

**TESTIMONY OF CHAIRMAN WENDSLER NOSIE, SR.
OF THE
SAN CARLOS APACHE TRIBE**

**FOR THE FIELD HEARING ON
THE NO CHILD LEFT BEHIND'S IMPACT ON INDIAN EDUCATION
BEFORE THE SUBCOMMITTEE ON EARLY CHILDHOOD, ELEMENTARY
AND SECONDARY EDUCATION
COMMITTEE ON EDUCATION AND LABOR
UNITED STATES HOUSE OF REPRESENTATIVES**

**SACATON, ARIZONA
APRIL 28, 2007**

Good morning, Chairman Dale Kildee and Congressman Raul Grijalva. I am Wendsler Nosie, Sr., Chairman of the San Carlos Apache Tribe based in San Carlos, Arizona. I am honored to be here to testify today before this Committee to provide the views of the San Carlos Apache Tribe on the impacts of the No Child Left Behind Act (NCLB) on our students on the San Carlos Apache Indian Reservation and our tribal members who are students in the surrounding communities. I am joined by Tribal Council Member Jonathan Kitcheyan, who is also on the Tribal Council's Education Committee, and Catherine Steele, Curriculum/NCLB Director with the San Carlos Unified School District.

Before I begin, I would like to take this moment to thank you for holding this important hearing on the educational needs of Indian students in Indian Country. We appreciate the dedication to this serious issue you show by the fact that you are here -- far away from Washington, D.C. -- to seek our views, to see our lands, and to meet our people. In particular, I want to thank Chairman Kildee for his decades of tireless and passionate advocacy on behalf of Indian Country. His efforts on behalf of Indian tribes are well known and we appreciate the priority he has made in addressing our students' unique educational needs. Also, we are very thankful that we have Representative Grijalva representing our great state of Arizona and that he works on these important issues on our behalf.

Our goal is to ensure that our children's unique educational needs are met and that they have opportunities to become successful and contributing members of society. We believe that this can be accomplished if the federal government fulfills its trust responsibility to Indian people. Title VII of NCLB states:

It is the policy of the United States to fulfill the Federal Government's unique and continuing trust relationship with and responsibility to the Indian people for the education of Indian children. The Federal Government will continue to work with local education agencies, Indian tribes and organizations, postsecondary institutions, and other entities toward the goal of ensuring that

programs that serve Indian children are of the highest quality and provide for not only the basic elementary and secondary educational needs, but also the unique educational and culturally related academic needs of these children.¹

This is a powerful statement, and we urge the Committee, as it moves forward with the reauthorization of NCLB, to put teeth behind these words. It seems that, even though this statement of policy is contained in NCLB, folks in Washington and in the state treat it as if it is compartmentalized to Title VII and not applicable to the other titles in NCLB. Instead, we believe that this statement of policy should guide the educational programs for Indian children in all the titles of NCLB. In fact, research shows that Native children who participate in Native language and culture programs perform better academically than their peers who do not participate in such programs.

As you know, our Indian children struggle due to the staggering poverty and unemployment on the Reservation. This poverty leaves no part of life untouched. Mr. Kildee, as a school teacher, you know that our children cannot do well in school if they have no home, insufficient food, few supplies, inadequate transportation, poor medical care, unsafe communities, or broken families. The situation only seems to get worse. Unfortunately, the Administration and the Congress have continually failed to fund or underfund key programs in Title VII for Indian people. Further, the Administration continues to propose eliminations or cuts in basic programs at the BIA for the poorest of the poor, such as the Housing Improvement Program, the Tribal Work Experience Program, Burial Assistance, Welfare Assistance, and Johnson O' Malley. Correspondingly, the Congress either restores only the bare minimum or implements the Administration's recommendations. I know that these programs are not part of NCLB but they are all inter-related because all these programs impact the ability of our children to perform in school.

As you can see, at San Carlos, the federal government has fallen short in its obligations. We are hopeful though that with your help that we can improve the educational opportunities for our children through the reauthorization of NCLB and through increased funding for NCLB and for other programs critical to the well-being of Indian people.

