

[Meeting attended, recorded, and transcription completed by Karen M. Rayman, Karen's Secretarial Services, Rapid City, South Dakota, all at the request of Wanda Johnson, NIEA, Convention Manager.]

NATIONAL INDIAN EDUCATION ASSOCIATION
Regional Hearing on Issues Related to the Bureau of Indian Affairs
Funded Schools/Bureau of Indian Education
Thursday, July 10, 2008 – Morning Session
Rapid City, South Dakota

OPENING PRAYER:

Paul Iron Cloud: I pray for our kids and I pray for the violence that's going on on the reservations throughout the country. That's a big burden on our people today. And, the National Indian Education, I would pray for them. And for those who give testimony here this morning, to give them strength to do this.

President Willard Gilbert: And, welcome to NIEA regional hearing on issues related to the Bureau of Indian Affairs Funded Schools/Bureau of Indian Education. This is the first of our five field hearings that we will be conducting throughout the country starting this year, within the next couple of months.

My name is Willard Sakiestewa Gilbert. I'm President of the National Indian Education Association and I would like to introduce to you Robert Cook. Robert Cook will be facilitating the session today. Robert Cook is President-Elect of NIEA. Assisting him will be Mr. Ryan Wilson, who is also on the Board of Directors for NIEA. In addition, we have Miss Lillian Sparks, Executive Director of NIEA. We all welcome you here today.

Today's issues will focus on school and construction maintenance, focus on "No Child Left Behind," AYP, Johnson O'Malley programs, schools, colleges, and universities – Indian schools, colleges and universities – teacher training, recruitment,

and also student transportation. So, at this point-in-time, I'd like to turn it over to Mr. Cook. [applause]

Robert Cook: Good morning, everyone. I am very pleased and honored to welcome you to the first of our four National Indian Education Association regional field hearings on issues related to Bureau of Indian Affairs Funded Schools/Bureau of Indian Education.

My name is Robert Cook. I am an enrolled member of the Oglala Lakota Nation and I reside here in Rapid City. I currently serve as President Elect of the NIEA. I would also – I would like to once again, we're really excited about hosting this first of five of these field hearings.

Founded in 1969, NIEA's the largest organization in the nation. It is dedicated to Native education advocacy issues and embraces a membership of over 3,000 American Indian, Alaska Native, and Native Hawaiian educators, tribal leaders, school administrators, teachers, parents and students. NIEA advocates for the unique educational culturally-related academic needs of Native students to ensure that the Federal Government upholds its responsibility for the education of American Indians, which includes educational quality and access. NIEA works with all tribes supporting innovative educational approaches. I am pleased that the NIEA Board of Directors and staff have moved very quickly to establish our regional field trip schedule. We hope to collect extensive, valuable information and creative ideas that will be central to our report.

Therefore, this hearing process is essential as we prepare to gather the information and draft policy regarding the educational, physical, spiritual, and emotional needs of our

children, as they prepare for the next generation to become leaders in their respective communities. This set of NIEA field hearings will encompass a wide geographically and culturally diverse area and will be valuable in collecting the data for all elements of its mission. We will be identifying existing issues and historical problems, identifying programs that will work well in finding ways to enhance their effectiveness, as well as exploring other options. We will work to ensure our treaty rights are upheld and we will stand strong with our allies to hold the Federal Government accountable for providing the funding necessary for our students to be guaranteed educational equity and educational success in their communities.

Each person invited to provide testimony will be allowed five minutes to submit their information, stories, or data. In order to maximize our limited time, please do not go over the allotted five minutes time frame. Brief testimony from the audience will be accepted and is highly encouraged to be sure your voices will be heard and shared. We will leave information on where to send your testimony when we conclude today's hearing. We will also allow time to for open "mike" from the audience. This isn't a question and answer type forum, but we'd like to invite you to come up and briefly share your story. We hired a transcriber who will record word-for-word everyone's testimonials in order to guarantee authentic authorship and ensure creditability.

At this time, I'd like to welcome our first speaker for today's hearing. Ted Hamilton is Executive Director of Oceti Sakowin Education Consortium, and also he's one of the leaders of the state's NCLB program. So, at this time, I'd like to invite Ted.
[applause]

Ted Hamilton: Thank you for the opportunity to provide information to NIEA concerning state of Indian education in our Region.

The Oceti Sakowin Education Consortium is a consortium of fifteen tribal schools and three tribal colleges in South and North Dakota. The Consortium provides a wide range of services to the schools, including teacher professional development, school improvement planning, board training, special education technical assistance, and collaborative hiring, early childhood programming and supplemental student service activities. The Consortium has been in existence since 2000 and currently has a staff of 17 and an annual budget exceeding 2.4 million dollars.

The reason I bring this up is that we are in every school in the state of South Dakota on every reservation and I wanted to lay that foundation to help you understand what I am about to say today. I want to stress that OCEC is not an advocacy representative organization. The schools that are members own us. We believe that our school boards and our tribal education departments should be heard in policy level discussions. We do provide technical support as requested relating to policy level decision making.

I would like to focus my remarks on three issues today that are currently at the center of our work. One is “access to qualified teachers”; one is the education quality with specific attention to No Child Left Behind”; and one is “partnerships and time.”

To begin, we are facing a critical shortage of qualified teachers in the consortium. A study conducted by OSEC in the fall of 2007 showed for every secondary opening, there were .8 applicants. Principals at elementary schools had an average of 1.2 applicants for every opening. The end result of this shortage is that, for the most part, if a

person is certified to teach and applies at a tribal school, they will get a job. The result for children is we are ending up with a faculty who may not be prepared to teach in a reservation setting or with Native students in an off-reservation setting. The schools have relied heavily on Teach for America as a stop-gap measure and though the dedication of these young people should not be disregarded, greater effort must be made for development of long-term teaching force.

We have recommendations for actions. We recommend NIEA increase efforts in acquiring funds for teacher preparation and recruitment for tribal schools. This would include easier student loan forgiveness for long-term service at reservation schools, increased grants for students in tribal college teacher education programs and increased funding for high school to college transition programs that promote teaching as a final professional destination.

We recommend that NIEA establish professional standards and guidelines for programs that do provide teachers to reservation and high Native American population schools. In particular, standards and guidelines that help define cultural competencies that can be used by principals to assess both new recruits and newly hired faculty.

A second area of concern has been the implementation of No Child Left Behind in both Bureau of Indian Affairs schools and state-funded schools regarding quality of education for our children. NCLB provides opportunities for tribes to have significant voice in assessing the quality of education for their children. Unfortunately, the past six years of implementation has seen a largely status-quo process regarding education for our children.

