

Department of Education
INDIAN EDUCATION
Fiscal Year 2025 Budget Request

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*State tables reflecting actual fiscal year 2023 allocations and fiscal years 2024 and 2025 estimates are posted on the Department’s webpage at:
<https://www2.ed.gov/about/overview/budget/statetables/index.html>.

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Appropriations Language

For expenses necessary to carry out, to the extent not otherwise provided, title VI, part A of the ESEA, \$194,746,000, of which \$72,000,000 shall be for subpart 2 of part A of title VI and \$12,365,000 shall be for subpart 3 of part A of title VI:¹ *Provided*, That the 5 percent limitation in sections 6115(d), 6121(e), and 6133(g) of the ESEA on the use of funds for administrative purposes shall apply only to direct administrative costs:² *Provided further*, That the Secretary may make awards under subpart 3 of Part A of title VI without regard to the funding limitation in section 6133(b)(1) of the ESEA:³ *Provided further*, That grants awarded under sections 6132 and 6133 of the ESEA with funds provided under this heading may be for a period of up to 5 years.⁴

NOTES

A full-year 2024 appropriation for this account was not enacted at the time the Budget was prepared; therefore, the Budget assumes this account is operating under the Continuing Appropriations Act, 2024 and Other Extensions Act (Division A of Public Law 118-15, as amended). The amounts included for 2024 reflect the annualized level provided by the continuing resolution.

Each language provision that is followed by a footnote reference is explained in the Analysis of Language Provisions and Changes document which follows the appropriations language.

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Analysis of Language Provisions and Changes

| Language Provision | Explanation |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>¹ <u>... of which \$72,000,000 shall be for subpart 2 of part A of title VI and \$12,365,000 shall be for subpart 3 of part A of title VI:</u></p> | <p>This language specifies the funding level for the Special Programs for Indian Children and National Activities programs and overrides the authorization level.</p> |
| <p>² <u>Provided, That the 5 percent limitation in sections 6115(d), 6121(e), and 6133(g) of the ESEA on the use of funds for administrative purposes shall apply only to direct administrative costs:</u></p> | <p>This language specifies that the administrative cost restrictions in sections 6115(d), 6121(e), and 6133(g) apply only to direct administrative costs, not indirect administrative costs.</p> |
| <p>³ <u>Provided further, That the Secretary may make awards under subpart 3 of Part A of title VI without regard to the funding limitation in section 6133(b)(1) of the ESEA:</u></p> | <p>This language allows the Secretary to make Native language immersion grants without regard to the funding limitation in section 6133(b)(1).</p> |
| <p>⁴ <u>Provided further, That grants awarded under sections 6132 and 6133 of the ESEA with funds provided under this heading may be for a period of up to 5 years.</u></p> | <p>This language allows the Secretary to make State-Tribal Education Partnership and Native language immersion grants for up to 5 years.</p> |

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Appropriation, Adjustment, and Transfers
(dollars in thousands)

| Appropriation/Adjustments/Transfers | 2023 | 2024 | 2025 |
|-------------------------------------|-----------|-----------|-----------|
| Discretionary: | | | |
| Appropriation | \$194,746 | \$194,746 | \$194,746 |
| Total, discretionary appropriation | 194,746 | 194,746 | 194,746 |

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Summary of Changes (dollars in thousands)

| | |
|------------|----------------|
| 2024 | \$194,746 |
| 2025 | <u>194,746</u> |
| Net change | 0 |

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Authorizing Legislation
(dollars in thousands)

| Activity | 2024 Authorized | 2024 Annualized CR | 2025 Authorized | 2025 Request |
|-------------------------------------------------------------------|--------------------|-----------------------|--------------------|-----------------|
| Grants to local educational agencies (ESEA VI-A-1) ¹ | To be determined | \$110,381 | To be determined | \$110,381 |
| Special programs for Indian children (ESEA VI-A-2-6121 & 6122) | To be determined | 72,000 | To be determined | 72,000 |
| National activities (ESEA VI-A-3-6131) | To be determined | 12,365 | To be determined | 12,365 |
| Total definite authorization | To be determined | | To be determined | |
| Total annual appropriation | | 194,746 | | 194,746 |

¹ The GEPA extension expired September 30, 2021. Reauthorization for FY 2025 is expected through appropriations action.

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Appropriations History (dollars in thousands)

| Year | Budget Estimate to Congress | House Allowance | Senate Allowance | Appropriation |
|-----------------------------------------------------------------------|-----------------------------------|--------------------|---------------------|---------------|
| 2016 ¹ | \$173,939 | \$143,939 | \$123,939 | \$143,939 |
| 2017 ² | 174,939 | 174,939 | 143,939 | 164,939 |
| 2018 ³ | 143,665 | 164,939 | 165,239 | 180,239 |
| 2019 ⁴ | 164,939 | 180,239 | 180,239 | 180,239 |
| 2020 ⁵ | 180,739 | 186,374 | 180,739 | 180,739 |
| 2021 ⁶ | 180,739 | 181,239 | 180,739 | 181,239 |
| 2021 Mandatory Supplemental, ARP Act (P.L. 117-02) ⁷ | 0 | 0 | 0 | 20,000 |
| 2022 ⁸ | 186,239 | 187,739 | 189,246 | 189,246 |
| 2023 ⁹ | 186,239 | 110,381 | 110,381 | 194,746 |
| 2024 ¹⁰ | 201,746 | 194,746 | 194,746 | 194,746 |
| 2025 | 194,746 | | | |

¹ The levels for House and Senate allowances reflect action on the regular annual 2016 appropriations bill, which proceeded in the 114th Congress only through the House Committee and the Senate Committee.

² The levels for House and Senate allowances reflect Committee action on the regular annual 2017 appropriation bill; the Appropriation reflects the Consolidated Appropriations Act, 2017.

³ The level for the House allowance reflects floor action on an Omnibus appropriation bill; the Senate allowance reflects Committee action on the regular annual 2018 appropriations bill; the Appropriation reflects the Consolidated Appropriations Act, 2018 (P.L. 115-141).

⁴ The levels for the House and Senate allowance reflect Committee action on the regular annual 2019 appropriations bill; the Appropriation reflects enactment of the Department of Defense and Labor, Health and Human Services, and Education Appropriations Act, 2019 (P.L. 115-245).

