

Department of Education
INDIAN EDUCATION
Fiscal Year 2010 Budget Request

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For expenses necessary to carry out, to the extent not otherwise provided, title VII, part A of the Elementary and Secondary Education Act of 1965, \$122,282,000. (*Department of Education Appropriations Act, 2009.*)

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**Amounts Available for Obligation
(\$000s)**

	2008	2009	2010
Discretionary appropriation:			
Appropriation	\$121,690	\$122,282	\$122,282
Across-the-board reduction	<u>-2,126</u>	<u>0</u>	<u>0</u>
Subtotal, appropriation	<u>119,564</u>	<u>122,282</u>	<u>122,282</u>
Total, direct obligations	119,564	122,282	122,282

**Obligations by Object Classification
(\$000s)**

	2008	2009	2010
Contractual services and supplies:			
Peer review	\$191	\$191	\$191
Other services	<u>3,891</u>	<u>3,891</u>	<u>3,891</u>
Subtotal	4,082	4,082	4,082
Grants, subsidies, and contributions	<u>115,482</u>	<u>118,200</u>	<u>118,200</u>
Total, obligations.....	119,564	122,282	122,282

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**Authorizing Legislation
(\$000s)**

Activity	2009 Authorized	2009 Appropriation	2010 Authorized	2010 Request
Grants to local educational agencies (ESEA VII-A-1)	0 ¹	\$99,331	0 ¹	\$99,331
Special Program for Indian children (ESEA VII-A-2-7121 & 7122)	0 ¹	19,060	0 ¹	19,060
National activities (ESEA VII-A-3-7131)	0 ¹	3,891	0 ¹	3,891
<u>Unfunded authorizations:</u>				
In-service training for teachers (ESEA VII-A-3-7132)	0 ²	0	0 ²	0
Indian fellowships program (ESEA VII-A-3-7133)	0 ²	0	0 ²	0
Gifted and talented program (ESEA VII-A-3-7134)	0 ²	0	0 ²	0
Grants to tribes for education administrative Planning and development (ESEA VII-A-3-7135)	0 ²	0	0 ²	0
Improvement of educational opportunities for adult Indians (ESEA VII-A-3-7136)	<u>0²</u>	<u>0</u>	<u>0²</u>	<u>0</u>
Total definite authorization	0		0	
Total appropriation (request subject to reauthorization)		122,282		122,282

¹ The program is authorized in FY 2009 through appropriations language. Continued funding is proposed for this program in FY 2010 through appropriations language.

² The GEPA extension expired September 30, 2008. The Administration is not seeking reauthorizing legislation.

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Appropriations History (\$000s)

	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
2001	\$115,500	\$107,765	\$115,500	\$115,500
2002	116,000	123,235	117,000	120,368
2003	122,368	122,368	122,368	121,573
2004	122,368	121,573	121,573	120,856
2005	120,856	120,856	120,856	119,889
2006	119,889	119,889	119,889	118,690
2007	118,690	N/A ¹	N/A ¹	118,690 ¹
2008	118,683	124,000	118,690	119,564
2009	119,564	125,000 ²	119,564 ²	122,282
2010	122,282			

¹ This account operated under a full-year continuing resolution (P.L. 110-5). House and Senate Allowance amounts are shown as N/A (Not Available) because neither body passed a separate appropriations bill.

² The levels for the House and Senate allowances reflect action on the regular annual 2009 appropriations bill, which proceeded in the 110th Congress only through the House Subcommittee and the Senate Committee.

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Significant Items in FY 2009 Appropriations Reports

Statement of Policy:

House: In its administration of title VII funds, the Committee directs the Department to continue adhering to the Statement of Policy set forth in section 7101 of the ESEA. [That statement describes the Federal Government's unique and continuing trust relationship with and responsibility to the Indian people for the education of Indian children.]

Response: The Department will abide by this directive.

DEPARTMENT OF EDUCATION FISCAL YEAR 2010 PRESIDENT'S BUDGET

(in thousands of dollars)

Office, Account, Program and Activity	Category Code	2008 Appropriation	2009 Appropriation	2010 President's Request	Change from 2009 Appropriation	
					Amount	Percent
Indian Education (ESEA VII)						
1 Grants to local educational agencies (Part A-1)	D	96,613	99,331	99,331	0	0.0%
2 Special programs for Indian children (Part A-2)	D	19,060	19,060	19,060	0	0.0%
3 National activities (Part A-3)	D	3,891	3,891	3,891	0	0.0%
Total	D	119,564	122,282	122,282	0	0.0%
Outlays	D	115,780	114,559	120,094	5,535	4.8%

NOTES: Category Codes are as follows: D = discretionary program; M = mandatory program.
 FY 2008 detail may not add to totals due to rounding.

INDIAN EDUCATION

Summary of Request

The Indian Education programs in this account are authorized by Title VII, Part A of the Elementary and Secondary Education Act (ESEA). These activities support a comprehensive approach to educational reform for Indian students, helping to ensure that they benefit from national education reforms and receive every opportunity to achieve to high standards. The activities include: (1) direct assistance to local educational agencies 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, local educational agencies, 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 is requesting \$122.3 million, the same as the 2009 level, for the programs in this account. The request supports primary goals of the ESEA: ensuring that all schools are held accountable for helping all children to achieve to high standards, improving teacher quality through high-quality professional development and innovative teacher recruitment and retention practices, and using high-quality data to inform teaching and school reform activities. The request for Indian Education will help ensure that the reforms carried out under other ESEA programs benefit Indian students by providing funding to enable school districts to implement viable Indian education programs; continuing the special programs for Indian children and teacher preparation; and providing resources to address research, data, and technical assistance needs and objectives. The request would provide:

- \$99.3 million for Grants to Local Educational Agencies in order to help them address the particular needs of Indian children enrolled in urban and rural schools.
- \$19.1 million for Special Programs for Indian Children to make new and continuation awards under Demonstration Grants and the American Indian Teacher and Administrator Corps initiatives.
- \$3.9 million for National Activities to support research that will provide information on the educational needs and status of the Indian population and provide technical assistance and support to educators serving that population.

