

Department of Education
INDIAN EDUCATION
Fiscal Year 2020 Budget Request

CONTENTS

	<u>Page</u>
Appropriations Language	E-1
Analysis of Language Provisions and Changes.....	E-2
Appropriation, Adjustment, and Transfers	E-3
Authorizing Legislation	E-4
Appropriations History.....	E-5
Significant Items in FY 2019 Appropriations Reports.....	E-6
Summary of Request	E-7
Activities:.....	E-8
Grants to local educational agencies	E-8
Special programs for Indian children.....	E-15
National activities.....	E-21
State Table*	

State tables reflecting final 2018 allocations and 2019 and 2020 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, [\$180,239,000] \$176,239,000 of which [\$67,993,000] \$63,993,000 shall be for subpart 2 of part A of title VI and \$6,865,000 shall be for subpart 3 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) of the ESEA:² Provided further, That notwithstanding sections 6132(c)(2) and 6133(d)(1) of such Act, the Secretary may make such awards for a period of up to 5 years.³ (*Department of Education Appropriations Act, 2019.*)

NOTE

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
<p>¹ ... of which [\$67,993,000] <u>\$63,993,000</u> shall be for subpart 2 of part A of title VI and \$6,865,000 shall be for subpart 3 of part A of title VI:</p>	<p>This language specifies the funding level for the Special Programs for Indian Children and National Activities programs and overrides the authorization level.</p>
<p>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) of the ESEA:</u></p>	<p>This language allows the Secretary to make Native language immersion grants without regard to the funding limitation in section 6133(b)(1).</p>
<p>³ <u>Provided further, That notwithstanding sections 6132(c)(2) and 6133(d)(1) of such Act, the Secretary may make such awards for a period of up to 5 years.</u></p>	<p>This language allows the Secretary to make State-Tribal Education Partnership and Native language immersion grants for up to 5 years.</p>

INDIAN EDUCATION

Appropriation, Adjustment, and Transfers
(dollars in thousands)

Appropriation/Adjustments/Transfers	2018	2019	2020
Discretionary:			
Appropriation	<u>\$180,239</u>	<u>\$180,239</u>	<u>\$176,239</u>
Total, discretionary appropriation	180,239	180,239	176,239

INDIAN EDUCATION

Authorizing Legislation
(dollars in thousands)

Activity	2019 Authorized	2019 Estimate	2020 Authorized	2020 Request
Grants to local educational agencies (ESEA VI-A-1).....	\$104,436	\$105,381	\$106,525	\$100,381
Special programs for Indian children (ESEA VI-A-2-6121 & 6122)	17,993	67,993	17,993	63,993
National activities (ESEA VI-A-3-6131)	<u>5,565</u>	<u>6,865</u>	<u>5,565</u>	<u>6,865</u>
Total definite authorization	127,994		130,083	
Total annual appropriation.....		180,239		176,239

INDIAN EDUCATION

Appropriations History (dollars in thousands)

Year	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
2011	\$127,282	\$127,282 ¹	\$129,282 ²	\$127,027 ³
2012	127,282	132,027 ⁴	128,027 ⁴	130,779
2013	130,779	130,997 ⁵	130,779 ⁵	123,939
2014	130,779	N/A ⁶	130,381 ²	123,939
2015	123,939	N/A ⁶	123,939 ⁷	123,939
2016	173,939	143,939 ⁸	123,939 ⁸	143,939
2017	174,939	174,939 ⁹	143,939 ⁹	164,939 ⁹
2018	143,665	164,939 ¹⁰	165,239 ¹⁰	180,239 ¹⁰
2019	164,939	180,239 ¹¹	180,239 ¹¹	180,239 ¹¹
2020	176,239			

¹ The level for the House allowance reflects the House-passed full-year continuing resolution.

² The level for the Senate allowance reflects Committee action only.

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

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

⁵ 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.