⁵ The Senate allowance reflects the Chairman's mark; the Appropriation reflects the Further Consolidated Appropriation Act, 2020 (P.L. 116-94).

⁶ The level for the Senate Allowance reflects the Chairman's mark; the Appropriation reflects Division H of the Consolidated Appropriations Act, 2021 (P.L. 116-260).

⁷ The Appropriation reflects the American Rescue Plan Act of 2021 (P.L. 117-02).

⁸ The House allowance reflects floor action; the Senate allowance reflects the Chair's mark; and the Appropriation reflects Division H of the Consolidated Appropriations Act, 2022 (P.L. 117-103).

⁹ The House allowance reflects the regular annual FY 2023 appropriation, which was introduced on the floor; the Senate allowance reflects the Chair's mark; and the Appropriation reflects the Consolidated Appropriations Act, 2023 (P.L. 117-328).

¹⁰ The House allowance reflects Subcommittee action and the Senate allowance reflects Committee action on the regular annual 2024 appropriations bill; the Appropriation reflects the annualized continuing resolution level.

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Significant Items in Fiscal Year 2024 Appropriations Reports

Special Programs for Indian Children

- Senate: In addition, the Department shall continue support for the teacher retention-initiative established in fiscal year 2023 to address the shortage of Native American educators and expand their impact on Native American students' education. The initiative should support teacher leadership models to increase the retention of effective, experienced Native American teachers.
- Response: The Department plans to award new Professional Development grants for teacher retention projects that support teacher leadership models and continue Demonstration grants for teacher retention projects that aim to increase the retention of effective, experienced Native American teachers in fiscal year 2024.

National Activities

- Senate: The Committee directs the Department to provide parity in the treatment to American Indian, Alaska Native and Native Hawaiian language immersion schools and programs, including the development of a fair and equitable process to confer with Native Hawaiian organizations and Hawaiian language education stakeholders regarding implementation of the Native American Language program.
- Response: The Department will continue to provide adequate notice, consultation, and technical assistance to support applicants from and grants to a diverse range of language immersion schools and programs, including those serving Native Hawaiian students.
- Senate: Furthermore, the Committee directs the Office of Indian Education to continue consulting with the Office of English Language Acquisition on the continued development, implementation, and support of the centers.
- Response: The Department plans to make continuation awards for Native American Language Resource Centers in fiscal year 2024 and will continue to consult with the Office of English Language Acquisition on the development, implementation and support for this program.

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Summary of Request

The Indian Education programs in this account are authorized by Title VI, Part A of the Elementary and Secondary Education Act, as amended (ESEA). These programs provide support for the education of Indian students, including preschool children. The activities include (1) direct assistance to local educational agencies (LEAs) and Department of the Interior/Bureau of Indian Education schools for the education of Indian children, (2) special programs, including demonstrations and the training of Indian individuals as educators, and (3) research, evaluation, data collection, technical assistance, and other national activities. The programs promote the efforts of schools, LEAs, and Indian Tribes and organizations to meet the unique educational and culturally related academic needs of their American Indian and Alaska Native students.

The Administration requests \$194.8 million for fiscal year 2025 for Indian Education programs, the same as the fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation level. The request would provide:

- \$110.4 million for **Grants to Local Educational Agencies** to help them address the particular needs of Indian children enrolled in urban and rural schools.
- \$72.0 million for **Special Programs for Indian Children** to make new and continuation awards under Demonstration Grants and new and continuation awards under the Professional Development program.
- \$12.4 million for **National Activities** to support research that will provide information on the educational needs and status of the Indian population and to provide technical assistance and support to educators serving that population. The National Activities request would also support awards for Native language immersion grants, grants to Tribal educational agencies to build their capacity by entering into agreements with SEAs and LEAs to administer education programs, and Native American Language Resource Centers.

INDIAN EDUCATION

Grants to local educational agencies

(Elementary and Secondary Education Act of 1965, Title VI, Part A, Subpart 1)

(dollars in thousands)

FY 2025 Authorization: To be determined¹

Budget Authority:

| <u>2024 Annualized CR</u> | <u>2025 Request</u> | <u>Change</u> |
|---------------------------|---------------------|---------------|
| \$110,381 | \$110,381 | 0 |

PROGRAM DESCRIPTION

The Indian Education Grants to Local Educational Agencies program supports formula grants that provide assistance to elementary and secondary schools for programs serving Indian students, including preschool children. Grants primarily go to local educational agencies (LEAs) and schools operated or supported by the Bureau of Indian Education (BIE), which is part of the Department of the Interior, to help meet the unique cultural, language, and educational needs of such students and ensure that all students meet challenging State academic standards. The program also makes awards to Indian Tribes, Indian organizations, or Indian community-based organizations representing 50 percent or more of the children in the schools of an LEA that does not apply for funding. In fiscal year 2023, 27 Tribes received such awards.

While allocations are determined by a statutory formula, each applicant must annually develop and submit to the Department a comprehensive plan for meeting the needs of Indian children and youth. Each applicant must develop this plan in collaboration with a local committee comprised primarily of parents and family members of Indian children and youth and must include student performance goals, an explanation of how it will assess and report on students' progress toward meeting these goals, and a description of proposed professional development activities.

The program makes formula allocations only to LEAs, BIE schools, or other eligible entities in which the number of American Indian/Alaska Native (AI/AN) children and youth is at least 10 or constitutes at least 25 percent of total enrollment. LEAs in California, Alaska, and Oklahoma, and those located on or near reservations are exempt from this requirement. The grant amount is determined by multiplying the number of Indian children in an LEA by the average per-pupil expenditure in the LEA's State or 80 percent of the average per-pupil expenditure in the U.S., whichever is greater. Grants are then ratably reduced to fit within the available appropriation. In addition, the statute requires that each participating LEA receive at least \$3,000.

¹ The GEPA extension expired September 30, 2021. Reauthorization for FY 2025 is expected through appropriations action.

