

DOCUMENT RESUME

ED 108 771

RC 008 573

TITLE The Year Behind Us, 1975--The Year Ahead, 1976.
 INSTITUTION Bureau of Indian Affairs (Dept. of Interior),
 Albuquerque, N. Mex.
 PUB DATE Jun 75
 NOTE 54p.

EDRS PRICE MF-\$0.76 HC-\$3.32 PLUS POSTAGE
 DESCRIPTORS Accountability; Adult Education; Agency Role;
 *American Indians; Audiovisual Programs; *Comparative
 Analysis; Educational Facilities; *Educational
 Objectives; Educational Planning; Educational
 Research; Higher Education; *Program Descriptions;
 *Program Evaluation; Services
 IDENTIFIERS IERC; Indian Education Resources Center; *Office of
 Indian Education Programs

ABSTRACT

Goals, objectives, and accomplishments of fiscal year (FY) 1975 are presented in conjunction with goals and objectives for FY 1976 in this Office of Indian Education program report. Explications of 1976 Priority 1 and Priority 2 objectives include the following areas of concern: Priority 1 Objectives--presidential; school holding power; regulations in student records and information; publications; education information system; research projects; evaluation guidelines for contract schools; bilingual education; and Priority 2 Objectives--science curriculum bulletin; art program; bureauwide curriculum committee process; library survey; curriculum standards; Oklahoma needs assessment; early childhood education needs assessment; general information dissemination; Bureau of Indian Affairs Education Statistical Program. The 1976 divisional objectives are presented for continuing education, educational assistance, and audiovisual services. Accomplishments of FY 1975 are compared with FY 1975 goals and objectives for the Divisions of: Evaluation, Research, and Development; Continuing Education; Educational Assistance Johnson-O'Malley; Educational Assistance Title Program; School Facilities; and Educational Audiovisual Services. Excerpts from the monthly activity reports of the Indian Education Resources Center are appended. (JC)

 * Documents acquired by ERIC include many informal unpublished *
 * materials not available from other sources. ERIC makes every effort *
 * to obtain the best copy available. nevertheless, items of marginal *
 * reproducibility are often encountered and this affects the quality *
 * of the microfiche and hardcopy reproductions ERIC makes available *
 * via the ERIC Document Reproduction Service (EDRS). EDRS is not *
 * responsible for the quality of the original document. Reproductions *
 * supplied by EDRS are the best that can be made from the original. *

Our Plans for the Year Ahead

BUREAU OF INDIAN AFFAIRS
Morris Thompson, Commissioner

OFFICE OF INDIAN EDUCATION PROGRAMS
Clennon E. Sockey, Director

INDIAN EDUCATION RESOURCES CENTER
William J. Benham, Administrator

P.O. Box 1788

Albuquerque, New Mexico 87103

June, 1975

GOALS AND OBJECTIVES FOR FISCAL YEAR 1976

General and Administrative

1. Develop and submit to the Director a list of program objectives for all components of the Indian Education Resources Center based upon the organization responsibilities established in the Departmental Manual, consistent with the overall Goals for Indian Education, and compatible with a system of Management by Objectives and Results. (MBO/R) (7/1/75).
 2. (1) Review position descriptions for most appropriate assignment of duties and submit for personnel action (9/1/75); (2) Continue review of changes as may be indicated to assure accurate and timely response to correspondence and requests.
 3. Employee development and work effectiveness will be promoted through weekly meetings attended by all Albuquerque-based IERC Division chiefs, and monthly meetings of all Albuquerque-based staff plus the Division chief from Brigham City. Sessions will be designed for sharing of accomplishments and problems, cooperative effort in seeking solutions to problems and planning work activities and providing orientation to new procedures and program thrusts.
 4. Prepare a report of activities on a monthly basis as a means of keeping the Director and members of the Education staff informed. The contents of the report will emphasize accomplishment of the program objectives.
 5. Strengthen working relationships with the field through communications with Area offices covering activities of the IERC and sharing information of interest to Indian education generally by means of an IERC bulletin, a research bulletin, service brochure, and a digest of activity reports.
 6. Carry out work as assigned by the Director and in fulfillment of organizational responsibilities delegated to the IERC with priority given to the accomplishment of the Secretarial/Presidential Objectives on Management Options and any others which may be selected.
- Provide general coordination of content development for revision of 62 IAM/BIAM and 20 BIAM 6 as assigned in Director's memoranda of January 9 and January 23, 1975.

76 FY DIVISIONAL OBJECTIVES
DIVISION OF EVALUATION, RESEARCH, AND DEVELOPMENT

Priority One Group

- 1(a). **PRESIDENTIAL OBJECTIVES:** Continuation of the School Management Options Objective is of great importance. Dissemination of the information about the project has occurred and the establishment of a sound procedure has taken place. Hopefully, another 50 schools can be included in the 76 FY.
- 2(a). **SCHOOL HOLDING POWER PROJECT:** This could become a Commissioner or Secretarial Objective and like the Presidential Objective above, could be structured as a viable Bureauwide Project.
- 3(a). **REGULATIONS IN STUDENT RECORDS AND INFORMATION:** The Bureau should develop and complete the rulemaking process before the end of the 75-76 School Year. Importance of regulations in this area of concern is of great moment.
- 4(a). **PUBLICATIONS:** This is an important activity of the Division and for the 76 FY will include 4 Curriculum Bulletins, 12 issues of the IERC Bulletin, and 3 issues of the Research Bulletin. There will also be an unspecified number of reproductions of existing materials.
- 5(a). **EDUCATION INFORMATION SYSTEM:** The Education Information System is gathering momentum and for the 1975-76 School Year, should see the Student Enrollment System in operation. The curriculum and staffing subsystems should go through preliminary phases by the conclusion of 1976 FY.
- 6(a). **RESEARCH PROJECTS:** This refers to the plans to conduct annual and longitudinal research projects. Availability of funds is tremendously important in carrying out this extremely important activity.

7(a). *EVALUATION GUIDELINES FOR CONTRACT SCHOOLS: There has been enough work done to provide a background for developing criteria to be used in the evaluation of contracted school operations. This can become a guide and a publication of the Bureau.*

8(a). *BILINGUAL EDUCATION: This will include a needs assessment, the development of a "State Plan" for USOE requirements, and language in the CFR pertaining to minimum curriculum requirements for non-English speaking Indian children.*

Priority Two Group

- 1(b). SCIENCE CURRICULUM BULLETIN: This is included in the total number mentioned above in 4(a). Plans are to complete a draft of this document by the first of September 1975.
- 2(b). ART PROGRAM: The needs assessment currently underway will be completed by the end of the summer, then follow-through based on the needs assessment will take place.
- 3(b). BUREAUWIDE CURRICULUM COMMITTEE PROCESS: The purpose of this activity is to establish a Steering Committee in curriculum development at each Area Office. This is a traditional approach of program improvement.
- 4(b). LIBRARY SURVEY: Techniques concerning this activity have been developed and it is being carried out in relationship to the National Center for Education Statistics.
- 5(b). CURRICULUM STANDARDS: This was mentioned in the 75 FY and progress is reflected and the contracting school evaluation work in 7(a) above.
- 6(b). OKLAHOMA NEEDS ASSESSMENT: Complete contract with Oklahoma State University and submit to Congress.
- 7(b). EARLY CHILDHOOD EDUCATION NEEDS ASSESSMENT: Complete the contract with Bank Street College and submit to the Congress.
- 8(b). GENERAL INFORMATION DISSEMINATION: This is an ongoing information dissemination activity which was created and is carried on by the IERC.
- 9(b). BIA EDUCATION STATISTICAL PROGRAM: The Division would serve as a Coordinator of this activity. Objective would be to define a statistical package and make recommendations for implementation. This includes formalizing a relationship to the National Center for Education Statistics, HEW.

UNITED STATES GOVERNMENT

Memorandum

TO : Administrator, IERC

DATE: June 10, 1975

FROM : Acting Chief, Division of Continuing Education

SUBJECT: Divisional Objectives for Fiscal Year 1976

The Chief, Division of Continuing Education, will continue to function as a State Director of Special Education for the BIA and contact will be maintained with various Agencies concerned with the education of the handicapped. These include such organizations as the National Association of State Directors of Special Education, the President's Committee on Mental Retardation, the President's Committee on Employment for the Handicapped, the Bureau of Education for the Handicapped, various State Departments of Education, the Indian Health Service of the U. S. Public Health Service, the Council for Exceptional Children, and numerous other organizations. These include meetings at various times where input concerning education and career needs of handicapped Indian citizens is needed.

The Division will continue to perform a brokerage service in which program needs will be evaluated, potential resources identified and contacts established as a means of facilitating program developments in the field for which the Division is responsible.

