

Department of Education
INDIAN EDUCATION
Fiscal Year 2018 Budget Request

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¹ State tables reflecting final 2016 allocations and 2017 and 2018 estimates are posted on the Department's webpage at: <https://www2.ed.gov/about/overview/budget/statetables/index.html>

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For expenses necessary to carry out, to the extent not otherwise provided, title VI, part A of the ESEA, \$143,665,000, of which \$5,554,000 shall be for subpart 3 of part A of title VI, and of which \$37,921,000 shall be for subpart 2 of part A of title VI:¹ Provided, That the Secretary may make awards under subpart 3 of part A of title VI without regard to the funding limitation in section 6133(b)(1).²

NOTES

A full-year 2017 appropriation for this account was not enacted at the time the budget was prepared; therefore, the budget assumes this account is operating under the Further Continuing Appropriations Act, 2017 (P.L. 114-254). The amounts included for 2017 reflect the annualized level provided by the continuing resolution.

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

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Analysis of Language Provisions and Changes

Language Provision	Explanation
¹ <u>...of which \$5,554,000 shall be for subpart 3 of part A of title VI, and of which \$37,921,000 shall be for subpart 2 of part A of title VI:</u>	This language specifies the funding level for the Special Programs for Indian Children and National Activities programs.
² <u>Provided, That the Secretary may make awards under subpart 3 of part A of title VI without regard to the funding limitation in section 6133(b)(1).</u>	This language allows the Secretary to make Native language immersion grants without regard to the funding limitation in section 6133(b)(1).

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Appropriation, Adjustment, and Transfers
(dollars in thousands)

Appropriation/Adjustments/Transfers	2016	2017 Annualized CR	2018
Discretionary:			
Appropriation	\$143,939	\$143,665	\$143,665

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Authorizing Legislation

(dollars in thousands)

Activity	2017 Authorized	2017 Annualized CR	2018 Authorized	2018 Request
Grants to local educational agencies (ESEA VI-A-1).....	\$100,381	\$100,190	\$100,381	\$100,190
Special programs for Indian children (ESEA VI-A-2-6121 & 6122).....	17,993	37,921	17,993	37,921
National activities (ESEA VI-A-3-6131).....	<u>5,565</u>	<u>5,554</u>	<u>5,565</u>	<u>5,554</u>
Total definite authorization	123,939		123,939	
Total appropriation		143,665		143,665
Portion of request subject to reauthorization		0		0

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Appropriations History (dollars in thousands)

Year	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
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 ⁵
2012	127,282	132,027 ⁶	128,027 ⁶	130,779
2013	130,779	130,997 ⁷	130,779 ⁷	123,939
2014	130,779	N/A ⁸	130,381 ³	123,939
2015	123,939	N/A ⁸	123,939 ⁹	123,939
2016	173,939	143,939 ¹⁰	123,939 ¹⁰	143,939
2017	174,939	174,939 ¹¹	143,939 ¹¹	164,939 ¹¹
2018	143,665			

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 level for the Senate allowance reflects Committee action only.

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

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

⁶ The level for the House allowance reflects an introduced bill and the level for the Senate allowance reflects Senate Committee action only.

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

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

⁹ The level for the Senate allowance reflects Senate Subcommittee action only.

¹⁰ The levels for House and Senate allowance reflect action on the regular annual 2016 appropriations bill, which proceeded in the 114th Congress only through the House Committee and the Senate Committee.

¹¹ The levels for House and Senate allowances reflect Committee action on the regular annual 2017 appropriation bill; the Appropriation reflects the Consolidated Appropriations Act, 2017.

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Significant Items in FY 2017 Appropriations Reports

National Activities

Senate: Further, the Committee directs the Department to give the same consideration to applicants that propose to provide partial immersion schools and programs as to full immersion, as the local tribes, schools, and other applicants know best what type of program will most effectively assist their youth to succeed. Finally, the Committee directs the Department to coordinate this new program with Native American language immersion programs funded at HHS through the Esther Martinez Native American Language Preservation Act.

