

BUDGET The United States Department of the Interior **JUSTIFICATIONS**

and Performance Information
Fiscal Year 2026

BUREAU OF INDIAN EDUCATION

NOTICE: These budget
justifications are prepared
for the Interior, Environment
and Related Agencies
Appropriations
Subcommittees.



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**DEPARTMENT OF THE INTERIOR
BUREAU OF INDIAN EDUCATION**

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Executive Summary

Executive Summary

Introduction

The 2026 President's budget for the Bureau of Indian Education (BIE) is \$916.1 million in current appropriations. This budget request continues to support core programs for elementary and secondary programs and delivering educational support services to Tribally controlled and bureau operated schools for Tribal communities.

The United States has a trust and treaty responsibility to provide eligible Native American 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 teacher pay parity (to align with Department of Defense Education Academy pay scales), elementary and secondary classroom instruction, student transportation, school safety, and ongoing information technology services. In addition, the 2026 budget proposal supports funding for facility improvement and repair and facility operations and maintenance at BIE-funded schools.

The BIE operates two Native American postsecondary institutions, Haskell Indian Nations University and Southwestern Indian Polytechnic University, and provides postsecondary academic programs at the associate and baccalaureate levels.

The 2026 budget proposal continues the path to improving educational opportunities and services for Native American students from their earliest years through college and provides a roadmap for Tribes as they educate their youth and deliver a world-class and culturally appropriate education.

Bureau Mission Statement

The mission of BIE is to provide Native American 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 Tribal communities and sovereign nations to a thriving future that preserves their unique cultural identities.

Budget Overview

The 2026 budget for the Bureau of Indian Education is \$916.1 million. This 2026 proposal provides resources for BIE's core educational mission supporting Tribally controlled and bureau operated schools and operating BIE's postsecondary programs of higher education.

BIE resources support educational operations spanning across a vast geographical area, with BIE-funded elementary and secondary schools operating in 23 States. BIE funding enables Native American students to gain knowledge and skills through funding of education services in Tribal communities. In some schools, mostly in remote sites, funding supports students' residential costs in addition to core funding of classroom, remedial, and summer-school instruction, gifted and talented programs, and on-line education learning opportunities. BIE resources fund thousands of schoolteachers, counselors, safety staff, maintenance workers, bus drivers, food service workers, and administrative personnel. In addition to

supporting 183 elementary and secondary schools, BIE operates two postsecondary institutions located in two States.

BIE’s 2026 Education Construction budget request prioritizes facilities improvement and repair (FI&R) funding to maintain critical safety and operations at older schools.

The 2026 budget request is aligned with BIE’s continued commitment to increase stakeholder collaboration on BIE's continuous improvement in serving schools and communities. This important mission is focused on education service delivery and strengthening support for BIE schools. BIE is committed to support the health and well-being of BIE students as foundational for academic achievement and self-determination.

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>

Summary Table

2026 President’s Budget Submission (\$000)

Budget Authority	2024 Actual	2025 Notional ^{1/}	2026 Request
Current	1,366,342	1,366,342	916,106
Total Current	1,366,342	1,366,342	916,106

^{1/} Resource levels included are estimates. The President reserves his authority under the "Full-Year Continuing Appropriations and Extensions Act, 2025" (P.L. 119-4) to revise spending within the amounts provided by Congress.

Operation of Indian Education Programs—The 2026 budget for the Operation of Indian Education Programs account is \$868.0 million. The core educational mission of BIE is to support bureau operated and Tribally controlled schools along with two institutions of higher education.

Elementary and Secondary Programs—The 2026 request includes \$800.5 million to operate elementary and secondary schools. These funds support basic and supplemental education programs at BIE-funded

schools including pay parity for teacher and administrative salaries, Tribal grant support costs to operate Tribally controlled schools, and resources to maintain school facilities.

The Indian Student Equalization Program (ISEP) formula funds enable outcomes in the classroom, by providing the necessary funds for instructional services, teacher recruitment, retention, and professional training. The request also includes student transportation funds to safely transport students nearly 13.5 million miles to BIE-funded schools each year.

The proposed budget continues to support funding for Education Program Enhancements, enabling 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 Education Program Enhancement funding to support professional development and technical assistance at all levels of the BIE school system to improve student outcomes.

Facilities Operations and Maintenance includes resources to support the timely and preventative maintenance of school facilities, fund salaries for on-site maintenance and facilities personnel, provide for utilities, and aging equipment at BIE schools.

The 2026 budget request supports activities that promote educational self-determination for Tribal communities by providing 100 percent of the estimated requirement for Tribal Grant Support Costs for Tribes that choose to operate BIE-funded schools.

Postsecondary Programs—The request includes postsecondary funding at \$22.1 million for BIE-operated Haskell Indian Nations University and Southwestern Indian Polytechnic Institute.

