

**SUMMIT ON INDIAN EDUCATION POLICY
AND BUDGET ISSUES**

September 17-18, 2006

Helena, Montana

Sponsored by the Montana Indian Education Association

Final Report and Recommendations

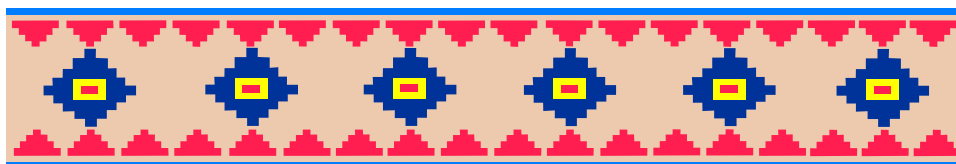


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AGENDA SUMMARY

The Montana Indian Education Association (MIEA) Summit on Indian Education Policy and Budget Issues was held in Helena, Montana on September 17-18, 2006. The Summit drew nearly 80 participants from all across Montana who came together to formulate recommendations to federal, state, and tribal leaders on Indian education from preschool through postsecondary.

The Summit began on the evening of September 17 with a dinner and a guest speaker. Participants were welcomed to the Summit by Lieutenant Governor John Bohlinger who spoke of the advancements in Indian education in Montana made by the administration of Governor Brian Schweitzer and the Montana Legislature. The keynote speaker for the evening was Ryan Wilson, President of the National Indian Education Association, who provided "A National Perspective on Indian Education".

On the morning of September 18, David Ewer, Director of the Governor's Office of Budget and Program Planning, gave an overview of the Governor's proposed budget for the 2007 legislative session. His remarks were followed by a panel presentation on Indian education policy and funding issues in Montana in early childhood education, K-12 public education, higher education, and tribal education. Panel participants were:

- Susan Carlson, Head Start Director, Blackfeet Reservation
- Linda McCulloch, Montana Superintendent of Public Instruction
- Dr. Sheila Stearns, Montana Commissioner of Higher Education
- Carole Falcon-Chandler, President, Fort Belknap College
- Joyce Silverthorne, Tribal Education Director, Confederated Salish and Kootenai Tribes

Following the panel presentation, the participants broke into small groups that engaged in round table discussions on early childhood education, K-12 education, higher education, and indigenous languages and immersion schools. Each group formulated policy statements and recommendations for each educational area. These recommendations will be forwarded to the Montana Congressional Delegation, Governor Brian Schweitzer, Montana legislative

leadership, the Board of Public Education, the Board of Regents, the Office of Public Instruction, the Office of the Commissioner of Higher Education, Montana tribal colleges, and Montana tribal governments.

The next few pages give a brief overview of each speaker's presentation followed by the recommendations formulated in the round table discussions.

A NATIONAL PERSPECTIVE ON INDIAN EDUCATION

Ryan Wilson, President

National Indian Education Association

In 1968, Senator Robert Kennedy, after visiting Indian reservations all across America, issued a scathing report on the status of Indian education entitled *A National Tragedy, A National Challenge*. President Wilson used this report as a starting point for his address on the challenges still facing Indian education in America today.

Since 1968, Indian education has made great strides in America, beginning with the Indian Self-Determination and Education Act, the Tribally Controlled Community College Assistance Act, and the executive order on Indian education issued by President Bill Clinton. However, under the current administration, Indian education has suffered. “No Child Left Behind” has had severe consequences for Indian schools. Funding for the Johnson-O’Malley Program is poised for elimination. The Iraq war, Hurricane Katrina, and tax cuts have created a severe budget deficit. Recent Supreme Court decisions have not favored Indian tribes. The “English-only” movement is hindering tribal attempts to preserve their languages.

It is time for American Indians to take the offensive in Washington, D.C. Indian educators and tribal governments must work together to protect Indian languages and culture and to redefine Indian education in a way that will benefit our children. President Wilson spoke of two new organizations that will help in this effort: the Tribal Leaders’ Task Force on Indian Education and the National Alliance to Save Native Languages.

The reauthorization of No Child Left Behind is on the horizon, and NIEA has conducted field hearings seeking input from teachers, administrators, school support staff, tribal elders, and tribal councils. A report was issued that has generated a lot of interest in Indian education and challenged senators and representatives to come to Indian country to view first-hand the problems that exist. Some took the challenge and last week, a House committee held a field hearing on Indian education for the very first time. Also, a bill has been introduced in the House of Representatives that will fund language immersion programs.

