

ALASKA LEGISLATURE SPECIAL COMMITTEE / SUBJECT FILE 8672
1774.10 SCOMM 71: SEN. SPEC. COMM. / JNT. COMM. SCHOOL PERFORMANCE 1988-90

requirement. The actual obligation of funds could not take place until after July 19th, because regulations implementing the newly reauthorized program were not final until that date -- due, in part, to the delayed effective date provisions of the General Education Provisions Act.

Other Department of Education Programs

In addition to the programs authorized by the Indian Education Act, the Department of Education administers many other programs that provide educational services to Indians. Indian students participate in most of these programs on the same basis as the rest of the population -- that is, to the extent that they meet eligibility criteria related to educational need. The programs are generally targeted to public schools and include, for example, the Chapter 2 block grant, the Drug-Free Schools State Grant program, Education for Homeless Children and Youth, Bilingual Education, Magnet Schools Assistance, Migrant Education, the Chapter 1 LEA Grants program, many of the Special Education programs for the handicapped, and a host of small discretionary programs.

In addition, several of the Department's programs contain set-asides of funds specifically for Indians -- usually those attending Bureau of Indian Affairs Schools. In accordance with your request, we are providing the Committee with detailed descriptions of these programs, including budgetary and organizational information. These include Vocational Education, Compensatory Education programs authorized by Chapter 1, Mathematics and Science Education, Library Programs, Drug-Free Schools and Communities, Education of the Handicapped Act-Part B, and Programs for Handicapped Infants and Toddlers. In addition, many public schools enrolling Indian students receive funding from the Impact Aid program.

In March of this year, the Office of Indian Education began a new coordination effort by holding a two-day conference to share information among OIE staff, coordinators or directors of State Indian education programs, managers of "set-aside programs" for Indians, and directors of the Indian Education Regional Resource Centers. Because the Office is newly authorized to coordinate the development of policies and practices for all Department programs serving Indians, we have created a new staff position to aid coordination of policy development among those programs.

Additionally, staff of OIE are working with an informal interagency committee to conduct a policy review of each agency's Indian programs, and they also have membership on the White House Task Force on Indian Affairs, which meets monthly. The Task Force is chaired by Mary McClure, Special Assistant to the President for Indian Affairs.

Director of the Office of Indian Education

The remaining issues raised in your letters concern the administration of the Office of Indian Education -- namely, appointment of a director for the office, filling other staff positions, and implementing new statutory provisions that require the application of Indian preference.

The Director of the Office of Indian Education is a career position in the Senior Executive Service. Following the death of the previous director, Mr. John Sam, the Department advertised the position and evaluated the applications in accordance with Office of Personnel Management procedures. Next, as required by the Indian Education Act, a list of qualified applicants was submitted to the National Advisory Council on Indian Education, which, in turn, gave the Department its recommendations. I personally interviewed each candidate and submitted my recommendation to the Secretary. At this point we received a number of allegations concerning some of the candidates. These

allegations were turned over to the Department's Office of Inspector General for investigation. The hiring procedures have been suspended until the investigations are complete. Secretary Cavazos and I are quite anxious to have this position filled, and we are working diligently toward that end.

Staffing the Office of Indian Education

On the matter of fully staffing the Office of Indian Education, we are moving ahead and expect to have choices made on several newly created mid-level management positions next month. Selection certificates were submitted to us on Tuesday, October 24th. There were eligible Indian applicants for each vacancy.

Indian Preference

As you know, the reauthorized Indian Education Act of 1988 requires the Department to apply Indian preference in filling all positions in the Office of Indian Education. It also requires that non-Indian members of the staff be given a one-time preference when they apply for positions outside the office. Because we have had no previous experience in implementing such preferences and because the legal ramifications are complicated, it has taken a while to develop the policies and procedures to implement the new requirements. However, we have done that and are currently applying the preference policies in filling all the vacancies.

On a personal note, Mr. Chairman, two years ago the Department of Education was very fortunate to hire Mr. John Sam as Director of the Office of Indian Education. Mr. Sam brought to that position a wealth of experience and talent, as well as a deep and personal understanding of the educational needs of Indian children and adults. Because he believed that the office was not administratively organized to produce the best possible delivery of services, Mr. Sam proposed a new organizational structure. Among other things, that new

structure created several badly needed mid-level management positions that will help put the office on a sounder management footing and will provide opportunities for professional growth among Office of Indian Education employees. Although John died before he was able to hire new staff, it is his reorganization that we are implementing, and the positions for that reorganization that we are in the process of filling.

Commitment of the Secretary

Mr. Chairman, I would like to close by assuring you that Secretary Cavazos has placed the improvement of educational opportunities for Indian students high on his list of priorities. In fact, soon after becoming Secretary, he and Interior Secretary Lujan travelled West together to visit schools attended by Indian children. Secretary Cavazos returned convinced that a tremendous amount of work and commitment is necessary if we are to improve learning conditions for these children. He is also convinced that cooperation between our two agencies is essential. We believe we are establishing a good record of cooperation and coordination with the Department of the Interior's Bureau of Indian Affairs. We have negotiated memoranda of agreement to transfer funds under the Drug-Free Schools Act, Chapter 1, and other programs to bring the benefits of these programs to children attending BIA and contract schools. The Office of Indian Education has been working closely with the Office of Indian Education Programs at the BIA, and this year, for the first time as required under new provisions in our reauthorized legislation, we have transferred \$2.6 million to BIA schools for supplemental services under subpart 1 of the Indian Education Act. We are also making every effort to back up these dollars with technical assistance services from our staff and our five regional resource centers.

Mr. Chairman, I have given you an overview of programs within the Department of Education that benefit Indian children, and I have tried to address each one of the concerns of the Committee as stated in your letters to Secretary Cavazos. My colleagues and I will be happy to answer any questions you may have.

Indian Education Act Subpart 1 Program

Program Title: Formula Grants to Local Educational Agencies

FY 1989 Appropriation: \$49,248,000

FY 1990 Budget Request: \$49,248,000

FY 1990 Appropriation: \$51,541,000

Program Purpose: To support supplemental elementary and secondary education projects designed to meet the special educational and culturally related academic needs of Indian students in public schools, tribal schools and, beginning in FY 1989, in Bureau of Indian Affairs (BIA) operated schools.

Funding Procedure: Formula grants are provided to LEAs, tribal schools and BIA-operated schools. Funds are allocated on the basis of the number of eligible Indian students claimed by each applicant. Funds are allocated first to FY 1988 grantees (the FY 1988 amount plus two percent), and the remaining are allocated to the BIA-operated schools (approx \$2.6 million in FY 1989).

Funding Requirements and Limitations: Funds are used only for activities that supplement the regular school programs. The new legislation also limits FY 1989 funding to LEAs and tribal schools that were grantees in FY 1988.

Types of Activities Funded: Remedial instruction and tutoring in the basic academic skills, counseling, activities to improve communications between the home and school, cultural education activities, and drug abuse prevention education.

FY 1989

No. of Applications.....1,169

No. of Awards.....1,112

No. of Participating Students.....240,000

No. of States with Grantees.....41

Award Notification Dates: 8/11/89

Program Evaluation: The last formal evaluation study on the impact of the formula grant program was conducted in 1983. Although improvements on standardized achievement test scores could not be attributed to the formula grant projects, the study showed that student performance improvements were made in reading and mathematics. Additionally the study also showed improvements in school attendance, particularly among students with severe attendance problems, but there was an absence of documentation showing an effect on reducing the school dropout rate. The study concluded that the program had also increased opportunities for Indian students in public schools and tribal schools to learn more about their tribal culture and heritage.

Further, findings from our annual audits indicate that LEAs continue to improve their documentation of student performance and that this documentation is showing more evidence of student academic improvements.

Five-Year Funding History

FY 1990	\$51,541,000
FY 1989	\$49,248,000
FY 1988	\$45,656,000
FY 1987	\$43,700,000
FY 1986	\$43,675,000

Indian Education Act Subpart 1 Program

Program Title: Indian-Controlled Schools

FY 1989 Appropriation: \$3,500,000

FY 1990 Budget Request: \$3,500,000

FY 1990 Appropriation: \$3,500,000

Program Purpose: To assist development and implementation of special enrichment programs that supplement regular elementary and secondary education programs offered by Indian-controlled schools.

Funding Procedure: Grants are awarded on a competitive basis at a total amount not exceeding 10% of the amount appropriated for Subpart 1.

Funding Requirement and Limitation: Grants are limited to schools on or near reservations that are not LEAs, or have not been LEAs for more than 3 years, including BIA schools and schools for Indian children that are not eligible for BIA funding.

Types of Activities Funded: Projects have included cultural enrichment, tutoring, counseling, remedial reading and mathematics, drug abuse prevention education, and computer-based instruction.

FY 1989

No. of Applications.....32

No. of Awards.....22

No. of Participating Students.....5,366

No. of States with Grant Awards.....11

Award Notification Dates: 6/30/89

Program Evaluation: A limited study conducted in 1986 concluded that students in Indian-controlled schools were performing below the national average on standardized achievement tests and that the per pupil cost was considerably higher than the national average.

Five-Year Funding History

FY 1990	\$3,500,000
FY 1989	\$3,500,000
FY 1988	\$3,500,000
FY 1987	\$3,500,000
FY 1986	\$4,195,000

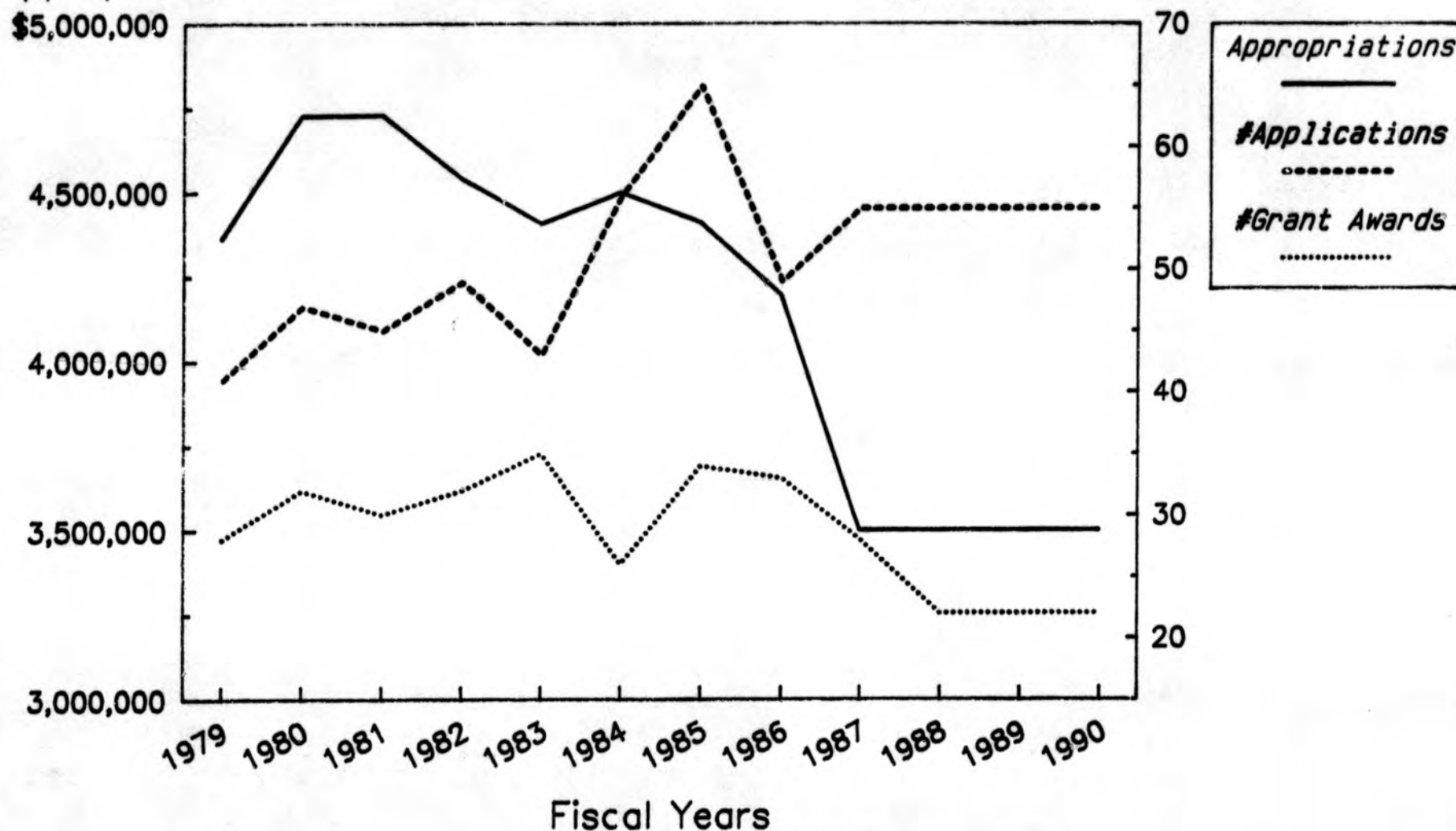
OFFICE OF INDIAN EDUCATION

Cultural Enrichment Programs

Fiscal Years 1979-1990

Appropriations

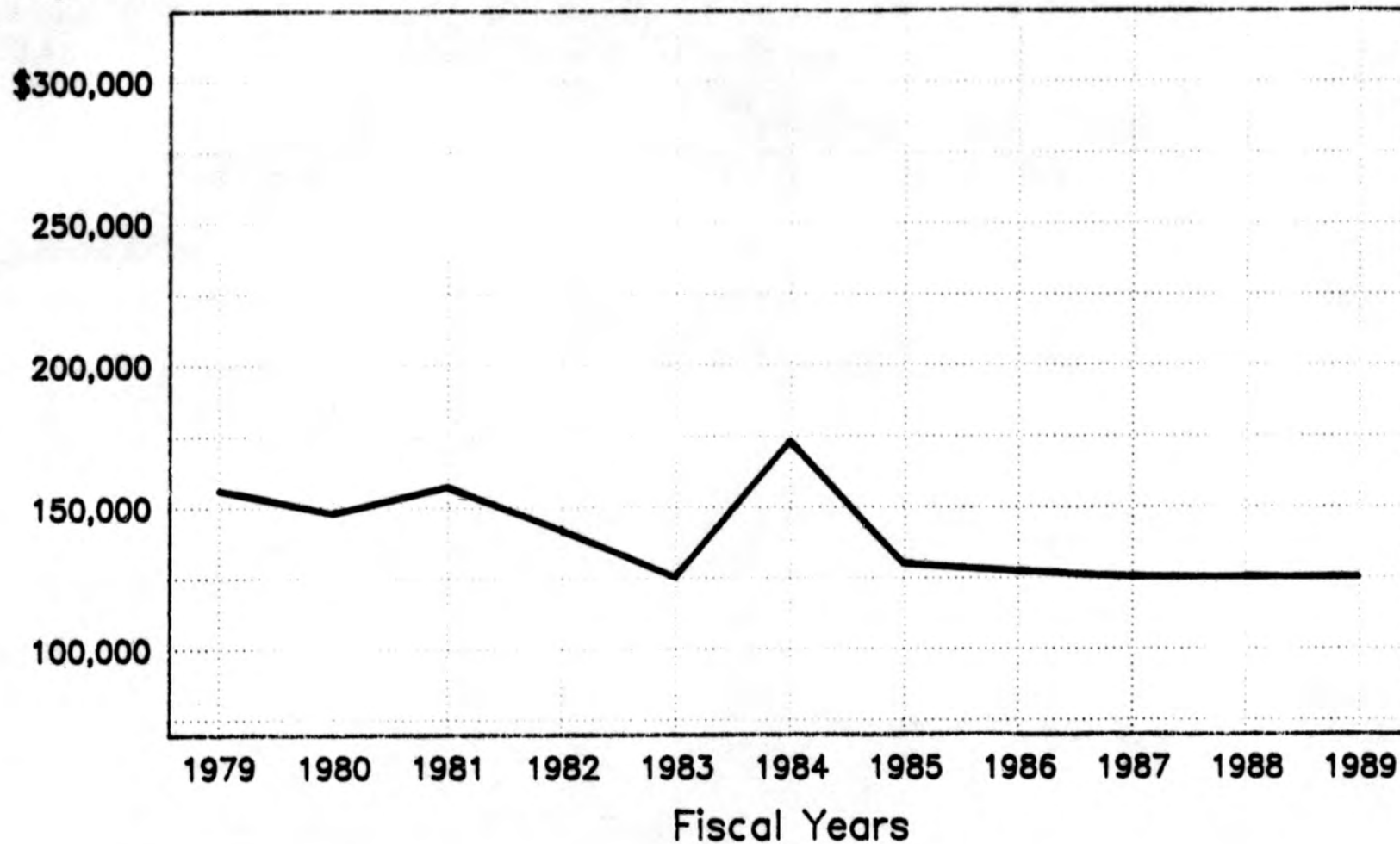
Applications/Awards



OFFICE OF INDIAN EDUCATION
Cultural Enrichment Programs
Average Grant Awards FY 1979-1989

Range of Awards

Cultural



Indian Education Act Subpart 2 Program

Program Title: Special Programs for Indian Students -
Educational Services Projects

FY 1989 Appropriation: \$3,700,000
FY 1990 Budget Request: \$4,100,000
FY 1990 Appropriation: \$4,128,000

Program Purpose: To support educational programs or services for Indian preschool, elementary, and secondary school students for whom the programs or services are not available in sufficient quantity or quality.