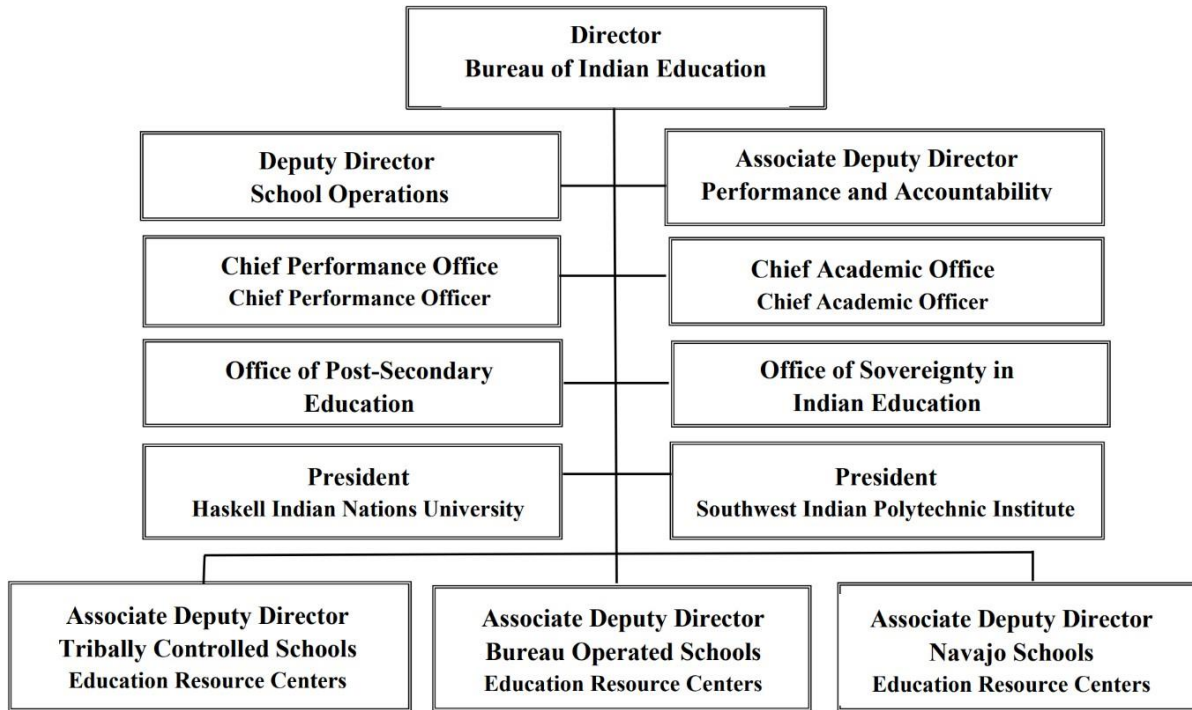
Education Program Management—The Budget includes \$45.4 million for program management activities, information technology (IT), and inter-governmental shared services and payments that support all BIE-funded schools. Education Program Management (EPM) funding supports key organizational functions including grants management, acquisition activities, facilities management, budget planning, performance management, and information technology. Other management activities funded through EPM include bureau-level data collection, analysis, and reporting and operational management of various information technology systems, including the BIE Native American Student Information System, wide area networks, and a variety of general support systems.

EPM resources requested in 2026 also will provide funding for BIE's Native Food Hub program and the Behavioral Health and Wellness Program at BIE schools.

The budget supports the ongoing costs annual software subscriptions and licenses, funding to incorporate education IT into classrooms, contracts needed to maintain IT system operations, and life-cycle equipment planning, and personnel costs.

Education Construction—The 2026 budget includes \$48.1 million for facility improvement and repair.

Organizational Chart



Compliance with Section 403

Section 403 of Pub.L. 118-42, Division E of the Consolidated Appropriations Act, 2024, includes a requirement for disclosure of program assessments used to support Government-wide, departmental, or agency initiatives or general operations. The general provision states:

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

Burden Rate on Reimbursable Contract and Agreements

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

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

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

External Administrative Costs (Working Capital Fund)

Working Capital Fund *Dollars in Thousands (\$000)*

Activity	2025 Estimate ^{1/}			2026 Estimate		
	Central	Direct	TOTAL	Central	Direct	TOTAL
OS Shared Services	72.0	0.0	72.0	90.7	0.0	90.7
OS Activities	2,143.1	168.3	2,311.4	2,290.6	178.1	2,468.7
IT Shared Services	1,026.8	2,099.5	3,126.3	980.9	2,247.2	3,228.1
Interior Business Center	1,208.3	464.0	1,672.3	1,291.6	466.6	1,758.2
TOTAL, WCF Billing*	4,450.1	2,731.9	7,182.0	4,653.8	2,891.9	7,545.8

**Numbers may not add due to rounding.*

1/ Resource levels included are estimates. The President reserves his authority under the "Full-Year Continuing Appropriations and Extensions Act, 2025" (P.L. 119-4) to revise spending within the amounts provided by Congress.

Administrative Provisions

Appropriation Language
DEPARTMENT OF THE INTERIOR
BUREAU OF INDIAN EDUCATION

ADMINISTRATIVE PROVISIONS

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

Notwithstanding the Act of September 22, 1961, Public Law 87-279, as amended (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 the Act of April 16, 1934, as amended (25 U.S.C. 5342 et seq.), shall be available to support the operation of any elementary or secondary school in the State of Alaska.

No funds available to the Bureau of Indian Education shall be used to support expanded grades for any school or dormitory beyond the grade structure in place or approved by the Secretary of the Interior at each school in the Bureau of Indian Education school system as of October 1, 1995, except that the Secretary of the Interior may waive this prohibition to support expansion of up to one additional grade when the Secretary determines such waiver is needed to support accomplishment of the mission of the Bureau of Indian Education, or more than one grade to expand the elementary grade structure for Bureau-funded schools with a K-2 grade structure on October 1, 1996. Appropriations made available in this or any prior Act for schools funded by the Bureau shall be available, in accordance with the Bureau's funding formula, only to the schools in the Bureau school system as of September 1, 1996, and to any school or school program that was reinstated in fiscal year 2012. Funds made available under this Act may not be used to establish a charter school at a Bureau-funded school (as that term is defined in section 1141 of the Education Amendments of 1978, Public Law 95-561, as amended (25 U.S.C. 2021)), except

that a charter school that is in existence on the date of the enactment of this Act and that has operated at a Bureau-funded school before September 1, 1999, may continue to operate during that period, but only if the charter school pays to the Bureau a pro rata share of funds to reimburse the Bureau for the use of the real and personal property (including buses and vans), the funds of the charter school are kept separate and apart from Bureau funds, and the Bureau does not assume any obligation for charter school programs of the State in which the school is located if the charter school loses such funding. Employees of Bureau-funded schools sharing a campus with a charter school and performing functions related to the charter school's operation and employees of a charter school shall not be treated as Federal employees for purposes of chapter 171 of title 28, United States Code.