On the BIE-funded and operated side of things, NCLB has been poorly implemented. The BIE has not provided schools with timely procedural guidelines for all of NCLB activities. As a case in point, the BIE guidance document for schools in restructuring was distributed in July of 2007, a full five years after the first schools were identified in that status, and in the 2008 school year, the BIE did not follow the 2007 guidance documentation. Adequate Yearly Progress (AYP) determinations were made for South Dakota schools in April of 2008 for the 2006-2007 school year. So, they're a full year behind in making those determinations. A clear guidance process for waiving AYP provisions and establishing tribal provisions has not been created – has not been documented as is seen in our recent GAO study. A State Accountability Workbook has been created for the BIE without consultation with the tribes and without a well-documented peer review process that includes local input, which is clearly defined in the No Child Left Behind Act. In the case of the BIE accountability workbook, it is unclear what Peer Review process was used at all and, in talking with members of the Negotiated Rulemaking Committee, it was not their understanding that they had any input into that process.

In addition to the NCLB issues, funding for school maintenance has been restrained to a point where maintenance of facilities becomes a serious challenge. Add to this increased transportation costs, a lack of timely construction of new facilities and poor facilities development planning, we are looking at a system that has been consistently failing to meet the needs of our children. A case in point of this is the way in which facility square footage is planned. Schools are being built using a formula for failure. There is an expectation in the square footage formula that student enrollments will grow

based upon previous year enrollments. With the current dropout rate at 50%, schools face a very real problem of overcrowding. If they are successful in improving attendance and retention, they won't have enough space for the children who will be attending their schools. I was told by a counselor at Pine Ridge school that he was concerned that the school only had room for 350 students, but that due to a reform process, the school enrollment had reach 500 students. The implication of the conversation was that it was too inconvenient for the school to have these extra 150 students.

On the State side of things, it appears that each state varies in how Native students in public schools are served. Some states have developed standards and assessments in conjunction with their tribes while others have not. In our region, there is a need to identify in the recently passed Indian Education Act to assure funding for creation of standards and assessment that truly represent Native students.

We recommend that NIEA join the South Dakota schools in calling for a congressional inquiry of the BIA/BIE education system to be held in the Dakotas in August.

We recommend NIEA work with Congress to increase appropriates for school construction and to increase oversight to assure more schools are built using formulas for success.

We recommend NIEA work with the Tribal Education Directors organization (TEDNA) in development of tribal ordinances, policies and procedures, to enforce local tribal oversight of the schools, both BIA operated and funded, as well as State schools.

Finally, administering schools is a time consuming process. A school superintendent on the Pine Ridge Reservation can fully expect to begin their work day at

7:00 a.m. and finish their day by 5:30 in the evening. Added to this 53-hour work week are at least two monthly board meetings averaging four hours per board meeting, and a monthly two-day Oglala Nation Education Coalition committee meeting. Add to the schedule National and Regional conferences, required trips to the Southwest, and the average superintendent is getting two days per month, and works a 65 to 70 hour work week. It is little wonder that we have the turnover rate in the administrators that we have.

In our discussions about restructuring the BIE, it has come to our attention that we have way too many organizations and conferences to get everything done. I put into my testimony – the written testimony – a diagram that shows the multiple – one, two, three, four, five, six, seven, different Federal programs – Federal departments that a single superintendent has to work with; has to understand all of those departments. That school administrators must be versed in all these Federal and State programs, be aware of Federal legislative efforts of NIEA, NCAI, ACTS, as well as State organizations, in addition to local tribal and family political and personal issues. It’s an overwhelming job.

In addition to the complexity of managing tribal schools, administrators are faced with watching large amounts of money heading to organizations who are there to “help,” but fall well short of meeting the needs of students because they are often managing grants based – or contracted activities based without direct input and support of tribal schools or colleges. In South Dakota, we have seen millions of dollars heading to off-reservation organizations in forms of Federal grants and contracts that are supposed to assist Native students and teachers that end up providing very minimal support with very little tribal input.

This issue of how funding is spent to help the schools and reservation is critical, as Congress sees expenditures and assumes that the money they are appropriating is helping. One example of a model that is being attempted in South Dakota is the Gear Up program. This program was developed as a partnership between the State of South Dakota and the OSEC schools. As in the case with all partnerships, we had challenges at the beginning, but now we have a solid program serving thousands of students across nine reservations. The key element to this program has been the care taken to assure that all participating school boards were made aware of the grant requirements at the start of the grant, regular communication between the partners and the schools and a great deal of local control of grant activities. Unfortunately, this model is often the exception to the rule.

Our recommendation to NIEA is that whenever possible National Conferences be the venue for Federal Departments to present and attend to issues. The NIEA Conference and NISBA Conference are two examples of National Conferences that could be used as sharing platforms. This is particularly important as these two example conferences occur in October and July, two months where school is either starting or ending, and in months that have minimal weather-related issues so our superintendents can get there.

We recommend that NIEA develop guidelines for funding of projects to organizations and universities that provide services on reservations or in high Native American population school. These guidelines should provide program managers with guidance into assuring tribal development, management and assessment of programs that effect Native students. NIEA can also work with the Tribal Education Departments to

assist them in development of their own reservation guidelines, including development of Tribal Institutional Review Boards that will monitor research about tribal members.

That's – I've taken my statement, printed it off and given a copy to your recorder. Thank you very much for your time today. [applause]

Ramona Pedregon: Good morning, my name is Ramona Pedregon and I am a member of the Oglala Lakota Nation. I am the Director of the Oglala Sioux Tribe Johnson O'Malley program. I'm gonna give you some testimony and statistics from our tribal Johnson O'Malley program. This is my first time doing this. I'm kinda nervous. So, bear with me.

Enacted in 1934, the Johnson O'Malley program was a first attempt by the Federal Government to fund programs for the education of Indian students on an institutional basis. In the 1960s, the JOM program funded both the basic costs associated with academic programs and additional supplemental services for Indian children attending public schools. By the early 1970s, the Impact Aide Program was paying for basic educational expenses and the JOM program became a supplemental program for Indian students in the public schools. Through this program, a range of academic remedial services, culture programs, and services, were made available. In the 1970s, such programs became contractible by Indian Tribes and Nations and today all the funds are contracted through Tribes, Tribal Organizations, or State Departments of Education.

