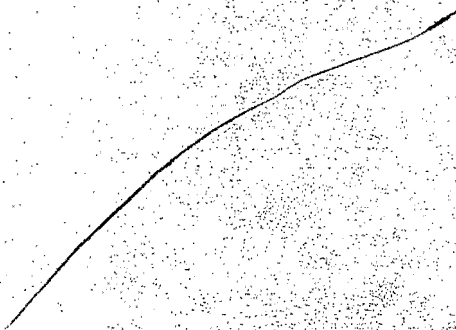


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STATUS REPORT

EDUCATION SUBGROUP OF THE DOMESTIC POLICY COUNCIL'S WORKING GROUP ON AMERICAN INDIANS AND ALASKA NATIVES

After the October 29, 1997 quarterly meeting of the Domestic Policy Council's Working Group on American Indians and Alaska Natives, the Education Subgroup continued developing a proposal for an Executive order on a comprehensive Federal approach to Indian education. On November 13, 1997 and January 5, 1998 the subgroup met and reviewed the comments of the Federal agencies. The agency representatives endorsed the proposal and agreed to consider additional recommendations which maintain the focus on academic achievement, further reduce the fragmentation of Indian education, strengthen and encourage additional tribal partnerships, and tie strategic plans for Indian education to GPRA. The subgroup also followed up on the recommendation of the Members to engage the President's Panel On Race Relations in Indian education discussions. Brenda Toineeta, staff to the panel, and David Montoya, Deputy Assistant Secretary for Work Force Diversity, Department of the Interior, attended the November meeting; and, several recommendations for working on race and education related issues with tribal and Indian communities were discussed. On January 7 and 8, 1998 the subgroup met jointly with tribal representatives from the National Congress of American Indians (NCAI), the National Indian Education Association (NIEA), the Native American Rights Funds (NARF), and the National Advisory Council on Indian Education (NACIE). The tribal representatives emphasized that the March, 1997 policy statement from Indian country to the White House had been endorsed by a majority of tribes who continue to expect an Executive order to reflect the principles of the tribal document. Together, subgroup and tribal representatives worked through the proposal and refined the draft reaching overall agreement. On January 15, 1998 representatives of the subgroup provided a status report to staff of the Domestic Policy Council. DPC senior staff stated there is no doubt an Executive order is likely. The staff also stated such an order needs to direct agencies to take specific activities for targeted educational improvements to which resources can be applied and around which budgets can be planned. They indicated such an order fits the President's efforts to improve education and should address educational needs for Native American students. The staff was most interested in identifying what activities would have a direct impact on students in schools and which activities all agencies could carry out. They also emphasized that the process for delivering Indian education services may immediately be improved prior to an order and without a great deal of investment by coordinating various administrative requirements of the Federal agencies. DPC senior staff were less sure that investing in the process would be as effective as focusing on specific program activities leading to educational improvements. They suggested an inventory of services and analysis of relevant data would be one way of identifying the needs and specifying educational activities. On January 16, 1998 representatives of the subgroup held a

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Sen. Mays
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conference call with the tribal representatives and reported that the meeting with DPC staff had been positive but that more work was needed. The tribal representatives were ready to continue working with the subgroup and volunteered to provide orientation to Federal agencies on the March, 1997 tribal document. The Federal staff stated that they expected to work with and consult the tribal representatives over the next few months while they were refining the proposal. The tribal representatives also stated that they had received additional resolutions in support of an Executive order from both Indian and non-Indian organizations and that they expected some letters of support from both the Senate and the House.

As a result of meetings with tribal and Federal representatives, the subgroup will continue to refine the draft proposal for the Executive order for a comprehensive Federal approach to Indian education; collaborate for better interagency coordination of the administrative requirements in education related programs serving Indians; and, consult with the tribal representatives. The refined version of the Executive order will be proposed as soon as mutual agreement is reached with the DPC staff and the agencies.

PAUL WELLSTONE, MINNESOTA
JOHN EDWARDS, MICHIGAN
CLAUDE ELLISON, WASHINGTON
PETE V. DOMENICI, NEW MEXICO
DANIEL K. INOUE, HAWAII
PAUL WELLSTONE, MINNESOTA
STANLEY GORDAN, NORTH CAROLINA

KENT CONRAD, NORTH DAKOTA
HARRY REID, NEVADA
DANIEL K. INOUE, HAWAII
PAUL WELLSTONE, MINNESOTA
STANLEY GORDAN, NORTH CAROLINA

CHIEF OF STAFF
MANAGING STAFF DIRECTOR
PATRICIA U. JILL
MANAGING STAFF DIRECTOR/COUNSEL

United States Senate

COMMITTEE ON INDIAN AFFAIRS

WASHINGTON, DC 20510-4450

January 21, 1998

The Honorable William Jefferson Clinton
The White House
1600 Pennsylvania Avenue, NW
Washington, D.C. 20500

Dear President Clinton:

We are writing to request that you issue the Executive Order on the Comprehensive Federal Indian Education Policy Statement (CFIEPS) that is being considered by the Domestic Policy Council's Working Group on American Indian and Alaskan Natives. The Working Group will soon meet to consider final approval of the Order before referring it to you.

Indian tribes remain at the bottom of every economic and social indicator of well-being and Indian children bear the brunt of that harsh reality. As the nation implements a comprehensive, work-based welfare reform policy, we must ensure that the tools of transition are made available for those struggling to end dependence and despair. Education, in our view, should be the centerpiece of that policy.

It is our hope that this Order will create a uniform method for delivering quality educational services to Indian people, as well as reaffirm the Federal Government's unique legal and political relationship with the various tribal governments. Thank you for your thoughtful consideration of this important request. We look forward to working with you on this critical initiative.

Sincerely,

Ben Nighthorse Campbell
Chairman

Pete V. Domenici
United States Senator

Paul Wellstone
United States Senator

Daniel K. Inouye
Vice Chairman

Jeff Bingaman
United States Senator

CONSTITUTION 100-41 DATE: INDIAN EDUCATION 703 338 1520 P.02/03

Congress of the United States

House of Representatives

Washington, DC 20515

December 18, 1997

The Honorable William Jefferson Clinton
The White House
1600 Pennsylvania Avenue, NW
Washington, DC 20500

Dear President Clinton:

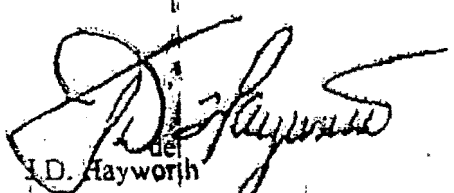
As members of the Congressional Native American Caucus, we are writing to express our support for the proposed Indian education Executive Order that is currently being considered by the Domestic Policy Council's Working Group on American Indian and Alaskan Natives.

We understand that the proposed Indian education Executive Order will come before the Working Group in the near future for final approval before being referred to the Domestic Policy Council. As you know, many Native American groups collaborated on this Executive Order and are in strong support of this proposal. We believe the draft Executive Order makes Indian education a national priority and at the same time reaffirms our nation's commitment to a federal role in the education of Indian children.

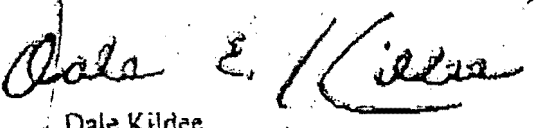
By issuing an Executive Order on Indian education, it is our hope that the federal government's Indian education efforts would be more focused and coordinated. We believe it would establish a uniform method for carrying out the educational concerns of Indian people that were so clearly articulated in the proposed Comprehensive Federal Indian Education Policy Statement (CFIEPS).

Again, we urge your favorable consideration of an Executive Order on Indian education that would honor our country's commitment to the First Americans. We look forward to working with you on this important initiative.

Sincerely,


J.D. Hayworth
Member of Congress


George Brown
Member of Congress


Dale Kildee
Member of Congress


Steve Schiff
Member of Congress

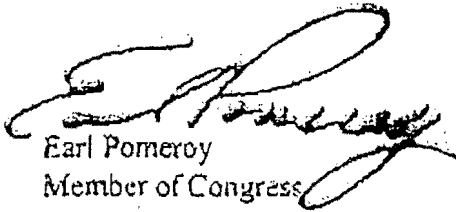
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December 18, 1997

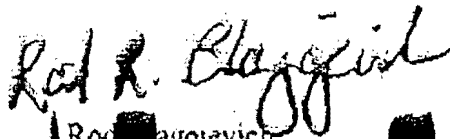
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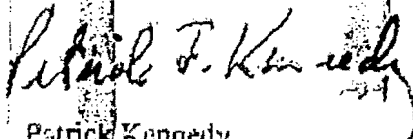
Edolphus Towns
Member of Congress



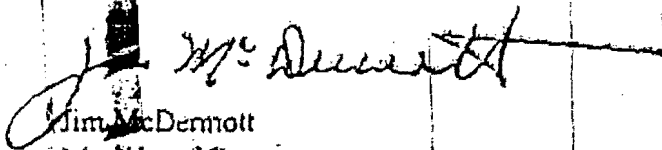
Earl Pomeroy
Member of Congress



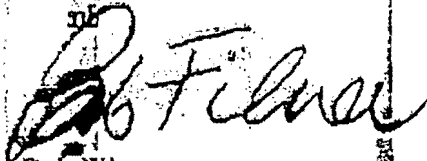
Rod Blagojevich
Member of Congress



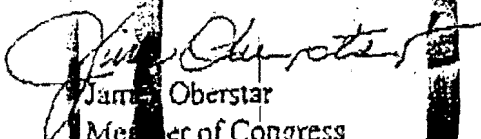
Patrick Kennedy
Member of Congress



Jim McDermott
Member of Congress



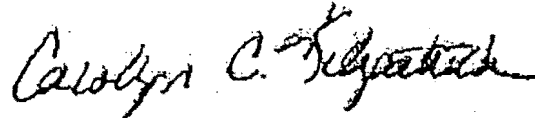
Bob Filner
Member of Congress



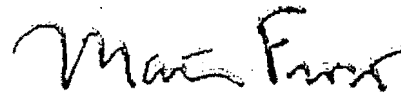
James Oberstar
Member of Congress



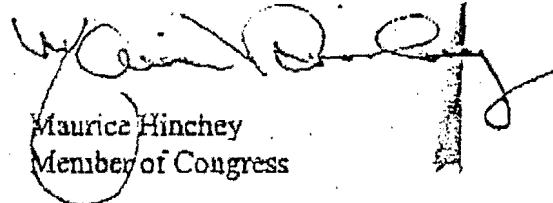
Mike McIntyre
Member of Congress



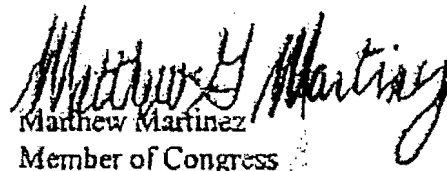
Carolyn Kilpatrick
Member of Congress



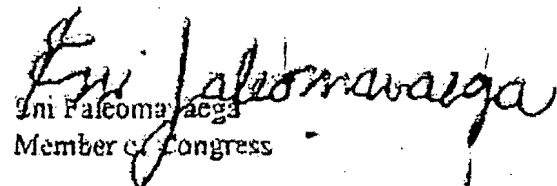
Martin Frost
Member of Congress



Maurice Hinchey
Member of Congress



Matthew Martinez
Member of Congress



Iri Falcón Maravilla
Member of Congress

February 19, 1998

TO: Mike Cohen
Mary Smith
Tanya Martin
Domestic Policy Council

FROM: David Beaulieu
Director
Office of Indian Education
Department of Education

Joanne Sebastian Morris
Director
Office of Indian Education Programs
Department of Interior

At our last meeting you asked for consideration to be given to ideas which would strengthen the current proposed executive order. Specifically, you asked for a clear statement of need for the order, a statement of vision for the education of American Indian learners and ideas for activities which could be included into the order which adds to the current strategic planning process of the current draft. This memorandum outlines ideas that can be developed into executive order language if you concur with the approach.

THE NEED:

The educational situation and status of American Indians and Alaska Natives reflect a population of great need. They have among the lowest achievement rates and highest dropout rate of any population in the country.

Recognizing the primary need to significantly increase academic achievement and progress rates for American Indian learners, the need for the executive order on American Indian education is closely tied to the special role of the Federal government in the education of American Indians.

There is a desire on the part of American Indian Tribes to have the president reaffirm the government to government relationship with Indian tribes in the area of education by strengthening and focusing the special federal role regarding American Indian Education.

American Indians have a right to receive equitable educational services. Historically and currently American Indian students have not received services equal to those received.

American Indians have long-standing mitigating factors which impact education performance. These include geographic isolation, social and cultural isolation, multi generation poverty, tribal/family dissolution and substance abuse etc.

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The federal response to Indian education has been varied and chaotic. The education of American Indian students in 1998 continues to be complicated by a confusing and sometime contradictory array of federal, state, local and tribal laws, regulations and policies.

If American Indians are to be affected by the current national focus on education reform then the federal government must intercede and build upon its unique and special role with American Indian and Alaska Native peoples

THE THEME:

The principal theme of the executive order should be as follows. The American Indian and Alaska Native population is a population in great need for equitable, effective and meaningful education services. In order for American Indian learners to be included and to benefit from the current National effort at education reform there is a *need for a new federal/tribal government partnership in education; the government to government relationship needs to focus and prioritize education.* The partnership should seek to alleviate confusion, guarantee equity and improve academic achievement for American Indians and Alaska Natives.

THE VISION:

The vision for American Indian education that will serve as the basis for planning and development activities supported by the order should be the President's 'Call to Action' restated in a way which recognizes the special cultural and educational related academic needs of American Indians. The vision would recognize that content standards for education programs for American Indians might include standards for native language, history and culture and other items important to meeting Tribal and community education goals.

The vision could be stated as: Every American Indian/Alaska Native learner will have an intellectually challenging education program, which is linguistically, culturally and developmentally appropriate with dedicated, well-prepared and effective teachers. I am further committed to assuring that American Indian/Alaska Native learners, communities and Tribes have equitable access to resources to respond to their educational needs and to be involved in the development and reform of schools and education systems which serve them.