Notwithstanding any other provision of law, including section 113 of the Department of the Interior and Related Agencies Appropriations Act, 2000, 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.

Operation of Indian Education Programs

Summary of Requirements Table

**Summary of Requirements
Bureau of Indian Education
Operation of Indian Education Programs**
Dollars in Thousands (\$000)

	2024 Actual	2025 Notional ^{1/}	2026 Request
ACCOUNT/Activity/Subactivity/ Program Element			
Operation of Indian Education Programs			
Elementary & Secondary Programs (forward funded)	706,185	706,185	675,228
Elementary & Secondary Programs	174,971	174,971	125,262
Post Secondary Programs (forward funded)	127,407	127,407	22,117
Post Secondary Programs	55,868	55,868	-
Education Management	67,186	67,186	45,385
Total, Operation of Indian Education Programs	1,131,617	1,131,617	867,992

^{1/} Resource levels included are estimates. The President reserves his authority under the "Full-Year Continuing Appropriations and Extensions Act, 2025" (P.L. 119-4) to revise spending within the amounts provided by Congress.

DEPARTMENT OF THE INTERIOR

BUREAU OF INDIAN EDUCATION

Appropriation Language Sheet

Operation Of Indian Education Programs

For expenses necessary for the operation of Indian education programs, as authorized by law, including the Snyder Act of November 2, 1921, as amended (25 U.S.C. 13), the Indian Self-Determination and Education Assistance Act of 1975, Public Law 93-638, as amended (25 U.S.C. 5301 et seq.), the Education Amendments of 1978, Public Law 95-561, as amended (25 U.S.C. 2001-2019), and the Tribally Controlled Schools Act of 1988, Public Law 100-297, as amended (25 U.S.C. 2501 et seq.), \$867,992,000 to remain available until September 30, 2027, 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 \$697,345,000 for school operations costs of Bureau-funded schools and other education programs shall become available on June 1, 2026, and shall remain available until September 30, 2027: Provided further, That notwithstanding any other provision of law, including but not limited to 25 U.S.C. 5301 et seq. and section 1128 of the Education Amendments of 1978, Public Law 95-561, as amended (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 June 1, 2026: 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.

Note.--This account is operating under the Full-Year Continuing Appropriations and Extensions Act, 2025 (Division A of Public Law 119-4).

Introductory Funding Table

Account: Operation of Indian Education Programs

Dollars in Thousands (\$000)

Activity/ Subactivity	2024 Actual	2025 Notional ^{1/}	2026 Request
Elementary & Secondary Programs (forward funded)	706,185	706,185	675,228
Elementary & Secondary Programs	174,971	174,971	125,262
Post Secondary Programs (forward funded)	127,407	127,407	22,117
Post Secondary Programs	55,868	55,868	-
Education Management	67,186	67,186	45,385
TOTAL, Operation of Indian Education Programs	1,131,617	1,131,617	867,992

^{1/} Resource levels included are estimates. The President reserves his authority under the "Full-Year Continuing Appropriations and Extensions Act, 2025" (P.L. 119-4) to revise spending within the amounts provided by Congress.

Program Overview

Subactivity - Elementary & Secondary Programs (forward funded)

ISEP Formula Funds -

The ISEP formula funds serve as the primary funding source for educational programs at BIE-funded elementary and secondary schools. These funds are the single 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) 2025-2026, this funding will serve approximately 40,000 students 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 Average Daily Membership (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.

The proposed level of funding for SY 2026 - 2027 is projected to provide an estimated \$8,381 per WSU. In SY 2024-2025, the most recent year with funds distribution data, the majority of funding, \$410.2 million or 86 percent, is being used for basic education programs, of which \$33.6 million or 7.0 percent of the total is used for language development programs and \$12.2 million or 2.6 percent of the total supports programs for gifted and talented students. An additional \$55.7 million or 11.7 percent is expended for

residential and dormitory costs, with the remaining funding allocated for small school adjustments and school boards.

Distribution of FY 2024 Funding for SY 2024-2025 ISEP Funding and Weighted Student Units by Program¹		
Program/Weighting Factor	Weighted Student Unit (WSU)	
	Three Year Average WSU	ISEP Funding @ \$7,791² per WSU (\$000)
Basic Instructional	46,761.26	364,317
Language Development	4,312.97	33,602
Gifted & Talented	1,570.19	12,233
Total Educational Programs	52,644.42	410,153
Small School Adjustment & Isolation Factor	756.05	5,890
School Board	65.61	511
Subtotal Instruction	821.66	6,401
Dormitory and Boarding	7,142.83	55,650
Small School Residential Adjustment	583.47	4,546
School Board	12.50	97
Subtotal Dormitory & Boarding	7,738.80	60,293
Total	61,204.88	476,847
¹ Totals as displayed may not add due to rounding.		
² Funding per WSU based on annual appropriations minus one percent of the total ISEP funding for contingencies as authorized by law.		

ISEP FORMULATION METHODOLOGY

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

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

ISEP Program Adjustments -

The ISEP Program Adjustments funding enables BIE-funded schools to respond to specific findings of need or deficiencies and operate safe school initiatives. ISEP Program Adjustments supports contracts at schools under the Safe and Secure Schools program and provides funds for Off-Reservation Boarding Schools to hire behavioral health counselors to increase student safety and health.

Education Program Enhancements -

Education Program Enhancements enables BIE to provide critical services and necessary resources to meet the unique needs and priorities of individual Tribes and their schools. The Enhancements program supports the administrative operations at the Education Resource Centers (ERCs), which allows staff to provide technical assistance in improving instructional practices. Each Associate Deputy Director (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. In addition, BIE supports teacher certification through the National Board Certification Training (NBCT) program. Funding also supports recruitment and retention support for hard-to-fill positions, recruitment incentives for critical positions, and outreach to address challenges recruiting staff to remote and geographically isolated locations.