In keeping with the management by objectives process, that has been adopted by the Office of Indian Education Programs, we will identify the objectives for the Division and the major tasks under each objective along with the time frame for completion, but we will not go into the key actions involved in carrying out the major tasks. For the sake of clarity, we will organize the objectives under those areas of major responsibility that have been assigned to the Division.

Under the aegis of Career Development, the Division of Continuing Education operates three of the four major components in this area. They are: The Higher Education Assistance Program; the Adult Education Program; and the Career Education Program. Additionally, the Division has been assigned the responsibility for developing a delivery system for Career Development.

CAREER DEVELOPMENT

Objective 1: Carry out the Commissioner's directive of implementing and developing a Career Development program for the purpose of creating a unified delivery system of all educational and training opportunities within the Bureau of Indian Affairs.

0009

Buy U.S. Savings Bonds Regularly on the Payroll Savings Plan



Major Task 1: Implement the Career Development concept through the creation and operation of two pilot programs in Career Development, one at Round Valley in the Sacramento Area and another in the Billings Area, Areawide. These projects should have been in operation for one year by the end of Fiscal Year 1976. Evaluations by the American Indian Education Association should have been completed by June 30, 1976, and the final report should be in this office no later than mid August.

Major Task 2: Finalize and distribute the guidelines for implementing the Career Development Program.

Major Task 3: Complete the development of standard application and reporting forms for Career Development and its component parts.

HIGHER EDUCATION ASSISTANCE

Objective 1: Coordinate the operation of the Higher Education Assistance Program with the overall operation of Career Development.

Major Task 1: Revise the BIA manual on higher education making it consistent with the Career Development operation.

Major Task 2: Finalize the development of uniform application and reporting forms Bureauwide for the operation of higher education assistance.

Objective 2: Maximize higher education assistance effectiveness through better coordination with other sources of funding, most specifically the U. S. Office of Education, BEOG program.

Major Task 1: Conduct a series of meetings in all Areas bringing information on the need for and eligibility of Indian people for participation in the BEOG program. This should be completed by mid December 1975.

CAREER EDUCATION

Objective 1: Perform a brokerage service on Career Education for Indians in which program needs will be evaluated, potentials identified and contacts established.

Major Task 1: Coordinate Career Education in the Bureau with the Career Development program. This is a continuous process.

Major Task 2: Serve as a clearing house for Career Education programs for Native Americans. This too is a continuous process.

Major Task 3: Serve on technical assistance panel for Far West Laboratory in developing Career Education packets for teachers of Indian children. This should be completed by June 1976.

Major Task 4: Coordinate contacts with National Alliance of Businessmen's Career Guidance Institute program with the BIA. This is a continuing process.

Major Task 5: Provide technical assistance to the Four Corners Area in the \$100,000 OE funded Career Education program. This should be completed in June 1976.

Major Task 6: Assist Eastern Navajo Agency in carrying out special Career Education project with OE funding. This should be completed by the end of June 1976.

ADULT EDUCATION

Objective 1: Continue development of an acceptable definition of Adult Education as it is to be applied in the BIA.

Major Task 1: Review during visits to Areas, Agencies and tribal groups the present definition and its implications for the development of Adult Education and the use of funds. This should be completed by April 30, 1976.

Major Task 2: Develop a firm definition for inclusion in the official statement of guidelines and policy. This should be concluded by April 30, 1976.

Objective 2: Complete the program of the Bureau statement of guidelines policy for the development and administration of Adult Education.

Major Task 1: Visit with personnel at the Area, Agency and tribal levels and discuss with them the proposed draft of guidelines and policies so as to assure thorough understanding and widespread consideration of the draft. This should be completed by April 30, 1976.

Major Task 2: Conduct a mid-year Bureauwide workshop for the purpose of an interim review of the draft and to consider modifications. This should be completed by January 31, 1976.

Major Task 3: Conduct a year-end Bureauwide workshop for the final review of the draft and prepare a final draft for Bureau consideration for approval. This should be completed by June 30, 1976.

Objective 3: Continue the development and implementation of the plan for the preparation of comprehensive annual reports for all aspects of Adult Education.

Major Task 1: Prepare annual report for Fiscal Year 1975 using interim report forms developed during Fiscal Year 1975. This should be completed by October 1, 1975.

Major Task 2: Analyse effectiveness of Fiscal Year 1975 forms for possible modification of forms already developed for use in Fiscal Year 1976. Modify Fiscal Year 1976 forms as necessary. This should be completed by January 31, 1976.

Major Task 3: Review with program operators the use of the proposed participation record for possible modification for Fiscal Year 1977. This should be completed by April 30, 1976.

Major Task 4: Modify Fiscal Year 1976 forms as necessary for use in Fiscal Year 1977 and issue to Area Offices. This should be done by April 30, 1976.

Major Task 5: Determine the need for computerization of Adult Education data and assist in the development of procedures to be followed if indicated. This should be completed by June 30, 1976.

Objective 4: Continue the development of greater information about and interest in Adult Education at the local level so as to result in the development of more services for adults who need the services that can be provided.

Major Task 1: Visit with and discuss at the Area, Agency and tribal levels the breadth of activities that can be included in Adult Education. Advocate during such visits the need for and procedures to follow in conducting an appropriate needs assessment. Encourage the development of priorities and the inclusion of Adult Education in the Band Analysis. This should be done by June 30, 1976.

Major Task 2: Analyse the results of Adult Education activities as revealed by the annual reports and discuss the results of such analysis with the Area, Agency and tribal levels at appropriate locations. This should be completed by June 30, 1976.

Objective 5: Develop additional funds for BIA Adult Education through an advocacy program for inclusion of the BIA in Federal programs for Adult Education, Community Education, Career Education and Development, Vocational Education and training and other similar programs.

Major Task 1: Analyse all Federal Legislation and U. S. Office of Education regulations relating to above types of programs in which the Department of the Interior and the BIA Are excluded or minimally included and develop recommendations for actions needed. This should be done by June 30, 1976.

Objective 7: Provide the Adult Education input for the development and implementation of a coordinated Career Development program encompassing Career Education, Higher Education, Adult Education, Adult Vocational Training and job placement.

Major Task 1: Provide technical assistance, consultation and monitoring services for the pilot Career Development projects in the Sacramento and Billings Area. This should be completed by June 30, 1976.

Major Task 2: Analyse procedures being followed and results being obtained at the pilot projects and develop recommendations for the further development of Career Development guidelines. This should be completed by June 30, 1976.

Major Task 3: Maintain close contact with the planned contract for training and evaluation of the pilot projects and arrange for the implementation of the results of the contract. This should be completed by June 30, 1976.

Objective 8: Clarify throughout the Bureau, the role of Adult Education as an integral part of Career Development and coordinate the development of Adult Education with Career Development. This should be completed by June 30, 1976.

SPECIAL EDUCATION

Objective 1: Perform a child advocacy role in the development of program policies and procedures and convey that position to the field through technical assistance, interpretation of policies guidelines, regulations, and administrative monitoring of Special Education programs sponsored under BIA authority.

Major Task 1: Complete early childhood for the handicapped guidelines in cooperation with Area coordinators of special education. This should be completed by November 1975.

Major Task 2: Conduct a three day conference to develop projected activities document, Title VI-B, with Area Office Special Education Coordinators. This should be completed by the middle of August 1975.

Major Task 3: Prepare the Fiscal Year 1976 State Plan for Special Education and submit to the Bureau of Education for the Handicapped for approval. This should be completed by September 1, 1975.

Major Task 4: Maintain an information liaison with Area Offices and local special education personnel. This is an ongoing process.

Objective 2: Provide the administrative services required to solicit and approve Title VI-B project proposals for disbursement of funds and the necessary monitoring of Title VI-B activities to insure program compliance and continuity.

Major Task 1: Maintain and coordinate a Title VI-B Advisory Committee. This is ongoing.

Major Task 2: Provide for second and third quarter site visits of all Title VI projects awarded for this fiscal year. This should be completed by June 30, 1976

Objective 3: Coordinate the activities carried out through the BIA Central Office, Area Offices and Bureau of Education for the Handicapped that have direct implications for development of a comprehensive BIA program of delivery to all handicapped Indian children.

Major Task 1: Provide liaison between Title I and III Central Office activities, Area Office projects, Regional Resource Center programs, Area Learning Resource Center programs and State Departments of Special Education serving handicapped children.

Objective 4: Prepare and submit for Central Office and BEH approval, all reports necessary to provide for administrative decision making and compliance with all reporting regulations set forth by the funding Agency.

Major Task 1: Compile all necessary data required for Title VI, Education of the Handicapped requirements.

GENERAL

Objective 1: Continue Out-of-Class Activities evaluation.