THE GOALS:

The continuing dramatic educational needs of American Indian students, requires a comprehensive Federal Indian Education policy response which 1) improves federal interagency cooperation and assures equity and access to all available federal resources 2) enhances the ability of Tribal governments and American Indian and Alaska Native communities to better represent and respond to the education needs of their members 3) improves federal, tribal and state inter-government collaboration, and 4) responds to the strong desire on the part of American Indian Alaska Native Tribes and communities to preserve and revitalize native languages and cultural traditions.

Executive Order Activities:

*Study
Review*

1. Strategic Plans: The current executive order includes a strategic planning process around a number of goals and purposes of the order. The process would require agencies to develop plans and through the involvement of NACIE, produce inter-agency plans and ideas. The current order is patterned after the Tribal College order with some modifications. In a sense it requires what we are already required to do given the statute creating NACIE and that which describes the policy development and coordination role of the Office of Indian Education in the Department of Education. The order would focus these roles within the context of the government to government relationship of all federal agencies with Indian tribes as it concerns education. The hope of the current draft language is that the process will produce innovative and creative ideas and approaches, which would accomplish the vision for the education of American Indians Alaska Natives.

2. Regional Summits on Intergovernmental Relations in Indian education: The White House could sponsor regional meetings to explore intergovernmental relationships in American Indian education. The meetings would bring key Tribal government, Federal and State leadership together to explore ways in which to collaborate and create partnerships. Each summit would create sample federal-state-tribal partnership terms and agreements that would be finalized within six months of the summit.

3. Inter-governmental Education Partnership Zones: Pilot sites could be established for each region to model shared decision making and identifying resources among partners that would be initiated within one year of the summits. The Partnership Zones would focus on reinventing government relationships in the interests of American Indian learners attending all Tribal, State and Federally operated schools serving American Indian people in a region or of a particular Tribe including Tribal Colleges. Tribal education department development of the tribal government partner would be a focus of the initiative. Partnership zone planning would include ways of creating equitable funding, sharing educational innovations, assisting in standards based reform efforts, the development of congruent standards affecting the education of American Indian learners, the development of contractual relationships of mutual interest and benefit and ways in which to institutionalize relationships.

4. Joint State and Tribal school projects:

To the extent possible federal agencies should allow for possibility of joint projects within the scope of federal education programs between Tribally operated and State public schools where such efforts are deemed of mutual benefit and interest.

5. White House conference on American Indian languages/Cultures

The White House should sponsor a conference focusing on the preservation and maintenance of Native languages and cultures and the relationship of language development to American Indian Alaska native academic achievement.

6. Agency review of education related grants

All federal agencies should be ordered to review their education related grants and other

programs and ensure language is inserted which specifically includes tribes, BIA schools and American Indian students in all federal grants, programs, opportunities and internships. Where it is necessary to amend legislation regulation or policy to institutionalize the inclusions of tribes, BIA schools and Indian students such changes should be sought.

6. Interagency work group

The executive order would formalize an Interagency Indian Education Work Group which would build on, extend and institutionalize the work of the current DPC Sub group on Indian Education. It could also be patterned in part after the Federal Intergovernmental and Interagency Affairs Office (OIIA) in the Department of Education. Two initial activities are envisioned for the work group. The first would be to compile a cross agency compendium of all education-related programs and resources currently or would benefit Indian Children and Adults. The second would be to evaluate each agency Goals 2000 plan and incorporate new activities and events especially for American Indian Students.

The interagency work group on Indian Education in order to respond to requests and share information with all of the governments and agencies interested and involved with Indian Education.

7. Federal agency involvement in science and math education

All federal agencies would be ordered to determine how they could contribute to the math and science education of American Indian students. Agencies that develop science and math documents, materials and curriculum would ensure they were disseminated to tribes, BIA schools and public schools with Indian students. Federal agencies could be asked to develop interdisciplinary curriculum in the areas of natural resources, economic development, etc. Where feasible, agency personnel could work with Indian schools and students on a number of projects from tutoring to career awareness development and staff development.

8. Interagency data collection:

All federal agencies could be ordered to gather and share what data they currently have on American Indian Tribes, communities and students. Where Indians are not included in sampling populations, policy changes could occur to ensure data collection on Indian populations. The National Center for Education Statistics could be ordered to call a multi agency and intertribal meeting at which agreements would be reached to improve the dire state of data gathering on Indian students and populations.

APPENDIX:**The Need for an American Indian Education Executive Order:****Background:**

There are a number of specific areas that define the need for the executive order.

1. The American Indian population is a population that has great need for education reform.
2. The federal government has a government to government relationship with Indian Tribal governments and a special role in the education of American Indian, which includes assisting tribal governments, and their members improve the education of American Indians.
3. The intergovernmental arena involved in the education of American Indians is extremely complex with minimal collaboration and partnerships to comprehensively approach the needs of Indian learners.
4. Though the departments of education and the interior have primary involvement in American Indian Education many federal agencies have education programs which benefit Indian children or adults or which could benefit Indian Children or adults. Because the Indian population is small and their needs great the need for interagency collaboration is very high.
5. Lastly, the federal government has recognized in its Indian education legislation the unique education and culturally related academic needs of Indian learners. It has also developed legislation to uniquely protect the cultural and historic heritage of American Indian, to protect American Indian traditional religions and to recognize the treasure of indigenous American Indian languages, which are threatened. A national focus on education can not avoid the role of education in the survival of indigenous languages.

The Indian Population has Great Need.

Improving the education of American Indians and Alaska Natives is vital to the national goals to prepare every student for responsible citizenship, continued learning and productive employment.

The poverty rate for American Indians and Alaska Natives is nearly twice the national average. Thirty one percent of Indians live below the poverty level as compared to thirteen percent of the total population. In 1990 nearly thirty eight percent of Indian Children above the age of five were living below the poverty level.

American Indian Alaska Natives have the lowest high school completion and college attendance rates. American Indian Alaska Natives learners have significant gaps in achievement in reading and math and are more likely to attend schools which do not offer college preparatory programs.

The educational situation and status of the American Indian population reflects great need requiring focused national attention so that the national education goals can be accomplished by American Indians.

The Special Federal Role in Education:

There exists a unique legal and political relationship between the United States and tribal governments and a unique federal responsibility to American Indians and Alaska Natives. The Federal Government's commitment to Indian education has been recognized and carried out through treaties with Indian tribes, congressional legislation, court decisions and presidential executive orders.

The federal responsibility includes working with Indian tribal governments and their members to improve the education of their members. Many tribal governments operate their own schools and an increasing number operate their own post-secondary institutions. Their communities need to improve local economic conditions and must comprehensively plan their development to include the development of an educated labor force.

Intergovernmental Complexity in Indian Education:

The complexity of the intergovernmental arena in which American Indian learners are provided schooling, requires a focused federal response which recognizes the authority of Tribal governments, the Federal/Tribal relationship and the heritage of the special federal role in the education of American Indians.

There are approximately 600,000 American Indian Alaska Native children attending schools in this country. An estimated eighty-seven percent attend State operated public schools located on or near reservations or in urban areas. Approximately ten percent attend schools funded by the Bureau of Indian Affairs (BIA).

These include schools operated by tribal governments and schools operated by the BIA.

Federal programs provide funding for the education of American Indian learners in all systems, State, Federal and tribal. All federal Indian education legislation recognizes the 'unique educational and culturally related needs of Indian learners'. The federal financial role in all these governmental systems particularly in reservation areas is significant yet there is very little collaboration and partnerships among these systems in the interest of American Indian learners. The federal government because of its central financial role and because of its relationship with Indian Tribal governments could play a major role in facilitating collaborative relationships among all government school systems for Indians.

The need for interagency cooperation:

Though the Department of Education and Interior have a major role in the education of American Indians, many other federal agencies have education-related programs which benefit Indian children or adults or which could benefit Indian children or adults. Because the Indian population is small and there is a high need to tie education related programs with economic development, health and human services and other related areas there is a very high need for interagency cooperation in American Indian education. There is also a need to streamline and consolidate federal interaction with tribal governments in these areas so as to maximize the federal tribal relationship.

American Indian Languages:

American Indian languages are indigenous to the United States and are spoken nowhere else in the world. These languages are threatened and endangered. Since 1969 when it was reported that there were 300 separate American Indian languages still being spoken, nearly 100 of these languages are no longer being spoken. American Indian Tribes have a strong desire to maintain and preserve their languages as the central feature of preserving a living vibrant cultural heritage. There is a need to create a national focus on native language, to discuss strategies that can be effectively utilized to enhance the use of native languages and to understand the role of native language use and education achievement among American Indian learners.

February 19, 1998

TO: Mike Cohen
Mary Smith
Tanya Martin
Domestic Policy Council

FROM: David Beaulieu
Director
Office of Indian Education
Department of Education

Joanne Sebastian Morris
Director
Office of Indian Education Programs
Department of Interior

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There is a desire on the part of American Indian Tribes to have the president reaffirm the government to government relationship with Indian tribes in the area of education by strengthening and focusing the special federal role regarding American Indian Education.

American Indians have a right to receive equitable educational services. Historically and currently American Indian students have not received services equal to those received.

American Indians have long-standing mitigating factors which impact education performance. These include geographic isolation, social and cultural isolation, multi generation poverty, tribal/family dissolution and substance abuse etc.

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2. The federal government has a government to government relationship with Indian Tribal governments and a special role in the education of American Indian, which includes assisting tribal governments, and their members improve the education of American Indians.
3. The intergovernmental arena involved in the education of American Indians is extremely complex with minimal collaboration and partnerships to comprehensively approach the needs of Indian learners.
4. Though the departments of education and the interior have primary involvement in American Indian Education many federal agencies have education programs which benefit Indian children or adults or which could benefit Indian Children or adults. Because the Indian population is small and their needs great the need for interagency collaboration is very high.
5. Lastly, the federal government has recognized in its Indian education legislation the unique education and culturally related academic needs of Indian learners. It has also developed legislation to uniquely protect the cultural and historic heritage of American Indian, to protect American Indian traditional religions and to recognize the treasure of indigenous American Indian languages, which are threatened. A national focus on education can not avoid the role of education in the survival of indigenous languages.

The Indian Population has Great Need.

Improving the education of American Indians and Alaska Natives is vital to the national goals to prepare every student for responsible citizenship, continued learning and productive employment.

The poverty rate for American Indians and Alaska Natives is nearly twice the national average. Thirty one percent of Indians live below the poverty level as compared to thirteen percent of the total population. In 1990 nearly thirty eight percent of Indian Children above the age of five were living below the poverty level.

American Indian Alaska Natives have the lowest high school completion and college attendance rates. American Indian Alaska Natives learners have significant gaps in achievement in reading and math and are more likely to attend schools which do not offer college preparatory programs.

The educational situation and status of the American Indian population reflects great need requiring focused national attention so that the national education goals can be accomplished by American Indians.

The Special Federal Role in Education:

There exists a unique legal and political relationship between the United States and tribal governments and a unique federal responsibility to American Indians and Alaska Natives. The Federal Government's commitment to Indian education has been recognized and carried out through treaties with Indian tribes, congressional legislation, court decisions and presidential executive orders.

The federal responsibility includes working with Indian tribal governments and their members to improve the education of their members. Many tribal governments operate their own schools and an increasing number operate their own post-secondary institutions. Their communities need to improve local economic conditions and must comprehensively plan their development to include the development of an educated labor force.

Intergovernmental Complexity in Indian Education:

The complexity of the intergovernmental arena in which American Indian learners are provided schooling, requires a focused federal response which recognizes the authority of Tribal governments, the Federal/Tribal relationship and the heritage of the special federal role in the education of American Indians.

There are approximately 600,000 American Indian Alaska Native children attending schools in this country. An estimated eighty-seven percent attend State operated public schools located on or near reservations or in urban areas. Approximately ten percent attend schools funded by the Bureau of Indian Affairs (BIA)

These include schools operated by tribal governments and schools operated by the BIA.

Federal programs provide funding for the education of American Indian learners in all systems, State, Federal and tribal. All federal Indian education legislation recognizes the 'unique educational and culturally related needs of Indian learners'. The federal financial role in all these governmental systems particularly in reservation areas is significant yet there is very little collaboration and partnerships among these systems in the interest of American Indian learners. The federal government because of its central financial role and because of its relationship with Indian Tribal governments could play a major role in facilitating collaborative relationships among all government school systems for Indians.

The need for interagency cooperation:

Though the Department of Education and Interior have a major role in the education of American Indians, many other federal agencies have education-related programs which benefit Indian children or adults or which could benefit Indian children or adults. Because the Indian population is small and there is a high need to tie education related programs with economic development, health and human services and other related areas there is a very high need for interagency cooperation in American Indian education. There is also a need to streamline and consolidate federal interaction with tribal governments in these areas so as to maximize the federal tribal relationship.

American Indian Languages:

American Indian languages are indigenous to the United States and are spoken nowhere else in the world. These languages are threatened and endangered. Since 1969 when it was reported that there were 300 separate American Indian languages still being spoken, nearly 100 of these languages are no longer being spoken. American Indian Tribes have a strong desire to maintain and preserve their languages as the central feature of preserving a living vibrant cultural heritage. There is a need to create a national focus on native language, to discuss strategies that can be effectively utilized to enhance the use of native languages and to understand the role of native language use and education achievement among American Indian learners.

BIA SCHOOL CONSTRUCTION AND REPAIR

Background

The Bureau of Indian Affairs (BIA), Office of Indian Education Programs (OIEP) funds 185 school systems across 23 states that provide K through 12 educational programs to 51,000 American Indian students. The 185 bureau funded schools encompass 2,298 separate facilities, 25% which are over 50 years old, 50% are over 30 years old and 3% are over 100 years old, reflecting significant operational and new school construction needs. The majority of bureau funded schools are located in remote, isolated and economically depressed areas of the country compounding the problem of inadequate operation and maintenance funding to maintain the schools within health and safety standards and to slow the deterioration of the facilities. These unmet needs are exacerbated by large increases in the Indian student population, resulting in overcrowded or makeshift classrooms. In fact, 40% or 20,000 of our students are housed in portable classrooms. Bureau funded schools are entirely dependent on the Federal Governments for basic services including infrastructure development. All Indian reservation land is held in trust by the Federal Government for the tribes and cannot be taxed by state or local governments, eliminating revenue to float a bond or borrow money for school construction.

