOLUTION 2011-20 : Oppose the use of Indian Mascots in Schools

WHEREAS: The MONTANA INDIAN EDUCATION ASSOCIATION has been organized to represent, protect and advance the views of the Indian education community as outlined in MIEA's constitution, and

WHEREAS: Whereas, the state of Montana has a constitutional obligation to educate Montana citizens about American Indian cultures and all schools across Montana are required to implement MCA 20-1-501 Indian Education for All (Montanans), and

WHEREAS: The use of Indian images that reflect negatively on the cultural heritage of American Indians as mascots to promote school athletics and other educational activities is detrimental and disrespectful to the Tribal nations, and

WHEREAS: The use and promotion of such Indian mascots through Indian caricatures and names to support athletic teams and other school activities as school mascots portrays Indian people in a negative fashion and perpetuates a negative perspective of the American Indian as less than human, as humorous, as savages, and sends a negative message to all children who have to be a part of these educational systems, and

WHEREAS: The National Indian Education Association has passed Resolution 09-05 titled, "Elimination of Race-Based Indian Logos, Mascots and Names," and

WHEREAS: The use of Indian mascots is in conflict with Article X, 1 (2) of the Montana Constitution that calls for our state's educational institutions to respect the cultural integrity of American Indian, and

WHEREAS: It is important to develop pride, respect, and integrity among all students which includes not practicing any demeaning activity that reflects negatively on any group/race of people,

THEREFORE BE IT RESOLVED: MIEA opposes the use of Indian mascots for school athletics and activities and requests our educational institutions develop policies and guidelines that will eliminate the use of Indian people/tribes as mascots to promote athletics and school spirit.

Resolution approved by membership April 10, 2011, at MIEA Conference.

MONTANA INDIAN EDUCATION ASSOCIATION ----RESOLUTIONS 2011

RESOLUTION 2011-21: The MIEA Supports Non-Partisan Political Participation for a Stronger Indian Voice:

WHEREAS: The Montana Indian Education Association (MIEA) has been organized to represent, protect and advance the views of the Indian education community as outlined in MIEA's constitution, and

WHEREAS: Educational systems are governed or influenced by policy/law/budgets established by governmental elected bodies including school boards, tribal governments, county commissioners, state legislatures, state leadership, and national leadership, and

WHEREAS: It is important that the Indian people of Montana have a "voice" in the governmental leadership systems at the local, county, state, and national levels, and

WHEREAS: To have this voice and be proactive participants in the political process it is vital that Indian people be registered to vote, encouraged to vote in all elections, and encouraged to participate as candidates for leadership positions,

THEREFORE BE IT RESOLVED: The MIEA supports (on a non-partisan basis) voter registration, voter education projects, and other strategies that strengthen the active participation of Indian people both as candidates and voters for school boards, tribal councils, state and federal representatives, and other political leadership arenas to give a stronger voice to the issues of American Indian education in Montana.

Resolution approved by membership April 10, 2011, at MIEA Conference.

<p>MONTANA INDIAN EDUCATION ASSOCIATION RESOLUTIONS 2011 FEDERAL PROGRAMS</p>
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MONTANA INDIAN EDUCATION ASSOCIATION ----RESOLUTION 2011

RESOLUTION 2011-22: The MIEA Supports the Reauthorization of the Elementary Secondary Education Act with changes that will better serve the educational needs of Montana Indian students.