Funding Procedure: Funds are provided through competitive discretionary grants to Indian tribes, Indian organizations, State Education Agencies (SEAs) and Local Education Agencies (LEAs). Grants may also be awarded to consortia of Indian tribes and organizations, LEAs, and higher education institutions for projects to reduce dropout rates or encourage Indian students to obtain a higher education.

Funding Requirement: Twenty-five (25) priority points are given to applicants that are Indian tribes, organizations, or institutions, including those that are members of a consortia.

Types of Activities Funded: Activities include preschool instruction, cultural heritage activities, dropout prevention activities, tutoring, special instruction for gifted and talented students, language instruction, counseling, leadership training and alcohol and drug abuse education.

FY 1989

No. of Applications.....89
No. of Awards.....28
No. of Participating Students.....6,600
No. of States with Grant Awards.....16

Award Notification Dates: 3/2/89 Continuation Grants
6/6/89 - 9/29/89 New Grants

Program Evaluation: None

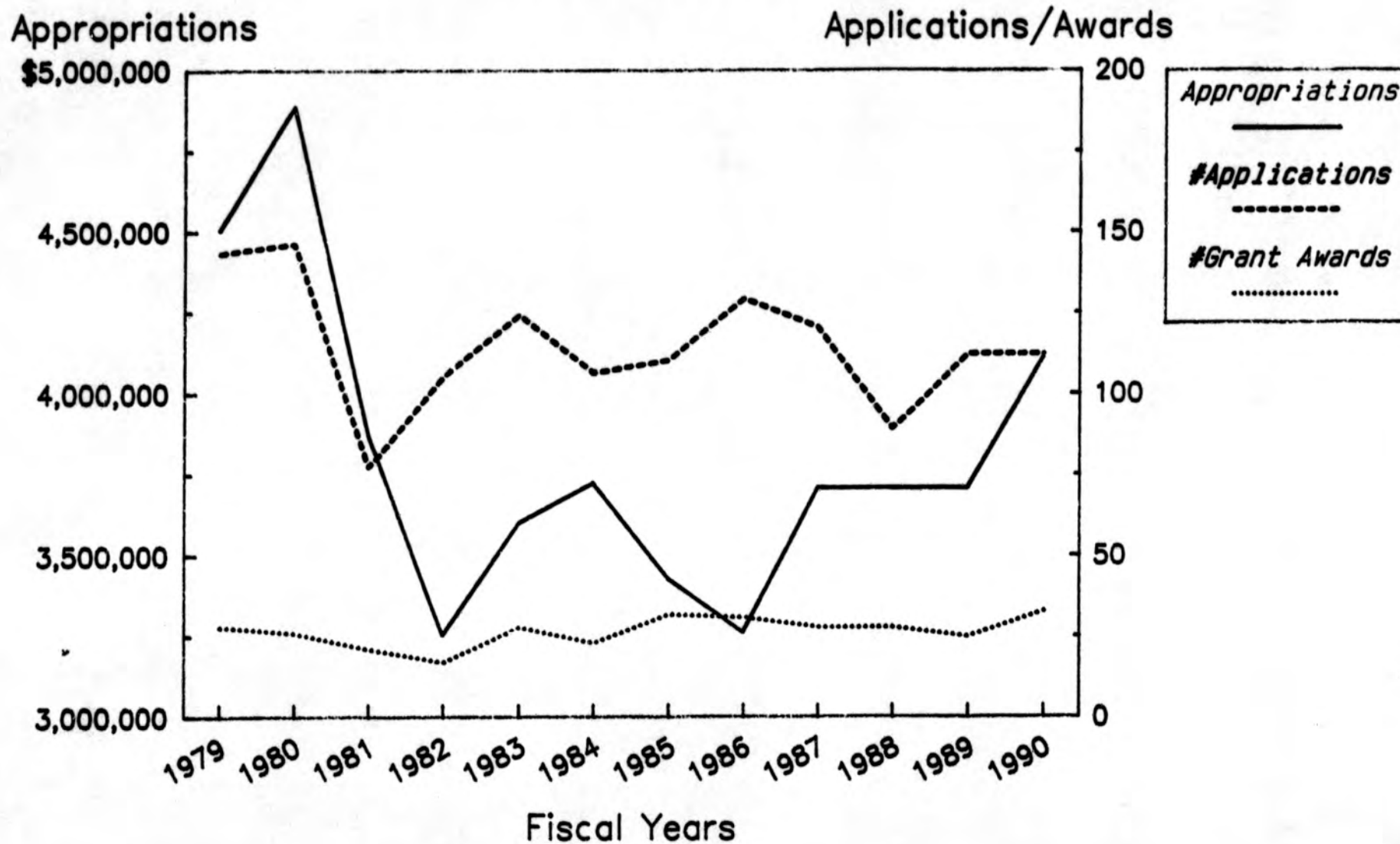
Five-Year Funding History

FY 1990	\$4,128,000
FY 1989	\$3,710,000
FY 1988	\$3,710,000
FY 1987	\$3,710,000
FY 1986	\$3,263,000

OFFICE OF INDIAN EDUCATION

Educational Services Program

Fiscal Years 1979-1990

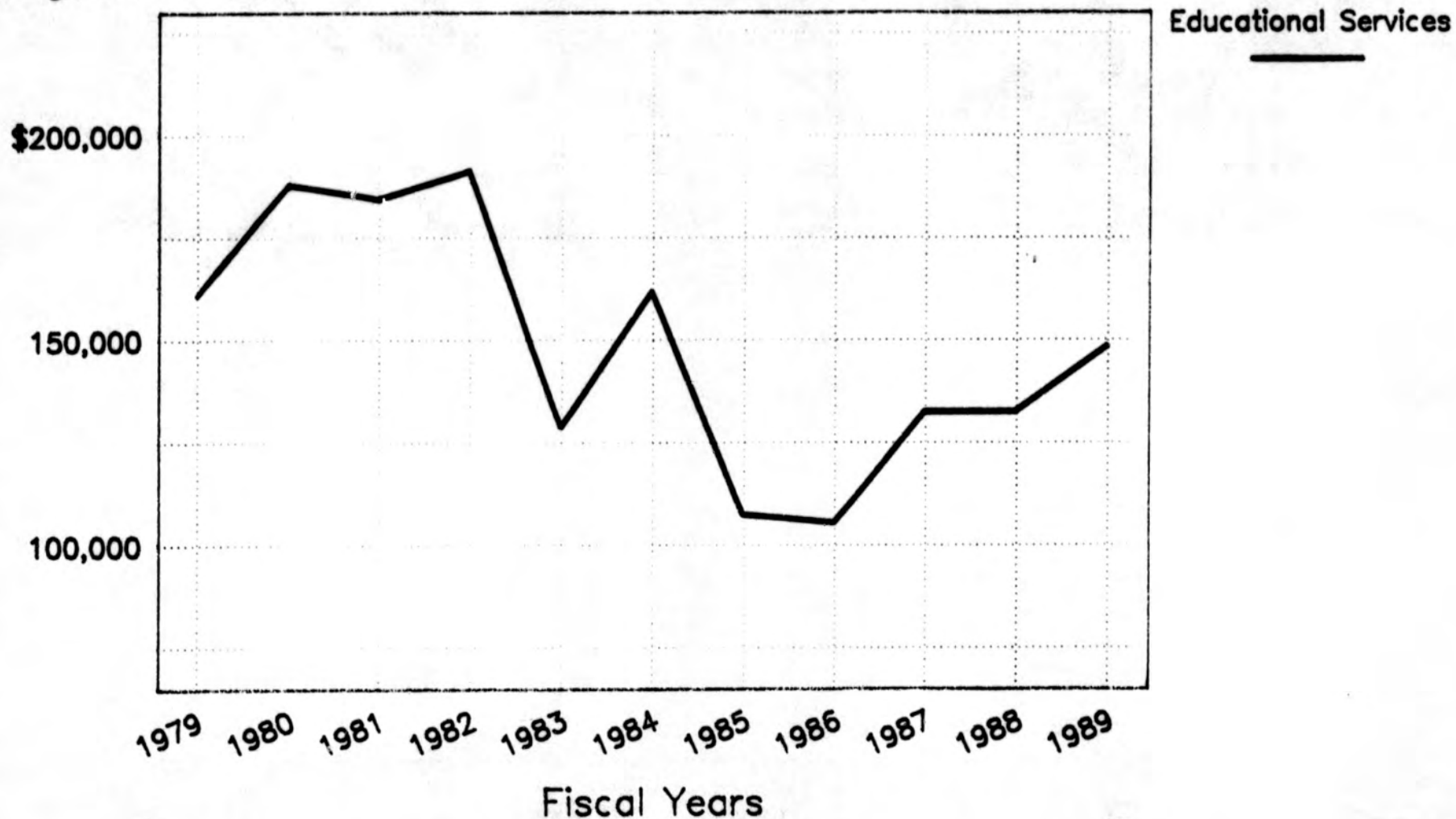


OFFICE OF INDIAN EDUCATION

Educational Services

Average Grant Awards FY 1979-1989

Range of Awards



Indian Education Act Subpart 2 Program

Program Title: Special Programs for Indian Students -
Planning, Pilot and Demonstration Projects

FY 1989 Appropriation: \$1,900,000

FY 1990 Budget Request: \$1,900,000

FY 1990 Appropriation: \$1,935,000

Program Purpose: To support planning, pilot and demonstration projects to develop, test and demonstrate programs which effectively improve educational opportunities for Indian children.

Funding Procedure: Funds are provided through competitive discretionary grants to Indian tribes, Indian organizations, BIA funded schools, SEAs and LEAs.

Funding Requirement: Twenty-five (25) priority points are given to applicants that are Indian tribes, organizations, or institutions.

Types of Activities Funded: Funds support activities to improve education from preschool to high school and include curriculum development in mathematics, science and the basic skills, special programs for gifted and talented students, and demonstrations of computer-based instructional programs.

FY 1989

No. of Applications.....54

No. of Awards.....16

No. of Participating Students.....7,900

No. of States with Grant Awards.....7

Award Notification Dates: 3/2/89--3/30/89 Continuation Grants
6/6/89--6/30/89 New Grants

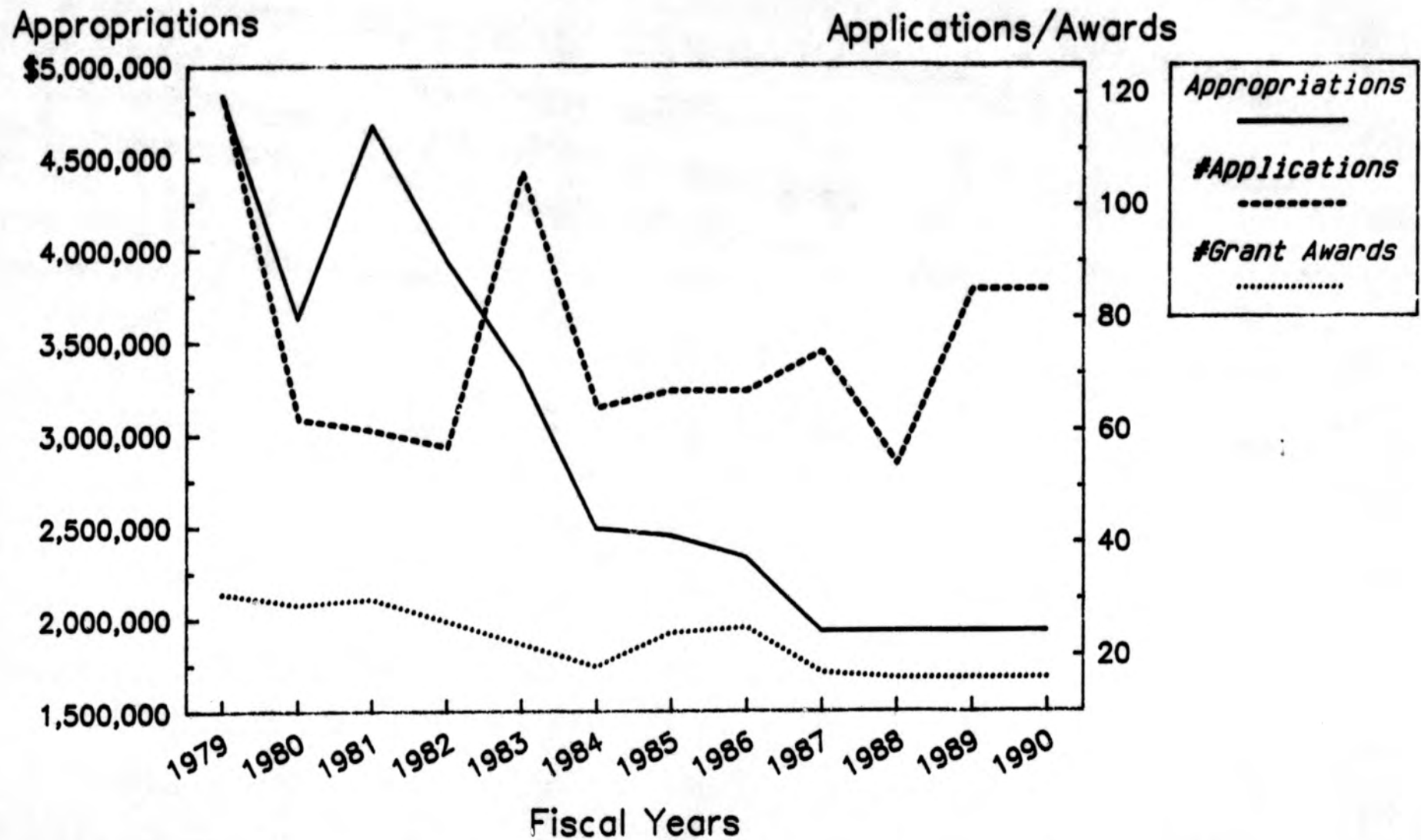
Program Evaluation: None

Five-Year Funding History

FY 1990	\$1,935,000
FY 1989	\$1,935,000
FY 1988	\$1,935,000
FY 1987	\$1,935,000
FY 1986	\$2,330,000

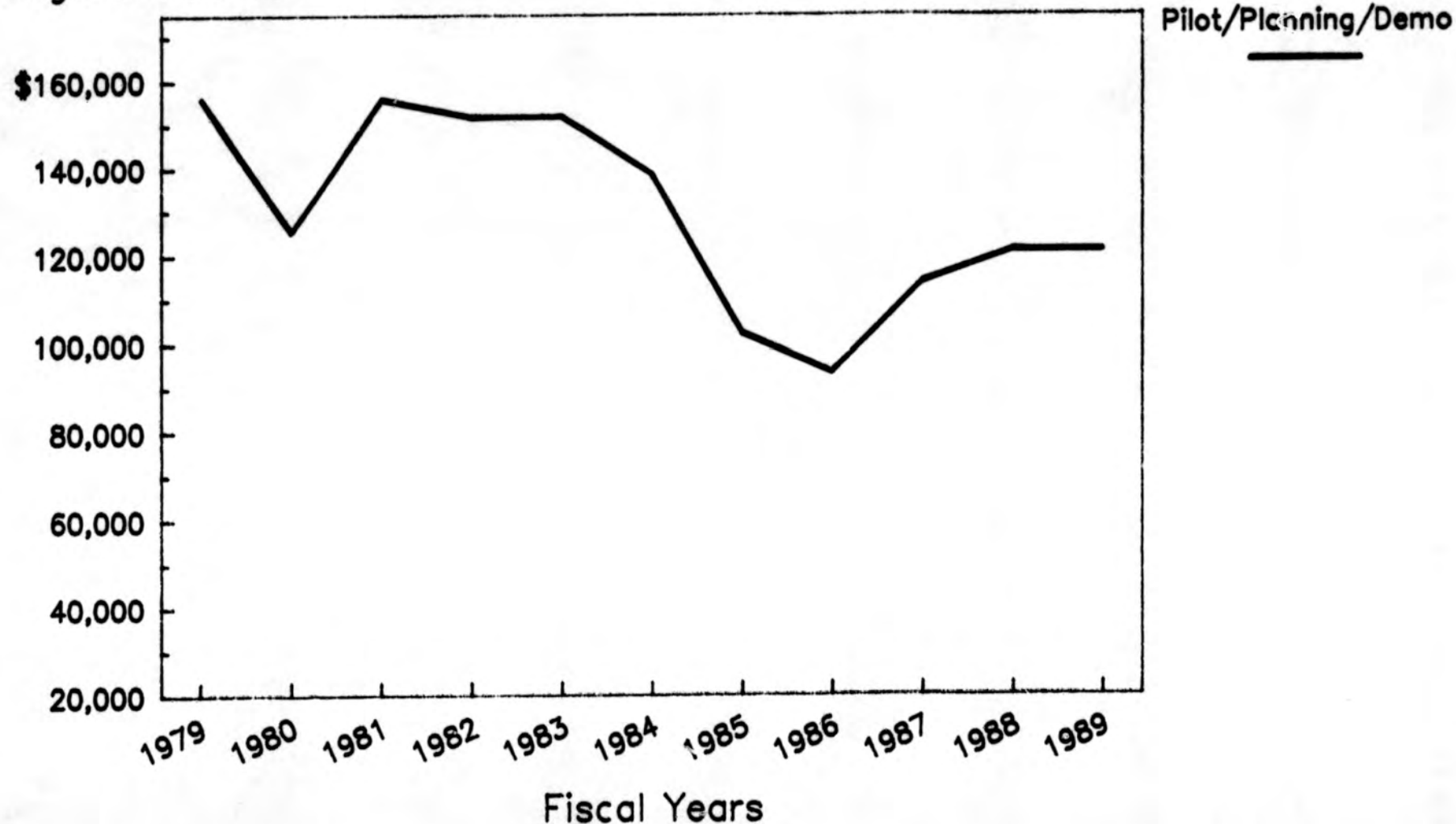
OFFICE OF INDIAN EDUCATION

PPD Programs Fiscal Years 1979-1990



OFFICE OF INDIAN EDUCATION
Pilot/Planning and Demonstration Program
Average Grant Awards FY 1979-1989

Range of Awards



Indian Education Act Subpart 2 Program

Program Title: Educational Personnel Development Programs

FY 1989 Appropriation: \$2,262,000

FY 1990 Budget Request: \$2,262,000

FY 1990 Appropriation: \$2,262,000

Program Purpose: To prepare persons to serve, or to improve the qualifications of persons who serve Indian students as teachers, administrators, teacher aides, social workers and ancillary educational personnel.

