NOTICE: These budget justifications are prepared for the Interior, Environment and Related Agencies Appropriations Subcommittees. Approval for release of the justifications prior to their printing in the public record of the Subcommittee hearings may be obtained through the Office of Budget of the Department of the Interior.
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# DEPARTMENT OF THE INTERIOR
## BUREAU OF INDIAN EDUCATION
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Executive Summary
The mission of the Bureau of Indian Education (BIE) is to provide students at BIE-funded schools with a culturally relevant, high-quality education that prepares them with the knowledge and skills to equip them for success in the opportunities of tomorrow, become healthy and prosperous individuals, and lead their communities and sovereign nations to a thriving future that preserves their unique cultural identities.

The 2024 President’s Budget for BIE is $1.6 billion in current appropriations, a $209.2 million increase from the 2023 enacted level. The Budget includes key investments to strengthen BIE’s autonomy as a Federal agency and improve local services for tribally controlled and bureau-operated schools while also advancing equity for historically underserved Tribal communities. BIE estimates that the budget supports staffing of 3,264 full-time equivalents (FTEs) in 2024.

The United States has a trust and treaty responsibility to provide eligible Indian students with a quality education. BIE serves as a capacity builder and service provider to support Tribes in delivering culturally appropriate education with high academic standards to allow students across Indian Country to achieve success. BIE funding supports classroom instruction, student transportation, Native language development programs, cultural enrichment, gifted and talented programs, behavioral health and wellness services, school safety, security, and education technology investments. In addition, BIE maintains facility operations and maintenance at BIE funded schools operated by Tribes or the bureau. In some schools—mostly in remote sites—funding also supports residential costs. BIE operates two postsecondary institutions, administers grants for 29 tribally controlled colleges and universities, funds two Tribal technical colleges, and supports multiple scholarship programs for highly qualified Native American students.

The 2024 Budget invests in improved educational opportunities and service delivery for American Indian students from their earliest years through college. BIE continues to strengthen itself as an independent bureau and is developing a strategic plan for 2024 and beyond to create a roadmap for the future to support Tribes in educating their youth and to deliver a world-class and culturally appropriate education.

**FY 2024 BUDGET PROPOSAL**

**Budget Overview** – The 2024 Budget for the Bureau of Indian Education is $1.6 billion, an increase of $209.2 million, providing resources for BIE’s core mission to support bureau-operated and tribally controlled schools and administering grants to Tribal institutions of higher education.
BIE funding supports classroom instruction, student transportation, native language development and cultural enrichment programs, behavioral health and wellness services, school safety, security, and educational technology investments, as well as facility operations and maintenance at BIE schools operated by Tribes or directly by BIE. In some schools—mostly in remote sites—funding also supports residential costs. In addition to operating two postsecondary schools and administering grants for 29 TCUs, BIE funds two Tribal technical colleges, and scholarship programs for highly qualified Native American students.

The 2024 budget supports improved educational opportunities and service delivery for Native American students from their earliest years through college. BIE continues to strengthen itself as an independent bureau with the next iteration of BIE’s Five-Year Strategic Direction that will continue to act as a guiding organization-wide plan designed to increase stakeholder collaboration on BIE’s continuous improvement. This important strategic roadmap aims to improve education service delivery and strengthen support for BIE schools, as outlined in an adaptive framework structured around key areas of focus. Four components of the new framework (human relations, policy and procedures, improving information, and stakeholder relations) center on the emotional health and well-being of BIE students as foundational for academic achievement and self-determination, as we support Tribes in educating their youth and delivering a world-class and culturally appropriate education.

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**Investing in Tribal Education** — The 2024 budget supports the Administration’s commitment to invest in underserved communities, support early childhood, native language, and K-12 services to students across Indian Country, and post-secondary opportunities that recognize the critical role that Tribal postsecondary schools play in empowering Indian students and Tribal communities.

**Operation of Indian Education Programs** — The 2024 budget for the Operation of Indian Education Programs account is $1.2 billion, an increase of $60.8 million. The core mission of BIE is to support Bureau Operated and Tribally Controlled schools and administer grants to Tribal institutions of higher education.

*Elementary and Secondary Programs* — The request includes $925.5 million, a $42.8 million increase over the 2023 enacted level, for operating the entire BIE elementary and secondary school system—169 elementary and secondary schools and 14 dormitories—by providing educational services to approximately 45,000 students in 23 States. Funds support the basic and supplemental education programs at BIE-funded schools, student transportation, facility operations, and maintenance.

The 2024 request includes targeted funding to improve Indian student academic outcomes, address maintenance needs, support expanded preschool and Native language programs, and provide pay parity for Tribal teachers while fully funding projected Tribal Grant Support Costs. The Budget provides $508.7 million, a $27.0 million increase over 2023 enacted, for Indian School Equalization Program funds to enhance opportunities and outcomes in the classroom, provide improved instructional services,
and support increased teacher quality, recruitment, and retention. The request level of $22.1 million, including a $500,000 program increase, for Education Program Enhancements supports professional development for teachers, advances the quality of in-classroom instruction, and incorporates improved Native language and culture programs in classrooms. Early Child and Family Development funding of $26.1 million enables BIE to provide preschool opportunities at BIE-funded schools.

Facilities Operations and Maintenance is $160 million, a $5.6 million increase over the 2023 enacted amount, and includes investments to keep pace with operational cost increases and support the timely maintenance and replacement of equipment at BIE schools. The Budget also includes $22.6 million, including a $2.0 million program increase, for the Johnson-O’Malley program, which is authorized to support the individualized educational needs of eligible Indian students enrolled in public schools and nonsectarian private schools.

The Budget continues to invest in activities that promote educational self-determination for Tribal communities and includes $98.7 million for Tribal Grant Support Costs for Tribes that choose to operate BIE-funded schools. This level of funding supports 100 percent of the estimated requirement. To further support sovereignty, the Budget proposes a provision allowing for the expansion of more than one grade at BIE-funded schools with a K-2 or K-4 structure.

Postsecondary Programs—The request includes $189.6 million for Postsecondary Programs, a $6.0 million increase over 2023 enacted. The 2024 budget continues recognition of the critical role Tribal postsecondary institutions have in empowering Indian students and promoting equity for Tribal communities. These institutions are on or near reservations; they directly serve Tribal communities with culturally relevant education and career pathways in a supportive environment. Postsecondary education of Tribal members remains an essential component in the economic development of many Tribes.

The proposed budget will provide $34.9 million, including a $2.0 million program increase, for BIE-operated Haskell Indian Nations University and Southwestern Indian Polytechnic Institute; $87.9 million for grants to 29 Tribal Colleges and Universities (TCUs); and $10.7 million, a $1.5 million increase over the 2023 enacted level, for grants for two Tribal Technical Colleges.

Postsecondary Programs fund multiple scholarship programs, including $43.4 million for the Scholarships and Adult Education program to improve educational opportunities and serve a larger population of qualified Native American students. The program promotes equity through educational grants to Tribal communities, which have been historically underserved and adversely affected by persistent poverty and inequality.

Education Program Management—The Budget includes $79.3 million, an increase of $12.1 million over 2023 enacted, for education management and information technology (IT) to optimize learning opportunities for students of all ages. Education Program Management (EPM) funding supports ongoing improvements in high-priority functional areas, including acquisition, school safety, performance tracking, and technical support to schools in the field. Other management activities include data collection, analysis, and reporting; financial and budget functions; oversight and coordination of major facility repairs; and management of grant applications. BIE IT includes the Native American Student
Information System, wide area network infrastructure, and general support systems used by BIE-funded schools.

EPM initiatives in 2024 include the continued implementation of a School Operations Office of Self-Determination to develop Tribal capacity and promote maximum Indian participation in educational programs and services; the Justice40 Initiative to promote environmental justice; and BIE’s Social Emotional Learning project to develop a national curriculum to support behavioral health and wellness programs at BIE-funded schools. The funding in 2024 will also allow EPM to calculate and report on methodologies for maximizing the benefits to underserved communities.

The budget proposes $33.7 million, an increase of $5.8 million over the 2023 enacted level, for Education IT to support the ongoing costs of distance learning and enhanced classroom technology. BIE continues to collaborate with Tribes and communities to alleviate ongoing strains imposed by the COVID-19 pandemic on BIE students and their families, teachers, administrators, and other staff members in K–12 schools and at TCUs. The 2024 Budget will enable BIE to leverage ongoing infrastructure investments in new technology and operational capabilities at BIE-funded schools, including the new Education Learning Management System, by supporting comprehensive online delivery of educational courses to students and professional development opportunities for teachers. Education IT resources will continue the annual learning software subscriptions and licenses, support contract extensions needed to maintain this investment, and support educational IT personnel costs for remote learning and additional broadband capabilities.

The Payments for Tribal Leases are accounted for in the Bureau of Indian Affairs (BIA) budget and used to administer BIA and BIE leases pursuant to section 105(l) of the Indian Self-Determination and Education Assistance Act. The Budget reflects the Administration’s support for the principles of Tribal self-determination and strengthening Tribal communities across Indian Country by proposing to reclassify 105(l) leases as current mandatory spending in 2024. This funding reclassification will provide Tribes with certainty in meeting these ongoing needs through dedicated funding sources.

**Tribal Priority Allocations**—Tribal Priority Allocations (TPAs) give Tribes the opportunity to further Indian self-determination by establishing their priorities and reallocating Federal funds among programs in this budget category. The 2024 BIE Budget includes TPA funding of $67.3 million.

**Education Construction**—The 2024 Budget includes $416.2 million, an increase of $148.3 million over 2023 enacted, in annual funding for Education Construction to replace and repair school facilities and address deferred maintenance needs at campuses across the BIE school system. This funding includes substantial investments to address the climate crisis with more sustainable BIE infrastructure. Whenever feasible, BIE facilities projects incorporate techniques to reduce energy and water consumption and greenhouse gas emissions and to prepare the facilities for the predicted effects of climate change. The Indian Affairs (IA) Office of Facilities, Property and Safety Management—in close coordination with BIE—manages the Site Assessment and Capital Investment (SACI) Program, a comprehensive approach to assess the conditions of bureau-funded schools and prioritize requirements for campus improvements. The SACI Program follows formalized procedures that respect Tribal sovereignty and self-determination and result in consensus agreements with schools, Tribes, and IA for major renovations and new construction projects. The SACI Program has developed a long-term facilities plan that is continuously
updated and adjusts to changes in education construction funding and facility evaluation or selection criteria. Replacing or repairing BIE-funded schools is a high priority that has produced tangible results, with two new campuses opened to students in 2022.

The proposed $252.5 million for Replacement School Construction, a $136.0 million increase over the 2023 enacted amount, and $23.9 million for Replacement Facility Construction are critical to ensuring that all Native students can develop in an environment conducive to quality educational achievement. With the Replacement School Construction, Replacement Facility Construction, and Great American Outdoors Act (Public Law 116–152) funding anticipated through 2024, BIE expects to support planning, design, and construction work at nine BIE schools; final allocations are pending completion of the design phase and refined cost estimates for each school. Appropriate housing is a key element for educational staffing, especially at schools in remote locations. An additional $139.8 million is included for other housing and facilities repair programs, including a $9.7 million program increase for facilities improvement and repair and $2.5 million for new/replacement employee housing.

**Fixed Costs**—Fixed costs of $25.6 million are fully funded, which addresses teacher pay parity for all BIE operated and Tribally controlled school teachers, increases in Federal employee pay, and increases in the Working Capital Fund.

**Bureau of Indian Education Facts**

- The Bureau of Indian Education (BIE) provides education services to approximately 45,000 students, with an average daily membership of approximately 40,000 students in 23 States, 169 elementary and secondary schools, and 14 dormitories.
- Currently, 128—or 70 percent of—BIE-funded elementary schools, secondary schools, and dormitories are tribally controlled and operate under the direction of individual Tribal governments.
- BIE also provides funding to 33 Tribal colleges, universities, and postsecondary schools.

**Good Accounting Obligation in Government Act Report**

The Good Accounting Obligation in Government Act (GAO-IG Act, P.L. 115-414) enacted January 3, 2019, requires that Agencies report the status of each open audit recommendation issued more than one year prior to the submission of the Agency’s annual budget justification to Congress. The Act requires Agencies to include the current target completion date, implementation status, and any discrepancies on closure determinations.

The Department of the Interior leadership takes audit follow-up very seriously and considers our external auditors, to include the Government Accountability Office (GAO) and Office of the Inspector General, valued partners in not only improving the Department’s management and compliance obligations but also enhancing its programmatic and administrative operations. As stewards of taxpayer resources, the Department applies cost-benefit analysis and enterprise risk management principles in recommendation implementation decisions. The Department’s GAO-IG Act Report will be available at the following link: [https://www.doi.gov/cj](https://www.doi.gov/cj)
General Statement
Introduction: The Bureau of Indian Education (BIE) serves as the principal government agency in upholding the United States’ educational obligations to Indian Tribes and their eligible Indian students. As stated in Title 25 CFR part 32.2, BIE’s mission is to provide quality education opportunities from early childhood through life in accordance with a Tribe’s needs for cultural and economic well-being, in keeping with the wide diversity of Indian Tribes and Alaska Native villages as distinct cultural and governmental entities.

The People We Serve: The BIE implements Federal Indian education programs and funds 183 elementary schools, secondary schools and dormitories (of which over two-thirds are tribally operated) located on 64 reservations in 23 States serving an estimated 45,000 individual students at full capacity. BIE also operates two post-secondary schools and administers grants for 29 tribally controlled colleges and universities and two Tribal technical colleges and provides nearly 500 post-secondary scholarship opportunities to highly qualified American Indian students.

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

Federal Indian Policy: There are five major legislative actions aimed at improving the delivery of education to eligible Indian students. First, the Indian Reorganization Act of 1934 introduced the teaching of Indian history and culture in Bureau of Indian Affairs (BIA) schools. Second, the Indian Self-Determination and Education Assistance Act of 1975 (Pub.L. 93-638) gave authority to federally recognized Tribes to contract with the BIA for the operation of Bureau-funded schools and to determine education programs suitable for their children. The Education Amendments Act of 1978 (Pub.L. 95-561) and further technical amendments (Pub.L. 98-511, 99-99, and 100-297) provided funds directly to tribally operated...
schools, empowered Indian school boards, permitted local hiring of teachers and staff, and established a direct line of authority between the BIE Director and the Assistant Secretary – Indian Affairs. The No Child Left Behind Act of 2001 (Pub.L. 107-110) brought additional requirements to the schools by holding them accountable for improving their students’ academic performance with the U.S. Department of Education supplemental program funds they receive through the Bureau. In 2015, the Every Student Succeeds Act (Pub.L. 114-95) was passed to amend the Elementary and Secondary Education Act of 1965 to increase local control, require consultation with Tribal governments with State and local education agencies, and provide the BIE more access to U.S. Department of Education funded technical assistance, support, and resources.

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

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

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

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

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

The current organizational chart for BIE is illustrated on the following page.
*BIA Equal Employment Opportunity (EEO) program provides EEO services to BIE
Summary Tables
### Bureau of Indian Education Budget Summary Table

**Dollars in Thousands ($000)**

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BIE-ST-1
## OPERATION OF INDIAN EDUCATION PROGRAMS

### ELEMENTARY & SECONDARY PROGRAMS (forward funded)

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<td>5,889</td>
</tr>
<tr>
<td>Student Transportation</td>
<td>59,616</td>
<td>70,017</td>
<td>+2,079</td>
<td>+1,000</td>
<td>71,017</td>
</tr>
<tr>
<td>Early Child &amp; Family Development</td>
<td>21,655</td>
<td>25,267</td>
<td>+3,624</td>
<td></td>
<td>25,267</td>
</tr>
<tr>
<td>Tribal Grant Support Costs</td>
<td>89,450</td>
<td>95,822</td>
<td>+6,372</td>
<td>+2,717</td>
<td>98,539</td>
</tr>
<tr>
<td>Total, ELEMENTARY &amp; SECONDARY PROGRAMS (forward funded)</td>
<td>638,865</td>
<td>706,185</td>
<td>+11,743</td>
<td>+24,921</td>
<td>742,849</td>
</tr>
</tbody>
</table>

### POST SECONDARY PROGRAMS

<table>
<thead>
<tr>
<th>Account</th>
<th>2022 Enacted</th>
<th>2023 Enacted</th>
<th>Fixed Costs</th>
<th>Program Changes</th>
<th>2024 President's Request (Non-Add)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Haskell &amp; Sipi (forward funded)</td>
<td>28,622</td>
<td>30,325</td>
<td>+2,545</td>
<td>+2,000</td>
<td>34,870</td>
</tr>
<tr>
<td>Tribal Colleges &amp; Universities (forward funded)</td>
<td>76,510</td>
<td>87,926</td>
<td></td>
<td></td>
<td>87,926</td>
</tr>
<tr>
<td>Tribal Technical Colleges (forward funded)</td>
<td>8,151</td>
<td>9,156</td>
<td>+9</td>
<td>+1,500</td>
<td>10,665</td>
</tr>
<tr>
<td>Total, POST SECONDARY PROGRAMS (forward funded)</td>
<td>113,283</td>
<td>127,407</td>
<td>+2,554</td>
<td>+3,500</td>
<td>133,461</td>
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### POST SECONDARY PROGRAMS

<table>
<thead>
<tr>
<th>Account</th>
<th>2022 Enacted</th>
<th>2023 Enacted</th>
<th>Fixed Costs</th>
<th>Program Changes</th>
<th>2024 President's Request (Non-Add)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total, POST SECONDARY PROGRAMS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total, EDUCATION MANAGEMENT</td>
<td></td>
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### EDUCATION CONSTRUCTION

<table>
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<tr>
<th>Account</th>
<th>2022 Enacted</th>
<th>2023 Enacted</th>
<th>Fixed Costs</th>
<th>Program Changes</th>
<th>2024 President's Request (Non-Add)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total, EDUCATION CONSTRUCTION</td>
<td></td>
<td></td>
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<tr>
<td>Total, TOTAL, OPERATION OF INDIAN EDUCATION PROGRAMS</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Total Direct, Other Transfers</td>
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</tr>
<tr>
<td>Total Direct, Additional Supplemental Funding</td>
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</tr>
<tr>
<td>Total, TOTAL, DIRECT APPROPRIATED FUNDS</td>
<td></td>
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</table>

### Funding Availability Key:

- **2-Year**: 15 Months starting July 1 (Forward Funded)
- **No-Year**: No-Year

For a full description of funding authorities and distribution methodologies used for these programs, please visit the following links:
- [26 IAM 3: Distribution of Resources PDF](#)
- [Attachments to 26 IAM 3: Distribution of Resources](#)

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BIE-ST-2
**Evaluation of Tribal Priority Allocations Distribution:** Tribal Priority Allocations (TPA) fund basic Tribal services, such as Johnson-O’Malley Assistance Grants, Tribal Colleges and Universities Supplements, and Scholarships and Adult Education. TPA gives Tribes the opportunity to further Indian Self-Determination by establishing their priorities and reallocating Federal funds among programs in this budget category. The table below details the program changes to TPA in the FY 2024 budget.

Bureau of Indian Education Tribal Priority Allocations Summary

<table>
<thead>
<tr>
<th>Tribal Priority Allocations</th>
<th>2022 Enacted</th>
<th>2023 Enacted</th>
<th>2024 Fixed Costs (+/-)</th>
<th>2024 Internal Transfers (+/-)</th>
<th>2024 Program Changes (+/-)</th>
<th>2024 President's Budget Request</th>
<th>Change from 2023 (+/-)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INCREASES:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELEMENTARY &amp; SECONDARY PROGRAMS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Johnson-O’Malley Assistance Grants (TPA)</td>
<td>21,198</td>
<td>21,570</td>
<td>+91</td>
<td>-1,031</td>
<td>+2,000</td>
<td>22,630</td>
<td>+1,060</td>
</tr>
<tr>
<td><strong>TOTAL, TPA PROGRAM INCREASES</strong></td>
<td>21,198</td>
<td>21,570</td>
<td>+91</td>
<td>-1,031</td>
<td>+2,000</td>
<td>22,630</td>
<td>+1,060</td>
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<tr>
<td><strong>OTHER:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>POST SECONDARY PROGRAMS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tribal Colleges &amp; Universities Supplements (TPA)</td>
<td>1,220</td>
<td>1,220</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1,220</td>
<td>-</td>
</tr>
<tr>
<td>Scholarships &amp; Adult Education (TPA)</td>
<td>40,541</td>
<td>43,549</td>
<td>+239</td>
<td>-343</td>
<td>-</td>
<td>43,445</td>
<td>-104</td>
</tr>
<tr>
<td><strong>TOTAL, TPA PROGRAM OTHER</strong></td>
<td>41,761</td>
<td>44,769</td>
<td>239</td>
<td>-343</td>
<td>-</td>
<td>44,665</td>
<td>-104</td>
</tr>
<tr>
<td><strong>TOTAL, TPA PROGRAMS</strong></td>
<td>62,959</td>
<td>66,339</td>
<td>+330</td>
<td>-1,374</td>
<td>+2,000</td>
<td>67,295</td>
<td>+956</td>
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</table>

Dollars in Thousands ($000)
## FY 2024 Fixed Costs Summary

*Dollars in Thousands ($000)*

<table>
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<tr>
<th>Bureau/Account</th>
<th>Change in Pay Days</th>
<th>Total FY 2024 Pay Raise</th>
<th>2024 FERS Employer Cont. Increase</th>
<th>Working Capital Fund</th>
<th>Workers Comp.</th>
<th>Unemployment Comp.</th>
<th>GSA and non-GSA Rent</th>
<th>FY 2024 Total Fixed Costs Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Operation of Indian Education Programs</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operation of Indian Education Programs</td>
<td>2,240</td>
<td>21,520</td>
<td>733</td>
<td>1,032</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>25,525</td>
</tr>
<tr>
<td>Other Teachers</td>
<td>1,104</td>
<td>13,913</td>
<td>733</td>
<td>1,032</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>16,782</td>
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<tr>
<td>OIEP 638 Employees</td>
<td>1,076</td>
<td>6,854</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>7,930</td>
</tr>
<tr>
<td>Construction</td>
<td>60</td>
<td>753</td>
<td>-</td>
<td>-</td>
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<td>-</td>
<td>-</td>
<td>813</td>
</tr>
<tr>
<td>Total, BIE</td>
<td></td>
<td></td>
<td></td>
<td>733</td>
<td>1,032</td>
<td>-</td>
<td>-</td>
<td>25,635</td>
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</tbody>
</table>

*Calculations fully cover projected pay rate increases for teachers at BIE-operated and Tribally Controlled schools consistent with the Defense Department Overseas Teachers Pay and Personnel Act (Public Law 86-91).*
## Bureau of Indian Education Budget At A Glance

