



BUDGET The United States
Department of the Interior
JUSTIFICATIONS

and Performance Information
Fiscal Year 2022

**BUREAU OF INDIAN
EDUCATION**

NOTICE: These budget justifications are prepared for the Interior, Environment and Related Agencies Appropriations Subcommittees. Approval for release of the justifications prior to their printing in the public record of the Subcommittee hearings may be obtained through the Office of Budget of the Department of the Interior.



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BUREAU OF INDIAN EDUCATION
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Executive Summary

Bureau of Indian Education
FY 2022 Budget Request

EXECUTIVE SUMMARY

“We have realized that one of the greatest gifts our schools give to our students and educators is time spent with each other — the daily opportunities to learn and grow together, face to face. There is no substitute for this experience and the wonder and wisdom it brings.”

- President Joseph R. Biden, Jr., March 23, 2021

The mission of the Bureau of Indian Education is to provide quality education opportunities from early childhood through life in accordance with a Tribe’s needs for cultural and economic well-being, in keeping with the wide diversity of Indian tribes and Alaska Native villages as distinct cultural and governmental entities.

The United States has a trust and treaty responsibility to provide eligible Indian students with a quality education. BIE serves as a capacity builder and service provider to support tribes in delivering culturally appropriate education with high academic standards to allow students across Indian Country to achieve success. Native students endure stark inequities in access to education, and challenges with COVID-19 disruptions and school closures left Native communities disproportionately impacted. BIE’s role as a capacity builder and service provider has never been more important than now. BIE is working with Tribal governments, school leaders, communities, and our employees to establish the safe reopening of schools. As we continue efforts to serve our students, families, and communities profoundly impacted by the pandemic, schools are moving from remote learning to hybrid and traditional in-person learning, including summer school or extended school year instructional programs. These efforts are being undertaken as we prioritize the health and safety of thousands of employees and students across Indian Country.

The BIE manages a school system of 183 schools and 33 Tribal Colleges and Universities (TCUs), providing educational services to approximately 45,000 elementary and secondary students in 23 States and nearly 12,000 post-secondary students in 17 States. BIE operates two post-secondary schools, Haskell Indian Nations University and Southwestern Indian Polytechnic Institute.

FY 2022 BUDGET PROPOSAL

Budget Overview – The 2022 President’s budget for BIE is \$1.3 billion in current appropriations. The budget includes key investments to strengthen BIE’s autonomy as a Federal agency and improve local

services for Tribally Controlled and Bureau Operated schools. BIE estimates the budget supports staffing of 3,244 full-time equivalents in 2022.

The budget for BIE supports the Biden-Harris Plan for Tribal Nations commitment to invest in Native education, support our underserved communities, and fully fund 100 percent of projected Tribal Grant Support Costs to meet the staffing and operational needs of over 130 Tribal schools. The BIE budget is complemented by the Department of Education 2022 budget proposal to expand programs that directly affect Tribal communities, including significantly increased funding for Title I grants that benefit high-poverty schools and Individuals with Disabilities Education Act (IDEA) grants. In addition, BIE will continue to leverage the \$850.0 million made available through the American Rescue Plan as permanent funding in 2021 to ensure that Native American students do not unduly bear the burden of the pandemic’s impact on their education. These no-year funds will help support schools locally as they devise and implement student learning recovery initiatives.

The United States has a trust and treaty responsibility to provide eligible Indian students with a quality education. BIE serves as a capacity builder and service provider to support tribes in delivering culturally appropriate education with high academic standards to allow students across Indian Country to achieve success. BIE funding supports classroom instruction, student transportation, native language development programs, cultural enrichment, gifted and talented programs, facility operations, and maintenance at BIE schools operated by tribes or directly by BIE. In some schools—mostly in remote sites—funding also supports residential costs. BIE operates two postsecondary schools, administers grants for 29 Tribally controlled colleges and universities, and funds two Tribal technical colleges.

BIE continues to strengthen as an independent bureau with a separate budget structure and ongoing reforms to improve learning and student outcomes at BIE schools. A key aspect of this effort is decoupling functions of the Bureau of Indian Affairs (BIA) and BIE to better deliver services to schools, maximize efficiency, and build capacity within BIE. BIE is gradually assuming direct responsibility for acquisition, safety, and facilities management. Aligning resources with management responsibilities addresses recommendations of the Government Accountability Office and will provide BIE the autonomy and accountability needed to improve service delivery to—and by—BIE-funded schools.

Total 2022 Budget Request
(Dollars in Thousands)

Budget Authority	2020 Enacted	2021 Enacted	2022 Request
Current Appropriations	1,191,334	1,237,369	1,347,964
Total Budget Authority	1,191,334	1,237,369	1,347,964
<i>FTEs</i>	<i>2,168</i>	<i>2,769</i>	<i>3,244</i>

Investing in Tribal Education

The 2022 budget supports the Administration’s commitment to improve educational opportunities and service delivery for Native American students from their earliest years through college. BIE is implementing ongoing reforms to strengthen itself as an independent bureau and increase accountability and transparency throughout the organization. This multiyear process is transforming BIE into an organization that serves as a capacity builder and service provider to support tribes in educating their

youth and delivering a world-class and culturally appropriate education.

BIE received \$1.5 billion in supplemental funding in 2020 and 2021 from the Coronavirus Aid, Relief, and Economic Security Act, the American Rescue Plan Act, and the 2021 Consolidated Appropriations Act, which directed the Department of Education to transfer funds to BIE from the Education Stabilization Fund. More than 90 percent of that funding was distributed by formula directly to individual schools, including TCUs. Funds are helping school communities improve educational operations with ongoing safety, mitigation, personal protective equipment needs, mental health, online learning, and reopening.

Operation of Indian Education Programs—The 2022 budget for the Operation of Indian Education Programs account is \$1.1 billion, an increase of \$110.5 million over the 2021 enacted level. The core mission of BIE is to support Bureau Operated and Tribally Controlled schools and administer grants to Tribal institutions of higher education.

Elementary and Secondary Programs—The request includes \$844.2 million, an increase of \$72.8 million over the 2021 enacted level, to provide base funding for the operation of the entire BIE elementary and secondary school system of 169 elementary and secondary schools and 14 dormitories, providing educational services to approximately 45,000 individual students in 23 States. Funds support the basic and supplemental education programs at BIE-funded schools, student transportation, facility operations, and maintenance.

The 2022 request includes a \$60.0 million program increase above 2021 enacted levels to improve Indian student academic outcomes, support expanded preschool programs, and provide pay parity for Tribal teachers while fully funding projected Tribal Grant Support Costs. Within the \$60.0 million increase, \$49.0 million is for Indian School Equalization Program (ISEP) formula funds to improve opportunities and outcomes in the classroom, provide improved instructional services, and support improved teacher quality, recruitment, and retention. An additional \$3.0 million is for Early Child and Family Development to expand preschool opportunities at BIE-funded schools. The budget continues to invest in activities that promote educational self-determination for Tribal communities with an increase of \$8.0 million in Tribal Grant Support Costs for tribes that choose to operate BIE-funded schools to support 100 percent of the estimated requirement.

For the 2020–2021 school year, BIE implemented its first-ever unified Standards, Assessments, and Accountability System (SAAS), in accordance with the Every Student Succeeds Act (ESSA). This framework and consistency are critical to improving services and providing the high-quality education that BIE students and tribes deserve. Before the BIE Unified Assessment system went into effect with the final rule, CFR 25 part 30, that aligned to the Elementary and Secondary Education Act of 1965, as amended by the ESSA, all Bureau-funded schools followed their State systems. The SAAS will provide BIE with the ability to operate under a single unified assessment system across the 23 States where BIE-funded schools are located, including standards for career readiness and next-generation science, as well as indicators for academic proficiency in mathematics, English language arts, science, and alternate assessments aligned to ESSA. Tribes continue to have the right to use Native American languages as a medium of instruction.

Postsecondary Programs—The request includes \$168.0 million for Postsecondary Programs, an increase of \$14.6 million over the 2021 enacted level. This funding will be used to operate two postsecondary institutions, administer grants to 29 Tribally controlled colleges, and support two Tribal technical colleges.

The 2022 budget continues recognition of the critical role that Tribal postsecondary schools play in empowering Indian students and Tribal communities. TCUs are uniquely positioned to help Native students overcome barriers to success by providing high-quality education while preserving Native languages and traditions. These institutions are on or near reservations, and they directly serve Tribal communities with culturally relevant education and career pathways in a supportive environment. Postsecondary education of Tribal members remains an essential component in the economic development of many tribes.

The budget request includes an increase of \$10.0 million for the Scholarships and Adult Education (TPA) program to improve educational opportunities and serve a larger population of qualified Native American students. The TPA program supports the Administration's commitment to expand educational opportunities by providing educational grants to highly qualified American Indian and Alaska Natives students. Tribal communities have been historically underserved and adversely affected by persistent poverty and inequality and this program fosters the development of educated and capable citizens that will effect positive change in their communities. These funds also enable tribes to further Tribal sovereignty and self-determination by establishing their own educational priorities, promoting economic development, and improving standards of living in American Indian and Alaska Native communities.

Advancing Science—BIE is investing \$2.0 million in a new initiative that provides research and development (R&D) internships to highly qualified students from economically disadvantaged rural communities. The increase aims to increase participation in science and engineering of individuals from racial and ethnic groups, who are traditionally underrepresented in these fields. R&D intern scholarships are an investment in advancing Tribal self-determination by opening and expanding doors to the next generation of leaders in Indian Country. The program will complement the existing Science Post Graduate Scholarship Fund and support R&D investments that provide actionable and accessible information and decision support tools. Assuming an average internship value of \$10,000, this increase will provide approximately 200 additional students with opportunities for hands-on learning, mentoring and increased job skills in R&D fields.

Education Management—The request includes \$71.5 million for education management and information technology, an increase of \$23.2 million over the 2021 enacted level, to optimize learning opportunities for students of all ages. Education Program Management funding supports ongoing improvements in high-priority functional areas, including acquisition, school safety and repairs, performance tracking, and technical support to the field. Other management activities include data collection, analysis, and reporting; financial and accounting functions; oversight and coordination of major facility repairs; and management of grant applications. BIE information technology includes the Native American Student Information System, wide area network infrastructure, and general support systems used by BIE-funded schools.

The budget proposes an increase of \$20.0 million for Education IT to support the ongoing costs of distance learning and enhanced use of technology in the classroom. Supplemental funding to support BIE-funded schools has enabled new technology investments and operational capabilities for learning in response to the COVID-19 pandemic. These investments will be long lasting and provide invaluable infrastructure to enable BIE to continue to deliver education during the pandemic, and they will substantially improve the efficiency and quality of education upon return to in-school learning. Although most schools remain in either a distance learning or hybrid instruction mode, BIE continues to work collaboratively with Tribes and communities to alleviate the strains imposed by the COVID-19 pandemic on BIE students and their families, as well as on teachers, administrators, and staff in K–12 schools and at

TCUs. The 2022 budget increase in education information technology resources will continue the annual learning software subscriptions and licenses. The increase will also support contract extensions needed to maintain this investment, as well as the educational IT personnel costs to support remote learning and additional broadband capabilities.

The Payments for Tribal Leases account within the BIA budget is used to fund both BIA and BIE Indian Self Determination and Education Assistance Act Section 105(1) leases. The 2022 budget fully funds costs for signed lease agreements. The budget proposes to reclassify the indefinite discretionary appropriations accounts, which support payments for these leases in both the Indian Health Service and Interior, to mandatory funding starting in 2023 to help ensure full and stable funding for these important payments.

The BIE budget includes \$400,000 as part of a Departmentwide Diversity, Equity, Inclusion, and Accessibility budget initiative to address identified high-priority needs in support of Executive Order 13985, Advancing Racial Equity and Support for Underserved Communities Through the Federal Government, and Executive Order 13988, Preventing and Combating Discrimination on the Basis of Gender Identity and Sexual Orientation. As part of this initiative, the Department, bureaus, and offices will jointly conduct a review of the Diversity, Equity, Inclusion, and Accessibility program across Interior to identify gaps, challenges, and best practices and to examine Department and bureau roles, responsibilities, and governance.

Tribal Priority Allocations—Tribal Priority Allocations give tribes the opportunity to further Indian self-determination by establishing their own priorities and reallocating Federal funds among programs in this budget category. The 2022 budget includes Tribal Priority Allocation funding of \$67.5 million.

Education Construction—The 2022 budget includes \$264.3 million in annual funding for Education Construction to replace and repair school facilities in poor condition and address deferred maintenance needs at campuses in the BIE school system. Education Construction funds will be supplemented by permanent funds from the Great American Outdoors Act (GAOA, Pub.L. 116-152). BIE is expected to receive up to \$95.0 million per year in GAOA permanent funding for priority deferred maintenance projects from 2021 through 2025. Actual amounts are dependent on energy development revenues, as specified in the GAOA.

Replacing or repairing BIE-funded schools in poor condition remains a high priority. Indian Affairs (IA), in close coordination with BIE, manages the Site Assessment and Capital Investment (SACI) Program, a comprehensive approach to assess the conditions of bureau-funded schools and prioritize requirements for campus improvements. The SACI program follows formalized procedures that respect Tribal sovereignty and self-determination and result in consensus agreements with schools, tribes, and IA for major renovations and new construction projects. Following a comprehensive assessment, site project plans are presented to the IA Facilities Investment Review Board (FIRB) for review and recommended approval by the Assistant Secretary for Indian Affairs. The SACI program will result in a long-term facilities plan that is continuously updated and is adjustable to changes in education construction funding and evaluation or selection criteria.

Each year from 2019 through 2021, 10 schools were identified by the SACI program for assessment on the basis of established criteria. To date, IA has completed comprehensive assessments at the 10 schools selected in 2019, of which 9 have been approved by the FIRB for replacement or major repair. IA expects to have recommended decisions to the FIRB for the remaining school in the fourth quarter of FY

2021. Of the next 20 schools identified for site assessments, the 10 school assessments identified in 2020 have been completed. Due to COVID-19 travel restrictions and related staffing capacity issues, IA expects to finalize the site assessment plan reviews and recommendations for those 10 schools early in 2022.

With the Replacement School Construction, Replacement Facility Construction, and GAOA funds in FY 2022, BIE can fully fund replacement of all 10 schools on the 2016 replacement list and up to 3 schools from the SACI program. Final allocations are dependent on the final cost estimates pending completion of the design phase for each school.

The 2022 budget includes \$95.3 million for facility improvement and repair at BIE schools to maintain the school infrastructure and provide an environment conducive to educational achievement. The budget includes \$13.6 million for BIE employee housing repair and \$1.0 million for employee housing replacement. In 2021, Congress established a new funding line item in the amount of \$15 million for facility improvement and repairs in Tribal colleges, this funding is part of the recurring base for the FY 2022 budget. BIE and IA conducted Tribal consultations in the spring of 2021 and are in the process of finalizing the distribution methodology.

Fixed Costs—Fixed costs of \$18.2 million are fully funded.

Good Accounting Obligation in Government Act Report

The Good Accounting Obligation in Government Act (GAO-IG Act, P.L. 115-414) enacted January 3, 2019, requires that Agencies report the status of each open audit recommendation issued more than one year prior to the submission of the Agency's annual budget justification to Congress. The Act requires Agencies to include the current target completion date, implementation status, and any discrepancies on closure determinations. The Department of the Interior leadership takes audit follow-up very seriously and considers our external auditors, to include the Government Accountability Office (GAO) and Office of the Inspector General, valued partners in not only improving the Department's management and compliance obligations but also enhancing its programmatic and administrative operations. As stewards of taxpayer resources, the Department applies cost-benefit analysis and enterprise risk management principles in recommendation implementation decisions. The Department's GAO-IG Act Report is available at the following link: <https://www.doi.gov/cj>

General Statement

BUREAU OF INDIAN EDUCATION

GENERAL STATEMENT

While this past year has been a challenge given the conditions the COVID-19 pandemic has imposed on our schools and students, our educators have remained dedicated to ensuring our students' success.

*Bureau of Indian Education Director Tony L. Dearman
April 23, 2021*

Introduction: The Bureau of Indian Education (BIE) serves as the principal government agency in upholding the United States' educational obligations to Indian tribes and their eligible Indian students. As stated in Title 25 CFR part 32.2, BIE's mission is to provide quality education opportunities from early childhood through life in accordance with a Tribe's needs for cultural and economic well-being, in keeping with the wide diversity of Indian tribes and Alaska Native villages as distinct cultural and governmental entities.

The People We Serve: The BIE implements federal Indian education programs and funds 183 elementary schools, secondary schools and dormitories (of which over two-thirds are Tribally operated) located on 64 reservations in 23 States serving an estimate 45,000 individual students. BIE also operates two post-secondary schools and administers grants for 29 Tribally controlled colleges and universities and two Tribal technical colleges.

BIE is positioned to develop the next generation of Tribal leadership through a quality education. Native American youth are the most important resource of any Tribe, and their education is vital to the well-being of Indian Country. Many Indian communities that BIE programs support face social and socio-economic challenges at disproportionate rates compared to the rest of America. Improving education services in Tribal communities is essential to promote economic development, increase educational achievement, and improve standards of living for future generations of American Indians and Alaska Natives.

Federal Indian Policy: There are five major legislative actions aimed at improving the delivery of education to eligible Indian students. First, the Indian Reorganization Act of 1934 introduced the teaching of Indian history and culture in Bureau of Indian Affairs (BIA) schools. Second, the Indian Self-Determination and Education Assistance Act of 1975 (Pub.L. 93-638) gave authority to federally recognized tribes to contract with the BIA for the operation of Bureau-funded schools and to determine education programs suitable for their children. The Education Amendments Act of 1978 (Pub.L. 95-561) and further technical amendments (Pub.L. 98-511, 99-99, and 100-297) provided funds directly to Tribally operated schools, empowered Indian school boards, permitted local hiring of teachers and staff, and established a direct line of authority between the BIE Director and the Assistant Secretary – Indian Affairs. The No Child Left Behind Act of 2001 (Pub.L. 107-110) brought additional requirements to the schools by holding them accountable for improving their students' academic performance with the U.S. Department of

Education supplemental program funds they receive through the Bureau. In 2015, the Every Student Succeeds Act (Pub.L. 114-95) was passed to amend the Elementary and Secondary Education Act of 1965 to increase local control, require consultation with Tribal governments with State and local education agencies, and provide the BIE more access to U.S. Department of Education funded technical assistance, support, and resources.

BIE Organization and Leadership: Although the BIA and BIE organizations have always pursued different mission objectives and reported separately to the Assistant Secretary – Indian Affairs, BIE was historically funded as a Budget Activity within Indian Affairs until 2020.

Currently, line authority for BIE programs begins at the Assistant Secretary - Indian Affairs level who oversees the Director of the Bureau of Indian Education. The primary responsibilities of the BIE Director are to advise the Assistant Secretary - Indian Affairs on education policy issues, provide leadership in consultations with tribes, and deliver educational support and services. The BIE Director is supported by the Deputy Bureau Director and Associate Deputy Directors.

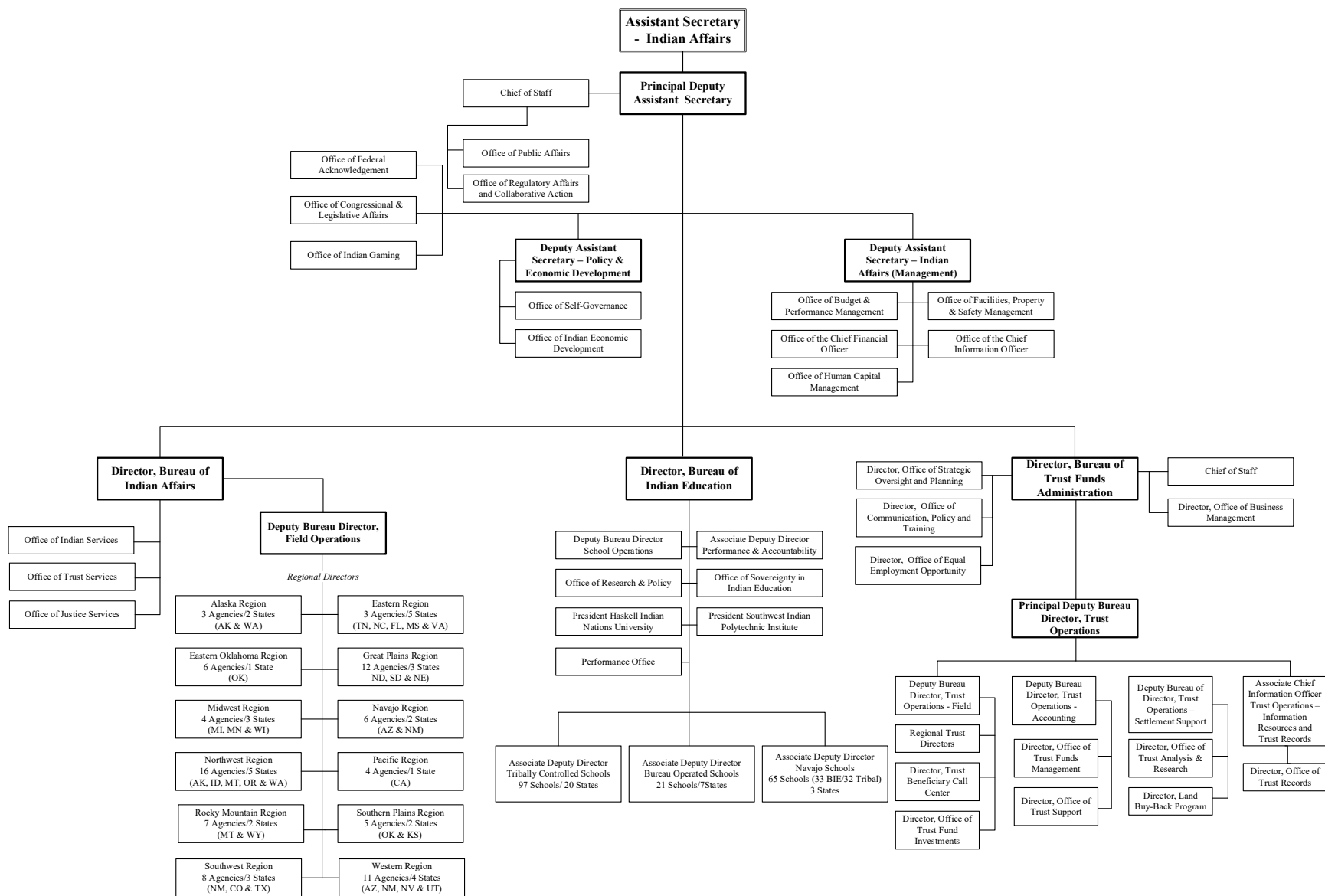
The *Deputy Bureau Director* manages the School Operations division, which includes budget formulation and execution, finance, acquisition, safety and facilities-related issues of direct concern to BIE schools. School Operations is the Bureau-wide resource for Associate Deputy Directors, Education Program Administrators, and school administrators to resolve questions, fast track priorities, and identify best practices.

The *Associate Deputy Directors* serve as top level senior executives responsible for providing oversight, guidance, and technical assistance to BIE-funded schools. Associate Deputy Directors are responsible for building a responsive organization that provides resources, direction and services to BIE schools, and fosters parental, community and organizational partnerships to provide the emotional and social support students need.

Indian Education functions are closely coordinated with Indian Affairs. The functions performed by Indian Affairs provide administrative oversight to ensure accountability at every level and avoid duplication.

The organizational chart for Indian Affairs, including BIE, is illustrated on the following page.

Indian Affairs Organization Fiscal Year 2022



Summary Tables

Bureau of Indian Education Budget Summary Table

Dollars in Thousands (\$000)

	2020 Enacted	2021 Enacted	2022 President's Budget Request	Change from 2021 (+/-)
Current Appropriations				
Operation of Indian Education Programs	943,077	973,092	1,083,634	+110,542
<i>Direct FTE^{1/}</i>	602	2,389	2,661	+272
<i>Reimbursable FTE</i>	51	366	569	+203
<i>Subtotal, Current Operation of Indian Education Programs FTE</i>	653	2,755	3,230	+475
Education Construction	248,257	264,277	264,330	+53
<i>Direct FTE</i>	8	14	14	-
Total, Current Appropriations	1,191,334	1,237,369	1,347,964	+110,595
Supplemental Funding (CARES Act P.L. 116-136)	69,000	-	-	-
Current Transfers (Education Stabilization Fund + BIA OIP)	106,672	409,400	-	-409,400
Total, Current Appropriations (w/ supplemental and transfers)	1,367,006	1,646,769	1,347,964	-298,805
<i>Direct FTE</i>	610	2,403	2,675	+272
<i>Reimbursable FTE</i>	51	366	569	+203
Total, Current FTE	661	2,769	3,244	+475
Permanent Appropriations				
Operation and Maintenance of Quarters	27	-	-	-
Subtotal, Permanent Appropriations	27	-	-	-
Supplemental Funding (American Rescue Plan Act P.L. 117-20)	-	850,000	-	-850,000
Total, Permanent Appropriations (w/ supplemental)	27	850,000	-	-850,000
Total, Permanent FTE	-	-	-	-
Total Budget Authority				
TOTAL, Current and Permanent (w/ supplemental)	1,260,361	2,087,369	1,347,964	-739,405
Current Transfers (Education Stabilization Fund + BIA OIP)	106,672	409,400	-	-409,400
TOTAL, Current and Permanent (w/ supplemental and transfers)	1,367,033	2,496,769	1,347,964	-1,148,805
<i>Current Direct Appropriation FTE</i>	610	2,403	2,675	+272
<i>Permanent Direct Appropriation FTE</i>	-	-	-	-
<i>Reimbursable FTE</i>	51	366	569	+203
Total Adjusted FTE	661	2,769	3,244	+475

^{1/} FY 2020 Current Direct FTE total does not include 1,507 in BIA OIP for BIE OIEP. These FTE were reported in BIA OIP for FY 2020.

ACCOUNT ACTIVITY Sub Activity Program Element	2020 Enacted	2021 Enacted	Fixed Costs	Internal Transfers	Program Changes	2022 President's Budget Request	Change from 2021	Includes Funding Avail. to Tribes (Y/N)	TPA	CENTRAL	OTHER PROGRAMS/ PROJECTS
OPERATION OF INDIAN EDUCATION PROGRAMS											
ELEMENTARY & SECONDARY PROGRAMS (forward funded)											
ISEP Formula Funds	415,351	426,838	+8,946		+49,000	484,784	+57,946	N			484,784
ISEP Program Adjustments	5,489	5,585	+259			5,844	+259	N			5,844
Education Program Enhancements	14,303	14,451	+562			15,013	+562	N			15,013
Tribal Education Departments	2,500	5,000	+3			5,003	+3	N			5,003
Student Transportation	56,991	58,143	+1,473			59,616	+1,473	N			59,616
Early Child & Family Development	18,852	21,000	+655		+3,000	24,655	+3,655	N			24,655
Tribal Grant Support Costs	83,407	86,884			+8,000	94,884	+8,000	Y			94,884
Total, ELEMENTARY & SECONDARY PROGRAMS (forward funded)	596,893	617,901	+11,898		+60,000	689,799	+71,898				689,799
ELEMENTARY & SECONDARY PROGRAMS											
Facilities Operations	74,897	69,785	+404			70,189	+404	Y			70,189
Facilities Maintenance	60,906	61,999	+422			62,421	+422	Y			62,421
Juvenile Detention Center Education	500	553	+1			554	+1	Y			554
Johnson-O'Malley Assistance Grants (TPA)	20,335	21,140	+63	-5		21,198	+58	Y	21,198		
Total, ELEMENTARY & SECONDARY PROGRAMS	156,638	153,477	+890	-5		154,362	+885		21,198		133,164
POST SECONDARY PROGRAMS (forward funded)											
Haskell & SIPI (forward funded)	23,748	26,258	+2,364			28,622	+2,364	N			28,622
Tribal Colleges & Universities (forward funded)	74,282	76,510				76,510		N			76,510
Tribal Technical Colleges (forward funded)	7,914	8,151				8,151		N			8,151
Total, POST SECONDARY PROGRAMS (forward funded)	105,944	110,919	+2,364			113,283	+2,364				113,283
POST SECONDARY PROGRAMS											
Tribal Colleges & Universities Supplements (TPA)	1,220	1,220				1,220		Y	1,220		
Scholarships & Adult Education (TPA)	34,333	34,833	+174	+34	+10,000	45,041	+10,208	Y	45,041		
Special Higher Education Scholarships	2,992	3,492				3,492		N			3,492
Science Post Graduate Scholarship Fund	2,450	2,950			+2,000	4,950	+2,000	N			4,950
Total, POST SECONDARY PROGRAMS	40,995	42,495	+174	+34	+12,000	54,703	+12,208		46,261		8,442
EDUCATION MANAGEMENT											
Education Program Management	32,300	32,956	+2,713	-6	+400	36,063	+3,107				36,063
Program Management	32,300	32,956	+1,458	-6	+400	34,808	+1,852	N		34,808	
Labor-Related Payments			+74			74	+74	N		74	
Intra-Governmental Payments			+1,181			1,181	+1,181	N		1,181	
Education IT	10,307	15,344	+80		+20,000	35,424	+20,080	N			35,424
Total, EDUCATION MANAGEMENT	42,607	48,300	+2,793	-6	+20,400	71,487	+23,187			36,063	35,424
TOTAL, OPERATION OF INDIAN EDUCATION PROGRAMS	943,077	973,092	+18,119	+23	+92,400	1,083,634	+110,542		67,459	36,063	980,112
EDUCATION CONSTRUCTION											
REPLACEMENT SCHOOL CONSTRUCTION	115,504	115,504				115,504					
REPLACEMENT FACILITY CONSTRUCTION	23,935	23,935				23,935					
REPLACEMENT / NEW EMPLOYEE HOUSING		1,000				1,000					
EMPLOYEE HOUSING REPAIR	13,578	13,581	+8			13,589	+8				
FACILITIES IMPROVEMENT & REPAIR	95,240	95,257	+45			95,302	+45				
TRIBAL COLLEGES FACILITIES IMPROVEMENT & REPAIR		15,000				15,000					
TOTAL, EDUCATION CONSTRUCTION	248,257	264,277	+53			264,330	+53				
TOTAL, DIRECT APPROPRIATED FUNDS	1,191,334	1,237,369	+18,172	+23	+92,400	1,347,964	+110,595				

¹¹ This table does not include supplemental funding or other transfers.

Funding Availability Key:

2-year
Forward Funded OIEP 15 months [beginning July 1]
No-year

For a full description of funding authorities and distribution methodologies used for these programs, please visit the following links:

[26 IAM 3: Distribution of Resources PDF](#)

[Attachments to 26 IAM 3: Distribution of Resources](#)

Evaluation of Tribal Priority Allocations Distribution: Tribal Priority Allocations (TPA) fund basic Tribal services, such as Johnson-O'Malley Assistance Grants, Tribal Colleges and Universities Supplements, and Scholarships and Adult Education. TPA gives tribes the opportunity to further Indian self-determination by establishing their own priorities and reallocating Federal funds among programs in this budget category. The table below details the program changes to TPA in the FY 2022 budget.

