

Department of Education
INDIAN STUDENT EDUCATION
Fiscal Year 2013 Budget Request

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~~[INDIAN EDUCATION]~~INDIAN STUDENT EDUCATION¹

[For expenses necessary to carry out, to the extent not otherwise provided, title VII, part A of the ESEA of 1965, \$130,779,359.]²

NOTES

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.

All language in this account for programs authorized by the Elementary and Secondary Education Act is deleted because the Administration is proposing reauthorizing legislation for that Act. When new authorizing language is enacted, resources will be requested.

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Analysis of Language Provisions and Changes

Language Provision	Explanation
¹ <u>[INDIAN EDUCATION]INDIAN STUDENT EDUCATION</u>	The Administration's reauthorization proposal would rename Title VII, part A of the Elementary and Secondary Education Act of 1965 as "Indian Student Education".
² [For expenses necessary to carry out, to the extent not otherwise provided, title VII, part A of the ESEA of 1965, \$130,779,000.]	This language is deleted because the Administration is proposing reauthorization legislation for the Act. When new authorizing legislation is enacted, resources will be requested.

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Amounts Available for Obligation
(dollars in thousands)

Appropriation and Adjustments	2011	2012	2013
Discretionary appropriation:			
Appropriation	\$127,282	\$131,027	\$130,779
Across-the-board reduction (P.L. 112-10).....	-255	0	0
Across-the-board reduction (P.L. 112-74).....	<u>0</u>	<u>-248</u>	<u>0</u>
Subtotal, appropriation.....	127,027	130,779	130,779
Unobligated balance expiring.....	<u>-8</u>	<u>0</u>	<u>0</u>
Total, direct obligations	127,019	130,779	130,779

Obligations by Object Classification
(dollars in thousands)

Object Class	2011	2012	2013
Contractual services and supplies:			
Peer review	\$97	\$190	\$190
Operation and maintenance of equipment	360	373	387
Other services	3,519	2,510	2,496
Subtotal	3,976	3,073	3,073
Grants, subsidies, and contributions.....	<u>123,043</u>	<u>127,706</u>	<u>127,706</u>
Total, obligations.....	127,019	130,779	130,779

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Authorizing Legislation (dollars in thousands)

Activity	2012 Authorized	2012 Estimate	2013 Authorized	2013 Request
Grants to local educational agencies (ESEA VII-A-1)	0 ¹	\$105,921	To be ¹ determined	\$105,921
Special programs for Indian children (ESEA VII-A-2-7121 & 7122)	0 ¹	18,986	To be ¹ determined	18,986
National activities (ESEA VII-A-3-7131)	0 ¹	5,872	To be ¹ determined	5,872
<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	To be ³ determined	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	130,779			
Total annual appropriation (request subject to reauthorization)		127,282		130,779

NOTE: The Administration is proposing to reauthorize the Elementary and Secondary Education Act. FY 2012 funds for affected programs are proposed for later transmittal and will be requested once the legislation is reauthorized.

¹ The GEPA extension expired September 30, 2008. The program is authorized in FY 2012 through appropriations language. Reauthorizing language is sought for FY 2013.

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

³ The GEPA extension expired September 30, 2008. Reauthorizing legislation is sought for FY 2013.

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Appropriations History (dollars in thousands)

Year	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
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	132,282	122,282 ³	127,282
2011	127,282	127,282 ⁴	129,282 ³	127,027
2012	127,282	132,027 ⁵	128,027	130,779
2013	130,779			

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.

³ The levels for the Senate allowance reflects Committee action only.

⁴ The levels for the House allowance reflects the House-passed full-year continuing resolution.

⁵ The level for the House allowance reflects an introduced bill and the level for the Senate allowances reflects Senate Committee action only.

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U.S. DEPARTMENT OF EDUCATION FISCAL YEAR 2013 PRESIDENT'S BUDGET

(in thousands of dollars)						
Account, Program and Activity	Category Code	2011 Appropriation	2012 Appropriation	2013 President's Budget	2013 President's Budget Compared to 2012 Appropriation	
					Amount	Percent
Indian Student Education (ESEA VII)						
1. Grants to local educational agencies (Part A-1)	D	104,122	105,921	105,921	0	0.000%
2. Special programs for Indian children (Part A-2)	D	19,022	18,986	18,986	0	0.000%
3. National activities (Part A-3)	D	<u>3,883</u>	<u>5,872</u>	<u>5,872</u>	<u>0</u>	<u>0.000%</u>
Total	D	127,027	130,779	130,779	0	0.000%

