LEGISLATIVE SUMMARY SHEET

Tracking No. 0243-21

DATE: November 17, 2021

TITLE OF RESOLUTION: AN ACTION RELATING TO HEALTH, EDUCATION AND HUMAN SERVICES AND NAABIK’ÍYÁTÍ COMMITTEES AND THE NAVAJO NATION COUNCIL; CONFIRMING THE APPOINTMENT OF DR. HAROLD G. BEGAY AS SUPERINTENDENT OF SCHOOLS FOR THE DEPARTMENT OF DINÉ EDUCATION

PURPOSE: If approved, this resolution will confirm the appointment of Dr. Harold G. Begay as Superintendent of Schools for the Department of Diné Education and serve at the pleasure of the Navajo Nation Board of Education.

This written summary does not address recommended amendments as may be provided by the standing committees. The Office of Legislative Counsel requests each Council Delegate to review each proposed resolution in detail.
PROPOSED NAVAJO NATION COUNCIL RESOLUTION

24th NAVAJO NATION COUNCIL - Third Year, 2021

INTRODUCED BY

(Prime Sponsor)

TRACING NO. 0243-21

AN ACTION
RELATING TO HEALTH, EDUCATION AND HUMAN SERVICES AND
NAABIK’IYÁTÉ COMMITTEES AND THE NAVAJO NATION COUNCIL;
CONFIRMING THE APPOINTMENT OF DR. HAROLD G. BEGAY AS
SUPERINTENDENT OF SCHOOLS FOR THE DEPARTMENT OF DINÉ
EDUCATION

BE IT ENACTED:

SECTION ONE. AUTHORITIES
A. The Health, Education and Human Services Committee is a standing committee of
the Navajo Nation Council and has the authority to review and recommend
resolutions relating to education. 2 N.N.C. §§ 400(A), 401(B)(6)(a).
B. The Health, Education and Human Services Committee also has oversight authority
over the Department of Diné Education and the Navajo Nation Board of Education. 2
N.N.C. § 401(C)(1)(3).
C. The Naabik’íyáti Committee is a standing committee of the Navajo Nation Council
and has the power to recommend resolutions to the Navajo Nation Council on matters
within the Committee’s jurisdiction. 2 N.N.C. §§ 700(A), 701(A)(3).
D. The Navajo Nation Council is the governing body of the Navajo Nation. 2 N.N.C. §
102(A).
E. The Navajo Nation Superintendent of Schools shall be appointed by the Navajo Nation Board of Education, subject to confirmation by the Navajo Nation Council, and shall be empowered to do all things necessary and proper to carry out the responsibilities of the Navajo Nation Board of Education. 10 N.N.C. § 106(G)(2)(a), and 2 N.N.C. § 1802(A)

SECTION TWO. FINDINGS

A. Pursuant to 2 N.N.C. § 1802 (A), the Department of Diné Education is “under the immediate direction of the Navajo Nation Superintendent of Schools, subject to the overall direction of the Navajo Nation Board of Education. The Navajo Nation Superintendent of Schools is appointed by the Navajo Nation Board of Education, subject to confirmation by the Navajo Nation Council.”

B. Pursuant to 2 N.N.C. § 1802(B), “[t]he Navajo Nation Superintendent of Schools shall serve at the pleasure of the Navajo Nation Board of Education.” As “chief administrative officer of the Board,” the Superintendent is “empowered to do all things necessary and proper to carry out the responsibilities of the Board.” 10 N.N.C. § 106(G)(2)(a).

C. On November 9, 2021, the Navajo Nation Board of Education appointed and recommended the confirmation of Dr. Harold G. Begay as the Superintendent of Schools for the Department of Diné Education pursuant to Resolution No. NNBENO-764-2021, attached as Exhibit A.

D. Dr. Harold G. Begay provided his letter of interest, curriculum vitae, Arizona Department of Education Certificate, and Ph.D. diploma in Exhibit A-1

E. It is in the best interest of the Navajo Nation to confirm the appointment of Dr. Harold G. Begay as the Superintendent of Schools for the Department of Diné Education.
SECTION THREE. CONFIRMATION

The Navajo Nation Council hereby confirms the appointment of Dr. Harold G. Begay as the Superintendent of Schools for the Department of Diné Education, to serve at the pleasure of the Navajo Nation Board of Education.
RESOLUTION OF THE
NAVAJO NATION BOARD OF EDUCATION

Relating to Education: Recommending to the Navajo Nation Council to Confirm Dr. Harold G. Begay as the Superintendent of Schools of the Department of Diné Education

WHEREAS:

1. The Department of Diné Education (hereinafter the “Department”) is the administrative agency within the Navajo Nation with responsibility and authority for implementing and enforcing the educational laws of the Navajo Nation. 2 N.N.C. § 1801 (B); 10 N.N.C. § 107 (A). The Department is under the immediate direction of the Board. 10 N.N.C. § 107 (B).