Bureau of Indian Education Tribal Priority Allocations Summary

Dollars in Thousands (\$000)

Tribal Priority Allocations	FY 2020 Enacted	FY 2021 Enacted	FY 2022				Change from 2021 (+/-)
			Fixed Costs (+/-)	Internal Transfers (+/-)	Program Changes (+/-)	Budget Request	
INCREASES:							
POST SECONDARY PROGRAMS							
Scholarships & Adult Education (TPA)	34,333	34,833	+174	+34	+10,000	45,041	+10,208
TOTAL, TPA PROGRAM INCREASES	34,333	34,833	+174	+34	+10,000	45,041	+10,208
OTHER:							
ELEMENTARY & SECONDARY PROGRAMS							
Johnson-O'Malley Assistance Grants (TPA)	20,335	21,140	+63	-5	-	21,198	+58
POST SECONDARY PROGRAMS							
Tribal Colleges & Universities Supplements (TPA)	1,220	1,220	-	-	-	1,220	-
TOTAL, TPA PROGRAM OTHER	21,555	22,360	+63	-5	-	22,418	+58
TOTAL, TPA PROGRAMS	55,888	57,193	+237	+29	+10,000	67,459	+10,266

Bureau of Indian Education
FY 2022 Fixed Costs Summary
Dollars in Thousands (\$000)

Bureau/Account	Change in Pay Days	Total FY 2022 Pay Raise	2022 FERS Employer Cont. Increase	Working Capital Fund	Workers Comp.	Unemployment Comp.	GSA and non-GSA Rent	FY 2022 Total Fixed Costs Budget
Operation of Indian Education Programs	-	12,910	3,954	1,181	74	-	-	18,119
Operation of Indian Education Programs	-	5,813	1,784	1,181	74	-	-	8,852
Other Teachers	-	6,859	2,087	-	-	-	-	8,946
OIEP 638 Employees	-	238	83	-	-	-	-	321
Construction	-	39	14	-	-	-	-	53
Total, BIE	-	12,949	3,968	1,181	74	-	-	18,172

Bureau of Indian Education Budget At A Glance
Dollars in Thousands (\$000)

ACCOUNT ACTIVITY Sub Activity Description	2020 Enacted	2021 Enacted	Fixed Costs (+/-)	Internal Transfers (+/-)	2022 Program Changes (+/-)	2022 President's Budget Request
OPERATION OF INDIAN EDUCATION PROGRAMS						
ELEMENTARY & SECONDARY PROGRAMS (forward funded)	596,893	617,901	+11,898	-	+60,000	689,799
ISEP Formula Funds	415,351	426,838	+8,946	-	+49,000	484,784
<i>Investing in Tribal Nations/Racial Equity: Provides for approximately \$6,860 per Weighted Student Unit for for School Year 2022-2023 up from \$6,084 in School Year 2021-22</i>					<i>[+49,000]</i>	
Early Childhood & Family Development	18,852	21,000	+655	-	+3,000	24,655
<i>Investing in Tribal Nations/Racial Equity: Additional support for existing Family and Child Education sites and early childhood activities, including one new program</i>					<i>[+3,000]</i>	
Tribal Grant Support Costs	83,407	86,884	-	-	+8,000	94,884
<i>Investing in Tribal Nations: Supports 100% of Tribal Grant Support Costs calculated need.</i>					<i>[+8,000]</i>	
ELEMENTARY & SECONDARY PROGRAMS	156,638	153,477	+890	-5	-	154,362
POST SECONDARY PROGRAMS (forward funded)	105,944	110,919	+2,364	-	-	113,283
POST SECONDARY PROGRAMS	40,995	42,495	+174	+34	+12,000	54,703
Scholarships & Adult Education (TPA)	34,333	34,833	+174	+34	+10,000	45,041
<i>Investing in Tribal Nations/Racial Equity: Supports Administration priorities through educational grants to Tribal communities who have been historically underserved.</i>					<i>[+10,000]</i>	
Science Post Graduate Scholarship Fund	2,450	2,950	-	-	+2,000	4,950
<i>Advancing Science/Racial Equity: Provides research and development (R&D) internships to highly qualified students from economically disadvantaged rural communities.</i>					<i>[+2,000]</i>	
EDUCATION MANAGEMENT	42,607	48,300	+2,793	-6	+20,400	+71,487
Program Management	32,300	32,956	+1,458	-6	+400	34,808
<i>Promoting Equity and Diversity: Funds Department-wide Diversity, Equity, Inclusion, and Accessibility budget initiative to address identified high-priority needs in support of Administration priorities.</i>					<i>[+400]</i>	
Education IT	10,307	15,344	+80	-	+20,000	35,424
<i>Investing in Tribal Nations/Racial Equity: Supports the ongoing costs of distance learning and enhanced use of technology in the classroom.</i>					<i>[+20,000]</i>	
TOTAL, OPERATION OF INDIAN EDUCATION PROGRAMS	943,077	973,092	+18,119	+23	+92,400	1,083,634
Supplemental Funding (CARES Act P.L. 116-136)	69,000	-	-	-	-	-
Current Transfers (Education Stabilization Fund + BIA OIP)	106,672	409,400	-	-	-409,400	-
TOTAL, OPERATION OF INDIAN EDUCATION PROGRAMS (w/ supplemental and transfers)	1,118,749	1,382,492	+18,119	+23	-317,000	1,083,634
EDUCATION CONSTRUCTION						
TOTAL, EDUCATION CONSTRUCTION	248,257	264,277	+53	-	-	264,330
TOTAL, BUREAU OF INDIAN EDUCATION	1,191,334	1,237,369	+18,172	+23	+92,400	1,347,964
Supplemental Funding (CARES Act P.L. 116-136)	69,000	-	-	-	-	-
Current Transfers (Education Stabilization Fund + BIA OIP)	106,672	409,400	-	-	-409,400	-
TOTAL, BUREAU OF INDIAN EDUCATION (w/ supplemental and transfers)	1,367,006	1,646,769	+18,172	+23	-317,000	1,347,964

Authorizing Statutes

BUREAU OF INDIAN EDUCATION

Authorizing Statutes

General Authorizations:

25 U.S.C. 13 (The Snyder Act of November 2, 1921), 42 Stat. 208, Pub.L. 67-85; 90 Stat. 2233, Pub.L. 94-482.

25 U.S.C. 461 et seq. (The Indian Reorganization Act of 1934), 48 Stat. 984, Pub.L. 73-383; Pub.L. 103-263.

25 U.S.C. 450 (The Indian Self-Determination and Education Assistance Act), 88 Stat. 2203, Pub.L. 93-638, Pub.L. 100-472; 102 Stat. 2285, Pub.L. 103-413.

25 U.S.C. 452 (The Johnson-O'Malley Act of April 16, 1934), 48 Stat. 596, Pub.L. 73-167; 108 Stat. 2512, Pub.L. 103-332; Pub.L. 115-404 as amended Johnson-O'Malley Supplemental Indian Education Program Modernization Act.

In addition to the general authorizations listed above, the following programs have specific authorizing legislation as shown below:

OPERATION OF INDIAN EDUCATION PROGRAMS

Education

School Operations	20 U.S.C. 6301 et seq. (The Elementary and Secondary Education Act of 1965), Pub.L. 89-10, Pub.L. 103-382. 20 U.S.C. 7401 et seq. (The No Child Left Behind Act of 2001), Pub.L. 107-110, Authorized through 2007. 25 U.S.C. 2001-2020 (The Education Amendments Acts of 1978) 92 Stat. 2143, Pub.L. 95-561, as amended. 25 U.S.C. 2501 et seq. (The Tribally Controlled Schools Act of 1988), 102 Stat. 385, Pub.L. 100-297, as amended. Pub.L. 114-95, The Every Student Succeeds Act of 2015 (ESEA reauthorization)
Additional Authority	Pub. L. 112-74 (Consolidated Appropriations Act, 2012) 125 Stat. 1009-1010; 25 U.S.C. § 2000, note. Pub.L. 114-113, Consolidated Appropriations Act, 2016 25 U.S.C. 452 (The Johnson-O'Malley Act of April 16, 1934), 48 Stat. 596, Pub.L. 73-167; 108 Stat. 2512, Pub.L. 103-332; Pub.L. 115-404 as

BUREAU OF INDIAN EDUCATION

Authorizing Statutes

amended Johnson-O'Malley Supplemental Indian Education Program Modernization Act.

25 U.S.C. 2008 (The Quarter Blood Amendment) 99 Stat, 1747, Pub.L. 99-228; Pub.L. 101-301

P.L 113-76, Consolidated Appropriations Act, 2014, for the Fiscal Year Ending September 30, 2014.

Continuing Education

20 U.S.C. 1001 et seq. (The Higher Education Act of 1965) Pub.L. 89-329, as amended, Pub.L. 102-325, 105-244, 110-315.

25 U.S.C. 1801 et seq. (Tribally Controlled Colleges or Universities Assistance Act of 1978) Pub.L. 95-471, as amended, Pub.L. 105-244, Sec 901, 122 Stat. 3078, Pub.L. 110-315.

25 U.S.C. 640a-640c-3 (Navajo Community College Act of 1971) 85 Stat. 646, Pub.L. 92-189, 122 Stat. 3468, Pub.L. 100-315, as amended, Authorized through 2014.

General Administration

Administration

Chief Financial Officers Act of 1990, Pub. L. 101-577, 101st Congress-Second Session.

EDUCATION CONSTRUCTION

Facility Construction

25 U.S.C. 631(2)(12)(14) (The Act of April 19, 1950), 64 Stat. 44, Pub.L. 81-474, 72 Stat. 834, Pub.L. 85-740.

25 U.S.C. 465 (The Act of June 18, 1934), 48 Stat. 984, Pub.L. 73-383.

25 U.S.C. 2503 (b) Composition of Grants; Special rules; title I of the Elementary and Secondary Education Act of 1965; the Individuals with Disabilities Education Act; or any Federal education law other than title XI of the Education Amendments of 1978.

25 U.S.C. 2507 (e) Pub.L. 100-297, Title V. 5208, as added Pub.L. 107-110, Title X, 1043, 115 Stat. 2076.

25 U.S.C. 2005 (b) Section 504 of the Rehabilitation Act of 1973 and with the American Disabilities Act 1990.

BUREAU OF INDIAN EDUCATION
Authorizing Statutes

OPERATION AND MAINTENANCE OF QUARTERS

O & M Quarters

5 U.S.C. 5911, Federal Employees Quarters and Facilities Act of August
20, 1964, Pub.L. 88-459, Pub.L. 98-473; Pub.L. 100-446

Administrative Provisions

Appropriation Language
DEPARTMENT OF THE INTERIOR
BUREAU OF INDIAN EDUCATION

ADMINISTRATIVE PROVISIONS

The Bureau of Indian Affairs and the Bureau of Indian Education may carry out the operation of Indian programs by direct expenditure, contracts, cooperative agreements, compacts, and grants, either directly or in cooperation with States and other organizations.

Notwithstanding Public Law 87–279 (25 U.S.C. 15), the Bureau of Indian Affairs may contract for services in support of the management, operation, and maintenance of the Power Division of the San Carlos Irrigation Project.

Notwithstanding any other provision of law, no funds available to the Bureau of Indian Affairs or the Bureau of Indian Education for central office oversight and Executive Direction and Administrative Services (except Executive Direction and Administrative Services funding for Tribal Priority Allocations, regional offices, and facilities operations and maintenance) shall be available for contracts, grants, compacts, or cooperative agreements with the Bureau of Indian Affairs or the Bureau of Indian Education under the provisions of the Indian Self-Determination Act or the Tribal Self-Governance Act of 1994 (Public Law 103–413).

In the event any tribe returns appropriations made available by this Act to the Bureau of Indian Affairs or the Bureau of Indian Education, this action shall not diminish the Federal Government's trust responsibility to that tribe, or the government- to-government relationship between the United States and that tribe, or that tribe's ability to access future appropriations.

Notwithstanding any other provision of law, no funds available to the Bureau of Indian Education, other than the amounts provided herein for assistance to public schools under 25 U.S.C. 452 et seq., shall be available to support the operation of any elementary or secondary school in the State of Alaska.

No funds available to the Bureau of Indian Education shall be used to support expanded grades for any school or dormitory beyond the grade structure in place or approved by the Secretary of the Interior at each school in the Bureau of Indian Education school system as of October 1, 1995, except that the Secretary of the Interior may waive this prohibition to support expansion of up to one additional grade when the Secretary determines such waiver is needed to support accomplishment of the mission of the Bureau of Indian Education, or more than one grade to expand the elementary grade structure for Bureau-funded schools with a K-2 grade structure on October 1, 1996. Appropriations made available in this or any prior Act for schools funded by the Bureau shall be available, in accordance with the Bureau's funding formula, only to the schools in the Bureau school system as of September 1, 1996, and to any school or school program that was reinstated in fiscal year 2012. Funds made available under this Act may not be used to establish a charter school at a Bureau-funded school (as that term is defined in section 1141 of the Education Amendments of 1978 (25 U.S.C. 2021)), except that a charter school that is in existence on the date of the enactment of this Act and that has operated at a Bureau-funded school before September 1, 1999, may continue to operate during that period, but only if the charter school pays to the Bureau a pro rata share of funds to reimburse the Bureau for the use of the real and personal property (including buses and vans), the funds of the charter school are kept separate and apart from Bureau funds, and the Bureau does not assume any obligation for charter school programs of the State in which the school is located if the charter school loses such funding. Employees of Bureau-funded schools sharing a campus with a charter school and performing functions related to the charter school's operation and

employees of a charter school shall not be treated as Federal employees for purposes of chapter 171 of title 28, United States Code.

Notwithstanding any other provision of law, including section 113 of title I of appendix C of Public Law 106–113, if in fiscal year 2003 or 2004 a grantee received indirect and administrative costs pursuant to a distribution formula based on section 5(f) of Public Law 101–301, the Secretary shall continue to distribute indirect and administrative cost funds to such grantee using the section 5(f) distribution formula.

Funds available under this Act may not be used to establish satellite locations of schools in the Bureau school system as of September 1, 1996, except that the Secretary may waive this prohibition in order for an Indian tribe to provide language and cultural immersion educational programs for non-public schools located within the jurisdictional area of the Tribal government which exclusively serve Tribal members, do not include grades beyond those currently served at the existing Bureau-funded school, provide an educational environment with educator presence and academic facilities comparable to the Bureau-funded school, comply with all applicable Tribal, Federal, or State health and safety standards, and the Americans with Disabilities Act, and demonstrate the benefits of establishing operations at a satellite location in lieu of incurring extraordinary costs, such as for transportation or other impacts to students such as those caused by busing students extended distances: *Provided*, That no funds available under this Act may be used to fund operations, maintenance, rehabilitation, construction, or other facilities-related costs for such assets that are not owned by the Bureau: *Provided further*, That the term "satellite school" means a school location physically separated from the existing Bureau school by more than 50 miles but that forms part of the existing school in all other respects.

Funds made available for Tribal Priority Allocations within Operation of Indian Programs and Operation of Indian Education Programs may be used to execute requested adjustments in Tribal priority allocations initiated by an Indian Tribe. (Department of the Interior, Environment, and Related Agencies Appropriations Act, 2021.)

Operation of Indian Education Programs

DEPARTMENT OF THE INTERIOR

BUREAU OF INDIAN EDUCATION

Appropriation Language Sheet

Operation of Indian Education Programs

For expenses necessary for the operation of Indian education programs, as authorized by law, including the Snyder Act of November 2, 1921 (25 U.S.C. 13), the Indian Self-Determination and Education Assistance Act of 1975 (25 U.S.C. 5301 et seq.), the Education Amendments of 1978 (25 U.S.C. 2001–2019), and the Tribally Controlled Schools Act of 1988 (25 U.S.C. 2501 et seq.), **[\$973,092,000]** \$1,083,634,000, to remain available until September 30, **[2022]** 2023, except as otherwise provided herein: *Provided*, That federally recognized Indian tribes and Tribal organizations of federally recognized Indian tribes may use their Tribal priority allocations for unmet welfare assistance costs: *Provided further*, That not to exceed **[\$728,820,000]** \$803,082,000 for school operations costs of Bureau-funded schools and other education programs shall become available on July 1, **[2021]** 2022, and shall remain available until September 30, **[2022]** 2023: *Provided further*, That notwithstanding any other provision of law, including but not limited to the Indian Self-Determination Act of 1975 (25 U.S.C. 5301 et seq.) and section 1128 of the Education Amendments of 1978 (25 U.S.C. 2008), not to exceed **[\$86,884,000]** \$94,884,000 within and only from such amounts made available for school operations shall be available for administrative cost grants associated with grants approved prior to July 1, **[2021]** 2022: *Provided further*, That in order to enhance the safety of Bureau field employees, the Bureau may use funds to purchase uniforms or other identifying articles of clothing for personnel. (*Department of the Interior, Environment, and Related Agencies Appropriations Act, 2021.*)

Summary of Requirements for the Bureau of Indian Education

Dollars in Thousands (\$000)

OPERATION OF INDIAN EDUCATION PROGRAMS	2020 Enacted	2021 Enacted		Fixed Costs (+/-)	Internal Transfers (+/-)	Program Changes (+/-)		2022 President's Budget Request		Change from 2021 (+/-)	
	Amount	FTE	Amount	Amount	Amount	FTE	Amount	FTE	Amount	FTE	Amount
ELEMENTARY & SECONDARY PROGRAMS (forward funded)	596,893	1,690	617,901	+11,898	-	+140	+60,000	1,830	689,799	+140	+71,898
ELEMENTARY & SECONDARY PROGRAMS	156,638	363	153,477	+890	-5	+19	-	382	154,362	+19	+885
POST SECONDARY PROGRAMS (forward funded)	105,944	164	110,919	+2,364	-	+9	-	173	113,283	+9	+2,364
POST SECONDARY PROGRAMS	40,995	-	42,495	+174	+34	-	+12,000	-	54,703	-	+12,208
EDUCATION MANAGEMENT	42,607	172	48,300	+2,793	-6	+104	+20,400	276	71,487	+104	+23,187
TOTAL, OPERATION OF INDIAN EDUCATION PROGRAMS	943,077	2,389	973,092	+18,119	+23	+272	+92,400	2,661	1,083,634	+272	+110,542
Supplemental Funding(CARES Act P.L. 116-136)	69,000	-	-	-	-	-	-	-	-	-	-
Current Transfers (Education Stabilization Fund + BIA OIP)	106,672	-	409,400	-	-	-	-409,400	-	-	-	-409,400
TOTAL, OPERATION OF INDIAN EDUCATION PROGRAMS (w/ supplemental and transfers)	1,118,749	2,389	1,382,492	+18,119	+23	+272	-317,000	2,661	1,083,634	+272	-298,858

**Bureau of Indian Education
Justification of Fixed Costs**

Dollars in Thousands (\$000)

Fixed Cost Changes and Projections	2021 Total or Change	2021 to 2022 Change	Description
Change in Number of Paid Days	-1,904	0	This column reflects changes in pay associated with the change in the number of paid days between FY 2021 and FY 2022, which is the same number of paid days in both FY 2021 and FY 2022.
Pay Raise	+7,657	+12,910	The President's Budget for FY 2022 includes one quarter of a planned 1.0% pay raise and three quarters of a planned 2.7% pay raise for FY 2022.
Employer Share of Federal Employee Retirement System	+4,654	+3,954	The change reflects a 1.1% (and 1.8% for Law Enforcement) increase in the employer contribution to the Federal Employee Retirement System.
Departmental Working Capital Fund	0	+1,181	The change reflects the final FY 2022 Central Bill approved by the Working Capital Fund Consortium.
Worker's Compensation Payments	0	+74	The amount reflects final chargeback costs of compensating injured employees and dependents of employees who suffer accidental deaths while on duty. Costs for the FY 2022 will reimburse the Department of Labor, Federal Employees Compensation Fund, pursuant to 5 U.S.C. 8147(b) as amended by Public Law 94-273.
TOTAL FIXED COST CHANGES - OIEP		+18,119	

**Bureau of Indian Education
Justification of Internal Realignments**

Dollars in Thousands (\$000)

Internal Realignments and Non-Policy/Program Changes	2022 (+)	2022 (-)	2022 (Net)	Description
Tribal Priorities	-77	0	-77	Transfers to/from various programs within BIA OIP and BIE OIEP to reflect Tribal reprioritization and subsequent redistribution of base funding as directed by tribes and regional field sites as a result of Indian self-determination and the associated authority to spend base funds to best meet the specific needs of individual Tribal organizations.
Self Governance Compacts	+111	-11	+100	Transfers to/from various programs within BIA OIP and BIE OIEP for Self Governance Compacts, pursuant to Title III of the Indian Self-Determination and Education Assistance Act (P.L. 103-413).
Net Transfers^{1/}	+34	-11	+23	

^{1/} Total does not net to zero due to TPA transfers occurring between the Bureau of Indian Affairs and the Bureau of Indian Education

Operation of Indian Education Programs

(Dollars in thousands)

Sub activity Program Element	2020 ¹ Enacted	2021 Enacted	FY 2022				Change from 2021
			Fixed Costs	Internal Transfers	Program Changes	Budget Request	
Elementary and Secondary (Forward Funded)	596,893	617,901	11,898	0	60,000	689,799	71,898
ISEP Formula Funds	415,351	426,838	8,946		49,000	484,784	57,946
ISEP Program Adjustments	5,489	5,585	259			5,844	259
Education Program Enhancements	14,303	14,451	562			15,013	562
Tribal Education Departments (TEDs)	2,500	5,000	3			5,003	3
Student Transportation	56,991	58,143	1,473			59,616	1,473
Early Child & Family Development	18,852	21,000	655		3,000	24,655	3,655
Tribal Grant Support Costs	83,407	86,884			8,000	94,884	8,000
<i>FTE</i>	<i>528</i>	<i>1,690</i>				<i>1,830</i>	<i>140</i>
Elementary/Secondary Programs	156,638	153,477	890	-5	0	154,362	885
Facilities Operations	74,897	69,785	404			70,189	404
Facilities Maintenance	60,906	61,999	422			62,421	422
Juvenile Detention Center Education	500	553	1			554	1
Johnson-O'Malley Assistance Grants (TPA)	20,335	21,140	63	-5		21,198	58
<i>FTE</i>	<i>18</i>	<i>363</i>				<i>382</i>	<i>19</i>
Post-Secondary Programs (Forward Funded)	105,944	110,919	2,364	0	0	113,283	2,364
Haskell & SIPI (forward funded)	23,748	26,258	2,364			28,622	2,364
Tribal Colleges and Universities	74,282	76,510				76,510	
Tribal Technical Colleges	7,914	8,151				8,151	
<i>FTE</i>	<i>55</i>	<i>164</i>				<i>173</i>	<i>9</i>
Post-Secondary Programs	40,995	42,495	174	34	12,000	54,703	12,208
Tribal Colleges & Universities Supplements (TPA)	1,220	1,220				1,220	
Scholarships & Adult Education (TPA)	34,333	34,833	174	34	10,000	45,041	10,208
Special Higher Education Scholarships	2,992	3,492				3,492	
Science Post Graduate Scholarship Fund	2,450	2,950			2,000	4,950	2,000
<i>FTE</i>	<i>1</i>	<i>0</i>				<i>0</i>	<i>0</i>
Education Management	42,607	48,300	2,793	-6	20,400	71,487	23,187
Education Program Management	32,300	32,956	2,713	-6	400	36,063	3,107
Education IT	10,307	15,344	80		20,000	35,424	20,080
<i>FTE</i>	<i>0</i>	<i>172</i>				<i>276</i>	<i>104</i>
Total Requirements	943,077	973,092	18,119	23	92,400	1,083,634	110,542
<i>FTE</i>	<i>602</i>	<i>2,389</i>				<i>2,661</i>	<i>272</i>

¹ FY 2020 Enacted FTE total does not include 1,507 FTE reported under the BIA OIP for BIE OIEP.

The Bureau of Indian Education (BIE) serves as a capacity builder and service provider to support Tribes in delivering culturally appropriate education with high academic standards to allow students across Indian Country to achieve success. The budget request supports the Biden-Harris Plan for Tribal Nations commitment to invest in Native education. These resources complement additional investments in BIE schools through the budget request for the Department of Education. In addition, BIE will continue to leverage the \$850.0 million made available through the American Rescue Plan (ARP) as permanent funding in 2021 to ensure that Native American students do not unduly bear the burden of the pandemic's impact on their education. These no-year funds will help support schools locally as they devise and implement student learning recovery initiatives. ARP funding also provides for long-term investment and strategic planning as schools reopen and return to normal operations, including critical resources for connectivity and infrastructure improvements and supporting a sustainable remote learning

capability to serve our 183 bureau-operated and Tribally controlled schools. Permanent ARP funds allow for out-year life-cycle planning of IT equipment needs, support IT service contracts, and provide extended resources to fund learning management systems, licensing requirements, and provide for IT-focused capacity building.

2022 Activities

- Improved educational opportunities and service delivery for Native American students from their earliest years through college.
- Implementing ongoing reforms to strengthen BIE as an independent bureau and increase accountability and transparency throughout the organization. This multi-year process is transforming BIE into an organization that serves as a capacity builder and service provider to support Tribes in educating their youth and delivers a world-class and culturally appropriate education.

Justification of 2022 Program Changes:

The 2022 budget request for Operation of Indian Education Programs is \$1,083,634,000 and 2,661 FTE, a program change of +\$92,400,000 and +272 FTE from 2021.

Elementary & Secondary Programs (Forward Funded) (+\$60,000,000; +140 FTE)

Indian School Equalization Program (ISEP) Formula Funds (+\$49,000,000; +120 FTE):

The FY 2022 budget request supports the Administration's commitment to invest in Native education, and the Presidential Initiative to Advance Racial Equity and Support for Underserved Communities (Executive Order 13985) by providing eligible Indian students with a quality education. BIE serves as a capacity builder and service provider to support Tribes in delivering culturally appropriate education with high academic standards to allow students across Indian Country to achieve success. This funding will provide approximately \$6,860 per Weighted Student Unit for School Year 2022-2023 up from \$6,084 in School Year 2021-22.

Early Child & Family Development (+\$3,000,000; +2 FTE):

The FY 2022 requested increase in Early Childhood funding also supports the Presidential Initiative to Advance Racial Equity and Support for Underserved Communities by providing additional resources for Family and Child Education sites and early childhood activities. These programs assist Tribes in addressing the achievement gap for Indian children up to five years of age primarily located on rural reservations by teaching preschoolers and their families the skills needed to begin school. Increased funding will support one new program and provide much needed additional funding to existing programs.

Tribal Grant Support Costs (+\$8,000,000; +0 FTE):

In keeping with the Presidential Initiative to Honor our Commitments to Indian Country, the FY 2022 budget request supports 100% of Tribal Grant Support Costs calculated need.

Post-Secondary Programs (+\$12,000,000; +0 FTE):

The FY 2022 budget request continues recognition of the critical role that Tribal postsecondary schools play in empowering Indian students and Tribal communities. Tribal colleges and universities (TCUs) are uniquely positioned to help Native students overcome barriers to success by providing high-quality education while preserving Native languages and traditions. The requested increase of \$12.0 million will be used to support scholarship and internship programs for Tribal students.

Scholarships and Adult Education (TPA) (+\$10,000,000; +0 FTE):

The FY 2022 budget request will support Administration priorities through educational grants to Tribal communities that have been historically underserved. The funds enable Tribes to further Tribal sovereignty and self-determination by establishing their own educational priorities and to serve a larger population of qualified Native American students with financial assistance for eligible American Indian and Alaska Native students.

Science Post Graduate Scholarship Fund (+\$2,000,000; +0 FTE):

The FY 2022 Budget Request includes an increase of \$2,000,000 to expand post-secondary Research and Development internship scholarships and fellowships. These internships are an investment in advancing Tribal self-determination by opening and expanding doors to the next generation of leaders in Indian Country. Funds will provide highly-qualified interns from communities in economically disadvantaged rural areas the financial assistance critical to pursue knowledge in R&D. Assuming an average scholarship value of \$10,000, this increase will provide approximately 100 additional scholarships and fellowships.

Education Management (+\$20,400,000; +104 FTE):

Program Management (+\$400,000; +90 FTE):

The requested funding will support Executive Order 13985, Advancing Racial Equity and Support for Underserved Communities Through the Federal Government, and Executive Order 13988, Preventing and Combating Discrimination on the Basis of Gender Identity and Sexual Orientation. The BIE will work jointly with the Department and other bureaus, and offices to conduct a review of the Diversity, Equity, Inclusion, and Accessibility program to identify gaps, challenges, and best practices and to examine the BIE's roles, responsibilities, and governance in addressing these issues.

Education IT (+\$20,000,000; +14 FTE):

Funds will support new operational capabilities for learning in response to the COVID-19 pandemic and beyond. This investment will enable BIE to continue delivering education during the pandemic as well as substantially improve the efficiency and quality of education post pandemic when schools return to in-person instruction. While most schools remain in either a distance learning or hybrid instruction mode these funds will help support schools with much-needed student learning recovery initiatives. BIE is working collaboratively with Tribes and communities to alleviate the strains imposed by the COVID-19 pandemic on BIE students and their families, as well as on teachers, administrators and staff in our K-12 schools and at the TCUs.

Bureau of Indian Education Overview:

The United States has a trust and treaty responsibility to provide eligible Indian students with a quality education that reflects the unique cultural, geographic, and socio-economic circumstances of Indian Country. The BIE serves as the principal government agency in ensuring the United States' educational obligations to Indian Tribes and their eligible Indian students are fulfilled.

The Bureau of Indian Education and the Native American students and communities in particular have witnessed first-hand the impacts of COVID-19. The pandemic has profoundly affected nearly all aspects of our BIE mission services and operations, and will continue to influence our path forward in FY 2022 as BIE transitions to recovery and reopening of schools and colleges, and makes lasting investments in K-12 and post-secondary education that help the students and communities we serve recover and rebuild for a brighter future.

Education Activities

The *Elementary and Secondary (forward funded)* activity provides the primary funding for the core operational functions of the BIE school system: educational programs (including the base ISEP), supplemental programs (such as ISEP Program Adjustments and Education Program Enhancements), transportation, security, and school administration. These funds are forward funded and executed between July 1 of the appropriation year and September 30 of the following appropriation year.

The *Elementary/Secondary* activity includes facilities operations and maintenance funds and support programs for individual students. Funds are distributed at the beginning of the fiscal year and expendable for 24 months. Collectively, the *Elementary and Secondary (forward funded)* and *Elementary/Secondary* activities support a total of 183 elementary schools, secondary schools, and residential and peripheral dormitories across 23 States; 129 schools are Tribally controlled under Pub.L. 93-638 Indian Self Determination and Education Assistance Act contracts or Pub.L. 100-297 Tribally Controlled Grant Schools Act, and 54 schools are operated by the BIE. The BIE elementary and secondary school system serves 44,795 individual students with a calculated three-year Average Daily Membership of 40,030 students.

The *Post-Secondary (forward funded)* activity provides funding to 29 Tribal colleges and universities, two Tribal technical colleges, and BIE's two post-secondary institutions: Haskell Indian Nations University (Haskell) and Southwestern Indian Polytechnic Institute (SIPI). The funds are provided in July of the appropriation year and available through the following appropriation year.

The *Post-Secondary* activity includes supplemental funding for Tribal colleges and universities.

BIE-Funded Operations by Category			
Type Unit	FY 2021 Total Count	FY 2021 Tribally Operated	FY 2021 BIE Operated
Family and Child Education Centers	48	33	15
Elementary and Secondary Schools	183	129	54
Day Schools	118	91	27
Dormitories	14	13	1
Boarding Schools	44	22	22
Off Reservation Boarding Schools	7	3	4
Post-Secondary Schools	33	31	2
BIE-Operated Schools	2	0	2
Tribal Colleges and Universities Grants	29	29	0
Tribal Technical Colleges	2	2	0

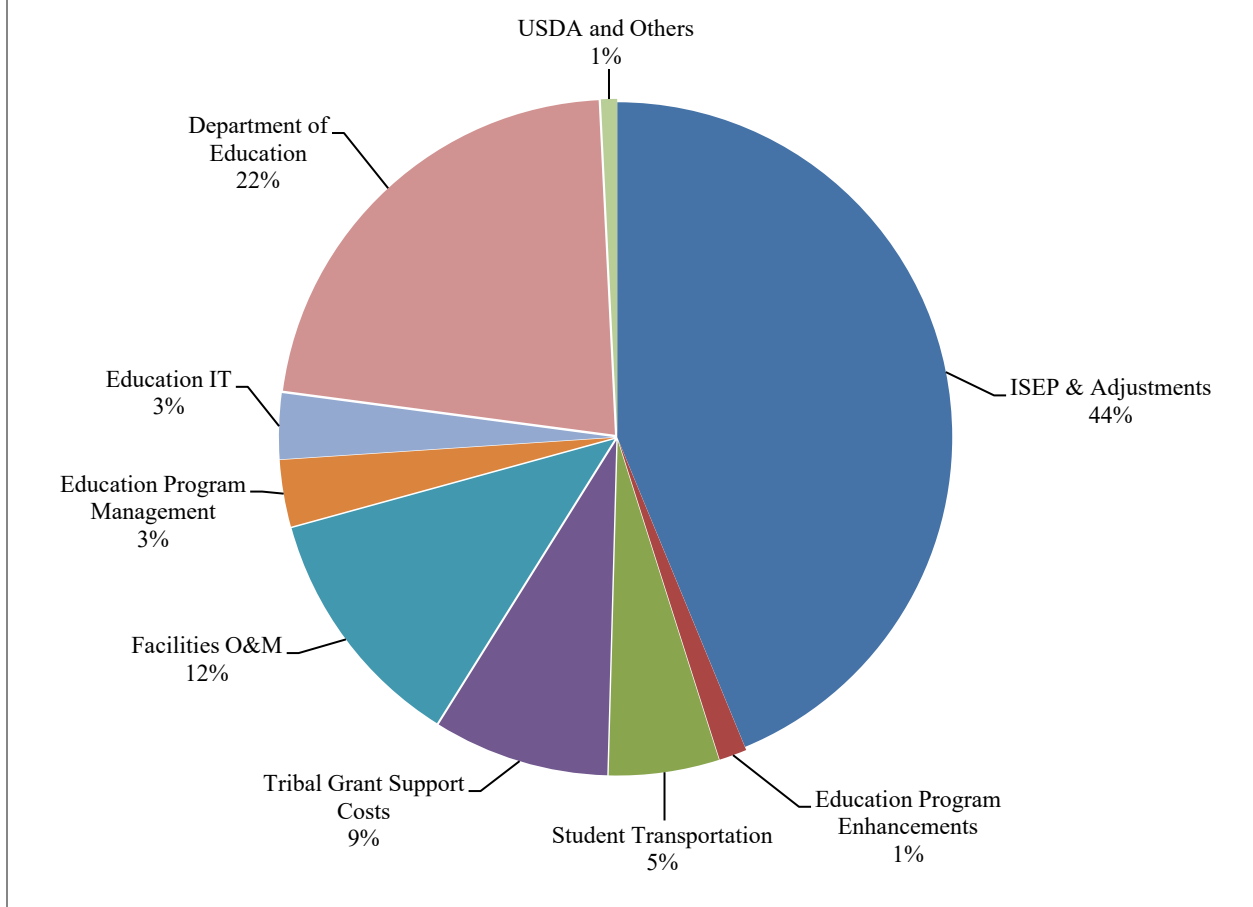
The *Education Management* activity consists of Education Program Management and Information Technology. The primary goal of Education Management is to optimize learning opportunities for students of all ages. This activity represents just over five percent of total funding (including all funding provided to BIE by the Department of Education) for BIE educational activities. Education Management supports Associate Deputy Director (ADD) and School Operations staff at BIE's Education Resource Centers in their role providing direct and customized technical assistance.

