

RESOLUTIONS 2009

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NIEA RESOLUTION 09-01

TITLE: ESTABLISH A NIEA NATIVE LANGUAGES WORKING GROUP AND WHITE HOUSE PROPOSAL

WHEREAS, the National Indian Education Association (NIEA) was established in 1970 for the purpose of advocating, planning, and promoting the unique and special educational needs of American Indians, Alaska Natives and Native Hawaiians; and

WHEREAS, NIEA as the largest national Indian organization of American Indian, Alaska Natives and Native Hawaiian educators, administrators, parents and students in the United States, provides a forum to discuss and act upon issues affecting the education of Indian and Native people; and

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

WHEREAS, NIEA has a long standing policy of supporting heritage language schools, Native language instruction in public BIE schools, and the overall integration of culturally responsive education; and

WHEREAS, this support and policy is reflected in NIEA Congressional testimony, NIEA board actions and NIEA membership resolutions including NEIA 08-03, NIEA08-04, NIEA 07-08, NIEA 07-12, and

WHEREAS, NIEA has supported the original Native American Languages Act, as well as amendments to NALA that led to the successful passage of the Esther Martinez Native American Languages Preservation Act of 2006, and

WHEREAS, NIEA approached the White House in 2005 and requested a White House Initiative on Native languages, specifically to support immersion schools, and

WHEREAS, the White House was generally supportive of this request, and while they failed to advance an initiative on Native languages President Bush did sign into law the NALPA of 2006 on December 16th 2006, and

WHEREAS, President Obama made Native language Revitalization priority in his Native American platform while he was seeking the presidency of United States and

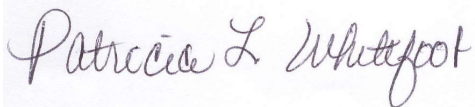
WHEREAS, it is crucial for NIEA and stakeholders to maintain momentum in the Native language revitalization movement and engage the White House to increase opportunities beyond existing programs and to inoculate immersion schools from adverse legislation, policy, and regulations promulgated by either the Federal government of State governments, and

NOW THEREFORE BE IT RESOLVED that NIEA Board members will form a working group comprised of NIEA board members and immersion school stakeholders to craft and approve a proposal for the White House concerning Native language issues, protecting language revitalization efforts especially immersion schools, and

BE IT FURTHER RESOLVED that this working group will meet monthly via phone conference/webinar and email and will complete its work to craft a proposal within 90 days of October 26th, and

BE IT FURTHER RESOLVED that NIEA does fully expect the Obama administration to honor the previous commitments it made to Native languages, and to ensure that this happens Indian country must have a hand in crafting a White House initiative/policy, and

BE IT FINALLY RESOLVED that NIEA will advance to the White House in a timely manner the approved proposal from the established working group.



Patricia L. Whitefoot (2009-2010)
President
National Indian Education Association

NIEA RESOLUTION 09-02

TITLE: ESTABLISH AN AMERICAN INDIAN UNIVERSITY TASK FORCE AND PROPOSAL

WHEREAS, the National Indian Education Association (NIEA) was established in 1970 for the purpose of advocating, planning, and promoting the unique and special educational needs of American Indians, Alaska Natives and Native Hawaiians; and

WHEREAS, NIEA as the largest national Indian organization of American Indian, Alaska Natives and Native Hawaiian educators, administrators, parents and students in the United States, provides a forum to discuss and act upon issues affecting the education of Indian and Native people; and

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

WHEREAS, the tribal college movement is entering its 40th year of growth, and there still exist a great need for advanced course work opportunities including graduate schools and research institutions; and

WHEREAS, tribal colleges and universities have not had equal opportunity in gaining accreditation for graduate programs and have historically been at a disadvantage to mainstream colleges for funding including research grants; and

WHEREAS, the United States Congress through passage of the Home Stead Act gave away millions of acres of previously owned Indian land to European Americans and its companion bill the Land Grant Colleges Act subsidized the creation of Land Grant Colleges to serve the benefactors' of the Home Stead Act; and