Although American Indian students' educational outcomes have improved in recent years, they still lag behind in a number of key areas. Indian students are making progress and scoring higher than some of their peers from other ethnic groups on the National Assessment of Educational Progress, but an achievement gap remains between their performance and that of students in general. Although the number of Indian students enrolling in colleges and universities has more than doubled in the last three decades, the dropout rate for Indian high school students is above the overall national average. In addition, Indian students continue to be subject to significant risk factors that threaten their ability to improve their academic achievement and their general well-being. This population continues to need support from Federal programs that address their specific educational needs, and Indian Education funding provides vital support to such programs.

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Grants to local educational agencies

Grants to local educational agencies

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

FY 2010 Authorization (\$000s): 0¹

Budget Authority (\$000s):

<u>2009</u>	<u>2010</u>	<u>Change</u>
\$99,331	\$99,331	0

¹ The program is authorized in FY 2009 through appropriations language. Continued funding is proposed for this program in FY 2010 through appropriations language.

PROGRAM DESCRIPTION

Title VII, Part A, Subpart 1 of the Elementary and Secondary Education Act authorizes formula grants that provide assistance to elementary and secondary schools for programs serving Indian students, including preschool children. Local educational agencies (LEAs), Department of the Interior/Bureau of Indian Education (BIE)-operated schools, and other BIE-supported schools are eligible for grants to address the unique educational and culturally related academic needs of Indian students so that those students can achieve to the same challenging State performance standards expected of all students. Indian tribes whose members are 50 percent or more of the children in the schools of an LEA are authorized to receive formula grants, in place of the LEA, in situations where the LEA does not apply for funding. In FY 2008, 20 tribes applied for formula grants because the LEA did not apply for one.

Each applicant must develop a comprehensive plan for meeting the needs of Indian children. This plan must be developed with a local committee comprised primarily of parents of Indian children, and it must include student performance goals, a description of professional development activities that the applicant will carry out, and an explanation of how the LEA will assess students' progress toward meeting its goals and will provide the results of this assessment to the parent committee and community.

The amount of an LEA's grant is based on a formula that provides grants only to LEAs or BIE schools in which the number of Indian children is at least 10 or constitutes at least 25 percent of total enrollment. (However, 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. LEAs and tribes must submit their applications to their State educational agency (SEA) for comment. If the SEA chooses to provide comments, it must comment on all applications submitted by entities within the State. Through FY 2008, only one SEA has ever chosen to provide comments and none has done so in recent years.

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As reauthorized by the No Child Left Behind Act, the statute includes an "Integration of Services Demonstration" authorization. LEAs receiving funds under the formula program may consolidate funds they receive from Federal programs that provide education and related services specifically serving Indians. An LEA that intends to use this authority is required to submit to the Secretary for approval a plan to integrate program services into a coordinated, comprehensive program. To date, no LEAs and only one BIE school have used this authority.

Funding levels for the past 5 fiscal years were:

	(\$000s)
2005	\$95,165
2006.....	95,331
2007.....	95,331
2008.....	96,613
2009.....	99,331

FY 2010 BUDGET REQUEST

For FY 2010, the Administration requests \$99.3 million for the Indian Education Grants to local educational agencies program, the same amount as the fiscal year 2009 level. This funding will provide services to a disadvantaged population that is heavily affected by poverty and low educational attainment. The request would provide an estimated per-pupil payment under the formula grant program of \$211, based on a count of approximately 472,000 Indian elementary and secondary students accounted for in the formula nationwide.

This program is the Department's principal vehicle for addressing the particular needs of Indian children in public schools, 92 percent of whom are enrolled in schools operated by LEAs. Grants supplement the regular school program, helping Indian children sharpen their academic skills, and participate in enrichment programs that would otherwise be unavailable. Funds support such activities as after-school programs, tutoring, and dropout prevention. Approximately three-quarters of American Indian/Alaska Native students in public education attend schools that receive funds from this program.

The following narrative describes the current educational status of the Indian population and provides a rationale for continuation of the program.

Academic Achievement, Outcomes, and Challenges of Indian Students

Main Results from the National Assessment of Education Progress (NAEP)

A review of data on a number of key indicators on the status of Indian students indicates that American Indian and Alaska Native (AI/AN) students are making progress and are scoring higher than other major ethnic and racial groups on some indicators but also that there are still significant achievement gaps between AI/AN students and the general student population. The second report of the National Indian Education Study (NIES), released in May 2008, provides results from the Department's oversampling of AI/AN students in the 2007 National Assessment of Educational Progress (NAEP). The purpose of the study, first completed for the 2005 NAEP,

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is to generate adequate representation of AI/AN students in the NAEP, so that the Department can obtain reliable data for this population. Administrations of the NAEP before 2005 did not always include a sufficient sample of AI/AN students to report confidently on the performance of this subgroup.

Data from the 2007 NAEP reading and math assessments show a consistent pattern of achievement results for AI/AN students: AI/AN students tended to score lower than students in general, but comparisons among racial/ethnic subgroups show that AI/AN students generally achieved at a level comparable to that of Hispanic students and somewhat above the level for black students. The performance of all three of these groups continues to trail that of white and Asian/Pacific Islander students.