Funding Sources

The FY 2022 request for BIE elementary and secondary school operations is \$844,161,000. BIE provides approximately 77 percent of the total funding for BIE-funded schools. In addition, the Department of Education will transfer funds to educate and provide services to students attending BIE-funded elementary and secondary schools. BIE serves in a State Education Agency capacity and administers and oversees the Department of Education's programs in BIE-funded schools.

Schools also receive competitive grants directly from the Department of Education and other Federal agencies, such as the Federal Communication Commission's E-Rate program and the U.S. Department of Agriculture's Free and Reduced Meals programs.

FY 2022 Federal Funds to Operate BIE-Funded Schools



The FY 2022 request for Post-Secondary subactivities is \$167,986,000, which supports the two colleges operated by BIE, administers grants for 29 Tribal colleges and universities, and funds two Tribal technical colleges.

FUNDS PROVIDED BY THE DEPARTMENT OF EDUCATION IN 2021		
(School Year 2020-2021)		
Type	Amount \$	Description
Individuals with Disabilities Education Act, Pub.L. 94-142, as amended by Pub.L. 105-17, Part B, Section 611(a) (1)	\$ 79,222,564	This program ensures all children with disabilities receive a free appropriate education that provides special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living. Funds provide these students, ages five to 21, with supplemental special education and related services through an Individual Education Plan.
Education of Homeless Children and Youth (McKinney-Vento Homeless Assurance Act), Pub.L. 114-95	\$ 1,015,000	This program is intended to ensure homeless children and youths have access to the education and other services they need to meet the same challenging academic achievement standards to which all students are held.
Title I Part A – Education for the Disadvantaged, Pub.L. 114-95	\$114,133,614	This program is intended to help ensure all children have the opportunity to obtain a high-quality education and reach proficiency on challenging performance standards. Funds may be used for supplemental services and activities, most commonly for instruction in reading and mathematics, to raise student achievement.
School Improvement Title II – Part A Teacher Quality Improvement, Pub.L. 114-95	\$10,605,854	This program increases student achievement by elevating teacher and principal quality through recruitment, hiring, and retention strategies, and using scientifically based professional development interventions, and holds districts and schools accountable for improvements in student academic performance. Funds to be used for a wide array of interventions.
Title IV – Part B 21 st Century Community Learning Centers, Pub.L. 114-95	\$ 7,998,325	During non-school hours or periods, this program provides students and their families with services for academic enrichment, including tutorials and other services to help students, particularly those who attend low-performing schools, to meet State and local student academic achievement standards.
Title VI – Part B Rural Education, Pub.L. 114-95	\$464,600	This program provides additional funds to rural districts that serve concentrations of poor students. A Local Education Agency (LEA) eligible to receive funds under the Small, Rural School Achievement program may not participate in the Rural and Low-Income School Program.
Title VII – Indian Education Act, Formula Grants to LEA’s Pub.L. 114-95	\$ 2,423,959	This program provides funds to meet the unique educational and culturally related academic needs of American Indian and Alaska Native students to meet the same challenging State student academic achievement standards as all other students.
Striving Readers - Title I Demonstration Authority, Part E, Pub.L. 114-95	\$960,000	The purpose of the Striving Readers Comprehensive Literacy (SRCL) discretionary grants is to create a comprehensive literacy program to advance literacy skills — including pre-literacy skills, reading, and writing — for students from birth through grade 12, including limited-English-proficient students and students with disabilities.
Title IV, Part A - Student Support and Academic Enrichment Grant	\$ 6,019,750	This program provides funds to provide students with a well-rounded education, including programs such as college and career counseling, STEM, arts, civics, and International Baccalaureate/Advanced Placement; supports safe and health students with comprehensive school mental health, drug, and violence prevention, training in trauma-informed practices, and health and physical education; and supports the effective use of technology that is backed by professional development, blended learning, and education tech devices.
Title VI, Part A - Subpart 1 - Improving Academic Achievement, Accountability, Grants for State & Enhanced Assessments	\$1,845,500	This program helps develop the assessments required under the NCLBA and supports collaborative efforts with institutions of higher education or research institutions to improve the quality of assessments.
Total	\$224,689,166	
Department of Education amounts represent funds distributed to schools only and does not include Department of Education Indian set-aside funding, which is distributed directly to Tribes, Tribal organizations, Tribal colleges, and Tribal universities.		

Sub activity - Elementary and Secondary (Forward Funded) (FY 2022: \$689,799,000; FTE: 1,830):

**Summary of FY 2022 Changes from FY 2021 for
Elementary and Secondary (Forward Funded)**

Request Component	(\$000)	FTE
ISEP Formula Funds	+57,946	+120
ISEP Program Adjustment	+259	+6
Education Program Enhancements	+562	+12
Tribal Education Departments (TEDs)	+3	+0
Student Transportation	+1,473	+0
Early Child & Family Development	+3,655	+2
Tribal Grant Support Costs	+8,000	+0
TOTAL Program Changes	+71,898	+140

Program Overview:

The Elementary and Secondary forward funded sub activities provide base funding for the operation of BIE-funded schools. The BIE annually assesses academic performance (mathematics and reading/language arts), graduation rates, and attendance. Funds appropriated for FY 2022 for these programs will become available for obligation on July 1, 2022.

ISEP Formula Funds [\$484,784,000; FTE: 1,558]:

The ISEP formula funds serve as the primary funding source for educational programs at BIE-funded elementary and secondary schools. These funds are the single most significant component of BIE funding and are provided directly to schools. Funds cover most of the costs of running elementary and secondary education programs, including teacher and administrative salaries, basic instruction, gifted and talented programs, residential programs, food services, and summer programs. In SY 2020-2021, this funding will support an estimated 44,795 individual students with a calculated 40,030 Average Daily Membership (ADM) at BIE schools and dormitories.

The ISEP distribution is based on the number of students attending school and their academic needs. In calculating ISEP funding, BIE first determines a school's ADM. The ADM is based on the attendance of students during the entire year. The ADM is adjusted for the special academic needs of students, as well as for other purposes, in order to arrive at a Weighted Student Unit (WSU). The distribution of ISEP funding is based on the number of WSUs at each school. The ISEP formula provides additional funding for schools with residential programs. Please see the table on ISEP Formula Funding methodology in this chapter and Appendix 1.

The proposed level of funding for SY 2022-2023 is projected to provide an estimated \$6,859.67 per WSU. In SY 2021-2022, the most recent year with funds distribution data, the majority of funding, \$315.6 million or 73.8 percent, is being used for basic education programs, including \$28.8 million or 6.7 percent for language development programs and \$12.9 million or 3.0 percent for programs for gifted and talented students. An additional \$57.9 million or 13.5 percent is expended for residential and dormitory costs, with the remaining funding allocated for small school adjustments and school boards.

Average Daily Membership	Actual SY 16-17	Actual SY 17-18	Actual SY 18-19	Actual SY 19-20	Actual SY 20-21	Estimate SY 21-22	Estimate SY 22-23
Single-year ADM	40,706	40,675	40,689	40,030	40,030	TBD	TBD
3-year rolling average ADM	41,067	40,792	40,469	40,271	40,271	40,271	40,271

Distribution of FY 2021 Funding for SY 2021-2022 ISEP Funding and Weighted Student Units by Program		
Program/Weighting Factor	Weighted Student Unit (WSU)	
	Three Year Average WSU	ISEP Funding @ \$6,084.21 per WSU (\$000)
Basic Instructional	51,871.04	315,594
Language Development	4,730.22	28,780
Gifted & Talented	2,117.45	12,883
Total Educational Programs	58,718.71	357,257
Small School Adjustment & Isolation Factor	627.89	3,820
School Board	62.40	380
Subtotal Instruction	59,409.00	361,457
Dormitory and Boarding	9,512.79	57,878
Small School Residential Adjustment	530.53	3,228
School Board	1.20	7
Subtotal Dormitory & Boarding	10,044.53	61,113
Total	69,453.52	422,570
¹ Funding per WSU based on annual appropriations minus one percent of the total ISEP funding for contingencies as authorized by law.		

ISEP FORMULATION METHODOLOGY

The formula for ISEP funding distribution is driven by the student count at a school for the entire school year, referred to as the Average Daily Membership (ADM), and a Weighted Student Unit (WSU) for each school. The WSU is calculated by weighting ADM for each school to account for the school's requirement for special services including basic education, language development, gifted and talented programs, and residential requirements. There are also weights for small schools, the grade levels at a school, and any supplemental education programs the school offers due to student need. The WSU is then averaged with the two previous years' WSU data to arrive at a three-year rolling average, which is used in all calculations.

Distribution of ISEP funding is based on a dollar amount per WSU, which is calculated by dividing the ISEP formula funds by the total WSU after deductions are made to the ISEP funds as authorized by the Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1988, Pub.L. 100-297, as amended. The law stipulates that one percent of ISEP funding be set aside for contingencies at BIE schools, after which any remaining balance is distributed to schools via the formula.

The following table displays the funding history for Indian Education from BIE and the Department of Education:

INDIAN EDUCATION FUNDING HISTORY: BIE AND DEPARTMENT OF EDUCATION					
School Years	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022 (est.)
	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23
Program Funding (in \$ millions)					
BIE School Operations	731.3	737.1	765.9	785.7	881.7
Dept. of Education ¹	218.6	218.6	224.7	224.7	224.7
TOTAL Program Funding	949.9	955.7	990.6	1,010.4	1,106.4
Number of BIE Students (ADM)²					
	40,641	40,469	40,030	40,030	40,030
Per Student (ADM) Funding (In dollars)					
BIE plus Dept. of Education	23,374	23,617	24,745	25,242	27,638
BIE Only	17,995	18,215	19,132	19,629	22,025
ISEP Only ¹	9,914	9,987	10,376	10,663	12,111
¹ Cost for residential students will be higher than the average above while day students will be lower than the averages above.					
² ADM is a three-year rolling average.					

ISEP Program Adjustments [\$5,844,000; FTE: 15]:

The ISEP Program Adjustments funding enables BIE-funded schools to respond to specific findings of need or deficiencies. The FY 2022 budget request will fund existing contracts at schools under the Safe and Secure Schools program and provide funds for Off-Reservation Boarding Schools to hire behavioral health counselors to increase student safety and health.

Education Program Enhancements [\$15,013,000; FTE: 40]:

The Education Program Enhancement sub activity enables BIE to provide critical services and necessary resources to meet the unique needs and priorities of individual Tribes and their schools. The Education Resource Centers utilize the Enhancement Program to fund professional development and technical assistance at all levels of the BIE school system to improve student outcomes.

Each ADD and ERC works in close cooperation with Tribes and the schools they serve, both BIE operated and Tribally controlled, designing and implementing customized programs and providing necessary resources to meet the unique needs and priorities of individual Tribes and their schools. The ADDs also cooperate closely with Tribes and schools to provide standard assessments and support school improvement initiatives for academic staff to enhance their instructional practices, Native language and culture programs, and curriculum materials.

Tribal Education Departments [\$5,003,000]:

Many Tribes have established, or are interested in establishing, their own Tribal Education Departments

(TEDs). Such TEDs provide a variety of educational services to their students. The BIE has made it its mission to support Tribal sovereignty over education by assisting Tribes and their TEDs in building the capacity to coordinate and deliver educational services to their respective Tribal members. The TED Program provides TEDs with critical resources needed to strengthen the management and oversight of a Tribe's educational programs, including BIE-funded schools, school operations, adult education, scholarships, and other programs. For instance, many grantee Tribes and their TEDs have used their TED Program funds to research, draft, and establish comprehensive Tribal education codes that align with the Tribe's educational vision.

Student Transportation [\$59,616,000; FTE: 153]:

Regular daily attendance is critical to student achievement. Students who do not attend class on a regular basis are at a significantly higher risk of low academic performance. The BIE Transportation funds are used to pay for bus leases, fuel, maintenance, vehicle replacement, driver salaries, and staff training for bus drivers and transportation managers. Unlike traditional school systems, BIE-funded schools are spread across 23 States and are largely located in rural and geographically remote areas. Due to the dispersion of students over wide distances, the total number of miles students are transported is significantly higher than in metropolitan areas.

In addition, BIE Transportation funds also cover the commercial costs of transporting students to boarding schools within the BIE school system at the beginning and end of each school year; some students are provided an additional round trip home at mid-year. Distribution of BIE's Transportation funding is based on the number of miles driven and actual commercial transportation costs incurred.

The annual accumulated distance traveled by BIE-funded school buses totals over 14 million miles. Approximately 15 percent of BIE's school transportation miles are on dirt or unimproved roads. These factors increase wear-and-tear on vehicles and result in both higher maintenance costs and shorter vehicle life. In direct response to COVID-19 impacts on school closures, BIE received blanket waiver authority to maintain pre-pandemic mileage counts for SY 2021-2022 to determine formula funding levels for the unique transportation needs of students and communities during the pandemic. This hold-harmless blanket waiver for transportation mileage-based funding assisted schools in pivoting school transportation services to student food and meal programs, equip nearly 100 school buses with connectivity for use as community internet sites, and deliver school learning plans to targeted students without connectivity. The following table includes the mileage recorded at BIE schools annually for SY 2014-2015 through SY 2019-2020 and provides projections thereafter. Outyear projections on both mileage and commercial transportation are dependent upon on a return to normal operations and easing of some localized travel restrictions. Detailed funding distribution by schools is provided in Appendix 1, Student Transportation by School, including road mileage recorded at each school.

Annual Student Miles Travelled and Funding Per Mile						
Year	School Year ¹	Annual Miles Travelled (000)			Mileage Funding (\$000) ³	Funding Per Mile (\$)
		Day Student Miles	Residential Student Miles ²	Total Miles		
2014	2014-2015	14,852	293	15,145	48,615	\$3.21
2015	2015-2016	14,643	279	14,921	49,165	\$3.30
2016	2016-2017	14,769	325	15,094	48,477	\$3.21
2017	2017-2018	14,717	283	15,000	51,857	\$3.46
2018	2018-2019	14,675	262	14,937	52,033	\$3.48
2019	2019-2020	14,343	252	14,595	52,785	\$3.62
2020	2020-2021	14,343	252	14,563	54,031	\$3.71
2021	2021-2022	14,343	252	14,563	54,515	\$3.74
2022	2022-2023	14,343	252	14,563	55,918	\$3.84

1. For calculating student transportation costs, the school year equates to the fiscal year. 2021 and 2022 are estimates as actuals are not yet available.

2. Residential student miles will vary from year to year depending upon where the student population domiciles are located.

3. The table above does not include commercial transportation costs. In FY 2021 commercial transportation costs, which include charter and annual airfare costs totaled approximately \$2.96 million.

Early Child and Family Development [\$24,655,000; FTE: 64]:

The Early Child and Family Development sub activity provide BIE’s Family and Child Education (FACE) program and implementation of early childhood activities outlined in the BIE Strategic Direction. Established in 1990, BIE’s FACE program is designed to address the achievement gap for Indian children up to five years of age primarily located on rural reservations by teaching preschoolers and their families the skills needed to begin school. Services are provided in the child’s home and school centers and include early childhood education, adult education, and parenting education. In FY 2022, recruitment of program staff and instructors, and retention of existing staff and parental participation levels, which has been impacted by the COVID pandemic, is projected to support greater overall FACE participation and services. FACE is intended to:

1. Identify and assist children who are not meeting expected development milestones through developmental screening.
2. Strengthen family-school-community relations.
3. Increase parent participation in education.
4. Support parents in their role as a child’s first and most important teacher.

Early Childhood Programming Impact								
School Year (Program Year)	Children Served			Adults Served	Annual Appropriation (\$000)	Funding per Child/ Adult ***	Parental GED Earned	Parental Employment Obtained
	Home- based	Center- based (preschool)	Unduplicated Number of All FACE Children*					
2013-2014	1,651	521	2,116	2,217	\$14,564	\$3,361	57	351
2014-2015	1,516	743	2,210	2,069	\$15,451	\$3,611	24	375
2015-2016	1,576	747	2,265	2,129	\$15,520	\$3,532	19	348
2016-2017	1,549	672	2,221	2,108	\$15,620	\$3,608	47	406
2017-2018	1,511	665	2,124	2,061	\$18,659	\$4,458	45	367
2018-2019	1,582	650	2,199	2,062	\$18,810	\$4,414	16	372
2019-2020**	1,499	590	2,154	2,157	\$18,852	\$4,373	40	372
2020-2021**	1,499	590	2,154	2,157	\$21,000	\$4,871	40	372

*The unduplicated number counts children only once regardless of which service(s) they received. Since some children received both home and center-based services each year, adding the figures together would result in a misleading total.

**2019-2020 and 2020-2021 data are approximate.

***Funded per Adult/Child is based upon the number of unduplicated children and the number of adults served.

Tribal Grant Support Costs [\$94,884,000]:

A major goal of BIE is to facilitate Tribal sovereignty over education by assisting Tribes in assuming the operation and management of BIE schools. In accordance with the Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1988, Pub.L. 100-297, as amended by the No Child Left Behind Act, the BIE provides administrative cost grants (subject to the availability of funds) to those Tribes which have assumed operation and management of a BIE-funded school.

Tribal Grant Support Costs are designed to ensure BIE provides the necessary administrative costs that accompany the operation and management of Tribally controlled elementary or secondary educational programs.

Tribes operating BIE-funded schools use these funds to cover the overhead costs of operating a school, meet legal requirements, and carry out support functions that BIE would otherwise provide directly. The FY 2022 budget request supports 100% of the calculated need.

Funds are distributed by formula according to the following methodology:

ADMINISTRATIVE COST GRANT DISTRIBUTION FORMULA

In accordance with the Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1988, Pub.L. 100-297, as amended by the No Child Left Behind Act, individual administrative cost grants are determined using an administrative cost percentage rate calculated by the following formula:

$$\frac{(\text{Tribe Administered Program Dollars} \times 11\%) + (\$600,000 (\text{std Direct Cost Base}) \times 50\%)}{(\text{Tribe Administered Program Dollars}) + (600,000)}$$

The above formula generates a percentage that is then multiplied by the Tribally administered program dollars (called the Tribal Direct Cost Base which is the total number of Federal appropriated dollars managed by the Tribe) to calculate the dollars for the Administrative Cost Grant. The Administrative Cost Grant equals the value generated from the formula above or a minimum amount of \$200,000 regardless of the number of students (as required by the NCLB), prorated based on the availability of funds.

Activity Accomplishments

In SY 2020-2021, there were 47 operating FACE programs. The BIE FACE program focuses on identifying and assisting children who are not meeting expected development milestones through screening. The BIE continues to support teacher certification through the National Board for Professional Teaching Standards process.

The BIE also continues to focus on Native language development through ISEP and Education Program Enhancements funding. In general, schools conduct classes aimed at raising Native language proficiency during the instructional day. Schools also provide teachers with professional development to incorporate Native language use in their classrooms and integrate language and culture into curriculum and instruction. The ISEP funding formula generated \$27.6 million for Language Development in BIE-funded schools in SY 2019-2020 and \$28.8 million in SY 2020-2021. Under the Congressional set-aside for Native language immersion, the BIE distributed \$2 million in FY 2019 and \$4 million in FY 2020 grant funds to 30 Bureau-funded schools to increase oral Native language proficiency by expanding or creating language immersion programs.

Sub activity - Elementary/Secondary Programs (\$154,362,000; FTE: 382):

**Summary of FY 2022 Changes from FY 2021 for
Elementary/Secondary Programs**

Request Component	(\$000)	FTE
Facilities Operations	+404	+3
Facilities Maintenance	+422	+16
Juvenile Detention Center Education	+1	+0
Johnson-O'Malley Assistance Grants (TPA)	+58	+0
TOTAL Program Changes	+885	+19

Program Overview:

The funds in this activity are not forward funded. As such, they are available for the entire two-year period of authorization for the annual Operation of Indian Education Programs appropriation. Funds for facilities operations and maintenance (O&M) are distributed by formula to schools in the BIE school system.

Facilities Operations [\$70,189,000; FTE: 172]:

Schools are operated and maintained in a fashion that ensures their continued safety and usefulness for educational purposes. Facilities Operations funds the operational expenses for 183 BIE-funded elementary and secondary schools, Haskell, and SIPI educational facilities. Common expenses for operating BIE-funded facilities include electricity, heating fuels, communications, grounds maintenance, vehicle rental (excluding school buses), refuse collection, custodial services, pest control, water and sewer service, fire/intrusion monitoring, and operations program administration.

Facilities Maintenance [\$62,421,000; FTE: 210]:

The BIE's Facilities Maintenance funds are used to conduct preventive, routine, and unscheduled maintenance for buildings, equipment, utility systems, and ground structures at 183 elementary and secondary schools and dormitories, Haskell, and SIPI. These funds provide needed maintenance services for:

1. equipment including heating, ventilation, and air conditioning systems, boilers and other pressure vessels, furnace, fire alarms, and sprinkler, radio repeaters, and security systems;
2. utility systems such as portable water wells, water treatment plans, and water storage tanks; and
3. horizontal infrastructure, including sidewalks, driveways, parking lots, and landscaping.

Providing adequate maintenance keeps school facilities from deteriorating and can extend the useful life of a school facility by as much as 50 percent. Not performing essential preventive maintenance activities or services, as required, directly accelerates the need for costly deferred maintenance projects. More importantly, the failure of some systems due to lack of maintenance, such as fire protection systems, can create life-threatening situations for school students, staff, and visitors. If not maintained adequately, Federal property can place people at risk and increase Federal liabilities or create crisis situations for schools that may prove harmful, interrupt educational programs for students, or force closure of the school.

Juvenile Detention Education [\$554,000]:

The Juvenile Detention Education program is designed to meet the education and health-related needs of American Indian and Alaska Native youth detained or incarcerated in BIA-funded juvenile detention centers for an extended period. This subactivity coordinates with the student's home, the Department of Health and Human Services' Indian Health Service, and the BIA Office of Tribal Justice Support to allow for the continuous education of the student in the core subjects of math and language arts during the student's absence from school.

Johnson-O'Malley (JOM) Assistance Grants (TPA) [\$21,198,000]:

Ninety-two percent of American Indian and Alaska Native students attend public schools. JOM funding provides such students with the necessary resources designed to meet their unique and specialized

educational needs. These funds can provide remedial instruction, counseling, parental involvement, language, and other culturally relevant programs to Indian students. The JOM funds are also used to cover school supplies and items that enable recipients to participate in curricular and extra-curricular programs. JOM grant funding may only be used for students three years of age through the 12th grade and who are enrolled in federally recognized Tribes or students who are at least one-fourth or more degree Indian blood from a federally recognized Tribe. Priority is given to programs that are on or adjacent to Indian reservations located in Oklahoma and Alaska.

Sub activity - Post Secondary Programs (Forward Funded) (\$113,283,000; FTE: 173):

Summary of FY 2022 Changes from FY 2021 for Post-Secondary Programs (Forward Funded)		
Request Component	(\$000)	FTE
Haskell & SIPI (forward funded)	+2,364	+9
Tribal Colleges & Universities (forward funded)	+0	+0
Tribal Technical Colleges (forward funded)	+0	+0
TOTAL Program Changes	+2,364	+9

Program Overview:

Under the provisions of Pub.L. 95-471, the Tribally Controlled Colleges or Universities Assistance Act of 1978, as amended by Pub.L. 110-315, the Higher Education Opportunity Act of 2008, BIE administers funds to operate post-secondary institutions: Haskell and SIPI. In addition, the BIE administers grants for 29 Tribal colleges and universities and funds two Tribal technical colleges.

Haskell and SIPI (Forward Funded) [\$28,622,000; FTE: 173]:

The BIE’s two directly operated post-secondary institutions serve Indian students from federally recognized Tribes throughout the country. Please see the following table for enacted and proposed distribution of funds to these two BIE-operated post-secondary institutions, including student enrollment and graduation rates at Haskell and SIPI from Fall Semester 2018 through Summer Semester 2022. Haskell and SIPI utilize these funds to pay for administrative, instructional, dormitory, and other support staff and supplies, materials, textbooks, and food. Haskell and SIPI also use these funds to provide residential, athletic, and other student support services. In addition to funding from the BIE, Haskell and SIPI are eligible for Department of Education funds (both individual student funds and institutional funds), U.S. Department of Agriculture funding, and competitive grants from Federal, public, and private agencies.

SIPI and Haskell Funding (FY 2018-FY 2022 Request)					
BIE Post-Secondary School	FY 2018 ³	FY 2019 ⁴	FY 2020 ⁵ (Fall 2020- Summer 2021)	FY 2021 Projected ⁵ (Fall 2021- Summer 2022)	FY 2022 Projected ⁵ (Fall 2022 – Summer 2023)
Southwestern Indian Polytechnic Institute (SIPI)					
# of Students Enrolled ¹	524	654	691	721	814
Graduation Rate ²	22%	20%	15%	11%	11%
Transfer Rate ²	13%	13%	13%	13%	13%
Funding (\$000)	\$8,503	\$8,624	\$9,024	\$10,260	\$10,811
Haskell Indian Nations University (Haskell)					
# of Students Enrolled ¹	934	807	780	815	900
Graduation Rate ²	45%	45%	43%	47%	47%
Transfer Rate ²	49%	52%	34%	36%	36%
Funding (\$000)	\$14,010	\$14,070	\$14,724	\$15,998	\$17,811
Haskell & SIPI					
TOTAL Funding (\$000)	\$22,513	\$ 22,694	\$23,748	\$26,258	\$28,622
<p>1 Enrollment counts include unduplicated headcounts for the academic year.</p> <p>2 Graduation and transfer rates reflect the percentage of fall cohorts (first-time, full-time, degree-seeking students) who graduate or transfer to another institution within 150 percent of standard time to complete.</p> <p>3 FY 2018 does not include funding provided to transition Haskell and SIPI to forward funding.</p> <p>4 School Year 2019-2020 was the first year Haskell and SIPI fully transitioned to forward funding.</p> <p>5 Funding levels for FY 2020 and FY 2021 are based on enacted amounts; FY 2022 is based on the President's budget request.</p>					

***Haskell Indian Nations University* [\$17,811,470]:**

Haskell is a post-secondary institution established by Federal legislation to fulfill the United States' treaty and trust obligations to provide a high-quality education to American Indians and Alaska Natives. Haskell is a fully accredited university in Lawrence, KS, offering education to eligible Indian students via culturally sensitive curricula, innovative services, and a commitment to academic excellence. Annually, students from over 152 Tribal nations and as many as 36 States create a campus environment diverse in Indian heritage.

Haskell maintains a consortium program with the University of Kansas that permits students to apply credits earned at either institution toward graduation requirements. The programs offered have been identified as necessary to the development of human capital that contributes to the economic success of native communities. Haskell offers several associate degrees in Arts (AA) and Science (AS), as well as baccalaureate degrees in Arts (BA) and Science (BS).

***Southwestern Indian Polytechnic Institute* [\$10,810,530]:**

SIPI maintains a culturally supportive educational, social, and physical environment, allowing its students to develop marketable skills to facilitate gainful employment or transfer to a baccalaureate degree program. Many of the programs offered at SIPI, located in Albuquerque, NM, meet a specific need determined by labor market data and consultation between Tribes and its board of regents. SIPI serves American Indian and Alaska Native students from over 74 Nations and as many as 19 States. SIPI further serves federally recognized Tribes by developing and conducting competitive programs for workforce needs, extension, and outreach programs, including high-impact community-based programs, workshops, seminars, and distance learning courses.

Tribal Colleges and Universities (Forward Funded) [\$76,510,000]:

Tribal Colleges and Universities (TCUs) provide Tribal communities with the necessary resources and facilities to teach Indian students the skills they need for career success in a culturally knowledgeable context. Post-secondary education of Tribal members is an essential component in the economic development plans of Tribes. In many instances, TCUs are the primary means available for Tribes and Indian students to receive a post-secondary education. Many TCUs have leveraged their BIE funding by teaming with local and national businesses to provide training-partnership opportunities for Indian students.

During SY 2021-2022, there will be 29 TCUs eligible for BIE funding under Title I of Pub.L. 95-471. According to a formula based on the Indian Student Count (ISC), funds are distributed to these institutions. TCUs can use these funds to pay for operational expenses at their educational institutions. These include costs such as salaries, instructional materials, and student support services.

The Pub.L. 99-428, authorizes BIE to provide endowment grants to TCUs. The BIE's Endowment Grant funding enables TCUs to develop and offer supplemental grant programs to students needing additional financial assistance. To use BIE Endowment Grant funds, TCUs must match with a capital contribution equal to half of the amount of the BIE's endowment contribution. Alternatively, TCUs may meet their contribution requirement by using personal or real property received as a donation or gift. Colleges can obtain additional assistance from other private sector entities to help meet their endowment program needs. Funds may be invested under the authority of Section 331(c)(2) of the Higher Education Act of 1965, as amended, and any interest earned can be used to defray expenditures associated with the operation of the TCUs.

Tribal Colleges and Universities Salient Statistics							
School	State	FY 20 Indian Student Count	FY 21 Est. Indian Student Count	Accreditation ¹	Degrees or Certificates Offered ²	2019/2020 Academic Year Cumulative Actual Total ³	2019/2020 Academic Year Grads ⁴
Aaniiih Nakoda College	MT	158	163	A	1,2,6	301	35
Bay Mills Community College	MI	280	289	A	1, 2, 6	685	111
Blackfeet Community College	MT	344	355	A	1, 2, 3, 6	668	52
Cankdeska Cikana Community College	ND	146	150	A	1, 2, 3, 6	319	26
Chief Dull Knife College	MT	175	180	A	1, 2, 3, 6	393	13
College of Menominee Nation	WI	154	159	A	1, 2, 3, 4, 6	419	48
College of the Muscogee Nation	OK	162	167	A	1, 2, 6	591	39
Nueta Hidatsa Sahnish College/Fort Berthold	ND	171	177	A	1, 2, 3, 4, 6	372	24
Fort Peck Community College	MT	299	308	A	1, 2, 3, 6	677	54
Ilisagvik College	AK	103	106	A	1, 3, 6	556	16
Keweenaw Bay Ojibwa Comm. College	MI	55	57	A	11, 2, 3,	133	13
Lac Courte Oreilles Community College	WI	162	167	A	1, 2, 3, 6	427	32
Leech Lake Tribal College	MN	138	142	A	1, 3, 6	305	18
Little Big Horn Community College	MT	269	277	A	1, 2, 6	547	36
Little Priest Tribal College	NE	108	112	A	1, 2	250	13
Nebraska Indian Community College	NE	141	145	A	1, 2, 3, 6	503	12
Northwest Indian College	WA	503	518	A	1, 2, 3, 4, 6	1,309	101
Oglala Lakota Community College	SD	1,054	1,086	A	1, 3, 4, 5, 6	2,535	162
Red Lake Nation College	MN	99	102	C	1, 2	238	2
Saginaw Chippewa Tribal College	MI	78	80	A	1	190	18
Salish Kootenai College	MT	532	548	A	1, 2, 3, 4, 6	1,386	198
Sinte Gleska University	SD	527	543	A	1, 2, 4, 5, 6	1,211	91
Sisseton Wahpeton College	SD	110	113	A	1, 2, 3, 6	251	21
Sitting Bull College	ND	287	296	A	1, 2, 3, 4, 6	572	58
Stone Child College	MT	268	276	A	1, 2, 6	742	73
Tohono O'odham Community College	AZ	277	285	A	1, 2, 3, 6	836	29
Turtle Mountain Community College	ND	624	643	A	1, 2, 4, 6	1,290	69

White Earth Tribal & Comm. College	MN	103	106	A	1	200	5
Title I Total		7,327	7,550			17,906	1,369
Title II Institutions							
Dine College	AZ	1,320	1,360	A	1, 2, 3, 4, 6	3,200	136
TOTAL Title I & II		8,647	8,910			21,106	1,505
Notes:							
¹ The accreditation classifications of the colleges are either: (A) fully accredited by a recognized accrediting association; (B) institution transfer; or (C) candidate status towards accreditation.							
² Certificates awarded include (1) Associate of Arts, (2) Associate of Science, (3) Associate of Applied Science, (4) Bachelor of Science (5) Master of Arts, and/or (6) vocational certificates.							
³ Cumulative total of Indian students attending one or more of the fall, spring, or summer terms, part-time or full-time.							
⁵ Latest graduation numbers available.							
⁶ Indian Student Count (ISC) numbers are rounded.							