The San Carlos Apache Indian Reservation

To better understand the educational needs of our students and other needs of our people that impact our educational needs, it is helpful to know about the Reservation itself as well as the history of the Apache people. The aboriginal territory of the Apache Nation included the western part of Texas, the current states of Arizona and New Mexico, and the country of Mexico. The Apache

¹ NCLB, § 7101.

Treaty of Santa Fe in 1852 was executed by Mangus Colorado and others on behalf of the Apaches. Pursuant to the Treaty, lands within the aboriginal territories of the Apache Nation were to be set aside for a permanent Tribal homeland and the United States promised to provide for the “humane” needs of the Apache people. In exchange, the Apache Nation agreed to the end of hostilities between the two nations.

The San Carlos Apache Indian Reservation was established by an executive order of President Grant on November 9, 1871. Through the concentration policies of the United States, various bands of Apaches were forcibly removed to the San Carlos Apache Indian Reservation. These bands included the Coyotereros, Mimbrenos, Mongollon, Aravaipa, Yavapai, San Carlos, Chiricahua, Warm Springs, and Tonto Apaches. Famous Apache leaders who were located at San Carlos included Geronimo, Cochise, Loco, Eskiminzin, Nachie, Chatto, and others. Throughout history, the United States in 1873, 1874, 1876, 1877, 1893, and 1902 diminished the size of the Reservation several times by executive order due to the discovery of silver, copper, coal, water, and other minerals and natural resources.

The San Carlos Apache Reservation has a land base of 1.8 million acres, but only a small percentage of the Reservation can be used for residential building purposes. The remainder of the Reservation is comprised of some of the most rugged terrain in the Southwest, including deep stands of timber, jagged outcroppings, and rocky canyons. As a result, the Reservation lacks infrastructure in all but two general housing areas. On the western edge of the Reservation, the Tribe has 3 districts: 7-Mile Wash, Gilson Wash, and Peridot. Located on the eastern edge of the Reservation is the District of Bylas.

The Reservation now, at its current size, spans three Arizona counties: Gila, Graham, and Pinal. The total population is 13,299 members, which is based upon figures compiled by the Tribe’s Enrollment Office. 30% of the population is under the age of 18 years; 60% are between the ages of 18-54; 4% are between the ages of 55-61; and 6% are 62 years of age or over.

Although some tribal members have moved away due to economic depression on the Reservation and other reasons, a high majority of our members, 84%, live on the Reservation. While we have worked hard to develop our Reservation economy, 76% of our Reservation population is unemployed compared to the national unemployment rate of 4.4% and the state of Arizona rate of 3.9%. We suffer from a poverty level of 77%.

Public Schools that San Carlos Apache Students Attend

There are two public school districts that children from the San Carlos Apache Reservation attend, the Ft. Thomas Unified School District and the San Carlos Unified School District. Both school districts’ governing board members

consist of many members of the San Carlos Apache Tribe, including the Vice Chair for the Tribe and a Tribal Council Member. The governing board president for the San Carlos Unified School District has been actively engaged in bringing the tribal community to the schools through his role as the health educator.

The Arizona Department of Education supplies yearly academic report cards for all school districts within the state. The most current report card is for school year 2006-2007. AYP measurements are determined using four objectives: number of students tested, meeting test objectives, graduation rate, and attendance rate. During the first 100 days of the school year for 2006-07, the attendance rate for students in both school districts was over 90%. However, as you will see below, the academic achievement rates for these schools, as measured under the current law, do not positively correlate to the high attendance rates. Most of our schools are not making AYP because they have failed to meet at least one of the four objectives. For example, in the 2006-07 academic year, San Carlos High School did not make AYP because of the low percentage of students tested. In FY 2006, San Carlos Intermediate and San Carlos Junior High School did not make AYP because of the low percentage of students tested. Also, San Carlos High School failed to make AYP in FY 2006 because it did not meet the graduation requirements due to the drop out rate at the school. Another large determinant on the ability of our students to academically perform in school is the high poverty level on the Reservation. For example, almost all of our students take buses to school and live far distances from their schools.