Response: The Department will comply with this request and give the same consideration to applicants that propose to provide partial immersion schools and programs as to full immersion. Additionally, the Department has coordinated with HHS to ensure that this new Native language immersion program does not duplicate programs funded through the Esther Martinez Native American Language Preservation Act.

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DEPARTMENT OF EDUCATION FISCAL YEAR 2018 PRESIDENT'S BUDGET □
(in thousands of dollars)

Account, Program and Activity	Category Code	2016 Appropriation	2017 Annualized CR	2017 Appropriation	2018 President's Budget	2018 President's Budget Compared to 2017 Annualized CR		2018 President's Budget Compared to 2017 Appropriation	
						Amount	Percent	Amount	Percent
Indian Education (ESEA VI)									
1. Grants to local educational agencies (Part A-1)	D	100,381	100,190	100,381	100,190	0	0.00%	(191)	-0.19%
2. Special programs for Indian children (Part A-2)	D	37,993	37,921	57,993	37,921	0	0.00%	(20,072)	-34.61%
3. National activities (Part A-3)	D	5,565	5,554	6,565	5,554	0	-0.01%	(1,011)	-15.40%
Total	D	143,939	143,665	164,939	143,665	0	0.00%	(21,274)	-12.90%

NOTES: D = discretionary program; M = mandatory program
Detail may not add to totals due to rounding.

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Summary of Request

The Indian Education programs in this account are authorized by Title VI, Part A of the Elementary and Secondary Education Act (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 Education programs are authorized by the Elementary and Secondary Education Act of 1965 (ESEA), which was reauthorized by the Every Student Succeeds Act of 2015 (ESSA). The budget request reflects the program as authorized by ESSA, which will be implemented in fiscal year 2017. A full-year 2017 appropriation was not enacted at the time the FY 2018 Budget was prepared; therefore, the Budget assumes the Department is operating under the Further Continuing Appropriations Act, 2017 (P.L. 114–254). The amounts included for 2017 reflect the annualized level provided by the continuing resolution. The Department of Education Appropriations Act, 2017, provided \$164.9 million, an increase of \$21 million, or 14.6 percent, more than the 2016 level for programs in this account.

The Administration requests \$143.6 million for fiscal year 2018, the same as the fiscal year 2017 annualized Continuing Resolution level (CR level). 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 data to inform teaching and school reform activities. The request for Indian Education will help ensure that the reforms carried out under other ESEA programs benefit Indian students by providing funding to enable school districts to implement viable Indian education programs; continuing the special programs for Indian children and teacher preparation; and providing resources to address research, data, and technical assistance needs and objectives. The request would provide:

- \$100.2 million for Grants to Local Educational Agencies to help them address the particular needs of Indian children enrolled in urban and rural schools.
- \$37.9 million for Special Programs for Indian Children to make new and continuation awards for Native Youth Community Projects under Demonstration Grants and new and continuation awards under the Professional Development program.
- \$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 support continuation awards for Native language immersion grants, and would continue the grants made in fiscal year 2015 to tribal education agencies in support of their efforts to

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Summary of Request

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 scoring higher than some of their peers from other ethnic groups on the National Assessment of Educational Progress, but an achievement gap remains between their performance and that of students in general. Although the number of Indian students enrolling in colleges and universities has more than doubled in the last three decades, the dropout rate for Indian high school students is above the overall national average. In addition, Indian students continue to be subject to significant risk factors that threaten their ability to improve their academic achievement and their general well-being. This population continues to need support from Federal programs that address their specific educational needs.