2. The Navajo Nation Board of Education (hereinafter the “Board”) is the education agent in the Executive Branch for the purposes of overseeing the operation of all schools serving the Navajo Nation. 10 N.N.C. § 106 (A). The Board carries out its duties and responsibilities through the Department of Diné Education. 10 N.N.C. § 106 (G)(3). In addition, “the Board [has the] general power to monitor the activities of all Bureau of Indian Affairs funded schools and local community school boards serving the Navajo Nation…” 10 N.N.C. § 106 (G)(1).

3. The Board has the authority to appoint a person to serve as the Navajo Nation Superintendent of Schools of the Department of Diné Education, subject to confirmation by the Navajo Nation Council. 2 N.N.C. § 1802(A).

4. The Board interviewed Dr. Harold G. Begay and determined that Dr. Begay is the best qualified candidate. Documentation supporting the Board’s recommendation is attached hereto as “EXHIBIT A”.

5. The Department completed a criminal background check and a reference check on Dr. Harold Begay. The criminal background check and the reference check were found to be sufficient.

6. The Board recommends Dr. Harold Begay for appointment as Superintendent of Schools and for confirmation by the Navajo Nation Council as being in the best interests of the Navajo Nation.
NOW THEREFORE BE IT RESOLVED THAT:

1. The Navajo Nation Board of Education recommends that the Navajo Nation Council to confirm Dr. Harold G. Begay as the Superintendent of Schools of the Department of Diné Education.

CERTIFICATION

I hereby certify that the foregoing resolution was duly considered by the Board of Education of the Navajo Nation at a duly called meeting at Window Rock, Arizona (Navajo Nation) at which a quorum was present, motion by Sharon Toadecheenie and seconded by Marlene Burbank and that the same was passed by a vote of 05 in favor; 04 opposed; 00 abstained, this 9th day of November 2021.

Priscilla Berally, President
Navajo Nation Board of Education
September 30, 2020

Department of Personnel Management
Navajo Nation Administration Building 1, 2559
Window Rock Blvd 100
Window Rock, AZ 86515

Dear Search Committee:

Please consider this correspondence as a Letter of Interest and application for the Superintendent of Schools, Position No. 240978, Department of Dine' Education, Window Rock, AZ, Navajo Nation. I believe my professional preparation and experience are in line with the Duties and Responsibilities along with the required qualifications as specified in the position announcement. I am currently working with Stanford University, Stanford Program for International and Cross-Cultural Education, as a curriculum consultant, Palo Alto, CA. I am also being scheduled in the Stanford Continuing Education to teach/research for ten (10) weeks beginning in January 2021. My work with Stanford currently entails linking Native K-12 students in the states with K-12 Ainu indigenous students in Japan. We are also linking the same cohort of Native students with indigenous Native students from Ecuador, Peru, and Bolivia. This international cross-cultural education is an on-line pre-collegiate education house for our K-12 school children and students. Our module entails a hybrid model of both in-person classroom teaching and eLearning using personalized e-hybrid teaching/learning and mentoring approach. I will have a webinar from Stanford on my focus area, “The Ontological and Epistemological Philosophy of the Dine’ (Navajo) Life Ways”, to be made available to the public in late October or early November.

to Arizona School Districts: School Funding for School District Operations or Tax Relief for Property Owners on Indian Lands."

Specialized Knowledge, Skills and Abilities. I have served as an elected public school board member, have extensive experience in K-12 educational leadership as Federal Projects Director, Business Manager, K-12 principal, Human Resource Director, school construction, Assistant, Associate, and full Superintendent over a span of some twenty-eight (28) years. I have entirely on my own converted five (5) BIE-operated to BIE-funded "297" schools or to a combined state-funded/Impact Aid charter schools. The schools are Greyhills Academy High School (GAHS), Shonto Prep School, Lukachukai Community School, and Nazlini Community School where I served as the CEO for GAHS and Nazlini Community School. My experience in the different school systems locally, regionally, and nationally have taught me immensely invaluable lessons on ways and means to elevate our K-12 student academic achievement to greater heights. With a professional background and continuing interest in psychology, my work over the years has culminated in applying neuroscience exegetics to pressing critical teaching/learning/leadership issues in low-resource, high poverty schools.

I have worked in collaboration with university practice-sensitive scholars and researchers in education administration, gifted education and cognitive neurology for some twenty-eight (28) years. I completed my doctoral work at the University of Arizona, Tucson, AZ (USA) and my post-doctoral studies as a Visiting Scholar to the University of California-Berkeley, Berkeley, CA (USA). My professional background is in psychology (B.A.), counseling (M.A.), school finance/education administration (Ph.D.) and cognitive neurology (Visiting Scholar-U.C.-Berkeley). I am a Vietnam veteran, USMC, (1968 Tet Offensive). I am also a Protection Way/Blessing Way spiritual practitioner helping my clan brothers conduct various traditional ceremonies.