WHEREAS, tribal colleges since their inception have always received disproportionately less federal support than Hispanic Serving Institutions and Historic Black Colleges crippling the ability of tribal colleges to gain traction in developing a critical mass of graduate programs; and

WHEREAS, tribal colleges because of the extreme poverty and high unemployment rate in reservation communities have faced challenges in developing alumni donor and planned giving contributions; and

WHEREAS, numerous factors have served as barriers to fully growing the tribal college movement into graduate and post graduate programs accessible to members of Indian country; and

WHEREAS, the National Indian Education Association adopted as its policy the support of American Indian University through resolution at the 2002 NIEA Albuquerque convention; and

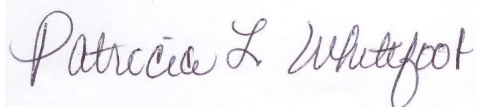
WHEREAS, NIEA passed the support resolution without any opposition or amendments expressing unanimous consent of its membership; and

WHEREAS, United States Senator Daniel K. Inouye chairman of the Senate Appropriations Committee supports American Indian University. Senator Inouye has requested that Indian country/American Indian University stakeholders present him with a proposal to create American Indian University; and

Now therefore be it resolved that the National Indian Education Association does hereby reaffirm its support for American Indian University; and

Be it further resolved that the National Indian Education Association form an American Indian University task force with NIEA board members and stakeholders including members of AIHEC that will meet regularly via conference/webinar and produce a proposal for submission to Senator Inouye within 120 days; and

Be it finally resolved that the National Indian Education Association will work with Senator Inouye's staff to amend the proposal if needed and support action that may lead to the official charter of American Indian University.



Patricia L. Whitefoot (2009-2010)
President
National Indian Education Association

NIEA RESOLUTION 09-03

**TITLE: ADOPTION OF THE DIABETES EDUCATION IN TRIBAL SCHOOLS
CURRICULUM: *HEALTH IS LIFE IN BALANCE* IN ALL SCHOOLS SERVING AMERICAN
INDIAN /ALASKA NATIVE (AI/AN) OR NATIVE HAWAIIAN STUDENTS**

WHEREAS, the National Indian Education Association (NIEA) was established in 1970 for the purpose of advocating, planning, and promoting the unique and special educational needs of American Indians, Alaska Natives and Native Hawaiians; and

WHEREAS, NIEA as the largest national Indian organization of American Indian, Alaska Natives and Native Hawaiian educators, administrators, parents and students in the United States, provides a forum to discuss and act upon issues affecting the education of Indian and Native people; and

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

WHEREAS, nationally AI/AN populations are in the midst of a type 2 diabetes epidemic. Once considered an adult disease, type 2 diabetes is being diagnosed more and more often among AI/AN children. The Diabetes Prevention Program (DPP), a large-scale clinical research project, which included substantial numbers of AI/AN participants provided new direction to addressing type 2 diabetes. The results proved that by the adoption of significant healthier lifestyle habits individuals could prevent, delay, and successfully manage type 2 diabetes, and

WHEREAS, in 2001, the National Institute of Diabetes and Digestive and Kidney Diseases (NIDDK) hosted a meeting at the National Institute of Health (NIH) in Bethesda, MD to provide scientific updates on diabetes and to share the news and preliminary results of the DPP with the Indian Health Service and the Tribal Leaders Diabetes Committee (TLDC). At this meeting, Alvin Windy-Boy, Co-Chair of the TLDC, boldly challenged the NIDDK to use the science of diabetes research and the knowledge that diabetes could be prevented in those people at risk, to educate and empower all tribal youth to prevent diabetes. NIDDK enthusiastically accepted the challenge and a unique and effective collaborative effort was born. Collaborative partners in developing the DETS *Curriculum: Health Is Life in Balance* include: the NIDDK; the Native Diabetes Wellness Program, Centers for Disease Control and Prevention; Division of Diabetes Treatment and Prevention, Indian Health Service; Officer of Science Education, National Institute of Health; Cankdeska Cikana Community College; Fort Peck Community College; Haskell Indian Nations University; Keweenaw Bay Ojibwa Community College; Leech Lake Tribal College; Northwest Indian College; Southwest Indian Polytechnic Institute, and Stone Child College, and