Major Task 1: Synthesize presented data for national profile of characteristics. This should be completed by December 30, 1975.

Major Task 2: Prepare manual for Out-of-Class Activities self evaluation for publication and issue. This should be completed by September 1, 1975.

Major Task 3: Prepare 1975 national findings in Out-of-Class activities for reporting and issuance. This should be completed by October 15, 1975.

Major Task 4: Advise schools and Areas on use of guidelines in Out-of-Class Activities evaluation. This should be completed by December 30, 1975.

Objective 2: Develop a catalogue of nationally available vocational rehabilitation services for field use.

Major Task 1: Collect the information on this subject. This should be completed by September 1, 1975.

Major Task 2: Assemble the information in retrieval fashion in a document to be issued. This should be issued by December 1, 1975.

Major Task 3: Distribute to all Areas for use in schools and Agencies. This should be completed by December 30, 1975.

DIVISION OF EDUCATIONAL ASSISTANCE
JOHNSON-O'MALLEY CONTRACTING OBJECTIVES 1976

1. To refine the funding formula that is now being used and to continue to make a more equitable distribution of funds to states for eligible school districts.
2. To implement P.L. 93-638 in its final form.
3. To establish uniform rules and procedures for the reporting of both programs and financial expenditures.
4. To establish a schedule for auditing of financial expenditures. Work with the Area Offices with any discrepancies of funds and follow established procedures within the Department of the Interior for such audit.
5. Establish procedures that will give the JOM Committees an opportunity to share and work with other committees - through meetings, workshops, and printed material.
6. To work close with the National Title IV of the Indian Education Office.
7. To communicate to all concerned the objectives and philosophy of the Bureau's Public School Assistance Program.
8. To communicate to all concerned the difference between the Public School Assistance Program and the program of assistance to non-public schools, i.e., contract or tribal schools, and to impress upon Bureau officials the need to refer to those programs by their proper names.
9. To continue to work on reaching the objectives for 1975 as a continuing effort.

The objectives that were established for 1975 will remain for 1976 with one additional objective as it relates to Title IV 93-380 which is shown as objective No. 7.

Provide technical assistance to insure that the approximate \$25 million of "flow-through" funds available to BIA schools is truly supplemental to and coordinated with on-going programs funded from account 3100. This will be accomplished by program review and monitoring of approximately 190 Title I projects, 50 Title II projects, 10 Title III projects, and 10 N.D.E.A. Title III projects.

- a. This was reached in F.Y. 75 and anticipate the same for F.Y. 76. During school year 1974-75 the BIA operated 187 Title I projects. Direct monitoring is the responsibility of each area. However the Central Office Title I section's maintains the record keeping corrective actions and follow-up visits to insure corrective actions. In order to give full assurances to the Office of Education, the Central Office Title I Section did accompany the Area Title I staff to approximately 35 schools to observe the monitors as they were monitoring the schools. In school year 1974-75 the Area Technical Assistance staff monitored 187 projects.
- b. Monitoring of Area Technical Assistance Projects. The Central Office Title I section has direct responsibility for monitoring of the 10 area technical assistance projects. From January to April 1975 the Title I staff monitored the 10 projects and conducted the required follow-up activities relative to these visits. The Title I staff expended approximately 89 man days in this function.
- c. Technical Assistance to Areas. In this area of functional responsibility the Central Office staff was able to visit each area at least once and in many cases three times. In providing technical assistance to areas the Title I staff becomes involved in compliance with the laws, regulations, effective administration techniques, contractual problems, and planning and operating quality Title I projects. The Title I staff expended approximately 75 man days relative to this function.
- d. There were 47 Title II projects for F.Y. 75, ten of the 47 were monitored, out of the 10 Title III projects nine were monitored. and of the eight N.D.E.A. III projects, none were monitored.

Continue emphasis on local control and decision-making, so that title programs will be directed toward achievement of overall program objectives, as determined by local Indian parents. This will be accomplished through three training sessions together with technical consultation and program memorandum which specify the role of the parent council and LEA, the Area Technical Assistance staff, Central Office staff, and continuous follow-up with Area Technical Assistance Offices.

Maintain close liaison with the U. S. Office of Education which will insure compliance with rules and regulations for expenditure of Title funds, and will insure that BIA schools receive and utilize all funds which can be made available from this source. This is accomplished by continuous review of legislation, regulations and guidelines, and attendance at one national meeting or workshop in each of the five major title program areas. Close liaison was maintained with Title I, II, NDEA III in the Office of Education. Lessor liaison was maintained with Title III largely due to the vacancy of a position. Close contact was maintained however regarding P.L. 93-380 and Title IV.

Establish and maintain a schedule of auditing and technical assistance visits to areas and agencies, which will insure compliance with rules and procedures, so that funds will not be withdrawn from any project; and further to insure that, at the individual project level, emphasis is being placed on program items in line with the U. S. Office of Education guidelines. This is accomplished by Title I contract with the Departmental Unit of Audit and Investigations to audit between 50 and 60 projects and to schedule visits to Area and LEA projects. The Office of Audit and investigations was able to conduct audits of approximately 54 Title I projects. The Title staff was involved in future scheduling follow-up activities relative to exceptions and final closure of these audits.

Assist each Area in evaluating the success of their projects in meeting stated objectives. This is accomplished by the use of a standardized format for reporting evaluative data and continuous follow-up with the Area Coordinator.

Review projects for quality and disseminate information on those projects which have proven successful. This will be accomplished by visits to Area Offices and designated LEAs. Nominations for proven and tested projects will be submitted by the Area Office with backup evaluation data by August 15 of each year.

Title IV of the Elementary and Secondary Act of 1965 as amended by P.L. 93-380 will be implemented in F.Y. 1976. Title IV consolidates Title II, ESEA, NDEA III and the guidance part of old ESEA III into Part B of the Title IV. It also consolidates Title III ESEA Title V ESEA and Section 807 and 808 of Title VIII of ESEA into Part C of Title IV. In F.Y. 1976 it will be necessary to administer 50% of Title IV under the separate categorical policy and 50% under the consolidated policy. In F.Y. 1977 however all of Title IV will be administered in accordance with the consolidated concept.

Maximum effort will be made to make a smooth transfer from the former categorical concept to the consolidated concept of Title IV. This is to be accomplished early in the school year so that maximum benefits from Title IV will accrue to participating students.

F.Y. 1976 DIVISION OBJECTIVE

SCHOOL FACILITIES

The second year of the two year project on the Criteria for Priorities and Outline of Long-Range Construction Plan will be updated and completed. The procedure for establishing priorities will be presented to each Area and their school board members beginning in July 1975.

Planning and A/E review design of four school construction projects will be completed.

Equipment purchasing will begin on eight projects. Installation of equipment should be completed on six projects.

Work with the Areas in defining attendance boundaries. Conduct demographic studies to determine school age population and potential population growth.

Update cost estimate of each catalogued piece of equipment listed for school facilities and maintain the file.

Encode all facilities inventory information into the complete program for use in school planning.

Evaluate recently constructed educational facilities to determine their capabilities in serving the programs for which they will designed.

Office Memorandum • UNITED STATES GOVERNMENT

TO : Dr. William J. Benham, Administrator IERC

DATE: June 6, 1975

FROM : Chief, Division of Educational Audio-Visual Services

SUBJECT: Objectives of Educational A-V Services Division for FY 76

OBJECTIVE: To provide Audio-Visual support in terms of internal communication for the Bureau of Indian Affairs and as requested by the Office of Communications at the Department level A-V support for other Bureaus and the Department.

JUSTIFICATION: Audio-Visual communication is an integral part of IERC's effort on providing program and policy information in line with Indian Self Determination and the Bureau's effort to provide maximum internal communication.

The Department's use of our facilities and capabilities is in line with OMB and Department's policy of full utilization of these A-V services. In this case, this facility is the only one of its kind in the Department of Interior capable of responding to Departmental and inter-Bureau needs.

APPROACH: The proposed approach consists of the following:

1. Respond to A-V communication needs of IERC and BIA Office of Education by carefully selecting, stocking, maintaining and circulating curriculum oriented educational films to Indian schools from beginners through high school.
2. Produce Educational Programs, communication, orientation and documentation films for staff and Indian parents and students.
3. Prepare communication and instructional A-V materials for Indian adults, Government supported organizations working with Indians, and Government agencies (BIA, HEW, etc.) for the purpose of furtherance of understanding and implementation of Indian programs.
4. Continue cooperative effort between the BIA and other Bureaus and the Department in preparation and distribution of Audio-Visual materials for internal communication.