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

⁷ The level for the Senate allowance reflects Senate Subcommittee action only.

⁸ 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.

⁹ 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.

¹⁰ The level for the House allowance reflects floor action on an Omnibus appropriation bill; the Senate allowance reflects Committee action on the regular annual 2018 appropriations bill; the Appropriation reflects the Consolidated Appropriations Act, 2018 (P.L. 115-141).

¹¹ The levels for the House and Senate allowance reflect Committee action on the regular annual 2019 appropriations bill; the Appropriation reflects enactment of the Department of Defense and Labor, Health and Human Services, and Education Appropriations Act, 2019 (P.L. 115-245).

INDIAN EDUCATION

Significant Items in FY 2019 Appropriations Reports

National Activities

- Senate: Within the total, the Committee recommendation includes no less than \$2,026,000, the same as the fiscal year 2018 level and the budget request, for Native American language immersion programs authorized under section 6133 of ESEA. The Committee intends that these funds be allocated to all types of eligible entities, including both new and existing language immersion programs and schools, to support the most extensive possible geographical distribution and language diversity. 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.
- Response: The Department expects to use \$2.3 million for Native American language immersion programs authorized under section 6133 of the ESEA to support continuation grants first awarded in fiscal years 2017 and 2018.

[Click here for accessible version](#)

Summary of Request

DEPARTMENT OF EDUCATION FISCAL YEAR 2020 PRESIDENT'S BUDGET

(in thousands of dollars)

	Cat Code	2018 Appropriation	2019 Appropriation	2020 President's Budget	2020 President's Budget Compared to 2019 Appropriation	
					Amount	Percent
Indian Education (ESEA VI)						
1. Grants to local educational agencies (Part A-1)	D	105,381	105,381	105,381	0	0.00%
2. Special programs for Indian children (Part A-2)	D	67,993	67,993	63,993	(4,000)	-5.88%
3. National activities (Part A-3)	D	6,865	6,865	6,865	0	0.00%
Total	D	180,239	180,239	176,239	(4,000)	-2.22%

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

INDIAN EDUCATION

Grants to local educational agencies

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

(dollars in thousands)

FY 2020 Authorization: \$106,525

Budget Authority:

<u>2019</u>	<u>2020</u>	<u>Change</u>
\$105,381	\$105,381	0

PROGRAM DESCRIPTION

The program supports formula grants that provide assistance to elementary and secondary schools for programs serving Indian students, including preschool children. Grants primarily go 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 2018, 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, 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, BIE schools, or other eligible entities 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

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2015	\$100,381
2016	100,381
2017	100,381
2018	105,381
2019	105,381

FY 2020 BUDGET REQUEST

The Administration requests \$105.4 million for the Indian Education Grants to LEAs program in fiscal year 2020, the same as the fiscal year 2019 appropriation. The request reflects the Administration'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 average estimated per-pupil payment of \$229 for nearly 460,000 eligible 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. Approximately 90 percent 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 the BIE in the Interagency Working Group on AI/AN Education. The Working Group is in the process of developing and implementing goals, benchmarks, and key activities for improving educational outcomes for AI/AN 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, Part B served 13.2 percent of all U.S. children ages 3 to 21 in 2015-2016, it served 17.2 percent of AI/ANs of the same age. Further, absenteeism rates for AI/AN students are higher than for other students, particularly chronic absenteeism, defined as missing at least 15 days of school in an academic year. In the 2015-2016 school year, 26 percent of AI/AN students were chronically absent, compared to 16 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 in core subjects, and contributes to 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

INDIAN EDUCATION

Grants to local educational agencies

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 202 in 2017, and the 8th grade reading scale score was 249 in 2005 and 253 in 2017, 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 75 percent in 2016-2017, 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 10 percent in 2017, compared to the overall national average of 5 percent. Furthermore, while AI/AN enrollment in postsecondary education for 18- to 24-year-olds increased from 16 percent in 2000 to 41 percent 2010, it dropped to 20 percent in 2017 and remains well below the rate for all students (40 percent).