Tribal Technical Colleges (Forward Funded) [\$8,151,000]:

The Tribal Technical Colleges (forward funded) program provides funding for United Tribes Technical College (UTTC) and Navajo Technical University (NTU). The program supports core functions (e.g., classroom instruction and school operations) at the two colleges partially funded by BIE. Tribal technical colleges provide resources and facilities to teach community members the skills they need to succeed in the workforce and overcome barriers to Indian higher education while supporting economic development on their reservations. Additionally, the programs build skills and capacity needed to promote social and environmental justice in Native American communities.

Program Accomplishments

During SY 2019-2020, Haskell produced notable achievements in the following areas:

1. A successful pivot to Distance Learning in response to the COVID-19 pandemic.
2. Improved student graduation rate.
3. Increased student enrollment for Fall 2020.
4. Substantive progress in the University’s efforts to improve student success and retention.

Haskell’s administration continues to work with the Achieving the Dream organization to identify and achieve the following Student Success Priority Goals:

1. Improving student success rates for developmental English and Math courses.
2. Reducing students’ excess credit hours.
3. Establishing a definition of and initiating a successful implementation of student equity.

Haskell remains committed to the ongoing academic assessment of classes and programs, redesigned math courses to address student completion challenges, and providing tutoring and intervention strategies to enhance students’ academic success. Haskell’s Office of the Vice President of Academics (VPA) presented during two sessions – one on innovative learning spaces, the other on institutional collaboration for student success – at the national Achieving the Dream conference in Washington, DC, in February 2020. Haskell’s Academic Division has been completing program reviews to satisfy feedback received

from the July 2019 Higher Learning Commission Assurance Argument report, which requires an interim monitoring report on Program Review in 2022 for continued accreditation.

By pivoting to a Distance Learning delivery format, Haskell was able to graduate 99 students with either a bachelor's or an associate degree in Spring 2020. The spring semester was completed electronically; Haskell's six-week summer session was delivered online; and Haskell's fifteen-week Fall 2020 semester was delivered entirely online. In SY 2020 -2021, Haskell completed a Substantive Change application to the Higher Learning Commission that allows the school to offer fully accredited Distance Learning classes permanently.

In SY 2019-2020, the SIPI Early Childhood Education (ECE) program completed the For the Wisdom of the Children Early Childhood Initiative in June 2020. This funded initiative, awarded by the American Indian College Fund, focused on strengthening the Native teacher pipeline. It provided funding to support the promotion and development of SIPI's program from 2018-2020. SIPI collaborated with local community role models, leaders, and entertainers to increase community awareness of SIPI's program through community outreach events. These outreach efforts included professional development opportunities for local early childhood teachers. Many of these events helped develop the efficacy of the program with community stakeholders. As a result, SIPI's program experienced an increase of 66% from 2018's student enrollment.

The SIPI Pre-Engineering and Engineering Technology Program provided a robust hands-on learning environment for Native students. Students from SIPI, Johns Hopkins University, and North Carolina State University comprised Team Athena. The team had been selected for the second year to participate in the NASA Spacesuit User Interface Technologies for Students (SUITS) Artemis Challenge 2021. The experience included virtual sessions with technical feedback from NASA and subject matter experts on their designs. After completing the preliminary design review, the team received the opportunity to participate in a virtual test the week of April 19-23, 2021. The experience provided our Native students with the skills necessary to excel in STEM careers.

Sub activity - Post-Secondary Programs (\$54,703,000; FTE 0):

**Summary of FY 2022 Changes from FY 2021 for
Post-Secondary Programs**

Request Component	(\$000)	FTE
Tribal Colleges & Universities Supplements (TPA)	+0	+0
Scholarships & Adult Education (TPA)	+10,208	+0
Special Higher Education Scholarships	+0	+0
Science Post Graduate Scholarship Fund	+2,000	+0
TOTAL Program Changes	+12,208	+0

Activity Overview:

This activity includes supplemental funding for Tribal Colleges and Universities, and provides higher education scholarships, fellowships, and loans to eligible Indian students.

Tribal Colleges & Universities Supplements (TPA) [\$1,220,000]

Tribes may choose to direct Tribal Priority Allocations (TPA) funds to supplement the operation of their TCUs. Six Tribes are currently providing Tribal colleges with these funds. Funds are used for policy development, curriculum additions, and general program operations designed to meet the specific needs of their community members.

Scholarships & Adult Education (TPA) [\$45,041,000]:

The intent of the Scholarships and Adult Education program is to provide funds to assist Tribes in meeting their goal of self-determination and self-sufficiency. By providing financial assistance to eligible American Indian and Alaska Natives students, the BIE fosters the development of educated and capable citizens that will effect positive change in their communities. The Scholarships and Adult Education program addresses Indian Affairs' objectives: 1) to improve communities' quality of life by developing economies, 2) to improve the success of students at each educational level by providing financial assistance for eligible students, and 3) to increase students engagement with Science, Technology, Engineering, and Mathematics (STEM) related initiatives. The program further supports the commitment to expand educational opportunities for students.

Special Higher Education Scholarships [\$3,492,000]

As Tribes seek to develop their communities in economically disadvantaged rural areas, they require trained professionals to plan and implement Tribal development goals. Many of these professionals need the knowledge that they can acquire by pursuing advanced (graduate) degrees. The Special Higher Education Scholarships Program (SHEP) is a three-pronged program that supports the commitment to education and the goals for higher education. The first component provides supplemental financial assistance to American Indian and Alaska Native students for graduate level study. Emphasis is placed on students pursuing the professions of law, education, medicine, natural resources, engineering, business administration, and social work.

The second component is the Pre-Law Summer Institute (PLSI) (\$500,000), an intensive two-month summer orientation program which prepares American Indian and Alaska Native students entering the field of law for the rigors of law school. This funding will allow approximately 35 students, plus five returning students to work as tutors in the program. It will also provide modest need-based scholarships for roughly 100 program graduates who are attending the first, second, or third year of law school. Finally, it will also be used to provide need-based bar study stipends for students who need support to be successful in studying for and passing the bar exam.

The final component is the Loan for Service Program, designed to provide financial assistance through loans to eligible American Indian and Alaska Native degree candidates who seek employment with BIE, BIA, or a federally recognized Tribe upon graduation. To promote the expansion of career opportunities for Indian graduates in Tribal governments and Indian Affairs, BIE began offering loans in 2005 to students pursuing graduate and professional degrees with a "service payback" (employment) agreement.

Upon completion of their degree requirements, recipients agree to work for BIE, BIA, or a federally recognized Tribe to repay their loans. Each academic year of funding requires one year of service. The SHEP program is designed to bring professionals to Native communities.

Science Post Graduate Scholarship Fund [\$4,950,000]:

The Science Post-Graduate Scholarship Fund (SPGSF) program provides funding and awards specifically for post-secondary and post-graduate-level fellowships and training opportunities. These awards are provided in the fields of science, technology, engineering, and mathematics (STEM) such as agricultural, geological, and biological and life sciences, computing, communications, networking, information technology; and biomedical programs.

Advanced education in the STEM fields is in greater demand than ever before, particularly in Indian communities. Many Tribal lands are situated on lands with great natural resource potential that require individuals with education, skills, and expertise to sustainably develop resources. Indian students in STEM fields often recognize the importance of reinvesting their knowledge back into their home communities, bringing their skills back to their home Tribes or other Tribal communities. There is a high deficiency in STEM fields and urgency for research to understand why. A portion of the SPGSF is directed towards graduate level (masters and doctoral) research to understand the barriers that discourage Indian student participation in these fields and expanding STEM opportunities at Tribal Colleges and Universities.

Sub activity - Education Management (\$71,487,000; FTE: 276):

Summary of FY 2022 Program Changes for Education Management

Request Component	(\$000)	FTE
Education Program Management	+3,107	+90
Education IT	+20,080	+14
TOTAL Program Changes	+23,187	+104

Program Overview:

This activity consists of education program management and information technology. The primary goal of Education Management is to optimize learning opportunities for students of all ages.

Education Program Management [\$36,063,000; FTE: 257]:

The BIE is required to execute a wide variety of management activities. Some activities are of a large public-school system, and some are unique to Federal agencies. Support services include data collection, analysis, reporting, coordinated fiscal management, risk assessments with corrective actions, targeted monitoring activities, technical assistance, certain financial and accounting functions, coordination and preparation of grant applications, and reporting. BIE will continue implementing the BIE Strategic Direction and Reform efforts, increasing accountability and transparency throughout the Bureau. In FY 2022, BIE will strengthen itself as an independent bureau by prioritizing hiring in accordance with its workforce plans. Key goals include capacity building and addressing support gaps in the critical areas of

information technology, facilities, grants, and acquisition roles to improve our service delivery and program support to stakeholders.

Education IT [\$35,424,000; FTE: 19]:

The BIE information technology (IT) requirements encompass the multiple and varied needs of students, administrators, teachers, and Headquarters staff. The BIE IT infrastructure includes the wide area network (WAN) and general support system used by BIE-funded schools. This infrastructure supports the ability to provide standards-based connectivity, security, content delivery, web services, distance learning, wireless communication, email access, and education application access for all BIE school networks. Education IT funding also provides for the BIE student information data system. The system provides school management software, training, and system support for management of student academic program data. This centralized database manages records such as enrollment, attendance, behavior, class schedules, grades, assessments, teacher grade books, health and immunization data, special education needs, transcripts, parent contact information, and student demographics for all students in BIE-funded schools.

A significant effort was initiated in FY 2020 in response to the COVID-19 pandemic to develop the capacity for distance learning and enhanced use of technology in the classroom. COVID-19 related supplemental funding was used in FY 2020 for the purchase of laptops and Wi-Fi hotspots, upgrading school circuits to bring all schools up to at least 100mbps for broadband capacity, and expanded help desk support to enable students to work remotely. In FY 2021, the majority of investments are beginning to shift toward costs related to support for a Learning Management System (LMS) platform which can be used by all BIE schools for distance learning and enhanced use of technology in the classroom.

Developing this new significant new LMS capability and the underlying technology upgrades required significant one-time investments appropriately funded through the CARES Act and American Rescue Plan Act. The FY 2022 budget begins to pick up the long term, annual costs associated with this significant new capacity. Examples of the ongoing costs include renewal of LMS platform and curriculum licenses, training, hardware refresh, wireless subscriptions and school logistics and IT support.

Program Accomplishments

As of the end of FY 2021, BIE closed out nineteen GAO recommendations and continues to close out recommendations. The BIE also continued implementing the BIE Strategic Direction throughout the year despite challenges posed by the ongoing COVID-19 pandemic. Throughout FY 2021 BIE transitioned to a remote work process which successfully facilitated strategic planning meetings, regional training, residential life training, school-home living training, and Youth Mental Health First Aid training. BIE again submitted 100 percent of abatement plans on time. The BIE established full bureau autonomy through a separate budget structure to develop ongoing reforms, including school facilities, safety functions, and acquisition. A reformed Human Resources protocol is in place to increase BIE's educator recruiting competitiveness, including the use of two dedicated educator talent recruiters and recognition of State certification.

Education Construction

DEPARTMENT OF THE INTERIOR

BUREAU OF INDIAN EDUCATION

Appropriation Language Sheet

Education Construction

For construction, repair, improvement, and maintenance of buildings, utilities, and other facilities necessary for the operation of Indian education programs, including architectural and engineering services by contract; acquisition of lands, and interests in lands; **[\$264,277,000]** \$264,330,000 to remain available until expended: *Provided*, That in order to ensure timely completion of construction projects, the Secretary of the Interior may assume control of a project and all funds related to the project, if, not later than 18 months after the date of the enactment of this Act, any Public Law 100–297 (25 U.S.C. 2501, et seq.) grantee receiving funds appropriated in this Act or in any prior Act, has not completed the planning and design phase of the project and commenced construction. (*Department of the Interior, Environment, and Related Agencies Appropriations Act, 2021.*)

Appropriation Language Citations

BUREAU OF INDIAN EDUCATION

Education Construction

General Authorization

25 U.S.C. 13 (The Snyder Act of November 2, 1921) is the basic authority under which the Secretary provides services, including construction of facilities, to support operating programs to federally recognized Tribes. This Act also provides for the enlargement, extension, improvement, and repair of the buildings and grounds of existing plants and projects. In addition, most of the major projects have specific authorizations.

1. For construction and maintenance of buildings, utilities, and other facilities.

For construction, repair, and improvement of all Indian Affairs buildings, utilities, and other facilities, including demolition of obsolete structures and consolidation of underutilized facilities, inclusive of architectural and engineering services by contract;

25 U.S.C. 458

25 U.S.C. 2005&2006

25 U.S.C. 458 (The Indian Self-Determination and Education Assistance Act) authorizes the Secretary to enter into a contract or contracts with any State education agency or school district for the purpose of assisting such agency or district in the acquisition of sites for or the construction, acquisition or renovation of facilities (including all equipment) in school districts on or adjacent to Indian reservations or other lands held in trust, if such facilities are necessary for the education of Indians residing on any such reservation or lands. The Secretary may not expend more than 25 percent of any funds appropriated pursuant to this section, for use of private schools.

25 U.S.C. 2005 provides that the Secretary shall immediately begin to bring all schools, dormitories, and other Indian education-related facilities operated by Indian Affairs or under contract or grant with Indian Affairs in connection with the education of Indian children into compliance with all applicable Federal, Tribal, or State health and safety standards, whichever provide greater protection (except that the Tribal standards to be applied shall be no greater than otherwise applicable Federal or State standards), with section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794), and with the Americans with Disabilities Act of 1990, except that nothing in this section shall require *termination* of the operations of any facility which does not comply with such provisions and which is in use on October 20, 1994.

Pub. L. 107-110, 25 U.S.C.2005 provides for the development of a rule-making committee pursuant to section 2018(b)(3).

25 U.S.C. 2005(b) (6) provides that the Secretary shall develop a Facilities Information Systems Support Database to maintain and update the conditions of school facilities, replacement and construction need and minor and major improvement need.

25 U.S.C. 2006(e) provides that the Assistant Secretary shall submit as part of the annual budget a plan for school facilities to be constructed, to establish priorities among projects and for the improvement and repair of education facilities, which shall form the basis for the distribution of appropriated funds and for capital improvements to be made over the 5 succeeding years.

2. For the Operations and Maintenance of Indian Affairs facilities.

25 U.S.C. 2006

25 U.S.C. 2006(e) provides that the Assistant Secretary shall establish a program, including the distribution of appropriated funds, for the operation and maintenance of education facilities.

Summary of Requirements for the Bureau of Indian Education

Dollars in Thousands (\$000)

EDUCATION CONSTRUCTION	2020 Enacted	2021 Enacted		Fixed Costs (+/-)	Internal Transfers (+/-)	Program Changes (+/-)		2022 President's Budget Request		Change from 2021 (+/-)	
	Amount	FTE	Amount	Amount	Amount	FTE	Amount	FTE	Amount	FTE	Amount
REPLACEMENT SCHOOL CONSTRUCTION	115,504	-	115,504	-	-	-	-	-	115,504	-	-
REPLACEMENT FACILITY CONSTRUCTION	23,935	-	23,935	-	-	-	-	-	23,935	-	-
REPLACEMENT / NEW EMPLOYEE HOUSING	-	-	1,000	-	-	-	-	-	1,000	-	-
EMPLOYEE HOUSING REPAIR	13,578	2	13,581	+8	-	-	-	2	13,589	-	+8
FACILITIES IMPROVEMENT & REPAIR	95,240	12	95,257	+45	-	-	-	12	95,302	-	+45
TRIBAL COLLEGES FACILITIES IMPROVEMENT & REPAIR	-	-	15,000	-	-	-	-	-	15,000	-	-
TOTAL, EDUCATION CONSTRUCTION	248,257	14	264,277	+53	-	-	-	14	264,330	-	+53

**Bureau of Indian Education
Justification of Fixed Costs**

Dollars in Thousands (\$000)

Fixed Cost Changes and Projections	2021 Total or Change	2021 to 2022 Change	Description
Change in Number of Paid Days	-4	0	This column reflects changes in pay associated with the change in the number of paid days between FY 2021 and FY 2022, which is the same number of paid days in both FY 2021 and FY 2022.
Pay Raise	+15	+39	The President's Budget for FY 2022 includes one quarter of a planned 1.0% pay raise and three quarters of a planned 2.7% pay raise for FY 2022.
Employer Share of Federal Employee Retirement System	+9	+14	The change reflects a 1.1% (and 1.8% for Law Enforcement) increase in the employer contribution to the Federal Employee Retirement System
TOTAL FIXED COST CHANGES - Education Construction		+53	

BUREAU OF INDIAN EDUCATION EDUCATION CONSTRUCTION SUMMARY

Overview

The Education Construction program carries out facility and structure projects, demolition, and environmental compliance for education-related assets owned and funded by Indian Affairs (IA). Within this budget request, the term “Indian Affairs” is meant to include the Bureau of Indian Affairs (BIA), the Bureau of Indian Education (BIE), and the Office of the Assistant Secretary – Indian Affairs (AS-IA). In 2022, IA will manage Education Construction activities through a Memorandum of Agreement with BIE, as BIE continues its transition to an independent bureau. BIE will work with individual schools to improve project close-out, once needed repairs are completed, to enable better accuracy and tracking of deferred maintenance needs.

IA owns or provides funding for a broad variety of Indian Education-related buildings, structures, and other facilities including buildings with historical and architectural significance. The education inventory includes structures such as schools, employee housing, storage sheds, fences, water and wastewater systems, and protective structures for pumping systems and other critical sensitive assets.

The IA – Facilities Investment Review Board (IA-FIRB) is the governing body that makes executive-level decisions regarding the construction and leasing portfolio in support of the Department's missions, goals, and objectives. The IA-FIRB meets quarterly to consider proposed projects, review the status of ongoing major capital investments, and provide oversight for adherence to budget, schedule and return on investment. Following Department approval, construction projects are prioritized and incorporated into the Five-Year Deferred Maintenance and Construction plan. School construction and repair projects, in addition to advance planning and design work, are accomplished through Pub.L. 100–297 (25 U.S.C. 2501 et. seq.) grants or Pub.L. 93–638 (25 U.S.C. 5301 et. seq.) subpart J, or through Federal Acquisition Regulation (FAR) contracts.

Asset Condition Assessments

IA conducts Facility Condition Assessments (FCAs) to complete a comprehensive condition assessment and inventory validation of all IA-owned real property assets on a three-year cycle. Deficiencies are identified and tracked in the IA – Facilities Management System (IA-FMS) as Deferred Maintenance (DM) for the building or structure. Within 60 days of completion of an FCA, the report and any identified DM is uploaded into IA-FMS for potential future construction project funding. IA shares the completed report with site and BIA Regional authorities who are responsible for managing the respective assessed facilities. The responsible authority for schools is typically the superintendent or principal.

Facility Condition Index

The Facility Condition Index (FCI) is a standard industry measure used to compare the condition of buildings and facilities. It is calculated by taking the deferred maintenance cost of a facility or building and dividing it by the current replacement value. The FCI for each building is automatically calculated in IA-FMS and used along with other criteria to allocate Education Construction funds for renovations and repairs based upon greatest need. Based on the FCI, buildings and structures are categorized as being in good, fair, or poor

condition. The formula for calculating the FCI and the relation of the FCI to condition categorization are as follows:

$$\text{Facilities Condition Index (FCI)} = \frac{\text{Maintenance, Repair, and Replacement Deficiencies of the Facility(-ies)}}{\text{Current Replacement Value of the Facility(-ies)}}$$

Facility Condition Categorization as Measured by FCI		
FCI (School Assets)	FCI (All Others)	Condition
< .0500	< .0500	Good
<= .1000	<= .1500	Fair
>.1000	>.1500	Poor

IA uses the FCI and the Asset Priority Index (API) to prioritize improvement, repair, and replacement projects. The FCI provides a baseline from which IA measures and tracks improvements in asset conditions and the API indicates the importance of each asset to the organization’s mission.

Education Construction Site Assessment-Capital Investment (SA-CI)

The Education Construction Site Assessment and Capital Investment Program (Education SA-CI) is now a permanent program which allows IA to prioritize bureau funded K-12 schools based upon two sets of criteria: their FCI; and the age of school or percent of students educated in portables. Once prioritized, the top ten schools then undergo a comprehensive third party assessment of their conditions to determine a holistic site-by-site solution to providing a safe, secure, healthy, operationally modern, and long-lasting campus to support the BIE mission to provide quality education opportunities.

Indian Affairs – Facilities Management System

The IA-FMS is the primary information management system used to track and maintain relevant facility data for each asset. IA uses this data to plan, prioritize, and execute preventive and deferred maintenance activities to improve the condition of the facilities. IA-FMS also enables BIE to maintain an accurate inventory of IA real property that synchronizes with the Department of the Interior’s Financial and Business Management System (FBMS). Information in IA-FMS is used to develop the IA Five-Year Deferred Maintenance and Construction plan in accordance with the Department of Interior’s annual planning and prioritization guidance for deferred maintenance and capital improvement projects. The Plan provides IA with a strategy for addressing facilities with the greatest need with primary focus on critical health and safety requirements. The goal of the IA Construction program is to bring all facilities to the “fair” or “good” (acceptable) condition level.

IA also maintains a current and accurate inventory of real property in the Federal Real Property Profile Management System (FRPP MS) which houses real property data for all Federal agencies. The FRPP MS includes Government-wide performance metrics such as FCI and operating costs, which further support IA and BIE management of assets.

Education Construction

The Education Construction program provides safe, functional, energy-efficient, and universally

accessible facilities at BIE-funded schools and dormitories through school and facility replacements, and facility improvements and repairs. Approximately 45,000 Indian students, including 1,300 resident-only boarders, attend the 183 BIE-funded schools and dormitories located in Indian communities in 23 States. The Education Construction program supports BIE mission accomplishment by renovating or replacing schools and dormitories to provide an environment conducive to quality educational achievement and improved opportunities for Indian students. IA further provides 1,797 housing units across 87 sites to accommodate teachers and other essential school staff.

The major activities associated with the Education Construction program are:

- Replacement School Construction
- Replacement Facility Construction
- Replacement / New Employee Housing
- Employee Housing Repair
- Facility Improvement and Repair
- Tribal Colleges Facility Improvement and Repair

Each program conforms to specified architectural and engineering design codes to ensure the highest quality standards for education facilities. The design standards apply to all BIE-operated or -funded sites throughout Indian Country and receive periodic review and updates. They apply equally to Tribally or BIE-operated programs.

Budget Schedules

The budget schedules for this account are located in the Budget Summary Tables section.

**Bureau of Indian Education
Education Construction Five-Year Plan -- FY 2022-2026**

Plan Fund Year	Priority	Facility or Unit/Program Name	Project Title	State	Cong. District	Total Project Cost (\$000)	Funded to Date (\$000)	Budget Year Funding Request (\$000)	Remaining to be Funded	Future Years of Funding for Other Phases
2022		Replacement School Construction	Cheyenne Eagle Butte K-12 Replacement School	SD	1	107,400	2,400	105,000	0	
2022		Replacement School Construction	Supplemental Funding and Adjustments			10,504		10,504		
<i>2022 Replacement School Construction</i>								115,504		
2022		Replacement Facility Construction	Pierre Indian Learning Center	SD	1	52,900	43,881	9,019	0	
2022		Replacement Facility Construction	Supplemental Funding and Adjustments					14,916		
<i>2022 Replacement Facility Construction</i>								23,935		
2022		Replacement / New Employee Housing	Multiple projects at various locations			1,000		1,000	0	
<i>2022 Replacement / New Employee Housing</i>								1,000		
2022		Employee Housing Repair	Multiple projects at various locations			13,589		13,589	0	
<i>2022 Employee Housing Repair</i>								13,589		
2022		Major Facilities Improvement and Repair	Projects between \$250,000 and \$1 million at various locations			30,226		30,226	0	
2022		Minor Facilities Improvement and Repair	Projects under \$250,000 at various locations			28,320		28,320	0	
2022		Advance Planning and Design	Multiple projects at various locations			2,859		2,859	0	
2022		Asset disposal	Multiple projects at various locations			6,671		6,671	0	
2022		Boiler inspections	Multiple projects at various locations			476		476	0	
2022		Condition assessments	Multiple projects at various locations			2,859		2,859	0	
2022		Education telecommunications	Multiple projects at various locations			2,859		2,859	0	
2022		Emergency repair	Multiple projects at various locations			3,812		3,812	0	
2022		Energy program	Multiple projects at various locations			2,859		2,859	0	
2022		Environmental projects	Multiple projects at various locations			2,859		2,859	0	
2022		Portable classrooms	Multiple projects at various locations			2,859		2,859	0	
2022		Seismic safety	Multiple projects at various locations			66		66	0	
2022		Program Management				8,577		8,577	0	
<i>2022 Facilities Improvement and Repair</i>								95,302		
2022		Tribal Colleges Facilities Improvement & Repair	Multiple projects at various locations			15,000		15,000	0	
<i>2022 Tribal Colleges Facilities Improvement & Repair</i>								15,000		
2022 Total Education Construction								264,330		

**Bureau of Indian Education
Education Construction Five-Year Plan -- FY 2022-2026**

Plan Fund Year	Priority	Facility or Unit/Program Name	Project Title	State	Cong. District	Total Project Cost (\$000)	Funded to Date (\$000)	Budget Year Funding Request (\$000)	Remaining to be Funded	Future Years of Funding for Other Phases
2023		Replacement School Construction	Multiple projects at various locations			115,504		115,504	0	
<i>2023 Replacement School Construction</i>										
<i>2023 Replacement School Construction</i>									115,504	
2023		Replacement Facility Construction	Multiple projects at various locations			23,935		23,935	0	
<i>2023 Replacement Facility Construction</i>										
<i>2023 Replacement Facility Construction</i>									23,935	
2023		Replacement / New Employee Housing	Multiple projects at various locations			1,000		1,000	0	
<i>2023 Replacement / New Employee Housing</i>										
<i>2023 Replacement / New Employee Housing</i>									1,000	
2023		Employee Housing Repair	Multiple projects at various locations			13,589		13,589	0	
<i>2023 Employee Housing Repair</i>										
<i>2023 Employee Housing Repair</i>									13,589	
2023		Major Facilities Improvement and Repair	Projects over \$250,000 at various locations			30,226		30,226	0	
2023		Minor Facilities Improvement and Repair	Projects under \$250,000 at various locations			28,320		28,320	0	
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2023		Asset disposal	Multiple projects at various locations			6,671		6,671	0	
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2023		Seismic safety	Multiple projects at various locations			66		66	0	
2023		Program Management				8,577		8,577	0	
<i>2023 Facilities Improvement and Repair</i>										
<i>2023 Facilities Improvement and Repair</i>									95,302	
2023		Tribal Colleges Facilities Improvement & Repair	Multiple projects at various locations			15,000		15,000	0	
<i>2023 Tribal Colleges Facilities Improvement & Repair</i>										
<i>2023 Tribal Colleges Facilities Improvement & Repair</i>									15,000	
2023 Total Education Construction										
2023 Total Education Construction									264,330	

**Bureau of Indian Education
Education Construction Five-Year Plan -- FY 2022-2026**

Plan Fund Year	Priority	Facility or Unit/Program Name	Project Title	State	Cong. District	Total Project Cost (\$000)	Funded to Date (\$000)	Budget Year Funding Request (\$000)	Remaining to be Funded	Future Years of Funding for Other Phases
2024		Replacement School Construction	Multiple projects at various locations			115,504		115,504	0	
<i>2024 Replacement School Construction</i>								115,504		
2024		Replacement Facility Construction	Multiple projects at various locations			23,935		23,935	0	
<i>2024 Replacement Facility Construction</i>								23,935		
2024		Replacement / New Employee Housing	Multiple projects at various locations			1,000		1,000	0	
<i>2024 Replacement / New Employee Housing</i>								1,000		
2024		Employee Housing Repair	Multiple projects at various locations			13,589		13,589	0	
<i>2024 Employee Housing Repair</i>								13,589		
2024		Major Facilities Improvement and Repair	Projects over \$250,000 at various locations			30,226		30,226	0	
2024		Minor Facilities Improvement and Repair	Projects under \$250,000 at various locations			28,320		28,320	0	
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2024		Portable classrooms	Multiple projects at various locations			2,859		2,859	0	
2024		Seismic safety	Multiple projects at various locations			66		66	0	
2024		Program Management				8,577		8,577	0	
<i>2024 Facilities Improvement and Repair</i>								95,302		
2024		Tribal Colleges Facilities Improvement & Repair	Multiple projects at various locations			15,000		15,000	0	
<i>2024 Tribal Colleges Facilities Improvement & Repair</i>								15,000		
2024 Total Education Construction								264,330		

**Bureau of Indian Education
Education Construction Five-Year Plan -- FY 2022-2026**

Plan Fund Year	Priority	Facility or Unit/Program Name	Project Title	State	Cong. District	Total Project Cost (\$000)	Funded to Date (\$000)	Budget Year Funding Request (\$000)	Remaining to be Funded	Future Years of Funding for Other Phases
2025		Replacement School Construction	Multiple projects at various locations			115,504		115,504	0	
<i>2025 Replacement School Construction</i>								<i>115,504</i>		
2025		Replacement Facility Construction	Multiple projects at various locations			23,935		23,935	0	
<i>2025 Replacement Facility Construction</i>								<i>23,935</i>		
2025		Replacement / New Employee Housing	Multiple projects at various locations			1,000		1,000	0	
<i>2025 Replacement / New Employee Housing</i>								<i>1,000</i>		
2025		Employee Housing Repair	Multiple projects at various locations			13,589		13,589	0	
<i>2025 Employee Housing Repair</i>								<i>13,589</i>		
2025		Major Facilities Improvement and Repair	Projects over \$250,000 at various locations			30,226		30,226	0	
2025		Minor Facilities Improvement and Repair	Projects under \$250,000 at various locations			28,320		28,320	0	
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2025		Program Management				8,577		8,577	0	
<i>2025 Facilities Improvement and Repair</i>								<i>95,302</i>		
2025		Tribal Colleges Facilities Improvement & Repair	Multiple projects at various locations			15,000		15,000	0	
<i>2025 Tribal Colleges Facilities Improvement & Repair</i>								<i>15,000</i>		
2025 Total Education Construction								264,330		

**Bureau of Indian Education
Education Construction Five-Year Plan -- FY 2022-2026**

Plan Fund Year	Priority	Facility or Unit/Program Name	Project Title	State	Cong. District	Total Project Cost (\$000)	Funded to Date (\$000)	Budget Year Funding Request (\$000)	Remaining to be Funded	Future Years of Funding for Other Phases
2026		Replacement School Construction	Multiple projects at various locations			115,504		115,504	0	
<i>2026 Replacement School Construction</i>								<i>115,504</i>		
2026		Replacement Facility Construction	Multiple projects at various locations			23,935		23,935	0	
<i>2026 Replacement Facility Construction</i>								<i>23,935</i>		
2026		Replacement / New Employee Housing	Multiple projects at various locations			1,000		1,000	0	
<i>2026 Replacement / New Employee Housing</i>								<i>1,000</i>		
2026		Employee Housing Repair	Multiple projects at various locations			13,589		13,589	0	
<i>2026 Employee Housing Repair</i>								<i>13,589</i>		
2026		Major Facilities Improvement and Repair	Projects over \$250,000 at various locations			30,226		30,226	0	
2026		Minor Facilities Improvement and Repair	Projects under \$250,000 at various locations			28,320		28,320	0	
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2026		Seismic safety	Multiple projects at various locations			66		66	0	
2026		Program Management				8,577		8,577	0	
<i>2026 Facilities Improvement and Repair</i>								<i>95,302</i>		
2026		Tribal Colleges Facilities Improvement & Repair	Multiple projects at various locations			15,000		15,000	0	
<i>2026 Tribal Colleges Facilities Improvement & Repair</i>								<i>15,000</i>		
2026 Total Education Construction								264,330		

EDUCATION CONSTRUCTION

(Dollars in thousands)

Subactivity Program Element	2020 Enacted	2021 Enacted	FY 2022				Change from 2021
			Internal Transfers	Fixed Costs	Program Changes	Budget Request	
Replacement School Construction	115,504	115,504				115,504	
Replacement Facility Construction	23,935	23,935				23,935	
Replacement – New Employee Housing		1,000				1,000	
Employee Housing Repair <i>FTE</i>	13,578 <i>1</i>	13,581 <i>2</i>		8		13,589 <i>2</i>	8
Facilities Improvement and Repair <i>FTE</i>	95,240 <i>7</i>	95,257 <i>12</i>		45		95,302 <i>12</i>	45
Tribal Colleges Facilities Improvement & Repair		15,000				15,000	
Total Requirements <i>FTE</i>	248,257 <i>8</i>	264,277 <i>14</i>		53		264,330 <i>14</i>	53

Program Description:

The Education Construction program supports the Administration’s commitment to invest in Native education, invest in Indian Country infrastructure, and address racial equity by providing safe, functional, energy-efficient, and accessible facilities at Bureau of Indian Education (BIE) funded schools and dormitories through school and facility replacement, and facility improvements and repairs. In 2022, Indian Affairs (IA) will continue to manage Education Construction activities through a Memorandum of Agreement with BIE, as BIE continues its transition to an independent bureau.