NOTES: -Category Codes are as follows: D = discretionary program; M = mandatory program.
 -Programs authorized by the Elementary and Secondary Education Act for which funds are requested in 2013 or that are shown as consolidated in 2013 are proposed under new authorizing legislation.
 -Multiple programs affected by the proposed ESEA reauthorization have been renamed and moved among accounts, some of which have also been renamed.
 -Account totals and programs shown within accounts for fiscal years 2011 and 2012 have been adjusted to be comparable to the fiscal year 2013 request.
 -Detail may not add to totals due to rounding.

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Summary of Request

The Indian Student 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 improvement and 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 Indian Student Education programs are authorized by the Elementary and Secondary Education Act of 1965 (ESEA) and are, therefore, subject to reauthorization this year. The budget request assumes that the program will be implemented in fiscal year 2013 under reauthorized legislation, and the request is based on the Administration's reauthorization proposal, which would specifically authorize grantees to use program funds to teach Indian languages and authorize tribes to undertake administrative responsibilities for ESEA programs pursuant to agreements they enter into with State educational agencies.

The Administration requests \$130.8 million for FY 2013, the same as the FY 2012 appropriation. For the programs in this account, the request supports the primary goals of the ESEA: ensuring that all schools are held accountable for helping all children to achieve to high standards, improving teacher and school leader effectiveness 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 Student 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:

- \$105.9 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 million for Special Programs for Indian Children to make new and continuation awards under Demonstration Grants and the American Indian Teacher Corps and Administrator Corps initiatives.
- \$5.9 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 continue the grants, to be made in FY 2012, to tribal education agencies in support of their efforts to undertake ESEA administrative responsibilities pursuant to agreements they enter into with State educational agencies.

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

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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.

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

(dollars in thousands)

FY 2013 Authorization: To be determined¹

Budget Authority:

<u>2012</u>	<u>2013</u>	<u>Change</u>
\$105,921	\$105,921	0

¹ The GEPA extension expired September 30, 2008. The program is reauthorized in FY 2012 through appropriations language. Reauthorizing legislation is sought for FY 2013.

PROGRAM DESCRIPTION

Title VII, Part A, Subpart 1 of the Elementary and Secondary Education Act (ESEA) 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 State academic content standards and student academic achievement 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 lieu of the LEA, in situations where the LEA does not apply for funding. In FY 2011, 21 tribes received grants because the LEA did not apply.

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

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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 2011, only one SEA has ever chosen to provide comments, and none has done so in recent years.

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 LEA and only one BIE school has used this authority.

Funding levels for the past 5 fiscal years were:

	(dollars in thousands)
2008	\$96,613
2009	99,331
2010	104,331
2011	104,122
2012	105,921

FY 2013 BUDGET REQUEST

For FY 2013, the Administration requests \$105.9 million for the Indian Student Education Grants to Local Educational Agencies program, the same amount as fiscal year 2012. This funding would 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 of \$222, based on the 2011 count of over 477,000 Indian elementary and secondary students in the formula nationwide.

The Indian Student Education Grants to LEAs program is authorized by the Elementary and Secondary Education Act (ESEA) and is, therefore, subject to reauthorization this year. The budget request assumes that the program will be implemented in fiscal year 2013 under reauthorized legislation, and the request is based on the Administration’s reauthorization proposal. That proposal would make minor changes to the program, such as aligning the authorized activities with current priorities, eliminating the exception to the enrollment requirements for certain States and local educational agencies (LEAs), allowing tribes that make up at least one-third of the eligible Indian children who are served by an LEA to operate the local program if the LEA does not, and strengthening the student proof-of-eligibility requirements. The proposal would also require grantees to report on Title I academic achievement measures for the students served by their projects. Fiscal year 2013 would be the first year in which the program would operate under reauthorized legislation.

This program is the Department's principal vehicle for addressing the particular needs of Indian children in public schools. 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

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dropout prevention. Approximately three-quarters of American Indian/Alaska Native students enrolled in public schools attend schools that receive funds from the 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

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 scoring higher than some other major ethnic and racial groups on some indicators, but there are still significant achievement gaps between AI/AN students and the general student population.

