

**Department of Education**  
**INDIAN STUDENT EDUCATION**  
**Fiscal Year 2015 Budget Request**

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## INDIAN STUDENT EDUCATION<sup>1</sup>

[For expenses necessary to carry out, to the extent not otherwise provided, title VII, part A of the ESEA, \$123,939,000.] (*Department of Education Appropriations Act, 2014.*)

### NOTES

No new language is included for this account. All programs are authorized under the expired Elementary and Secondary Education Act; when new authorizing legislation for the Elementary and Secondary Education Act is enacted, a budget request for these programs will be proposed.

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

## INDIAN STUDENT EDUCATION

### Analysis of Language Provisions and Changes

Language Provision	Explanation
<sup>1</sup> <b>INDIAN <u>STUDENT</u> EDUCATION</b>	The Administration's reauthorization proposal would rename Title VII, part A of the Elementary and Secondary Education Act of 1965 as "Indian Student Education".

**INDIAN STUDENT EDUCATION**

**Appropriation, Adjustment and Transfers**  
(dollars in thousands)

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Appropriation/Adjustments/Transfers	2013	2014	2015
<hr/>			
<b>Discretionary:</b>			
Appropriation .....	\$130,779	\$123,939	\$123,939
Across-the-board reduction (P.L. 113-6) .....	<u>-262</u>	<u>0</u>	<u>0</u>
Total, discretionary appropriation .....	130,517	0	0
Sequester (P.L. 112-25) .....	<u>-6,579</u>	<u>0</u>	<u>0</u>
Total, adjusted discretionary appropriation .....	123,938	123,939	123,939

## INDIAN STUDENT EDUCATION

### Authorizing Legislation (dollars in thousands)

Activity	2014 Authorized	2014 Estimate	2015 Authorized	2015 Request
Grants to local educational agencies (ESEA VII-A-1)	0 <sup>1</sup>	\$100,381	To be <sup>1</sup> determined	\$100,381
Special programs for Indian children (ESEA VII-A-2-7121 & 7122)	0 <sup>1</sup>	17,993	To be <sup>1</sup> determined	17,993
National activities (ESEA VII-A-3-7131)	0 <sup>1</sup>	5,565	To be <sup>1</sup> determined	5,565
<u>Unfunded authorizations:</u>				
In-service training for teachers (ESEA VII-A-3-7132)	0 <sup>2</sup>	0	0 <sup>2</sup>	0
Indian fellowships program (ESEA VII-A-3-7133)	0 <sup>2</sup>	0	0 <sup>2</sup>	0
Gifted and talented program (ESEA VII-A-3-7134)	0 <sup>2</sup>	0	0 <sup>2</sup>	0
Grants to tribes for education administrative planning and development (ESEA VII-A-3-7135)	0 <sup>2</sup>	0	To be <sup>3</sup> determined	0
Improvement of educational opportunities for adult Indians (ESEA VII-A-3-7136)	<u>0<sup>2</sup></u>	<u>0</u>	<u>0<sup>2</sup></u>	<u>0</u>
Total definite authorization	0		0	
Total appropriation		123,939		123,939
Portion of request subject to reauthorization				123,939

NOTE: The Administration is proposing to reauthorize the Elementary and Secondary Education Act. FY 2015 funds for affected programs are proposed for later transmittal and will be requested once the legislation is reauthorized.

<sup>1</sup> The GEPA extension expired September 30, 2008; reauthorizing language is sought for FY 2015.

<sup>2</sup> The GEPA extension expired September 30, 2008. No appropriations language or reauthorizing legislation is sought for FY 2015.

<sup>3</sup> The GEPA extension expired September 30, 2008; reauthorizing legislation is sought for FY 2015.

