

**Development of Johnson-O'Malley Program Education Plan
Annual Contract Period Timeline:**

• **2nd or 3rd Quarter of Contract Period:**

If the IEC plans to revise their Statement of Work, this is the time to reassess the educational needs of the students intended to benefit from the contract per Part 273.13(b)(v)

Needs Assessment Authority is found in 25 CFR Part 273 Sections:

273.13 Proposals eligible for contracts.

(b)(v) *It shall clearly identify the educational needs of the students intended to benefit from the contract.*

A periodic Needs Assessment is required to comply with the regulations. The response data gathered from the Needs Assessment is necessary to develop goals and objectives stated in the Education Plan.

273.16 Powers and duties of the Indian Education Committee.

(b) "The organizational papers and by-laws of the Indian Education Committee may* include additional powers and duties which would permit the committee to:"

(v)(b)(2) *Make an annual* assessment of the learning needs of Indian children in the community affected.*

273.20 Content of application to contract.

(f) *A clear identification of what educational needs the Johnson-O'Malley funds requested for operational support will address.*

EDUCATION PLAN REQUIREMENTS

273.18 Additional requirements for education plan.

273.14 Preparing the education plan.

A prospective contractor in consultation with its Indian Education Committee(s) shall formulate an education plan and submit it to the appropriate Area Director as a part of the application to contract required by S 273.20. Such plan shall become a part of any contract awarded. The education plan shall contain:

(a) The education programs approved by the Indian Education Committee(s) as required in 273.17.

(b) Other requirements for the education plan given in 273.18.

273.15 Establishment of an Indian Education Committee.

(a) When a school district to be affected by a contract(s) for the education of Indians pursuant to this part has a local school board not comprised of a majority of Indians, the tribal governing body(s) of the Indian tribe(s) affected by the contract(s) under this part shall specify one of the following entities to serve as the Indian Education Committee for the purpose of this part:

(1) An Indian Education Committee to be elected from among the parents (including persons acting *in loco parentis* except school

- administrators or officials) of eligible Indian students enrolled in the school(s) affected by a contract(s) under this part; or
- (2) A local Indian committee established pursuant to section 305(b)(2)(B)(ii) of the Act of January 23, 1972 (86 Stat. 235) and existing prior to January 4, 1975; or
 - (3) An Indian advisory school board or Indian Education Committee established pursuant to the Johnson-O'Malley Act and existing prior to January 4, 1975.
- (b) When the local school board is not composed of a majority of Indians and the tribal governing body(s) of the Indian tribe(s) affected by a contract(s) under this part determine which of the entities provided for in paragraph (s) of this section is to serve as the Indian Education Committee for the purpose of this part, it shall notify the Area Director of such determination by January 15 preceding the school year for which the contract will be let.
 - (c) The Indian Education Committee established under paragraph (a) of this section and its members shall establish procedures under which the Committee shall serve. Such procedures shall be set forth in the Committee's organizational documents and by-laws. Each Committee shall file a copy of its organizational documents and by-laws with the appropriate Area director, together with a list of its officers and members as soon as practicable after the Committee is organized.
 - (d) The existence of an Indian Education Committee shall not limit the continuing participation of the rest of the Indian community in all aspects of programs contracted under this part.

273.16 Powers and duties of Indian Education Committee.

- (a) Consistent with the purpose of the Indian Education Committee, each such Committee shall be vested with the authority to:
 - (1) Participate fully in the planning, development, implementation, and evaluation of all programs, including both supplemental and operational support, conducted under a contract or contracts pursuant to this part. Such participation shall include further authority to:
 - i. Recommend curricula, including texts, materials, and teaching methods to be used in the contracted program or programs.
 - ii. Approve budget preparation and execution.
 - iii. Recommend criteria for employment in the program.
 - iv. Nominate a reasonable number of qualified prospective educational programmatic staff members from which the contractor would be required to select.
 - v. Evaluate staff performance and program results and recommend appropriate action to the contractor.
 - (2) Approve and disapprove all programs to be contracted under this part. All programs contracted pursuant to this part shall require the prior approval of the appropriate Indian Education Committee.