President Wilson also spoke of the power of the Indian vote. He cited many examples of where the Indian vote resulted in positive outcomes and a few examples where the failure to vote resulted in losses. But rather than bemoan the losses, Indians must reach out and make new friends in Congress and continue to support those that are friends of Indian education, Republicans and Democrats alike.

President Wilson concluded his address by asking what future generations of American Indians will say about the current generation. Did you save our languages? Did you save our cultures? This is the challenge facing Indian country today.

**REMARKS FROM THE OFFICE OF
GOVERNOR BRIAN SCHWEITZER**

David Ewer, Director

Office of Budget and Program Planning

Mr. Ewer gave an overview of progress to date on education funding in Montana. The school funding lawsuit brought by school districts and educational organizations provided a challenge to the state of Montana as well as an opportunity to address the financial needs of schools. The 2005 Legislature responded to the lawsuit by defining a quality education in Senate Bill No. 152. The Legislature then appropriated \$80 million for schools, including funding for at-risk students, funding to close the achievement gap between Indian and non-Indian students, and, for the very first time, funding for Indian Education for All.

For the 2007 legislative session, Governor Schweitzer's budget includes funding for full-day kindergarten. This is an expensive and controversial proposal whose benefits will not be realized for many years. However, it is a proven strategy to address the needs of at-risk children and to help close the Indian/non-Indian student achievement gap. The Governor is also working with the Board of Regents to address the issue of college affordability.

Mr. Ewer stated that the state's financial outlook is very good. However, with the exception of the full-day kindergarten proposal, Governor Schweitzer will not be proposing many new programs. Neither will the Governor be proposing any changes to the school funding formula adopted in the December 2005 special legislative session.

Mr. Ewer concluded by saying that while the state has taken significant steps, there is still much more to be done. And Governor Schweitzer is committed to making more progress in the area of education funding.

OVERVIEW OF INDIAN EDUCATION POLICY AND FUNDING ISSUES IN MONTANA

Panel Discussion

Carol Juneau, Chair of the MIEA, moderated a panel discussion on education policy and funding issues in Montana from preschool through higher education. Five panelists, each representing a different level of education, were asked to provide a brief overview of their educational area, describe the major policy and funding issues they are facing, and offer recommendations to address these issues.

Early Childhood Education - Susan Carlson, Blackfeet Head Start Director

Susan Carlson, Head Start Director on the Blackfeet Reservation, briefly reviewed how Head Start programs are operated on Montana's seven Indian reservations. Head Start is a federally-funded program and funding is a constant concern. (There was a one percent across-the-board cut in Head Start funding this year.) The program has been chronically underfunded resulting in a number of problems. The inability to offer salary increases to employees has negatively impacted employee retention. Ms. Carlson would like to see a loan forgiveness program for all Head Start employees, not just teachers. American Indian Head Start programs operate on a cost reimbursement basis that results in the late arrival of the funding. As a result, tribes are forced to cover the costs until the reimbursement arrives. For tribes in Montana, this is a real financial burden. Federal reporting requirements have increased, but local programs do not have funding to hire people to take on these additional responsibilities.

Ms. Carlson stated how she started as a parent volunteer then rose through the ranks to her present position. Today, that is no longer possible. There is a greater emphasis on academics. The last Head Start reauthorization set a goal of 50% of teachers with an associate degree. The next reauthorization is on the horizon and the new goal is for 50% of teachers with a bachelor's degree. This will be very difficult to achieve in Indian country.

Indians believe in a holistic education. Head Start needs to look at the whole child and address the social as well as the academic needs.

K-12 Public Education – Linda McCulloch, Superintendent of Public

Instruction

Linda McCulloch, Superintendent of Public Instruction, began with a brief review of current funding for Indian Education for All. A controversy has arisen over school district accountability for the use of the funds. The 2006 Annual data Collection form (formerly called the fall report) will include a series of questions on how a school district plans on spending its Indian Education for All funds (school districts have not yet received all of their funding). By next year, school districts will have received their Indian Education for All funding, so the 2007 form will ask how a school district spent its money.