Tribal Education Departments -

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. 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 -

BIE's Student Transportation program supports bus leases, fuel, maintenance, vehicle replacement, driver salaries, and staff training for bus drivers and transportation managers who conduct route planning, road mapping, and fleet safety operations. Reliable student transportation is essential for regular daily attendance, which is critical to student achievement. Students who do not attend class regularly are at a significantly higher risk of low academic performance.

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 with 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 13.5 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.

The following table includes the mileage recorded at BIE schools annually for SY 2019-2020 through SY 2024-2025 and provides projections thereafter.

Annual Student Miles Travelled and Funding Per Mile						
Year	School Year ¹	Annual Miles Travelled (000)			Mileage Funding (\$) ³	Funding Per Mile (\$)
		Day Student Miles	Residential Student Miles ²	Total Miles		
2019	2019-2020	14,343	252	14,595	52,785	\$3.62
2020	2020-2021	14,312	252	14,564	54,088	\$3.71
2021	2021-2022	14,312	252	14,564	55,240	\$3.79
2022	2022-2023	14,312	252	14,564	59,616	\$3.83
2023	2023-2024	13,396	208	13,604	70,007	\$4.91
2024	2024-2025	13,396	208	13,604	70,007	\$4.91
2025	2025-2026	13,396	208	13,475	70,007	\$5.01
2026	2026-2027	13,396	208	13,475	70,007	\$5.01
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 2025 and 2026 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 2024 commercial transportation costs, which include charter and annual airfare costs, totaled approximately \$2.5 million.						

Early Child and Family Development -

The Early Childhood program supported Tribes by teaching preschoolers and their families the skills needed to begin school.

Tribal Grant Support Costs -

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 2026 budget request supports 100% of the calculated need.

Funds are distributed by formula according to the following methodology:

ADMINISTRATIVE COST GRANT DISTRIBUTION FORMULA
<p>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:</p> $\frac{(\text{Tribe Administered Program Dollars} \times 11\%) + (\$600,000 (\text{std Direct Cost Base}) \times 50\%)}{(\text{Tribe Administered Program Dollars}) + (\$600,000)}$
<p>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.</p>

Subactivity - Elementary & Secondary Programs

Facilities Operations -

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 -

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.

Johnson-O'Malley (JOM) Assistance Grants (TPA) -

The Johnson-O'Malley (JOM) Assistance Grants (TPA) program provided contractors with funds for eligible students to meet unique and specialized educational needs.

Subactivity - Post Secondary Programs (forward funded)

Haskell and SIPI (Forward Funded) -

The BIE's two directly operated post-secondary institutions serve Indian students from federally recognized Tribes throughout the country. Haskell and SIPI utilize these funds to pay for administrative, instructional, dormitory, other support staff, 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 - Southwestern Indian Polytechnic Institute (SIPI), located in Albuquerque, New Mexico, is dedicated to serving American Indian and Alaska Native students from over 49 federally recognized Tribal nations and 11 States. By equipping students with marketable skills and fostering self-sufficiency, SIPI advances not only individual success but also the economic and social well-being of Tribal communities.

SIPI plays a critical role in supporting Tribal sovereignty and self-determination by preparing students to address the unique challenges faced by their communities. Through relevant education and programs informed by a Tribally appointed Board of Regents and Tribal leaders, SIPI ensures that its graduates are equipped to strengthen Tribal governance, manage resources sustainably, and drive economic growth within their Nations.

The institute's impact on New Mexico's economy is substantial, contributing \$75.7 million annually. Student spending generates an additional \$2 million in income, and SIPI alumni employed within the State add \$48.7 million to the economy. Beyond these economic contributions, SIPI supports Tribal governments by cultivating leaders who can navigate complex governance structures and advance Tribal priorities. SIPI students also benefit directly from their education, receiving a 40.1 percent return on investment. According to the most recent Graduate Outcomes Report, 100 percent of surveyed graduates found work or successfully transferred to another college within one year of graduation.

SIPI's initiatives align closely with Federal priorities for workforce development and economic empowerment. Programs are developed with Tribal input and guided by labor market data to ensure alignment with community and industry needs. SIPI offers targeted training, extension and outreach programs, workshops, seminars, and distance learning courses—all tailored to empower students to meet critical workforce demands and support Tribal initiatives.

By investing in SIPI, the Federal government supports Tribal sovereignty, self-sufficiency, and economic empowerment while advancing national priorities for a skilled and competitive workforce. SIPI represents a vital partnership between Tribal communities and the Federal government, ensuring long-term prosperity for Native Nations and the Country as a whole.

Tribal Colleges and Universities -

Tribal Colleges and Universities (forward funded) funds supported American Indian/Alaska Native students attending Tribal Colleges and Universities (TCUs). TCUs could use these funds to pay for operational expenses at their educational institutions.

Tribal Technical Colleges -

The Tribal Technical Colleges (forward funded) program provided partial funding for United Tribes Technical College (UTTC) and Navajo Technical University (NTU).

Subactivity - Post Secondary Programs

Tribal Colleges & Universities Supplements (TPA) -

Tribal Colleges & Universities Supplements (TPA) funded six Tribes that supported Tribal colleges and Native American student financial assistance for educational opportunities. Tribes may choose to direct Tribal Priority Allocations (TPA) funds to supplement the operation of their TCUs.

Scholarships & Adult Education (TPA) -

Scholarships and Adult Education (TPA) programs provided educational grants to American Indian and Alaska Native students.