At the Oglala Sioux Tribe, our Tribe runs the Johnson O'Malley program. For sixty years, the JOM program constituted a separate appropriation within the Federal Budget Appropriations Bill. Things were fine and in the 1980s appropriations for the program were as high as \$32 million.

However, in 1995, the Bureau of Indian Affairs proposed transferring the JOM funds and program responsibility into the Tribal Priority Allocation, known as the TPA system. The TPA brought back to Tribes, including a number of programs, allocations and authorities, that were separate programs. The TPA system allows Tribes the flexibility to move funds between activities within the TPA budget categories to meet local and tribal priorities. However, the TPA as been used as a budget regulatory tool, always staying the same or even decreasing, thus, effectively limiting our community and services included in the TPA. Tribes in the JOM community resisted the proposed Bureau admission of the JOM program to the TPA. Because of the division of JOM as a separate line item in the budget for JOM, the JOM program has been in a state of suspended animation for the last ten years. Tribes in and other contractors under JOM have been frozen at the 1990 budget and funding figures since the inclusion in the TPA, and under the Bureau's plan, this will continue indefinitely.

In this year, September, we did a student – we fund JOM students in ten different schools – in September of this year, we had 4,816 students in our ten schools. In March, we did another count from the schools of 4,790. Just in those few months, it was over 300 students increasing.

However, the state of education activity has not been similarly frozen – the number of children served by the most JOM year-by-year in most cases. The numbers of eligible JOM children were serviced has gone up. Just as the number of children in general education system has increased. This means that Tribes and JOM programs have been forced into two equally bad positions. One, refuse to provide services for any children in excess of number funded in 1995 or provide services to all eligible children,

but limit the number and types of services to reflect the fact that some of the need is unfunded.

We – to care for each student on our program, they would receive \$45.62, with the funding that we receive. Most recipients have not refused any child services since it would be basically unfair to serve one child and not serve another and the choice would be impossible. Besides these children are our future and the need is so great. For this reason, many recipients have been forced to dilute their services to serve the greater number of JOM children. Tribes have used their own funds to augment the Federal funding, but Tribes do not have funds to do this in most cases. And, to put a program, which is essentially a Federal Trust responsibility [inaudible] funds for other tribal needs.

The answer to all this would be to reconstitute the JOM funds as a separate appropriation budget and remove it from the TPA and fund it according to need. To support such a move, we need an accurate and up-to-date vision of the ___ program as it currently exists.

The Oglala Sioux Tribe Johnson O'Malley program currently has 4,790 students enrolled in ten different public schools. We have had an increase of over 300 students. However, that enrollment in public increases weekly, so this number changes on a weekly basis because of the open enrollment. Our concern for these students is that if JOM does not exist, what would happen to our Native American students in a public school system? We have seen the grade point average of many of our students increase with our assistance by providing tutors. We have seen more Native American students graduate from the public school through the efforts and support of the Johnson O'Malley program. We have seen less of a dropout rate from the Native American students

because of the support they receive from JOM. Whether we are assisting them purchasing athletic shoes or equipment, this type of support is keeping the students in schools so they are able to compete with their peers and when we do this, it helps with their self-esteem and when you have good self-esteem, it helps you in every aspect in your life.

We have also provided assistance for those students who need summer school so they can advance in their academics and also compete with their peers. This has been a great impact for our Native American students in the public school system. We have seen more Native Americans soon able to graduate and attend college or Vo-Tech because with the assistance of the JOM program, they were able to compete with their peers. Without JOM, we can envision our Native American students dropping out because they will not have the support of JOM; also, the No Child Left Behind Act will be greatly impacted because of the increase of Native American students will drop off.

One of the saddest aspects of Indian life in the United States is the low quality of Indian education. Dropout rates for Indians are twice the national average.

That was my testimony for today. [applause]

Janis Richards: Good morning. [Native speak] Thank you. I, uh – my name is Janis Richards, I am a member of the Oglala Lakota Nation and the President of the Little Wound School Board on the Pine Ridge Indian Reservation. I would like to greet all of you this morning and I've asked my Elders that are here and Chief Iron Cloud here to forgive me if I said anything out of line.

The Indian Education Act of 1972 allowed alternative schools to begin and with this Act, local leaders in Kyle, South Dakota, began a new vision for Little Wound

School. This year, Little Wound School celebrated 30 years of local control. We are a K-12 school serving seven districts, Medicine Root, Eagle Nest, LeCreek, Pass Creek, Porcupine, Wounded Knee, and Wakpami. We have an enrollment of 900 to 1,000 students each year.

Our challenges are despite many, many of our successes, we are faced with challenges, and one of these challenges of gas to run our buses for school I know you are all aware of our conditions on the reservation and the rising cost of gas prices has only hurt our schools with budget shortfalls.

Let me give you some information of what a day is like at Little Wound School. We have 13 bus routes per day, in which these buses travel on an average of 1,575 miles per day, for the morning and afternoon. For the 2007-2008 school year, our buses traveled 267,750 miles for the regular bus runs and this is not including our activity runs. We run seven buses each day for after school activities, with a total number of miles traveled for activity runs; academic field trips, athletic trips, medical trips – for in a month, 106,083 miles. The amount of diesel used between August 2007 and May 2008 was 40,105.3 gallons; in unleaded gas, we used 22,067 gallons. The cost of diesel alone for this one year was \$196,774.80.

Our transportation shortfalls due to under-funding for the past five years has had tremendous effect on our budget. For our 2007-2008 school, we were funded at \$642,600, where our actual – and our actual cost expenses for this year was \$813,011.15, with a shortfall of \$170,411.15, which we had to take from ICEP dollars to cover the cost of our transportation.

Being a K-12 school, our challenges are somewhat different in many aspects and transportation is one of them. We have – we are a K-12 school, we have elementary, middle school, and high school activities school; tutoring programs, enrichment programs, and athletic programs each day. On one day, we can see our buses from the Middle School – the boys traveling to another district, the girls traveling to another district for basketball games. We have our high school girls traveling to another district and our boys traveling to another district, and we also have tutoring and other activities going on after school.

So, you can imagine the planning and organization it takes for our school and the cost of all the traveling for all these programs for our students there at Middle School. Our struggles are often harder to explain and what we are doing is more difficult, and that is requesting changes, and asking NIEA to support and changing policies and the funding formulas. As system that has – which is not helping our schools – is currently in progress right now – a system that has failed to meet the needs of our schools and the system determines what we, as schools, have to cut in order to make it through the year.