Data from the 2011 National Assessment of Education Progress (NAEP) reading and mathematics 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 scored at the basic level or above, compared to 77 percent for white students, 49 percent for Black students, 50 percent for Hispanic students, and 79 percent for Asian/Pacific Islander students. The 8th-grade reading scores reflect a similar pattern with 64 percent of AI/AN students scoring at the basic level or above, compared to 84 percent for white students, 58 percent for Black students, 63 percent for Hispanic students, and 82 percent for Asian/Pacific Islander students. Results for the mathematics assessments again revealed similar achievement gaps, with 68 percent of AI/AN 4th-graders scoring at or above basic in mathematics, compared to 91 percent for white students, 66 percent for Black students, 72 percent for Hispanic students, and 91 percent for Asian/Pacific Islander students. In the 8th-grade assessment, 55 percent of AI/AN students performed at basic or above for mathematics, compared to 83 percent for white students, 50 percent for Black students, 60 percent for Hispanic students, and 85 percent for Asian/Pacific Islander students.

The NAEP data also allow for the measurement of AI/AN student achievement over time, and consistently show that across subjects and grade levels the achievement of AI/AN students has not improved since 2005, while the achievement of all other racial/ethnic groups has improved in all subjects and at grade levels. For example, the average “scale score” for AI/AN students in 4th-grade reading was 204 in 2005 and 204 in 2011, reflecting no change over a period in which all other groups had increases. In 8th-grade reading, the AI/AN scale score was 249 in 2005 and 253 in 2011. AI/AN students’ average mathematics scale scores did not change significantly between the 2005 and 2011 assessments; the average scale score for AI/AN 4th-graders was 226 in 2005 and 227 in 2011; for 8th-graders, it was 264 in 2005 and 266 in 2011. During the same period, increases occurred among the other racial/ethnic groups. Taken on the whole, NAEP scores since 2005 reflect the persistence of the achievement gap between AI/AN

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students and their white and Asian/Pacific Islander peers, and a lack of progress for AI/AN students when other racial/ethnic groups have shown improved performance.

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 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).

Core academic coursework is essential to having a comprehensive education that prepares students for college and a career. While the AI/AN population has had, over the last 25 years, the lowest percentage of high school graduates completing a core academic curriculum (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. In comparison, the proportion of all public high school graduates completing a core academic curriculum was 10 percent in 1982 and 52 percent in 2005.

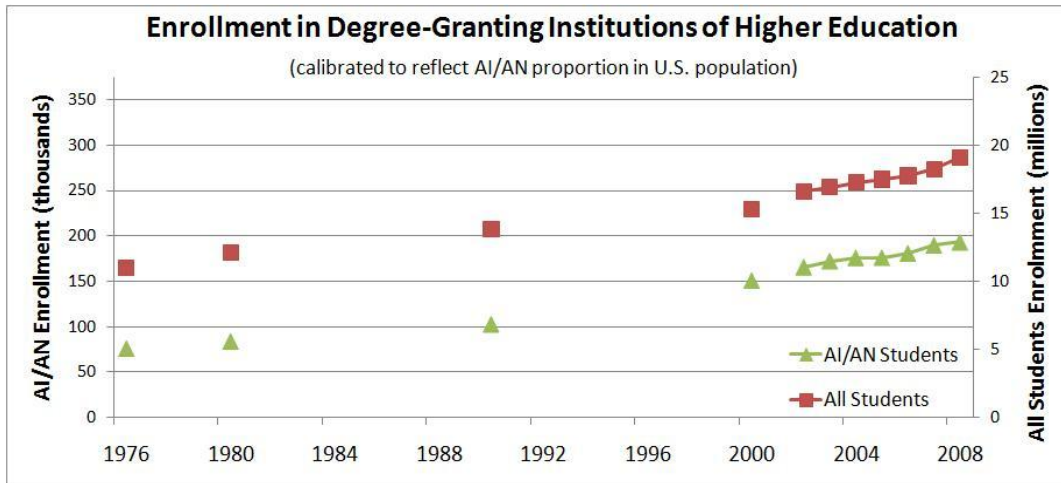
High school graduation and dropout rates are important indicators of academic achievement at the secondary level. The "status" dropout rate (which represents the proportion of non-institutionalized young people ages 16 through 24 who are out of school and who have not earned a high school credential) for AI/AN high school students (15 percent) was above the overall national average (10 percent) in 2006. That same year, 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. In addition, AI/AN high school seniors had the lowest proportion of those expecting to go to college (79 percent) in 2004, well below the national average (87 percent).