In one school district, we have clearly demonstrated that with advanced technology today, unprecedented achievement is possible focusing endlessly on applied research evidence in best-practices teaching, learning and leadership framed from classical philosophical empiricism, or observational and experiential science. With the aid of new developments in advanced technology, we have demonstrated that non-pathological neurological research can be applied to strengthen teaching and learning especially in historically underserved schools and classrooms. Our initiative essentially supports non-pathological neurological studies in the form of in vivo (live subjects) research to strengthen cognitive cortical regions associated with reading and mathematics. This area of education research is a relatively new field in neurobiology that has special and significant implications for challenging elementary and secondary educational instructional and leadership practices as well as pre-service professional preparation in higher education. I have shared my observation that the work we are doing substantiates scientific evidence that suggest there is a reciprocal modifiability of certain cognitive functioning acquired through experience-dependent neural morphology (changes in neuron structures and functioning).

With one school district, our academic profiles from the 2017 AZMERIT state test results provide ample evidence that historically underserved schools can attain exceptionally high achievement scores given proper stable leadership foundation, guidance, and support. My
major grant funded work to leverage low-performing schools to higher schooling outcomes are as follows:

- Beginning in 1994, I was one of the originators for $10 million grant award from the National Science Foundation Rural Systemic Initiative for improvement of Math-Science-Technology education for 300 rural schools in the states of Utah, Colorado, Arizona and New Mexico (UCAN). As the CEO for GAHS and one of the grant recipients, we transferred the grant oversight for the Navajo Nation schools to DOE.

- From 2001-2008 and 2010-16, as the lead contact for our school district, Stanford University Jack Kent Cooke Foundation, Stanford Pre-Collegiate International Institutes and Stanford Program on International and Cross-Cultural Education Reischauer Scholars Program invested a substantial amount of scholarship funding ($800,000+) to our K-12 school district school children and students with the singular goal of leveraging our school academic profiles to a higher level. Our academic profiles from the 2017 AZMERIT state test results provide ample evidence that students in under-resourced schools can succeed given proper and stable leadership foundation and support.

- Beginning in 2006-2010, we in collaboration with Arizona State University, submitted a grant application to the U.S. Department of Education, Office of Indian Education, Washington, DC for a Teacher Professional Development and our district as the fiscal agent was awarded $1,199,999. We graduated thirty-two (32) teachers.

- From 2005-07, in collaboration with Arizona State University, AZ Governor’s Office & U.S. Department of Education, Washington, DC we submitted a grant application to strengthen our teaching practices for our schools and we were awarded $1,082,000 for this project. We began exploratory work with Beyond Textbooks (BT) in our district with the award funding and implemented BT in 2010 in our school district.

- From October: 2013 - 2016, I served as a Co-Principal Investigator for a research grant in conjunction with University of Arizona, COE & BIO5. We were awarded $1,499,415 from the National Science Foundation, Arlington, VA for research on cross-cultural gifted education, “Cultivating Diverse Talent in STEM” with research sites in four AZ high school districts.

From May 2014 to December 2016, I was also appointed as a Dissertation Committee member for an ASU doctoral student. With two other ASU professors as Dissertation Committee members, we guided the student in her research to successful completion culminating in an Ed.D. degree in Education Leadership and Innovation, in December 2016. I further supervised this student to complete her Superintendent certification. I have supervised up to four (4) graduate students’ internships for their principal and superintendent certification from Arizona State University, Northern Arizona University, and the University of Phoenix. I also mentored another Ph.D. candidate from the University of New Mexico serving as her doctoral dissertation consultant as approved by her dissertation committee. I unfortunately had to withdraw my consulting work with her due to budgetary and time constraints.
From 2012 to 2016, we in collaboration with Stanford University created on-line pre-collegiate education house for our K-12 school children and students that included smaller class-size instruction using personalized e-hybrid teaching and mentoring approach. We trained a core group of our teachers using Stanford University’s, “Ten Features of Good Small Schools” on a hybrid model of both in-person classroom teaching and eLearning using Stanford University’s Online High School curriculum and methodology. For my own experience in this area, due to time constraints I have turned down opportunities to teach on-line school finance for Arizona State University educational leadership grant-funded programs.

My experience with curricular program development and demonstrated leadership in program implementation and delivery, I have served as the Assistant and Associate Superintendent for Curriculum and Instruction for eleven (11) years. We in concert with internationally recognized innovative faculty in research and development, specifically, Finland Ministry of Education, Stanford University, the Hawai‘i Immersion schools, a high-achieving school district in southern Arizona, Vail Unified School District, and another high-achieving school, Hillsdale High School, San Mateo Union High School District, San Mateo, CA, created innovative educational and leadership modules that leveraged teaching, learning, and leadership far beyond conventional textbook-driven teaching and learning. We implemented for our district Beyond Textbooks, “Ten Features” from Stanford University, and had begun the Finnish highly effective education practices. With the University of Arizona, we created gifted education for children and students from multiple cultures and countries, specifically, the DISCOVER program and CDTIS, “Cultivating Diverse Talent in STEM”, funded by the NSF. With Stanford University, again we developed an online hybrid teaching and learning, OHSx, based on Stanford EPGY, “Education Program for Gifted Youth”, which has been developed into Stanford Pre-Collegiate International Institutes.

