

**NORTHEAST ARIZONA TECHNOLOGICAL INSTITUTE OF VOCATIONAL EDUCATION
GOVERNING BOARD RETREAT MEETING MINUTES
N.A.T.I.V.E. Board Retreat June 9-11, 2025**

NATIVE Board Retreat (Monday, June 9, 2025)

Generated by Patricia Osif on Monday, June 9, 2025

1. MONDAY, JUNE 9, 2025 at 1:00 PM - 4:00 PM (MST)

1.1 Call to Order and Welcome

Opening of NATIVE Board Retreat was called to order at 1:04 PM (MST) by N.A.T.I.V.E. Board President Lee Zhonnie at Room 219 - Marker Room, Twin Arrows Resort, Flagstaff AZ.

1.2 Roll Call

Board Members Present:

Lee Zhonnie, Red Mesa Unified School District
Jeremy Curtis, Ganado Unified School District
Dinah Wauneka, Window Rock Unified School District

Board Members Absent:

Michael Bahe, Pinon Unified School District
Ted Goodluck Jr., Sanders Unified School District
Lavina Smith, Kayenta Unified School District

In addition to three (3) Governing Board present, the N.A.T.I.V.E. Superintendent, N.A.T.I.V.E. Business Manager, N.A.T.I.V.E. CTE Director, N.A.T.I.V.E. Board Secretary, N.A.T.I.V.E. Administrative Assistant, 1 community member a total of 9 were in attendance for all or part of the meeting.

1.3 1:04 PM - 1:20 PM (MST) District Updates (Patricia Osif)

Mrs. Osif handed out documents for Board members to update in the new fiscal year 2025-2026.

- a) Conflict of Interest
- b) Use of Technology Resources
- c) Personal Information
- d) 2025-2026 NATIVE District School Calendar
- e) NATIVE Governing Board Schedule

1.4 1:20 PM - 1:40 PM (MST) District Updates (Jonathan Yazzie)

- Financial Audit Inventory and Equipment Accountability - to ensure continued compliance with the AGO (Auditor General Office) and yearly audits of purchased through N.A.T.I.V.E. District, and/or leased or donated equipment is examined by the Auditor General Office. To be in compliance with Auditor General Office all site school districts are the key to success in processing inventory. Mr. Jonathan Yazzie is asking for help from N.A.T.I.V.E. Board members to remind CTE (Career and Technical Education) Site Directors to open and set up equipment for students.
- All Sites are required to have a physical inventory of equipment and reconciled every two years according to code CFR 80.32(d) - All school sites were submitted except for Chinle Unified School District; Chinle USD will submit their inventory later; Title for equipment costing \$5,000 or more must remain vested in the Federal Government CFR 200.312(a); Use the equipment for the authorized purposes of the project during the period of performance, or until the property is no longer needed for the purpose of the project CFR 200.313 (a)(1) - items purchased are for the school site districts, not for personal or district use, only for that specific program, the equipment must be used. If the equipment is no longer needed from its originally authorized purpose, the equipment must request disposition instructions CFR 200.312(b) - the school sites must dispose the equipment. According to IGA (Intergovernmental Agreement) the school sites are responsible of disposal of equipment.
- **When equipment is received:**
 - All school site must open and set up equipment - As Soon As Possible
 - Once equipment is set up, contact Mr. Jonathan Yazzie, NATIVE CTE Coordinator. Mr. Yazzie will need to locate the equipment and tag the equipment.
 - Keep equipment inventory up to date using the ADE (Arizona Department of Education) form for Career and Technical Education Programs -it should have the following information: location of equipment, tag number, serial number, description, make and model, funding source purchased by, note the condition of the equipment and estimated cost. All school site should be using AZ Department of Education form.
 - Disposal Equipment - are processed at school sites.
 - Superintendent Tsosie explained the school sites are responsible to process the disposable equipment and it must be Board approved by the School Site Governing Board. Once the Board approves the equipment for disposable a list and the site Governing Board meeting minutes should be submitted to Mr. Jonathan Yazzie, N.A.T.I.V.E. Career and Technical Education Director for him to revise capital assets in Visions.
- Capital Asset Reconciliation (Mr. Jonathan Yazzie handed out the Reconciliation Summary)
 - Auditor General use this form for the financial audit inventory - the acronym of GFA (is what the Board approves funding for each school site) and FF&E (Furnishing / Fixture & Equipment) are the amount of cost for the equipment. Non-GFA are purchases of items that are under \$500.00 Example: grinders, clippers. Combine the two amounts is close to 3/4 of a million dollars.
 - The next line is GL (General Ledger) what is actually spent for all school sites. It currently show the Variance of "0" - which is great. This is what the Auditor General was impressed to see the Variance at "0".

Board member Goodluck Jr. arrived at 1:30 AM (MST).

1.5 1:40 PM - 2:00 PM (MST) **District Updates (Gabriel Yazzie)**

Arizona State Legislature have not approve the budget. It's in a Draft Budget Format. Arizona Department of Education are still working on the budget formula.

1.6 2:00 PM - 2:30 PM (MST) **District Updates (Ron Tsosie)**

- Superintendent Tsosie handed out a two page information regarding N.A.T.I.V.E. District (Northeast Arizona Technological of Vocational Education) Vision and Mission statement, a list of Board members names, the history of N.A.T.I.V.E. District & CTED (AZ Career and Technical Education Districts) there are fourteen (14) Career and Technical Education District (CTED) in Arizona. A list of staff members at N.A.T.I.V.E. District office.

Superintendent Tsosie handed out Arizona Statues Title 15 on Education:

- ****Arizona State Legislature - Arizona Revised Statutes Title 15 - Education**
 - **Chapter 3 - local Governance of Schools**
 - **Article 6 - Career Technical Education Districts**
 - 15-391 Definitions
 - "Career technical education course" means a course that is offered by a career technical education district as part of a career technical education district program, that is approved by the career and technical education division of the department of education and that meets each of the following requirements:
 - Is taught by an instructor who is certified to teach career and technical education by the state board of education or by a postsecondary education institution.
 - Is part of a program that requires students to obtain a passing score of at least sixty percent on an assessment that demonstrates the level of skills, knowledge and competencies necessary to be successful in the designated vocation or industry for that program of study.
 - Is part of an approved career technical education district program. At July's Board meeting Superintendent Tsosie will present to N.A.T.I.V.E. District Governing Board members a list of programs from all district school sites to be approved for SY2025-2026 also each programs will need to be approve by Arizona Department of Education.
 - Is not a course or any variation of a course, including honors, that is required under the minimum course of study pursuant to section 15-701.01 in order to graduate from high school, except that credit may be awarded for any career and technical education course. It has to be Career Technical Education course. It can't be a yearbook club or home economics. It must be an approved course from Arizona Department of Education. To purchase items for programs it must be for that specific program, it can not be for a club or an event.
 - Requires a majority of instructional time to be conducted in a laboratory environment, field-based environment or work-based learning environment.
 - Requires specialized equipment and specialized materials in order to provide instruction to students that exceeds the cost of a standard educational course.
 - Is offered only to students in grades nine, ten, eleven and twelve. This is correct except when it comes to funding right now ninth grade is not counted by Arizona State Department of Education.
 - Requires a single or stackable credential as described in subdivision (1) of this paragraph or a skill that will allow a student to obtain work as described in subdivision (1) of this paragraph on graduation before receiving an associate degree or baccalaureate degree. This ties into the Monitoring Documents to be in compliance with Arizona Department of Education, and N.A.T.I.V.E. District funding.
 - 15-392 Formation of Career Technical Education District
 - 15-393 Career Technical Education District Governing Board; report; definitions
 - 15-393.01 Career Technical Education Districts; annual report; performance and accountability
 - 15-394 Preservation of year of employment
 - 15-395 Enlarging Career Technical Education Districts
 - 15-396 Dissolution of Career Technical Education Districts
 - 15-397 Effect of unification or consolidation of participating school districts
 - 15-398 Career Technical Education Districts; associate degrees; requirements; reports; definitions
 - **Chapter 7 - Instruction**
 - **Article 5 - Career Technical Education and Vocational Education**
 - 15-781 Definition
 - 15-781.02 Meetings; majority required for validation; travel expenses; immunity
 - 15-782 Career and Technical Education and Vocational Education
 - 15-782.01 Instructors; specialized teaching certificate; qualifications; rules; definition
 - 15-782.02 Career and Technical Education and Vocational Education programs; fingerprint clearance card; expanded hours; tuition
 - 15-783 Evaluation of Career and Technical Education and Vocational Education programs
 - 15-784 Vocational education; acceptance of congressional acts; appropriation; distribution of federal monies
 - 15-785 Career and Technical Education and Vocational Education schools; expenses; allocations from federal funds
 - 15-786 Acceptance of gifts or grants; fund; unexpended monies
 - 15-787 Eligibility; allocation; plan
 - 15-788 Exemption from certain requirements; exception
 - 15-789 Contracting and cooperative arrangements for Career and Technical Education and Vocational Education; advisory committee

- 15-790 Primary responsibility of school districts, career technical education districts, community college districts and universities
 - 15-791 Arizona agricultural youth organization special plate fund
- - **Chapter 10 - School District Funds and Related Operation**
 - **Article 9 - Career Technical Education Projects Funds**
 - 15-1231 Career and technical education projects fund; use of monies; requirements
- The Course of "Career Exploration" - was questioned by N.A.T.I.V.E. District Business Manager, Gabriel Yazzie. This course is usually for ninth grade students and Arizona Department of Education will not fund ninth graders. This item has been on the agenda with Arizona State Legislative to approve funding for ninth graders, it has not been approved through Arizona legislatures.
- **Federal Perkins V (5) State Plan**

Each of the school site districts have the opportunity to receive funding from Federal Perkins, State Priority and N.A.T.I.V.E. District.

