

**Department of Education**  
**INDIAN EDUCATION**  
**Fiscal Year 2019 Budget Request**

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State tables reflecting final 2017 allocations and 2018 and 2019 estimates are posted on the Department's webpage at: <https://www2.ed.gov/about/overview/budget/statetables/index.html>

## INDIAN EDUCATION

For expenses necessary to carry out, to the extent not otherwise provided, title VI, part A of the ESEA, \$164,939,000, of which \$6,565,000 shall be for subpart 3 of part A of title VI, and of which \$57,993,000 shall be for subpart 2 of part A of title VI:<sup>1</sup> 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).<sup>2</sup>

### NOTES

A full-year 2018 appropriation for this account was not enacted at the time the budget was prepared; therefore, the budget assumes this account is operating under the Continuing Appropriations Act, 2018 (Division D of P.L. 115-56, as amended). The amounts included for 2018 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.

## INDIAN EDUCATION

### Analysis of Language Provisions and Changes

Language Provision	Explanation
<sup>1</sup> <u>...of which \$6,565,000 shall be for subpart 3 of part A of title VI, and of which \$57,993,000 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 and overrides the authorization level.
<sup>2</sup> <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).

**INDIAN EDUCATION**

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

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Appropriation/Adjustments/Transfers	2017	2018 Annualized CR	2019
<b>Discretionary:</b>			
Appropriation .....	\$164,939	0	\$164,939
Annualized CR (P.L. 115-56).....	<u>0</u>	<u>\$163,818</u>	<u>0</u>
Total, discretionary appropriation .....	164,939	163,818	164,939

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## INDIAN EDUCATION

### Authorizing Legislation

(dollars in thousands)

Activity	2018 Authorized	2018 Annualized CR	2019 Authorized	2019 Request
Grants to local educational agencies (ESEA VI-A-1)	\$102,389	\$99,699	\$104,436	\$100,381
Special programs for Indian children (ESEA VI-A-2-6121 & 6122)	17,993	57,599	17,993	57,993
National activities (ESEA VI-A-3-6131)	<u>5,565</u>	<u>6,520</u>	<u>5,565</u>	<u>6,565</u>
Total definite authorization	125,947		127,994	
Total appropriation		163,818		164,939

## INDIAN EDUCATION

### Appropriations History (dollars in thousands)

Year	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
2010	\$122,282	\$132,282	\$122,282 <sup>1</sup>	\$127,282
2011	127,282	127,282 <sup>2</sup>	129,282 <sup>1</sup>	127,027 <sup>3</sup>
2012	127,282	132,027 <sup>4</sup>	128,027 <sup>4</sup>	130,779
2013	130,779	130,997 <sup>5</sup>	130,779 <sup>5</sup>	123,939
2014	130,779	N/A <sup>6</sup>	130,381 <sup>1</sup>	123,939
2015	123,939	N/A <sup>6</sup>	123,939 <sup>7</sup>	123,939
2016	173,939	143,939 <sup>8</sup>	123,939 <sup>8</sup>	143,939
2017	174,939	174,939 <sup>9</sup>	143,939 <sup>9</sup>	164,939 <sup>9</sup>
2018	143,665	164,939 <sup>10</sup>	165,239 <sup>10</sup>	163,818 <sup>10</sup>
2019	164,939			

<sup>1</sup> The level for the Senate allowance reflects Committee action only.

<sup>2</sup> The level for the House allowance reflects the House-passed full-year continuing resolution.

<sup>3</sup> The level for appropriation reflects the Department of Defense and Full-Year Continuing Appropriations Act, 2011 (P.L. 112-10).

<sup>4</sup> The level for the House allowance reflects an introduced bill and the level for the Senate allowance reflects Senate Committee action only.

<sup>5</sup> 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.

<sup>6</sup> The House allowance is shown as N/A because there was no Subcommittee action.