Our collaborative goal in this work was to develop a new and different pre-collegiate prototype for all persistent talent underclass schools, those schools given minimal support from the state and Feds for access to enriched, engaging, and stimulating academic opportunities. These enriched educational opportunities are generally reserved and taken for granted by wealthier schools and students. My goal continues to be that we remove artificial educational barriers in historically underserved schools and ensure that high-ability low-income children and students have equal access to exceptional educational experiences. We opened a new eighteen-million dollar ($18,000,000) high-tech K-5 elementary school in one school district equipped with the most digitally advanced sophisticated teaching and learning environment for the new century learners.

I offer my apologies for my lengthy letter of interest but in all sincerity, I look forward to a possible interview with the Search Committee for the Superintendent of Schools, Position No. 240978, Department of Dine’ Education, Window Rock, AZ, Navajo Nation. Thank you.

Most Respectfully,

Harold G. Begay, Ph.D.
Curriculum Vitae
Harold G. Begay, Ph.D.
Box [Redacted]
[Email Redacted]
(928) [Redacted]

Education:
1991 - 1998: Post Doctoral Visiting Scholar/Graduate School of Education-Faculty Sponsor-Dr. Nadine Lambert - University of California - Berkeley, Berkeley, CA
Areas of Concentration: School Reform, Neuroscience, Cognitive Neurolgy
1986: Ph.D. - College of Education - The University of Arizona, Tucson, AZ
Areas of Concentration: School Finance/Economics; Educational Administration; Bilingual Education; Social Foundations of Education.
Dissertation Title: "A Discriminant Function Analysis of the 1983-84 Capital Levy Transfer Funds in Select Public School District Budgeting Practices" (Arizona - A Study in AZ Low Wealth vs High Wealth Districts)
1975: M.A. - College of Education - Northern Arizona University, Flagstaff, AZ
Areas of Concentration: Major: Guidance & Counseling; Secondary Education
1973: B.A. - College of Behavioral & Social Sciences - Northern Arizona University, Flagstaff, AZ
Major: Psychology; Minor: Sociology

Military Service: USMC - 09/67 - 12/68; Vietnam Campaign 1968; Honorable Discharge-Disabled Veteran; Life Member of Vietnam Veterans of America, American Foreign Legion & The American Veterans Disabled for Life Memorial.

Employment History:
10/2019 - 06/2020: Interim Superintendent/Principal - Cedar Unified School District, Keams Canyon, AZ
07/2019 - 10/2019: Chapter Executive Manager - ToNanees'Dizi Chapter, Tuba City, AZ 96045
07/2011 - 06/2019: Superintendent of Schools - Tuba City Unified School District, Tuba City, AZ
01/2011 - 06/2011: Consultant-Interim Superintendent - Tuba City Unified School District #15
07/2008 - 06/2010: Middle School Principal - Tuba City Unified School District #15, Tuba City, AZ 86045
10/2007 - 06/2008: University Liaison-Arizona State University-Tuba City Unified School District #15, Tuba City, AZ 86045
07/1999 - 09/2007: Associate Superintendent of Schools - Curriculum & Instruction. Tuba City Unified School District #15, Tuba City, AZ 86045
1998 November - 1999 June: Superintendent. Greyhills Academy High School, Box #160, Tuba City, AZ 86045
1996- July - 1998-Sept.: Director of Grants, Foundations, & University Relations, Shonto Preparatory School, P.O. Box #7900, East Hwy 98, Shonto, AZ 86054
1995 July - February 1996: P.C. Consultant (Private Business), Tuba City, AZ 86045
1990-July - June 1991: Elementary School Principal. Chine Unified School District #24, Box # 587, Chine, AZ 86503 (928) 674 9400
1989 - May-June: Interim Superintendent of Schools. Tuba City Unified School District #15, Box # 67, Tuba City, AZ 86045
1987 July - 1990 March: Assistant Superintendent - Curriculum/Instruction. Tuba City Unified School District #15, Tuba City, AZ 86045
1986 Dec - 1987 June: Business Manager - Tuba City High School Board, Inc., Tuba City, AZ 86045
1984 - 1986: Doctoral Residency, The University of Arizona, Tucson, AZ
1979 August- 1984 May: High School Teacher/Dept. Supv. - Tuba City High School, Tuba City, AZ
1975 Sept- 1979 August: Teacher Educator/Assistant Director- Bilingual Teacher Education Program, College of Education, University of Arizona, Tucson, AZ

Honors and Awards:

December 2018 - Continuing - Doctoral Dissertation Ph.D. Student Advisor/Consultant - Grand Canyon University, Phoenix, AZ; Arizona State University, Tempe, AZ
May 2014-December 2016 - Appointment by ASU to Doctoral Dissertation Committee -Ed.D. Student - Mary Lou Fulton Teachers College, Arizona State University, Tempe, AZ
December 2014 - July 2016 - Doctoral Dissertation Ph.D. Student Advisor/Consultant - University Of New Mexico, Albuquerque, NM
June 2013, Panel Member: Northern Arizona University's College of Education 20th Annual Stabilizing Indigenous Languages Symposium & The 4th American Indian/Indigenous Teacher Education Conference, Flagstaff, AZ.
November 2012 - Panel Member: Dr. P. Sahlberg, Finnish Ministry of Education-The Finnish Model in Education - College of Education, The University of Arizona, "Designing Good Schools for All: How Finland Enhances Equity in Education."
February 2007 - Continuing - Dine' (Navajo) Traditional Education Teacher
October 2013 - Co-Principal Investigator: In conjunction with University of Arizona, COE & BIO5 Institute awarded $1,499,415 from the National Science Foundation for research on cross cultural gifted education - "Cultivating Diverse Talent in STEM" with four AZ school districts. Arlington, VA.
April 2010 - AdvancED North Central Association Innovation Award - International Conference of the AdvancED North Central Association Conference, Atlanta, GA.
2005-07 - Awarded $1,082,000 for Professional Teacher Development-Arizona State University, AZ from the Governor’s Office & U.S. Department of Education, Washington, DC
Recipient of "2003 Certificate of Distinction Award" by the Arizona Department of Education; "Stars of Arizona Education"; Member of Native American Advisory Council to State Superintendent of Public Instruction (AZ) and State Governor's Task Force on Native Education.

"Administrator of the Year-Gifted Education" - Arizona Association for Gifted and Talented. Phoenix, AZ

1995-1998: Awarded six ($6) million dollars for Charter School status by the Arizona State Department of Education/State Board of Education for two charter schools and four Federally funded school districts to serve as exemplary Professional Development Schools. Funds are renewable on a fifteen-year cycle beginning July 1, 1995; July 1, 1996.

1994-1999: One of the two originators for a $10 million dollars National Science Foundation RSI award for the improvement of mathematics, science, and technology education for 300 rural school-sites in the states of Utah, Colorado, Arizona, & New Mexico (UCAN) beginning July 1, 1994 to June 30, 2000.

1994-95: Administrator of the Year Award - Greyhills Academy High School.
1991-94 - Member of the State Advisory Council for the Center for Excellence in Education, Northern Arizona University, Flagstaff, AZ
1987-93: Member of the State Board of Education Accreditation Advisory Committee.
Arizona Department of Education, Phoenix, AZ
Extensive consulting to school districts, state and federal departments of education as technical proposal reader, North Central Accreditation & other governmental and education services. Turned down numerous invitations to present at educational conferences, colleges and universities, and other national and international educational organizations and institutes.

1966 - Honors At Entrance - (which is now Barrett, The Honors College) Arizona State University, Tempe, AZ

**Principal Research Interest at Present:** Applied Neuroscience, cognitive neurology. Equity for Rural and Historically Underserved Schools; Professional Development Schools; Redesign of Pre-Service Teacher/Administrator Education, Elementary and Secondary Schools; School-University Partnerships for Educational Renewal.

**Continuing University Affiliation:** Stanford University - Stanford Pre-Collegiate Studies/Stanford International Institutes; Stanford Program on International and Cross-Cultural Education (SPICE); OHS-Stanford Online High School; The Stanford Center on Poverty and Inequality. The University of Arizona; DISCOVER Problem Solving Projects (Gifted Education), & BiO5 Institute.

**Professional Organizations:** Arizona School Administrators, Inc.; National Association of Elementary & Secondary School Principals

**Presentations, Manuscripts, Publications:**


Re-wiring Brain Functioning for Academic Talent Development: Applying Non-Invasive Neural Research to Classroom Practice as a Means to Develop Student


Books in progress:


+ When Geniuses Fail: Navajo Conception of Giftedness In The Eyes Of The Holy Deities.

+ Re-wiring Brain Functioning for Academic Talent Development: Applying Non-Invasive Neural Research to Classroom Practice to Develop Student Capacity to Learn.

+ Broken Windows - The New Mandarins In American Indian Education.


"The Use of Traditional Indigenous Philosophy, Space Science and Mathematics To Optimize Convergent-Divergent Thinking Attendant to Problem Solving, Abstraction, Attentional Detail Filtering, Analogizing, Spatial-Visualization and Creativity." Manuscript being prepared for the Journal of American Indian Education.

"Neural Plasticity and Education: Cultivating Neural Regions Associated with Certain Cognitive Functioning Through Traditional Dine' (Navajo) Ontology & Epistemology, and Inca and Mayan Mathematical Achievements and Space Science." Manuscript prepared for the publication.