Superintendent Tsosie presented The Arizona Department of Education Quality and Compliance Monitoring Document and N.A.T.I.V.E. CTED Quality and Compliance Monitoring Document both have similar format.

- Both have the Compliance Indicator and Quality Indicator
- Both have the rating scale
- The difference on the Arizona Department of Education Quality and Compliance Monitoring Document and N.A.T.I.V.E. CTED Quality and Compliance Monitoring Document is the bottom portion of N.A.T.I.V.E. CTED Quality and Compliance Document the "District or CTED" is taken out because it may involve the front office or counseling department and ADE (Arizona Department of Education) will look into this area with more detailed.

These documents are in line with Arizona State Statues that was presented earlier from Superintendent Tsosie**

There are nine (9) Standards

1. **Standards** - Aligned & Integrated Curriculum and Engaging Instruction - (Curriculum must involve Technical Standards, Professional Skills, Work-based Learning, CTSO Integration, Academics Integration, Lab Schedules/Calendar)
2. **Prepared & Effective Program Staff** - (Copy of valid CTE teacher(s) certificate)
3. **Access & Equity** - (Data includes all special populations open enrollment in program)
4. **Facilities Equipment, Technology & Materials** - (Program inventory spreadsheet/form by site)
5. **Business & Community Partnerships** - (Advisory minutes indicating industry and business partners and community members with action items)
6. **Student Career Development** - (Curriculum or lessons, District or CTED schedule for career exploration)
7. **CTSO - Career & Technical Student Organizations** - (Chapter bylaws, Local chapter advisor is CTE teacher, Invoice/PO showing that it was paid membership within the last year, CTSO meeting minutes)
8. **Work-Base Learning** - (Course information or curriculum indicating where work base learning occurs in the program provided, CTE teacher certification, CTE teacher certification with cooperative education endorsement, real world work, students may work as an intern at a business)
9. **Data & Program Improvement District Level** - (District performance measures - evidence showing attainment, Copy of improvement plan if State Determined Level of Performance (SDLP), Comprehensive Local Needs Assessment (CLNA) as submitted in grant.)

For each of these standards there are:

- Compliance Indicator - which is under the Arizona State Statues.
- Quality Indicator - each quality indicator checked will receive extra points if they have completed these indicators.

To received funding from Arizona Department of Education each site programs, from all fourteen (14) Arizona CTED (Career and Technical Education Districts from across the state) must meet all the Compliance Indicator. If a program misses one Compliance Indicator, these CTED's are not allowed funding for that program. For the Quality Indicator, this is optional and will show that this program is in good standing. The program's curriculum map is evaluated by Superintendent Tsosie and CTE Coordinator Jonathan Yazzie they check to see if the teachers/program (and with the help of Site School CTE Directors) are working on each compliance indicated that are listed.

Jonathan Yazzie, NATIVE CTE Coordinator stated, "The TSA (Technical Standard Assessment) was developed by industries, farmers, business owners, companies, welders, bakery, etc. ADE (Arizona Department of Education) asked these industries what type of skills does an entry level student/employee should know in the career they are applying for a job. The information that was provided by the industries was then put into the Technical Skills Standards and was developed for students to be ready for the workforce. Later, ADE (Arizona Department of Education) developed an area of Professional Skills Standards to help students to dress accordingly to their job performance, and later added Work-Base Learning." This information is know as Technical Skills Assessment (TSA).

- Superintendent Tsosie and CTE Coordinator Yazzie have examined site programs of the Academic Integration - Math, Reading, Science, and Language Standards.

Teachers and Site CTE Directors are given a copy of the final N.A.T.I.V.E. CTED Quality and Compliance Monitoring Document. Teachers and Site CTE Directors have time to make corrections and resubmit to Superintendent Tsosie and N.A.T.I.V.E. CTE Coordinator by the end of June 2025.

1.7 3:30 PM - 3:42 PM (MST) Break

1.8 3:45 PM - 4:00 PM (MST) **Budget Overview, Capital Budget/Fund Balance Planning for N.A.T.I.V.E. Central Campus - Presented by Superintendent Tsosie**

Auditors are requesting a break down of expenditures (budget) for N.A.T.I.V.E. Central Campus for SY2025-2026, for \$1.5 million dollars.

Expenditure of NATIVE Central Campus - Capital Funds for SY2024-2025

- Roof Maintenance/Repair
- HVAC Maintenance and Repairs
- Electrical lighting around the campus

Budget for NATIVE Central Campus - Capital Funds for SY2025-2026

- Continue to work on Roof Maintenance/Repair
- Re-gravel the parking lot
- Foundation
- Drainage - away from the building
- Expansion of Culinary Arts classroom
- LED Sign
- Hogans need to be resealed
- Continue HVAC Maintenance and Repairs

Proposals of Core Constructions Budget Proposal May 2025

- Core Constructions are a 1GPA Agreement Contract
 - Culinary Kitchen Addition/Renovation
 - New Kitchen Exhaust Hood
 - Total Budget Proposal Price: \$744,112

Classroom/Meeting Area Addition

- Budgetary Cost Range \$700/sf - \$750/sf
- 70' x 70' = 4,900
- 4,900 x \$700 = \$3,430,000
- This is about the size of the district building, the offices side (Kayenta)

On-Site Paving

- Asphalt Parking Lot (East, West, North, parking lots)
- New On-site Paving: 170,564sf
- \$1,891,788

Off-Site Paving

- Roadway Paving
- School to the main highway
- New Roadway Paving: 142,400/sf
- \$5,316,008

Potential Staff Housing

- Depending on the size and the different plan
- \$650 to \$700/sf

N.A.T.I.V.E. District Business Manager Gabriel Yazzie mentioned on the On-Site and Off-Site Paving - Arizona School Facility Board do fund fire lanes, N.A.T.I.V.E. District does have a fire lane. N.A.T.I.V.E. District Board members can request funding from Arizona School Facility Board to help fund on the road project. There's a good chance Arizona School Facility can provide funding to N.A.T.I.V.E. District. To continue the process N.A.T.I.V.E. District Board members can write a letter to Kayenta Township to see if they can help pay for part of the cost. Board President Zhonnie would like to see the road project completed.

Board Vice President Curtis would like N.A.T.I.V.E. District to focus on the expansion of classroom/meeting area and staff housing.

Superintendent Tsosie handed out a Planning Period for SY2025-2026

CTE Capital Budget/Fund Balance Planning Questions - This strategic plan outlines the key considerations, priorities, and planning components related to capital investments in Career and Technical Education (CTE) programs. The objective is to ensure that capital resources - such as facilities, equipment, and infrastructure - align with Arizona Department of Education (ADE) standards, industry needs, and student success outcomes. This plan supports long-term viability, program quality, and community workforce readiness.

1. Program Alignment and Vision

- What are the long-term goals of the district's CTE programs?
- How will capital investments align with ADE-approved CTE Program Technical Standards?

Action Steps:

*Define CTE program goals (3-5 years).

*Align capital improvements with state-approved program requirements.

2. Facilities and Equipment Needs Assessment

- What equipment, labs, shops, or specialized facilities are outdated or inadequate?
- Do current spaces meet health, safety, ADA, and industry compliance standards?
- Are facilities adaptable to support cross-sector programming or interdisciplinary instruction?

Action Steps:

- *Conduct annual CTE facility audits.
- *Create an inventory of equipment with age and replacement timelines.
- *Prioritize facility upgrades based on compliance, safety, and instructional need.