### Dollars in Thousands ($000)

<table>
<thead>
<tr>
<th>ACCOUNT</th>
<th>ACTIVITY Description</th>
<th>2022 Enacted</th>
<th>2023 Enacted</th>
<th>Fixed Costs (+/-)</th>
<th>Internal Transfers (+/-)</th>
<th>Program Changes (+/-)</th>
<th>2024 President's Budget Request</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OPERATION OF INDIAN EDUCATION PROGRAMS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ELEMENTARY &amp; SECONDARY PROGRAMS (forward funded)</strong></td>
<td></td>
<td>638,865</td>
<td>706,185</td>
<td>+11,743</td>
<td>-</td>
<td>+24,921</td>
<td>742,849</td>
</tr>
<tr>
<td>ISEP Formula Funds</td>
<td>Provides for approximately $7,250 per WSU for School Year 2024-2025</td>
<td>440,784</td>
<td>481,636</td>
<td>+7,950</td>
<td>-</td>
<td>+19,091</td>
<td>508,657</td>
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<tr>
<td>ISEP Program Adjustments</td>
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<td>5,844</td>
<td>6,539</td>
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<td>-</td>
<td>+500</td>
<td>7,300</td>
</tr>
<tr>
<td>Safe and Secure programs, security contracts &amp; behavioral health counselors</td>
<td></td>
<td>16,513</td>
<td>21,025</td>
<td>+606</td>
<td>-</td>
<td>+500</td>
<td>22,131</td>
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<tr>
<td>Education Program Enhancements</td>
<td>Ensure school improvement initiatives are implemented to enhance instructional practices</td>
<td>[+500]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tribal Education Departments</td>
<td></td>
<td>5,003</td>
<td>5,089</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>5,089</td>
</tr>
<tr>
<td>Student Transportation</td>
<td></td>
<td>59,616</td>
<td>70,007</td>
<td>+2,079</td>
<td>-</td>
<td>+2,000</td>
<td>74,086</td>
</tr>
<tr>
<td>Provides for bus leases, fuel, maintenance, driver salaries, staff training</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early Child &amp; Family Development</td>
<td></td>
<td>21,655</td>
<td>25,267</td>
<td>+824</td>
<td>-</td>
<td>+500</td>
<td>26,091</td>
</tr>
<tr>
<td>Tribal Grant Support Costs</td>
<td>Supports 100% of Tribal Grant Support Costs calculated need</td>
<td>89,450</td>
<td>95,822</td>
<td>+43</td>
<td>-</td>
<td>+2,830</td>
<td>98,695</td>
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<tr>
<td><strong>TOTAL, ELEMENTARY &amp; SECONDARY PROGRAMS</strong></td>
<td></td>
<td>154,362</td>
<td>176,557</td>
<td>+5,220</td>
<td>-1,586</td>
<td>+2,000</td>
<td>182,461</td>
</tr>
<tr>
<td>Facilities Operations</td>
<td></td>
<td>78,189</td>
<td>80,888</td>
<td>+2,650</td>
<td>-</td>
<td>-</td>
<td>83,538</td>
</tr>
<tr>
<td>Facilities Maintenance</td>
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<td>62,421</td>
<td>73,544</td>
<td>+1,890</td>
<td>-</td>
<td>-</td>
<td>76,434</td>
</tr>
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<td>Juvenile Detention Center Education</td>
<td></td>
<td>554</td>
<td>555</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Johnson-O'Malley Assistance Grants (TPA)</td>
<td></td>
<td>21,198</td>
<td>21,570</td>
<td>+91</td>
<td>-1,031</td>
<td>+2,000</td>
<td>22,630</td>
</tr>
<tr>
<td>Student support &amp; culturally relevant instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL, POST SECONDARY PROGRAMS</strong></td>
<td></td>
<td>113,283</td>
<td>127,407</td>
<td>+2,554</td>
<td>-</td>
<td>+5,000</td>
<td>133,461</td>
</tr>
<tr>
<td>Haskell &amp; SIPI (forward funded)</td>
<td></td>
<td>28,622</td>
<td>30,325</td>
<td>+2,054</td>
<td>-</td>
<td>+2,000</td>
<td>34,870</td>
</tr>
<tr>
<td>Salaries, instructional materials, and student support</td>
<td></td>
<td>76,510</td>
<td>87,926</td>
<td>-</td>
<td>-</td>
<td>87,926</td>
<td>34,870</td>
</tr>
<tr>
<td>Tribal Colleges &amp; Universities (forward funded)</td>
<td></td>
<td>8,151</td>
<td>9,156</td>
<td>+9</td>
<td>-</td>
<td>+1,500</td>
<td>10,665</td>
</tr>
<tr>
<td>Tribal Technical Colleges (forward funded)</td>
<td></td>
<td>4,450</td>
<td>6,450</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>6,450</td>
</tr>
<tr>
<td>Supports instruction at United Tribes Technical College (UTTC) &amp; Navajo Technical University (NTU)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL, POST SECONDARY PROGRAMS</strong></td>
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<td>51,203</td>
<td>56,211</td>
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<td>-343</td>
<td>-</td>
<td>56,170</td>
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<td>Tribal Colleges &amp; Universities Supplements (TPA)</td>
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<td>1,220</td>
<td>1,220</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1,220</td>
</tr>
<tr>
<td>Scholarships &amp; Adult Education (TPA)</td>
<td></td>
<td>40,541</td>
<td>43,549</td>
<td>+239</td>
<td>-343</td>
<td>-</td>
<td>43,445</td>
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<td>Special Higher Education Scholarships</td>
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<td>4,992</td>
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<tr>
<td>Science Post Graduate Scholarship Fund</td>
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<td>6,450</td>
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<td><strong>EDUCATION MANAGEMENT</strong></td>
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<td>59,888</td>
<td>67,192</td>
<td>+5,304</td>
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<td>+6,826</td>
<td>79,281</td>
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<td>Program Management</td>
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<td>36,063</td>
<td>39,291</td>
<td>+3,228</td>
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<td>+1,150</td>
<td>40,560</td>
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<td>Support administrative priorities, salaries, and training</td>
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<td>34,808</td>
<td>35,855</td>
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<td>40,368</td>
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<td>Labor-Related Payments</td>
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<td>74</td>
<td>25</td>
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<td>Intra-Governmental Payments</td>
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<td>3,411</td>
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<td>-</td>
<td>4,144</td>
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<td>Education IT</td>
<td></td>
<td>23,825</td>
<td>27,901</td>
<td>+135</td>
<td>-</td>
<td>+5,676</td>
<td>33,712</td>
</tr>
<tr>
<td>Supports ongoing costs of distance learning, enhanced use of technology in the classroom, learning management system, and bandwidth in schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL, OPERATION OF INDIAN EDUCATION PROGRAMS</strong></td>
<td></td>
<td>1,017,601</td>
<td>1,133,552</td>
<td>+25,525</td>
<td>-1,935</td>
<td>+37,247</td>
<td>1,194,389</td>
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<tr>
<td>OIEP Transfer to OIP BIA</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL, OPERATION OF INDIAN EDUCATION PROGRAMS (w/ supplemental and transfers)</strong></td>
<td></td>
<td>1,017,601</td>
<td>1,133,552</td>
<td>+25,525</td>
<td>-1,935</td>
<td>+37,247</td>
<td>1,194,389</td>
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<td>Account Activity</td>
<td>Description</td>
<td>2022 Enacted</td>
<td>2023 Enacted</td>
<td>Fixed Costs (+/-)</td>
<td>Internal Transfers (+/-)</td>
<td>Program Changes (+/-)</td>
<td>2024 President's Budget Request</td>
</tr>
<tr>
<td>---------------------------</td>
<td>--------------------------------------------------</td>
<td>--------------</td>
<td>--------------</td>
<td>-------------------</td>
<td>--------------------------</td>
<td>-----------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>EDUCATION CONSTRUCTION</td>
<td>REPLACEMENT SCHOOL CONSTRUCTION</td>
<td>115,504</td>
<td>116,504</td>
<td>-</td>
<td>-</td>
<td>+136,000</td>
<td>252,504</td>
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<tr>
<td></td>
<td>Replacement Projects</td>
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<tr>
<td></td>
<td>REPLACEMENT FACILITY CONSTRUCTION</td>
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<td>-</td>
<td>23,935</td>
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<td>REPLACEMENT / NEW EMPLOYEE HOUSING</td>
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<td>4,000</td>
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<td>Housing Projects</td>
<td>13,589</td>
<td>13,595</td>
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<td>13,595</td>
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<td>EMPLOYEE HOUSING REPAIR</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>FACILITIES IMPROVEMENT &amp; REPAIR</td>
<td>95,302</td>
<td>96,353</td>
<td>+110</td>
<td>-</td>
<td>-9,715</td>
<td>106,178</td>
</tr>
<tr>
<td></td>
<td>Deferred maintenance &amp; capital improvement projects</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TRIBAL COLLEGES FACILITIES IMPROVEMENT &amp; REPAIR</td>
<td>15,000</td>
<td>16,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>16,000</td>
</tr>
<tr>
<td>TOTAL, EDUCATION CONSTRUCTION</td>
<td></td>
<td>264,330</td>
<td>267,887</td>
<td>+110</td>
<td>-</td>
<td>-148,215</td>
<td>410,212</td>
</tr>
<tr>
<td>EDUCATION CONSTRUCTION Supplemental</td>
<td>To'Hajiilee Community School</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL, BUREAU OF INDIAN EDUCATION</td>
<td></td>
<td>1,281,931</td>
<td>1,401,439</td>
<td>+25,635</td>
<td>-1,935</td>
<td>+185,462</td>
<td>1,610,601</td>
</tr>
<tr>
<td>TOTAL, Direct Supplemental</td>
<td>To'Hajiilee Community School</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL, BUREAU OF INDIAN EDUCATION (w/ other transfers)</td>
<td></td>
<td>1,281,931</td>
<td>1,491,904</td>
<td>+25,635</td>
<td>-1,935</td>
<td>+185,462</td>
<td>1,610,601</td>
</tr>
</tbody>
</table>
### Bureau of Indian Education

**Employee Count by Grade**

**(Total Employment)**

<table>
<thead>
<tr>
<th>Employee Count by Grade</th>
<th>2022 Prior Year Actual</th>
<th>2023 Current Year Estimate</th>
<th>2024 Budget Year Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Level V</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>SES</td>
<td>4</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>4</strong></td>
<td><strong>7</strong></td>
<td><strong>2</strong></td>
</tr>
<tr>
<td>GS/GM -15</td>
<td>18</td>
<td>21</td>
<td>25</td>
</tr>
<tr>
<td>GS/GM -14</td>
<td>27</td>
<td>34</td>
<td>40</td>
</tr>
<tr>
<td>GS/GM -13</td>
<td>95</td>
<td>112</td>
<td>120</td>
</tr>
<tr>
<td>GS -12</td>
<td>68</td>
<td>80</td>
<td>85</td>
</tr>
<tr>
<td>GS -11</td>
<td>97</td>
<td>92</td>
<td>102</td>
</tr>
<tr>
<td>GS -10</td>
<td>2</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>GS -9</td>
<td>31</td>
<td>24</td>
<td>30</td>
</tr>
<tr>
<td>GS -8</td>
<td>2</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>GS -7</td>
<td>29</td>
<td>34</td>
<td>30</td>
</tr>
<tr>
<td>GS -6</td>
<td>14</td>
<td>12</td>
<td>14</td>
</tr>
<tr>
<td>GS -5</td>
<td>55</td>
<td>38</td>
<td>42</td>
</tr>
<tr>
<td>GS -4</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>GS -3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>GS -2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>GS -1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>440</strong></td>
<td><strong>454</strong></td>
<td><strong>498</strong></td>
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<tr>
<td>CE / CY -16 to 24</td>
<td>170</td>
<td>158</td>
<td>165</td>
</tr>
<tr>
<td>CE / CY -9 to 15</td>
<td>664</td>
<td>624</td>
<td>642</td>
</tr>
<tr>
<td>CE / CY -1 to 8</td>
<td>1,793</td>
<td>1,849</td>
<td>1,905</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>2,627</strong></td>
<td><strong>2,631</strong></td>
<td><strong>2,712</strong></td>
</tr>
<tr>
<td>Other Pay Schedule Systems</td>
<td>63</td>
<td>53</td>
<td>62</td>
</tr>
<tr>
<td><strong>Total employment (actuals &amp; estimates)</strong></td>
<td><strong>3,134</strong></td>
<td><strong>3,145</strong></td>
<td><strong>3,274</strong></td>
</tr>
</tbody>
</table>

BIE-ST-7
Compliance with Section 403

Section 403 of Pub.L. 117-328, Consolidated Appropriations Act, 2023, includes a requirement to disclose program assessments used to support Government-wide, departmental, or agency initiatives or general operations. The general provision states:

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

Burden Rate on Reimbursable Contract and Agreements

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

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

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

BIE-ST-8
Program Assessments
In FY 2024, IA may assess no more than 1.5 percent to programs within the Operation of Indian Programs and Operation of Indian Education Programs accounts for certain administrative costs that support emergent, unfunded government-wide, departmental, and IA efforts performed at regional or central offices such as direct lease shortfalls, union representation/labor relations, ethics program support, and common use charges.

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>2023 Estimate</th>
<th></th>
<th>2024 Estimate</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Central</td>
<td>Direct</td>
<td>TOTAL</td>
<td>Central</td>
</tr>
<tr>
<td>OS Shared Services</td>
<td>60.9</td>
<td>0.0</td>
<td>60.9</td>
<td>67.0</td>
</tr>
<tr>
<td>OS Activities</td>
<td>1,587.5</td>
<td>182.7</td>
<td>1,770.2</td>
<td>2,016.1</td>
</tr>
<tr>
<td>IT Shared Services</td>
<td>707.2</td>
<td>2,179.8</td>
<td>2,887.0</td>
<td>998.7</td>
</tr>
<tr>
<td>Interior Business Center</td>
<td>1,067.4</td>
<td>707.7</td>
<td>1,775.1</td>
<td>1,085.1</td>
</tr>
<tr>
<td><strong>TOTAL, WCF Billing</strong></td>
<td><strong>3,423.0</strong></td>
<td><strong>3,070.2</strong></td>
<td><strong>6,493.2</strong></td>
<td><strong>4,166.9</strong></td>
</tr>
</tbody>
</table>

*Numbers may not add due to rounding.
Authorizing Statutes
General Authorization


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

OPERATION OF INDIAN EDUCATION PROGRAMS

Education

School Operations


Pub.L. 114-95, The Every Student Succeeds Act (ESSA) of 2015 (Elementary and Secondary Education Act (ESEA) reauthorization)

Additional Authority


BUREAU OF INDIAN EDUCATION
Authorizing Statutes

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


Continuing Education


General Administration


EDUCATION CONSTRUCTION


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


OPERATION AND MAINTENANCE OF QUARTERS

BIE-AUTH-2
BUREAU OF INDIAN EDUCATION
Authorizing Statutes

Administrative Provisions
ADMINISTRATIVE PROVISIONS

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

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

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

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

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

No funds available to the Bureau of Indian Education shall be used to support expanded grades for any school or dormitory beyond the grade structure in place or approved by the Secretary of the Interior at each school in the Bureau of Indian Education school system as of October 1, 1995, except that the Secretary of the Interior may waive this prohibition to support expansion of up to one additional grade when the Secretary determines such waiver is needed to support accomplishment of the mission of the Bureau of Indian Education, or more than one grade to expand the elementary grade structure for Bureau-funded schools with a K-2 or K-4 grade structure on October 1, 1996. Appropriations made available in this or any prior Act for schools funded by the Bureau shall be available, in accordance with the Bureau's funding formula, only to the schools in the Bureau school system as of September 1, 1996, and to any school or school program that was reinstated in fiscal year 2012. Funds made available under this Act may not be used to establish a charter school at a Bureau-funded school (as that term is defined in section 1141 of the Education Amendments of 1978 (25 U.S.C. 2021)), except that a charter school that is in existence on the date of the enactment of this Act and that has operated at a Bureau-funded school before September 1, 1999, may continue to operate during that period, but only if the charter school pays to the Bureau a pro rata share of funds to reimburse the Bureau for the use of the real and personal property (including buses and vans), the funds of the charter school are kept separate and apart from

BIE-PROV-1
Bureau funds, and the Bureau does not assume any obligation for charter school programs of the State in which the school is located if the charter school loses such funding. Employees of Bureau-funded schools sharing a campus with a charter school and performing functions related to the charter school’s operation and employees of a charter school shall not be treated as Federal employees for purposes of chapter 171 of title 28, United States Code.

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

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

Funds made available for Tribal Priority Allocations within Operation of Indian Programs and Operation of Indian Education Programs may be used to execute requested adjustments in tribal priority allocations initiated by an Indian Tribe.

BIE Justification of Proposed Language Changes

Administrative Provisions

1. Addition of the following wording: or K-4

   …except that the Secretary of the Interior may waive this prohibition to support expansion of up to one additional grade when the Secretary determines such waiver is needed to support accomplishment of the mission of the Bureau of Indian Education, or more than one grade to expand the elementary grade structure for Bureau-funded schools with a K-2 or K-4 grade structure on October 1, 1996.

   Justification of change: Current annual appropriations language for the Bureau of Indian Education (BIE) limits the expansion of more than one grade to BIE-funded schools with a kindergarten through second grade (K-2) structure. The proposed language (in bold) would
authorize the expansion of more than one grade to BIE-funded schools with a K-2 or K-4 structure. Tribal communities have requested this change in BIE’s Administrative Provisions language to accommodate K-4 schools’ intent to serve additional Indian students and support their local communities. This proposal will improve BIE’s capability to deliver educational services to the Tribal communities it serves. The expansion authority provided by this change will alleviate reported hardships in some communities where current grade limitations results in families needing to seek alternate educational services not available in immediate Tribal communities.
Operation of Indian Education Programs
For expenses necessary for the operation of Indian education programs, as authorized by law, including the Snyder Act of November 2, 1921 (25 U.S.C. 13), the Indian Self-Determination and Education Assistance Act of 1975 (25 U.S.C. 5301 et seq.), the Education Amendments of 1978 (25 U.S.C. 2001–2019), and the Tribally Controlled Schools Act of 1988 (25 U.S.C. 2501 et seq.), $1,133,552,000 to remain available until September 30, 2025, except as otherwise provided herein: Provided, That federally recognized Indian tribes and tribal organizations of federally recognized Indian tribes may use their tribal priority allocations for unmet welfare assistance costs: Provided further, That not to exceed $833,592,000 for school operations costs of Bureau-funded schools and other education programs shall become available on July 1, 2023, and shall remain available until September 30, 2025: Provided further, That notwithstanding any other provision of law, including but not limited to the Indian Self-Determination Act of 1975 (25 U.S.C. 5301 et seq.) and section 1128 of the Education Amendments of 1978 (25 U.S.C. 2008), not to exceed $95,822,000 within and only from such amounts made available for school operations shall be available for administrative cost grants associated with grants approved prior to July 1, 2023: Provided further, That in order to enhance the safety of Bureau field employees, the Bureau may use funds to purchase uniforms or other identifying articles of clothing for personnel. (Department of the Interior, Environment, and Related Agencies Appropriations Act, 2023.)
## Summary of Requirements
Bureau of Indian Education

### OPERATION OF INDIAN EDUCATION PROGRAMS

(Dollars in Thousands)

<table>
<thead>
<tr>
<th>OPERATION OF INDIAN EDUCATION PROGRAMS</th>
<th>2022 Enacted</th>
<th>2022 Actuals Total FTE</th>
<th>2023 Enacted</th>
<th>2024 Request Total FTE</th>
<th>2024 Request Program Changes (+/-) FTE</th>
<th>2024 Request Program Changes (+/-) FTE</th>
<th>2024 Request Total FTE</th>
<th>2024 Request Total FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELEMENTARY &amp; SECONDARY PROGRAMS (forward funded)</strong></td>
<td>638,865</td>
<td>1,397</td>
<td>706,185</td>
<td>1,829</td>
<td>+11,743</td>
<td>+24,921</td>
<td>742,849</td>
<td>1,911</td>
</tr>
<tr>
<td>ELEMENTARY &amp; SECONDARY PROGRAMS</td>
<td>154,362</td>
<td>340</td>
<td>176,557</td>
<td>407</td>
<td>+5,720</td>
<td>-1,586</td>
<td>2,000</td>
<td>407</td>
</tr>
<tr>
<td>POST SECONDARY PROGRAMS (forward funded)</td>
<td>113,283</td>
<td>151</td>
<td>127,407</td>
<td>157</td>
<td>+2,554</td>
<td>-</td>
<td>5,500</td>
<td>161</td>
</tr>
<tr>
<td>POST SECONDARY PROGRAMS</td>
<td>51,203</td>
<td>-</td>
<td>56,211</td>
<td>-</td>
<td>-239</td>
<td>-343</td>
<td>-</td>
<td>-104</td>
</tr>
<tr>
<td>EDUCATION MANAGEMENT</td>
<td>59,888</td>
<td>208</td>
<td>67,192</td>
<td>190</td>
<td>+5,269</td>
<td>-6</td>
<td>+6,826</td>
<td>253</td>
</tr>
<tr>
<td>SUPPLEMENTAL</td>
<td>170</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total, OPERATION OF INDIAN EDUCATION PROGRAMS</strong></td>
<td>1,017,601</td>
<td>2,266</td>
<td>1,133,552</td>
<td>2,583</td>
<td>+25,525</td>
<td>-1,935</td>
<td>+37,247</td>
<td>+129</td>
</tr>
</tbody>
</table>

- **Total, OPERATION OF INDIAN EDUCATION PROGRAMS**: 1,194,389, 2,712

_BIE-OIEP-2_
<table>
<thead>
<tr>
<th>Fixed Cost Element</th>
<th>2023 Enacted Total or Change</th>
<th>2023 Enacted to 2024 Request Change</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change in Number of Paid Days</td>
<td>-2,153</td>
<td>+2,240</td>
<td>This reflects changes in pay associated with the change in the number of paid days between 2023 and 2024. 2024 has one day more than 2023.</td>
</tr>
<tr>
<td>Pay Raise</td>
<td>+18,165</td>
<td>+21,520</td>
<td>The President's Budget for 2024 includes one quarter of the 4.6% pay raise for 2023 and three quarters of a planned 5.2% pay raise for 2024.</td>
</tr>
<tr>
<td>Employer Share of Federal Employee Retirement System (FERS)</td>
<td>0</td>
<td>0</td>
<td>This column reflects no budgeted increase to the employer contribution to the Federal Employee Retirement System and a 0.6% increase to the employer contribution for the Law Enforcement Federal Employees Retirement System.</td>
</tr>
<tr>
<td>Departmental Working Capital Fund (WCF)</td>
<td>+2,230</td>
<td>+733</td>
<td>The change reflects the final 2024 Central Bill approved by the Working Capital Fund Consortium.</td>
</tr>
<tr>
<td>Workers’ Compensation Payments</td>
<td>-49</td>
<td>+1,032</td>
<td>The amounts reflect final chargeback costs of compensating injured employees and dependents of employees who suffer accidental deaths while on duty. Costs for 2024 will reimburse the Department of Labor, Federal Employees Compensation Fund, pursuant to 5 U.S.C. 8147(b) as amended by Public Law 94-273.</td>
</tr>
<tr>
<td>Account Total Fixed Cost</td>
<td></td>
<td>+25,525</td>
<td></td>
</tr>
</tbody>
</table>
## Bureau of Indian Education
### Operation of Indian Education Programs
#### Justification of Internal Realignments

(Dollars In Thousands)

<table>
<thead>
<tr>
<th>Internal Realignments and Non-Policy/Program Changes (Net-Zero)</th>
<th>BY 2024 (+/-)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Juvenile Detention Center Education</td>
<td>-555</td>
<td>Transfers to/from various programs within BIA OIP and BIE OIEP to reflect Tribal reprioritization and subsequent redistribution of base funding as directed by tribes and regional field sites as a result of Indian Self-Determination and the associated authority to spend base funds best to meet the specific needs of individual Tribal organizations.</td>
</tr>
<tr>
<td>Johnson-O'Malley Assistance Grants (TPA)</td>
<td>-1,031</td>
<td>Transfers to/from various programs within BIA OIP and BIE OIEP to reflect Tribal reprioritization and subsequent redistribution of base funding as directed by tribes and regional field sites as a result of Indian Self-Determination and the associated authority to spend base funds best to meet the specific needs of individual Tribal organizations.</td>
</tr>
<tr>
<td>Scholarships &amp; Adult Education (TPA)</td>
<td>-343</td>
<td>Transfers to/from various programs within BIA OIP and BIE OIEP to reflect Tribal reprioritization and subsequent redistribution of base funding as directed by tribes and regional field sites as a result of Indian Self-Determination and the associated authority to spend base funds best to meet the specific needs of individual Tribal organizations.</td>
</tr>
<tr>
<td>Program Management</td>
<td>-6</td>
<td>Transfers to/from various programs within BIA OIP and BIE OIEP to reflect Tribal reprioritization and subsequent redistribution of base funding as directed by tribes and regional field sites as a result of Indian Self-Determination and the associated authority to spend base funds best to meet the specific needs of individual Tribal organizations.</td>
</tr>
<tr>
<td>Net Account Total, Internal Transfers</td>
<td>-1,935</td>
<td>0</td>
</tr>
<tr>
<td>Sub activity</td>
<td>Program Element</td>
<td>2022 Enacted</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>-----------------</td>
<td>--------------</td>
</tr>
<tr>
<td><strong>ELEMENTARY &amp; SECONDARY PROGRAMS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PROGRAMS (forward funded)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISEP Formula Funds</td>
<td></td>
<td>440,784</td>
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<tr>
<td>ISEP Program Adjustments</td>
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<td>5,844</td>
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<tr>
<td>Education Program Enhancements</td>
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<td>16,513</td>
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<tr>
<td>Tribal Education Departments</td>
<td></td>
<td>5,003</td>
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<tr>
<td>Student Transportation</td>
<td></td>
<td>59,616</td>
</tr>
<tr>
<td>Early Child &amp; Family Development</td>
<td></td>
<td>21,655</td>
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<tr>
<td>Tribal Grant Support Costs</td>
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<tr>
<td>FTE</td>
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<td>1,397</td>
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<tr>
<td><strong>ELEMENTARY &amp; SECONDARY PROGRAMS</strong></td>
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<td></td>
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<tr>
<td><strong>POST SECONDARY PROGRAMS</strong></td>
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<tr>
<td>Facilities Operations</td>
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<td>Facilities Maintenance</td>
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<td>Juvenile Detention Center Education</td>
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<td>Johnson-O'Malley Assistance Grants (TPA)</td>
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<td>FTE</td>
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<td>340</td>
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<tr>
<td><strong>POST SECONDARY PROGRAMS</strong></td>
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</tr>
<tr>
<td>(forward funded)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Haskell &amp; SIPI</td>
<td></td>
<td>28,622</td>
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<td>Tribal Colleges &amp; Universities</td>
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<td>Tribal Technical Colleges</td>
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<tr>
<td>FTE</td>
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<tr>
<td><strong>POST SECONDARY PROGRAMS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(forward funded)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tribal Colleges &amp; Universities</td>
<td></td>
<td></td>
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<tr>
<td>Supplements (TPA)</td>
<td></td>
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<tr>
<td>Scholarships &amp; Adult Education (TPA)</td>
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<td>Special Higher Education Scholarships</td>
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<td>4,992</td>
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<td>Science Post Graduate Scholarship Fund</td>
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**FTE**
<table>
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<tr>
<th>Sub activity</th>
<th>Program Element</th>
<th>2022 Enacted</th>
<th>2023 Enacted</th>
<th>Fixed Costs (+/-)</th>
<th>Internal Transfers (+/-)</th>
<th>Program Changes (+/-)</th>
<th>Budget Request</th>
<th>Change from 2023 (+/-)</th>
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</thead>
<tbody>
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<td>EDUCATION MANAGEMENT</td>
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<td>67,192</td>
<td>+5,269</td>
<td>-6</td>
<td>+6,826</td>
<td>79,281</td>
<td>+12,089</td>
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</tr>
<tr>
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<td>39,291</td>
<td>+5,134</td>
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<td>+1,150</td>
<td>45,569</td>
<td>+6,278</td>
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<td>Program Management</td>
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<td>+1,150</td>
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<td>0</td>
<td>0</td>
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<td>Intra-Governmental Payments</td>
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<td>3,411</td>
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<td>0</td>
<td>4,114</td>
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<td>Education IT</td>
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<td>27,901</td>
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<td>0</td>
<td>+5,676</td>
<td>33,712</td>
<td>+5,811</td>
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</tr>
<tr>
<td><em>FTE</em></td>
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<td>190</td>
<td>+43</td>
<td>0</td>
<td>0</td>
<td>233</td>
<td>+43</td>
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<tr>
<td><em>FTE</em></td>
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<td>2,583</td>
<td>+129</td>
<td>0</td>
<td>0</td>
<td>2,712</td>
<td>+129</td>
<td></td>
</tr>
</tbody>
</table>

The BIE 2024 budget request supports the Biden-Harris Administration’s commitment to invest in Native education for the 2024-2025 school year. These resources are complemented by additional investments in BIE schools through the budget request for the Department of Education. In addition, in 2024, BIE will continue to leverage $850.0 million made available through the American Rescue Plan (ARP). These no-year funds continue to support schools in their efforts to ensure safe and healthy learning environments while undertaking various post-pandemic recovery and learning initiatives.

### 2024 Activities
- Improving educational opportunities and service delivery for Native American students from their earliest years through college.
- Providing Indian Student Equalization Program (ISEP) resources to support school operational requirements, staffing and non-pay operating costs.
- Investing in transformative education information technology to support school connectivity and remote learning requirements.
- Expanding early childhood and family development services, including expanding Native Language Development programs.
- Meeting the Tribal Grant Support Cost needs of school leaders operating Tribally Controlled Schools.
- Supporting initiatives that include funding a Pathways Program Coordinator to attract high quality applicants to BIE internships and careers, funding a School Operations Self-Determination Office to serve Tribal stakeholders, and continuing to support a Justice40 position to support investments in climate and clean energy for disadvantaged communities we serve.

### Justification of 2024 Program Changes
The 2024 budget request for Operation of Indian Education Programs is $1,194,389,000 and 2,712 FTE, a program change of +$37,247,000 and +129 FTE from the 2023 Enacted level.
Elementary & Secondary Programs (Forward Funded) (+$24,921,000 / +82 FTE)

Indian School Equalization Program (ISEP) Formula Funds (+$19,091,000 / +62 FTE) - The 2024 budget request supports the Administration’s commitment to invest in Native education, and the Presidential Initiative to Advance Racial Equity and Support for Underserved Communities (Executive Order 13985) by providing eligible Indian students with a quality education. This funding will provide approximately $7,250 per Weighted Student Unit for School Year 2024-2025 up from $6,865 in School Year 2023-2024.

ISEP Program Adjustments (+$500,000 / +1 FTE) - The 2024 requested increase in ISEP Program Adjustments will provide schools with resources for targeted projects to improve student achievement by expanding educational opportunities, providing behavioral health services to students, and continuing the Safe and Secure Schools programs, which seeks to ensure all students at BIE-funded schools have access to educational opportunities in a safe learning environment and the necessary mental and behavioral health supports to assist them as they work to succeed.

Education Program Enhancements (+$500,000 / +15 FTE) - The 2024 requested increase in Education Program Enhancements supports critical services and necessary resources to meet the unique needs and priorities of individual Tribes and their schools. Increased funding is vital to ensuring school improvement initiatives can be implemented to enhance instructional practices that meet individual tribal needs and provide the best possible educational opportunities for Indian children.

Student Transportation (+$2,000,000 / +4 FTE) - The 2024 budget includes essential investments in student transportation needs to cover the increased costs for bus leases, fuel, maintenance, vehicle replacement, and driver salaries, along with staff training for bus drivers and transportation managers.

Tribal Grant Support Costs (+$2,830,000 / 0 FTE): In keeping with the President’s focus on honoring our commitments to Indian country, the 2024 budget request supports 100% of Tribal Grant Support Costs calculated need.

