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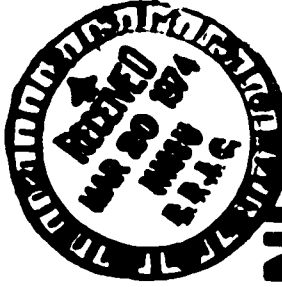
ABSTRACT

An annual report (1972-73) of New Mexico's State Department of Education, Division of Indian Education, this document presents data pertaining to 7 school districts receiving Johnson O'Malley (JOM) funds. For the purpose of providing as accurate a picture as possible of how JOM funds are used at the local level, the summaries covered 4 categories: administrative services, supportive services to students, instructional services to students, and the JOM meals to students. The remainder of the report discusses: (1) district summaries, including such things as the effects of hiring of liaison officers to encourage better school attendance and foster better community school relations; (2) a court case involving JOM fund administration, with the State of New Mexico and the Gallup-McKinley School District as defendants; (3) reconciliation of receipts and expenditures of JOM funds and American Indian enrollment by school district; and (4) future plans for the administration of JOM funds--for example, the State Superintendent has taken the position that efforts of Indian tribal groups to administer their own JOM programs will be encouraged and cooperated with in every way possible. The purpose, authority, policy, and specifications for the 1973-74 administration and programming of JOM funds are also given.

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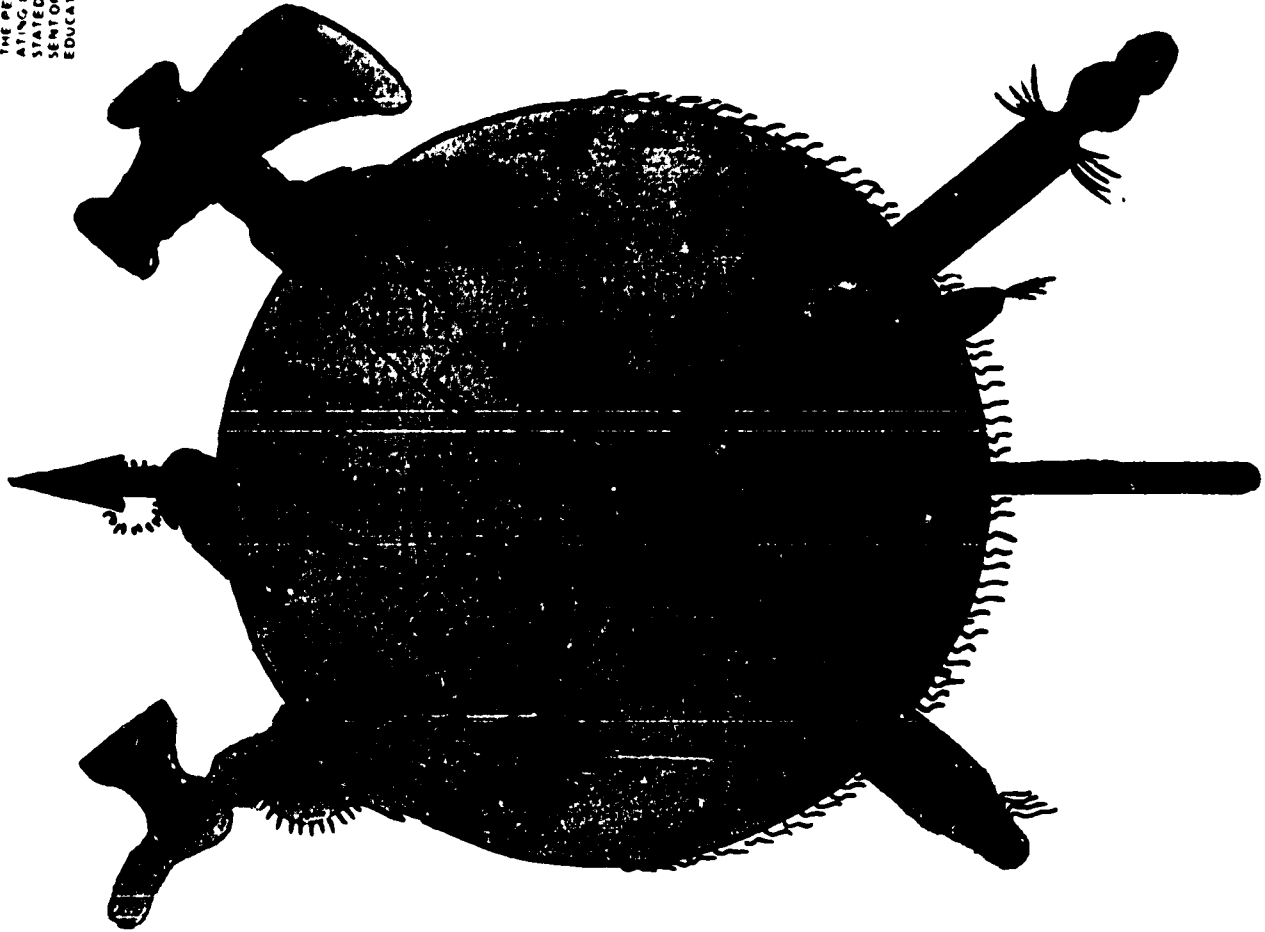


ANNUAL REPORT

DIVISION OF
INDIAN EDUCATION

NEW MEXICO
STATE DEPARTMENT
OF EDUCATION

1972 - 1973



PC507221



ANNUAL REPORT
NEW MEXICO STATE DEPARTMENT OF EDUCATION
INDIAN EDUCATION UNIT

1972-73

LEONARD J. DE LAYO
SUPERINTENDENT OF PUBLIC INSTRUCTION

WELDON PERRIN
DEPUTY SUPERINTENDENT OF PUBLIC INSTRUCTION

DR. LUCIANO BACA
ASSISTANT STATE SUPERINTENDENT FOR INSTRUCTION

ORLANDO GIRON
ASSISTANT STATE SUPERINTENDENT FOR FINANCE

ALICE NEUNDORF
DIRECTOR, INDIAN EDUCATION UNIT

VERNER V. DUUS
ASSISTANT DIRECTOR, INDIAN EDUCATION UNIT

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I. JOHNSON-O'MALLEY SCHOOLS BY ADMINISTRATIVE AREA

1972-73

**ADMINISTERED BY
STATE DEPARTMENT OF EDUCATION**

**ADMINISTERED BY
ALL INDIAN PUEBLO COUNCIL**

Bloomfield Municipal Schools
P. O. Box 157
Bloomfield, New Mexico 87413

Central Consolidated Schools
Box 148
Kirtland, New Mexico 87417

Cuba Independent Schools
P. O. Box 68
Cuba, New Mexico 87013

Farrington Municipal Schools
P. O. Box 660
Farrington, New Mexico 87401

Gallup - McKinley County Schools
P. O. Box 1318
Gallup, New Mexico 87301

Jemez Mountain Independent Schools
P. O. Box 121
Gallina, New Mexico 87017

Magdalena Municipal Schools
P. O. Box 24
Magdalena, New Mexico 87825

Truth or Consequences Municipal Schools
Box 952
Truth or Consequences, New Mexico 87901

Albuquerque Municipal Schools
P. O. Box 1927
Albuquerque, New Mexico 87103

Bernalillo Municipal Schools
P. O. Box 158
Bernalillo, New Mexico 87004

Dulce Independent Schools
P. O. Box 126
Dulce, New Mexico 87528

Espanola Municipal Schools
P. O. Box 249
Espanola, New Mexico 87532

Grants Municipal Schools
P. O. Box 8
Grants, New Mexico 87020

Tularosa Municipal Schools
102 Mescalero Road
Tularosa, New Mexico 88352

Jemez Springs Municipal Schools
Box 4A, Canyon Route
Jemez Pueblo, New Mexico 87024