For example, on the NAEP 4th-grade reading assessment, 49 percent of AI/AN students achieved a performance level of basic or above, compared to 78 percent for white students, 46 percent for black students, 50 percent for Hispanic students, and 77 percent for Asian/Pacific Islander students. The 8th-grade reading scores reflect a similar pattern. The percentages of students scoring at the basic level or above were 56 percent for AI/AN students, 84 percent for white students, 55 percent for black students, 58 percent for Hispanic students, and 80 percent for Asian/Pacific Islander students. Results for the mathematics assessments revealed similar achievement gaps. Seventy percent of AI/AN 4th-graders scored at or above basic in mathematics, with 91 percent for white students, 64 percent for black students, 70 percent for Hispanic students, and 91 percent for Asian/Pacific Islander students. In 8th-grade, 53 percent of AI/AN students performed at basic or above for mathematics, compared to 82 percent for white students, 47 percent for black students, 55 percent for Hispanic students, and 83 percent for Asian/Pacific Islander students.

The NAEP data also allow for the measurement of AI/AN student achievement over time, and show no consistent trend across subjects and grade levels for AI/AN students. For example, the average "scale score" for AI/AN students in 4th-grade reading was 214 in 2000 and 203 in 2007, reflecting a downward trend over a period in which all other groups had increases. In 8th-grade reading, the AI/AN scale score was 250 in 2002 (8th-grade reading was not administered in 2000) and 247 in 2007, reflecting a smaller decrease during a time of stable scores for other groups. More positively, AI/AN students' average mathematics scale scores increased between the 2000 and 2007 assessments. The average scale score for AI/AN 4th-graders was 208 in 2000 and 228 in 2007; for 8th-graders, it was 259 in 2000 and 264 in 2007. While these increases in mathematics are encouraging, similar increases occurred among the other racial/ethnic groups. Taken on the whole, NAEP scores since 2000 reflect the persistence of the achievement gap between AI/AN students and their white and Asian/Pacific Islander peers.

Results for AI/AN students from the 2009 NAEP administration will be available in spring 2010.

Additional NAEP Results

The NIES also reports additional comparisons of performance between AI/AN students and their non-Indian peers. The 2007 NAEP reading data show that among 4th-grade students who were eligible for free or reduced-price lunch, AI/AN students scored slightly lower on average than eligible black and Hispanic students. In 8th-grade, there was not a significant difference between AI/AN, black, and Hispanic NAEP reading scores. Results from the 4th-grade

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mathematics assessment showed a similar picture. AI/AN 4th- and 8th-graders who were eligible for free or reduced-price lunch averaged below their Hispanic peers in mathematics, but above their black peers in 4th-grade and even with their black peers in 8th-grade. Among students who were not eligible for free or reduced-price lunch, AI/AN students had higher average scale scores than their black and Hispanic peers in 4th- and 8th-grades in both reading and math.

The study also compared AI/AN student performance in four different types of location: city, suburb, town, and rural. Those data show that, at each grade in both reading and mathematics, the average score of AI/AN students followed the same trend. From highest to lowest score, the location types were suburb, city, town, and rural. While it is common across all racial and ethnic groups to have the highest average scores in the suburbs, having their lowest average scores in rural areas is unique to the AI/AN subgroup.

While NAEP does not generally report data on AI/AN students on its State-level assessments, the study tested a sufficient number of AI/AN students in public schools and BIE schools to provide data on their academic achievement in the 11 States in which the NAEP oversampled AI/AN students. Roughly half of all AI/AN students reside in those 11 States: Alaska, Arizona, Minnesota, Montana, New Mexico, North Carolina, North Dakota, Oklahoma, Oregon, South Dakota, and Washington. These data allow comparisons across these particular States as well as comparisons against the performance of AI/AN students at the national level. For example, among the oversampled States, AI/AN students in Oklahoma had a higher average score than the AI/AN national average in 4th-grade reading and 8th-grade mathematics; students in Oklahoma and Oregon had a higher than national average score in 8th-grade reading; and students in Minnesota and Oklahoma had a higher than national average score in 4th-grade mathematics.

High School

Taking advanced academic courses is an indicator of students' preparation for the workforce or postsecondary education. AI/AN students are less likely than any of those in other racial or ethnic groups to take advanced courses in high school or to attend schools offering advanced academic coursework. According to the NCES report, *Status and Trends in the Education of American Indians and Alaska Natives: 2008*, 21 percent of AI/AN students graduating in 2004 had taken advanced English courses (compared to a national average of 33 percent), 22 percent had taken advanced mathematics courses (compared to 50 percent), and 48 percent had taken advanced science courses (compared to 68 percent). These are the lowest rates among all races/ethnicities.

Core academic coursework is essential to having a comprehensive education, regardless of one's career path after high school. While the AI/AN population has had, over the last 25 years, the lowest percentage of high school graduates completing a core academic track (4 years of English, 3 years of mathematics, 3 years of science, 3 years of social studies, and 2 years of foreign language), the proportion has gone up very significantly, from 3 percent in 1982 to 36 percent in 2005.

High school graduation and dropout rates are important indicators of academic achievement at the secondary level. Although 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

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earned a high school credential) for AI/AN high school students (15 percent) was less than that of Hispanic students (21 percent) in 2006, their rate was above the overall national average (10 percent). (Note that the Hispanic rate is somewhat affected by the presence of immigrants who have not earned a high school diploma but never attended U.S. schools and, thus, did not actually drop out.) By 2006, 75 percent of AI/ANs who were sophomores in spring 2002 had received a regular high school diploma, the lowest rate among all races/ethnicities. It is, therefore, not surprising that AI/AN high school seniors have the lowest proportion of those expecting to go to college (79 percent), well below the national average (87 percent).