Funding Procedure: Funds are provided through competitive discretionary grants to institutions of higher education, and SEAs and LEAs in combination with institutions of higher education under Section 5321(d) of the Indian Education Act of 1988, and to institutions of higher education, Indian organizations and Indian tribes, with priority given to Indian groups under Section 5322 of the Act.

Funding Requirement: Priority points are given to Indian tribes, organizations, and institutions and for programs leading to a bachelors degree or postbaccalaureate credits. Priority points are also given to applicants for projects in which all of the participants are Indian under Section 5321(d).

Types of Activities Funded: Funds under Section 5321(d) are provided to universities for assistance to Indian students in graduate programs in education, and under Section 5322, to Indian students in Indian tribes which annually subcontract with a local university or college for undergraduate programs to train Indians for careers as teachers or teacher aides.

FY 1989

No. of Applications.....21

No. of Awards.....16

No. of Participating Students.....320

No. of States with Grant Awards.....8

Award Notification Dates: 5/30/89--6/30/89

Program Evaluation: None

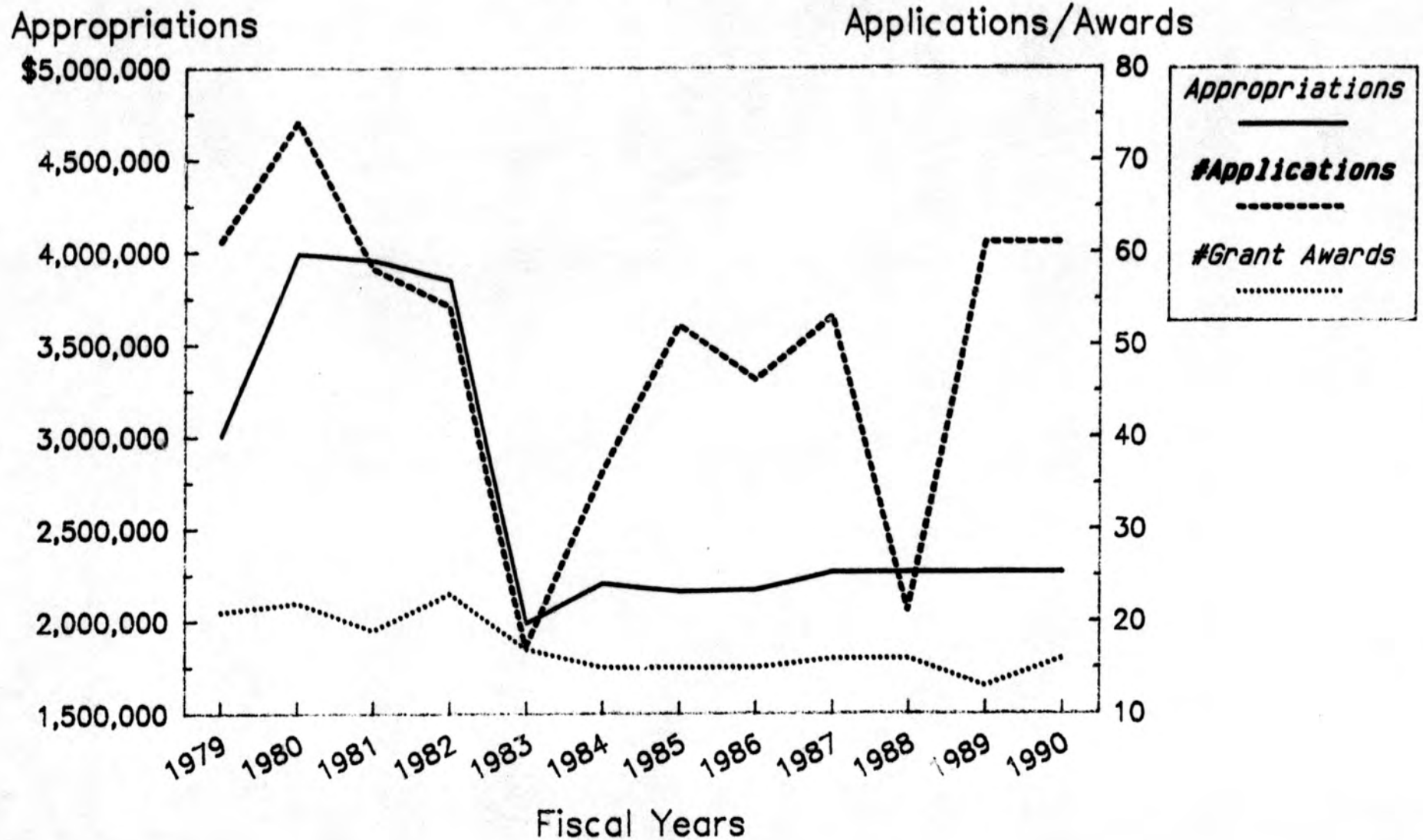
Five-Year Funding History

FY 1990	\$2,262,000
FY 1989	\$2,262,000
FY 1988	\$2,262,000
FY 1987	\$2,262,000
FY 1986	\$2,165,000

OFFICE OF INDIAN EDUCATION

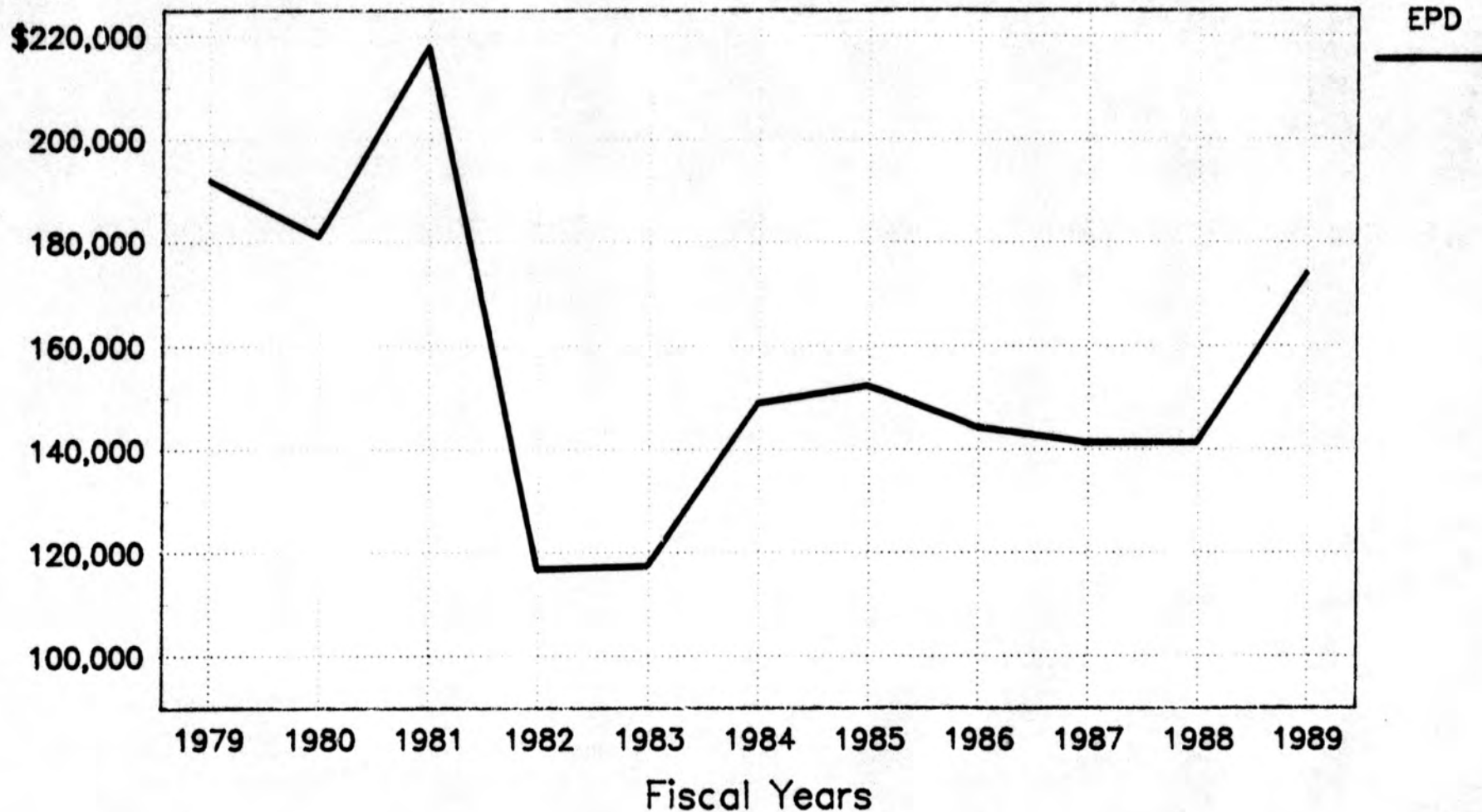
EPD Program

Fiscal Years 1979-1990



OFFICE OF INDIAN EDUCATION
Educational Personnel Development
Average Grant Awards FY 1979-1989

Range of Awards



Indian Education Act Subpart 2 Program

Program Title: Fellowships for Indian Students

FY 1989 Appropriation: \$1,600,000

FY 1990 Budget Request: \$1,600,000

FY 1990 Appropriation: \$1,600,000

Program Purpose: To enable Indian students to pursue courses of study leading to graduate or professional degrees in medicine, clinical psychology, psychology, law, education, and related fields and to graduate or undergraduate degrees in engineering, business administration, natural resources, and related fields.

Funding Procedure: Fellowships are awarded on a competitive basis to individuals.

Funding Requirement and Limitation: Awards may be used for stipulated education costs as long as other financial aid (other than loans) has not been awarded to the student for those costs.

Types of Fellowships Awarded: Full time graduate and undergraduate study in a degree program at an accredited institution of higher education.

FY 1989

No. of Applications:.....676

No. of Awards:.....124

Award Notification Dates: All Fellows notified 45 days or more before the opening of school.
Schools notified July 19, 1989 -
effective date of Fellowship regulations.

Program Evaluation: A follow-up study of past fellows is planned for this spring.

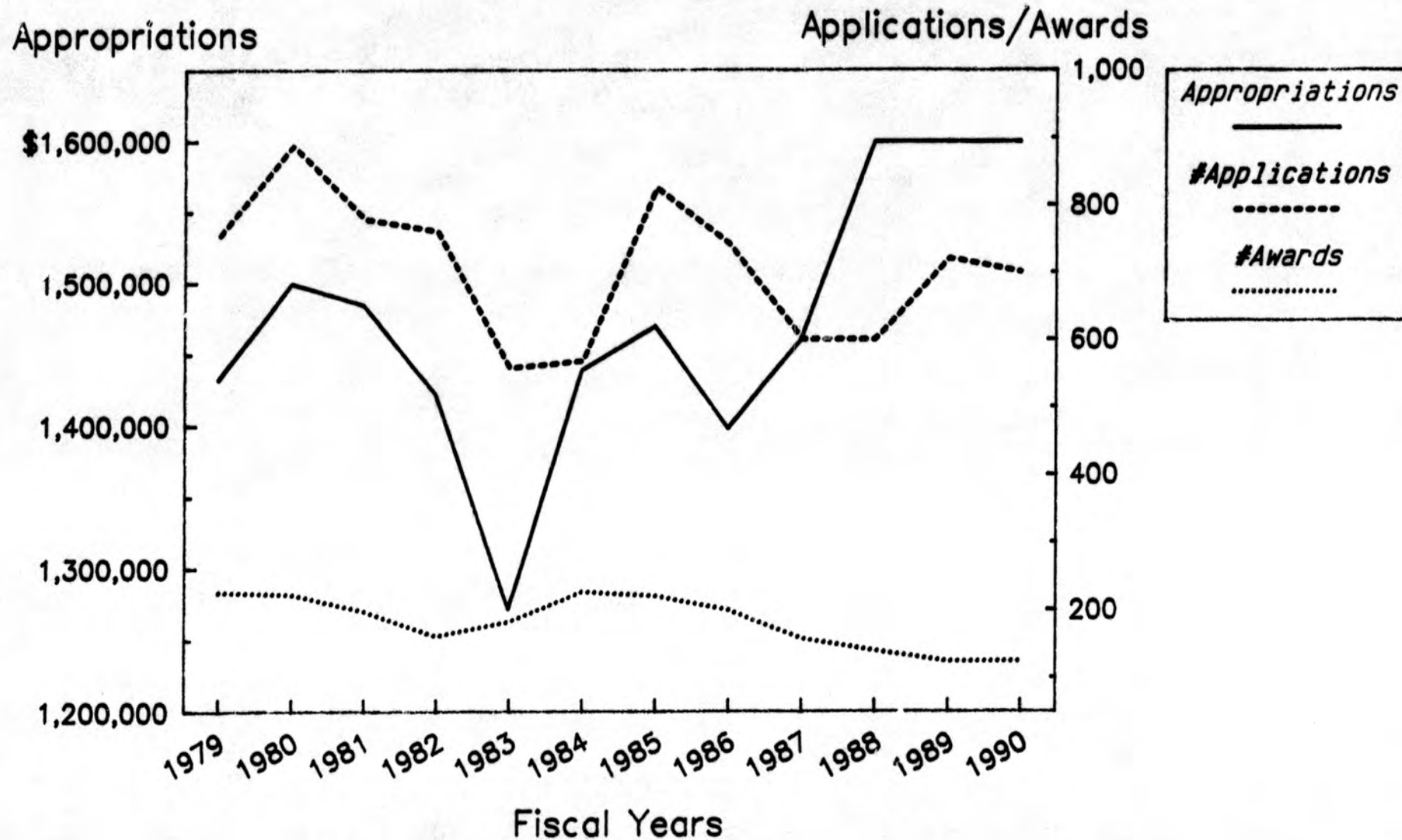
Five Year Funding History

FY 1990	\$1,600,000
FY 1989	\$1,600,000
FY 1988	\$1,600,000
FY 1987	\$1,461,000
FY 1986	\$1,398,000

Office of Indian Education

Fellowships Program

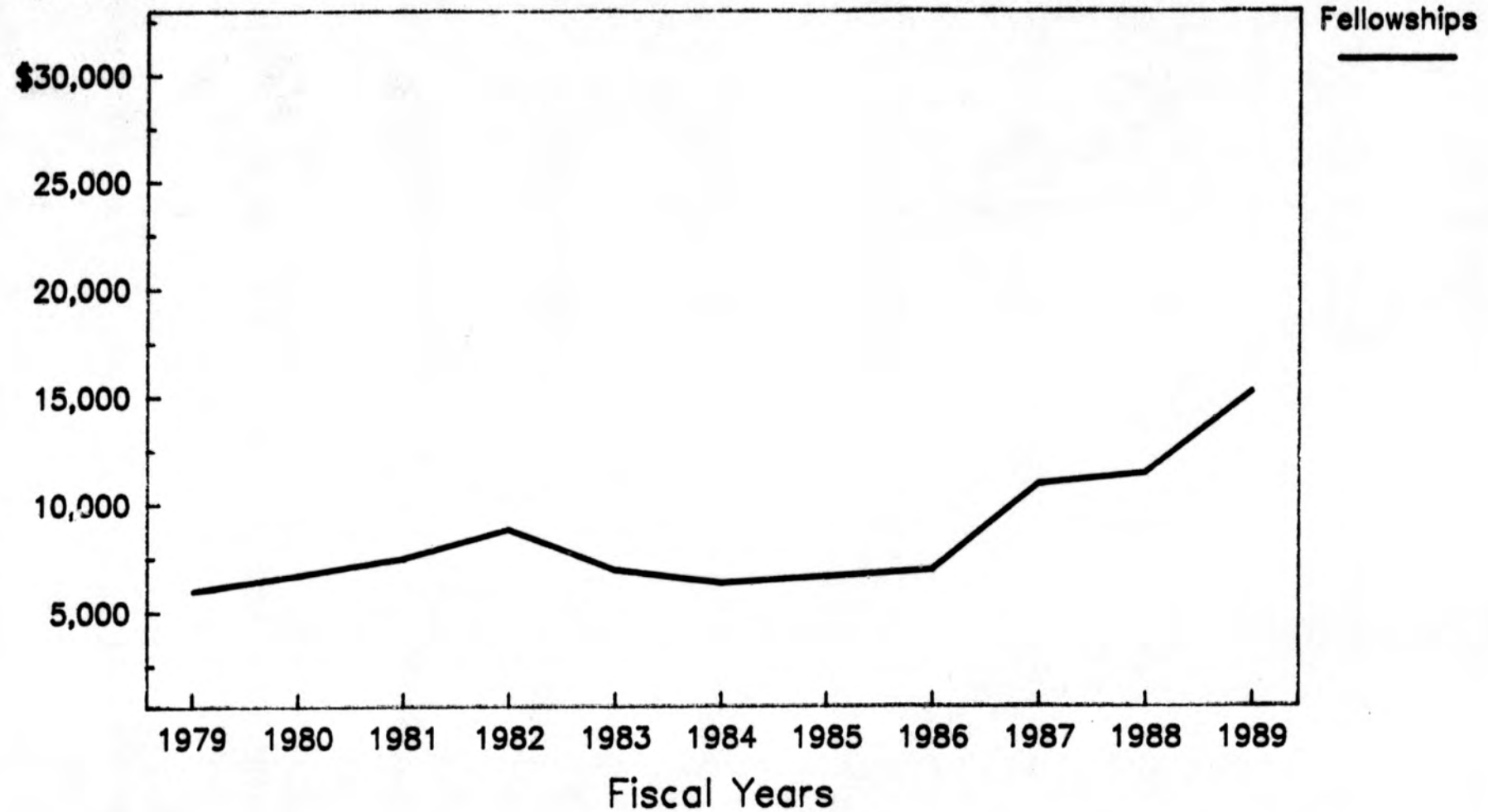
Fiscal Years 1979-1990



OFFICE OF INDIAN EDUCATION

Average Fellowship Grant Awards 1979-1989

Range of Awards



Indian Education Act Subpart 3 Program

Program Title: Adult Education Services

FY 1989 Appropriation: \$4,000,000

FY 1990 Budget Request: \$4,136,000

FY 1990 Appropriation: \$4,136,000

Program Purpose: To enable Indian adults to acquire basic literacy, complete secondary school, and obtain skills necessary for them to benefit from vocational training.