## INDIAN STUDENT EDUCATION

### Appropriations History (dollars in thousands)

Year	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
2006	\$119,889	\$119,889	\$119,889	\$118,690
2007	118,690	N/A <sup>1</sup>	N/A <sup>1</sup>	118,690 <sup>1</sup>
2008	118,683	124,000	118,690	119,564
2009	119,564	125,000 <sup>2</sup>	119,564 <sup>2</sup>	122,282
2010	122,282	132,282	122,282 <sup>3</sup>	127,282
2011	127,282	127,282 <sup>4</sup>	129,282 <sup>3</sup>	127,027 <sup>5</sup>
2012	127,282	132,027 <sup>6</sup>	128,027 <sup>3</sup>	130,779
2013	130,779	130,997 <sup>7</sup>	130,779 <sup>7</sup>	123,939
2014	130,779	N/A <sup>8</sup>	130,381 <sup>3</sup>	123,939
2015	123,939			

<sup>1</sup> 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.

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

<sup>3</sup> The level for the Senate allowance reflects Committee action only.

<sup>4</sup> The level for the House allowance reflects the House-passed full-year continuing resolution.

<sup>5</sup> The level for appropriation reflects the Department of Defense and Full-Year Continuing Appropriations Act, 2011 (P.L. 112-10).

<sup>6</sup> The level for the House allowance reflects an introduced bill.

<sup>7</sup> The levels for the House and Senate allowances reflect action on the regular annual 2013 appropriations bill, which proceeded in the 112<sup>th</sup> Congress only through the House Subcommittee and the Senate Committee.

<sup>8</sup> The House allowance is shown as N/A because there was no Subcommittee action.

DEPARTMENT OF EDUCATION FISCAL YEAR 2015 PRESIDENT'S BUDGET

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(in thousands of dollars)						
Account, Program and Activity	Category Code	2013 Appropriation	2014 Appropriation	2015 President's Budget	2015 President's Budget Compared to 2014 Appropriation	
					Amount	Percent
<b>Indian Student Education (ESEA VII)</b>						
1. Grants to local educational agencies (Part A-1)	D	100,381	100,381	100,381	0	0.000%
2. Special programs for Indian children (Part A-2)	D	17,993	17,993	17,993	0	0.000%
3. National activities (Part A-3)	D	5,565	5,565	5,565	0	0.000%
Total	D	123,939	123,939	123,939	0	0.000%

NOTES: D = discretionary program; M = mandatory program; FY= fiscal year

- Programs authorized by the Elementary and Secondary Education Act for which funds are requested or that are proposed for consolidation in FY 2015 are proposed under new authorizing legislation.
- Multiple programs affected by the proposed ESEA reauthorization have been renamed and moved among accounts, some of which also have been renamed.
- Account totals and programs shown within accounts in FY 2013 and FY 2014 have been adjusted for comparability to FY 2015.
- Accounts are shown under the administering office that has primary responsibility for most programs in that account; however, there may be some programs that are administered by another office.

Detail may not add to totals due to rounding.

## INDIAN STUDENT EDUCATION

### 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, therefore, are subject to reauthorization this year. The budget request assumes that the program will be implemented in fiscal year 2014 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 fiscal year 2015, the same as the 2014 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:

- \$100.4 million for Grants to Local Educational Agencies to help them address the particular needs of Indian children enrolled in urban and rural schools.
- \$18 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.
- \$5.6 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 made in fiscal year 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

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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.

## INDIAN STUDENT EDUCATION

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### Grants to local educational agencies

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

(dollars in thousands)

FY 2015 Authorization: To be determined<sup>1</sup>

Budget Authority:

	<u>2014</u>	<u>2015</u>	<u>Change</u>
	\$100,381	\$100,381	0

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<sup>1</sup> The GEPA extension expired September 30, 2008; reauthorizing legislation is sought for FY 2015.

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### 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 fiscal year 2013, 25 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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### Grants to local educational agencies

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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 fiscal year 2013, 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)
2010 .....	\$104,331
2011 .....	104,122
2012 .....	105,921
2013 .....	100,381
2014 .....	100,381

### FY 2015 BUDGET REQUEST

For fiscal year 2015, the Administration requests \$100.4 million for the Indian Student Education Grants to Local Educational Agencies program, the same amount as the 2014 level. 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 \$211, based on the 2013 count, and estimated 2014 count of over 475,000 eligible Indian elementary and secondary students 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 2015 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.

