

5. *Estimated magnitude of program in 1970*

Not answered.

6. *Prospective changes in program orientation*

(a) Pending legislative proposals: None at present.

(b) Proposed administrative and organizational changes: No answer.

(c) Probable changes in the conditions under which the program will function in 1970, e.g., technological, economic, social: The educational level of Indians will have risen but so will that of the general population. The question will be whether Indians will have gained, relatively. Employment by 1970 will be even more sophisticated in its demands than at present, requiring a higher level of basic education.

7. *Coordination and cooperation*

(a) Within your bureau, division, or office:

1. Coordinates within the Bureau with the Division of Community Service in selection of students for boarding school enrollment, liaison between school and home, and care of handicapped children.

2. Coordinates with Branch of Employment Assistance on vocational training and placement of vocational graduates.

3. Coordinates with poverty program liaison officials on such matters as Headstart, Neighborhood Youth Corps, etc.

(b) With other units of your department or agency:

Coordination with other bureaus in the Department is less frequent. There are some examples, e.g.:

1. Bureau of Land Management—survey and transfer of land for school sites.

2. Office of Territories—teacher supply.

(c) With other Federal Government departments or agencies:

1. There is frequent coordination with the U.S. Office of Education, most often regarding Federal support programs for public schools enrolling Indian children—Public Law 874, Public Law 815, and the Elementary and Secondary Act of 1965.

2. The Office of Economic Opportunity through our Bureau liaison on Operation Headstart, Neighborhood Youth Corps, Job Corps, etc.

3. Department of Agriculture—school lunch.

(d) With State governments or their instrumentalities: There is a great deal of coordinative activity with State governments, mainly concerning the granting of Federal education aid under the provisions of the Johnson-O'Malley Act (49 Stat. 1458). Other negotiations involve the transfer of schools from Federal to public school operation, coordination of standards, and exchange of assistance with respect to instructional materials, curriculums, and inservice training of teachers.

(e) With local governments or communities (specify type or level of government):

1. In a few cases Johnson-O'Malley contracts are made directly with local school districts. This is true in several cases where children live in BIA dormitories and attend public schools.

2. Transfer of educational responsibility for Indians from Bureau to public schools.

3. There is a constant interreaction between Bureau boarding schools and the local communities in which the schools exist.