The Ft. Thomas Unified School District

The Fort Thomas Unified School District is comprised of two schools:

- (1) Fort Thomas Elementary School (FTES); and
- (2) Fort Thomas High School (FTHS).

The elementary school had 249 students registered in the 2006-07 school year and the high school had 293 students. 95% of the students enrolled in the Ft. Thomas Unified School District are members of the San Carlos Apache Tribe. The Ft. Thomas Unified School District is located on the east side of the Reservation and serves the Bylas community.

Based upon the Arizona School Report Card Academic Year 2006-07, the FTES failed to meet AYP for the past three academic years. However, it did last year and currently is in Title 1 School Improvement Year 2 status (SI Year 2).²

² Title I School Improvement Year 2 is defined as a Title I school that has not made AYP for 3 consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the school's Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental

The FTHS did not meet AYP the past academic year despite meeting it for the two years prior and subsequently is in Title I warning year status.

The Ft. Thomas Unified School District believes that the AYP definition needs to be more user friendly because they are making progress in our schools but the inflexible AYP labels do not reflect the progress. Rather, the definition of AYP should include additional measurements of success, especially measurements that gauge the progression of individual student growth over time not only in math, reading, and writing but also in other areas.

Based upon the Arizona School Report Card Academic Year 2006-07, Ft. Thomas Unified School District students received AIMS testing in mathematics, reading, and writing. In the area of mathematics testing, of the 33 third grade FTES students tested, only 21% met the standard compared to statewide results showing that 53% met the standard and 18% exceeded. Of the 42 fifth grade FTES students tested in math, only 14% met the standard compared to statewide results showing that 49% met the standard and 19% exceeded the standard. Math testing for FTHS eighth graders showed, of the 52 students tested, 10% met the standard compared to statewide results showing 47% met the standard and 12% exceeded the standard. Math testing for FTHS tenth graders showed that, of the 33 students tested, 39% met the standard compared to statewide results showing that 51% met the standard and 14% exceeded the standard.³

In the area of reading testing, of the 33 third grade FTES students tested, only 15% met the standard compared to statewide results showing that 56% met the standard and 11% exceeded the standard. Of the 42 fifth grade FTES students tested in reading, only 26% met the reading standard compared to statewide results showing that 58% met the standard and 9% exceeded the standard. Of the 52 FTHS eighth graders tested in reading, 12% met the standard compared to the statewide results showing that 58% met the standard and 5% exceeded the standard. For 34 FTHS tenth graders tested in reading, 44% met the standard compared to statewide results showing 64% met the standard and 8% exceeded.

The San Carlos Unified School District

The San Carlos Unified District is comprised of four schools:

- (1) Rice Primary School (RPS) (grades K-2);
- (2) San Carlos Intermediate (SCI) (grades 3-5);
- (3) San Carlos Junior High School (SCJHS) (grades 6-8) and
- (4) San Carlos High School (SCH) (grades 9-12).

education services to eligible students, and offer support to the school in its school improvement efforts.

³ The Arizona Report Card Academic Year 2006-07 does not show the percentage of Ft. Thomas Unified School District students who exceeded the AIMS standard.

Rice Primary School has 334 students (no AIMS testing takes place before second grade). SCI has 285 students. SCJHS has 314 students. SCH has 324 students. 99% of the 1,257 district students are members of the San Carlos Apache Tribe or members of other recognized tribes.

Based upon the Arizona School Report Card Academic Year 2006-07, of the four schools within the district, three did not meet AYP for academic year 2006-07. SCH has not met AYP in six years and is currently in Title I Restructuring (Implementation Phase);⁴ SCI is in Title I Corrective Action status;⁵ and RPS did not meet AYP for the past two years and is in Title I warning year status. SCJHS met AYP for academic year 2005-06 but did not meet AYP in 2006-07 and is in Title I School Improvement Year 4 or Restructuring (Planning Phase).⁶

Also, based upon the Arizona School Report Card for academic year 2006-07, San Carlos Unified School District students received AIMS testing in mathematics, reading, and writing. Mathematics testing for the three schools that tested this area included the following results: for SCI, of the 85 third grade students tested, 19% met the standard compared to statewide results showing

⁴ A Title I Restructuring (Implementation Phase) is defined as a school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the school's Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of the three restructuring activities. See Section 1116(b) (8) of NCLB for a list of the restructuring activities.