Elementary & Secondary Programs (+$2,000,000 / 0 FTE):

Juvenile Detention Center Education (-$555,000 / 0 FTE): This change is an internal transfer only. IA proposes to transfer this funding for Juvenile Detention Center education to the BIA Public Safety and Justice program. These funds support education activities in BIA detention centers. Funding is currently appropriated to the BIE, which then transfers the funds to the BIA Office of Justice Services for allocation to detention centers. By transferring these funds for direct appropriations to the BIA Office of Justice Services, it will reduce the time it takes to make these funds available for use at the juvenile detention centers.

Johnson-O’Malley (JOM) Assistance Grants (TPA) (+$2,000,000 / 0 FTE) - The 2024 budget increase will provide eligible students under the new Student Count with the necessary resources to meet their unique and specialized educational needs. Beginning with the 2024 JOM distribution, and in accordance with the JOM Modernization Act, BIE will begin basing the annual JOM distribution on the actual count
of JOM eligible students within a JOM contractor's tribal service area or school district. The 2024
distribution will be based on the 2022-2023 school year student counts. The JOM Assistance Grants
(TPA) increase will ensure American Indian and Alaska Native students who attend public schools with
an existing JOM contractor's tribal service area or public school district continue to receive remedial
instructions, counseling and parental involvement, language, and other culturally relevant programs that
allow them to receive an education on the same level as non-Indian students.

**Post-Secondary Programs (Forward Funded) (+$3,500,000 / +4 FTE)**

**Haskell & SIPI (Forward Funded) (+$2,000,000 / +4 FTE)** - The 2024 requested increase will provide
the two bureau-operated post-secondary schools much needed funding to allow them to properly serve
Indian students from federally recognized Tribes. The program pays for instruction, dormitories,
administration, staff, supplies, materials, and textbooks. The schools strive to offer high-quality
education to American Indians and Alaska Natives with culturally sensitive curricula and innovative
services and a commitment to academic excellence.

**Tribal Technical Colleges (Forward Funded) (+$1,500,000 / 0 FTE)** - The 2024 requested increase
will support Tribal Technical Colleges’ operational expenses and promote the economic development
plans of the Tribes. The program supports core functions (e.g., classroom instruction and school
operations) at the two colleges partially funded by BIE.

**Education Management (+$6,826,000 / +43 FTE)**

**Education Program Management (+$1,150,000 / +41 FTE)** - The 2024 budget will strengthen BIE as
an independent bureau by prioritizing hiring that targets capacity building and addresses support gaps in
these key areas:

- Information technology
- Facilities management
- Grants administration
- Acquisition roles in improving our service delivery, procurement, and program support to
  stakeholders

Through this activity, the BIE provides management activities crucial for effective operations, including
data collection, analysis, reporting, coordinated fiscal management, risk assessments with corrective
actions, targeted monitoring activities, technical assistance, certain financial and accounting functions,
coordination and preparation of grant applications, and reporting.

**Education IT (+$5,676,000 / +2 FTE)** - Increased funding will support new educational information
technology (IT) operational capabilities, including infrastructure improvements in connectivity for
learning, to improve the quality of distance and in-person instruction post-pandemic. The increase will
enhance service and acquisition support work on BIE’s education Learning Management System (eLMS)
initiative; increase bandwidth in schools; and support effective eLMS planning for both classroom and
distance learning. Priorities in 2024 will include:
• Upgrade 83 BIE school circuits. Per our quarterly report to Congress, the current objective for bandwidth at schools is to reach 300Mbps per student and teacher. The upgrade is expected to be completed by the summer of 2024.
• Select, award, integrate, and implement a shared Education Learning Management System (eLMS).
• Establish life-cycle management policies and plans for in-school networks, including a LAN/WAN hardware technical refresh.
• Collaborate with the Deputy Assistant Secretary – Management (DAS-M) and the Assistant Chief Information Officer (ACIO) to design and build an initial education program for IT managers and staff cadre.

Bureau of Indian Education Overview:

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

The Elementary/Secondary activity includes facilities operations and maintenance funds and support programs for individual students. Funds are distributed at the beginning of the fiscal year and expendable for 24 months. Collectively, the Elementary and Secondary (forward funded) and Elementary/Secondary activities support a total of 183 elementary schools, secondary schools, and residential and peripheral dormitories across 23 States; 128 schools are Tribally controlled under Pub.L. 93-638 Indian Self Determination and Education Assistance Act contracts or Pub.L. 100-297 Tribally Controlled Grant Schools Act, and 55 schools are operated by the BIE. The BIE elementary and secondary school system serves 45,779 individual students with a calculated three-year Average Daily Membership (ADM) of 40,271 students.

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

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

### Funding Sources
The 2024 request for BIE elementary and secondary school operations is $925,540,000. BIE provides approximately 78 percent of the total funding for BIE-funded schools. In addition, the Department of Education will transfer funds to educate and provide services to students attending BIE-funded elementary and secondary schools. BIE serves in a State Education Agency capacity and administers and oversees the Department of Education’s programs in BIE-funded schools.

Schools also receive competitive grants directly from the Department of Education and other Federal agencies, such as the Federal Communication Commission’s E-Rate program and the U.S. Department of Agriculture’s Free and Reduced Meals programs.
The 2024 request for Post-Secondary subactivities is $189,568,000, which supports the two colleges operated by BIE, administers grants for 29 Tribal colleges and universities, and funds two Tribal technical colleges.

<table>
<thead>
<tr>
<th>Type</th>
<th>Amount $</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individuals with Disabilities Education Act, Pub.L. 94-142, as amended by Pub.L. 105-17, Part B, Section 611(a) (1)</td>
<td>$80,004,489</td>
<td>This program ensures all children with disabilities receive a free appropriate education that provides special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living. Funds provide these students, ages five to 21, with supplemental special education and related services through an Individual Education Plan.</td>
</tr>
<tr>
<td>Education of Homeless Children and Youth (McKinney-Vento)</td>
<td>$1,140,000</td>
<td>This program is intended to ensure homeless children and youths have access to the education and other services they</td>
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</table>
## FUNDS PROVIDED BY THE DEPARTMENT OF EDUCATION IN 2022

**(School Year 2022 – 2023)**

<table>
<thead>
<tr>
<th>Type</th>
<th>Amount ($)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homeless Assurance Act), Pub.L. 114-95</td>
<td></td>
<td>need to meet the same challenging academic achievement standards to which all students are held.</td>
</tr>
<tr>
<td>Title I Part A – Education for the Disadvantaged, Pub.L. 114-95</td>
<td>$122,722,614</td>
<td>This program is intended to help ensure all children have the opportunity to obtain a high-quality education and reach proficiency on challenging performance standards. Funds may be used for supplemental services and activities, most commonly for instruction in reading and mathematics, to raise student achievement.</td>
</tr>
<tr>
<td>School Improvement Title II – Part A Teacher Quality Improvement, Pub.L. 114-95</td>
<td>$10,847,300</td>
<td>This program increases student achievement by elevating teacher and principal quality through recruitment, hiring, and retention strategies, and using scientifically based professional development interventions, and holds districts and schools accountable for improvements in student academic performance. Funds are used for a wide array of interventions.</td>
</tr>
<tr>
<td>Title IV – Part B 21st Century Community Learning Centers, Pub.L. 114-95</td>
<td>$8,252,390</td>
<td>During non-school hours or periods, this program provides students and their families with services for academic enrichment, including tutorials and other services to help students, particularly those who attend low-performing schools, to meet State and local student academic achievement standards.</td>
</tr>
<tr>
<td>Title VI – Part B Rural Education, Pub.L. 114-95</td>
<td>$487,500</td>
<td>This program provides additional funds to rural districts that serve concentrations of poor students. A Local Education Agency (LEA) eligible to receive funds under the Small, Rural School Achievement program may not participate in the Rural and Low-Income School Program.</td>
</tr>
<tr>
<td>Title VII – Indian Education Act, Formula Grants to LEA’s Pub.L. 114-95</td>
<td>$1,723,915</td>
<td>This program provides funds to meet the unique educational and culturally related academic needs of American Indian and Alaska Native students to meet the same challenging State student academic achievement standards as all other students.</td>
</tr>
<tr>
<td>Comprehensive Literacy State Development ¹ – Title 1 Demonstration Authority, Part E, Pub.L. 114-95</td>
<td>$960,000</td>
<td>The purpose of the Comprehensive Literacy State Development discretionary grants is to create a comprehensive literacy program to advance literacy skills — including pre-literacy skills, reading, and writing — for students from birth through grade 12, including limited-English-proficient students and students with disabilities.</td>
</tr>
<tr>
<td>Title IV, Part A – S7tudent Support and Academic Enrichment Grant</td>
<td>$6,368,0000</td>
<td>This program provides funds to provide students with a well-rounded education, including programs such as college and career counseling, STEM, arts, civics, and International Baccalaureate/Advanced Placement; supports safe and health students with comprehensive school mental health, drug, and violence prevention, training in trauma-informed practices, and health and physical education; and supports...</td>
</tr>
</tbody>
</table>
FUNDS PROVIDED BY THE DEPARTMENT OF EDUCATION IN 2022
(School Year 2022 – 2023)

<table>
<thead>
<tr>
<th>Type</th>
<th>Amount $</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>the effective use of technology that is backed by professional development, blended learning, and education tech devices.</td>
</tr>
<tr>
<td>Title VI, Part A – Subpart 1 – Improving Academic Achievement, Accountability, Grants for State &amp; Enhanced Assessments</td>
<td>$1,845,500</td>
<td>This program helps develop the assessments required under the NCLBA and supports collaborative efforts with institutions of higher education or research institutions to improve the quality of assessments.</td>
</tr>
<tr>
<td>Total</td>
<td>$234,351,708</td>
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</table>

Department of Education amounts represent funds distributed to schools only and does not include Department of Education Indian set-aside funding, which is distributed directly to Tribes, Tribal organizations, Tribal colleges, and Tribal universities.

1 Prior year amount. Program previously known as Striving Readers.

Activity/Subactivity: Elementary and Secondary Programs (Forward Funded)

Dollars in Thousands ($000)

<table>
<thead>
<tr>
<th>Activity/ Subactivity/ Program Element</th>
<th>2022 Actual</th>
<th>2023 Enacted</th>
<th>2024 Fixed Costs (+/-)</th>
<th>2024 Internal Transfers (+/-)</th>
<th>2024 Program Changes (+/-)</th>
<th>2024 Request</th>
<th>Change from 2023 Enacted (+/-)</th>
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</thead>
<tbody>
<tr>
<td>Elementary and secondary (forward funded)</td>
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<td>ISEP Formula Funds $</td>
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<td>1,635</td>
<td>+62</td>
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<td>ISEP Program Adjustments $</td>
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<td>6,539</td>
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<td>+500</td>
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<td>0</td>
<td>+1</td>
<td>11</td>
<td>+1</td>
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<tr>
<td>Education Program Enhancements $</td>
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<td>+500</td>
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<td>65</td>
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<td>5,889</td>
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<tr>
<td>FTE</td>
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<tr>
<td>Student Transportation $</td>
<td>59,616</td>
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<td>+2,000</td>
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<tr>
<td>FTE</td>
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<td>0</td>
<td>+4</td>
<td>131</td>
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### Summary of 2024 Program Changes for Elementary and Secondary (Forward Funded)

<table>
<thead>
<tr>
<th>Program Changes</th>
<th>($000)</th>
<th>FTE</th>
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</thead>
<tbody>
<tr>
<td>ISEP Formula Funds</td>
<td>+19,091</td>
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<tr>
<td>ISEP Program Adjustment</td>
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<td>Tribal Education Departments</td>
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</tr>
<tr>
<td>Student Transportation</td>
<td>+2,000</td>
<td>+4</td>
</tr>
<tr>
<td>Early Child &amp; Family Development</td>
<td>+0</td>
<td>+0</td>
</tr>
<tr>
<td>Tribal Grant Support Costs</td>
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</tr>
<tr>
<td><strong>TOTAL Program Changes</strong></td>
<td><strong>+24,921</strong></td>
<td><strong>+82</strong></td>
</tr>
</tbody>
</table>

### Justification of 2024 Program Changes

The 2024 budget request for the Elementary and Secondary forward funded is $742,849,000 and 1,911 FTE, a program change of +$24,921,000 and +82 FTE from 2023.

**Indian School Equalization Program (ISEP) Formula Funds (+$19,091,000 / +62 FTE)** - The 2024 budget request supports the Administration’s commitment to invest in Native education, and the Presidential Initiative to Advance Racial Equity and Support for Underserved Communities (Executive Order 13985) by providing eligible Indian students with a quality education. This funding will provide approximately $7,250 per Weighted Student Unit for School Year 2024-2025 up from $6,865 in School Year 2023-2024.

**ISEP Program Adjustments (+$500,000 / +1 FTE)** - The 2024 requested increase in ISEP Program Adjustments will provide schools with resources for targeted projects to improve student achievement by expanding educational opportunities, providing behavioral health services to students, and continuing the Safe and Secure Schools programs.

**Education Program Enhancements (+$500,000 / +15 FTE)** - The 2024 requested increase in Education Program Enhancements supports critical services and necessary resources to meet the unique needs and priorities of individual Tribes and their schools. Increased funding is vital to ensuring school improvement initiatives can be implemented to enhance instructional practices.
that meet individual tribal needs and provide the best possible educational opportunities for Indian children.

**Student Transportation (+$2,000,000 / +4 FTE)** - The 2024 budget includes essential investments in student transportation needs to cover the increased costs for bus leases, fuel, maintenance, vehicle replacement, and driver salaries, along with staff training for bus drivers and transportation managers.

**Tribal Grant Support Costs (+$2,830,000 / 0 FTE)** – The 2024 budget request supports 100% of Tribal Grant Support Costs calculated need.

**Elementary and Secondary Programs (Forward Funded) Overview**

**ISEP Formula Funds ($508,657,000 / 1,635 FTE)** - The ISEP formula funds serve as the primary funding source for educational programs at BIE-funded elementary and secondary schools. These funds are the single most significant component of BIE funding and are provided directly to schools. Funds cover most of the costs of running elementary and secondary education programs, including teacher and administrative salaries, basic instruction, gifted and talented programs, residential programs, food services, and summer programs. In School Year (SY) 2023-2024, this funding will support an estimated 47,000 individual students with a calculated 40,271 Average Daily Membership (ADM) at BIE schools and dormitories.

The ISEP distribution is based on the number of students attending school and their academic needs. In calculating ISEP funding, BIE first determines a school’s ADM. The ADM is based on the attendance of students during the entire year. The ADM is adjusted for the special academic needs of students, as well as for other purposes, in order to arrive at a Weighted Student Unit (WSU). The distribution of ISEP funding is based on the number of WSUs at each school. The ISEP formula provides additional funding for schools with residential programs. Please see the table on ISEP Formula Funding methodology in this chapter and Appendix 1. In response to COVID-19 impacts on school closures, BIE received blanket waiver authority to maintain pre-pandemic student counts for SY 2022-2023 to determine formula funding levels. Starting in 2024 the blanket waiver will not be extended automatically to all BIE funded schools, individual schools still experiencing hardships in enrollment will be allowed to request a waiver for their student count. Student counts for schools with waivers will continue to keep pre-pandemic 3 year rolling averages calculated in the ISEP Formula Funding method.

The proposed level of funding for SY 2024-2025 is projected to provide an estimated $7,250.47 per WSU. In SY 2022-2023, the most recent year with funds distribution data, the majority of funding, $326 million or 74.7 percent, is being used for basic education programs, including $29.7 million or 6.8 percent for language development programs and $13.3 million or 3.0 percent for programs for gifted and talented students. An additional $59.8 million or 13.7 percent is expended for residential and dormitory costs, with the remaining funding allocated for small school adjustments and school boards.
The formula for ISEP funding distribution is driven by the student count at a school for the entire school year, referred to as the Average Daily Membership (ADM), and a Weighted Student Unit (WSU) for each school. The WSU is calculated by weighting ADM for each school to account for the school's requirement for special services including basic education, language development, gifted and talented programs, and residential requirements. There are also weights for small schools, the grade levels at a school, and any supplemental education programs the school offers due to student need. The WSU is then averaged with the two previous years' WSU data to arrive at a three-year rolling average, which is used in all calculations.

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

### Average Daily Membership

<table>
<thead>
<tr>
<th></th>
<th>Actual SY 19-20</th>
<th>Actual SY 20-21</th>
<th>Actual SY 21-22</th>
<th>Actual SY 22-23</th>
<th>Estimate SY 23-24</th>
<th>Estimate SY 24-25</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single-year ADM</td>
<td>40,008</td>
<td>40,030</td>
<td>40,030</td>
<td>40,030</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>3-year rolling average ADM</td>
<td>40,464</td>
<td>40,624</td>
<td>40,624</td>
<td>40,271</td>
<td>40,271</td>
<td>40,271</td>
</tr>
</tbody>
</table>

### Distribution of FY 2022 Funding for SY 2022 - 2023

<table>
<thead>
<tr>
<th>Program/Weighting Factor</th>
<th>Weighted Student Unit (WSU)</th>
<th>Three Year Average WSU</th>
<th>ISEP Funding @ $6,283¹ per WSU ($000)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Instruction</td>
<td></td>
<td>51,871.04</td>
<td>325,906</td>
</tr>
<tr>
<td>Language Development</td>
<td></td>
<td>4,730.22</td>
<td>29,720</td>
</tr>
<tr>
<td>Gifted &amp; Talented</td>
<td></td>
<td>2,117.45</td>
<td>13,304</td>
</tr>
<tr>
<td><strong>Total Educational Programs</strong></td>
<td></td>
<td><strong>58,718.71</strong></td>
<td><strong>368,930</strong></td>
</tr>
<tr>
<td>Small School Adjustment &amp; Isolation Factor</td>
<td></td>
<td>877.06</td>
<td>5,511</td>
</tr>
<tr>
<td>School Board</td>
<td></td>
<td>63.6</td>
<td>400</td>
</tr>
<tr>
<td><strong>Subtotal Instruction</strong></td>
<td></td>
<td><strong>940.66</strong></td>
<td><strong>5,911</strong></td>
</tr>
<tr>
<td>Dormitory and Boarding</td>
<td></td>
<td>9,512.76</td>
<td>59,769</td>
</tr>
<tr>
<td>Small School Residential Adjustment</td>
<td></td>
<td>530.54</td>
<td>3,333</td>
</tr>
<tr>
<td>School Board</td>
<td></td>
<td>1.2</td>
<td>8</td>
</tr>
<tr>
<td><strong>Subtotal Dormitory &amp; Boarding</strong></td>
<td></td>
<td><strong>10,044.50</strong></td>
<td><strong>63,110</strong></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>69,703.87</strong></td>
<td><strong>437,951</strong></td>
</tr>
</tbody>
</table>

¹ Funding per WSU based on annual appropriations minus one percent of the total ISEP funding for contingencies as authorized by law.
**ISEP Program Adjustments ($7,300,000 / +11 FTE)** - The ISEP Program Adjustments funding enables BIE-funded schools to respond to specific findings of need or deficiencies. The 2024 budget request will fund existing contracts at schools under the Safe and Secure Schools program and improve student achievement by meeting the specific needs or deficiencies, providing behavioral health services to students, and salaries for behavioral health counselors.

**Education Program Enhancements ($22,131,000 / 65 FTE)** - The Education Program Enhancement subactivity enables BIE to provide critical services and necessary resources to meet the unique needs and priorities of individual Tribes and their schools. The Education Resource Centers utilize the Enhancement Program to fund professional development and technical assistance at all levels of the BIE school system to improve student outcomes.

Each ADD and ERC works in close cooperation with Tribes and the schools they serve, both BIE operated and Tribally controlled, designing, and implementing customized programs and providing necessary resources to meet the unique needs and priorities of individual Tribes and their schools. The ADDs also cooperate closely with Tribes and schools to provide standard assessments and support school improvement initiatives for academic staff to enhance their instructional practices, culture programs, and curriculum materials. BIE supports efforts to revitalize and maintain Native languages and expand the use of language immersion programs in its schools. The BIE is providing $7,500,000 to BIE-funded schools to expand existing language immersion programs or create new programs, as part of their existing operations, that will lead to Native language oral proficiency.

**Tribal Education Departments ($5,889,000 / +0 FTE)** - Many Tribes have established, or are interested in establishing, their own Tribal Education Departments (TEDs). Such TEDs provide a variety of educational services to their students. The BIE has made it its mission to support Tribal sovereignty over education by assisting Tribes and their TEDs in building the capacity to coordinate and deliver educational services to their respective Tribal members. The TED Program provides TEDs with critical resources needed to strengthen the management and oversight of a Tribe’s educational programs, including BIE-funded schools, school operations, adult education, scholarships, and other programs. For instance, many grantee Tribes and their TEDs have used their TED program funds to research, draft, and establish comprehensive Tribal education codes that align with the Tribe’s educational vision in accordance with BIE standards.

**Student Transportation ($74,086,000 / 131 FTE)** - Regular daily attendance is critical to student achievement. Students who do not attend class on a regular basis are at a significantly higher risk of low academic performance. The BIE Transportation funds are used to pay for bus leases, fuel, maintenance, vehicle replacement, driver salaries, and staff training for bus drivers and transportation managers.

Unlike traditional school systems, BIE-funded schools are spread across 23 States and are largely located in rural and geographically remote areas. Due to the dispersion of students over wide distances, the total number of miles students are transported is significantly higher than in metropolitan areas.

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

The annual accumulated distance traveled by BIE-funded school buses totals over 14 million miles. Approximately 15 percent of BIE’s school transportation miles are on dirt or unimproved roads. These factors increase wear-and-tear on vehicles and result in both higher maintenance costs and shorter vehicle life.

In response to COVID-19 impacts on school closures, BIE received blanket waiver authority to maintain pre-pandemic mileage counts for SY 2022-2023 to determine formula funding levels for the unique transportation needs of students and communities during the pandemic. Mileage counts will be taken at the end of the SY 2022-2023 and the blanket waiver will no longer be extended automatically to all BIE funded schools, individual schools still experiencing hardships will be allowed to request a waiver for their mileage counts. Student counts for schools with waivers will continue to keep pre-pandemic mileage counts.

Outyear projections on both mileage and commercial transportation are dependent upon on a return to normal operations and easing of some localized travel restrictions. Detailed funding distribution by schools is provided in Appendix 1, Student Transportation by School, including road mileage recorded at each school.

The following table includes the mileage recorded at BIE schools annually for SY 2017-2018 through SY 2022-2023 and provides projections thereafter.

<table>
<thead>
<tr>
<th>Year</th>
<th>School Year¹</th>
<th>Annual Miles Travelled (000)</th>
<th>Mileage Funding ($000)³</th>
<th>Funding Per Mile ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Day Student Miles</td>
<td>Residential Student Miles²</td>
<td>Total Miles</td>
</tr>
<tr>
<td>2017</td>
<td>2017-2018</td>
<td>14,717</td>
<td>283</td>
<td>15,000</td>
</tr>
<tr>
<td>2018</td>
<td>2018-2019</td>
<td>14,675</td>
<td>262</td>
<td>14,937</td>
</tr>
<tr>
<td>2019</td>
<td>2019-2020</td>
<td>14,343</td>
<td>252</td>
<td>14,595</td>
</tr>
<tr>
<td>2020</td>
<td>2020-2021</td>
<td>14,312</td>
<td>252</td>
<td>14,564</td>
</tr>
<tr>
<td>2021</td>
<td>2021-2022</td>
<td>14,312</td>
<td>252</td>
<td>14,564</td>
</tr>
<tr>
<td>2022</td>
<td>2022-2023</td>
<td>14,312</td>
<td>252</td>
<td>14,564</td>
</tr>
<tr>
<td>2023</td>
<td>2023-2024</td>
<td>14,312</td>
<td>252</td>
<td>14,564</td>
</tr>
<tr>
<td>2024</td>
<td>2024-2025</td>
<td>14,312</td>
<td>252</td>
<td>14,564</td>
</tr>
</tbody>
</table>

1. For calculating student transportation costs, the school year equates to the fiscal year. Due to the COVID-19 pandemic, SY 2021-2022 used previous school year numbers. FY 2023 and 2024 are estimates as actuals are not yet available.

2. Residential student miles will vary from year to year depending upon where the student population domiciles are located.
3. The table above does not include commercial transportation costs. In FY 2021 commercial transportation costs, which include charter and annual airfare costs, totaled approximately $3.6 million.

**Early Child and Family Development ($26,091,000 / 69 FTE)** - The Early Child and Family Development sub-activity provides BIE’s Family and Child Education (FACE) program and implementation of early childhood activities outlined in the BIE Strategic Direction. Established in 1990, BIE’s FACE program is designed to address the achievement gap for Indian children up to five years of age primarily located on rural reservations by teaching preschoolers and their families the skills needed to begin school. Services are provided in the child’s home and school centers and include early childhood education, adult education, and parenting education. In FY 2024, the program will continue to recruit and hire staff and instructors, maintain enrollment, and continue student and parental participation in new FACE sites.

<table>
<thead>
<tr>
<th>School Year (Program Year)</th>
<th>Children Served</th>
<th>Adults Served</th>
<th>Annual Appropriation</th>
<th>Funding per Child/Adult</th>
<th>Parental GED Earned</th>
<th>Parental Employment Obtained</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Home-based</td>
<td>Center-based</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(preschool)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unduplicated</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Number of All</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>FACE Children</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016-2017</td>
<td>1,549</td>
<td>672</td>
<td>2,221</td>
<td>2,108</td>
<td>$15,620,000</td>
<td>$3,608</td>
</tr>
<tr>
<td>2017-2018</td>
<td>1,511</td>
<td>665</td>
<td>2,124</td>
<td>2,061</td>
<td>$18,659,000</td>
<td>$4,458</td>
</tr>
<tr>
<td>2018-2019</td>
<td>1,582</td>
<td>650</td>
<td>2,199</td>
<td>2,062</td>
<td>$18,810,000</td>
<td>$4,414</td>
</tr>
<tr>
<td>2019-2020</td>
<td>1,499</td>
<td>590</td>
<td>TBD</td>
<td>2,157</td>
<td>$18,810,000</td>
<td>~</td>
</tr>
<tr>
<td>2020-2021</td>
<td>978</td>
<td>601</td>
<td>TBD</td>
<td>1,684</td>
<td>$18,852,000</td>
<td>~</td>
</tr>
<tr>
<td>2021-2022</td>
<td>986</td>
<td>761</td>
<td>1,747</td>
<td>1,510</td>
<td>$21,000,000</td>
<td>$6,447</td>
</tr>
<tr>
<td>2022-2023</td>
<td>986</td>
<td>761</td>
<td>1,747</td>
<td>1,510</td>
<td>$21,655,000</td>
<td>6,648</td>
</tr>
</tbody>
</table>

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

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

3. Due to constraints of COVID and challenges with reporting, service information was not available for every FACE enrollee in SY 2019-2020, SY 2020-2021 and SY 2021-2022. Fear of virus and vaccines for children impacted enrollment for SY2021-2022.

4. SY 2022-2023 are estimates; the final numbers will be available in June 2023.

**Tribal Grant Support Costs ($98,695,000 / +0 FTE)** - A major goal of BIE is to facilitate Tribal sovereignty over education by assisting Tribes in assuming the operation and management of BIE
schools. In accordance with the Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1988, Pub.L. 100-297, as amended by the No Child Left Behind Act, the BIE provides administrative cost grants (subject to the availability of funds) to those Tribes which have assumed operation and management of a BIE-funded school.