The wear and tear of our vehicles from off-road roads is increasing as families are moving back out to the country. These roads are not maintained and during the winter months, our buses cannot get in and out of these routes.

Recommendations: We would like to see funding from the Bureau for after-school activities. Increase the rate per mile due to the rising cost of diesel and gas. If the Bureau funds our activity runs at reasonable rate, we believe it would be sufficient enough to run our transportation department. For example, for 2007-2008, we traveled a

total amount of 373,833 miles for the year at \$2.61, our current rate. This gave Little Wound \$975,704.13.

No Child Left Behind has imposed many, many requirements towards schools, but the funding to pay – to meet these requirements has not matched these mandates at all. At Little Wound School, we work hard to meet the needs of our children, but what No Child Left Behind hasn't recognized is that the system is failing our children in our schools today. [Native speak]

Deborah Bordeaux: Good morning. My name is Deborah Bordeaux. I'm an enrolled member of the Oglala Sioux Tribe and I'm the Principal at Lone Man School on the Pine Ridge Reservation. Um, Lone Man is a BIA Tribal Grant school. We have been, uh, in existence as a Tribal Grant School for about 35 years. I can trace back to the treaties, uh, the Fort Laramie Treaty, Article 7, says that "there will be one school per 30 children," and on our reservation, they literally built one school for every 30 children and they numbered them. So, there's Number 1, Number 2, Number 3, Number 4, etc. Lone Man School was formerly Number 5 and, uh, after they discovered that that was not the best way to be educating children, they consolidated, so we had Number 4, Number 5, Number 6, and Number 27, that had become Lone Man School. So our school dates back to those times.

And, that's where I wanta begin. I think it's very important to remember our treaties. These treaties were made and are the Tribal Nations, who are very individual, unique, sovereign Nations. This is the base of a unique identity and status of being a Federally-recognized Tribe. The treaties and Federal response to the treaties – and the Federal Government's response to treaties creates Indian education. Statistics state that

90 percent of Native American Indian children are in public schools. These children – these students can be recognized as Native American Indian children because their tribe – because of their tribe. It is imperative to remember tribal governments. They must be included in the decision making process for Indian education and one way that that can happen is through Tribal Education Departments. So, it's very important that funding be made available for Tribal Education Departments in order for, uh, that process to continue and to include tribes in that decision making process. It is in the law and it's never been funded and I think it's very important for that to be funded.

On the Pine Ridge Reservation, we have six Tribal Grant Schools, one BIA-operated school – and I keep saying “BIA” and I know they've changed to “BIE” – and I can say that forever, so – I'll try to remember one of these days.

We have one parochial school system and a public school system. We recognize that our students move from school-to-school. One year, they may be in a Tribal Grant School, the next year at a public school, and the following at a parochial school. So, we recognize the need to work together and have the organization on our reservation to support one another – it is called the Oglala Nation Education Coalition. This organization gathers data to promote success for all our schools.

They've created a list of issues that need to be addressed. The first, Facilities Operations, maintenance funds for BIA schools; and, these funds are constrained by 54 percent. And, the easiest way that I can think to explain this is the funding that we receive under Operations is to pay our utilities. Let's say that I get a light bill that's \$100.00 for the school, I only receive \$46.00 from the Federal Government to pay that light bill and I have to come up with the other \$54.00 on my own, and I don't know

where to do that from. I get in trouble if I take it out of ISEP or if I take it out of Administrative Costs. And, Administrative Cost is constrained, as well, by 4 percent. They give us less money to operate on than what we're actual – what our actual costs are. So, we need to have operation and maintenance funds funded at 100 percent, not at 50 – 48 percent.

Under Transportation, I think Janis explained this really well.

Another area that is of concern is construction. OFMC has no regulations about construction. There has been no request for funding for this – for the construction for this and one of the things that has been under the, uh, No Child Left Behind, that OFMC was directed to have negotiated rule process to develop rules and that has not happened. And, I – somebody needs to make that happen. I don't know who.

Um, the other area that we have a concern about and through the direction of our Tribe, is the reorganization that's happening under the Bureau of Indian Affairs and Bureau of Indian Education – and our, our Tribe, along with several other Tribes has filed a lawsuit with the Federal Government and we have come to an agreement and we are working on a – we have a work group where we're sitting down and talking with, um, the Bureau to determine what, what's going to happen. And, we have a draft that we've developed in how we think that education system look for the Bureau and we're asking for support in that process. It's a GAO report that just recently came out, supports what we're saying should be happening with that. That the services for education for students should be at the local level and if there's going to be any success for any of our tribes, then the Education Line Offices need to be maintained and the services there, and

Albuquerque office needs to be decentralized and all the services that are there need to be at the local level and they need to have them there.

Um, another area that we have a significant concern about is funding to teach the Lakota language and that, um, one of the things that was talked about this morning, uh, was finding the best practices and ways to teach children and there needs to be a res – one of the things that I think needs to happen is that there needs to be research at the local level, and I think that the Tribal Colleges can do this and support what could happen and bring to their area the best practices for their place. We are not panned Indians as some people believe – that we're all the same, we're not. Um, we're all very individual Nations and have a unique identity and need to be able – we need to be able to show that. Thank you. [applause]

Chris Bordeaux: [Native speak] Chris Bordeaux. [Native speak] I think you all know that's what I like to finish with, but I'm born-again Oglala. [laughter]

Um, I would like to call up our education – Oglala Sioux Tribal Education Committee Chair and give her a few minutes of my time. I only have a few statements to make while she's makin' her way up her. So, Carol, start tryin' to get up. [laughter] Okay, you can go that "mike."

Uh, one – a couple statements I had today is on No Child Left Behind. Um, it's such a big deal, but the accountability is really good, but in reality what runs these schools we all know is money – funds. And, No Child Left Behind that all schools have, especially our Tribal Schools, is only one-third of the budget. The BIE-BIA can't tell Tribal Schools what to do. But, under No Child Left Behind, that's what they're tryin' to do. They're tryin' to control ISEP funds through No Child Left Behind. And, that's one

of the reasons why with the restructuring happening, we sued ‘em. We sued the BIA-BIE and we won. And, one of the things that we’re proposing and we’re submitting those drafts today to the, uh, Tribal Chair – Tribal Chair Association – is we want to dismantle Albuquerque and move all of those people to the line offices where they belong. And the Tribal Chairs have gone on record of moving everything back to the reservations under the Agency Superintendent. And the GAO report – if you don’t have a copy of it, get it – because that’s what it says is goin’ on – that BIE is not helping us. They’re not helping us. And, with that I’d like to turn the floor over to Carol _____, and thank you.
[Applause]

Carol _____: Good morning, everybody. Forgive me if I sound – my Elders – before us and behind us. I want to say good morning to my Aunt Mary.