Donald J. Morrow
Donald J. Morrow

0019

A Look at the Year Behind Us

1975

GENERAL AND ADMINISTRATIVE

1. Develop and refine a list of program objectives for all components of the Indian Education Resources Center based upon the organizational responsibilities established in the Departmental Manual, consistent with the overall Goals for Indian Education, and compatible with a system of Management by Objectives and Results. (MBO/R) (8/1/74)
2. Within three months following accomplishment of Central Office realignment and RIF implementation, there will be (1) Review of position descriptions and assignment of duties most appropriate to Division functions and talents of personnel; (2) Review of space requirements and adjustments as may be necessary; (3) Review of routine procedures and working relationships and initiation of changes as may be indicated to assure accurate and timely response to correspondence and requests.
3. Employee development and work effectiveness will be promoted through weekly meetings attended by all Albuquerque based IERC Division Chiefs, and monthly meetings of all Albuquerque based staff plus the Division Chief from Brigham City. Sessions will be designed for sharing of accomplishments and problems, cooperative effort in seeking solutions to problems and planning work activities and providing orientation to new procedures and program thrusts.
4. Prepare a report of activities on a monthly basis as a means of keeping the Director and members of the Education staff informed. The contents of the report will emphasize accomplishment of the program objectives.
5. Strengthen working relationships with the field through communications with Area offices covering activities of the IERC and sharing information of interest to Indian education generally by means of an IERC bulletin, a research bulletin, service brochure, and a digest of activity reports.
6. Carry out work as assigned by the Director and in fulfillment of organizational responsibilities delegated to the IERC with priority given to the accomplishment of the Secretarial/Presidential Objectives on Management Options and Accountability.
7. Provide general coordination of content development for revision of 62 IAM/BIAM through (1) Review of format and determination of most appropriate chapter arrangement (8/31/74) and (2) Assignment of revision responsibilities to appropriate staff. (9/15/74)
8. Translate the results of the survey of Indian people to field staff into a manual section on Goals for Indian Education. (10/1/74)

The Look Backward: A review of Accomplishments in Meeting 1975 Goals and Objectives.

With reference to the attached list:

1. This was accomplished as planned.
2. (1) The review of the position descriptions was made by the Administrator's office. The Personnel office delayed in working with us. Being dependent on Washington, D.C.-based staff, its review was limited and no report was received. We were forced to proceed in isolated where the needs were greatest for personnel action. Personnel assignments are consistent with Divisional functions and the best utilization of staff, but position descriptions do not always reflect this. The re-staffing of the Personnel Office in Albuquerque should permit further action to take place.
(2) and (3) were accomplished as planned.
3. Accomplished as planned.
4. Accomplished as planned.
5. " " "
6. " " "
7. " " "
8. The IERC responsibility was carried out as planned; however, the Commissioner's office has not yet released the material as an approved manual section.

DIVISION OF EVALUATION, RESEARCH AND DEVELOPMENT

Priority One:

Secretarial Objective Pertaining to the Control of BIA Schools

- a. By July 15, 1975, the training package for Area Offices will have been developed and made available to them.
- b. By the conclusion of the FY 1975, the reporting system for the work of the Secretarial Objective will have been developed, implemented, and periodic reports made which reflect progress.
- c. By September 1, the Needs Assessment component for the Secretarial Objective will have been developed, tried out, and made available to the field.
- d. Throughout the 1975 fiscal year, technical assistance will be made available to Field Offices and schools regarding the implementation of the objective concerning the control of BIA schools.
- e. By August 1, 1974, an Evaluation System will be developed and implemented that will provide monitoring and evaluation information regarding progress made on achieving the objective. The system will be monitored during the 1975 FY and reports will be made, including a summary report by June 30, 1975.

Commissioner's Objective regarding accountability in BIA Education.

- a. Goals Development: The educational goals of the BIA will be reviewed by Indian people and Bureau field staff. Recommendations will be incorporated into a new set of goals to be published in the Federal Register and made a part of the BIA Field Manual. A Curriculum Bulletin will be prepared and disseminated to Bureau educational personnel and Indian people as a guideline and stimulus for goal-setting and program analysis at all levels. Completed by Sept. 1, 1975.
- b. Evaluation: Criteria for the measurement of progress toward the goals will be formulated, which gives attention to problems extant such as pupils dropping out of school. An educational information system will be developed which will yield uniform and accurate data related to the criteria. An annual evaluation report will be prepared based on this data, progress reports from Field units and Central Office program reviews and monitoring. Completed by October 1, 1974.

- c. Curriculum Development: A series of Curriculum Bulletins will be prepared by the Central Office and disseminated to the Field which will provide (1) suggestions for program improvement in several curriculum areas and (2) standards for program operation. Completed by December 1, 1974.

By December 31, 1974, the first annual report on education evaluation will be produced. The report will reflect information about BIA Education on Self-Determination, Language and Out-of-Class activities.

Priority Two:

As of the beginning of the FY 1975, there will be established an Indian Cultural Arts Committee composed of BIA leaders in the Arts and Education to address the Indian school curriculum needs in all the art forms and to produce an annual report of its activities. (This is a part of the Alliance for Art Education Grant to the BIA).

By September 1, 1974, the Language in American Indian Education Committee will have been operationalized with objectives of:

- a. Continuing assistance to schools in Bilingual Education
- b. Advocating S.E.A. status for the BIA in relation to ESEA Title VII
- c. Publishing an annual curriculum bulletin under the same title as the Committee
- d. Evaluating quarterly the progress of stated objectives

Twelve (12) issues of the IERC Bulletin and three (3) issues of the BIA Educational Research Bulletin will be produced during the 1975 Fiscal Year.

Should funds become available for Fiscal Year 1975, two major projects are now being considered that would significantly add to the improvement of existing educational programs under BIA. Those projects are:

- a. Study of the loss of enrollments in BIA Boarding School findings and reports of the reasons behind this transition could significantly facilitate decision-making relative to boarding schools.
- b. An evaluative study of exemplary innovative programs that are currently proving to be viable approaches to better educate Indian children. These programs must be identified and data made available to others who could benefit greatly from the programs.

PRIORITY ONE

Presidential/Secretarial Objectives
Pertaining to the Control of BIA Schools

Items (a) through (e) have been attained. The published reports, Control of Indian Education, Research and Evaluation Reports Series Nos. 29.03, 29.04 describe in detail the accomplishments through February 1974. Although Dr. Streiff, who was coordinating the major tasks for the Presidential/Secretarial Objectives left the Bureau, periodic reports from the Areas have continued concerning number of presentations, problems encountered, etc. The script for an eighth tape pertaining to the Indian Self-Determination Act was prepared and is ready for audio-visual development.

At the present time, 30 of the 50 target schools have made management choices. It is expected that the full quota will be reached by the end of the current fiscal year.

Commissioner's Objective Regarding
Accountability in BIA Education

This objective was de-emphasized during the year, nevertheless, some positive steps were taken to organize and undertake some of the major tasks.

(a) Educational goals of Indian people were determined from research procedures early in Fiscal Year 1975. These were analyzed and prepared in manual form. The proposed release is still under study by the Director of Indian Education Programs. A curriculum bulletin relative to these data will be prepared pending an approval of the manual release.

(b). There has been no real movement toward the establishment of an educational information system aside from the section completed on Student Accounting. Lack of progress in this area may be attributed to a lack of definition of responsibility between divisions. Greater coordination on the EIS is required, particularly between Internal Services and Evaluation, Research, and Development.

Student Information System

The preliminary design was completed in January 1975. System development commenced shortly afterward.

Work is progressing ahead of schedule. Four programmers are assigned to the project. It is anticipated that the program will be 90% completed by June 30, 1975.

System implementation started in March 1975. First level users training was completed in March. All schools have received instructions and materials for the initial phase of the implementation plan. Over 2,000 forms have been completed and returned. Microfiche readers have been ordered for the schools.

No problems anticipated and the Project should continue as scheduled.

(c) A Law-Related Curriculum Bulletin will be published for use in BIA schools during Fiscal Year 1976. This document will be developed with BIA school curriculum specialists at a workshop scheduled for June 24-26, 1975.

The Program Modification Committee Project at Mt. Edgecumbe was also an effort to develop a model for change at BIA ORBS, which should result in sound curriculum guidelines for other schools to follow.

The annual bulletin did not receive a high enough priority rating for Fiscal Year 1975. Hopefully, this task may be reinstated in Fiscal Year 1976 planning.

(d) Regulation Development in Student Records and Information. This is an aspect of Student Rights and Responsibilities and is an emerging need. Recent laws and regulations have focused great attention on the need for regulations.

(e) School Holding Power. This project has been submitted as a part of the Bureau and Departmental Management by Objectives program. If it is decided that it is to be carried out, the Division will assume major responsibility for it.