Postsecondary Education

The increase in the AI/AN student enrollment in postsecondary education signals progress in the academic achievement of AI/AN students. According to the Department's *Digest of Education Statistics, 2007*, the number of AI/AN students enrolled in colleges and universities has more than doubled in the past 30 years. In 1976, 76,100 AI/ANs were enrolled in colleges and universities; that number was 102,800 in 1990, 151,200 in 2000, and 181,100 in 2006. That represents an average annual growth rate of 2.2 percent between 1976 and 1990, 4.0 percent between 1990 and 2000, and 3.1 percent between 2000 and 2006. Similar increases in the share of degrees conferred at each level of postsecondary education also occurred. Between 1977 and 2006, AI/ANs more than doubled the number of degrees earned at every level. However, as with the other minority groups, AI/AN students make up a greater percentage of overall 2-year institution enrollment than of 4-year institution enrollment. Consequently, AI/ANs are still underrepresented (at 0.9 percent) at 4-year institutions of higher education. Encouragingly, however, since 1996 more AI/ANs have enrolled in 4-year institutions each year than in 2-year institutions. With respect to total postsecondary enrollment, in 2006, while 37 percent of all 18- to 24-year olds were enrolled in a college or university, only 26 percent of American Indians/Alaska Natives were enrolled.

Overall, as of 2007, more AI/AN adults 25 and over had not finished high school or an equivalency program (20 percent) than had obtained at least a 4-year college degree (13 percent). In contrast, in the overall population, 14 percent had not finished high school or an equivalent and 29 percent had obtained at least a 4-year college degree.

Risk Factors Affecting Indian Student Achievement

The foundations of the AI/AN achievement gap can be detected as early as 2 years of age. In the Early Childhood Longitudinal Study – Birth Cohort conducted by NCES, no significant difference in developmental skills was found to exist between AI/AN children and the overall population at 9 months of age. But the study identified significant differences in cognitive skills at 2 years of age. For example, 74 percent of AI/AN children demonstrated receptive vocabulary, compared to 84 percent of all children. Differences also existed for expressive vocabulary, listening comprehension, matching, and early counting.

The AI/AN student population continues to be subject to significant risk factors that threaten their ability to improve their academic achievement and their general well-being. AI/AN students are more likely to receive special education services under the Individuals with Disabilities Education Act (IDEA) than students from any other racial/ethnic group. While IDEA served 9 percent of all U.S. children ages 3 to 21 in 2006, it served 14 percent of AI/ANs of the same

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age. AI/AN students also often have high rates of absenteeism, suspension, and expulsion. More AI/AN students have absences from school than any other race/ethnicity. In 2007, while 55 percent of all students reported having at least one absence in the preceding month, the figure is 66 percent for AI/AN students. Higher rates of absenteeism translate into less time for classroom instruction and learning. Another obstacle to learning time is suspension. In 2004, AI/AN students had the second highest rate of students who were suspended during the year, at 7 percent.

Poverty is correlated with lower academic achievement. Thirty-three percent of AI/AN under age 18 were living in poverty in 2006. In comparison, the overall poverty rate for this age group is 22 percent. In 2007, 58 percent of AI/AN students were eligible for free school lunch, compared to 34 percent of their peers. Almost half (49 percent) of AI/AN families with children are single parent households. AI/AN students have a higher proportion (46 percent) than any other race/ethnicity (national average of 22 percent) attending rural schools, which are often under-resourced and have difficulty retaining high-quality teachers. Travel to rural schools can also be more difficult, which can hinder parental involvement. In the 2007 NIES, administrators of 44 percent of 8th-grade AI/AN students reported lack of family involvement in school to be a problem. This was the most commonly reported problem, even above low expectations, absenteeism, tardiness, and misbehavior.

Health care and safety are other important factors in a student's ability to succeed in school. According to data from Federal sources compiled in the NCES report *Status and Trends in the Education of American Indians and Alaska Natives: 2008*, while AI/AN health has improved significantly over the past two decades, with a decreased infant mortality rate and an increased toddler vaccination rate, child mortality during the formative period of 1 to 4 years of age remains double (59 deaths per 100,000) the national average (29 deaths per 100,000). According to the data from the U.S. Department of Health and Human Services which is included in the 2008 *Status and Trends* report, AI/AN students also have high rates of alcohol, tobacco, and drug use and are more likely to be involved in violent incidents on school grounds. Substance abuse is also a very serious problem in the AI/AN population. Early use of alcohol, tobacco, and drugs not only can lead to abuse later in life, but impede student learning immediately. In 2006, 21 percent of AI/AN Native children ages 12 to 17 had used alcohol in the previous month, 21 percent had used cigarettes in the previous month, and 11 percent had used marijuana in the previous month – the highest rates among all races/ethnicities. An unsafe or potentially unsafe environment also makes learning more difficult. In 2005, AI/AN students were also more likely than the average student to be involved in a physical fight, to be threatened or injured with a weapon, and to carry a weapon.

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PROGRAM OUTPUT MEASURES (\$000s)

	<u>2008</u>	<u>2009</u>	<u>2010</u>
Number of awards			
LEAs	1,110	1,105	1,105
Tribes	20	21	21
BIE- grant/contract schools	86	88	88
BIE- operated schools	<u>54</u>	<u>54</u>	<u>54</u>
Total	1,270	1,268	1,268
Distribution of funds			
LEAs	\$88,628	\$90,441	\$90,441
Tribes	869	933	933
BIE- grant/contract schools	4,593	5,035	5,035
BIE- operated schools	<u>2,523</u>	<u>2,922</u>	<u>2,922</u>
Total	96,613	99,331	99,331
Number of eligible students			
LEAs	435,702	427,136	427,136
Tribes	4,084	4,324	4,324
BIE- grant/contract schools	23,340	25,059	25,059
BIE- operated schools	<u>13,278</u>	<u>14,991</u>	<u>14,991</u>
Total	476,404	471,510	471,510
Range of awards (whole dollars)			
Highest	\$2,151,193	\$2,244,717	\$2,244,717
Lowest	4,000	4,000	4,000
Average payment per eligible student	203	211	211