⁵ A Title I Corrective Action is defined as a school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the school's Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b) (7) of NCLB for a list of the corrective action options.

⁶ A Title I School Improvement Year 4 or Restructuring (Planning Phase) is defined as a school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the school's Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of the three restructuring activities. See Section 1116(b) (8) of NCLB for a list of the restructuring activities.

53% meeting the standard and 18% exceeding. For SCJHS, of the 92 eighth grade students tested, 18% met the standard compared to statewide results showing 47% meeting the standard and 12% exceeding. For SCH, of the 79 tenth grade students tested, 9% met the standard compared to statewide results showing 51% meeting the standard and 14% exceeding.⁷

Reading testing results for SCI show, of the 73 third graders tested, 23% met the standard compared to statewide results showing 56% meeting the standard and 11% exceeding. For SCJHS, of the 91 eighth grade students tested, 23% met the standard compared to statewide results showing 58% meeting the standard and 5% exceeding. For SCH, of the 86 tenth graders tested, 27% met the standard compared to statewide results showing 64% meeting the standard and 8% exceeding.

The chart below depicts the rating or status of the public schools for this school year based on the results of Arizona’s Instrument to Measure Standards Dual Purpose Assessment (AIMS DPA) in grades 3-8, High School AIMS, and the TerraNova standardized testing in grades 2 and 9.

San Carlos Unified School District 2006-2007 AzLearns and NCLB Status

School	Arizona Learns	NCLB
Rice Primary	Failing	Warning
Intermediate School	Underperforming	Corrective Action
SC Junior High School	Underperforming	Restructuring-Planning
SC High School	Performing	Restructuring-Implement

The following is data reported under NCLB for the San Carlos Unified School District. The school district is struggling with the Corrective Action label it has received for this school year 2006-2007.

San Carlos Unified School District 2006-2007 NCLB Data

District AYP Determination	Met Percent Tested?	N
	Met Test Objectives Reading or Math?	N
	Met 90% Attendance Rate?	Y
	Met Graduation Rate?	N
	Made AYP?	No

⁷ The Arizona Report Card Academic Year 2006-07 does not show the percentage of San Carlos Unified School District students who exceeded the AIMS standard.

Below is additional information provided by the San Carlos Unified School District:

Grade	My District	My District	Arizona Schools	
	% Proficient in Math	% Proficient in Reading	% Proficient in Math	% Proficient in Reading
3	19	23	53	11
4	45	19	45	19
5	25	32	49	58
6	12	14	46	60
7	24	31	52	58
8	18	23	47	58
10	9	27	51	64

It is overwhelmingly apparent that the children of San Carlos face a dire situation with regard to their educational needs. Testing scores demonstrate the incredible disparity between Apache children on the Reservation and other children within the state. Attendance records show that these children are in school and exposed to educational instruction and learning activities, so there is the possibility to improve given the right tools.

To summarize, only 1 school out of 6 on the Reservation – Ft. Thomas Elementary School – made AYP for the academic year 2006-07. Half the schools on the Reservation have failed to make AYP for 2 consecutive years. One of the schools – San Carlos High School – has never made AYP since the enactment of NCLB. Further, when comparing test scores of Apache students to other students state-wide, Apache students are scoring at far lower proficiency levels.

Impact of Poverty on the Educational Needs of Students at San Carlos

As mentioned above, the poverty level on the San Carlos Apache Reservation is 77% and the communities on the Reservation are rural and isolated. This creates many basic needs for our students because of the lack of housing, overcrowded housing, poor nutrition, lack of school supplies, lack of opportunities, and public safety risks due to violent crime, domestic abuse, drug use, and gang violence.