Postsecondary Education

Although the percentage of AI/AN high school seniors expecting to attend college is below the national average, an increase in 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, 2009*, the number of AI/AN students enrolled in colleges and universities has more than doubled in the past 30 years.

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In 1976, 76,100 AI/ANs enrolled in degree-granting colleges and universities; that number was 193,300 in 2008. This represents an average annual growth rate of 3.0 percent. During the same period, the number of all students enrolled in degree-granting colleges and universities grew by an average of 1.7 percent annually. Between 2000 and 2008, this annualized growth rate has averaged 3.1 percent for AI/AN students and 2.8 percent for all students. Increases in degrees conferred to AI/AN students 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, AI/AN students are still underrepresented at 4-year institutions of higher education (0.9 percent of total 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 so enrolled.

Overall, as of 2007, more AI/AN adults aged 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 the inverse was roughly true; 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 AI/AN student population continues to be subject to significant risk factors that threaten students' 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 age. Further, more AI/AN students have high rates of absenteeism from school than students of any other race/ethnicity. In 2007, while 55 percent of all students reported having at least one absence in the preceding month, the figure was 66 percent for AI/AN students. Absenteeism translates 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.

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PROGRAM OUTPUT MEASURES (dollars in thousands)

<u>Output Measures:</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>
Number of awards			
LEAs	1,109	1,109	1,105
Tribes	21	21	21
BIE- grant/contract schools	92	92	92
BIE- operated schools	<u>54</u>	<u>54</u>	<u>54</u>
Total	1,276	1,276	1,272
Distribution of funds			
LEAs	\$94,612	\$96,247	\$96,247
Tribes	996	1,013	1,013
BIE- grant/contract schools	5,580	5,676	5,676
BIE- operated schools	<u>2,934</u>	<u>2,985</u>	<u>2,985</u>
Total	104,122	105,921	105,921
Number of eligible students			
LEAs	430,995	430,995	430,976
Tribes	4,555	4,555	4,555
BIE- grant/contract schools	27,178	27,178	27,178
BIE- operated schools	<u>14,730</u>	<u>14,730</u>	<u>14,730</u>
Total	477,458	477,458	477,439
Range of awards (whole dollars)			
Highest	\$2,737,505	\$2,784,803	\$2,784,912
Lowest	4,000	4,000	4,000
Average allocation	81,601	83,010	83,271
Average payment per eligible student	218	222	222

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 2013 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 not generally include sufficient numbers of Indian students in NAEP and was not always able to

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publish data on this group's academic achievement on the Nation's report card. Starting with the 2005 NAEP, the Department has oversampled 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 the basic level in reading on NAEP.

Year	Target	Actual – AI/AN	Actual – All Students
2003	62	47	63
2005	53	48	64
2007	50	49	67
2009	52	52	67
2011	54	49	67
2013	56		

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

Year	Target	Actual – AI/AN	Actual – All Students
2003	66	57	74
2005	63	59	73
2007	61	56	74
2009	63	63	75
2011	65	64	76
2013	67		

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

Year	Target	Actual – AI/AN	Actual – All Students
2003	66	64	77
2005	66	68	80
2007	69	70	82
2009	72	68	82
2011	74	68	82
2013	76		

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

Year	Target	Actual – AI/AN	Actual – All Students
2003	64	52	68
2005	54	53	69
2007	55	53	71
2009	57	57	73
2011	59	55	73
2013	61		

Additional information: The NAEP reading and mathematics national assessments are administered every 2 years. Data from 2011 assessments represent the fourth 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 based on the 2005 data, the first year for which we had 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. In 2011, the percentage of AI/AN 4th-grade students scoring at or above the basic level decreased in reading and showed no change in math when compared to 2009. Over the same period, 4th-grade scores for all students in reading and math showed no increase. For the same years, there were slight increases for AI/AN 8th-graders and all students in 8th grade in reading.

After the 2011 assessment, the Department will oversample AI/AN students on NAEP only every other cycle, the next being the 2015 assessment. However, the increase in overall NAEP sampling now allows a sufficient sample of AI/AN students for the Department to report on AI/AN NAEP performance with statistical reliability. Therefore, while many of the State-level data for 2013 will not be available, national-level data for the 2013 NAEP assessment will be available for these measures.