The Facilities Management and Construction Center (FMCC) located in Albuquerque, New Mexico is responsible for the operation & maintenance, repair and construction of Bureau funded schools. The current FMCC process for repair and new school construction takes an average of seven (7) years to complete. The national average for public school systems to complete repairs or new school construction is 2-3 years. Tribes and Bureau funded schools that have utilized P.L. 93-638 construction contracts or P.L. 100-297 construction grants have completed new school construction projects within 2-3 years.

The Bureau's backlog of needed facilities repair and new school construction is estimated at 800 million dollars as of January 1997. The current need to complete the eight (8) schools remaining on the new school construction priority list alone is 126 million dollars. (See attached List A)

Budget

	<u>FY 1998</u>	<u>FY 1999</u> <u>Request</u>	<u>NEED</u>
New School Construction:	\$ 19,200,000	\$ 20,800,000	\$ 126,000,000
Facilities Improvement & Repair:	32,179,000	34,179,000	674,000,000
Total :	\$ <u>51,379,000</u>	\$ <u>54,979,000</u>	\$ <u>800,000,000</u>
Operation and Maintenance: (annual recurring program)	\$ 74,628,000	\$ 76,628,000	\$ 106,098,559
National Facilities Assessment:			\$ 20,000,000

Budget Narrative

A doubling of the FY 1999 request for new school construction and facilities improvement and repair (FI&R) would result in: 2 additional schools being constructed, one in Arizona and one in New Mexico; and 16 additional FI&R projects being completed. (See details in attached List B)

The Bureau of Indian Affairs FY 1999 budget request of \$76,628,000 for Facilities Operation and Maintenance will fund schools at approximately 70% of operational need. Thus, the unmet financial need is approximately \$30,000,000. The FY 98 appropriations includes expanded authority to allow bureaus to retain all receipts from the recreation fee demonstration program. The appropriator also specified that a portion of the \$699 million appropriated under Title 5 of the FY 1998 Appropriations Act may be used for critical maintenance needs. Therefore, the Office of Indian Education Programs requests that the education facilities operation and maintenance program be funded at the budget level as determined by the Congressional approved funding formula, for a total of \$106,098,559. The \$29,470,559 increase above the current FY 99 BIA budget request can be easily distributed to all school locations within no less than 30 days, the balance can be obligated within 60 days of receipt.

The increase in Operation and Maintenance funding will:

1. Allow all Bureau funded schools to establish a set operational budget to ensure implementation of a preventative maintenance program.
2. Allow schools to replace the maintenance funding that has been used to pay for operational fixed costs, services, and utilities.
3. Provide funding for school personnel to attend facilities management training programs for all statutorily required training.
4. Provide funding for key school and tribal personnel to attend construction grants administrator training. The current cost is \$7,500.00 per session for 30 participants.
5. Provide for funding of the certified boiler operator training program at the Southwest Indian Polytechnic Institute and for boiler inspector training.
6. Provide funding for costs directly associated with the establishment and operation of a Tribal Advisory Board, appointed by the tribes, that would advise the BIA on school construction, facilities maintenance, policy, priorities and program operations.
7. Provide funding for the establishment of an Internet web page and a computer specialist who would serve as a public relations staff officer, charged with implementation of a facilities help line, and facilities information newsletter.

Political Reality

The current FY 1999 BIA facilities construction budget request will provide for new school construction, major facilities repair or procurement of portable classrooms in the following states:

New construction:	projects	Nevada, Iowa
Major facilities Repair:	projects	Oklahoma, Maine
Portable classrooms:	locations	South Dakota, New Mexico, Washington, Michigan, Wisconsin

For specific locations, see List B, first column.

The proposition to double the FY 1999 BIA construction budget, an increase of \$54,979,000.00, will provide for school construction or major facilities repair in the following states:

New construction:	projects	Arizona, New Mexico
Major Facilities Repair:	projects	New Mexico, Mississippi, Oklahoma, North Dakota, Arizona, Washington, Louisiana

For specific locations, see List B, second column.

The current bonding initiative as proposed by Senator Johnson (South Dakota) would result in the completion of the 8 schools on the current new school construction list, pending since 1993. The schools remaining on the list are in the states of Arizona, Iowa, Nevada, New Mexico, and Wisconsin. (See attached List A.) A further benefit would be the identification of new projects, some of which may be in South Dakota. Such identification could be accomplished by the utilization of the current health and safety backlog, which would result in those schools in the most serious state of deterioration and code violation surfacing to the top of a new school construction priority list. Using the existing backlog would eliminate the time-consuming process of requiring schools to submit applications for consideration for new school construction funding. The OIEP supports any mechanism, such as the bonding proposal, to creatively address the school construction backlog, and will await the review of the proposal underway by other Federal agencies, such as Treasury.

The impetus to create a bonding mechanism that would benefit tribes came from grant schools in South Dakota. Senator Johnson is particularly interested in assisting Marty Indian School, which received \$6.2 million in Facilities Improvement & Repair funds in FY 97 to meet needs at the elementary school, but they continue to seek additional funding to construct a new high school. If bonding legislation is passed and if the remaining schools on the current new school construction list are completed expeditiously, it is possible that Marty Indian School's request for a new high school could be met.

Congressional representatives from New Mexico, Arizona, Oklahoma and North Dakota have made strong statements in hearings about poor school facility conditions. They would be very supportive of addressing facilities issues.

Senator Dorgan (North Dakota) requested the General Accounting Office to review BIA school facilities needs. This report has been completed and a draft is being sent to Senator Dorgan within the next ten days. The report substantiates the \$800 million backlog and the need for new schools and repairs. The Administration's effort would address some of the facilities' needs cited in the GAO report.

Congressman Ralph Regula (Ohio) is scheduling a hearing in early February, 1998 to focus attention on school construction and repair needs in the BIA federal school system. Schools in the states of Washington, Arizona, New Mexico, South Dakota, and North Dakota will be highlighted in a video as to their physical condition. The additional funding for these and other sites would demonstrate the Administration's effort to address this need.

Tribes continue to make school construction and facilities repair a critical issue. In approximately 90% of the visits by tribal delegations to BIA, OIEP, the key issue discussed relates to school facilities. Tribes would strongly endorse the doubling of funds by the Administration.

Potential Solutions

1. Establish a Facilities Tribal Advisory Board appointed by the tribes with staff support from OIEP to advise the Directors of FMCC and OIEP on school construction and maintenance needs, policy, priorities and operations.
2. Work with the Department of the Treasury, Office of Management and Budget and Congress to establish a national Indian bonding authority for Bureau funded schools.
3. Re-engineer the FMCC into a technical support center or regional centers to assist Education Line Officers, Bureau funded schools and/or tribes in directly granting construction project through P.L. 100-297
4. Change the existing FI&R and new School Construction priority setting process to a single process (National Facilities Assessment) that assesses and ranks all existing 185 Bureau funded schools based on their condition. Once ranked, those schools ranked in the worst condition and that are not economically feasible or in the Government's best interest to renovate, should be added onto the Replacement School Priority List.
5. Increase the set-aside for BIA schools from 1.5% to 10% in the pending Dashle-Mosely-Braun legislation for school construction and incorporate facilities improvement and repair in the bill language.
6. Seek an appropriation for new school construction to fund the remainder of schools on the Secretary's school construction priority list.
7. Seek sufficient appropriations in the Facilities Improvement & Repair program to accomplish needed repairs, with the goal of eliminating portable classrooms at facilities less than 20 years old.
8. Seek an appropriation to sufficiently fund the operation and maintenance program for Bureau funded school facilities.

White House Action

1. Support the establishment of the Facilities Tribal Advisory Board.

2. Support the establishment of a national Indian bonding authority.
3. Support the direct funding of tribal grants for planning, design and construction of schools.
4. Support the funding for a current national assessment of bureau funded schools to determine and prioritize the repair and construction needs of all 185 schools.
5. Support a 10% set-aside increase for BIA funded schools in the pending Dashle-Mosely-Braun legislation.
6. Support increases in appropriations for new school construction, facilities improvement and repair, and operation and maintenance costs in the FY 99 budget and beyond.

List A

**Status of New Replacement School Construction Priority List
As of December 1996**

NEW SCHOOL PROJECT	STATUS OF EACH PROJECTS
1. Pinon Community School Dorms	Funded Construction is Complete, except Employee Quarters which are funded
2. Eastern Cheyenne River Consol Sch	Funded, Construction is 90% completed
3. Rock Point Community School	Funded, Construction is Completed; school is occupied
4. Many Farms High School	\$14.0 M requested in FY 1998 Budget request for construction
5. Tucker Day School	Funded, Construction is Completed; school is occupied
6. Shoshone Bannock School	Funded, Construction is 99% completed
7. Standing Pine Day School	Funded, Construction Completed; school is occupied
8. Chief Leachi School	Funded, Construction Completed; school is occupied
9. Seba Dalkai School	Planning is complete, the project is funded for design; Not funded for construction
10. Sac & Fox Settlement School	Planning complete; design is 40% complete; Not funded for construction
11. Pyramid Lake High School	Planning complete; design is complete; Not funded for construction
12. Shiprock Alternative School	Planning is 10% complete; Funded for design; Not funded for construction
13. Tuba City Boarding School	Planning to begin February 1997; Funded for design; Not funded for construction
14. Fond Du Lac Ojibway School	Planning Complete; Design is underway; Not funded for construction
15. Second Mesa Day School	Planning is 99% complete; Funded for design; Not funded for construction
16. Zia Day School	Planning is 5% complete; Funded for design; Not funded for construction

List B

FY1999 OMB PASSBACK & "ADDITIONAL FUNDING PROJECTS"									
Fund / Program / Elements								FY 1999	FY 1999
								OMB	ADDITIONAL
								PASS-	FUNDING
								BACK	PROJECTS
Education Construction (112 & 114 ONLY)								54,979	54,979
112 New School								20,800	40,419
Pyramid Lake, NV								10,500	
Sac & Fox, IA								10,300	
Seba Dalkai, AZ									20,153
Shiprock Alternative, NM									20,266
PROJECT MANAGEMENT	Tribal	Tribal							
	via	via							
BIA	P.L. 93-	P.L. 100-		114	Educ, FI&R			34,179	14,560
	838	297		11450	Construction				
		X			Jones Reno HVAC Boys Dorm #570, OK			1,155	
		X			Jones Academy Improve Bldg 571, OK			565	
	X				Indian Township Heating System, ME			750	
	X				Indian Island Heating System, ME			525	
		X			Sequoyah Reno Dorms 97,98,&100, OK			3,700	
		X			Eufaula New HVAC @716,17,18,19, OK			1,780	
X					Huerfano Dorm Renovate Bldg 501,513,514,523, NM				4,890
		X			Shonto Sch Ph II Rep Gasline, NM				505
X					Many Farms Hs Rep Nat Gasline, NM				380
X					Sanostee Sch Rep Tk Farm/Gline, NM				310
		X			Choctaw Cent Hs Reconst Swr Pl, MS				305
X					Kinlichee Sch Rep Nat Gasline, NM				240
X					Huntera Pt Rep Natural Gasline, NM				210
X					Jicarilla Dormitory Replacemen, NM				1,795
X					SIPI Code Compliance, NM				2,325
		X			SFIS Code Compliance/Site Repa, NM				1,410
		X			Carter Sem. Renov.804,822,827, OK				430
X COOPERATIVE SCHOOL					Turtle Mt High School Phase II, ND				835
		X			Cibecue Comm'ty Sch Code Compl, AZ				170
		X			Muckleshoot Tribal Schl. Bldgs 101T & 104T, WA				180
		X			Chittmacha Addition, LA				505
	X				Hotavilla School C/C, AZ				190
					Portable Classrooms			4,265	
					Roof Repair/Replacement			4,300	
					Backlog Validation			1,500	
					Minor Repair (Includes \$2M for Environmental			8,850	80
					Environmental			3,849	
					Advance Planning & Design			2,000	
					Emergency Repair			1,800	
					Demolition			1,500	
					Uncontrollables			40	

Affected Congressional Delegations

ARIZONA

Senate

John McCain(R)

Jon Kyl(R)

House

Matt Salmon (R)

Ed Pastor (D)

Bob Stump (R)

John Shadegg (R)

Jim Kolbe (R)

J.D. Hayworth (R)

IOWA

Senate

Charles Grassley (R)

Don Coats (D)

House

Peter Visclosky (D)

David McIntosh (R)

Tim Roemer (D)

Mark Souder (R)

Steve Buyer (R)

Dan Burton (R)

Edward Pease (R)

Jon Hostetler (R)

Lee Hamilton (D)

Julia Carson (D)

LOUISIANA

Senate

John Breaux (D)

Mary Landieu (D)

House

Bob Livingston (R)

William jefferson (D)

W.J. (Billy) Tauzin (R)

Jim McCrery (R)

John Cooksey (R)

Richard Baker (R)

Chris John (D)

MAINE

Senate

Olympia Snowe (R)

Susan Collins (R)

House

Thomas Allen (D)

John Baldacci (D)

MICHIGAN

Senate

Carl Levin (D)

Spencer Abraham (R)

House

Bart Stupak (D)

Peter Hoekstra (R)

Vernon Ehlers (R)

Dave Camp (R)

James Barcia (D)

Fred Upton (R)

Nick Smith (R)

Debbie Stabenow (D)

Dale Kildee (D)

David Bonior (D)

Joe Knollenberg (R)

Sander Levin (D)

Lynn Rivers (D)

John Conyers (D)

Carolyn Cheeks Kilpatrick (D)

John Dingell (D)

MISSISSIPPI

Senate

Thad Cochran (R)

Trent Lott (R)

House

Roger Wicker (R)

Bennie Thompson (D)

Charles Pickering (R)

Mike Parker (R)

Gene Taylor (D)

NEVADA

Senate

Harry Reid (D)

Richard Bryan (R)

House

John Ensign (R)

Jim Gibbons (R)

NEW MEXICO

Senate

Pete Dominici (R)

Jeff Bingaman (D)

House

Steve Schiff (R)

Joe Skeen (R)

Bill Redmond (R)

NORTH DAKOTA

Senate

Byron Dorgan (D)
Kent Conrad (D)

House

Earl Pomeroy (D)

OKLAHOMA

Senate

John Nichols (R)
James Inhofe (R)

House

Steve Largent (R)
Tom Coburn (R)
Wes Watkins (R)
J.C. Watts (R)
Ernest Istook (R)
Frank Lucas (R)

SOUTH DAKOTA

Senate

Tom Daschle (D)
Tim Johnson (D)

House

Jim Thune (R)

WASHINGTON

Senate

Slade Gorton (R)
Patty Murray (D)

House

Rick White (R)
Jack Metcalf (R)
Linda Smith (R)
Richard Hastings (R)
George Nethercutt Jr. (R)
Norman Dicks (D)
Jim McDermott (D)
Jennifer Dunn (R)
Adam Smith (D)

WISCONSIN

Senate

Herb Kohl (D)

Russell Feingold (D)

House

Mark Neumann(R)

Scott King (R)

Ron Kind (R)

Gerald Kleczka (D)

Thomas Barrett (D)

Thomas Petri (R)

David Obey (D)

Jay Johnson (D)

John Sensenbrenner (R)

however, is contingent on the passage of a school construction proposal, and in any event, is insufficient to meet the Tribes' need.