3. Enrollment and Program Capacity Planning

- Are current facilities and equipment adequate for student enrollment and program growth?
- Do we need new programs or facility expansions to meet demand?
- Plan space to support dual enrollment, certification testing, or externship prep?

Action Steps:

- *Analyze enrollment trends and program waitlists.
- *Develop space utilization reports.
- *Project future program demand by industry sector.

4. Funding and Budget Strategy

- What capital funding sources are available (district funds, CTED, grants, etc.)?
- What are the projected costs and timelines for key capital projects?
- Can industry partnerships or donations offset major expenses?

Action Steps:

- *Align capital planning with state budget timelines.
- *Explore grant opportunities and corporate sponsorships.
- *Maintain a multi-year capital expenditure forecast.

5. Compliance with State and Local Requirements

- Do capital plans comply with Arizona procurement laws and funding regulations?

Action Steps:

- *Collaborate with district purchasing/legal departments.
- *Review ADE CTE Program Monitoring guides for compliance.

6. Technology Integration and Innovation

- Are we purchasing and maintaining current industry-standard technology?
- Is there a plan for updating software, hardware, and instructional tools?
- Are instructors trained to integrate advanced technologies into instruction?

Action Steps:

- *Map technology tools to industry certification or standards.
- *Implement technology refresh cycles.
- *Offer staff development for new instructional technologies.

7. Stakeholder Engagement

- Have educators, students, business partners, and postsecondary institutions been consulted?
- How are advisory committee recommendations reflected in capital planning?

Action Steps:

- *How annual business and industry reviews focused on capital and equipment needs.
- *Conduct stakeholder surveys to inform planning.
- *Document community and industry input in decision-making.

8. Sustainability and Maintenance

- Is there a long-term plan to maintain facilities and equipment?
- Are there sufficient funds or contracts in place for upkeep and servicing?
- Are staff trained for basic maintenance and safety compliance?

Action Steps:

- *Develop equipment and facility maintenance schedules.
- *Include maintenance costs in total capital budget.
- *Partner with facilities or vendors for service agreements.

9. Equity and Access

- Do all students have equitable access to quality CTE spaces and tools?
- Are capital improvements equitably distributed among school sites?

Action Steps:

- *Review capital plans through an equity lens.
- *Address disparities in access across demographics or geographic locations.

10. Evaluation and Accountability

- How will we measure the impact of capital investments on program quality and student outcomes?
- What benchmarks or KPIs (key performance indicators) will be tracked?
- How often will the capital plan be reviewed and adjusted?

Action Steps:

- *Track metrics such as credential attainment, enrollment growth, and employer feedback.
- *Evaluation ROI (return on investment) from capital improvements annually.
- *Adjust strategic goals based on performance and audit findings.

2. TUESDAY, JUNE 10, 2025 at 8:00 AM - 11:00 AM (MST)

2.1 Call to Order and Welcome

Opening of NATIVE Board Retreat was called to order at 8:09 AM (MST) by N.A.T.I.V.E. Board President Lee Zhonnie, at Room 219 - Marker Room, Twin Arrows Resort, Flagstaff AZ.

1.2 Roll Call

Board Members Present:

Lee Zhonnie, Red Mesa Unified School District
Jeremy Curtis, Ganado Unified School District
Ted Goodluck Jr., Sanders Unified School District
Dinah Wauneka, Window Rock Unified School District

Board Members Absent:

Michael Bahe, Pinon Unified School District
Lavina Smith, Kayenta Unified School District

In addition to four (4) Governing Board present, the N.A.T.I.V.E. Superintendent, N.A.T.I.V.E. Business Manager, N.A.T.I.V.E. CTE Director, N.A.T.I.V.E. Board Secretary, NATIVE Administrative Assistant, 2 community member a total of 11 were in attendance for all or part of the meeting.

2.3 8:09 AM - 9:00 AM (MST) District Vision, Mission, and 3 Year Goals

N.A.T.I.V.E. District Vision Statement: While supporting cultural identity, NATIVE will provide quality learning experiences to success in tomorrow's workforce.

- Discussion to revise Vision Statement - possibly add "students" after NATIVE, "provide education opportunities for all students"

N.A.T.I.V.E. District Mission Statement: Provide industry driven Career Technical Education to empower all NATIVE students with skills and knowledge to access opportunities in local, regional and global workforce.

- Discussion to revise the Mission Statement - add "national & international" or "self sufficient/self reliant"

When creating mission and vision statements it's important to ask key questions that ensure the statements are clear, inclusive, forward-thinking, and aligned with Arizona Department of Education (ADE) standards and community needs.

- **Core Identity**
 - 1) What is the core purpose of our school?
 - Why do we exist?
 - What value do we bring to our students and community?
 - 2) What are our school's strengths, especially in CTE?
 - What programs or outcomes make us unique in Arizona?
- **Student Focus**
 - 3) What kind of student do we hope to graduate?
 - What skills, values, and knowledge should they have?
 - How do we support diverse student backgrounds and goals?
 - 4) How do we prepare students for postsecondary success?
 - College, career, or military readiness?
- **Community & Stakeholders**
 - 5) Who are the stakeholders we serve?
 - Students, families, local employers, community members?
 - 6) What role does our school play in the local and state economy?
 - How does our mission support Arizona's workforce development?
- **Educational Philosophy & Practice**
 - 7) What are our educational values and beliefs?
 - Equity, innovation, hand-on learning, industry certification?
 - 8) How do we measure success?
 - Graduation rates, certification attainment, community impact?
- **Vision for the Future**
 - 9) What is our ideal future?
 - Where do we see the school in 5-10 years?
 - 10) What changes do we want to lead or be know for?
 - In education, community involvement, or student achievement?
- **Alignment & Accountability**
 - 11) How do we align with state standards and initiatives (Arizona Department of Education, Perkins V)?
 - 12) How do we ensure our mission and vision are actionable and measurable?

Goals 3-5 years

- **Communication & Collaboration** - Continue to develop collaboration working relationships between N.A.T.I.V.E. Board, N.A.T.I.V.E. administration, satellite site administration and boards, teachers, students, parents and communities. Communication is the first thing to reach out to communities, parents and students. Vice President Curtis made a suggestion to reach the 8th graders to do a "Trade/Career Fair" and to Show Case Career and Technical (CTE) Programs

for all the site school districts and local community. Board member Goodluck Jr. would recommend Chinle USD to have the Trade/Career Fair and possibly in March or April would be a great time, before students are promoted. Everything starts at home our Navajo - Hopi - Indigenous values are taught and we need to try to keep this.

- Quality CTE Programs - Continue to develop, upgrade and enhance quality innovation Arizona state approved Career and Technical Education programs and courses district wide. Quality CTE Programs are evaluated that are submitted from each sites, Perkins Grant, and ties into curriculum. Build quality programs, enhance programs and help students. Provide items or equipment to have students help in their future work. N.A.T.I.V.E. Business Manager, Gabriel Yazzie is recommending to invite Site Business Managers to get vital information regarding N.A.T.I.V.E. District budget. N.A.T.I.V.E. District and site schools need to be consistency in the curriculum.
- Advocate - Continue to advocate for CTE/CTED funds. Need to educate Navajo Nation Council Delegates, and to reach out to students, and parents at events.
- Awareness & Education - Continue to advocate for perceptual change toward Career and Technical Education/Career and Technical Education District by creating an understanding and appreciation for the value of Career Technical Education as integral to a comprehensive education. Possibly combine Advocate with Awareness & Education they are both the same and needed.
- Recognition & Thanks - Development of the recognitions of achievements in Career Technical Education district wide.
- Development & Growth - Continued development of N.A.T.I.V.E. Central Campus facilities and programs. Development of the recognitions of achievements on Career Technical Education district wide.

Break for 5 minutes.

2.4 9:00 AM - 11:00 AM (MST) **ASBA Presentation - Strategic Planning Overview by Sarah James**

ASBA (Arizona School Board Association) Facilitated a two-hour board facilitation for the N.A.T.I.V.E. District. The purpose of this session was to present an overview of strategic planning.

Summary: Strategic Planning Overview

ASBA facilitator Sarah James met with the Board to provide an overview of the purpose of a district strategic plan and the board's role in its development. The timeline of a strategic plan was discussed, noting that a strategic plan can take between 6 months to a year to complete and that the purpose of today's meeting was to present an overview of the strategic planning process.