Special Higher Education Scholarships -

The Special Higher Education Scholarships (SHEP) program funded contracts with the Native Forward Scholar Fund.

Science Post Graduate Scholarship Fund -

The Science Post Graduate Scholarship Fund (SPGSF) program funded contracts with the Native Forward Scholar Fund.

Subactivity - Education Management**Education Program Management (EPM) -**

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 and increasing accountability and transparency throughout the Bureau.

Education IT –

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

In FY 2026, BIE will continue 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 new 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.

Justification of Program Changes Narrative

The 2026 budget focuses resources on BIE's core mission to support bureau-operated and Tribally controlled primary and secondary schools, alongside Haskell Indian Nations University and Southwestern Indian Polytechnic Institute. The budget also focuses on those programs that serve the largest populations of students at BIE institutions.

Education Construction

Summary of Requirements Table

Summary of Requirements Education Construction *Dollars in Thousands (\$000)*

	2024 Actual	2025 Notional ^{1/}	2026 Request
ACCOUNT/Activity/Subactivity/Program Element			
Total, Education Construction	234,725	234,725	48,114

1/ Resource levels included are estimates. The President reserves his authority under the "Full-Year Continuing Appropriations and Extensions Act, 2025" (P.L. 119-4) to revise spending within the amounts provided by Congress.

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; \$48,114,000, 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 Tribally Controlled Schools Act of 1998, part B of title V of Public Law 100–297, as amended (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.

Note.—This account is operating under the Full-Year Continuing Appropriations and Extensions Act, 2025 (Division A of Public Law 119–4).

Introductory Funding Table

Activity: Education Construction

Dollars in Thousands (\$000)

Activity/ Subactivity	2024 Actual	2025 Notional ^{1/}	2026 Request
Education Construction	234,725	234,725	48,114

1/ Resource levels included are estimates. The President reserves his authority under the "Full-Year Continuing Appropriations and Extensions Act, 2025" (P.L. 119-4) to revise spending within the amounts provided by Congress.

Program Overview

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 40,000 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's mission providing an environment conducive to quality educational achievement and improved opportunities for Indian students. Indian Affairs further provides 1,438 housing units across 81 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.

The Department and BIE are working to improve performance measurement for construction projects, including a measure that projects are on time and on budget. Taxpayer dollars deserve to be spent efficiently and on projects that provide the greatest benefits to the American people and our treasured resources.

Subactivity - Replacement School Construction -

The Replacement School Construction program replaced entire school campuses. Schools selected for replacement were identified as “poor” conditioned schools, exceeded their original design life, or have a high concentration of portable units supplementing their educational programs. IA will continue construction on the final school from the 2004 Replacement School Construction Priority Listing and the remaining schools on the 2016 No Child Left Behind (NCLB) School Replacement List. The schools outlined within the SA-CI Priority Replacement Lists for 2019 through 2023 are all in the planning or assessment phase.

Subactivity - Replacement Facility Construction -

Replacement Facility Construction funded the replacement of individual facilities on school campuses when replacing the entire school was not warranted. Academic-related facilities selected for replacement were identified as “poor condition” and exceeded their original design life. Before the full implementation of the SA-CI Program, Atsa Biyaazh Community School, Ramah-Pine Hill School, and Santa Rosa Ranch School were selected for Replacement Facility Construction. In addition, IA is also continuing to plan the facilities replacement projects at schools identified through the SA-CI program. These include three schools on the 2019 SA-CI list: Pine Springs Day School, Aneth Community School, and Pierre Indian Learning Center, which are all funded by prior years’ funding.

Subactivity – Replacement/New Employee Housing -

IA identified sites for replacement/building new teacher housing at remote locations where alternative housing is limited, or current facilities need replacement. There are currently 1,438 housing units at 81 sites for BIE housing.

Subactivity - Employee Housing Repair -

IA maintained employee quarters consisting of single-family houses, duplex, triplex, and apartment units for essential school employees as determined by the program. The program also included space reduction goals to eliminate uninhabitable or excess units.

Subactivity - Facilities Improvement and Repair (FI&R) -

The Facilities Improvement and Repair (FI&R) funds are used to improve the safety and functionality of facilities on school campuses. IA will continue 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 facility improvement, facility condition assessments, targeted projects, and compliance activities.

Program Management -

Program Management provides for program and administrative management costs associated with the program's execution. These funds partly fund the IA-Facilities Management System (IA-FMS). 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 in planning, design, construction, renovation, and major maintenance projects. In addition, experienced and knowledgeable teams perform program evaluations to ensure facility construction operation and maintenance programs conform to DOI and IA policies, 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 know IA policy, processes, and best practices.

Experienced and knowledgeable teams of full-time government employees and contractors will perform program evaluations to ensure facility construction operation and maintenance programs conform to DOI and IA policies, laws, and regulations.

Major Improvement and Repair -

Major Improvement and Repair (MI&R) program funds support the abatement of critical deficiencies exceeding \$250,000 that do not require facility replacement. 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 better condition as measured by the Facility Condition Index (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. 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, enhance student learning capabilities, and improve the FCI of individual buildings and school sites. Additional expected outcomes include improved costs and efficiencies by designing and installing high-performance, energy-efficient building systems.

Minor Improvement and Repair -

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.

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

Prioritization of deficiencies is based on project scoring criteria incorporated into the IA-FMS. Final project lists will be developed by BIE and local school 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 -

Funds are used to complete a comprehensive condition assessment, inventory validation, and system of record updates for all BIE real property assets on a three-year cycle. The IA real property portfolio for

education facilities, including academic and housing quarters, consists of approximately 21.7 million gross square feet in 3,087 facilities located at 179 sites in 23 States. The condition assessments identify new and validate existing deficiencies in IA-FMS to facilitate the allocation of resources to help maintain BIE real property portfolio assets at an operational level and 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, recreation facilities, water and power facilities, storage facilities, garages (employee housing and non-housing structures), and other ancillary support systems for school infrastructure.