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Grants to local educational agencies

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

(dollars in thousands)

FY 2018 Authorization: \$100,381

Budget Authority:

<u>2017</u> <u>Appropriation</u>	<u>2017</u> <u>Annualized CR</u>	<u>2018</u>	<u>Change from</u> <u>Annualized CR</u>
\$100,381	\$100,190	\$100,190	0

PROGRAM DESCRIPTION

Title VI, Part A, Subpart 1 of the Elementary and Secondary Education Act (ESEA), as reauthorized by the Every Student Succeeds Act (ESSA), authorizes formula grants that provide assistance to elementary and secondary schools for programs serving Indian students, including preschool children. Local educational agencies (LEAs), Bureau of Indian Education (BIE, which is part of the Department of the Interior)-operated schools, and other BIE-supported schools are eligible for grants to help meet the unique cultural, language, and educational needs of such students and ensure that all students meet challenging State academic standards. The program also makes awards to Indian tribes, Indian organizations, or Indian community-based organizations representing 50 percent or more of the children in the schools of an LEA that does not apply for funding. In fiscal year 2016, 26 Tribes received such awards.

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

The program makes formula allocations only to LEAs or BIE schools in which the number of American Indian/Alaska Native (AI/AN) children is at least 10 or constitutes at least 25 percent of total enrollment. LEAs in California, Alaska, and Oklahoma, and those located on or near reservations are exempt from this requirement. The grant amount is determined by multiplying the number of Indian children in an LEA by the average per-pupil expenditure in the LEA's State or 80 percent of the average per-pupil expenditure in the U.S., whichever is greater. Grants are then ratably reduced to fit within the available appropriation. In addition, the statute requires that each participating LEA receive at least \$3,000. The program serves nearly a half-million eligible students and provides an average per-pupil award of approximately \$214.

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Grants to local educational agencies

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2013	\$100,381
2014	100,381
2015	100,381
2016	100,381
2017	100,381

FY 2018 BUDGET REQUEST

For fiscal year 2018, the Administration requests \$100.2 million for the Indian Education Grants to Local Educational Agencies program, the same as the fiscal year 2017 annualized Continuing Resolution level (CR level). The Department of Education Appropriations Act, 2017, provided \$100.4 million for this program. 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 \$214, based on the 2016 count of 468,719 eligible American Indian and Alaska Native (AI/AN) elementary and secondary students nationwide.

This program is the Department's largest vehicle to support local efforts to address the particular academic needs of AI/AN children in public schools. Grants supplement the regular school program, helping AI/AN children sharpen their academic skills and participate in enrichment programs that would otherwise be unavailable. Funds support such activities as after-school programs, tutoring, counseling, dropout prevention, and Native language programs. Approximately three-quarters of American Indian/Alaska Native students 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 Bureau of Indian Education. The Working Group is in the process of developing and implementing goals, benchmarks, and key activities for improving educational outcomes for American Indian and Alaska Native students, in part through more effective use of Indian Education Grants to LEAs.

The AI/AN student population continues to be subject to significant risk factors that negatively affect its academic achievement and general well-being. For example, 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 8.7 percent of all U.S. children ages 3 to 21 in 2014, it served 14.5 percent of AI/ANs of the same age. Further, absenteeism rates for AI/AN students are higher than for other students, particularly when it comes to chronic absenteeism, defined as missing at least 15 days of school in a year. In the 2013-2014 school year, 23 percent of AI/AN students were chronically absent, compared to 14 percent for all students. Absenteeism translates into less time for classroom instruction and learning and has harmful impacts on students' academic outcomes, including proficiency rates and the likelihood of dropping out of high school.

These risk factors may help explain why the achievement of AI/AN students, as measured by the National Assessment of Education Progress (NAEP), has not improved since 2005 even as

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other racial/ethnic groups have shown significant gains. For example, the average “scale score” for AI/AN students in 4th grade reading was 204 in 2005 and 205 in 2015, and the 8th grade reading scale score was 249 in 2005 and 252 in 2015, reflecting a statistically insignificant change over a period in which all other groups had statistically significant increases. NAEP math results for AI/AN students showed a similar pattern relative to the achievement of other disadvantaged student groups over the same period.

AI/AN students also 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 latest available 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).