- (3) Secure a copy of the negotiated contract(s) which include the program(s) approved by the Indian Education Committee.
 - (4) Recommend to the Commissioner through the appropriate Bureau contracting officer cancellation or suspension of a contract(s) which contains the program(s) approved by the Indian Education Committee if the contractor fails to permit such Committee to exercise its powers and duties as specified by this section.
- (b) The organizational papers and by-laws of the Indian Education Committee may include additional powers and duties which would permit the Committee to:
- (1) Participate in negotiations concerning all contracts under this part.
 - (2) Make an annual assessment of the learning needs of Indian children in the community affected.
 - (3) Have access to all reports, evaluations, surveys, and other program and budget related documents determined necessary by the Committee to carry out responsibilities, subject only to the provisions of Sections 273.49.
 - (4) Request periodic reports and evaluations regarding the Indian education program
 - (5) Hear grievances related to programs in the education plan
 - (6) Meet regularly with the professional staff serving Indian children and with the local education agency
 - (7) Hold committee meetings on a regular basis which are open to the public.
 - (8) Have such additional powers as are consistent with these regulations.

273.17 Programs approved by Indian Education Committee.

- (a) All programs contracted under this part shall:
 - (1) Be developed and approved in full compliance with the powers and duties of the Indian Education Committee as set out in Sections 273.16 and as may be contained in the Committee's organizational documents and by-laws.
 - (2) Be included as a part of the education plan provided for in Section 273.14.
- (b) No program contracted pursuant to this part shall be changed from the time of its original approval by the Indian Education Committee to the end of the contract period without the prior approval, in writing, of the Committee.
- (c) Programs developed or approved by the Indian Education Committee pursuant to this part may, at the option of such Committee, include funds for the performance of Committee duties, including the following:
 - (1) Member's attendance at regular and special meetings, workshops and training sessions, as the Committee deems appropriate.
 - (2) Such other reasonable expenses incurred by the Committee in performing its primary duties, including the planning, development, implementation and evaluation of the program.

273.18 Additional requirements for education plan

In addition to incorporating the programs approved by the Indian Education Committee(s) as required by Sections 273.14(a), the education plan prepared by the prospective contractor shall:

- (a) Contain educational goals and objectives which adequately address the educational needs of the Indian students to be served by the contract.
- (b) Incorporate the program or programs developed and approved by the Indian Education Committee(s). As provided in Sections 273.17(b), changes in such programs must have prior written approval of the Indian Education Committee(s).
- (c) Contain procedures for hearing grievances from Indian students, parents, community members, and tribal representatives relating to the programs contracted under this part. Such procedures shall provide for adequate advance notice of the hearing.
- (d) Identify established State standards and requirements which shall be maintained in operating programs and services contracted under this part.
- (e) Describe how the State standards and requirements will be maintained.
- (f) Provide that the contractor shall comply in full with the requirements concerning meaningful participation by the Indian Education Committee as required by Section 273.4.
- (g) Provide that educational facilities receiving funds shall be open to visits and consultations by the Indian Education Committee(s), tribal representatives, Indian parents in the community, and by duly authorized representatives of the Federal and State Governments.
- (h) Outline procedures of administrative and fiscal management to be used by the contractor.
- (i) Contain justifications for requesting funds for operational support. The public school district must establish in its justification that it meets the requirements given in Section 273.13(b). The information given should include records of receipt of local, State, and Federal funds.
- (j) Include budget estimates and financial information needed to determine program costs to contract for services. This includes, but is not limited to, the following:
 - (1) State and district average operational cost per pupil.
 - (2) Other sources of Federal funding the applicant is receiving, the amount received from each, the programs being funded, and the number of eligible Indian students served by such funding.
 - (3) Administrative costs involved, total number of employees, and total number of Indian employees.
 - (4) Costs which parents normally are expected to pay for each school.
 - (5) Supplemental and operational funds outlined in a separate budget, by line item, to facilitate accountability.
 - (6) Total number of employees for each special program and number of Indian employees for that program.
- (k) State the total enrollment of school or district, by age and grade level.

- (l) State the eligible Indian enrollment-total and classification by tribal affiliation(s) and by age and grade level.
- (m) State the total number of school board members and number of Indian school board members.
- (n) List Government equipment needed to carry out the contract.
- (o) State the period of contract term requested.
- (p) Include the signature of the authorized representative of applicant.
- (q) Provide written information regarding:
 - (1) Program goals and objectives related to the learning needs of potential target students.
 - (2) Procedures and methods to be used in achieving program objectives, including ways whereby parents, students and communities have been involved in determining needs and priorities.
 - (3) Overall program implementation including staffing practices, parental and community involvement, evaluation of program results, and dissemination thereof.
 - (4) Determination of staff and program effectiveness in meeting the stated needs of target students.