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>2018</u>	<u>2019</u>	<u>2020</u>
Number of awards			
LEAs	1,126	1,126	1,126
Tribes	26	26	26
BIE- grant/contract schools	97	97	97
BIE- operated schools	48	48	48
Indian community-based organizations	<u>2</u>	<u>2</u>	<u>2</u>
Total	1,299	1,299	1,299
Distribution of funds			
LEAs	\$95,911	\$95,911	\$95,911
Tribes	\$1,331	\$1,331	\$1,331
BIE- grant/contract schools	\$5,377	\$5,377	\$5,377
BIE- operated schools	\$2,383	\$2,383	\$2,383
Indian community-based organizations	<u>\$379</u>	<u>\$ 379</u>	<u>\$379</u>
Total	\$105,381	\$105,381	\$105,381

INDIAN EDUCATION

Grants to local educational agencies

<u>Output Measures</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
Number of eligible students			
LEAs	416,260	416,260	416,260
Tribes	5,520	5,520	5,520
BIE- grant/contract schools	24,936	24,936	24,936
BIE- operated schools	11,626	11,626	11,626
Indian community-based organizations	<u>1,588</u>	<u>1,588</u>	<u>1,588</u>
Total	459,930	459,930	459,930
Range of awards (whole dollars)			
Highest	\$2,854,289	\$2,854,289	\$2,854,289
Lowest	\$4,000	\$4,000	\$4,000
Average allocation	\$81,125	\$81,125	\$81,125
Average payment per eligible student	\$229	\$229	\$229

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 2018, it may do so in fiscal years 2019 and 2020.

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 2020 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 4th-grade and 8th-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 (i.e., every four years instead of every two years). 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.

INDIAN EDUCATION

Grants to local educational agencies

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%	47%	67%
2013	56	51	68
2015	58	52	69
2017	60	48	68
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%	63%	76%
2013	67	62	78
2015	69	63	76
2017	71	63	76
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%	66%	82%
2013	76	68	83
2015	78	69	82
2017	80	69	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	56	70
2019	67		

INDIAN EDUCATION

Grants to local educational agencies

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.

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
2015	100	40.8%	51.6%
2016	100	38.7	49.5
2017			
2018			
2019			
2020			

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
2015	100	34.9%	47.5%
2016	100	34.6	45.5
2017			
2018			
2019			
2020			

Additional information: State assessments provide the basis for school and LEA accountability under ESEA Title I. The Department expects to have 2017 data later in 2019, and is developing targets based on the reauthorized ESEA following the final approval of ESEA consolidated plans for all States in 2018.

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
2015	0.0%	10.8%
2016	0.0	10.8
2017		
2018		
2019		
2020		

INDIAN EDUCATION

Grants to local educational agencies

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
2015	0.0%	12.6%
2016	0.0	10.9
2017		
2018		
2019		
2020		

Additional information: The Department expects to have 2017 data later in 2019 and is developing targets based on the reauthorized ESEA following the final approval of ESEA consolidated plans for all States in 2018.

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

Year	Target	Actual
2015	73%	
2016	75	
2017	77	
2018	79	
2019	81	
2020	83	

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 2019.

INDIAN EDUCATION

Special programs for Indian children

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

(dollars in thousands)

FY 2020 Authorization: \$17,993

Budget Authority:

	<u>2019</u>	<u>2020</u>	<u>Change</u>
	\$67,993	\$63,993	-\$4,000

PROGRAM DESCRIPTION

The program supports discretionary grants designed to improve the quality of education for Indian students and to prepare and train Indian individuals to serve as teachers and school administrators. Funds are awarded competitively under the following authorities:

- 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. From 2015 to 2019, the Department used funding for Native Youth Community Projects (NYCP) 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 Indian individuals or to pay back the amount of the assistance. Awards focus on pre-service teacher and pre-service administrator training.

