



Navajo Nation Spring Council Session
Navajo Nation Council Chambers
Window Rock, AZ

Funding Distributions, Educational Initiatives and Priorities, and
Program Supports

BIE Navajo Report

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Our team at BIE Navajo strives for excellence in all we do. We continue to develop deep expertise and proficiency that enables us to fulfill our mission effectively, we honor and integrate the rich heritage, traditions and values of the Dine people in our approach toward teaching and learning for students and teachers. We recognize that education must be rooted in cultural understanding to be truly meaningful and effective, we deliver dependable quality in our services and interactions. We foster meaningful relationships that bind our work and community together. These bonds have created a network of support that strengthens us in our service and has enhanced collective resilience and growth. We empower individuals to discover and develop their unique talents and potential. We believe in building capacity within our community through education that expands possibilities and opportunities.

Mission

In partnership with Tribal Nations, the BIE Promotes a culturally relevant based, holistic education that prepares and empowers students to be healthy and successful

Vision

Excellence in Student-Centered Native Education

BIE Navajo Demographic Data

Bureau Funded Schools

32 Bureau Operated Schools (BOS) P.L 95-561 – Bureau-operated schools are directly supervised by Education Program Administrators (EPA).

33 Tribally Controlled Schools (TCS) P.L 100-297 – Self-governed by a local school board. Education Program Administrators (EPA) ensure schools are meeting fiscal management responsibilities and grant assurances for education programs along with providing support and technical assistance.

1 Contract School P.L 93-638 – Schools who have the autonomy to contract outside of education and are governed by a local school board.

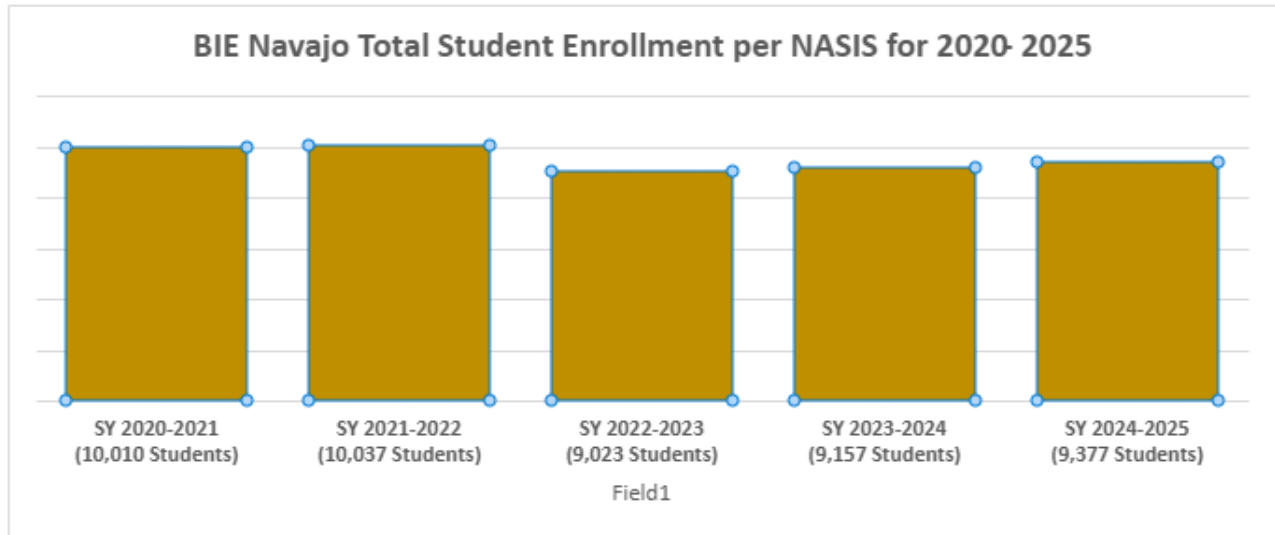
Personnel (Academics)

District and ERCs - 21 Employees (ADD, SA, EPA, Education-Program Specialists, Program Support Assistants)