FY 2022 Activities:

- The Education Construction program provides funding to improve the safety, functionality, and modernization of facilities and provide an environment conducive to quality educational achievement and improved opportunities for Indian students.
- IA will seek to maximize the utility and prolong the useful life of education buildings by renovating or replacing facilities as part of a comprehensive approach that includes major and minor Facilities Improvement and Repair (FI&R) and employee housing replacement and repair projects.

Education Construction Overview:

The Education Construction program supports the BIE by renovating or replacing schools and dormitories to provide an environment conducive to quality educational achievement and improved opportunities for Indian students. The program provides safe, functional, energy-efficient, and accessible facilities to students attending BIE-funded schools and dormitories.

Subactivity - Replacement School Construction (FY 2022: \$115,504,000):

Program Overview:

The Replacement School Construction program replaces entire school campuses. Schools selected for replacement are identified as “poor” conditioned schools, have exceeded their original design life, and have a high concentration of portable units supplementing their educational programs. IA will continue construction of the 2004 Replacement School Construction Priority Listing and 2016 No Child Left Behind (NCLB) School Replacement List.

2004 Replacement School Construction Priority List:

1. Dilcon Community School (Complete)
2. Porcupine Day School (Complete)
3. Crown Point/T’iists’oozi’bi’olta Community School (Complete)
4. Muckleshoot Tribal School (Complete)
5. Dennehotso Boarding School (Complete)
6. Circle of Life Survival School (Complete)
7. Keams Canyon Elementary School (Complete)
8. Rough Rock Community School (Complete)
9. Crow Creek Elementary/Middle/High School (Complete)
10. Kaibeto Boarding School (Complete)
11. Blackfeet Dormitory (Complete)
12. Beatrice Rafferty School (Complete)
13. Little Singer Community School (Complete)
14. Cove Day School (Estimated Completion Date: August 2022)

2016 No Child Left Behind (NCLB) School Replacement List:

1. Laguna Elementary School (Complete)
2. Blackwater Community School (Estimated Completion Date: July 2021)
3. Dzilh-Na-O-Dith-Hle Community School (Estimated Completion Date: May 2022)
4. Lukachukai Community School (Estimated Completion Date: June 2022)
5. Quileute Tribal School (Estimated Completion Date: July 2022)
6. Greasewood Springs Community School (Estimated Completion Date: Jan 2023)
7. T’iis Nazbas Community School (Estimated Completion Date: Jan 2023)
8. Chichiltah-Jones Ranch Community School (Estimated Completion Date: June 2023)
9. Crystal Boarding School (Estimated Completion Date: June 2023)
10. Tonelea (Red Lake) Day School (Estimated Completion Date: June 2023)

In FY 2021, the schools identified through the Site Assessment Capital Investment (SA-CI) program will continue to be addressed in order of priority based on available appropriations. FY 2022 appropriations will fund the first school approved for replacement from the SA-CI program, the Cheyenne Eagle Butte School in South Dakota. The remaining funding will be used for any required supplemental funding and adjustments for existing projects, and for future projects identified through the SA-CI Program. The most

current SA-CI program information can be found on the DFMC website: <https://www.bia.gov/as-ia/ofpsm/dfmc/ecsap>.



Lukachukai Community School (Conceptual Rendering)

Subactivity - Replacement Facility Construction (FY 2022: \$23,935,000):

Program Overview:

Academic-related facilities selected for replacement are identified as “poor condition” and/or have exceeded their original design life. IA will continue construction of the facilities replacement projects at Many Farms Community School, Atsa Biyaazh Community School Dorm, Santa Rosa Ranch School, Pine Hill School, and Pine Springs Day School. FY 2022 and prior year funds will support the Pierre Indian Learning Center (FY 2019 SA-CI) project. The remaining funds will be used for any required supplemental funding and adjustments for existing projects, and for future projects identified through the SA-CI Program.

Subactivity – Replacement/New Employee Housing (FY 2022: \$1,000,000):

Program Overview:

IA continues to conduct need assessments of employee housing at BIE locations to identify and prioritize FY 2022 quarter projects using the Facility Condition Assessment (FCA) and Site Assessment-Capital Investment (SA-CI) programs to comprehensively assess employee housing. IA identifies sites for replacement/building new teacher housing at remote locations where alternative housing is limited or current facilities are in critical need of replacement. The availability of adequate housing is an essential component for the recruitment and retention of BIE teachers. To address facility conditions and teacher recruitment, the FY 2021 program appropriations of \$1,000,000 will be used to partially fund the employee housing project at Havasupai Elementary School (HES). There are currently 1,797 housing units at 87 sites for BIE housing. Of the 87 sites, 42 (48%) are rated in poor condition based on an overall Facilities Condition Index (FCI) score of 0.1729 (>.10 is considered poor).

Subactivity - Employee Housing Repair (FY 2022: \$13,589,000; FTE: 2):

Program Overview:

IA maintains employee quarters consisting of single-family houses, duplex, triplex, and apartment units for essential school employees as determined by the program. The Employee Housing Repair program funds site-level and major repairs along with remediation of health and safety deficiencies.

Improvements and repairs support the Department of the Interior's commitment to provide Federal employees with safe, functional, energy efficient, and cost-effective living quarters. The program also includes space reduction goals to eliminate uninhabitable or excess units.

Program Management (\$700,000):

Program Management funds are used for administrative costs associated with program oversight, project management and inspections.

Quarters Improvement and Repair (\$10,613,000):

The Quarters Improvement and Repair (QI&R) program funds are used to correct safety and health deficiencies and to address deferred maintenance and renovations of quarters units. Quarters Managers have the responsibility to provide local support to the various site and agency housing managers within their specific geographic area.

Quarters Emergency Repairs (\$200,000):

The Quarters Emergency Repairs program funds are used to address immediate threats to life, property or health at BIE housing sites resulting from catastrophic failures, fire, wind, water damage, or other causes. Funds are used to address failing utility systems, infrastructure, and restoration to a functional condition.

Quarters Environmental Projects (\$776,000):

The Quarters Environmental Projects program funds are used to assess, characterize, remediate and monitor potential or actual releases of environmental contaminants. Work will include the upgrade and replacement of fuel oil tanks, removal and disposal of contaminated soils and hazardous materials and abatement of asbestos and lead-based paint, and sampling and analysis of environmental contaminants.

Quarters Demolition (\$1,300,000):

Quarters Demolition program funds are used for disposal of housing units identified as uninhabitable and in an unacceptable condition. Disposal of uninhabitable housing reduces the Deferred Maintenance (DM) backlog by eliminating the structures, and the associated DM, from the IA housing inventory.



Subactivity - Facilities Improvement and Repair (FI&R) (FY 2022: \$95,302,000; FTE: 12):

Program Overview:

The Facilities Improvement and Repair (FI&R) funds are used to improve the safety and functionality of facilities on school campuses. IA will seek to maximize the utility and prolong the useful life of education buildings by improving or rehabilitating facilities as part of a comprehensive approach that includes major and minor facilities improvement, facility condition assessments, targeted projects, and compliance activities.

Program Management (\$8,577,000):

Program Management provides for program and administrative management costs associated with the execution of the program. The IA-Facilities Management System (IA-FMS) is funded in part from these funds. Program Management funds support IA staff within the Office of Facilities, Property, and Safety Management (OFPSM) who perform asset management, and staff from the Division of Facilities Management and Construction (DFMC) who provide program oversight, direction, technical assistance, and direct project management of high cost and complexity projects. Technical assistance is provided to Tribal, BIA, and BIE customers to assist in planning, design, construction, renovation, and major maintenance projects. In addition, experienced and knowledgeable teams perform program evaluations to ensure facility construction and operation and maintenance programs conform to DOI and IA policy, laws, and regulations. Program evaluation reviews help ensure safety and health standards are met, work conforms to approved drawings and specifications, and Regions and Agencies are knowledgeable of IA policy, processes, and best practices.

Advance Planning and Design (\$2,859,000):

Advance Planning and Design program funds provide for preliminary planning of schools on the replacement school and replacement facilities listings and major improvement and repair projects

included in the Department's Five-Year Deferred Maintenance and Capital Improvement plan. In FY 2021, additional support was provided for centralized project planning, supplemental design support for major FI&R projects and site planning to IA and BIE on a limited basis. By applying funds in this manner, IA will ensure more effective transitioning from planning to design and construction with improved control of overall project cost and time.

Major Improvement and Repair (\$30,226,000):

Major Improvement and Repair (MI&R) program funds support abatement of critical deficiencies exceeding \$250,000, but less than education facility replacement program consideration. Major FI&R projects improve the safety and functionality of facilities and repair or replace major capital equipment, and in doing so, move facilities and sites closer to a status of fair or a better condition as measured by the FCI. Funds will be used to correct priority deficiencies, beginning with critical safety & health issues, and as assessed using the IA Supplemental Project Scoring Guidelines for 5-year Capital Improvement Planning. A list of current prioritized projects is presented to the IA Facilities Investment Review Board (IA-FIRB) annually. Correction of these items is critical for IA's compliance with accessibility requirements; Environmental Protection Agency (EPA) requirements; National Fire Protection Association (NFPA); and, other life safety code requirements.

These projects will advance BIE's ability to provide a healthy, safe, and positive environment for students and staff, allow accessibility to up-to-date technologies and enhance student learning capabilities and will improve the FCI of individual buildings and school sites. Additional expected outcomes include improved costs and efficiencies through the design and installation of high-performance energy efficient building systems.

Minor Improvement and Repair (\$28,320,000):

These funds are primarily for serious health and safety deficiencies existing in the backlog or identified in an annual health and safety inspection with completed abatement plans that are not included in the annual O&M program. BIE has some discretion to repair and replace other critical systems in accordance with guidance provided by DFMC.

The deficiencies scheduled for correction are in the following categories: 1) critical health and safety deficiencies, and 2) mechanical, electrical, and other building systems to include grounds improvements. Funds for the abatement of identified deficiencies will be in accordance with accessibility requirements, EPA requirements, National Fire Protection Association, and other applicable safety code requirements.

Prioritization of deficiencies for FY 2022 is based on project scoring criteria incorporated into the IA-FMS. Final project lists will be developed using guidance provided by DFMC to the BIE and IA regional facilities staff working with each school location to identify deficiencies. The work will be accomplished by each location where feasible via Pub.L. 100-297 grants, Pub.L. 93-638 subpart J, or FAR contracts.

Facility Condition Assessments (\$2,859,000):

Funds are used to complete a comprehensive condition assessment and inventory validation of all IA-owned real property assets on a three-year cycle. The IA real property portfolio for education facilities, including academic and housing quarters, consists of approximately 23.5 million gross square feet

contained in over 3,630 facilities located at 179 locations in 23 States. The condition assessments identify new and validate existing deficiencies in IA-FMS to facilitate the allocation of resources to help maintain IA real property portfolio assets at an operational level, as well as extend the useful life of the asset. Facilities inspections include standard elements identified such as fire and life safety, HVAC systems, electrical systems, structural integrity, etc. Assets include building and housing units, roads, recreation facilities, water and power facilities, storage facilities, garages (employee housing and non-housing structures), and existing structure operation support systems, i.e., infrastructure of the identified location.

Asset Disposal (\$6,671,000):

Funds are used for space reduction activities in the education program. The asset portfolio and Space Management Plan (SMP), as derived from the DOI Asset Management Plan (AMP), contains a five-year space reduction plan, which is the vehicle for implementing the space goals through consolidation, colocation, and disposal of assets. The goal of space management is achieved by eliminating unnecessary space while maintaining facilities to meet mission-related needs. The SMP identifies BIE-owned assets nationwide which have been determined to be in excess of program needs and are not considered viable for continued use by consolidation or renovation. Subsequently, these assets have been designated for disposal via demolition or transfer. It is anticipated that during FY 2021, a total of 400,000 GSF of excess space will be disposed of at multiple education locations, based on the SMP.

Emergency Repair (\$3,812,000):

Funds will be used as necessary to support the Emergency Reimbursement Program (ERP). IA has the responsibility of providing safe facilities and when a facility related-emergency occurs that presents an immediate threat to life or property, IA must correct the situation as soon as possible. To do so, IA established the ERP which is managed by DFMC. This program covers projects that are outside of coverage from the Minor Improvement and Repair Program (MI&R).

Environmental Projects (\$2,859,000):

Funds will be used to continue efforts to abate environmental hazards in accordance with environmental laws and regulations. Specifically, funds will be used to assess, characterize, remediate, and monitor potential or actual releases of environmental contaminants at BIE-owned education facilities. Environmental projects will include the upgrade or replacement of storage tanks, wastewater systems, water systems, water towers or wells; removal and disposal of contaminated soils and hazardous or toxic materials; abatement of asbestos and lead paint; and sampling and analysis of environmental contaminants, including testing for and mitigation of radon gas. Compliance will minimize or eliminate public exposure to environmental hazards. Material is properly handled by trained and qualified contractors and disposed of at approved locations proximate to various project locations.

Portable Classroom Buildings (\$2,859,000):

Due to short-term variations in enrollment or when development of a new permanent facility is pending, In FY 2022, IA will construct, transport, repair, install, and relocate portable buildings at various sites. The work may also include constructing infrastructure associated with building utilities and vehicle and pedestrian walkways necessary for completion and operation of the portable buildings.

Energy Program (\$2,859,000):

The energy program will continue to accomplish the legislative goals mandated by the Energy Policy Act of 2005, Pub.L. 109-58 and the Energy Independence and Security Act of 2007 (EISA), Pub.L. 110-140. The statute requires that energy managers shall complete for each calendar year a comprehensive energy and water evaluation with re-commissioning or retro commissioning for approximately 25 percent of the covered facilities of each agency. IA has approximately 54 facility locations that are covered facilities. This request provides funding to meet the statute requirements in FY 2022 and implement selected energy or water-saving measures. Requirements for Energy Assessments have been incorporated in the FY 2022 Facility Condition Assessment Contract scope.

Education Telecommunications (\$2,859,000):

Funds will be used for the continued narrow band radio conversion mandated by 47 CFR Section 300, which requires replacement of all Very High Frequency (VHF) and Ultra High Frequency (UHF) systems. Infrastructure communications systems and radio mobile and portable unit improvements will be provided to schools. Funds will be used for management administration, providing technical assistance, and the immediate repair or replacement of unanticipated life/safety and other facility deficiencies affected by the education telecommunication infrastructure. Examples of repairs include repair or replacement of radio towers and base stations or telephone switching systems and infrastructure.

Boiler Inspections (\$476,000):

Funds will be used for inspections and repair of boilers for the BIE-funded schools. Inspection of boilers are required to ensure that all boilers and pressure vessels within IA facilities are inspected, operated and maintained by trained, qualified and certified personnel in accordance with the National Board Inspection Code and other applicable national or state codes, standards and regulations.

The National Board Inspection Code (NBIC), first published in 1945 as a guide for chief inspectors, has become an internationally recognized standard, adopted by most US and Canadian jurisdictions. The NBIC provides standards for the installation, inspection, and repair and/or alteration of boilers, pressure vessels, and pressure relief devices. IA and DFMC have adopted the NBIC as well as other related national codes as part of its Boiler and Pressure Vessel Policy.



*Boiler at Blackfeet
Dormitory in Montana*

Seismic Safety Data (\$66,000):

Funds will be used for structural design of buildings requiring seismic retrofitting. This program is in compliance with provisions of Executive Order 12941, Seismic Safety of Existing Federally Owned or Leased Buildings, which requires Federal agencies to assess and enhance the seismic safety of existing buildings that were designed and constructed without adequate seismic design and construction methods.

Subactivity - Tribal Colleges Facilities Improvement & Repair (FY 2022: \$15,000,000):

Program Overview:

Congress has recognized that many Tribal Colleges and Universities (TCUs) have significant unfunded needs. The BIE and IA conducted Tribal Consultations with Tribal leaders and other stakeholders in May

2021 to request input on developing a methodology for determining TCU operating and maintenance needs to inform future budget requests. Specifically, IA asked two questions: What is an equitable methodology to distribute this \$15 million and what data driven criteria can be used to assess their needs? The responses are assisting IA in the development of a transparent and consistent methodology to inform the management and distribution of funds.

BUREAU OF INDIAN AFFAIRS

Project Data Sheet

Total Project Score/Ranking: 81

Planned Funding FY 2022: \$9,019,000

Funding Source: Education Construction - Facility Replacement Appropriations

Project Identification

Project Title: Pierre Indian Learning Center Facility Replacement and Major Renovation – Phase II of II

Project Number: TBD

Unit/Facility Name: Pierre Indian Learning Center

Region/Area/District: Great Plains Region

Congressional District: SD at large

State: SD

Project Justification				
#	DOI Asset Code	Real Property UID : Unique ID #	API:	FCI-Before:
1	Quarters, Single-Family	Maximo ID: AB107066 Structure # 3	70	0.4516
2	35410000 : Bldg Warehouses	A02R0500021	70	0.4526
3	35600000 : Bldg Service	A02R0500028	100	0.0856
4	35230000 : Bldg School	A02R0500043	100	1.2813
5	35100000 : Bldg Office	A1000340820000015	100	1.3833
6	35100000 : Bldg Office	A02R0500045	100	0.2076
7	35310000 : Bldg Dormitories/ Barracks	A02R0500050	100	0.4150
8	35500000 : Bldg Industrial	A02R0500055	100	0.0476
9	35290000 : Bldg Other Institutional Uses	A02R0500057	100	0.2596
10	35410000 : Bldg Warehouses	A02R0500058	70	0.5564
11	35310000 : Bldg Dormitories/ Barracks	A02R0500059	100	0.0294
12	School, Other, Day	Maximo ID: AB107063 Structure # 60	100	0.2383
13	School, Other, Day	Maximo ID: AB107064 Structure # 61	100	0.2344
14	School, Other, Day	Maximo ID: AB107065 Structure # 62	100	0.2744
15	35230000 : Bldg School	N33R0801389	100	0.0000
16	35230000 : Bldg School	N33R0801390	100	0.0000
17	35230400 : Bldg School Elementary	A1000340820000013	100	1.8727
18	35230400 : Bldg School Elementary	A1000340820000007	100	1.1656
19	35230400 : Bldg School Elementary	A1000340820000020	100	1.1167
20	35290200 : Bldg Library	A1000340820000019	100	0.2982
21	35230600 : Bldg School Secondary	A1000340820000004	100	0.2062
22	35410700 : Bldg Warehouse	A1000340820000018	70	0.0000
23	35230400 : Bldg School Elementary	A1000340820000016	100	0.2198
24	Grounds/Site Work	Maximo ID: AB108460	N/A	N/A

NOTE: Future Year Phases to be submitted annually based on priority needs

Project Description:

Pierre Indian Learning Center, located in Pierre, SD serves 188 students in grades 1-8. This project replaces School Building #43 and Maintenance Building #28 while renovating numerous other buildings on the current campus as well as site/grounds work. A need for 10 Staff Quarters has been identified. In the design phase, existing buildings and site infrastructure will be assessed to identify any undocumented improvement or replacement needs. All new academic facilities will conform to the Federal Sustainable Building requirements and be designed using Leadership in Energy & Environmental Design (LEED)

guidelines and green building products and will conserve water and energy resources to the greatest extent possible. Upon completion of the new facility, the existing school buildings will be demolished or transferred.

Scope of Benefits (SB):

- Restore & Protect High Visitation / Public Use Facilities
- Improve ADA Accessibility
- Remediate Poorest FCI Facilities
- 2.1 Reduce Deferred Maintenance
- 2.2 Leverage Funding / Pursue Partnering Opportunities
- 2.3 Reduce Annual Operating Costs
- 2.4 Replacement of Assets
- 3.1 Address Safety Issues
- 3.2 Protect Employees / Improve Retention
- 4.1 Modernize Infrastructure

Investment Strategy (IS):

- The entire Facility Replacement portion of the project would be considered capital improvement.
- New facility will reduce the Operations and Maintenance costs to those related to ongoing maintenance of new equipment, which will provide a net reduction in O&M funding from current levels.

Consequences of Failure to Act (CFA):

Without this project operation and maintenance costs will continue to increase due to increasingly poor system performance. Student performance will also continue to be impaired by inadequate facilities incapable of addressing modern educational requirements.

Ranking Categories:

Category	Percent	Score
FCI Rating:	n/a	0.3893
API Rating:	n/a	95
API/FCI Score:	(40%)	40
SB Score:	(20%)	20
IS Score:	(20%)	13
CFA Score:	(20%)	08
Total Score:	(100%)	81

Combined ranking factors = (0.40 x API/FCI score) + (0.20 x SB score) + (0.20 x IS score) + (0.20 x CFA score)

Capital Asset Planning

Capital Plan Business Case Required: Yes
 VE Study: Scheduled TBD Completed TBD

Project Costs and Status

Project Cost Estimate (this PDS):

Activity	Dollars in thousands	Percent
Maintenance/Repair Work :	\$ 13,900	25
Capital Improvement Work:	\$ 39,000	75
Total:	\$ 52,900	100

Project Funding History (entire project):

History	Dollars in thousands	
Funded to Date:	\$	43,881
FY 2022 Facility Replacement Funding (this PDS):	\$	9,019
FY 202# [FLREA/FLTP/Donation, etc.] Funding:	\$	0
FY 202# [FLREA/FLTP/Donation, etc.] Funding:	\$	0
Future Funding to Complete Project:	\$	0
Total:	\$	52,900

Class of Estimate: A B C D

Estimate Escalated to: FY22/Q1

Planning and Design Funds:

Planning Funds Received in FY 2021: \$ 350,000
Design Funds Received Received in FY 2021: \$ 1,200,000

Major Milestones

Construction Award/Start

- Scheduled: FY 2023/Q1
- Actual: FY 202#/Q#

Project Complete

- Scheduled: FY 2025/Q3
- Actual: FY 202#/Q#

Project Data Sheet

Prepared/Last Updated: 05/21

DOI Approved: Yes

Annual Operations & Maintenance Costs \$

Current: \$729,188
Projected: \$546,891
Net Change: -\$182,297

BUREAU OF INDIAN AFFAIRS

Project Data Sheet

Total Project Score/Ranking: 82

Planned Funding FY 2022: \$105,000,000

Funding Source: Education Construction - Replacement School Appropriations

Project Identification

Project Title: Cheyenne-Eagle Butte (CEB) School

Project Number: TBD

Unit/Facility Name: Cheyenne-Eagle Butte (CEB) School

Region/Area/District: Great Plains Region

Congressional District: SD at large

State: SD

Project Justification

#	DOI Asset Code	Real Property UID : Unique ID #	API:	FCI-Before:
1	35230000 : Bldg School	N33R0801391	100	0.0000
2	35310000 : Bldg Dormitories/ Barracks	A01R1202002	100	0.5349
3	35290000 : Bldg Other Institutional Uses	A01R1202003	090	0.1470
4	35310000 : Bldg Dormitories/ Barracks	A01R1202004	100	0.3977
5	35230000 : Bldg School	A01R1202005	100	0.1485
6	35230000 : Bldg School	A01R1202006	090	0.4176
7	35410400 : Bldg Warehouse Garage, Bus	A01R1202008	048	0.2614
8	35410500 : Bldg Warehouse Shed Outbuilding	A01R1202104	070	0.6496
9	40800600 : Bleacher Outside	A1000340720000005	060	0.0195
10	35230000 : Bldg School	A01R1202107	100	0.2622
11	35230000 : Bldg School	A01R1202108	100	1.0000
12	35230000 : Bldg School	A01R1202111	100	0.2913
13	Grounds/Site Work	Maximo ID: AB108370	N/A	N/A

NOTE: Future Year Phases to be submitted annually based on priority needs

Project Description:

Phase II – Design and Construction - Cheyenne-Eagle Butte School serves 937 students in grades K-12 and is located in Eagle Butte, SD. This project replaces the current CEB campus, which consists of 12 permanent structures and site/grounds work. A need for 30 Staff Quarters has been identified. Existing quarters will be assessed to determine suitability for reuse. All new academic facilities will conform to the Federal Sustainable Building requirements and be designed using Leadership in Energy & Environmental Design (LEED) guidelines and green building products and will conserve water and energy resources to the greatest extent possible. Upon completion of the new facility, the existing school buildings will be demolished or transferred.

Scope of Benefits (SB):

Project Selection Criteria / GAOA Strategy Alignment:

- 1.1 Restore & Protect High Visitation / Public Use Facilities
- 1.2 Improve ADA Accessibility
- 1.3 Expand Recreation Opportunities and Public Access
- 1.4 Remediate Poorest FCI Facilities
- 2.1 Reduce Deferred Maintenance
- 2.2 Leverage Funding / Pursue Partnering Opportunities
- 2.3 Reduce Annual Operating Costs
- 2.4 Replacement of Assets
- 3.1 Address Safety Issues
- 3.2 Protect Employees / Improve Retention
- 4.1 Modernize Infrastructure

Investment Strategy (IS):

- The entire project would be considered capital improvement.
- The current existing DMWO list, upon completion of the project, will be reduced to zero.
- New facility will reduce the Operations and Maintenance costs to those related to ongoing maintenance of new equipment, which will provide a net reduction in O&M funding from current levels.

Consequences of Failure to Act (CFA):

Without this project, operation and maintenance costs will continue to increase due to increasingly poor system performance. Student performance will also continue to be impaired by inadequate facilities incapable of addressing modern educational requirements.

Ranking Categories:

Category	Percent	Score
FCI Rating:	n/a	0.3679
API Rating:	n/a	88
API/FCI Score:	(40%)	40
SB Score:	(20%)	20
IS Score:	(20%)	13
CFA Score:	(20%)	09
Total Score:	(100%)	82

Combined ranking factors = (0.40 x API/FCI score) + (0.20 x SB score) + (0.20 x IS score) + (0.20 x CFA score)

Capital Asset Planning

Capital Plan Business Case Required: Yes

VE Study: Scheduled TBD Completed TBD

Project Costs and Status

Project Cost Estimate (this PDS):

Activity	Dollars in thousands	Percent
Maintenance/Repair Work:	\$ 0	0
Capital Improvement Work:	\$ 105,000	100
Total:	\$ 105,000	100

Project Funding History (entire project):

History	Dollars in thousands
Funded to Date:	\$ 0
FY 2021 GAOA Funding:	\$ 2,400
FY 2022 Replacement School Funding (this PDS):	\$ 105,000
FY 202# [FLREA/FLTP/Donation, etc.] Funding:	\$ 0
Future Funding to Complete Project:	\$ 0
Total:	\$ 107,400

Class of Estimate: A BOD

Estimate Escalated to: FY22/Q3

Planning and Design Funds:

Planning Funds Received in FY 2021 \$ 350,000

Design Funds Received Received in FY 2021: \$ 2,050,000

Major Milestones

Construction Award/Start

- Scheduled: FY 2022/Q3
- Actual: TBD

Project Complete

- Scheduled: FY 2024/Q3
- Actual: TBD

Project Data Sheet

Prepared/Last Updated: 05/21

DOI Approved: Yes

Annual Operations & Maintenance Costs \$

Current: \$1,254,000

Projected: \$941,818

Net Change: -\$313,606

Legacy Restoration Fund (GAOA)

National Parks and Public Land Legacy Restoration Fund (LRF)
Great American Outdoors Act
Bureau of Indian Education

Program Overview

The Great American Outdoors Act (GAOA) funding provides an unprecedented opportunity to reduce the Department of the Interior’s deferred maintenance backlog and restore deteriorating assets. Through the GAOA’s National Parks and Public Land Legacy Restoration Fund (LRF) program, the Bureau of Indian Education (BIE) is allocated five percent of up to \$1.9 billion annually for fiscal years 2021 – 2025, for projects that reduce deferred maintenance. This opportunity requires investment prioritization and a sound program execution and management strategy.

Selection Process

BIE focuses its strategy on three priority areas to identify projects: accelerate the completion of the Replacement Construction and Facility Improvement and Repair (FI&R) deferred maintenance backlog; demolition of unsafe and uninhabitable buildings and provide for safe campus environments; and Quarters Improvement and Repair, which significantly affects the health and retention of school staff that reside in these quarter units. The FY 2022 project list meets the Assistant Secretary-Indian Affairs (AS-IA) and BIE’s vision to improve the safety and overall condition of education facilities, reduce the deferred maintenance backlog, protect critical resources, and provide environments conducive to learning.

Indian Affairs (IA) selects school locations for consideration using the Education Site Assessment Capital Investment (SA-CI) Program according to the following criteria:

- Facility Condition Index (FCI) of >0.10 (Poor Condition);
- Facilities that are 50 years of age or older;
- 75% or more of students are educated in portable facilities; and
- Not already addressed by another program (FI&R, Facility Replacement, No Child Left Behind).

BIE Process:

IA followed the August 2020 National Policy Memorandum (NPM-OFPSM-2) “Education Construction Site Assessment and Capital Investment Program” for completing holistic assessments and recommending actions to the IA Facilities Investment Review Board (FIRB) for approval. GAOA LRF projects were selected, prioritized, and approved by the FIRB according to program needs.

Program Performance Metrics

The BIE’s FY 2022 GAOA LRF list is comprised of two total campus replacement projects at Shonto Preparatory School and Wounded Knee District School. The Shonto Preparatory School project will

reduce deferred maintenance by approximately \$31.8 million, and the Wounded Knee District School project will reduce deferred maintenance by approximately \$11.4 million, for a total deferred maintenance reduction of \$43.2 million. These deferred maintenance figures are based on deferred work orders at each site that will be negated by the construction of the new campuses. Notably, these figures do not include deferred maintenance estimates for the water and sewer system replacements required at both locations that will be performed as part of the FY 2022 projects. Therefore, the deferred maintenance reduction that will be achieved for these two projects is actually greater than \$43.2 million.

FY 2021 Planned Accomplishments

The BIE's FY 2021 GAOA LRF list is comprised of major Facilities Improvement & Repair (FI&R), replacement school construction, and demolition projects across various regions. In total, these projects will result in a deferred maintenance reduction of approximately \$109 million. In addition to substantially reducing the deferred maintenance backlog, they will also improve energy efficiency and safety while providing quality educational environments conducive to learning, in accordance with BIE's project selection criteria. Additional information on these projects, including comprehensive project data sheets, can be found on the Department's Office of Budget site:

<https://www.doi.gov/budget/gaoa>.

Many Farms High School Major FI&R: The largest project in BIE's FY 2021 GAOA LRF list is a major FI&R project at Many Farms High School located in the Navajo Region. This project involves the consolidation of education programs into a single facility, and includes energy efficiency, safety, and security improvements that are anticipated to lower facility operating costs going forward. In total, the project will result in a deferred maintenance reduction of \$13.8 million. The project will be performed as a design-build contract, with anticipated completion in FY 2023 Q2.

Cheyenne-Eagle Butte (CEB) School Replacement: As part of the FY 2021 GAOA LRF list, the BIE is supporting the total campus replacement of the CEB school in the Great Plains Region. FY 2021 GAOA LRF funds will be used to support initial planning and design efforts. Like the Many Farms FI&R project, this project is anticipated to improve energy efficiency and lower facility operating costs going forward. The project is estimated to be completed in FY 2023 Q2.

Education Demolition Projects: In addition to FI&R and school replacement projects, the BIE is using FY 2021 GAOA LRF funds to support the demolition/transfer of 290 excess structures at various education sites in the Great Plains, Western, Southwestern, and Navajo Regions. This initiative will be managed as six different projects, three of which involve sites in the Navajo Region. In total, these demolition projects will result in a deferred maintenance reduction of approximately \$61.0 million, which is a nearly 2:1 project cost to reduction ratio. Disposing of excess structures at education facilities will substantially increase safety and improve educational environments for BIE students and staff.

FY 2022 Planned Projects

The BIE's FY 2022 GAOA LRF list is comprised of two total campus replacement projects derived from the 2019 SA-CI list. In addition to substantially reducing BIE's deferred maintenance backlog, they will also improve energy efficiency and safety while providing quality educational environments conducive to learning, in accordance with BIE's project selection criteria. The projects are as follows in order of priority:

Shonto Preparatory School Replacement: FY 2022 GAOA LRF funds will be used to support the total campus replacement of the Shonto Preparatory School, located in the Navajo region. This project is divided into two phases: Phase 1 consists of the total replacement of the seven academic buildings on site, total replacement of the site's water and sewer system, extensive grounds improvements, and an assessment of employee quarters, while Phase 2 will consist of replacements and major renovations of employee quarters, to be completed in future funding years. The project will result in a deferred maintenance reduction of more than \$31.8 million and is anticipated to reduce operating costs and improve energy efficiency going forward. Phase 1 is expected to be completed in FY 2025 Q2.