	FY98 Appropriations	FY99 BIA Request	FY99 DPC Recommendation
New School Construction	\$19.2 million	\$20.8 million	\$38.4 million
Facilities Improvement and Repairs	\$32.2 million	\$34.4 million	\$64.4 million
Operation and Maintenance	74.6 million	\$76.6 million	\$98.2 million
Total	\$126 million	\$131.8 million	\$201 million

Move this A to p. 1

The BIA operates 185 ^{residential and day} schools serving 51,000 Native American students, approximately 10% of all Native American students in grades K-12. Enrollment in ^{just the} BIA schools is growing, and has increased by 25% since 1987. Enrollment in ^{all} day schools, which do not provide student housing, has been even larger, 47% since 1987 and 24% since 1992. Consequently, BIA schools have experienced significant problems with overcrowding. In addition, according to a forthcoming GAO report, ^{BIA schools} compared to schools nationwide, BIA schools are (1) generally in poorer physical condition; (2) have more "unsatisfactory environmental factors"; (3) more often lack key facilities requirements for education reform (e.g., science labs); and (4) are less able to support computer and communications technology. Overall, they are in worse condition than even inner-city schools.

The Tribes would view this proposal as a significant step forward. School construction and repair has been a top education priority of the Tribes. This in budget increase would be seen by the Tribes as a significant commitment to improving the quality of education for Indian students, and the health and safety conditions in which they learn. It will also be well received by the Congressional delegations from the affected states, also would receive the proposal warmly.

Because it is not feasible for Tribes to finance school construction through bonds, the only way to finance school construction for Tribal schools is through direct appropriation. Therefore, this proposal is especially important if you chose to propose a new school construction initiative on the tax side. It would still be valuable financially and politically even if you chose to propose a school construction initiative on the spending side. In the Administration's school construction proposal last year, 2% of the funds were set aside for a direct appropriation for Tribal schools, over and above the accounts discussed here. Even with this funding, that proposal, the pressure for increased funding for Tribal school construction has grown, since the funding fell far short of documented need, and since the federal government is the only source of financing in this area.

Other Initiatives

because Tribes do not finance school construction by issuing bonds; the only way to finance Tribal school construction is through direct appropriation.

We are working to make sure that other education initiatives that are proposed for FY99 include an appropriate set-aside for BIA schools and, where feasible, for public schools that serve

for this purpose

a large concentration of Native American students. These include:

- Education Opportunity Zones, A percentage of grant funds will be set aside for administration by the BIA, and the Education Department will be encouraged to provide at least one grant to a rural school district with a large percentage of Native American students.
- Early Intervention College/School Partnerships, We are working to determine the best ways to ensure that Tribal Colleges can effectively participate in this initiative, as well as to fund other college/school partnerships in communities with a large percentage of Native American students.
- Child Care, The Child Care Block Grant already contains a set aside for administration by BIA. Proposed funding increases in this program will automatically benefit programs serving Native Americans on reservations.

-
- Technology, This year the BIA launched Access Native America, an initiative to implement the four pillars of your technology challenge and to connect all schools, classrooms, and libraries to the Department of Interior's Internet backbone by the year 2000. Within the past month, DPC arranged a meeting with between BIA staff and the Schools and Libraries Corporation to help Tribal schools prepare to take advantage of the e-rate. As a result, the Corporation has agreed that BIA can apply for the e-rate on behalf of all Tribal schools, and BIA has begun to develop materials and plan training so that schools can complete the necessary applications.

- Teacher Preparation and Recruitment, This initiative ^{which you} ~~which you announced at the NAACP Convention on July 17,~~ ^{helps to} ~~targets funds to high-poverty urban and rural communities in order to help partnerships of local communities and Institutions of Higher Education prepare and recruit teachers.~~ At the time this proposal was developed, we did not target funds to Tribal schools. We are in the process of preparing new legislative language to take care of that, and will work with our Congressional allies to incorporate it into our proposal. ^{STET bracketed phrase}

omission

helps to prepare and recruit teachers to serve in high-poverty urban and rural communities.

Mike -
Excellent. Please make changes
+ e-mail a copy back to me
and Bruce ASAP (by early
tomorrow morning).
Clea

MEMORANDUM FOR THE PRESIDENT

FROM: BRUCE REED
MIKE COHEN

SUBJECT: Proposed Budget Initiatives for Indian Education

The coalition also
Last July, a coalition of education-oriented groups from Indian Country proposed a Comprehensive Federal Indian Education policy statement, which emphasized the importance of Tribal governance of Indian Education, the preservation and revitalization of Native languages and cultures, and the need for equitable access to resources for Native American students. *education*
Further, they proposed an Executive Order to implement this policy vision.

a?
This proposal has been under review by DPC staff and the Domestic Policy Council Working Group on American Indians and Alaska Natives. Pending a determination as to whether the proposed Executive Order is desirable and likely to be effective in accomplishing its aims, we have begun to identify steps that can be taken right now to improve education for Native American students in schools controlled by the BIA and Tribes, *as well as* and in the public schools attended by large numbers of Indian students.

have developed/compensating is
e The full set of initiatives we are addressing are summarized below. Most involve insuring that new education proposals and existing funding streams effectively target resources to schools in Indian Country. However, in one area -- school facilities needs in Tribal Schools -- we are proposing a significant increase in funds over *previous* appropriations levels. *construction and maintenance*

going further, by
Tribal School Construction

more 1st & 2nd on p. 2 here

We are recommending an increase of \$75 million over the FY 1998 appropriations (and an increase of \$69.4 million over the Department of Interior FY 1999 request) for three Bureau of Indian Affairs accounts for New School Construction, Facilities Improvement and Repairs, and Annual Operation and Maintenance.

STET
The proposed increase would double funding for new school construction and for significant improvements and repairs of existing facilities. Compared to the BIA FY 1999 request, this step would double the number of new schools to be built from 2 to 4, and increase the number of schools undergoing significant improvements or repairs from 6 to 22. *Overall, the* ~~higher budget request would also provide funds for needed portable classrooms, roof replacements, and other repairs.~~ *The* In addition, the annual maintenance budget would be increased by 32%, which would help reduce the cost of future repairs.

New heading:

Proposal (in bold face)

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Total	\$126 million	\$131.8 million	\$201 million

The BIA operates 185 schools serving 51,000 Native American students, approximately 10% of all Native American students in grades K-12. Enrollment in BIA schools is growing, and has increased by 25% since 1987. Enrollment in day schools, which do not provide student housing, has been even larger; 47% since 1987 and 24% since 1992. Consequently, BIA schools have experienced significant problems with overcrowding. In addition, according to a forthcoming GAO report, compared to schools nationwide, BIA schools are (1) generally in poorer physical condition; (2) have more unsatisfactory environmental factors; (3) more often lack key facilities requirements for education reform (e.g., science labs); and, (4) are less able to support computer and communications technology. Overall, they are in worse condition than inner-city schools.

School construction and repair has been a top education priority of the Tribes. This budget increase would be seen by the Tribes as a significant commitment to improving the quality of education for Indian students, and the health and safety conditions in which they learn. It will also be well received by the Congressional delegations from the affected states.

Because it is not feasible for Tribes to finance school construction through bonds, the only way to finance school construction for Tribal schools is through direct appropriation. Therefore, this proposal is especially important if you chose to propose a new school construction initiative on the tax side. It would still be valuable financially and politically even if you chose to propose a school construction initiative on the spending side. In the Administration's school construction proposal last year, 2% of the funds were set-aside for a direct appropriation for Tribal schools, over and above the accounts discussed here. Even with that proposal, the pressure for increased funding for Tribal school construction has grown, since the funding fell far short of documented need, and since the federal government is the only source of financing in this area.

Other Initiatives

We are working to make sure that other education initiatives that are proposed for FY99 include an appropriate set-aside for BIA schools and, where feasible, for public schools that serve

a large concentration of Native American students. These include:

- Education Opportunity Zones A percentage of grant funds will be set aside for administration by the BIA, and the Education Department will be encouraged to provide at least one grant to a rural school district with a large percentage of Native American students.
- Early Intervention College/School Partnerships We are working to determine the best ways to ensure that Tribal Colleges can effectively participate in this initiative, as well as college/school partnerships in communities with a large percentage of Native American students.
- Child Care The Child Care Block Grant already contains a set aside for administration by BIA. Proposed funding increases in this program will automatically benefit programs serving Native Americans on reservations.
- Technology This year the BIA launched Access Native America, an initiative to implement the four pillars of your technology challenge and to connect all schools, classrooms and libraries to the Department of Interior's Internet backbone by the year 2000. Within the past month DPC arranged a meeting with between BIA staff and the Schools and Libraries Corporation, to help Tribal schools prepare to take advantage of the e-rate. As a result, the Corporation has agreed that BIA can apply for the e-rate on behalf of all Tribal schools, and BIA has begun to develop materials and plan training so that schools can complete the necessary applications.
- Teacher Preparation and Recruitment This initiative, which you announced at the NAACP Convention on July 17, targets funds to high poverty urban and rural communities in order to help partnerships of local communities and Institutions of Higher Education prepare and recruit teachers. At the time this proposal was developed, we did not target funds to Tribal schools. We are in the process of preparing new legislative language to take care of that, and will work with our Congressional allies to incorporate it into our proposal.

MEMORANDUM FOR THE PRESIDENT

FROM: BRUCE REED
MIKE COHEN

SUBJECT: Proposed Budget Initiatives for Indian Education

Last July, a coalition of education-oriented groups from Indian Country proposed a Comprehensive Federal Indian Education policy statement, which emphasized the importance of Tribal governance of Indian Education, the preservation and revitalization of Native languages and cultures, and the need for equitable access to education resources. The coalition also proposed an Executive Order to implement this policy vision.

This proposal has been under review by DPC staff and the Domestic Policy Council Working Group on American Indians and Alaska Natives. Pending a determination as to whether the proposed Executive Order is desirable and likely to be effective in accomplishing its aims, we have begun to identify steps that can be taken right now to improve education for Native American students in schools controlled by the BIA and Tribes, as well as in the public schools attended by large numbers of Indian students.

The full set of initiatives we have developed summarized below. Most involve ensuring that new education proposals and existing funding streams effectively target resources to schools in Indian Country. In one area -- school construction and maintenance -- we are going further by proposing a significant increase in funds over previous appropriations levels.

Tribal School Construction Proposal

The BIA operates 185 residential and day schools serving 51,000 Native American students, approximately 10% of all Native American students in grades K-12. Enrollment in all BIA schools has increased by 25% since 1987. Enrollment in just the day schools has increased 47% since 1987 and 24% since 1992. Consequently, BIA schools have experienced significant problems with overcrowding. In addition, according to a forthcoming GAO report, BIA schools compared to schools nationwide, (1) are generally in poorer physical condition; (2) have more "unsatisfactory environmental factors"; (3) more often lack key facilities required for education reform (e.g., science labs); and (4) are less able to support computer and communications technology. Overall, they are in worse condition than even inner-city schools.

We are recommending an increase of \$75 million over the FY 1998 appropriations (and an increase of \$69.4 million over the Department of Interior FY 1999 request) for three Bureau of Indian Affairs accounts for New School Construction, Facilities Improvement and Repairs, and Annual Operation and Maintenance.

The proposed increase would double funding for new school construction and for significant improvements and repairs of existing facilities. Compared to the BIA FY 1999 request, this step would double the number of new schools to be built from 2 to 4, and increase the number of schools undergoing significant improvements or repairs from 6 to 22. The higher budget request would also provide funds for needed portable classrooms, roof replacements, and other repairs. In addition, the annual maintenance budget would increase by 32%, which would help reduce the cost of future repairs.

	FY98 Appropriations	FY99 BIA Request	FY99 DPC Recommendation
New School Construction	\$19.2 million	\$20.8 million	\$38.4 million
Facilities Improvement and Repairs	\$32.2 million	\$34.4 million	\$64.4 million
Operation and Maintenance	74.6 million	\$76.6 million	\$98.2 million
Total	\$126 million	\$131.8 million	\$201 million

The Tribes would view this proposal as a significant step forward in improving the quality of education for Indian students. Congressional delegations from the affected states also would receive the proposal warmly.

This proposal is especially important if you chose to propose a new school construction initiative on the tax side, because Tribes do not issue bonds for this purpose. Even if you chose to propose a school construction initiative on the spending side, this initiative would be valuable. In the Administration's school construction proposal last year, 2% of the funds were set aside for a direct appropriation for Tribal schools, over and above the accounts discussed here. This funding, however, is contingent on the passage of a school construction proposal, and in any event, is insufficient to meet the Tribes' needs.

We have developed this proposal with the involvement and support of OMB, the Department of the Interior and the Department of Education.