I am the Education Committee Chairlady of our Tribe and, um, this my first time and it is for two terms and it is a challenge for me, but I followed the lead of my son-in-law who went for many years also. That’s when I was with the Head Start program. We talked about the Tribal Education Department for the Oglala Sioux Tribe and I think it’s been most of 30 years, I would say – I’m not that old, but – [laughter] like Chris, the guy before me. [laughter]

The discussion has talked about the Tribal Education Department, that there was a need to help the schools and for people, you know, legislators – to speak for our students and there was a great concern. So that was my priority for the administration, too. And, with the help of the ONEC schools – for accomplishments for the general educational field. One of the other biggest challenges was the JOM program and the _____ programs. The programs that were being cut.

And, these are the things that are really vital to the education for all children and yet, though, the No Child Left Behind does not allow for funding to enhance the services that are supposed to be available to our children. It cut services that were very important for our children. And, Lakota language is really important to all of us and that's one area that all the schools, I know, are starting to look into the immersion of a Lakota language into our schools and that's where we really need funds and, so – it was touched on earlier by Ms. Bordeaux about the dropout rate and again we go back to all the things – the services that, um, the program provided to our children. We see graduate – school benefits from programs, such as Johnson O'Malley. We see our students who are talented and who are scholarship recipients come from Johnson O'Malley program and, you know, there's just too much that Johnson O'Malley and other educational entities have provided to our children and yet the Bush Administration has, you know, took away that funding – as for them, you know, there's the No Child Left Behind, but that's exactly what happened. The children across the nation were left behind and we need to do something and that's where the failure comes in because of the money not to correct educational tools and the environment our children needed to accommodate themselves.

Um, back to Miss Bordeaux, and [what she mentioned]. I did a calculation of this before. According to our treaties with the Government to be held up to their responsibilities – at the Oglala Sioux Tribe we have close to 11,000 students – that's pre-school clear through college graduates and students, we would've had 500 and some – 357 schoolhouses according to the treaties – schoolhouses – and one teacher, per 60 students.

You know there's a lotta things the Federal Government has not lived up to their obligations and so I think if the NIEA – with their support and with all the tribal people supporting each other, we could get, you know, more funding legislate and arbitrate for our children because that's where we need the money and then we could say we have left no child behind. Thank you for giving me this time. [inaudible] Always remember, you give someone – they come to your home, you give them water or you give them something to eat. [inaudible] My mother also taught to – I lost my mother, it's going to be a year in August, I just thought I'd stay back and lay low, but when it comes to education, you know, I need to speak for our children, I need to speak for my children, my grandchildren, and those yet to come. I thank you. [applause]

Paul Iron Cloud: Good morning to each and every one of you. I want to say good morning to our educators from Pine Ridge Reservation and the School Board from other reservations and also to NIEA Board for, for holding these field hearings.

You know this is what has to happen in every entity within government. They gotta go out and start hearing from the people – when you set in the Congress, when you set in the Senate – I don't know, when I was in politics, I was in there for seventeen years – and I used to really get after 'em because they need to go out on the reservation and actually see how we live. And, it's – sometimes, they wanta do it and then a new term gets in and – the big thing I wanted to mention to guys is that election time, that's when everybody's talking treaties. And, when we get in – when the government settles down this next – what is it November, we have elections – the government is going to renege on treaties, I know that for a fact.

We talked about treaties, I know I stand on treaties, my ancestors stand on treaties and that's a supreme law of the land. We gotta remember that. But, I wanted to talk about – I'm Paul Iron Cloud, I'm the Chairman of the Porcupine School Board. I been the Chairman of the Porcupine School Board for four years. And, this last few years, it got tough during the Bush Administration. We had to take cuts in about everything we looked at. And, we had good audits the last few years, but this year, BIE is – is not saying that we could use ISEP formula, the ISEP dollars, to subsidize transportation, facilities, whatever what we need. And, to do that, it's gonna really cripple our schools throughout this reservation, throughout other Indian Country. And, that really burns me up. I know they just do it, cause some schools, from my understanding, they're slappin' their hands. And, like we had good audits these last three years. This year, we're gonna be – they're gonna slap our hands for using ISEP formula to subsidize us.

And, our, our transportation, well, I'm gonna go with facilities first – and we do have a good school that we're buildin' right now and we'll be able to move in that in December, hopefully. I think we set a record in building a \$15 million school. Uh, that – I had, along with my School Board – I was in Washington when Tom Daschle was a – when he was a Senate – when his was the Minority Leader – and he had Porcupine School on the Senate floor – I was right there in that gallery – when they brought Porcupine School up. So, I have a lotta respect for Tom Daschle in that area

But, I just wanted to kinda give you some numbers on facilities – 2006 and 2007 – our heating bill was \$73,000 – we were gettin' that fuel at \$2.72. Propane – 2006-2007, was \$3,519.06. Electricity -- \$41,847.88. Supplies were \$22,000. Solid waste was \$9,000. And, the total revenue that we got for facilities was \$302,049. The total

facilities expenses for that year was \$392,882.94. The total facility shortage that year was \$90,000. In 2007 and 2008, it was \$77,941, an increase of \$4,915.68. For our propane, it went up to \$19,000; increase of \$16,000. Our propane went up to \$44,407.81. Our supplies in 2000 – 2007 and 2008 was \$37,908.33, an increase of \$15,000. Solid waste -- \$14,850, an increase of \$5,327. Total facility revenue we got 2000 – 2007 and 2008 – total facility revenue was \$339,084. The total facility expense was \$521,000. An increase – I don't know what that increase is, but it's about \$182,000 shortage for our facilities. \$182,000. Now, transportation – you know we cover the reservation, too, I think we go to Martin, Kyle, Porcupine, Manderson, and Wounded Knee. We travel a lotta miles.

In 2006 and 2007, on transportation, we spent \$69,716. Gas/diesel, \$69,716, unleaded gas was – at \$2.92 a gallon – was – oh, that's was 2007 – \$2.97 per gallon and diesel was \$3.45 per gallon. So total transportation revenue was \$221,500. The total transportation expense was \$369,000. And, I got these numbers to put on record and the total transportation shortage is \$148,000 – 13 dollars – that's a lotta money that we're on the shortfall and that's why, you know, I really depend on the tribe's government to lobby these dollars.