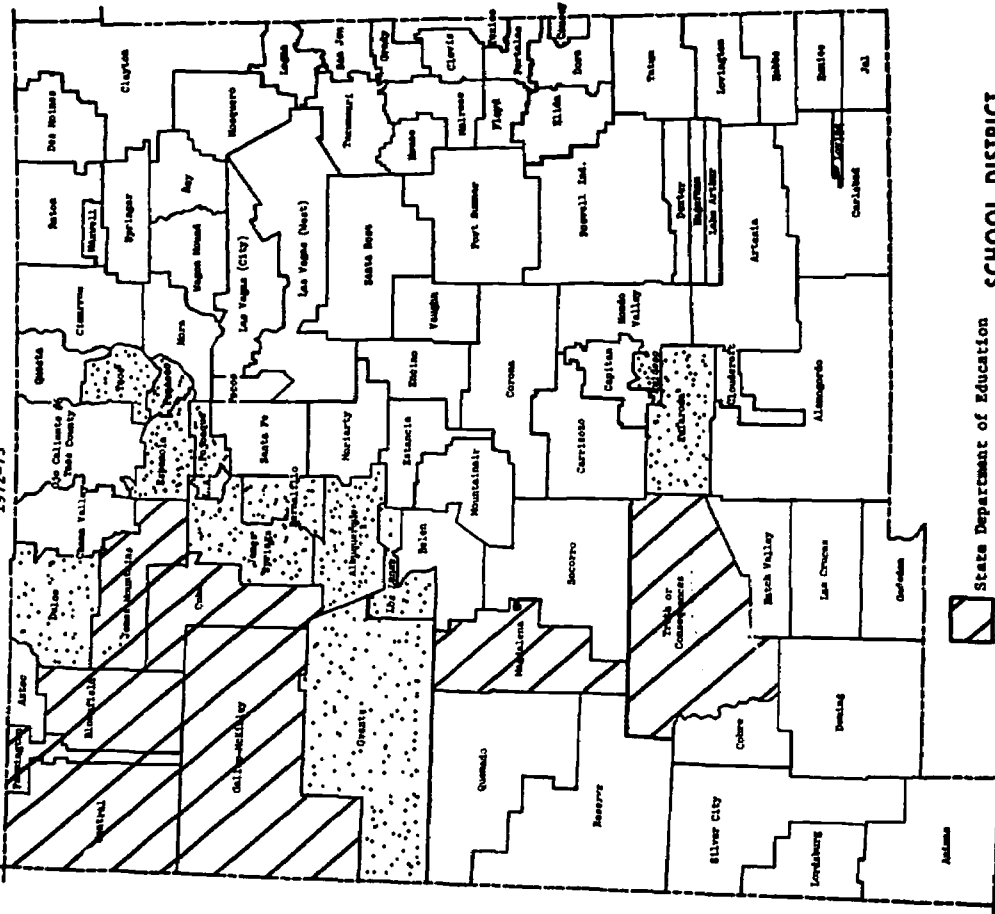
Los Lunas Consolidated Schools
P. O. Box 298
Los Lunas, New Mexico 87031

Penasco Independent Schools
P. O. Box 318
Penasco, New Mexico 87553

Pojoaque Valley Schools
Drawer P
Santa Fe, New Mexico 87501

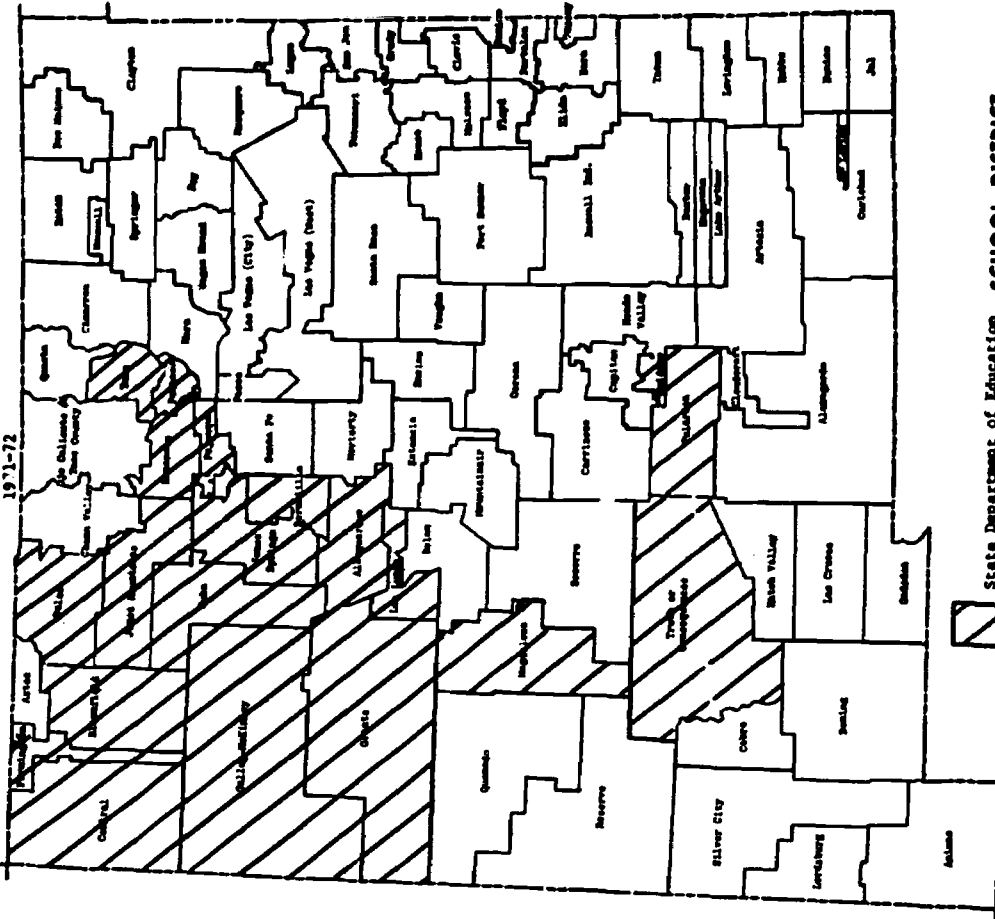
Ruidoso Municipal Schools
Box 430
Ruidoso, New Mexico 88345

NEW MEXICO
JOHNSON O'ALLEY ADMINISTRATIVE AREAS
1972-73



State Department of Education
State Department of Education
SCHOOL DISTRICT
MAP OF
NEW MEXICO
All Indian Pueblo Council

NEW MEXICO
JOHNSON O'ALLEY ADMINISTRATIVE AREAS
1971-72



State Department of Education
State Department of Education
SCHOOL DISTRICT
MAP OF
NEW MEXICO

II. NARRATIVE REPORT

Alice Neundorf arrived in mid August to assume the duties of administering the Johnson-O'Malley program in seven eligible school districts in the Navajo Area. Mr. James McLarry, who had been serving as acting director, left the department to accept an administrative position in one of the school districts. There was much to be learned and understood regarding the Johnson-O'Malley law itself, the Johnson-O'Malley State Plan and the general office procedure for administering the programs in the seven school districts in the Navajo area.

The budget and programs in the district were approved and finalized before the new director came; however, there was much to be done in the area of community involvement, program guidelines and accountability.

First on the agenda was to hire an assistant director who would take responsibility in the absence of the director and assist in the day to day operation of the program. After interviews with many applicants, Mr. Verner Duus was hired to fill this position.

Efforts were made in the school districts to qualify as many children as possible for the USDA free or reduced price lunches. The Indian children who did not qualify were included in the Johnson-O'Malley lunch program. In one way or another, all Indian children received free lunches this year. The Indian Education Unit prepared guidelines for reimbursing the schools for parental cost items, listing those items which all students are required to have and which are paid for by the parents. Such parental cost expenditures as school day pictures, gym suits and shoes, activity tickets, and cap and gown rental for graduating students were paid with Johnson-O'Malley funds. The school districts reported all the expenditures to this office, and they were approved upon receipt of invoices and names of children who received the purchased items.

In the area of Indian community involvement, as mandated by the Johnson-O'Malley State Plan, Johnson O'Malley Advisory and Assessment Committees were formed in the local school districts. Throughout the year, there were many meetings on budget adjustments, parental cost expenditures, and on budgets and programs for the 1973-74 fiscal year. There are letters of concurrence to the 1973-74 Johnson-O'Malley programs from the local advisory and assessment committees.

The Indian Education Unit contracted with the Navajo Tribe for the services and expenses of two Johnson-O'Malley program analysts. They went

about the business of orienting themselves on Johnson-O'Malley, visiting the schools and providing information to and from the Johnson-O'Malley Advisory and Assessment Committees. Their efforts in involving these committees and other community members in the Johnson-O'Malley programs have proven particularly useful in carrying out the community involvement policy of the State Plan and the BIA-SDE contract.

Throughout the year, every effort was made to review the Johnson-O'Malley programs regarding program accountability and to examine areas where the question of supplanting might have arisen.