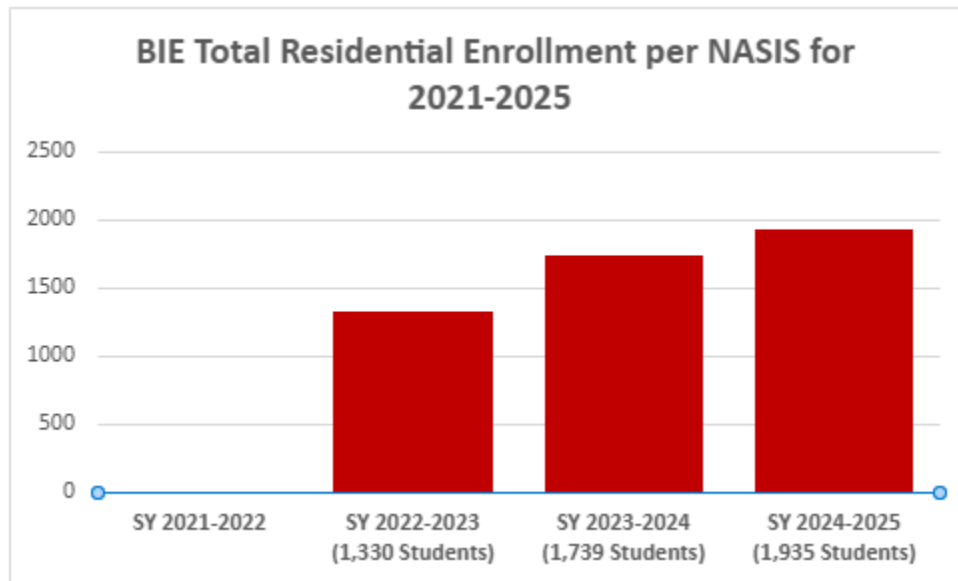
BOS – 32 Principals
326 Teachers
172 Education Technicians

TCS – 29 Principals
390 Teachers
133 – Education Technicians

Student Certification Count



Residential Certification Count



**Bureau of Indian Education – Navajo District Budget
Funding Summary for School Year 2024–2025
Total Budget: \$261,066,496**

The Bureau of Indian Education’s Navajo District includes:

- Bureau-Operated Schools,
- Tribally Controlled Schools,
- Education Resource Center,
- Agency Facility Operations & Maintenance Offices.

Funding Sources

The district’s funding is comprised of a combination of **direct congressional appropriations** and **U.S. Department of Education funds**, including:

Direct Congressional Appropriations:

- ISEP (Indian School Equalization Program)
- ISEP Program Adjustments
- Student Transportation
- Early Childhood (FACE)
- Tribal Grant Support Costs
- Education Program Enhancements
- Facility Operations & Maintenance

U.S. Department of Education Programs: Supplemental Education Formula-Based Programs

- **Title I, Part A:** Improving Basic Programs (CFDA 84.010A)
- **Title I, Part A, 1003(a):** School Improvement
- **Title II, Part A:** Supporting Effective Instruction (CFDA 84.367)
- **Title IV, Part A:** Student Support and Academic Enrichment (CFDA 84.424A)
- **Title V, Part B:** Rural and Low-Income Schools (CFDA 84.358B)

Discretionary Grants:

- **Title IV, Part B:** Nita M. Lowey 21st Century Community Learning Centers (CFDA 84.287)
- **Title VII, Part B:** McKinney-Vento – Education for Homeless Children and Youth (CFDA 84.196A)
- Comprehensive Literacy State Development Program (CFDA 84.371C)
- Indian Education Formula Grants (CFDA 84.060A)

Note: Final allocations are still pending for **Title I, Part A, Education Program Management and Facility Operations & Maintenance.**

Breakdown of Consumable Budget by Program and School Type

| Budget Program | BOS (Bureau-Operated) | TCS (Tribal Schools) | Total |
|---|------------------------------|-----------------------------|----------------------|
| A0E30: ISEP - Formula Funds | \$70,704,550 | \$65,428,870 | \$136,133,420 |
| A0E31: ISEP - Program Adjustments | \$242,208 | – | \$242,208 |
| A0E32: Student Transportation | \$10,319,382 | \$10,589,369 | \$20,908,751 |
| A0E33: Early Childhood Development (FACE) | \$4,567,823 | \$4,787,555 | \$9,355,378 |
| A0E34: Tribal Grant Support Costs | – | \$18,018,381 | \$18,018,381 |
| A0E43: Education Program Enhancements | \$9,493,000 | – | \$9,493,000 |
| A0772: Title VI-A Indian Ed Formula | \$933,462 | – | \$933,462 |
| ARS26: BSCA Academic Enrichment | \$142,241 | – | \$142,241 |
| A087B: Comp Ed – Disadvantaged | \$78,250 | \$63,280 | \$141,530 |
| A087C: Education of Handicapped | \$14,062,367 | \$6,744,084 | \$20,806,451 |
| A087F: Other Reimbursable Programs | \$1,544,730 | \$1,524,812 | \$3,069,542 |
| A087G: Title I PTA Ed Disadvantaged | \$8,349,454 | \$6,782,113 | \$15,131,567 |
| A0E35: Facilities Operations | \$5,698,482 | \$7,013,285 | \$12,711,767 |
| A0E45: Facilities Maintenance | \$6,214,721 | \$7,249,777 | \$13,464,498 |
| A0E50: Education Program Management | \$514,300 | – | \$514,300 |
| Total | \$132,864,970 | \$128,201,526 | \$261,066,496 |