Funding Procedure: Funds are provided through competitive discretionary grants to Indian Tribes, Indian organizations, and Indian institutions.

Funding Requirement and Limitation: Funds may not be used to prepare individuals to enter a specific occupation or cluster of closely related occupations.

Types of Activities Funded: Project activities include adult basic education, preparation for the General Education Diploma, consumer education, academic and career counseling, development of skills in aptitude and vocational testing, and job referrals.

FY 1989

No. of Applications.....73
No. of Awards.....30
No. of Participating Students.....7,500
No. of States with Grant Awards.....14

Award Notification Dates: 3/1/89 Continuation
4/29/89 - 9/29/89 New

Program Evaluation: The last evaluation study on the Indian adult education program was conducted in 1984 in which project activities were found to be consistent with the intent of the program statute and regulations, and that services based on needs were provided. The study also suggested an overlap of activities between the services projects and planning, pilot and demonstration projects; and that some planning, pilot and demonstration projects were not cost effective. Based on these findings, the Department discontinued funding for planning, pilot and demonstration projects in adult education.

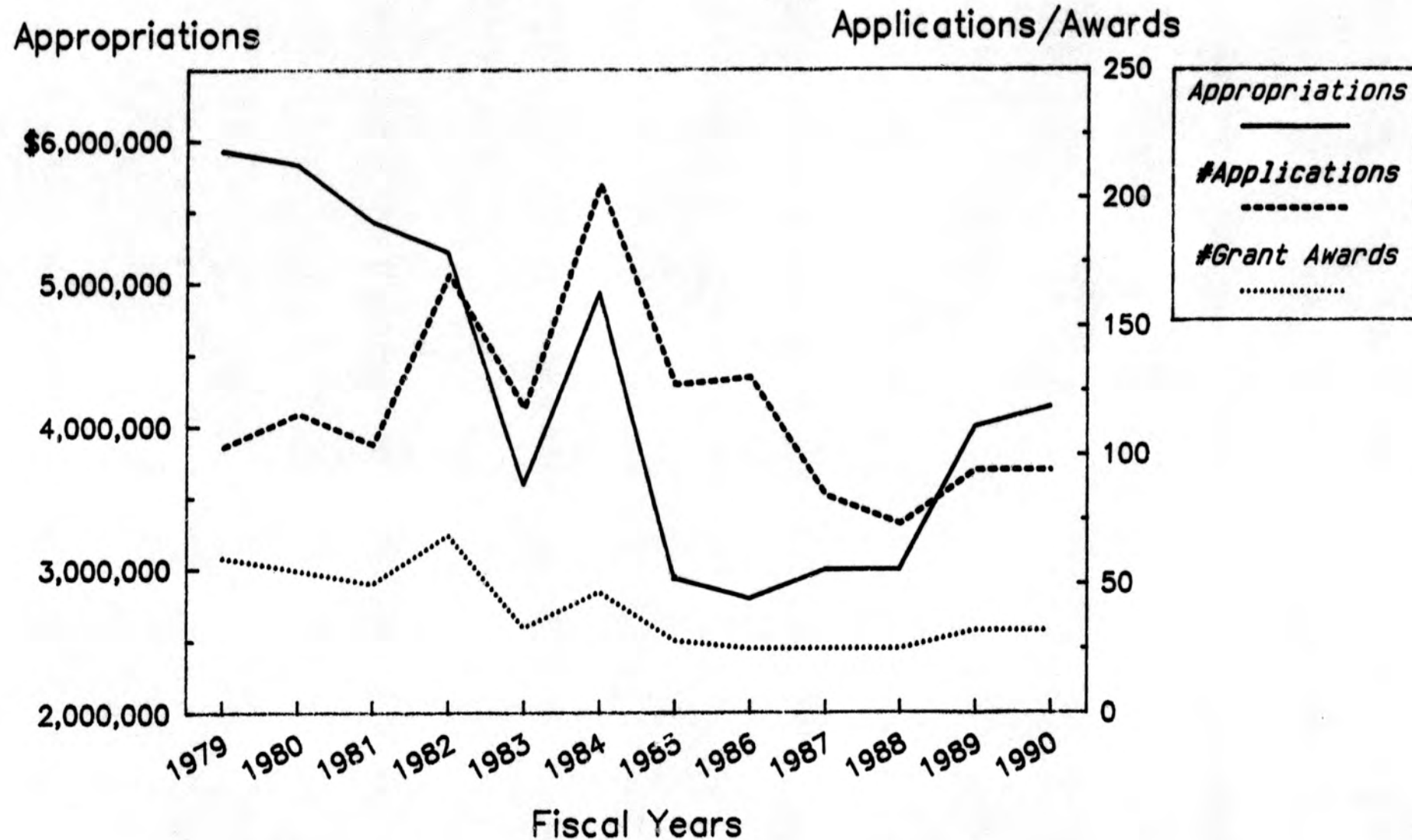
Five-Year Funding History

FY 1990	\$4,136,000
FY 1989	\$4,000,000
FY 1988	\$3,000,000
FY 1987	\$3,000,000
FY 1986	\$2,797,000

OFFICE OF INDIAN EDUCATION

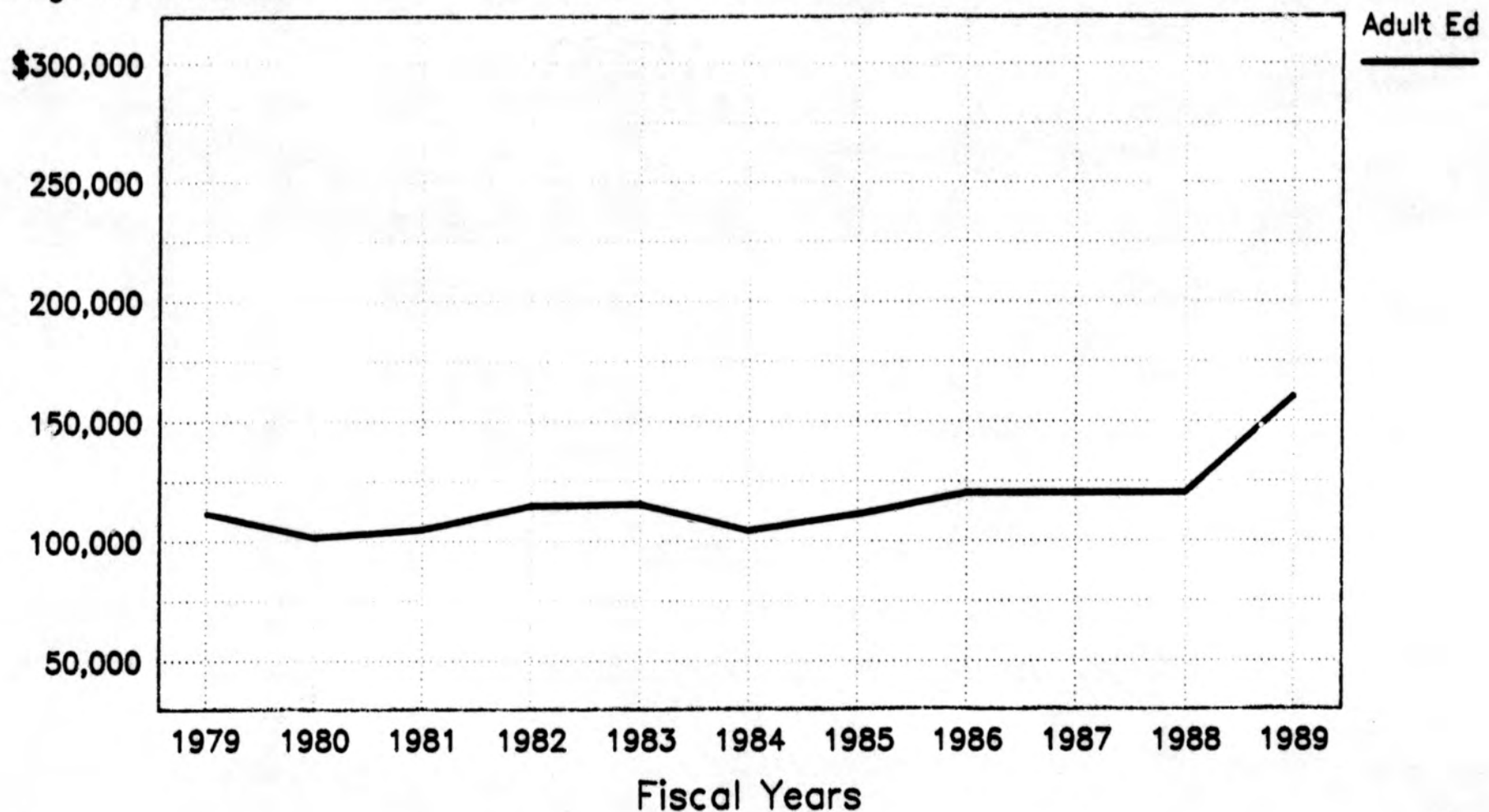
Adult Education Program

Fiscal Years 1979-1990



OFFICE OF INDIAN EDUCATION
Adult Education Programs
Average Grant Awards FY 1979-1989

Range of Awards



Indian Education Act Subpart 2 Program

Program Title: Resource and Evaluation Centers

FY 1989 Appropriation: \$2,300,000

FY 1990 Budget Request: \$2,300,000

FY 1990 Appropriation: \$2,300,000

Program Purpose: To provide technical assistance and training to LEAs, SEAs, Indian Tribes and organizations in program design, program development, management and evaluation upon request by such entities and to disseminate information to grantees and potential grantees.

Funding Procedure: Competition for five contract awards is held every three years. Any Indian tribe, organization or educational institution serving American Indian and Alaska Native children can apply. Fifteen (15) priority points are given to applicants who are an Indian tribe, organization, or Indian operated institution. Awards are made for one-year with two succeeding option years. Contractors are currently completing their first option year and will be going into the second year continuing option in February, 1990.

FY 1989

No. of Awards.....5

Range of Awards.....\$391,235 - \$489,039

Location of the Regional Center:

Center I	- Washington, DC
Center II	- Bismarck, ND
Center III	- Spokane, WA
Center IV	- Phoenix, AZ
Center V	- Norman, OK