During the last months of the fiscal year, the Indian Education Unit worked with each of the seven school districts to arrive at programs and budgets in the order of priorities set up by local school administrators and the Johnson-O'Malley Advisory and Assessment Committees. The programs have been planned and revised to fit the needs of Indian children in the school districts. The school districts, in all cases, have been advised to prepare their programs to avoid supplanting and to make the best use of the funds that are available for special supplemental programs as prescribed by the Johnson-O'Malley regulations. Generally speaking, school districts prepared budgets on the basis of the same allocations as 1972-73.

Two workshops were held for teacher aides during 1972-73. The first was held March 9 and 10 in Albuquerque. The Indian Education Unit contracted with the Navajo Community College for this workshop, and the National Indian Leadership Training Program planned and conducted the workshop. The workshop included large group sessions, small group discussion, and small groups working on certain topics. Technical assistance was given and discussions were held on the roles of aides in the school, the programs which fund aides, skills for dealing with students and the role of aides in school-community relations. The program evaluation demonstrated that the aides were actively involved in this workshop, and it seemed to be well received by all concerned.

A second workshop was held during the summer on June 25 through August 3. The Indian Education Unit contracted with the Dine Biolta Association for a six-week workshop which was held in Shiprock, New Mexico. This workshop had an enrollment of 51 teacher aides and offered six hours of college credit to those who successfully completed the course work. Course work was offered in reading, psychology in the classroom, Navajo linguistics and Navajo culture.

NARRATIVE REPORT (Continued)

State Administration

These workshops indicate an emphasis on the teacher aide as a very important person in the educational process for Indian children. The Indian Education Unit has done all in its power during the 1972-73 year to help teacher aides move toward qualification for teaching positions in the public schools. Much more needs to be done in this area, and it is significant that teacher training programs have now been funded under the Indian Education Act, Part B, to fill this same need.

Toward the end of the year, a major effort was made both by the Navajo Tribe and the State Department of Education to transfer the Navajo Area Johnson-O'Malley contract to the Navajo Tribe. However, this transfer did not take place because of difficulties presented by the Navajo Area Office.

The 1973-74 year will serve as a year of transition in which the State Department's Indian Education Unit will work with both the Zuni and the Navajo Tribes, as well as the appropriate BIA officials, to insure the transfer of contract for 1974-75. Periodic meetings will be set with all concerned and training provided to those who desire it to allow for any possible problem which might occur.

III. PROGRAM SUMMARY

Purpose of Johnson-O'Malley Funds

Johnson-O'Malley funds are for the purpose of helping school districts with large numbers of Indian children meet the special needs of those children. Program priorities are established at the local school level in a cooperative effort between the school officials and representatives from the Indian community. Evidence of the involvement of the local Johnson-O'Malley Advisory Committee is required by the State Department of Education.

The following is a brief summary of how these funds are being utilized at the state and local levels. For the purpose of providing as accurate a picture as possible of how Johnson-O'Malley funds are used at the local level, the services have been broken down into the four categories of administrative services, supportive services to students, instructional services to students and the Johnson-O'Malley meals to students.

The office administration eum is used to pay the salaries and all expenses of the Indian Education Unit. The unit administers Johnson-O'Malley funds to the seven school districts under the Navajo Area Office of the Bureau of Indian Affairs. Some funds are also placed in the Truth or Consequences school district to provide services for Navajo children admitted to the Carrie Tingley Crippled Children's Hospital.

The All Indian Pueblo Council administers Johnson-O'Malley funds to the Albuquerque area public schools, and the Mescalero Apache Tribe administers its own Johnson-O'Malley funds.

The contractual services amount is used to contract with the Navajo Tribe for the monitoring services of two individuals. These persons extensively monitor the Johnson-O'Malley programs on-site and report directly to the Department's Indian Education Unit.

Teacher-aid training programs are also contracted for at various times from different educational groups. In the summer of 1973, two workshops were held which provided six hours of college credit for 70 aide participants.

Services to School Districts

Administrative Services

Some school districts have budgeted funds for administrative services. These funds help a school district administer Johnson O'Malley programs. Efforts are made to ensure that payments are not in excess of actual time spent. Thus, an administrator whose salary is paid entirely by Johnson-O'Malley must spend 100 per cent of his time working with the Johnson-O'Malley programs.

Supportive Services to Students

These services are designed to help the Indian child participate more fully in the school program. They do this by attempting to meet the most pressing economic and social needs of the Indian children. Parental costs and supplies enable the child to have the proper equipment for school activities, attend films when admission is charged and have a reasonable supply of consumable supplies such as pencils and paper, even though his parents may

Supportive Services to Students (Continued)

not be able to afford such items. Parental costs are allocated on the basis of S11 for each eligible pupil in kindergarten through 6th grades and S17 for each eligible pupil in grades 7 through 12.

Health services are designed to take care of the health problems of Indian children which the basic school health program does not take care of. This often involves trips to the clinic and other such expenses which would usually be paid by parents.

Counseling and liaison services seek to provide communication among students, their parents and school personnel. These services also help each group to overcome problems they are experiencing in relation to the others. The primary task of liaison officers is to provide communication between the school and community.

Special transportation programs make it possible for Indian students who may live many miles from the school to participate in after-school activities. These funds are also used for field trips for Indian pupils.

More active Johnson-O'Malley advisory committees necessitate money being budgeted for these members. They are paid ten cents a mile for their travel to meetings and sometimes given mileage and per diem when attending conferences.

Instructional Services to Students

Since mastery of the English language continues to be the major difficulty that prevents the Indian child from achieving fully in school, the Johnson-O'Malley program continues to give priority to kindergarten programs and language and reading programs at all levels. Most certified personnel are special language or reading teachers. Aides are used extensively in the kindergartens and the primary grades to provide a linguistic and cultural bridge for the child.

Native arts and crafts programs and curriculum development programs are being carried on in one district with Johnson-O'Malley funding. It is hoped that these types of programs will become more widespread so that more Indian language and culture can be brought into the school programs.

Capital outlay and instructional materials are used to provide the materials and equipment necessary for the implementation of given programs.

This covers a wide variety of items from Distar materials in one district to the lease-purchasing of portable language laboratory buildings in another.

Instructional travel is budgeted to provide relevant educational experiences for teachers and aides.

Meals to Indian Students

Johnson-O'Malley pays the parental share for Indian students who are not eligible for USDA free lunches, thus, no eligible Johnson-O'Malley student is denied a free lunch under the present policy.

DISTRICT SUMMARIES – JOHNSON-O'MALLEY PROGRAMS

Bloomfield Municipal Schools

Dr. Ellis B. Scott, Superintendent

P. O. Box 157

Bloomfield, New Mexico 87413

Charlie Y. Brown, Chairman, Johnson-O'Malley Advisory Committee	
District Enrollment	2,014
Johnson-O'Malley Enrollment	676
Total Johnson-O'Malley Budget	\$93,307

Bloomfield Municipal Schools

Bloomfield's program was directed mainly toward the beginning Indian students. Three kindergarten units served 34 Indian children. An ESL program was conducted at the first grade level for Indian students with little or no English capability. A liaison officer served the school district and local Indian community. He encouraged better attendance and helped promote understanding between the school and Indian community. A transportation program helped Indian students participate in after-school activities. Supportive services to Johnson-O'Malley students were available through parental costs, instructional supplies and supplementary health services.

DISTRICT SUMMARIES (Continued)

Central Consolidated Schools
R. E. Karlin, Superintendent
Box 148
Kirtland, New Mexico 87417

Philip Yazzie, Chairman, Johnson-O'Malley Advisory Committee
 District Enrollment 4,683
 Johnson-O'Malley Enrollment 4,254
 Total Johnson-O'Malley Budget \$407,444

Central Consolidated Schools

Miss Rosaleen Raymond, a Navajo, was hired by the Central district to direct the Johnson-O'Malley program. She has worked hard to provide for community involvement, program accountability and technical assistance in the Johnson-O'Malley program. Two full-time secretaries were hired to assure the necessary services for the Johnson-O'Malley program. A reading program using Distar materials was carried on at the Newcomb School. Additional programs of this type will be implemented in the following schools in 1973-74: Naschitti, Mid High, Mesa, Ruth N. Bond, Valley and Grace B. Wilson.

Three liaison officers were hired to encourage better school attendance and foster better community-school relations. This program will be continued in 1973-74.