High school graduation rate and dropout rate data, while showing modest improvement in recent years, also demonstrate the challenges facing AI/AN students. While the AI/AN graduation rate has increased from 65 percent in 2010-2011 to 70 percent in 2013-2014, mirroring national trends, that rate remains the lowest among all racial/ethnic groups. The “status” dropout rate (which represents the proportion of non-institutionalized young people ages 16 through 24 who are out of school and who have not earned a high school credential) for AI/AN high school students was 11.5 percent in 2014, compared to the overall national average of 6.3 percent. Furthermore, AI/AN student enrollment in postsecondary education dropped from 2009 to 2012 and remains well below the rate for all students.

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

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PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>
Number of awards			
LEAs	1,118	1,118	1,118
Tribes	26	26	26
BIE- grant/contract schools	100	100	100
BIE- operated schools	<u>49</u>	<u>49</u>	<u>49</u>
Total	1,293	1,293	1,293
Distribution of funds			
LEAs	\$91,853	\$91,853	\$91,678
Tribes	1,175	1,175	1,173
BIE- grant/contract schools	5,146	5,146	5,136
BIE- operated schools	<u>2,207</u>	<u>2,207</u>	<u>2,203</u>
Total	100,381	100,381	100,190
Number of eligible students			
LEAs	425,470	425,470	425,470
Tribes	5,544	5,544	5,544
BIE- grant/contract schools	25,980	25,980	25,980
BIE- operated schools	<u>11,725</u>	<u>11,725</u>	<u>11,725</u>
Total	468,719	468,719	468,719
Range of awards (whole dollars)			
Highest	\$3,058,055	\$3,058,055	\$3,058,055
Lowest	4,000	4,000	4,000
Average allocation	77,634	77,634	77,487
Average payment per eligible student	214	214	214

NOTE: The Department is authorized to reserve up to 0.5 percent of funds appropriated for most ESEA programs, including Indian Education Grants to LEAs, and pool those funds to support the evaluation of any ESEA program. While the Department did not reserve funds from the Indian Education Grants to LEAs program for this purpose in fiscal year 2016, it may do so in fiscal years 2017 and 2018.

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information and results based on GPRA goals, objectives, measures, and performance targets. Achievement of program results is based on the cumulative effect of the resources provided in previous years and those requested in fiscal year 2018 and future years, as well as the resources and efforts invested by those served by this program.

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Grants to local educational agencies

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. Since the 2005 NAEP, the Department has oversampled AI/AN students in the biennial NAEP 4th-grade and 8th-grade reading and math assessments in order to generate reliable, national-level data on AI/AN students' performance. After the 2011 assessment, the Department began oversampling AI/AN students on NAEP only every other cycle. AI/AN students were oversampled for the 2015 assessment and will next be oversampled in 2019.

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
2011	54%	49%	67%
2013	56	51	68
2015	58	52	69
2017	60		
2019	62		

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
2011	65%	64%	76%
2013	67	62	78
2015	69	63	76
2017	71		
2019	73		

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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
2011	74%	68%	82%
2013	76	68	83
2015	78	69	82
2017	80		
2019	82		

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
2011	59%	55%	73%
2013	61	59	74
2015	63	57	71
2017	65		
2019	67		

Additional information: The percentage of AI/AN students meeting or exceeding performance standards established by the National Assessment of Educational Progress is an indicator of the success of efforts (including those funded by this program) to raise the population’s educational achievement. In 2015, the percentage of AI/AN 4th-grade students scoring at or above the basic level increased in reading and math when compared to 2011. Over the same period, 4th-grade scores for all students in reading and math increased slightly. From 2011 to 2015, there were slight increases for AI/AN 8th-graders and all students in 8th-grade in reading. Over the same period, math scores for AI/AN 8th-graders showed no change and math scores for all students increased slightly. These changes in the percentage of AI/AN students scoring at or above the basic level from 2011 to 2015 were not statistically significant.

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

Year	Target	Actual – AI/AN	Actual – All Students
2013	95%	58.1%	65.7%
2014	100	39.9	50.9
2015	100	40.8	51.6
2016	100		
2017	100		
2018	100		

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

Year	Target	Actual – AI/AN	Actual – All Students
2013	95%	52.1%	62.9%
2014	100	34.1	45.1
2015	100	34.9	47.5
2016	100		
2017	100		
2018	100		

Additional information: 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 prior to reauthorization by ESSA. The Department expects to have 2016 data in fall 2017. Performance measures based on proficiency rates will be changed in future years based on the reauthorized ESEA.