WHEREAS: The Montana Indian Education Association (MIEA) is a statewide advocate for the educational achievement of Indian people including as one of the constitutional purposes to advance to the Tribal, Federal, State, and local government's possible legislation/policy changes to improve the educational and leadership level of Indian people, and

WHEREAS: Through its' unique relationship with Indian nations and tribes, the federal government has established programs and resources to meet the educational needs of American Indians, Alaska Native and Native Hawaiians, residing on and off their reserved or non-reserved homelands, and

WHEREAS: The reauthorization of the Elementary and Secondary Education Assistance Act (No Child Left Behind) law is currently being reviewed by the Department of Education and the U.S. Congress, and

WHEREAS: This Act is a significant component in the education of Indian children both on and off reservation, and we must insure that the reauthorization of this federal legislation continues to effectively and adequately meet the needs of all American Indian children, and

THEREFORE BE IT RESOLVED: The MIEA asks the Montana Congressional Delegation to support and advocate for the following recommendations in the reauthorization of the Elementary and Secondary Education Assistance Act:

4. **Eliminating the achievement gap between American Indian students and their non-Indian peers must be a priority in ESEA.** Provide adequate services and resources for our schools to insure that American Indian students are not left behind academically. MIEA recommend's an amendment to ESEA to allow for a specific program designed with the goal of closing the achievement gap with a minimum of \$200 per Indian student be included in ESEA to go to schools that have a demonstrated achievement gap of at least 10% between Indian and white students to develop educational services designed to close the achievement gap for American Indian students.
5. **Increasing the high school completion rate for American Indians to a minimum of 85% must also be a priority.** The current completion rate of 50% for American Indians, as reported by Diplomas Count 2009, is unacceptable. MIEA recommend's the inclusion in ESEA of a new pilot grant program for high schools with an enrollment of at least 25 Indian students that have a documented high school completion rate of 75% or less for its American Indian students (based on a 4-year cohort Freshman –Senior). Included in this program would be options for schools to include preparation and study for the high school equivalency as a part of the academic programs.

MIEA recommends a \$20.0 million grant program to fund approximately 100 schools both on and off reservation, to include a strong assessment component to develop best practices which will be shared at the conclusion of a 3-year funding cycle. If successful, this funding would be expanded and best practices could be implemented in other schools utilizing this program as well as state/local funding.

6. MIEA recommends a national “Indian Education for All” program that would provide for the inclusion of content on American Indians in curriculum in our K-12 schools. Montana’s Indian Education for All model could serve as a guide which would reduce development costs in other states.

11. MIEA recommends funding in ESEA for on-going research to help promote effective policy decisions by local and state lawmakers on what is working in terms of closing the achievement gap and increasing the high school graduation rate for American Indian students in grades K-12.

12. MIEA supports the Title VII Indian Education Program within ESEA and recommends the following for the Title VII Indian Education Program:
 - Data Management for Title VII: Provide for flexibility in the requirements of the 506 forms to determine eligibility for Title VII. Recommend that 506 forms be allowed to be transferred between schools and last as long as the student is enrolled in k-12 schools.

 - For schools with eligible Indian students who do not apply for Title VII – provide an alternative for local parent groups or non-profit groups to apply for this funding to serve these Indian students within that school district.

 - The establishment of Parent Committees to work with schools on Title VII Programs was perhaps one of the strongest aspects of the Title VII Program. We strongly encourage this to be continued in ESEA ensuring that Parents continue to have a strong role to play in their childrens’ education.

 - Improve culturally responsive measurement system(s) for Adequate Yearly Progress;

 - Improve support for teachers of Native students for both college programs and professional development.

 - Restore the Indian Education Technical Assistance and Training Center(s) to address the need for technical support.

6. MIEA supports the funding request of \$10.0 million to support the development and/or capacity building of Tribal Education Departments with a stable funding stream to support their activities. These departments would need to be staffed with qualified staff to support curriculum development, professional development, tribal specific resources for school instruction, policy and tribal code development.

7. Providing “visibility” on the achievement of American Indian students needs to continue in ESEA Assessment. It is important that American Indian students continue to be reflected as a separate grouping in the data provided by schools through assessment strategies. Indian student achievement was not a priority until the accountability and disaggregation of data was required under NCLB.

8. American Indian/Alaska Native students who are attending schools off reservation (61% of American Indian people live off reservation per the Casey Family Foundation Report on Urban

Indians) experience similar academic achievement issues as Indian students on reservation and these students must be included in programs that are designed to help improve the quality and equity in educational achievement for Indian students.