<sup>7</sup> The level for the Senate allowance reflects Senate Subcommittee action only.

<sup>8</sup> The levels for House and Senate allowances reflect action on the regular annual 2016 appropriations bill, which proceeded in the 114th Congress only through the House Committee and the Senate Committee.

<sup>9</sup> 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.

<sup>10</sup> The levels for the House allowance reflect floor action on an Omnibus appropriation bill; the Senate allowance reflects Committee action on the regular annual 2018 appropriations bill; the Appropriation reflects the annualized Continuing Resolution level.

## INDIAN EDUCATION

### Significant Items in FY 2018 Appropriations Reports

#### National Activities

Senate: Committee recognizes that the establishment of a Native American Language Center to function as a consortium for institutions of higher education that have significant experience and expertise in Native American languages and Native American language medium education would be a strong way to provide nationwide coordination for Native American language activities. In addition, it could promote best practices, develop curricular materials for Native American languages, disseminate high-quality research on the efficacy of programs of instruction in these languages, and serve as an information clearinghouse and hub for distance learning and continuing professional development in Native American language education. Further, such a center could provide benefits to practitioners at schools from the Pre- K to PhD levels who teach through the medium of a Native American language, and include Native American scholars and staff who are fluent in Native American languages and have the demonstrated capacity to reach out and collaborate with Native American communities. The Committee therefore directs the Department to provide to the Committee a report on the feasibility of designating such a center and the potential associated costs.

Response: The Department will explore the feasibility of designing such a Native American Language Center and will report on the potential costs and feasibility.

[Click here for accessible version](#)

DEPARTMENT OF EDUCATION FISCAL YEAR 2019 PRESIDENT'S BUDGET  
(in thousands of dollars)

	Category Code	2017 Appropriation	2018 Annualized CR	2019 President's Budget	2019 President's Budget Compared to 2018 Annualized CR	
					Amount	Percent
<b>Indian Education (ESEA VI)</b>						
1. Grants to local educational agencies (Part A-1)	D	100,381	99,699	100,381	682	0.68%
2. Special programs for Indian children (Part A-2)	D	57,993	57,599	57,993	394	0.68%
3. National activities (Part A-3)	D	6,565	6,520	6,565	45	0.69%
Total	D	164,939	163,818	164,939	1,121	0.68%

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



## INDIAN EDUCATION

### Summary of Request

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

A full-year fiscal year 2018 appropriation was not enacted at the time the fiscal year 2019 Budget was prepared; therefore, the Budget assumes the Department is operating under the Continuing Appropriations Act, 2018 (Division D of P.L. 115–56, as amended). The amounts included for fiscal year 2018 reflect the annualized level provided by the continuing resolution.

The Administration requests \$164.9 million for fiscal year 2019 for Indian Education programs, an increase of \$1.1 million, to restore funding to the fiscal year 2017 level. 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.
- \$58.0 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.
- \$6.6 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 support new grants to tribal education agencies in support of their efforts to undertake ESEA administrative responsibilities pursuant to agreements they enter into with State educational agencies.

## INDIAN EDUCATION

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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 2019 Authorization: \$104,436

Budget Authority:

<u>2018</u> <u>Annualized CR</u>	<u>2019</u>	<u>Change from</u> <u>Annualized CR</u>
\$99,699	\$100,381	+\$682

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### PROGRAM DESCRIPTION

The program supports formula grants that provide assistance to elementary and secondary schools for programs serving Indian students, including preschool children. Grants go primarily to local educational agencies (LEAs) and schools operated or supported by the Bureau of Indian Education (BIE), which is part of the Department of the Interior, to help meet the unique cultural, language, and educational needs of such students and ensure that all students meet challenging State academic standards. The program also makes awards to Indian tribes, Indian organizations, or Indian community-based organizations representing 50 percent or more of the children in the schools of an LEA that does not apply for funding. In fiscal year 2017, 23 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, an explanation of how it will assess and report on students' progress toward meeting these goals, and a description of proposed professional development activities.