Asset Disposal -

Funds are used for space reduction activities in the education program. The asset portfolio and Space Management Plan (SMP), 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 that have been determined to be more than 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.

Emergency Repair -

Funds will be used as necessary to support the Emergency Reimbursement Program (ERP). IA is responsible for providing safe facilities, and when a facility-related emergency 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 DFMC manages. This program covers projects outside of coverage from the Minor Improvement and Repair Program (MI&R). Emergency funds will also be made available to BIE to address immediate access when needed.

Environmental Projects –

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.
- Sampling and analysis of environmental contaminants, including testing for and mitigating radon gas.

Compliance will minimize or eliminate public exposure to environmental hazards. Material is handled correctly by trained and qualified contractors and disposed of at approved locations proximate to various project locations.

Portable Classroom Buildings -

Due to short-term variations in enrollment or when the development of a new permanent facility is pending, BIE will assess, construct, transport, repair, install, and relocate portable buildings at various sites. This includes classrooms and/or education quarters. The work may also include support contracts and constructing infrastructure associated with building utilities and vehicle and pedestrian walkways necessary for the completion and operation of the portable buildings.

Indian Affairs Facility Management System (IA-FMS) -

The Indian Affairs Facility Management System (IA-FMS) is the platform for managing and tracking the condition, maintenance, and lifecycle performance of real property assets, including BIE schools and quarters. The Facility Management System provides a standardized, integrated suite of work management, asset management, and project tracking tools used across all DOI bureaus. The system enables IA and BIE to meet Federal requirements for asset accountability, facility condition reporting, and investment planning. As BIE continues to improve oversight and reduce the backlog of Deferred Maintenance Work Orders (DMWOs), the IA-FMS remains the foundational platform for evidence-based decision-making and compliance with Federal asset management policies.

Each bureau contributes its proportionate share of an annual License Cost Allocation to ensure access and system operability, and this subactivity supports BIE's share of the license agreement. In addition to licensing, these funds support system enhancements, data integration, user training, and technical support necessary to align IA-FMS with evolving business needs.

Education Telecommunications -

Funds will be used for the continued improvement of wireless communications needs for the BIE schools to include land mobile radio, cellular, voice (integrated systems), campus security, Wi-Fi and satellite. 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 wireless delivery systems (towers and interconnects such as cabling, fiber, etc.), base stations, cellular / satellite cross-band systems, or telephone switching systems and infrastructure.

Boiler Inspections -

This subactivity ensures that all boilers and pressure vessels at BIE-funded schools are regularly inspected, repaired, and maintained in accordance with nationally recognized safety codes. These inspections are essential for protecting students, staff, and facilities from serious health and safety risks associated with boiler failures. Funds will be used to conduct third-party boiler inspections and support the repair of noncompliant systems to bring them up to code. All inspections will comply with the National Board Inspection Code (NBIC), American Society of Mechanical Engineers (ASME) standards, and relevant State and jurisdictional regulations.

In addition to immediate inspection needs, BIE will undertake a modernization effort to stay in compliance and meet safety standards by localizing its boiler inspection capabilities. To address this, funds will also be used to procure contracted services to develop and launch a new BIE-led Boiler Inspection Training and Certification Program. This program will establish a standardized training

curriculum for school-level Facility Managers (FMs) to become certified to conduct routine boiler inspections in compliance with NBIC standards. This includes developing course materials, delivery of hands-on and virtual instruction, and a certification pathway that meets or exceeds national standards.

By building internal inspection capacity and deploying this training across the BIE network of schools, the program will significantly reduce reliance on costly third-party inspections, improve inspection frequency and quality, and ensure faster resolution of safety issues. This initiative supports BIE's long-term goal of equipping each school with a qualified Facility Manager capable of performing certified inspections as part of regular O&M practices—while ensuring full compliance with Federal safety codes and trust responsibilities.

Subactivity - Tribal Colleges Facilities Improvement & Repair -

This subactivity funded facility improvement needs at TCUs.

Justification of Program Changes Narrative

The 2026 budget focuses BIE activities on improving the safety and functionality of existing BIE schools and facilities and existing BIE operated universities and colleges along with their facilities. The budget also focuses funding on improving the safety and functionality of existing BIE quarters including rural locations where housing shortages exist.

BIE will continue to prioritize and execute Replacement School Construction, Replacement Facility Construction, Replacement/New Employee Housing, and Employee Housing Repair projects funded from prior year appropriations. The budget does not request funding for these programs in FY 2026.

The Great American Outdoors Act's (GAOA) National Parks and Public Land Legacy Restoration Fund (LRF) provided annual funding of \$95 million from FY 2021 to FY 2025 to address critical infrastructure needs and deferred maintenance at BIE schools. The 2026 Budget proposed to reauthorize the Great American Outdoors Act (GAOA) Legacy Restoration Fund (LRF) to continue the important work of addressing the deferred maintenance backlog at BIE. President Trump signed the GAOA LRF into law during his first Administration and the Administration looks forward to again working with Congress on this important issue. Reauthorization will allow BIE to continue utilizing life-cycle efficient methods to address priority deferred maintenance needs through infrastructure repair and replacement to enable BIE operated schools to meet the needs of students and their communities.

Real Property Asset Management: Deferred Maintenance and Repair (DM&R)

The FY 2024 Deferred Maintenance and Repair (DM&R) for Education Construction was estimated at \$748 million. This estimate includes schools, housing, operational buildings, recreation, utility assets and DM&R associated with Grounds which started being reported in the Federal Real Property Profile (FRPP) in FY 2024. BIE is prioritizing school projects to ensure that students are able to attend safe, healthy, and culturally relevant schools, but deferred maintenance and repairs will continue to accrue.