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
2013	1.3%	11.6%
2014	0.0	10.9
2015	0.0	10.9
2016	0.0	
2017	0.0	
2018	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
2013	1.4%	12.9%
2014	0.0	11.1
2015	0.0	12.5
2016	0.0	
2017	0.0	
2018	0.0	

Additional information: The Department 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, prior to reauthorization by the ESSA, of

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eliminating the achievement gap between AI/AN students and all students by 2014. The Department expects to have 2016 data in fall 2017.

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

Year	Target	Actual
2013	68%	69.0%
2014	71	71.6
2015	73	
2016	75	
2017	77	
2018	79	

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 is calculated as the simple average among the States, a method that, while not statistically accurate, provides a reasonable proxy for GPRA purposes. The Department recently revised its targets for this measure to better align with results. The Department expects to have 2015 data in fall 2017.

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Special programs for Indian children

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

(dollars in thousands)

FY 2018 Authorization: \$17,993

Budget Authority:

<u>2017</u> <u>Appropriation</u>	<u>2017</u> <u>Annualized CR</u>	<u>2018</u>	<u>Change from</u> <u>Annualized CR</u>
\$57,993	\$37,291	\$37,921	0

PROGRAM DESCRIPTION

Title VI of the Elementary and Secondary Education Act of 1965 (ESEA), as reauthorized by the Every Student Succeeds Act (ESSA), 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 to support the following programs:

- Improvement of Educational Opportunities for Indian Children and Youth (Section 6121) (Demonstration Grants). Under this program, the Department makes discretionary grants to State educational agencies (SEAs), local educational agencies (LEAs), Indian Tribes and organizations, federally supported elementary or secondary schools for Indian students, and Indian institutions (including Indian institutions of higher education), or a consortium of such institutions, to improve Indian student achievement. The statute authorizes demonstration grants in such areas as innovative educational programs, remedial instruction, bilingual and bicultural programs, health and nutrition services, programs to increase high school graduation rates for Indian children and youth, guidance and counseling, early childhood and kindergarten programs, partnership projects between LEAs and institutions of higher education (IHEs), partnership projects between schools and local businesses, secondary-to-postsecondary education transition programs, school-to-work programs, and family literacy services. From 2009 to 2015, the Department funded Demonstration Grant projects in the areas of early childhood and secondary-to-postsecondary-education transition. In 2015, the Department began funding Native Youth Community Projects to support community-driven strategies to improve the college- and career-readiness of Native youth.
- Professional Development (Section 6122). Under this program, the Department makes discretionary grants to (1) IHEs, or (2) SEAs, LEAs, Indian Tribes and organizations, and Department of the Interior-funded schools, in consortium with IHEs, to increase the number of Indian individuals qualified in teaching, school administration, and other education professions, and to improve the skills of those individuals. Individuals receiving 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.

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Special programs for Indian children

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2013	\$17,993
2014	17,993
2015	17,993
2016	37,993
2017	57,993

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For fiscal year 2018, the Administration requests \$37.9 million for Special Programs for Indian Children, the same as the fiscal year 2017 annualized Continuing Resolution level (CR level). The Department of Education Appropriations Act, 2017, provided \$58.0 million for this program. The request includes appropriations language overriding the authorized funding level for this program. Most funds would be used to pay continuation costs for an estimated 44 Native Youth Community Projects (NYCP) grants first awarded in fiscal years 2015 and 2016 to support improved educational and life opportunities for Native youth.

NYCP is designed to support community-driven strategies to improve the college- and career-readiness of Native youth by focusing on the unique educational needs of American Indian and Alaska Native (AI/AN) children. Funds help address longstanding, unmet needs demonstrated in part by the educational outcome data described elsewhere in this account under Indian Education Grants to LEAs. Funded projects have supported blended learning and individualized instruction for Native youth, a comprehensive preschool through grade 12 approach to academic and career preparation in Science, Technology, Engineering and Mathematics (STEM) fields, and improving instruction by focusing on culturally relevant lessons based on both Native cultural heritage and scientific principles.