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Grants to local educational agencies

Funding levels for the past 5 fiscal years were:

| Fiscal Year | (dollars in thousands) |
|--------------------|------------------------|
| 2020 | \$105,381 |
| 2021 | 105,381 |
| 2022 | 109,881 |
| 2023 | 110,381 |
| 2024 Annualized CR | 110,381 |

FY 2025 BUDGET REQUEST

For fiscal year 2025, the Administration requests \$110.4 million for the Indian Education Grants to LEAs program, level with a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation. The request reflects the Administration's ongoing commitment to maintaining strong support for formula grant programs supporting underserved student populations. Funds would support supplemental educational services to a student population that is heavily affected by poverty and barriers to educational opportunity and attainment, providing an average estimated per-pupil payment of \$261 for roughly 424,000 eligible AI/AN elementary and secondary school students nationwide. The request would support the Administration's efforts to assist States and districts in achieving academic recovery and excellence by supporting the conditions to accelerate learning and offer a comprehensive and rigorous education for every student as part of the "Raise the Bar: Lead the World" initiative to transform preschool through grade 12 (P-12) education.

This program is the Department's largest vehicle to support local efforts to address the unique academic and cultural needs of AI/AN children in public schools. Grants supplement the regular school program, helping AI/AN children and youth develop their academic skills and participate in enrichment programs that would otherwise be unavailable. More than 90 percent of AI/AN students enrolled in public schools attend schools that receive funds from the program.

Schools serving AI/AN students need additional supports to ensure student success. For example, AI/AN students are more likely to be identified for services under the Individuals with Disabilities Education Act (IDEA) than students from any other racial/ethnic group. While IDEA, Part B served 9.9 percent of all U.S. children ages 5 to 21 in 2017-2018, it served 15.5 percent of AI/ANs of the same age. Further, absenteeism rates for AI/AN students are higher than for other students, particularly chronic absenteeism, defined as missing at least 15 days of school in an academic year. In the 2015-2016 school year, 26 percent of AI/AN students were chronically absent, compared to 16 percent of all students. Absenteeism translates into less time for classroom instruction and learning and has harmful effects on students' academic outcomes, including proficiency rates in core subjects, and contributes to the likelihood of not graduating from high school.

The achievement of AI/AN students, as measured by the National Assessment of Education Progress (NAEP), has not improved since 2005 even as other racial/ethnic groups have shown significant gains. For example, the average scale score for AI/AN students in 4th grade reading was 204 in 2005 and 197 in 2022, and the 8th grade reading scale score was 249 in 2005 and

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Grants to local educational agencies

246 in 2022, reflecting a statistically insignificant change over a period in which all other groups had statistically significant increases. NAEP math results for AI/AN students showed a similar pattern relative to the achievement of other underserved student groups over the same period.¹

High school graduation rate data, while showing modest improvement in recent years, also demonstrate the need for additional supports for AI/AN students. While the AI/AN graduation rate increased from 65 percent in 2010-2011 to 74 percent in 2018-2019, mirroring national trends, that rate remains substantially lower than the national average (86 percent) and the lowest among all racial/ethnic groups. The “status” dropout rate (which represents the proportion of non-institutionalized young people ages 16 through 24 who are out of school and who have not earned a high school credential) for AI/AN youth was 9.6 percent in 2019, compared to the overall national average of 5.1 percent. Furthermore, while AI/AN enrollment in postsecondary education for 18- to 24-year-olds increased from 16 percent in 2000 to 41 percent in 2010, by 2017 it had fallen to 20 percent and remains well below the rate for all students (40 percent).

The data described above demonstrate the importance of providing continued supplemental funding to LEAs serving AI/AN students while also supporting Federal, State, and local efforts to use that funding more effectively to improve outcomes for these students.

In accordance with Executive Order 13592, the Department is participating with the BIE in the Interagency Working Group on AI/AN Education.

PROGRAM OUTPUT MEASURES²

(dollars in thousands)

| Output Measures | 2023 | 2024 | 2025 |
|--------------------------------------|-------|-------|-------|
| Number of awards | | | |
| LEAs | 1,112 | 1,112 | 1,112 |
| Tribes | 27 | 27 | 27 |
| BIE- grant/contract schools | 85 | 85 | 85 |
| BIE-operated schools | 45 | 45 | 45 |
| Indian community-based organizations | 1 | 1 | 1 |
| Total | 1,270 | 1,270 | 1,270 |

¹ <https://www.nationsreportcard.gov/>

² The Department is authorized to reserve up to 0.5 percent of funds appropriated for most ESEA programs, including Indian Education Grants to LEAs, and pool those funds to support the evaluation of any ESEA program. While the Department did not reserve funds from the Indian Education Grants to LEAs program for this purpose in fiscal year 2023, it may do so in fiscal years 2024 and 2025.

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Grants to local educational agencies

| Output Measures | 2023 | 2024 | 2025 |
|--------------------------------------|-------------|-------------|-------------|
| Distribution of funds | | | |
| LEAs | \$101,744 | \$101,744 | \$101,744 |
| Tribes | 1,524 | 1,524 | 1,524 |
| BIE-grant/contract schools | 5,211 | 5,211 | 5,211 |
| BIE-operated schools | 1,815 | 1,815 | 1,815 |
| Indian community-based organizations | 87 | 87 | 87 |
| Total | \$110,381 | \$110,381 | \$110,381 |
| Number of eligible students | | | |
| LEAs | 389,183 | 389,183 | 389,183 |
| Tribes | 5,501 | 5,501 | 5,501 |
| BIE-grant/contract schools | 20,759 | 20,759 | 20,759 |
| BIE-operated schools | 7,687 | 7,687 | 7,687 |
| Indian community-based organizations | 307 | 307 | 307 |
| Total | 423,437 | 423,437 | 423,437 |
| Range of awards (whole dollars) | | | |
| Highest | \$2,701,370 | \$2,701,370 | \$2,701,370 |
| Lowest | 4,000 | 4,000 | 4,000 |
| Average allocation | 86,914 | 86,914 | 86,914 |
| Average payment per eligible student | 261 | 261 | 261 |

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, program goals, objectives, measures, and performance targets and data, and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the Federal resources provided for the program, as well as the resources and efforts invested by those served by this program.