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, GPRA 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 resources provided in previous years and those requested in FY 2010 and future years, and 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 Education Progress (NAEP) and State assessments to track Indian students' educational status. The small sample size for the sub-population of AI/AN students historically generated a high standard error in the NAEP estimates for these students. Before 2005, the Department did

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not generally include sufficient numbers of Indian students in NAEP and was not always able to publish data on this group's academic achievement on the Nation's report card. Starting with the 2005 NAEP, the Department is oversampling 4th- and 8th-grade AI/AN students in the NAEP 4th-grade and 8th-grade reading and math assessments, in order to generate reliable, national-level data on AI/AN students' performance.

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 four who score at or above basic level in reading on NAEP.			
Year	Target	Actual	Actual – All Students
2000		63	59
2002	60	51	64
2003	62	47	63
2005	53	48	64
2007	50	49	67
2009	52		

Measure: The percentage of American Indian and Alaska Native students in grade eight who score at or above basic level in reading on NAEP.			
Year	Target	Actual	Actual – All Students
2002		61	75
2003	66	57	74
2005	63	59	73
2007	61	56	74
2009	63		

Measure: The percentage of American Indian and Alaska Native students in grade four who score at or above basic level in math on NAEP.			
Year	Target	Actual	Actual – All Students
2000		40	65
2002	64	Not Collected	Not Collected
2003	66	64	77
2005	66	68	80
2007	69	70	82
2009	72		

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Measure: The percentage of American Indian and Alaska Native students in grade eight who score at or above basic level in math on NAEP.			
Year	Target	Actual	Actual – All Students
2000		47	63
2002	62	Not Collected	Not Collected
2003	64	52	68
2005	54	53	69
2007	55	53	71
2009	57		

Assessment of progress: The NAEP reading and mathematics national assessments are administered every 2 years; full results for AI/AN students from the 2009 administration will be available in the spring of 2010. Data from the 2007 assessment represent the second time that NAEP included a sufficient number of AI/AN students to report reliable data on the academic progress of this population. The Department revised its targets for 2007 and 2009 based on the 2005 data, the first year for which we have reliable data for AI/AN students.

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. The percentage of AI/AN students scoring at or above the basic level in reading increased slightly for 4th-graders, but decreased for 8th-graders. The percentage of AI/AN students who scored at or above basic level in math on NAEP increased slightly for students in grade 4, but did not change for grade 8 between the 2005 and 2007 assessments.

Measure: The percentage of Indian students in grades 3-8 meeting State performance standards by scoring at the proficient or the advanced levels in reading on State assessments.			
Year	Target	Actual	Actual – All Students
2005	54	54	66
2006	59	60	68
2007	64	62	70
2008	69		
2009	74		
2010	79		

Measure: The percentage of Indian students in grades 3-8 meeting State performance standards by scoring at the proficient or the advanced levels in mathematics on State assessments.			
Year	Target	Actual	Actual – All Students
2005	51	50	63
2006	57	54	65
2007	62	57	68
2008	67		
2009	73		
2010	78		

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Assessment of progress: In 2006, the Department added performance indicators that focus on proficiency on State assessments. One advantage of these performance measures (over the biennial NAEP) is the ability to report annually. In addition, the State assessments provide the basis for school and LEA accountability under Title I. The Department established a baseline in 2004 and targets for reaching 100 percent proficiency by 2014, the ESEA objective. The proficiency data reveal an increase in the percentage of AI/AN students meeting State standards in both reading and math. In 2007, the program exhibited increases, but did not meet its targets for reading or mathematics. Data for 2008 will be available later this spring.

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
2005		12
2006	10.7	8
2007	9.3	8
2008	8.0	
2009	6.7	
2010	5.3	

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
2005		13
2006	11.6	11
2007	10.1	11
2008	8.7	
2009	7.2	
2010	5.8	

Assessment of progress: The Department has established indicators to measure the achievement gap between Indian students' performance and all students' performance on State assessments in reading and math. In 2007, AI/AN students in grades 3-8 were 8 percentage points lower than their peers in reading and were 11 percentage points lower in mathematics. The Department has reset the targets for these measures because it has revised the previous actual values with more reliable data. Data for 2008 will be available later this spring.

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Grants to local educational agencies

Measure: The percentage of Indian students who graduate from high school.		
Year	Target	Actual
2005	74	72
2006	75	70
2007	77	
2008	79	
2009	81	
2010	83	

Assessment of progress: The indicator that measures the percentage of Indian students who graduate from high school decreased by 2 percentage points between 2005 and 2006. However, since States report percentages rather than the number of students graduating and the size of the cohort, the Department's calculation is a simple average of the State percentages, not an actual measure of the Indian graduation rate. The result is of limited utility because it does not account for the different number of Indian students among the States. The Department will work to establish a calculation method that accurately reports the percentage of Indian students graduating from high school. Data for 2007 (using the existing methodology) will be available later this spring.

Efficiency Measure

The Department's initial efficiency measure for this program tracked the number of eligible applicants not funded on a timely basis due to administrative error. After the Department determined that this did not provide useful information (as almost no grants are not made on a timely basis), it was replaced with a measure of the percentage of funds used by grantees prior to award close-out.

Measure: The percentage of funds used by grantees prior to award close out.		
Year	Target	Actual
2006		94.8
2007	95.1	96.4
2008	96.4	97.6
2009	97.6	
2010	98.9	

Assessment of progress: The proportion of program funds used by grantees has increased in recent years. The baseline was fiscal year 2006, when fewer than 95 percent of funds were used by grantees by the deadline. In 2008, that proportion was greater than 97 percent, which exceeded the target. Data for 2009 will become available next winter.