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 dropout prevention. Approximately three-quarters of American Indian/Alaska Native students

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### **Grants to local educational agencies**

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enrolled in public schools attend schools that receive funds from the program. In accordance with Executive Order 13592, the Department is participating in the Interagency Working Group on American Indian and Alaska Native Education with the Department of the Interior Bureau of Indian Education. The Working Group is in the process of developing goals, benchmarks, and key activities for improving educational outcomes for American Indian and Alaska Native students.

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 while American Indian and Alaska Native (AI/AN) students are scoring higher than other major ethnic and racial groups on some indicators, significant achievement gaps remain between AI/AN students and the general student population. However, the data also show that gains in achievement by AI/AN students have stalled over the past several years, while other groups have shown improvement in all subjects and grade levels.

Data from the 2013 National Assessment of Education Progress (NAEP) reading and mathematics assessments show that AI/AN students achieved at a level comparable to that of Hispanic students and somewhat above the level for Black students, with the performance of all three of these groups trailing that of White and Asian/Pacific Islander students.

For example, on the NAEP 4<sup>th</sup>-grade reading assessment, 50 percent of AI/AN students scored at the basic level or above, compared to 80 percent for White students, 50 percent for Black students, 53 percent for Hispanic students, and 80 percent for Asian/Pacific Islander students. The 8<sup>th</sup>-grade reading scores reflect a similar pattern with 63 percent of AI/AN students scoring at the basic level or above, compared to 86 percent for White students, 61 percent for Black students, 67 percent for Hispanic students, and 86 percent for Asian/Pacific Islander students. Results for the mathematics assessments again revealed similar achievement gaps, with 67 percent of AI/AN 4<sup>th</sup>-graders scoring at or above basic in mathematics, compared to 90 percent for White students, 66 percent for Black students, 73 percent for Hispanic students, and 91 percent for Asian/Pacific Islander students. In the 8<sup>th</sup>-grade assessment, 59 percent of AI/AN students performed at basic or above for mathematics, compared to 84 percent for White students, 52 percent for Black students, 62 percent for Hispanic students, and 87 percent for Asian/Pacific Islander students.

The NAEP data also 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 grade levels. For example, the average “scale score” for AI/AN students in 4<sup>th</sup>-grade reading was 204 in 2005 and 202 in 2011, reflecting a statistically insignificant change over a period in which all other groups had increases. Similarly, AI/AN students’ average mathematics scale scores did not change significantly between the 2005 and 2011 assessments, moving from 226 in 2005 to 225 in 2011 for 4<sup>th</sup>-graders and from 264 to 265 for 8<sup>th</sup>-graders. All other racial/ethnic groups showed gains during the same period.

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#### ***State-Level Results***

The National Indian Education Study (NIES) oversamples AI/AN students who would be selected to participate in the NAEP. This allows more detailed reporting of performance data for this population. The augmented NAEP sample also permits examination of the results in 12 States (Alaska, Arizona, Minnesota, Montana, New Mexico, North Carolina, North Dakota, Oklahoma, Oregon, South Dakota, Utah, and Washington) that have the largest numbers of AI/AN students, revealing that some States have done better than the Nation as a whole in narrowing achievement gaps between AI/AN students and other students. For example, in 2011, Oklahoma had a smaller gap than the national average in 4<sup>th</sup>- and 8<sup>th</sup>-grade reading and math NAEP scores. Oregon had a smaller achievement gap than the national average in 4<sup>th</sup>-grade reading.

Additionally, for a number of States, the percentage of AI/AN students scoring at or above the Basic level on NAEP is larger than the percentage of all students nationally who are at that level. In Oklahoma, the percentage of AI/AN students at or above Basic was, on average, 10 percentage points higher than the national percentage for all students in all NAEP-tested grades and subjects (4<sup>th</sup>-grade reading, 4<sup>th</sup>-grade math, 8<sup>th</sup>-grade reading, and 8<sup>th</sup>-grade math). In addition to Oklahoma, Oregon and North Dakota had a higher percentage of AI/AN students at or above Basic in 4<sup>th</sup>-grade reading than the national percentage (48 percent for North Dakota compared to 47 percent for the Nation). In 8<sup>th</sup>-grade reading, Minnesota, Oregon, and Montana had higher percentages of AI/AN students at or above Basic than the Nation. Finally, Minnesota had a higher percentage of AI/AN students at or above Basic in 4<sup>th</sup>-grade math than the Nation.