"Neural Plasticity, Cognition and Learning Potentiation: Exponential Encoding of Content Knowledge With School Children and Students in Disadvantaged Schools Using Gifted Education Practices". Manuscript being prepared for Journal of Children and Poverty.

"Beyond Multiple Intelligences: The New Mandarins in Gifted Education." Manuscript prepared for publication in The Gifted Education Quarterly (by special invitation).

"Brain Plasticity - Implications for Accelerated Instruction for Bilingual Disadvantaged Children." Manuscript prepared for publication Journal of Children and Poverty.


"Minority Education: Neural functioning, Multiple Intelligences and Bilingualism for Academic Achievement." Manuscript prepared for publication in the Journal of Children and Poverty.


"Resilient, Strength-Based College Tech Prep Schools for the 21st Century." Presenter: Western Regional Conference-The National Association of Laboratory Schools. Hosted by Greyhills Academy High School, Tuba City, AZ March 31 - April 1, 1995


"Innovative Curricular Design In Minority Education: School-Community College- University Partnership." Presenter: Annual Convention of the National Association of Laboratory Schools & The National Association of Colleges for Teacher Education. San Antonio, TX February 24-25, 1992.


"Traditional Navajo Philosophy of Teaching & Learning and Western Education." Presenter: American Ways of Knowing: History, Philosophy, and Spirituality. School of Humanities and Sciences. Stanford University, 1990.


Unpublished Dissertation Manuscripts/Excerpts:
"The Issue of Equity and Optimizing Educational Opportunities: 1985."
"Fiscal Equalization and Public Education: Five Basic Equalization Formulas."
"School Finance Equalization: Equity for Taxpayers."
"School Finance Equalization: Capital Investment and False Economy."
"School Finance: What Is To Be Equalized?"
"Equal Opportunity and School Finance Issues: Property Tax Regressivity; Three-Level Theory of Government Financing of Schools; Per Pupil vs Per Capita Wealth; The Voucher Plan."
"Inequality: A Respectful Inquiry - Resource Allocation for Limited English Proficient Students."
"An Analysis of Arizona Senate Bill 1160, Arizona 36th Legislature: Theoretical and Conceptual Constructs of Bilingual Education."
"Cognitive Processes in First and Second Language Acquisition and Implications for Bilingual Education."
Harold G. Begay, Ph. D.
Tachiiní-Nalání Nishlí Tochíí Tóóshishíin; Lok'ai Dine'í Dashich’ii; Naakai Dine'í Dashinalí.
Dibé Lízhíí Dine'í Títahíítséda

Dr. Begay was raised on the Navajo Nation (AZ, USA) amid a deep bicultural chasm having to negotiate and balance his traditional Dine' (Navajo) culture upbringing with mainstream Western Greco-Roman education. Upon graduation from Tuba City High School, Tuba City, AZ, on the Navajo reservation, he was recommended by the AZ Congressional Delegate to attend the U.S. Air Force Academy, Colorado Springs, CO. However, gained Honors-At-Entrance to Arizona State University, Tempe, AZ. He subsequently dropped out of college after a year and enlisted in the USMC. Upon completion of military service with USMC, Vietnam (1968-Tet Offensive), he worked as an Iron Worker in the construction field before continuing his college education.

He returned to higher education and in three years graduated with a B.A. in psychology, completed an M.A. in guidance and counseling and secondary education the following year. He completed his Ph.D. in school finance/economics, concentrating his advanced studies in educational administration, bilingual education, and social foundations of education from the University of Arizona where he helped direct a Teacher Education Program for four years. Dr. Begay returned to the Navajo reservation and worked in several school districts in different teaching and administrative capacities over a span of twenty-five years.

He was appointed as a Visiting Scholar to UC Berkeley, Graduate School of Education, refining his research interest and work in education reform, brain imaging, and continues his applied research in neural plasticity and gifted education with Stanford Pre-Collegiate Studies, the Stanford Pre-Collegiate International Institutes, Stanford OHSx Online High School, the Stanford Program on International and Cross-Cultural Education (SPICE), and the International Baccalaureate Organization (IB World Schools). With the College Board, he infused the EQUITY 2000 Saturday Academies and Summer Scholars in several reservation schools in the state (AZ) with Northern Arizona University, Flagstaff, AZ. He continues this critical infusion of exceptional educational resources into the persistent talent underclass schools, the historically underserved school districts, helping to close the caustic educational divide. With these exceptional educational resource infusion, underprivileged school children and students have been provided exclusive opportunities for globally enriched challenging education, a K-12 education program recognized by the world’s leading universities.

With these exceptional resources, with one school district, with the support of the governing board, staff, and parents, the school district over a six-year period attained unprecedented gains in academic achievement outcomes. The school district was called upon to assist in developing a new and different pre-collegiate prototype for all persistent talent underclass schools. These schools have all too often been given minimal support from the state and Federal sources for access to enriched, engaging, and stimulating academic opportunities generally reserved and taken for granted by wealthier schools and students. As the lead educator, Dr. Begay with the school staff and university affiliates have demonstrated that artificial educational barriers that characterize far too many Native American schools can be replaced with exceptional resources such that all school children and students can be assured of exceptional educational experiences. Under his leadership, one school district opened
a new high-tech K-5 elementary school equipped with the most digitally advanced sophisticated teaching and learning environment for the new century learners.