Other Initiatives

We are working to make sure that other education initiatives that are proposed for FY99 include an appropriate set-aside for BIA schools and, where feasible, for public schools that serve a large concentration of Native American students. These include:

- Education Opportunity Zones. A percentage of grant funds will be set aside for administration by the BIA, and the Education Department will be encouraged to provide at least one grant to a rural school district with a large percentage of Native American students.
- Early Intervention College/School Partnerships. We are working to determine the best ways to ensure that Tribal Colleges can effectively participate in this initiative, as well as to fund other college/school partnerships in communities with a large percentage of Native American students.
- Child Care. The Child Care Block Grant already contains a set aside for administration by BIA. Proposed funding increases in this program will automatically benefit programs serving Native Americans on reservations.
- Technology. This year the BIA launched Access Native America, an initiative to implement the four pillars of your technology challenge and to connect all schools, classrooms, and libraries to the Department of Interior's Internet backbone by the year 2000. Within the past month, DPC arranged a meeting between BIA staff and the Schools and Libraries Corporation to help Tribal schools take advantage of the e-rate. As a result, the Corporation has agreed that BIA can apply for the e-rate on behalf of all Tribal schools, and BIA has begun to develop materials and plan training so that schools can complete the necessary applications.
- Teacher Preparation and Recruitment. This initiative, which you announced at the NAACP Convention on July 17, helps to prepare and recruit teachers to serve in high-poverty urban and rural communities. At the time this proposal was developed, we did not target funds to Tribal schools. We are in the process of preparing new legislative language to take care of that omission, and will work with our Congressional allies to incorporate it into our proposal.

GAO

Draft Report

Report to the Honorable Senator Byron Dorgan

SCHOOL FACILITIES:

Reported Condition and Costs to Repair Schools
Funded by Bureau of Indian Affairs

Notice:

This draft is restricted
to official use.

This draft report is being provided to obtain advance review and comment from those with responsibility for the subjects it discusses. It has not been fully reviewed within GAO and is, therefore, subject to revision.

Recipients of this draft must not, under any circumstances, show or release its contents for purposes other than official review and comment. It must be safeguarded to prevent publication or other improper disclosure of the information it contains. This draft and all copies of it remain the property of, and must be returned on demand to, the General Accounting Office.

December 31, 1997

The Honorable Byron L. Dorgan

United States Senate

Based on schools' responses to our 1994 nationally representative survey regarding the condition of school facilities, we estimated that the nation's schools needed about \$112 billion¹ to repair or upgrade facilities to good overall condition.²³ About one-third of America's schools reported needing extensive repair or replacement of one or more buildings; almost 60 percent reported problems with at least one major building feature, such as plumbing; and about half reported unsatisfactory environmental conditions. Further, many reported lacking critical physical capabilities to meet the functional requirements of education reform and key technology elements to support computers and communications technology. Schools funded by the Bureau of Indian Affairs (BIA) were included in our survey, but we did not separately describe the condition of those schools.

¹Sampling error is plus or minus 6.61 percent.

²"Good" condition means that only routine maintenance or minor repair is required. "Overall" condition includes both physical condition and the ability of the schools to meet the functional requirements of educational programs.

³For more detailed discussion of the condition of the nation's school buildings, including building features and environmental conditions, and their ability to meet the functional requirements of education reform and support technology, see School Facilities: Condition of America's Schools (GAO/HEHS-95-61, Feb. 1, 1995) and School Facilities: America's Schools Not Designed or Equipped for 21st Century (GAO/HEHS-95-95, Apr. 4, 1995), respectively.

BIA has invested millions of dollars in schools to create an environment where Native American children can be educated and prepared for the future. Like other schools in the nation, the BIA schools require maintenance and capital investment, and must be designed and equipped to meet the needs of today's students and tomorrow's workers. For these reasons you requested information on the physical condition of BIA schools, similar to that presented in our earlier reports on the physical condition of the nation's schools. In response to your request and subsequent discussions with your office, this report presents information on (1) the amount of funding that BIA reports is needed to repair educational facilities; (2) the condition of school buildings and building features; (3) the adequacy of environmental conditions; and (4) the extent to which schools are physically capable of meeting the functional requirements of education reform and computer and communications technology.

To answer these questions, we obtained information from BIA about the cost of repairing all BIA schools. We also analyzed the responses of BIA schools to our 1994 School Facilities Survey, and compared responding BIA schools to other groups of schools in the nation. In addition, we visited three BIA schools that had responded to our survey, and seven additional BIA schools. During our visits, we observed schools; interviewed school and tribal officials; and examined relevant documents related to facilities. (See app. I for more detailed discussion of our methodology.)

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As was the case with the data reported in our previous reports, all data are self-reported, and we did not independently verify their accuracy. We conducted this study of BIA schools between August 1997 and December 1997 in accordance with generally accepted government auditing standards.

In summary, BIA reports that the cost of the total inventory of repairs⁴ needed for BIA education facilities is \$754 million. This includes the cost of repairs to all school buildings,⁵ including dormitories for students and employee housing. Data from our 1994 National School Facilities Survey show that, compared to other schools nationally, responding BIA schools (1) are generally in poorer physical condition; (2) have more unsatisfactory environmental factors; (3) more often lack key facilities requirements for education reform; and (4) are less able to support computer and communications technology.

BACKGROUND

While most Native American children attend regular public schools, about 10 percent attend BIA schools, which are funded by BIA and operated either by BIA or by various

⁴This does not include the costs of replacing school buildings. BIA's education facilities construction priority list includes eight unfunded school replacement projects with a total estimated cost of \$112 million.

⁵Any one school may have more than one building.

tribes through grants or contracts from BIA. BIA schools are found in 23 states, but are highly concentrated in four – North Dakota, South Dakota, Arizona, and New Mexico – as Figure 1 shows. (See app. II for information on individual BIA schools by state.)

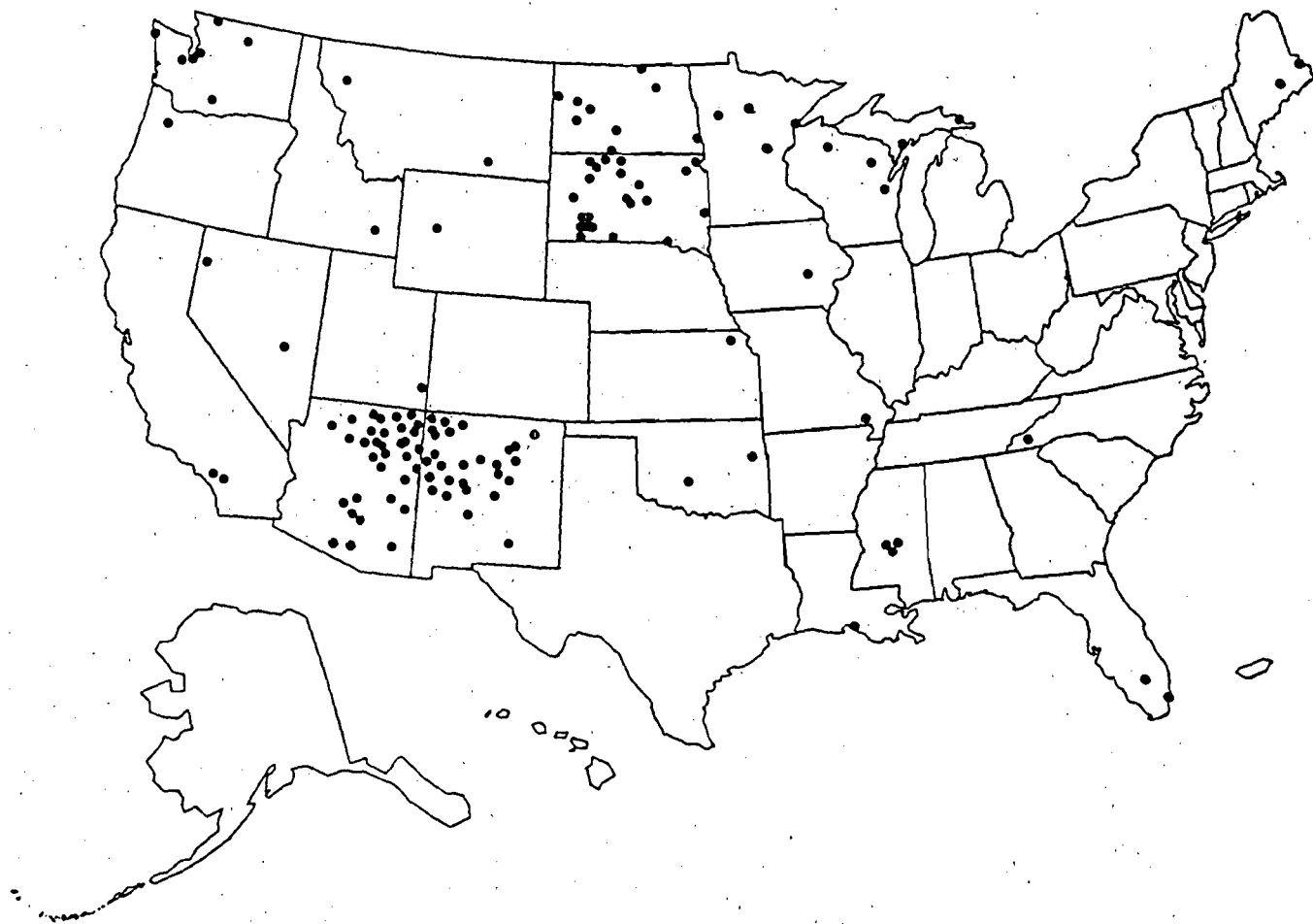
BIA funded 175 schools (including boarding schools) in school year 1996-97, with a total enrollment of 47,093. The schools ranged in size from 15 to 1,110 students, with about one-half enrolling less than 200 pupils. Enrollment in BIA schools is growing, and overall has increased 25 percent since 1987. Most of this growth has occurred in the last five years. Growth in BIA's day schools⁶, which do not provide student housing, has increased more rapidly – 47 percent since 1987, 24 percent since 1992.

BIA and school officials told us that BIA schools are often located in isolated areas, and often have to provide and maintain extensive campus infrastructures because they are too far from population centers to have access to town or city services. For example, one school we visited had to house and maintain a fire truck on campus because it is too far from the nearest city to use its fire department. In addition, some schools must provide dormitory space for students and/or housing for faculty and staff because they are so far from population centers. BIA officials told us that this isolation may also contribute to maintenance difficulties and costs when materials have to be shipped long distances and construction/repair staff have to be housed while on site.

⁶In school year 1996-97 BIA's day schools enrolled 26,624 students.

Figure 1. Locations of BIA Schools in
School Year 1996-97.

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Officials also told us that about 25 percent of BIA school buildings are at least 50 years old,⁷ and many of these buildings are on the National Historic Register. BIA officials told us that this often restricts the ability to make education-related renovations and improvements, or to permanently expand a school in response to increases in enrollment.

PRINCIPAL FINDINGS

BIA Reports Needing Millions to Improve Educational Facilities

BIA reports that, as of October 1997, the cost of their total inventory of repairs needed for education facilities at all BIA schools is \$754 million. This includes \$693 million for repairs to school buildings, including dormitories for students. It also includes \$61.7 million in repairs needed for education quarters such as employee housing.

BIA's inventory of repairs needed, the facilities backlog, is an amalgam of information collected by architects, engineers, and BIA staff over the years. It describes in detail individual work items needed to repair the facilities based on national standards and codes such as the Uniform Building Code, National Fire Codes, and National Electrical Codes. The facilities backlog contains the repair cost for deficiencies identified in a building or at a site. The deficiencies may involve safety and health, access for persons

⁷In our previous work on school facilities, we found that building age by itself is not significant; rather, building condition depends on how buildings are maintained. See School Facilities: Condition of America's Schools (GAO/HEHS-95-61, February 1, 1995).

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with disabilities, or noncompliance with other building codes. BIA is currently validating the facilities backlog and developing a new Facilities Management Information System. The validation will include professional estimates of the cost of all backlog repair items and a determination of the relative economic values of repairing versus replacing. BIA officials told us that they expect to have this validation completed in the Fall of 1998.

Our survey asked school officials to estimate the total cost of all repairs, renovations, and modernizations required to put their school buildings in good overall condition.⁸ The amounts reported by the 71 BIA schools responding to our survey were generally in agreement with BIA's estimates of the costs required to address the inventory of repairs needed at these schools.

Most BIA Schools Responding to Our Survey Report Less Than Adequate Conditions

Sixty-two percent of the BIA schools responding to our survey reported having at least one building in need of extensive repair or replacement. As shown in Table 1, more of the responding BIA schools reported having buildings in less than adequate condition than did rural/small town schools, central city schools, or all schools nationally.

⁸We asked respondents to rate the overall condition of their school buildings on a six-point scale: excellent, good, adequate, fair, poor, or replace. See School Facilities: Condition of America's Schools (GAO/HEHS-95-61, Feb. 1, 1995).

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Table 1: Percentage of Schools With Buildings in Less Than Adequate Condition

		National estimates for:		
Type of building	Responding BIA schools	Rural/small town ⁹ schools	Central city ¹⁰ schools	All schools
Original buildings	46	24	31	26
Attached and/or detached permanent additions to original buildings	41	16	22	18
Temporary buildings	51	31	29	28
At least one building in less than adequate condition	62	30	38	33

Officials at the three responding schools that we visited told us that although some repairs and improvements had been made, overall conditions had not changed materially since our 1994 survey. For example, one school was completing a new permanent addition that will provide classrooms for kindergarten, first and second grades, but most of its students will remain in temporary buildings, i.e., portable classrooms.

⁹Rural/small town is defined as either a rural area (a place with a population of less than 2,500 and defined as rural by the Bureau of the Census) or a small town (a place not within a Standard Metropolitan Statistical Area (SMSA), with a population of less than 25,000 but greater than or equal to 2,500 and defined as urban by the Bureau of the Census).

¹⁰Central City is defined as a large central city (a central city of a SMSA with population greater than or equal to 400,000 or a population density greater than or equal to 6,000 per square mile) or a mid-size central city (a central city of an SMSA but not designated a large central city).

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Many Aspects of Responding BIA Schools Reported to be Less Than Adequate

Generally, our survey data showed that the responding BIA schools reported more inadequate building features and environmental conditions than did schools nationally. These data also showed that the responding BIA schools more often reported that they met the requirements and needs for educational reform "not well at all."¹¹ However, with regard to technology elements, the responding BIA schools were generally more comparable to schools nationally, particularly central city schools.

Building Features

As shown in Table 2, relatively more responding BIA schools reported building features such as roofs; plumbing; and heating, ventilation, and air conditioning (HVAC) systems to be inadequate than other schools. Almost four-fifths of the responding BIA schools reported having at least one inadequate building feature. In comparison, about one-half to two-thirds of the other groups of schools reported at least one inadequate building feature.

¹¹Survey respondents rated the ability of their school facilities to meet the functional requirements of key education reform activities on the following scale: very well, moderately well, somewhat well, and not well at all.