The program makes formula allocations only to LEAs 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.

## INDIAN EDUCATION

### Grants to local educational agencies

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Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2014 .....	\$100,381
2015 .....	100,381
2016 .....	100,381
2017 .....	100,381
2018 .....	99,699

### FY 2019 BUDGET REQUEST

The Administration requests \$100.4 million for fiscal year 2019 for the Indian Education Grants to Local Educational Agencies program, an increase of \$682 thousand, to restore funding to the fiscal year 2017 level. The request reflects the Department's commitment to maintaining strong support for formula grant programs serving vulnerable student populations.

Funds would support supplemental educational services to a disadvantaged population that is heavily affected by poverty and low educational attainment, providing an estimated per-pupil payment of \$214 for nearly 500,000 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 unique academic and cultural 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 AI/AN students enrolled in public schools attend schools that receive funds from the program.

In accordance with Executive Order 13592, the Department is participating with BIE in the Interagency Working Group on American Indian and Alaska Native 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.

AI/AN students continue to be subject to significant risk factors that negatively affect their academic achievement and general well-being. For example, AI/AN students are more likely to be identified for services under the Individuals with Disabilities Education Act (IDEA) than students from any other racial/ethnic group. While IDEA 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 of all students. Absenteeism translates into less time for classroom instruction and learning and has harmful effects on students' academic outcomes, including proficiency rates and the likelihood of dropping out of high school.

## INDIAN EDUCATION

### Grants to local educational agencies

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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 other racial/ethnic groups have shown significant gains. For example, the average scale score for AI/AN students in 4<sup>th</sup> grade reading was 204 in 2005 and 205 in 2015, and the 8<sup>th</sup> 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.

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 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 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.

### PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>
Number of awards			
LEAs	1,153	1,153	1,153
Tribes	23	23	23
BIE- grant/contract schools	79	79	79
BIE- operated schools	48	48	48
Indian community-based organizations	<u>2</u>	<u>2</u>	<u>2</u>
Total	1,305	1,305	1,305
Distribution of funds			
LEAs	\$92,397	\$91,770	\$92,397
Tribes	1,093	1,086	1,093
BIE- grant/contract schools	4,494	4,463	4,494
BIE- operated schools	2,147	2,132	2,147
Indian community-based organizations	<u>250</u>	<u>248</u>	<u>250</u>
Total	100,381	99,699	100,381

## INDIAN EDUCATION

### Grants to local educational agencies

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<u>Output Measures</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>
Number of eligible students			
LEAs	423,773	423,773	423,773
Tribes	4,989	4,989	4,989
BIE- grant/contract schools	22,378	22,378	22,378
BIE- operated schools	11,467	11,467	11,467
Indian community-based organizations	<u>1,201</u>	<u>1,201</u>	<u>1,201</u>
Total	463,808	463,808	463,808
Range of awards (whole dollars)			
Highest	\$3,254,999	\$3,254,999	\$3,254,999
Lowest	4,000	4,000	4,000
Average allocation	76,920	76,920	76,920
Average payment per eligible student	216	215	216

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 2017, it may do so in fiscal years 2018 and 2019.

## 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 2019 and future years, as well as the resources and efforts invested by those served by this program.

The current performance indicators for this program use data from the National Assessment of Educational Progress (NAEP) and State assessments to track Indian students' educational status. Since the 2005 NAEP, the Department has oversampled AI/AN students in the biennial 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 student 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.*

## INDIAN EDUCATION

### Grants to local educational agencies

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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 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		

**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. Results from the 2017 NAEP will be available later in 2018.

## INDIAN EDUCATION

### Grants to local educational agencies

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**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
2014	100	39.9%	50.9%
2015	100	40.8	51.6
2016	100	38.7	49.5
2017	100		
2018	100		
2019	100		