Instructional Support & Accountability

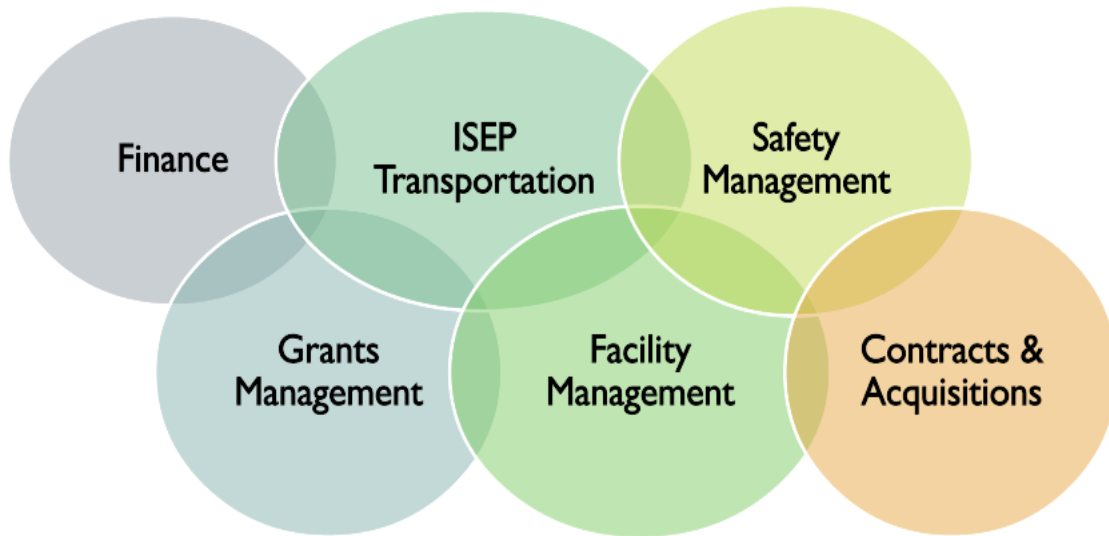
The **Navajo District** provides its schools with **professional educational support services** aimed at improving academic outcomes and instructional quality. As part of its commitment to continuous improvement, the district is also **responsible for tracking and monitoring progress** across all supported schools.

This includes:

Providing targeted technical assistance and training

- Supporting the implementation of federal and tribal educational programs
- Monitoring data to ensure compliance, effectiveness, and alignment with goals
- Reporting outcomes to ensure transparency and accountability

Transition of Navajo School Operation – Since 2024, Navajo School Operations transitioned back under Central Office’s Division of School Operations. Although this transition has occurred, collaboration efforts continue with School Operations.



Professional development for School Finance and Grants Management are provided in the following topics.