WHEREAS, the goals of the DETS K-12 curriculum are to:

- Increase the understanding of health, diabetes, and maintaining life in balance among AI/AN student (Teach about diabetes)

- Increase AI/A students' understanding application of scientific and community knowledge (Value and use scientific and traditional knowledge)
- Increase interest in science and health professions among AI/AN youth (Encourage science and health careers); and

WHEREAS, the DETS curriculum uses inquiry learning methods which are recommended in the National Science teaching standards and are culturally appropriate for guiding AI/AN students in learning to live life in balance. The curriculum incorporates AI/AN cultural perspectives valuable for both AI/AN/NH and non-native students. The DETS units are aligned with national science, health, and social studies standards thus allowing K-12 schools to supplement or blend DETS into their established curricula, and

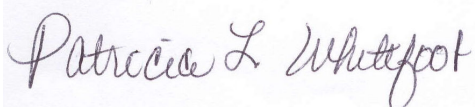
WHEREAS, through the curriculum's emphasis on the value and potential harmony of scientific and community knowledge and encouragement of interest in science and health careers, and though the presentations of DETS lessons in engaging, concrete ways which capture the involvement of pre-teens and teenagers, the DETS curriculum furthers NIEA's policy for *Preparing Native Students to Enter College and the Workforce through High School Reform* (Resolution 08-09), and

WHEREAS, the DETS *Curriculum: Health IS Life in Balance* has been verified to be effective through nation-wide implementation testing in tribal, public, and charter school classrooms with varying percentages of AI/AN students, and was embraced and accepted by both teachers and students in the test classrooms, and

WHEREAS, DETS curriculum K-12 units are available at no cost to the schools, and DETS national committee members will provide teacher professional development at no cost in academic years 09-10 and 10-11.

NOW THEREFORE BE IT RESOLVED that the National Indian Education Association hereby supports and endorses the Diabetes Education in Tribal Schools Curriculum: Health Is Life in Balance (K-12) for all American Indian, Alaska Native and Hawaiian Native (AI/AN/HN) students, including those attending public schools, and urges adoption of the DETS K-12 curriculum throughout Native American communities, as well as the rest of the nation; and

BE IT FINALLY RESOLVED that the National Indian Education Association encourages Tribal and Tribal College and University Libraries, university departments of Native American studies, and other educational organizations or institutions which maintain collections of resources of interest to AI/AN/NH communities, either in paper or on the World Wide Web, to Include the *Diabetes Education in Tribal Schools Curriculum: Health Is Life in Balance* in their collections and indexes and to refer to curriculum to teachers.



Patricia L. Whitefoot (2009-2010)
President
National Indian Education Association

NIEA RESOLUTION 09-04

TITLE: EXPANSION OF STATE PRE-KINDERGARTEN LEGISLATION TO INCLUDE PROVISIONS FOR NATIVE AMERICAN LANGUAGE IMMERSION PRESCHOOLS

WHEREAS, the National Indian Education Association (NIEA) was established in 1970 for the purpose of advocating, planning, and promoting the unique and special educational needs of American Indians, Alaska Natives and Native Hawaiians; and

WHEREAS, NIEA as the largest national Indian organization of American Indian, Alaska Natives and Native Hawaiian educators, administrators, parents and students in the United States, provides a forum to discuss and act upon issues affecting the education of Indian and Native people; and

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

WHEREAS, all Native American children shall receive equal opportunities from the federal government based upon the unique indigenous status, language, and cultural history; and

WHEREAS, in 1990, Congress passed the Native American Languages Act (NALA) which established a unique federal policy relative to use and publicly supported education of the Native American languages spoken in this country before 1492 ; and