#### ***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 was 15 percent in 2006, compared to the overall national average of 10 percent. That same year, 75 percent of AI/ANs

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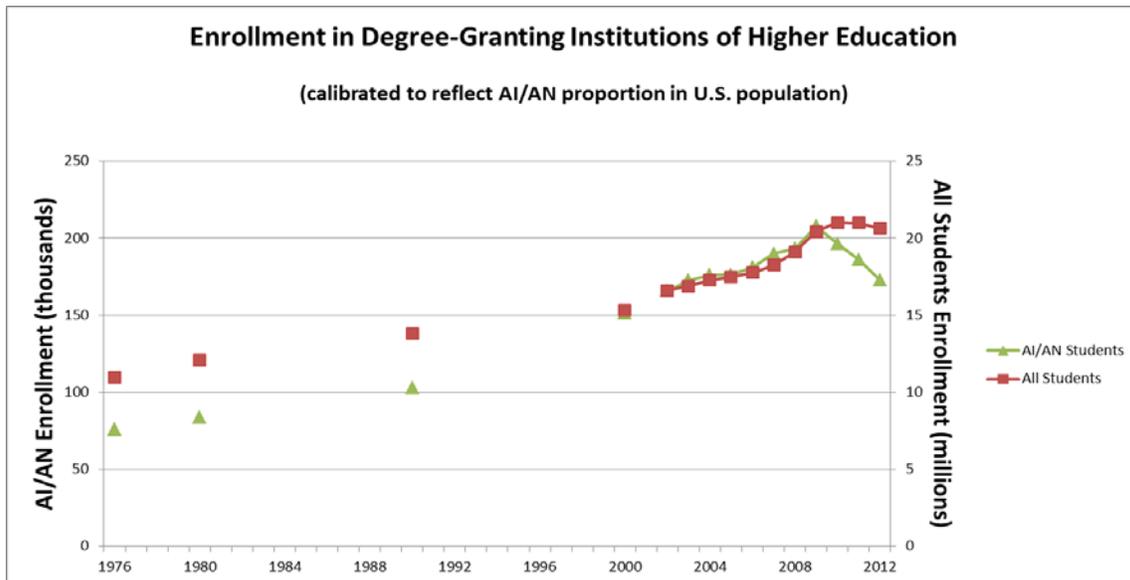
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who were sophomores in spring 2002 had received a regular high school diploma, the lowest rate among all races/ethnicities. In addition, AI/AN high school seniors had the lowest proportion of those expecting to go to college (79 percent) in 2004, well 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, 2013," the number of AI/AN students enrolled in colleges and universities has more than doubled in the past 36 years.



In 1976, 76,100 AI/ANs enrolled in degree-granting colleges and universities; that number was 172,900 in 2012. This represents an average annual growth rate of 1.6 percent. During the same period, the number of all students enrolled in degree-granting colleges and universities grew by an average of 1.3 percent annually. Between 2000 and 2012, this annualized growth rate averaged 1.1 percent for AI/AN students and 2.2 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. Between 2009 and 2012, college enrollment held steady for all students, but dropped for AI/AN students, falling from 29.8 percent in 2009 to 27.8 percent in 2012.

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#### *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.