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

Tribes operating BIE-funded schools use these funds to cover the overhead costs of operating a school, meet legal requirements, and carry out support functions that BIE would otherwise provide directly. The 2024 budget request supports 100% of the calculated need.

Funds are distributed by formula according to the following methodology:

<table>
<thead>
<tr>
<th>ADMINISTRATIVE COST GRANT DISTRIBUTION FORMULA</th>
</tr>
</thead>
<tbody>
<tr>
<td>In accordance with the Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1988, Pub.L. 100-297, as amended by the No Child Left Behind Act, individual administrative cost grants are determined using an administrative cost percentage rate calculated by the following formula:</td>
</tr>
<tr>
<td>[(\text{Tribe Administered Program Dollars} \times 11%) + ($600,000 \text{ (std Direct Cost Base)} \times 50%) ]</td>
</tr>
<tr>
<td>[(\text{Tribe Administered Program Dollars}) + ($600,000)]</td>
</tr>
<tr>
<td>The above formula generates a percentage that is then multiplied by the tribally administered program dollars (called the Tribal Direct Cost Base which is the total number of Federal appropriated dollars managed by the Tribe) to calculate the dollars for the Administrative Cost Grant. The Administrative Cost Grant equals the value generated from the formula above or a minimum amount of $200,000 regardless of the number of students (as required by the NCLB), prorated based on the availability of funds.</td>
</tr>
</tbody>
</table>

**Activity Accomplishments**

In SY 2022 – 2023, there were 52 operating FACE programs. The BIE FACE program focuses on identifying and assisting children who are not meeting expected development milestones through screening. The BIE continues to support teacher certification through the National Board for Professional Teaching Standards process.

The BIE also continues to focus on Native language development through ISEP and Education Program Enhancements funding. In general, schools conduct classes aimed at raising Native language proficiency during the instructional day. Schools also provide teachers with professional development to incorporate Native language use in their classrooms and integrate language and culture into curriculum and instruction. The ISEP funding formula generated $29.7 million for Language Development in BIE-funded schools in SY 2021-2022 and SY 2022-2023. Under the Congressional set-aside for Native language immersion, the BIE distributed $4.4 million grant funds in FY 2021 to 17 Bureau-funded schools and another $5.5 million in FY 2022 to 168 Bureau-funded schools to increase Native language proficiency by expanding or creating language immersion programs.

BIE-OIEP-20
### Summary of 2024 Program Changes for Elementary and Secondary Programs

<table>
<thead>
<tr>
<th>Program Changes:</th>
<th>($000)</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilities Operations</td>
<td>+0</td>
<td>+0</td>
</tr>
<tr>
<td>Facilities Maintenance</td>
<td>+0</td>
<td>+0</td>
</tr>
<tr>
<td>Juvenile Detention Center Education</td>
<td>+0</td>
<td>+0</td>
</tr>
<tr>
<td>Johnson-O’Malley Assistance Grants (TPA)</td>
<td>+2,000</td>
<td>+0</td>
</tr>
<tr>
<td>TOTAL Program Changes</td>
<td>+2,000</td>
<td>+0</td>
</tr>
</tbody>
</table>

### Justification of 2024 Program Changes

The 2024 budget request for Elementary and Secondary programs is $182,691,000 and 0 FTE, a program change of +$2,000,000 and 0 FTE from 2023.

**Johnson-O’Malley (JOM) Assistance Grants (TPA) (+$2,000,000 / 0 FTE)** - The 2024 budget increase will provide eligible students under the new Student Count with the necessary resources to meet their unique and specialized educational needs. Beginning with the FY 2024 JOM distribution, and in
accordance with the JOM Modernization Act, BIE will begin basing the annual JOM distribution on the actual count of JOM eligible students within a JOM contractor's tribal service area or school district. The FY 2024 distribution will be based on the 2022-2023 school year student counts. The JOM Assistance Grants (TPA) increase will ensure American Indian and Alaska Native students who attend public schools with an existing JOM contractor's tribal service area or public school district continue to receive remedial instructions, counseling and parental involvement, language, and other culturally relevant programs that allow them to receive an education on the same level as non-Indian students.

Elementary and Secondary Programs Overview

Facilities Operations ($83,518,000 / 184 FTE) - Schools are operated and maintained in a fashion that ensures their continued safety and usefulness for educational purposes. Facilities Operations funds the operational expenses for 183 BIE-funded elementary and secondary schools, Haskell, and SIPI. Common expenses for operating BIE-funded facilities include electricity, heating fuels, communications, grounds maintenance, vehicle rental (excluding school buses), refuse collection, custodial services, pest control, water and sewer service, fire/intrusion monitoring, and operations program administration.

Facilities Maintenance ($76,543,000 / 223 FTE) - The BIE’s Facilities Maintenance funds are used to conduct preventive, routine, and unscheduled maintenance for buildings, equipment, utility systems, and ground structures at 183 elementary and secondary schools and dormitories, Haskell, and SIPI. These funds provide needed maintenance services for:

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

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

Juvenile Detention Center Education (-$0 / 0 FTE):
IA proposes to transfer this $555,000 for Juvenile Detention Center education to the BIA Public Safety and Justice program. These funds support education activities in BIA detention centers. Funding is currently appropriated to the BIE, which then transfers the funds to the BIA Office of Justice Services for allocation to detention centers. By transferring these funds for direct appropriations to the BIA Office of Justice Services, it will reduce the time it takes to make these funds available for use at the juvenile detention centers.
Johnson-O’Malley (JOM) Assistance Grants (TPA) ($22,630,000 / +0 FTE) - Ninety-two percent of American Indian and Alaska Native students attend public schools. JOM funding provides such students with the necessary resources designed to meet their unique and specialized educational needs. These funds can provide remedial instruction, counseling, parental involvement, language, and other culturally relevant programs to Indian students. The JOM funds are also used to cover school supplies and items that enable recipients to participate in curricular and extra-curricular programs. JOM grant funding may only be used for students three years of age through the 12th grade and who are enrolled in federally recognized Tribes or students who are at least one-fourth or more degree Indian blood from a federally recognized Tribe.

Activity/Subactivity: Post Secondary Programs (Forward Funded)

*Dollars in Thousands ($000)*

<table>
<thead>
<tr>
<th>Activity/Subactivity/Program Element</th>
<th>2022 Actual</th>
<th>2023 Enacted</th>
<th>2024 Fixed Costs (+/-)</th>
<th>2024 Internal Transfers (+/-)</th>
<th>2024 Program Changes (+/-)</th>
<th>2024 Request</th>
<th>Change from 2023 Enacted (+/-)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post secondary programs (forward funded)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Haskell and SIPI $</td>
<td>28,622</td>
<td>30,325</td>
<td>+2,545</td>
<td>0</td>
<td>+2,000</td>
<td>34,870</td>
<td>+4,545</td>
</tr>
<tr>
<td>FTE</td>
<td>151</td>
<td>157</td>
<td>0</td>
<td>0</td>
<td>+4</td>
<td>161</td>
<td>+4</td>
</tr>
<tr>
<td>Tribal Colleges and Universities (forward funded) $</td>
<td>76,510</td>
<td>87,926</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>87,926</td>
<td>0</td>
</tr>
<tr>
<td>FTE</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Tribal Technical Colleges (forward funded) $</td>
<td>8,151</td>
<td>9,156</td>
<td>+9</td>
<td>0</td>
<td>+1,500</td>
<td>10,665</td>
<td>+1,509</td>
</tr>
<tr>
<td>FTE</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Activity Total $</td>
<td>113,283</td>
<td>127,407</td>
<td>+2,554</td>
<td>0</td>
<td>+3,500</td>
<td>133,461</td>
<td>+6,054</td>
</tr>
<tr>
<td>FTE</td>
<td>151</td>
<td>157</td>
<td>0</td>
<td>0</td>
<td>+4</td>
<td>161</td>
<td>+4</td>
</tr>
</tbody>
</table>

Summary of 2024 Program Changes for Post-Secondary Programs (Forward Funded)

<table>
<thead>
<tr>
<th>Program Changes:</th>
<th>($000)</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Haskell &amp; SIPI (forward funded)</td>
<td>+2,000</td>
<td>+4</td>
</tr>
<tr>
<td>Tribal Colleges &amp; Universities (forward funded)</td>
<td>+0</td>
<td>+0</td>
</tr>
<tr>
<td>Tribal Technical Colleges (forward funded)</td>
<td>+1,500</td>
<td>+0</td>
</tr>
<tr>
<td>TOTAL Program Changes</td>
<td>+3,500</td>
<td>+4</td>
</tr>
</tbody>
</table>
**Justification of 2024 Program Changes**

The 2024 budget request for Post-Secondary forward funded programs is $133,461,000 and +161 FTE, a program change of +$3,500,000 and +4 FTE from 2023.

**Haskell & SIPI (Forward Funded) (+$2,000,000 / +4 FTE)** - The 2024 requested increase will provide the two bureau-operated post-secondary schools much needed funding to allow them to properly serve Indian students from federally recognized Tribes. The program pays for instruction, dormitories, administration, staff, supplies, materials, and textbooks. The schools strive to offer high-quality education to American Indians and Alaska Natives with culturally sensitive curricula and innovative services and a commitment to academic excellence.

**Tribal Technical Colleges (Forward Funded) (+$1,500,000 / 0 FTE)** - The 2024 requested increase will support Tribal Technical Colleges’ operational expenses and promote the economic development plans of the Tribes. The program supports core functions (e.g., classroom instruction and school operations) at the two colleges partially funded by BIE.

**Post Secondary Programs (Forward Funded) Overview**

**Haskell and SIPI (Forward Funded) ($34,870,000 / 161 FTE)** - The BIE’s two directly operated post-secondary institutions serve Indian students from federally recognized Tribes throughout the country. Please see the following table for enacted and proposed distribution of funds to these two BIE-operated post-secondary institutions, including student enrollment and graduation rates at Haskell and SIPI from Fall Semester 2019 through Summer Semester 2022. Haskell and SIPI utilize these funds to pay for administrative, instructional, dormitory, and other support staff, as well as supplies, materials, textbooks, and food. Haskell and SIPI also use these funds to provide residential, athletic, and other student support services. In addition to funding from the BIE, Haskell and SIPI are eligible for Department of Education funds (both individual student funds and institutional funds), U.S. Department of Agriculture funding, and competitive grants from Federal, public, and private agencies.

**Haskell Indian Nations University:**

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

Haskell maintains a consortium program with the University of Kansas that permits students to apply credits earned at either institution toward graduation requirements. The programs offered have been identified as necessary to the development of human capital that contributes to the economic success of native communities. Haskell offers several associate degrees in Arts (AA) and Science (AS), as well as baccalaureate degrees in Arts (BA) and Science (BS).
**Southwestern Indian Polytechnic Institute:**
SIPI maintains a culturally supportive educational, social, and physical environment, allowing its students to develop marketable skills to facilitate gainful employment or transfer to a baccalaureate degree program. Many of the programs offered at SIPI, located in Albuquerque, NM, meet a specific need determined by labor market data and consultation between Tribes and its board of regents. SIPI serves American Indian and Alaska Native students from over 84 nations and as many as 25 states. SIPI further serves federally recognized Tribes by developing and conducting competitive programs for workforce needs, extension, and outreach programs, including high-impact community-based programs, workshops, seminars, and distance learning courses. SIPI has leveraged technology with Go2Orientation and Go2Distance Learning, which provides online orientation and helps navigate courses through a distance learning environment.

<table>
<thead>
<tr>
<th>SIPI and Haskell Funding (FY 2020 - FY 2024 Request)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BIE Post-Secondary School</strong></td>
</tr>
<tr>
<td><strong>Southwestern Indian Polytechnic Institute (SIPI)</strong></td>
</tr>
<tr>
<td># Of Students Enrolled</td>
</tr>
<tr>
<td>Graduation Rate</td>
</tr>
<tr>
<td>Transfer Rate</td>
</tr>
<tr>
<td>Funding ($000)</td>
</tr>
<tr>
<td><strong>Haskell Indian Nations University (Haskell)</strong></td>
</tr>
<tr>
<td># Of Students Enrolled</td>
</tr>
<tr>
<td>Graduation Rate</td>
</tr>
<tr>
<td>Transfer Rate</td>
</tr>
<tr>
<td>Funding ($000)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Haskell &amp; SIPI</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL Funding ($000)</td>
</tr>
</tbody>
</table>

1 Enrollment counts include unduplicated headcounts for the academic year.

2 Graduation and transfer rates reflect the percentage of fall cohorts (first-time, full-time, degree-seeking students) who graduate or transfer to another institution within 150 percent of standard time to complete. The decline in the # of Students Enrolled and the Graduation Rate for SIPI is due to the COVID-19 Pandemic.

**Tribal Colleges and Universities (Forward Funded) ($87,926,000 / 0 FTE)** - Tribal Colleges and Universities (TCUs) provide Tribal communities with the necessary resources and facilities to teach
Indian students the skills they need for career success in a culturally knowledgeable context. Post-secondary education of Tribal members is an essential component in the economic development plans of Tribes. In many instances, TCUs are the primary means available for Tribes and Indian students to receive a post-secondary education. Many TCUs have leveraged their BIE funding by teaming with local and national businesses to provide training-partnership opportunities for Indian students.

During SY 2022-2023, there are 29 TCUs eligible for BIE funding under Title I of Pub.L. 95-471. According to a formula based on the Indian Student Count (ISC), funds are distributed to these institutions. The ISC, established in 25, U.S.C.§1801(a)(7), is the number equal to the total number of Indian students enrolled in each tribally controlled college or university. TCUs can use these funds to pay for operational expenses at their educational institutions. These include costs such as salaries, instructional materials, and student support services.

The Pub.L. 99-428, authorizes BIE to provide endowment grants to TCUs. The BIE’s Endowment Grant funding enables TCUs to develop and offer supplemental grant programs to students needing additional financial assistance. To use BIE Endowment Grant funds, TCUs must match with a capital contribution equal to half of the amount of the BIE’s endowment contribution. Alternatively, TCUs may meet their contribution requirement by using personal or real property received as a donation or gift. Colleges can obtain additional assistance from other private sector entities to help meet their endowment program needs. Funds may be invested under the authority of Section 331(c)(2) of the Higher Education Act of 1965, as amended, and any interest earned can be used to defray expenditures associated with the operation of the TCUs.
<table>
<thead>
<tr>
<th>School</th>
<th>State</th>
<th>FY 2021 Indian Student Count</th>
<th>FY 2022 Indian Student Count</th>
<th>Accreditation1</th>
<th>Degrees or Certificates Offered2</th>
<th>2021/2022 Academic Year Cumulative Actual Total3</th>
<th>2021/2022 Academic Year Grads4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aaniiih Nakoda College</td>
<td>MT</td>
<td>124</td>
<td>102</td>
<td>A</td>
<td>1,2,6</td>
<td>228</td>
<td>35</td>
</tr>
<tr>
<td>Bay Mills Community College</td>
<td>MI</td>
<td>333</td>
<td>205</td>
<td>A</td>
<td>1,2,6</td>
<td>538</td>
<td>71</td>
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<tr>
<td>Blackfeet Community College</td>
<td>MT</td>
<td>274</td>
<td>244</td>
<td>A</td>
<td>1,2,3,6</td>
<td>542</td>
<td>57</td>
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<tr>
<td>Cankdeska Cikana Community College</td>
<td>ND</td>
<td>216</td>
<td>168</td>
<td>A</td>
<td>1,2,3,6</td>
<td>384</td>
<td>44</td>
</tr>
<tr>
<td>Chief Dull Knife College</td>
<td>MT</td>
<td>176</td>
<td>188</td>
<td>A</td>
<td>1,2,3,6</td>
<td>359</td>
<td>9</td>
</tr>
<tr>
<td>College of Menominee Nation</td>
<td>WI</td>
<td>108</td>
<td>102</td>
<td>A</td>
<td>1,2,3,4,6</td>
<td>217</td>
<td>23</td>
</tr>
<tr>
<td>College of the Muscogee Nation</td>
<td>OK</td>
<td>329</td>
<td>213</td>
<td>A</td>
<td>1,2,6</td>
<td>572</td>
<td>41</td>
</tr>
<tr>
<td>Nueta Hidatsa Sahnihs College/Fort Berthold</td>
<td>ND</td>
<td>166</td>
<td>130</td>
<td>A</td>
<td>1,2,3,4,6</td>
<td>304</td>
<td>29</td>
</tr>
<tr>
<td>Fort Peck Community College</td>
<td>MT</td>
<td>458</td>
<td>475</td>
<td>A</td>
<td>1,2,3,6</td>
<td>934</td>
<td>81</td>
</tr>
<tr>
<td>Ilisagvik College</td>
<td>AK</td>
<td>156</td>
<td>95</td>
<td>A</td>
<td>1,3,6</td>
<td>251</td>
<td>25</td>
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<tr>
<td>Keweenaw Bay Ojibwa Comm. College</td>
<td>MI</td>
<td>67</td>
<td>54</td>
<td>A</td>
<td>1 11,2,3,</td>
<td>121</td>
<td>8</td>
</tr>
<tr>
<td>Lac Courte Oreilles Community College</td>
<td>WI</td>
<td>223</td>
<td>157</td>
<td>A</td>
<td>1,2,3,6</td>
<td>406</td>
<td>55</td>
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<tr>
<td>Leech Lake Tribal College</td>
<td>MN</td>
<td>171</td>
<td>154</td>
<td>A</td>
<td>1,3,6</td>
<td>325</td>
<td>17</td>
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<tr>
<td>Little Big Horn Community College</td>
<td>MT</td>
<td>375</td>
<td>250</td>
<td>A</td>
<td>1,2,6</td>
<td>625</td>
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<tr>
<td>Little Priest Tribal College</td>
<td>NE</td>
<td>105</td>
<td>87</td>
<td>A</td>
<td>1,2</td>
<td>214</td>
<td>25</td>
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<tr>
<td>Nebraska Indian Community College</td>
<td>NE</td>
<td>213</td>
<td>164</td>
<td>A</td>
<td>1,2,3,6</td>
<td>374</td>
<td>14</td>
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<tr>
<td>Northwest Indian College</td>
<td>WA</td>
<td>600</td>
<td>881</td>
<td>A</td>
<td>1,2,3,4,6</td>
<td>1,520</td>
<td>110</td>
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<tr>
<td>Oglala Lakota Community College</td>
<td>SD</td>
<td>1148</td>
<td>916</td>
<td>A</td>
<td>1,3,4,5,6</td>
<td>2,055</td>
<td>152</td>
</tr>
<tr>
<td>Red Lake Nation College</td>
<td>MN</td>
<td>149</td>
<td>126</td>
<td>C</td>
<td>1,2</td>
<td>275</td>
<td>14</td>
</tr>
<tr>
<td>Saginaw Chippewa Tribal College</td>
<td>MI</td>
<td>59</td>
<td>47</td>
<td>A</td>
<td>1</td>
<td>107</td>
<td>8</td>
</tr>
<tr>
<td>Salish Kootenai College</td>
<td>MT</td>
<td>485</td>
<td>788</td>
<td>A</td>
<td>1,2,3,4,6</td>
<td>1,282</td>
<td>88</td>
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<tr>
<td>Sinte Gleska University</td>
<td>SD</td>
<td>489</td>
<td>380</td>
<td>A</td>
<td>1,2,4,5,6</td>
<td>870</td>
<td>63</td>
</tr>
<tr>
<td>Sisseton Wahpeton College</td>
<td>SD</td>
<td>136</td>
<td>137</td>
<td>A</td>
<td>1,2,3,6</td>
<td>274</td>
<td>18</td>
</tr>
<tr>
<td>Sitting Bull College</td>
<td>ND</td>
<td>239</td>
<td>234</td>
<td>A</td>
<td>1,2,3,4,6</td>
<td>479</td>
<td>64</td>
</tr>
</tbody>
</table>

BIE-OIEP-27
Tribal Technical Colleges (Forward Funded) ($10,665,000 / 0 FTE) - The Tribal Technical Colleges (forward funded) program provides funding for United Tribes Technical College (UTTC) in Bismarck, ND and Navajo Technical University (NTU) in Crownpoint, NM. The program supports core functions (e.g., classroom instruction and school operations) at the two colleges partially funded by BIE. Tribal technical colleges provide resources and facilities to teach community members the skills they need to succeed in the workforce and overcome barriers to Indian higher education while supporting economic development on their reservations. Additionally, the programs build skills and capacity needed to promote social and environmental justice in Native American communities.

<table>
<thead>
<tr>
<th>College Name</th>
<th>State</th>
<th>Title I Students (Fall, Spring, Summer)</th>
<th>Title I Students (Fall, Spring, Summer)</th>
<th>Total Title I Students (Fall, Spring, Summer)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stone Child College</td>
<td>MT</td>
<td>536</td>
<td>0</td>
<td>536</td>
</tr>
<tr>
<td>Tohono O'odham Community College</td>
<td>AZ</td>
<td>1,344</td>
<td>870</td>
<td>2,215</td>
</tr>
<tr>
<td>Turtle Mountain Community College</td>
<td>ND</td>
<td>545</td>
<td>498</td>
<td>956</td>
</tr>
<tr>
<td>White Earth Tribal &amp; Comm. College</td>
<td>MN</td>
<td>78</td>
<td>62</td>
<td>146</td>
</tr>
<tr>
<td><strong>Title I Total</strong></td>
<td></td>
<td><strong>9,302</strong></td>
<td><strong>7,727</strong></td>
<td><strong>17,109</strong></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Title II Institutions</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dine College</td>
<td>AZ</td>
<td>1,344</td>
<td>870</td>
<td>2,215</td>
</tr>
<tr>
<td><strong>TOTAL Title I &amp; II</strong></td>
<td></td>
<td><strong>10,646</strong></td>
<td><strong>8,597</strong></td>
<td><strong>19,324</strong></td>
</tr>
</tbody>
</table>

**Notes:**
1. The accreditation classifications of the colleges are either: (A) fully accredited by a recognized accrediting association; (B) institution transfer; or (C) candidate status towards accreditation.
2. Certificates awarded include (1) Associate of Arts, (2) Associate of Science, (3) Associate of Applied Science, (4) Bachelor of Science (5) Master of Arts, and/or (6) vocational certificates.
3. Cumulative total of Indian students attending one or more of the fall, spring, or summer terms, part-time or full-time.
5. Latest graduation numbers available.
6. Indian Student Count (ISC) numbers are rounded.
7. COVID-19 pandemics impacts, including partial closures, and the pivot to virtual learning have resulted in (ISC) number variations - including increases and decreases in student counts by geographic location.

BIE-OIEP-28
### Activity/Subactivity: Post Secondary Programs

**Dollars in Thousands ($000)**

<table>
<thead>
<tr>
<th>Activity/ Subactivity/ Program Element</th>
<th>2022 Actual</th>
<th>2023 Enacted</th>
<th>2024 Fixed Costs (+/-)</th>
<th>2024 Internal Transfers (+/-)</th>
<th>2024 Program Changes (+/-)</th>
<th>2024 Request</th>
<th>Change from 2023 Enacted (+/-)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post Secondary programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tribal Colleges and Universities Supplements (TPA) $</td>
<td>1,220</td>
<td>1,220</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1,220</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>FTE</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Scholarships and Adult Education (TPA) $</td>
<td>40,541</td>
<td>43,549</td>
<td>+239</td>
<td>-343</td>
<td>0</td>
<td>43,445</td>
<td>-104</td>
</tr>
<tr>
<td></td>
<td>FTE</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Special Higher Education Scholarships $</td>
<td>4,992</td>
<td>4,992</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4,992</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>FTE</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Science Post Graduate Scholarship Fund $</td>
<td>4,450</td>
<td>6,450</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>6,450</td>
<td>0</td>
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<tr>
<td></td>
<td>FTE</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
</tr>
<tr>
<td>Activity Total $</td>
<td>51,203</td>
<td>56,211</td>
<td>239</td>
<td>-343</td>
<td>0</td>
<td>56,107</td>
<td>-104</td>
</tr>
<tr>
<td></td>
<td>FTE</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

#### Summary of 2024 Program Changes for Post-Secondary Programs

<table>
<thead>
<tr>
<th>Program Changes:</th>
<th>($000)</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tribal Colleges &amp; Universities Supplements (TPA)</td>
<td>+0</td>
<td>+0</td>
</tr>
<tr>
<td>Scholarships &amp; Adult Education (TPA)</td>
<td>+0</td>
<td>+0</td>
</tr>
<tr>
<td>Special Higher Education Scholarships</td>
<td>+0</td>
<td>+0</td>
</tr>
<tr>
<td>Science Post Graduate Scholarship Fund</td>
<td>+0</td>
<td>+0</td>
</tr>
<tr>
<td><strong>TOTAL Program Changes</strong></td>
<td>+0</td>
<td>+0</td>
</tr>
</tbody>
</table>
Justification of 2024 Program Changes
The 2024 budget request for Post-Secondary programs is $56,107,000 and 0 FTE, a program change of $0 and 0 FTE from 2023.

Post Secondary Programs Overview

Tribal Colleges & Universities Supplements (TPA) ($1,220,000 / 0 FTE) - Tribes may choose to direct Tribal Priority Allocations (TPA) funds to supplement the operation of their TCUs. Six Tribes are currently providing Tribal colleges with these funds. Funds are used for policy development, curriculum additions, and general program operations designed to meet the specific needs of their community members.

Scholarships & Adult Education (TPA) ($43,445,000 / 0 FTE) - The intent of the Scholarships and Adult Education program is to provide funds to assist Tribes in meeting their goal of self-determination and self-sufficiency. By providing financial assistance to eligible American Indian and Alaska Natives students, the BIE fosters the development of educated and capable citizens that will affect positive change in their communities. The Scholarships and Adult Education program addresses Indian Affairs’ objectives: 1) to improve communities’ quality of life by developing economies, 2) to improve the success of students at each educational level by providing financial assistance for eligible students, and 3) to increase students engagement with Science, Technology, Engineering, and Mathematics (STEM) related initiatives. The program further supports the commitment to expand educational opportunities for students.

Special Higher Education Scholarships ($4,992,000 / 0 FTE) - As Tribes seek to develop their communities in economically disadvantaged rural areas, they require trained professionals to plan and implement Tribal development goals. Many of these professionals need the knowledge that they can acquire by pursuing advanced (graduate) degrees. The Special Higher Education Scholarships Program (SHEP) is a three-pronged program that supports the commitment to education and the goals for higher education. The first component provides supplemental financial assistance to American Indian and Alaska Native students for graduate level study. Emphasis is placed on students pursuing the professions of law, education, medicine, natural resources, engineering, business administration, and social work. Over the past five years BIE has provided approximately 1,500 SHEP scholarships to well qualified American Indian and Alaska Native students.

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

The final component is the Loan for Service Program, designed to provide financial assistance through loans to eligible American Indian and Alaska Native degree candidates who seek employment with BIE.
BIA, or a federally recognized Tribe upon graduation. To promote the expansion of career opportunities for Indian graduates in Tribal governments and Indian Affairs, BIE began offering loans in 2005 to students pursuing graduate and professional degrees with a “service payback” (employment) agreement. Upon completion of their degree requirements, recipients agree to work for BIE, BIA, or a federally recognized Tribe to repay their loans. Each academic year of funding requires one year of service. The Loan for Service Program is designed to bring professionals to Native communities.