The current performance indicators for this program use data from the National Assessment of Educational Progress (NAEP) and EDFacts, including State assessments, to track Indian students' educational achievement. Since the 2005 NAEP, the Department has oversampled AI/AN students in the biennial NAEP 4th-grade and 8th-grade reading and math assessments in order to generate reliable, national-level data on AI/AN student performance. After the 2011 assessment, the Department began oversampling AI/AN students on NAEP only every other cycle (i.e., every four years instead of every two years). AI/AN students were oversampled for the 2019 assessment and will next be oversampled in 2024. Note that the 2021 NAEP assessments were postponed to 2022 due to the COVID-19 pandemic, shifting the schedule for

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Grants to local educational agencies

NAEP reading and math assessments to even-numbered years beginning in 2022. The tables below are adjusted accordingly.

Goal: To help American Indian and Alaska Native children achieve to the same challenging standards expected of all students by supporting access to programs that meet their unique educational and culturally related academic needs.

***Objective:** American Indian and Alaska Native students served by LEAs receiving Indian education formula grants will progress at rates similar to those for all students in achievement to standards, promotion, and graduation.*

Measure: The percentage of American Indian and Alaska Native students in grade 4 who score at or above the basic level in reading on NAEP.

| Year | Target | Actual – AI/AN | Actual – All Students |
|------|--------|----------------|-----------------------|
| 2013 | 56% | 51% | 68% |
| 2015 | 58 | 52 | 69 |
| 2017 | 60 | 48 | 68 |
| 2019 | 62 | 50 | 66 |
| 2022 | 64 | 43 | 63 |
| 2024 | 66 | | |

Measure: The percentage of American Indian and Alaska Native students in grade 8 who score at or above the basic level in reading on NAEP.

| Year | Target | Actual – AI/AN | Actual – All Students |
|------|--------|----------------|-----------------------|
| 2013 | 67% | 62% | 78% |
| 2015 | 69 | 63 | 76 |
| 2017 | 71 | 63 | 76 |
| 2019 | 73 | 59 | 73 |
| 2022 | 75 | 55 | 70 |
| 2024 | 77 | | |

Measure: The percentage of American Indian and Alaska Native students in grade 4 who score at or above the basic level in math on NAEP.

| Year | Target | Actual – AI/AN | Actual – All Students |
|------|--------|----------------|-----------------------|
| 2013 | 76% | 68% | 83% |
| 2015 | 78 | 69 | 82 |
| 2017 | 80 | 69 | 80 |
| 2019 | 82 | 67 | 81 |
| 2022 | 84 | 59 | 75 |
| 2024 | 86 | | |

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Grants to local educational agencies

Measure: The percentage of American Indian and Alaska Native students in grade 8 who score at or above the basic level in math on NAEP.

| Year | Target | Actual – AI/AN | Actual – All Students |
|------|--------|----------------|-----------------------|
| 2013 | 61% | 59% | 74% |
| 2015 | 63 | 57 | 71 |
| 2017 | 65 | 56 | 70 |
| 2019 | 67 | 51 | 69 |
| 2022 | 69 | 45 | 62 |
| 2024 | 71 | | |

Additional information: The percentage of AI/AN students meeting or exceeding performance standards established by the National Assessment of Educational Progress is an indicator of the success of efforts (including those funded by this program) to raise the population’s educational achievement.

Measure: The percentage of Indian students in grades 3-8 meeting State achievement standards by scoring at the proficient level or above in reading on State assessments.

| Year | Target | Actual – AI/AN | Actual – All Students |
|------|--------|----------------|-----------------------|
| 2020 | 100% | Not applicable | Not applicable |
| 2021 | 100 | 19% | 26% |
| 2022 | TBD | 20 | 26 |
| 2023 | 21 | | |
| 2024 | 22 | | |
| 2025 | 23 | | |

Additional information: State assessments provide the basis for school and LEA accountability under ESEA Title I. The Department does not have 2020 data on State assessments due to the COVID-19 pandemic. Fiscal year 2023 data is expected to be available later in 2024 and will be included in the fiscal year 2026 Congressional Justification.

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Grants to local educational agencies

Measure: The percentage of Indian students in grades 3-8 meeting State achievement standards by scoring at the proficient or the advanced level or above in mathematics on State assessments.

| Year | Target | Actual – AI/AN | Actual – All Students |
|------|--------|----------------|-----------------------|
| 2020 | 100% | Not applicable | Not applicable |
| 2021 | 100 | 14% | 20% |
| 2022 | TBD | 16 | 22 |
| 2023 | 17 | | |
| 2024 | 18 | | |
| 2025 | 19 | | |

Additional information: State assessments provide the basis for school and LEA accountability under ESEA Title I. The Department does not have 2020 data on State assessments due to the COVID-19 pandemic. Fiscal year 2023 data is expected to be available later in 2024 and will be included in the fiscal year 2026 Congressional Justification.

Measure: The difference between the percentage of Indian students in grades 3-8 scoring at the proficient or advanced levels in reading on State assessments and the percentage of all students scoring at those levels.

| Year | Target | Actual |
|------|----------------|----------------|
| 2020 | Not applicable | Not applicable |
| 2021 | 0 | -7% |
| 2022 | TBD | -6 |
| 2023 | -5% | |
| 2024 | -4 | |
| 2025 | -3 | |

Additional information: The Department does not have 2020 data due to the COVID-19 pandemic. Fiscal year 2023 data is expected to be available later in 2024 and will be included in the fiscal year 2026 Congressional Justification.

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Grants to local educational agencies

Measure: The difference between the percentage of Indian students in grades 3-8 scoring at the proficient or advanced levels in mathematics on State assessments and the percentage of all students scoring at those levels.

| Year | Target | Actual |
|------|------------------|----------------|
| 2020 | Not applicable | Not applicable |
| 2021 | 0 | -6% |
| 2022 | To be determined | -6 |
| 2023 | -5% | |
| 2024 | -4% | |
| 2025 | -3% | |

Additional information: The Department does not have 2020 data due to the COVID-19 pandemic. Fiscal year 2023 data is expected to be available later in 2024 and will be included in the fiscal year 2026 Congressional Justification.

Measure: Percentage of Indian students who graduate from high school as measured by the 4-year adjusted cohort graduation rate.

| Year | Target | Actual |
|------|--------|--------|
| 2020 | 83% | 75% |
| 2021 | 85 | 77 |
| 2022 | 80 | 77 |
| 2023 | 80 | |
| 2024 | 80 | |
| 2025 | 80 | |

Additional information: This measure is calculated as the simple average among the States, a method that, while not statistically accurate, provides a reasonable proxy for GPRA purposes. The Department recently revised its targets for this measure to better align with results. Fiscal year 2023 data is expected to be available later in 2024 and will be included in the fiscal year 2026 Congressional Justification.