To provide for the preservation of the native Navajo arts and crafts, a program was carried on in Shiprock High School and Central Junior High School. Naschitti and Newcomb will also have programs in 1973-74. Native craftsmen will be employed on an hourly basis to provide the expertise.

Four kindergarten units were funded by Johnson-O'Malley during the 1972-73. For 1973-74, the school district will fund their own kindergarten programs.

A transportation program provided transportation for eligible students who wished to participate in after-school activities. This program will be continued in 1973-74.

A great deal of new equipment was purchased during 1972-73, including band instruments, four Hoffman Laboratory Units and two Fleetwood language laboratories. The instruments will allow Indian students to

participate in the band program, and the laboratories will form the basis of a supplemental language and reading development program for Indian students.

Supportive services for Indian students were provided in the form of parental costs, instructional supplies and health services.

Two summer programs were implemented. An American Indian history unit was developed by a Navajo history teacher. This unit will be used by the four American history teachers in the district. Also, bilingual materials were developed to aid the Navajo student in transferring his Navajo language abilities to English. Materials developed will be used primarily in conjunction with the Fleetwood language laboratories. Much more will be done with this throughout the school year.

Cuba Independent Schools
Melvin Cordova, Superintendent
P. O. Box 68
Cuba, New Mexico 87013

Daniel Tso, Chairman, Johnson-O'Malley Advisory Committee
 District Enrollment 1,041
 Johnson-O'Malley Enrollment 566
 Total Johnson-O'Malley Budget \$117,617

Cuba Independent Schools

Three Johnson-O'Malley kindergartens in Cuba were very successful. The school district has noticed substantial gains in English language ability among the Indian students who participated in this program. For the coming year, long distances to and from the Cuba facility have made it expedient to move kindergartens to the children. Thus, in 1973-74, there will be two kindergarten facilities in the Indian community of Torreon. If large numbers of Johnson-O'Malley kindergarten children attend the facility in Cuba, another kindergarten will be located there. The oral language program of the Southwestern Cooperative Educational Laboratory was taught for primary Indian students, once again stressing mastery of the English language. Also, in the area of language arts, an enrichment reading program was conducted for Johnson-O'Malley high school students who have difficulties in reading.

DISTRICT SUMMARIES (Continued)

Three liaison officers served the area to foster better communication between school and community.

Parental costs, health supplies and services, instructional supplies and special transportation were utilized as needed by the Indian students.

Plans have been made to continue most of the existing programs for 1973-74.

Farmington Municipal Schools
Dr. S. J. Alioto, Superintendent
P. O. Box 660
Farmington, New Mexico 87401

Herbert Tsosie, Chairman, Johnson-O'Malley Advisory Committee	6,868
District Enrollment	521
Johnson-O'Malley Enrollment	\$58,147
Total Johnson-O'Malley Budget	

Farmington Municipal Schools

Most of the budgeted program in Farmington was not implemented during the 1972-73 school year; however, everything indicates that this will not be the case in 1973-74. A liaison officer was hired and accomplished his objective commendably. An inservice training program was carried out where teachers and principals visited various other schools concerned with bilingual children. Also, 12 teachers completed an oral language program workshop presented by the Southwestern Cooperative Educational Laboratories. This program will be started in September, 1973. Eighty-five children from preschool to sixth grade took part in a summer oral language program.

Gallup-McKinley County Schools
A. C. Woodburn, Superintendent
P. O. Box 1318
Gallup, New Mexico 87301

No Chairman elected for Johnson-O'Malley Advisory Committee	12,149
District Enrollment	8,065
Johnson-O'Malley Enrollment	\$1,022,871
Total Johnson-O'Malley Budget	

Gallup-McKinley County Schools

The Gallup-McKinley County schools' Johnson-O'Malley enrollment comprises more than half of the state-administered Johnson-O'Malley enrollment. They also have more than half of the state-administered Johnson-O'Malley funds budgeted in their school district.

There were 373 kindergarten pupils enrolled in 15 kindergarten units under the Johnson-O'Malley program in 1972-73. In 1973-74, plans have been made for 16 kindergarten units. More than 350 high school students took part in seven Communication Skills System laboratories. From all reports, this is one of the very successful Johnson-O'Malley programs in the state. An ESL program was developed and maintained in the schools with large numbers of Indian pupils. This took the form of continuous inservice training for classroom teachers. Both of these programs will be continued and expanded in 1973-74.

Five liaison officers served the Gallup-McKinley schools in 1972-73. This program was forbidden by the Natonabah court decision for 1973-74.

Twenty health aides, 48 instructional aides, seven reading clinic aides and four counselor aides were employed to help teachers and other professional staff carry out their duties more effectively. The aide program will be expanded in 1973-74. It should be noted that the Gallup-McKinley School District is a leader in the area of providing good working conditions for teacher aides. They have a progressive salary schedule that many other school districts would do well to emulate.

Funds were allotted to each school in the district according to how many Johnson-O'Malley students were enrolled to provide additional activity trips above that normally provided by the district. More than 3,500 children, K-6, participated in these trips. This program is also to be expanded in 1973-74.

Funds were used for providing Johnson-O'Malley children with transportation to clinics and delivering pupils to their homes after participating in extra-curricular activities.

Parental cost instructional supplies were available to all Johnson-O'Malley students as needed. The Advisory and Assessment Committee determined the priorities from the state-prepared guidelines concerning parental costs.

DISTRICT SUMMARIES (Continued)

Jemez Mountain Independent Schools
Glen Ellison, Superintendent
P. O. Box 121
Gallina, New Mexico 87017

Charlie Yazzie, Chairman, Johnson-O'Malley Advisory Committee
 District Enrollment 667
 Johnson-O'Malley Enrollment 84
 Total Johnson-O'Malley Budget \$20,835

Jemez Mountain Independent Schools

The Lybrook school is the only one in the Jemez Mountain district that receives Johnson-O'Malley funds. In 1972-73, more than half the funds were used to provide a kindergarten. This program will not be continued under Johnson-O'Malley in 1973-74. A liaison officer was hired for the school. Parental costs and other supportive services were available. The 1973-74 program has been completely revamped and promises to be more successful.

Magdalena Municipal Schools
Ray Smith, Superintendent
P. O. Box 24
Magdalena, New Mexico 87825

Denny Y. Apachito, Chairman, Johnson-O'Malley Advisory Committee
 District Enrollment 627
 Johnson-O'Malley Enrollment 358
 Total Johnson-O'Malley Budget \$62,071

Magdalena Municipal Schools

More than half of the Magdalena Public schools enrollment is Indian. The language arts and liaison services were high priorities as a result. One liaison officer and a half-time counselor were hired. A Hoffman Language

Laboratory and a remedial math teacher were funded. Six aides were hired to work with teachers for the purpose of providing more communication between students and teacher. Parental costs and instructional supplies were available as needed for the Johnson-O'Malley students.

A summer program consisted of a van traveling through the Alamo Reservation offering an enrichment program and providing a link between the school and community.

Truth or Consequences Municipal Schools
Basil F. Burks, Superintendent
Box 952
Truth or Consequences, New Mexico 87901

No Chairman elected for Johnson-O'Malley Advisory Committee
 District Enrollment 1,457
 Johnson-O'Malley Enrollment 6
 Total Johnson-O'Malley Budget \$1,500

Truth or Consequences Municipal Schools

There are Indian children enrolled in the Carrie Tingley Crippled Children's Hospital. As most of these children are from the Navajo area, the State Department of Education allocates a small amount to the Truth or Consequences public schools. These funds are used primarily for supportive services and supplies for the eligible children. Enrollment varies because the children return to their homes as soon as they are able to do so.

This program is being continued in 1973-74.

IV. COURT CASE INVOLVING JOHNSON-O'MALLEY

Natonabah Case Synopsis
C. Emery Cuddy
General Counsel
State Department of Education

During the 1972-73 school year, the state of New Mexico and the Gallup-McKinley school district were defendants in a law suit which has very

COURT CASE INVOLVING JOHNSON-O'MALLEY (Continued)

great significance for the administration of Johnson-O'Malley funds throughout the nation. Among other claims, it was contended that Johnson O'Malley funds had been misused. In New Mexico, the state guarantees a basic education program to all students, including Indians, and thus Johnson O'Malley funds must only be expended to supplement the basic program with special programs which are designed to meet the special needs of Indian students. Thus, Johnson-O'Malley funds are categorical and restricted. It was claimed, however, that the Johnson-O'Malley monies had been diverted to supply basic support programs, constituting illegal supplanting.