Superintendent McCulloch went on to explain why the decision was made to put the Indian Education for All money into a school district's general fund as opposed to a special, separate fund. The general fund provides greater protection for the money. Money in a special fund is more visible and, therefore, more vulnerable to legislative removal. Indian Education for All must be viewed as a long-term, ongoing commitment by the state, and this commitment will be better ensured if the money is in the general fund. Superintendent McCulloch used special education funding as an example of money for a particular purpose that is deposited in the general fund.

The Office of Public Instruction is preparing its requests for the 2007 legislative session. The Office will be asking for an increase of \$25 per student for distribution to schools for Indian Education for All, additional funding for professional development and curriculum development (\$1.8 million), additional funding for the Ready-to-Go grants (\$1.1 million), and additional funding for addressing the Indian/non-Indian student achievement gap and the American Indian dropout rate (\$382,800).

Higher Education - Montana University System - Dr. Sheila Stearns,
Commissioner of Higher Education

Sheila Stearns, Commissioner of Higher Education, stated that the Montana University System (MUS) and the Board of Regents have generally been ignorant of their role in Indian Education for All, but that is changing. The MUS has 30,000 resident students of whom 1500 (5%) are American Indian. Education is power and a key to the future; no child should be denied the opportunity for higher education. The MUS is partnering with tribal colleges to train teachers and administrators to work in American Indian schools. Native American studies courses have been developed on all of the campuses; now we need to infuse Indian education throughout the curriculum. Every week there are meetings on the campuses between faculty and Regents. Commissioner Stearns will ensure that Indian education issues will be on every agenda every week. The Regents will also continue to support state funding for nonbeneficiary students at tribal colleges.

Higher Education - Tribal Colleges - Carole Falcon Chandler, President of Fort
Belknap College

Carol Falcon-Chandler, President of Fort Belknap College, spoke of the importance of tribal colleges in the higher education realm. Montana has the highest number of tribal colleges of any state in the United States. All seven tribal colleges in Montana are tribally-chartered and fully accredited; six are 2-year colleges and one is a 4-year college. Tribal colleges have an open door policy, and many non-Indians attend these institutions. Funding for tribal colleges comes from the federal government and is based on an Indian student count of enrolled tribal members only. The current formula provides \$4,500 per Indian student count, but this not enough to cover all of a tribal college's costs. A tribal college receives no federal funding for nonbeneficiary students (non-Indian students and non-enrolled Indian students). That is why tribal colleges are so appreciative of the funding that Montana provides to tribal colleges. However, tribal colleges would like to see this money as a part of the overall MUS appropriation, so that tribal colleges do not have to come begging to the Legislature every session for funding.

President Falcon-Chandler also expressed concern about high school students who enter the tribal colleges unprepared for college work, thus forcing a tribal college to spend its precious resources on remedial classes. This is a problem for all tribal colleges, not just Fort Belknap College.

We need to instill a sense of self-pride and confidence in our Indian students. The best way to do this is to preserve tribal languages and cultures. Language immersion schools play a very important role in Indian education. President Falcon-Chandler mentioned the work of the White Clay Immersion School operated by Fort Belknap College.

Tribal Education Departments - Joyce Silverthorne, Tribal Education Director, Confederated Salish and Kootenai Tribes

Joyce Silverthorne, Tribal Education Director for the Confederated Salish and Kootenai Tribes, urged tribal governments to become more active in the education of their children. Every tribe should have an education department, and every tribe should adopt a tribal education code for its reservation. Tribal education departments work with preschool programs, public school districts, and tribal colleges. Tribal education departments also administer federal and tribal education dollars.

Some of the issues facing tribal education departments include implementation of No Child Left Behind in reservation schools, teacher turnover in reservation schools, and funding. Tribal education departments are severely underfunded and are struggling to meet the demands of Indian Education for All. Since the implementation of Indian Education for All, Ms. Silverthorne's office has been inundated with requests for assistance from reservation schools. Tribal education departments are offering professional development to reservation schools but it is costing the tribes money that they do not have.