For example, in 2004, 64 babies out of 256 were born to San Carlos Apache tribal members addicted to meth, and 24-25% of pregnant women at San Carlos tested positive for meth. In 2005, the number of babies born addicted to meth was even higher. About 50% of all newborns at San Carlos test positive for alcohol or drugs. Babies born to mothers on meth can be born meth-addicted

themselves and suffer birth defects, low birth weight, tremors, excessive crying, attention deficit disorder, and behavior disorders. Also, they often have intestinal, cognitive, and heart problems.

Further, in 2004, there were 101 suicide attempts on the Reservation. The age range was 15 to 54 years old with 50 individuals being females and 51 being males. Of the suicide attempts in 2004, 25 of the individuals were 18 years of age or under, 13 were between the ages of 19 and 21, and 17 were between the ages of 22 and 25. Of the 101 suicide attempts, two resulted in death.

Naturally, these types of conditions psychologically, mentally, and physically impact our children, including their ability to perform academically. These situations also affect their outlook on life, their motivation, and ability to have hope for the future. Many students living in poverty do not have the experiences needed to enable them to be successful in learning when they reach kindergarten and the early grades. This situation results in poor test scores. This problem creates a domino effect that widens the achievement gap even more when these students reach the upper grades (4-12).

As an economically disadvantaged community, we rely heavily on Title I dollars. For example, the San Carlos Unified School District was awarded a total amount of \$1,215,150.00 with a carryover of \$104,447.71 for the school year 2006-2007. Each year, its Title I grant has been reduced by nearly 10% from the prior year's funding. The following is a chart that shows the number of students at each school in the San Carlos Unified School District, the poverty rating for each school based on the results of the Free and Reduced School Lunch program applications, and the amount that each school received.

San Carlos Unified School District 2006-2007 Title I Program Funds

School	# of Students	Poverty Rate	Funded Amount
Intermediate School	285	95.94%	\$132,532.00
Junior High School	314	93.73%	\$137,120.00
High School	324	90.14%	\$167,691.00
Rice Primary	334	85.29%	\$162,594.00
*St. Charles	128	93.75%	\$61,163.00
*Peridot Lutheran ⁸	91	90.11%	\$41,795.00

⁸ The San Carlos Unified School District serves two private schools that are located within the boundaries of the district on the San Carlos Apache Indian Reservation. These two private are parochial schools. One school is a Lutheran school (Grades k-8); while, the other is a Catholic school (Grades k-6). Title I does allow its funds to be shared with the private schools.

The schools on the Reservation do receive funding for educational purposes in addition to Title I. For example, the San Carlos Unified School District receives the following funds for our students and their unique educational needs:

Title VII	\$229,392.00
JOM	\$80,000.00
Title VIII (Impact Aid for 2005-2006)	\$7,001,315.00
Title III	\$0.00
Title II	\$151,307.00

The Ft. Thomas Unified School District received a total of \$3,715,939.47 for FY 2005-06 and the funding consisted of the following:

Title I LEA	\$901,525.00
Title IIA Improving Teacher Quality	\$121,988.15
Title IV Safe and Drug Free Basic	\$29,208.32
Title VII	\$79,642.00
Title VIII Impact Aid	\$3,715,939.47

Given the severe poverty levels on our Reservation, it is difficult, if not impossible, to meet the myriad of requirements imposed upon our schools by NCLB. We urge the Congress to provide full funding for the mandates imposed under NCLB.

Also, IDEA and other special education laws need to be fully funded. For numerous reasons, Indian Country schools, including the schools on our Reservation, have a much larger percentage of special education students. Additionally, these students should not be counted in with regular education testing data, and those requiring accommodations on testing should be allowed them without penalization.

Recruitment, Retention and Training of Teachers

San Carlos is located approximately 110 miles from Phoenix over the mountains. The nearest towns are Globe and Safford and they are about 30 minutes away from the nearest tribal communities. Because of the isolation on the Reservation and lack of housing, Highly Qualified (HQ) teachers are difficult to recruit and difficult to retain. For example, last year the third grade class at San Carlos Intermediate School was taught by three teachers that were emergency certified. Two of these teachers were not renewed for the next school year due to their status as not being HQ. Below is additional information on the HQ teacher challenges at this particular school.