9. Indian Preference in hires and contracts for schools who receive federal funding through ESEA be included.
10. Parent Committees be included in the implementation of Impact Aid programs in schools on reservations. Parent Committees required by Title VII and JOM have been excellent models for empowering parents to be active participants in their children's education for many years. This model should be utilized in the implementation of Impact aid programs.

Resolution approved by membership April 10, 2011, at MIEA Conference.

RESOLUTION 2011-23: MIEA supports NIEA's Position to Elevate the Office of Indian Education within the Department of Education with a Direct Reporting role to the Office of the Secretary of Education with management by an Assistant Secretary for Native Education.

WHEREAS: The Montana Indian Education Association (MIEA) is a statewide advocate for the educational achievement of Indian people including as one of the constitutional purposes to advance to the Tribal, Federal, State, and local government's possible legislation/policy changes to improve the educational and leadership level of Indian people, and

WHEREAS: Since 1972, the head of the Office of Indian Education has been directly involved in policy discussions and programmatic decision-making across the U.S. Department of Education programs that ultimately impact Native American students beyond the grants provided by the OIE, and

WHEREAS: At various times since its creation the OIE has been downsized, including being placed under the Office of Elementary and Secondary Education, resulting in the role of the Director being limited primarily to grant management, and

WHEREAS: Today, the Director of the OIE lacks the authority to meaningfully participate in Department policy discussions and decision-making, to manage much needed collaboration and alignment between offices within ED and other federal agencies, such as Department of the Interior, and to ensure coordinated and efficient expenditures on Indian education,

THEREFORE BE IT RESOLVED: The MIEA (in support of the National Indian Education's position) asks the Montana Congressional Delegation and the leadership of the US Department of Education to elevate the Office of Indian Education within the Department of Education, with a direct reporting role to the Office of the Secretary of Education and with management by an Assistant Secretary for Native Education.

Resolution approved by membership April 10, 2011, at MIEA Conference.

RESOLUTION 2011- 24 MIEA supports NIEA’s position to provide full support for the National Advisory Council on Indian Education (NACIE) authorized by section 7141 of the Elementary and Secondary Education Act of 1965 (ESEA).

WHEREAS: The Montana Indian Education Association (MIEA) is a statewide advocate for the educational achievement of Indian people including as one of the constitutional purposes to advance to the Tribal, Federal, State, and local government’s possible legislation/policy changes to improve the educational and leadership level of Indian people, and

WHEREAS: The National Advisory Council on Indian Education (NACIE) is authorized by section 7141 of the Elementary and Secondary Education Act of 1965 (ESEA), 20 U.S.C. 7871. Under this law, NACIE:

1. Advises the Secretary of Education concerning the funding and administration of any program, including any program established under Title VII, Part A of the ESEA, with respect to which the Secretary has jurisdiction and that includes Indian children or adults as participants or that may benefit Indian children or adults
2. Makes recommendations to the Secretary for filling the position of the Director of Indian Education
3. Submits to the Congress annually a report on the activities of the Council, including any recommendations that the Council considers appropriate for the improvement of Federal education programs that include Indian children or adults as participants or that may benefit Indian children or adults, and recommendations concerning the funding of any such program
4. In accordance with section 2(b) of Executive Order 13336, the Interagency Working Group may consult with the members of the Council for the purpose of obtaining information and advice concerning American Indian and Alaska Native Education

THEREFORE BE IT RESOLVED, The MIEA supports the National Indian Education’s position that President Obama and the Department of Education provide full support for the National Advisory Council on Indian Education (NACIE) authorized by section 7141 of the Elementary and Secondary Education Act of 1965 (ESEA) and asks the Montana Congressional Delegation to support this position.

Resolution approved by membership April 10, 2011, at MIEA Conference.