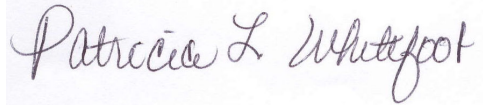
WHEREAS, many Native American communities and tribes have systems of education in the native languages and where literacy rates are high; and

WHEREAS, Native American language immersion preschools are operated independently of state departments of education; and

WHEREAS, Congress is looking to expand state pre-kindergarten programs; and

WHEREAS, currently there are no state funds appropriated to Native American language immersion preschool education

Now therefore be it resolved that the National Indian Education Association will support the expansion of state pre-kindergarten programs to include Native American (American Indian, Alaska Native, Native Hawaiian) language immersion preschool operated independently of state departments and that feed into Native American language kindergarten school programs operated by the community being served.



Patricia L. Whitefoot (2009-2010)
President
National Indian Education Association

NIEA RESOLUTION 09-05

TITLE: ELIMINATION OF RACE-BASED INDIAN LOGOS, MASCOTS, AND NAMES

WHEREAS, the National Indian Education Association (NIEA) was established in 1970 for the purpose of advocating, planning, and promoting the unique and special educational needs of American Indians, Alaska Natives and Native Hawaiians; and

WHEREAS, NIEA as the largest national Indian organization of American Indian, Alaska Natives and Native Hawaiian educators, administrators, parents and students in the United States, provides a forum to discuss and act upon issues affecting the education of Indian and Native people; and

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

WHEREAS, self-representational use of American Indian logos, mascots and names remain a cherished tradition in many American Indian communities; and

WHEREAS, NIEA has advocated on this issue has resulted in the elimination of Indian logos, mascots, and names in educational setting by providing workshops, presentation of professional papers, adopting resolutions, providing legal briefs, and forums organizing networks on Indian educators as advocates; and

WHEREAS, years of advocacy on this issue has resulted in the elimination of Indian logo, mascot, and name symbolism from hundreds of educational facilities across the nation; and

WHEREAS, educational institutions choosing to use race-based Indian logos, mascots, and names harm children, exposing graduating class after graduating class to these stereotypes, and indoctrinating them with the idea that it is unacceptable to stereotypes an entire race of people; and

WHEREAS, institutions choosing to retain such imagery negatively impacts students, faculty, and parents from others schools by exposing them to race-based imagery in interscholastic competitions; and

WHEREAS, the limited and sparse representations of American Indians in media and popular culture comprise a significant portion of what children learn about American Indian people and thereby impact the identity formation of Native students while reinforcing stereotypes about American Indian cultures, past and present; and

WHEREAS, there is a growing base of support calling for the elimination of Indian logos, mascots and names as evidenced by endorsement from professional organizations, for example the American Psychological Association; education al advocacy organizations, such as the National Education Association; human rights organizations, like the National Association for the Advancement of Colored People; and sports regulatory agencies, i.e. National Collegiate Athletic Association; and

WHEREAS, research conducted by Stephanie A. Fryberg finds;

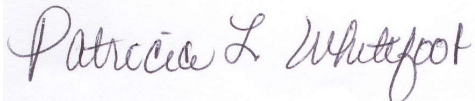
- Exposure to race-based Indian stereotypes harms American Indian students,
- Attractive stereotypes cause as much harm as cartoon caricatures,
- American Indian students who approve the use of Indian logos, mascots and names experience more harm than do American Indian students who oppose the use of such imagery.
- Euro-Americans experience a boost of self-esteem when exposed to the same-raced based Indian stereotypes; and

WHEREAS, Dr. Fryberg's research has been expanded upon and replicated in the social psychological arena and the research base has grown in other academic fields; and

WHEREAS, educational institutions should not be the vehicles of institutionalized racism.

Now therefore be it resolved that the National Indian Education Association calls for the immediate elimination of race-based Indian logos, mascots, and names from educational institutions throughout the Nation;

Be it further resolved that the National Indian Education Association calls for the immediate elimination of race-based Indian logos, mascots, and names from educational institutions in the elimination of these stereotypes.