**Science Post Graduate Scholarship Fund ($6,450,000 / 0 FTE)** - The Science Post-Graduate Scholarship Fund (SPGSF) program provides funding and awards specifically for post-secondary and post-graduate-level fellowships and training opportunities. These awards are provided in the fields of science, technology, engineering, and mathematics (STEM) such as agricultural, geological, and biological and life sciences, computing, communications, networking, information technology, and biomedical programs. Over the past five years BIE has provided approximately 750 SPGSF scholarships to well qualified American Indian and Alaska Native students.

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

**Activity/Subactivity: Education Management**

*Dollars in Thousands ($000)*

<table>
<thead>
<tr>
<th>Activity/Subactivity/Program Element</th>
<th>2022 Actual</th>
<th>2023 Enacted</th>
<th>2024 Fixed Costs (+/-)</th>
<th>2024 Internal Transfers (+/-)</th>
<th>2024 Program Changes (+/-)</th>
<th>2024 Request</th>
<th>Change from 2023 Enacted (+/-)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education Management</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education Program Management $</td>
<td>36,063</td>
<td>39,291</td>
<td>+5,134</td>
<td>-6</td>
<td>+1,150</td>
<td>45,569</td>
<td>+6,278</td>
</tr>
<tr>
<td>Program Management $</td>
<td>34,808</td>
<td>35,855</td>
<td>+3,369</td>
<td>-6</td>
<td>+1,150</td>
<td>40,368</td>
<td>+4,513</td>
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</table>
### Summary of 2024 Program Changes for Education Management

<table>
<thead>
<tr>
<th>Request Component</th>
<th>($000)</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education Program Management</td>
<td>+1,150</td>
<td>+41</td>
</tr>
<tr>
<td>Education IT</td>
<td>+5,676</td>
<td>+2</td>
</tr>
<tr>
<td>TOTAL Program Changes</td>
<td>+6,826</td>
<td>+43</td>
</tr>
</tbody>
</table>

### Justification of 2024 Program Changes

The 2024 budget request for Education Management programs is $79,281,000 and 223 FTE, a program change of +$6,826,000 and +43 FTE from 2023.

**Education Program Management (+$1,150,000 / +41 FTE)** - The 2024 budget will strengthen BIE as an independent bureau by prioritizing hiring that targets capacity building and addresses support gaps in these key areas:

- Information technology
- Facilities management
- Grants administration
- Acquisition roles in improving our service delivery, procurement, and program support to stakeholders

Through this activity, the BIE provides management activities crucial for effective operations, including data collection, analysis, reporting, coordinated fiscal management, risk assessments with corrective actions, targeted monitoring activities, technical assistance, certain financial and accounting functions, coordination and preparation of grant applications, and reporting.
Education IT (+$5,676,000 / +2 FTE) - Increased funding will support new educational information technology (IT) operational capabilities, including infrastructure improvements in connectivity for learning, to improve the quality of distance and in-person instruction post-pandemic. The increase will enhance service and acquisition support work on BIE’s education Learning Management System (eLMS) initiative; increase bandwidth in schools; and support effective eLMS planning for both classroom and distance learning. Priorities in 2024 will include:

- Upgrade 83 BIE school circuits. Per our quarterly report to Congress, the current objective for bandwidth at schools is to reach 300Mbps per student and teacher. The upgrade is expected to be completed by the summer of 2024.
- Select, award, integrate, and implement a shared Education Learning Management System (eLMS).
- Establish life-cycle management policies and plans for in-school networks, including a LAN/WAN hardware technical refresh.
- Collaborate with the Deputy Assistant Secretary – Management (DAS-M) and the Assistant Chief Information Officer (ACIO) to design and build an initial education program for IT managers and staff cadre.

Education Management Overview

Education Program Management (EPM) ($45,569,000 / 210 FTE) - The BIE is required to execute a wide variety of management activities. Support services include data collection, analysis, reporting, coordinated fiscal management, risk assessments with corrective actions, targeted monitoring activities, technical assistance, certain financial and accounting functions, coordination and preparation of grant applications, and reporting. BIE will continue implementing the BIE Strategic Direction and Reform efforts, increasing accountability and transparency throughout the Bureau.

Educational Program Management initiatives in 2024 include the continued implementation of a School Operations Office of Self-Determination to develop Tribal capacity and promote maximum Indian participation in educational programs and services; the Justice40 Initiative to promote environmental justice; and BIE’s Social Emotional Learning project to develop a national curriculum to support behavioral health and wellness programs at BIE-funded schools. The funding in 2024 will also allow EPM to calculate and report on methodologies for maximizing the benefits to underserved communities.

Education IT ($33,712,000 / 23 FTE) - The BIE information technology (IT) requirements encompass the multiple and varied needs of students, administrators, teachers, and Headquarters staff. The BIE IT infrastructure includes the wide area network (WAN) and general support system used by BIE-funded schools. This infrastructure supports the ability to provide standards-based connectivity, security, content delivery, web services, distance learning, wireless communication, email access, and education application access for all BIE school networks. Education IT funding also provides for the BIE student information data system. The system provides school management software, training, and system support for management of student academic program data. This centralized database manages records such as enrollment, attendance, behavior, class schedules, grades, assessments, teacher grade books, health and immunization data, special education needs, transcripts, parent contact information, and student

BIE-OIEP-33
demographics for all students in BIE-funded schools. This funding also supports BIE’s cybersecurity efforts in the detection, investigation, and remediation of cyber threats.

In 2024, BIE continues to invest and support the education Learning Management System (eLMS) platform, providing BIE schools access to distance learning and enhanced use of technology in the classroom. The eLMS and its underlying technology enhance BIE’s system by supporting and delivering a comprehensive online delivery of educational courses to students and providing professional growth and opportunities for bureau-funded teachers.
Education Construction
DEPARTMENT OF THE INTERIOR

BUREAU OF INDIAN EDUCATION

Appropriation Language Sheet

Education Construction

For construction, repair, improvement, and maintenance of buildings, utilities, and other facilities necessary for the operation of Indian education programs, including architectural and engineering services by contract; acquisition of lands, and interests in lands; [$267,887,000] $416,212,000 to remain available until expended: Provided, That in order to ensure timely completion of construction projects, the Secretary of the Interior may assume control of a project and all funds related to the project, if, not later than 18 months after the date of the enactment of this Act, any Public Law 100–297 (25 U.S.C. 2501, et seq.) grantee receiving funds appropriated in this Act or in any prior Act, has not completed the planning and design phase of the project and commenced construction. (Department of the Interior, Environment, and Related Agencies Appropriations Act, 2023.)

[For an additional amount for "Education Construction", $90,465,000, to remain available until expended, for necessary expenses related to the consequences of flooding at the To'Hajiilee Community School.] (Disaster Relief Supplemental Appropriations Act, 2023.)
General Authorization

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

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

   25 U.S.C. 458

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

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


25 U.S.C. 2005(b) (6) provides that the Secretary shall develop a Facilities Information Systems Support Database to maintain and update the conditions of school facilities, replacement and construction need and minor and major improvement need.
25 U.S.C. 2006(e) provides that the Assistant Secretary shall submit as part of the annual budget a plan for school facilities to be constructed, to establish priorities among projects and for the improvement and repair of education facilities, which shall form the basis for the distribution of appropriated funds and for capital improvements to be made over the 5 succeeding years.

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


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

**Summary of Requirements**

**Bureau of Indian Education**

**EDUCATION CONSTRUCTION**

(Dollars in Thousands)

<table>
<thead>
<tr>
<th>EDUCATION CONSTRUCTION</th>
<th>2022 Enacted</th>
<th>2022 Actual Total FTE</th>
<th>2023 Enacted</th>
<th>2024 Request Fixed Costs (+/-)</th>
<th>2024 Request Program Changes (+/-)</th>
<th>2024 Request Total FTE</th>
<th>2024 Request TOTAL Change from 2023 (+/-)</th>
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</thead>
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<tr>
<td>REPLACEMENT SCHOOL CONSTRUCTION</td>
<td>115,504</td>
<td>-</td>
<td>116,504</td>
<td>-</td>
<td>+136,000</td>
<td>-</td>
<td>+136,000</td>
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<tr>
<td>REPLACEMENT FACILITY CONSTRUCTION</td>
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<td>23,935</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>23,935</td>
</tr>
<tr>
<td>REPLACEMENT / NEW EMPLOYEE HOUSING</td>
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<td>-</td>
<td>1,000</td>
<td>-</td>
<td>+2,500</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>EMPLOYEE HOUSING REPAIR</td>
<td>13,589</td>
<td>-</td>
<td>13,595</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>FACILITIES IMPROVEMENT &amp; REPAIR</td>
<td>95,302</td>
<td>10</td>
<td>96,353</td>
<td>+110</td>
<td>+9,715</td>
<td>-</td>
<td>+9,825</td>
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<tr>
<td>TRIBAL COLLEGES FACILITIES IMPROVEMENT &amp; REPAIR</td>
<td>15,000</td>
<td>-</td>
<td>16,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total, OPERATION OF INDIAN EDUCATION PROGRAMS</td>
<td>264,338</td>
<td>10</td>
<td>267,887</td>
<td>+110</td>
<td>+148,215</td>
<td>-</td>
<td>+148,325</td>
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BIE - CONST-4
### Bureau of Indian Education

#### Justification of Fixed Costs

*Dollars in Thousands (000)*

<table>
<thead>
<tr>
<th>Fixed Cost Changes and Projections</th>
<th>2023 Total or Change</th>
<th>2023 to 2024 Change</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change in Number of Paid Days</td>
<td>-8</td>
<td>+8</td>
<td>This reflects changes in pay associated with the change in the number of paid days between 2023 and 2024. 2024 has one day more than 2023.</td>
</tr>
<tr>
<td>Pay Raise</td>
<td>+80</td>
<td>+102</td>
<td>This includes one quarter of the 4.6% pay raise for 2023 and three quarters of the planned 5.2% pay raise for 2024.</td>
</tr>
<tr>
<td>Employer Share of Federal Employee Retirement System</td>
<td>+0</td>
<td>+0</td>
<td>This column reflects no budgeted increase for the employer contribution to the Federal Employee Retirement System.</td>
</tr>
<tr>
<td><strong>TOTAL FIXED COST CHANGES -EDUCATION CONSTRUCTION</strong></td>
<td></td>
<td>+110</td>
<td></td>
</tr>
</tbody>
</table>
BUREAU OF INDIAN EDUCATION
EDUCATION CONSTRUCTION SUMMARY

Overview
The Education Construction program carries out facility and structure projects, demolition, and environmental compliance for education-related assets owned and funded by Indian Affairs (IA). Within this budget request, the term “Indian Affairs” is meant to include the Bureau of Indian Affairs (BIA), the Bureau of Indian Education (BIE), and the Office of the Assistant Secretary – Indian Affairs (AS-I.A). In 2024, IA will manage Education Construction activities through a Service Level Agreement (SLA) with BIE, as BIE continues its transition to an independent bureau. BIE will work with individual schools to improve project close-out, once needed repairs are completed and to enhance accuracy of data and tracking of deferred maintenance needs.

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

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

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

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

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

<table>
<thead>
<tr>
<th>FCI (School Assets)</th>
<th>FCI (All Others)</th>
<th>Condition</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; .0500</td>
<td>&lt; .0500</td>
<td>Good</td>
</tr>
<tr>
<td>&lt;= .1000</td>
<td>&lt;= .1500</td>
<td>Fair</td>
</tr>
<tr>
<td>&gt;.1000</td>
<td>&gt;.1500</td>
<td>Poor</td>
</tr>
</tbody>
</table>

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

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

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

**Indian Affairs – Facilities Management System**

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

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

The Education Construction program provides safe, functional, energy-efficient, and universally accessible facilities at BIE-funded schools and dormitories through school and facility replacements, and facility improvements and repairs. Approximately 45,000 Indian students, including 1,300 resident-only boarders, attend the 183 BIE-funded schools and dormitories located in Indian communities in 23 States. The Education Construction program supports BIE mission accomplishment by renovating or replacing schools and dormitories to provide an environment conducive to quality educational achievement and improved opportunities for Indian students. IA further provides 1,609 housing units across 87 sites to accommodate teachers and other essential school staff.

The major activities associated with the Education Construction program are:

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

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

**Budget Schedules**

The budget schedules for this account are located in the Budget Summary Tables section.
<table>
<thead>
<tr>
<th>Fund Year</th>
<th>Priority</th>
<th>Facility or Unit/Program Name</th>
<th>Project Title</th>
<th>Cong. District</th>
<th>Total Project Cost</th>
<th>Funded to Date</th>
<th>Funding Request</th>
<th>Remaining to be Funded</th>
<th>Future Years of Plan with Funding</th>
<th>Investment Category/ Work Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>2024</td>
<td>1</td>
<td>Replacement School Construction</td>
<td>Cheyenne Eagle Butte K-12 Replacement School</td>
<td>SD - 01</td>
<td>TBD</td>
<td>115,906</td>
<td>TBD</td>
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<td>2024</td>
<td>2</td>
<td>Replacement School Construction</td>
<td>Cove Day School</td>
<td>AZ - 02</td>
<td>TBD</td>
<td>0</td>
<td>TBD</td>
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<tr>
<td>2024</td>
<td>3</td>
<td>Replacement School Construction</td>
<td>T’i'in Nazbas Community School</td>
<td>AZ - 01</td>
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<td>0</td>
<td>TBD</td>
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<tr>
<td>2024</td>
<td>4</td>
<td>Replacement School Construction</td>
<td>Cottonwood Day School K-8 Replacement School</td>
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<td>0</td>
<td>TBD</td>
<td>TBD</td>
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</tr>
<tr>
<td>2024</td>
<td>5</td>
<td>Replacement School Construction</td>
<td>Little Wound School K-12 Replacement School</td>
<td>SD - 01</td>
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<td>TBD</td>
<td>TBD</td>
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<td></td>
</tr>
<tr>
<td>2024</td>
<td>1</td>
<td>Replacement Facility Construction</td>
<td>Wa He Lut Indian School</td>
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<td>30,830</td>
<td>TBD</td>
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<td>2</td>
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<td>San Ildefonso Day School</td>
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<td>TBD</td>
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<tr>
<td>2024</td>
<td></td>
<td>Replacement Facility Construction</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>Replacement Facility Construction 23,935</td>
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<td></td>
<td>Replacement / New Employee Housing</td>
<td>Multiple projects at various locations</td>
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<td>4,000</td>
<td>4,000</td>
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<tr>
<td>2024</td>
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<td>Replacement / New Employee Housing</td>
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<tr>
<td>2024</td>
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<td>Employee Housing Repair</td>
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<td>13,595</td>
<td>13,595</td>
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<td>2024</td>
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<td>Employee Housing Repair</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2024</td>
<td></td>
<td>Advance Planning, Design, and Pre-construction</td>
<td></td>
<td></td>
<td>5,000</td>
<td>5,000</td>
<td></td>
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<tr>
<td>2024</td>
<td></td>
<td>Advance Planning, Design, and Pre-construction</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2024</td>
<td></td>
<td>Major Facilities Improvement and Repair</td>
<td>Projects between $250,000 and $1 million at various locations</td>
<td></td>
<td>32,000</td>
<td>32,000</td>
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<tr>
<td>2024</td>
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<td>Major Facilities Improvement and Repair</td>
<td>Projects under $250,000 at various locations</td>
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<tr>
<td>2024</td>
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<td>Asset disposal</td>
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<td>Environmental projects</td>
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<td>Environmental projects</td>
<td>Multiple projects at various locations</td>
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**Total Education Construction**: 416,212
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**Total Education Construction:** 416,212
## EDUCATION CONSTRUCTION

*(Dollars in thousands)*

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<th>2024 Internal Transfers (+/-)</th>
<th>2024 Program Changes (+/-)</th>
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### Summary of 2024 Program Changes for Education Construction

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Justification of 2024 Program Changes:

The 2024 budget request for the Education Construction program is $416,212,000 and 14 FTE, a program change of +$148,215,000 and +3 FTE from 2023 Enacted.

Replacement School Construction (+$136,000,000):
The Replacement School Construction program replaces entire school campuses and supports the Administration’s commitment to invest in Native education, invest in Indian Country infrastructure, and address racial equity by providing safe, functional, energy-efficient, and accessible facilities at Bureau of Indian Education (BIE) funded schools and dormitories. Through the Site Assessment Capital Investment (SA-CI) program, school replacements are addressed in order of priority based on available appropriations. In 2024, funding will support planning, design, and construction at Cheyenne Eagle Butte, Cove Day School, Cottonwood Day School, T’iis Nazbas Community School, and Little Wound Day School.

Replacement – New Employee Housing (+$2,500,000):
The additional funding will support replacement for critical new employee housing units to support the recruitment and retention of teachers and school leaders at remote locations. Government Furnished Housing (GFH) units are currently estimated at $420,000 each. This increase will fund approximately six (6) additional GFH units at locations to be determined.

Facilities Improvement and Repair (+$9,715,000 / +3 FTE):
The increase will assist with the deferred maintenance costs while reducing the deferred maintenance backlog. Following BIE’s project selection criteria, the goal is to improve energy efficiency and safety while providing quality educational environments conducive to learning. This funding will help BIE schools that are in poor condition move to the fair or good and acceptable condition level. This increase accelerates IA’s ability to address life, safety, and accessibility issues for BIE funded school students.

Program Description:
The Education Construction program supports the Administration’s commitment to invest in Native education, invest in Indian Country infrastructure, and address racial equity by providing safe, functional, energy-efficient, and accessible facilities at Bureau of Indian Education (BIE) funded schools and dormitories through school and facility replacement, and facility improvements and repairs. In 2024, Indian Affairs (IA) will continue to manage Education Construction activities through a Memorandum of Agreement with BIE, as BIE continues its transition to an independent bureau. The program is supported by up to an additional $95 million a year from the Great American Outdoors Act.

2024 Activities:
The 2024 request:
• In 2024, the schools identified through the Site Assessment Capital Investment (SA-CI) program will continue to be addressed in order of priority based on available appropriations. 2024 appropriations will fund schools approved for replacement on the 2019 SA-CI program list as follows: complete the funding of Cheyenne Eagle Butte School in South Dakota; Cove Day School in Arizona, and T’iis Nazbas Community School in Arizona, and fully fund Cottonwood Day School in Arizona; partially fund Little Wound Day School in South Dakota. Each year from 2019 through 2021, 10 schools were identified by the SA-CI program for assessment on the basis of established criteria. In 2022 and 2023, 5 schools were identified by the SA-CI program for assessment. The tables below provide the current status of each identified school. The most current SA-CI program information can be found on the IA Division of Facilities Management and Construction (DFMC) website: https://www.bia.gov/as-ia/ofpsm/dfmc/ecsap.

• Provides funding to improve the safety, functionality, and modernization of facilities and provide an environment conducive to quality educational achievement and improved opportunities for Indian students.

• Maximizes the utility and prolongs the useful life of education buildings by renovating or replacing facilities as part of a comprehensive approach that includes major and minor Facilities Improvement and Repair (FI&R) and employee housing replacement and repair projects.

**Education Construction Overview:**

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

**Subactivity - Replacement School Construction (2024: $252,504,000):**

**Program Overview:**

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

**2004 Replacement School Construction Priority List:**
1. Dilcon Community School (Complete)
2. Porcupine Day School (Complete)
3. Crown Point/T’iists’oosi’bi’olta Community School (Complete)
4. Muckleshoot Tribal School (Complete)
5. Dennehotso Boarding School (Complete)
6. Circle of Life Survival School (Complete)
7. Keams Canyon Elementary School (Complete)
8. Rough Rock Community School (Complete)
9. Crow Creek Elementary/Middle/High School (Complete)
10. Kaibeto Boarding School (Complete)
11. Blackfeet Dormitory (Complete)
12. Beatrice Rafferty School (Complete)
13. Little Singer Community School (Complete)
14. Cove Day School (Estimated Completion Date: TBD)

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<td>Quileute Tribal School</td>
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<td>WA</td>
<td>PL.93-638</td>
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<td>K-8</td>
<td>AZ</td>
<td>FAR</td>
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<td>May-25</td>
<td>RSC</td>
<td>F</td>
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<tr>
<td>Tonelea-Redlake Elementary School</td>
<td>K-8</td>
<td>AZ</td>
<td>FAR</td>
<td>Design-Build</td>
<td>Mar-27</td>
<td>RSC</td>
<td>F</td>
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</tbody>
</table>

Note 1: Phase is defined as one of the following: Planning, Design, Design-Build, Construction, or Complete.
Note 2: Fund Type is defined as Replacement School Construction (RSC)
Note 3: F – Project is Funded through the construction phase.
### 2019 SA-CI School Replacement Priority Listing

<table>
<thead>
<tr>
<th>Location Name</th>
<th>Grades</th>
<th>State</th>
<th>Procurement Type</th>
<th>Phase</th>
<th>Estimated Completion</th>
<th>Fund Type</th>
<th>Fund Status (F/NF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Many Farms High School</td>
<td>9-12</td>
<td>AZ</td>
<td>FAR</td>
<td>Design</td>
<td>Dec-26</td>
<td>GAOA</td>
<td>F</td>
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<tr>
<td>Wounded Knee District School and Quarters</td>
<td>K-8</td>
<td>SD</td>
<td>PL 100-297</td>
<td>Planning</td>
<td>Nov-25</td>
<td>GAOA</td>
<td>F</td>
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<td>Shonto Preparatory School</td>
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<td>AZ</td>
<td>FAR</td>
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<td>Aug-26</td>
<td>GAOA</td>
<td>F</td>
</tr>
<tr>
<td>Cheyenne Eagle Butte School</td>
<td>K-12</td>
<td>SD</td>
<td>PL 93-638</td>
<td>Planning</td>
<td>Mar-28</td>
<td>GAOA RSC</td>
<td>F</td>
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<tr>
<td>Pine Springs Day School</td>
<td>K-4</td>
<td>AZ</td>
<td>FAR</td>
<td>Planning</td>
<td>Feb-25</td>
<td>RFC FI&amp;R</td>
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<tr>
<td>Aneth Community School</td>
<td>K-6</td>
<td>UT</td>
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<tr>
<td>Little Wound Day School</td>
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<tr>
<td>Tse’ii’ahi (Standing Rock) Community School</td>
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<tr>
<td>Pierre Indian Learning Center</td>
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<td>SD</td>
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<td>Planning</td>
<td>TBD</td>
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<td>F</td>
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</table>

**Note 1:** Phase is defined as one of the following: Planning, Design, Design-Build, Construction, or Complete.

**Note 2:** Fund Type is defined as one of the following – Replacement School Construction (RSC), Replacement Facilities Construction (RFC), Great American Outdoors Act (GAOA), or Facilities Improvement & Repair (FI&R)

**Note 3:** F – Project is Funded through the construction phase.  
NF – Project is Not Funded through the construction phase.

### 2020 SA-CI School Replacement Priority Listing

<table>
<thead>
<tr>
<th>Location Name</th>
<th>Grades</th>
<th>State</th>
<th>Procurement Type</th>
<th>Phase</th>
<th>Estimated Completion</th>
<th>Fund Type</th>
<th>Fund Status (F/NF)</th>
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<td>Wa He Lut Indian School</td>
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<td>Theodore Roosevelt School</td>
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<td>Turtle Mountain Elementary School</td>
<td>K-5</td>
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<td>PL 100-297</td>
<td>Planning</td>
<td>TBD</td>
<td>RSC</td>
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<td>Location Name</td>
<td>Grades</td>
<td>State</td>
<td>Procurement Type</td>
<td>Phase</td>
<td>Estimated Completion</td>
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<tr>
<td>1</td>
<td>Marty Indian School</td>
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<td>TBD</td>
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<td>Second Mesa Day School</td>
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<td>4</td>
<td>Lower Brule Day School</td>
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<td>First Mesa Elementary School</td>
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<td>Hotevilla Bacavi Community School</td>
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<td>7</td>
<td>Theodore Jamerson Elementary School</td>
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<td>8</td>
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<td>9</td>
<td>Indian Township School</td>
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<td>SA-CI</td>
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<td>10</td>
<td>Red Rock Day School</td>
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<td>TBD</td>
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**2022 SA-CI School Replacement Priority Listing**

<table>
<thead>
<tr>
<th></th>
<th>Location Name</th>
<th>Grades</th>
<th>State</th>
<th>Procurement Type</th>
<th>Phase</th>
<th>Estimated Completion</th>
<th>Fund Type</th>
<th>Fund Status (F/NF)</th>
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<tr>
<td>1</td>
<td>To Hajilee Community School</td>
<td>K-12</td>
<td>NM</td>
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<td>2</td>
<td>Porcupine Day School</td>
<td>K-8</td>
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<td>TBD</td>
<td>TBD</td>
<td>NF</td>
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<tr>
<td>3</td>
<td>Turtle Mountain High School</td>
<td>9-12</td>
<td>ND</td>
<td>TBD</td>
<td>SA-CI</td>
<td>TBD</td>
<td>TBD</td>
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</table>
2023 SA-CI School Replacement Priority Listing

<table>
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<tr>
<th>Location Name</th>
<th>Grades</th>
<th>State</th>
<th>Procurement Type</th>
<th>Phase</th>
<th>Estimated Completion</th>
<th>Fund Type</th>
<th>Fund Status (F/NF)</th>
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<tbody>
<tr>
<td>Lac Courte Oreilles Ojibwa School</td>
<td>K-12</td>
<td>WI</td>
<td>TBD</td>
<td>SA-CI</td>
<td>TBD</td>
<td>RFC</td>
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<tr>
<td>Paschal Sherman Indian School</td>
<td>K-9</td>
<td>WA</td>
<td>TBD</td>
<td>SA-CI</td>
<td>TBD</td>
<td>RFC</td>
<td>F</td>
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<tr>
<td>Point Rock Community School</td>
<td>K-12</td>
<td>AZ</td>
<td>TBD</td>
<td>SA-CI</td>
<td>TBD</td>
<td>RFC</td>
<td>F</td>
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<tr>
<td>Sherman Indian School</td>
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<td>CA</td>
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<td>SA-CI</td>
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<tr>
<td>Greyhills Academy High School</td>
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<td>TBD</td>
<td>SA-CI</td>
<td>TBD</td>
<td>RFC</td>
<td>F</td>
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</tbody>
</table>

Subactivity - Replacement Facility Construction (2024: $23,935,000):

Program Overview:
Replacement Facility Construction funds the replacement of individual facilities on school campuses when replacing the entire school is not warranted. Academic-related facilities selected for replacement are identified as “poor condition” and/or have exceeded their original design life. Prior to the full implementation of the SA-CI Program the four schools below were selected for Replacement Facility Construction.