MONTANA INDIAN EDUCATION ASSOCIATION ----RESOLUTIONS 2011

RESOLUTION 2011-25: The MIEA Supports Funding for Tribal Education Departments:

WHEREAS: The Montana Indian Education Association (MIEA) has been organized to represent, protect and advance the views of the Indian education community as outlined in MIEA's constitution, and

WHEREAS: The State of Montana includes seven federally recognized reservations and one state recognized tribe, representing over 11% of the student population in Montana's public schools, and two BIA schools, and

WHEREAS: As mandated in many treaties and as authorized in several federal statutes, the education of Indian children is an important role of Indian tribes, the involvement of tribes in their children's educational future is key to the educational achievement of Indian children, and

WHEREAS: Tribal Education Departments (TEDs) serve thousands of tribal students nationwide, in BIA, tribal, and public schools. TEDs work on reservations, in urban areas, and in rural areas. They have positive impacts on early childhood, K-12, higher, and adult education. The role of Tribal Education Departments (TEDs) in the preservation of our histories, cultures and languages cannot be overstated TEDs are the key to our futures, and to our children's futures, empowering tribal members (and future tribal leaders) with the knowledge that helps ensure that they are best prepared for work, for leadership, and for life, and

WHEREAS: Unfortunately, too many of our TEDs lack sufficient resources to accomplish their missions. Currently most TEDs operate on extremely small budgets with federal funding limited to contract, grant, and program administration. TEDs typically do not have funds for operational expenses and staff to conduct education research and planning or to develop tribal education initiatives and materials like truancy programs and curricula despite the fact that Native students need these services to close the reported achievement gaps and perform well in school, and

WHEREAS: Tribal Education Departments (TED) provide tribes with the opportunities to become actively involved in the education of their children, and the authorization for TED funding was retained in Title VII, Section 7135 of the No Child Left Behind Act, and

WHEREAS: Funding for TED's are authorized for funding at the BIA and the U.S. Department of Education under ESEA but have never been funded, and

WHEREAS: Despite this authorization and several other prior statutes, federal funds have never been appropriated for TEDs. The use of TEDs would increase tribal accountability and responsibility for their students and would ensure that tribes exercise their commitment to improve the education of their youngest members,

THEREFORE BE IT RESOLVED: The MIEA asks the Montana Congressional Delegation to request that both Department of Interior and Department of Education fund Tribal Education Departments at \$10.0 million (\$5.0 million from BIA and \$5.0 million from DOE) to increase positive benefits for Indian students and provide tribes with increased input over the education of their children.

Resolution approved by membership April 10, 2011, at MIEA Conference.

RESOLUTION 2011-26: The MIEA supports Lifting the Freeze and Increasing Johnson O'Malley Funding and Prohibit the Diversion of JOM Funds:

WHEREAS: The Montana Indian Education Association (MIEA) has been organized to represent, protect and advance the views of the Indian community as outlined in the MIEA Constitution, and

WHEREAS: Per the National Indian Education Association the Johnson O'Malley program grants are the cornerstone for many Indian tribes, school districts, tribal organizations, and parent committees in meeting the unique and specialized educational needs of Indian students enrolled in public schools or non-sectarian schools. The Johnson O'Malley Program meets the focused goal of academic achievement by providing Indian students ages 3 to grade 12 with supplemental educational programs or support so that these students can pursue educational opportunities and attain academic success, and

WHEREAS: The appropriations for the Johnson O'Malley Program have steadily decreased over the years to a very minimal level of funding that does not adequately address the educational needs of American Indian students as they are intended, and

WHEREAS: Per the National Indian Education Association, many Indian children live in rural or remote areas with high rates of poverty and unemployment, and funds from JOM have historically provided basic resources so that Indian students can participate in school like their non-Indian peers, which, in turn, gives them a chance to achieve academically and meet Annual Yearly Progress targets, and

WHEREAS: In 1995, a freeze was imposed on JOM funding through DOI, limiting funds to a tribe based upon its population count in 1995. The freeze prohibits additional tribes from receiving JOM funding and does not recognize increased costs due to inflation and accounting for population growth, and