Developing Board Priorities

- The Board's priorities help shape the district's strategic plan as these priorities represent what the community wants from their district. Board priorities should be aligned with the stated vision, mission and value of the district and guided by district data which will help identify needs. The importance of the district's stated vision, mission, and values was discussed, and the group reviewed the current mission, vision and goals. Other data points that should be included in further discussion during Phase 0 of strategic planning would include:
- A review of the district's current data as reported to the Arizona Department of Education (ADE) as posted on the ADE School Report Card website which includes:
 - Demographic data
 - Data on teacher/staff experience and credentials
 - Results from State testing on ELA (English Language Arts), Math and Science
 - Graduation/dropout rates and
 - Office of Civil Rights data on discipline and attendance
 - Previously stated district goals, priorities or plans

Next Steps

The N.A.T.I.V.E. District's Governance Team is actively working on updating their mission, vision and goals. There was discussion about ensuring their vision was student centered and that the importance of culture is represented in the mission and vision of the district.

Sarah James went over the Agenda

- Governance Team roles and responsibilities
 - Goals and setting
 - Seven (7) points of contact for students - bus ride to school/home, breakfast & lunch meal, teacher in the classroom, peers-develop social skills, teaching lessons/activities, parent/teacher interactive, administrators/teacher/parent/student involvement.
- Cover the purpose, stages and anatomy of a strategic plan (Don't rush this process)
- Review roles & expectations
- Review strategic planning framework
- Discuss timelines
- Review vision, mission, core beliefs/values
- Provide "current state" report (Superintendent)
- SWOT (Strength, Weakness, Opportunities, Threats) Analysis
- Identify potential focus areas of the strategic plan
- Core Team Discussion - Governing Board and Superintendent, educators, students, etc.

Defining Board and Superintendent Roles

- **Governing Board** - The role of a governing board is to improve student outcomes of their future. The governing board has 3 main levers: policy, budget, and hiring/firing/evaluating the superintendent. The governing board also has a responsibility to set goals and help establish the mission/vision and values of the district with the input of the community. Monitoring the progress of the goals is a big part of that responsibility and goes back to our role as policymakers: You cannot focus on policy without monitoring the impact of policy. The policy is a group effort. It takes 7 repetitious teaching of constant reminders of teaching and seven (7) points of contact: Bus Driver, Cafeteria, Classroom settings, Teacher, Playground setting, Parents, etc.
- **Superintendent** - The superintendent's job is to implement directions from the board. While the board's role is classified as governance, the superintendent's job is operational. The board give direction to the superintendent and the superintendent is responsible for implementing the vision.
- Governing Board & Superintendent both monitor the goals and the Superintendent will develop the plans. The Governing Board members are accountable to the community and the Superintendent is accountable to the Governing Board.

The Governance Team

Governing Board + Superintendent = Governance Team

The Purpose of a Strategic Plan

- Clarity: What is important to us?
- Unity: What brings us together?
- Direction: Where are we headed?
- Focus: Are we on track?
- Accountability: How are we progressing?

Stages of a Strategic Plan

1. Define Vision - people should read the Vision and know what the school district provides.
2. Define Mission
3. Define Core Values - some district use this and some don't. Like "Student First"
4. Gather and Analyze Data - look at areas
5. Agree on Focus Area
6. Craft Goals, Objectives, Tasks

Who Does What? Strategic Planning and Goal Setting

- Governance Team (Governing Board + Superintendent) - Will establishes the parameters of the strategic plan and collaborates with the community to develop goals as part of a district strategic plan. How long do we want to do this? What does the Mission & Vision sound like? Who do we want to be involved?
- Governing Board - Once goals have been set or a strategic plan has been developed, the governing board is responsible for approval.
- Superintendent - Upon board approval, it becomes the superintendent's charge to implement the goals and/or the strategic plan the governing board approves.

Anatomy of a Strategic Plan

- Areas of Focus
 - Teacher Recruitment/Retention
 - Academic Success - need math, reading and science background
 - Board Role: Identify areas of focus with the administration based on community input
 - Administration Role: Provide data to assist with identifying focus area
- Goals
 - Recruit and Retain Effective Teachers
 - Improve Student Achievement
 - Board Role: With the administration, assist with the development of goals
 - Administration Role: With the board, assist with the development of goals
- Objectives
 - Create New Teacher Mentor Program
 - Implement Professional Learning Communities (PLCs) - Professional Learning Community: a group of educators who work collaboratively to improve teaching practices and student outcomes.
 - Board Role: Provide feedback on objectives
 - Administration Role: Identify objectives
- Tasks
 - Research teacher mentor programs
 - Provide professional development on PLCs - Professional Learning Community: a group of educators who work collaboratively to improve teaching practices and student outcomes
 - Board Role: Provide feedback, as needed and as is appropriate
 - Administrative Role: Delegate tasks for completion
- Measurable Outcomes
 - Percentage retention of effective teachers
 - Number of PLCs implemented - Career and Technical Education teachers are a unique course and how can one be creative to help the Career and Technical Education Department
 - Board Role: Review progress/results and provide feedback/resources
 - Administrative Role: Provide data on progress/recommendations moving forward

Board member Goodluck Jr. how can we get all the Agriculture teachers, Welding teachers, and Graphic Arts teachers etc. come together and collaborate with the curriculum goals. N.A.T.I.V.E. District has been collaborate with different program at different sites/or N.A.T.I.V.E. District Central Campus and "It has been great so far". N.A.T.I.V.E. CTE Coordinator, Jonathan Yazzie, is

requesting for Construction program teachers come together for SY2025-2026.

Board Authority (Oversight of Management): Sets Expectations & Parameters

1. Adopt Goals
2. Adopt Policies
6. Evaluate Results

Superintendent Authority (Recommendations to the Board): Provides Leadership & Supervision

3. Develop Plans
4. Implement Plans
5. Monitor Progress

Strategic Planning Framework Flow Chart

Pre-Planning Strategic Oversight Team (SOT)

*** Indicate suggested Board updates/Request for Board input**

Members: Board, the Superintendent and Cabinet

Purpose: Oversight and accountability

- Phase 1 : Level Set
 - Core Team Members: The Superintendent, Cabinet and other stakeholder group representatives (Educators, family members, students, graduate, community - no Board members)
 - Purpose: Guidance and communication
- Phase 2 : Portrait of a Graduate
 - Core Team/Stakeholders (Educators, family members, community - no Board members)
 - * Indicate suggested Board updates/Request for Board input**
- Phase 3 : Needs Assessment (What needs to happen? Possibly create own individual CTE questionnaire)
 - Core and Project Teams Members: Varied, may include departments, small groups or individuals
 - Purpose: Task identification and completion

*** Indicate suggested Board updates/Request for Board input**
- Phase 4 : Goal Development/Strategic Initiatives
 - Core Team Members: The Superintendent, Cabinet and other stakeholder group representatives (Educators, family members, students, graduate, community - no Board members)
 - * Indicate suggested Board updates/Request for Board input**
- Phase 5 : Identify KPI's/Smart Goals
 - Project Teams: Varied, may include departments, small groups or individuals
 - * Indicate suggested Board updates/Request for Board input**
- Phase 6 : Adopt Plan
 - SOT: Strategic Oversight Team members: Board, the Superintendent and Cabinet
 - *Indicate suggested Board updates/Request for Board input**
- Phase 7 : Alignment (Monitoring Document will be implemented, how are we measuring our goals?)
 - Project Teams: Varied, may include departments, small groups or individuals
- Phase 8 : Monitor Progress
 - SOT: Strategic Oversight Team members: Board, the Superintendent and Cabinet
 - *Indicate suggested Board updates/Request for Board input**

*There needs to be input from the communities. What are the best strategy for each school districts?

*Mission Statement should describe what the work is, the reason why N.A.T.I.V.E. District exists - what N.A.T.I.V.E. District are doing. The values & beliefs of the community.

*Vision should be a big idea of what N.A.T.I.V.E. District wants for students.

Current State of N.A.T.I.V.E. District: Superintendent Tsosie stated, "Continue to support teachers. N.A.T.I.V.E. District have a great teachers, Board members, and staff. There's always room for improvement." Vice President Curtis mentioned, "N.A.T.I.V.E. District Board is unique and the Board members don't have major issues like most other district." Vice President Curtis is grateful N.A.T.I.V.E. District Board members work together and focus on CTE students. Would like fellow Board members to be present at events, board meetings, and give their own opinion on N.A.T.I.V.E. District goals for the school district, superintendent, and the main central campus.

The Strategic Planning Area: Write down the improvements of Board Members to attend events/Board Meetings. Figure out the strengths and weaknesses - tie back to the goals. Address negative comments. What are the threats? Analyze areas of the S.O.W.T.

S.O.W.T. acronyms

S : STRENGTHS - (Internal) Initiatives/practices that are going well, tie with the mission or positively regarded.