RECOMMENDATIONS

Following the panel presentation, Summit participants broke into four round table discussion groups to develop policy statements, funding strategies, and recommendations to Montana's congressional delegation, the State of Montana, and tribal governments. Each round table focused on one aspect of Indian education. The round tables were as follows:

- Early Childhood Education facilitated by Arlene Augare and Susan Carlson
- K-12 Education facilitated by Dulce Whitford and Jake Arrowtop
- Higher Education (public and tribal) facilitated by Larry Blacksmith and Joe Arrowtop
- Heritage Languages and Immersion Schools facilitated by Joyce Silverthorne and Bruce Meyers

Each discussion group met for two hours to formulate its recommendations. The groups then reported back to the whole Summit with their recommendations.

In addition to the Summit recommendations, the MIEA adopted recommendations at the 2006 MIEA Conference. A summary of the MIEA recommendations that are pertinent to the content areas discussed at the Summit are also included in this report.

EARLY CHILDHOOD INDIAN EDUCATION

We recommend to the Montana Congressional Delegation and to Head Start leadership the following proposals for action at the federal government level:

- We support the inclusion of native language early childhood programs, Early Head Start (EHS) ages 0-3, Head Start (HS) ages 3-5, and Child Care ages Birth to 5.
 - We recommend \$40,000 per Indian tribe, for a total of \$280,000 for the seven Montana tribes.
- We support professional development, not only in education but also in health nutrition, disabilities and social services.
 - Loan forgiveness for all the above, not just classroom staff.
- We support the elimination of the cost reimbursement funding for Region 11 (Indian tribes) Head Start programs. These programs should be on same funding mechanism as other regions.
- We support the enactment of transportation mandates for car seats, bus monitors, and safety requirements for children.
 - We recommend \$100,000 per program on each Indian reservation, for a total of \$700,000 for the seven Montana tribes, to insure the transportation safety of Head Start children.
- We support the enactment of a mandate on monitoring funded slots as population may change due to employment housing, higher education, Temporary Assistance to Needy Families, etc.
 - A 15% to 20% flexibility would allow programs to retain these slots allowing children that return to the reservation the opportunity to attend school. If the dollars are taken away and slots eliminated, these children will not be able to be served. Head Start is struggling now with the 1% cut for the 2006-07 school year. Services on the Montana reservations are quite costly due to the remoteness and lack of resources.
- We support the establishment of a single set of income guidelines for eligibility for various federal programs (Early Head Start, Head Start, etc.)

K-12 INDIAN EDUCATION

We recommend to Governor Brian Schweitzer, Superintendent of Public Instruction Linda McCulloch, the Board of Public Education, the Board of Regents, and the 2007 Legislature the following proposals for action at the state level:

- We support the OPI funding request for additional staff in professional development and in addressing the Indian/non-Indian achievement gap.
- We support the training of more American Indian teachers in the Montana University System.
- We support the enactment of a loan forgiveness program for teachers.
- We support the addition of one PIR (Pupil Instruction Related) day exclusively for Indian Education for All.
 - We recommend an on-going state appropriation of \$4 million to fund this PIR day.
- We support the on-going state funding of \$67.40 per student for Indian Education for All that was provided in the 2007 Special Session (\$20.40 on-going funding and \$47 one-time-only funding).
- We support state certification for Native American studies teachers in K-12.
- We support the establishment of a student teacher program for prospective Class 7 teachers. (Class 7 is the American Indian Language and Culture Specialist.)
 - We recommend that the State provide funding for a school district that sends student teachers to work with certified Class 7 teachers. The student teachers would then return to the sponsoring school district to work.
- We support a requirement that school districts and schools develop a goal, with measurable objectives, in their Comprehensive Education Plan that addresses increased parent/community involvement in schools.
 - We recommend a state appropriation of \$2 per student to support parent/community involvement in schools for a total of \$284,000.
- We support the current efforts of OPI and Montana school districts to reduce the achievement gap between Indian and non-Indian students.

- We recommend an on-going state appropriation of \$200 per Indian student to be distributed to all schools in Montana to reduce this achievement gap.
- We support the funding request of OPI for an achievement gap specialist within OPI.
- We support greater accountability for use of Indian Education for All funds by school districts to ensure that the money is being used for its intended purposes through policy, legislation, or other possible strategies that will support accountability.