Educational Initiatives and Priorities

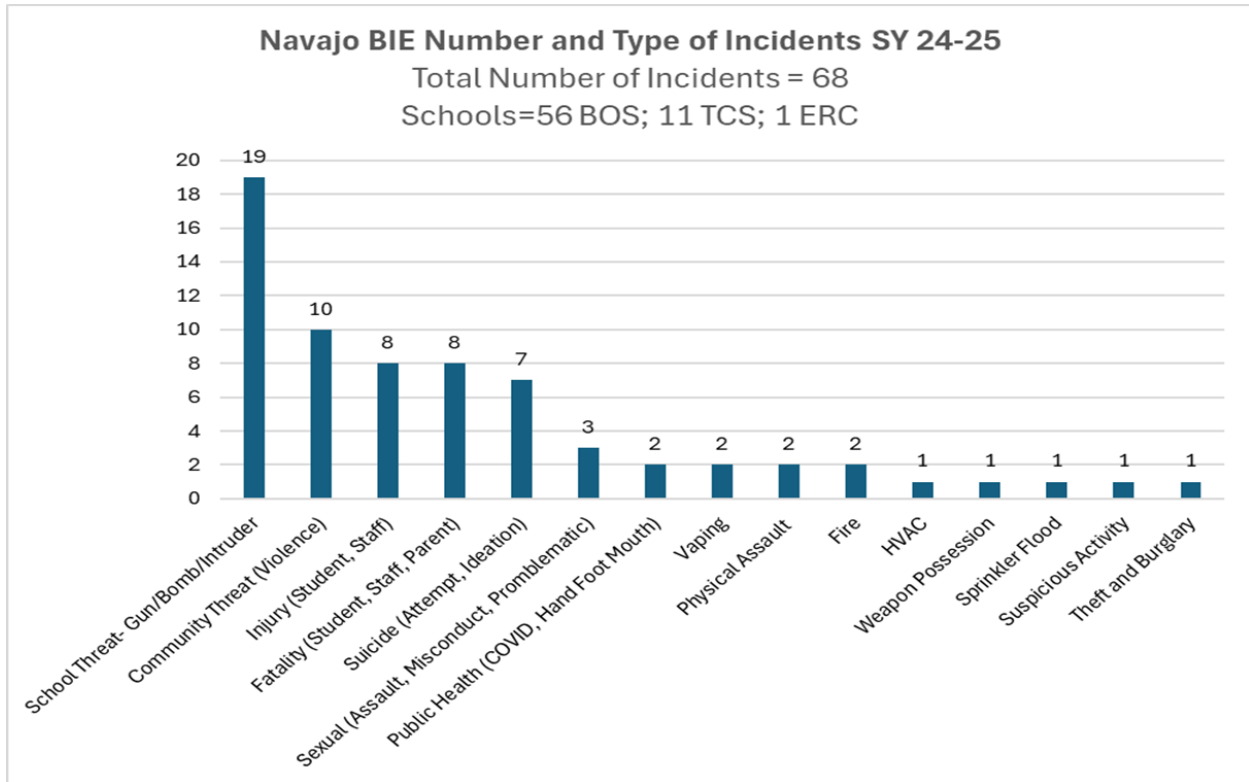
- **Curriculum, Instruction, and Assessment**
 - **Strategic Transformation of Education Program (STEP)** - An online tool for schools to continue instruction in a traditional and/or virtual setting. Students and their teachers utilize on an online instruction system through the eLMS platform, known as Schoology. Schoology is a system which supports the instruction & assessment cycle. Our schools are in a three-phase implementation of this vital digital technology program. To date, 100% of our 32 bureau-operated schools have been phased into this program and are working at their differentiated levels of implementation with the guidance and support of experts along with Education Program Administrators and School Improvement Specialists who come on-site as well as work virtually to provide support for blended learning. Blended learning simply is education instructional delivery where traditional practices are combined with the use of IT student learning on a day to day basis. Our teachers are engaging their students using different modes of learning which are culturally relevant, standards-based and differentiated. This transformation has increased our technology usage as well as keeping teachers in a strong learning mode to stay abreast of new technology and expectations for delivery in our remote areas. Tribally-controlled schools have been invited to participate; interest by the schools is increasing.
 - **Professional Learning Communities (PLC) at Work Process** – A collaborative process amongst teachers, supporting curriculum development, instruction, and assessment through the teaching and learning cycle. A large part of this collaborative process involves all teachers being on a team, engaging in comprehensive, focused dialogue around student teaching and learning; teachers are also learning about their practices in this process based on what student data is informing teachers about what students should know and be able to do, how do we know students are learning, what to do when students don't learn, and what to do when students do learn.
- **Native/Dine Language and Culture**
 - As an integral part of promoting a culturally-base holistic education, Dine language and culture is incorporated into daily instruction in classrooms and across programs schoolwide. This initiative is funded by ISEP as a supplemental program, driven by annual school program narratives and lesson delivery. Through teaching and learning of language and culture, schools are fostering meaningful relationships that bind our communities together, promoting a culturally relevant education.