INDIAN EDUCATION

Grants to local educational agencies

Program Improvement Efforts

The Department has taken the following actions to improve the performance of this program:

- *Implement a system to collect, review, analyze and publicly report grantee-level student achievement data.* The Department developed a web-based Performance Measures Tracking System called the Electronic Application System for Indian Education (EASIE), which maintains grant application and performance data within the *EDFacts* system. EASIE has improved the quality and timeliness of reporting student achievement data for the approximately 1,300 formula grantees. The system was used in 2007 and 2008 for processing the respective applications, significantly improving the timeliness of that processing.
- *Use performance information obtained through the new performance measures tracking system to identify areas that could benefit from technical assistance, and develop options to address these issues.* The Department used the new performance measures tracking system in 2008 to determine areas for improvement that can be addressed through technical assistance.
- *Refine program efficiency measure to assess the cost of achieving key program outcomes.* As mentioned above, the Department adopted an efficiency measure that tracks the percentage of funds used by grantees prior to award close-out.
- *Complete and post eight web-based training sessions intended for grantees.* The Department is completing the development of 15 on-line training sessions on various topics, such as adequate yearly progress and assessments, for Indian Education formula grantees. These will be available for downloading by grantees beginning later this spring and will form the basis of a "library" that can be accessed on the internet.

INDIAN EDUCATION

Special programs for Indian children

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

FY 2010 Authorization (\$000s): 0¹

Budget Authority (\$000s):

<u>2009</u>	<u>2010</u>	<u>Change</u>
\$19,060	\$19,060	0

¹ The program is authorized in FY 2009 through appropriations language. Continued funding is proposed for this program in FY 2010 through appropriations language.

PROGRAM DESCRIPTION

The Elementary and Secondary Education Act of 1965 authorizes, under Title VII, Part A, Subpart 2, discretionary programs designed to improve the quality of education for Indian students and to prepare and train Indians to serve as teachers and school administrators. These programs are competitive, and applications are evaluated based on criteria specified in regulations. The programs are:

- Improvement of Educational Opportunities for Indian Children (Section 7121) (Demonstration Grants). Under this program, the Department makes discretionary 4-year grant awards to State educational agencies (SEAs), local educational agencies (LEAs), Indian tribes and organizations, and institutions of higher education to improve Indian student achievement. The statute authorizes demonstration grants in such areas as innovative programs, remedial instruction, bilingual and bicultural programs, guidance and counseling, early childhood and kindergarten programs, secondary to postsecondary education transition programs, school-to-work programs, and family literacy services. For a number of years, the Department has funded only projects in the areas of early childhood and secondary-to-postsecondary-education transition programs.
- Professional Development (Section 7122). Under this program, the Department makes discretionary 4-year grant awards to (1) institutions of higher education, or (2) SEAs, LEAs, Indian tribes and organizations, and Department of the Interior-funded schools, in consortium with institutions of higher education, 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 training under this program are required to secure employment in a field related to their education and benefiting Indians, or to pay back the amount of the assistance. Awards focus on pre-service teacher and pre-service administrator training.

INDIAN EDUCATION

Special programs for Indian children

Funding levels for the past 5 fiscal years were:

	(\$000s)
2005.....	\$19,595
2006.....	19,399
2007.....	19,399
2008.....	19,060
2009.....	19,060

FY 2010 BUDGET REQUEST

The Administration requests \$19.1 million for Special Programs for Indian Children, the same amount as appropriated for fiscal year 2009. Funds would provide continued support for activities that address the special educational needs of American Indian children.

For fiscal year 2010, the Department plans to use about \$10.2 million for new and continued awards under the Demonstration Grants authority. The program makes grants to eligible entities to improve Indian student achievement by supporting projects that develop, test, and demonstrate the effectiveness of services and programs in improving educational opportunities and achievement of Indian children. Early childhood and college preparation would continue to be the focus.

For the American Indian Teacher Corps initiative, the Department plans to use about \$7.7 million for new and continuation awards. This activity, which began in fiscal year 2000, combines several program elements in a manner designed to effectively train Indian college students as teachers to work in schools with concentrations of Indian children and youth. First, it supports the efforts of tribal colleges and postsecondary institutions that offer teacher training to develop and operate programs. Second, it recruits heavily among Indian paraprofessionals who are already working in Indian communities, are able to connect with the students in Indian schools, and are more likely than other students to remain in those schools. (Indian schools are typically plagued by high teacher turn-over, as many teachers who enter those schools experience a sense of isolation in the community and have difficulty relating to the students.) Third, the program is comprehensive: the appropriation supports tuition and living expenses for the students, as well as program development and operational costs for the institutions.

Finally, the Department expects to use about \$1.0 million for American Indian Administrator Corps grants. This activity recruits and trains American Indians to become effective school administrators in schools with high concentrations of Indian students. Similar to the Teacher Corps, it operates programs at tribal colleges and postsecondary institutions that offer education administration programs. Like the American Indian Teacher Corps, it recruits heavily among Indian teachers and professionals already working in Indian schools, as they are more likely than other individuals to remain in those schools. In addition, the grantees receive funding to provide induction services to new school administrators who are working in Indian schools, in order to enhance their knowledge of effective education reforms and practices.