Wounded Knee District School Replacement: FY 2022 GAOA LRF funds will be used to support the total campus replacement of the Wounded Knee District School, located in the Great Plains region. This project is divided into two phases: Phase 1 consists of the total replacement of all academic buildings and support structures, as well as the site water distribution and sewer systems and an assessment of employee quarters, while Phase 2 will consist of replacements and major renovations of employee quarters, to be completed in future funding years. This project will result in a deferred maintenance reduction of more than \$11.4 million and is anticipated to reduce operating costs and improve energy efficiency going forward. Phase 1 is expected to be completed in FY 2025 Q2.

Proposed FY 2021 Funded Projects

Shonto Preparatory School Replacement: Approximately \$2.54 million of FY 2021 GAOA LRF funding that was unallocated in FY 2021 will be used in FY 2022 to support the Shonto Preparatory School Replacement project.

Project List

Consistent with Congressional direction, the BIE submits the following LRF projects for funding consideration in FY 2022. Detailed project data sheets will be submitted separately for each identified project. The project lists below have been thoroughly considered and vetted and are considered ready for implementation in FY 2022. The Department will keep Congress informed should the circumstances of a specific project change during the course of the FY 2022 budget process.

The FY 2022 project list below assumes the full \$1.9 billion allowable for deposit into the LRF is realized. Because determination of the deposit relies on the amount of qualifying energy revenue collected in the prior year, the actual amount available for FY 2022 projects will not be finalized until the start of FY 2022. Projects listed below are ranked and prioritized. BIE will select and implement projects based on the prioritized list below until the LRF allocation is exhausted net of the mandatory

funding sequester (5.7% of funding). Projects not funded with the FY 2022 allocation may be considered for FY 2023 implementation.

Included with the list of FY 2022 projects is an addition to BIE’s FY 2021 project list. This proposed project will be funded with unallocated FY 2021 project funding.

BIE GAOA Legacy Restoration Fund Projects

FY 2022 Bureau of Indian Education Allocation Summary Table

(Dollars in Thousands)

Budget Authority/Activity	Amount
FY 2022 Allocation (estimate)	95,000
FY 2022 Sequestration (estimate)	-5,415
FY 2022 Proposed Projects	-89,585
Total Available/Unallocated (estimate)	76

FY 2022 Bureau of Indian Education GAOA LRF Project List

(Dollars in Thousands)

Unique ID	Priority	Station or Unit Name	Project/Activity Title	State	Cong. District	Funding Estimate	Estimated DM Addressed
E011	1	Shonto Preparatory School	Shonto Preparatory School Replacement	AZ	AZ01	56,057	31,780
E012	2	Wounded Knee District School	Wounded Knee District School Replacement	SD	SDAL	30,764	11,395
			Program Administration (Indirect Costs)			2,688	
			Proportional Allocation of Sequestration			5,415	
Total						94,924	43,175

Note: See project data sheets for detailed project descriptions.

FY 2021 Bureau of Indian Education Allocation Summary Table

(Dollars in Thousands)

Budget Authority/Activity	Amount
FY 2021 Allocation	95,000
FY 2021 Congressionally Directed Projects	-92,457
FY 2021 Project Funding Changes Proposed	-2,543
Total Available/Unallocated	0

FY 2021 Bureau of Indian Education GAOA LRF Project

Additions/Removals

(Dollars in Thousands)

Unique ID	Station or Unit Name	Project/Activity Title	State	Cong. District	Funding Estimate	Action
E011	Shonto Preparatory School	Shonto Preparatory School Replacement	AZ	AZ01	2,543	Addition
Total					2,543	

Note: See project data sheets for detailed project descriptions.

Appendices

OIEP Funding Distributions

DEPARTMENT OF THE INTERIOR
BUREAU OF INDIAN EDUCATION

Appendix 1.- Operation of Indian Education Programs Funding Distributions

<u>Funding Distribution</u> ¹	<u>Page</u>
1. ISEP ² Funding (School Year 2020-2021)	Appendix 1-2
2. ISEP Contingency Funds (School Year 2019-2020)	Appendix 1-9
3. Student Transportation (School Year 2020-2021)	Appendix 1-19
4. FACE ³ Programs (School Year 2020-2021)	Appendix 1-27
5. Safe and Secure Schools (School Year 2020-2021)	Appendix 1-30

¹ School Year shown is latest available data.

² ISEP – Indian School Equalization Program.

³ FACE – Family and Child Education

Distribution of ISEP Funds for School Year 2020-2021

The distribution of Indian School Equalization Program (ISEP) Funds for School Year 2020-2021 reflects the distribution of the ISEP funding to each school for the most recent school year. A formula determines allocation to individual schools, and funds are available to the schools in July for the forthcoming school year. As allowed by law, a portion of the total funding is withheld from the initial distribution as a reserve to cover school emergencies. All funds remaining after emergency distributions are subsequently distributed to the schools using the distribution formula. A detailed report of the reserved (contingency) distribution is contained in Appendix 1-9.

Distribution of ISEP Funds for School Year 2020 -2021*					
	School Name	State	Three Year Average ADM	Three Year Average WSU	ISEP Funding
1	Black Mesa Community School	AZ	65.62	86.62	512,850
2	Blackwater Community School	AZ	386.21	445.22	2,635,890
3	Casa Blanca Day School	AZ	364.02	418.37	2,476,950
4	Chilchinbeto Community School Inc.	AZ	164.63	187.72	1,111,390
5	Cottonwood Day School	AZ	240.08	267.71	1,584,990
6	Cove Day School	AZ	39.57	58.34	345,420
7	Dennehotso Boarding School	AZ	208.15	278.54	1,649,110
8	Dilcon Community School	AZ	200.49	315.38	1,867,220
9	Dishchii'bikoh Community School	AZ	681.54	785.69	4,651,670
10	First Mesa Elementary School	AZ	169.21	192.80	1,141,470
11	Gila Crossing Day School	AZ	529.71	596.62	3,532,290
12	Greasewood Springs Community School	AZ	208.53	331.91	1,965,090
13	Greyhills High School	AZ	345.70	478.70	2,834,120
14	Havasupai Elementary School	AZ	85.56	110.43	653,820
15	Hopi Day School	AZ	176.34	216.42	1,281,330
16	Hopi High School	AZ	670.83	732.63	4,337,530
17	Hotevilla Bacavi Community School	AZ	181.07	209.54	1,240,600
18	Hunters Point Boarding School	AZ	193.46	286.52	1,696,360
19	Jeehdeez'a Elementary School	AZ	158.57	237.03	1,403,310
20	John F. Kennedy Day School	AZ	262.83	290.46	1,719,680
21	Kaibeto Boarding School	AZ	297.54	378.33	2,239,870
22	Kayenta Boarding School	AZ	402.89	584.06	3,457,930
23	Keams Canyon Elementary School (formerly Keams Canyon Boarding School)	AZ	155.23	172.76	1,022,820
24	Kin Dah Lichi'i Olta (Kinlichee)	AZ	161.74	180.76	1,070,190
25	Kinlani Bordertown (Flagstaff) Dormitory	AZ	137.71	200.53	1,187,250
26	Leupp Boarding School	AZ	150.36	239.63	1,418,720
27	Little Singer Community School	AZ	103.41	122.31	724,120
28	Lukachukai Boarding School	AZ	401.45	557.92	3,303,140
29	Many Farms Community School, Inc.	AZ	367.77	552.59	3,271,600
30	Many Farms High School	AZ	538.90	737.38	4,365,650
31	Moencopi Day School	AZ	132.98	156.93	929,080
32	Naa tsis' aan (Navajo Mountain) Boarding School	AZ	103.00	173.36	1,026,380
33	Nazlini Boarding School	AZ	125.29	191.97	1,136,530
34	Pine Springs Day School	AZ	77.64	99.83	591,040

Distribution of ISEP Funds for School Year 2020 -2021*					
	School Name	State	Three Year Average ADM	Three Year Average WSU	ISEP Funding
35	Pinon Community School	AZ	43.90	192.11	1,137,380
36	Red Rock Day School	AZ	172.99	197.68	1,170,370
37	Rock Point Community School	AZ	531.75	588.47	3,484,040
38	Rocky Ridge Boarding School	AZ	117.49	170.24	1,007,880
39	Rough Rock Community School	AZ	188.24	292.56	1,732,120
40	Salt River Day School	AZ	411.74	460.04	2,273,630
41	San Simon School	AZ	375.62	466.44	2,761,530
42	Santa Rosa Day School	AZ	159.01	189.69	1,123,050
43	Santa Rosa Ranch School	AZ	90.41	122.30	724,100
44	Seba Dalkai Boarding School	AZ	91.48	151.77	898,540
45	Second Mesa Day School	AZ	289.64	333.02	1,971,620
46	Shonto Preparatory School	AZ	438.43	623.89	3,693,740
47	Theodore Roosevelt School	AZ	158.41	247.69	1,466,470
48	T'iis Nazbas (Teecnospos) Community School	AZ	161.17	271.14	1,605,290
49	Tiisyaatin Residential Hall	AZ	120.00	198.93	1,177,780
50	Tohono O'Odham High School	AZ	153.65	156.23	924,950
51	Tonalea (Red Lake) Day School	AZ	218.71	244.74	1,448,980
52	Tuba City Boarding School	AZ	1,611.11	1998.15	11,829,980
53	Wide Ruins Community School	AZ	119.30	203.58	1,205,270
54	Winslow Residential Hall	AZ	110.33	170.83	1,011,420
55	Noli School	CA	154.68	169.38	1,002,780
56	Sherman Indian High School	CA	528.00	1,221.82	7,233,740
57	Ahfachkee Day School	FL	200.12	224.93	1,331,710
58	Miccosukee Indian School	FL	187.749	208.15	1,232,340
59	Meskwaki (Sac & Fox) Settlement School	IA	353.81	423.95	2,509,990
60	Coeur d'Alene Tribal School	ID	134.97	156.44	926,210
61	Sho-Ban School District No. 512	ID	146.94	164.51	973,970
62	Kickapoo Nation School	KS	49.69	73.37	434,360
63	Chitimacha Day School	LA	133.49	147.48	873,170
64	Beatrice Rafferty School**	ME	140.89	156.36	925,740
65	Indian Island School	ME	91.75	111.76	661,650
66	Indian Township School	ME	114.21	130.05	769,980
67	Hannahville Indian School	MI	192.96	231.72	1,371,890
68	Joseph K. Lumsden Bahweting Anishnabe School	MI	447.61	521.61	3,088,150
69	Bug-O-Nay-Ge Shig School	MN	151.40	190.32	1,126,770
70	Circle of Life Academy	MN	242.82	280.15	1,658,600

Distribution of ISEP Funds for School Year 2020 -2021*					
	School Name	State	Three Year Average ADM	Three Year Average WSU	ISEP Funding
71	Fond Du Lac Ojibwe School	MN	158.89	205.35	1,215,770
72	Nay Ah Shing School	MN	178.08	212.19	1,256,270
73	Bogue Chitto Elementary School	MS	309.09	352.59	2,087,500
74	Choctaw Central High School	MS	739.76	1,062.55	6,290,780
75	Choctaw Central Middle School	MS	265.68	304.31	1,801,650
76	Conehatta Elementary School	MS	263.09	308.44	1,826,110
77	Pearl River Elementary School	MS	715.25	830.82	4,918,830
78	Red Water Elementary School	MS	215.63	251.97	1,491,780
79	Standing Pine Elementary School	MS	164.49	195.70	1,158,610
80	Tucker Elementary School	MS	170.00	197.24	1,167,770
81	Blackfeet Dormitory	MT	99.00	124.51	737,160
82	Northern Cheyenne (Busby) Tribal Schools at Busby Montana	MT	264.60	299.41	1,772,670
83	Two Eagle River School	MT	128.32	152.96	905,620
84	Cherokee Central Schools	NC	1,473.97	1,640.25	9,711,040
85	Circle of Nations School (Wahpeton)	ND	106.56	279.51	1,654,830
86	Dunseith Day School	ND	312.33	373.13	2,209,140
87	Mandaree Day School	ND	258.72	300.98	1,781,930
88	Ojibwa Indian School	ND	328.10	366.00	2,166,890
89	Standing Rock Community Grant School	ND	779.74	940.65	5,569,090
90	Tate Topa Tribal School (Four Winds)	ND	609.45	705.63	4,177,680
91	Theodore Jamerson Elementary School	ND	170.38	193.26	1,144,210
92	Turtle Mountain Elementary & Middle School	ND	1,246.64	1,446.52	8,564,070
93	Turtle Mountain High School	ND	722.85	797.26	4,720,170
94	Twin Buttes Day School	ND	43.11	56.78	336,150
95	White Shield School	ND	184.99	234.29	1,387,090
96	Alamo Navajo Community School	NM	416.29	467.03	2,765,060
97	Atsa' Biya azh Community (Shiprock Elem.) School	NM	337.98	360.99	2,137,230
98	Baca/Dlo' Ay Azhi Community School	NM	372.46	441.17	2,611,910
99	Beclabito Day School	NM	59.01	79.77	472,280
100	Bread Springs Day School	NM	142.42	159.02	941,450
101	Chi-Chi'il-Tah / Jones Ranch	NM	134.30	180.09	1,066,200
102	Ch'ooshgai Community School	NM	381.78	593.20	3,512,030
103	Crystal Boarding School	NM	144.12	203.91	1,207,270
104	Dibe Yazhi Habitiin Olta, Inc	NM	148.83	170.36	1,008,620

Distribution of ISEP Funds for School Year 2020 -2021*					
	School Name	State	Three Year Average ADM	Three Year Average WSU	ISEP Funding
105	Dzilth-Na-O-Dith-Hle Community School	NM	207.27	349.03	2,066,430
106	Haak'u Community Academy	NM	221.53	228.29	1,351,600
107	Hanaa'dli Community School/Dormitory (Huerfano) Inc.	NM	9.87	125.18	741,140
108	Isleta Elementary School	NM	137.24	151.21	895,260
109	Jemez Day School	NM	189.56	210.73	1,247,630
110	Jicarilla Dormitory	NM	8.00	23.75	140,620
111	Kha'p'o Community School	NM	132.40	147.48	873,130
112	Kinteel Residential, Inc. (Aztec)	NM	87.67	131.69	779,690
113	Laguna Elementary School	NM	298.14	340.70	2,017,120
114	Laguna Middle School	NM	142.98	166.95	988,420
115	Lake Valley Navajo School	NM	46.83	97.62	577,960
116	Mariano Lake Community School	NM	170.02	241.94	1,432,380
117	Mescalero Apache School	NM	756.98	843.15	4,991,870
118	Na'Neelzhiin Ji'Olta (Torreon)	NM	228.33	270.60	1,602,080
119	Navajo Preparatory School	NM	368.36	692.33	4,098,930
120	Nenahnezad Boarding School	NM	232.16	367.43	2,175,380
121	Ohkay O'Wingeh Community School	NM	95.78	120.19	711,600
122	Ojo Encino Day School	NM	200.51	223.08	1,320,710
123	Pine Hill Schools	NM	398.33	457.22	2,706,960
124	Pueblo Pintado Community School	NM	235.67	375.63	2,223,930
125	San Felipe Pueblo Elementary School	NM	403.27	449.15	2,659,160
126	San Ildefonso Day School	NM	26.45	41.32	244,660
127	Sanostee Day School	NM	54.32	76.01	450,030
128	Santa Fe Indian School	NM	1,003.78	1,813.64	10,737,580
129	Shiprock Alternative (Reservation) Dormitory	NM	68.00	113.64	672,810
130	Shiprock Northwest (Alternative) High School	NM	257.58	285.49	1,690,210
131	Taos Day School	NM	115.39	136.64	808,950
132	Te Tsu Geh Oweenge Day School (Tesuque)	NM	53.11	70.59	417,950
133	T'iists'oozi' bi'o'lta (Crownpoint)	NM	439.24	567.02	3,357,040
134	To'haali' (Toadlena) Community School	NM	125.26	203.78	1,206,500
135	To'Hajiilee-He (Canoncito)	NM	396.10	452.97	2,681,780
136	Tse'ii'ahi' (Standing Rock) Community School	NM	131.75	147.47	873,070
137	T'Siya Day School (Zia)	NM	61.13	79.93	473,240

Distribution of ISEP Funds for School Year 2020 -2021*					
	School Name	State	Three Year Average ADM	Three Year Average WSU	ISEP Funding
138	Wingate Elementary School	NM	529.29	889.65	5,267,130
139	Wingate High School	NM	625.38	1,161.69	6,877,760
140	Duckwater Shoshone Elementary School	NV	13.14	27.02	160,000
141	Pyramid Lake High School	NV	141.01	176.12	1,042,720
142	Chickasaw Children's Village (Carter)	OK	70.67	125.95	745,670
143	Eufaula Dormitory	OK	75.33	129.15	764,650
144	Jones Academy	OK	63.65	343.86	2,035,810
145	Riverside Indian School	OK	684.04	1,430.91	8,471,660
146	Sequoyah High School	OK	531.02	707.98	4,191,590
147	Chemawa Indian School	OR	478.38	1,047.55	6,201,960
148	American Horse School	SD	331.62	428.42	2,536,450
149	Cheyenne-Eagle Butte School	SD	1,097.67	1,269.82	7,517,940
150	Crazy Horse School	SD	346.80	419.84	2,485,670
151	Crow Creek Reservation High School	SD	340.40	531.94	3,149,320
152	Crow Creek Sioux Tribal Elementary School	SD	214.34	259.36	1,535,540
153	Enemy Swim Day School	SD	187.53	218.47	1,293,450
154	Flandreau Indian School	SD	318.11	692.81	4,101,760
155	Little Eagle Grant School (Tatanka Iyotaka Wakanyeja Oti)	SD	96.08	114.28	676,590
156	Little Wound Day School	SD	1,050.29	1,199.33	7,100,590
157	Loneman Day School	SD	282.86	378.94	2,243,480
158	Lower Brule Day School	SD	388.83	455.04	2,694,040
159	Marty Indian School	SD	315.24	517.54	3,064,090
160	Pierre Indian Learning Center	SD	203.81	520.06	3,079,020
161	Pine Ridge School	SD	1,095.19	1,338.16	7,922,550
162	Porcupine Day School	SD	182.24	222.35	1,316,390
163	Rock Creek Day School	SD	54.24	72.40	428,670
164	Sicangu Owayawa Oti (Rosebud Dormitory)	SD	140.67	222.53	1,317,500
165	St. Francis Indian School	SD	828.95	1,010.38	5,981,940
166	Takini School	SD	213.09	259.04	1,533,610
167	Tiospa Zina Tribal School	SD	704.44	802.34	4,750,210
168	Tiospaye Topa School	SD	205.13	243.29	1,440,400
169	Wounded Knee School district	SD	190.45	240.80	1,425,640
170	Aneth Community School	UT	153.47	224.02	1,326,320
171	Richfield Dormitory	UT	100.67	166.03	983,000
172	Sevier Richfield***	UT	131.15	137.65	814,980

Distribution of ISEP Funds for School Year 2020 -2021*					
	School Name	State	Three Year Average ADM	Three Year Average WSU	ISEP Funding
173	Chief Leschi School System (Puyallup)	WA	760.64	836.05	4,949,810
174	Lummi High School	WA	154.11	171.47	1,015,160
175	Lummi Tribal School System	WA	279.31	312.92	1,852,660
176	Muckleshoot Tribal School	WA	607.74	673.07	3,984,920
177	Paschal Sherman Indian School	WA	130.61	237.64	1,406,940
178	Quileute Tribal School	WA	96.69	122.09	722,810
179	Wa He Lut Indian School	WA	143.54	171.93	1,017,890
180	Yakama Tribal School	WA	179.54	191.43	1,133,360
181	Lac Courte Oreilles Ojibwa School	WI	352.82	430.21	2,547,070
182	Menominee Tribal School	WI	252.44	286.34	1,695,280
183	Oneida Nation Schools	WI	549.83	603.26	3,571,580
184	St. Stephens Indian School	WY	328.53	376.11	2,226,740
	TOTAL				410,747,600

Notes:

* Due to funds held in reserve for emergencies, the total funding reflected above will not balance to the total funds available. Any funds remaining after hold-back for emergencies, will be issued to schools per the ISEP distribution formula.

** Beatrice Rafferty School will be renamed Sipayek Elementary School after completion of their new campus in the first quarter of SY 2021.

*** The BIE is required to pay tuition to Sevier Public Schools (#172 in the table above) for out of State students residing at Richfield Dormitory. It is not considered part of the BIE school system of 183 schools and dormitories.

Distribution of FY 2019-2020 ISEP Contingency Funds

The distribution of FY 2019-2020 Indian School Equalization Program (ISEP) Contingency Funds reflects the final distribution of the prior school years' ISEP, funds held in reserve to cover any ISEP school emergencies. Additionally, the appendix identifies the amount, recipient, and reason for every emergency distribution. The remaining balance of the reserved funds was distributed to the schools as determined by the ISEP formula.

Distribution of ISEP Contingency Funds for School Year 2019-2020*						
	School Name	State	Three Year Average ADM	Three Year Average WSU	ISEP Funding	Purpose
1	Black Mesa Community School	AZ	48.35	82.86	5,510	Distribution per the ISEP formula.
2	Blackwater Community School	AZ	321.16	465.14	30,870	Distribution per the ISEP formula.
3	Casa Blanca Day School	AZ	227.35	337.01	22,330	Distribution per the ISEP formula.
4	Chilchinbeto Community School Inc.	AZ	124.00	181.94	12,100	Distribution per the ISEP formula.
5	Cottonwood Day School	AZ	205.53	293.29	19,440	Distribution per the ISEP formula.
6	Cove Day School	AZ	26.09	51.29	3,360	Distribution per the ISEP formula.
7	Dennehotso Boarding School	AZ	171.59	294.09	19,470	Distribution per the ISEP formula.
8	Dilcon Community School	AZ	153.21	311.49	20,610	Distribution per the ISEP formula.
9	Dishchii'bikoh Community School	AZ	480.20	737.78	48,870	Distribution per the ISEP formula.
10	First Mesa Elementary School	AZ	136.55	194.57	12,860	Distribution per the ISEP formula.
11	Gila Crossing Day School	AZ	416.49	599.23	39,740	Distribution per the ISEP formula.
12	Greasewood Springs Community School	AZ	177.93	366.58	24,300	Distribution per the ISEP formula.
13	Greyhills High School	AZ	222.47	470.76	31,180	Distribution per the ISEP formula.
14	Havasupai Elementary School	AZ	65.26	109.18	7,260	Distribution per the ISEP formula.
15	Hopi Day School	AZ	146.84	224.54	14,840	Distribution per the ISEP formula.
16	Hopi High School	AZ	483.91	758.70	50,330	Distribution per the ISEP formula.
17	Hotevilla Bacavi Community School	AZ	118.99	180.99	11,970	Distribution per the ISEP formula.
18	Hunters Point Boarding School	AZ	161.43	289.47	19,200	Distribution per the ISEP formula.
19	Jeehdeez'a Elementary School	AZ	122.12	216.52	14,360	Distribution per the ISEP formula.
20	John F. Kennedy Day School	AZ	205.07	289.49	19,200	Distribution per the ISEP formula.
21	Kaibeto Boarding School	AZ	232.93	382.09	25,360	Distribution per the ISEP formula.
22	Kayenta Boarding School	AZ	332.83	600.70	39,800	Distribution per the ISEP formula.
23	Keams Canyon Elementary School (formerly Keams Canyon Boarding School)	AZ	116.98	168.95	11,230	Distribution per the ISEP formula.
24	Kin Dah Lichi'i Olta (Kinlichee)	AZ	137.71	192.02	12,770	Distribution per the ISEP formula.

Distribution of ISEP Contingency Funds for School Year 2019-2020*						
	School Name	State	Three Year Average ADM	Three Year Average WSU	ISEP Funding	Purpose
25	Kinlani Bordertown (Flagstaff) Dormitory	AZ	128.33	205.33	13,650	Distribution per the ISEP formula.
26	Leupp Boarding School	AZ	118.48	259.00	17,190	Distribution per the ISEP formula.
27	Little Singer Community School	AZ	82.12	121.29	8,000	Distribution per the ISEP formula.
28	Lukachukai Boarding School	AZ	349.01	595.49	39,510	Distribution per the ISEP formula.
29	Many Farms Community School, Inc.	AZ	282.42	539.23	35,760	Distribution per the ISEP formula.
30	Many Farms High School	AZ	373.49	769.88	51,030	Distribution per the ISEP formula.
31	Moencopi Day School	AZ	128.14	188.60	12,540	Distribution per the ISEP formula.
32	Naa tsis' aan (Navajo Mountain) Boarding School	AZ	84.79	177.33	11,730	Distribution per the ISEP formula.
33	Nazlini Boarding School	AZ	102.58	188.52	12,540	Distribution per the ISEP formula.
34	Pine Springs Day School	AZ	58.00	97.17	6,420	Distribution per the ISEP formula.
35	Pinon Dormitory	AZ	104.17	186.44	12,370	Distribution per the ISEP formula.
36	Red Rock Day School	AZ	158.37	233.95	15,480	Distribution per the ISEP formula.
37	Rock Point Community School	AZ	384.92	576.69	38,220	Distribution per the ISEP formula.
38	Rocky Ridge Boarding School	AZ	101.94	182.90	12,140	Distribution per the ISEP formula.
39	Rough Rock Community School	AZ	169.11	345.58	22,940	Distribution per the ISEP formula.
40	Salt River Day School	AZ	350.36	487.41	32,290	Distribution per the ISEP formula.
41	San Simon School	AZ	284.26	449.85	29,830	Distribution per the ISEP formula.
42	Santa Rosa Day School	AZ	132.90	199.82	13,250	Distribution per the ISEP formula.
43	Santa Rosa Ranch School	AZ	66.41	110.04	7,290	Distribution per the ISEP formula.
44	Seba Dalkai Boarding School	AZ	81.27	161.44	10,660	Distribution per the ISEP formula.
45	Second Mesa Day School	AZ	268.62	388.48	25,790	Distribution per the ISEP formula.
46	Shonto Preparatory School	AZ	346.42	621.89	41,270	Distribution per the ISEP formula.
47	Theodore Roosevelt School	AZ	114.35	225.29	14,970	Distribution per the ISEP formula.

Distribution of ISEP Contingency Funds for School Year 2019-2020*						
	School Name	State	Three Year Average ADM	Three Year Average WSU	ISEP Funding	Purpose
48	T'iis Nazbas (Teecnospos) Community School	AZ	138.56	291.18	19,270	Distribution per the ISEP formula.
49	Tiisyaatin Residential Hall	AZ	120.00	192.00	12,770	Distribution per the ISEP formula.
50	Tohono O'Odham High School	AZ	109.18	165.06	10,990	Distribution per the ISEP formula.
51	Tonalea (Red Lake) Day School	AZ	180.32	256.04	16,990	Distribution per the ISEP formula.
52	Tuba City Boarding School	AZ	1,275.00	2,021.01	133,930	Distribution per the ISEP formula.
53	Wide Ruins Community School	AZ	109.49	216.82	14,360	Distribution per the ISEP formula.
54	Winslow Residential Hall	AZ	110.33	176.53	11,710	Distribution per the ISEP formula.
55	Noli School	CA	112.60	176.13	11,690	Distribution per the ISEP formula.
56	Sherman Indian High School	CA	352.47	1,201.11	79,580	Distribution per the ISEP formula.
57	Ahfachkee Day School	FL	134.58	202.96	13,470	Distribution per the ISEP formula.
58	Miccosukee Indian School	FL	135.20	198.41	13,200	Distribution per the ISEP formula.
59	Meskwaki (Sac & Fox) Settlement School	IA	251.13	407.84	27,000	Distribution per the ISEP formula.
60	Coeur d'Alene Tribal School	ID	108.93	164.06	10,850	Distribution per the ISEP formula.
61	Sho-Ban School District No. 512	ID	96.15	157.57	10,420	Distribution per the ISEP formula.
62	Kickapoo Nation School	KS	32.61	66.85	4,430	Distribution per the ISEP formula.
63	Chitimacha Day School	LA	102.51	144.04	9,520	Distribution per the ISEP formula.
64	Beatrice Rafferty School	ME	109.20	153.40	10,160	Distribution per the ISEP formula.
65	Indian Island School	ME	73.72	113.58	7,520	Distribution per the ISEP formula.
66	Indian Township School	ME	92.26	133.36	8,840	Distribution per the ISEP formula.
67	Hannahville Indian School	MI	137.17	221.54	14,640	Distribution per the ISEP formula.
68	Joseph K. Lumsden Bahweting Anishnabe School	MI	325.76	492.54	32,670	Distribution per the ISEP formula.
69	Bug-O-Nay-Ge Shig School	MN	111.83	189.80	12,590	Distribution per the ISEP formula.
70	Circle of Life Academy	MN	192.56	301.68	20,050	Distribution per the ISEP formula.

Distribution of ISEP Contingency Funds for School Year 2019-2020*						
	School Name	State	Three Year Average ADM	Three Year Average WSU	ISEP Funding	Purpose
71	Fond Du Lac Ojibwe School	MN	122.53	218.00	14,410	Distribution per the ISEP formula.
72	Nay Ah Shing School	MN	143.74	224.73	14,860	Distribution per the ISEP formula.
73	Bogue Chitto Elementary School	MS	250.55	363.81	24,115	Distribution per the ISEP formula.
74	Choctaw Central High School	MS	523.69	1,028.88	68,199	Distribution per the ISEP formula.
75	Choctaw Central Middle School	MS	181.05	284.98	18,890	Distribution per the ISEP formula.
76	Conehatta Elementary School	MS	215.49	320.69	21,257	Distribution per the ISEP formula.
77	Pearl River Elementary School	MS	589.60	848.49	56,242	Distribution per the ISEP formula.
78	Red Water Elementary School	MS	172.62	256.27	16,986	Distribution per the ISEP formula.
79	Standing Pine Elementary School	MS	123.88	185.20	12,276	Distribution per the ISEP formula.
80	Tucker Elementary School	MS	136.56	204.86	13,578	Distribution per the ISEP formula.
81	Blackfeet Dormitory	MT	99.00	165.91	11,020	Distribution per the ISEP formula.
82	Northern Cheyenne (Busby) Tribal Schools at Busby Montana	MT	205.20	313.11	20,760	Distribution per the ISEP formula.
83	Two Eagle River School	MT	82.65	149.17	9,910	Distribution per the ISEP formula.
84	Cherokee Central Schools	NC	1,037.37	1,541.70	102,140	Distribution per the ISEP formula.
85	Circle of Nations School (Wahpeton)	ND	74.31	259.10	17,210	Distribution per the ISEP formula.
86	Dunseith Day School	ND	244.41	375.60	24,930	Distribution per the ISEP formula.
87	Mandaree Day School	ND	185.95	287.63	19,040	Distribution per the ISEP formula.
88	Ojibwa Indian School	ND	260.21	375.07	24,910	Distribution per the ISEP formula.
89	Standing Rock Community Grant School	ND	617.16	999.37	66,260	Distribution per the ISEP formula.
90	Tate Topa Tribal School (Four Winds)	ND	489.61	721.91	47,900	Distribution per the ISEP formula.
91	Theodore Jamerson Elementary School	ND	140.15	201.27	13,310	Distribution per the ISEP formula.
92	Turtle Mountain Elementary & Middle School	ND	1,005.84	1,490.79	98,800	Distribution per the ISEP formula.
93	Turtle Mountain High School	ND	470.31	786.64	52,150	Distribution per the ISEP formula.