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Table 2: Percentage of Schools With Inadequate Building Features

Building feature	Respon- ding BIA schools	National estimates for:		
		Rural/small town schools	Central city schools	All schools
Roofs	49	24	33	27
Framing, floors, and foundations	46	17	22	18
Exterior walls, finishes, windows, and doors	56	22	34	27
Interior finishes, trims	42	21	30	24
Plumbing	53	29	34	30
Heating, ventilation, air conditioning (HVAC)	66	33	42	36
Electrical power	36	23	32	26
Electrical lighting	46	22	29	25
Life safety codes	59	16	22	19
At least one inadequate building feature	79	52	66	57

During our visits to three responding schools we were told by school officials that some repairs had been made, but conditions had not changed substantially. These repairs were often referred to as "bandaids" that kept the school operating but did not permanently correct the deficiency. Officials from the responding schools as well as

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the other BIA schools we visited complained that the operations and maintenance funds budgeted for their school were insufficient to properly maintain their facilities. For example, several schools were using outdated, difficult to maintain heating systems but funds were not budgeted for boiler replacements.

Environmental Factors

Generally, the responding BIA schools also reported more unsatisfactory environmental conditions than did schools nationwide. As Table 3 shows, on almost every environmental factor, about twice as many responding BIA schools as all schools nationally reported having unsatisfactory environmental conditions. Almost all of the BIA schools reported having at least one unsatisfactory environmental condition, exceeding even the problems reported by central city schools. For example, several of the schools that we visited reported outdated or inadequate heating systems. These systems are difficult and costly to repair, and are not energy efficient, officials told us.

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Table 3: Percentage of Schools With Unsatisfactory Environmental Conditions

Environmental factor	Responding BIA schools	National estimates for:		
		Rural/small town schools	Central city schools	All schools
Lighting	30	11	20	16
Heating	44	17	23	19
Ventilation	52	24	32	27
Indoor air quality	38	17	22	19
Acoustics for noise control	49	27	32	28
Flexibility of instructional space	67	52	60	54
Energy efficiency	61	39	46	41
Physical security of buildings	57	24	26	24
At least one unsatisfactory environmental condition	94	54	65	50

Educational Reform Requirements

Responding BIA schools also more often reported that their facilities met the requirements and needs for educational reform "not well at all." As Table 4 shows, for many important educational reform activities – large group instruction, laboratory

science, library/media center – substantially more of the responding BIA schools than other groups of schools reported their facilities met the needs for educational reform "not well at all." For example, one school we visited was originally designed for 250 students, but now has 354. A school official told us that in order to accommodate the increased enrollment, they have had to convert storage space to other uses..

Table 4: Percentage of Schools Reporting They Meet the Functional Requirements of Some Key Educational Reform Activities "Not Well At All"

		National estimates for:		
Activity	Respon- ding BIA schools	Rural/small town schools	Central city schools	All schools
Instructional activities				
Laboratory science	63	37	48	42
Large-group instruction	72	40	39	38
Storage of student assessment materials	59	31	30	31
Display student assessment materials	51	28	27	28
Library/media center	25	13	14	13
Small-group instruction	12	8	12	10
Support activities				
Day care	80	82	76	78
Before/after-school care	67	66	54	59

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Before/after-school care	67	66	54	59
Social and health care services	52	28	27	27
Parent support activities	43	23	24	24
Private areas for counseling and testing	42	23	30	26
Teacher planning	28	12	15	13

Technology Elements

Finally, as Table 5 shows, many of the responding BIA schools reported having insufficient capability in each of several communications technology elements needed to meet the functional requirements of modern educational technology. However, in this particular regard, these BIA schools were more comparable to other schools in the nation. For example, a little more than one-half of both the BIA schools and other schools reported insufficiency of telephone lines for modems, and more than eighty percent of all groups of schools reported insufficiency of fiber optic cable.

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Table 5: Percentage of Schools Reporting Insufficient Technology Elements

Technology element	Respon- ding BLA schools	National estimates for:		
		Rural/small town schools	Central city schools	All schools
Computers for instructional use	31	21	32	25
Computer printers for instructional use	37	25	38	29
Computer networks for instructional use	62	46	61	52
Modems	70	54	65	58
Telephone lines for modems	59	52	61	56
Telephones in instructional areas	75	58	67	61
Television sets	26	13	19	16
VCR/laser disk players	34	31	39	34
Cable television	68	30	33	32
Conduits /raceways for computer/computer network cables	74	56	67	61
Fiber optic cable	88	84	90	87
Electrical wiring for computers/communications technology	60	40	55	46
Electrical power for computers/communications technology	41	28	43	35

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During our visits to BIA schools and interviews with BIA officials, we were told that BIA schools had been acquiring additional computers for the past several years and, in many instances, had installed networks. Officials told us that many of the schools either have Internet access or expect to be connected in the near future. Based on these reports, it appears that our 1994 survey data on computers and communications technology may be somewhat outdated.

AGENCY COMMENTS

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Appendix I

TECHNICAL APPENDIX

To determine the physical condition of America's 80,000 schools we surveyed a nationally representative sample of about 10,000 public schools in over 5,000 school districts in the spring of 1994. All BIA schools were included in our survey sample. We asked about (1) the physical condition of buildings and major building features, such as roofs, framing, floors, and foundations; (2) the status of environmental conditions, such as lighting, heating, and ventilation; (3) how well schools could meet selected functional requirements of education reform, such as having space for small- and large-group instruction; and (4) the sufficiency of data, voice, and video technologies and the infrastructure to support these technologies. (See Schools Facilities: America's Schools Report Differing Conditions (GAO/HEHS-96-103) for a copy of the survey and discussion of the sampling strategy.)

Findings from the survey have been statistically adjusted (weighted) to produce estimates that are representative nationally, as appropriate. (The sampling errors for the national estimates contained in this report do not exceed plus or minus five percentage points unless otherwise stated.) However, although all BIA funded schools were included in our sample, only 41 percent responded to the survey. This response

rate is too low to permit making estimates for all BIA schools. Therefore, we have not weighted the BIA data, but rather have reported only on the responding BIA schools.

We augmented the survey with visits to selected school districts and schools. In September, 1997, we visited three BIA schools that had responded to our survey, and seven additional BIA schools. During our visits, we observed schools; interviewed school and tribal officials; and examined relevant documents related to facilities. We also interviewed BIA officials, and examined data from BIA's Facilities Management System.

All data are self-reported, and we did not independently verify their accuracy. We conducted this study of BIA schools between August 1997 and December 1997 in accordance with generally accepted government auditing standards.

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Appendix II

BIA Schools for School Year 1996-97 by State

				Change in percent		
Name	City	Grades	Enrollment FY97	Since FY92	Since FY87	Portable classrooms
Arizona						
Casa Blanca Day School	Bapchule	K-4	332	36	148	6
Wide Ruins Boarding School	Chambers	K-6	242	30	69	3
Black Mesa Community School	Chinle	K-8	93	16	79	2
Cottonwood Day School	Chinle	K-8	250	30	-7	0
Low Mountain Boarding School	Chinle	K-5	245	28	83	2
Rough Rock Community School	Chinle	K-12	349	-25	-9	nr
Cibecue Community School	Cibecue	K-12	468	75	138	13
Blackwater Community School	Coolidge	K-2	63	0	19	1
Dennehotso Boarding School	Dennehotso	K-8	342	13	36	1
Theodore Roosevelt School	Fort Apache	6-8	110	41	31	0
Greasewood Springs Community School	Ganado	K-8	384	10	-13	0
Kinlichee Boarding School	Ganado	K-6	139	-1	15	1
Nazlini Boarding School	Ganado	K-6	131	-1	-9	0
Hotevilla Bacavi Community School	Hotevilla	K-7	132	15	33	3
Pine Springs Boarding School	Houck	K-4	89	33	89	0
Kaibeto Boarding School	Kaibeto	K-8	455	35	8	0
Chilchinbeto Day School	Kayenta	K-8	126	-7	-5	0
Kayenta Boarding School	Kayenta	K-8	444	19	-3	3
Hopi High School	Keams Canyon	7-12	476	-9	-15	1
Keams Canyon Boarding School	Keams Canyon	K-6	101	71	-30	0
Hopi Day School	Kykotsmovi	K-6	86	41	-16	0
Rocky Ridge Boarding School	Kykotsmovi	K-8	206	-15	-2	1
Gila Crossing Day School	Laveen	K-6	111	12	-24	3
Lukachukai Boarding School	Lukachukai	K-8	421	7	1	0
Chinle Boarding School	Many Farms	K-8	513	-7	-12	0
Many Farms High School	Many Farms	9-12	351	-2	-25	23
Polacca Day School	Polacca	K-6	177	38	3	7
Cove Day School	Red Valley	K-6	74	19	14	0
Red Rock Day School	Red Valley	K-8	238	6	-7	nr
Rock Point Community School	Rock Point	K-12	547	16	25	0
Salt River Day School	Scottsdale	K-6	228	51	24	2
Second Mesa Day School	Second Mesa	K-6	241	10	1	8
San Simon School	Sells	K-8	286	-10	-11	0
Santa Rosa Boarding School	Sells	K-8	322	-10	-29	2

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Tohono O'odham High School	Sells	9-12	166	-17	n/a	0
Shonto Preparatory School	Shonto	K-8	656	5	-13	0
Hunters Point Boarding School	St. Michaels	K-5	124	8	-2	0
Havasupai School	Supai	K-8	95	8	25	2
T'iiis Nazbas Community School	Teecnospos	K-8	357	-13	-18	0
Tonalea (Red Lake) Day School	Tonalea	K-8	310	7	-9	3
Greyhills High School	Tuba City	9-12	434	-3	-4	0
Moencopi Day School	Tuba City	K-6	179	52	281	4
Tuba City Boarding School	Tuba City	K-8	1110	28	23	1
Santa Rosa Ranch School	Tucson	K-8	127	3	28	2
John F. Kennedy Day School	White River	K-8	185	6	23	3
Dilcon Boarding School	Winslow	K-8	417	-6	-28	0
Leupp Boarding School	Winslow	K-12	421	7	13	0
Little Singer Community School	Winslow	K-6	99	29	102	0
Seba Dalkai Boarding School	Winslow	K-6	165	-5	-22	0
California						
Sherman Indian High School	Riverside	9-12	514	35	-3	0
Noli School	Santa Jacinto	6-12	47	n/a	n/a	0
Florida						
Ahfachkee Day School	Clewiston	K-12	80	33	67	0
Miccosukee Indian School	Miami	K-12	80	3	54	nr
Iowa						
Sac & Fox Settlement School	Tama	K-8	80	27	8	3
Idaho						
Coeur D'Alene Tribal School	De Smet	K-8	80	82	45	nr
Shoshone-Bannock School	Fort Hall	7-12	186	88	389	nr
Kansas						
Kickapoo Nation School	Powhattan	K-12	100	35	25	nr
Louisiana						
Chitimacha Day School	Jeanerette	K-8	53	13	51	1
Maine						
Indian Island School	Old Town	K-8	89	-12	3	1
Beatrice Rafferty School	Perry	K-8	109	-17	-19	nr
Indian Township School	Princeton	K-8	126	-11	33	2
Michigan						
Bahweting Anishinabe	Sault Sainte Marie	K-8	175	n/a	n/a	1
Hannahville Indian School	Wilson	K-12	157	112	85	0
Minnesota						
Bug-O-Nay-Ge Shig School	Cass Lake	K-12	430	-16	40	0
Fond Du Lac Ojibway School	Cloquet	K-12	141	-15	62	5
Nay Ah Shing School	Onamina	K-12	323	546	773	0
Circle of Life Survival School	White Earth	K-12	168	24	102	2
Mississippi						
Red Water Elementary School	Carthage	K-8	84	1	-6	2
Conehatta Elementary School	Conehatta	K-8	199	39	30	0

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Boque Chitto Elementary School	Philadelphia	K-8	126	-5	8	1
Choctaw Central High School	Philadelphia	9-12	356	41	n/a	0
Choctaw Central Middle School	Philadelphia	7-8	142	11	n/a	1
Pearl River Elementary School	Philadelphia	K-6	464	40	n/a	3
Tucker Elementary School	Philadelphia	K-8	89	-19	-7	0
Standing Pine Elementary School	Walnut Grove	K-6	80	23	60	0
Montana						
Busby School	Busby	K-12	190	27	-7	0
Two Eagle River School	Pablo	7-12	138	55	151	0
Nevada						
Duckwater Shoshone Elementary	Duckwater	K-8	15	-25	0	0
Pyramid Lake High School	Nixon	9-12	48	41	-4	2
New Mexico						
* Sky City Community School	Acoma	K-8	312	30	5	1
Dzilh-Na-O-Dith-Hle Community School	Bloomfield	K-8	336	-6	2	4
Dibe Yazhi Habitiin Olta Inc.	Crownpoint	K-8	244	32	18	0
Lake Valley Navajo School	Crownpoint	K-8	119	-2	1	0
Mariano Lake Community School	Crownpoint	K-6	261	39	101	3
T' iists' oozii' Bi' O' lta	Crownpoint	K-8	573	34	28	0
Tse' ii' ahi' Community School	Crownpoint	K-4	168	47	167	3
Na' Neelzhiin Ji' Olta (Torreon)	Cuba	K-8	393	7	16	0
Ojo Encino Day School	Cuba	K-8	240	17	20	0
Pueblo Pintado Community School	Cuba	K-8	345	33	70	3
Santa Clara Day School	Espanola	K-6	129	-4	13	2
Navajo Preparatory School	Farmington	9-12	174	10	-21	0
Wingate Elementary School	Fort Wingate	K-8	670	36	28	6
Wingate High School	Fort Wingate	9-12	634	4	-14	1
Nenahnezad Community School	Fruitland	K-7	392	-6	-12	2
Bread Springs Day School	Gallup	K-3	159	28	66	3
* Isleta Elementary School	Isleta	K-6	210	-5	-23	10
Jemez Day School	Jemez Pueblo	K-6	181	-8	-1	1
* Laguna Elementary School	Laguna	K-5	370	3	n/a	7
* Laguna Middle School	Laguna	6-8	191	198	n/a	0
* To' hajiilee-he (Canoncito)	Canoncito	K-12	376	12	22	2
Alamo Navajo School	Magdalena	K-12	371	5	2	0
Mescalero Apache School	Mesclareo	K-12	439	121	n/a	4
Crystal Boarding School	Navajo	K-6	168	-2	24	0
Tohaali Community School	Newcomb	K-8	263	-5	-37	0
Pine Hill Schools	Pine Hill	K-12	501	34	37	3
Baca Community School	Prewitt	K-4	166	14	54	2
* San Felipe Pueblo Elementary School	San Felipe Pueblo	K-6	349	10	15	4
Ohkay Owingeh Community	San Juan Pueblos	K-6	59	37	-16	nr
Sanostee Day School	Sanostee	K-3	110	38	31	4