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Special programs for Indian children

(Elementary and Secondary Education Act of 1965, Title VI, Part A, Subpart 2)

(dollars in thousands)

FY 2025 Authorization: To be determined¹

Budget Authority:

| 2024 Annualized CR | 2025 Request | Change |
|--------------------|--------------|--------|
| \$72,000 | \$72,000 | 0 |

PROGRAM DESCRIPTION

The program supports discretionary grants designed to improve the quality of education for Indian students and to prepare and develop Indian individuals to serve as teachers and school administrators. Funds are awarded competitively under the following authorities:

- **Improvement of Educational Opportunities for Indian Children and Youth (Section 6121) (Demonstration Grants).** Under this program, the Department makes 4-year discretionary grants to State educational agencies (SEAs), local educational agencies (LEAs), Indian Tribes and organizations, federally supported elementary or secondary schools for Indian students, and Indian institutions (including Indian institutions of higher education), or a consortium of such institutions, to improve Indian student achievement. The statute authorizes demonstration grants in such areas as innovative educational programs, remedial instruction, bilingual and bicultural programs, programs to increase high school graduation rates for Indian children and youth, guidance and counseling, early childhood and kindergarten programs, and family literacy services. From 2015 to 2019 and in 2022, the Department made awards for Native Youth Community Projects (NYCP) that implemented community-driven strategies to improve the college- and career-readiness of Native youth. In 2020, the Department funded projects to expand educational choice. The Department made new awards for teacher retention in 2023.
- **Professional Development (Section 6122).** Under this program, the Department makes 5-year discretionary grants to (1) IHEs, or (2) SEAs, LEAs, Indian Tribes and organizations, and BIE-funded schools, in consortium with IHEs, to increase the number of Indian individuals qualified in teaching, school administration, and other education professions, and to improve the skills of those individuals. Individuals receiving preparation and development under this program are required to secure employment in a field related to their education and benefiting Indian individuals or to pay back the amount of the assistance. Awards focus on pre-service teacher and pre-service administrator training.

¹ The GEPA extension expired September 30, 2021. Reauthorization for FY 2025 is expected through appropriations action.

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Special programs for Indian children

Funding levels for the past 5 fiscal years were:

| Fiscal Year | (dollars in thousands) |
|--------------------|------------------------|
| 2020 | \$67,993 |
| 2021 | 67,993 |
| 2022 | 70,000 |
| 2023 | 72,000 |
| 2024 Annualized CR | 72,000 |

FY 2025 BUDGET REQUEST

For fiscal year 2025, the Administration requests \$72.0 million for Special Programs for Indian Children, level with a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation. The request includes appropriations language overriding the authorized funding level for this program. Funds would support approximately \$10.0 million for new Demonstration grants, \$27.0 million for Demonstration continuation awards, \$31.5 million for new Professional Development grants, including grants for teacher training and teacher retention initiatives, and \$3.1 million for Professional Development continuation awards. The request would support the Administration's efforts to boldly support improved learning conditions by working to eliminate the teacher shortage and investing in every student's mental health and well-being.

Demonstration grant funds help address longstanding, unmet needs demonstrated in part by the educational outcome data described elsewhere in this account under Indian Education Grants to LEAs. Professional Development grant funds enable IHEs and other eligible entities to effectively prepare Indian students to be teachers and school administrators to work in schools with concentrations of Indian children and youth. Grants support teacher preparation programs at IHEs, including Tribal colleges and universities, and support efforts to recruit students that are likely to remain in teaching and administration positions in schools with a high proportion of Indian students, and provide comprehensive services, including support for tuition and living expenses for the students as well as program development and operational costs for the institutions.

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Special programs for Indian children

PROGRAM OUTPUT MEASURES

(dollars in thousands)

| Output Measures ¹ | 2023 | 2024 | 2025 |
|---------------------------------------|----------|----------|----------|
| Demonstration Grants | | | |
| Funding for new awards | \$6,193 | 0 | \$10,000 |
| Funding for continuation awards | \$57,308 | \$68,888 | \$26,968 |
| Total | \$63,501 | \$68,888 | \$36,968 |
| Number of new awards | 16 | 0 | 15 |
| Number of continuation awards | 82 | 98 | 58 |
| Professional Development | | | |
| Funding for new awards | 0 | 0 | \$31,529 |
| Funding for continuation awards | \$8,387 | \$3,112 | \$3,103 |
| Total | \$8,387 | \$3,112 | \$34,632 |
| Number of new awards | 0 | 0 | 31 |
| Number of continuation awards | 28 | 28 | 28 |
| Peer Review of new award applications | \$112 | 0 | \$400 |

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, program goals, objectives, measures, and performance targets and data, and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the Federal resources provided for the program as well as the resources and efforts invested by those served by this program.

The Department developed the following performance measure for the Demonstration Grants – Teacher Retention grants, first awarded in fiscal year 2023: The total number of Native American educators employed as educators at the beginning of the grant period who are still educators at the end of the performance period, if applicable.

¹ The Department is authorized to reserve up to 0.5 percent of funds appropriated for most ESEA programs, including Special programs for Indian children, and pool those funds to support the evaluation of any ESEA program. While the Department did not reserve funds from the Special programs for Indian children program for this purpose in fiscal year 2023, it may do so in fiscal years 2024 and 2025.

INDIAN EDUCATION

Special programs for Indian children

Demonstration Grants – Native Youth Community Projects

Measure: The percentage of the annual measurable objectives, as described in the application, that are met by grantees.

| Year | Target | Actual |
|------|--------|--------|
| 2020 | 77% | 73% |
| 2021 | 78 | 67 |
| 2022 | 79 | 53 |
| 2023 | 80 | |
| 2024 | 81 | |
| 2025 | 82 | |

Additional information: Fiscal year 2023 data is expected to be available in winter 2024 and will be included in the fiscal year 2026 Congressional Justification.