273.19 Obtaining application forms

Application forms, instructions, and related application materials are available from Agency Superintendents, Area Directors and the Commissioner. Use of standard application forms will facilitate processing of applications. However, they are not required if the information required by Section 273.2- is given in the application to contract.

273.20 Content of application to contract

An application for a contract under this part shall be in writing and shall contain the following:

- (a) Name, address, and telephone number of the proposed contractor.
- (b) Name, address, and telephone number of the tribe(s) to be served by the contract.
- (c) Descriptive narrative of the contract proposal.
- (d) The education plan required by Section 273.14.
- (e) A separate budget outlining the Johnson-O'Malley funds for operational support and/or supplemental programs, by line item, to facilitate accountability.
- (f) A clear identification of what educational needs the Johnson-O'Malley funds requested for operational support will address.
- (g) Documentation of the requirements for operational support in 273.13(b)(1).

Understanding Goals and Objectives

Goals and Objectives are sometimes used interchangeably and are often confusing terms to understand.

Analogies are often used to convey understanding of confusing concepts:

A ladder is a simple analogy utilized to convey meaning of goals versus objectives. The ladder is a simple tool with two long supports for evenly spaced rungs. We use ladders to overcome limitations imposed by our legs and arms. Standing on the ground level (baseline) we use a ladder to reach the roof or goal. The sequential ladder rungs provide achievable increments (objectives) that allow us reach the roof or our goal.

A similar analogy to the ladder is a football field grid where the goal area is one hundred yards marked by ten-yard increments. A football team begins one hundred yards away from their goal and through a series of plays (objectives) endeavors to transport the football to reach the end zone where they are rewarded with a goal.

Writing Goals

Example:

Students will develop a clearer perception and more positive attitude toward Indians existing as a minority within a larger society, based upon facts. An accurate picture of American Indians and their contribution to American life will enable students and teachers to respect Indians as individuals and give them a deeper appreciation of their Indian heritage.

PARTS OF A PERFORMANCE OBJECTIVE

A well constructed objective will say the same thing to everyone and show the same outcome. In other words, no surprises! To ensure that everyone is fairly together in this idea, a performance objective should include the following four parts:

WHO relates to the person to perform the activity.

DOES WHAT is that which is to be known or done.

WHEN relates to a specific point in time when something will have been learned or done.

HOW WILL IT BE MEASURED relates to assessment techniques.

OBJECTIVE:

The current year absenteeism rate of 25% for Indian high school students will be reduced by 10% by...(end of school; semester; etc.,)

ANALYSIS:

The Committee's intent to reduce the absenteeism rate is clear and the time frame for the objective is met. Now, a program can be developed to reduce the rate of absenteeism.

CULTURAL DEVELOPMENT ACTIVITIES

- Identify the cultural skills and concepts to be acquired and develop specific activities for each concept
- Cultural presentations by guest speakers, elders, and Indians of other areas and tribes
- Each classroom develops monthly displays of Indian student activities
- Indian students take field trips to historical and Indian cultural sites
- Employ Indian aides to work with students to provide a positive identity model
- Share an “artifact day” for Indian students, parents, community
- “Native American Foods Day” pot luck for a cafeteria lunch
- Develop Native American murals and posters for display
- High School students develop research reports on relatives, ancestors and Indian figures
- Students write poems and stories of Native American traditions
- Art projects on Native American cultures, ancestors and events
- “Native American Dress Day” at school
- Display photos of all Indian events and offer video shows
- Develop a community newsletter of articles written by Indian students and community members
- Provide for Indian games and activities for all students during P.E.
- School sponsors Native American social and activity clubs
- Indian jewelry making classes for all students when Indians are the teachers
- Indian college student sponsor field trips to colleges for students
- Class visitations to other tribes and areas
- Simulation activities of cultural events and activities
- Provide for a showcase-rotate displays
- Develop a small museum
- Student-generated radio shows with cultural content and sound effects