Distribution of ISEP Contingency Funds for School Year 2019-2020*						
	School Name	State	Three Year Average ADM	Three Year Average WSU	ISEP Funding	Purpose
94	Twin Buttes Day School	ND	35.13	60.49	3,990	Distribution per the ISEP formula.
95	White Shield School	ND	135.98	231.30	15,290	Distribution per the ISEP formula.
96	Alamo Navajo Community School	NM	301.62	458.50	30,440	Distribution per the ISEP formula.
97	Atsa' Biya azh Community (Shiprock Elem.) School	NM	266.77	363.14	24,080	Distribution per the ISEP formula.
98	Baca/Dlo'Ay Azhi Community School	NM	301.02	446.85	29,620	Distribution per the ISEP formula.
99	Beclabito Day School	NM	49.65	85.82	5,720	Distribution per the ISEP formula.
100	Bread Springs Day School	NM	112.11	163.44	10,830	Distribution per the ISEP formula.
101	Chi-Chi'il-Tah / Jones Ranch	NM	111.05	192.26	12,780	Distribution per the ISEP formula.
102	Ch'ooshgai Community School	NM	318.62	617.66	40,910	Distribution per the ISEP formula.
103	Crystal Boarding School	NM	123.26	214.92	14,200	Distribution per the ISEP formula.
104	Dibe Yazhi Habitiin Olta, Inc	NM	132.16	195.10	12,980	Distribution per the ISEP formula.
105	Dzilth-Na-O-Dith-Hle Community School	NM	177.07	349.41	23,180	Distribution per the ISEP formula.
106	Haak'u Community Academy	NM	182.05	240.07	15,910	Distribution per the ISEP formula.
107	Hanaa'dli Community School/Dormitory (Huerfano) Inc.	NM	65.93	128.51	8,560	Distribution per the ISEP formula.
108	Isleta Elementary School	NM	113.58	152.02	10,120	Distribution per the ISEP formula.
109	Jemez Day School	NM	152.34	211.50	13,980	Distribution per the ISEP formula.
110	Jicarilla Dormitory	NM	8.00	25.35	1,720	Distribution per the ISEP formula.
111	Kha'p'o Community School	NM	105.84	142.33	9,460	Distribution per the ISEP formula.
112	Kinteel Residential, Inc. (Aztec)	NM	87.67	145.49	9,680	Distribution per the ISEP formula.
113	Laguna Elementary School	NM	208.23	301.08	19,920	Distribution per the ISEP formula.
114	Laguna Middle School	NM	101.77	155.01	10,320	Distribution per the ISEP formula.
115	Lake Valley Navajo School	NM	38.99	102.13	6,810	Distribution per the ISEP formula.
116	Mariano Lake Community School	NM	143.65	260.07	17,240	Distribution per the ISEP formula.

Distribution of ISEP Contingency Funds for School Year 2019-2020*						
	School Name	State	Three Year Average ADM	Three Year Average WSU	ISEP Funding	Purpose
117	Mescalero Apache School	NM	544.91	806.90	53,480	Distribution per the ISEP formula.
118	Na'Neelzhiin Ji'Oltá (Torreon)	NM	182.00	275.05	18,280	Distribution per the ISEP formula.
119	Navajo Preparatory School	NM	232.40	667.01	44,210	Distribution per the ISEP formula.
120	Nenahnezad Boarding School	NM	182.31	361.52	23,920	Distribution per the ISEP formula.
121	Ohkay O'Wingeh Community School	NM	80.94	123.71	8,190	Distribution per the ISEP formula.
122	Ojo Encino Day School	NM	151.11	212.98	14,130	Distribution per the ISEP formula.
123	Pine Hill Schools	NM	282.48	450.80	29,860	Distribution per the ISEP formula.
124	Pueblo Pintado Community School	NM	196.46	409.50	27,160	Distribution per the ISEP formula.
125	San Felipe Pueblo Elementary School	NM	320.08	450.97	29,860	Distribution per the ISEP formula.
126	San Ildefonso Day School	NM	23.17	44.34	2,910	Distribution per the ISEP formula.
127	Sanostee Day School	NM	48.15	86.46	5,740	Distribution per the ISEP formula.
128	Santa Fe Indian School	NM	685.00	1,807.40	119,780	Distribution per the ISEP formula.
129	Shiprock Alternative (Reservation) Dormitory	NM	68.00	119.16	7,930	Distribution per the ISEP formula.
130	Shiprock Northwest (Alternative) High School	NM	172.13	277.41	18,370	Distribution per the ISEP formula.
131	Taos Day School	NM	94.86	141.00	9,310	Distribution per the ISEP formula.
132	Te Tsu Geh Oweenge Day School (Tesuque)	NM	36.49	60.98	4,010	Distribution per the ISEP formula.
133	T'iists'oozi' bi'o'lta (Crownpoint)	NM	358.81	572.23	37,960	Distribution per the ISEP formula.
134	To'haali' (Toadlena) Community School	NM	108.71	223.67	14,810	Distribution per the ISEP formula.
135	To'Hajiilee-He (Canoncito)	NM	313.27	479.11	31,780	Distribution per the ISEP formula.
136	Tse'ii'ahi' (Standing Rock) Community School	NM	100.12	144.84	9,550	Distribution per the ISEP formula.
137	T'Siya Day School (Zia)	NM	49.73	80.33	5,320	Distribution per the ISEP formula.
138	Wingate Elementary School	NM	418.28	909.09	60,280	Distribution per the ISEP formula.

Distribution of ISEP Contingency Funds for School Year 2019-2020*						
	School Name	State	Three Year Average ADM	Three Year Average WSU	ISEP Funding	Purpose
139	Wingate High School	NM	433.58	1,216.98	80,650	Distribution per the ISEP formula.
140	Duckwater Shoshone Elementary School	NV	11.27	28.44	1,937	Distribution per the ISEP formula.
141	Pyramid Lake High School	NV	83.21	156.34	10,370	Distribution per the ISEP formula.
142	Chickasaw Children's Village (Carter)	OK	70.67	125.25	8,340	Distribution per the ISEP formula.
143	Eufaula Dormitory	OK	75.33	131.54	8,670	Distribution per the ISEP formula.
144	Jones Academy	OK	155.90	358.99	23,820	Distribution per the ISEP formula.
145	Riverside Indian School	OK	475.29	1,456.21	96,540	Distribution per the ISEP formula.
146	Sequoyah High School	OK	359.93	726.86	48,170	Distribution per the ISEP formula.
147	Chemawa Indian School	OR	322.12	1,070.08	70,920	Distribution per the ISEP formula.
148	American Horse School	SD	207.04	440.89	29,200	Distribution per the ISEP formula.
149	Cheyenne-Eagle Butte School	SD	801.24	1,312.72	87,030	Distribution per the ISEP formula.
150	Crazy Horse School	SD	260.31	414.24	27,430	Distribution per the ISEP formula.
151	Crow Creek Reservation High School	SD	230.95	530.31	35,150	Distribution per the ISEP formula.
152	Crow Creek Sioux Tribal Elementary School	SD	173.13	264.31	17,490	Distribution per the ISEP formula.
153	Enemy Swim Day School	SD	156.19	231.24	15,290	Distribution per the ISEP formula.
154	Flandreau Indian School	SD	213.16	696.91	46,190	Distribution per the ISEP formula.
155	Little Eagle Grant School (Tatanka Iyotaka Wakanyeja Oti)	SD	74.81	112.55	7,480	Distribution per the ISEP formula.
156	Little Wound Day School	SD	750.55	1,194.93	79,160	Distribution per the ISEP formula.
157	Loneman Day School	SD	212.95	363.35	24,080	Distribution per the ISEP formula.
158	Lower Brule Day School	SD	284.91	457.67	30,310	Distribution per the ISEP formula.
159	Marty Indian School	SD	216.74	483.88	32,050	Distribution per the ISEP formula.
160	Pierre Indian Learning Center	SD	162.31	523.11	34,680	Distribution per the ISEP formula.
161	Pine Ridge School	SD	770.60	1,340.18	88,830	Distribution per the ISEP formula.

Distribution of ISEP Contingency Funds for School Year 2019-2020*						
	School Name	State	Three Year Average ADM	Three Year Average WSU	ISEP Funding	Purpose
162	Porcupine Day School	SD	149.45	223.56	14,810	Distribution per the ISEP formula.
163	Rock Creek Day School	SD	47.09	79.54	5,290	Distribution per the ISEP formula.
164	Sicangu Owayawa Oti (Rosebud Dormitory)	SD	140.67	228.12	15,080	Distribution per the ISEP formula.
165	St. Francis Indian School	SD	646.73	1,080.66	71,610	Distribution per the ISEP formula.
166	Takini School	SD	148.36	249.93	16,570	Distribution per the ISEP formula.
167	Tiospa Zina Tribal School	SD	520.35	813.04	53,910	Distribution per the ISEP formula.
168	Tiospaye Topa School	SD	147.33	236.30	15,670	Distribution per the ISEP formula.
169	Wounded Knee School district	SD	144.92	230.96	15,280	Distribution per the ISEP formula.
170	Aneth Community School	UT	133.76	246.89	16,360	Distribution per the ISEP formula.
171	Richfield Dormitory	UT	100.67	162.03	10,780	Distribution per the ISEP formula.
172	Sevier Richfield **	UT	84.66	134.73	8,880	Distribution per the ISEP formula.
173	Chief Leschi School System (Puyallup)	WA	592.88	877.01,	58,120	Distribution per the ISEP formula.
174	Lummi High School	WA	94.04	159.15	10,580	Distribution per the ISEP formula.
175	Lummi Tribal School System	WA	197.59	281.71	18,730	Distribution per the ISEP formula.
176	Muckleshoot Tribal School	WA	436.49	651.68	43,250	Distribution per the ISEP formula.
177	Paschal Sherman Indian School	WA	109.37	263.86	17,480	Distribution per the ISEP formula.
178	Quileute Tribal School	WA	62.97	109.46	7,270	Distribution per the ISEP formula.
179	Wa He Lut Indian School	WA	110.93	170.13	11,280	Distribution per the ISEP formula.
180	Yakama Tribal School	WA	113.76	183.86	12,170	Distribution per the ISEP formula.
181	Lac Courte Oreilles Ojibwa School	WI	261.92	424.27	28,090	Distribution per the ISEP formula.
182	Menominee Tribal School	WI	201.92	292.83	19,430	Distribution per the ISEP formula.
183	Oneida Nation Schools	WI	410.31	604.41	40,040	Distribution per the ISEP formula.
184	St. Stephens Indian School	WY	236.91	377.94	25,020	Distribution per the ISEP formula.
	TOTAL				4,641,700	

* Due to funds held in reserve for emergencies, the total funding reflected above will not balance the total funds available. Any funds remaining after the emergencies will be issued to schools per the ISEP distribution formula.

** The BIE is required to pay tuition to Sevier Public Schools for out of State students who reside at Richfield Dormitory. It is not considered part of the BIE school system.

Distribution of FY 2020-2021 Student Transportation Funds

The distribution of Student Transportation Funds for School Year 2020-2021 reflects the distribution of transportation funding to each school for the most recent school year. Allocations to individual schools are based on the number of miles traveled by school vehicles transporting students to/from school and the estimated commercial costs of transporting boarding students. Commercial cost estimates are based on the most recent actual costs.

Distribution of Student Transportation for School Year 2020-2021

	School Name	State	Per Day Miles	Boarding Miles Per Trip	Charter/ Commercial Costs	Annual Air Costs	Total Transportation Funds
1	Black Mesa Community School	AZ	676	0	0	0	451,787
2	Blackwater Community School	AZ	312	0	0	0	208,844
3	Casa Blanca Day School	AZ	320	0	0	0	213,804
4	Chilchinbeto Day School	AZ	180	0	0	0	120,555
5	Cottonwood Day School	AZ	614	0	0	0	410,472
6	Cove Day School	AZ	180	0	0	0	120,601
7	Dennehotso Boarding School	AZ	320	87	0	0	214,905
8	Dilcon Community School	AZ	458	181	0	0	309,136
9	Dishchii`bikoh Community School	AZ	485	0	0	0	324,013
10	First Mesa Elementary School (Polacca)	AZ	266	0	0	0	177,693
11	Gila Crossing Day School	AZ	188	0	0	0	125,548
12	Greasewood Springs Community School, Inc	AZ	422	132	0	0	284,077
13	Greyhills High School	AZ	554	267	0	0	374,328
14	Hopi Day School	AZ	144	0	0	0	96,488
15	Hopi High School	AZ	2,665	0	0	0	1,781,905
16	Hotevilla Bacavi Community Scho	AZ	188	0	0	0	125,415
17	Hunters Point Boarding School	AZ	286	139	0	0	193,132
18	Jeehdeez`a Elementary School	AZ	313	0	0	0	209,114
19	John F. Kennedy Day School	AZ	588	0	0	0	393,091
20	Kaibeto Boarding School	AZ	354	189	0	0	239,735
21	Kayenta Boarding School	AZ	812	381	0	0	548,503
22	Keams Canyon Boarding School	AZ	354	0	0	0	236,389
23	Kin Dah Lichi`i Olta (Kinlichee)	AZ	584	0	0	0	390,466
24	Kinlani Dormitory	AZ	15	0	0	0	9,807
25	Leupp Boarding School	AZ	429	0	0	0	286,930
26	Little Singer Community School	AZ	512	0	0	0	342,016
27	Lukachukai Community School	AZ	400	102	0	0	268,930

Distribution of Student Transportation for School Year 2020-2021							
	School Name	State	Per Day Miles	Boarding Miles Per Trip	Charter/ Commercial Costs	Annual Air Costs	Total Transportation Funds
28	Many Farms Community School; Inc.	AZ	448	256	0	0	303,522
29	Many Farms High School	AZ	1,060	747	0	0	719,998
30	Moencopi Day School	AZ	100	0	0	0	66,629
31	Naa tsis' aan (Navajo Mountain) Boarding School	AZ	80	126	0	0	55,354
32	Nazlini Boarding School	AZ	296	86	0	0	199,166
33	Pine Springs Day School	AZ	551	0	0	0	368,222
34	Pinon Dormitory	AZ	442	1,223	0	0	313,923
35	Red Rock Day School	AZ	300	0	0	0	200,557
36	Rock Point Community School	AZ	758	0	0	0	507,007
37	Rocky Ridge Boarding School	AZ	348	0	0	0	232,378
38	Rough Rock Community School	AZ	735	408	0	0	497,204
39	Salt River Day School	AZ	177	0	0	0	118,379
40	San Simon School	AZ	680	0	0	0	454,729
41	Santa Rosa Day School	AZ	287	0	0	0	191,685
42	Santa Rosa Ranch School	AZ	566	0	0	0	378,383
43	Seba Dalkai Boarding School	AZ	420	0	0	0	282,402
44	Second Mesa Day School	AZ	379	0	0	0	253,550
45	Shonto Preparatory School	AZ	993	314	0	0	668,685
46	Theodore Roosevelt School	AZ	202	956	0	0	149,023
47	T'iis Nazbas (Tecnospos) Community School	AZ	331	167	0	0	223,715
48	Tiisyaakin Residential Hall (Holbrook)	AZ	0	435	0	0	6,462
49	Tohono O'odham High School	AZ	817	0	0	0	546,363
50	Tonalea (Red Lake) Day School	AZ	422	0	0	0	282,116
51	Tuba City Boarding School	AZ	1,651	0	0	0	1,103,462
52	Wide Ruins Community School	AZ	349	0	0	0	233,094
53	Winslow Residential Hall	AZ	14	925	0	0	23,098
54	Noli School	CA	1,630	0	0	0	1,089,911

Distribution of Student Transportation for School Year 2020-2021							
	School Name	State	Per Day Miles	Boarding Miles Per Trip	Charter/ Commercial Costs	Annual Air Costs	Total Transportation Funds
55	Sherman Indian High School	CA	0	7606	46,497	790,523	950,015
56	Ahfachkee Day School	FL	159	0	0	0	106,272
57	Miccosukee Indian School	FL	188	0	0	0	125,682
58	Meskwaki (Sac & Fox) Settlement School	IA	129	0	0	0	86,326
59	Coeur d'Alene Tribal School	ID	464	0	0	0	310,194
60	Sho-Ban School District No. 512	ID	271	0	0	0	180,949
61	Kickapoo Nation School	KS	866	0	0	0	578,853
62	Chitimacha Day School	LA	9	0	0	0	5,796
63	Beatrice Rafferty School	ME	200	0	0	0	133,704
64	Indian Island School	ME	57	0	0	0	38,326
65	Indian Township School	ME	457	0	0	0	305,294
66	Hannahville Indian School	MI	731	0	0	0	488,910
67	Joseph K. Lumsden Bahweting Anishnabe School	MI	602	0	0	0	402,453
68	Bug-O-Nay-Ge Shig School	MN	1,674	0	0	0	1,118,838
69	Circle Of Life Academy	MN	774	0	0	0	517,657
70	Fond Du Lac Ojibway School	MN	1,093	0	0	0	730,915
71	Nay Ah Shing School	MN	344	0	0	0	229,751
72	Boque Chitto Elementary School	MS	246	0	0	0	164,456
73	Choctaw Central High School	MS	1,422	308	0	0	955,214
74	Conehatta Elementary School	MS	126	0	0	0	84,234
75	Red Water Elementary School	MS	288	0	0	0	192,534
76	Standing Pine Elementary School	MS	116	0	0	0	77,549
77	Tucker Elementary School	MS	102	0	0	0	68,189
78	Northern Cheyenne (Busby) Tribal Schools at Busby Montana	MT	858	0	0	0	573,812
79	Two Eagle River School	MT	429	0	0	0	287,110

Distribution of Student Transportation for School Year 2020-2021

	School Name	State	Per Day Miles	Boarding Miles Per Trip	Charter/ Commercial Costs	Annual Air Costs	Total Transportation Funds
80	Cherokee Central School	NC	1,151	0	0	0	769,689
81	Circle of Nations (Wahpeton) Indian Boarding School	ND	0	4,667	69,032	45,318	183,684
82	Dunseith Day School	ND	403	0	0	0	269,461
83	Mandaree Day School	ND	247	0	0	0	164,904
84	Ojibwa Indian School	ND	452	0	0	0	302,172
85	Standing Rock Community School	ND	1,609	0	0	0	1,075,872
86	Tate Topa Tribal School (Four Winds)	ND	592	0	0	0	395,986
87	Theodore Jamerson Elementary School	ND	75	0	0	0	50,139
88	Turtle Mt. Elem. & Middle Schoo	ND	1,560	0	0	0	1,042,674
89	Twin Buttes Day School	ND	147	0	0	0	98,493
90	White Shield School	ND	354	0	0	0	236,657
91	Alamo Navajo School	NM	348	0	0	0	232,378
92	Baca/Dlo' Ay Azhi Community School	NM	370	0	0	0	247,621
93	Beclabito Day School	NM	336	0	0	0	224,891
94	Bread Springs Day School	NM	204	0	0	0	136,646
95	Chi-Ch'il-Tah / Jones Ranch	NM	278	0	0	0	185,582
96	Ch'ooshgai (Chuska) Community School	NM	607	257	0	0	409,477
97	Crystal Boarding School	NM	279	0	0	0	186,384
98	Dibe Yazhi Habitiin Olta, Inc	NM	277	0	0	0	185,181
99	Dzilh-na-o-dith-hle Community	NM	455	183	0	0	306,768
100	Haak'u Community Academy (Sky City)	NM	175	0	0	0	116,991
101	Hanaa'dli Community School/Dormitory (Huerfano) Inc.	NM	151	0	0	0	101,167
102	Isleta Elementary School	NM	102	0	0	0	67,922
103	Jemez Day School	NM	29	0	0	0	19,300
104	Kha'p'o (Santa Clara Day School)	NM	24	0	0	0	15,774

Distribution of Student Transportation for School Year 2020-2021

	School Name	State	Per Day Miles	Boarding Miles Per Trip	Charter/ Commercial Costs	Annual Air Costs	Total Transportation Funds
105	Kinteel Residential Campus, INC	NM	0	292	0	0	4,338
106	Laguna Middle School	NM	270	0	0	0	180,501
107	Lake Valley Navajo School	NM	94	119	0	0	64,609
108	Mariano Lake Community School	NM	204	144	0	0	138,381
109	Mescalero Apache School	NM	589	0	0	0	393,980
110	Na'Neelzhiin Ji'Olta (Torreon)	NM	334	0	0	0	223,554
111	Navajo Preparatory School	NM	131	1,295	0	0	107,036
112	Nenahnezad Boarding School	NM	273	63	0	0	183,573
113	Ohkay O'Wingeh Community School	NM	49	0	0	0	32,537
114	Ojo Encino Day School	NM	400	0	0	0	267,645
115	Pine Hill Schools	NM	395	0	0	0	264,260
116	Pueblo Pintado Community School	NM	390	224	0	0	264,057
117	San Felipe Day School	NM	145	0	0	0	96,933
118	San Ildefonso Day School	NM	63	0	0	0	42,337
119	Sanostee Day School	NM	234	0	0	0	156,434
120	Santa Fe Indian School	NM	804	1,234	47,003	5,559	608,386
121	Shiprock Alternative ¹	NM					
122	Taos Day School	NM	63	0	0	0	42,117
123	T'iists'oozi' Bi'o'lta (Crownpoint Community School)	NM	559	194	0	0	376,725
124	To'haali' (Toadlena) Community School	NM	475	0	0	0	317,414
125	To'Hajiilee-He (Canoncito)	NM	506	0	0	0	338,356
126	Tse'ii'ahi' (Standing Rock) Community School	NM	320	0	0	0	213,660
127	T'Siya Elementary & Middle School (formerly Zia Day School)	NM	75	0	0	0	50,239
128	Wingate Elementary School	NM	272	193	0	0	184,705
129	Wingate High School	NM	178	1,310	0	0	138,679

Distribution of Student Transportation for School Year 2020-2021							
	School Name	State	Per Day Miles	Boarding Miles Per Trip	Charter/ Commercial Costs	Annual Air Costs	Total Transportation Funds
130	Duckwater Shoshone Elementary School	NV	35	0	0	0	23,619
131	Pyramid Lake High School	NV	2,736	0	0	0	1,829,076
132	Chickasaw Children's Village (Carter)	OK	0	1,308	0	0	19,432
133	Eufaula Dormitory	OK	0	1,255	0	0	18,644
134	Jones Academy	OK	0	8,313	0	271,486	340,984
135	Riverside Indian School	OK	0	3,785	10,417	674,472	741,119
136	Sequoyah High School	OK	451	2,481	0	0	338,141
137	Chemawa Indian School	OR	0	4,330	0	674,732	739,059
138	American Horse School	SD	728	0	0	0	486,951
139	Cheyenne-Eagle Butte School	SD	670	0	0	0	448,130
140	Crazy Horse School	SD	985	0	0	0	658,541
141	Crow Creek Reservation High School	SD	484	1,429	0	0	345,015
142	Enemy Swim Day School	SD	751	0	0	0	501,839
143	Flandreau Indian School	SD	0	6,276	0	246,723	339,960
144	Little Wound Day School	SD	1,907	0	0	0	1,274,651
145	Loneman Day School	SD	700	0	0	0	467,965
146	Lower Brule Day School	SD	262	0	0	0	175,153
147	Marty Indian School	SD	567	2,846	0	0	421,466
148	Pierre Indian Learning Center	SD	0	1,558	35,656	0	58,802
149	Pine Ridge School	SD	1,127	0	0	0	753,288
150	Porcupine Day School	SD	980	0	0	0	655,151
151	Rock Creek Day School	SD	13	0	0	0	8,470
152	Sicangu Owayawa Oti (Rosebud Dormitory)	SD	0	785	0	0	11,662
153	Sitting Bull (Little Eagle) School	SD	58	0	0	0	38,774
154	St. Francis Indian School	SD	1,138	0	0	0	761,045
155	Takini School	SD	608	0	0	0	406,247
156	Tiospa Zina Tribal School	SD	696	0	0	0	465,071

Distribution of Student Transportation for School Year 2020-2021

	School Name	State	Per Day Miles	Boarding Miles Per Trip	Charter/ Commercial Costs	Annual Air Costs	Total Transportation Funds
157	Tiospaye Topa School	SD	460	0	0	0	307,741
158	Wounded Knee School District	SD	532	0	0	0	355,386
159	Aneth Community School	UT	282	0	0	0	188,343
160	Richfield Dormitory	UT	0	1,942	39,240	0	68,090
161	Sevier Richfield	UT	52	0	0	0	34,763
162	Chief Leschi School System (Puyallup)	WA	1,086	0	0	0	726,235
163	Lummi Tribal School System	WA	840	0	0	0	561,558
164	Muckleshoot Tribal School	WA	1,451	0	0	0	970,246
165	Paschal Sherman Indian School	WA	540	1,232	0	0	379,037
166	Quileute Tribal School	WA	249	0	0	0	166,462
167	Wa He Lut Indian School	WA	735	0	0	0	491,584
168	Yakama Tribal School	WA	340	0	0	0	227,297
169	Lac Courte Oreilles Ojibwa Scho	WI	495	0	0	0	331,139
170	Menominee Tribal School	WI	557	0	0	0	372,367
171	Oneida Tribal School	WI	468	0	0	0	312,868
172	St. Stephens Indian School	WY	386	0	0	0	257,829
TOTAL			78,677	62,750	247,845	2,708,813	56,435,203

¹Shiprock Alternative funding is combined and entered under Shiprock Northwest High School.

Distribution of FACE funds for School Year 2020-2021

Distribution of Early Childhood Development funds to the 47 schools that participate in the Family and Child Education (FACE) program for preschool American Indian children and their families. The program addresses the achievement gap for Indian children primarily located on rural reservations by teaching the skills needed to begin school successfully.

Number of FACE Participants at Sites During SY 2020 -2021 (Estimates from 2019-2020)						
	Site	STATE	Adults	Children	Total Unduplicated Participants ¹	FUNDS ^{2/3}
1	Alamo Navajo Community School	NM	89	63	152	303,763
2	American Horse School	SD	31	41	72	351,763
3	Aneth Community School	UT	46	58	104	308,763
4	Atsa' Biya azh Community (Shiprock Elem.) School	NM	45	39	84	303,763
5	Baca/Dlo' Ay Azhi Community School	NM	67	64	131	319,763
6	Beclabito Day School	NM	25	24	49	333,763
7	Blackwater Community School	AZ	66	52	118	385,763
8	Bread Springs Day School	NM	53	47	100	404,763
9	Casa Blanca Day School	AZ	36	42	78	303,763
10	Chief Leschi School System (Puyallup)	WA	49	49	98	328,763
11	Cove Day School	AZ	10	10	20	343,764
12	Dunseith Day School	ND	54	60	114	308,763
13	Dzilh-Na-O-Dith-Hle Community School	NM	70	57	127	303,763
14	Enemy Swim Day School	SD	45	61	106	333,763
15	Fond Du Lac Ojibwe School	MN	60	49	109	303,763
16	Gila Crossing Day School	AZ	44	43	87	308,763
17	Greasewood Springs Community School	AZ	40	47	87	303,763
18	Hanaa'dli Coimmunity School	NM	25	28	53	303,764
19	Hannahville Indian School	MI	64	67	131	336,763
20	John F. Kennedy Day School	AZ	50	54	104	318,763
21	Kayenta Boarding School	AZ	32	42	74	328,763
22	Kha'p'o' Community School ⁴	NM	42	41	83	312,013
23	Kin Dah Lichi'l' Olta' Inc	AZ	30	33	63	303,763
24	Lac Courte Oreilles	WI	31	27	58	329,763
25	Leupp Boarding School	AZ	61	69	130	303,763
26	Little Singer Community School	AZ	82	72	154	303,763
27	Little Wound Day School	SD	70	73	143	371,763
28	Many Farms Community School, Inc.	AZ	52	61	113	345,763
29	Mariano Lake Community School	NM	28	29	57	319,263
30	Naa tsis' aan ⁴	AZ	15	14	29	0
31	Na'Neelzhiin Ji'Olta (Torreon)	NM	43	50	93	303,763
32	Nazlini Community School	AZ	32	25	57	303,763
33	Oneida Nation Schools	WI	64	70	134	320,763
34	Pearl River Elementary School	MS	48	58	106	303,300
35	Pine Hill Schools	NM	49	44	93	323,763
36	Pine Ridge School	SD	25	22	47	303,763

Number of FACE Participants at Sites During SY 2020 -2021 (Estimates from 2019-2020)						
	Site	STATE	Adults	Children	Total Unduplicated Participants ¹	FUNDS ^{2/3}
37	Pueblo Pintado Community School	NM	27	25	52	303,763
38	Rough Rock Community School	AZ	33	27	60	303,763
39	Salt River Day School	AZ	20	18	38	303,763
40	St. Francis Indian School	SD	47	40	87	314,763
41	Tate Topa Tribal School (Four Winds)	ND	54	60	114	898,763
42	Theodore Jamerson Elementary School	ND	45	51	96	313,763
43	T'iis Nazbas (Teecnospos) Community School	AZ	53	56	109	303,763
44	T'iists'oozi' bi'o'lta (Crownpoint)	NM	41	44	85	303,763
45	To'Hajiilee-He (Canoncito)	NM	48	37	85	310,263
46	Tse'ii'ahi' (Standing Rock) Community School	NM	28	37	65	327,763
47	Wingate Elementary School	NM	56	43	99	359,763
	TOTAL		2,125	2,123	4,248	15,331,887

1. The child count is from School Year 2019 – 2020. The final count for School Year 2020-2021 will not be available until June 2021.
2. Current School Year 2020 - 2021 dollar amounts include a base distribution of \$303,763 which includes a language and culture program distribution of \$8,300. Additional funding includes targeted resources to eligible schools for language and cultural enrichment initiatives and activities.
3. Additional funds were distributed to 28 FACE program sites to assist with distance learning requirements including the purchase of new technology and vehicles to conduct home visits.
4. Naa Tsis'aa is staffing up their FACE site and did not receive funds for SY 2020-2021.

Distribution of Safe and Secure Funds for School Year 2020-2021

Funding was provided in FY 2020-2021 to school programs identified as having high safety and security issues. Through training, technical assistance, and identification of safety and security needs, schools began to implement identified changes on their campuses. These schools utilize the funds provided to advance a safe learning environment for both students and staff. Additional funds were provided to support police and security services at off-reservation boarding schools with unique at-risk student populations and proximity to urban centers.

Distribution of Safe and Secure Funds for School Year 2020 - 2021					
	School Name	State	Three Year Average ADM	Three Year Average WSU	Funding
1	Dishchii'bikoh Community School	AZ	480.2	737.78	45,000
2	Hopi Jr./ Sr. High School	AZ	670.83	732.63	45,000
3	Many Farms High School	AZ	538.9	737.38	45,000
4	Salt River Day School	AZ	355.47	496.15	4,000
5	Noli School	CA	125.25	193.53	45,000
6	Sherman Indian High School	CA	355.56	1,211.83	200,000
7	Joseph K. Lumsden Bahweting Anishnabe School	MI	313.11	467.11	45,000
8	Choctaw Agency Schools	MS	2,157.58	3,426.76	139,000
9	Two Eagle River School	MT	82.65	149.17	4,000
10	Cherokee Central High School	NC	1,473.97	1,640.25	45,000
11	Circle of Nations School (Wahpeton)	ND	80.65	286.17	45,000
12	Standing Rock Community Grant School	ND	629.83	1,037.64	45,000
13	Tate Topa Tribal School (Four Winds)	ND	505.09	737.7	45,000
14	Mescalero Apache School	NM	524.18	777.51	45,000
15	Wingate Elementary School	NM	430.75	943.19	45,000
16	Wingate High School	NM	446.39	1,271.86	45,000
17	Jones Academy	OK	165.42	382.11	4,000
18	Riverside Indian School	OK	470.51	1,481.55	200,000
19	Chemawa Indian School	OR	315.91	1,046.72	200,000
20	Cheyenne-Eagle Butte School	SD	818.39	1,345.17	45,000
21	Flandreau Indian School	SD	223.54	710.3	200,000
22	Little Wound Day School	SD	726.7	1,173.74	45,000
23	Pine Ridge School	SD	755.45	1,357.43	45,000
24	St. Francis Indian School	SD	651.92	1,097.92	45,000
25	Tiospa Zina Tribal School	SD	520.35	813.04	45,000
26	Chief Leschi School System (Puyallup)	WA	636.96	944.67	45,000
27	Paschal Sherman Indian School	WA	117.28	274.3	45,000
28	Lac Courte Oreilles Ojibwa School	WI	258.96	422.02	45,000
	TOTAL				1,851,000

Employee Count by Grade

Bureau of Indian Education
Employee Count by Grade
(Total Employment)

Employee Count by Grade	2020	*2021	*2022
	Prior Year Actuals	Current Year Estimate	Budget Year Estimate
Executive Level V	0	0	0
SES	4	5	6
Subtotal	4	5	6
GS/GM -15	16	20	24
GS/GM -14	24	31	35
GS/GM -13	83	106	121
GS -12	59	75	85
GS -11	84	107	120
GS -10	2	3	4
GS - 9	27	34	39
GS - 8	2	3	3
GS - 7	25	32	36
GS - 6	12	15	17
GS - 5	48	61	69
GS - 4	0	0	0
GS - 3	2	3	3
GS - 2	0	0	0
GS - 1	0	0	0
Subtotal	384	490	556
CE / CY - 16 to 24	172	219	249
CE / CY - 9 to 15	673	860	975
CE / CY - 1 to 8	1,950	2,491	2,825
Subtotal	2,795	3,570	4,049
Other Pay Schedule Systems	56	72	82
Total employment (actuals & estimates)	3,239	4,137	4,693

* The change from 2021 to 2022 reflects continued migration of BIE reimbursable employees from BIA to BIE.