PRIORITY TWO

The majority of effort within the framework of the Title VII Bilingual Education Act has been devoted to the initiation of the new bilingual programs and information dissemination generated by the revision of the Title VII regulations and guidelines.

In addition, the existing bilingual programs are in the process of evaluation to assist in the transition from old administrative guidelines to the amended regulations. In some cases, the bilingual programs under Title IV of the Indian Education Act are being considered for transfer from Title IV to Title VII.

Bilingual Curriculum Bulletins have not been developed during Fiscal Year 1975 because of amended Title VII Legislation and the priority of the needs assessment information.

The Bureauwide Curriculum Committee initiation has not received the impetus from the IERC office because of limited staff and the demands placed on staff by the legislative requirements of Titled programs.

The Arts Needs Assessment is in the process of analysis and completion, but will extend into Fiscal Year 1976. Of interest to the AAE-BIA Committee is the information returns from parent groups. This would indicate that there is "support" interest for arts programs throughout the Bureau.

The USOE has included the BIA in the "LIBGIS" survey and from every indication will have distributed the questionnaires to all BIA schools.

Research Publications

Twelve issues of the IERC Bulletin and three issues of the BIA Educational Research Bulletin will be produced during Fiscal Year 1975 as stated.

The May 1975 BIA Research Bulletin will be sent to the printers shortly. The next IERC Bulletin is at the printers and will be disseminated next week.

The following Evaluation, Research, and Development Fiscal Year 1975 activities are also noted:

Indian Administrator Training Program Evaluation

The Indian Education Administrator Program Evaluation report is now in the final stages of preparation for printing. The report will be in two volumes. Volume I will contain the total report in descriptive analysis of the total data and Volume II will contain only graphic description of the study.

Choctaw Agency Career Education Evaluation Report

A report of the evaluation of the Career Education Program, K-9 at Choctaw Agency is currently being written and will be ready for release within ten days.

Off-Reservation Boarding Schools

A study of Off-Reservation Boarding Schools is being discussed and preliminary plans are being developed in the Office of Research, May 1975.

Early Childhood Educational Needs Assessment

All major tasks related to the objective were accomplished as planned. A contract was let to Bank Street College on April 15, 1975.

To date, the following activities under the Contract have been completed.

- (a) The establishment of an Indian Advisory Board. The first session of the Board was held in New York City in May.
- (b) The training seminar for BIA personnel and Indian Community leaders will be conducted at Haskell Indian Junior College on June 9, 10, 1975.

Oklahoma Educational Needs Assessment

This project is under contract to Oklahoma State University and is to be completed by mid-March 1976. From progress reported thus far, the deadline can be met.

Curriculum Bulletin in Science

As a part of the University of New Mexico National Science Foundation teacher training project, this bulletin is to be produced. It should be completed and ready for the printer by the first of November 1975.

Evaluation of the Education Leadership Conferences

An evaluation of the leadership conferences will be conducted and an annual report written for the 1975 Fiscal Year. This should be completed by the end of the summer 1975.

DIVISION OF CONTINUING EDUCATION

The Chief of the Division of Continuing Education will function as State Director of Special Education for BIA and contact will be maintained with various other agencies concerned with the education of the handicapped. These include such organizations as: The National Association of State Directors of Special Education; The President's Committee on Mental Retardation; The President's Committee on Employment for the Handicapped; The Bureau of Education for Handicapped; various State Departments of Education; The Indian Health Service of the U.S. Public Health Service; The Council for Exceptional Children; and numerous other such organizations. These include meetings at various times where input concerning education and career needs of handicapped Indian citizens is needed.

Perform a "brokerage" service in which program needs will be evaluated, potential resources identified and contacts established as a means of facilitating program developments in the fields for which the Division is responsible. Specific projects which will be coordinated in this manner are:

1. The Deaf-Blind Special Education Project on the Navajo Reservation which is under contract from the Bureau of Education for the Handicapped will continue to be coordinated with all parties involved.
2. The two-year USOE funded learning disability resource room project at the Cherokee Agency in North Carolina during the 1974-75 school year. This includes monitoring and coordinating visits to the Cherokee School by representatives of five Areas for training in replication of the program as designed by the project.
3. The special education training program at the Flandreau Indian School to be conducted by Western Michigan University through funding by the Bureau of Education for the Handicapped.
4. Cooperation between the Rocky Mountain Regional Resource Center (Special Education) and the Bureau of Indian Affairs schools for participation in technical assistance and demonstration. The model BIA Regional Resource Center (RRC) at Chuska on Navajo will continue to receive major support in its programs.
5. Five career guidance institutes for educators in five areas with partial funding from the National Alliance of Businessmen to further implement career education processes within 30 BIA schools during the 1974-75 school year.
6. The selection of Indian high school students to participate in the Washington Workshops Congressional Seminar summer program with scholarships provided by the Union Carbide Corporation.

Provide resource assistance to the Navajo Area in planning for a pilot career education program using the Singer Vocational Evaluation System.

Provide assistance to the Far West Laboratory for Educational Research and Development during the Fiscal Years 1975 and 1976 in the development and field testing of a program of study (curriculum) in career awareness, exploration and orientation for Indian youth in grades 7 through 9. This project is funded by the U.S. Office of Education.

Plan, promote and monitor special education projects in BIA schools through Part B of the Education for the Handicapped Act, PL 91-230. This involves being an advocate for the increase in such funds for BIA use.

Gives technical advice regarding the appropriate use of Title funds for special education purposes. This also includes the 15 percent of Title III funds set aside specifically for special education use.

Serve as a clearinghouse for special education programs for Native Americans. This includes responding to inquiries concerning employment opportunities and requests for information concerning special education programs for American Indians. Concern for the gifted student is included, as well as for the handicapped.

Work with the General Educational Development Testing Service of the American Council on Education to obtain Bureau certification for administering GED exams in any states where this service is not fully available to BIA clients.

By the end of this fiscal year, a draft of guidelines for Bureauwide administration of Career Development will be ready for trial implementation.

Specific objectives for Career Development which should be in the pilot stages of implementation by the end of this fiscal year are:

1. The coordination and synthesis of Adult Education, AVT, Higher Education and Career Education into a Career Development package.
2. The establishment of parity among the component parts of Career Development.
3. Standardized application forms for the component parts of Career Development.
4. Standardized criteria of eligibility for applicants and the programs involved with Career Development.
5. A model Bureauwide organizational design for the implementation of this program.

6. Strong coordination with Employment Assistance in the development of a Bureauwide placement program that will compliment the Career Development package.

By the end of Calendar Year 1975, a model Career Development Center staffed and operated in the manner prescribed by the Career Development Policy Making Committee will have been established.

By the end of Fiscal Year 1975, guidelines will have been established providing for consistency in contracting (in those instances where the administration of higher education is a contracted service) which will preclude inequities among the areas, e.g., a student funded for the first semester should be guaranteed the funds to complete the school year if he desires.

By the end of Fiscal Year 1975, the controversy between those who regard higher education as a "need" program or supplemental and those who regard it as an "entitlement" program will be resolved through the issuance of a manualized policy statement.

By the end of Fiscal Year 1975, eligibility criteria for participation in the higher education program will have been standardized. This will include the criteria of 1/4 or more degree Indian blood of a tribe or tribes recognized by the Federal Government as entitled to receive Federal services.

By the end of Fiscal Year 1975, a draft of guidelines for the Bureau administration of the higher education program will have been completed. This will include standard procedures and guarantee on equality of treatment among all Areas.

It is the goal of Adult Education to provide training and education for those adult/Indian applicants (16 years of age and over) that will enable them to better themselves or otherwise enable them to progress toward whatever goals and objectives they may have established for themselves. Such education is not usually thought of as that which leads to an academic degree nor that which leads to direct employment through institutional vocational training but rather, that which might be regarded as a stepping stone toward one of the latter.

By the end of Fiscal Year 1975, guidelines will have been established for the administration of the Bureauwide Adult Education Program. These will be coordinated with those of higher education and AVT.

The goal of the Adult Vocational Training Program is to provide the means through which Indian people can develop those skills and competencies which will enable them to compete successfully in the world of work.

By the end of Fiscal Year 1975, the manual regulations should be rewritten to clearly separate areas of responsibility for Direct Employment Assistance from Institutional Adult Vocational Training in order to implement the new policy of Career Development.

By the end of Fiscal Year 1975, guidelines will have been developed for the establishment of the Bureauwide operation of AVT. These will be consistent with the recommendations of the Policy Development Committee of the Career Development Program.

