

RESOLUTION OF THE  
NAVAJO NATION COUNCIL  
24<sup>th</sup> NAVAJO NATION COUNCIL - FOURTH YEAR, 2022

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 DINÉ EDUCATION

BE IT ENACTED:

SECTION ONE. AUTHORITY

- 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

- A. 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.

### CERTIFICATION

I hereby certify that the foregoing resolution was duly considered by the 24<sup>th</sup> Navajo Nation Council at a duly called meeting in Window Rock, Navajo Nation (Arizona), at which a quorum was present and that the same was passed by a vote of 23 in Favor, and 00 Opposed, on this 7<sup>th</sup> day of January 2022.

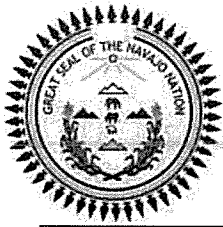
  
Honorable Seth Damon, Speaker  
24<sup>th</sup> Navajo Nation Council

01-10-2022

DATE

Motion: Honorable Paul Begay  
Second: Honorable Edison J. Wauneka

Speaker Seth Damon not voting

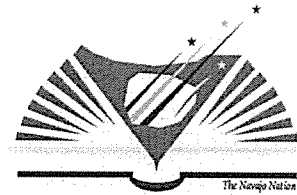


Jonathan Nez  
President



**DEPARTMENT OF DINE EDUCATION  
THE NAVAJO NATION**

P.O. Box 670 · Window Rock, Arizona 86515  
PHONE (928) 871 – 7475 · FAX (928) 871 – 7474



Myron Lizer  
Vice-President

**NNBENO-764-2021**

**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

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**NAVAJO NATION BOARD OF EDUCATION**

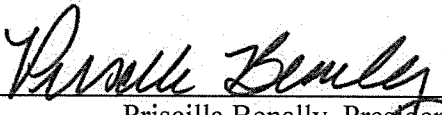
*Priscilla Benally, President · Spencer W. Willie, Vice President · Dr. Victoria Yazzie, Secretary*  
*Member: Sharon A. Toadecheenie · Marlene Burbank · Dr. Henry Fowler · Andrea K. Thomas*  
*Freda Nells · Joan A. Gray · Emerson John · Dr. Pauletta White*  
*Patricia Gonnie, Acting Superintendent of Schools*

**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.

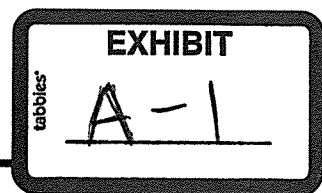
**C E R T I F I C A T I O N**

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.

  
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Priscilla Benally, President  
Navajo Nation Board of Education

**EXHIBIT**

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Harold G. Begay, Ph.D.

Box [REDACTED]

(928) [REDACTED]

[REDACTED]@yahoo.com

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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-18 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.

*Qualifications:* I have an earned Ph.D. in Educational Administration from the University of Arizona, Tucson, AZ specializing in school finance and educational leadership. My minor content emphases are in bilingual education and social foundations of education. I was employed by the University of Arizona, College of Education, from 1975 - 1979 and taught Social Foundations of Education for one year. My documented research and/or scholarship experience published are as follows: a chapter in a book, *Conceptions of Giftedness-Sociocultural Perspectives* (2007), a chapter in, *A Handbook for Teachers of Navajo Children* (2005), an article in the *International Foreign Language Honor Society Journal*, *The Forum of Phi Sigma Iota* (Fall 2003), and in the *Journal of American Indian Education* (1979). I have two additional articles in final draft for publication titled, "1906 - 2000 Social and Economic Public Policy Issue: Public Education School Finance Equalization and School Reformation, " and, "Federal Impact Aid Revenues

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 exegesis 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 DODE.
- 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 \$1,199,939. 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]  
[REDACTED]@yahoo.com  
(928) [REDACTED]

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Education:

- 1993 - 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 Neurology*
- 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 Vietnam War 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
- 07/2010 - 12/2010: High School Principal - Shonto PrepTech Charter High School, Shonto, AZ 86054
- 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
- 1998 September - 1998 November: Executive Director-Principal. Nazlini Community School. HC 58, Box 35. Ganado, AZ 860505 (520) 755 6125 / 3711
- 1996- July - 1998-Sept.: Director of Grants, Foundations, & University Relations, Shonto Preparatory School, P.O. Box #7900, East Hwy 98, Shonto, AZ 86054

1996 March - June 1996: Education Specialist. East Hwy 98. BIA-WNA-Shonto Boarding School. Shonto, AZ 86054

1995 July - February 1996: P.C. Consultant (Private Business), Tuba City, AZ 86045

1991-Dec.- 1995 June: Superintendent. Greyhills Academy High School-University Lab School, Box #160, Tuba City, AZ 86045.