**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
2014	100	34.1%	45.1%
2015	100	34.9	47.5
2016	100	34.6	45.5
2017	100		
2018	100		
2019	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 2017 data in fall 2018. Performance targets 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
2014	0.0%	10.9%
2015	0.0	10.9
2016	0.0	10.8
2017	0.0	
2018	0.0	
2019	0.0	

## INDIAN EDUCATION

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

Year	Target	Actual
2014	0.0%	11.1%
2015	0.0	12.5
2016	0.0	10.9
2017	0.0	
2018	0.0	
2019	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 eliminating the achievement gap between AI/AN students and all students by 2014. The Department expects to have 2017 data in fall 2018.

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

Year	Target	Actual
2014	71%	71.6%
2015	73	
2016	75	
2017	77	
2018	79	
2019	81	

**Additional information:** This measure is calculated as the simple average among the States, a method that, while not statistically accurate, provides a reasonable proxy for GPRA purposes. The Department recently revised its targets for this measure to better align with results. The Department expects to have 2015 data in spring 2018.



## INDIAN EDUCATION

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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 2019 Authorization: \$17,993

Budget Authority:

<u>2018</u> <u>Annualized CR</u>	<u>2019</u>	<u>Change from</u> <u>Annualized CR</u>
\$57,599	\$57,993	+\$394

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### PROGRAM DESCRIPTION

The program supports discretionary grants 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 4-year discretionary grants to State educational agencies (SEAs), local educational agencies (LEAs), Indian Tribes and organizations, federally supported elementary or secondary schools for Indian students, and Indian institutions (including Indian institutions of higher education), or a consortium of such institutions, to improve Indian student achievement. The statute authorizes demonstration grants in such areas as innovative educational programs, remedial instruction, bilingual and bicultural programs, 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 transitioned to using funding for 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 5-year discretionary grants to (1) IHEs, or (2) SEAs, LEAs, Indian Tribes and organizations, and BIE-funded schools, in consortium with IHEs, to increase the number of Indian individuals qualified in teaching, school administration, and other education professions, and to improve the skills of those individuals. Individuals receiving training under this program are required to secure employment in a field related to their education and benefiting Indians, or to pay back the amount of the assistance. Awards focus on pre-service teacher and pre-service administrator training.

## INDIAN EDUCATION

### Special programs for Indian children

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Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2014 .....	\$17,993
2015 .....	17,993
2016 .....	37,993
2017 .....	57,993
2018 .....	57,599

### FY 2019 BUDGET REQUEST

The Administration requests \$58.0 million for fiscal year 2019 for Special Programs for Indian Children, an increase of \$394 thousand, to restore funding to the fiscal year 2017 level. 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 108 Native Youth Community Projects (NYCP) grants first awarded in fiscal years 2016, 2017, and 2018 to support improved educational and life opportunities for Native youth; remaining funds would pay continuation costs for an estimated 30 Professional Development grants awarded in fiscal years 2016, 2017, and 2018.

NYCP grants are 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 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 evidence-based practices.

For fiscal year 2019, the Department would use about \$49.0 million for continuing NYCP awards under the Demonstration Grants authority. Since launching the NYCP initiative in fiscal year 2015, the Department has made 69 awards to entities in 20 States to support such projects as:

- A partnership between the Yukon Flats School District in Fort Yukon, Alaska and the Gwichyaa Zhee Gwich'in Tribal Government to improve college- and career-readiness by allowing students to complete coursework through a project-based learning experience, and to design and implement a project in their home village with advice and support from the local Native population;
- Project AAIMS (Advancing American Indians in Medical and STEM careers) in Northeastern Oklahoma, which promotes STEM as a career pathway by providing students with information on the education requirements of STEM jobs and helping students understand how medical and science practices are related to Native culture, including by providing Indian students from 26 tribes with mentoring from Native Americans working in STEM jobs; and

## INDIAN EDUCATION

### Special programs for Indian children

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- Establishing a career and technical education program at Lummi Nation School (WA) that will focus on preparing students for college or a career in the marine industries, including fishing, crabbing, marine engine building and boat maintenance, boat building, marine sciences and natural resources.