MIEA Resolutions

MIEA Resolution No. 1: MIEA supports and endorses implementing an Indian hiring preference law for the public schools on and near Indian reservations in Montana. *(Approved by membership 4-2-06 at MIEA Conference)*

MIEA Resolution No. 3: MIEA advocates for new opportunities and change in the educational systems that will close the achievement gap for Indian students in grades K-12 and increase the Indian student high school graduation rate to meet or exceed the 80% 4-year graduation rate of their non-Indian peers.

To accomplish this, MIEA asks the Office of Public Instruction, Board of Public Education, all schools in Montana, and other educational organizations (MACIE, MSBA, MEA/MFT, SAM, MISBC, MISBA, etc.) to support this goal and help through policy development, advocacy within their leadership roles, supporting funding at all levels, and other strategies. *(Approved by membership 4-2-06 at MIEA Conference)*

MIEA Resolution No. 4: MIEA asks the School Board Association, The School Boards of Montana, the Office of Public Instruction, the Board of Public Education to support the use of these new monies for Closing the Achievement Gap for Indian Students and for At Risk Students to strengthen or expand existing successful programs or to create new strategies to help Indian students find success and not to use these funds to supplant existing programs. *(Approved by membership 4-2-06 at MIEA Conference)*

MIEA Resolution No. 5: MIEA requests that the Office of Public Instruction and the Board of Public Education develop an accountability system through a reporting system for all public schools in Montana beginning in 2006-07 school year on their use of Indian Education for All funds, Closing the Achievement Gap Funds for Indian Students and for the At Risk Funding that will demonstrate the use of these funds to meet the intent of Indian Education for All, to close the achievement gap for Indian students, and to provide services to at risk students and that this report be made available to the public. *(Approved by membership 4-2-06 at MIEA Conference)*

MIEA Resolution NO. 8: 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 2007-09 Biennium for the Office of Public Instruction Indian Education Division and expand this support to include adequate funding for professional development for Montana’s Schools and provide increased ongoing funding for all the schools in Montana beyond the \$3.0 million (\$20.40 per student) that was approved by the Special Session 2005 at a level that will provide adequate support of Indian Education for All students in Montana’s Public Schools. *(Approved by membership 4-2-06 at MIEA Conference)*

HIGHER EDUCATION FOR AMERICAN INDIANS

We recommend to Governor Brian Schweitzer, the Montana Congressional delegation, the Board of Regents, the Commissioner of Higher Education, Montana tribal colleges and other appropriate higher education organizations the following proposals for action:

- We support the Montana University System (MUS) request to Governor Schweitzer and the 2007 Legislature for \$500,000 to implement Indian Education for All within the MUS.
- We support the integration of Indian Education for All into the MUS across the curriculum in all disciplines.
- We support the development of an American Indian education plan for MUS. The plan should
 - address the retention of American Indian students in the MUS;
 - require the offering of Native American Studies courses on every campus, including the colleges of technology. Courses could be web-based or offered in conjunction with tribal colleges; and
 - be in compliance with MUS policy.
- We support the offering of dual enrollment options for 2-year and 4-year institutions.
 - We recommend that a working model be found that will be consistent across the state.
- We support the continuation of the tribal history projects.
 - We support funding for the Little Shell Tribe to write its history. We recommend an appropriation of \$285,714 for the Little Shell. (The Little Shell Tribe was not included in the 2005 appropriation for tribal histories as they do not have a tribal college. The amount requested is the amount that each tribal college received in 2005.)
- We support state financial assistance to tribal colleges by:
 - increasing the funding for nonbeneficiary student funding to \$3,024 per eligible student (this amount was included in legislation passed in 2005);
 - including the nonbeneficiary student funding in the lump-sum appropriation to the MUS; and