<table>
<thead>
<tr>
<th>Location Name</th>
<th>Grades</th>
<th>State</th>
<th>Procurement Type</th>
<th>Phase</th>
<th>Estimated Completion</th>
<th>Fund Type</th>
<th>Fund Status (F/NF)</th>
</tr>
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<tbody>
<tr>
<td>Ramah-Pine Hill School</td>
<td>K-12</td>
<td>AZ</td>
<td>TBD</td>
<td>Design-Build</td>
<td>Mar-26</td>
<td>RFC</td>
<td>F</td>
</tr>
<tr>
<td>Santa Rosa Ranch School</td>
<td>K-8</td>
<td>AZ</td>
<td>FAR</td>
<td>Design-Build</td>
<td>Sep-24</td>
<td>RFC</td>
<td>F</td>
</tr>
<tr>
<td>Atsa Biyazh Community School</td>
<td>K-6</td>
<td>NM</td>
<td>FAR</td>
<td>Design-Build</td>
<td>Nov-23</td>
<td>RFC</td>
<td>F</td>
</tr>
<tr>
<td>Many Farms Community School</td>
<td>K-8</td>
<td>NM</td>
<td>PL93-638</td>
<td>Planning</td>
<td>Jul-27</td>
<td>RFC</td>
<td>F</td>
</tr>
</tbody>
</table>

Note 1: Phase is defined as one of the following: Planning, Design, Design-Build, Construction, or Complete.
Note 2: Fund Type is defined as Replacement Facilities Construction (RFC)
Note 3: F – Project is Funded through the construction phase.
NF – Project is Not Funded through the construction phase.
IA is also continuing planning of the facilities replacement projects at Pine Springs Day School, Aneth Community School, Pierre Indian Learning Center, and Wa He Lut Indian School. 2024 and prior year funds will fully fund the Wa He Lut School (2020 SA-CI) project and partially fund San Ildefonso Day School (2020 SA-CI) project. Any remaining funds will be used for any required supplemental funding and adjustments for existing projects, and for future projects identified through the SA-CI Program.

**Subactivity – Replacement/New Employee Housing (2024: $4,000,000):**

**Program Overview:**
IA continues to conduct need assessments of employee housing at BIE locations to identify and prioritize 2024 quarter projects using the Facility Condition Assessment (FCA) and Site Assessment-Capital Investment (SA-CI) programs to comprehensively assess employee housing. IA identifies sites for replacement/building new teacher housing at remote locations where alternative housing is limited or current facilities are in critical need of replacement. The availability of adequate housing is an essential component for the recruitment and retention of BIE teachers. There are currently 1,609 housing units at 87 sites for BIE housing. Of the 87 sites, 48 (55%) are rated in poor condition based on an overall Facilities Condition Index (FCI) score of 0.1850 (> .10 is considered poor).

**Subactivity - Employee Housing Repair (2024 $13,595,000; FTE: 1):**

**Program Overview:**
IA maintains employee quarters consisting of single-family houses, duplex, triplex, and apartment units for essential school employees as determined by the program. The Employee Housing Repair program funds site-level and major repairs along with remediation of health and safety deficiencies. Improvements and repairs support the Department of the Interior’s commitment to provide Federal employees with safe, functional, energy efficient, and cost-effective living quarters. The program also includes space reduction goals to eliminate uninhabitable or excess units.

**Program Management [$706,000; FTE 1]:**
Program Management funds are used for administrative costs associated with program oversight, project management and inspections.

**Quarters Improvement and Repair [$10,613,000]:**
The Quarters Improvement and Repair (QI&R) program funds are used to correct safety and health deficiencies and to address deferred maintenance and renovations of quarters units. Quarters Managers have the responsibility to provide local support to the various site and agency housing managers within their specific geographic area.

**Quarters Emergency Repairs [$200,000]:**
The Quarters Emergency Repairs program funds are used to address immediate threats to life, property or health at BIE housing sites resulting from catastrophic failures, fire, wind, water damage, or other causes. Funds are used to address failing utility systems, infrastructure, and restoration to a functional condition.
Quarters Environmental Projects [$776,000]:
The Quarters Environmental Projects program funds are used to assess, characterize, remediate and monitor potential or actual releases of environmental contaminants. Work will include the upgrade and replacement of fuel oil tanks, removal and disposal of contaminated soils and hazardous materials and abatement of asbestos and lead-based paint, and sampling and analysis of environmental contaminants.

Quarters Demolition [$1,300,000]:
Quarters Demolition program funds are used for disposal of housing units identified as uninhabitable and in an unacceptable condition. Disposal of uninhabitable housing reduces the Deferred Maintenance (DM) backlog by eliminating the structures, and the associated DM, from the IA housing inventory.

Subactivity - Facilities Improvement and Repair (FI&R) (2024: $106,178,000; FTE: 13):

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

Program Management [$8,578,000]:
Program Management provides for program and administrative management costs associated with the execution of the program. The IA-Facilities Management System (IA-FMS) is funded in part from these funds. Program Management funds support IA staff within the Office of Facilities, Property, and Safety Management (OFPSM) who perform asset management, and staff from the Division of Facilities Management and Construction (DFMC) who provide program oversight, direction, technical assistance, and direct project management of high cost and complexity projects. Technical assistance is provided to Tribal, BIA, and BIE customers to assist in planning, design, construction, renovation, and major maintenance projects. In addition, experienced and knowledgeable teams perform program evaluations to ensure facility construction and operation and maintenance programs conform to DOI and IA policy, laws, and regulations. Program evaluation reviews help ensure safety and health standards are met, work conforms to approved drawings and specifications, and Regions and Agencies are knowledgeable of IA policy, processes, and best practices.

Advance Planning and Design [$5,000,000]:
Advance Planning and Design program funds provide for preliminary planning of schools on the replacement school and replacement facilities listings and major improvement and repair projects included in the Department’s Five-Year Deferred Maintenance and Capital Improvement plan. In 2022, the FI&R program shifted to a centralized project planning model for designing major FI&R projects and site planning. By applying funds in this manner, IA will ensure more effective transitioning from planning to design and construction with improved control of overall project cost and time.

Major Improvement and Repair [$32,000,000]:
Major Improvement and Repair (MI&R) program funds support abatement of critical deficiencies exceeding $250,000, but less than education facility replacement program consideration. Major FI&R
projects improve the safety and functionality of facilities and repair or replace major capital equipment, and in doing so, move facilities and sites closer to a status of fair or a better condition as measured by the FCI. Funds will be used to correct priority deficiencies, beginning with critical safety & health issues, and as assessed using the IA Supplemental Project Scoring Guidelines for 5-year Capital Improvement Planning. A list of current prioritized projects is presented to the IA Facilities Investment Review Board (IA-FIRB) annually. Correction of these items is critical for IA’s compliance with accessibility requirements; Environmental Protection Agency (EPA) requirements; National Fire Protection Association (NFPA); and other life safety code requirements.

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

**Minor Improvement and Repair [$30,000,000]:**
These funds are primarily for serious health and safety deficiencies existing in the backlog or identified in an annual health and safety inspection with completed abatement plans that are not included in the annual O&M program. BIE has some discretion to repair and replace other critical systems in accordance with guidance provided by DFMC.

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

Prioritization of deficiencies for 2024 is based on project scoring criteria incorporated into the IA-FMS. Final project lists will be developed using guidance provided by DFMC to the BIE and IA regional facilities staff working with each school location to identify deficiencies. The work will be accomplished by each location where feasible via Pub. L. 100-297 grants, Pub. L. 93-638 subpart J contracts, or FAR contracts.

**Facility Condition Assessments [$4,000,000]:**
Funds are used to complete a comprehensive condition assessment and inventory validation of all IA-owned real property assets on a three-year cycle. The IA real property portfolio for education facilities, including academic and housing quarters, consists of approximately 22.7 million gross square feet contained in over 3,648 facilities located at 179 locations in 23 States. The condition assessments identify new and validate existing deficiencies in IA-FMS to facilitate the allocation of resources to help maintain IA real property portfolio assets at an operational level, as well as extend the useful life of the asset. Facilities inspections include standard elements identified such as fire and life safety, HVAC systems, electrical systems, structural integrity, and other elements. Assets include building and housing units, roads, recreation facilities, water and power facilities, storage facilities, garages (employee housing and non-housing structures), and existing structure operation support systems, i.e., infrastructure of the identified location.
**Asset Disposal [$6,000,000]:**
Funds are used for space reduction activities in the education program. The asset portfolio and Space Management Plan (SMP), as derived from the DOI Asset Management Plan (AMP), contains a five-year space reduction plan, which is the vehicle for implementing the space goals through consolidation, colocation, and disposal of assets. The goal of space management is achieved by eliminating unnecessary space while maintaining facilities to meet mission-related needs. The SMP identifies BIE-owned assets nationwide which have been determined to be in excess of program needs and are not considered viable for continued use by consolidation or renovation. Subsequently, these assets have been designated for disposal via demolition or transfer.

**Riverside Indian School**

**Emergency Repair [$6,000,000]:**
Funds will be used as necessary to support the Emergency Reimbursement Program (ERP). IA has the responsibility of providing safe facilities and when a facility related emergency occurs that presents an immediate threat to life or property, IA must correct the situation as soon as possible. To do so, IA established the ERP which is managed by DFMC. This program covers projects that are outside of coverage from the Minor Improvement and Repair Program (MI&R).

**Environmental Projects [$3,000,000]:**
Funds will be used to continue efforts to abate environmental hazards in accordance with environmental laws and regulations. Specifically, funds will be used to assess, characterize, remediate, and monitor potential or actual releases of environmental contaminants at BIE-owned education facilities. Environmental projects will include the upgrade or replacement of storage tanks, wastewater systems, water systems, water towers or wells; removal and disposal of contaminated soils and hazardous or toxic materials; abatement of asbestos and lead paint; and sampling and analysis of environmental contaminants, including testing for and mitigation of radon gas. Compliance will minimize or eliminate public exposure to environmental hazards. Material is properly handled by trained and qualified contractors and disposed of at approved locations proximate to various project locations.

BIE-CONST-25
Portable Classroom Buildings [$5,000,000]:
Due to short-term variations in enrollment or when development of a new permanent facility is pending, IA will construct, transport, repair, install, and relocate portable buildings at various sites. The work may also include constructing infrastructure associated with building utilities and vehicle and pedestrian walkways necessary for completion and operation of the portable buildings.

Energy Program [$3,000,000]:
The energy program will continue to accomplish the legislative goals mandated by the following documents:

- The Federal Building Performance Standard, issued December 2022
- The Federal Sustainability Plan, issued December 2021

Additionally, the Energy Program will support the government wide transition to fleet EVs by installing EV charging stations. Locations will be determined by and coordinated with the IA Fleet EV acquisition and distribution annual plan.

Education Telecommunications [$3,000,000]:
Funds will be used for the continued narrow band radio conversion mandated by 47 CFR Section 300, which requires replacement of all Very High Frequency (VHF) and Ultra High Frequency (UHF) systems. Infrastructure communications systems and radio mobile and portable unit improvements will be provided to schools. Funds will be used for management administration, providing technical assistance, and the immediate repair or replacement of unanticipated life/safety and other facility deficiencies affected by the education telecommunication infrastructure. Examples of repairs include repair or replacement of radio towers and base stations or telephone switching systems and infrastructure.
**Boiler Inspections [$500,000]:**
Funds will be used for inspections and repair of boilers for the BIE-funded schools. Inspection of boilers are required to ensure that all boilers and pressure vessels within IA facilities are inspected, operated and maintained by trained, qualified and certified personnel in accordance with the National Board Inspection Code and other applicable national or state codes, standards and regulations.

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

**Seismic Safety Data [$100,000]:**
Funds will be used for structural design of buildings requiring seismic retrofitting. This program is in compliance with provisions of Executive Order 12941, Seismic Safety of Existing Federally Owned or Leased Buildings, which requires Federal agencies to assess and enhance the seismic safety of existing buildings that were designed and constructed without adequate seismic design and construction methods.

**Subactivity - Tribal Colleges Facilities Improvement & Repair (2024: $16,000,000):**

**Program Overview:**
Congress has recognized that many Tribal Colleges and Universities (TCUs) have significant unfunded needs. The BIE and IA conducted Tribal Consultations with Tribal leaders and other stakeholders in May 2021 to request input on developing a methodology for determining TCU operating and maintenance needs to inform future budget requests. As a result of the Tribal Consultations, the funds are equally divided and distributed among the TCUs.
BUREAU OF INDIAN AFFAIRS  
Project Data Sheet

Total Project Score/Ranking: 84  
Planned Funding FY 2024: TBD  
Funding Source: Education Construction - Replacement School Appropriations

Project Identification
Project Title: Cheyenne-Eagle Butte (CEB) School  
Project Number: TBD  
Unit/Facility Name: Cheyenne-Eagle Butte (CEB) School  
Region/Area/District: Great Plains Region  
Congressional District: 01  
State: SD

Project Justification

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<tr>
<th>#</th>
<th>DOI Asset Code</th>
<th>Real Property Unique ID #</th>
<th>API:</th>
<th>FCI-Before:</th>
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<tbody>
<tr>
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<tr>
<td>2</td>
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<td>A01R1202002</td>
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<td>3</td>
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<td>A01R1202003</td>
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<td>0.1470</td>
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<td>7</td>
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<td>A01R1202008</td>
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<td>8</td>
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<td>9</td>
<td>40800600 : Bleacher Outside</td>
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<td>13</td>
<td>Grounds/Site Work</td>
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</tr>
</tbody>
</table>

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

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

Scope of Benefits (SB):
Project Selection Criteria / GAOA Strategy Alignment:

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

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

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

Ranking Categories:

<table>
<thead>
<tr>
<th>Category</th>
<th>Percent</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
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<td>0.3862</td>
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<tr>
<td>API Rating:</td>
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<td>84</td>
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<tr>
<td>API/FCI Score:</td>
<td>(20%)</td>
<td>20</td>
</tr>
<tr>
<td>SB Score:</td>
<td>(40%)</td>
<td>40</td>
</tr>
<tr>
<td>IS Score:</td>
<td>(20%)</td>
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<tr>
<td>CFA Score:</td>
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<td>11</td>
</tr>
<tr>
<td>**Total Score:</td>
<td>(100%)</td>
<td>84</td>
</tr>
</tbody>
</table>

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

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

Project Costs and Status

<table>
<thead>
<tr>
<th>Activity</th>
<th>Dollars in thousands</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintenance/Repair Work :</td>
<td>$</td>
<td>0</td>
</tr>
<tr>
<td>Capital Improvement Work:</td>
<td>$ TBD</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>$ TBD</td>
<td>100</td>
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BIE-CONST-29
**Project Funding History (entire project):**

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<tr>
<th>History</th>
<th>Dollars in thousands</th>
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<tr>
<td>FY 2021 GAOA Funding</td>
<td>$ 2,400</td>
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<tr>
<td>FY 2023 Replacement School Funding</td>
<td>$ 115,906</td>
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<td>FY 2024 Education Construction Funding (this PDS):</td>
<td>$ TBD</td>
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<tr>
<td>FY 2024 [FLREA/FLTP/Donation, etc.] Funding</td>
<td>$ 0</td>
</tr>
<tr>
<td>Future Funding to Complete Project</td>
<td>$ TBD</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>$ TBD</strong></td>
</tr>
</tbody>
</table>

**Class of Estimate:**  C

Estimate Escalated to: FY 2023/Q2

**Planning and Design Funds:**

Planning Funds Received in FY 2021: $ 350,000
Design Funds Received Received in FY 2021: $ 2,050,000

**Major Milestones**

Construction Award/Start
- Scheduled: TBD
- Actual: TBD

Project Complete
- Scheduled: FY 2028/Q2
- Actual: TBD

**Project Data Sheet**

Prepared/Last Updated: 2/2023
DOI Approved: Yes

**Annual Operations & Maintenance Costs**

<table>
<thead>
<tr>
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<tr>
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<td>$ 1,254,000</td>
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<td>Projected</td>
<td>$ 941,818</td>
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<tr>
<td>Net Change</td>
<td>-$ 312,182</td>
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</table>
BUREAU OF INDIAN AFFAIRS
Project Data Sheet

Total Project Score/Ranking: 78
Planned Funding FY 2024: TBD
Funding Source: Replacement School Campus

Project Identification
Project Title: IE033 Cove Day School, School Replacement (RS)
Project Number: TBD
Unit/Facility Name: Cove Day School
Region/Area/District: Navajo Region
Congressional District: 01
State: AZ

<table>
<thead>
<tr>
<th>DOI Asset Code</th>
<th>Real Property Unique ID #</th>
<th>API</th>
<th>FCI-Before</th>
</tr>
</thead>
<tbody>
<tr>
<td>35500200 : Bldg Pump House Well House</td>
<td>A1000344520000004</td>
<td>100</td>
<td>0.0000</td>
</tr>
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<td>35600000 : Bldg Service</td>
<td>N32R0500315</td>
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<td>0.3936</td>
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<td>35500200 : Bldg Pump House Well House</td>
<td>N32R0501619</td>
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<td>N32R1601345</td>
<td>100</td>
<td>0.0598</td>
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<td>35230000 : Bldg School</td>
<td>N32R050308</td>
<td>100</td>
<td>0.2879</td>
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<td>35230000 : Bldg School</td>
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<td>100</td>
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<td>N32R0500317</td>
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<td>0.0545</td>
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<tr>
<td>Location Cove Day School GROUNDS</td>
<td>Maximo ID: AB108383</td>
<td>N/A</td>
<td>N/A</td>
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</table>

Project Justification:
Cove Day School, located Red Valley Arizona serves 52 students in grades K – 6. This project will replace the current Cove Day School campus, which consists of 7 major buildings. All new academic facilities will conform to the Federal Sustainable Building requirements and be designed using Leadership in Energy & Environmental Design (LEED) Silver guidelines and green building products and will conserve water and energy resources to the greatest extent possible. Upon completion of the new facilities, the existing school buildings will be disposed of.

This includes major site infrastructure activities:
- Replacement of water distribution system with new water main piping which will create a looped network around the campus.
- Replacement of sanitary sewer collection system.
- Application of a varied approach to pavement repair, i.e., replacing what is beyond salvaging and rehabilitating other pavements considered to be in serviceable condition.
- Significant improvements to the athletic field areas.
- Improvement to the overall site drainage and grading include removing debris piles that have accumulated along curb gutters.

BIE-CONST-31
Scope of Benefits (SB):
Project Selection Criteria / Strategy Alignment:

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

Investment Strategy (IS):

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

Consequences of Failure to Act (CFA):

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

Ranking Categories:

<table>
<thead>
<tr>
<th>Category</th>
<th>Percent</th>
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<tr>
<td>API Rating:</td>
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<tr>
<td>API/FCI Score:</td>
<td>(20%)</td>
<td>20</td>
</tr>
<tr>
<td>SB Score:</td>
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<tr>
<td>IS Score:</td>
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<td>8</td>
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<tr>
<td>Total Score:</td>
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Combined ranking factors = (0.20 x API/FCI score) + (0.40 x SB score) + (0.20 x IS score) + (0.20 x CFA score)

Capital Asset Planning

Capital Plan Business Case Required: Yes
VE Study: Scheduled TBD  Completed TBD
### Project Costs and Status

#### Project Cost Estimate (this PDS):

<table>
<thead>
<tr>
<th>Activity</th>
<th>Dollars in thousands</th>
<th>Percent</th>
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</thead>
<tbody>
<tr>
<td>Maintenance/Repair Work</td>
<td>$ 0</td>
<td>0</td>
</tr>
<tr>
<td>Capital Improvement Work</td>
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<tr>
<td><strong>Total</strong></td>
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<td><strong>100</strong></td>
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#### Project Funding History (entire project):

<table>
<thead>
<tr>
<th>History</th>
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</thead>
<tbody>
<tr>
<td>Funded to Date:</td>
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<td></td>
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<tr>
<td>FY 2024 A1112 Funding (this PDS):</td>
<td>$ TBD</td>
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</tr>
<tr>
<td>Future Funding to Complete Project:</td>
<td>$ TBD</td>
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<tr>
<td><strong>Total</strong></td>
<td>$ TBD</td>
<td></td>
</tr>
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</table>

**Class of Estimate: D**

Estimate Escalated to: TBD

#### Planning and Design Funds:

- Planning Funds Received in FY 2024: $ TBD
- Design Funds Received Received in FY 2024: $ TBD

#### Major Milestones

**Construction Award/Start**

- Scheduled: FY 2023/Q4
- Actual: FY 202#/Q#

**Project Complete**

- Scheduled: FY 2025/Q4
- Actual: FY 202#/Q#

#### Project Data Sheet

Prepared/Last Updated: 3/23

DOI Approved: Yes

#### Annual Operations & Maintenance Costs $

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Current</td>
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<td>Net Change</td>
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</table>
Total Project Score/Ranking: 82
Planned Funding FY 2024: $TBD
Funding Source: RS A1112 Education Replacement School

Project Identification
Project Title: T’iis Nazbas Community School Full Campus Replacement School
Project Number:
Unit/Facility Name: IE153 T’iis Nazbas Community School
Region/Area/District: Navajo
Congressional District: 01
State: AZ

Project Justification

<table>
<thead>
<tr>
<th>DOI Asset Code</th>
<th>Real Property Unique ID #</th>
<th>API</th>
<th>FCI-Before</th>
</tr>
</thead>
<tbody>
<tr>
<td>35300300 : Bldg Housing Multi-Family Plex</td>
<td>N32R1000636</td>
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</table>
Project Description:

T’iis Nazbas Community School, a Navajo tribally controlled school serving 388 students in grades K – 8. This project will replace the current Shonto campus, which consists of 7 major buildings and several smaller support structures. All new academic facilities will conform to the Federal Sustainable Building requirements and be designed using Leadership in Energy & Environmental Design (LEED) Silver guidelines and green building products and will conserve water and energy resources to the greatest extent possible. Upon completion of the new facilities, the existing school buildings will be disposed of.

This includes major site infrastructure activities:

- Replacement of the 60-year-old water distribution system with new water main piping which will create a looped network around the campus.
- Replacement of the 60-year-old sanitary sewer collection system.
- Application of a varied approach to pavement repair, i.e., replacing what is beyond salvaging and rehabilitating other pavements considered to be in serviceable condition.
- Significant improvements to the athletic field areas.
- Improvement to the overall site drainage and grading include removing debris piles that have accumulated along curb gutters.

Scope of Benefits (SB):

Project Selection Criteria / Strategy Alignment:

- 1.1 Restore & Protect High Visitation / Public Use Facilities
- 1.2 Improve ADA Accessibility
- 1.3 Expand Recreation Opportunities and Public Access
- 1.4 RemEDIATE Poorest FCI Facilities

BIE-CONST-35
• 2.1 Reduce Deferred Maintenance
• 2.2 Leverage Funding / Pursue Partnering Opportunities
• 2.3 Reduce Annual Operating Costs
• 2.4 Replacement of Assets
• 3.1 Address Safety Issues
• 3.2 Protect Employees / Improve Retention
• 4.1 Modernize Infrastructure

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

**Consequences of Failure to Act (CFA):**
- Without this project operation and maintenance costs will continue to increase due to increasingly poor system performance. Student performance will also continue to be impaired by inadequate facilities incapable of addressing modern educational requirements.

**Ranking Categories:**

<table>
<thead>
<tr>
<th>Category</th>
<th>Percent</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
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<td>API Rating:</td>
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<td>IS Score:</td>
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<tr>
<td>CFA Score:</td>
<td>(20%)</td>
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<tr>
<td><strong>Total Score:</strong></td>
<td><strong>(100%)</strong></td>
<td><strong>82</strong></td>
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Combined ranking factors = (0.40 x API/FCI score) + (0.20 x SB score) + (0.20 x IS score) + (0.20 x CFA score)

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

---

**Project Costs and Status**

**Project Cost Estimate (this PDS):**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Dollars in thousands</th>
<th>Percent</th>
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<tbody>
<tr>
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</tr>
<tr>
<td>Capital Improvement Work:</td>
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**Project Funding History (entire project):**

<table>
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<tbody>
<tr>
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BIE-CONST-36
Class of Estimate: D
Estimate Escalated to: FY 202#/ Q#

Planning and Design Funds:
Planning Funds Received in FY 2024 $ TBD
Design Funds Received in FY 2024 $ TBD

Major Milestones
Construction Award/Start
- Scheduled: FY 202#/Q#
- Actual: FY 202#/Q#
Project Complete
- Scheduled: FY 202#/Q#
- Actual: FY 202#/Q#

Project Data Sheet
Prepared/Last Updated: 03/2023
DOI Approved: Yes

Annual Operations & Maintenance Costs $

Current: $1,293,324
Projected: $969,993
Net Change: +/-$ -323,331
BUREAU OF INDIAN AFFAIRS
Project Data Sheet

Total Project Score/Ranking: 75
Planned Funding FY 2024: $ TBD
Funding Source: RS A1112 Education Replacement School

Project Identification
Project Title: Full Campus Replacement School - Cottonwood Day School
Project Number: N35-23-001
Unit/Facility Name: Cottonwood Day School
Region/Area/District: Navajo
Congressional District: 01
State: AZ

Project Justification

<table>
<thead>
<tr>
<th>#</th>
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<th>Real Property Unique ID #</th>
<th>API:</th>
<th>FCI-Before:</th>
</tr>
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<tbody>
<tr>
<td>1</td>
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**Project Description:**
Cottonwood Day School, located in Chinle, AZ, is a Bureau Operated school serving 174 students in grades K – 8. This project will replace the current Cottonwood Day School campus, which consists of three major buildings and several smaller support structures. All new academic facilities will conform to the Federal Sustainable Building requirements and be designed using Leadership in Energy & Environmental Design (LEED) Silver guidelines and green building products and will conserve water and energy resources to the greatest extent possible. Upon completion of the new facilities, the existing school buildings will be disposed of.

This includes major site infrastructure activities such as assessment and possible replacement of water distribution system, electrical distribution, and vehicular circulation. A varied approach will be applied to pavement repair, i.e., replacing what is beyond salvaging and rehabilitating other pavements considered to be in serviceable condition. There will be significant improvements to the athletic field areas. Improvements to the overall site drainage and grading will include removing debris piles that have accumulated along curb gutters.

**Scope of Benefits (SB):**
Project Selection Criteria / Strategy Alignment:

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

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

---

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<th>Bldg ID</th>
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**Consequences of Failure to Act (CFA):**
Without this project operation and maintenance costs will continue to increase due to increasingly poor system performance. Student performance will also continue to be impaired by inadequate facilities incapable of addressing modern educational requirements.

**Ranking Categories:**

<table>
<thead>
<tr>
<th>Category</th>
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<td>CFA Score:</td>
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<td><strong>Total Score:</strong></td>
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Combined ranking factors = (0.20 x API/FCI score) + (0.40 x SB score) + (0.20 x IS score) + (0.20 x CFA score)

**Capital Asset Planning**
Capital Plan Business Case Required: Yes
VE Study: Scheduled 06/2024

---

**Project Costs and Status**

**Project Cost Estimate (this PDS):**

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<th>Percent</th>
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<td>Maintenance/Repair Work</td>
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**Total:** $ TBD 100

**Project Funding History (entire project):**

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**Total:** $ TBD

**Class of Estimate: D**
Estimate Escalated to: FY 2027/Q1

**Planning and Design Funds:**

Planning Funds Received in FY 2024: $ TBD
Design Funds Received in FY 2024: $ TBD

**Major Milestones**

Construction Award/Start
- Scheduled: TBD
- Actual: TBD
Project Complete
• Scheduled: TBD
• Actual: TBD

**Project Data Sheet**
Prepared/Last Updated: 2/2023
DOI Approved: Yes

---

**Annual Operations & Maintenance Costs $**

<p>| | |</p>
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<td>Current:</td>
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<tr>
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<td>Net Change:</td>
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Total Project Score/Ranking:  68
Planned Funding FY 2024: $ TBD
Funding Source: RS A1112 Education Replacement School

### Project Identification

- **Project Title:** Full Campus Replacement - Little Wound Day School
- **Project Number:** A06-23-002
- **Facility Name:** Little Wound Day School
- **Region/Area/District:** Great Plains
- **Congressional District:** 01
- **State:** SD

### Project Justification

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Project Description:

Little Wound School, located in Kyle, SD, is a tribally controlled school serving 727 students in grades K – 12. This project will replace the current Little Wound campus, which consists of one main building and several smaller support structures. Staff quarters will be evaluated in the Planning phase to determine the long term strategy of renovation or replacement. All new academic facilities will conform to the Federal Sustainable Building requirements and be designed using Leadership in Energy & Environmental Design (LEED) Silver guidelines and green building products and will conserve water and energy resources to the greatest extent possible. Upon completion of the new facilities, the existing school buildings will be disposed of.