Patricia L. Whitefoot (2009-2010)
President
National Indian Education Association

NIEA RESOLUTION 09-06

TITLE: IN SUPPORT OF NATIONAL INDIAN EDUCATION ASSOCIATION, IN PARTNERSHIP WITH TRIBAL EDUCATION DEPARTMENTS NATIONAL ASSEMBLY AND IN PREPARING FOR NIEA'S RECOMMENDATIONS REGARDING THE REAUTHORIZATION OF THE ESEA/NCLB, REVIEWING THE TWO AUTHORIZATIONS TO FOUR TRIBAL EDUCATION DEPARTMENT'S APPROPRIATIONS AND RECOMMENDING SUBSTANCES CHANGES IN THE AUTHORIZATIONS TO INCREASE TRIBAL SOVEREIGNTY OVER EDUCATION

WHEREAS, the National Indian Education Association (NIEA) was established in 1970 for the purpose of advocating, planning, and promoting the unique and special educational needs of American Indians, Alaska Natives and Native Hawaiians; and

WHEREAS, NIEA as the largest national Indian organization of American Indian, Alaska Natives and Native Hawaiian educators, administrators, parents and students in the United States, provides a forum to discuss and act upon issues affecting the education of Indian and Native people; and

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

WHEREAS, within NIEA resolution support, the Tribal Education Departments National Assembly (TEDNA) was created in 2003 to assemble and represent collectively indigenous sovereign nations' departments of education; foster effective relationships with other governmental and educational agencies, organizations, and entities; and cultivate consensus amongst members; and

WHEREAS, since 1988 Congress has authorized appropriations for Tribal Education Departments (TEDs) within the Bureau of Indian Affairs (BIA) of the U.S. Department of the Interior (Pub. L. No. 100-297, Section 5199); and since 1994 Congress has authorized appropriations for Tribal Education Departments in the budget of the U.S. Department of Education (Pub. L. No. 103-382, Section 9125) ; and

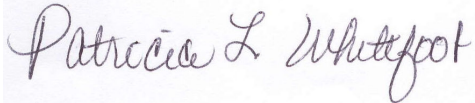
WHEREAS, in these authorizations, Congress envisions TEDs as facilitating tribal control over education; coordinating education programs; the developing and enforcing tribal education codes, policies and standards; and, providing support services and technical assistance to schools and programs; and

WHEREAS, with considerable advocacy effort led by NIEA, both of these authorizations were retained in the most recent reauthorization of the Elementary and Secondary Education Act also known as the No Child Left Behind Act of 2001. the BIA authorization in NCLB Title X, Section 1140, currently codified at 25 U.S.C. Sec. 2020(a). The Department of Education authorization is and NCLB Title VII, section 7135, currently codified at 20 U.S.C. Section 7455; and

WHEREAS, The ESEA/NCLB will be reauthorized in the near future, and NIEA in partnership with TEDNA should review that TEDs authorizations to be sure that they accurately reflect the needs, capacity, and specialties of the increasing number of TEDs nationwide, and to develop any recommendations for substantive if changes to the TED authorizations in the are ESEA/NCLB reauthorization that increase tribal sovereignty over education

Now therefore be it resolved that the National Indian Education Association will work in partnership with TEDNA to review the two TED appropriations authorizations and to develop any recommendations for substantive changes to the authorizations that increased tribal sovereignty over education to meet the needs, capacities, and specialties of TEDs; and

Therefore be it finally resolved, a agrees to include an advocate for the TED appropriations authorizations substantive recommendations developed by NIEA- TEDNA's partnership in the next we offer is a sham of the ESEA/NCLB.