For fiscal year 2018, the Department would use about \$28.4 million for new and continuing NYCP awards under the Demonstration Grants authority. The Department launched this initiative in fiscal year 2015 by making 12 relatively small (e.g., \$500,000) new NYCP awards to eligible entities to support culturally relevant coordinated strategies that are informed by evidence and data and address the greatest in- and out-of-school barriers to student college- and career-readiness. In fiscal year 2016, the Department made larger awards to support more comprehensive services in 32 additional communities. The Department would use funds from the National Activities program in the Indian Education account to support technical assistance to build the capacity of NYCP grantees to implement their projects. Tribes, during Department-led consultations on NYCP in 2014, identified the need for culturally-relevant technical assistance to help in such areas as conducting needs assessments, collecting and analyzing data, and identifying best practices and additional resources.

For the Professional Development program, the Department would use about \$9.1 million for new and continuation awards to IHEs and other eligible entities to effectively train Indian students as teachers and school administrators to work in schools with concentrations of Indian children and youth. In fiscal year 2016, the PD program awarded grants to its largest cohort, 32 grantees that included 19 IHEs and one Indian organization. Grants support teacher training

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Special programs for Indian children

programs at IHEs, including tribal colleges and universities, and support efforts to recruit students that are likely to remain in teaching and administration positions in schools with a high proportion of Indian students. Grantees also provide comprehensive student services, including support for tuition and living expenses, as well as program development and operational costs for the institutions.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2016</u>	<u>2017</u> <u>Annualized CR</u>	<u>2018</u>
Demonstration Grants			
<u>NYCP Grants</u>			
Funding for new awards	\$18,192	\$3,490	\$2,846
Funding for continuation awards	<u>5,183</u>	<u>23,420</u>	<u>26,022</u>
Total	23,375	26,910	28,868
Number of new awards	32	4	5
Number of continuation awards	12	44	48
<u>Other Demonstration Grants</u>			
Funding for new awards	0	0	0
Funding for continuing awards	<u>\$5,924</u>	<u>\$3,537</u>	<u>0</u>
Total	5,924	3,537	0
Number of new awards	0	0	0
Number of continuing awards	23	12	0
Professional Development			
Funding for new awards	\$6,713	0	\$2,000
Funding for continuation awards	<u>1,782</u>	<u>7,474</u>	<u>6,683</u>
Total	8,495	7,474	8,683
Number of new awards	11	0	3
Number of continuation awards	12	24	20
Peer Review of new award applications	\$199	0	\$370

NOTES: The Department is authorized to reserve up to 0.5 percent of funds appropriated for most ESEA programs, including Special programs for Indian children, and pool those funds to support the evaluation of any ESEA program. While the Department did not reserve funds from the Special programs for Indian children program for this purpose in fiscal year 2016, it may do so in fiscal years 2017 and 2018.

The Department funded new applications in FY 2017 from the FY 2016 slate.

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PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information and results based on GPRA goals, objectives, measures, and performance targets. Achievement of program results is based on the cumulative effect of the resources provided in previous years and those requested in fiscal year 2018 and future years, as well as the resources and efforts invested by those served by this program.

Demonstration Grants:

Measure: The percentage of participating AI/AN preschool students who gain school readiness skills as evidenced by pre- and post-test scores on an approved assessment of language and communication development.

Year	Target	Actual
2013	70%	71%
2014	75	82
2015	80	95
2016	85	
2017	90	
2018	95	

Measure: The percentage of participating AI/AN preschool students who gain school readiness skills as evidenced by pre- and post-test scores on an approved assessment of cognitive skills and conceptual knowledge.

Year	Target	Actual
2013	60%	62%
2014	65	80
2015	70	95
2016	75	
2017	80	
2018	85	

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Measure: The percentage of participating AI/AN preschool students who gain school readiness skills as evidenced by pre- and post-test scores on an approved assessment of social development.