Award Period: 2/1/88 - 1/31/91

Five-Year Appropriation History

FY 1990	\$2,300,000
FY 1989	\$2,300,000
FY 1988	\$2,200,000
FY 1987	\$2,200,000
FY 1986	\$2,100,000

OFFICE OF INDIAN EDUCATION

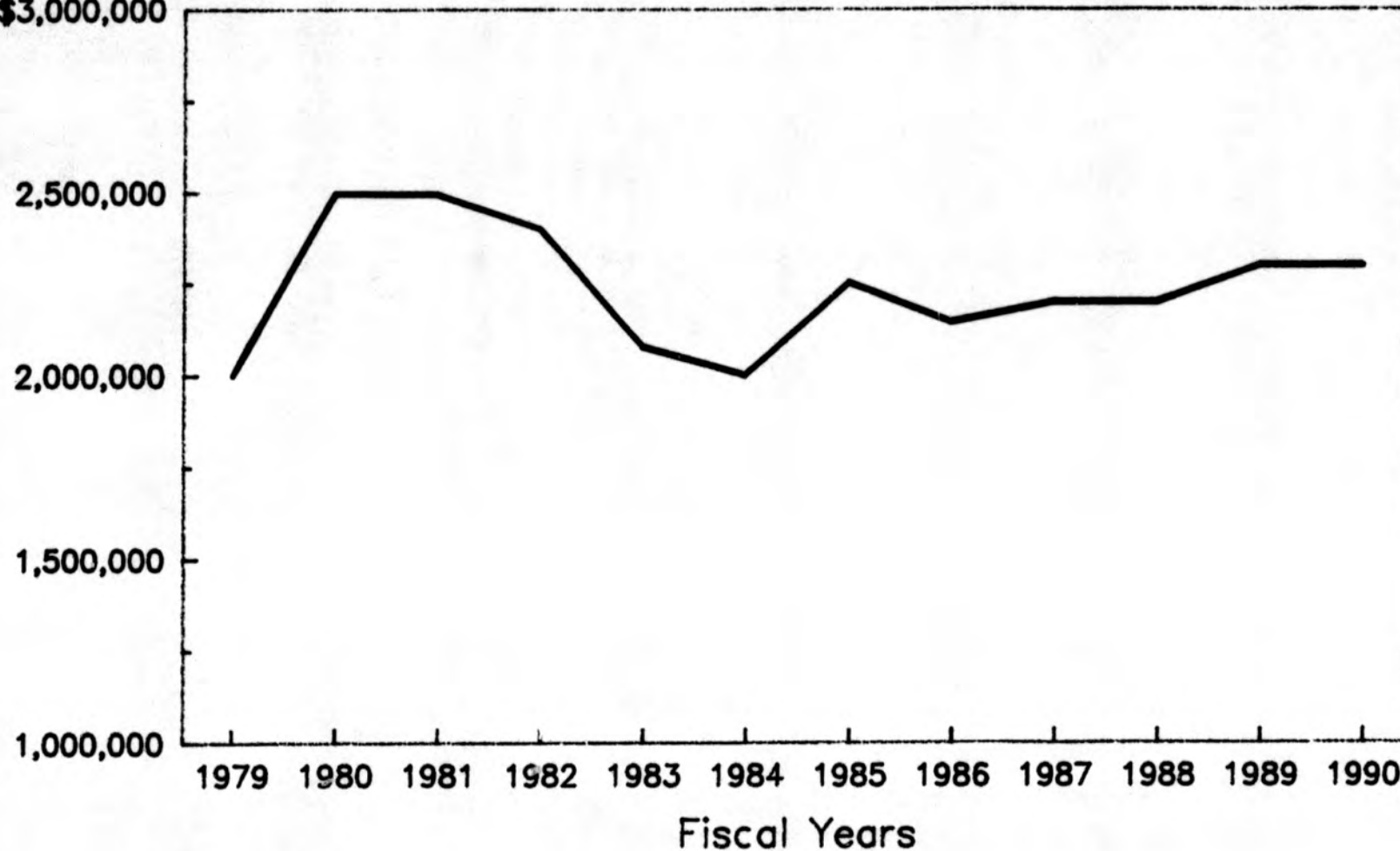
Resource and Evaluation Centers

FY 1979-1990

Appropriations

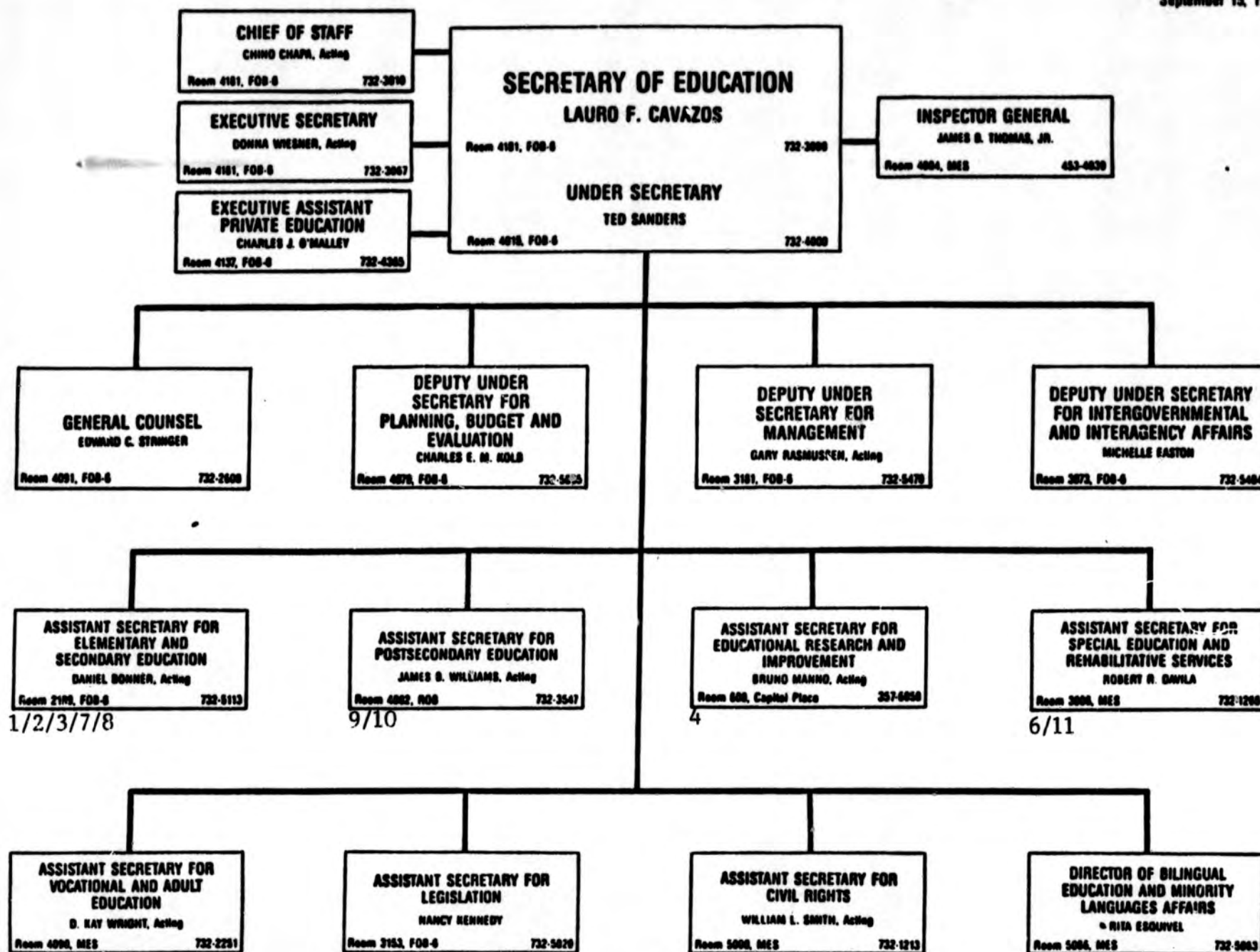
\$3,000,000

5 Centers



U.S. DEPARTMENT OF EDUCATION

September 15, 1989



1/2/3/7/8

9/10

4

6/11

DEPARTMENT OF EDUCATION FUNDS TARGETED TO INDIANS

PROGRAM

1. **IMPACT AID - MAINTENANCE AND OPERATIONS**
To compensate LEAS for the cost of educating children who reside on Indian lands.
2. **IMPACT AID - CONSTRUCTION**
Direct grants to school districts serving children who reside on Indian lands for construction or repair of school facilities.
3. **CHAPTER 1 - BIA SET-ASIDE**
Direct transfer of ED funds to the BIA for use at BIA-operated and contract schools. Provides compensatory education services to disadvantaged children.
4. **LIBRARY SERVICES FOR TRIBES**
Direct grants to Indian tribes for the provision of library services and facilities.
5. **VOCATIONAL AND ADULT EDUCATION - SET-ASIDE**
1.25% of the funds appropriated for vocational education basic grants and national programs is reserved by ED for competitive grants to Indian tribes and tribal organizations.
6. **VOCATIONAL REHABILITATION**
State grants and set-aside service grants to tribes to provide vocational rehabilitation services to handicapped Indians.
7. **MATH AND SCIENCE EDUCATION - SET-ASIDE**
Set aside of .5% of the total appropriation for programs for children in BIA-operated elementary and secondary schools.
8. **DRUG-FREE SCHOOLS AND COMMUNITIES**
1% set-aside supporting alcohol and drug abuse and prevention programs for children served by the BIA.
9. **MINORITY INSTITUTIONS SCIENCE IMPROVEMENT**
Discretionary grants to develop specific educational programs; funds reflect amount going to predominantly Indian institutions.
10. **INSTITUTIONAL AID**
Discretionary grants to develop self-sufficiency at institutions; funds reflect amount going to predominantly Indian institutions.
11. **EDUCATION OF THE HANDICAPPED - BIA SET-ASIDE**
1.25% of appropriation for Grants to States and Grants for Infants and families is transferred to BIA for use in BIA schools.
12. **BILINGUAL EDUCATION**
Discretionary grants to Indians.

PROGRAM OVERVIEW

Program Title: Impact Aid, P.L. 81-874

FY 1989 Appropriation: \$708,396,000

FY 1990 Budget Request: \$603,670,000

FY 1990 Appropriation: \$717,354,000

Program Purpose: To compensate school districts for the cost of educating children when enrollments and the availability of revenues from local sources have been adversely affected by Federal activities.

Types of Assistance and Eligible Applicants: Formula grants to local educational agencies.

Types of Activities Supported: Impact Aid funds are general funds which can be used for current expenditures except that increased payments received for handicapped children must be used for programs and projects designed to meet the special education needs of handicapped children.

FY 1988 1/:

No. of Indian Districts 2/ Funded:...674

No of Children Served:.....106,119

Amount for Children Residing
on Indian Lands:.....\$235,724,985

Five-Year Funding History:

<u>Fiscal Year</u>	<u>Total Appropriation (in millions)</u>	<u>Amount for Children Residing on Indian Lands (in millions)</u>
1989	\$708.4	Data not complete
1988	685.4	\$235.7
1987	695.0	225.4
1986	666.0	221.7
1985	695.0	224.0

1/ Data for FY 1989 are not complete.

2/ Indian districts are those comprised mainly of Indian lands or serving children residing on Indian lands.

PROGRAM OVERVIEW

Program Title: Impact Aid Construction Program, P.L. 81-815

FY 1989 Appropriation: \$24,700,000

FY 1990 Budget Request: \$25,590,000

FY 1990 Appropriation: \$14,998,000

Program Purpose: Provides assistance to school districts for the construction and repair of urgently needed minimum school facilities in areas affected by Federal activities, including districts that are comprised mainly of Indian lands or that educate children who reside on Indian lands.

Types of Assistance and Eligible Applicants: Grants to eligible local educational agencies.

Types of Activities Supported: Activities related to the repair or construction of school facilities.

FY 1989:

Total No. of Awards: 24

Total Amount: \$18,014,675

Total No. of Awards to Indian Districts 1/: 3

Total Amount: \$7,081,000

Five-Year Funding History:

<u>Fiscal Year</u>	<u>Total Appropriation (in millions)</u>	<u>Amount to Indian Districts <u>1/</u> (in millions)</u>
1989	\$24.7	\$ 7.1
1988	23.0	24.0 <u>2/</u>
1987	22.5	—
1986	16.7	7.2
1985	20.0	8.5

1/ Indian districts are districts comprised mainly of Indian lands or serving children residing on Indian lands.

2/ Includes carryover funds from the prior fiscal year.

PROGRAM OVERVIEW

Program title: Chapter 1 Basic Grants to Local Educational Agencies

FY 1989 Appropriation:	\$3,853,200,000	BIA set-aside:	\$25,217,026
FY 1990 Budget Request:	3,900,000,000	BIA set-aside:	24,635,643
FY 1990 Conference:	4,427,250,000	BIA set-aside:	28,974,378

Program purpose: To make financial assistance available to local school districts for providing compensatory education services to educationally disadvantaged students.

Type of assistance and eligible applicants: Funds are allocated to local school districts through a statutory formula based on the number of children in low-income families and each State's per-pupil expenditure. Students served are educationally disadvantaged children (defined as those who achieve below a grade level appropriate for his or her age) who are selected by the local school district based on their need for services.

Special funding requirements: One percent of the funds appropriated for Basic Grants to LEAs is set aside for the BIA and the Outlying Areas. Roughly 66 percent of this set-aside is transferred through an interagency agreement to the BIA to meet the needs of educationally disadvantaged Indian children attending BIA-operated schools or BIA-contract schools.

Types of activities supported: Local school districts use Chapter 1 funds primarily for providing instruction in basic skills. Nationally 76 percent of all Chapter 1 students served receive reading instruction; 47 percent receive math instruction.

FY 1989:

Number of Indian students served (estimated):

BIA schools.....	15,088
In non-BIA schools.....	55,806
Total.....	70,894

Program evaluations: Evaluation data from the National Assessment of Chapter 1 (1987) indicate that the program has had success in improving the basic academic skills of participating students. Chapter 1 students gain more than similar students who do not receive compensatory services. No evaluations have been done to assess the specific impact of Chapter 1 on Indians.

Five-year funding history:

	Chapter 1 Grants to LEAs	BIA Set-aside	
1989.....	\$3,853,200,000	\$25,217,026	1/
1988.....	3,829,600,000	27,247,217	
1987.....	3,453,500,000	24,835,195	
1986.....	3,062,400,000	22,225,768	
1985.....	3,200,000,000	23,224,101	

1/ Reflects passage of P.L. 100-297 which changed the basis of how the BIA and Outlying Areas set-aside is calculated.

PROGRAM OVERVIEW

Program title: Library Services for Indian Tribes

FY 1989 Appropriation:	\$1,836,525
FY 1990 Budget Request:	-0-
FY 1990 Conference:	1,703,250

Program purpose: To assist in developing or improving public library services for Indian people.

Type of assistance and eligible applicants: Discretionary grants are made to Federally-recognized tribes and Alaskan native villages. Basic grants of equal size are available to each tribe; those funds not awarded are made available for special projects grants awarded through a competition of basic grant recipients.

Special funding requirements: Funding of title IV of the Library Services and Construction Act is provided through a mandated set-aside of 1.5 percent of the sums appropriated for titles I, II, and III of LSCA.

Types of activities supported: Training of Indians as library personnel; purchase of library materials; special library programs; salaries of library personnel; construction or renovation of facilities; transportation; dissemination; assessment of needs; and contracting authority to provide any of the above.

FY 1989 Impact Data:

Number of eligible tribes.....	506
Number of basic grants.....	159
Average award.....	\$3,629
Number of special projects grants.....	17
Average award.....	\$72,849

Program evaluations: No studies have been conducted to date.

Five-year funding history:

1989	\$1,836,525
1988	1,803,750
1987	1,807,500
1986	1,658,250
1985	1,770,000 (first year of program)

PROGRAM OVERVIEW

Program Title: Indian Vocational Education Program

FY 1989 Appropriation: \$10,808,990

FY 1990 Budget Request: — 1/

FY 1990 Appropriation: \$11,073,333

Program Purpose: To assist Indian tribes and tribal organizations to provide vocational education programs. The services provided under this program are in addition to services Indians are eligible to receive under other provisions of the Perkins Act.

Type of Assistance and Eligible Applicants: Discretionary grants to Indian tribes and tribal organizations.

Special Funding Requirements: Under the vocational education Basic Grants program, 1.5 percent of the combined appropriations for Titles I (other than Section 112), II, and IV (other than Part E) is set aside for Indian and Hawaiian Natives programs. Of this amount, 0.25 percent is used to serve Hawaiian natives and 1.25 percent is used for the Indian program.

Types of Activities Supported: Vocational projects funded under this program must be linked to tribal economic development plans. Types of training provided include bookkeeping, commercial fishing, administrative and secretarial skills, tribal management, and corrections administration.

FY 1989

No. of Applications.....	73
No. of Awards.....	50
Participating Students.....	5,600 2/

Five-year funding history:

1989	\$10,808,990
1988	10,462,777
1987	10,414,352
1986	9,564,364
1985	9,895,639

1/ For fiscal year 1990, a total of \$949,387,000 was requested for Vocational Education. Amounts for the Indian Vocational Education program and other vocational education activities were not specified pending enactment of new authorizing legislation.

2/ Estimate based on previous years' reports.

PROGRAM OVERVIEW

Program Title: American Indian Vocational Rehabilitation Services Grants

FY 1989 Appropriation : \$3,625,000
FY 1990 Budget Request: \$3,777,000
FY 1990 Conference Action: \$3,875,000

Program Purpose: To provide vocational rehabilitation services to handicapped American Indians residing on Federal or State reservations in order to prepare them for suitable employment.

Types of Assistance and Eligible Applicants: Discretionary grants to governing bodies of Indian tribes and consortia of those governing bodies located on Federal and State reservations.

Special Funding Requirements: Applicants ~~must~~ must provide a broad scope of vocational rehabilitation services in a manner and at a level of quality at least comparable to those services provided under the Vocational Rehabilitation State Grant Program.

Types of Activities Supported: Projects provide financial assistance for the establishment and operation of tribal vocational rehabilitation service programs. Vocational rehabilitation programs provide comprehensive rehabilitation services, diagnostic services, vocational assessment, plan development, restoration, vocational training, placement and post-employment support. Individual projects also conduct outreach activities to acquaint potential clients with the range of services available.

FY 1989

Number of Applicants.....24
Number of Awards.....14
Number of Individuals Served (Estimated)...3,500
Number of Participating States.....9

Program Evaluations: The Rehabilitation Act of 1973, as amended by PL 99-506, mandated a "Study of the Special Problems and Needs of American Indians with Handicaps Both On and Off the Reservation." The 1987 study reported the following barriers to State Vocational Rehabilitation service delivery to American Indians: a lack of employment opportunities on or near the reservation, cultural differences affecting traditional service delivery patterns, geographic isolation, lack of interagency cooperation, itinerant service delivery strategy, and a high level of substance abuse. The Study recommendations will be utilized to assist State and Federal Vocational Rehabilitation Agencies to work together with Indian tribes and other local agencies to provide improved rehabilitation services.

Five - Year Funding History*

FY 1989: \$3,625,000
FY 1988: \$3,449,000
FY 1987: \$3,203,000
FY 1986: \$1,340,000
FY 1985: \$1,430,000

* The Rehabilitation Act Amendments of 1986 require that 0.25 of 1 percent up to 1 percent of the appropriation for Vocational Rehabilitation State Grants be set aside for Grants to Indians.

PROGRAM OVERVIEW

Program Title: Dwight D. Eisenhower Mathematics and Science Education State Grants — BIA Set-Aside

FY 1989 Appropriation:	\$128,440,000	BIA set-aside:	\$686,660
FY 1990 Budget Request:	\$132,807,000	BIA set-aside:	\$710,005
FY 1990 Conference:	\$128,440,000	BIA set-aside:	\$686,660

Program Purpose: To provide financial assistance to State educational agencies (SEAs), local educational agencies (LEAs), and institutions of higher education (IHEs) to strengthen the economic competitiveness and national security of the United States by improving the skills of teachers and the quality of instruction in mathematics and science.

Types of Assistance and Eligible Applicants: Discretionary grants to BIA-operated elementary and secondary schools serving Indian students.

Special Funding Requirements: Of the total amount appropriated, one-half percent is allocated to programs for Indian children in elementary and secondary schools operated by the Department of the Interior.

Types of Activities Supported: Funds may be used for expansion and improvement of preservice and inservice training and retraining of teachers in the fields of mathematics and science; recruitment or retraining of minority teachers to become mathematics and science teachers; training in and instructional use of computers, video, and other telecommunications technologies as part of a mathematics and science program; integrating higher-order analytical and problem-solving skills into the mathematics and science curriculum; or projects for individual teachers to improve their teaching ability or improve instructional materials.

Program Evaluations: None planned.

Five Year Funding History:

	<u>State Grants</u>	<u>BIA Set-Aside</u>
1989	\$128,440,000	\$686,660
1988	108,904,000	598,375
1987	72,800,000	400,000
1986	39,182,000	215,286
1985	100,000,000	500,000

PROGRAM OVERVIEW

Program Title: Drug-Free Schools and Communities Programs for Indian Youth

FY 1989 Appropriation: \$3,475,000

FY 1990 Budget Request: \$3,593,150

FY 1990 Conference: \$3,583,150

Program Purpose: To provide support for alcohol and drug abuse education and prevention programs for Indian children attending schools operated by or under contract with the Department of the Interior.

Special Funding Requirements: Since 1987, the Department of Education has continued an agreement with the Department of the Interior under which the Bureau of Indian Affairs (BIA) operates this program. Under the agreement, at least 90 percent of the funds transferred are used for awards of at least \$5,000 to BIA schools serving Indian children. Up to 10 percent of the funds may be retained by the BIA for training programs; the design and implementation of curricular materials; demonstration projects; special assistance to economically disadvantaged areas; technical assistance; and (subject to a 2.5 percent cap) administration of the program.

Types of Assistance and Eligible Applicants: Formula grants to BIA-operated elementary and secondary schools serving Indian students.

Types of Activities Supported: In fiscal year 1988, funds supported curriculum implementation, inservice and preservice workshops, training of students and school teams, and drug education conferences.

FY 1988:

No. of Schools..... 182

Program Evaluations: None planned.

Five Year Funding History:

1989	\$3,475,000
1988	2,226,512
1987	1,945,000
1986	None
1985	None

PROGRAM OVERVIEW

Program title: Minority Science Improvement Program

FY 1989 Appropriation:	\$5,307,000
FY 1990 Budget Request:	\$5,487,000
FY 1990 Conference Action:	\$5,487,000

Program purpose: To enhance the capacity of minority institutions to develop and maintain quality science education programs and to increase the flow of underrepresented minorities into the fields of science, mathematics and engineering, one-year grants are awarded to postsecondary institutions with minority enrollments greater than 50 percent.

Types of assistance and eligible applicants: Private and public accredited 2-year and 4-year institutions of higher education are eligible if their enrollments are predominantly (50 percent or more) American Indian, Alaskan native, black (not of Hispanic origin), Hispanic, Pacific Islander, or any combination of these or other disadvantaged ethnic minorities who are underrepresented in science and engineering. Proposals may also be submitted by nonprofit, science-oriented organizations, professional scientific societies; and all nonprofit, accredited colleges and universities that will provide a needed service to a group of institutions eligible for the Minority Science Improvement Program (MSIP) or provide inservice training for project directors, scientists, or engineers from eligible minority institutions.