N.A.T.I.V.E. District Strengths:

- Strong Leadership and Goals

O : OPPORTUNITIES - (External) initiative/trends/activities, outside of district control that, if harnessed, could support the district's mission.

N.A.T.I.V.E. District Opportunity:

- SkillsNATIVE Event
- Newspaper Announcements of N.A.T.I.V.E. District events
- A suggestion to initiate community awareness is to attend events. EX: Navajo Nation Fairs
- Get involved with ASBA (AZ School Board Association) Political Agenda to strength N.A.T.I.V.E. District voice

W : WEAKNESS - (Internal) Items shortcomings or other negatives with in the district that are not being addressed, or should be addressed.

N.A.T.I.V.E. District Weakness:

- A weakness will turn into an opportunity and later become a strengths.
- Travel to events
- Enrollment is dropping
- Board members not attending Board meetings

T : THREATS - (External) Initiative/trends/activities, outside of district control that may impede progress and should be addressed.

N.A.T.I.V.E. District Threats:

- Funding Cuts - this is out of our control from the State level. Funds are tied with the Legislative.
- Distance of traveling

Areas of Focus for the Strategic Plan

- Career Readiness
- Academic Achievement
- Community Collaboration
- Fiscal Transparency and Responsibility
- Staff Retention
- Community Partnerships
- District Climate and Culture: Don't forget the students and their identity
- Goals to be aligned with Mission Statement and Vision
- Board getting involved with community and events
- Reach out to local schools (Many Farms, Rough Rock, etc.)
- Highly Qualified Teachers
- Work as a team
- 3 Members: Principal, High School Counselors, CTE Director needs to be in attendance to know what Career and Technical Education Program is very important for students to succeed.
- Adopt a plan of Strategic Plan

Planning Teams

Strategic Oversight Team (SOT)

Goal Alignment

Based on: Mission, Vision, Values, Strategic Plan

- Strategic

11:30 AM (MST) Break for lunch

TUESDAY, JUNE 10, 2025 at 1:00 PM - 4:00 PM (MST) **(CTE DIRECTORS SESSION)**

3.1 Roll Call at 1:05 PM (MST)

Board Members Present:

Lee Zhonnie, Red Mesa Unified School District
Jeremy Curtis, Ganado Unified School District
Ted Goodluck Jr., Sanders Unified School District
Dinah Wauneka, Window Rock Unified School District

Board Members Absent:

Michael Bahe, Pinon Unified School District
Lavina Smith, Kayenta Unified School District

In addition to four (4) Governing Board present, the N.A.T.I.V.E. Superintendent, N.A.T.I.V.E. Business Manager, N.A.T.I.V.E CTE Director, N.A.T.I.V.E. Board Secretary, N.A.T.I.V.E. Administrative Assistant, 6 CTE Directors, 6 community member a total of 21 were in attendance for all or part of the meeting.

3.2 1:00 PM - 1:45 PM (MST) **N.A.T.I.V.E. Business Office Information, School Site Allocations, Q&A by Gabriel Yazzie**

Estimated calculations is through the: 40th & 100th Day Report - Average Daily Membership (ADM) of site allocations FY25 + Rollover + Site schools remaining budget = FY26 Proposed budget. Before funds are approved by N.A.T.I.V.E. Board members, Site Career and Technical Education Directors are allowed to move funds from 596 to 610.

N.A.T.I.V.E. District has an IGA Agreement with each site schools where 70% is given to site schools and 30% is allocated to N.A.T.I.V.E. District.

At the 40th Day Report 70% is calculated to each site schools. At the 100th Day Report 30% of the remaining funds are distributed to site schools.

On the 15th of every month attendance is submitted to Arizona Department of Education and the 40th Day and 100th Day Average Daily Membership (ADM) are calculated for funding.

596 - M&O will be managed by site schools Business Manager.

610 - Capital purchases through N.A.T.I.V.E. District.

Every month CTE Directors are given the opportunity to revise their site budget through submitting the budget to N.A.T.I.V.E. Board. But revision are not allowed to transfer funds from 610 to 596.

596 - M&O will be managed by site schools Business Manager.

610 - Capital purchases through N.A.T.I.V.E. District.

Hopi High School and Shonto Academy are under N.A.T.I.V.E. Central Campus.

N.A.T.I.V.E. District Business Manager suggest to schedule meetings with site Business Manager and CTE Directors to go over the budget on how to spend school site funds.

3.3 1:45 - 3:00 PM (MST) **N.A.T.I.V.E. CTE Quality & Compliance Monitoring, Q&A**

There are two (2) different Monitoring: Local N.A.T.I.V.E. CTE Quality & Compliance Monitoring, and Arizona Department of Education Quality and Compliance Monitoring Document - Arizona Department of Education has scheduled a monitoring with N.A.T.I.V.E. District in 2026-2027. Under State legislation monitoring is every 5 years. What are they looking for?

There are two parts: 1-Compliance Indicator and 2-Quality Indicator. Each programs are required to have all boxes checked in **Compliance**, then the program is eligible to receive funding. IF the CTE program has a "No" selected under Compliance Indicator, the program will need to fix the area to be in compliance. The **Quality** Indicator is optional. The more points the CTE program have in Quality Indicator the program are given extra points and a letter grade.

There are nine (9) Standards

1. Standards - Aligned & Integrated Curriculum and Engaging Instruction

Compliance Indicator listed:

- Technical Standards
- Professional Skills
- Work-Based Learning
- CTSO (Career and Technical Student Organization) Integration
- Academics Integration (optional for non-Perkins CTED central)
- Technical Skills at 51% of required lab time - Lab schedule i.e. Calendar, scope and sequence, curriculum map

Quality Indicator listed:

- Course syllabus/website/or other evidence
- Technical Skills Assessment data results showing use of assessment program level report
- Performance rubrics
- Sample of assessments
- 3rd party credential attainment
- Sample of projects/work

2. Prepared & Effective Program Staff- teachers are need to be certified

Compliance Indicator listed:

- Copy of valid CTE Teacher(s) certificate or screenshot of OACIA page (online website from ADE to see teacher's certification)

Quality Indicator listed:

- Professional Development log including completion dates and title
- Professional Development Plan anticipated for current monitoring school year
- Program specific Externship min 40 hours (within the last 5 years)
- Program specific industry Employment (within the last 5 years)
- Industry Certification (within the last 5 years)
- **NOTE: Certificates are listed in the Arizona Department of Education website under Career and Technical Education**
- Program Specific advanced degree (AS, AA, BS, BA, MS, MA, PhD, Community College Certificate of Proficiency)
- National Board Certification

3. Access & Equity - Special Populations of gender, race, grade, ethnicity, disabilities, homeless, foster care, single parent, nontraditional, out of workforce.

Compliance Indicator listed:

- Data includes all special populations enrollment in program (optional for non-Perkins Career and Technical Education District (CTED) central)

Quality Indicator listed:

- Curriculum, instructional or assessment materials

4. Facilities Equipment, Technology & Materials - Inventory spreadsheet

Compliance Indicator listed:

- Individual program inventory spreadsheet

Quality Indicator listed:

- Equipment and facilities are clean and organized (images, video or visual review as appropriate)
- Equipment is set up and functional (images, video or visual review as appropriate)
- Review of facilities and equipment for safety (images, video or visual review as appropriate)
- Review of facilities for accessibility adaptability (images, video or visual review as appropriate)

5. Business & Community Partnerships - Advisory meetings minutes, sign in sheet, summary of current training, planned events, task list and motions. Goals and objectives.

Compliance Indicator listed:

- Advisory minutes indicating industry and business partners and community members with program specific action items. (Motion, planned events, task list, etc.)