Although the court dismissed all claims against the State defendants (as well as the federal defendants, HEW and the Department of Interior), the local district was held to have misused Johnson-O'Malley funds. The measure of whether supplanting has occurred, said the court, is what services are normally and ordinarily furnished to all students in the district or to all students in the state. Under this test, the court found that the use of Johnson O'Malley funds to pay for nurses was supplanting, since the State Minimum Standards with regard to nurse-pupil ratio would not have been met without the use of Johnson-O'Malley nurses. Attendance services were also held to be part of basic program and paying for such services from Johnson O'Malley funds constituted supplanting. The same was true for the provision of counselors.

The court noted that Johnson-O'Malley programs could properly expend funds for administrative costs, but such expenditures must be justified. In the situation in question, however, the court found that an excessive percentage of administrative costs had been charged to Johnson O'Malley.

The court also noted that in certain cases, unexpended Johnson-O'Malley funds were not credited against the next year's entitlement. Also, there was comingling of Johnson-O'Malley funds with operational funds, a practice which is improper for categorical funds such as Johnson-O'Malley and which makes accounting for such funds very difficult. Finally, the court held that it was improper for Johnson-O'Malley funds to be included in Title I ESEA Comparability reports. This position reflects the court's decision that Johnson-O'Malley funds are not operational basic support monies, but rather are categorical funds, at least in the New Mexico situation. Although this case involved many other elements, it is those discussed above which affect Johnson-O'Malley programs, not only in New Mexico, but nationwide.

V. ANNUAL REPORT ON PUBLIC SCHOOL CONTRACT

STATE: New Mexico SCHOOL YEAR: 1972-73

Reconciliation of receipts and expenditures.

- (1) State cash credit July 1, 1972 \$ 139,655.86
- (2) Received from the Bureau of Indian Affairs .. \$ 1,781,698.05
- (3) Total credits \$ 1,921,353.91
- (4) Total expenditures \$ 1,823,253.81
- (5) Carry-over to succeeding school year..... \$ 98,100.10

TOTAL EXPENDITURES ITEMIZED

- Administration..... \$ 179,722.25
- Includes:
- Teacher Aide Workshops (2) \$ 54,370.50
 - JOM Program analysts (2) \$ 28,615.00
 - School Lunches \$ 60,925.95
 - Parental Costs \$ 132,865.88
 - Kindergartens..... \$ 400,800.74
 - Special Programs \$ 1,098,938.99

ANNUAL REPORT ON PUBLIC SCHOOL CONTRACT

STATE: New Mexico SCHOOL YEAR: 1972-73
 DISTRICT: Bloomfield Municipal Schools
 SCHOOL: _____

FINANCIAL:

Instruction \$ 33,476.50
 Special transportation \$ 8,981.71
 Lunches \$ 7,499.24
 Pre-school programs \$ 42,213.43
 Remedial programs \$ _____
 Other special services \$ 5,452.91
 TOTAL EXPENDITURES \$ 97,623.79

ANNUAL REPORT ON PUBLIC SCHOOL CONTRACT

STATE: New Mexico SCHOOL YEAR: 1972-73
 DISTRICT: Central Consolidated Schools
 SCHOOL: _____

FINANCIAL:

Instruction \$ 152,424.80
 Special transportation \$ _____
 Lunches \$ 3,636.70
 Pre-school programs \$ 60,716.36
 Remedial programs \$ _____
 Other special services \$ 104,398.11
 TOTAL EXPENDITURES \$ 321,175.97

ANNUAL REPORT ON PUBLIC SCHOOL CONTRACT

STATE: New Mexico SCHOOL YEAR: 1972-73
 DISTRICT: Cuba Independent Schools
 SCHOOL: _____

FINANCIAL:

Instruction \$ 43,693.13
 Special transportation \$ 1,719.73
 Lunches \$ _____
 Pre-school programs \$ 32,431.92
 Remedial programs \$ _____
 Other special services \$ 7,630.04
 TOTAL EXPENDITURES \$ 85,474.82

ANNUAL REPORT ON PUBLIC SCHOOL CONTRACT

STATE: New Mexico SCHOOL YEAR: 1972-73
 DISTRICT: Farmington Municipal Schools
 SCHOOL: _____

FINANCIAL:

Instruction \$ 15,243.75
 Special transportation \$ _____
 Lunches \$ 2,734.80
 Pre-school programs \$ 9,309.89
 Remedial programs \$ _____
 Other special services \$ 2,477.70
 TOTAL EXPENDITURES \$ 29,766.14

ANNUAL REPORT ON PUBLIC SCHOOL CONTRACT

STATE: New Mexico SCHOOL YEAR: 1972-73
 DISTRICT: Gallup-McKinley County Schools
 SCHOOL: _____

FINANCIAL:

Instruction \$ 714,483.72
 Special transportation \$ _____
 Lunches \$ 45,622.61
 Pre-school programs \$ 242,315.85
 Remedial programs \$ _____
 Other special services \$ 78,376.34
 TOTAL EXPENDITURES \$ 1,080,798.52

ANNUAL REPORT ON PUBLIC SCHOOL CONTRACT

STATE: New Mexico SCHOOL YEAR: 1972-73
 DISTRICT: Magdalena Municipal Schools
 SCHOOL: _____

FINANCIAL:

Instruction \$ 48,658.18
 Special transportation \$ _____
 Lunches \$ _____
 Pre-school programs \$ 3,055.99
 Remedial programs \$ _____
 Other special services \$ 4,091.27
 TOTAL EXPENDITURES \$ 55,805.44

ANNUAL REPORT ON PUBLIC SCHOOL CONTRACT

STATE: New Mexico SCHOOL YEAR: 1972-73
 DISTRICT: Jemez Mountain Independent Schools
 SCHOOL: _____

FINANCIAL:

Instruction \$ 8,921.67
 Special transportation \$ _____
 Lunches \$ 1,432.60
 Pre-school programs \$ 10,757.30
 Remedial programs \$ _____
 Other special services \$ 275.31
 TOTAL EXPENDITURES \$ 21,386.88

ANNUAL REPORT ON PUBLIC SCHOOL CONTRACT

STATE: New Mexico SCHOOL YEAR: 1972-73
 DISTRICT: Truth or Consequences Municipal Schools
 SCHOOL: Carrie Tingley Crippled Children's Hospital

FINANCIAL:

Instruction \$ 1,500.00
 Special transportation \$ _____
 Lunches \$ _____
 Pre-school programs \$ _____
 Remedial programs \$ _____
 Other special services \$ _____
 TOTAL EXPENDITURES \$ 1,500.00

VI. STATE SUMMARY REPORT

STATE ADMINISTERED JOHNSON-O'MALLEY ENROLLMENT DATA

1972 - 1973

Indian Student Enrollment Data*

Grades - Elementary, K-8	
Enrolled	11,997
Compiled	11,037
Dropouts and Transfers	950
Grades - Secondary, 9-12	
Enrolled	3,444
Compiled	2,745
Dropouts and Transfers	699
Grades K-12, Grand Total	
Enrolled	15,441
Compiled	13,782
Dropouts and Transfers	1,649

* All the above statistics are derived from the reports which follow, which were submitted by authorized personnel in the school districts.

DISTRICT SUMMARY REPORT

BLOOMFIELD

District - School Year 1972-73
Enrollment - Graduates - Dropouts

School Board Members: Total _____
Indian _____

Enrollment: (All Students) (Indian Students)

District Elem. 1456 Indian 513

No. of 8th grade Indian graduates 52

District H. S. 584 Indian 179

No. of 12th grade Indian graduates 20

Grade	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19 +	Indian Enrollment	Transfers	DROPOUTS	Total Compl	Total Enrollment
K-3		34															34	4		30	76
1			87	3													90	3		87	195
2				64	2												66	2		64	156
3					45	9											54	6		48	150
4						46	7										53	4		49	147
5							57	4									61	4		57	182
6								38	8								46	3		43	187
7									13	24	16						53	3	2	48	177
8										13	21	16	4	2			56	2	2	52	186
Total Elem.	34	87	67	67	47	55	64	42	21	37	37	16	4	2			513	31	4	478	1,456
9											8	27	18	2	3		61		10	51	171
10																	60	4	11	45	172
11											(NOT AVAILABLE)						34	3	8	23	123
12																	24		3	21	118
Total Sec.																	179	7	32	140	584