#### PROGRAM OUTPUT MEASURES (dollars in thousands)

<u>Measures</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
Number of awards			
LEAs	1,117	1,117	1,117
Tribes	25	25	25
BIE- grant/contract schools	89	89	89
BIE- operated schools	<u>55</u>	<u>55</u>	<u>55</u>
Total	1,286	1,286	1,286
Distribution of funds			
LEAs	\$91,691	\$91,691	\$91,691
Tribes	1,094	1,094	1,094
BIE- grant/contract schools	4,857	4,857	4,857
BIE- operated schools	<u>2,739</u>	<u>2,739</u>	<u>2,739</u>
Total	100,381	100,381	100,381
Number of eligible students			
LEAs	431,210	431,210	431,210
Tribes	5,189	5,189	5,189
BIE- grant/contract schools	24,636	24,636	24,636
BIE- operated schools	<u>14,835</u>	<u>14,835</u>	<u>14,835</u>
Total	475,870	475,870	475,870
Range of awards (whole dollars)			
Highest	\$2,823,022	\$2,823,022	\$2,823,022
Lowest	4,000	4,000	4,000
Average allocation	78,024	78,024	78,024
Average payment per eligible student	211	211	211

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#### 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 fiscal year 2015 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 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 4<sup>th</sup>-grade and 8<sup>th</sup>-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 4 who score at or above the basic level in reading on NAEP.

Year	Target	Actual – AI/AN	Actual – All Students
2007	50%	49%	67%
2009	52	52	67
2011	54	49	67
2013	56	51	68
2015	58		

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

Year	Target	Actual – AI/AN	Actual – All Students
2007	61%	56%	74%
2009	63	63	75
2011	65	64	76
2013	67	62	78
2015	69		

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

Year	Target	Actual – AI/AN	Actual – All Students
2007	69%	70%	82%
2009	72	68	82
2011	74	68	82
2013	76	68	83
2015	78		

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

Year	Target	Actual – AI/AN	Actual – All Students
2007	55%	53%	71%
2009	57	57	73
2011	59	55	73
2013	61	59	74
2015	63		

**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 2013, the percentage of AI/AN 4<sup>th</sup>-grade students scoring at or above the basic level increased in reading and showed no change in math when compared to 2011. Over the same period, 4<sup>th</sup>-grade scores for all students in reading and math increased slightly. For the same years, there were slight increases for AI/AN 8<sup>th</sup>-graders and all students in 8<sup>th</sup>-grade in reading. Over

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the same period, math scores for AI/AN 8<sup>th</sup>-graders decreased slightly and math scores for all students increased slightly.

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 much of the State-level data for 2013 will not be available, national-level data for the 2013 NAEP assessment is available for these measures.

**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
2010	79%	64.2%	71.2%
2011	84	52.0	70.0
2012	89	58.4	63.4
2013	95		
2014	100		

**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
2010	78%	60.2%	68.1%
2011	83	49.0	66.7
2012	89	53.2	64.2
2013	95		
2014	100		

**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. From 2008 through 2012, reading and mathematics proficiency among AI/AN students were both below the respective targets. Data for 2013 will be available in fall 2014.

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### Grants to local educational agencies

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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 reading on State assessments and the percentage of all students scoring at those levels.

Year	Target	Actual
2010	5.3%	8.4%
2011	4.0	7.3
2012	2.7	5.0
2013	1.3	
2014	0.0	

**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
2010	5.8%	9.5%
2011	4.3	11.4
2012	2.9	11.0
2013	1.4	
2014	0.0	

**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.

**Measure:** Percentage of Indian students who graduate from high school.

Year	Target	Actual
2010	82.6%	72.0%
2011	84.4	71.0
2012	86.2	
2013	86.2	
2014	86.2	
2015	86.2	

**Additional information:** 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

## INDIAN STUDENT EDUCATION

### Grants to local educational agencies

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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 accurate measure of the actual Indian graduation rate. Data for 2012 will be available in spring 2014.

### 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.

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

Year	Target	Actual
2008	96.4%	97.6%
2009	97.6	94.0
2010	98.9	97.8
2011	100.0	92.5
2012	100.0	
2013	100.0	

**Additional information:** The proportion of program funds used by grantees has fluctuated 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. However, grantees failed to meet the target in 2009, 2010 and 2011. 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. Data for 2012 will be available later in 2014.