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San Ildefonso Day School	Santa Fe	K-6	24	-23	-29	2
* Santa Fe Indian School	Santa Fe	7-12	545	-4	13	0
* TeTsu Geh Oweenge Day School	Sante Fe	K-6	56	12	24	3
Atsa' Biya' a' zh Community	Shiprock	K-6	181	97	202	2
Beclabito Day School	Beclabito	K-4	99	-12	-6	4
Shiprock Northwest High School	Shiprock	9-12	159	2	49	0
Taos Day School	Taos	K-7	164	40	82	0
Dlo' Ay Azhi Community School	Thoreau	K-6	151	30	34	1
Chuska/Tohatchi Conosolidated School	Tohatchi	K-8	635	15	13	0
Chi-Ch' il-tah / Jones Ranch	Vanderwagon	K-8	261	17	61	0
Zia Day School	Zia Pueblo	K-6	84	-6	6	3
North Carolina						
Cherokee Elementary School	Cherokee	K-6	684	n/a	n/a	10
Cherokee Central High School	Cherokee	7-12	444	n/a	n/a	nr
North Dakota						
* Ojibwa Indian School	Belcourt	K-8	340	-1	-3	25
Turtle Mountain Elem School	Belcourt	K-5	804	n/a	n/a	0
Turtle Mountain High School	Belcourt	9-12	572	25	57	2
Turtle Mountain Middle School	Belcourt	6-8	340	n/a	n/a	0
Theodore Jamerson Elementary	Bismark	K-8	108	14	35	0
* Dunseith Day School	Dunseith	K-8	237	44	45	0
Tate Topa Tribal School	Fort Totten	K-8	464	13	21	4
Standing Rock Community School	Fort Yates	K-12	597	7	32	7
Twin Buttes Day School	Halliday	K-8	35	6	-24	6
Mandaree Day School	Mandaree	K-12	250	20	37	1
White Shield School	Roseglen	K-12	179	13	35	1
Trenton School	Trenton	K-12	77	n/a	n/a	0
Circle of Nations School	Wahpeton	4-8	198	-18	-33	1
Oklahoma						
Riverside Indian School	Anadarko	4-12	355	11	14	3
Sequoyah High School	Tahlequah	9-12	297	41	49	0
Oregon						
Chemawa Indian School	Salem	9-12	340	-1	-6	0
South Dakota						
Tiospa Zina Tribal School	Agency Village	K-12	432	79	118	nr
American Horse School	Allen	K-8	187	8	43	0
Rock Creek Day School	Bullhead	K-8	84	1	-6	2
Cheyenne-Eagle Butte School	Eagle Butte	K-12	1009	17	12	3
Flandreau Indian School	Flandreau	9-12	500	-17	-14	4
Crow Creek Sioux Tribal Elem	Fort Thompson	K-5	198	6	32	4
Swift Bird Day School	Gettysburg	K-8	54	-16	32	nr
Takini School	Howes	K-12	309	20	n/a	5
Little Wound Day School	Kyle	K-12	814	20	60	4
Little Eagle Day School	Little Eagle	K-8	100	20	-3	1

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Lower Brule Day School	Lower Brule	K-12	350	6	28	2
Wounded Knee School District	Manderson	K-8	203	-10	12	0
Marty Indian School	Marty	K-12	301	10	9	0
Promise Day School	Mobridge	K-8	19	73	-32	nr
Loneman Day School	Oglala	K-8	397	58	111	2
Pierre Indian Learning Center	Pierre	1-8	253	54	35	3
Pine Ridge School	Pine Ridge	K-12	863	16	51	0
Porcupine Day School	Porcupine	K-8	152	79	103	0
St Francis Indian School	St Francis	K-12	583	22	33	0
Crow Creek Reservation High	Stephan	6-12	352	56	133	6
Crazy Horse School	Wanblee	K-12	358	12	21	0
Enemy Swim Day School	Waubay	K-8	81	153	224	3
White Horse Day School	White Horse	K-8	37	-3	-23	nr
Utah						
Aneth Community School	Montezuma Creek	K-6	278	28	24	0
Navajo Mountain Boarding School	Tonalea	K-8	131	7	-10	0
Washington						
Muckleshoot Tribal School	Auburn	K-8	102	108	437	2
Lummi High School	Bellingham	9-12	84	n/a	n/a	6
Lummi Tribal School System	Bellingham	K-8	225	39	196	7
Quileute Tribal School	La Push	K-12	79	98	52	3
Wah-He-Lute Indian School	Olympia	K-9	51	9	82	nr
Paschal Sherman Indian School	Omak	K-8	166	20	78	3
Chief Leschi School System	Puyallup	K-12	759	93	420	0
Yakima Tribal School	Toppenish	7-12	89	98	78	1
Wisconsin						
Lac Courte Oreilles Ojibway School	Hayward	K-12	300	56	91	0
Menominee Tribal School	Neopit	K-8	251	27	n/a	0
Oneida Tribal School	Oneida	K-12	587	125	299	0
Wyoming						
St Stephens Indian School	St Stephens	K-12	286	-18	-11	1
	TOTAL		47093	18	25	302

nr = Not reported
 * = Visited school

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MEMORANDUM FOR THE PRESIDENT

FROM:

SUBJECT: Proposed Budget Initiatives for Indian Education

Background

Last July, a coalition of education-oriented groups from Indian Country proposed a comprehensive Federal Indian Education policy statement which emphasized Tribal governance of Indian Education, the preservation and revitalization of Native languages and cultures, and the need for equitable access to resources for Native American students. Further, they proposed an Executive Order to implement this policy vision.

DPC staff and the Domestic Policy Council Working Group on American Indians and Alaska Natives have been reviewing the proposed Executive order and the issues surrounding it. As part of this process we have begun to identify steps we could propose to improve education in Indian Country even without a new Executive Order. The full range of steps we are working on are summarized below, though only a few involve recommendations for significant increases in existing programs, where such increases are clearly needed and could make a difference. Some involve making BIA and Tribally controlled schools fully aware of federal resources already available to them. Others have involved ensuring that new, education-related initiatives under development include funds appropriately set-aside to serve students in Indian Country. Several others involve seeking significant increases in existing programs, where such increases are clearly needed and could make a difference.

Recommended Increases in Existing Programs

We are recommending significant increases to address very serious school facilities needs in Tribal Schools.

Tribal School Construction

The Bureau of Indian Affairs (BIA) funds 185 school systems that educate 51,000 Native American students (approximately 10% of all Native American students). In many cases, the Bureau of Indian Affairs (BIA)/Tribally-controlled schools are overcrowded and in serious need of repair. Problems of inadequate funding to maintain facilities and large increases in the Indian student populations have resulted in 40% of the students being housed in portable classrooms -- conditions at least as severe as any place else in the country. These schools are entirely a federal financial responsibility: Indian reservation land is held in trust and cannot be taxed, so there is no access to bonds or other forms of financing traditionally used to pay for school facilities.

New School Construction/Major Facilities Repairs:

Currently, there is a backlog of \$674 million in major facilities repairs and 8 schools remaining to be built on a new school construction priority list. Doubling the investment in these areas would result in two additional schools being constructed, one in Arizona and one in new Mexico, and 16 additional major facilities projects (e.g. roof replacements) being completed.

	Need	FY 1998	Increase	FY 1999
New School Construction	\$126 million	\$19.2 million	\$19.2 million	\$38.4 million
Major facilities Repair	\$674 million	\$32.1 million	\$32.1 million	\$64.2 million

Annual Operations and Maintenance:

There is also unmet need of \$31 million in annual maintenance and operations expense such as: preventative maintenance programs, utilities, facilities management personnel training and the provision of technical assistance. An increase over the FY 1998 funding level of \$31.4 million will allow current O&M obligations to be met, and thus not add to the facilities repair backlog.

Operation & Maintenance (annual)	\$106 million	\$74.6 million	\$31.4 million	\$106 million
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Including Indian Country in New Initiatives

In separate memoranda you are receiving proposals for Urban and Rural Education Opportunity Zones, a College-School Early Intervention Initiative, a Class Size Reduction initiative and Child Care initiatives. We are working to ensure that each of these contains specific funds set aside for Indian Country.



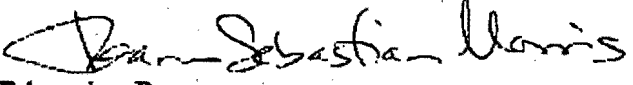
IN REPLY REFER TO:

United States Department of the Interior

BUREAU OF INDIAN AFFAIRS
Washington, D.C. 20240Indian Education
MS: 3512-MIB

Memorandum

To: Michael Cohen
Mary Smith
Other Domestic Policy Council Staff

From: Joann Sebastian Morris 
Director, Office of Indian Education Programs

Subject: Follow up Documents

Attached you will find revisions to the two documents on the issues of BIA School Construction and BIA Technology. We believe we have responded to your questions and requests for additional information made November 26, 1997.

We regret that today's meeting had to be canceled as Bill Mehojah and I will be on travel from this evening through Friday 12/5. For almost 2 months we have had a meeting and training sessions scheduled with our Central Office managers and field managers during this week in Albuquerque, New Mexico. However, Deputy Assistant Secretary Michael Anderson will still attend the meeting re-scheduled for Wednesday, 12/3 at 3 PM. And I will arrange to join you via conference call from the Sheraton Uptown Hotel, 505-881-0000. Thank you so much for your ongoing support of Indian education.

Attachment

cc: Michael Anderson

BIA SCHOOL CONSTRUCTION AND REPAIR

Background

The Bureau of Indian Affairs (BIA), Office of Indian Education Programs (OIEP) funds 185 school systems across 23 states that provide K through 12 educational programs to 51,000 American Indian students. The 185 bureau funded schools encompass 2,298 separate facilities, 25% which are over 50 years old, 50% are over 30 years old and 3% are over 100 years old, reflecting significant operational and new school construction needs. The majority of bureau funded schools are located in remote, isolated and economically depressed areas of the country compounding the problem of inadequate operation and maintenance funding to maintain the schools within health and safety standards and to slow the deterioration of the facilities. These unmet needs are exacerbated by large increases in the Indian student population, resulting in overcrowded or makeshift classrooms. In fact, 40% or 20,000 of our students are housed in portable classrooms. Bureau funded schools are entirely dependent on the Federal Governments for basic services including infrastructure development. All Indian reservation land is held in trust by the Federal Government for the tribes and cannot be taxed by state or local governments, eliminating revenue to float a bond or borrow money for school construction.

The Facilities Management and Construction Center (FMCC) located in Albuquerque, New Mexico is responsible for the operation & maintenance, repair and construction of Bureau funded schools. The current FMCC process for repair and new school construction takes an average of seven (7) years to complete. The national average for public school systems to complete repairs or new school construction is 2-3 years. Tribes and Bureau funded schools that have utilized P.L. 93-638 construction contracts or P.L. 100-297 construction grants have completed new school construction projects within 2-3 years.

The Bureau's backlog of needed facilities repair and new school construction is estimated at 800 million dollars as of January 1997. The current need to complete the eight (8) schools remaining on the new school construction priority list, alone is 126 million dollars. (See attached List A)

Budget

	<u>FY 1998</u>	<u>FY 1999</u> <u>Request</u>	<u>NEED</u>
New School Construction:	\$ 19,200,000	\$ 20,800,000	\$ 126,000,000
Facilities Improvement & Repair:	32,179,000	34,179,000	674,000,000
Total :	\$ <u>51,379,000</u>	\$ <u>54,979,000</u>	\$ <u>800,000,000</u>
Operation and Maintenance: (annual recurring program)	\$ 74,628,000	\$ 76,628,000	\$ 106,098,559
National Facilities Assessment:			\$ 20,000,000

Budget Narrative

A doubling of the FY 1999 request for new school construction and facilities improvement and repair would result in: 2 additional schools being constructed, one in Arizona and one in New Mexico; and 16 additional FI&R projects being completed. (See attached List B)

The Bureau of Indian Affairs FY 1999 budget request of \$76,628,000 for Facilities Operation and Maintenance will fund schools at approximately 70% of operational need. Thus, the unmet financial need is approximately \$30,000,000. The FY 98 appropriations includes expanded authority to allow bureaus to retain all receipts from the recreation fee demonstration program. The appropriator also specified that a portion of the \$699 million appropriated under Title 5 of the FY 1998 Appropriations Act may be used for critical maintenance needs. Therefore, the Office of Indian Education Programs requests that the education facilities operation and maintenance program be funded at the budget level as determined by the Congressional approved funding formula, for a total of \$106,098,559. The \$29,470,559 increase above the current FY 99 BIA budget request can be easily distributed to all school locations within no less than 30 days, the balance can be obligated within 60 days of receipt.

The increase in Operation and Maintenance funding will:

1. Allow all Bureau funded schools to establish a set operational budget to ensure implementation of a preventative maintenance program.
2. Allow schools to replace the maintenance funding that has been used to pay for operational fixed costs, services, and utilities.
3. Provide funding for school personnel to attend facilities management training programs for all statutorily required training.
4. Provide funding for key school and tribal personnel to attend construction grants administrator training. The current cost is \$7,500.00 per session for 30 participants.
5. Provide for funding of the certified boiler operator training program at the Southwest Indian Polytechnic Institute and for boiler inspector training.
6. Provide funding for costs directly associated with the establishment and operation of a Tribal Advisory Board, appointed by the tribes, that would advise the BIA on school construction, facilities maintenance, policy, priorities and program operations.
7. Provide funding for the establishment of an Internet web page and a computer specialist who would serve as a public relations staff officer, charged with implementation of a facilities help line, and facilities information newsletter.