UNITED STATES GOVERNMENT

Memorandum

DATE: June 10, 1975

TO : Administrator, IERC

FROM : Acting Chief, Division of Continuing Education

SUBJECT: Progress Report on Fiscal Year 1975 Objectives and Statement of Divisional Objectives for Fiscal Year 1976

The functions of the Chief, Division of Continuing Education, as stated in the opening paragraph of the objectives for the Division for Fiscal Year 1975 remain as stated at that time. We are pleased to be able to report that the Bureau's share of funds from the Bureau of Education for the Handicapped Act, Part B, Special Education were increased from \$230,000 to \$970,950 for Fiscal Year 1976. We are certain that the activities of the Division and the involvement with the various organizations having an interest in Special Education played no small part in our ability to obtain this increase. A substantial portion of these funds, however, are intended for the administrative cost to the Bureau in meeting the requirements to provide full educational services for all handicapped children and, therefore, a like amount is not likely to be allocated in succeeding years:

The staff of the Division of Continuing Education is pleased to report almost complete success in arriving at those objectives that were identified for the Division at the beginning of Fiscal Year 1975. So complete was this success that rather than go through a lengthy enumeration of the objectives for the Division that were met, we will treat in this report only those few exceptions. In all but one instance, these exceptions were due to changes in the status of the objective in relation to the Division rather than to actual failures on the part of the Division at arriving at the objective.

The one objective that was not met (and even here the reasons were not entirely within the control of the Division of Continuing Education) was that of providing adequate Adult Education facilities for all those Indian applicants who might be interested in taking advantage of them. In delving into the intricacies of the Adult Education program within the BIA, it was discovered that many Areas do not have funds that are identified for Adult Education purposes. Since the availability of funds is contingent upon the Band Analysis process, those Agencies or Areas that currently have no funds will require sometimes perhaps two or three years in order to build into the Band process adequate funding for Adult Education.

The objective for obtaining Bureau certification for administering GED exams for the General Education Development Testing Service turned out to be impractical. Plans which had been developed with the American



Council on Education during the prior year were reviewed with the council. At the Bureauwide Adult Education Workshop, the matter was further reviewed and discussed. It was generally agreed that the plan that could be approved by the council would be quite cumbersome and in many instances quite unsatisfactory. Further, it was agreed that more satisfactory arrangements in most instances had been or could be made with the several State departments of education. As a result, it was agreed that no further steps would be taken on this matter.

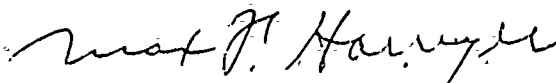
The objective that was stated for Adult Vocational Training to provide the means to which Indian people can develop those skills and competences which will enable them to compete successfully in the world of work, turned out to be inapplicable. At the time the objective was written, at the beginning of Fiscal Year 1975, it was anticipated that Adult Vocational Training would be placed under the administrative jurisdiction of the Office of Indian Education Programs and more specifically the Division of Continuing Education. This did not materialize and, consequently, the Division of Continuing Education has no jurisdiction over this matter.

With the continuation of the present organizational structure, as it relates to Career Development, it turned out that the objective for rewriting manual regulations to clearly separate areas of responsibility for Direct Employment Assistance for institutional Adult Vocational Training cannot be completed until the end of the evaluation period for those pilot projects that are being conducted during Fiscal Year 1976. This may then become one of the objectives for Fiscal Year 1977 in the area of Career Development.

By the same token, failure to transfer the administration of AVT to the Office of Indian Education Programs negated the possibility for the Division of Continuing Education to develop guidelines for Bureauwide operation in the area. The Division was, therefore, obliged to abdicate its intention to accomplish this.

In summary, therefore, of the 24 stated objectives that were fully met by the Division in Fiscal Year 1975, there were four others which turned out to be impractical or nonapplicable for various reasons and, consequently, were not met. There was one relative to the provision of Adult Education services for all applicants in the Areas which was not met during Fiscal Year 1975 because the funding process will require a long time in which to be built into the base.

We are looking forward to an ever greater productive year for Fiscal Year 1976.



Max F. Harriger

DIVISION OF EDUCATIONAL ASSISTANCE
JOHNSON-O'MALLEY

Place into operation a formula which will insure equitable distribution of JOM funds and place emphasis on funding of programs to meet special needs of Indian students. This will be accomplished by Area staff review of the program submitted by each eligible district.

Establish uniform rules and procedures for contracts for expenditure of JOM funds, which will insure that such contracts will be specific; will be in agreement with regulations and established policies for expenditure of such funds, and can be audited for compliance. This will be accomplished by meetings, memoranda, and review of audit reports with each Area Office.

Establish and adhere to a schedule for auditing financial expenditures of JOM funds which will alert contracting parties to discrepancies in the use of funds and will follow established procedures within the Department of the Interior for such audits.

Insure that each school district receiving JOM funds has an elected JOM Advisory Committee which participates actively in approval of and operation of programs. This will be accomplished by enforcing a requirement that Area Directors refuse to sign contracts which do not show evidence of local Indian participation.

Insure that qualified Indian groups have an opportunity to consider contracting with Area Offices for expenditure of JOM funds through eligible school districts. Each Area Director will document the fact that such contracting was discussed.

Publish regulations (25 CFR, Part 33) which formalize rules to assist in meeting objectives stated above. (12/31/74)

Complete revision and publication of JOM section of BIA Manual in line with above regulations. (2/15/75)

DIVISION OF EDUCATIONAL ASSISTANCE
TITLE PROGRAM

Provide technical assistance to insure that the approximate \$25 million of "flow-through" funds available to BIA schools is truly supplemental to and coordinated with on-going programs funded from account 1740. This will be accomplished by program review and monitoring of approximately 175 Title I projects, 30 Title II projects, 10 Title III projects, and 10 Title VI projects.

Continue emphasis on local control and decision-making, so that title programs will be directed toward achievement of overall program objectives, as determined by local Indian parents. This will be accomplished through three training sessions together with technical consultation and program memoranda which specify the role of the parent council and LEA, the Area Technical Assistance staff, Central Office staff, and continuous follow-up with Area Technical Assistance Offices.

Maintain close liaison with the US Office of Education which will insure compliance with rules and regulations for expenditure of Title funds, and will insure that BIA schools receive and utilize all funds which can be made available from this source. This is accomplished by continuous review of legislation, regulations and guidelines, and attendance at one national meeting or workshop in each of the five major title program areas.

Establish and maintain a schedule of auditing and technical assistance visits to areas and agencies, which will insure compliance with rules and procedures, so that funds will not be withdrawn from any project; and further to insure that, at the individual project level, emphasis is being placed on program items in line with the US Office of Education guidelines. This is accomplished by Title I contract with the Departmental Unit of Audit and Investigations to audit between 50 and 60 projects and to schedule visits to Area and LEA projects.

Assist each Area in evaluating the success of their projects in meeting stated objectives. This is accomplished by the use of a standardized format for reporting evaluative data and continuous follow-up with the Area Coordinator.

Review projects for quality and disseminate information on those projects which have proven successful. This will be accomplished by visits to Area Offices and designated LEA's. Nominations for proven and tested projects will be submitted by the Area Office with backup evaluation data by August 15 of each year.

DIVISION OF EDUCATIONAL ASSISTANCE
JOHNSON-O'MALLEY OBJECTIVES - 1975

The objectives that were established for 1975 (see attached) have been met with various degrees.

Objective #1 - To place into operation in FY 1975 a formula which will insure equitable distribution of JOM funds and will place emphasis on funding of programs to meet special needs of Indian students. This will be accomplished by Area staff, review of the program submitted by each eligible district.

All funds for supplemental programs shall be apportioned among the states on a substantially equal basis, based upon the number of eligible students for whom funds are sought, with allowance being made for the actual cost of delivering educational services in each state. The Commissioner shall refer to the average statewide per pupil expenditure.

1. Per capita expenditures for each state are tabulated -- these follow OE developed statistics used for P.L. 874.
2. A factor is computed for each state based on these costs:
Using the lowest state as the base of 1.00, the factor expresses the percent that each State exceeds the lowest
3. The number of students served this year is entered based on data received from Area Offices
4. The number of students is weighted by using the cost factor in order to arrive at a tentative allocation from a pure equity standpoint

Objective #'s (2)(3)(4)(5)(6) -

The above numbered objectives have been achieved to some degree - with the publishing of the new regulations 25 C.F.R. Part 33 -- and with the passage of P. L. 93-638.

Regulations C.F.R. 25, Part 33 were approved and became effective on Sept. 20, 1974. This was accomplished after two years of work and input from the Area Offices, Tribal groups, Education Committees, and other interested parties. The main changes in these new regulations were:

1. Defining an Indian corporation
2. Inclusion of Early Childhood through 12th grade
3. Funds being spent outside of the public school
4. Distinguishing differences between basic support and supplemental funds and criteria for applying for either, 70% Indian enrollment being the major change in basic support criteria
5. Selection of Indian Education Committees
6. Committee shall have veto power of programs to be funded
7. Other language was changed to clarify the meaning

Both C.F.R. and P. L. 93-638 speak strongly to all the objectives that were listed for 1975. Supplementing the above are also policy letters sent out to the Area Offices by the Commissioner's office.