Measure: The percentage of grantees that report a significant increase in community collaborative efforts that promote college- and career-readiness of Indian children.

| Year | Target | Actual |
|------|--------|--------|
| 2020 | 81% | 40% |
| 2021 | 82 | 81 |
| 2022 | 83 | 100 |
| 2023 | 84 | |
| 2024 | 85 | |
| 2025 | 86 | |

Additional information: Fiscal year 2023 data is expected to be available in winter 2024 and will be included in the fiscal year 2026 Congressional Justification.

Demonstration Grants – Choice Projects

Fiscal year 2023 data is expected to be available in winter 2024 and will be included in the FY 2026 Congressional Justification. Fiscal year 2024 will be the final year of these projects.

Measure: The total number of options from which participating students can choose.

| Year | Target | Actual |
|------|--------|--------|
| 2020 | 380 | 380 |
| 2021 | 385 | 867 |
| 2022 | 390 | 864 |
| 2023 | 395 | |
| 2024 | 400 | |

INDIAN EDUCATION

Special programs for Indian children

Measure: The number of options offered from which participating students can choose education-related services that are culturally relevant, as determined by the grantee.

| Year | Target | Actual |
|------|--------|--------|
| 2020 | 322 | 322 |
| 2021 | 327 | 478 |
| 2022 | 332 | 542 |
| 2023 | 337 | |
| 2024 | 342 | |

Measure: The number of grantees that meet their educational outcome objectives (e.g., decreased school suspension rates, increased graduation rates, increased school attendance, etc.), as defined by the grantee.

| Year | Target | Actual |
|------|--------|--------|
| 2020 | 5 | 5 |
| 2021 | 7 | 13 |
| 2022 | 15 | 13 |
| 2023 | 18 | |
| 2024 | 20 | |

Measure: The total number of students served.

| Year | Target | Actual |
|------|--------|--------|
| 2020 | 2,935 | 2935 |
| 2021 | 2,945 | 12,190 |
| 2022 | 2,955 | 15,937 |
| 2023 | 2,965 | |
| 2024 | 2,975 | |

Measure: The percentage of parents who report that the number and variety of options offered meet their children's needs.

| Year | Target | Actual |
|------|--------|--------|
| 2020 | 59% | 59% |
| 2021 | 60 | 89 |
| 2022 | 63 | 97 |
| 2023 | 69 | |
| 2024 | 72 | |

INDIAN EDUCATION

Special programs for Indian children

Measure: The percentage of parents who report that the quality of options offered meet their children’s needs.

| Year | Target | Actual |
|------|--------|--------|
| 2020 | 75% | 81% |
| 2021 | 77 | 89 |
| 2022 | 79 | 97 |
| 2023 | 81 | |
| 2024 | 83 | |

Measure: The average time it took a grantee to respond to requests for specific services.

| Year | Target | Actual |
|------|--------|--------|
| 2020 | 6.5 | 6.5 |
| 2021 | 5.5 | 160.1 |
| 2022 | 4.5 | 119.0 |
| 2023 | 3.5 | |
| 2024 | 2.5 | |

Measure: The percentage of parent requests for additional services that resulted in adding new services to the offerings.

| Year | Target | Actual |
|------|--------|--------|
| 2020 | 80% | 81% |
| 2021 | 81 | 46 |
| 2022 | 82 | 67 |
| 2023 | 83 | |
| 2024 | 84 | |

Professional Development

Fiscal year 2023 data is expected to be available in winter 2024 and will be included in the fiscal year 2026 Congressional Justification.

Measure: The percentage of participants in administrator preparation projects who become principals, vice principals, or other school administrators in LEAs that serve AI/AN students.

| Year | Target | Actual |
|------|--------|--------|
| 2020 | 50% | 42% |
| 2021 | 55 | 48 |
| 2022 | 60 | 73 |
| 2023 | 65 | |
| 2024 | 70 | |
| 2025 | 75 | |

INDIAN EDUCATION

Special programs for Indian children

Measure: The percentage of participants in teacher preparation projects who become teachers in LEAs that serve AI/AN students.

| Year | Target | Actual |
|------|--------|--------|
| 2020 | 50% | 36% |
| 2021 | 55 | 38 |
| 2022 | 60 | 67 |
| 2023 | 65 | |
| 2024 | 70 | |
| 2025 | 75 | |

Measure: The percentage of program participants who meet State licensure requirements.

| Year | Target | Actual |
|------|--------|--------|
| 2020 | 50% | 40% |
| 2021 | 55 | 51 |
| 2022 | 60 | 61 |
| 2023 | 65 | |
| 2024 | 70 | |
| 2025 | 75 | |

Measure: The percentage of program participants who complete their service requirement on schedule.

| Year | Target | Actual |
|------|--------|--------|
| 2020 | 40% | 20% |
| 2021 | 45 | 25 |
| 2022 | 50 | 63 |
| 2023 | 55 | |
| 2024 | 60 | |
| 2025 | 65 | |

Measure: The cost per individual who successfully completes an administrator preparation program, takes a position in a school district that benefits American Indian/Alaska Native enrollment, and completes the service requirement in such a district.

| Year | Target | Actual |
|------|----------|---------------|
| 2020 | \$98,000 | \$94,435 |
| 2021 | 96,000 | 93,040 |
| 2022 | 94,000 | Not available |
| 2023 | 92,000 | |
| 2024 | 90,000 | |
| 2025 | 88,000 | |

INDIAN EDUCATION

Special programs for Indian children

Measure: The cost per individual who successfully completes a teacher preparation program, takes a position in such a school district that benefits American Indian/Alaska Native enrollment, and completes the service requirement in such a district.

| Year | Target | Actual |
|-------------|---------------|---------------|
| 2020 | \$98,000 | \$108,164 |
| 2021 | 96,000 | 135,280 |
| 2022 | 94,000 | Not available |
| 2023 | 92,000 | |
| 2024 | 90,000 | |
| 2025 | 88,000 | |

INDIAN EDUCATION

National activities

(Elementary and Secondary Education Act of 1965, Title VI, Part A, Subpart 3)

(dollars in thousands)

FY 2025 Authorization: To be determined¹

Budget Authority:

| <u>2024 Annualized CR</u> | <u>2025 Request</u> | <u>Change</u> |
|---------------------------|---------------------|---------------|
| \$12,365 | \$12,365 | 0 |

PROGRAM DESCRIPTION

This program supports five types of Indian Education National Activities: (1) research, evaluation, and data collection to provide information on the educational status of the Indian population and on the effectiveness of Indian Education programs; (2) grants to support Native language immersion schools and programs; (3) grants to support Native language resource centers; (4) grants to Tribes to build capacity for administrative planning, development, and coordination related to education systems; and (5) other activities consistent with the purpose of the program. These activities help the Department to improve the knowledge base on the educational status and needs of Indians; identify and disseminate information on best practices for serving this population; maintain, preserve, and restore Native languages and cultural traditions; and promote Tribal self-determination in education as well as coordination and cooperation between Tribes and State educational agencies (SEAs) and local educational agencies (LEAs).