WHEREAS: The Bureau of Indian Affairs cannot divert funding to the Bureau of funded schools through the ISEP formula as the ISEP formula is not a part of the Tribal Priority System,

THEREFORE BE IT RESOLVED: The MIEA asks the Montana Congressional Delegation to support:

- **Restoring JOM to AT LEAST the FY 2006 level of \$24 million for FY11 (Interior appropriations bill). Last year, in FY10, JOM was only partially restored at \$21.4 million.**
- **Funding JOM to meet actual student population needs and account for inflation**
- **Lifting the freeze and to increase in Johnson O'Malley funding in the Interior Appropriations Bill at a level that will adequately meet the needs of all eligible Indian children and to prohibit the Bureau of Indian Affairs diverting any funding under the Tribal Priority System for other funding purposes to benefit the Bureau funded programs outside the Priority System.**

Resolution approved by membership April 10, 2011, at MIEA Conference.

MONTANA INDIAN EDUCATION ASSOCIATION ----RESOLUTIONS 2011

RESOLUTION 2011-27: The MIEA Supports Funding for the Esther Martinez Native Language Act:

WHEREAS: The Montana Indian Education Association (MIEA) has been organized to represent, protect and advance the views of the Indian community as outlined in the MIEA Constitution, and

WHEREAS: The Esther Martinez Act preserves and fosters fluency in Native American languages through grants to tribes, tribal organizations, schools, and universities to develop and bolster Native language immersion and revitalization programs, and

WHEREAS: In Native communities across the country, Native languages are in rapid decline and it is estimated that only twenty indigenous languages will remain viable by the year 2050; therefore, it is a race against the clock to save Native languages with only 34% of the 210 native languages used in North America are still being taught to children as a first language, and

WHEREAS: A native language immersion program is a proved and effective way to create fluent speakers in native languages and stem the loss of native languages, and

WHEREAS: Native language immersion programs can help bring many native languages and traditions back from the brink of extinction and provide Indian students in Montana the cognitive and psychological benefits of knowing their native language, and

WHEREAS: The proposed budget for ANA, which is the agency that administers the Esther Martinez Native Language Act, is \$46 million and the allocation for language grants under the Esther Martinez Act is \$2 million for FY 2009, which is not sufficient for Native Language preservation and revitalization,

THEREFORE BE IT RESOLVED: The MIEA asks the Montana Congressional Delegation to advocate for the request of the National Indian Education Association for a \$10 Million Increase to \$59.0 million for FY 12 for Native Language Immersion and Restoration grants under the Esther Martinez Native Languages Act - Admin. for Native Americans (ANA), Admin. for Children and Families, U.S. Health and Human Services - Labor, HHS, Education Appropriations Bill.

Resolution approved by membership April 10, 2011, at MIEA Conference.

MONTANA INDIAN EDUCATION ASSOCIATION ----RESOLUTION 2011

RESOLUTION 2011-28: The MIEA Supports an Increase in funding for Title VII, Indian Education of 5% over the FY 10 Enacted Level for a total of \$204.65 million, with a portion of increase to go toward

research studies on the benefit of culturally-based education, immersion programs, professional development for teachers, and teacher recruitment.

WHEREAS: The Montana Indian Education Association (MIEA) has been organized to represent, protect and advance the views of the Indian community as outlined in the MIEA Constitution, and

WHEREAS: Title VII Indian Education grants to schools provides critical support for culturally based education approaches for Native students and addresses the unique educational and cultural needs of Native students. It is well-documented that Native students thrive academically in environments that support their cultural identities while introducing different ideas. Title VII has produced many success stories but increased funding is needed in this area to bridge the achievement gap for Native students, and

WHEREAS: The lack of adequate funding for Title VII is exacerbated by the fact that most Native students live in rural areas with high poverty rates. Title VII provides critical support for both academic and culturally based education approaches for Native students, and