Objective #7 - Much work was done on revising 62 BIAM 3.0 Bureau of Indian Affairs Manual to go along with the above mentioned new Regulations C.F.R. 25, Part 33. As of this date the new 62 BIAM 3.0 Manual has not been approved and we are still referring to the one that goes with the old Regs prior to September 20, 1974.

SPECIAL PROGRAMS

Accomplishments:

1. Eight projects submitted to O.E. as being exemplary.
2. Successful project publication submitted to each Area Office.
3. Successful project publication submitted to each LEA.
4. Dissemination period held during annual fall workshop and training program.
5. T.V. tape and 16 mm film presented by Juneau Area.
6. Slide tape presentation prepared by the Phoenix Area.
7. Education fair hosted and presented by the Albuquerque Area.
8. Films being prepared by the Navajo Area on the Leupp and Greasewood special education project.
9. An increase in the quantity and quality of publications issued by the Area offices.

DIVISION OF SCHOOL FACILITIES

Complete educational needs assessments for three projects, as funded for F.Y. 1975, with evaluation comments in the form of school and/or tribal agreement incorporated in the planning document (functional requirements).

Meet with the local school boards, administrators, Agency and Area personnel and others to be involved in the planning of three schools. This information is incorporated into the Functional Requirements document.

Draft Functional Requirements for three new projects plus eighteen projects carried over from previous years and obtain written approval of the Functional Requirements by the tribal school board or council for the twenty-one documents prepared by June 1, 1975. (Projects carried over are those held up by A. , lack of congressional funding, or school personnel for various reasons.

Maintain a backlog listing and documentation of needs of BIA school construction. The list will be updated and priorities revised as changes occur. This material is available for congressional information.

Evaluate existing facilities to determine their usefulness and adequacy for educational programs as requested by Area Offices.

Assist Areas in gathering demographic information to determine future enrollments in Bureau schools in their areas.

Complete a document containing guidelines for the planning of educational facilities with input from tribal and Bureau personnel for the approval of the Director of Education Programs. (The guidelines will include suggested square feet per pupil in the various areas of the school, adjunct and support facilities that can be provided for enrollments of different sizes and maximum square foot (limits for schools and educational components.

Work with the architects designing approximately 15 schools as they specify the equipment to be installed by the contractor.

Work with local school personnel in approximately eighteen schools as they select and order equipment for schools being designed.

Install equipment in seven projects now under construction.

Assist local school boards and/or education committees in determining the size and location of school sites in three schools scheduled for planning during Fiscal Year 1975.

For schools being designed, make reviews and recommendations concerning the relation of new facilities to those being retained and to utilities which are required. The results will be seen in the usefulness of the new facility and its acceptance by the local community.

Train the appropriate staff members of at least five schools in the operation and care of special equipment, the cleaning and care of floor coverings, demonstrations in the use and care of modern school kitchens, special audio and t.v. equipment, etc. The effectiveness of the training will be evident in the performance of the trained staff members.

Arrange for representatives of equipment companies whose products are being used to hold training sessions for school staff members when necessary.

Develop new and more effective planning methods based upon the use of computerized programs, research into planning of the schools and a constant evaluation of techniques. The effectiveness of this effort will be reflected in more efficient planning procedures and more concise documents.

During Fiscal Year 1975, the functional requirement documents for three new projects - Salt River Day School, Ahfachkee Day School and Little Wound High School were completed and the design phase of each project begun. The planning was done in cooperation with the school staff, and Bureau of Indian Affairs personnel at the Agency, Area and Central Office levels.

Of the eighteen projects carried over from previous years, fourteen are currently being designed or constructed. Four schools, Cherokee High School, Wanblee (Crazy Horse School), Acomita Day School and Casa Blanca Day School; have been built during the year and will be ready for occupancy by September. Three of the eighteen schools are being held up for an exception to the Bureau policy for removing students from public school.

A document containing guidelines for planning school facilities was developed and reviewed by Bureau personnel. It has been used during the planning stage of the 1975 projects and is being revised to make it more useful and more easily understood.

The educational specialists in equipment worked closely with the architects designing fifteen schools in reviewing plans, selecting equipment and ordering it.

A document outlining an objective method of establishing Bureau-wide construction priorities was developed and submitted to Area Office Education personnel for suggestions. It was used in setting the priorities for F.Y. 1977 and is being refined for use in 1978.

Installation of equipment in completed schools has processed through 1975 and continues. Staff training for the use of new facilities, their care, and maintenance was done when necessary.

Work is still in progress on establishing attendance boundaries for day and boarding schools.

The Division has assisted Area offices in interpretation of P.L. 93-638 as it may affect schools within the Area.

An evaluation document has been designed to help school and education personnel objectively evaluate the design of the building in light of BIA educational needs. This gives a good indication of how well the school was planned, designed and constructed.

EDUCATIONAL AUDIO-VISUAL SERVICES

Ship, inspect and clean approximately 45,000 films as ordered by BIA schools, with usage and evaluation comments recorded as a part of the booking system.

Select and purchase 300 new and replacement films so as to maintain an up-to-date library of 7,000 prints.

Complete the final steps in production of the Bethel Agency Early Childhood film by August 15, 1974.

Begin shooting of the Alaska Student Orientation Services film and complete production by December 31, 1974.

Begin shooting of the film on the Air Bookmobile in the Bethel Agency and complete production by June 30, 1975.

Complete production of the film for the Bureau of Land Management on the Alaska Native Claims Settlement Act by June 30, 1975.

Respond to an additional film production request and substantially complete production by June 30, 1975.

Office Memorandum • UNITED STATES GOVERNMENT

TO : Dr. William J., Benham, Administrator IERC

DATE: June 6, 1975

FROM : Chief, Division of Educational Audio-Visual Services

SUBJECT: Objectives of Division of Educational A-V Services 1975 and 1976

42,695 films were booked to Bureau schools, which represents over 85,000 film handlings.

Approximately 266 additional films and new titles were selected and purchased for circulation.

We estimate close to 43,000 films will be booked for the coming fiscal year, providing we are able to maintain sufficient personnel.

As planned, the Early Childhood film was completed last August.

The Student orientation film underwent several transformations during scripting. Filming is complete and it is now in editing.

The Air Bookmobile film script is awaiting final approval from the Bethel Agency.

Bureau of Land Management decided to delay their film project in Alaska due to their changing roll in that state.

We have responded to additional film requests as anticipated. We provided still picture assistance to BIA Information Office and to Office of Communications, Department of the Interior.

As approved by the Commissioner and requested by the Department and the Bureau of Reclamation, we have started a film project for that Bureau.

We also completed our unscheduled film for the BIA Division of Law and Order in cooperation with the Department of Justice, Bureau of Prisons.

Early next fiscal year, we expect to complete the Student orientation film, hopefully in time to circulate to villages of Alaska before school starts.

Another BIA Law and Order film is being planned and a major film production for Bureau of Reclamation (just getting started) is expected to be completed by spring of 1976.

Because of tight and time consuming schedules for productions now in progress, we are not attempting to schedule any other productions at this time. Although, we do anticipate projects in the last half of fiscal 1976.

Donald J. Morrow
Donald J. Morrow

INDIAN EDUCATION RESOURCES CENTER

EXCERPTS.

FROM

MONTHLY ACTIVITY REPORTS

UNITED STATES GOVERNMENT

Memorandum

TO : Director, Office of Indian Education Center

DATE: May 14, 1975

FROM : Administrator, Indian Education Resources Center

SUBJECT: Excerpts from Divisions' Monthly Activity Reports, April 16 - May 15.

Division of Evaluation, Research and Development.

The general area of cultural arts has been receiving careful attention. The comprehensive needs assessment has been developed, carried out and should be completed in June. The Bureau will be receiving funds from HEW in the cultural arts which will reflect identified needs.

Areas and schools have responded in an excellent manner to the new requirements in Student Rights and Responsibilities (SRR). A workshop has been developed for area office personnel to be held in June. In addition to SRR, the Freedom of Information Act and Privacy of Student Records will also be covered in the workshop.

The Institute of American Indian Arts has received a charter authorizing them to issue an Associate of Arts and high school diploma. They are also in the process of planning in relationship to the improvement of their per capita cost. This Division has been involved in the development of the Charter and in the evaluation of one of their programs at the school. It is good to have the charter issue solved.

The Student Enrollment System has been progressing on schedule. Training of Area personnel has taken place and field trips by Division personnel have been made to the Eastern Area. Preliminary staff work on curriculum has been started.