You know, when you go to Washington, D.C., who do they listen to? They listen to Tribal Chairmans, or whoever it is – I know we go to Washington and we, we testify, we lobby, on different issues, but who really can make that turnaround is Tribal Government. I've learned that over the years. I was on the Education Committee back in the 1800s, I guess [laughter] – but, we played a major role helping schools get funding and it was exciting, but it looks like this last few years, it's cut, cut, cut. And, if we don't

get something turned around here, I think we're gonna – it's gonna be a disaster, cause, there's, there's – we got more kids than we ever had.

But, I think I'll just quit right there and I wanta thank you for this time and hope that I've made some sense even though I was in the 1800s. [laughter] [applause]

Beverly Tuttle: [Native speak] I also wanta say I'm the – they say they save the best for the last [laughter]. Um, I just want, um, introduce myself, um, my name is Beverly Tuttle. I, um, my Lakota name is [Native speak] and I [Native speak] – I'm from [Native speak] as a School Board Member and I also want to recognize all the School Board members that are here. I just wanta say that as the President of the Oglala Nation Education Coalition, I am really honored to serve in that capacity and, and in my voice today, I want in the record, as I speak for – I'm going to name every individual school and that is – I'll start with Crazy Horse School, Little Wound School, American Horse School, Porcupine School, Wounded Knee School, [Native speak] Lone Man School, and, uh, St. Francis Indian School. I want you to know that St. Francis Indian School has joined empowerment forces with us on our, um, educational issues because they have come to a point where we have to have a concerted voice and that concerted voice brings me here today and with all that is being said here today from all these panelists here, is so very true.

I don't wanta go over every individual, um, issue that was mentioned, however, I do believe that transportation and facilities has been at the top of the topic issue. Every month, and all of these schools that I have mentioned have – you heard Paul Iron Cloud talk about the expenses – expenditures of our school at Porcupine. I'm sure it's even higher for the bigger schools, cause we're just a little and they're also getting a new

school at Porcupine School and our facility costs are gonna increase even more. Right now, we only have one custodian and a half and that bigger school is a two-tier building and we can no longer take dollars off our ISEP funding to use for custodial funds and I'm sure that's clear across the board with our other schools. We get [marked] on our audits as a disallowed cost. I think that's so very unfair because – we talk about the No Child Left Behind Act – the No Child Left Behind Act does leave children behind according to our standards.

They are not looking at the environment that our children have to live in. We, as school board members – I honestly and truthfully say have regard for the [Native speak] – that's the Holy One, the Holy Child. We truly regard that child as that because we want the best for them – high standards, too, but it has to be done in a culturally development way. It has to be the standards of what our Nation – our Tribes are. And, I believe that when we talk about the No Child Left Behind – as Carol has mentioned – we are leaving children way behind because we are so booked into documenting progress – progress of academics – not that our children are dumb, they're very intelligent, but I also want to express a piece there that is very critical to their learning – is the trauma that they are suffering from. Many, many of our children are suffering from trauma. They come into the schools – to the classrooms – and I hear it from the teachers across the reservation – you know, if you have a suicide in your, in your community, that effects the whole community. But, these little children are probably wondering, oh, you know – if it's one of their relatives, you know, they don't even know what happened, but there's a loss there. And, that's something that we're very, very sensitive to, is we're finding out that we need to have an assessment tool in our schools, too, as well. An assessment tool that

determines the level of trauma that our children are experiencing – along with the Lakota language – those need to go hand-in-hand, but a holistic concept, spiritual, physical, mental, and emotional – they have to have all four in order to be in that classroom to express their successes as they are in the school. And, a lot of these children are transient and deficit – many of these children are in foster care, many of these children don't have anybody to go home to – they don't have the stability – it's not their fault. It's not the school's fault.

We have to accommodate these children's needs. I have to mention, I was very – I would say naïve – when I first became a school board member, because that was the first thing I recognized was in our children's learning, we have to have it like a Head Start program – recognizing all these four aspects of the children's learning. And, I asked one of the BIE people if perhaps they can look at sending more funding to our schools and, and helping us for technical to address these traumatic needs that our children are experiencing, and he said “we're not a social service agency.” So, that told me right there that, you know, they're truly, just truly academic – mainstream academic, and, I think, with our tribal schools, etc., we are unique. We are very unique. We have our Elders, we have our, um, [Native speak], and, um, in our tribal practices, we look at them as being somebody who could always look out for them. You know, they say, it takes a village to raise a child, it truly does. And, I wanta say, too, that, um, as ONEC Chair, I think that I would like to recommend that we do truly go and ask for more dollars. I was – I informed, I already had the honor to visit with them on Tuesday and just the way we work with the language – we're getting – we're trying to develop the language, we need the dollars to do that. And, right now, it's being misinterpreted to me

the way I see – we don't really have a thorough, thorough communication, I guess – to me, to do this, you have to be onboard – be onboard all the time. The conversation has to go back and forth. Right now, it's kinda – there's a gap there and I think the communication – maybe, maybe that's not the expectation of American Indian Education, but it sure is of us. We have to keep those lines of communication open good and clear in order to get business done and I think that's our – that's a respectful way from our administrators – our school boards are very, uh, very intelligent, they're very educated. Our administrators, I would like to say, I'm very proud of. We're the ones that can take the local control.

I just wanta share something historically that happened to us at Porcupine School. We were the first – there was two schools – Porcupine and Wounded Knee school that took corrective action before the No Child Left Behind Act even came along – we were really severely deemed and we didn't even know what happened to us. That's how good the communication was. They didn't tell us, we had to [inaudible] and I was a school board member and I looked it up – I didn't know that – they announced that we were in correction action. That communication needs to be happening in a very professional way. I think we need to have very, very, um – probably catalyst in there so that we can go and I think, um, the National Indian Education Association can be a strong catalyst for us and I think ONEC be that catalyst for the reservation Federal Grant Schools.