Quality Indicator listed:

- Business contact log
- Action items log completed during the year
- Stakeholder list indicating contact information and position
- Program level evaluation with documentation of partner input/recommendations (not CLNA)

6. Student Career Development - Career Exploration if possible at the junior high, master teacher schedule, iCEV Curriculum, ECAP (Education and Career Action Plan)

Compliance Indicator listed:

- Curriculum map
- District or CTED (Career and Technical Education District) schedule of career exploration activities

Quality Indicator listed:

- Website or syllabus includes extended learning experiences i.e., work-base learning, CTSO participation, articulated credit
- Career center on campus with CTE evidence of career pathways including CTE program specific data on trends, pamphlets (such as brochures, apprenticeship info. banners, etc.) (images video or visual review as appropriate)

7. Career & Technical Student Organizations (CTSOs) - Program of Work, **Submit documents to Arizona Department of Education**

Compliance Indicator listed (ALL):

- Current chapter bylaws and/or constitution revised or voted on within the last school year
- Local chapter advisor is CTE teacher
- Official Membership Invoice from national or stat office
- Program of work/leadership/activities on the approved ADE template
- List of Chapter officers
- Minutes from at least two different meetings within the last school year

Quality Indicator listed:

(for DECA, FBLA, FCCLA, and HOSA)

- Bronze Chapter Award = 1pt (only)
- Silver Chapter Award = 2pts (only)
- Gold Chapter Award and Above = 3pts (only)

(for SkillsUSA)

- Chapter of Distinction Level Bronze= 1pt (only)
- Chapter of Distinction Level Silver = 2pts (only)
- Chapter of Distinction Level Gold = 3pts (only)

(for FFA)

- Superior Chapter Award = 1pt (only)
- National Chapter Award Bronze = 2pts (only)
- National Chapter Award Silver and National Chapter Award Gold = 3pts (only)

8. Work-Base Learning (WBL)

Compliance Indicator listed:

- Course information or curriculum map indicating a type of Work Base Learning delivery model offered for the program
- Career and Technical Education teacher certification
- Career and Technical Education Teacher certification with cooperative education endorsement
- Non-Career and Technical Education Certified Teacher who has completed the Premier Series Work-base Learning course and submitted the certificate of completion

Quality Indicator listed:

- Program specific requirements and procedures for work-based learning
- Program specific annual report of work-based learning
- Annual report or summary of program specific description of accomplishments, number of opportunities, number of students participating and locations of Work-Base Learning (i.e. simulations/projects, business name, school store, etc.)

9. Data and Program Improvement at District or CTED Level

Compliance Indicator listed:

- District performance measures or CTED Performance Profiles - evidence showing attainment
- Or
- Attestation that an improvement plan has been submitted in the grant
- Comprehensive Local Needs Assessment has been submitted in grant (CLNA) (CTED's excluded)

Quality Indicator listed:

Program meets State Determined Level of Performance (SDLP or CTED Achievement Profile). (Must include ALL of the following) (based on program SDLP current data available) **Perkins Recipient Only**

- Data that includes all students

Program Performance measures results:

- 1S1 Graduation Rate
- 2S1 Reading/Language Proficiency
- 2S2 Mathematics Proficiency
- 2S3 Science Proficiency
- 3S1 Placement
- 4S1 Nontraditional
- 5S1 Industry Recognized Credential
- 5S4 Technical Skills Assessment

or CTED Achievement profile per 15-393.01A

- Graduation Rate
- Completion Rate
- Technical Skills Assessment
- Industry Credential or Community College Certificate earned
- Placement

Improvement plan is always reported because the Program Performance measures takes the whole school district to be passing in math, reading and science. Arizona Department of Education only looks at Career and Technical Education Completers and not the whole student body at each school district.

In May 2025 - Superintendent Tsosie and Career and Technical Education Coordinator Yazzie completed the local N.A.T.I.V.E. Career and Technical Education Quality & Compliance Monitoring. Superintendent Tsosie went over the Program Evaluation Results for SY2024-2025.

The spreadsheet shows a list of schools, program, if these programs met the compliance or did not meet compliance. 6 different programs were not in compliance at Pinon (3), Tuba City (2), and Monument Valley (1). No data for Chinle and Valley HS was provided on two programs. Site Career and Technical Education (CTE) Coordinators/Directors need to contact Superintendent Tsosie and CTE Coordinator Yazzie to make improvement. These schools were given time to present supporting documents to be in compliance.

Results and Recommendations for each site schools:

Indicator 1 - Curriculum

- 1A - Curriculum may or scope & sequence that includes technical standards, professional standards
- 1B - Lab schedule or calendar showing when lab happen. 51% of instructional time needs to be hands-on. Need to include the number of lab hours on the calendar.
- 1D - Multiple forms of assessments, examples. TSA, rubrics, sample assessments, sample test.

Indicator 5 - Business & Industry Partnerships

- 5A - Need agenda, participant sign-in sheet, and meeting minutes
- 5B - Business contact log showing date of communication with business partners
- 5D - Did business and industry partners give feedback

Indicator 7 - Career and Technical Student Organizations (DECA, FLBA, FCCLA, FFA, HOSA, SkillsUSA)

- 7A Chapter bylaws, invoice/PO showing paid membership, program of work
- 7B - Include within the program of work: what leadership conference, what leadership development activities, what interaction with business and industry, what community and school services activities

or

End of year summary that tells (written narrative): what leadership conferences, what leadership development activities, what interaction with business and industry, what community and school services activities. Who, what when, where, why, how.

Indicator 8 - Work Based Learning (WBL)

- 8A - Curriculum map showing when and where Work Based Learning is scheduled
- 8C - What types of experiences are provided, delivery methods? Give examples. Internship, school-based enterprise, mock business/industry project, laboratory/simulation, other, etc.
- 8D - What types of paperwork, forms, agreements, etc. are actually used to document.
- 8E - An annual report of summary of Work Base Learning results. That can be a written narrative. Who, what, when, where, why, how.

3.4 3:00 PM - 3:17 PM (MST) Break

3.5 3:17 PM - 4:00 PM (MST) **N.A.T.I.V.E. District Program/Teacher Recognition, Q&A**

N.A.T.I.V.E. District Recognition to be one of the goals. Move forward on this goal. Website media announcement will be done by Superintendent Tsosie, CTE Coordinator Yazzie and Administrative Assistant White.

Proposal of Recognition:

- N.A.T.I.V.E. District has a Facebook Page - Jonathan Yazzie tries to keep up information on Facebook
- Possibly use Instagram for N.A.T.I.V.E. District to reach out to parents, students, staff, community, etc.
 - Introductions - who are we?
 - Meet & Greet
 - Spotlight Programs at different site schools to learn about the programs
 - Featured Teachers
 - Spotlitged Students
 - Featured CTE Director
 - Reminders/Information to teachers - to register students for events
 - Help promote other schools site events
 - Learn about N.A.T.I.V.E. District
- District Events
 - Invite local papers to cover events
 - Career and Technical Education Recruitment for different schools - target 8th graders to see what each Career and Technical Student Organizations offers and Career and Technical Education Programs at each site schools
 - Encourage students to stay at their local high schools to keep enrollment up
- End of the Year
 - Banquet - Student's Success
 - Student Industry Certification event (Certification Champions)
 - Special gifts for Career and Technical Education teachers
- **Suggestions:** FaceBook for parents, Tic Toc (video) for the younger generation. Signing or commitment for students who are going into Colleges/Trade School (just like sport scholarship), Alumni Success Stories (i.e. Jasmine Blackhorse-Nygren), Male/Female CTE Student of the Year, recognize students who completed Dual Enrollment and purchase graduation stole for students who competed a Career and Technical Student Organizations program. Enter into a parades at Navajo Nation Fair or Western Navajo Agency Fair and hand out items, even have a booth to promote N.A.T.I.V.E. District programs. The event 'Drums of Summer' - KTNN Broadcast and have community member come out and do promotion on each program. Expo and show case each program. Bring all the projects or items made by students and sell them.

District Program Promotion Items

- Certificates
- Plaques
- Banners - Career and Technical Student Organizations (FCCLA, SkillsUSA, FBLA, DECA)
- Banner - Gold Level, Silver
- Metal Water Bottles
- Student Backpacks - Clear
- Pins
- T-shirts
- Jackets
- Specialized Program Equipment
- Portable storage bank chargers
- Pens
- Luggage for students
- Showcase - Expo (Construction & Welding projects)
- Stickers
- Laser grave items/print tee shirts
- Patches for jackets/scrubs/welding item
- Note Pads
- Polos for teachers/students
- Baseball caps

3.6 4:19 PM (MST) Adjourn for the Day

Mr. Clyde McBride presented the FFA State Competition Conference - Theme: "With Purpose".

4. WEDNESDAY, JUNE 11, 2025 at 8:00 AM - 11:00 PM (MST)
(CTE SITE DIRECTORS SESSION)

4.1 Call to Order and Welcome

Opening of NATIVE Board Retreat was called to order at 8:14 AM (MST) by N.A.T.I.V.E. Vice President Board Jeremy Curtis.

4.2 Roll Call

Board Members Present:

Lee Zhonnie, Red Mesa Unified School District
Jeremy Curtis, Ganado Unified School District

Ted Goodluck Jr., Sanders Unified School District
Dinah Wauneka, Window Rock Unified School District

Board Members Absent:

Michael Bahe, Pinon Unified School District
Lavina Smith, Kayenta Unified School District

In addition to four (4) Governing Board present, the N.A.T.I.V.E. Superintendent, N.A.T.I.V.E. Business Manager, N.A.T.I.V.E. CTE Director, N.A.T.I.V.E. Board Secretary, N.A.T.I.V.E. Administrative Assistant, 6 CTE Directors, 5 community member a total of 20 were in attendance for all or part of the meeting.

