

achievement gap. These activities and programs include but are not limited to: remediation; bilingual and bicultural education; academic enrichment; re-entry and drop-out prevention; college and career preparation; culturally responsive teaching; family engagement; and early interventions.

FISCAL IMPLICATIONS

The provisions of this bill require considerable time and effort on the part of school districts, both in developing and executing the plan. Provisions contained in the bill appear to contemplate that districts will use internal resources to accomplish these requirements. These costs could be significant and unfunded.

HB 484 will require use of existing resources and staff within the PED's school budget office and the Indian Education Division.

HB 484 seeks to leverage current state and federal funding to LEAs for addressing the needs of American Indian students, as determined by the local needs assessments conducted by LEAs.

SIGNIFICANT ISSUES

Section one (p.2) requires every school district in which at least 25 American Indian students are enrolled to conduct a needs assessment, conduct Tribal consultation related to the needs assessment, and develop an accountability tool to measure the success and failures of the LEAs efforts.

Currently, 23 school districts and 6 charters that have schools on or near tribal land are required to provide local data for the PED's Tribal Education Status Report and are eligible for the school district Indian Education Act grants.

Section two (p.3; lines 10-14) indicates more specifically that LEAs on or near tribal lands or that have at least 25 urban Indian students shall develop a systemic framework for improving educational outcomes, making the PED responsible for assisting the LEAs with developing systemic frameworks and for considering whether each LEA's budget prioritizes the needs identified in the needs assessment. It is unclear how many additional districts have at least 25 American Indian students enrolled, but it could a large number.

PERFORMANCE IMPLICATIONS

HB 484 aligns with the Indian Education Division's 2016 Consultation Report, strategic plan, and mission to increase American Indian student academic and cultural achievement through culturally-relevant pedagogy, native language and collaborative partnerships.

This bill appears to have implications for other departments within the agency such as school budget and accountability that may require modifications to current work plans.

ADMINISTRATIVE IMPLICATIONS

HB 484 requires school budgets to be approved based on a consideration of whether a school district's budget accomplishes the prioritized needs from each LEA's needs assessment.

CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP

This bill adds three new sections to the current Indian Education Act 22-23A-1 to 22-23A-B.

TECHNICAL ISSUES

HB 484 seeks to amend the Indian Education Act but does not indicate that consultation with Tribal communities has informed the development of the bill. The State Tribal Collaboration Act and PED's Tribal Collaboration and Communication Policy indicate that Tribal consultation will occur for educational matters that impact American Indian students.

OTHER SUBSTANTIVE ISSUES

HB 484 does not allocate funding for every school district with Indian students enrolled statewide to support the needs assessment process, development and publishing of a systemic framework for improving education outcomes for Indian students, and development of an accountability tool for measuring public school efforts. Indian Education Grants are currently available for 23 school districts and 6 charters.

HB 484 requires LEAs to develop an assessment tool to measure LEA performance in addressing their needs assessments for American Indian students. It is unclear how this requirement aligns with the current assessment tools that exist to measure LEA performance.