And, if I forgot anything, I just want to say again, I think trauma is probably the biggest – one of the biggest barriers that our children are not learning from. Just last night, we had a traumatic, um, killing on our reservation. Now, that first thing I thought of is that those children from that family, how are they? What are they going through

today? You know, we should have year-round – the schools are the hub of the community. It truly is, we have wakes, we have feasts, we have everything that goes on in there. We need to have, um, that going on year-round and, I think, the more funding we have to address those trials – that’s going to be the way we’re gonna go for the future. We need to make it work for us. We need to not make it work for them – for just the “No Child Left Behind” – it’s a bill – I think that is – something that I would really like to address is that over 50% -- 50% of our children are 18 and under and somebody mentioned here about where we gonna go for the future, what are we gonna leave for these children. We need to leave something solid and that’s the treaties. We need to truly express the treaties – I’ve not heard that word for along time in anybody’s talks at the meetings – treaties and they also look at – they’re always ready to terminate us. My grandfather told me that – when I was just a little girl – I knew the word termination then. It was scary, so I will end right here and I’m gonna say thank you. [Native speak] [applause]

Ryan Wilson: We’ve reached the point turn to the words of those of you who have joined us as well and, if you’d like, we’re gonna go ahead and have open “mike” behind that one in the center. We would ask you again to summarize your comments and, uh, you don’t all have to jump at once, but I – we, we’d like to provide that opportunity again. Please – when you get there, you’ll state your name and also where you’re from and you’ll be allowed to express yourself that way.

But, um, you know, I wanted to say a few words, Relatives. My name’s Ryan Wilson, and I wanted to acknowledge – you heard our President, Dr. Gilbert – he’s the President NIEA – you also have a position that we call President-Elect and that’s our

incoming president, and that's Robert Cook from our Tribe here. Everybody give him a round of applause as well. [applause]

He is one of the organizers. And, then our Executive Director was from the Oglala Sioux Tribe, as well, and she's a little bit Rosebud, too, and, uh, it's Lillian Sparks – can you give her a round of applause, as well. [applause]

For those of you that know me, know that I'm Oglala, as well, and I always like Chris being surrounded by Oglalas – his everyday life experience and I like how he always talks after his wife, too, makes sure she gets the “mike” first. [laughter]

That's, uh, -- you know, 40 years ago on our reservation, Robert Kennedy came out and his family and there was this incredible hope, this incredible energy feeling. You know that's the same time I was born so I wasn't there, this is what I'm told by our people. And, uh, he worked with my Uncle and my Uncle was Chairman of Tribe here, too. Great hope for Indian education. And, there's this kind of – when his life was taken away, it was almost like a lot of those dreams were, too, but things got a little better, they got better and they kept pushing and they kept progressing.

And, I was eating breakfast with my Uncle – Grandpa, actually – Dr. Jim Wilson – this morning, and we were talking about all this progression in Indian education. And, nobody's done more for Indian education than him. And, what, what message he wanted to send – he doesn't come talk in public anymore, but he said, you know, we can't give up that goal, we can't give up our dreams. We can't give up the feeling that great things that can happen for our people and we have to fight these everyday fights.

We've heard all the funding, the budget issues, as well, but we can't give up that dream that these schools could become some of the best in America. That our own

children could become some of the best educated in America – from our own schools. And, he talked about those things and he just wanted to share that a little bit.

On the NIEA side, we had a debate within our own board, should we even do this, you know, would this be giving Indian Country false hope by bringing ourselves together and by evidence of your presence here today – that’s a falsehood – every time we get together as Native people, as Tribal people – and I mean no offense to other tribes – but, especially the Northern Plains people, this is where these great ideas come from. This is where all the leadership has come from in Indian Country. We want to start these hearings here. We heading down into the Southwest – we’re going to be among our Pueblo relatives and our Navajo relatives in a few weeks and we’ll be doing these hearings down there, as well. We wanted to start them here. Because as you’ve heard, these treaties – these Treaty Schools, as we call them – these rights, we believe are scared documents – and the Bureau of Indian Affairs is the conduit from the, uh, United States of America, from the President down to the Congress, where they express that relationship with us.

One – we heard comments, too, why are we focused on BIA and BIE schools, if only 10 percent of our 600,000 children are going to these schools. The reason why is very, very simple. This is the single largest venue where we can make an impact on the lives of these young people where we can still maintain tribal control of these schools, where intellectual sovereignty can be protected and expressed and that relationship, that sacred relationship that we have with the Federal Government can continue on. And, this is why we have to do this. This is why we came together, this is why we have these hearings.

And, four years ago, we started another, um, effort – it wasn't – it was three or four years ago, but it was to conduct our field hearings in getting geared up for the Elementary and Secondary Education Act – we know it as “No Child Left Behind” – it's a fancy word that our president plagiarized from the Children's Defense Fund. But, the idea was, are we gonna allow – when that Act is reauthorized, are we gonna be caught in a reactionary mode again? Because when, when No Child Left Behind came into law, Indian Country had zero, and I mean zero, input on that and it's reflected on how it's been implemented. You've heard a lot of the challenges. We said, we can't every allow that to happen again and us as Indian educators should be raked over the – raked over the coals, for allowing that to go through without impacting it and we said at NIEA – it was the young people at NIEA – we said, never again. No, we didn't allow it to happen. So this reauthorization process, as a result of those hearings – we gather sometimes – we get all these ideas and we wonder what happens to them.

Well, as a result of those hearings, we produced – we produced a document, we produced a report on, on No Child Left Behind in Indian Country and its impact and then we, we advanced our own recommendations for that Elementary and Secondary Education Act reauthorization. And, we're so very proud to say that in the base bill, almost all those recommendations are in there now. And, this is what your leadership has done. We've had great years at the Washington, D.C. We've had great leadership out here in Indian Country and this is what we're talking about in our partnership and everybody has to work together to make this happen. But, we're not gonna stop with those recommendations and we wanted to focus on this unique school system. It's the

only one in America, there's nothing like it except the military schools – with this unique system – and what can we do to impact it, to make it better.

So, I wanted to just share those few words with you, Relatives, and say kinda – a little bit of the history that precipitated why we're all here right now today. I would also like you to come back for the afternoon session after we're done here and some of our tribal leaders – the Great Plains Tribal Association is meeting just a few feet away from there and they'll be coming, as well, to provide their input, their testimony, too, but we thank the panelists. We say [Native speak] to each and every one of you. Thank you for your time. You know, please stay with us as we hear, you know, as we open the “mike” up, as well.

We also have representatives from the Bureau of Indian Education here. We thank them for coming. We thank them for listening, as well. These types of public forums are no reflection on them as individuals or the departments they work in, it's just our idea – our creation of a venue to help make things better for our young kids, so we say, you know, thank you, as well. And, at this time, we'll go ahead and turn it over to our open “mike.”