## INDIAN STUDENT EDUCATION

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### Special programs for Indian children

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

(dollars in thousands)

FY 2015 Authorization: To be determined<sup>1</sup>

Budget Authority:

<u>2014</u>	<u>2015</u>	<u>Change</u>
\$17,993	\$17,993	0

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<sup>1</sup> The GEPA extension expired September 30, 2008; reauthorizing legislation is sought for FY 2015.

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### PROGRAM DESCRIPTION

Title VII of the Elementary and Secondary Education Act of 1965 (ESEA) authorizes 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. Funds are awarded competitively and support the following programs:

- Improvement of Educational Opportunities for Indian Children (Section 7121) (Demonstration Grants). Under this program, the Department makes discretionary 4-year grants to State educational agencies (SEAs), local educational agencies (LEAs), Indian tribes and organizations, and Indian institutions (including Indian institutions of higher education), or a consortium of such institutions, to improve Indian student achievement. The statute authorizes demonstration grants in such areas as innovative 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. Since 2009, 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 grants 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

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Funding levels for the past 5 fiscal years were:

	(dollars in thousands)
2010 .....	\$19,060
2011 .....	19,022
2012 .....	18,986
2013 .....	17,993
2014 .....	17,993

### FY 2015 BUDGET REQUEST

The Administration's fiscal year 2015 request includes \$18.0 million for Special Programs for Indian Children, the same amount as the fiscal year 2014 level. Funds would provide continued support for activities that address the unique educational needs of American Indian children, consistent with the Administration's ESEA reauthorization proposal, which would make minor changes that would align the eligible activities under the Demonstration program with current regulatory priorities. In addition, the proposal would authorize State and tribal educational agency agreements through which tribal educational agencies could assume certain SEA responsibilities for the administration of ESEA programs.

For fiscal year 2015, the Department would use about \$10.4 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. For several years, the absolute funding priorities for the program have limited project services to (1) school readiness projects, and (2) college preparatory programs for secondary school students. 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 \$7.4 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 teachers to remain in those schools. (Indian schools often experience high teacher turnover, as many non-Indian teachers who enter those schools report experiencing a sense of isolation in the community.) Third, the program is comprehensive, providing 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

## INDIAN STUDENT EDUCATION

### Special programs for Indian children

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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.

#### PROGRAM OUTPUT MEASURES (dollars in thousands)

<u>Measures</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
<b>Demonstration Grants</b>			
New awards	\$2,576	\$906	\$3,147
Continuation awards	<u>7,746</u>	<u>9,434</u>	<u>7,236</u>
Total	10,322	10,340	10,383
Number of new awards	8	3	10
Number of continuation awards	28	22	24
<b>Professional Development</b>			
New awards	\$2,620	\$907	\$3,148
Continuation awards	<u>4,968</u>	<u>6,746</u>	<u>4,272</u>
Total	7,588	7,653	7,420
Number of new awards	7	3	10
Number of continuation awards	22	21	19
<b>Peer Review</b>	\$83	0	\$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 fiscal year 2015 and future years, as well as the resources and efforts invested by those served by this program.

In 2007, the Department established new performance measures that 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.

## INDIAN STUDENT EDUCATION

### Special programs for Indian children

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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 secondary-to-postsecondary-education transition 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 9<sup>th</sup>-grade class. For the 2009 cohort of grantees, 71 percent of 3- and 4-year-old AI/AN children made language and communication development gains, 62 percent made gains on assessments of cognitive skills and conceptual knowledge, and 55 percent made gains on assessments of social development. On the secondary-to-postsecondary indicators, 61 percent of participating AI/AN students successfully completed at least 3 years of challenging core courses and 77 percent graduated with their incoming 9<sup>th</sup>-grade class.

The indicators for the Professional Development Grants 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. Performance data for the Professional Development Grants program will be available later in 2014.

## INDIAN STUDENT EDUCATION

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### National activities

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

(dollars in thousands)

FY 2015 Authorization: To be determined<sup>1</sup>

Budget Authority:

<u>2014</u>	<u>2015</u>	<u>Change</u>
\$5,565	\$5,565	0

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<sup>1</sup> The GEPA extension expired September 30, 2008; reauthorizing legislation is sought for FY 2015.