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Scope of Benefits (SB):

Project Selection Criteria / Strategy Alignment:

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

Investment Strategy (IS):

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

**Consequences of Failure to Act (CFA):**
Without this project operation and maintenance costs will continue to increase due to increasingly poor system performance. Student performance will also continue to be impaired by inadequate facilities incapable of addressing modern educational requirements.

**Ranking Categories:**

<table>
<thead>
<tr>
<th>Category</th>
<th>Percent</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>FCI Rating:</td>
<td>n/a</td>
<td>0.2433</td>
</tr>
<tr>
<td>API Rating:</td>
<td>n/a</td>
<td>74</td>
</tr>
<tr>
<td>API/FCI Score:</td>
<td>(20%)</td>
<td>8</td>
</tr>
<tr>
<td>SB Score:</td>
<td>(40%)</td>
<td>40</td>
</tr>
<tr>
<td>IS Score:</td>
<td>(20%)</td>
<td>13</td>
</tr>
<tr>
<td>CFA Score:</td>
<td>(20%)</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total Score:</strong></td>
<td>(100%)</td>
<td>68</td>
</tr>
</tbody>
</table>

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

**Capital Asset Planning**
Capital Plan Business Case Required: Yes
VE Study: Scheduled 06/2024

**Project Costs and Status**

**Project Cost Estimate (this PDS):**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Dollars in thousands</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintenance/Repair Work:</td>
<td>$</td>
<td>100</td>
</tr>
<tr>
<td>Capital Improvement Work:</td>
<td>$ TBD</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>$ TBD</td>
<td>100</td>
</tr>
</tbody>
</table>

**Project Funding History (entire project):**

<table>
<thead>
<tr>
<th>History</th>
<th>Dollars in thousands</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funded to Date:</td>
<td>$</td>
</tr>
<tr>
<td>FY 2024 Education Construction Funding (this PDS):</td>
<td>$ TBD</td>
</tr>
<tr>
<td>FY 2024 [FLREA/FLTP/Donation, etc.] Funding:</td>
<td>$ 0</td>
</tr>
<tr>
<td>Future Funding to Complete Project:</td>
<td>$ TBD</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>$ TBD</td>
</tr>
</tbody>
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**Class of Estimate: D**
Estimate Escalated to: FY 2027/Q1

**Planning and Design Funds:**
Planning Funds Received in FY 2024: $ TBD
Design Funds Received in FY 2044: $ TBD

**Major Milestones**
Construction Award/Start
• Scheduled: TBD
• Actual: FY TBD

Project Complete
• Scheduled: TBD
• Actual: TBD

**Project Data Sheet**
Prepared/Last Updated: 2/2023
DOI Approved: Yes

<table>
<thead>
<tr>
<th></th>
<th>Current</th>
<th>Projected</th>
<th>Net Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operations &amp; Maintenance Costs $</td>
<td>$1,156,391</td>
<td>$867,293</td>
<td>-$289,098</td>
</tr>
</tbody>
</table>
Project Identification

Project Title: Wa He Lut Indian School, School Replacement (RS)
Project Number: TBD
Unit/Facility Name: Wa He Lut Indian School
Region/Area/District: Northwest Region
Congressional District: 01
State: AZ

Project Justification

<table>
<thead>
<tr>
<th>DOI Asset Code</th>
<th>Real Property Unique ID #</th>
<th>API:</th>
<th>FCI-Before:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 40800000 : All Other</td>
<td>A1000351520000001</td>
<td>100</td>
<td>0.0223</td>
</tr>
<tr>
<td>2 35500200 : Bldg Pump House Well House</td>
<td>A1000351520000005</td>
<td>100</td>
<td>0.0113</td>
</tr>
<tr>
<td>3 40710300 : Water Treatment Facility</td>
<td>A1000351520000003</td>
<td>100</td>
<td>0.3061</td>
</tr>
<tr>
<td>4 35230400 : Bldg School Elementary</td>
<td>A1000351520000000</td>
<td>100</td>
<td>0.3020</td>
</tr>
<tr>
<td>5 35291100 : Bldg Gymnasium</td>
<td>A1000351520000002</td>
<td>100</td>
<td>0.3286</td>
</tr>
<tr>
<td>6 35230400 : Bldg School Elementary</td>
<td>A1000351520000006</td>
<td>100</td>
<td>0.0904</td>
</tr>
<tr>
<td>7 35410700 : Bldg Warehouse Warehouse</td>
<td>A1000351520000004</td>
<td>70</td>
<td>0.0000</td>
</tr>
<tr>
<td>8 School grounds are located next to the Nisqually River GROUNDS</td>
<td>Maximo ID: AB108520</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Project Description:

Wa He Lut Indian School, located in Olympia, Washington is a Northwest Region tribally controlled school serving 115 students in grades K – 8. This project will partially replace and renovate the current Wa He Lut Indian School campus, which consists of 7 major buildings and several smaller support structures. All renovated and replaced academic facilities will conform to the Federal Sustainable Building requirements and be designed using Leadership in Energy & Environmental Design (LEED) Silver guidelines and green building products and will conserve water and energy resources to the greatest extent possible. Upon completion of the new facilities, the existing school buildings that have been replaced will be disposed of.

This includes major site infrastructure activities such as: Replacement of the water distribution system with new water main piping which will create a looped network around the campus. Replacement of sanitary sewer collection and electrical distribution system. Application of a varied approach to pavement repair, i.e., replacing what is beyond salvaging and rehabilitating other pavements considered to be in serviceable condition. Significant improvements to the athletic field areas. Improvement to the overall site drainage and grading include removing debris piles that have accumulated along curb gutters.
**Scope of Benefits (SB):**
Project Selection Criteria / Strategy Alignment:
- 1.1 Restore & Protect High Visitation / Public Use Facilities
- 1.2 Improve ADA Accessibility
- 1.3 Expand Recreation Opportunities and Public Access
- 1.4 Remediate Poorest FCI Facilities
- 2.1 Reduce Deferred Maintenance
- 2.2 Leverage Funding / Pursue Partnering Opportunities
- 2.3 Reduce Annual Operating Costs
- 2.4 Replacement of Assets
- 3.1 Address Safety Issues
- 3.2 Protect Employees / Improve Retention
- 4.1 Modernize Infrastructure

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

**Consequences of Failure to Act (CFA):**
- Without this project operation and maintenance costs will continue to increase due to increasingly poor system performance. Student performance will also continue to be impaired by inadequate facilities incapable of addressing modern educational requirements.

**Ranking Categories:**

<table>
<thead>
<tr>
<th>Category</th>
<th>Percent</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>FCI Rating:</td>
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<tr>
<td>API Rating:</td>
<td>n/a</td>
<td>96</td>
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<tr>
<td>API/FCI Score:</td>
<td>(20%)</td>
<td>20</td>
</tr>
<tr>
<td>SB Score:</td>
<td>(40%)</td>
<td>40</td>
</tr>
<tr>
<td>IS Score:</td>
<td>(20%)</td>
<td>14</td>
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<tr>
<td>CFA Score:</td>
<td>(20%)</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total Score:</strong></td>
<td><strong>100%</strong></td>
<td><strong>80</strong></td>
</tr>
</tbody>
</table>

Combined ranking factors = \((0.20 \times \text{API/FCI score}) + (0.40 \times \text{SB score}) + (0.20 \times \text{IS score}) + (0.20 \times \text{CFA score})\)

**Capital Asset Planning**
Capital Plan Business Case Required: Yes
VE Study: Scheduled 4/25
### Project Costs and Status

#### Project Cost Estimate (this PDS):

<table>
<thead>
<tr>
<th>Activity</th>
<th>Dollars in thousands</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintenance/Repair Work :</td>
<td>$ TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>Capital Improvement Work:</td>
<td>$ TBD</td>
<td>TBD</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>$ TBD</td>
<td>TBD</td>
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</tbody>
</table>

#### Project Funding History (entire project):

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Funded to Date:</td>
<td>$ 30,830</td>
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<tr>
<td>FY 2024 A1114 &amp; A1116 Funding (this PDS):</td>
<td>$ TBD</td>
</tr>
<tr>
<td>Future Funding to Complete Project:</td>
<td>$ 0</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>$ TBD</td>
</tr>
</tbody>
</table>

**Class of Estimate: D**

Estimate Escalated to: FY22/Q4

#### Planning and Design Funds:

- Planning Funds Received in FY 2024:* $ TBD
- Design Funds Received in FY 2024:* $ TBD

#### Major Milestones

- **Construction Award/Start**
  - Scheduled: FY 2025/Q4
  - Actual: FY 202#/Q#

- **Project Complete**
  - Scheduled: FY 2027/Q4
  - Actual: FY 202#/Q#

#### Project Data Sheet

Prepared/Last Updated: 3/23
DOI Approved: Yes

---

### Annual Operations & Maintenance Costs

- **Current:** $ 279,779
- **Projected:** $ 209,834
- **Net Change:** -$ 69,945
Total Project Score/Ranking: 77
Planned Funding FY 2024: $TBD
Planned Funding FY 2025: $TBD
Planned Funding FY 2026: $TBD
Funding Source: Replacement Facility Construction (RFC) and Facility Improvement & Repair (FI&R)

Project Identification
Project Title: San Ildefonso Day School, RFC & FI&R
Project Number: TBD
Unit/Facility Name: IE131 San Ildefonso Day School
Region/Area/District: Navajo Region
Congressional District: 01
State: AZ

Project Justification

<table>
<thead>
<tr>
<th>DOI Asset Code</th>
<th>Real Property Unique ID #</th>
<th>API</th>
<th>FCI-Before</th>
</tr>
</thead>
<tbody>
<tr>
<td>35290000 : Bldg Other Institutional Uses</td>
<td>M25R1300709</td>
<td>100</td>
<td>0.0336</td>
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<td>Other</td>
<td>Maximo ID: AB107452</td>
<td>100</td>
<td>0.0000</td>
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<td>School, Other, Boarding</td>
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<td>100</td>
<td>0.2151</td>
</tr>
<tr>
<td>35230000 : Bldg School</td>
<td>M25R1300701</td>
<td>100</td>
<td>0.2781</td>
</tr>
<tr>
<td>35410000 : Bldg Warehouses</td>
<td>M25R1300707</td>
<td>100</td>
<td>0.5557</td>
</tr>
<tr>
<td>35230000 : Bldg School</td>
<td>M25R1300710</td>
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<td>0.0464</td>
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<tr>
<td>35230000 : Bldg School</td>
<td>M25R1300711</td>
<td>100</td>
<td>0.0394</td>
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<tr>
<td>Location San Ildefonso Day School GROUNDS</td>
<td>Maximo ID: AB108479</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Project Description:
San Ildefonso Day School, located on the San Ildefonso Pueblo in New Mexico serves 35 students in grades K – 6. This project will replace the current San Ildefonso Day School campus, which consists of 7 major buildings and several smaller support structures. All new academic facilities will conform to the Federal Sustainable Building requirements and be designed using Leadership in Energy & Environmental Design (LEED) Silver guidelines and green building products and will conserve water and energy resources to the greatest extent possible. Upon completion of the new facilities, the existing school buildings will be disposed of.

This includes major site infrastructure activities:
- Replacement of water distribution, sanitary sewer, and electrical distribution systems.
- Application of a varied approach to pavement repair, i.e., replacing what is beyond salvaging and rehabilitating other pavements considered to be in serviceable condition.
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- 2.4 Replacement of Assets
- 3.1 Address Safety Issues
- 3.2 Protect Employees / Improve Retention
- 4.1 Modernize Infrastructure

**Investment Strategy (IS):**

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

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

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<table>
<thead>
<tr>
<th>Category</th>
<th>Percent</th>
<th>Score</th>
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<tbody>
<tr>
<td>FCI Rating:</td>
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<td>0.2538</td>
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<tr>
<td>API Rating:</td>
<td>n/a</td>
<td>100</td>
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<tr>
<td>API/FCI Score:</td>
<td>(20%)</td>
<td>20</td>
</tr>
<tr>
<td>SB Score:</td>
<td>(40%)</td>
<td>40</td>
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<tr>
<td>IS Score:</td>
<td>(20%)</td>
<td>12</td>
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<tr>
<td>CFA Score:</td>
<td>(20%)</td>
<td>5</td>
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<tr>
<td><strong>Total Score:</strong></td>
<td><strong>(100%)</strong></td>
<td><strong>77</strong></td>
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</table>

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

**Capital Asset Planning**

Capital Plan Business Case Required: Yes
VE Study: Scheduled 6/26
Project Costs and Status

Project Cost Estimate (this PDS):

<table>
<thead>
<tr>
<th>Activity</th>
<th>Dollars in thousands</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintenance/Repair Work</td>
<td>$ TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>Capital Improvement Work</td>
<td>$ TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>Total</td>
<td>$ TBD</td>
<td>TBD</td>
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</table>

Project Funding History (entire project):

<table>
<thead>
<tr>
<th>History</th>
<th>Dollars in thousands</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funded to Date</td>
<td>$ 0</td>
</tr>
<tr>
<td>FY 2024 A1114 &amp; A1116 Funding (this PDS)</td>
<td>$ TBD</td>
</tr>
<tr>
<td>Future Funding to Complete Project</td>
<td>$ TBD</td>
</tr>
<tr>
<td>Total</td>
<td>$ TBD</td>
</tr>
</tbody>
</table>

Class of Estimate: D
Estimate Escalated to: FY22/Q4

Planning and Design Funds:
Planning Funds Received in FY 2024: $ TBD
Design Funds Received in FY 2024: $ TBD

Major Milestones
Construction Award/Start
- Scheduled: FY 2025/Q4
- Actual: FY 202#/Q#

Project Complete
- Scheduled: FY 2028/Q4
- Actual: FY 202#/Q#

Project Data Sheet
Prepared/Last Updated: 3/23
DOI Approved: Yes

Annual Operations & Maintenance Costs $

<table>
<thead>
<tr>
<th>Type</th>
<th>Amount</th>
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<tr>
<td>Current:</td>
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<tr>
<td>Projected:</td>
<td>$ 82,087</td>
</tr>
<tr>
<td>Net Change:</td>
<td>-$ 27,362</td>
</tr>
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</table>
Legacy Restoration Fund (GAOA)
Program Overview
The Great American Outdoors Act (GAOA) is historic legislation that combines a financial commitment to conservation and recreation for future generations with a significant investment in the facilities needed to carry out Interior’s important mission, including the care and maintenance of America’s national treasures. This investment provides an unprecedented opportunity to address the Department of the Interior’s deferred maintenance backlog and restore deteriorating assets. To do so effectively requires investment prioritization and a sound program execution and management strategy.

The Department of the Interior is responsible for administering and implementing GAOA’s National Parks and Public Land Legacy Restoration Fund (LRF) program, which is shared with the U.S. Forest Service. For fiscal years 2021 through 2025, Congress authorized up to $1.9 billion annually to be deposited in the LRF Fund for projects that address deferred maintenance. The annual deposit is equal to 50 percent of energy development revenues from oil, gas, coal, alternative, or renewable energy on Federal land and water credited, covered, or deposited into the Treasury as miscellaneous receipts under Federal law in the preceding fiscal year.

BIE GAOA LRF Program
The BIE’s FY 2024 GAOA LRF list builds upon a total campus replacement project derived from the 2019 SA-CI list at Shonto Preparatory School by investing a second year of funding in the school’s quarters for teachers and staff. BIE’s FY 2024 list also requests funding to commence a total campus replacement of Kinteel Residential Campus starting with replacing the dormitory, bus shelter, and maintenance shop. The estimated deferred maintenance addressed for Shonto Preparatory School Quarters is approximately $5.2 million, and the estimated deferred maintenance addressed for Kinteel Residential Campus is approximately $11.3 million, for a total amount of $16.5 million. These deferred maintenance figures are based on deferred work orders at each site that will be retired by the construction of the new campuses. These deferred maintenance addressed estimates reflect work orders that BIE expects to close at project completion. These estimates are for all fiscal years that the projects are to be funded and they are not prorated by specific fiscal year.

FY 2023 Planned Accomplishments
The BIE’s FY 2023 GAOA LRF list is comprised of a total campus replacement project at Shonto Preparatory School and replacement and major renovation and additional new units of employee quarters at Wounded Knee District School. The Shonto Preparatory School projects will address approximately $48.3 million in deferred maintenance, and the Wounded Knee Quarters project is expected to address approximately $4.4 million, for a total deferred maintenance addressed of $52.7 million.
**BIE GAOA Legacy Restoration Fund Projects**

**FY 2024 Bureau of Indian Education Allocation Summary Table**

(\textit{Dollars in Thousands})

<table>
<thead>
<tr>
<th>Budget Authority/Activity</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2024 Allocation (estimate)</td>
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</tr>
<tr>
<td>FY 2024 Sequestration (estimate)</td>
<td>-5,415</td>
</tr>
<tr>
<td>FY 2024 Previously Unavailable (from FY 2023)</td>
<td>5,415</td>
</tr>
<tr>
<td>FY 2024 Proposed Projects</td>
<td>95,000</td>
</tr>
<tr>
<td><strong>Total Available/Unallocated (estimate)</strong></td>
<td>0</td>
</tr>
</tbody>
</table>

**Selection Process**

BIE focuses its strategy on three priority areas to identify projects: accelerate the completion of the Replacement Construction and Facility Improvement and Repair (FI&R) backlog; demolition of unsafe and uninhabitable buildings and provide for safe campus environments; and Quarters Improvement and Repair, which significantly affects the health and retention of school staff that reside in these quarter units. The FY 2024 project list meets the Assistant Secretary-Indian Affairs (AS-IA) and BIE’s vision to improve the safety and overall condition of education facilities, address the deferred maintenance backlog, protect critical resources, and provide environments conducive to learning.

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

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

**BIE Process** - IA followed the September 2021 Indian Affairs Manual (80 IAM 11) “Education Construction Site Assessment and Capital Investment Program” process for completing holistic assessments and recommending actions to the IA Facilities Investment Review Board (FIRB) for approval. GAOA LRF Projects were selected, prioritized, and approved by the FIRB according to program needs.

**Project List**

Consistent with Congressional direction, BIE submits the following Legacy Restoration Fund projects as part of the FY 2024 Budget process. Detailed project data sheets will be submitted separately for each identified project. The project lists below have been thoroughly considered and vetted and are considered ready for implementation in FY 2024. The Department will keep Congress informed should the circumstances of a specific project change during the course of the FY 2024 Budget process.

The FY 2024 project list below assumes the full $1.9 billion allowable for deposit into the Legacy Restoration Fund is realized. Because determination of the deposit relies on the amount of qualifying

BIE-GAOA-2
energy revenue collected in the prior year, the actual amount available for FY 2024 projects will not be finalized until the start of FY 2024. Projects listed below are ranked and prioritized. BIE will select and implement projects based on the prioritized list below until the LRF allocation is exhausted net of the mandatory funding sequester (5.7% of funding) and previously unavailable (sequestration “pop up”). Projects not funded with the FY 2024 allocation may be considered for FY 2025 implementation.

FY 2024 Bureau of Indian Education GAOA LRF Project List

(Dollars in Thousands)

<table>
<thead>
<tr>
<th>Unique ID</th>
<th>Priority</th>
<th>Station or Unit Name</th>
<th>Project/Activity Title</th>
<th>State</th>
<th>Cong. District</th>
<th>Funding Estimate</th>
<th>Estimated DM Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>E014</td>
<td>1</td>
<td>Shonto Preparatory School</td>
<td>Shonto Preparatory School Employee Housing New (Replacement) or Improvement Repair</td>
<td>AZ</td>
<td>AZ01</td>
<td>27,364</td>
<td>5,211</td>
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<tr>
<td>E015</td>
<td>2</td>
<td>Kinteel Residential Campus</td>
<td>New School Construction</td>
<td>NM</td>
<td>NM03</td>
<td>49,300</td>
<td>11,331</td>
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<td></td>
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<td>Program Administration (Indirect Costs)</td>
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<td>Contingency Fund</td>
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<td></td>
<td></td>
<td></td>
<td>95,000**</td>
<td>16,542*</td>
</tr>
</tbody>
</table>

*Estimated deferred maintenance numbers reflect the maintenance and repair work that will be addressed upon completion of the project, not within the funding year.

**Total amount is net of FY 2024 sequestration and previously unavailable (sequestration “pop-up”).

FY 2024 Planned Accomplishments

**Shonto Preparatory School Employee Housing New (Replacement) or Improvement Repair:**
FY 2024 GAOA LRF funding will complete funding for the Shonto Preparatory Quarters, located in the Navajo region. This project will consist of the replacements and major renovations of employee quarters resulting in approximately $5.2 million of deferred maintenance addressed and is anticipated to reduce operating costs and improve energy efficiency going forward.

**Kinteel Residential Campus:**
FY 2024 GAOA LRF funding will partially fund the total campus replacement of Kinteel Residential Campus. The BIE estimates approximately $11.3 million of deferred maintenance will be retired at the completion of this project and is anticipated to reduce operating costs and improve energy efficiency going forward. In addition to substantially reducing BIE’s deferred maintenance backlog, this project will also improve energy efficiency and safety while providing an educational environment conducive to learning, in accordance with BIE’s project selection criteria.

BIE-GAOA-3
Permanent Appropriations
DEPARTMENT OF THE INTERIOR

BUREAU OF INDIAN EDUCATION

PERMANENT APPROPRIATIONS

14-8361 Gifts and Donations
## GIFTS AND DONATIONS

*(Dollars in thousands)*

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<th>2023 Enacted</th>
<th>2024 Fixed Costs (+/-)</th>
<th>2024 Internal Transfers (+/-)</th>
<th>2024 Program Changes (+/-)</th>
<th>2024 Request</th>
<th>Change from 2023 Enacted (+/-)</th>
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### Gifts and Donations ($1,000,000 / 7 FTE) Overview

*Donations and contributed funds.* —— The Secretary of the Interior may accept donations of funds or other property, and may use the donated property in accordance with the terms of the donation in furtherance of any programs authorized by other provision of law for the benefit of Indians (25 U.S.C. 451).
Appendices
Program Descriptions Table
# Description of BIE Programs

(This table only outlines existing funds through 2023 within individual program elements. Descriptions do not include any funding that is being requested in FY 2024.)

<table>
<thead>
<tr>
<th>Func. Area</th>
<th>Title</th>
<th>Description</th>
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<tr>
<td><strong>OPERATION OF INDIAN EDUCATION PROGRAMS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>BUREAU OF INDIAN EDUCATION</strong></td>
<td>Education is critical to ensuring a viable and prosperous future for tribal communities and supports the Department’s effort to serve these communities. The BIE serves approximately 45,000 students in 183 schools and dormitories located in 23 states. BIE operates two colleges at the post-secondary level, administers grants for 29 Tribally operated colleges, and funds two tribal technical colleges.</td>
<td></td>
</tr>
<tr>
<td><strong>Elementary and Secondary (forward funded)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A0E30</td>
<td>ISEP Formula Funds</td>
<td>The ISEP formula funds serve as the primary funding source for educational programs at BIE-funded elementary and secondary schools. These funds are the single largest component of BIE funding and are provided directly to schools. Funds cover the majority of the costs of running elementary and secondary education programs including teacher and administrative salaries, basic instruction, gifted and talented programs, residential programs, food services, and summer programs.</td>
</tr>
<tr>
<td>A0E31</td>
<td>ISEP Program Adjustments</td>
<td>The ISEP Program Adjustments funding enables BIE-funded schools to respond to specific findings of need or deficiencies, provide safe and secure programs, security contracts, and behavioral health services.</td>
</tr>
<tr>
<td>A0E43</td>
<td>Education Program Enhancements</td>
<td>The Education Program Enhancement subactivity enables BIE to provide services and necessary resources to meet the unique needs and priorities of individual tribes and their schools, by providing school improvement initiatives, native language programs, and teacher retention and recruitment.</td>
</tr>
<tr>
<td>A0E47</td>
<td>Tribal Education Departments</td>
<td>This program aims to build the capacity of Tribal Education Departments (TEDs) so they can coordinate educational services within reservations to serve all tribal members better. The program creates opportunities to strengthen TED's engagement with other school systems operating within tribal reservations. The program works to strengthen the management and oversight of the education programs, including BIE-funded schools, school operations, adult education, scholarships, and other programs funded by the tribe and other Federal agencies under their jurisdiction. The first step for many tribes is adopting and updating tribal education codes to align a tribal education vision with policy. The goal is to prioritize tribes with more than three BIE-funded schools on their reservation to establish a Tribally managed school system.</td>
</tr>
<tr>
<td>A0E32</td>
<td>Student Transportation</td>
<td>The BIE Transportation funds are used to pay for bus leases, fuel, maintenance, vehicle replacement, driver salaries, and staff training for bus drivers and transportation managers. In addition, BIE Transportation funds also cover the commercial costs of transporting students to boarding schools within the BIE school system at the beginning and end of each school year; some students are provided an additional round trip home at mid-year.</td>
</tr>
</tbody>
</table>
### Description of BIE Programs

(This table only outlines existing funds through 2023 within individual program elements. Descriptions do not include any funding that is being requested in FY 2024.)

<table>
<thead>
<tr>
<th>Program Code</th>
<th>Program Description</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A0E33 Early Childhood and Family Development</td>
<td>The program offers support for Family and Child Education (FACE) sites and early childhood activities. Funds assist tribes in addressing the achievement gap for Indian children up to five years of age primarily located on rural reservations by teaching preschoolers and their families the skills needed to begin school. In addition, the preschool program will provide school readiness for standard-based kindergarten and establish parent engagement between home and school.</td>
<td></td>
</tr>
<tr>
<td>A0E34 Tribal Grant Support Costs</td>
<td>Tribal Grant Support Costs are designed to ensure that BIE provides the necessary administrative costs that accompany the operation and management of Tribally controlled elementary or secondary educational programs. Tribes operating BIE-funded schools use these funds to cover the overhead costs of running a school, meet legal requirements, and carry out support functions that BIE would otherwise provide directly.</td>
<td></td>
</tr>
</tbody>
</table>

**Elementary/Secondary Programs**

<table>
<thead>
<tr>
<th>Program Code</th>
<th>Program Description</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A0E35 Facilities Operations</td>
<td>Schools are operated and maintained to ensure their continued safety and usefulness for educational purposes. The program funds operational expenses for educational facilities at BIE-funded schools and dorms it has in the school system. The everyday costs of operating BIE-funded schools are electricity, heating fuels, communications, grounds maintenance, vehicle rental (excluding school buses), refuse collection, custodial services, pest control, water, sewer service, fire/intrusion monitoring, and operations program administration.</td>
<td></td>
</tr>
<tr>
<td>A0E45 Facilities Maintenance</td>
<td>Funds requested for Facilities Maintenance will be used to conduct preventive, routine cyclic, and unscheduled maintenance for all school buildings, equipment, utility systems, and ground structures.</td>
<td></td>
</tr>
<tr>
<td>A0E37 Juvenile Detention Center Education</td>
<td>The Juvenile Detention Education program is designed to meet the education and health-related needs of American Indian and Alaska Native youth detained or incarcerated in BIA-funded juvenile detention centers for an extended period of time. This subactivity coordinates with the student’s home, Indian Health Service, and the Office of Tribal Justice Support to allow for the continuous education of the student in the core subjects of math and language arts during the student’s absence from school.</td>
<td></td>
</tr>
<tr>
<td>A0E90 Johnson-O'Malley Assistance Grants (TPA)</td>
<td>The majority of American Indian and Alaska Native students attend public schools. JOM grants provide these students with resources that help them stay in school and increase their chances of success. Typically, these funds offer remedial instruction, counseling, and cultural programs and cover small but important needs such as school supplies and items that enable recipients to participate in curricular and extra-curricular programs.</td>
<td></td>
</tr>
</tbody>
</table>

**Post Secondary Programs**

(forward funded)
## Description of BIE Programs

(This table only outlines existing funds through 2023 within individual program elements. Descriptions do not include any funding that is being requested in FY 2024.)