1990-July - June 1991: Elementary School Principal. Chinle Unified School District # 24, Box # 587, Chinle, AZ 86503 (520) 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

March 2014 Panel Member: "Stanford University 2014 Best Practices in K12 Blended Learning Symposium", Stanford University, Palo Alto, CA

June 2013, Panel Member: Northern Arizona University's College of Education 20<sup>th</sup> Annual Stabilizing Indigenous Languages Symposium & The 4<sup>th</sup> 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.

2006-2010 - Awarded \$1,199,939 Teacher Professional Development Grant-Arizona State University. U.S. Department of Education, Office of Indian Education, Washington, DC

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

2005-06 Invitation to the Oxford Roundtable, Manchester College, University of Oxford, England  
<http://www.oxfordroundtable.co.uk/index.htm> ; limited to 35 participants internationally.

- 2003 Recipient of "2003 Certificate of Distinction Award" by the Arizona Department of Education: 1 of 72 "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.
- 2003 "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.
- 1994-1990: 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.
- 1993-1998: Visiting Scholar-Graduate School of Education, University of California at Berkeley.
- 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:

When Geniuses Fail: NaDene' Conception of Giftedness in the Eyes of the Holy Deities. In Phillipson, S.N., McCann, M., eds. *Conceptions of Giftedness: Sociocultural Perspectives*: Lawrence Erlbaum Associates, New Jersey, London. 2007.

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

Capacity to Learn. In The Center for Indian Education, *A Handbook for Teachers of Navajo Children*. Center for Indian Education, Arizona State University. 2005.

Indigenous Language Issues and Revival (2003). Reprinted with permission in the *International Foreign Language Honor Society Journal, The Forum of Phi Sigma Iota*, Fall 2003, Year 25, No. 2

An Abridgement of Constitutional Rights? *Journal of American Indian Education*. V 18/n 3. Arizona State University. Tempe, AZ 1979.

Books in progress:

- + 1906 - 2000 Social and Economic Public Policy Issue: Public Education School Finance Equalization and School Reformation. (full manuscript prepared for publication).
  - + 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.
  - + Baling-Wired School Doors: In Search of American Indian Education: Postmodernism in American Indian Education.
- "Navajo Tribal Government: Pre-Columbian to 1980." (1982) Curriculum Center-Tuba City Unified School District #15. Required Text for High School Government Classes. Tuba City High School. Tuba City, AZ
- "A Historical Chronology of Public Education, Indian Reservations, and The Johnson O'Malley Education Act of 1934." Manuscript prepared for publication.
- "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 Incas and Mayan Mathematical Achievements and Space Science." Manuscript prepared for the publication.
- "Using Non-Invasive Medical Model in Neuroscience to Understand and Enhance Cognitive Functioning and Academic Proficiency of Elementary and Secondary School Children and Students." Manuscript being prepared for publication in Journal of Children and Poverty.
- "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.
- "A Reconfiguration of the Bell Curve." Presenter - Exemplary Practices in American Indian Education, Center for Indian Education-Arizona State University - April 2003.

- "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.
- "Public Education Fiscal Equalization: 1906 - 1990 Social and Economic Public Policy Issue and Public Schools Reform." [Manuscript prepared for publication - Journal of Education Finance]
- "Minority Education: Neural functioning, Multiple Intelligences and Bilingualism for Academic Achievement." Manuscript prepared for publication in the Journal of Children and Poverty.
- "Project COSINE (COgnitive Science and School Improvement in Native Education)" - Presenter: Teaching Science and Mathematics: A Statewide Conference. Innovations and Reforms By Science/Mathematics Teachers and Faculty. National Science Foundation. Arizona State University West. October 10-11, 1997.
- "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
- "Mathematics, Science, & Technology Education for Historically Underserved Schools-The Need for Interdisciplinary Instructional Practices." Presenter: Rural Systemic Initiative-National Science Foundation Southwest Regional Convocation. Greyhills Academy High School, Tuba City, AZ March 1994.
- "Analytical and Integrative Mathematics and Science Education: The Native American Perspective." Presenter: National Science Foundation Convocation, Washington, D.C. November 1993.
- "School, Community College, & University Partnership: The College Board AP & Applied Academics." Presenter: Annual Convention of the National Association of Laboratory Schools and The American Association of Colleges for Teacher Education. San Diego, CA February 24-27, 1993.
- "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.
- "Minority Schooling and Eurocentric Education - 1991." Presenter: Ninety-ninth Annual Convention of the American Psychological Association - "How Can Psychology Contribute to Multicultural Concerns Within Education Reform." San Francisco, CA August 16 - 20, 1991.
- "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.
- "The Fallacy and Reality of Change in Native Education." Presenter: 28th Annual Comparative and International Education Society Conference. University of Houston, Houston, TX 1984.
- "A Comparative Analysis of Current Practices in Education: Native America & Selected Third World Nations." Presenter: 23rd Annual Regional Conference of Comparative and International Education Society Conference. Arizona State University, Tempe, AZ 1979.
- "The Wholistic Nature of Native Education: Parents, Staff, Administration, Governing Board." Presenter: 23rd Annual Western Social Science Association Conference. Reno, NV 1979.