The Branch of Planning and Design has been established within the Division of Facilities Management and Construction (DFMC) to prioritize designs, prepare accurate construction cost estimates, and ensure that there are shovel ready construction projects.

BIE has established a Division of Facilities and Safety Management (DFSM) that is addressing Facility Improvement & Repair (FI&R) school projects under \$5 million. They are also addressing DM&R associated with approximately 2,000 Quarter units.

A Lifecycle Pilot Program is being initiated for BIE Schools to replace Roofs, Boilers, and HVAC systems before they fail and have reached the end of their useful life.

Bureau of Indian Education
Education Construction Five-Year Plan -- FY 2026 - 2030

Fund Year	Priority Within the FY	Facility or Unit/Program Name	Project Title	Cong. District	Total Project Cost	Funded to Date	Funding Request	Remaining to be Funded	Future Years of Plan with Funding	Investment Category/ Work Classification
2026		Program Management			8,500		8,500			N/A
2026		Major Facilities Improvement and Repair	Projects \$250,000 and above at various locations		17,364		17,364			Modernization and Renewal (Recapitalization)
2026		Minor Facilities Improvement and Repair	Projects under \$250,000 at various locations		12,000		12,000			Modernization and Renewal (Recapitalization)
2026		Facility condition assessments	Multiple projects at various locations		3,000		3,000			N/A
2026		Asset disposal	Multiple projects at various locations		500		500			Divestiture
2026		Emergency repair	Multiple projects at various locations		1,000		1,000			Modernization and Renewal (Recapitalization)
2026		Environmental projects	Multiple projects at various locations		2,000		2,000			Modernization and Renewal (Recapitalization)
2026		Portable classrooms	Multiple projects at various locations		1,500		1,500			Modernization and Renewal (Recapitalization)
2026		Education telecommunications	Multiple projects at various locations		2,000		2,000			Modernization and Renewal (Recapitalization)
2026		Boiler inspections	Multiple projects at various locations		250		250			N/A
			<i>Facilities Improvement and Repair</i>		<i>48,114</i>		<i>48,114</i>			
			2026 Total Education Construction				48,114			

Bureau of Indian Education
Education Construction Five-Year Plan -- FY 2026 - 2030

Fund Year	Priority Within the FY	Facility or Unit/Program Name	Project Title	Cong. District	Total Project Cost	Funded to Date	Funding Request	Remaining to be Funded	Future Years of Plan with Funding	Investment Category/ Work Classification
2027		Program Management			8,500		8,500			N/A
2027		Major Facilities Improvement and Repair	Projects \$250,000 and above at various locations		17,364		17,364			Modernization and Renewal (Recapitalization)
2027		Minor Facilities Improvement and Repair	Projects under \$250,000 at various locations		12,000		12,000			Modernization and Renewal (Recapitalization)
2027		Facility condition assessments	Multiple projects at various locations		3,000		3,000			N/A
2027		Asset disposal	Multiple projects at various locations		500		500			Divestiture
2027		Emergency repair	Multiple projects at various locations		1,000		1,000			Modernization and Renewal (Recapitalization)
2027		Environmental projects	Multiple projects at various locations		2,000		2,000			Modernization and Renewal (Recapitalization)
2027		Portable classrooms	Multiple projects at various locations		1,500		1,500			Modernization and Renewal (Recapitalization)
2027		Education telecommunications	Multiple projects at various locations		2,000		2,000			Modernization and Renewal (Recapitalization)
2027		Boiler inspections	Multiple projects at various locations		250		250			N/A
			<i>Facilities Improvement and Repair</i>		<i>48,114</i>		<i>48,114</i>			
			2027 Total Education Construction				48,114			

Bureau of Indian Education
Education Construction Five-Year Plan -- FY 2026 - 2030

Fund Year	Priority Within the FY	Facility or Unit/Program Name	Project Title	Cong. District	Total Project Cost	Funded to Date	Funding Request	Remaining to be Funded	Future Years of Plan with Funding	Investment Category/ Work Classification
2028		Program Management			8,500		8,500			N/A
2028		Major Facilities Improvement and Repair	Projects \$250,000 and above at various locations		17,364		17,364			Modernization and Renewal (Recapitalization)
2028		Minor Facilities Improvement and Repair	Projects under \$250,000 at various locations		12,000		12,000			Modernization and Renewal (Recapitalization)
2028		Facility condition assessments	Multiple projects at various locations		3,000		3,000			N/A
2028		Asset disposal	Multiple projects at various locations		500		500			Divestiture
2028		Emergency repair	Multiple projects at various locations		1,000		1,000			Modernization and Renewal (Recapitalization)
2028		Environmental projects	Multiple projects at various locations		2,000		2,000			Modernization and Renewal (Recapitalization)
2028		Portable classrooms	Multiple projects at various locations		1,500		1,500			Modernization and Renewal (Recapitalization)
2028		Education telecommunications	Multiple projects at various locations		2,000		2,000			Modernization and Renewal (Recapitalization)
2028		Boiler inspections	Multiple projects at various locations		250		250			N/A
			<i>Facilities Improvement and Repair</i>		<i>48,114</i>		<i>48,114</i>			
			2028 Total Education Construction				48,114			

Bureau of Indian Education
Education Construction Five-Year Plan -- FY 2026 - 2030