Political Reality

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The doubling of funds for school construction and facilities repair would affect 8 states: New Mexico, (where the majority of the projects are), Arizona, Oklahoma, Nevada, Maine, Louisiana, Mississippi and North Dakota.

Congressional representatives from New Mexico, Arizona, Oklahoma and North Dakota have made strong statements in hearings about poor school facility conditions. They would be very supportive of addressing facilities issues.

Senator Dorgan (North Dakota) requested the General Accounting Office to review BIA school facilities needs. This report has been completed and a draft is being sent to Senator Dorgan within the next ten days. The report substantiates the \$800 million backlog and the need for new schools and repairs. The Administration's effort would address some of the facilities' needs cited in the GAO report.

Congressman Ralph Regula (Ohio) is scheduling a hearing in February, 1998 to focus attention on school construction and repair needs in the BIA federal school system. The additional funding would demonstrate the Administration's effort to address this need.

Tribes continue to make school construction and facilities repair a critical issue. In approximately 90% of the visits by tribal delegations to BIA, OIEP, the key issue discussed relates to school facilities. Tribes would strongly endorse the doubling of funds by the Administration.

Potential Solutions

1. Establish a Facilities Tribal Advisory Board appointed by the tribes with staff support from OIEP to advise the Directors of FMCC and OIEP on school construction and maintenance needs, policy, priorities and operations.
2. Work with the Department of the Treasury, Office of Management and Budget and Congress to establish a national Indian bonding authority for Bureau funded schools.
3. Re-engineer the FMCC into a technical support center or regional centers to assist Education Line Officers, Bureau funded schools and/or tribes in directly granting construction project through P.L. 100-297 as amended by P.L. 93-638.
4. Change the existing FI&R and new School Construction priority setting process to a single process (National Facilities Assessment) that assesses and ranks all existing 185 Bureau funded schools based on their condition. Once ranked, those schools ranked in the worst condition and that are not economically feasible or in the Government's best interest to renovate, should be added onto the Replacement School Priority List.
5. Increase the set-aside for BIA schools from 1.5% to 10% in the pending Dashle-Mosely-Braun legislation for school construction and incorporate facilities improvement and repair in the bill language.

6. Seek an appropriation for new school construction to fund the remainder of schools on the Secretary's school construction priority list.
7. Seek sufficient appropriations in the Facilities Improvement & Repair program to accomplish needed repairs, with the goal of eliminating portable classrooms at facilities less than 20 years old.
8. Seek an appropriation to sufficiently fund the operation and maintenance program for Bureau funded school facilities.

White House Action

1. Support the establishment of the Facilities Tribal Advisory Board.
2. Support the establishment of a national Indian bonding authority.
3. Support the direct funding of tribal grants for planning, design and construction of schools.
4. Support the funding for a current national assessment of bureau funded schools to determine and prioritize the repair and construction needs of all 185 schools.
5. Support a 10% set-aside increase for BIA funded schools in the pending Dashle-Mosely-Braun legislation.
6. Support increases in appropriations for new school construction, facilities improvement and repair, and operation and maintenance costs in the FY 99 budget and beyond.

Revision of 12/02/97

List A

**Status of New Replacement School Construction Priority List
As of December 1996**

NEW SCHOOL PROJECT	STATUS OF EACH PROJECTS
1. Pinon Community School Dorms	Funded Construction is Complete, except Employee Quarters which are funded
2. Eastern Cheyenne River Consol Sch	Funded, Construction is 90% completed
3. Rock Point Community School	Funded, Construction is Completed; school is occupied
4. Many Farms High School	\$14.0 M requested in FY 1998 Budget request for construction
5. Tucker Day School	Funded, Construction is Completed; school is occupied
6. Shoshone Bannock School	Funded, Construction is 99% completed
7. Standing Pine Day School	Funded, Construction Completed; school is occupied
8. Chief Leschi School	Funded, Construction Completed; school is occupied
9. Seba Dalkai School	Planning is complete, the project is funded for design; Not funded for construction
10. Sac & Fox Settlement School	Planning complete; design is 40% complete; Not funded for construction
11. Pyramid Lake High School	Planning complete; design is complete; Not funded for construction
12. Shiprock Alternative School	Planning is 10% complete; Funded for design; Not funded for construction
13. Tuba City Boarding School	Planning to begin February 1997; Funded for design; Not funded for construction
14. Fond Du Lac Ojibway School	Planning Complete; Design is underway; Not funded for construction
15. Second Mesa Day School	Planning is 99% complete; Funded for design; Not funded for construction
16. Zia Day School	Planning is 5% complete; Funded for design; Not funded for construction

FY1999 OMB PASSBACK & "ADDITIONAL FUNDING PROJECTS"											
Fund / Program / Elements										FY 1999	FY 1999
										OMB	ADDITIONAL
										PASS- BACK	FUNDING PROJECTS
Education Construction (112 & 114 ONLY)										54,979	54,979
112 New School										20,800	40,419
Pyramid Lake, NV										10,500	
Sac & Fox, IA										10,300	
Seba Dalkai, AZ											20,153
Shiprock Alternative, NM											20,288
PROJECT MANAGEMENT	Tribal	Tribal									
	via	via									
BIA	P.L. 93-	P.L. 100-		114	Educ. FI&R					34,179	14,660
	638	297		11450	Construction						
		X			Jones Reno HVAC Boys Dorm #570, OK					1,155	
		X			Jones Academy Improve Bldg 571, OK					565	
	X				Indian Township Heating System, ME					750	
	X				Indian Island Heating System, ME					525	
		X			Sequoyah Reno Dorms 97,98,&100, OK					3,700	
		X			Eufaula New HVAC @716,17,18,19, OK					1,780	
X					Huerfano Dorm Renovate Bldg 501,513,514,523, NM						4,890
		X			Shonto Sch Ph II Rep Gasline, NM						505
X					Many Farms Hs Rep Nat Gasline, NM						380
X					Sanostee Sch Rep Tk Farm/Gline, NM						310
		X			Choctaw Cent Hs Recnstr Swr Pl, MS						305
X					Kinlichee Sch Rep Nat Gasline, NM						240
X					Hunters Pt Rep Natural Gasline, NM						210
X					Jicarilla Dormitory Replacemen, NM						1,795
X					SIPI Code Compliance, NM						2,325
		X			SFIS Code Compliance/Site Repa, NM						1,410
		X			Carter Sem. Renov. 504,622,627, OK						430
X COOPERATIVE SCHOOL					Turtle Mt High School Phase II, ND						635
		X			Cibecue Comm'ty Sch Code Compl, AZ						170
		X			Muckleshoot Tribal Schl. Bldgs 101T & 104T, WA						180
		X			Chitimacha Addition, LA						505
X					Hotevilla School C/C, AZ						190
					Portable Classrooms					4,265	
					Roof Repair/Replacement					4,300	
					Backlog Validation					1,500	
					Minor Repair (includes \$2M for Environmental					6,850	80
					Environmental					3,649	
					Advance Planning & Design					2,000	
					Emergency Repair					1,600	
					Demolition					1,500	
					Uncontrollables					40	

BIA Technology Initiative

Background

The President, in his Call to Action for American Education in the 21st Century, challenged all states to connect all schools, classrooms and libraries to the Internet by the year 2000. In his speech he outlined the "four pillars of our challenge", which are:

- I. Modern computers and learning devices will be accessible to every student,
- II. Classrooms will be connected to one another and to the outside world,
- III. Educational software will be an integral part of the curriculum--and as engaging as the best video game, and
- IV. Teachers will be ready to use and teach with technology.

The Office of Indian Education Programs (OIEP) accepted this challenge and established a technology initiative to connect all 185 Bureau of Indian Affairs' schools by the year 2000. This initiative, Access Native America, is a National Performance Review project. The goal is to connect all schools, libraries, and classrooms to the Department of the Interior's Internet backbone by the end of the year 2000.

This effort uses existing funds that are already insufficient to meet the education needs of Indian students to cover technology and distance learning costs such as staff training, hiring additional staff members needed to maintain the new school networks, or to buy a sufficient amount of modern multimedia computers capable of reaching the Internet. National studies, such as the Rand report, suggest that for schools to reach full potential for technology, they need to invest between \$300 and \$500 per student yearly. Many states, such as Kentucky and Iowa, have enacted special technology initiatives to fund school technology. These states provide additional funds for infrastructure, teacher training, and extra personnel. Bureau funded schools do not have funds for those expenditures required to reach the President's challenge. The E-rate offers promise to help our schools with discounts to pay for connectivity, wiring, and technology infrastructure. The OIEP has recently been informed by the Schools and Libraries Corporation that Bureau funded schools are eligible to receive the discounts and the infrastructure funds necessary to meet the President's challenge. The OIEP education system still needs additional funds for maintenance, e.g., of equipment and curricular needs, once a system is installed.

In a sampling of the 48 schools that submitted applications for the technology literacy challenge funds grants, 50% of the computers in schools are more than five years old and only 10% are capable of reaching the Internet. This sampling is representative of all Bureau funded schools.

Budget:	FY-98	FY-98	Need
Technology Infrastructure	0	0	7 million annually
Classroom Implementation	0	0	14 million annually

Potential Solutions:

1. Seek and obtain a yearly School Operations (ISEP) add-on of \$400 per student to help BIA funded schools with technology costs.
2. Increase the set aside for BIA funded schools from the Technology Literacy Challenge Fund from .65% to 2%. This would result in an increase of approximately 2.5 million dollars. The OIEP presently receives \$1 million which provides grants to five schools for a period of five years.
3. Receive the E-rate eligibility in writing from the Schools and Libraries Corporation and prepare the Bureau funded schools for participation in the program.
4. Develop partnerships with private industry to provide resources to Bureau funded schools such as Intel Corporation.
5. Develop and disseminate a comprehensive technology plan for all Bureau funded schools.
6. Work with the Office of the Vice President to stage a national OIEP Access Native America Net Day that would result in lanning at least thirty schools in one day.
7. Develop partnerships with foundations that would support teacher training and connecting schools to the Internet, such as the U.S. West Foundation.
8. Expand on partnerships with the U.S. Department of Education, National Science Foundation, and other federal agency programs on using technology in the classrooms and gathering curricular ideas and models.

White House Actions:

1. Support an increase of twenty million dollars in BIA/OIEP appropriations under the School Operations line item and/or submit legislation to create a yearly fund for technology in the BIA federal school system.
2. Support a revision to Title III of the Improving America's Schools Act to increase the BIA funded schools set aside to 2%.
3. Direct other federal agencies to provide equipment, manpower, and training to Bureau funded schools.

4. Issue an executive memorandum that would allow BIA schools to solicit funding from private sources for technology.

5. Participate in a Access Native America Net Day event that would recognize the partnering of private foundations, government, schools, and communities and would result in thirty schools being lanned to the Internet in one day. The event would recognize the model partnership that has been developed between Southern and Northern Pueblos in New Mexico with Intel, the Annenberg Foundation, One 2 One Foundation, Sandia Labs, and the Bureau of Indian Affairs. In his speech at this event, the President could also announce the BIA-funded schools' eligibility for the E-rate. In addition to the 19 Pueblos' schools being connected, there would be an additional 9 schools lanned the same day on the Navajo Reservation and two on the Pine Ridge Reservation in South Dakota. The schools at Navajo and Pine Ridge would demonstrate that the most remote schools in the nation can be lanned and connected to the Internet. We would propose this bc done in mid-January so that it could be used as a model for other schools and acknowledged in the State of the Union address.

John
Shaw

MEMORANDUM FOR THE PRESIDENT

FROM:

SUBJECT: Proposed Budget Initiatives for Indian Education

Background

Last July, a coalition of education-oriented groups from Indian Country proposed a comprehensive Federal Indian Education policy statement which emphasized Tribal governance of Indian Education, the preservation and revitalization of Native languages and cultures, and the need for equitable access to resources for Native American students. Further, they proposed an Executive Order to implement this policy vision.

DPC staff and the Domestic Policy Council Working Group on American Indians and Alaska Natives has been reviewing the proposed Executive order and the issues surrounding it. As part of this process we have begun to identify steps we could propose or take to improve education in Indian Country even without a new Executive Order. Some of these steps, summarized below, involved assuring that Tribally controlled schools were made fully aware of opportunities for federal resources that already existed. Others have involved ensuring that new, education-related initiatives already under development include funds appropriately set-aside to serve students in Indian Country. Several others involve seeking significant increases in existing programs, where such increases are clearly needed and could make a difference.

Recommended Increases in Existing Programs

Tribal School Construction

The Bureau of Indian Affairs (BIA) funds 185 school systems that educate 51,000 Native American students (approximately 10% of all Native American students). In many cases, the Bureau of Indian Affairs (BIA)/Tribally-controlled schools are overcrowded and in serious need of repair. Problems of inadequate funding to maintain facilities and large increases in the Indian student populations have resulted in 40% of the students being housed in portable classrooms -- conditions at least as severe as any place else in the country. These schools are entirely a federal financial responsibility: Indian reservation land is held in trust and cannot be taxed, so there is no access to bonds or other forms of financing traditionally used to pay for school facilities.

New School Construction/Major Facilities Repairs:

Currently, there is a backlog of \$674 million in major facilities repairs and 8 schools remaining to be built on a new school construction priority list. Doubling the investment in these areas would result in two additional schools being constructed, one in Arizona and one in new Mexico, and 16 additional major facilities projects (e.g. roof replacements) being completed.

	Need	FY 1998	Increase	FY 1999
New School Construction	\$126 million	\$19.2 million	\$19.2 million	\$38.4 million

Major facilities Repair	\$674 million	\$32.1 million	\$32.1 million	\$64.2 million
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Annual Operations and Maintenance:

There is also unmet need of \$31 million in annual maintenance and operations expense such as: preventative maintenance programs, utilities, facilities management personnel training and the provision of technical assistance. An increase over the FY 1998 funding level of \$31.4 million will allow current O&M obligations to be met, and thus not add to the facilities repair backlog.

Operation & Maintenance (annual)	\$106 million	\$74.6 million	\$31.4 million	\$106 million
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Including Indian Country in New Initiatives

In separate memoranda you are receiving proposals for Urban and Rural Education Opportunity Zones, a College-School Early Intervention Initiative, a Class Size Reduction initiative and Child Care initiatives. We are working to ensure that each of these contains specific funds set aside for Indian Country.

Tech → ^{increase} \$ plan