- helping tribal colleges to secure additional federal funding through the Tribally Controlled Colleges and Universities Act.
- We support ongoing, discipline-specific professional development in Indian education within the MUS. The professional development should include instruction on how to teach American Indian students.
- We support the creation of a higher education Indian advisory council for the Board of Regents, similar to the Montana Advisory Council for Indian Education.
- We support the establishment of internships and the implementation of the teacher corps model in teacher education programs.
- We encourage the MUS teacher education programs to work with tribal colleges in developing a mechanism to allow Class 7 teachers to obtain Class 1 certification and vice versa.
 - We recommend an appropriation of \$1.5 million for incentive grants and a pilot program.
- We encourage better coordination between high schools and colleges utilizing career centers, contextual learning (linking college classes to real world careers), and cultural relevance.
- We support semiannual in-service programs, with some incentives, on cultural sensitivity for all MUS instructors.
- We support the continuation of funding for adult basic education and basic skills instructors at tribal colleges.
- We support the expansion of the charge and the membership of the MUS Indian Education for All task force.
- We support the alignment and integration of American Indian data, needs, goals, and strategies, along with recommendations, into the *MUS Strategic Plan 2006-1010*.
- We support the designation by the State and the tribes of an office or department that will serve as a resource for tribal histories, philosophies, religions, etc. on each reservation. This would be a place for teachers to go to get information on Montana Indian tribes. We recommend that tribal colleges be designated.
- We support the review of the MUS campus affirmative action plans.
- We support the inclusion of tribal representatives on the MUS Indian Education Council.

- We support increased state funding for higher education and lower tuition to make higher education more accessible.
- We support adequate funding for Indian student support services on all campuses.

MIEA Resolutions

MIEA Resolution No. 24: MIEA urges the Montana Legislature, Governor Schweitzer, and Board of Regents to support adequate funding for the Montana University System for implementation of Indian Education for All in all Units of the University System. *(Approved by membership 4-2-06 at MIEA Conference)*

MIEA Resolution No. 7: MIEA supports the State of Montana funding the seven Tribally Controlled Community College's non-beneficiary students at a level of equity with other state community colleges per FTE funding (\$3,024) as allowed in HB 16 and requests the Board of Regents to include this amount in their 2007 biennium request. *(Approved by membership 4-2-06 at MIEA Conference)*

NATIVE LANGUAGES AND IMMERSION SCHOOLS

We recommend to the Montana Congressional delegation, Governor Brian Schweitzer, Montana tribal governments, tribal education departments, Superintendent of Public Instruction Linda McCulloch, Board of Public Education, and Board of Regents the following proposals for action:

- We urge the Congressional Delegation to support efforts to revitalize native languages by creating a competitive grant program within the US Department of Education for language immersion programs in Native communities by enacting House Resolution No. 4766 and Senate Bill No. 2674.
 - We recommend a funding increase of \$2 million for the Administration on Native Americans within the Department of Education.
- We support efforts within the MUS to allow native/indigenous languages to fulfill foreign language requirement in core requirements.
 - We recommend that language within higher education policies, documents, etc. be amended to include indigenous language in all definitions of foreign language.
- We support state funding for language immersion schools currently operating within the state.
 - We recommend an appropriation of \$5,000 per student enrolled in a language immersion school. We estimate there are 100 students for total amount of \$500,000.
- We support the creation of an endowment fund for the exclusive benefit of language immersion schools.
 - We urge the State of Montana and tribal governments to establish the endowment and provide matching funds of up to \$1 million annually to encourage private/corporate contributions to the endowment.
- We urge the State of Montana to earmark some of the revenue from state school lands for language immersion schools and to dedicate certain state school lands for the establishment of language immersion school facilities.

- We support the establishment of a statewide task force to review the school accreditation process and the use of cooperative agreements for the future development and funding of language immersion schools.
 - We recommend an appropriation of \$20,000 for a 10-person task force to hold five meetings.

THANK YOU

Many thanks go out to all of those who assisted in putting on this Summit, both behind the scenes and in front of the microphone, as well as those who attended and participated. This report will be forwarded to the Montana Congressional delegation, Governor Brian Schweitzer, Montana legislative leadership, the Board of Public Education, the Board of Regents, the Office of Public Instruction, the Office of the Commissioner of Higher Education, Montana tribal colleges, and Montana tribal governments.

MONTANA INDIAN EDUCATION ASSOCIATION BOARD OF DIRECTORS

The Montana Indian Education Association (MIEA) is a statewide advocacy group for Indian education. MIEA represents all aspects of education with over 450 members, including teachers/faculty, K-12 students, parents, administrators, tribal educators, legislators, policymakers, and other interested individuals who want to make a difference in the education of Indian children and adults.