Kimberly Hiller: Okay, thank you, my name is Kimberly Hiller. I have a daughter who is six years old. Her name is [Native speak], and she attends the Wolf Creek Elementary School, um, here at Pine Ridge. I would like to ask everyone this, um, question. Can you please raise your hand if you've been involved in education issues for more than five years? Okay. Those who have been involved for more than ten years? Okay. How about twenty?

Okay, but my whole point is that, um – and it's very interesting to see Janis Richards up there because, one year for _____ and AHEC, we were doing, you know, No Child Left Behind and we came up with four solutions, you know, and the point that Native people need to come together and start critically, you know, start thinkin' outside of the box and especially our reservation, the Pine Ridge Reservation, the majority of the students have a lotta of diversity and uniqueness to them, but I don't think we're going to fit into the normal mold of education, you know, and I think that everyone in here and the thing I haven't heard is the importance of art and music in our education system. And, art education goes hand-in-hand and it's a natural ability for a Native to express themselves and you've heard about all our traumas that these students go through, but, um, it doesn't have to be an issue, it could turn into a positive thing with art. It's another tool to let them express themselves. So, I would really like to see on the reservations, uh, art and music alternative schools for the students that don't feel that they could go back to school specifically after they drop out, and, um, I would just encourage you to continue the fight and, um, as a parent, I would like to see, um, more interest in getting the parents encouraged and I would thank you for listening to me. [applause]

Ryan Wilson: Thank you.

Mary Fire Thunder: Good morning. [Native speak] I want to say that I have lived here in Rapid City since 1936 and have followed the education system primarily because I had 10 children that went through the education system her in Rapid City. One of the real primary concerns was the fact that they learned how to talk and speak French instead of Lakota and that really bothered me because, at home, when they come back and they say something in French, I get upset, and I think that one of the things that they

said in the 1868 Treaty that they was gonna give us some education for our kids, and I think that they need to carry on and do those things and give us the money for it so that we can have our kids educated as well.

And we do need some Indian employees in our education system in Rapid City because I think we have maybe one or two that are in the education system here in Rapid City and that is far too less than I could imagine or anybody could imagine. And, it's a fight all the way, because we have only one Indian representative sittin' on the School Board, I think they need to make some – allow some more Indian parents to sit on that Board.

But, those are the types of things that you have to fight the system about. They more or less don't listen to you anyway. The other thing is they get our money, they distribute Indian education monies to this district and they distribute it to other things – they use it for other things. And, I think that somebody needs to look into that, I really do. And, I confront them all the time. [Native speak] I have this lady has been fighting with us all the way. She's been good support. Hazel Bonner is her name and a lot of you know her. Well, she has had a lot of statistics that she needs to read off and tell you what we have in front of us. [applause]

Hazel Bonner: That was Mary Wright, she's been involved with the school system here ...

Mary Fire Thunder: Fire Thunder, okay. Mary Fire Thunder. [laughter]

Hazel Bonner: Yeah, she's been involved with the schools system here for over 40 years, um, I've also been involved for 30 years with the school system right here in Rapid City. I want to share some information with you.

We spare no money to lock up our kids. We spare no money to lock up our kids. That is very sad. Um, I have a copy of a letter, right here, provided to Judd Thompson, from our prosecutor here, seeking that four Indian parents be arrested for failing to send their child to school. They had not missed that much school. And, the parents corrected it, but they were arrested. I have the letter right here. [inaudible]

But, they had to bond out. One of them had to stay in jail over the weekend and was still there on Monday because she didn't have the fifty dollars she had to pay to get out of jail.

Ryan Wilson: Excuse me. Mamm, I appreciate that, I would ask you to summarize your comments and this hearing is on BIE and BIA school education systems. So, if you could summarize your comments.

Hazel Bonner: I'm just saying that all of our children are left behind. Many of your kids come here to school and they are left behind. Um, we are up here for the 100 mothers and children for truancy right here in Rapid City, many of them come from the reservations. And, we don't have [inaudible]. We have raised the age for children to remain in school to 18 starting next fall, what are we doing? Over twenty years ago, we were asked to reduce [inaudible]. It's your kids along with ours who are being put in prison, starting with being placed on probation for truancy. We continue to send more and more kids, primarily Native, to foster homes – outside their homes – and that number was up to almost 3,000 at the end of May in South Dakota. We continue to incarcerate kids, primarily Native, at a rate three times the national average. 373 in South Dakota and 125 in the nation. Too high in the nation, but outrageous in South Dakota. Costs for all this is absolutely incredible. It costs a great deal more to incarcerate our children than

it does to educate them and to intervene when they've been in trouble. Yet President Bush has recommended zero dollars for the reintegration of juvenile programs and has recommended zero dollars for other programs. He has recommended a reduction of nearly 20 percent resources in training programs for all of your kids.

You see, we're not supposed to stop children from dropping out because he's recommended zero dollars for the dropout prevention program. That applies to all of us. We're not supposed to stop our children from dropping out, we're just supposed to pay the cost to lock them up.

You see you pay now for good programs for our kids or you pay a great deal more later to repair the damage, if that damage can be repaired. And, we see far too many of our kids committing suicide when things become so overwhelming, they just want a piece of help for the struggle of life. We need to declare a state of emergency here in South Dakota and probably in the other areas where you live.

Chris Bordeaux: I didn't tell you what I did before – I'm the Tribal Education Director for the Oglala Sioux Tribe and I agree with Mary and Hazel on the things they are saying about up here in Rapid City, and I think one of the – or the biggest problem is that the BIE works with the State of South Dakota, they don't work with the Tribes and they need to work with the Tribes before anything else and all those decisions are made without tribal input. I'd just like to make that statement. Thank you. [applause]

Ryan Wilson: Chris is also the, uh, first Education Director for – our Education Department is newly established, you know, and I acknowledge the Oglala Sioux Tribe for developing their own department, as well. You know, we'd also like to invite again anyone else who would like to make a brief comment, summarize your comment, this is

being recorded. We're putting – compiling all these, they'll be in our report, our recommendations, so we'd like to, uh, continue to extend that if anyone else would like to come forward, if not we meet – we start at 1:30? [yes] Okay, in this same room here at 1:30, uh, you could submit written comments, as well, we'll be back here at 1:30 and then we'll be going 'til 2:45 or so, around than. So, thank you everybody, thank you panel, we appreciate it. [applause]

[NOTE: The sound system was excellent in the meeting room, except for the open "mike," which presented limited problems for this transcriptionist because of the speakers' distance from the microphone itself when speaking. Great effort was made to be as accurate as possible.]