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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 – AI/AN	Actual – All Students
2008	69	60	71
2009	74		
2010	79		
2011	84		
2012	89		
2013	95		

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 – AI/AN	Actual – All Students
2008	67	57	70
2009	73		
2010	78		
2011	83		
2012	89		
2013	95		

Additional information: 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 ESEA Title I. The Department established a baseline in 2004 and targets for reaching 100 percent proficiency by 2014, the ESEA objective. In 2008, reading and mathematics proficiency among AI/AN students were both below the respective targets. Data for 2009 will be available in spring 2012.

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
2008	8.0	10.0
2009	6.7	
2010	5.3	
2011	4.0	
2012	2.7	
2013	1.3	

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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
2008	8.7	12.8
2009	7.2	
2010	5.8	
2011	4.3	
2012	2.9	
2013	1.4	

Additional information: The Department has established indicators to measure the achievement gap between AI/AN students' performance and all students' performance on State assessments in reading and math. The targets reflect the ESEA goal of eliminating the achievement gap between AI/AN students and all students by 2014. In 2008, AI/AN students in grades 3-8 were 10.0 percentage points lower than their peers in reading and were 12.8 percentage points lower in mathematics. Data for 2009 will be available in spring 2012.

The final effectiveness measure the Department has established for this program is the percentage of Indian students who graduate from high school. This measure has been previously calculated as the simple average among the States, by dividing the sum of the State AI/AN graduation rates reported on their Consolidated State Performance Reports (CSPR) by the number of States reporting AI/AN graduation rates. Each State's rate should be reported on the CSPR as the number of students who graduate from public high school with a regular diploma (not including a GED or any other diploma not fully aligned with the State's academic standards) in the standard number of years divided by the number of students who began high school that number of years ago, or by an alternative method developed by the State and approved by the Secretary that avoids counting dropouts as transfers. However, since States report percentages rather than the number of students graduating and the size of the cohort, the Department's calculation as a simple average of the State percentages has not been an actual measure of the Indian graduation rate. The Department is working to establish a calculation method that more accurately reports the percentage of Indian students graduating from high school.

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 all grants are made on a timely basis), it was replaced in 2007 with a measure of the percentage of funds used by grantees prior to award close-out.

INDIAN STUDENT EDUCATION

Grants to local educational agencies

Measure: The percentage of funds used by grantees prior to award close-out.

Year	Target	Actual
2008	96.4	97.6
2009	97.6	
2010	98.9	
2011	100.0	
2012	100.0	
2013	100.0	

Additional information: The proportion of program funds used by grantees has increased in recent years. In 2008, the proportion of funds used by grantees that were due for close-out was greater than 97 percent, which exceeded the target. Since the timing of close-out can vary even among a single fiscal year's grantees, this measure is calculated as the proportion of the program appropriation that has been paid to grantees just prior to the cancellation of the appropriation. Therefore, data for 2008 correspond to fiscal year 2003 grants. The Department will update the data and report on 2009, 2010, and 2011 in spring 2012.

INDIAN STUDENT EDUCATION

Special programs for Indian children

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

(dollars in thousands)

FY 2013 Authorization: To be determined¹

Budget Authority:

<u>2012</u>	<u>2013</u>	<u>Change</u>
\$18,986	\$18,986	0

¹ The GEPA extension expired September 30, 2008. The program is authorized in FY 2012 through appropriations language. Reauthorizing legislation is sought for FY 2013.

PROGRAM DESCRIPTION

The Elementary and Secondary Education Act of 1965 (ESEA) 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 Indian institutions (including Indian 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.
- 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 STUDENT EDUCATION

Special programs for Indian children

Funding levels for the past 5 fiscal years were:

	(dollars in thousands)
2008	\$19,060
2009	19,060
2010	19,060
2011	19,022
2012	18,986

FY 2013 BUDGET REQUEST

For FY 2013, the Administration requests \$19.0 million for Special Programs for Indian Children, the same amount as fiscal year 2012. Funds would provide continued support for activities that address the unique educational needs of American Indian children. The Special Programs for Indian Children program is authorized by the Elementary and Secondary Education Act (ESEA) and is, therefore, subject to reauthorization this year. The budget request assumes that the program will be implemented in fiscal year 2013 under reauthorized legislation, and the request is based on the Administration's reauthorization proposal. The proposal would make minor changes that would align the eligible activities under the Demonstration program with current priorities. In addition, the proposal would authorize State and tribal educational agency agreements through which tribal educational agencies could assume certain State educational agency (SEA) responsibilities for the administration of ESEA programs.