INDIAN EDUCATION

Special programs for Indian children

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2015	\$17,993
2016	37,993
2017	57,993
2018	67,993
2019	67,993

FY 2020 BUDGET REQUEST

The Administration requests \$64.0 million for Special Programs for Indian Children in fiscal year 2020, a decrease of \$4 million from the fiscal year 2019 appropriation. The request includes appropriations language overriding the authorized funding level for this program. Funds would be used to support approximately \$38.1 million in NYCP continuation grants, as well as about \$15.2 million in new and continuation awards to IHEs and other eligible entities under the Professional Development program.

In 2019, the Department plans to conduct Tribal consultations to determine how it can best support community-led efforts to increase college- and career-readiness for Native youth by expanding access to educational opportunities. Based on feedback gathered during these consultations, the Department will provide up to \$10 million in fiscal year 2020 to support grants that expand the ability of families to choose high-quality educational opportunities that meet the needs of Native youth. Funds not spent for this purpose in fiscal year 2020 would be used to support new NYCP awards. The Department would provide funding for technical assistance and evaluation through the National Activities program (described elsewhere in this account).

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
Demonstration Grants			
Funding for new awards	\$29,159 ¹	0	\$10,000 ²
Funding for NYCP continuation awards	<u>\$24,078</u>	<u>\$58,420</u>	<u>\$38,119</u>
Total	<u>\$53,237</u>	<u>\$58,420</u>	<u>\$48,119</u>
Number of new awards	37 ¹	0	5-15 ²
Number of NYCP continuation awards	69	106	57

INDIAN EDUCATION

Special programs for Indian children

<u>Output Measures</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
Professional Development			
Funding for new awards	\$6,813	0	\$8,127
Funding for continuation awards	<u>\$7,557</u>	<u>\$9,573</u>	<u>\$7,107</u>
Total	\$14,370	\$12,063	\$15,234
Number of new awards	20	0	24
Number of continuation awards	23	43	24
Peer Review of new award applications	\$386	0	\$640

NOTE: 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 2018, it may do so in fiscal years 2019 and 2020.

¹ New awards in 2018 supported NYCP grants.

² The precise amount, type and number of awards for Demonstration grants will be determined after Tribal consultation, which the Department plans to conduct in fiscal year 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 2020 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
2015	80%	95%
2016	85	
2017	90	
2018	95	

INDIAN EDUCATION

Special programs for Indian children

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
2015	70%	95%
2016	75	
2017	80	
2018	85	

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
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
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
2015	85%	81%
2016	90	90
2017	95	
2018	100	

Additional Information: The performance data for 2015 represents the 2011 cohort, and data for 2016 represents the 2012 cohort. Data for 2016, 2017 and 2018, representing the 2012, 2013 and 2014 cohorts (except for the graduation rate measure for 2016, which is shown above) are not available. The performance data for 2018 represents the 2014 cohort, the last cohort funded with these performance measures.

INDIAN EDUCATION

Special programs for Indian children

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, and 50 percent of grantees reported a significant increase in community collaborative efforts that promote college- and career-readiness of Indian children. Due to concerns about data quality and consistency, the Department is not able to report data for 2017 or 2018.

Professional Development

Measure: The percentage of participants in administrator preparation projects who become principals, vice principals, or other school administrators in LEAs that serve AI/AN students.

Year	Target	Actual
2016	30%	21%
2017	35	37
2018	40	
2019	45	
2020	50	

Measure: The percentage of participants in teacher preparation projects who become teachers in LEAs that serve AI/AN students.

Year	Target	Actual
2016	30%	30%
2017	35	36
2018	40	
2019	45	
2020	50	

Measure: The percentage of program participants who meet State licensure requirements.

Year	Target	Actual
2016	30%	32%
2017	35	37
2018	40	
2019	45	
2020	50	

INDIAN EDUCATION

Special programs for Indian children

Measure: The percentage of program participants who complete their service requirement on schedule.