Year	Target	Actual
2013	55%	55%
2014	60	75
2015	65	95
2016	70	
2017	75	
2018	80	

Measure: The percentage of participating AI/AN 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.

Year	Target	Actual
2013	60%	61%
2014	65	67
2015	70	81
2016	75	
2017	80	
2018	85	

Measure: The percentage of participating AI/AN students who graduate with their incoming 9th grade class.

Year	Target	Actual
2013	75%	77%
2014	80	75
2015	85	81
2016	90	90
2017	95	
2018	100	

Additional Information: The performance data for 2013 represents data for the 2009 cohort of grantees, data for 2014 represents the 2010 cohort, and data for 2015 represents the 2011 cohort. Data for 2016 representing the 2012 cohort will be available later in 2017.

Native Youth Community Projects:

The Department developed the following performance measures for the NYCP program: (1) the percentage of the annual measurable objectives, as described in the application, that are met by grantees; and (2) the percentage of grantees that report a significant increase in community collaborative efforts that promote college- and career-readiness of Indian children. Initial data for these measures will be available for the 2015 cohort of NYCP grantees in 2017.

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Professional Development:

The indicators for the Professional Development Grants measure (1) The percentage of participants in administrator preparation projects who become principals, vice principals, or other school administrators in LEAs that serve AI/AN students; (2) The percentage of participants in teacher preparation projects who become teachers in LEAs that serve AI/AN students; (3) The percentage of program participants who meet State licensure requirements; (4) The percentage of program participants who complete their service requirement on schedule; (5) The cost per individual who successfully completes an administrator preparation program, takes a position in a school district that benefits American Indian/Alaska Native enrollment, and completes the service requirement in such a district; and (6) the cost per individual who successfully completes a teacher preparation program, takes a position in such a school district that benefits American Indian/Alaska Native enrollment, and completes the service requirement in such a district.

In 2015, the Department completed a transition to a new electronic Data Collection System (DCS) to support the collection and reporting of performance data for the Professional Development Grants program. Prior to 2015, program participants submitted paper reports on their service or payback status; the 2015 cohort will be the first to report exclusively in the DCS. Since fiscal year 2013, the Department has provided significant and ongoing technical assistance to both grantees and participants to assist with more timely and accurate reporting in the new system.

For the 2013 reporting year, 6.0 percent of program participants became school administrators and 15.7 percent of participants became teachers in LEAs with 5 percent or more Native American students. Nineteen percent of participants received full State licensure, and zero percent of participants completed their service requirement on schedule. The cost per individual who successfully completed a teacher preparation program could not be determined based on the limited information available at time of reporting. Fiscal year 2013 served as the baseline year, with a total of 97 percent of grantees reporting in the new DCS.

Data for 2014 will be available in early 2018.

National activities

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

(dollars in thousands)

FY 2018 Authorization: \$5,656

Budget Authority:

<u>2017</u> <u>Appropriation</u>	<u>2017</u> <u>Annualized CR</u>	<u>2018</u>	<u>Change from</u> <u>Annualized CR</u>
\$6,565	\$5,554	\$5,554	0

PROGRAM DESCRIPTION

Title VI, Part A, Subpart 3 of the Elementary and Secondary Education Act (ESEA), as reauthorized by the Every Student Succeeds Act (ESSA), authorizes three types of Indian Education National Activities: (1) research, evaluation, and data collection to provide information on the educational status of the Indian population and on the effectiveness of Indian Student Education programs; (2) grants to support native language immersion schools and programs; and (3) grants to Tribes for administrative planning, development, and coordination related to education systems. These activities help the Department to improve the national knowledge base on the educational status and needs of Indians; to identify and disseminate information on best practices for serving this population; help maintain, preserve, and restore Native languages and cultural traditions; and promote tribal self-determination in education as well as the coordination and cooperation between Tribes and State educational agencies (SEAs) and local educational agencies (LEAs).