In addition to the 69 NYCP awards made from fiscal years 2015-2017, the Department anticipates making 39 new awards in fiscal year 2018. The Department also would use funds from the National Activities program (described elsewhere in the Indian Education account) to support technical assistance in response to NYCP-related consultations with Tribes that 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.

The Department also would use about \$9.0 million in fiscal year 2019 funds for continuation awards to IHEs and other eligible entities under the Professional Development program to effectively train Indian students as teachers and school administrators to work in schools with concentrations of Indian children and youth. Grants support teacher training programs at IHEs, including tribal colleges and universities, as well as recruitment of 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>2017</u>	<u>2018</u>	<u>2019</u>
Demonstration Grants			
<u>NYCP Grants</u>			
Funding for new awards	\$13,516	\$18,873	0
Funding for continuation awards	<u>\$33,354</u>	<u>\$23,977</u>	<u>\$49,003</u>
Total	\$46,870	\$42,850	\$49,003
Number of new awards	25	39	0
Number of continuation awards	44	69	108
<u>Other Demonstration Grants</u>			
Funding for new awards	0	0	0
Funding for continuing awards	<u>\$3,537</u>	<u>0</u>	<u>0</u>
Total	\$3,537	0	0
Number of new awards	0	0	0
Number of continuing awards	12	0	0

## INDIAN EDUCATION

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<u>Output Measures</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>
Professional Development			
Funding for new awards	\$1,310	\$6,362	0
Funding for continuation awards	<u>\$6,276</u>	<u>\$8,061</u>	<u>\$8,990</u>
Total	\$7,586	\$14,423	\$8,990
Number of new awards	4	21	0
Number of continuation awards	24	20	45
Peer Review of new award applications	0	\$326	0

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 2017, it may do so in fiscal years 2018 and 2019.

The Department funded new applications for Demonstration and Professional Development grants in fiscal year 2017 from the fiscal year 2016 slates.

## 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 2019 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
<b>2014</b>	75%	82%
<b>2015</b>	80	95
<b>2016</b>	85	
<b>2017</b>	90	
<b>2018</b>	95	
<b>2019</b>	100	

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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 cognitive skills and conceptual knowledge.

Year	Target	Actual
2014	65%	80%
2015	70	95
2016	75	
2017	80	
2018	85	
2019	90	

**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
2014	60%	75%
2015	65	95
2016	70	
2017	75	
2018	80	
2019	85	

**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
2014	65%	67%
2015	70	81
2016	75	
2017	80	
2018	85	
2019	90	

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

Year	Target	Actual
2014	80%	75%
2015	85	81
2016	90	90
2017	95	
2018	100	
2019	100	

**Additional Information:** The performance data for 2014 represents the 2010 cohort, and data for 2015 represents the 2011 cohort. Data for 2016 representing the 2012 cohort (except for the graduation rate measure, which are shown above) will be available later in 2018.

### *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.

For 2016, based on data from the 2015 and 2016 cohorts, grantees met 43 percent of their annual measurable objectives were met, and 50 percent of grantees reported a significant increase in community collaborative efforts that promote college- and career-readiness of Indian children.

### *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

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assistance to both grantees and participants to assist with more timely and accurate reporting in the new system.

Because of the time it takes for participants to complete their training and service requirements, fiscal year 2013 served as the baseline year, with a total of 97 percent of grantees reporting in the new DCS. 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.

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 2019 Authorization: \$5,565

Budget Authority:

<u>2018</u> <u>Annualized CR</u>	<u>2019</u>	<u>Change from</u> <u>Annualized CR</u>
\$6,520	\$6,565	+\$45

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### PROGRAM DESCRIPTION

The program supports 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 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 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 coordination and cooperation between Tribes and State educational agencies (SEAs) and local educational agencies (LEAs).