Special funding requirements: None

Types of activities supported:

- o Institutional Project grants provide assistance to individual minority institutions to support implementation of comprehensive science improvement plans, which may include any combination of activities designed to improve the preparation of minority students for careers in science.
- o Cooperative Project grants assist groups of nonprofit, accredited colleges and universities to work together to conduct science improvement projects.
- o Design Project grants provide assistance to minority institutions to plan and develop long-range science improvement programs.
- o Special Project grants support activities that: improve the quality of training in science, mathematics, and engineering; enhance minority institutions' general scientific research capabilities; provide needed services to groups of eligible minority institutions; or provide in-service training for project directors and faculty from eligible minority institutions.

Program evaluation: A study conducted in 1982 visited 10 participating institutions. Study staff found that the MSIP effort has been of considerable value in improving the quality of the science departments in most of the institutions. In particular, the program increased the number and quality of faculty, increased the percentage of students majoring in science, and

enhanced the research capabilities of those science departments. However, the science education outcomes were not uniform. Instruction was improved when it included acquisition of permanent laboratory equipment. Faculty retention was most likely to be enhanced by improving the institutions' programs as a whole rather than by faculty development, which was more likely to help the faculty find other positions.

Five-year funding history:

FY 1989	\$5,307,000
FY 1988	\$5,266,000
FY 1987	\$5,000,000
FY 1986	\$4,785,000
FY 1985	\$5,000,000

FY 1989:

Number of Applicants.....	130
Number of Awards.....	37
Number of Individuals Served.....	N/A
Number of Participating States....	N/A

PROGRAM OVERVIEW

Program title: Aid for Institutional Development (Title III)

FY 1989 Appropriation:	\$174,577,000
FY 1990 Budget Request:	\$202,366,000
FY 1990 Conference Action:	\$198,747,000

Program purpose: To help eligible institutions equalize educational opportunity by providing financial assistance to enable them to solve problems that threaten their ability to survive, to stabilize their management and fiscal operations, and to build endowments. An important objective of this program is for participants to improve their management and programs and become financially independent.

Types of assistance and eligible applicants: The Institutional Aid Programs consist of five components:

1. The Strengthening Institutions Program (Part A) provides 3-year renewable grants or 4- and 5-year grants to eligible institutions, which may be renewed only after a 4- or 5-year wait.
2. The Strengthening Historically Black Colleges and Universities Program (Part B) provides grants to eligible historically black colleges and universities (HBCU). To be eligible, an institution must have been established prior to 1964 and its principle mission must be the education of black Americans. The appropriation is allotted among HBCUs according to the number of Pell Grant recipients among currently enrolled students (50 percent), graduates (25 percent), and graduates attending graduate or professional school in degree programs in which blacks are underrepresented (25 percent).
3. The Strengthening Historically Black Graduate Institutions Program (Part B, Section 326) provides no more than two 2-year grants to the following five postgraduate institutions: Morehouse School of Medicine, Meharry Medical School, Charles R. Drew Postgraduate Medical School, Atlanta University, and Tuskegee Institute of Veterinary Medicine. Except for Morehouse School of Medicine, which is authorized to receive \$3 million, each institution is limited to \$500,000 unless the institution agrees to match the grant.
4. The Challenge Grant Program (Part C, Section 331) is not currently funded. Multiyear awards made before FY 1983 ended in FY 1987.
5. The Endowment Challenge Grant Program (Part C, Section 332) provides eligible institutions with Federal grants that match endowment funds raised by the institutions.

Special funding requirements: Part A - When the appropriation equals or exceeds the FY 1986 level (\$60 million), a minimum of \$51.4 million must be available for 2-year institutions, and 25 percent of the funds above the FY 1986 level must be allocated to eligible institutions with the highest

percentage of minority students. To qualify for this set-aside as a minority institution, a school must have an enrollment that is 20 percent Mexican-American, Puerto Rican, Cuban, or other Hispanic; or 60 percent American Indian; or 5 percent Alaskan native; or 5 percent native Hawaiian, American Samoan, Micronesian, Guamanian, or Northern Marianian.

Part C -

- o Authorizes grants for eligible institutions to establish or increase institutional endowment funds.
- o Individual grants may not exceed \$500,000 or be less than \$50,000, and must be matched dollar-for-dollar by the institution. However, if the Part C appropriation exceeds \$10 million, the Federal-institutional match for Endowment Challenge Grants of \$1 million or more is \$2 Federal to \$1 institutional; such recipients are prohibited from reapplying for a period of 10 years.
- o Two-year, 4-year, or graduate institutions generally must meet the Part A or Part B eligibility criteria.
- o Generally an institution may receive up to two endowment grants in any five-year period.
- o During the 20-year grant period, an institution may not spend the endowment corpus but may spend one-half of the interest earned on the endowment for an institutional expenses.

Types of activities supported: Funds may be used to plan, develop, and implement activities for: faculty and academic program development, funds and administrative management, joint use of libraries and laboratories, acquisition of equipment to be used in strengthening fiscal management and academic programs, and student services.

FY 1989

Number of Applicants.....1214
Number of Awards.....613
Number of Individual Served.....N/A
Number of States Participants....N/A

Program evaluations: Not available

Five-year funding history:

FY 1989	\$174,577,000
FY 1988	\$152,370,000
FY 1987	\$147,208,000
FY 1986	\$135,136,000
FY 1985	\$141,208,000

PROGRAM OVERVIEW

Program Title: Education for the Handicapped Grants to States

FY 1989 Appropriation: \$1,475,449,000

FY 1990 Budget Request: \$1,525,614,000

FY 1990 Conference Level: \$1,564,017,000

Program Purpose: To help States, territories, and the Secretary of the Interior meet the costs of providing special education and related services to all handicapped children aged 3 through 21 years.

Type of Assistance and Eligible Applicants: The Secretary of the Interior receives 1.25 percent of the aggregate amounts available to all States for the education of handicapped children on reservations served by elementary and secondary schools operated for Indian children by the Department of the Interior.

Special Funding Requirements: The Secretary of the Interior must submit an approvable application that meets statutory requirements, includes satisfactory assurances that all 3 through 5 year olds are receiving a free appropriate public education, and includes an assurance that there are public hearings, notice of such hearings, and an opportunity for comment by members of tribes, tribal governing bodies, and designated local school boards on the policies, procedures, and programs that are in the Plan submitted to the Department of Education.

Types of Activities Supported: A wide variety of activities are supported by grant funds, including the provision of aides, teacher in-service training, the purchase of special supplies and equipment, the provision of related services, such as speech therapy and occupational therapy, and parent training.

FY 1989 Award: \$18,215,420

Program Evaluations: The program was monitored in fiscal year 1988, with an on-site visit made November 11-December 4, 1987. The Plan must be approved before funds can be awarded.

Five-year Funding History:

1989:	\$18,215,420
1988:	\$17,675,765
1987:	\$16,518,518
1986:	\$11,239,059
1985:	\$10,582,921

PROGRAM OVERVIEW

Program Title: Education for the Handicapped Grants for Infants and Families

FY 1989 Appropriation: \$69,831,000

FY 1990 Budget Request: \$72,205,000

FY 1990 Conference Level: \$80,624,000

Program Purpose: To help States, territories, and the Secretary of the Interior develop and implement a statewide, comprehensive, coordinated, multidisciplinary, interagency program of early intervention services for handicapped children, aged birth through two years, and their families.

Type of Assistance and Eligible Applicants: The Secretary of the Interior receives 1.25 percent of the aggregate of the amount available to all States for handicapped infants and toddlers and their families on reservations served by the elementary and secondary schools operated for Indians by the Department of the Interior.

Special Funding Requirements: The Secretary of the Interior must submit an approvable application that meets statutory requirements.

Types of Activities Supported: Development of the 14 statutory requirements for the statewide system is the major activity supported. Funds may also be used to provide direct services that are not otherwise provided from other public or private sources and to expand or improve services that are otherwise available.

FY 1989 Award: \$853,490.

Program Evaluations: None.

Five-year Funding History:*

1989:	\$853,490
1988:	\$819,109
1987:	\$611,111

* The program was first funded in fiscal year 1987.

PROGRAM OVERVIEW

Program Title: Bilingual Education (projects that serve Indian students)

FY 1988 Funds: \$10,729,000*

Program Purpose: To assist LEAs in the establishment, expansion, or operation of instructional programs to serve limited English proficient students.

Type of Assistance and Eligible Applicants: Discretionary grants, primarily to LEAs.

Special Funding Requirements: None.

Types of Activities Supported: Instructional services. Most projects are either transitional bilingual education (use the native language to the extent necessary to teach English and assist students to meet grade promotion and graduation standards), or special alternative instructional programs (such as English-as-a-second language or immersion that primarily use English as the language of instruction).

FY 1988

# of applications	not available
# of awards.....	87*
Participating Students.....	14,861*
States Participating.....	18*

Program Evaluations: The "National Evaluation of Instructional Services for Native American Students" collected data on the academic performance of American Indian students in Bilingual Education projects at elementary schools in isolated rural schools on or near Indian reservations. This study found that students in the study scored substantially below the national average on standardized achievement tests of mathematics and English language arts. Over the two years of the study, scores declined or remained the same.

Five-year funding history

1989.....	not available
1988.....	\$10,729,000
1987.....	10,514,000
1986.....	9,656,000
1985.....	10,085,000

*The numbers reflect services provided to Native American students under the Bilingual Education Program in 1988, the last year for which data are available. It is likely that participation in 1989 was similar to 1988. There is no specific set-aside for Indians under the Bilingual Education Act. Applicants proposing to serve Indian students compete with all other applicants.

U.S. DEPARTMENT OF EDUCATION

PERSONNEL MANUAL INSTRUCTION

PMI 335-3

DATE SEP 21 1989

APPROVED:

Vernon D. Triet

Director of Personnel

SUBJECT: Selection Program for Office of Indian Education

I. Authority

Section 5341 of the Indian Education Act of 1988, enacted at Title V, Part C, Subpart 4, of the Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1988 (Public Law No. 100-297).

II. Applicability

- A. This Instruction sets forth the Department's policies and requirements for implementation of the "Indian Education Act of 1988" with respect to filling positions in the Office of Indian Education (OIE).
- B. This Instruction provides the policies and requirements for applying the one-time preference for non-Indians and non-tribal Indians for selection to other positions within the Department.
- C. This Instruction also provides the policies and requirements for applying Indian preference in the implementation of a reduction-in-force (RIF).

III. Definitions

A. Indian means an individual who is:

- 1) a member of an Indian tribe, band, or other organized group of Indians (as defined by the Indian tribe, band or other organized group), including those Indian tribes, bands, or groups terminated since 1940 and those recognized by the State in which they reside, and a member of any recognized Indian tribe now under Federal jurisdiction; or
- 2) determined to be an Indian under regulations promulgated by the Secretary of Education.

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- B. Indian Tribe - means an individual who is a member of any group or community, including any Alaska Native Village, or regional or village corporation (as defined in or established pursuant to the Alaska Native Claims Settlement Act (85 Stat. 688) that exercises the power of self-government.
 - C. Indian Education Program - experience or equivalent education with or directly related to the education of Indians.
 - D. Non-Indian or non-tribal Indian - an individual who is not a member of an Indian tribe, band or other organized group of Indians (as defined by the Indian tribe, band or other organized group), including those Indian tribes, bands, or groups terminated since 1940 and those recognized by the State in which they reside, and a member of any recognized Indian tribe now under Federal jurisdiction.
 - E. Office of Indian Education - the organizational unit in the Department of Education which is assigned responsibility for programs under the Indian Education Act, as amended, and predecessor offices.
 - F. One-time Preference - priority referral until selected which is accorded to a non-Indian or non-tribal Indian who was serving in a position in OIE on April 28, 1988. The referral is for a vacancy in another office of the Department and may be at any grade level for which the employee is qualified and applies.
 - G. Priority Referral - referral on a certificate of eligibles with preference for selection given to identified eligibles.
 - H. Professional Position - a position which has a positive education requirement and/or one which is classified at two-grade intervals.

IV. Policy

- A. In filling positions in OIE for which a best qualified list of candidates is certified from an OPM register or developed in accordance with the Department's Merit Promotion program, it is the Department's policy that if an Indian is evaluated as being among the best qualified, he or she must be selected in preference to other non-Indian or non-tribal Indian employees on the list unless an exception is authorized or a justification for non-selection is approved as indicated below.
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In the event that an Indian applicant for an OIE position is not selected for the position for which he or she is evaluated as being among the best qualified, the selecting official must submit, in writing, a justification for the non-selection. The justification must be addressed to the Assistant Secretary for the Office of Elementary and Secondary Education, via the Director, Personnel Management Service, Attn: PPFES.

- B. In filling positions in other offices of the Department for which a best qualified list of candidates is certified in accordance with the Department's Merit Promotion program, it is the Department's policy that if a non-Indian or non-tribal Indian employee who was serving in OIE on April 28, 1988 is evaluated as being among the best qualified, he or she must be selected in preference to other employees whose names appear on the list unless an exception is authorized or a justification is approved as indicated below.

Should a non-Indian or non-tribal Indian employee of OIE not be selected for a position in this Department outside of OIE for which he/she is evaluated as being among the best qualified, the selecting official must submit, in writing, a justification for the non-selection. The justification must be addressed to the Deputy Under Secretary for Management, via the Director, Personnel Management Service, Attn: PPFES.

- C. The justification for non-selection must be approved prior to filling the position.
- D. In the event of a RIF that would affect the Office of Indian Education, placement of employees within OIE as a result of the RIF will be consistent with the Indian Education Act of 1988 and any applicable provisions of a negotiated collective bargaining agreement.

V. Procedures

Implementing procedures for Indian and non-Indian preference are attached.

**Procedures for Implementing the Indian Preference
Provisions for Selection and Reduction in Force (RIF) for
Positions in the Office of Indian Education (OIE)**

Effective immediately, Indian candidates will be given preference for selection for all positions in the Office of Indian Education. Indian employees in the Office of Indian Education will also be given preference when implementing a RIF in the Office of Indian Education. For the purposes of implementing these procedures, an "Indian" is defined as a member of an Indian tribe, band or other organized group of Indians (as defined by the Indian tribe, band or other organized group), including those Indian tribes, bands or groups terminated since 1940 and those recognized by the State in which they reside, and a member of any recognized Indian tribe now under Federal jurisdiction. The term "Indian tribe" means any Indian tribe, band, nation, or other organized group or community, including any Alaska Native Village, or regional or village corporation (as defined in or established pursuant to the Alaska Native Claims Settlement Act (85 Stat. 688) that exercises the power of self-government. As indicated below, the procedures that will be used are as follows:

- Indian preference will be applied in filling all positions in the Office of Indian Education.
- All staff appointed to professional positions in OIE must have experience at the appropriate grade level in Indian education programs and such knowledge must appear as a selective factor on the vacancy announcement. Related education may be substituted in accordance with criteria in X-118, OPM Qualification Standards.
- In accordance with Section 5341 of the Indian Education Act of 1988, enacted at Title V, Part C, Subpart 4, of the Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1988 (Public Law No. 100-297), when filling positions in the Office of Indian Education, the Department shall give a preference to Indian candidates who present proof of eligibility for Indian Preference. Proof of eligibility includes, but is not limited to, a copy of a tribal membership card or tribal voter registration card; written certification of membership by an authorized representative of the tribe; or any other proof deemed acceptable by the Secretary of Education.

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- If rated among the best qualified for a position in OIE, an Indian applicant will be placed on the certificate of eligibles (CERT) along with other best qualified candidates but will be identified as an Indian Preference Eligible (IPE).
 - If determined to be eligible for reassignment in connection with a vacancy announcement, the employee will be placed on a reassignment CERT along with other reassignment eligibles, but will be identified as an IPE.
 - The selecting official must interview each IPE certified and must select one unless a written justification for non-selection is approved by the Assistant Secretary for the Office of Elementary and Secondary Education.
 - If two or more IPEs are certified for selection any one of them may be selected.
 - The selecting official will indicate on the certificate of eligibles (OPM or ED) the employee(s) selected for the position(s) and will return the certificate to the servicing personnel office. The selecting official will not notify the employee of his/her selection. This will be done by the servicing personnel office.

The following actions are exempt from the selection provisions of this procedure:

- o Placement resulting from judicial or administrative appeal decisions (e.g., EEOC, MSPB or court decisions or settlements) or other non-discretionary entitlement (e.g., employee exercising reemployment rights).
- o Actions required by statute.
- o Non-competitive promotions.
- o Temporary promotions and temporary appointments.
- o Details.
- o Non-competitive lateral reassignments of a non-Indian or non-tribal Indian in OIE to a position within OIE at the same grade level or to one with equivalent promotion potential. (Does not include reassignments in connection with a vacancy announcement.)

- o Placements as a result of RIF in OIE under which Indian preference has been granted.
- o Other personnel actions which are employee based rather than based on management discretion, such as performance awards and ratings, training, separation for conduct and related actions.

Preference for Reduction-In-Force

In the event of a RIF that would affect the Office of Indian Education, placement of employees within OIE as a result of the RIF will be consistent with the Indian Education Act of 1988 and any applicable provisions of a negotiated collective bargaining agreement.

DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION
OFFICE OF INDIAN EDUCATION

CERTIFICATION OF INDIAN PREFERENCE FOR EMPLOYMENT

NAME _____

VACANCY
(INCLUDE ANNOUNC. NO.) _____

In accordance with the Indian Education Act of 1988, application is made for preference as a member of an Indian tribe, band, or other organized group of Indians (as defined by the Indian tribe, band or other organized group), including those Indian tribes, bands, or groups terminated since 1940 and those recognized by the State in which they reside; and a member of any recognized Indian tribe now under Federal jurisdiction.

The term "Indian tribe" means any Indian tribe, band, nation, or other organized group or community, including any Alaska Native Village, or regional or village corporation (as defined in or established pursuant to the Alaska Native Claims Settlement Act (85 Stat. 688) that exercises the power of self-government.