DISTRICT SUMMARY REPORT

CENTRAL CONSOLIDATED DISTRICT NO. 22

District – School Year 1972–73
Enrollment – Graduates – Dropouts

School Board Members: Total _____
Indian _____

Enrollment: (All Students) (Indian Students)
District Elem. 4,160 Indian 3,399

District H. S. 1,364 Indian 1,075

No. of 8th grade Indian graduates 329
No. of 12th grade Indian graduates 136

Grade	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19 +	Indian Enrollment	Transfers	DROPOUTS	Total Compl.	Total Enrollment
Kg.		334	20	4													358	38	27	293	407
1			369	65	12												446	42	24	380	510
2				276	112	44	7										439	21	21	397	511
3				4	179	160	70	10									423	10	25	388	490
4					1	42	94	61	77	1							276	8	17	251	451
5							187	62	97	14	3	1					364	6	23	335	455
6								89	107	103	61	12	3	1			376	3	3	370	454
7									27	129	163	45	16				380	3	3	374	452
8										26	142	125	37	7			337	4	4	329	430
Total Elem.		334	389	349	304	246	358	222	308	273	369	183	56	8			3,399	135	147	3,117	4,160
9										8	100	156	86	34	7	1	392	29	78	285	449
10											1	71	97	54	21	5	257	17	52	188	374
11												12	54	125	45	13	249	16	47	186	312
12													2	77	61	37	177	17	24	136	229
Total Sec.										8	109	239	239	290	134	56	1,075	79	201	795	1,364

DISTRICT SUMMARY REPORT

CUBA INDEPENDENT SCHOOLS

District -- School Year 1972-73

Enrollment -- Graduates -- Dropouts

School Board Members: Total 5

Indian 1

Enrollment: (All Students) (Indian Students)

District Elem. 836 Indian 483

No. of 8th grade Indian graduates 49

District H. S. 280 Indian 135

No. of 12th grade Indian graduates 15

Grade	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19 +	Indian Enrollment	Transfers	DROPOUTS	Total Compl	Total Enrollment
Kg.	13	11	3	7	1												35	1		34	77
1	4	7	19	10	4	4											52	7	1	44	90
2			2	7	16	8	6										39	1		38	73
3				9	1	10	10	6	4	18							58	3	2	53	87
4					2	6	10	15	9	4							46	1	3	42	80
5						1	15	19	14	7	1						57	2	2	53	101
6								6	23	29	13	4	6	2			83	3	12	68	141
7									5	17	20	9	4				55		14	41	88
8										12	22	15	7	1	1		58	2	7	49	99
Total Elem.	17	18	24	33	24	29	45	40	33	57	59	55	28	17	3	1	483	20	41	422	135
9												4	30	16	4	4	58	2	5	51	99
10												1	13	12	4	4	30	3	4	23	80
11														8	10	12	30		5	25	42
12															2	15	17	1	1	15	59
Total Sec.												4	31	37	28	35	135	6	15	114	280

DISTRICT SUMMARY REPORT

FARMINGTON MUNICIPAL SCHOOL DISTRICT NO. 5

District - School Year 1972-73
Enrollment - Graduates - Dropouts

School Board Members: Total 5
Indian 1

Enrollment: (All Students) (Indian Students)

District E.m. 4,630 Indian 423

No. of 8th grade Indian graduates 34

District H. S. 2,158 Indian 117

No. of 12th grade Indian graduates 23

Grade	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19 +	Indian Enrollment	Transfers	DROPOUTS	Total Compl.	Total Enrollment
Kg.													1		1		26	(NOT AVAILABLE)	0	26	82
1			1	2	6	2	1	5	3								76		0	76	565
2			1	14	39	16	1										71		0	71	524
3					2	16	13	2									33		0	33	507
4						6	21	20	3								50		0	50	558
5						1	5	21	21								48		0	48	554
6								7	12	18							37		0	37	619
7									8	17	18	5					48		0	48	642
8									9	18	5	5	1	1			34		0	34	579
Total Elem.			38	49	54	41	41	55	48	47	36	10	2	1	1		423		0	423	4630
9											7	24	9	3			43		1	42	575
10												3	4	11	3	1	22		4	18	546
11												2	5	13	5	3	28		5	23	493
12													6	14	4		24		1	23	488
Total Sec.											7	29	18	33	22	8	117		11	106	2158

DISTRICT SUMMARY REPORT

GALLUP-MCKINLEY COUNTY SCHOOLS

District -- School Year 1972-73

Enrollment -- Graduates -- Dropouts

School Board Members: Total 5

Indian 3

Enrollment: (All Students) (Indian Students)

District Elem. 9,619 Indian 6,817

District H. S. 3,389 Indian 1,881

No. of 8th grade Indian graduates 519

No. of 12th grade Indian graduates 291

Grade	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19 +	Indian Enrollment	Transfers	DROPOUTS	Total Compl	Total Enrollment
Kg.		464	129	3													601	45	17	539	811
1		9	552	242	55	13	1	1		1							874	50	20	804	1,121
2			8	416	289	96	46	7	2								864	45	20	799	1,139
3				11	407	259	99	18	6	1							801	23	16	762	1,123
4				1	4	412	252	131	24	4	1						829	43	21	765	1,116
5					3	29	326	254	134	40	8	1					795	26	13	756	1,168
6					1		7	244	354	149	55	9	1				820	40	31	749	1,158
7								2	71	248	226	62	20	3	1		633	40	45	548	999
8									2	58	231	211	75	19	3	1	600	42	39	519	984
Total Elem.	5	473	689	673	759	809	731	657	593	501	521	283	96	22	4	1	6,817	354	212	6,241	9,619
9										8	83	228	178	65	12	3	577	39	44	494	942
10											1	69	257	161	44	5	538	40	67	431	969
11												1	39	168	143	54	405	27	51	327	739
12													1	66	126	168	361	26	41	292	739
Total Sec.										8	84	298	475	460	325	231	1,881	134	203	1,544	3,389

DISTRICT SUMMARY REPORT

JEMEZ MOUNTAIN SCHOOL DISTRICT NO. 53

District - School Year 1972-73
Enrollment - Graduates - Dropouts

School Board Members: Total 5
 Indian 0

Enrollment: (All Students) (Indian Students)
 District Elem. 448 Indian 77

No. of 8th grade Indian graduates 0

District H. S. 166 Indian 1

No. of 12th grade Indian graduates 0

Grade	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19 +	Indian Enrollment	Transfers	DROPOUTS	Total Compl.	Total Enrollment
Kg.		5															5			5	
1			15	5													20			20	
2				4	10												14			14	
3					3	10											13			13	
4						1	8										9			9	
5							2	7									9			9	
6								1	6								7			7	
7																					
8																					
Total Elem.		5	15	9	13	11	10	8	6								77	0	0	77	
9																					
10																					
11										1							1			1	
12																					
Total Sec.										1							1	0	0	1	

(NOT AVAILABLE)