For fiscal year 2013, the Department would use about \$10.5 million for new and continuing 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. Successful projects would serve as models for the wider community and as case studies for those building the research base on best practices in the education of Indian students.

For the Professional Development program, the Department would use about \$8.4 million for new and continuation awards. The American Indian Teacher Corps (AITC) 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 report experiencing a sense of isolation in the community.) 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.

The American Indian Administrator Corps (AIAC) 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. Also similar to the Teacher Corps, it recruits heavily among Indian teachers and professionals already working in Indian schools, as they are more likely than other

INDIAN STUDENT EDUCATION

Special programs for Indian children

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.

PROGRAM OUTPUT MEASURES (dollars in thousands)

<u>Output Measures:</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>
Demonstration Grants			
New awards	\$1,723	\$4,047	\$5,020
Continuation awards	<u>8,962</u>	<u>6,576</u>	<u>5,412</u>
Total	10,685	10,623	10,432
Number of new awards	6	14	17
Number of continuation awards	36	30	30
Continuation awards	\$393	\$421	\$421
Professional Development			
New awards	\$1,832	\$4,047	\$5,020
Continuation awards	6,408	4,126	3,344
Total	<u>8,240</u>	<u>8,173</u>	<u>8,364</u>
Number of new awards	5	11	14
Continuation awards	23	24	24
Peer Review	\$97	\$190	\$190

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 2013 and future years, and the resources and efforts invested by those served by this program.

INDIAN STUDENT EDUCATION

Special programs for Indian children

In 2007, the Department established new performance measures that will more accurately and reliably gauge the effectiveness of these programs than did the previous measures. The Department has been using these measures beginning with the fiscal year 2008 new grantees but does not yet have baseline data. The indicators for the Administrator Corps and Teacher Corps will measure the percentage of program participants who become school administrators and teachers, respectively, in local educational agencies (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. New efficiency measures will track the cost per individual who successfully completes an administrator or teacher preparation program.

For the Demonstration Grants, the indicators for early childhood projects will measure the percentage of preschool students who gain school readiness skills as evidenced by pre- and post-test scores on an approved assessment. Indicators for the Demonstration Grants college preparation projects will measure the percentage of participating Native American 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 students who graduate with their incoming 9th-grade class. The Department has developed and disseminated guidance for grantees on the collection and reporting of these data. The Department expects to have baseline data in summer 2012.

INDIAN STUDENT EDUCATION

National activities

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

(dollars in thousands)

FY 2013 Authorization: To be determined¹

Budget Authority:

<u>2012</u>	<u>2013</u>	<u>Change</u>
\$5,872	\$5,872	0

¹ The GEPA extension expired September 30, 2008. The program is reauthorized in FY 2012 through appropriations language. Reauthorizing legislation is sought for FY 2013.

PROGRAM DESCRIPTION

Title VII, Part A, Subpart 3 of the Elementary and Secondary Education Act (ESEA) 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 Student 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 academic achievement, enrollment, graduation rates, and 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 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.

Subpart 3 of ESEA, Title VII, Part A also authorizes: (1) In-Service Training for Teachers of Indian Children, to provide professional development for teachers of Indian students; (2) Fellowships for Indian Students, to provide grants to graduate or undergraduate Indian students; (3) Gifted and Talented Education, to establish centers for gifted and talented Indian students at tribally controlled community colleges; and (4) 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 STUDENT EDUCATION

National activities

Funding levels for the past 5 fiscal years were:

	(dollars in thousands)
2008	\$3,891
2009	3,891
2010	3,891
2011	3,883
2012	5,872

FY 2013 BUDGET REQUEST

For FY 2013, the Administration requests \$5.9 million for Indian Education National Activities, the same amount as fiscal year 2012. The Indian Student Education National Activities program is authorized by the Elementary and Secondary Education Act (ESEA) and is, therefore, subject to reauthorization this year. The request assumes that the program will be implemented in fiscal year 2013 under reauthorized legislation and is based on the Administration's reauthorization proposal. That proposal would continue a broad research, data collection, and technical assistance authority, authorize grants to tribes for education administrative planning and development, and consolidate the authorities that the Congress has not funded in over a decade or has never funded.