As evidence of your eligibility for Indian preference for employment, attach a copy of one of the following documents, and indicate which document is attached:

- _____ Certification by an authorized representative of the tribe, band or other organized group of Indians
- _____ Tribal voter registration card
- _____ Tribal membership card
- _____ Other (PLEASE SPECIFY) _____

I certify under penalty of perjury that the foregoing information provided by me is true and correct.

Executed on _____
Date

Signature

Procedures for Implementing the One-time Preference for Selection for
Non-Indians in the Office of Indian Education (OIE)

Effective immediately, non-Indian and non-tribal Indian employees of OIE who were serving in the OIE on April 28, 1988 and who wish to apply for a position elsewhere in the Department may use a one-time preference for selection to such a position. One-time preference is defined as priority referral until selected for a vacancy at any grade level, for which qualified, in any other office of the Department. For the purpose of implementing this procedure, a non-Indian or a non-tribal Indian is defined as an individual who is not a member of an Indian tribe, band or other organized group of Indians (as defined by the Indian tribe, band or other organized group), including those Indian tribes, bands, or groups terminated since 1940 and those recognized by the State in which they reside, and a member of any recognized Indian tribe now under Federal Jurisdiction. As indicated below, the procedures that will be used are as follows:

- The one-time preference for selection extends to a vacancy announcement at any grade level for which qualified in any other office of the Department.
- A non-Indian Preference Eligible (NIPE) wishing to exercise his/her one-time preference for an announced vacancy must complete ED Form NIPE-1 (see attached) and attach it to the front of the SF-171 on which application is made.
- If rated among the best qualified for the position, the NIPE will be placed on the certificate of eligibles (CERT) along with other best qualified candidates, but will be identified as a NIPE.
- If determined to be eligible for reassignment at the same grade level in connection with a vacancy announcement, the employee will be placed on a reassignment CERT along with other qualified reassignment eligibles, but will be identified as a NIPE.
- The selecting official must interview each NIPE certified and must select one unless a written justification for non-selection is approved by the Deputy Under Secretary for Management. Approval will be given only for legitimate, work-related reasons, which may include, but are not limited to: FTE (ceiling) limitations, a NIPE performance rating of record below Fully Successful, or lack of specialized skills or abilities necessary to perform the duties of the position at the level required.
- If two or more NIPes are certified for selection, any one of them may be selected.

- After a NIPE has been selected while using his/her one-time preference, his/her entitlement under these procedures is terminated. However, a NIPE may withdraw his/her application from consideration, prior to an offer being made by the personnel office, and still retain the preference.
- A NIPE will be notified upon having his/her entitlement terminated and will be given any relevant information regarding his/her current status.
- A NIPE who voluntarily leaves OIE loses his/her entitlement under these procedures. The employee will be required to sign a statement acknowledging that his/her entitlement to the one-time preference is terminated. Reassignments by management direction are not considered "voluntary" for the purpose of this paragraph.

With respect to NIPES, the following actions are exempt from the selection provisions of this procedure:

- o Placement resulting from judicial or administrative appeal decisions (e.g. EEOC, MSPB or court decisions or settlements) or other non-discretionary entitlement (e.g. employees exercising reemployment rights).
- o Non-competitive lateral reassignments to a position at the same grade level or to one with equivalent promotion potential. (Does not include reassignments in connection with a vacancy announcement).
- o Non-competitive promotions.
- o Actions required by statute.
- o Temporary promotions and temporary appointments.
- o Details.
- o Selection of an employee to avoid or reduce the impact of a RIF.

APPLICATION FOR ONE-TIME PREFERENCE

(FORM MUST BE ATTACHED TO FRONT OF SF-171)

NAME _____

ORGANIZATION IN WHICH
CURRENTLY EMPLOYED _____VACANCY FOR WHICH
APPLICATION IS MADE _____
(INCLUDE ANNOUNC. NO.)

In accordance with the Indian Education Act of 1988, which authorizes a one-time preference to non-Indian and non-tribal Indian employees serving in the Office of Indian Education, I am applying for the above cited position.

I understand that, should I be selected for this vacancy, my one-time preference will be terminated.

I certify that on April 28, 1988 I was serving in the Office of Indian Education and have remained in that office until the present date.

Signature_____
Date

MEMORANDUM OF UNDERSTANDING

In accordance with Article 8 of the Collective Bargaining Agreement, this memorandum is entered into between the United States Department of Education (the Employer) and the American Federation of Government Employees, Council 252 (the Union) represented here by AFGE Local 2607, upon delegation by the Council.

The Employer and the Union agree that the Employer may implement the Department selection program and procedures for implementing the Indian preference provision of the Indian Education Act 1988, a copy of which is appended to this Memorandum and is initialed on each page by a representative of each Party. Those provisions of the selection program and procedures which are within the scope of mandatory bargaining under 5 U. S. C. Chapter 71 and the Parties Collective Bargaining Agreement are hereby agreed upon by the Parties. Both Parties recognize and understand that provisions of the selection program and procedures which do not concern conditions of employment of unit employees, which concern the filling of positions outside the bargaining unit, or which represent rights reserved to management by statute or the Collective Bargaining Agreement have not been negotiated and are not subject to this Memorandum.

In addition to the provisions of the selection program and procedures for implementing the Indian preference which are subject to negotiation and have been negotiated, the following is also agreed to:

In the event of a reduction-in-force that would affect the Office of Indian Education, placement of employees within OIE as a result of the RIF will be consistent with the Indian Education Act of 1988.

In the event that the employer determines that a reduction-in-force that effects the Office of Indian Education may be necessary, the Department recognizes that the Union reserves its rights, as may be applicable under 5 U.S.C. Chapter 71 and the Collective Bargaining Agreement, to negotiate over impact and implementation of the RIF at that time.

<u><i>[Signature]</i></u> For the Employer	<u>7/6/89</u> Date	<u><i>[Signature]</i></u> For the Union	<u>9/15/89</u> Date
<u><i>John B. Allen</i></u> For the Employer	<u>9/15/89</u> Date	<u><i>Mary L. [Signature]</i></u> For the Union	<u>9/15/89</u> Date
<u><i>Daniel F. Bonner</i></u> For the Employer	<u>9/15/89</u> Date		

MEMORANDUM OF UNDERSTANDING

In accordance with Article 8 of the Collective Bargaining Agreement, this Memorandum is entered into between the United States Department of Education (the Employer) and the American Federation of Government Employees, Council 252 (the Union) represented here by AFGE Local 2607, upon delegation by the Council.

The Employer and the Union agree that the Employer may implement the Department policy on the one-time preference for selection for non-Indians in the Office of Indian Education, a copy of which is appended to this Memorandum and is initialed on each page by a representative of each Party. Those provisions of the policy which are within the scope of mandatory bargaining under 5 U.S.C. Chapter 71 and the Parties' Collective Bargaining Agreement are hereby agreed upon by the Parties. Both Parties recognize and understand that provisions of the policy which do not concern conditions of employment of unit employees, which concern the filling of positions outside the bargaining unit, or which represent rights reserved to management by statute or by the Collective Bargaining Agreement have not been negotiated and are not subject to this Memorandum.

In addition to the provisions of the policy which are subject to negotiation and have been negotiated, the following is also agreed to:

The Employer will offer training or other assistance to non-Indian preference eligibles on preparation of SF-171's, on identifying other occupations within the Department for which they might apply, and on the preparation of SF-171's for the purpose of meeting qualification requirements for such occupations.

The Employer recognizes that the Union reserves its right, as may be applicable under 5 U.S.C. Chapter 71 and the Parties' Collective Bargaining Agreement, to negotiate the Indian preference provisions of Public Law No. 100-297 pertaining to personnel actions in the Office of Indian Education.

James P. Keenan
For the Employer

3/17/89
Date

Maryann J. Nelson 3/20/89
For the Union Date

Hazel D. McKnight
For the Employer

3/17/89
Date

Mary J. Lango 3/20/89
For the Union Date

Daniel F. Bonner 3/20/89
For the Employer Date

for Beryl Dorsett

TESTIMONY BEFORE THE
SELECT COMMITTEE ON INDIAN AFFAIRS
UNITED STATES SENATE

ON

EDUCATION PROGRAMS ADMINISTERED BY
THE DEPARTMENT OF EDUCATION

PROVIDED BY

ASSOCIATION OF COMMUNITY TRIBAL SCHOOLS

Mr. Roger Bordeaux, Executive Director

449 NORTH PLUM STREET - SUITE 100
VERMILLION, SOUTH DAKOTA 57069

OCTOBER 27, 1989

MR. CHAIRMAN AND MEMBERS OF THE COMMITTEE, THANK YOU FOR THE OPPORTUNITY TO ADDRESS YOU THIS MORNING CONCERNING PROGRAMS AND OPERATIONS OF THE OFFICE OF INDIAN EDUCATION AND OTHER EDUCATION PROGRAMS WITHIN THE DEPARTMENT OF EDUCATION WHICH BENEFIT AMERICAN INDIAN AND NATIVE HAWAIIANS.

P.L. 93-638 AND P.L. 100-297 AUTHORIZES CONTRACTS AND GRANTS WITH TRIBES AND TRIBAL ORGANIZATIONS TO OPERATE ELEMENTARY/SECONDARY SCHOOLS. THERE ARE OVER 12,000 STUDENTS IN CONTRACT AND GRANT SCHOOLS. WE HAVE OVER FIFTY PERCENT OF THE INDIAN STUDENTS ENROLLED IN OUR MEMBER SCHOOLS. THEY RECEIVE BASIC SUPPORT FROM THE INDIAN SCHOOL EQUALIZATION PROGRAM (ISEP). ISEP GENERATED \$2,407.50 PER WEIGHTED STUDENT IN FISCAL YEAR 1989. THE COMMUNITY/TRIBAL SCHOOLS STRIVE FOR EXCELLENCE THROUGH CULTURAL RELEVANCY OF THEIR CURRICULUM. THE STUDENTS WHO TAKE FULL ADVANTAGE OF THE PROGRAMS WILL BE PREPARED FOR FUTURE LIFE.

THE COMMUNITY/TRIBAL SCHOOL STUDENTS ARE ELIGIBLE FOR TITLE V, PART A, INDIAN EDUCATION PROGRAMS BECAUSE THE SCHOOLS ARE DEFINED AS LOCAL EDUCATION AGENCIES. THE SCHOOLS ARE ELIGIBLE, AS INDIAN CONTROLLED SCHOOLS AND ORGANIZATIONS, FOR PART A SET-ASIDE DISCRETIONARY FUNDS, PART B FUNDS, AND PART C FUNDS.

THE SCHOOLS RECEIVE SOME OF THE DEPARTMENT OF EDUCATION FUNDS, AS FLOW THROUGH FUNDS, FROM THE BUREAU OF INDIAN AFFAIRS (BIA). THEY ARE ELIGIBLE FOR OTHER DOE FUNDS BECAUSE THEY ARE DESIGNATED AS PRIVATE ORGANIZATIONS OR PRIVATE SCHOOLS.

CONCERNS ABOUT U.S. DEPARTMENT OF EDUCATION

1. TITLE V - INDIAN EDUCATION ACT. WE ARE CONCERNED THAT THIS PROGRAM HAS EXPERIENCED AN APPROXIMATELY 10% REDUCTION SINCE FY 1981. IN FY 1981

THE APPROPRIATIONS WAS \$81,680,000. IF THE AVERAGE INFLATION RATE WAS 4%, THE TOTAL FOR FY 1990 SHOULD BE \$107 MILLION.

WE ARE CONCERNED ABOUT THE SENATE APPROPRIATIONS LANGUAGE WHICH REQUESTS THE DEPARTMENT OF EDUCATION TO LOOK INTO WAYS TO EQUALIZE PER PUPIL FUNDING BETWEEN PART A AND PART A SET-ASIDE. IT MUST BE REMEMBERED THAT PART A IS AN ENTITLEMENT PROGRAM FOR ALL INDIAN STUDENTS IN PUBLIC SCHOOLS AND INDIAN CONTROLLED SCHOOLS. PART A SET-ASIDE IS A DISCRETIONARY ENRICHMENT PROGRAM FOR INDIAN CONTROLLED SCHOOLS. THE SET-ASIDE IS ONLY \$3,500,000. THE PART A SET-ASIDE MUST BE FUNDED AS AUTHORIZED BY P.L. 100-297.

2. CHAPTER 1. THE CHANGES LEGISLATED BY P.L. 100-297 WILL IMPROVE DELIVERY OF SERVICES TO STUDENTS IN COMMUNITY/TRIBAL SCHOOLS. THE IMPLEMENTATION OF SCHOOL WIDE PROJECTS WILL INCREASE DELIVERY OF SERVICES AND SHOULD DECREASE PAPER WORK.

3. CHAPTER 2. COMMUNITY/TRIBAL SCHOOL STUDENTS ARE ELIGIBLE FOR THESE PROGRAMS THROUGH LOCAL EDUCATION AGENCIES (PUBLIC SCHOOL DISTRICTS), BUT ONLY IF AN L.E.A. WISHES TO ENTER INTO A CHAPTER 2 AGREEMENT. IT WOULD BE MORE EQUITABLE FOR THE COMMUNITY/TRIBAL SCHOOLS TO BE DESIGNATED AS LOCAL EDUCATION AGENCIES THEREBY INSURING SERVICE DELIVERY.

4. IMPACT AID. COMMUNITY/TRIBAL SCHOOLS ARE ELIGIBLE TO RECEIVE FUNDS FOR STUDENTS ENROLLED, WHO ARE NOT ELIGIBLE FOR ISEP. THE LEA IS NOT REQUIRED TO COUNT THE STUDENTS. THERE MUST BE A REQUIREMENT THAT LEA'S COUNT STUDENTS IN COMMUNITY/TRIBAL SCHOOLS WHO ARE ELIGIBLE FOR IMPACT AID AND NOT ELIGIBLE FOR ISEP.

5. EDUCATION OF THE HANDICAPPED. COMMUNITY/TRIBAL SCHOOL STUDENTS ARE ELIGIBLE FOR THESE PROGRAMS, AS FLOW THROUGH PROGRAMS, FROM THE BUREAU OF INDIAN AFFAIRS. STUDENTS RECEIVE SERVICES BASED ON ABILITY OF LOCAL GRANTSMANSHIP AND DISCRETION OF BIA SPECIAL EDUCATION STAFF. THESE FUNDS MUST BE DISTRIBUTED THROUGH THE EXISTING CATAGORICAL FUNDING MECHANISM WITHIN ISEP.

6. VOCATIONAL EDUCATION. COMMUNITY/TRIBAL SCHOOL STUDENTS ARE ELIGIBLE FOR THIS PROGRAM VIA THE SET-ASIDE FOR INDIAN TRIBES AND TRIBAL ORGANIZATIONS. THE PROBLEM IS, THESE FUNDS ARE NOT GENERALLY GIVEN TO SECONDARY PROGRAMS. THE SCHOOLS COULD RECEIVE THE FUNDS FROM THE STATE IF THEY CAN ACCESS THROUGH THE STATE PLAN. THERE ARE VERY FEW SCHOOLS THAT HAVE BEEN ABLE TO ACCESS THROUGH THE STATE PLAN. WE HAVE PREVIOUSLY PRESENTED TESTIMONY ON OUR POSITION EARLIER THIS YEAR WHEN TESTIFYING ON S. 496. HOWEVER, MR. CHAIRMAN IF I MAY, LET ME UNDERLINE ONCE MORE AN IMPORTANT POINT CONCERNING VOCATIONAL EDUCATION. FUNDS ALLOCATED UNDER THIS PROGRAM ARE DONE SO UNDER A NATIONAL FORMULA. INDIAN STUDENTS AND EVEN ADULT INDIANS ARE INCLUDED WHEN A STATE'S ALLOCATION IS DETERMINED UNDER THE EXISTING FORMULA. ALTHOUGH AS PREVIOUSLY MENTIONED, THERE IS A SET-ASIDE FOR TRIBES AND CERTAINLY THERE HAVE BEEN SOME VERY GOOD VOCATIONAL EDUCATION PROGRAMS BEGUN AT THE TRIBAL LEVEL UNDER THIS PROGRAM, BIA FUNDED SECONDARY SCHOOLS DO NOT RECEIVE ANY FUNDING UNDER THE FORMULA. I REPEAT THERE ARE NO DOLLARS COMING INTO BUREAU FUNDED SECONDARY SCHOOLS. ISEP IS AN EXCELLENT FORMULA PROGRAM WHICH IS COMPARABLE TO STATE AND LOCAL FUNDS RECEIVED BY A LOCAL EDUCATION AGENCY (PUBLIC SCHOOL DISTRICT). A LOCAL EDUCATION AGENCY DOES HOWEVER, RECEIVE A GUARANTEED LEVEL OF FUNDING UNDER THE CARL PERKINS ACT. IT ALLOWS THEM TO DO A GREAT NUMBER OF THINGS. THE CURRENT SITUATION IS TERRIBLY DISCRIMINATORY. AS WE SPEAK, THE SENATE COMMITTEE ON LABOR AND HUMAN RESOURCES IS MARKING-UP THE CARL PERKINS ACT. ABSENT FROM THAT LEGISLATION -- AT LEAST

TO MY KNOWLEDGE -- IS ANY ATTEMPT TO ALLOW BIA FUNDED SCHOOLS THE ABILITY TO LEVERAGE DEPARTMENT OF EDUCATION VOCATIONAL EDUCATION DOLLARS. ANYTHING THIS COMMITTEE COULD DO TO INCLUDE LANGUAGE WHICH WOULD DESIGNATE BIA FUNDED SECONDARY SCHOOLS AS LOCAL EDUCATION AGENCIES FOR PURPOSES OF THE CARL PERKINS ACT WOULD BE APPRECIATED.