- **Stakeholder Engagement** - Our BIE logo of Culture, Knowledge and Leadership also represents the purpose of partnership; we are building a culturally relevant and strong collaborative culture, we are deepening our knowledge so we can continue to build our leadership across our schools, our programs, and our communities.
 - We have and are building external partnerships and relationships with...
 - Navajo Nation Department of Dine Education
 - Indian Health Services
 - School Board Associations
 - Law Enforcement Agencies
 - Dine College
 - Navajo Technical University
 - Southwest Indian Polytech Institute (SIPI)
 - Navajo Nation
 - University of New Mexico
 - Arizona State University (HELIO)

- **Data Driven Decisions** – With the need for social-emotional learning and still reeling from the pandemic where students were not face-to-face, we found ourselves as a district working harder each year to support the challenges students faced with difficult situations including poverty, suicide, homelessness, loss of family, and other crisis situations. As a result, the creation of a Counselor Cohort was created to engage our school counselors in meaningful dialogue allowing them to share experiences and communicate the exchange of ideas, receive support, and provide support for one another. This cohort has demonstrated success because it has empowered our counselors to advocate for the needs of our students as evident in their conversations, professional development requests, response to service request for emergency situations. Making a difference in the lives of adults and students is evident in this initiative because it serves as a direct need in a time of crisis.

Program Supports

School Safety: Provide Navajo BIE Bureau Operated Schools (BOS) and Tribally Controlled Schools (TCS) with support and recommendations on how to respond to emergency and crisis situations by outlining their Emergency Operations Plan (EOP) and Continuity of Operations Plan (COOP).



Debriefing efforts (Safety and Behavioral Health):

School Safety Specialist and Behavioral Health Program Specialist communicate with schools by assisting with debriefing efforts by identifying strengths, weaknesses, and lessons learned, ultimately improving future preparedness and response. Student Behavioral Health Program Specialist assisted schools by coordinating local Indian Health Services and Navajo Nation Division Behavioral and Mental Health services as requested with schools regarding outpatient behavioral health counseling. School Safety Specialist provided technical assistance to ensure schools are following their Emergency Management Plans, BIE policy, and reporting communications.

Kitchen Corrective Action Plans (Safety)

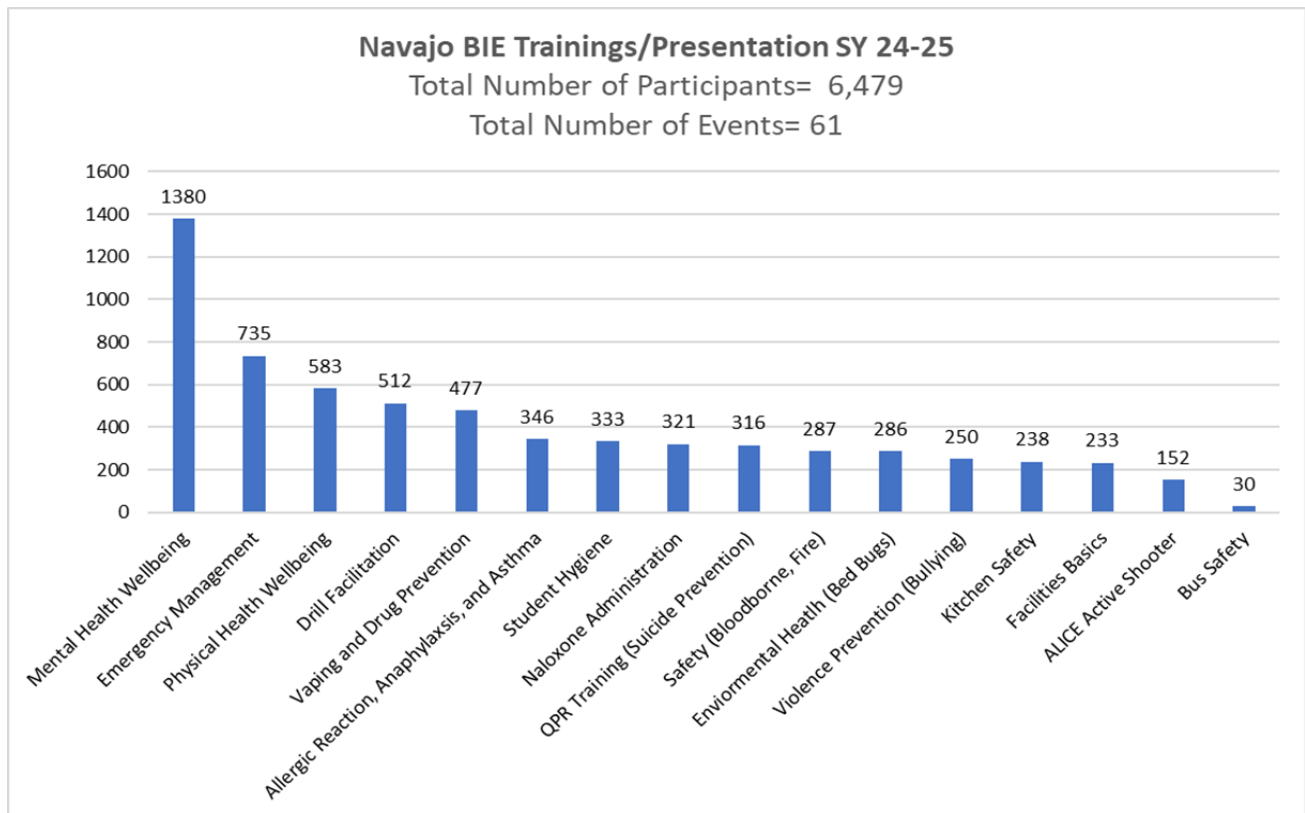
During this school year, School Safety Specialist assisted a total of 36 Navajo BIE Schools (19 BOS and 17 TCS) to complete their Kitchen Corrective Action Plans. These corrective actions ensure Navajo BIE Schools are following the Food Drug Administration Food Code 2022.