Year	Target	Actual
2016	20%	35%
2017	25	23
2018	30	
2019	35	
2020	40	

Measure: 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.

Year	Target	Actual
2016	Not applicable	\$108,800
2017	Not applicable	\$116,921
2018	\$108,000	
2019	\$100,000	
2020	\$95,000	

Measure: 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.

Year	Target	Actual
2016	Not applicable	\$107,397
2017	Not applicable	\$116,036
2018	\$108,000	
2019	\$100,000	
2020	\$95,000	

Additional Information: Data for 2018 will be available in early 2020.

The Department will develop performance measures for the Demonstration grants in 2020.

National activities

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

(dollars in thousands)

FY 2020 Authorization: \$5,565

Budget Authority:

<u>2019</u>	<u>2020</u>	<u>Change</u>
\$6,865	\$6,865	0

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 to build capacity 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; 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 Indian students over time and to compare the status of Indian students 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.¹² 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 authorized a program for Tribes to create Tribal educational agencies (TEAs) and for 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

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

INDIAN EDUCATION

Special programs for Indian children

of awards in fiscal year 2015. The second new authority established 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.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2015	\$5,565
2016	5,565
2017	6,565
2018	6,865
2019	6,865

FY 2020 BUDGET REQUEST

The Administration requests \$6.9 million for Indian Education National Activities in fiscal year 2020, the same as the fiscal year 2019 appropriation. The request includes appropriations language overriding the authorized funding level for this program and the provision limiting the length of State-Tribal Education Partnership (STEP) and Native language immersion grants to three years to allow grantees sufficient time to implement their projects. The requested funds would support the following activities:

- \$1.0 million for the sixth National Indian Education Study (NIES), which has two components: (1) oversampling AI/AN students in the National Assessment of Educational Progress (NAEP), and (2) a survey to collect information on the educational experiences of AI/AN students and the role of Indian culture in their education. The request would support the 2023 administration of the NAEP reading and mathematics assessments, as well as the educational experiences survey.
- \$2.0 million for new and continuation awards under the new Native American Language Immersion program to maintain and promote the use of Native languages, support Native language education and development, and provide professional development for teachers.
- \$1.6 million for continuation awards to Tribal education agencies participating in the STEP program, which makes grants to Tribes to create a TEA and to existing TEAs to build their capacity by entering into agreements to assume certain SEA responsibilities for the administration of ESEA programs.
- \$928 thousand for technical assistance to support Demonstration and STEP grantees.
- \$1.2 million 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.

INDIAN EDUCATION

Special programs for Indian children

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
Grants to tribal education agencies			
New awards	0	\$1,573	0
Number of new awards	0	4	0
Continuation awards	\$1,797	0	\$1,573
Number of continuation awards	5	0	4
Native language immersion grants			
New awards	249	0	1,995
Continuation awards	2,163	2,311	249
Number of new awards	1	0	4
Number of continuation awards	5	6	1
National Indian Education Study	970	970	970
Technical assistance	912	916	928
Technical and logistical support	774	1,026	1,081
Peer review of new award applications	0	69	69

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 2018, it may do so in fiscal years 2019 and 2020.

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 2020 and future years, as well as the resources and efforts invested by those served by this program.

The Department released the 2011 NIES in July 2012 and released the 2015 NIES in early 2017.¹³

¹³ <http://nces.ed.gov/nationsreportcard/nies/>

INDIAN EDUCATION

Special programs for Indian children

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 (i.e., the second year of their 4-year projects); and (2) the number of funded projects that, at the end of the project period, report that the project has resulted in creation of an arrangement under which the TEA will continue to be responsible for the State-level functions delineated in its TEA-SEA agreement after Federal funding ends. 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. Information on the second performance measure will be available in December 2019 or later, if grantees request a 1-year, no-cost extension.

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 2019.