7. OTHER CONCERNS.

- a) SCHOOLS ARE TROUBLED BY THE DEPARTMENTS LIMIT ON THE AMOUNT OF FUNDS THAT CAN BE USED FOR ADMINISTRATIVE COSTS. THERE IS CURRENTLY A 8% LIMIT ON DEPARTMENT OF EDUCATION PROGRAMS.
- b) THE WHITE HOUSE CONFERENCE ON INDIAN EDUCATION MUST BEGIN.

SUMMARY

IF DEPARTMENT OF EDUCATION PROGRAMS DO NOT GO DIRECTLY TO THE COMMUNITY/TRIBAL SCHOOLS OR VIA THE BUREAU OF INDIAN AFFAIRS, THE COMMUNITY/TRIBAL SCHOOLS MUST BE DESIGNATED AS LOCAL EDUCATION AGENCIES. STUDENTS IN COMMUNITY/TRIBAL SCHOOLS DO NOT HAVE EQUAL ACCESS TO ALL DOE PROGRAMS. IF THIS IS NOT DONE, CONGRESS IS AUTHORIZING DOE TO DISCRIMINATE AGAINST COMMUNITY/TRIBAL SCHOOL STUDENTS.

SCOMM

7/12

LCA
Literacy Council of Alaska
823 3rd Ave. • 456-6212
Fairbanks, Alaska 99701

December 6, 1988

Bob Arnold
Office of William L. Hensley
Alaska State Senate
P. O. Box V
Juneau, AK 99811

Dear Mr. Arnold:

Thank you for all of the information on HIPPY. It's exactly what I needed. What I had been sent was more of a brochure so the material will be very useful.

After I mailed off the proposed regulations for EVEN START, I realized I have some other information on programs involving parents that might interest you. Enclosed are brief excerpts from each. The article titled "Parent Involvement: A Practical Approach" came to me with a complete Parent Handbook and units on home learning activities for K, 1, 2, 3, and 4 as well as a section called "trade book sheets".

The Intergenerational Literacy Model Project Handbook is 115 pages and includes an appendix which overviews the 21 week core curriculum.

Project Pact: Parents and Children Together contains 126 pages of 20 lessons for parents to conduct with children.

I hope the excerpts convey enough about each article to be of use to you.

Sincerely,

Riki Sipe

Riki Sipe
Executive Director

Enc.



P·A·C·T

PROJECT PACT: PARENTS AND CHILDREN TOGETHER



CIU 10 Development Center for Adults

Centre County Vocational-Technical School

Pleasant Gap, PA 16823



PROJECT PACT: PARENTS AND CHILDREN TOGETHER

Special Demonstration 310 Project

#98 - 6001

Mary Catherine Spence, Project Director

Anni Delsandro Matsick, Illustrator

Joann Beal, Typist

This is a result of a project supported in whole or in part by the U.S. Office of Education and the Pennsylvania Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education and Pennsylvania Department of Education, and no official endorsement should be inferred.

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Parenting Tips, found throughout the materials apply to individual lessons but are also intended to be transferred to other lessons and other situations. They can also provide good topics for individual or group discussion. Questions such as these will help parents think about the reason for the tips.

Do you agree with this? Why or why not?

When would you use it?

When would you not use it?

How does it make a child feel?

How does it make a parent feel?

Encourage the parent to try some of the suggested activities in each lesson if they are appropriate for the child. Check with the parent after the lesson to see how the activities went. Praise and encourage the parent for trying the lesson. Talk about and analyze what happened. Find out if the parent felt the lesson was a success. Discuss different approaches for future lessons. Most of all, emphasize that the lessons are intended to help the parent and child have fun together.

INTRODUCTION TO THE TEACHER

PACT materials are intended for use by ABE students who are parents or others who interact with children. They can be useful to child care workers, baby sitters, grandparents, aunts, uncles, neighbors or anyone interested in helping children learn. The word "parent" in these materials refers to any of these people who assist parents in the very important job of raising happy, healthy children.

The lessons are constructed to be used first by ABE teacher or counselor with the "parent" and then by parent and child at home. The teacher should go over Section I: Parent Activity, with the parent and then make sure that the parent understands what is expected in Section II: Parent - Child Activity.

The lessons introduce concepts that a child can learn "naturally" and easily from a parent. In some cases the parent may be learning the concept himself. In other cases the parent may be reviewing the concept and learning how to structure a situation in which the child can learn the concept. He may also be learning that the skill is not as easy to learn as it may seem. In many cases the child (or the adult) may not have the prerequisite skills that the new skill builds on. The parent (or the ABE teacher) may find it necessary to adjust the lesson and/or teach a prerequisite skill first. It may be necessary to do a "task analysis", that is, look at the skills necessary to complete the task. Many lessons can be adjusted simply by having the parent do part of the task for the child and having the child do as much as she can independently.

It is important that the parent understand that the main purpose of these lessons is to help the child learn that learning can be fun and natural. When a lesson stops being fun the lesson should be stopped. No individual lesson is important enough to have both child and parent become frustrated over it. The parent should be taught how to change activities without parent or child feeling like a failure. A simple statement like "Let's quit now," or "That's enough for now," is far better than "This is too hard," or "You'll never learn this." The parent should continue to play with the child but forget "the lesson" if it becomes too difficult.

PARENT INVOLVEMENT: A PRACTICAL APPROACH

an article written for the
International Reading Association

by

Vicki L. Bowers, Coordinator

Parent Involvement in Basic Skills Program
Montgomery County Public Schools
850 Hungerford Drive
Rockville, Maryland 20850

PARENT INVOLVEMENT: A PRACTICAL APPROACH

"Parent involvement" conjures up a wide variety of activities related to parents, children, and schools. One type of parent involvement, that in curriculum-related learning activities at home, has been shown to be highly beneficial to parents, teachers, and children. (Epstein, 1986, 1987; Gordon, 1969, 1976, 1979; Mattox and Rich, 1977; Moles, 1982; Rich, 1977, 1979) Experience in the Montgomery County (Md.) Public Schools with the Parent Involvement in Basic Skills Program (PIBS) has shown that such involvement can be effectively mobilized without adding to the workload of teachers and at minimal cost.

THE CHANGING ROLE OF PARENTS

Any successful parent involvement program must recognize the changing roles of parents from their involvement in their children's preschool education to the parts they play after their children enter school. Parents have a pretty good feel for what their children know and can do until they enter school. Parents eagerly watch for learning milestones such as the baby's first steps, first words, and that happy day the child finally understands about toilet training. They anticipate their children's interests and provide opportunities and encouragement for their children to observe, explore, and imitate the world around them and to develop the skills necessary to thrive in such a world. Their children's latest accomplishments become topics of conversation with spouses, relatives, and friends.

As the first day of school approaches, parents begin to prepare their children for the routines and environment they will encounter. With the first day of school, the initial milestone in the child's formal education, parents find

themselves cast in a new role. Within a few short months, parents who once knew themselves to be key players on the stage of their children's learning become relegated to playing bit parts or selling popcorn in the lobby.

The fact that parents no longer have full responsibility for planning and supervising their children's education does not diminish their natural interest in what their children are learning. Typical questions parents ask most often are: What's my child learning? and How can I help? Too often teachers find these questions threatening, as if they imply a lack of confidence in the teacher's professional ability. At other times parents are given the distinct impression that these questions are not what they should concern themselves about, but that their attention and energies should be directed elsewhere, such as into PTA activities. After a while many parents stop voicing their questions, but they still maintain a vital, if unsatisfied, curiosity about what their children are learning and a commitment to helping them as best they can. In studies conducted by Johns Hopkins University, researchers found that parents "overwhelmingly agreed that teachers should involve parents in learning activities at home and that homework was useful for their children. Over 80 percent of the parents said they could spend more time helping if they were shown how to do specific learning activities." (Epstein, 1986, p. 280)

TRADITIONAL PARENT ROLES IN SCHOOL

From a teacher's perspective, providing timely answers throughout the year for parents' questions creates problems. Kindergarten and first grade teachers in particular spend countless hours writing parent involvement material for their classes. Considerable time and energy are needed to create such material, and

there is often very little support for teachers who feel this kind of involvement is important, especially for those who teach higher grade levels. Some textbooks do come with a limited amount of parent involvement material, yet the intent of some of this material seems to be less to inform and involve parents than to provide a selling point for the textbook. Furthermore, since these materials are intended for a nationwide distribution, they cannot refer to local resources or specifically address local needs. There is also a variety of general material available for parent involvement. In some cases these materials are expensive, and they require teachers to spend time coordinating what is available with what they are teaching if parents are to receive pertinent information.

In many ways a strong partnership between home and school already exists. Teachers and administrators are more skilled with traditional forms of parent involvement over which they exercise a great deal of control, such as PTA, school volunteer programs, fund-raising efforts, the provision of workshops for parents, or seeking parental input on matters of policy or priorities. Parents are almost always the first troops called out in the battle over funding the school budget, a very important and highly valued role. All of these things are important, but they still do not adequately answer the two nagging questions that plague parents. They do not tell parents what their children are learning or provide significant guidance for parents to help their children succeed in school. Exciting things happen every day in classrooms across the country. Unless a conscious effort is made by teachers to include parents, each party works in isolation with the results less than they could be for the children.

Research findings from studies of parent involvement practices in the State of Maryland conducted by Johns Hopkins University found that over 70 percent of the parents had never participated in activities at school and only 4 percent were able to volunteer frequently (over 25 times a year) in the school. Parent involvement requiring parents to attend workshops or meetings at school is obviously going to work with only a small segment of the school's population, regardless of how well planned, conducted, and received the sessions are.

However, the researchers found that parents were both willing and able to help their children at home when the teacher asked them to and told them how, regardless of the parents' income, education, or marital status. In fact, single parents reported spending more time helping their children with school work than did married parents. Dr. Joyce Epstein writes about the findings:

What is important in our findings is that teachers' frequent use of parent involvement practices improved parents' knowledge about their child's instructional program, after grade level, racial composition, and Parent education composition of the classroom were taken into account. Also, teachers' use of these practices mitigated the disadvantages associated with race, social class, and grade level. (p. 288-289)

The most compelling finding from the work done at Johns Hopkins is that students whose teachers emphasize parent involvement did significantly better on standardized reading tests than their peers in the classrooms of teachers who did not emphasize parent involvement. American educators serious about improving the academic achievement of students, especially disadvantaged and minority students, would do well to start by improving their parent involvement practices. The logical question is how.

PARENT INVOLVEMENT IN BASIC SKILLS PROGRAM

In Montgomery County, Maryland, the problem of providing timely and pertinent information and suggestions to parents about their children's instructional program has been solved with activity sheets written by parents in the Parent Involvement in Basic Skills Program. These activity sheets were written to accompany each reading/language arts unit and each mathematics objective from kindergarten through third grade. Activity sheets have also been developed for the Head Start curriculum, and there are prototypes for the instructional programs in grades 4-6. There are also sheets that give parents guidance in discussing library books they read aloud to their children.

Each activity sheet begins with a "Dear Parents" note that explains the focus of instruction--what the students are learning and often why. The rest of the sheet contains various suggestions for things parents can do with their children that relate directly to the focus of instruction. The activities show children the practical use of the things taught in class, providing more than just an opportunity for students to practice their lessons. Letting parents know what their children are learning allows them to put the things taught in school into a familiar, real-world context for their children.

Following are two representative PIBS sheets. The first complements a kindergarten unit on folktales, and the second helps fourth graders see and use common decimal fractions.

Insert sample activity sheets.

As the samples illustrate, there are very few paper and pencil activities. The most frequent suggestions include cooking, shopping, watching and discussing television, reading stories together, working outside, taking walks, recording observations, planning family events and activities, and talking about family memories and traditions.

Since Montgomery County is a suburb of Washington, D.C., numerous local resources such as the Smithsonian Institutions and the National Geographic Society Headquarters are available to families in the school district. However, the size and wealth of these institutions are often intimidating--with so much to see, it's hard to know where to begin. Consequently, PIBS hired a museum educator to write museum activities for the sheets to direct parents to specific buildings, floors, and exhibits and to suggest discussion topics that pertain to what is being taught in class. Although the D.C. area abounds in enrichment possibilities, every community has resources that are not fully utilized because parents need the kind of information contained on the PIBS sheets.

As previously stated, except for the museum activities, the PIBS materials were written by parents. In a number of writers' workshops, parents worked in grade level teams of three or four people to review curriculum, develop a "Dear Parents" note to explain in plain English what the children were being taught, and to brainstorm and write activities that would reinforce or enhance the lessons taught in class and, at the same time, capitalize on the everyday opportunities for learning that occur in the home.

The aim of the PIBS Program is not to give parents, a child's first and most important teachers, a crash course in teaching methods or learning theory or to show them how to set up "learning stations" in their homes. The aim of PIBS is to point out the many ways that parents can use their knowledge of their children and their skills as parents to encourage their children to use the skills and information introduced in school and to enhance their children's education through shared experiences and discussions. The PIBS sheets serve as a bridge between the differing demands, goals, supports, and environments of the home and school, enabling parents and teachers to work together for the benefit of the child.

On the back of each sheet, a curriculum reference tells the teacher which mathematics objective or which reading/language arts unit the sheet complements. The teacher then sends home copies of the appropriate sheets with each of the children as they progress through the year. Thus, when parents get a sheet at home, they know that their child is currently working on the things covered on the sheet.

Since the sheets are directed at parents, they do not have to be returned to school for grading. They are not homework, and they do not replace homework for the students; they do, however, make the help parents give their children on homework more useful than before.

Parents are encouraged to choose one or more of the activities on each sheet to do with their children, but they are also encouraged to modify any activity to suit the way their family normally works. The variety of suggestions is to

give parents ideas to use as springboards to help their children. Parents are told often that the activities should be enjoyable, not high-pressure, right-or-wrong, must-do situations.

The PIBS materials developed in Montgomery County are specific to the MCPS curriculums and the needs and resources of that area. There are, for instance, a number of translations of PIBS sheets for the large number of families in the area who speak a language other than English at home. But the process used to develop curriculum-related material in this school district can be used in other districts to develop material designed for their curriculums, area resources, and local needs.

EVIDENCE OF EFFECTIVENESS

In the first year of the program, the PIBS material was pilot tested in nine elementary schools throughout the district. All of the schools were Title I (Chapter 1) schools. Before the material was made available to teachers and parents, teachers completed a written questionnaire. Approximately one-third of the parents were randomly selected and surveyed by telephone to gather baseline data on parent involvement practices. After the surveys were completed, teachers were given an overview of the PIBS Program at a teachers' meeting, and the material was distributed. Teachers were encouraged but not compelled to use the material. After teachers were introduced to the program, parents were given an overview at meetings held at each school. PIBS Parent Handbooks were sent home to parents who did not come to the orientation meeting, and there were blurbs in the Principals' Newsletters.

In the spring, after the material had been in the schools for the year, teachers again filled out a questionnaire, and another third of the parents were surveyed by phone. Below are some of the results of those surveys:

Parent Survey Results

1. The availability of PIRS material substantially increased the percentage of parents who received home learning activities.
(54 percent before PIRS, 80 percent after)
2. Of the parents who received PIRS material, 84 percent said they understood more about their children's instructional program this year than before.
3. Forty-two percent of the parents said they were spending more time with their children as a result of the activity sheets.
4. Over 98 percent of the parents who got PIRS sheets said they felt the home learning activities had helped their children learn.

Teacher Survey Results

1. All of the teachers used PIBS material when it was available.
2. Over 84 percent said they felt the students enjoyed the activities.
3. Eighty-four percent of the teachers felt the activity sheets promoted a positive parent/student attitude towards school.
4. When asked if they had observed any positive effects in the classroom behavior of students, 79.9 percent said "yes" to some degree, with 10 percent saying "very much."
5. All of the teachers thought sending home learning activities related to specific skills in reading/language arts and mathematics had helped students learn.

In the pilot year, nine additional schools asked to participate in the PIBS Program which was unprecedented in the school system which was then in the throes of implementing new instructional programs K-8 in four major subject areas. Over 90 percent of the elementary schools have formally begun to implement the PIBS Program. Since participation in PIBS is purely voluntary, this speaks of the high value teachers, parents, and principals place in the support PIBS provides.

Several schools have sent home questionnaires at the end of the school year to parents. Responses on these questionnaires have remained very positive. Comments such as the following are typical: "Very often they give a simple suggestion on how to get a point across to the child, one that we have overlooked," or "It gives you something to sit down and do with your child and realize what they know and can do," or "They give ideas that are new to me and refreshing for my child's learning."

Head Start parents are asked to respond to an annual survey about the Head Start PIBS sheets. Over 98 percent of the parents said they were helped to understand what their children were learning, and virtually all of them found the activities helpful. The Head Start Parent Policy Committee has set aside funds for the last three years for the development of additional PIBS sheets.

The response of teachers, parents, and principals to the PIBS Program can best be stated in the words of a letter to the superintendent of schools from one of the principals:

Our kindergarten through third grade teachers who participated in this project found it to be extremely valuable, not only in terms of the worksheets that were completed by students but in the whole area of home-school communications and relationships. Through this project parents were made more aware of exactly what their children were doing in reading and mathematics and were able to be involved in this instruction in very precise ways. The feedback that I have received from parents and teachers has been very positive and all the parents with whom I have talked have expressed a strong desire to continue this program next year.

This is one project that has had a significant positive impact on the instructional program in the school and the home-school relationship, and has required little or no additional time or effort from the classroom teacher.