San Carlos Intermediate School Highly Qualified Teachers

Teachers	Highly Qualified	Not Highly Qualified
Third	4	2
Fourth	5	1
Fifth	3	3
Total	12 = 67%	6 = 33%

For the Ft. Thomas High School, 14% of teachers in the school have Emergency/Provisional Certification and 7% of core classes are not taught by Highly Qualified Teachers. NCLB needs to be amended to allow the school districts to train emergency endorsed teachers beyond one school year.

The school districts report that non-Native teachers lack proper training to effectively break the barriers of cultural differences. Also, it appears that teachers who do not understand the unique needs of their students do not take ownership of their class and, instead, view themselves as visitors.

We urge the Congress to provide full funding for professional development, in-service training, and Indian career ladder programs. For example, under Title VII, Part A, Subparts 2 and 3, there are some terrific Indian professional development programs and in-service training programs for teachers of Indian children; however, these programs have never been funded. If our Indian children are to succeed, then their teachers need to have the proper tools to help their students succeed. For far too long, our teachers have not been given the proper resources to help our children learn. This needs to change if our schools are to meet NCLB's goals by 2014.

We also urge the Congress to create additional programs to recruit Indian teachers and to train non-Native teachers in the unique needs of Indian students, such as in Title II of NCLB and in the TEACH Act. One way to help us make our salaries competitive with other schools for HQ teachers is to allow us to use impact aid dollars for salaries and benefits beyond the revenue control limit. 49% of our school funding is derived from impact aid.

Also, given that we are located in an isolated area, we will always have a teacher shortage without available housing options. This creates a challenge for us when competing against other schools on recruitment and retention of HQ teachers. We request assistance in addressing this problem.

Importance of Language and Culture in the Classrooms

Our Tribe is committed to ensuring that our children receive a culturally based education. Through this type of education, they become more engaged in

school, can more readily identify with the curriculum, and are more likely to stay in school. In the San Carlos Unified School District, all four of its schools offer a language and culture class at each site. The high school has an additional class that teaches the culture and history of the Apaches. The school district employs five Native teachers to operate these classes. Currently, the Ft. Thomas Unified School District does not offer language and culturally based curriculum because of the lack of certified teachers in this area. However, Ft. Thomas does offer cultural instruction through an after-school program (21st Century). This program has been successful in building self-esteem and self-confidence in the students and increasing their interest in learning beyond the regular school day.

Parental Support Issues

According to the San Carlos Unified School District, parents, generally speaking, take a hands-off approach and do not get actively involved in school activities. Perhaps it is because of the history of the Apaches where they were forced to attend boarding schools and their parents had no voice in their education. Schools invite parents today but still continue to have only a small number come in to discuss their children's progress. It is estimated that only 40% of parents come to the schools. There may be other factors to account for this, such as lack of transportation, overextended work schedules, and social ills.

The Ft. Thomas Unified School District reported that parental involvement is not where it should be but they are making it a priority. Also, Ft. Thomas has begun to include the tribal government in its education process and activities.

Curriculum Development

The schools have choices when it comes to textbook adoptions although it is actually the teachers who do the selection by voting at least by 70%. Once the choice is made the series being recommended is placed on public display for parents to review. The schools ensure that the textbooks are aligned to the state standards.

Arizona Intervention and Solutions teams have conducted site visits as part of their interventions and their common finding is that the teachers in the schools are not teaching to state standards. Also, they found that there was a lack of student engagement. This past year another finding was that the professional development activities at Rice Primary School and San Carlos Junior High School are not aligned to the Arizona School Improvement Plan (ASIP).

Conclusion

We have a lot of work to do to achieve the goals of NCLB, but we cannot do it without a strong partnership with the federal and state governments. We

have felt that our children have been left behind for a long, long time and hope that we can work together to turn things around so that our children and our children's children can grow up on the Reservation, get a quality education, and fulfill their life-long dreams and hopes. With such champions as you spearheading the Indian education components of NCLB, we have hope that this important endeavor can be accomplished so that NO Indian child is left behind.