Generally, the Department uses funds under this program in three areas in order to support efforts to improve Indian student academic achievement. These areas are: (1) research and data collection on the educational status of the Indian population and on the effectiveness of Indian student education programs, such as through the identification of promising interventions in the field; (2) technical assistance to entities implementing programs for Indian students; and (3) logistical support for Department-sponsored tribal consultations and meetings and for improved implementation of Indian student education programs.

The Department would use fiscal year 2013 funds to focus attention on research, technical assistance, and outreach through the following types of activities:

- The fifth National Indian Education Study (NIES), which 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. Collecting accurate data on the Indian population has been a long-term challenge for the Department. Before 2005, NAEP did not consistently assess enough American Indian/Alaska Native students to provide reliable information about their performance. Although Indian 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, national studies and data collections typically do not include a sufficient number of Indian students to yield accurate, high-quality data on this population. As discussed under the Grants to local educational agencies (LEAs) program, this oversampling provides the Department and the public with comprehensive and timely national and State-level information on American Indian/Alaska Native student achievement in reading

INDIAN STUDENT EDUCATION

National activities

and mathematics. The 2013 appropriation would support preparation and instrument revisions for the 2015 administration of the NAEP reading and mathematics assessments, as well as the educational experiences survey. As there have not been large changes in the data from one NAEP administration to the next, the Department will now conduct the NIES for every other biennial NAEP cycle (rather than for each cycle), in order to devote more resources to other high-priority areas, such as research on promising practices and technical assistance.

In June of 2010, the Department released two reports as the culmination of the 2009 NIES. The first report includes analyses of Indian students' performance on the 2009 NAEP in reading and mathematics and comparisons of their performance to that of other racial and ethnic groups. The second report presents results from the national survey, also conducted in 2009, 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 Student Education Grants to LEAs request narrative summarizes major findings from the 2009 NIES, which is available at <http://nces.ed.gov/nationsreportcard/nies/>. The 2011 NIES data will be published in spring 2012.

- Research on promising practices in Indian education and making that information accessible to educators and researchers. In FY 2011, the Department awarded a contract in order to begin research on educational interventions for Indian students among the grantees of the Grants to LEAs program and the Special Programs for Indian Children program and on effective uses of Native language to improve academic achievement.
- Technical assistance for State educational agencies (SEAs), LEAs, other entities eligible for the Department's programs, and tribal educational agencies. SEAs and LEAs do not always have the experience necessary to address the needs of Indian students or incorporate Indian culture into classroom instruction. According to the 2009 NIES, even among public schools with a student body at least 25 percent American Indian/Alaska Native, less than half of the American Indian/Alaska Native students (47 percent) had reading/language arts teachers who reported that they integrated Indian culture into assignments once a month or more. Technical assistance activities might include helping SEAs and LEAs better understand the issues and challenges facing Indian students, build cultural competence among their staff, and integrate elements of native culture into curriculum, as well as assistance on identifying and incorporating promising practices into the education of Indian students.
- Logistical support for the Department to continue tribal consultations and forums to help inform the Department's policies and decision-making process. At tribal consultations in FY 2010 and FY 2011, the Department heard that these consultations are critical to improving education for Native American students, and the Administration is committed to continuing tribal consultation and strengthening the government-to-government relationship between the United States and Indian tribes.

INDIAN STUDENT EDUCATION

National activities

- Grants to tribal educational agencies. The FY 2012 appropriations act included funding for TEAs to build their capacity. For FY 2013, the Administration's reauthorization proposal would allow TEAs and States to enter into agreements through which TEAs assume certain SEA responsibilities for the administration of ESEA programs. Assistance to TEAs could help build their capacity to undertake those responsibilities.

PROGRAM OUTPUT MEASURES (dollars in thousands)

<u>Output Measures:</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>
National Indian Education Study	\$1,116	\$1,121	\$1,100
Other research	\$1,798	\$779	\$1,011
Technical assistance	0	\$993	\$993
Logistical support	\$610	\$310	\$310
Grants to tribal education agencies	0	\$1,996	\$1,996
Electronic Application System for Indian Education	\$359	\$373	\$387
Professional Development payback system	0	\$300	\$75

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 2013 and future years, and the resources and efforts invested by those served by this program.

The performance measures for this program examine the timeliness of the release of NAEP data for reading and mathematics assessments that oversample American Indian/Alaska Native students, as well as the timeliness of completion of projects and products funded with Indian Student Education National Activities funds. The Department has not yet collected baseline data for these measures. The Department expects to have baseline data in summer 2012.