Tribal Priority Allocations by Location

FY 2021 TPA - BASE FUNDING
Dollars in Thousands (\$000)

ACTIVITY Sub Activity	GREAT PLAINS TOTAL	Flandreau Santee Sioux Tribe	Cheyenne River Sioux Tribe	Three Affiliated Tribes Of Fort Berthold	Spirit Lake Tribe	Oglala Sioux Tribe Of Pine Ridge	Rosebud Sioux Tribe	Yankton Sioux Tribe	Ponca Tribe Of Nebraska	Sisseton- Wahpeton Oyate Of The Lake Traverse Reservation	Standing Rock Sioux Tribe
ELEMENTARY & SECONDARY PROGRAMS											
Johnson-O'Malley Assistance Grants (TPA)	1,438	36	27	62	83	487	227	6	5	85	128
POST SECONDARY PROGRAMS											
Scholarships & Adult Education (TPA)	4,664	0	3	45	1	1,244	900	253		319	33
Tribal Colleges & Universities Supplements (TPA)	714			74		353	194				
TOTAL, TPA BASE FUNDING	6,816	36	30	182	83	2,084	1,321	259	5	404	160

FY 2021 TPA - BASE FUNDING
Dollars in Thousands (\$000)

ACTIVITY Sub Activity	Turtle Mountain Band Of Chippewa Indians	Trenton Indian Service Area	Omaha Tribe Of Nebraska	Santee Sioux Nation	Winnebago Tribe	Crow Creek Sioux Tribe	Lower Brule Sioux Tribe
ELEMENTARY & SECONDARY PROGRAMS							
Johnson-O'Malley Assistance Grants (TPA)	98	13	91	15	29	41	5
POST SECONDARY PROGRAMS							
Scholarships & Adult Education (TPA)	1,520			142		117	87
Tribal Colleges & Universities Supplements (TPA)	93						
TOTAL, TPA BASE FUNDING	1,711	13	91	158	29	158	92

FY 2021 TPA - BASE FUNDING
Dollars in Thousands (\$000)

ACTIVITY Sub Activity	SOUTHERN PLAINS TOTAL	Iowa Tribe Of Kansas & Nebraska	Prairie Band Of Potawatomi Of Kansas	Cheyenne and Arapaho Tribes Of Oklahoma	ANADARKO AGENCY	Wichita And Affiliated Tribes Of Oklahoma	Caddo Nation Of Oklahoma	Comanche Nation, Oklahoma	Apache Tribe Of Oklahoma	Kiowa Indian Tribe Of Oklahoma	Otoe- Missouria Tribe Of Oklahoma	Pawnee Nation Of Oklahoma	Iowa Tribe Of Oklahoma
ELEMENTARY & SECONDARY PROGRAMS													
Johnson-O'Malley Assistance Grants (TPA)	254	9	15	155		14				6	22	23	8
POST SECONDARY PROGRAMS													
Scholarships & Adult Education (TPA)	3,247			513	205	186	321	818	204	789	142	8	61
TOTAL, TPA BASE FUNDING	3,501	9	15	668	205	200	321	818	204	795	164	31	69

FY 2021 TPA - BASE FUNDING
Dollars in Thousands (\$000)

ACTIVITY Sub Activity	ROCKY MOUNTAIN TOTAL	Blackfeet Tribe	Crow Tribe	Fort Belknap Community Council	Assiniboine and Sioux Tribes - Fort Peck	Northern Cheyenne Tribe, Inc.	WIND RIVER AGENCY	Wind River Inter-Tribal Council	Arapahoe Tribe Of Wind River	Eastern Shoshone Tribe
ELEMENTARY & SECONDARY PROGRAMS										
Johnson-O'Malley Assistance Grants (TPA)	796	187	137	68	142	85	0	7	84	85
POST SECONDARY PROGRAMS										
Scholarships & Adult Education (TPA)	2,429	575	442	3	414	521			264	210
Tribal Colleges & Universities Supplements (TPA)	359					359				
TOTAL, TPA BASE FUNDING	3,584	763	580	71	556	965	0	7	347	294

FY 2021 TPA - BASE FUNDING
Dollars in Thousands (\$000)

ACTIVITY Sub Activity	WEST-CENTRAL AGENCY TOTAL	SUPERINTENDENT, WEST-CENTRAL ALASKA AGENCY	Native Village Of Akhiok	Chickaloon Native Village	Native Village Of Kluti-Kaah	Gulkana Village	Village Of Old Harbor	Native Village Of Port Lions	Qagan Tayagungin Tribe	Traditional Village Of Togiak	Kodiak Tribal Council	Veldez Native Association
ELEMENTARY & SECONDARY PROGRAMS												
Johnson-O'Malley Assistance Grants (TPA)	398	320	2	29	9	4	0	4			29	1
POST SECONDARY PROGRAMS												
Scholarships & Adult Education (TPA)	387	253	11		22	8	40	23	27	2		
TOTAL, TPA BASE FUNDING	785	573	13	29	31	12	40	27	27	2	29	1

FY 2021 TPA - BASE FUNDING
Dollars in Thousands (\$000)

ACTIVITY Sub Activity	BETHEL AGENCY TOTAL	Village Of Aniak	Village of Chefornak	Native Village Of Hooper Bay	Village Of Kalskag	Native Village Of Kongiganak	Native Village of Kwigillingok	Lime Village	Native Village Of Marshall	Native Village Of Mountain Village	Native Village Of Goodnews Bay	Newtok Traditional Council	Native Village Of Nunapitchuk
ELEMENTARY & SECONDARY PROGRAMS													
Johnson-O'Malley Assistance Grants (TPA)	148	26	8	13	7	8	2		10	0	7	9	4
POST SECONDARY PROGRAMS													
Scholarships & Adult Education (TPA)	4	0					0	3		0			0
TOTAL, TPA BASE FUNDING	152	26	8	13	7	8	2	3	10	1	7	9	4

FY 2021 TPA - BASE FUNDING
Dollars in Thousands (\$000)

ACTIVITY Sub Activity	Ohagamiut	Native Village Of Russian Mission	Algaaciq Native Village (St. Mary's)	Native Village Toksook Bay	Native Village Of Tununak	Umkumiute Native Village	Native Village Of Chuathbaluk
ELEMENTARY & SECONDARY PROGRAMS							
Johnson-O'Malley Assistance Grants (TPA)	9	10	9	17	4	1	5
POST SECONDARY PROGRAMS							
Scholarships & Adult Education (TPA)		0	1	0			
TOTAL, TPA BASE FUNDING	9	10	10	17	4	1	5

FY 2021 TPA - BASE FUNDING
Dollars in Thousands (\$000)

ACTIVITY Sub Activity	FAIRBANKS AGENCY TOTAL	SUPERINTENDENT, FAIRBANKS AGENCY	Village Of Anaktuvuk Pass	Atqasuk Village (Atkasook)	Chalkyitsik Village	Organized Village Of Grayling	Mcgrath Native Village	Northway Village	Native Village Of Point Hope	Rampart Village	Native Village Of Tetlin	Healy Lake Village	Fairbanks Native Association, Inc.
ELEMENTARY & SECONDARY PROGRAMS													
Johnson-O'Malley Assistance Grants (TPA)	252	193				6	10	9	1	3	6	0	25
POST SECONDARY PROGRAMS													
Scholarships & Adult Education (TPA)	59	32	3	18	3					0		2	
TOTAL, TPA BASE FUNDING	310	225	3	18	3	6	10	9	1	3	6	2	25

FY 2021 TPA - BASE FUNDING
Dollars in Thousands (\$000)

ACTIVITY Sub Activity	NOME AGENCY TOTAL	Native Village Of Kiana	Native Village Of Noatak	Native Village Of Selawik	Native Village Of Unalakleet (Ira)
ELEMENTARY & SECONDARY PROGRAMS					
Johnson-O'Malley Assistance Grants (TPA)	33	12			21
POST SECONDARY PROGRAMS					
Scholarships & Adult Education (TPA)	37	0	21	16	
TOTAL, TPA BASE FUNDING	70	12	21	16	21

FY 2021 TPA - BASE FUNDING
Dollars in Thousands (\$000)

ACTIVITY Sub Activity	SOUTHEAST AGENCY	Angoon Community Association (Ira)	Douglas Indian Association (Ira)
ELEMENTARY & SECONDARY PROGRAMS			
Johnson-O'Malley Assistance Grants (TPA)	19	1	18
POST SECONDARY PROGRAMS			
Scholarships & Adult Education (TPA)	2	0	2
TOTAL, TPA BASE FUNDING	21	1	20

FY 2021 TPA - BASE FUNDING
Dollars in Thousands (\$000)

ACTIVITY Sub Activity	MIDWEST TOTAL	Sac & Fox Tribe Of Mississippi In Iowa	Minnesota Chippewa Tribe	Bad River Band Of Chippewa Indians	Lac Courte Oreilles	Lac Du Flambeau Chippewa	Red Cliff Band Of Chippewa	Upper Sioux Indian Community	Lower Sioux Indian Community	Shakopee Mdewakanton Sioux Community	Menominee Indian Tribe Of Wisconsin	Hannahville Indian Community
ELEMENTARY & SECONDARY PROGRAMS												
Johnson-O'Malley Assistance Grants (TPA)	668	38	270	45	79	52	1	8	11	14	134	15
POST SECONDARY PROGRAMS												
Scholarships & Adult Education (TPA)	664					186					478	
TOTAL, TPA BASE FUNDING	1,332	38	270	45	79	239	1	8	11	14	612	15

FY 2021 TPA - BASE FUNDING
Dollars in Thousands (\$000)

ACTIVITY Sub Activity	EASTERN OKLAHOMA TOTAL	Ottawa Tribe Of Oklahoma	Peoria Tribe Of Indians Of Oklahoma	Muscogee (Creek) Nation, Oklahoma	Seminole Nation Of Oklahoma
ELEMENTARY & SECONDARY PROGRAMS					
Johnson-O'Malley Assistance Grants (TPA)	953			830	123
POST SECONDARY PROGRAMS					
Scholarships & Adult Education (TPA)	548	21	62		465
TOTAL, TPA BASE FUNDING	1,501	21	62	830	588

FY 2021 TPA - BASE FUNDING
Dollars in Thousands (\$000)

ACTIVITY Sub Activity	WESTERN TOTAL	Colorado River Indian Tribes	White Mountain Apache Tribe	Tohono O'odham Nation Of Arizona	Pascua Yaqui Tribe Of Arizona	San Carlos Apache Tribe	Fallon Paiute- Shoshone Tribe	Fort McDermott Paiute- Shoshone Tribe	Lovelock Paiute Tribe	Pyramid Lake Paiute Tribe	Reno-Sparks Indian Colony
ELEMENTARY & SECONDARY PROGRAMS											
Johnson-O'Malley Assistance Grants (TPA)	922	55	261	141	151	1	25	1	2	38	24
POST SECONDARY PROGRAMS											
Scholarships & Adult Education (TPA)	2,672	147	414	843		868			1		
Tribal Colleges & Universities Supplements (TPA)	146			146							
TOTAL, TPA BASE FUNDING	3,740	201	675	1,131	151	869	25	1	2	38	24

FY 2021 TPA - BASE FUNDING
Dollars in Thousands (\$000)

ACTIVITY Sub Activity	Summit Lake Paiute Tribe	Walker River Paiute Tribe	Yerington Paiute Tribe	Yomba Shoshone Tribe	Skull Valley Band Of Goshute Tribe	Ute Indian Tribe Of The Uintah And Ouray Reservation	Cocopah Indian Tribe	Quechan Tribe Of the Fort Yuma Indian Reservation	Te-Moak Tribe Of Western Shoshone	Hopi Tribe Of Arizona	SUPERINTEN DENT, SOUTHERN PAIUTE AGENCY
ELEMENTARY & SECONDARY PROGRAMS											
Johnson-O'Malley Assistance Grants (TPA)		25	17	2		76	17	49	27	10	
POST SECONDARY PROGRAMS											
Scholarships & Adult Education (TPA)	9		104		2	66	12	62	110		34
Tribal Colleges & Universities Supplements (TPA)											
TOTAL, TPA BASE FUNDING	9	25	121	2	2	142	29	111	137	10	34

FY 2021 TPA - BASE FUNDING
Dollars in Thousands (\$000)

ACTIVITY Sub Activity	PACIFIC TOTAL	SUPERINTENDENT, NORTHERN CALIFORNIA AGENCY	Pauma Band Of Luiseno Mission Indians	Santa Ynez Band Of Chumash Mission Indians
ELEMENTARY & SECONDARY PROGRAMS				
Johnson-O'Malley Assistance Grants (TPA)	9		7	2
POST SECONDARY PROGRAMS				
Scholarships & Adult Education (TPA)	7	7		
TOTAL, TPA BASE FUNDING	16	7	7	2

FY 2021 TPA - BASE FUNDING
Dollars in Thousands (\$000)

ACTIVITY Sub Activity	SOUTHWEST AGENCY	Pueblo Of Acoma	Pueblo Of Isleta	Pueblo Of Sandia	Pueblo Of Santa Ana	Pueblo Of Santo Domingo	Pueblo Of Zia	Pueblo Of Laguna	SUPERINTENDENT, NORTHERN PUEBLOS AGENCY	Pueblo Of Nambe	Southern Ute Tribe	Ute Mountain Tribe
ELEMENTARY & SECONDARY PROGRAMS												
Johnson-O'Malley Assistance Grants (TPA)	514	73	59	0	27	80	20	43			19	42
POST SECONDARY PROGRAMS												
Scholarships & Adult Education (TPA)	1,551	131	121	4	44	155	76		86	40	68	122
TOTAL, TPA BASE FUNDING	2,065	204	181	5	71	235	96	43	86	40	87	164

FY 2021 TPA - BASE FUNDING
Dollars in Thousands (\$000)

ACTIVITY Sub Activity	Jicarilla Apache Nation	Mescalero Apache Tribe	Ramah Navajo School Board
ELEMENTARY & SECONDARY PROGRAMS			
Johnson-O'Malley Assistance Grants (TPA)	64	84	3
POST SECONDARY PROGRAMS			
Scholarships & Adult Education (TPA)	270	76	357
TOTAL, TPA BASE FUNDING	334	159	360

FY 2021 TPA - BASE FUNDING
Dollars in Thousands (\$000)

ACTIVITY Sub Activity	NAVAJO TOTAL	Navajo Nation
ELEMENTARY & SECONDARY PROGRAMS		
Johnson-O'Malley Assistance Grants (TPA)	3,844	3,844
POST SECONDARY PROGRAMS		
Scholarships & Adult Education (TPA)	13,495	13,495
TOTAL, TPA BASE FUNDING	17,340	17,340

FY 2021 TPA - BASE FUNDING
Dollars in Thousands (\$000)

ACTIVITY Sub Activity	NORTHWEST TOTAL	Klamath Tribes, Oregon	Confederated Tribes Of Coos, Lower Umpqua And Siuslaw Indians	Cow Creek Government Offices	Conferated Tribes Of the Colville Reservation	Shoshone- Bannock Tribes Inc.	Northwestern Band Of Shoshoni Nation	Coeur D' Alene Tribe of the Coeur D' Alene Reservation	Nez Perce Tribal Executive Committee	Confederated Tribes Of The Chehalis Reservation	Hoh Indian Tribe
ELEMENTARY & SECONDARY PROGRAMS											
Johnson-O'Malley Assistance Grants (TPA)	563		0		91	77		18	7	14	
POST SECONDARY PROGRAMS											
Scholarships & Adult Education (TPA)	1,430	29	1	1	329	15	61	9	365	22	13
TOTAL, TPA BASE FUNDING	1,994	29	1	1	420	92	61	28	373	36	13

FY 2021 TPA - BASE FUNDING
Dollars in Thousands (\$000)

ACTIVITY Sub Activity	Quileute Tribe	SUPERINTENDENT, UMATILLA AGENCY	Klamath Tribes, Oregon	Burns-Paiute Tribe of the Burns Paiute Indian Colony	Confederated Tribes Of The Warm Springs Reservation, Tribal Council	Nooksack Indian Tribal Council	Puyallup Tribal Council	Upper Skagit Indian Tribe Of Washington	Samish Indian Tribe, Washington	Yakama Nation	SUPERINTENDENT, SPOKANE AGENCY
ELEMENTARY & SECONDARY PROGRAMS											
Johnson-O'Malley Assistance Grants (TPA)	16			9	89	19		5		191	22
POST SECONDARY PROGRAMS											
Scholarships & Adult Education (TPA)	40	1	4	36	13	25	43	21	0	402	
TOTAL, TPA BASE FUNDING	56	1	4	44	102	44	43	26	0	593	22

FY 2021 TPA - BASE FUNDING
Dollars in Thousands (\$000)

ACTIVITY Sub Activity	Spokane Tribe	Kalispel Indian Community
ELEMENTARY & SECONDARY PROGRAMS		
Johnson-O'Malley Assistance Grants (TPA)	1	4
POST SECONDARY PROGRAMS		
Scholarships & Adult Education (TPA)	0	
TOTAL, TPA BASE FUNDING	1	4

FY 2021 TPA - BASE FUNDING
Dollars in Thousands (\$000)

ACTIVITY Sub Activity	EASTERN TOTAL	REGIONAL DIRECTOR, EASTERN REGION	Passamaquoddy Tribe - Indian Township Reservation	Miccosukee Tribe Of Indians	Narragansett Indian Tribe	Aroostook Band Of Micmacs Indians of Maine	Mashpee Wampanoag Tribe	Coushatta Tribe Of Louisiana	Shinnecock Indian Nation of Southampton	Seneca Nation Of New York	Onondaga Nation Of New York
ELEMENTARY & SECONDARY PROGRAMS											
Johnson-O'Malley Assistance Grants (TPA)	483		4		46	23		0		167	1
POST SECONDARY PROGRAMS											
Scholarships & Adult Education (TPA)	934	0	0	0	23		2	76	0	136	0
TOTAL, TPA BASE FUNDING	1,417	0	4	0	68	23	2	77	0	303	1

FY 2021 TPA - BASE FUNDING
Dollars in Thousands (\$000)

ACTIVITY Sub Activity	St. Regis Mohawk Tribe	SUPERINTENDENT, NEW YORK AGENCY	Seminole Tribe of Florida	Mississippi Band Of Choctaw Indians
ELEMENTARY & SECONDARY PROGRAMS				
Johnson-O'Malley Assistance Grants (TPA)	121		88	33
POST SECONDARY PROGRAMS				
Scholarships & Adult Education (TPA)	104	65	145	381
TOTAL, TPA BASE FUNDING	225	65	233	413

Program Descriptions Table

Bureau of Indian Education FY 2022 Program Descriptions

Func. Area	Title	Description
OPERATION OF INDIAN EDUCATION PROGRAMS		
	BUREAU OF INDIAN EDUCATION	Education is critical to ensuring a viable and prosperous future for Tribal communities and supports the Department's effort to serve these communities. The BIE serves approximately 45,000 students in 183 schools and dormitories located in 23 states. BIE operates two colleges at the post-secondary level, administers grants for 27 Tribally operated colleges, and funds two Tribal technical colleges.
	<i>Elementary and Secondary (forward funded)</i>	
A0E30	ISEP Formula Funds	The ISEP formula funds serve as the primary funding source for educational programs at BIE-funded elementary and secondary schools. These funds are the single largest component of BIE funding and are provided directly to schools. Funds cover the majority of the costs of running elementary and secondary education programs including teacher and administrative salaries, basic instruction, gifted and talented programs, residential programs, food services, and summer programs.
A0E31	ISEP Program Adjustments	The ISEP Program Adjustments funding enables BIE-funded schools to respond to specific findings of need or deficiencies.
A0E43	Education Program Enhancements	The Education Program Enhancement subactivity enables BIE to provide services and necessary resources to meet the unique needs and priorities of individual tribes and their schools.
A0E47	Tribal Education Departments	This program aims to build the capacity of Tribal Education Departments (TEDs) so they can coordinate educational services within reservations to serve all Tribal members better. The program creates opportunities to strengthen TED's engagement with other school systems operating within Tribal reservations. The program works to strengthen the management and oversight of the education programs, including BIE-funded schools, school operations, adult education, scholarships, and other programs funded by the Tribe and other Federal agencies under their jurisdiction. The first step for many tribes is adopting and updating Tribal education codes to align a Tribal education vision with policy. The goal is to prioritize tribes with more than three BIE-funded schools on their reservation to establish a Tribally managed school system.
A0E32	Student Transportation	The BIE Transportation funds are used to pay for bus leases, fuel, maintenance, vehicle replacement, driver salaries, and staff training for bus drivers and transportation managers. In addition, BIE Transportation funds also cover the commercial costs of transporting students to boarding schools within the BIE school system at the beginning and end of each school year; some students are provided an additional round trip home at mid-year.
A0E33	Early Childhood and Family Development	The program offers support for Family and Child Education (FACE) sites and early childhood activities. Funds assist tribes in addressing the achievement gap for Indian children up to five years of age primarily located on rural reservations by teaching preschoolers and their families the skills needed to begin school. In addition, the preschool program will provide school readiness for standard-based kindergarten and establish parent engagement between home and school.

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A0E34	Tribal Grant Support Costs	Tribal Grant Support Costs are designed to ensure that BIE provides the necessary administrative costs that accompany the operation and management of Tribally controlled elementary or secondary educational programs. Tribes operating BIE-funded schools use these funds to cover the overhead costs of running a school, meet legal requirements, and carry out support functions that BIE would otherwise provide directly.
<i>Elementary/Secondary Programs</i>		
A0E35	Facilities Operations	Schools are operated and maintained to ensure their continued safety and usefulness for educational purposes. The program funds operational expenses for educational facilities at BIE-funded schools and dorms it has in the school system. The everyday costs of operating BIE-funded schools are electricity, heating fuels, communications, grounds maintenance, vehicle rental (excluding school buses), refuse collection, custodial services, pest control, water, sewer service, fire/intrusion monitoring, and operations program administration.
A0E45	Facilities Maintenance	Funds requested for Facilities Maintenance will be used to conduct preventive, routine cyclic, and unscheduled maintenance for all school buildings, equipment, utility systems, and ground structures.
A0E37	Juvenile Detention Center Education	The Juvenile Detention Education program is designed to meet the education and health-related needs of American Indian and Alaska Native youth detained or incarcerated in BIA-funded juvenile detention centers for an extended period of time. This subactivity coordinates with the student's home, Indian Health Service, and the Office of Tribal Justice Support to allow for the continuous education of the student in the core subjects of math and language arts during the student's absence from school.
A0E90	Johnson-O'Malley Assistance Grants (TPA)	The majority of American Indian and Alaska Native students attend public schools. JOM grants provide these students with resources that help them stay in school and increase their chances of success. Typically, these funds offer remedial instruction, counseling, and cultural programs and cover small but important needs such as school supplies and items that enable recipients to participate in curricular and extra-curricular programs.
<i>Post Secondary Programs (forward funded)</i>		
A0E38	Haskell and SIPI (forward funded)	The BIE's two directly operated post-secondary institutions serve Indian students from federally recognized tribes throughout the country. Haskell and SIPI utilize these funds to pay for administrative, instructional, dormitory, and other support staff and supplies, materials, textbooks, and food. Haskell and SIPI also use these funds to provide residential, athletic, and other student support services. In addition to funding from the BIE, Haskell and SIPI are eligible for Department of Education funds (both individual student funds and institutional funds), U.S. Department of Agriculture funding, and competitive grants from Federal, public, and private agencies.

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A0E44	Tribal Colleges and Universities (forward funded)	The Tribal Colleges and Universities address the needs of some of the most economically depressed regions in Indian Country. The colleges are primarily located on remote reservations and serve American Indian communities with limited access to other post-secondary institutions. Chartered by Tribal governing bodies and governed by local boards of regents, TCUs are predominantly two-year institutions that successfully overcome longstanding barriers to Indian higher education. The Tribal colleges strictly adhere to the standards of mainstream accreditation associations.
A0E48	Tribal Technical Colleges (Forward Funded)	Tribal Technical Colleges (forward funded) program provides funding for United Tribes Technical College (UTTC) and Navajo Technical University (NTU). The program supports core functions (e.g., classroom instruction and school operations) at the two colleges partially funded by BIE. Tribal technical colleges provide resources and facilities to teach community members the skills they need to succeed in the workforce and overcome barriers to Indian higher education while supporting economic development on their reservations.
<i>Post Secondary Programs</i>		
A0E92	Tribal Colleges & Universities Supplements (TPA)	Tribes may choose to direct Tribal Priority Allocations (TPA) funds to supplement the operation of their TCUs. Funds are used for policy development, curriculum additions, and general program operations designed to meet the specific needs of their community members.
A0E93	Scholarships and Adult Education (TPA)	The Scholarships and Adult Education program addresses Indian Education's objectives to : 1) improve communities' quality of life by developing economies, 2) improve the success of students at each educational level by providing financial assistance for eligible students, and 3) increase students engagement with Science, Technology, Engineering, and Mathematics (STEM) related initiatives. The program further supports the commitment to expand educational opportunities for students.
A0E40	Special Higher Education Scholarships	The Special Higher Education Scholarships Program (SHEP) supports the BIE's goals for education through supplemental financial assistance to Indian students for graduate-level study. Emphasis is placed on students pursuing law, education, medicine, natural resources, engineering, business administration, and social work. The Loan for Service Program is designed to provide financial assistance through loans to eligible Native American degree candidates who seek employment with BIE, BIA, or a federally recognized Tribe upon graduation. A "service payback" (employment) agreement allows recipients to agree to work for BIE, BIA, or federally recognized Tribe to repay their loans. Each academic year of funding requires one year of service. The program is designed to bring professionals to Native communities.
A0E46	Science Post Graduate Scholarship Fund	The Science Post-Graduate Scholarship Fund (SPGSF) program provides funding and awards for post-secondary and post-graduate-level fellowships and training opportunities. These awards are provided in science, technology, engineering, and mathematics (STEM), such as agricultural, geological, biological, life sciences, computing, communications, networking, information technology, and biomedical programs.

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<i>Education Management</i>		
A0E50	Education Program Management	The BIE manages a school system that serves approximately 45,000 elementary and secondary students, two post-secondary institutions and expects to provide grants and technical assistance to 27 TCUs and two Tribal technical colleges in FY 2023. Education Program Management (EPM) provides oversight of the Headquarters office in Washington, D.C., BIE Albuquerque Center, ADD offices, and a field organization of fifteen Education Resource Centers (ERC). Central management provides policy direction and exercises line authority over ERC and two BIE funded post-secondary institutions. In addition, BIE management provides oversight to local on-reservation day and boarding schools, off-reservation residential schools, and peripheral dormitories housing students attending public schools. Leadership and support services carried out by BIE EPM staff includes: data collection, analysis, reporting, coordinated fiscal management, risk assessments with corrective actions, targeted monitoring activities, major fiscal repairs, technical assistance, budget execution and formulation, and financial and accounting functions.
A0E41	Education IT	The BIE information technology (IT) requirements encompass the multiple and varied needs of students, administrators, teachers, and Headquarters staff. This program funds BIE IT infrastructure, including the Educational Native American Network (ENAN), which provides the technical infrastructure that connects BIE locations and the Internet and the Native American Student Information System (NASIS), a web-based application for BIE data collection and analysis. The program also addresses the increasing need for bandwidth and support of high-cost special fiber construction efforts, as well as the increasing monthly circuit costs for schools in remote locations. In addition, the program supports distant learning by enhancing BIE educational technology in deploying a standard Learning Management System (LMS) across BIE-operated schools and ensuring students have functional laptops and equipment to obtain a Wi-Fi signal.
CONSTRUCTION		
EDUCATION CONSTRUCTION		
		The Education Construction program provides safe, functional, energy-efficient, and universally accessible facilities through improvements and repairs to Indian schools. Approximately 45,000 Indian students, including 1,500 resident-only boarders, attend the 183 BIE-funded schools and dormitories in Indian communities located in 23 states. The Education Construction program supports education goals by rehabilitating reservation schools to provide an environment conducive to quality educational achievement and improved opportunities for Indian students.
A1112	Replacement School Construction	The Replacement School Construction program replaces entire school campuses in poor condition prioritized on a school replacement list.
A1116	Replacement Facility Construction	Funds used to replace individual facilities on school campuses when replacing the entire school are not warranted.
A1110	Replacement/New Employee Housing	This program addresses the need and availability of adequate housing, an essential component for the recruitment and retention of BIE teachers.

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A1113	Employee Housing Repair	The Employee Housing Repair program funds site level and major repairs along with remediation of health and safety deficiencies and complies with the Department of the Interior’s commitment to providing Federal employees with living quarters that are safe, functional, energy-efficient, and cost-effective. The program includes space reduction goals to eliminate uninhabitable or excess units.
A1114	Facilities Improvement and Repair (FI&R)	Funds are used to improve the safety and functionality of facilities for the program’s customers. The BIE seeks to maximize the use of existing educational facilities by improving or rehabilitating these facilities in place of new construction.
A1111	Tribal Colleges FI&R	Funds are provided to address significant unfunded facilities improvement and repairs at Tribal Colleges and Universities (TCUs).

Section 403 Compliance

Compliance with Section 403

Section 403 of Pub.L. 116-260, Consolidated Appropriations Act, 2021, includes a requirement for disclosure of program assessments used to support Government-wide, departmental, or agency initiatives or general operations. The general provision states:

SEC. 403. The amount and basis of estimated overhead charges, deductions, reserves or holdbacks, including working capital fund and cost pool charges, from programs, projects, activities and subactivities to support government-wide, departmental, agency, or bureau administrative functions or headquarters, regional, or central operations shall be presented in annual budget justifications and subject to approval by the Committees on Appropriations of the House of Representatives and the Senate. Changes to such estimates shall be presented to the Committees on Appropriations for approval.

Burden Rate on Reimbursable Contract and Agreements

The Office of Management and Budget (OMB) Circular A-25 and the Statement of Federal Financial Accounting Standards (SFFAS) No. 4 require Federal agencies to assess a burden rate (user charge) on reimbursable contracts and agreements, where agencies act in the capacity of a service provider. Beginning in FY 2007, Indian Affairs initiated the inclusion of a burden rate to be applied to all new reimbursable agreements initiated in FY 2007 and thereafter. The rate for each new fiscal year is re-calculated and re-issued prior to the start of the new fiscal year.

Agreements requiring application of a burden assessment rate include all reimbursable agreements, with certain exceptions, between Indian Affairs (IA) and other Federal agencies, State and local governments, the public, and other Department of the Interior agencies. Exceptions to the policy include reimbursable agreements that result in compacts, contracts, and grants awarded pursuant to 25 USC 5301 et seq. (Pub.L. 93-638 the Indian Self Determination and Education Assistance Act), and reimbursable agreements received under the authority of 25 U.S.C. 318a (Pub.L 70-520 The Federal Highway Act), as amended by 23 U.S.C. 202 (Pub.L. 112-141 Moving Ahead for Progress in the 21st Century Act and Pub.L.114-94 Fixing America's Surface Transportation Act of 2015). In addition, the burden rate does not apply to authority received from the Department of Education for programs operated through the Bureau of Indian Education (BIE) and to grants awarded to BIE by other Federal agencies or State institutions to support BIE programs, and funds received by BIE from State agencies for the administration of the Food Services Program. All funds received from a Tribal government are also exempt from the burden assessment.

Furthermore, the burden rate does not apply to Intra-agency/Inter-agency Personnel Agreements established to detail an IA employee to another Federal, State, local or Tribal government, nor does it apply to emergency supplemental agreements and Wildfire Management-Fire Suppression reimbursements. Finally, construction agreements for the benefit of a Tribe/school, cost shared administrative support agreements, travel expenses or award payments to an IA employee are exempt from the burden rate assessment as well as TAAMS related efforts, i.e., trainings, program enhancements, program support.

Program Assessments

In FY 2022, IA may assess no more than 1.5 percent to programs within the Operation of Indian Programs and Operation of Indian Education Programs accounts for certain administrative costs that support emergent, unfunded government-wide, departmental, and IA efforts performed at regional or central offices such as direct lease shortfalls, union representation/labor relations, ethics program support, and common use charges.

Department of the Interior Working Capital Fund Charges and Deductions

The following table summarizes data for collections paid to the Department under the Working Capital Fund (WCF) centralized and direct billings.

WORKING CAPITAL FUND BILLING						
FY 2022 President's Budget						
BUREAU OF INDIAN AFFAIRS						
(\$ in thousands)						
Activity	2021 Estimate*			2022 Estimate*		
	Central	Direct	TOTAL	Central	Direct	TOTAL
OS Shared Services	2,706.5	1,317.3	4,024.0	2,557.8	1,317.4	3,875.2
OS Activities	6,804.2	3,107.7	9,911.9	6,302.2	3,110.1	9,412.3
IT Shared Services	6,440.4	8,784.7	15,225.1	5,980.7	8,500.1	14,480.8
Interior Business Center	2,930.4	2,785.6	5,716.0	2,860.5	3,121.1	5,981.6
TOTAL, WCF Billing**	18,881.5	15,995.3	34,877.0	17,701.2	16,048.7	33,749.9

*Includes estimates for both Indian Affairs and the Bureau of Indian Education

**Numbers may not add due to rounding.