Research funds are used primarily to augment broader research and statistical activities to ensure that they include significant coverage of the Indian population and provide data that can be used to track the educational progress of Indian students over time and to compare the status of Indian students with that of other groups. For example, through the National Indian Education Study (NIES), the Department gathered and disseminated data on the academic achievement, enrollment, graduation rates, and multilingualism of Indian students as well as the characteristics of teachers and principals serving those students (<https://nces.ed.gov/nationsreportcard/nies/>). This research program also responds to Executive Order 13592, on American Indian and Alaska Native Educational Opportunities and Strengthening Tribal Colleges and Universities, which requires the Secretary of Education to study and collect information on the education of American Indian and Alaska Native students.

The reauthorization of the ESEA in 2015 established two new authorities within National Activities. The first formally authorized a program for Tribes to create Tribal educational agencies (TEAs) and for TEAs to build their capacity in administering education programs and promote increased collaboration with SEAs. The Department laid the groundwork for this new

¹ The GEPA extension expired September 30, 2021. Reauthorization for FY 2025 is expected through appropriations action.

INDIAN EDUCATION

National activities

authority by making pilot awards to four TEAs in fiscal year 2012 to work with SEAs to assume certain SEA responsibilities for the administration of ESEA programs; the Department made a second round of awards in fiscal year 2015. In fiscal year 2019, the Department awarded one-year State-Tribal Education Partnership (STEP) Development grants to Tribes to create TEAs. The second new authority established a Native language immersion grant program to support projects that develop and maintain, or improve and expand, school-based programs using Native languages as the primary languages of instruction.

Beginning in 2023, funds have been used to support American Indian, Alaska Native and Native Hawaiian language activities for Native American Language Resource Centers.

Funding levels for the past 5 fiscal years were:

| Fiscal Year | (dollars in thousands) |
|--------------------|------------------------|
| 2020 | \$7,365 |
| 2021 | 7,865 |
| 2022 | 9,365 |
| 2023 | 12,365 |
| 2024 Annualized CR | 12,365 |

FY 2025 BUDGET REQUEST

For fiscal year 2025, the Administration requests \$12.4 million for Indian Education National Activities, level with a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation. The request includes appropriations language overriding the authorized funding level for this program and the provision limiting the length of STEP and Native language immersion grants to three years to allow grantees sufficient time to implement their projects. The request would support the following activities:

- \$1.5 million for continuation awards to Tribal educational agencies participating in the STEP program, which makes grants to Tribes to create a TEA and to existing TEAs to build their capacity by entering into agreements to assume certain SEA responsibilities for the administration of ESEA programs.
- \$4.4 million for new and continuation awards under the Native American Language Immersion program to maintain and promote the use of Native languages, support Native language education and development, and provide professional development for teachers.
- \$2.4 million for continuation awards for the Native American Language Resource Centers.
- \$1.0 million for the National Indian Education Study (NIES), which has two components: (1) oversampling AI/AN students in the National Assessment of Educational Progress (NAEP), and (2) a survey to collect information on the educational experiences of AI/AN students and the role of Indian culture in their education. The request would support the

INDIAN EDUCATION

National activities

2028 administration of the NAEP reading and mathematics assessments, as well as the educational experiences survey.

- \$3.0 million for technical assistance and logistical support, including technical assistance for all Office of Indian Education formula and discretionary program grantees, the Electronic Applications System for Indian Education (EASIE), the Professional Development Payback system, and Tribal consultations and forums to help inform the Department's policies and decision-making process. Previous experience suggests that these consultations can help improve access to educational opportunities for AI/AN students. The Department is committed to continuing Tribal consultation and strengthening the government-to-government relationship between the United States and Indian Tribes.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

| Output Measures ¹ | 2023 | 2024 | 2025 |
|-------------------------------------------|--------------------|---------|---------|
| Grants to Tribal education agencies | | | |
| New awards | \$1,679 | 0 | 0 |
| Number of new awards | 4 | 0 | 0 |
| Continuation awards | \$445 | \$2,167 | \$1,495 |
| Number of continuation awards | 1 | 5 | 4 |
| Native language immersion grants | | | |
| New awards | \$365 ² | \$2,450 | \$533 |
| Number of new awards | 3 | 5 | 4 |
| Continuation awards | \$2,203 | \$800 | \$3,821 |
| Number of continuation awards | 5 | 8 | 13 |
| Native American Language Resource Centers | \$3,398 | \$2,408 | \$2,393 |
| National Indian Education Study | \$970 | \$1,000 | \$1,000 |
| Technical and logistical support | \$3,195 | \$3,417 | \$3,000 |
| Peer review of new award applications | \$110 | \$123 | \$123 |

¹ The Department is authorized to reserve up to 0.5 percent of funds appropriated for most ESEA programs, including Indian Education National Activities, and pool those funds to support the evaluation of any ESEA program. While the Department did not reserve funds from the Indian Education National Activities program for this purpose in fiscal year 2023, it may do so in fiscal year 2024 or 2025.

² The Department funded three new Native language immersion grants in fiscal year 2023 from the fiscal year 2022 slate.

INDIAN EDUCATION

National activities

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, program goals, objectives, measures, and performance targets and data, and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the Federal resources provided for the program, as well as the resources and efforts invested by those served by this program.

The Department released the 2019 NIES in spring 2021. The 2023 NIES was delayed until 2024 due to the COVID-19 pandemic. The Department expects to release the 2024 NIES in spring 2026. More information about NIES can be found at <https://nces.ed.gov/nationsreportcard/nies/>.

STEP

The Department established one performance measure for the one-year STEP Development program for grants to Tribes to create TEAs: The number of Tribes that create a TEA by the end of the grant period.