4.3 8:00 AM - 8:45 AM (MST) **Professional Development Needs, Q&A**

- Doris Nelson, Tuba City HS - Mrs. Nelson collaborated with Window Rock CTE Coordinator Tyrell Harvey on Premier Series (Tiers) most training are located at Phoenix AZ. Its the cost of traveling to Phoenix, reimbursement, hotel, and registration. TSA (Technical State Assessment) Institute will be provided for Tuba City teachers.
- Serena Jimmy, Chinle HS - Will be working with teachers on Proposition 301 plans. A presenter will come to Chinle and talk about drones on how drones can be used in industries. Chinle HS will possibly create a program to use drones and see how students can receive an industry certification. Chinle HS is also looking at STEM (Science, Technology, Engineering and Mathematics fields) why industries are using different types of STEM. Chinle Airport will be working with Embry-Riddle Aeronautical on how to work with flights and pilot, Ms. Jimmy will look at a possible program. Grand Canyon University and A.I. (Artificial Intelligence) will be introduced into Chinle professional development curriculum. Welding and Auto teachers are presently at a Welding Trade Conference. New teachers will be going to ACTEaz Summer Conference. Advisory Leadership Conference will be implemented and bring Career and Technical Student Organization into the curriculum. School Professional development cluster are working with Rigor in Education for student writing - this program will be used with all Chinle HS teachers. Work Base Learning will be implemented. Career and Technical Education teachers on improvement plan will attend Premier Series for support and their program will be monitored.
- Tyrell Harvey, Window Rock HS - Monthly meeting with regular education teacher to implement Math, Science, and English. Professional development on English, Math and Science into the standards. All Window Rock Career and Technical Education programs were requested to have one industry to come and talk to the students. Tier Premier Series was implement by Window Rock Career and Technical Education Department. Teachers are allowed to travel to one (1) conference. Most teachers will attend ACTEaz Summer Conference. There are free Professional Development on the website for teachers.
- Karlene Henderson, Pinon HS - No professional development was done for SY2024-2025. Teachers are encouraged to attend professional development. Career and Technical Education teachers are under the Principals and not the Career and Technical Education Coordinator. Pinon HS Principal discourage Career and Technical Education teachers to attend any professional development due to funding and travel. Professional development will be beneficial for Career and Technical Education teachers. Suggestion: Bring presenters, West-Mec to the reservation schools and have professional development offered for Premier Series.
- Chris McNabb, Ganado HS - Career and Technical Education teachers do attend all regular school professional development which focus on instruction and assessment. Ganado HS does have 7 approved programs, 4 teachers are certified, 2 teachers are in the first 3 years, a new Agriculture teacher will be hired. Ganado Career and Technical Education teachers do look for professional development to attend. Ganado will send teachers to Summer, Fall and Mid-Winter Conference. Career and Technical Education teachers are very busy.
- Tom Bizardi, Sanders HS Principal - Professional development is offered to Career and Technical Education teachers. Sanders uses A.I. to help students write resume, vocabulary, and writing. When a teachers attends a professional development, they share the information and the lesson is taught by those Sander's teachers who attended the professional development. Teachers need to share and collaborate with each other. When students leave, they need to have a mastery of basic concept of foundational skills to become a supervisor or a director and move up in the industry. In our mission statement: "Empower every individual by providing a quality, equitable, culture-based education to build lifelong learners and tomorrow's leaders."
- Regina Hale, Greyhills Academy HS - Monthly professional development is provided at Greyhills Academy. Outside consultants from the community do come and present at Greyhills Academy. Travel is hard for teachers and it would be great for Premier Series to be offered. Greyhills Academy uses ICEV Software.
- Loretta Eltsosie, Tuba City HS Principal - Focus all teachers on training Tier One Instruction (refers to high quality, universal instruction provided to all students), TSS (Teacher Support System), and PLC (Professional Learning Community). Teacher will align curriculum, progress monitor instruction. ITL (Instructional Team Leaders) does a presentation. Instructional strategies consist of - 504 and IEP (Individualized Education Program) training to submit documents for students needs.
- Clyde McBride, Monument Valley HS - Don't like Professional Development, because 'it don't pertain to Career and Technical Education (CTE)'. Mr. McBride has tried to make curriculum a contest for student to learn writing and academic teachers refuse to participate. During Professional Development all CTE teachers are directed to Mr. McBride.

Overall note: All CTE teachers/staff have problems traveling to Phoenix for professional development.

Mr. Gabriel Yazzie, N.A.T.I.V.E. Business Manager recommends Doris Nelson and Serena Jimmy to help other Career and Technical Education Site Directors/Coordinators put the budget and paperwork together by using professional development days. New teachers will be hired and will need help with Career and Technical Student Organizations.

N.A.T.I.V.E. District Superintendent Tsosie and N.A.T.I.V.E. District Career and Technical Education Coordinator Yazzie are willing to schedule same program (teachers) to collaborate with each other on their programs. Also have ADE (Arizona Department of Education) come and go over the Career and Technical Education Quality Compliance Monitoring Documents. Superintendent

Tsosie and Career and Technical Education Coordinator Yazzie are willing to go to site schools when professional development is scheduled and go over the Quality Compliance Monitoring document, to answer questions on the Career and Technical Education Quality Compliance Monitoring Documents.

Board President Zhonnie is requesting all programs come together and collaborate with one another before school starts in August 2025.

- School will consist of: Tuba City, Sanders, Chinle, Window Rock, Red Mesa, Ganado, Kayenta, Pinon, Shonto, Hopi, and N.A.T.I.V.E. District
- Data is already provided by N.A.T.I.V.E. Superintendent of the final results in Career and Technical Education Quality & Compliance Monitoring review
- Presentation for new teachers, new Career and Technical Education Directors will need to be scheduled
- Possibly a Break Out Session of the following category: Ordering Equipment, Budget, Program Sequence, Scheduling, CTSO's etc.
- Invite Arizona Department of Education do a presentation

4.4 9:23 AM - 9:30 AM (MST) SkillsNATIVE 2025/2026 Planning (ADE Julie Ellis) Q&A

Presentation from Jonathan Yazzie, N.A.T.I.V.E. CTE Coordinator

- This year SkillsNATIVE Event was Sanction by SkillsUSA
- This served 2 purposes
 - Met State Compliance
 - Regional Qualifying Event
 - The downfall was: It did not allow all of the programs to participate

SkillsNATIVE was established by former Superintendent Leshner and former CTE Coordinator Gilmore

- Teachers are the keys for a successful event like SkillsNATIVE
- On February 26, 2025, SkillsNATIVE was canceled at Tuba City
- SkillsNATIVE had registered 187 Participants, 18 Contest Categories, 37 Judges, 24 Industry Representatives from ADE, TWI, RSI, UofU, Change Labs, Navajo Nation Government, TNS, BlockLite, AZ Masonry Guild, (7) Freelance Photography, Discover Navajoland, and more were present at Tuba City, AZ.
- Advertising Design (this competition was done through online) - 6 schools, 11 participants - ADE Judged. Results: 1st place Pinon HS, 2nd place Ganado HS, 3rd place Pinon HS - These students went on to compete at the State level.
- Carpentry - 7 schools and 14 contestants - SW Carpenter Union (NM, AZ, CA) Judged. Results: 1st place Pinon HS, 2nd place Monument Valley, 3rd place Tuba City - 1st & 2nd place went to state. At the state competition Pinon took 3rd place.
- Culinary Arts - Cake Design. Results: 1st Pinon HS, 2nd place Ganado HS
 - Cupcake Display. Results: 1st Ganado HS, 2nd place Pinon HS
 - Pastry. Results: 1st Pinon HS, 2nd place NATIVE Central Campus, 3rd place NATIVE Central Campus
 - Wedding Cake Design. Results: 1st Pinon HS, 2nd place NATIVE Central Campus, 3rd place Ganado HS
- Welding Individual - 7 schools and 7 contestants - Tulsa Welding and RSI judged. Results: 1st place Ganado HS, 2nd place Window Rock HS, 3rd place Monument Valley HS
- Welding Fabrication - 7 schools and 20 contestants - Tulsa Welding and RSI judge. Results: 1st place Ganado HS, 2nd place Chinle HS, 3rd place Pinon HS. At the state competition Ganado took 3rd place.