Patricia L. Whitefoot (2009-2010)
President
National Indian Education Association

NIEA RESOLUTION 09-07

**TITLE: NATIVE AMERICAN IMMERSION LANGUAGE PROGRAMS IN THE
REAUTHORIZATION OF THE ELEMENTARY AND SECONDARY
EDUCATION ACT**

WHEREAS, the National Indian Education Association (NIEA) was established in 1970 for the purpose of advocating, planning, and promoting the unique and special educational needs of American Indians, Alaska Natives and Native Hawaiians; and

WHEREAS, NIEA as the largest national Indian organization of American Indian, Alaska Natives and Native Hawaiian educators, administrators, parents and students in the United States, provides a forum to discuss and act upon issues affecting the education of Indian and Native people; and

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

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

WHEREAS, all Native American children shall receive equal opportunities from the federal government based upon the unique indigenous status, language, and cultural history,

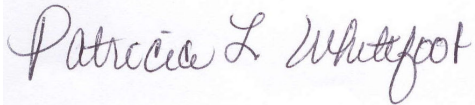
WHEREAS, in 1990, Congress passed the Native American Languages Act (NALA) which established a unique federal policy relative to use in publicly supported education of the Native American languages (Indian, Alaska Native and Native Hawaiian) spoken in this country before 1492; and

WHEREAS, the National Indian Education Association is actively reviewing ESEA and is making specific recommendations to develop a Native language grant program at the Department of Education that supports Native language immersion;

NOW THEREFORE BE IT RESOLVED that the National Indian Education Association will support the rights of Native American communities and tribes to develop and use their indigenous languages in the reauthorization of ESEA to assure that students speaking Native American languages have access to Federally supported education; and

BE IT FURTHER RESOLVED that the National Indian Education Association inform members of the Congress to any specific areas where ESEA is inconsistent with the federal policy established in the 1990 Native American Languages Act; and

BE IT FINALLY RESOLVED that the National Indian Education Association supports proposed Native American languages (American Indian, Alaska Native, Native Hawaiian) revitalization including immersion legislation and set aside appropriation as added (not subtracted) to proposed Native American language immersion legislation.

A handwritten signature in cursive script that reads "Patricia L. Whitefoot". The signature is written in dark ink on a light-colored background.

Patricia L. Whitefoot (2009-2010)
President
National Indian Education Association

NIEA RESOLUTION 09-08

TITLE: ALLOW USE OF NATIVE AMERICAN LANGUAGES IN TESTING TO MEET ALL REQUIREMENTS OF FEDERALLY FUNDED EDUCATION

WHEREAS, the National Indian Education Association (NIEA) was established in 1970 for the purpose of advocating, planning, and promoting the unique and special educational needs of American Indians, Alaska Natives and Native Hawaiians; and

WHEREAS, NIEA as the largest national Indian organization of American Indian, Alaska Natives and Native Hawaiian educators, administrators, parents and students in the United States, provides a forum to discuss and act upon issues affecting the education of Indian and Native people; and

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

WHEREAS, all Native American children shall receive equal opportunities from the federal government based upon the unique indigenous status, language, and cultural history,

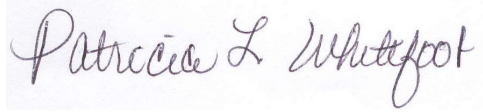
WHEREAS, in 1990, Congress passed the Native American Languages Act (NALA) which established a unique federal policy relative to use in publicly supported education of the Native American languages spoken in this country before 1492; and

WHEREAS, the National Indian Education Association is actively reviewing ESEA and is making specific recommendations for reauthorization;

WHEREAS, there are children using Native American languages in education;

NOW THEREFORE BE IT RESOLVED that the National Indian Education Association will support the rights of Native American communities and tribes to develop and use their Native American languages in the reauthorization of ESEA to assure that Native American students speaking Native American languages have access to Federally supported education when using and learning Native American languages in educational programs funded by the federal government; and

BE IT FINALLY RESOLVED that federal education legislation include provisions allowing the use of Native American languages as the medium of assessments to meet all requirements of federally funded education.