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. For example, the Department has gathered and disseminated data on the academic achievement, enrollment, graduation rates, and English-speaking ability of Indian students as well as the characteristics of teachers and principals serving those students. This research program also responds to Executive Order 13592, on American Indian and Alaska Native Educational Opportunities and Strengthening Tribal Colleges and Universities, which requires the Secretary of Education to study and collect information on the education of American Indian and Alaska Native students.

The ESEA as reauthorized by the ESSA established two new authorities within National Activities. The first formally authorizes a program for tribal educational agencies (TEAs) to build their capacity in administering education programs and promote increased collaboration with SEAs. The Department laid the groundwork for this new authority by making pilot awards to four TEAs to work with SEAs to assume certain SEA responsibilities for the administration of ESEA programs; the Department made a second round of awards in fiscal year 2015. The second new authority establishes a Native language immersion grant program to support projects that develop and maintain, or improve and expand, school-based programs using Native languages as the primary languages of instruction. The Department will make an inaugural round of Native American Language Immersion Grants beginning in fiscal year 2017.

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Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2013	\$5,565
2014	5,565
2015	5,565
2016	5,565
2017	6,565

FY 2018 BUDGET REQUEST

For fiscal year 2018, the Administration requests \$5.6 million for Indian Education National Activities, the same as the fiscal year 2017 annualized Continuing Resolution level (CR level). The Department of Education Appropriations Act, 2017, provided \$6.6 million for this program. Appropriated funds will support the following activities:

- \$1.9 million for continuation awards to tribal educational agencies (TEAs) participating in the State-Tribal Education Partnership (STEP) 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.
- \$1.6 million for continuation awards under the new Native American Language Immersion program, which will make grants for the first time in fiscal year 2017 to maintain and promote the use of Native languages, support Native language education and development, and provide professional development for teachers.
- \$1.0 million for the sixth 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. The request would support the 2019 administration of the NAEP reading and mathematics assessments, as well as the educational experiences survey.
- \$261 thousand for technical assistance to support NYCP and STEP grantees.
- \$815 thousand for 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 can help improve education for AI/AN students, and the Department is committed to continuing tribal consultation and strengthening the government-to-government relationship between the United States and Indian Tribes.

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PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2016</u>	<u>2017 Annualized CR</u>	<u>2018</u>
Grants to tribal education agencies			
New awards	0	0	0
Continuation awards	\$1,992	\$1,581	\$1,900
Native language immersion grants			
New awards	0	1,608	0
Continuation awards	0	0	1,608
National Indian Education Study	1,100	970	970
Technical assistance	1,715	339	261
Technical and logistical support	758	946	815
Peer review of new award applications	0	110	0

NOTE: The Department is authorized to reserve up to 0.5 percent of funds appropriated for most ESEA programs, including Indian Education National Activities, and pool those funds to support the evaluation of any ESEA program. While the Department did not reserve funds from the Indian Education National Activities program for this purpose in fiscal year 2016, it may do so in fiscal years 2017 and 2018.

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information and results based on GPRA goals, objectives, measures, and performance targets. Achievement of program results is based on the cumulative effect of the resources provided in previous years and those requested in fiscal year 2018 and future years, as well as the resources and efforts invested by those served by this program.

The Department released two reports as the culmination of the 2011 NIES in July 2012 and released the 2015 NIES in early 2017¹².

The Department 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

¹² <http://nces.ed.gov/nationsreportcard/nies/>

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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, all four STEP pilot grantees, the Chickasaw Nation (Oklahoma), the Navajo Nation (New Mexico), the Nez Perce Tribe (Idaho), and the Confederated Tribes of the Umatilla Indian Reservation (Oregon) had assumed at least one State-level function, with two grantees assuming two functions, for a total of six State-level functions. At the beginning of the second grant period, all five 2015 STEP grantees have assumed SEA- or LEA-level functions, as described in their final agreements. Information from the first cohort on the second performance measure will be available later in 2017 once grantees complete their projects under the terms of a 1-year, no-cost extension.

The Department will develop new performance measures for the Native language immersion grants.