DISTRICT SUMMARY REPORT

MAGDALENA MUNICIPAL SCHOOL

District - School Year 1972-73
Enrollment - Graduates - Dropouts

School Board Members: Total 5
Indian 1

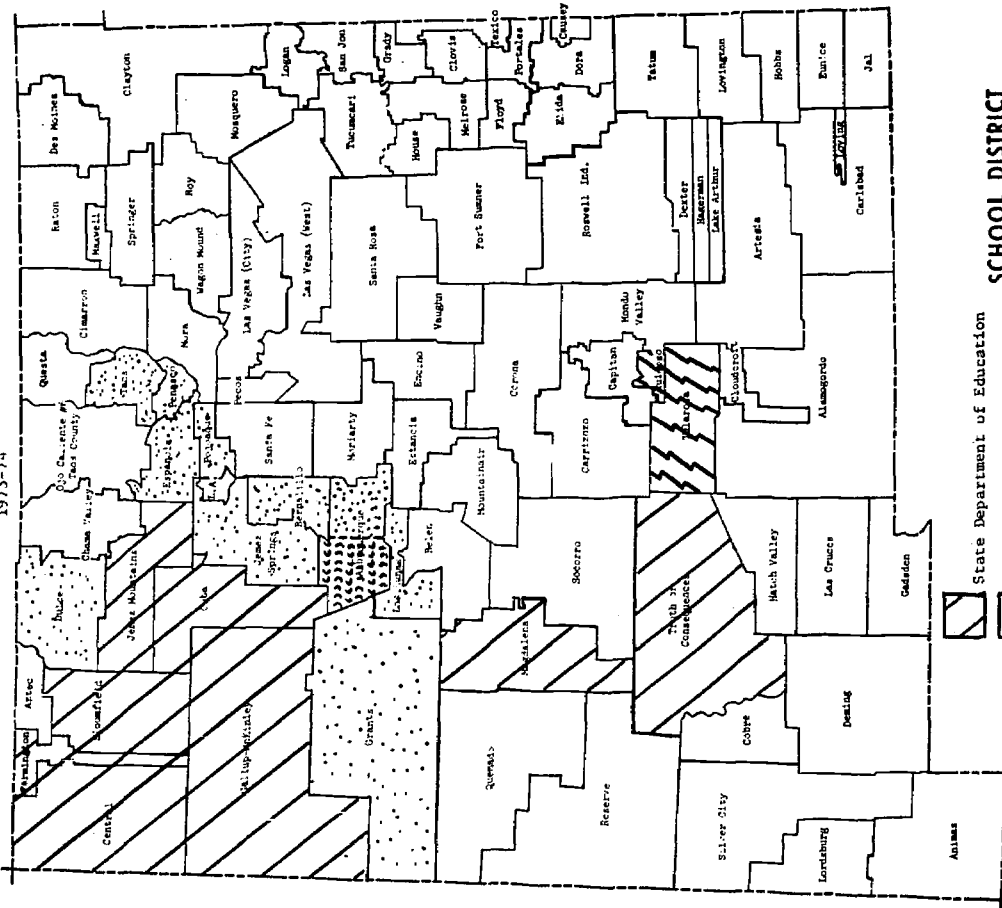
Enrollment: (All Students) (Indian Students)
District Elem. 480 Indian 285
District H. S. 150 Indian 56

No. of 8th grade Indian graduates 21
No. of 12th grade Indian graduates 12





Grade	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19 +	Indian Enrollment	Transfers	DROPOUTS	Total Compl	Total Enrollment
K-3		4			1	2	1	1	3	2	3	2	1				20			18	49
1			35	25	9	3											72			72	90
2				3	14	5	1										23			23	44
3					5	17	11	2	1								36			36	53
4						4	17	11	1								33			33	53
5							2	15	6	4	1						28			28	48
6								2	9	9	1						21		1	20	42
7									2	12	12	2	1				29			29	55
8										2	11	6	3	1			23	1	2	20	46
Total Elem.	4	35	28	29	31	32	31	22	29	28	10	5	1				285	1	5	279	480
9										2	4	10	4				20		4	16	42
10										1	5	5	5				11	1	3	8	40
11											1	7	3	2			13	1	12	12	35
12														1	4	7	12	1	1	10	33
Total Sec.										2	5	16	17	7	9		56	3	8	45	150



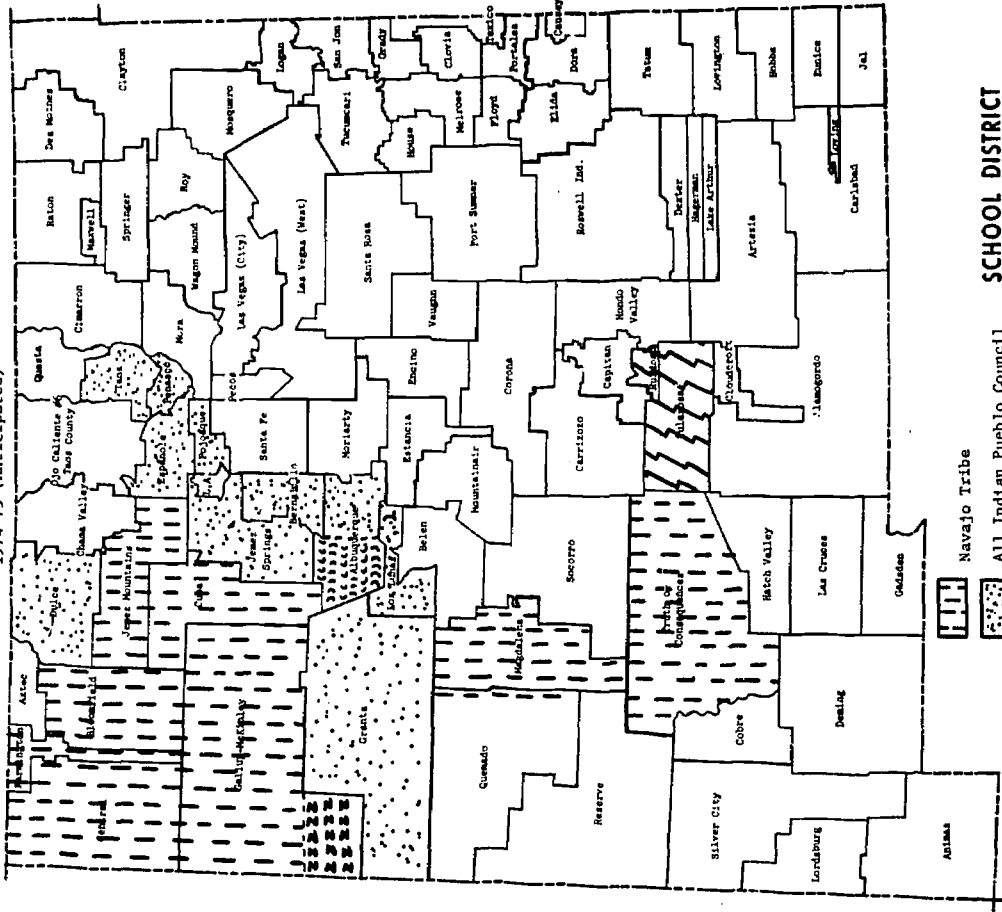
NEW MEXICO
JOHNSON O'VALLEY ADMINISTRATIVE AREAS
1973-74








**SCHOOL DISTRICT
MAP OF
NEW MEXICO**

-  State Department of Education
-  All Indian Pueblo Council
-  Mescalero Apache Tribe
-  Canonicito Chapter

NEW MEXICO
JOHNSON O'VALLEY ADMINISTRATIVE AREAS
1974-75 (Anticipated)



**SCHOOL DISTRICT
MAP OF
NEW MEXICO**

-  Navajo Tribe
-  All Indian Pueblo Council
-  Mescalero Apache Tribe
-  Canonicito Chapter
-  Zuni Tribe

JOHNSON-O'MALLEY CONTRACT

1973 - 1974

State Administration	\$ 100,000
Office Administration	\$ 48,600
Contractual Services	51,400
Services to School Districts	1,791,216
Administrative Services	61,230
Supportive Services	508,292
(Parental Costs - \$198,791)	
Instructional Services	1,221,694
(Kindergartens - \$357,499)	
Meals to Indian Students	116,541

TOTAL \$ 2,007,757

VII. FUTURE PLANS 1973-74, 1974-75

In New Mexico, there is a definite trend toward the administration of Johnson-O'Malley funds being taken over by the various Indian groups involved. During the 1972-73 school year, the All Indian Pueblo Council administered Johnson-O'Malley programs in public schools in areas under the jurisdiction of the Albuquerque Area Office of the Bureau of Indian Affairs, while the State Department of Education continued to administer Johnson-O'Malley programs in areas under the Navajo Area Office.

Toward the end of the 1972-73 fiscal year, efforts were made to transfer the Johnson-O'Malley contract for the Navajo Area from the State Department of Education to the Navajo Tribe. However, these efforts were apparently undertaken at too late a date as the Navajo Area Office failed to cooperate with these efforts. Elsewhere in the state, the Mescalero Apache Tribe and the Canoncito Chapter House worked out Johnson-O'Malley contracts with the Albuquerque Area Office for administration of their respective Johnson-O'Malley funds for 1973-74.

State Superintendent Leonard J. De Layo has taken the position that efforts of Indian Tribal groups to administer their own Johnson-O'Malley programs will be encouraged and cooperated with in every way possible. Both the Navajo and the Zuni Tribes have indicated their desire to contract Johnson-O'Malley funds for 1974-75. Designated State Department officials are working closely with representatives of these two tribes to make certain that all possible contingencies are resolved and that the Johnson-O'Malley contract will be smoothly transferred for the 1974-75 fiscal year.

With the cooperation of all concerned, these plans will be implemented.