WHEREAS: There are over 16,000 American Indians enrolled in our state's public schools in Montana, and the majority of these students benefit from the supplemental educational opportunities provided by Title VII Indian Education in terms of programs that meet their unique educational needs,

THEREFORE BE IT RESOLVED: The MIEA asks the Montana Congressional Delegation to support the National Indian Education Association in its advocacy for a 5% increase for Title VII, Native Education, Elementary and Secondary Education Act (ESEA) and asks the Montana Congressional Delegation to advocate for this 5% increase for FY 11 over the FY 10 enacted level of \$194.912 million for a total of \$204.65 million. This funding to include:

- **research activities that would focus on indigenous language and culture-based assessments and research in teaching Native children, which could include projects by consortia of immersion schools**
- **fund Tribal Education Departments (without reducing the direct student support services) which are authorized under ESEA, but never have been funded**
- **teacher in-service and professional development programs contained in the Special programs**

Resolution approved by membership April 10, 2011, at MIEA Conference.

MONTANA INDIAN EDUCATION ASSOCIATION ----RESOLUTIONS 2011

RESOLUTION 2011-29: The MIEA supports NIEA's position on a 5% Increase for Impact Aid, Title VIII, ESEA - U.S. Dept. of Education - Labor, HHS, Education Appropriations Bill

WHEREAS: The Montana Indian Education Association (MIEA) has been organized to represent, protect and advance the views of the Indian community as outlined in the MIEA Constitution, and

WHEREAS: The federal government established the Impact Aid program (Title VIII of the No Child Left Behind Act) under the Truman Administration. Its purpose is to provide direct payments to public school districts as reimbursement for the loss of traditional property taxes due to a federal presence or federal activity. Because many public school districts that serve Native American children cannot draw tax revenue from Indian land or sales made on Indian land, they rely heavily on Impact Aid funding, and

WHEREAS: Impact Aid was last fully funded in 1960, and our school districts have had to go to great lengths to make the most of these limited resources. A prorated distribution of available revenues is employed based on a combination of the percentage of impacted students, percentage of a school's budget that impact aid funds represent, and the local contribution rate. This complex negotiation is made more difficult with the anticipated influx of 32,000–40,000 military children returning home. These children will swell the recipient pool, which will lead to a smaller portion of Impact Aid dollars for everybody. It is imperative that Basic Support appropriations increase proportionately to maintain current reform initiatives to close the achievement gap, and

WHEREAS: It is imperative that Impact Aid retain a strong construction budget. Because of lack of funding, Indian children are forced to attend schools not in compliance with local building codes, the American Disabilities Act, air quality, etc. Many Indian impacted school districts lack the local resources with which to bond for building projects, and

WHEREAS: Impact Aid is responsible for providing our children with the resources to succeed. Indeed, many of our schools would simply cease to operate without it,

THEREFORE BE IT RESOLVED: The MIEA asks the Montana Congressional Delegation to support a 5% increase for FY11 over the FY10 enacted level for impact aid. The President's FY11 request for Impact Aid is \$1.138 billion, which was the FY10 enacted level. This amount does not keep pace with inflation. Further, the FY11 budget proposes \$17.509 million for impact aid facilities construction. The funding proposed for FY11 does not meet the tremendous backlog to build new facilities. Many public schools on reservations are crumbling and should be replaced. MIEA urges that the 5% increase be used for facilities construction so that some progress can be made in meeting the mushrooming public school construction needs on reservations.

Resolution approved by membership April 10, 2011, at MIEA Conference.