### PROGRAM DESCRIPTION

Title VII of the Elementary and Secondary Education Act (ESEA) authorizes Indian Education National Activities that support 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. These activities help 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 to ensure that they include significant coverage of the Indian population and provide 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.

Fiscal year 2012 appropriations act included funding for a pilot program for tribal education agencies (TEAs) to build their capacity. The Department made awards to four TEAs to work with SEAs to assume certain SEA responsibilities for the administration of ESEA programs.

## INDIAN STUDENT EDUCATION

### National activities

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Funding levels for the past 5 fiscal years were:

	(dollars in thousands)
2010 .....	\$3,891
2011 .....	3,883
2012 .....	5,872
2013 .....	5,565
2014 .....	5,565

### FY 2015 BUDGET REQUEST

For fiscal year 2015, the Administration requests \$5.6 million for Indian Education National Activities, the same as the fiscal year 2014 level. In 2015 these activities would be implemented consistent with the Administration's ESEA reauthorization proposal, which would continue a broad research, data collection, and technical assistance authority while also providing grants to tribes for education administrative planning and development.

Generally, the Department uses National Activities funds to support efforts to improve Indian student academic achievement in three areas, including: (1) research and data collection on the educational status of the Indian population and on the effectiveness of Indian student education programs, including 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 2015 funds for the following 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. 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 and mathematics. The 2015 appropriation would support the 2015 administration of the NAEP reading and mathematics assessments, as well as the educational experiences survey. The Department plans to 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.

The Department released two reports as the culmination of the 2011 NIES in July 2012 that are summarized in the Indian Student Education Grants to LEAs request; the full report is available at <http://nces.ed.gov/nationsreportcard/nies/>.

- 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

## INDIAN STUDENT EDUCATION

### National activities

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always have the experience necessary to address the needs of Indian students or incorporate Indian culture into classroom instruction. According to the 2011 NIES, one third of American Indian/Alaska Native 8<sup>th</sup>-graders had reading or 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, 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. Previous experience suggests that these consultations are critical to improving education for Native American students, and we are committed to continuing tribal consultation and strengthening the government-to-government relationship between the United States and Indian tribes.
- Grants to tribal educational agencies (TEAs). The fiscal year 2012 appropriations act included funding for a pilot program, known as the State-Tribal Education Partnership program, which makes grants to TEAs to build their capacity by entering into agreements to assume certain SEA responsibilities for the administration of ESEA programs. The Administration's reauthorization proposal would continue the State-Tribal Education Partnership (STEP) program, and the Department would use fiscal year 2015 funds to make a new round of STEP awards.

### PROGRAM OUTPUT MEASURES (dollars in thousands)

<u>Measures</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
National Indian Education Study	\$1,100	\$1,700	\$1,700
Other research	\$386	\$297	0
Technical assistance	\$1,287	\$993	\$993
Technical and logistical support	\$1,157	\$661	\$872
<b>Grants to tribal education agencies</b>			
New awards	0	0	\$2,000
Continuation awards	\$1,635	\$1,914	0

## INDIAN STUDENT EDUCATION

### National activities

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#### 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 fiscal year 2015 and future years, as well as the resources and efforts invested by those served by this program.

The performance measures for National Activities examine the timeliness of the release of NAEP data from 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 expects to have baseline data for these measures later in 2014.

In addition, the Department has established two performance measures for the STEP program to assess grantees' progress in implementing collaborative agreements with SEAs: (1) the number of funded projects for which the TEA assumes State-level functions by the beginning of the second grant period; and (2) the number of funded projects that, at the end of the project period, report that the project has resulted in creation of an arrangement under which the TEA will continue to be responsible for the State-level functions delineated in its TEA-SEA agreement after Federal funding ends. At the beginning of the second grant period, the four STEP grantees had assumed at least one State-level function each, for a total of six State-level functions. Information on the second performance measure will be available after the project period has ended.