Dr. Begay shares his research work in low-resource schools spanning twenty-five years and offers compelling evidence that school children and students in disadvantaged schools need not repeat chronic widespread school underachievement. Dr. Begay shares his evidence that adults have much to do with sustaining these deleterious education profile for Native American school children and students. He turned down speaking engagements and invitations from several state education departments, school board organizations, universities, Beijing, China, Outer Mongolian People’s Republic schools, Oxford Roundtable, University of Oxford, Oxfordshire, England, New Zealand Immersion schools, Ecuador Indigenous Immersion Schools, South America, Washington State’s annual Gifted Leadership Symposium, among other invitations for speaking engagements and university seminars. In each instance he has politely declined these prestigious invitations maintaining that these entities would be well served if they would come to his homeland within the Four Sacred Mountains, Sisnaajini, Tsoodzil, Dook’o’osliid, and Dibe Nitsa.

Dr. Begay has presented at various conferences and received awards from the Arizona State Department of Education, the Arizona Association for Gifted Education, and has declined several speaking engagements for educational leadership. Dr. Begay was the recipient of AdvancED Innovation Award, North Central Association Commission on Accreditation & School Improvement, Atlanta, GA. He was also recognized by the Arizona Department of Education as the, “Stars of Arizona Education”, receiving a Certificate of Distinction award during the annual Arizona Department of Education Mega-Conference Honors Banquet. According to the Arizona Department of Education, “The contributions made by this honoree to learning in our state are lasting, valuable and merit our appreciation and honor.” “With this one word – honor – we recognize and show appreciation of the hard work, drive and commitment that resulted in their many accomplishments. We honor them... we hold them in high esteem. Along with their awards of distinction, they have earned our deepest respect.”

Dr. Begay was also the recipient of the “Gifted Education Administrator of the Year” award, an honor bestowed upon Arizona educators annually by the Arizona Association for Gifted and Talented Education. This awards program is designed to provide recognition to exemplary educators, administrators and advocates for gifted education and students. Dr. Begay continues his work with historically underserved schools in neuroscience and school reform having begun as a post-doctoral Visiting Scholar to the Graduate School of Education, UC-Berkeley. He has contributed a chapter to two major books on his work in neural plasticity, enriched classroom instruction, traditional Dine’ (Navajo) giftedness, and neurolinguistic aspects of bilingualism and giftedness. He has shared his work with fourteen other international scholars and research scientists in the book, “Conceptions of Giftedness: Sociocultural Perspectives”, (2007) Lawrence Erlbaum Associates and in, “A Handbook for Teachers of Navajo Children,” Arizona State University (2006), an article titled, “‘Rewiring’ Brain Functioning for Academic Talent Development: Applying Non-Invasive Neural Research to Classroom Practice as a Means to Develop Student Capacity to Learn.” Dr. Begay began work with the late path-breaking scholar in minority education Dr. John Uzo Ogba, UC-Berkeley, for a chapter in a book before Dr. Ogba passed. He completed another critical school finance research titled, “Impact Aid to Arizona School Districts: School Funding for School Districts Operation or Tax Relief for Property Owners on Indian Lands”, a paper submitted to Journal of American Indian Education. Dr. Begay is currently completing two books in American Indian education titled, “Broken Ladders-
New Mandarins in American Indian Education", and "Baling Wired School Doors: In Search of American Indian Education."

His opening address on indigenous language issues and revival was reprinted with permission in the International Foreign Language Honor Society journal, The Forum of Phi Sigma Iota, Fall 2003, Year 25, No. 2. The International Foreign Language Honor Society, Phi Sigma Iota recognizes outstanding ability and high standards of students and faculty of foreign languages, literatures and cultures (including classics, linguistics, philology, comparative literature, ESL, bilingual education, and second language acquisition). It is the highest academic honor in the field of foreign languages. Phi Sigma Iota has initiated over 60,000 members since its foundation in 1917, and it has created and supports numerous scholarship programs.