Emergency Management Plans (Safety)

During this school year, School Safety Specialist assisted 32 Navajo BOS in submitting their Emergency Management Plans which include the school’s Emergency Operations Plan and Continuity of Operations Plan. Out of 33 TCS, five Navajo TCS submitted their plans.

Behavioral Health & Wellness

Behavioral Health - The following domains have been prioritized in the behavioral health and wellness program: Wellness, Behavioral Health, and Safety, creating and sustaining partnership building with tribal community, public, and private organizations, and supporting safe school environment ef



Behavioral Health: Support Navajo BIE counselors with counseling training and building capacity. Behavioral Health Student Program Specialist facilitated Counselors **monthly meetings between August 2024 to April 2025:**

- “Back to School and Wellness Check In”
- “Crisis Protocol Efforts”
- “Indigenous Heritage Month”
- “Self-care strategies and BHWP crisis line”
- “Time Management and Professional Development Schedule for the new spring semester”
- “National School Counseling Week”
- “National Nutrition and Social Work Month”
- “Supporting Special Education Students with academic and behavioral challenges”

Behavioral Health & Wellness Program (BHWP) and Whole School-Whole Community-Whole Child (WSCC) initiatives:

Behavioral Health Student Program Specialist implemented 3 BOS Schools for Virtual Counseling Early Adopter program with Behavioral Health Wellness Program (BHWP). Currently, planning to onboard 5 schools and 1 residential program:

- TCS:
 - Winslow Residential
- BOS:
 - Baca Community School,
 - Crownpoint Community School,
 - Kayenta Boarding School,
 - Jeehdeez’a Elementary School, and
 - Ojo Encino Day School

The *Whole School Child Community Learning Collaborative (WSCC)* initiative includes multi-support system tier training and youth support to BOS schools promoting mental health awareness, youth leadership, and voice empowerment.

A comprehensive wellness Memorandum of Agreement (MOA) between Navajo Area Indian Health Service (NAO I.H.S) and BIE initiative is in the process of being signed to assist all Navajo Bureau Operated Schools. The purpose of this MOA is to promote collaboration and wellness

services involving behavioral health, medical, health promotion, and prevention treatment and services to Native youth enrolled in Bureau-Operated Schools (BOS).

A staff wellness room has been established for the benefit of employees to promote and maintain employee wellness and contribute to overall physical and mental health, reducing health risk, and enhancing work-life balance. Employees have expressed the need to have a supportive space, and the wellness room will allow employees to utilize time for themselves by exercising, stretching, or having mindful moments to self. This is in accordance with the Office of Personnel Management's employee's health services handbook to initiate healthy behavior changes.

The Student Behavioral Health Program supports schools by meeting with BIE internal partners and collaborating with school officials, tribal agencies, community organizations, state education agencies and other organizations in consultation with the Associate Deputy Director and BIE Central Student Health Program Specialist when addressing student and staff needs regarding wellness and behavioral health.

ATTACHMENTS

- Dear Tribal Leader Letter/Tribal Consultation – April 14, 2025
- Directory of Schools