- Carol Juneau, Chairperson
- Thomas Brown, Vice-Chairperson
- Dulce Whitford, Secretary, Urban Representative
- Arlene Augare, Member
- Joe Arrowtop, Member
- Jake Arrowtop, High School Student Representative
- Bruce Meyers, Urban Representative
- Larry Blacksmith, Member
- Joyce Silverthorne, Member

PRESENTERS

- Ryan Wilson, President, National Indian Education Association
- David Ewer, Director of Governor's Office of Budget and Program Planning
- Susan Carlson, Head Start Director, Blackfeet Reservation
- Linda McCulloch, Montana Superintendent of Public instruction

- Dr. Sheila Stearns, Montana Commissioner of Higher Education
- Carole Falcon-Chandler, President, Fort Belknap College
- Joyce Silverthorne, Director, Confederated Salish and Kootenai Tribal Education Department

PARTICIPANTS

- Terri Adams, Fort Peck Headstart, Wolf Point
- Scott Anderson, Executive Director of Secondary Education, Billings Public Schools, Billings
- Bill Appleton, Curriculum Director and Federal Programs, Polson Public Schools, Polson
- Jake Arrowtop, MIEA Board of Directors, Heart Butte
- Joe Arrowtop, MIEA Board of Directors, Heart Butte
- Susan Arthur, Missoula County Schools, Missoula
- Arlene Augare, MIEA Board of Directors, Heart Butte
- Kishey Baker, Box Elder Public Schools, Box Elder
- Gail Becker, Assistant Superintendent for Curriculum and Instruction, Missoula County Schools, Missoula
- Dan Belcourt, Talent Search Counselor, Browning Public Schools, Browning
- Roxann Bighorn, Ft. Peck Tribal Council, Poplar
- Norma Bixby, Director, Northern Cheyenne Tribal Education Department, and State Representative, Lame Deer
- Carol Blades, Director, Title VII Indian Education, Billings Public Schools, Billings
- Larry Blacksmith, MIEA Board of Directors, Crow Agency
- Gretchen Brien, Talent Search Counselor, Lodge Grass Schools, Lodge Grass
- Erik Burke, Education Director, MEA/MFT, Helena
- Pearl Caye, Talent Search Program, Salish-Kootenai College, Pablo
- Angie Collins, Indian Education Specialist, Office of Public Instruction, Helena
- Rene Dubay, Talent Search, Office of the Commissioner of Higher Education, Helena
- Connie Erickson, Consultant for Summit, Helena

- Tom Facey, Teacher, Missoula County Public Schools and State Representative, Missoula
- Eric Feaver, President, MEA/MFT, Helena
- Dr. Merle Ferrier, University of Montana, School of Education, Missoula
- Vernon Finley, Board of Trustee, Polson Public Schools, Polson
- Dr. Walter Fleming, Director Native American Studies, MSU-Bozeman, Bozeman
- April Flores, Lodge Grass High School Board of Trustees, Lodge Grass
- Joe Furshong, Teacher, Helena Public Schools, Helena
- Quentin Gilham, Minority and Indian Counselor, MSU Billings, Billings
- Ann Guldborg, Wolf Point Public Schools, Wolf Point
- Dwain Haggard, Teacher, Hays Lodge Pole Schools, Hays
- Lynn Hinch, Indian Education Specialist, Office of Public Instruction, Helena
- Dennis Johnson, Teacher, Billings Public Schools, Billings
- Carol Juneau, Chairperson, MIEA, Board of Directors, and State Representative, Browning
- Denise Juneau, Director, Indian Education Department, Office of Public Instruction, Helena
- Norma J. King, Teacher, Hays Lodge Pole Schools
- Dr. Dick Kuntz, Assistant Superintendent Grades 7-12, Great Falls Schools, Great Falls
- Mary Lynn Lukin, Retired Educator, Browning
- Sue McCormick, Superintendent, Polson Public Schools, Polson
- Bruce Meyers, MIEA Board of Directors, Townsend
- Gloria Morgan, Teacher, Billings Public Schools, Billings
- Claudette Morton, Director, Montana Small School Alliance, Helena
- Leroy Not Afraid, Crow Tribal Legislature and Chairperson, Lodge Grass School Board of Trustees, Lodge Grass
- Arlene Parisot, Office of the Commissioner of Higher Education, Helena
- Kelly Parker, AIEU University of Montana, Missoula
- Tachini Pete, Director, Nk'w usm Language Immersion School, Arlee
- Debbie Quinton, Student, Blackfeet Community College, Browning