For the fiscal year 2020 competition, the Department established new performance measures for the three-year STEP program for grants to TEAs. These measures are:

- (1) The number of capacity building activities offered by the TEA for the SEA or LEA (e.g., trainings, technical assistance in areas related to tribal history, language, or culture).
- (2) The number of capacity building activities offered by the SEA or LEA for the TEA (e.g., trainings, technical assistance in developing TEA capacity to administer and coordinate education programs).
- (3) The number of education programs grantees directly administer.
- (4) The number of teachers recruited or retained to serve students the TEA serves as a result of the STEP grant.
- (5) The number of work-based learning experience programs created as a result of the capacity built using the STEP grant.
- (6) The number of TEA actions taken to build capacity to open a charter school, such as by developing the charter school concept; writing a mission statement; defining an educational model; establishing a governance structure; developing a budget; establishing curriculum; choosing a location; developing partnerships with key stakeholders; or developing other materials related to applying for a charter from the appropriate authorizing entity.

INDIAN EDUCATION

National activities

(7) The number of TEA actions taken to build capacity to convert a BIE-operated school to a BIE-funded Tribally-operated school, such as by developing structures necessary to ensure smooth transition of instruction; ensuring necessary and appropriate facilities; developing processes and procedures for oversight of funds and compliance with statute and regulations; and preparing to hire teachers and staff.

For the fiscal year 2020 cohort, in 2021, TEAs offered 24 capacity building activities for the SEA or LEA and SEAs or LEAs offered 19 capacity building activities for the TEA. Grantees directly administered seven education programs, recruited or retained six teachers, and created six work-based learning experience programs. Additionally, TEAs took 15 actions to build capacity to open a charter school. Finally, grantees did not take any actions to build capacity to convert a BIE-operated school to a BIE-funded Tribally-operated school. In 2022, TEAs offered 61 capacity building activities for the SEA or LEA and SEAs or LEAs offered 27 capacity building activities for the TEA. Grantees directly administered seven education programs, recruited or retained 16 teachers, and created 13 work-based learning experience programs. TEAs took 33 actions to build capacity to open a charter school. Finally, grantees did not take any actions to build capacity to convert a BIE-operated school to a BIE-funded Tribally-operated school. In 2023, TEAs offered 35 capacity building activities for the SEA or LEA and SEAs or LEAs offered 11 capacity building activities for the TEA. Grantees directly administered six education programs, recruited or retained 18 teachers, and created five work-based learning experience programs. TEAs took five actions to build capacity to convert a BIE-operated school to a BIE-funded Tribally-operated school.

The Department developed the following performance measures for the 2023 STEP grantees. The first measure applies to Tribes creating a TEA and measures 2 to 4 apply to Tribes expanding their capacity.

- (1) The number of Tribes that create a TEA by the end of the grant period.
- (2) The number of capacity-building activities offered by the TEA for the SEA or LEA (e.g., trainings, technical assistance in areas related to Tribal history, language, or culture).
- (3) The number of capacity-building activities offered by the SEA or LEA for the TEA (e.g., trainings, technical assistance in developing TEA capacity to administer and coordinate education programs).
- (4) The number of education programs directly administered by the grantees.

Data on these measures will be available in winter 2024 and will be included in the fiscal year 2026 Congressional Justification.

INDIAN EDUCATION

National activities

Native language immersion grants

Measure: The percentage of participating students who attain proficiency in a Native Language as determined by each grantee through pre-and post-assessments of Native Language proficiency.

| Year | Target | Actual |
|------|--------|--------|
| 2020 | 12% | 12.8% |
| 2021 | 14 | 3.0 |
| 2022 | 16 | 9.3 |
| 2023 | 18 | 54.8 |
| 2024 | 20 | |
| 2025 | 22 | |

Measure: The percentage of participating students who make progress in learning a Native Language, as determined by each grantee through pre- and post-assessments of Native Language proficiency.

| Year | Target | Actual |
|------|--------|--------|
| 2020 | 58% | 63.7% |
| 2021 | 64 | 36.5 |
| 2022 | 40 | 42.0 |
| 2023 | 45 | 67.5 |
| 2024 | 45 | |
| 2025 | 45 | |

Measure: The percentage of participating students who show an improvement in academic outcomes as measured by academic assessments or other indicators.

| Year | Target | Actual |
|------|--------|--------|
| 2020 | 60% | 83.6% |
| 2021 | 84 | 64.4 |
| 2022 | 86 | 61.3 |
| 2023 | 90 | 97.3 |
| 2024 | 95 | |
| 2025 | 95 | |

INDIAN EDUCATION

National activities

Measure: The difference between the average daily attendance of participating students and the average daily attendance of all students in the comparison group (e.g., school, LEA, tribe, or other)

| Year | Target | Actual |
|-------------|---------------|---------------|
| 2020 | 1.0% | 2.8% |
| 2021 | 2.5 | 4.0 |
| 2022 | 3.0 | 1.3 |
| 2023 | 1.5 | 2.1 |
| 2024 | 2.0 | |
| 2025 | 2.0 | |

INDIAN EDUCATION

Account Summary Table

Select here for the online version.

DEPARTMENT OF EDUCATION FISCAL YEAR 2025 PRESIDENT'S BUDGET
(in thousands of dollars)

| | Cat Code | 2023 Appropriation | 2024 Annualized CR | 2025 Request | FY 2025 Request Compared to FY 2024 Annualized CR: Amount | FY 2025 Request Compared to FY 2024 Annualized CR: Percent |
|--------------------------------------------------------------------------------------------------------------------|----------|--------------------|--------------------|----------------|-----------------------------------------------------------|------------------------------------------------------------|
| Indian Education (ESEA VI) | | | | | | |
| 1. Grants to local educational agencies (Part A-1) | D | 110,381 | 110,381 | 110,381 | 0 | 0.00% |
| 2. Special programs for Indian children (Part A-2) | D | 72,000 | 72,000 | 72,000 | 0 | 0.00% |
| 3. National activities (Part A-3) | D | 12,365 | 12,365 | 12,365 | 0 | 0.00% |
| Total | D | 194,746 | 194,746 | 194,746 | 0 | 0.00% |
| NOTES: 1) D = discretionary program; M = mandatory programs 2) Detail may not add to totals due to rounding. | | | | | | |