2026 Region 8 NATIVESkills Event - will be scheduled at Chinle HS

- The reason: Positive Motivation
- 2026 Region 8 Contest Proposal
 - Architectural Drafting
 - Advertising Design
 - Automotive Technologies
 - Carpentry
 - Cosmetology
 - Customer Service
 - Job Interview
 - Job Skills Demo
 - Masonry
 - Photography
 - Welding
 - Heavy Equipment (new)
 - Business Management
 - Culinary
 - Early Childhood Education
 - Home Health Aide
 - Tool ID
 - Vet Science
 - Prepared Speech
 - Logo & T-shirt Design (new-logo design by December)
 - Electrical Wiring (new-in Construction standards)
 - Plumbing (new-in Construction standards)
- 22 Category for 2026 contest
- T-Shirt design will need to start early, to be printed for the competition. Design will be judged by N.A.T.I.V.E. Board members.

- The planning for Region 8 starts at ACTEaz Summer Conference

Julie Ellis, CTSO State Director

- Regional Competition for State Leadership Conference are held by Career and Technical Student Organizations (i.e. DECA). Trying to align DECA, FBLA, FFA, FCCLA and HOSA under Region 8 will be difficult.
 - DECA is Region 4
 - FBLA is Region 2
 - FFA is Region
 - FCCLA has no Region
 - HOSA is Region 1
- SkillsUSA and Regional 8 is for the reservation schools. SkillsNATIVE event qualifies students for state competition
- Ms. Ellis will contact Mr. Yazzie for more planning for 2026 SkillsNATIVE competition.
- A decision has been made that All Regions for DECA, FBLA, FFA, FCCLA and HOSA will continue to travel for their region competition. SkillsUSA Region 8 will continue to host NATIVESkills and will qualify student for state competition.

Planning Issues & Challenges:

- Meals - students and adults (In the future, site schools will feed their students and chaperones)
- Location - Contest categories (Space)
- Travel - students lodging
- Starting on time
- Ending on time
- Registration for State Aligned contests
- Funding for more contests and over two days
- Misc. - Providing own material (Carpentry)

4.5 9:35 AM - 9:45 AM (MST) Break

4.6 9:45 AM -11:00 AM (MST) **School Site Career and Technical Education Director Plans for Upcoming School Year**

- **Renee Goodluck, Valley USD** - Focus on evaluations, state assessment and work-base learning, and get teachers to participate more in Career and Technical Student Organizations and work-base learning.
- **Tom Bizardi, Sanders Principal** - Hold teachers accountable, binders to be completed. Embrace to go forward and be successful, guide teachers to be successful and be supportive to teachers. Mr. Bizardi will be working closely with Ms. Goodluck.
- **Carol Sieweyumptewa, Hopi High School** - A vision on Grant writing and what needs to be in place for the upcoming school year. The meeting that will be scheduled for site schools (before school starts) is a positive energy to start the new school year. There are two Career and Technical Education programs at Hopi HS.
- **Karen Begay, Shonto Preparatory School** - I have been gathering information in regards to N.A.T.I.V.E. District, what N.A.T.I.V.E. has to offer to students. I would like to see Shonto Preparatory School grow and include welding program. Two course subjects will be offered this year at Shonto: Public Speaking and Research and Technical Writing. All the information will be relayed to Principal Ms. Cheryl Grass.
- **Clyde McBride, Kayenta USD** - There was a lot of goals set at N.A.T.I.V.E. District Board Retreat - FFA Creed: "Not of words, but of deeds" - we need to rollup our sleeves and get it done. Open the opportunities for high school students. Some high school student are college students, but a lot of the students are going to college to learn a trade. We are the most essential people in the education system for the majority of the students. Giving students the taste and passion to be successful on the trade. Administrators think students should go to college. Apprenticeship are very essential. A skilled trade will develop students to be successful.
- **Chris McNabb, Ganado USD** - Continue to have all 7 programs, and all 7 are in compliance. 5 programs will be blocked for two class periods. Teachers share the Career Exploration course. Students enrolled is 368, the freshman class is small. There will be changes in the district. Ganado Business Manager and Grants Person were not renewed. A new Career and Technical Education Director will be hired for the upcoming school year. Thank you everybody for helping Ganado USD. I've learned so much about Career and Technical Education.
- **Karlene Henderson, Pinon USD** - Pinon will focus on the Monitoring binder for Career and Technical Education and start working on it right away. Pinon is willing to collaborate with other site teachers and hope professional development will be with Pima JTED and Premier Series. I like the idea to come together and explained how and why the Monitoring document needs to be in place for all programs.
- **Clarence Begay, Red Mesa School Board Member** - Educate the parents, school Board members and staff regarding N.A.T.I.V.E. District. Unity is very important and to be on the same level. Thank you for the invitation.
- **Tyrell Harvey, Window Rock USD** - Program Measurements was 100%. 100% certification. Marketing, Welding, Home Health Aide, and Graphics all are at 100%. This coming year Window Rock will focus on math, science and english in Career and Technical Education to help students improve on Performance Level. Continue to maintain the grade level "A". Waiting for the scores for math science and english, from this senior class.
- **Loretta Eltsosie, Tuba City USD Principal** - Ms. Eltsosie will encourage the next principal, superintendent, and stakeholders to be active and attend events. Ensure Career and Technical Education teachers to do the work-base learning and continue to implement Career and Technical Education programs. I will continue to support Career and Technical Education.
- **Serena Jimmy, Chinle USD** - Work Title: Academic Coach for (12) Career and Technical Education Programs and (11) Elective Courses, Ms. Jimmy works with 23 high school teachers at Chinle USD. Ms. Jimmy also works on the Career and Technical Education budget, travel and expenditures. Funds was not being spent before Ms. Jimmy became the Career and Technical Education Director. Ms. Jimmy conducts weekly cluster meetings with teachers. For Professional Development Chinle focus on Best Practices. Ms. Jimmy is on the Administration Team and ILT team, this year's tasks was huge. Course sequence is a goal for the counselors and hiring an Assistant Principal who will work with counselors. For 2025-2026 enrollment has increased to 320 freshmen. Industry has changed to STEM (Science, Technology, Engineering,

and Mathematics subjects). Test prep is in process with Math, Science and Reading to help improve test scores. Ms. Jimmy questioned Career and Technical Education teachers: How do you prepare students for a job that has not been created? This is something to think about. Why are you here as a teacher? Chinle Career and Technical Education teachers had to write their "Smart Goals" before they left for the summer. This year 55 students were placed in work-base learning. Where are Chinle HS going to place these students? Chinle Superintendent Quincy Natay set up student work-base with Chinle Chapter House for Heavy Equipment (MOU Agreement was put in place). These students graded roads for Chinle community to get the experience. For work-base learning students are writing Journal entries (hours) on Google Docs to keep their work schedule. This year goals and vision will be to pushed forward with Career and Technical Education Department and start excelling. Advisory Committee and Curriculum alignment will need to be worked on. Chinle USD will continue to host the Career Fair and invite local schools.

- **Doris Nelson, Tuba City USD** - Mrs. Nelson went through the budget for Tuba City Career and Technical Education. Teachers need to be self sufficient for Career and Technical Education programs, need to sell their projects because FY25 State Priority Grant (Student Enrollment) has been depleting. Budget was completed for FY2025-2026. Mrs. Nelson will be leaving June 27, 2025. N.A.T.I.V.E. District Business Manager contacted Mrs. Nelson regarding Tuba City enrollment ADM (Average Daily Membership) was not reported correctly in SY2024-2025. It was reported to Arizona Department of Education (ADE) and it was corrected and more funds are available for Tuba City Career and Technical Education Department. When arriving at Tuba City and working with Career and Technical Education Department in January 2023, all programs were not in compliance. Working with Career and Technical Education teachers takes a lot of work to be in compliance with Arizona Department of Education. There is a program with Edu Thing and ICEV Partnership. Edu Thing will allow teachers/students to enter the Industry Credentials to keep track of work base learning hours and is uploaded to AZED (Arizona Department of Education website). Advisory Board/Stakeholders needs to be in place for support, there needs to be documentations signed by them. Mrs. Nelson worked with Career and Technical Education teachers and counselors on CLNA (Comprehensive Local Needs Assessment) this information goes into the Perkins Grant. Stakeholder are involved when working on CLNA. There is hope to have a new Career and Technical Education Director hired soon.

Superintendent Tsosie thanked all the CTE Directors, Principals, Board Members, and guests for attending.

NATIVE Board President Zhonnie thank each and everyone who have attended N.A.T.I.V.E. Board Retreat. We need to come together and collaborate with each other.

5. WEDNESDAY, JUNE 11, 2025 ADJOURN RETREAT AT 12:25 PM (MST).