Unpublished Dissertation Manuscripts/Excerpts:

"The Issue of Equity and Optimizing Educational Opportunities: 1985."

"Equalization of Public School Finance: 1970 - 1984."

"Fiscal Equalization and Public Education: Five Basic Equalization Formulas."

"Equalization and Educational Excellence Initiatives: Pareto-Optimality in School Resource Management."

"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.

Tachiini-Naalani Nishli; Todich'iini Bashischiin; Lok'ai Dine'i Dashichei; Naakai Dine'i Dashinali.  
Dibe' Lizhini Dine'i' Bitahsida'

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. He 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 shares his work with fifteen 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 Ogbu, UC-Berkeley, for a chapter in a book before Dr. Ogbu 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-The

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

Name <b>HAROLD G. BEGAY</b>			Certificate Number Educator ID: <span style="background-color: black; color: black;">XXXXXXXXXX</span>	
Certificate	Valid Date	Expiration Date	Approved Areas	Deficiencies
Guidance Counselor, PreK-12 Supervisors	09/22/2016 09/22/2016	01/29/2025 01/29/2025	<ul style="list-style-type: none"> <li>* Structured English Immersion, PreK-12</li> <li>* Structured English Immersion, PreK-12</li> <li>Psychology</li> <li>Social Studies</li> <li>* Structured English Immersion, PreK-12</li> </ul>	
Principal	09/22/2016	01/29/2025		
Standard Secondary Education, 6-12	09/22/2016	01/29/2025		
ARIZONA DEPARTMENT OF EDUCATION 1532 West Jefferson Street • Phoenix, Arizona 85007			Endorsement  <div style="text-align: right;">                       DIANE M. DOUGLAS                      State Superintendent of Public Instruction                 </div>	

The holder of this 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 in practice in Arizona and to be familiar with the rules and requirements that are in effect at the time future services may be requested.

**HAROLD G. BEGAY**  
 BOX 402  
 TUBA CITY, AZ 86045

Recorded 9/28/2016  
 In Coconino County  
*Richa Vanderhug*  
 County School Superintendent

Printed On: 09/22/2016

*Richa*



# 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

WHO HAS SATISFACTORILY COMPLETED THE STUDIES PRESCRIBED THEREFOR  
THE DEGREE OF

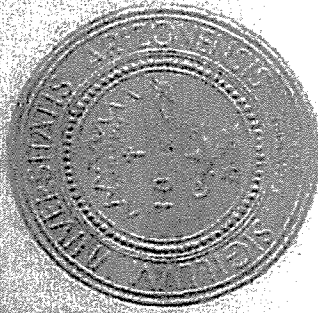
DOCTOR OF PHILOSOPHY

WITH ALL THE RIGHTS, PRIVILEGES AND HONORS THEREUNTO APPERTAINING.

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

*Bruce Ballard*  
GOVERNOR OF ARIZONA

*Q. J. Winter*  
PRESIDENT OF THE BOARD



*Henry Kupper*  
PRESIDENT OF THE UNIVERSITY

*George W. Ridge Jr.*  
SECRETARY OF THE UNIVERSITY

# NAVAJO NATION

942

1/7/2022

Navajo Nation Council Special Session

05:59:33 PM

Amd# to Amd#	Legislation 0243-21: Confirming	PASSED
MOT Begay, P	the Appointment of Dr. Harold G.	
SEC Wauneka, E	Begay as Superintendent of	
	Schools for the Department....	

Yeas : 23

Nays : 0

Excused : 0

Not Voting : 0

Yea : 23

Begay, E	Daniels	Slater, C	Tso, E
Begay, K	Freeland, M	Smith	Walker, T
Begay, P	Halona, P	Stewart, W	Wauneka, E
Brown	Henio, J	Tso	Yazzie
Charles-Newton	James, V	Tso, C	Yellowhair
Crotty	Nez, R	Tso, D	

Nay : 0

Excused : 0

Not Voting : 0

Presiding Speaker: Damon