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Special programs for Indian children

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2008</u>	<u>2009</u>	<u>2010</u>
Demonstration Grants			
New awards	\$3,136	\$3,000	\$2,230
Continuation awards	<u>6,285</u>	<u>7,658</u>	<u>7,985</u>
Total	9,421	10,658	10,215
Number of new awards	12	12	7
Number of continuation awards	28	32	24
Professional Development			
<u>Teacher Corps initiative</u>			
New awards	\$2,051	\$2,746	\$2,600
Continuation awards	<u>6,020</u>	<u>4,035</u>	<u>5,091</u>
Total	8,071	6,781	7,691
Number of new awards	5	7	7
Number of continuation awards	28	19	26
Number of individuals served	475	387	317
<u>Administrator Corps initiative</u>			
New awards	\$455	\$400	\$400
Continuation awards	<u>922</u>	<u>1,030</u>	<u>563</u>
Total	1,377	1,430	963
Number of new awards	1	1	1
Number of continuation awards	4	4	3
Number of individuals served	60	93	60
Peer review	\$191	\$191	\$191

PROGRAM PERFORMANCE INFORMATION

Performance Measures

In 2007, the Department established new performance measures that will more accurately and reliably reflect the effectiveness of these programs. The indicators for the Administrator and Teacher Corps measure the percentage of program participants who become school administrators and teachers in LEAs with 5 percent or more Native American students, the percentage of Teacher Corps participants who receive full State licensure, and the percentage of program participants who complete their service requirement on schedule. Efficiency measures were added as well, measuring the cost per individual who successfully completes the administrator or teacher preparation program. For the Demonstration Grants, the indicators for early childhood programs measure the percentage of preschool students who gain school

INDIAN EDUCATION

Special programs for Indian children

readiness skills as evidenced by pre- and post-test scores on an approved assessment. Indicators for the Demonstration Grants college preparation programs measure the percentage of participating students successfully completing at least 3 years of challenging core courses (English, mathematics, science, and social studies) by the end of their fourth year in high school, and the percentage of Native American students who graduate with their incoming 9th grade class. The Department is developing guidance for grantees in collection and reporting of these data. The Department will use these measures beginning with the fiscal year 2009 new grantees and will have baseline data in fall 2010.

INDIAN EDUCATION

National activities

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

FY 2010 Authorization (\$000s): 0¹

Budget Authority (\$000s):

<u>2009</u>	<u>2010</u>	<u>Change</u>
\$3,891	\$3,891	0

¹ The program is authorized in FY 2009 through appropriations language. Continued funding is proposed for this program in FY 2010 through appropriations language.

PROGRAM DESCRIPTION

Title VII, Part A, Subpart 3 of the Elementary and Secondary Education Act includes a national discretionary authority for research, evaluation, and data collection to provide information on the educational status of the Indian population and on the effectiveness of Indian Education programs. This authority enables the Department to improve the national knowledge base on the educational status and needs of Indians and to identify and disseminate information on best practices for serving this population.

The Department has used program funds to augment broader research and statistical activities so as to ensure that they include significant coverage of the Indian population, thereby ensuring the availability of data that can be used to track the educational progress of Indians over time and to compare the status of Indians with that of other groups. The Department has been able to gather and disseminate data on the enrollment of Indian students, graduation rates, the English-speaking ability of Indian students, characteristics of teachers and principals serving those students, and other areas of concern and interest. This research program also responds to Executive Order 13336, on American Indian and Alaska Native Education, which requires the Secretary of Education to develop and implement a comprehensive Federal research agenda on Indian education.

Subpart 3 of ESEA also authorizes In-Service Training for Teachers of Indian Children, to provide professional development for teachers of Indian students, Fellowships for Indian Students, to provide grants to graduate or undergraduate Indian students; Gifted and Talented Education, to establish centers for gifted and talented Indian students at tribally controlled community colleges; Grants to Tribes for Education Administration Planning and Development, to make grants to tribes and tribal organizations for the development of tribal departments of education; and Improvement of Educational Opportunities for Adult Indians, to provide grants to improve literacy skills and educational and employment opportunities for Indian adults. Congress has not funded the Fellowships program or the Adult program since fiscal year 1995. The other authorities have never been funded.

INDIAN EDUCATION

National activities

Funding levels for the past 5 fiscal years were:

	(\$000s)
2005.....	\$5,129
2006.....	3,960
2007.....	3,960
2008.....	3,891
2009.....	3,891

FY 2010 BUDGET REQUEST

For 2010, the Administration requests \$3.9 million for National Activities, the same amount as appropriated for fiscal year 2009. The Department uses these funds to support research, evaluation, and data collection on the status and effectiveness of Indian Education programs, and for other activities to improve programs. The request would provide sufficient funding for continued support of a diverse portfolio of these activities.

Collecting accurate data on the American Indian/Alaska Native population has been a long-term challenge for the Department. Although American Indian/Alaska Native students are a highly diverse group, both culturally and linguistically, they constitute a very small proportion of the general student population and they are not evenly spread out among the various U.S. regions. Furthermore, many Indian families reside in small towns and rural areas. For these reasons, it is difficult for any study to include a sufficient number of Indian students to yield accurate, high-quality data on this population.

The funds appropriated under the National Activities program help the Department address this information gap. The resulting data are useful to educational agencies, schools, and parents, and assist them in developing educational programs that enable American Indian and Alaska Native students to meet the same challenging academic standards as all other students.

Fiscal year 2010 funds would be used for studies, including:

- The fourth biennial National Indian Education Study (NIES). This study has two components: (1) oversampling American Indian and Alaska Native students in the National Assessment of Educational Progress (NAEP), and (2) a survey to collect information on the educational experiences of American Indian/Alaska Native students and the role of Indian culture in their education. Before 2005, NAEP did not consistently assess enough Indian students to provide reliable information about their performance. As discussed under the Grants to local educational agencies program, the oversampling is providing the Department and general public with reliable, national-level data on Indian students' performance in reading and mathematics. The NIES provides the most comprehensive study on current American Indian/Alaska Native student achievement. The 2010 appropriation will support the analysis of Indian students' performance in the 2009 NAEP administration in reading and mathematics administration, as well as the initial stages of oversampling Indian students in the 2011 administration of the NAEP.