Along the scholarship development program, he has established a non-profit scholarship foundation on behalf of his late in-laws to honor their family contribution to opening up their home for the first field office for Dine’ College branch campus in Tuba City, AZ, a branch campus of then Navajo Community College (NCC) which he opened in 1976 in Tuba City while teaching a course for NCC. Thousands of students have since benefited from attending a local college. Dr. Begay continues his work as a practitioner of the Blessing Way and Protection Way Ceremonies with his clan brothers and working on opening up Traditional Field Schools without government funds for youth who demonstrate a sincere desire and dire interest in becoming Blessing Way practitioners. Dr. Begay has focused on the Dine’ (Navajo) epistemology and ontology of Navajo lifeways in memory of his late mother who was an exceptional rug weaver. She sold some of the rugs she wove to help pay for her son, Dr. Begay, complete his Ph.D. in school finance and educational administration at the University of Arizona. He is currently doing some global educational work with Stanford University and will release a webinar on the Dine’ (Navajo) philosophical epistemology and ontology of the Dine’i (Navajo) lifeways.
# Arizona Department of Education

## CERTIFICATE

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<tr>
<th>Name</th>
<th>Certificate Description</th>
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<tr>
<td>HAROLD G. BEGAY</td>
<td>Guidance Counselor, PreK-12</td>
<td>09/22/2015</td>
<td>01/29/2025</td>
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<td></td>
<td>Superintendent</td>
<td>09/22/2016</td>
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<td></td>
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<td></td>
<td>Standard Secondary Education, 6-12</td>
<td>09/22/2016</td>
<td>01/29/2025</td>
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### Approved Areas

- Structured English Immersion, PreK-12
- Psychology
- Social Studies
- Structured English Immersion, PreK-12

### Endorsement

**Signature**

ARIZONA DEPARTMENT OF EDUCATION
1520 West Washington Street • Phoenix, Arizona 85007

The holder of the certificate has fulfilled the requirements of the State of Arizona and is authorized to practice as a certified educator in the areas indicated above. Please note that State Board of Education certification requirements are subject to change and, therefore, could affect your ability to qualify for renewal, endorsements, conversions, additional certificates, or other services. For this reason, it is essential for you to maintain your qualifications to practice in Arizona and to be familiar with the rules and requirements that are in effect at the time for a service may be requested.

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**Recorded 9/28/2016**

In Coconino County

**Rico Vanderhuy**

County School Superintendent

Printed On: 09/22/2016
UNIVERSITY OF ARIZONA

THE ARIZONA BOARD OF REGENTS BY VIRTUE OF THE AUTHORITY VESTED
IN IT BY LAW AND ON RECOMMENDATION OF THE UNIVERSITY FACULTY
DOES HEREBY CONFER ON

HAROLD G. BEGAY

DOCTOR OF PHILOSOPHY

WHO HAS SATISFACTORILY COMPLETED THE STUDIES PRESCRIBED THEREFOR

WITH ALL THE RIGHTS, PRIVILEGES AND HONORS THEREUNTO APPERTAINING.

GIVEN AT TUCSON, THIS TWENTIETH DAY OF DECEMBER, 1986.

PRESIDENT OF THE UNIVERSITY

SECRETARY OF THE UNIVERSITY

[Signature]

[Signature]
MEMORANDUM

TO:       Honorable Daniel Tso
           24th Navajo Nation Council Delegate

FROM:     Chad Abeyta, Attorney
           Office of Legislative Counsel

DATE:     November 17, 2021

RE:       AN ACTION RELATING TO HEALTH, EDUCATION AND HUMAN
           SERVICES AND NAABIK'ÍYÁTÍ COMMITTEES, AND THE
           NAVAJO NATION COUNCIL; CONFIRMING THE APPOINTMENT OF
           DR. HAROLD G. BEGAY AS SUPERINTENDENT OF SCHOOLS FOR
           THE DEPARTMENT OF DINÉ EDUCATION

Per your request, the Office of Legislative Counsel has prepared the above-reference proposed legislation and associated legislative summary sheet. Based on existing law, the legislation as drafted is legally sufficient. However, as with all legislation, the proposed resolution is subject to review by the courts in the event of a challenge.

Please review the proposed legislation to ensure it is drafted to your satisfaction. If you approve, please sign and submit it to the Office of Legislative Services where the proposed legislation will be given a tracking number and referred to the Office of the Speaker.

If the proposed legislation is unacceptable to you, please contact me at the Office of Legislative Counsel and advise me of any revisions requested.
LEGISLATION NO: _0243-21_  SPONSOR: Daniel E. Tso

TITLE: An Action Relating to Health, Education and Human Services and Naabik'íyáti' Committees and the Navajo Nation Council; Confirming the Appointment of Dr. Harold G. Begay as Superintendent of Schools for the Department of Dine Education

Date posted: _November 18, 2021 at 4:30PM_

Digital comments may be e-mailed to comments@navajo-nsn.gov

Written comments may be mailed to:

Executive Director
Office of Legislative Services
P.O. Box 3390
Window Rock, AZ 86515
(928) 871-7586

Comments may be made in the form of chapter resolutions, letters, position papers, etc. Please include your name, position title, address for written comments; a valid e-mail address is required. Anonymous comments will not be included in the Legislation packet.

Please note: This digital copy is being provided for the benefit of the Navajo Nation chapters and public use. Any political use is prohibited. All written comments received become the property of the Navajo Nation and will be forwarded to the assigned Navajo Nation Council standing committee(s) and/or the Navajo Nation Council for review. Any tampering with public records are punishable by Navajo Nation law pursuant to 17 N.N.C. §374 et. seq.