<table>
<thead>
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<th>Code</th>
<th>Program Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>A0E38</td>
<td>Haskell and SIPI (forward funded)</td>
<td>The BIE’s two directly operated post-secondary institutions serve Indian students from federally recognized tribes throughout the country. Haskell and SIPI utilize these funds to pay for administrative, instructional, dormitory, and other support staff and supplies, materials, textbooks, and food. Haskell and SIPI also use these funds to provide residential, athletic, and other student support services. In addition to funding from the BIE, Haskell and SIPI are eligible for Department of Education funds (both individual student funds and institutional funds), U.S. Department of Agriculture funding, and competitive grants from Federal, public, and private agencies.</td>
</tr>
<tr>
<td>A0E44</td>
<td>Tribal Colleges and Universities (forward funded)</td>
<td>The Tribal Colleges and Universities address the needs of some of the most economically depressed regions in Indian Country. The colleges are primarily located on remote reservations and serve American Indian communities with limited access to other post-secondary institutions. Chartered by tribal governing bodies and governed by local boards of regents, TCUs are predominantly two-year institutions that successfully overcome longstanding barriers to Indian higher education. The tribal colleges strictly adhere to the standards of mainstream accreditation associations.</td>
</tr>
<tr>
<td>A0E48</td>
<td>Tribal Technical Colleges (Forward Funded)</td>
<td>Tribal Technical Colleges (forward funded) program provides funding for United Tribes Technical College (UTTC) and Navajo Technical University (NTU). The program supports core functions (e.g., classroom instruction and school operations) at the two colleges partially funded by BIE. Tribal technical colleges provide resources and facilities to teach community members the skills they need to succeed in the workforce and overcome barriers to Indian higher education while supporting economic development on their reservations.</td>
</tr>
<tr>
<td></td>
<td>Post Secondary Programs</td>
<td></td>
</tr>
<tr>
<td>A0E92</td>
<td>Tribal Colleges &amp; Universities Supplements (TPA)</td>
<td>Tribes may choose to direct Tribal Priority Allocations (TPA) funds to supplement the operation of their Tribal Colleges and Universities. Funds are used for policy development, curriculum additions, and general program operations designed to meet the specific needs of their community members.</td>
</tr>
<tr>
<td>A0E93</td>
<td>Scholarships and Adult Education (TPA)</td>
<td>The Scholarships and Adult Education program addresses Indian Education's objectives to: 1) improve communities’ quality of life by developing economies, 2) improve the success of students at each educational level by providing financial assistance for eligible students, and 3) increase students engagement with Science, Technology, Engineering, and Mathematics (STEM) related initiatives. The program further supports the commitment to expand educational opportunities for students.</td>
</tr>
</tbody>
</table>
### Description of BIE Programs

(This table only outlines existing funds through 2023 within individual program elements. Descriptions do not include any funding that is being requested in FY 2024.)

| A0E40 | Special Higher Education Scholarships | The Special Higher Education Scholarships Program (SHEP) supports the BIE’s goals for education through supplemental financial assistance to Indian students for graduate-level study. Emphasis is placed on students pursuing law, education, medicine, natural resources, engineering, business administration, and social work. The Loan for Service Program is designed to provide financial assistance through loans to eligible Native American degree candidates who seek employment with BIE, BIA, or a federally recognized tribe upon graduation. A “service payback” (employment) agreement allows recipients to agree to work for BIE, BIA, or federally recognized tribe to repay their loans. Each academic year of funding requires one year of service. The program is designed to bring professionals to Native communities. |
| A0E46 | Science Post Graduate Scholarship Fund | The Science Post-Graduate Scholarship Fund (SPGSF) program provides funding and awards for post-secondary and post-graduate-level fellowships and training opportunities. These awards are provided in science, technology, engineering, and mathematics (STEM), such as agricultural, geological, biological, life sciences, computing, communications, networking, information technology, and biomedical programs. |
| A0E50 | Education Program Management | The Education Program Management (EPM) provides oversight of the Headquarters office in Washington, D.C., BIE Albuquerque Center, ADD offices, and a field organization of fifteen Education Resource Centers (ERC). Central management provides policy direction and exercises line authority over ERC and two BIE funded post-secondary institutions. In addition, BIE management provides oversight to local on-reservation day and boarding schools, off-reservation residential schools, and peripheral dormitories housing students attending public schools. Leadership and support services carried out by BIE EPM staff includes: data collection, analysis, reporting, coordinated fiscal management, risk assessments with corrective actions, targeted monitoring activities, major fiscal repairs, technical assistance, budget execution and formulation, and financial and accounting functions. |
| A0E41 | Education IT | The BIE information technology (IT) requirements encompass the multiple and varied needs of students, administrators, teachers, and Headquarters staff. This program funds BIE IT infrastructure, including the Educational Native American Network (ENAN), which provides the technical infrastructure that connects BIE locations and the Internet and the Native American Student Information System (NASIS), a web-based application for BIE data collection and analysis. The program also addresses the increasing need for bandwidth and support of high-cost special fiber construction efforts, as well as the increasing monthly circuit costs for schools in remote locations. In addition, the program supports distant learning by enhancing BIE educational technology in deploying a standard Education Learning Management System (eLMS) across BIE-operated schools and ensuring students have functional laptops and equipment to obtain a Wi-Fi signal. |

**CONSTRUCTION**

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Appendix 1-4
### Description of BIE Programs

(This table only outlines existing funds through 2023 within individual program elements. Descriptions do not include any funding that is being requested in FY 2024.)

<table>
<thead>
<tr>
<th><strong>EDUCATION CONSTRUCTION</strong></th>
<th>The Education Construction program provides safe, functional, energy-efficient, and universally accessible facilities through improvements and repairs to Indian schools. The Education Construction program supports education goals by rehabilitating reservation schools to provide an environment conducive to quality educational achievement and improved opportunities for Indian students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1112 Replacement School Construction</td>
<td>The Replacement School Construction program replaces entire school campuses in poor condition prioritized on a school replacement list.</td>
</tr>
<tr>
<td>A1116 Replacement Facility Construction</td>
<td>Funds are used to replace individual facilities on school campuses when replacing the entire school campus is not warranted.</td>
</tr>
<tr>
<td>A1110 Replacement/New Employee Housing</td>
<td>This program addresses the need and availability of adequate housing, an essential component for the recruitment and retention of BIE teachers.</td>
</tr>
<tr>
<td>A1113 Employee Housing Repair</td>
<td>The Employee Housing Repair program funds site level and major repairs along with remediation of health and safety deficiencies and complies with the Department of the Interior’s commitment to providing Federal employees with living quarters that are safe, functional, energy-efficient, and cost-effective. The program includes space reduction goals to eliminate uninhabitable or excess units.</td>
</tr>
<tr>
<td>A1114 Facilities Improvement and Repair (FI&amp;R)</td>
<td>Funds are used to improve the safety and functionality of facilities. The BIE seeks to maximize the use of existing educational facilities by improving or rehabilitating these facilities in place of new construction.</td>
</tr>
<tr>
<td>A1111 Tribal Colleges FI&amp;R</td>
<td>Funds are provided to address significant unfunded facilities improvement and repairs at Tribal Colleges and Universities (TCUs).</td>
</tr>
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</table>
Tribal Priority Allocations by Location
# TPA - BASE FUNDING
## FY 2023 ENACTED

$\text{Dollars in Thousands ($000)}$

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>GREAT PLAINS REGION TOTAL</th>
<th>Flandreau Santee Sioux Tribe</th>
<th>Cheyenne River Sioux Tribe</th>
<th>Three Affiliated Tribes of Fort Berthold</th>
<th>Spirit Lake Tribe</th>
<th>Oglala Sioux Tribe of Pine Ridge</th>
<th>Rosebud Sioux Tribe</th>
<th>Yankton Sioux Tribe</th>
<th>Ponca Tribe of Nebraska</th>
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<tbody>
<tr>
<td><strong>ELEMENTARY &amp; SECONDARY PROGRAMS</strong></td>
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<table>
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<tr>
<th>ACTIVITY</th>
<th>Sisseton-Wahpeton Oyate of The Lake Traverse Reservation</th>
<th>Standing Rock Sioux Tribe</th>
<th>Turtle Mountain Band of Chippewa Indians</th>
<th>Trenton Indian Service Area</th>
<th>Omaha Tribe of Nebraska</th>
<th>Santee Sioux Nation</th>
<th>Winnebago Tribe</th>
<th>Crow Creek Sioux Tribe</th>
<th>Lower Brule Sioux Tribe</th>
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<td>Scholarships &amp; Adult Education (TPA)</td>
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<td><strong>TOTAL, TPA BASE FUNDING</strong></td>
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Appendix-2-1
## TPA - BASE FUNDING
### FY 2023 ENACTED

**Dollars in Thousands ($000)**

<table>
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<tr>
<th>ACTIVITY</th>
<th>SubActivity</th>
<th>SOUTHERN PLAINS REGION TOTAL</th>
<th>Iowa Tribe of Kansas and Nebraska</th>
<th>Prairie Band of Potawatomi of Kansas</th>
<th>Cheyenne and Arapaho Tribes of Oklahoma</th>
<th>ANADARKO AGENCY</th>
<th>Wichita and Affiliated Tribes of Oklahoma</th>
<th>Caddo Nation of Oklahoma</th>
<th>Comanche Nation, Oklahoma</th>
<th>Apache Tribe of Oklahoma</th>
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<tbody>
<tr>
<td>ELEMENTARY &amp; SECONDARY PROGRAMS</td>
<td>Johnson-O'Malley Assistance Grants (TPA)</td>
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<td>159</td>
<td>1</td>
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<td>1</td>
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</tr>
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<td>Scholarships &amp; Adult Education (TPA)</td>
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<td>823</td>
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<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>SubActivity</th>
<th>Kiowa Indian Tribe of Oklahoma</th>
<th>Otose-Missouria Tribe of Oklahoma</th>
<th>Pawnee Nation of Oklahoma</th>
<th>Iowa Tribe of Oklahoma</th>
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</thead>
<tbody>
<tr>
<td>ELEMENTARY &amp; SECONDARY PROGRAMS</td>
<td>Johnson-O'Malley Assistance Grants (TPA)</td>
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<td>POST SECONDARY PROGRAMS</td>
<td>Scholarships &amp; Adult Education (TPA)</td>
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</tr>
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<td>TOTAL, TPA BASE FUNDING</td>
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<tr>
<td>ACTIVITY SubActivity</td>
<td>ROCKY MOUNTAIN REGION TOTAL</td>
<td>Blackfeet Tribe</td>
<td>Crow Tribe</td>
<td>Fort Belknap Community Council</td>
<td>Assiniboine and Sioux Tribes - Fort Peck</td>
</tr>
<tr>
<td>----------------------</td>
<td>-----------------------------</td>
<td>-----------------</td>
<td>-----------</td>
<td>-------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>ELEMENTARY &amp; SECONDARY PROGRAMS</td>
<td>Johnson-O'Malley Assistance Grants (TPA)</td>
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<td>68</td>
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<td>POST SECONDARY PROGRAMS</td>
<td>Scholarships &amp; Adult Education (TPA)</td>
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<td>3</td>
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<tr>
<td>Tribal Colleges &amp; Universities Supplements (TPA)</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>TOTAL, TPA BASE FUNDING</td>
<td></td>
<td>3,623</td>
<td>768</td>
<td>587</td>
<td>71</td>
</tr>
</tbody>
</table>

Appendix-2-3
## TPA - BASE FUNDING
### FY 2023 ENACTED

**Dollars in Thousands ($000)**

### WEST-CENTRAL AGENCY

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>ALASKA REGION</th>
<th>TOTAL</th>
<th>WEST-CENTRAL</th>
<th>ALASKA AGENCY</th>
<th>Native Village of Akhiok</th>
<th>Native Village of Chickaloon</th>
<th>Native Village of Kluti-Kaah</th>
<th>Village of Old Harbor</th>
<th>Ogan Tynesgugin Tribe (Sand Point)</th>
<th>Sun'aq Tribe of Kodiak</th>
</tr>
</thead>
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### UMNALI AGENCY

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<th>Native Village of Nunapitchuk</th>
<th>Village of Ohogamsut</th>
<th>Sguumut Traditional Council (Russian Mission)</th>
<th>Algaaciq Native Village (St. Mary's)</th>
<th>Native Village of Tununak</th>
<th>Unkumute Native Village</th>
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Appendix-2-4
## TPA - BASE FUNDING
### FY 2023 ENACTED
**Dollars in Thousands ($000)**

### FAIRBANKS AGENCY

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<th>Wrangell Cooperative Association</th>
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Appendix-2-5
### TPA - BASE FUNDING
#### FY 2023 ENACTED
$\text{Dollars in Thousands ($000)}$

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<th>ACTIVITY</th>
<th>SubActivity</th>
<th>MIDWEST TOTAL</th>
<th>Sac &amp; Fox Tribe of Mississippi In Iowa</th>
<th>Minnesota Chippewa Tribe</th>
<th>Bad River Band of Chippewa Indians</th>
<th>Lac Courte Oreilles</th>
<th>Lac Du Flambeau Chippewa</th>
<th>Red Cliff Band of Chippewa</th>
<th>Upper Sioux Indian Community</th>
<th>Lower Sioux Indian Community</th>
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<td>Muscogee (Creek) Nation, Oklahoma</td>
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### TPA - BASE FUNDING
**FY 2023 ENACTED**

*Dollars in Thousands ($000)*

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<th>ACTIVITY</th>
<th>WESTERN REGION TOTAL</th>
<th>Colorado River Indian Tribes</th>
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<th>Tohono O'odham Nation of Arizona</th>
<th>Pascua Yaqui Tribe of Arizona</th>
<th>San Carlos Apache Tribe</th>
<th>Fallon Paiute-Shoshone Tribe</th>
<th>Fort McDermott Paiute-Shoshone Tribe</th>
<th>Lovelock Paiute Tribe</th>
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<th>Summit Lake Paiute Tribe</th>
<th>Walker River Paiute Tribe</th>
<th>Yerington Paiute Tribe</th>
<th>Yomba Shoshone Tribe</th>
<th>Skull Valley Band of Goshute Tribe</th>
<th>Ute Indian Tribe of The Uintah &amp; Ouray Reservation</th>
<th>Cocopah Indian Tribe</th>
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<th>Hopi Tribe of Arizona</th>
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Appendix-2-8
## TPA - BASE FUNDING
### FY 2023 ENACTED
Dollars in Thousands ($000)

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<th>NORTHERN CALIFORNIA AGENCY</th>
<th>Pauma Band of Luiseno Mission Indians</th>
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<td>181</td>
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<tr>
<th>ACTIVITY</th>
<th>Pueblo of Nambe</th>
<th>Southern Ute Tribe</th>
<th>Ute Mountain Tribe</th>
<th>Jicarilla Apache Nation</th>
<th>Ramah Navajo School Board</th>
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<tbody>
<tr>
<td><strong>ELEMENTARY &amp; SECONDARY PROGRAMS</strong></td>
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<td>Johnson-O'Malley Assistance Grants (TPA)</td>
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<td><strong>POST SECONDARY PROGRAMS</strong></td>
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<td>Scholarships &amp; Adult Education (TPA)</td>
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<tr>
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## TPA - BASE FUNDING
### FY 2023 ENACTED
**Dollars in Thousands ($000)**

<table>
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<tr>
<th>ACTIVITY</th>
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<th>Navajo Nation</th>
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<td><strong>Elementary &amp; Secondary Programs</strong></td>
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<tr>
<td>Johnson-O'Malley Assistance Grants (TPA)</td>
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<tr>
<td><strong>Post Secondary Programs</strong></td>
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### TPA - BASE FUNDING
#### FY 2023 ENACTED
*Dollars in Thousands ($000)*

<table>
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<tr>
<th>ACTIVITY SubActivity</th>
<th>NORTHWEST REGION TOTAL</th>
<th>Confederated Tribes of the Colville Reservation</th>
<th>Northwestern Band of Shoshoni Nation</th>
<th>Coeur D’Alene Tribe of the Coeur D’Alene Reservation</th>
<th>Nez Perce Tribal Executive Committee</th>
<th>Confederated Tribes of The Chehalis Reservation</th>
<th>Hoh Indian Tribe</th>
<th>Quileute Tribe</th>
<th>Burns-Paiute Tribe of the Burns Paiute Indian Colony</th>
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<table>
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<tr>
<th>ACTIVITY SubActivity</th>
<th>Confederated Tribes of The Warm Springs Reservation, Tribal Council</th>
<th>Nooksack Indian Tribal Council</th>
<th>Puyallup Tribal Council</th>
<th>Upper Skagit Indian Tribe of Washington</th>
<th>Yakama Nation</th>
<th>Spokane Tribe</th>
<th>Kalispel Indian Community</th>
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<td><strong>ELEMENTARY &amp; SECONDARY PROGRAMS</strong></td>
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<tr>
<td>Johnson-O'Malley Assistance Grants (TPA)</td>
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<td>19</td>
<td></td>
<td></td>
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<tr>
<td><strong>POST SECONDARY PROGRAMS</strong></td>
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<td>Scholarships &amp; Adult Education (TPA)</td>
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<td>402</td>
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<td>44</td>
<td>26</td>
<td>593</td>
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*Appendix-2-12*
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<th>ACTIVITY</th>
<th>SubActivity</th>
<th>Passamaquoddy Tribe - Indian Township Reservation</th>
<th>Miccosukee Tribe of Indians</th>
<th>Narragansett Indian Tribe</th>
<th>Mi'kmaq Nation</th>
<th>Mashpee Wampanoag Tribe</th>
<th>REGIONAL DIRECTOR - EASTERN REGION</th>
<th>Coushatta Tribe of Louisiana</th>
<th>Shinnecock Indian Nation of Southampton</th>
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<tr>
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<tr>
<td>POST SECONDARY PROGRAMS</td>
<td>Scholarships &amp; Adult Education (TPA)</td>
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<table>
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<th>SubActivity</th>
<th>Seneca Nation of New York</th>
<th>Onondaga Nation of New York</th>
<th>St. Regis Mohawk Tribe</th>
<th>NEW YORK AGENCY</th>
<th>Seminole Tribe of Florida</th>
<th>Mississippi Band of Choctaw Indians</th>
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<tr>
<td>ELEMENTARY &amp; SECONDARY PROGRAMS</td>
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Appendix-2-13
OIEP Funding Distributions
Appendix 1.-Operation of Indian Education Programs Funding Distributions

Funding Distribution\(^1\)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>ISEP(^2) Funding (School Year 2022-2023)</td>
<td>Appendix 3-2</td>
</tr>
<tr>
<td>2.</td>
<td>ISEP Contingency Funds (School Year 2022-2023)</td>
<td>Appendix 3-8</td>
</tr>
<tr>
<td>3.</td>
<td>Student Transportation (School Year 2022-2023)</td>
<td>Appendix 3-16</td>
</tr>
<tr>
<td>4.</td>
<td>FACE(^3) Programs (School Year 2022-2023)</td>
<td>Appendix 3-24</td>
</tr>
<tr>
<td>5.</td>
<td>Safe and Secure Schools (School Year 2022-2023)</td>
<td>Appendix 3-27</td>
</tr>
</tbody>
</table>

\(^1\) School Year shown is latest available data.

\(^2\) ISEP – Indian School Equalization Program.

\(^3\) FACE – Family and Child Education
Distribution of ISEP Funds for School Year 2022-2023

The distribution of Indian School Equalization Program (ISEP) Funds for School Year 2022-2023, reflects distribution of the ISEP funding to each school for the most recent school year. Allocation to individual schools is determined by formula and funds are available to the schools in July for the forthcoming school year. As allowed by law, a portion of the total funding is withheld from the initial distribution as a reserve to cover any ISEP appeals or school emergencies. All funds remaining after resolution of appeals and emergency distributions are subsequently distributed to the schools using the distribution formula. A detailed report of the distribution of the reserved (contingency) funds is contained in Appendix 1-8.
<table>
<thead>
<tr>
<th>School Name</th>
<th>State</th>
<th>Three Year Average ADM</th>
<th>Three Year Average WSU</th>
<th>ISEP Funding</th>
</tr>
</thead>
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<tr>
<td>1 Black Mesa Community School</td>
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<td>86.62</td>
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<td>445.22</td>
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<tr>
<td>3 Casa Blanca Day School</td>
<td>AZ</td>
<td>364.02</td>
<td>418.37</td>
<td>2,628,620</td>
</tr>
<tr>
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<td>164.63</td>
<td>187.72</td>
<td>1,179,440</td>
</tr>
<tr>
<td>5 Cottonwood Day School</td>
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<td>240.08</td>
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<tr>
<td>6 Cove Day School</td>
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<td>39.57</td>
<td>58.34</td>
<td>366,570</td>
</tr>
<tr>
<td>7 Dennehotso Boarding School</td>
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<td>208.15</td>
<td>278.54</td>
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</tr>
<tr>
<td>8 Dilcon Community School</td>
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<td>200.49</td>
<td>315.38</td>
<td>1,981,550</td>
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<tr>
<td>9 Dishchii'ibikoh Community School</td>
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<td>785.69</td>
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<tr>
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<tr>
<td>11 Gila Crossing Day School</td>
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<td>12 Greasewood Springs Community School</td>
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<td>331.91</td>
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<td>478.7</td>
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<td>110.43</td>
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<tr>
<td>15 Hopi Day School</td>
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<tr>
<td>16 Hopi High School</td>
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<td>732.63</td>
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<td>17 Hotevilla Bacavi Community School</td>
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<td>209.54</td>
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<td>18 Hunters Point Boarding School</td>
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<td>237.03</td>
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<td>180.76</td>
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<td>Ahfachkee Day School</td>
<td>FL</td>
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<td>Miccosukee Indian School</td>
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<td>Kickapoo Nation School</td>
<td>KS</td>
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<td>73.37</td>
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<td>Chitimacha Day School</td>
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<td>St. Stephens Indian School</td>
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<td>376.11</td>
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<td></td>
<td>TOTAL</td>
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</tr>
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</table>

Notes:

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

** The BIE is required to pay tuition to Sevier Public Schools for out of State students residing at Richfield Dormitory. It is not considered part of the BIE school system.
Distribution of FY 2022-2023 ISEP Contingency Funds

The distribution of FY 2022-2023 Indian School Equalization Program (ISEP) Contingency Funds reflects final distribution of the prior school years’ ISEP, funds held in reserve to cover any ISEP count appeals or school emergencies. Additionally, the appendix identifies the amount, recipient, and reason for every emergency distribution. The remaining balance of the reserved funds were distributed to the schools as determined by the ISEP formula.
<table>
<thead>
<tr>
<th>School Name</th>
<th>State</th>
<th>Three Year Average ADM</th>
<th>Three Year Average WSU</th>
<th>ISEP Funding</th>
<th>Purpose</th>
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<td>164.63</td>
<td>187.72</td>
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<td>Hopi Day School</td>
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<td>216.42</td>
<td>13,730</td>
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<td>209.54</td>
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</tr>
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<td>289.47</td>
<td>18,180</td>
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<td>600.7</td>
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<td>172.76</td>
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<td>180.76</td>
<td>11,470</td>
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Appendix 3-9
<table>
<thead>
<tr>
<th>No.</th>
<th>School Name</th>
<th>State</th>
<th>Enrollment</th>
<th>Distribution</th>
<th>Notes</th>
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<td>205.33</td>
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<td>Leupp Boarding School</td>
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<td>259</td>
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<td>Little Singer Community School</td>
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<td>121.29</td>
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</tr>
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<td>Lukachukai Boarding School</td>
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<td>595.49</td>
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<td>539.23</td>
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<td>Many Farms High School</td>
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<td>769.88</td>
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<td>Moencopi Day School</td>
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<td>Seba Dalkai Boarding School</td>
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<td>1998.15</td>
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<td>State</td>
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Appendix 3-13
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The BIE is required to pay tuition to Sevier Public Schools for out of State students who reside at Richfield Dormitory. It is not considered part of the BIE school system.

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

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

** Due to funds held in reserve pending resolution of appeals, and for emergencies, the total funding reflected above will not balance to the total funds available. Any funds remaining after resolution of appeals will be issued to schools per the ISEP distribution formula.
Distribution of FY 2022-2023 Transportation Funds

The distribution of Student Transportation Funds for School Year 2022-2023 reflects distribution of transportation funding to each school for the most recent school year. Allocations to individual schools is based on the number of miles traveled by school vehicles transporting students to/from school and the estimated commercial costs of transporting boarding students. Commercial cost estimates are based on the most recent actual costs.
### Distribution of Student Transportation of School Year 2022-2023

<table>
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<tr>
<th>School Name</th>
<th>State</th>
<th>Per Day Miles</th>
<th>Boarding Miles Per Trip</th>
<th>Charter/Commercial Costs</th>
<th>Annual Air Costs</th>
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Appendix 3-18
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1Shiprock Alternative funding is combined and entered under Shiprock Northwest High School.
Distribution of FACE funds for School Year 2022-2023

Distribution of Early Childhood Development funds to the 53 schools that participate in the Family and Child Education (FACE) program for preschool American Indian children and their families. The program addresses the achievement gap for Indian children primarily located on rural reservations by teaching the skills needed to begin school successfully.
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<th>Children</th>
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Appendix 3-25
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1. The child count is from School Year 2020-2021. The final count for School Year 2021-2022 will not be available until June 2023.
2. Current School Year 2021-2022 dollar amounts include a base distribution of $289,000 and $8,300 for a language and culture program. An additional $30,000 for the increase in the overall cost of living and salaries totaling $327,300 per site. BIE holds a portion of total allocation for admin expenses.
3. The final count for these schools will not be available until May 2023.
4. New school to the FACE program.
Distribution of Safe and Secure Funds for School Year 2022-2023

Funding was provided in FY 2022-2023 to school programs that were identified as having high safety and security issues. Through training, technical assistance and identification of the safety and security needs, schools began to implement changes that were identified on their campuses. These schools utilize the funds provided to advance a safe learning environment for both students and staff. Additional funds were provided to support police and security services at off-reservation boarding schools with unique at risk student populations and proximity to urban centers.
<table>
<thead>
<tr>
<th></th>
<th>School Name</th>
<th>State</th>
<th>Three Year Average ADM</th>
<th>Three Year Average WSU</th>
<th>Funding</th>
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<tbody>
<tr>
<td>1</td>
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Appendix 3-28