Research funds are used primarily to augment broader research and statistical activities to ensure that they include significant coverage of the Indian population and provide data that can be used to track the educational progress of Indians over time and to compare the status of Indians with that of other groups. For example, through the National Indian Education Study (NIES), the Department gathered and disseminated data on the academic achievement, enrollment, graduation rates, and English-speaking ability of Indian students as well as the characteristics of teachers and principals serving those students.<sup>11</sup> This research program also responds to Executive Order 13592, on American Indian and Alaska Native Educational Opportunities and Strengthening Tribal Colleges and Universities, which requires the Secretary of Education to study and collect information on the education of American Indian and Alaska Native students.

The reauthorization of the ESEA 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 in fiscal year 2012 to work with SEAs to assume certain SEA responsibilities for the administration of ESEA programs; the Department made a second round of awards in fiscal year 2015. The second new authority establishes a Native language immersion grant program to support

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<sup>11</sup> <https://nces.ed.gov/nationsreportcard/nies/>



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projects that develop and maintain, or improve and expand, school-based programs using Native languages as the primary languages of instruction.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2014 .....	\$5,565
2015 .....	5,565
2016 .....	5,565
2017 .....	6,565
2018 .....	6,520

### FY 2019 BUDGET REQUEST

For fiscal year 2019, the Administration requests \$6.6 million for Indian Education National Activities, an increase of \$45,000, to restore funding to the fiscal year 2017 level. The request includes appropriations language overriding the authorized funding level for this program. The requested funds would support the following activities:

- \$2.5 million for new awards to 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.
- \$2.0 million for continuation awards under the new Native American Language Immersion program, which made 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.
- \$416 thousand for technical assistance to support Native Youth Community Project and STEP grantees.
- \$576 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. 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>2017</u>	<u>2018</u>	<u>2019</u>
Grants to tribal education agencies			
New awards	0	0	\$2,477
Continuation awards	\$1,581	\$1,796	0
Native language immersion grants			
New awards	2,044	0	0
Continuation awards	0	2,026	2,026
National Indian Education Study	1,130	970	970
Technical assistance	350	535	416
Technical and logistical support	1,420	1,238	576
Peer review of new award applications	40	0	100

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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 2017, it may do so in fiscal years 2018 and 2019.

#### 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 2019 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 2017.<sup>12</sup>

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 under 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

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

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after Federal funding ends. For the fiscal year 2012 cohort, 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 by the beginning of the second grant period (i.e., the second year of their 3-year projects), with two grantees assuming two functions, for a total of six State-level functions. At the end of the project period, all four 2012 pilot grantees met the second measure and will continue to be responsible for the State-level functions delineated in their TEA-SEA agreements after Federal funding ends.

For the fiscal year 2015 cohort, all five STEP grantees, the Confederated Salish and Kootenai Tribes (Montana), the Muscogee Creek Nation (Oklahoma), the Nez Perce Tribe (Idaho), the Coeur d'Alene Tribe (Idaho), and the Chickasaw Nation (Oklahoma) assumed SEA- or LEA-level functions, as described in their final agreements by the beginning of the second grant period (i.e., the second year of their 4-year projects).

The Department developed the following performance measures for the Native language immersion grants: (1) the number and percentage of participating students who attain proficiency in a Native language, as determined by each grantee through pre- and post-assessments of Native language proficiency; (2) the number and percentage of participating students who make progress in learning a Native language, as determined by each grantee through pre- and post-assessments of Native language proficiency; (3) the number and percentage of participating students who show an improvement in academic outcomes, as measured by academic assessments or other indicators; and (4) the difference between the average daily attendance of participating students and the average daily attendance of all students in the comparison group (e.g., school, LEA, tribe, or other). The Department expects to have data on these measures beginning later in 2018.