- Darwin Schaff, Assistant Principal, Billings Public Schools, Billings
- Joyce Silverthorne, MIEA Board of Directors, and Director of Tribal Education, Salish-Kootenai Tribes, Dixon
- Becky Sorenson, Missoula County Schools, Missoula
- Kathy Spotted Bear, Student, Blackfeet Community College, Browning
- Nancy Stiffarm, Director, Title VII Indian Education Program, Harlem Public Schools, Harlem
- Ellen Swaney, Office of the Commissioner of Higher Education, Helena
- Bob Tailfeathers, Dean, Student Services, Blackfeet Community College, Browning
- Theresa Taylor, Chairperson, Board of Trustees Polson Public Schools, Polson
- Alyssa Townsend-Hudders, Office of the Commissioner of Higher Education, Helena
- Frances Vandenberg, Language Teacher, Arlee Elementary School, Arlee
- Dulce Whitford, MIEA Board of Directors, Great Falls
- Dr. Bud Williams, Deputy Director, Office of Public Instruction, Helena
- Sandy Wilson, Havre Public Schools, Havre
- Viola Wood, Ft. Peck Headstart, Poplar

SPECIAL GUESTS

- John Bohlinger (Sunday evening), Lieutenant Governor, State of Montana, Helena
- Sarah Converse, US Senator Burns Field Representative (Monday)
- Jamie Jutila, US Senator Baucus Field Representative (Monday), Helena
- Monica Lindeen, US Congressional Candidate, Huntley Project
- Jan Lombardi, Policy Advisor for Education, Governor's Office, Helena
- Holly Luck, US Senator Baucus Field Representative (Monday), Helena
- Sharlene Snoddy, US Senator Burns Field Representative (Sunday Evening), Helena
- Anna Whiting-Sorrell, Policy Advisor on Families, Governor's Office, Helena

APPENDIX A

Letter from Senator Max Baucus

Letter from Senator Conrad Burns

September 17, 2006

Dear Friends

I'm sorry that I can't be with you for the Montana Indian Education Summit. I'd like to thank all of you for coming together to help make our education system even better.

Education is the key to the strong economic future. And we must arm our children with the tools and resources so they can be successful. As our world becomes more competitive, we must ensure our children receive a top-notch education so Montana can stay on the cutting edge of an ever changing world.

To help our children be successful in the work place, I've introduced the Education Competitiveness Act of 2006. This legislation would address many Indian education needs. For too long, Indian education has been brushed aside. Our education system will never be first class until every student has a chance to succeed. In my Education Competitiveness legislation, I call for more funding for Indian higher education, increasing funding for Johnson O'Malley grants, and increasing money for language immersion programs

I look forward to working together with all of you to help make sure that every Montana child receives the best education possible.

All the best,

Max

September 17, 2006

Ms. Carol Juneau, Chair

Montana Indian Education Association

Summit on Indian Education Policy and Budget Issues

Great Northern Hotel

Helena, MT 59601

Dear Friends:

I congratulate you for your planning and participation in this year's conference. I had sincerely hoped to personally attend this Summit; however, my obligations in the Senate make it impossible for me to join you today. Regardless, I want you to know that I am committed to supporting the efforts of education proponents and professionals, such as yourselves.

The education of our young people is ever changing. I have some concerns regarding rural education and how Montana will address the reauthorization of No Child Left Behind. Our reservation schools are struggling with this legislation and we need to take a look at how we can address those issues. Each and every child deserves the best education possible, and Montana has proven that we have one of the best K-12 education systems in the nation.

I will also continue to support and strengthen our tribal colleges in our state. Higher Education is key to the development and economic growth on our reservations. I look forward to increasing distance learning and technology in our colleges and universities, proving that distance and location is not a factor in education.

Like all of you here today, I remain committed to ensuring that all children have access to a free and appropriate public education, in Montana and across the nation. If there is anything that I may do, please keep in close contact. I and my staff are here to serve you. Thanks again for your commitment to your profession, to our children, and to the future of Montana. I look forward to reviewing your recommendations and working towards continually improving our educational systems in Montana. Again, thank you for the invitation and I hope that you have a great conference.

Sincerely,

Conrad Burns

United States Senator