The evaluation of the Education Leadership Programs at Minnesota, Penn State and Harvard has been completed and the final report should be available in June or July. This has been a very demanding task and is only one of many Dr. Leitka has been doing.

The Oklahoma Needs Assessment is progressing satisfactorily and they are now going into their phase of regional meetings, one which will take place in Tahlequah the week of May 5 - 8. The Early Childhood Needs Assessment contract with Bank Street College has been formally signed and organizational work is being undertaken. The Mount Edgecumbe School renewal project is nearing the completion for this school year. It is anticipated that this work will do much to smooth the transition of the enrollment of the previous Wrangell students at Mount Edgecumbe. Work on the Secretarial/Presidential Objective has continued with monitoring activities on a weekly basis. The US Office of Education projects for Indian bilingual education programs go through the Division and all have been processed.



Division of Continuing Education.

A meeting was held May 6 - 7 of representatives from the four pilot Career Development projects, involving personnel from Bureau Data Processing, GSA Data Processing, the Office of Indian Education Programs and the Office of Tribal Resources Development to determine the feasibility of computerizing certain data relative to Career Development. It was determined by this group that it was, in fact, feasible to pursue this idea, and several categories of information were developed by the group. A committee will be formed to further refine those categories of information and to make final recommendations on the data that will be most useful.

The RFP for the evaluation and training component of the two pilot Career Development Center projects, one at Round Valley, California, and the other in the Billings Area, has been distributed. It is hoped that the contract can be let between May 15 and May 30, 1975, and the program begun June 1, 1975.

A State Plan was developed which was submitted to the Bureau of Education for the Handicapped indicating the plans of the BIA in Special Education for FY 1975. We are in the process of writing a new State Plan and Projected Activities report to be submitted to the Bureau of Education for the Handicapped in order to meet their requirements for the additional monies that have been allocated to the BIA for FY 1976. Twenty-one Title VI, Part B, Special Education projects have been approved for funding in the various areas in the amount of \$801,780 for FY 1976.

The Division staff along with representatives for the Regional Resource Center in Salt Lake, are currently visiting several schools in Alaska in order to best determine the technical services to be provided by the Regional Resource Center in the implementation of those Special Education projects which have been funded in that Area.

Division staff members provided services to the Eastern Navajo Agency in the development of a Career Education proposal to be submitted to the US Office of Education for funding; also provided for service to the USOE in the development of a \$100,000 Career Education program to be implemented in the Four Corners Area.

A statement of work relative to the forthcoming community college study was developed and submitted to our contracting office. Staff member participated in the evaluations of the contract schools, Wyoming Indian High School, Ethete, Wyoming, and the Indian School at Busby, Montana.

An Adult Education Workshop was conducted on April 29-30 and May 1, which analyzed forms and agreed on a preliminary definition of Adult Education as it is to be used in Bureau programs.

The Out-of-Class Activities guides to Self-evaluation of a day school, Self-evaluation of boarding schools and dormitories, also Out-of-Class

Activities National Profile of Characteristics' have been completed. The assemblage of reports from schools, Agencies and Areas on the status of implementation of NAIWA recommendations which contains tabulation of findings from which a rough estimate of present Bureau-wide status can be made, has been completed.

The revised edition of the scholarships pamphlet is now available under the title, "Career Development Opportunities for Native Americans." Staff member participated in a two-day conference on Higher education held in Seattle, Washington, under the sponsorship of the Portland Area Higher Education staff.

Division of Educational Assistance.

A great deal of time was spent on S.1017, Title II (Jackson Bill). Several analyses were done and quite a bit of research was done on what it would or could do for Public School Assistance. With the passage of S.1017, now known as PL 93-638, Indian Self-Determination Act, this office has been working on the Indian Education Assistance Act, Part A, Education of Indians in Public Schools. On February 27, 1975, this office submitted to the Washington office, the tasks they were given in Project 638. As a whole, we had to write the new regulations in rough draft for PL 93-638 Title II, Part A. We have since received them back and have checked them for additions and deletions and they will go out to the Tribal groups for comments.

This office has also worked on a formula that is called for in 25 CFR Part 33. "All funds for supplemental programs shall be apportioned among the states on a substantially equal basis based upon the number of eligible students for whom funds are sought with allowance being made for the actual cost of delivering educational services in each state for the purpose of determining the actual cost of delivering educational services in each state. The Commissioner shall refer to the average state-wide per pupil expenditures." Several formulas were worked out:

1. Total allocation of funds,
2. Total allocation of funds with a hold harmless clause,
3. Basic support taken off the top with 80 percent of the funds going for supplemental programs,
4. Basic support taken off the top with 85 percent of the funds going to supplemental programs.

The first formulas were worked out and submitted in March. Our letter dated April 10, 1975, with the latest formula--basic off the top and 85 percent of funds for supplemental--has not been approved or the funds allocated out. This office has answered questions on this as they have come up. We are still waiting for the approval to allocate funds for FY 1976. To arrive at the above allocations, we were aided by Mr. Frankel's statement that no more funds would be spent for basic support in FY 1976 than were spent in FY 1975.

4

A Directory for Public School Assistance showing by Area, State and District the total enrollment and Indian enrollment was developed. This Directory gives the name and address of each school Education Committee and who has the contract to administer the programs in each school.

Division of School Facilities.

Staff member participated as a team member with representatives from the Division of Facilities Engineering and tribal groups to select the Architects for design work of Ahfachkee, Little Wound and Chitimacha Schools.

Assistance in the development of school construction priorities was made to the Phoenix and Navajo Area Offices. Visits were made to proposed kindergarten sites on the Navajo Reservation to evaluate existing classroom buildings that may be used for kindergarten classrooms. Out of five sites only one required classroom construction. A considerable amount of savings in construction dollars will be realized because of this trip.

The proposed regulations for the school construction portion of PL 93-638 were completed and forwarded to the Director's Office.

Staff member along with members of the Cherokee High School staff, visited various sites and evaluated educational TV systems for the new high school facility. Equipment installations were made at Sherman and Cherokee High Schools.

Division of Education Audio-Visual Services.

Since mid-April, 4,504 films have been shipped, making it a total of 46,860 films shipped this year. In the past month, 64 films were purchased. These were additional prints of titles we now own, with the exception of 13 titles of the "America" series which are released in two parts each, or 26 films.

The Bureau of Reclamation film script has been approved on the fourth draft. Scheduling for location filming will begin in Washington, DC, in two to three weeks.

Location filming will continue on the high school film at Mount Edgecumbe, Sitka, starting May 11. Processing and pre-editing of footage obtained from the first location filming at Sitka has been and still is in progress. Prison Rehabilitation film prints are on order and requests for this film are now being received.

We have also filled still picture requests for the Department of the Interior Information Office, Juneau Area Office, and Mount Edgecumbe School.

The Educational Film Catalog was mailed out to all film users. Film orders for next year are coming in.

Relevant Developments. The work done on USOE bilingual project has done much to strengthen our relationship to Areas and to USOE. The work that will be done in Student Rights and Responsibilities, Freedom of Information Act, and protection of student records will also help.

A meeting was held in Denver consisting of representatives from various education offices and from satellite communications systems to discuss a system designed to beam education programs into remote schools in the Rocky Mountain Area. A major thrust of this program is to disseminate Career Education information among the schools. A report will be made on the desirability of Bureau involvement.

Problems Encountered or Forecast. Equipment purchasing for the Acoma School is progressing very slowly. The main problem is GSA-Denver which lacks the personnel to process the buying. We do enjoy excellent rapport with GSA and have discussed the problem with them.

It is very difficult to fill vacant positions.

Plans and Anticipated Events. A trip to Billings Area the week of May 18 to assist in the writing of an Area Career Development pilot project. Revised materials, reviewed and modified at the Adult Education Workshop, are expected to be distributed to the Areas in early June. These include:

1. Reporting form for FY 1975 for use at the Agency, Area and Central Office levels, with instructions for preparation.
2. Form to be used for preparation of the Central Office Statistical Report for FY 1975.
3. Reporting form for use in FY 1976 at the Agency, Area and Central Office levels, and instructions for use.
4. Form to be used for preparation of the Central Office Statistical Report for FY 1976.
5. Suggested guidelines for consideration of Areas and Agencies during FY 1976 and which can be used as the basis for the development of firm guidelines near the close of FY 1976.

The development of proposed leaflet for use by Area Offices or other agencies concerning the Bureau Adult Education Program.

Installation of movable equipment for Cherokee and Casa Blanca will begin in May. Education Specifications for the Salt River School should be completed in May.

The priorities for school construction for FY 1977 will be finalized next month.

William J. Benham