MONTANA INDIAN EDUCATION ASSOCIATION ----RESOLUTIONS 2010

RESOLUTION 2011-30: The MIEA Supports inclusion of BIE in the Race to the Top Grant Program:

WHEREAS: The Montana Indian Education Association (MIEA) has been organized to represent, protect and advance the views of the Indian community as outlined in the MIEA Constitution, and

WHEREAS: The Department of Education through the American Recovery and Reinvestment Act (ARRA) provides \$53.6 billion for the State Fiscal Stabilization Funding (SFSF), a one-time appropriation program that includes formula funding and competitive grants. Tribal governments and the Bureau of Indian Education (BIE) schools are ineligible to access SFSF funding, including \$4.35 billion in Race to the Top grants, under ARRA, and

WHEREAS: There is no allocation that provides funding to the BIE or tribes, many of whom operate tribal elementary and secondary schools, tribal colleges, early childhood education programs, and tribal education departments. NIEA supports H.R. 4775, a bill that provides for tribes to be allocated between one to five percent of funding for the Race to the Top program,

THEREFORE BE IT RESOLVED: The Montana Indian Education Association supports the National Indian Education Association's position and asks the Montana Congressional Delegation to support legislation to allow the BIE and Tribes to receive 1-5% of the funds from Race to the Top and the Innovation fund for BIE Schools, Tribes and Tribal Education Departments for activities consistent with these programs.

Resolution approved by membership April 10, 2011, at MIEA Conference.

MONTANA INDIAN EDUCATION ASSOCIATION ----RESOLUTIONS 2011

RESOLUTION 2011-31: The MIEA Supports the President's proposed budget for FY 2011 and FY 2012 for American Indian-Alaska Native Head Start and Early Head Start:

WHEREAS: The Montana Indian Education Association (MIEA) has been organized to represent, protect and advance the views of the Indian community as outlined in the MIEA Constitution, and

WHEREAS: Indian Head Start is one of the most important and successful Federal programs focused on the dire circumstances faced by all too many Native children, principally because it addresses health, education, family and community needs in a holistic manner that is akin to traditional Native learning styles and cultural practices. Nevertheless, only approximately 15.4% of the age-eligible Indian child population is enrolled in Indian Head Start (of the approximately 562 federally recognized tribes, only 188 have Head Start programs).

WHEREAS: Native children face a difficult learning environment: the Indian reservation poverty rate is 31.2%, nearly three times the national average of 11.6%; an additional 30% of the Indian reservation population is only just above the poverty line, with there being no significant reservation middle class or upper class; the Indian reservation unemployment rate is approximately 50%, ten times the national unemployment rate of 5.2%; and the violent crime rate on some reservations is six times the national average.

WHEREAS: In Montana, Head Start and Early Head Start Programs are an important part of the tribal educational systems, and

WHEREAS: In FY 2010, Indian Head Start and Early Head Start received a funding increase of 24%. This dramatic increase, which took the two programs funding levels from \$185 million to \$230 million, resulted from a combination of special Indian Head Start expansion funding provided for in the Head Start Act and from ARRA (economic stimulus) funding.

WHEREAS: On February 1, 2010, President Obama released his proposed budget for FY 2011 in which he proposed an increase of nearly \$1 billion for overall Head Start; this should be sufficient to trigger the special Indian expansion funding provided for in the Head Start Act.

THEREFORE BE IT RESOLVED: The Montana Indian Education Association asks the Montana Congressional Delegation to support the National Indian Education Association's position supporting Head Start funding including:

- Urge Congress to support full funding in the FY 2011 and the FY 2012 appropriations so as to trigger the Indian special expansion funding provisions. (such funds can only be awarded after full COLA has been paid to all Head Start programs), and to prevent this program from the funding cliff once ARRA ends in 2011. This amounts to an increase of at least \$1 billion for the entire Head Start program, including but not limited to Indian Head Start.
- Urge that the definition of "expansion" for funding purposes should include not only new positions, but also the establishment of new programs in unserved Indian communities, as well as quality improvements (e.g., increased staffing, professional development, transportation equipment, computer technology/web access, facility renovations and repair, etc.). Requests for expansion should also include going from part-day to full-day, from home-based to center-based, full year services and from Head Start to Early Head Start.

Resolution approved by membership April 10, 2011, at MIEA Conference.