Patricia L. Whitefoot (2009-2010)
President
National Indian Education Association

NIEA RESOLUTION 09-10

TITLE: EXPANSION OF FEDERAL PROGRAMS TO ADDRESS NATIVE AMERICAN, ALASKA NATIVE AND NATIVE HAWAIIAN INDIGENOUS LANGUAGE AND CULTURE RELATED NEEDS AND RIGHTS

WHEREAS, the National Indian Education Association (NIEA) was established in 1970 for the purpose of advocating, planning, and promoting the unique and special educational needs of American Indians, Alaska Natives and Native Hawaiians; and

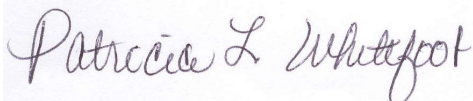
WHEREAS, NIEA as the largest national Indian organization of American Indian, Alaska Natives and Native Hawaiian educators, administrators, parents and students in the United States, provides a forum to discuss and act upon issues affecting the education of Indian and Native people; and

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

WHEREAS, all Native American children shall receive equal opportunities from the federal government based upon the unique indigenous status, language, and cultural history,

WHEREAS, in 1990, Congress passed the Native American Languages Act (NALA) which established a unique federal policy relative to use in publicly supported education of the Native American languages spoken in this country before 1942; and

NOW THEREFORE BE IT RESOLVED that the National Indian Education Association will support the expansion of federal programs to address the language and culture-related needs and rights of all Native Americans (American Indians, Alaska Native, and Native Hawaiians) on a broad basis through the inclusion and strengthening of special provisions to address those needs and rights in all federal legislation.



Patricia L. Whitefoot (2009-2010)
President
National Indian Education Association

NIEA RESOLUTION 09-11

**TITLE: SUPPORT FOR INDIGENOUS LANGUAGE AND CULTURE
ASSESSMENT AND RESEARCH**

WHEREAS, the National Indian Education Association (NIEA) was established in 1970 for the purpose of advocating, planning, and promoting the unique and special educational needs of American Indians, Alaska Natives and Native Hawaiians; and

WHEREAS, NIEA as the largest national Indian organization of American Indian, Alaska Natives and Native Hawaiian educators, administrators, parents and students in the United States, provides a forum to discuss and act upon issues affecting the education of Indian and Native people; and

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

WHEREAS, all Native American children shall receive equal opportunities from the federal government based upon the unique indigenous status, language, and cultural history,

WHEREAS, in 1990, Congress passed the Native American Languages Act (NALA) which established a unique federal policy relative to use in publicly supported education of the Native American languages spoken in this country before 1942; and

WHEREAS, many Native American communities and tribes had systems of education in the Native languages and where literacy rates were high; and

WHEREAS, national funding for research on Native American language and culture based education has been extremely limited or even non-existent; and

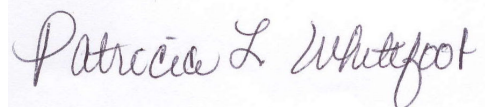
WHEREAS, research that partners practitioners in Native American language immersion education from preschool through grade 12, indigenous researchers and institutions of higher learning and research can inform teacher instruction and student learning in schools where the Native American language and indigenous ways of learning is the medium of instruction; and

WHEREAS, instruments of assessment in the Native American language must be developed; and

WHEREAS, grants for enhanced assessments are limited to state educational agencies.

NOW THEREFORE BE IT RESOLVED that the National Indian Education Association will support the expansion of Title VI for Enhanced Assessment Instruments or other areas applicable in the

reauthorization of ESEA to include contracts to such research partnerships in the development of assessment instruments in a Native American language.

A handwritten signature in cursive script that reads "Patricia L. Whitefoot". The signature is written in dark ink on a light-colored background.