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National activities

In May of 2008, the Department released the first report of the 2007 study, which included analyses of Indian students' performance on the 2007 NAEP in reading and mathematics and comparisons of their performance to that of other racial and ethnic groups. A second report, published in June of 2008, presents results from a national survey, also conducted in 2007, that gathered information from Indian students and their teachers about demographic factors, school culture and climate, the use of traditional language and culture in the home, and teacher qualifications. The Indian Education Grants to LEAs request includes major findings from the 2007 NIES.

- The Performance Measures Tracking System, which maintains grant application and performance management data within the ED Facts system. This project incorporates a web-based system for grant applications and performance reports, improving the quality and timeliness of grant data while reducing burden on grantees. This system has strengthened the Department's administration of the Grants to local educational agencies program. Its Electronic Application System for Indian Education (EASIE) became operational in 2007 for processing of the 2007-08 school year applications. As a result, a process that normally took several months was completed in 7 weeks in each of the last two application seasons.

Fiscal year 2010 funds would also support other activities to promote program improvement, such as providing technical assistance to the field to ensure that Indian students receive high-quality educational services and making data on Indian education accessible to educators and researchers. The Department would also explore additional areas that might benefit from evaluation and technical assistance activities.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2008</u>	<u>2009</u>	<u>2010</u> ¹
Early Childhood Longitudinal Survey	\$131	0	0
National Indian Education Study	\$1,900	\$2,431	\$1,569
Performance Measures Tracking System	\$608	\$250	\$672
Other Research, Analysis, and Technical Assistance Activities	\$1,252	\$1,210	\$1,650

¹ Reflects preliminary estimates.

INDIAN EDUCATION

National activities

PROGRAM PERFORMANCE INFORMATION

Performance Measures

The Department established new performance measures for this program in 2005. The measures examine the timeliness of the release of NAEP data for reading and mathematics assessments that include a significant number of American Indian/Alaska Native students, as well as the timeliness of completion of projects and products funded with Indian Education National Activities funds. Baseline data for the indicators will be collected through the several studies supported by national activities funds and will be available later this spring.

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State or Other Area	2008 Actual	Recovery Act Estimate	2009 Estimate	2010 Estimate	Change from 2009 Estimate
Alabama	1,683,860	0	1,805,047	1,805,047	0
Alaska	9,609,342	0	9,956,987	9,956,987	0
Arizona	10,611,209	0	10,701,077	10,701,077	0
Arkansas	292,928	0	308,437	308,437	0
California	5,864,053	0	6,253,758	6,253,758	0
Colorado	765,866	0	767,011	767,011	0
Connecticut	0	0	0	0	0
Delaware	0	0	0	0	0
District of Columbia	0	0	0	0	0
Florida	42,853	0	56,616	56,616	0
Georgia	0	0	0	0	0
Hawaii	0	0	0	0	0
Idaho	394,884	0	428,961	428,961	0
Illinois	103,326	0	129,843	129,843	0
Indiana	0	0	0	0	0
Iowa	213,214	0	154,440	154,440	0
Kansas	1,094,976	0	1,183,447	1,183,447	0
Kentucky	0	0	0	0	0
Louisiana	767,696	0	818,299	818,299	0
Maine	130,401	0	113,540	113,540	0
Maryland	74,481	0	75,442	75,442	0
Massachusetts	76,885	0	72,211	72,211	0
Michigan	3,201,683	0	3,008,144	3,008,144	0
Minnesota	3,398,783	0	3,425,836	3,425,836	0
Mississippi	345,575	0	48,686	48,686	0
Missouri	95,328	0	72,874	72,874	0
Montana	2,929,010	0	3,191,664	3,191,664	0
Nebraska	786,403	0	815,650	815,650	0
Nevada	692,647	0	744,064	744,064	0
New Hampshire	0	0	0	0	0
New Jersey	58,901	0	59,473	59,473	0
New Mexico	8,064,784	0	8,592,100	8,592,100	0
New York	1,739,206	0	1,779,799	1,779,799	0
North Carolina	3,393,104	0	3,569,644	3,569,644	0
North Dakota	1,674,445	0	1,785,813	1,785,813	0
Ohio	0	0	0	0	0
Oklahoma	23,869,715	0	24,535,617	24,535,617	0
Oregon	2,189,678	0	2,200,276	2,200,276	0
Pennsylvania	0	0	0	0	0
Rhode Island	0	0	0	0	0
South Carolina	5,199	0	9,460	9,460	0
South Dakota	3,554,741	0	3,382,954	3,382,954	0
Tennessee	0	0	0	0	0
Texas	312,693	0	366,347	366,347	0
Utah	1,218,099	0	1,233,548	1,233,548	0
Vermont	171,522	0	199,360	199,360	0
Virginia	11,510	0	15,049	15,049	0
Washington	4,331,788	0	4,328,364	4,328,364	0
West Virginia	0	0	0	0	0
Wisconsin	2,276,580	0	2,428,361	2,428,361	0
Wyoming	565,789	0	712,801	712,801	0
American Samoa	0	0	0	0	0
Guam	0	0	0	0	0
Northern Mariana Is.	0	0	0	0	0
Puerto Rico	0	0	0	0	0
Virgin Islands	0	0	0	0	0
Freely Assoc. States	0	0	0	0	0
Indian set-aside	0	0	0	0	0
Undistributed (non-State allocations)	0	0	0	0	0
Total	96,613,157	0	99,331,000	99,331,000	0