Fund Year	Priority Within the FY	Facility or Unit/Program Name	Project Title	Cong. District	Total Project Cost	Funded to Date	Funding Request	Remaining to be Funded	Future Years of Plan with Funding	Investment Category/ Work Classification
2029		Program Management			8,500		8,500	0		N/A
2029		Major Facilities Improvement and Repair	Projects \$250,000 and above at various locations		17,364		17,364	0		Modernization and Renewal (Recapitalization)
2029		Minor Facilities Improvement and Repair	Projects under \$250,000 at various locations		12,000		12,000	0		Modernization and Renewal (Recapitalization)
2029		Facility condition assessments	Multiple projects at various locations		3,000		3,000	0		N/A
2029		Asset disposal	Multiple projects at various locations		500		500	0		Divestiture
2029		Emergency repair	Multiple projects at various locations		1,000		1,000	0		Modernization and Renewal (Recapitalization)
2029		Environmental projects	Multiple projects at various locations		2,000		2,000	0		Modernization and Renewal (Recapitalization)
2029		Portable classrooms	Multiple projects at various locations		1,500		1,500	0		Modernization and Renewal (Recapitalization)
2029		Education telecommunications	Multiple projects at various locations		2,000		2,000	0		Modernization and Renewal (Recapitalization)
2029		Boiler inspections	Multiple projects at various locations		250		250	0		N/A
			<i>Facilities Improvement and Repair</i>		<i>48,114</i>		<i>48,114</i>			
			2029 Total Education Construction				48,114			

Bureau of Indian Education
Education Construction Five-Year Plan -- FY 2026 - 2030

Fund Year	Priority Within the FY	Facility or Unit/Program Name	Project Title	Cong. District	Total Project Cost	Funded to Date	Funding Request	Remaining to be Funded	Future Years of Plan with Funding	Investment Category/ Work Classification
2030		Program Management			8,500		8,500	0		N/A
2030		Major Facilities Improvement and Repair	Projects \$250,000 and above at various locations		17,364		17,364	0		Modernization and Renewal (Recapitalization)
2030		Minor Facilities Improvement and Repair	Projects under \$250,000 at various locations		12,000		12,000	0		Modernization and Renewal (Recapitalization)
2030		Facility condition assessments	Multiple projects at various locations		3,000		3,000	0		N/A
2030		Asset disposal	Multiple projects at various locations		500		500	0		Divestiture
2030		Emergency repair	Multiple projects at various locations		1,000		1,000	0		Modernization and Renewal (Recapitalization)
2030		Environmental projects	Multiple projects at various locations		2,000		2,000	0		Modernization and Renewal (Recapitalization)
2030		Portable classrooms	Multiple projects at various locations		1,500		1,500	0		Modernization and Renewal (Recapitalization)
2030		Education telecommunications	Multiple projects at various locations		2,000		2,000	0		Modernization and Renewal (Recapitalization)
2030		Boiler inspections	Multiple projects at various locations		250		250	0		N/A
			<i>Facilities Improvement and Repair</i>		<i>48,114</i>		<i>48,114</i>			
			2030 Total Education Construction				48,114			

Legacy Restoration Fund (GAOA)

National Parks and Public Land Legacy Restoration Fund (LRF) Great American Outdoors Act

Bureau of Indian Education

Program Overview

The Great American Outdoors Act (GAOA) 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 missions, ranging from operating Bureau of Indian Education schools to 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 prioritization, consistent with lifecycle investment plans, 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 for projects that address priority deferred maintenance. The annual deposit is equal to 50 percent of energy development revenues, up to \$1.9 billion, 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. The annual funding is allocated to the National Park Service, U.S. Fish and Wildlife Service, Bureau of Land Management, Bureau of Indian Education, and the U.S. Forest Service within the Department of Agriculture.

Across the initial five years of funding, GAOA LRF has had a transformative impact in addressing critical infrastructure needs and is expected to address roughly \$5.9 billion of deferred maintenance and repairs on nearly 4,000 Department of the Interior assets across the country. Yet much work remains, and BIE supports the reauthorization of the LRF as part of the 2026 President's budget. The budget proposes to reauthorize the National Parks and Public Land Legacy Restoration Fund for an additional five years at the current funding level of 50 percent of qualified energy development revenues from the preceding fiscal year, up to \$1.9 billion annually. Reauthorization will allow BIE to continue utilizing life-cycle efficient methods to address priority deferred maintenance needs through infrastructure repair, replacement, and divestiture. Infrastructure investments under a reauthorized fund will enhance operational efficiency and public safety, improve service delivery, reduce liabilities associated with deferred maintenance, and ensure that facilities on public lands meet the needs of visitors and communities.

FY 2025 Accomplishments



Demolition at Kin Dah Lichi Olta, *Photo by EQM Services*

Demolition at Tuba City Boarding School, *Photo by EQM Services*

In FY 2021, the BIE's GAOA LRF project list included six regional super demolition projects and planning and design work for a school replacement project at Cheyenne Eagle Butte. Planning and design work at Cheyenne Eagle Butte and five of the six regional super demolition projects are now complete. The last demolition project will be completed at the end of FY 2025. Design work for Wounded Knee District School and Shonto Preparatory School will be completed in FY 2025. Wounded Knee District School and associated housing will have their construction phase awarded in FY 2025. The majority of the Many Farms High School replacement project construction was awarded in FY 2024, and the remaining portions of the project will be funded and awarded in FY 2025. For more information about BIE's ongoing implementation of LRF projects, please visit the DOI LRF website: <https://www.doi.gov/gaoa>.

GAOA Reauthorization and 2026 Project List

The budget proposes to reauthorize the National Parks and Public Land Legacy Restoration Fund for an additional five years, maintaining the current funding level of 50 percent of qualified energy development revenues from the preceding fiscal year, up to \$1.9 billion annually. Investments made under this reauthorized fund will not only enhance operational efficiency and public safety but also improve service delivery, reduce liabilities associated with deferred maintenance, ensure that facilities on public lands adequately serve both visitors and communities, and significantly benefit recreational assets and access, promoting a more enjoyable experience for all visitors. GAOA maintenance funding helps prevent assets at BIE-funded schools from falling into disrepair and interrupting student learning and housing, honoring our commitment to Tribal communities by investing in BIE-funded schools for current and future generations.