Patricia L. Whitefoot (2009-2010)
President
National Indian Education Association

NIEA RESOLUTION 09-12

TITLE: SUPPORT FAST TRACK BILL TO FUND NATIVE EARLY COLLEGE SCHOOLS

WHEREAS, the National Indian Education Association (NIEA) was established in 1970 for the purpose of advocating, planning, and promoting the unique and special educational needs of American Indians, Alaska Natives and Native Hawaiians; and

WHEREAS, NIEA as the largest national Indian organization of American Indian, Alaska Natives and Native Hawaiian educators, administrators, parents and students in the United States, provides a forum to discuss and act upon issues affecting the education of Indian and Native people; and

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

WHEREAS, the national high school drop out rates among American Indian youth have historically been the highest of any minority group in the country, and among those who do graduate from high school, many are unable to complete college because they lack college-ready preparation and skills; and

WHEREAS, American Indian students who fail to graduate from high school prepared to attend a four-year college are much less likely to gain full access to our country's economic, political, and social opportunities; and

WHEREAS, Native Early College High Schools which partner with a college to allow students to simultaneously earn a high school diploma and one to two years of college credit, including an Associate's degree, tuition-free, have been created across the country in collaboration with tribes and tribal communities; and

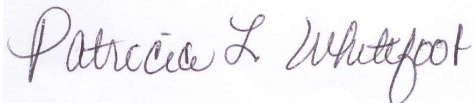
WHEREAS, research by the Gates Foundation and conducted by Jobs for the Future has shown that early college high schools are an effective tool for increasing attendance and college-going rates, as well as student achievement on statewide assessments; and

WHEREAS, the Fast Track to College Act (reintroduced by Senator Herb Kohl and Congressman Dale E. Kildee March 18, 2009) authorizes approximately \$45 million for partnerships of school districts, colleges, and nonprofit organizations for new or existing "early college high school" programs,

THEREFORE BE IT RESOLVED, that the National Indian Education Association supports the premise of the early college model initiated by fifteen Native Early College Schools in seven states to increase American Indian student high school graduation rates and the percentage of students who complete college.

BE IT FURTHER RESOLVED, the National Indian Education Association urges the U.S. Government to fulfill its' trust responsibility by fully supporting the Fast Track to College Act of 2009 which will make grants to support existing Native Early College High Schools, and support the creation of others.

BE IT FURTHER RESOLVED, the National Indian Education Association urges the U.S. Congress to request an appropriation specifically to support existing Native early college schools within the appropriations section 4, reservations of the Fast Track legislation House Resolution 1578.



Patricia L. Whitefoot (2009-2010)
President
National Indian Education Association

NIEA RESOLUTION 09-13

TITLE: NIEA TO INSIST THAT THE DOI ESTABLISH WITHOUT DELAY TO THE NEW NEGOTIATED RULEMAKING COMMITTEE THAT IS TO PROPOSE RECOMMENDATIONS REGARDING BUREAU-FUNDED SCHOOL FACILITIES

WHEREAS, the National Indian Education Association (NIEA) was established in 1970 for the purpose of advocating, planning, and promoting the unique and special educational needs of American Indians, Alaska Natives and Native Hawaiians; and

WHEREAS, NIEA as the largest national Indian organization of American Indian, Alaska Natives and Native Hawaiian educators, administrators, parents and students in the United States, provides a forum to discuss and act upon issues affecting the education of Indian and Native people; and

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

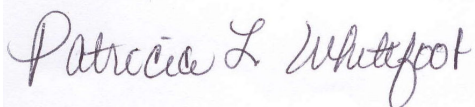
WHEREAS, in federal register publications on October 22, 2008 and again on January 9, 2009 the DOI informed the public of its intent to form a negotiated rulemaking committee to address construction of facilities and other facility functions; and

WHEREAS, the DOI was given the responsibility of forming this committee after concluding activities of the first negotiated rulemaking committee which was to publish the rules and regulation in April 2005; and

WHEREAS, the DOI has been "dragging its feet" for four years in establishing this committee; and

WHEREAS, Bureau-funded schools have suffered for the past four years in their attempts to deal with the BIE or BIA in regards to facilities and construction.

Now therefore be it resolved that the National Indian Education Association reaffirms its support of Bureau-Funded schools in insisting that the DOI establishes the new negotiated rulemaking committee without further delay.



Patricia L. Whitefoot (2009-2010)
President
National Indian Education Association