**NEW MEXICO STATE PLAN FOR THE
ADMINISTRATION AND PROGRAMMING OF
JOHNSON-O'MALLEY FUNDS**

1973 - 1974

PURPOSE:

This plan is intended as a guide for the administration and programming of Johnson-O'Malley contract funds received by the State of New Mexico through annual contracts with the government of the United States, Department of the Interior. Said funds are to be used to meet the special and unique needs of eligible Indian children in the public schools of New Mexico. In no case are these funds to be used as general operational funds by participating school districts or to meet minimum standards as prescribed by the State Board of Education. Johnson-O'Malley funds shall be used to supplement resources supplied from local, state or other federal sources.

AUTHORITY:

This plan is based on the authority and intent of the Johnson-O'Malley Act (April 1934, C. 146, No. 1, 48 Stat. 596 and amendment thereto June 1935, C. 490, 49 Stat. 1458).

POLICY:

This program of federal aid (Johnson-O'Malley funds) to seven school districts in the State of New Mexico is based upon the following policy considerations:

1. Operating criteria in Volume 6, Part 2, Chapter 3, Bureau of Indian Affairs Manual.
2. State laws and constitutional requirements governing the operation of schools and educational programs in the state of New Mexico.
3. The philosophy that Indian children will receive all other benefits of local, state and federal resources for education that are afforded other children in the public schools of the state. Johnson-O'Malley funds are

to be used to meet the special and unique needs of eligible Indian children. The special and unique needs will be as identified and agreed upon by the Johnson-O'Malley Advisory and Assessment Committee and local and state educational authorities.

4. A continuous monitoring program by the State Department of Education will be conducted. This program will assess the educational needs of Indian students and the appropriateness of on-going programs. It will be carried on with the cooperation, understanding and participation of Indian students, Indian parents and Indian leaders.

SPECIFICATIONS:

1. **Method and Extent of Johnson-O'Malley Budgeting Process**

The funds provided under the annual Johnson-O'Malley contract for the state of New Mexico shall be based on the special educational needs of eligible students, and the financial needs of eligible school districts.

In justifying Johnson-O'Malley funds, school districts enrolling eligible students will be considered after all local, state and other federal sources have been utilized to meet the basic needs of these students.

Each participating school district shall be responsible for submitting a budget estimate two (2) years in advance, using established guidelines and a review of on-going programs. Consultation with and approval of the Johnson-O'Malley Advisory and Assessment committee and approval by the local board of education will be a necessary part of the budgeting process.

In the event that a school district is unable to utilize budgeted funds, the SDE, with the concurrence of the school district, may reallocate funds to other areas where needs exist. The school district will always be given plenty of time to transfer unused funds within its own Johnson-O'Malley budget.

Programs which do not meet the requirements of the State Plan may be cancelled by the designated state authorities after consultation with the school district. School districts will be given the chance to revise these programs before this course of action is taken.

11. Eligibility

A. School Districts

A school district is eligible to apply for assistance under the Johnson-O'Malley program if the following conditions are met:

1. Eligible Indian students are enrolled in the school district.
2. Educational opportunities and programs are provided Indian students on a basis equal to all other students enrolled in the school.
3. The school district's tax levy is at a rate not less than the average for all similar type school districts in the state.
4. The local school system is willing to identify, recognize and make provisions to meet the special needs of all eligible Indian students.
5. The local board of education and the local school staff will consult and plan with the Johnson-O'Malley Advisory and Assessment Committee and other concerned Indian parents.
6. Accountability for resources provided and for student progress shall be established.

B. Students

Students to be considered for eligibility under the Johnson-O'Malley program in New Mexico include only those who:

1. Can furnish evidence that they are one-fourth or more degree Indian blood, recognized as members of Indian tribes or pueblos of New Mexico.
2. Have parents or guardians that reside on or near Indian reservations or pueblos under the jurisdiction of the Navajo Area Office of the Bureau of Indian Affairs.

III. Special Food Services and Special Milk Funds

Johnson-O'Malley funds may provide reimbursement to the school district for the share of the cost of free or reduced price lunches and milk served eligible Indian children for which the district is not reimbursed from other sources. Eligibility for free or reduced price lunches and milk will be determined by the school districts with the cooperation and consent of Indian authorities.

School districts receiving Johnson-O'Malley funds for lunches and milk shall file a complete statement with the state Director of Indian Education, and the Director of School Food Services, showing the basis for determination of eligibility.

In those cases where eligibility is in question or where eligibility cannot properly be determined, the State Superintendent of Public Instruction will serve as a final review and certifying agent. No eligible Johnson-O'Malley student shall be denied school lunch while this policy is in effect.

IV. Special Programs

A. School districts may apply for funds to carry on programs especially designed to meet the educational needs of Indian students. The priority of needs shall be as decided upon by the local school district, in consultation with the local Johnson O'Malley Advisory and Assessment Committee and state officials.

B. School districts may apply for funds to provide transportation, fees, school supplies and other special services that are needed by Indian students to function effectively in the school situation in those cases where the services cannot be supplied from other sources.

V. School to People Relationships

State and Local Advisory and Assessment Committees

A. Each school district participating in the Johnson O'Malley program shall establish an Advisory and Assessment Committee for Indian Education. This committee will be composed of members elected by local governing groups, Chapter houses, wherever applicable, and confirmed by the local boards of education.

State and Local Advisory and Assessment Committees (Continued)

The functions of the committee will be to review the local plan and budget for Indian education, assess the progress and affect of programs for Indian students, interpret the results of the program to the community and to carry out other functions relating to Indian education as agreed on by the committee and approved by the State Advisory and Assessment Committee.

- B. The State Advisory and Assessment Committee shall consist of three members or officers of the local Advisory and Assessment Committee to represent the community at the state level to review possible changes in the administration of Johnson-O'Malley funds.

VI. Training and Education for Staff and Community

The State Department of Education, in cooperation with the seven school districts, shall emphasize the following training programs for Indian and non-Indian personnel who are involved with Indian students.

A. Pre-Service Education

The State Department of Education, with assistance from local school systems and the Indian community, will cooperate with teacher training institutions in New Mexico to prepare units of study aimed at helping those who plan to become teachers or who plan to work in school systems, to become familiar with and to appreciate Indian languages, Indian cultural systems and the socio-economic system of Indians of the Southwest.

B. Staff Orientation

The State Department of Education shall conduct or sponsor staff orientation and training programs to assist staff members in acquiring greater respect for and understanding of the Indian students and the Indian community. These programs shall be conducted in cooperation with and as a supplement to the school district's regular orientation programs when and where this assistance is sought.

C. Inservice Education

Provisions shall be made for continuous inservice education programs for staff members involved with Indian students, particularly Indian teacher aides who wish to become teachers.

D. Community and Parent Education Programs

Programs shall be developed to assist the Johnson-O'Malley Advisory Committee and other community people understand and participate in the programs and activities of the school system.

VII. Records and Reports

A. State Level Indian Education Unit

The Indian Education Unit shall prepare annual reports. The reports will consist of a statistical section and a narrative section.

The statistical section shall consist of an analysis and justification of expended funds by each school district, as well as an analysis and justification for statewide administration and operation expenditure. A summary of school enrollment, both Johnson-O'Malley and non-Indian, shall be included. Grade level studies, transfer and dropout data and pupil progress reports shall be included in the statistical section of the annual report.

The narrative section should include evidence and examples of outstanding student achievements, specific problems encountered, special programs and special services which have been developed, examples and results of parental and community involvement and a summary of recommendations for program improvement.

The annual state reports on Indian education are due on or before October 15 of each year.

B. Local School District Reports

Each local school district shall prepare an annual report on the Johnson-O'Malley program. The report shall be on forms and contain information designated by the State Department of Education. Reports from local school districts shall be due at the State Department of Education on designated dates.

The reports on Indian education prepared by the New Mexico State Department of Education shall be distributed to all school districts receiving Johnson-O'Malley funds and to tribal authorities.

VIII. Budget and Contract Procedures

Following consultation with school officials and local community representatives, the New Mexico State Department of Education will submit an annual estimated budget showing the needs and justification for funds for each participating school district. The budget will also include state administrative costs.

IX. Unused Funds

Utilization of unused funds at the end of a fiscal year will be determined by mutual agreement of the contracting parties and criteria for use of said funds will appear in the body of the annual contract.

X. Changes and Amendments to the State Plan for Indian Education

This plan may be changed or amended by mutual consent of all agencies or contracting groups involved. Amendments or changes shall be in writing and shall bear the signatures of the designated representatives of all contracting groups.

XI. Review and Update

This plan shall be reviewed annually and brought up to date to reflect changing conditions and changes in contract provisions.