

Department of Education
INDIAN EDUCATION
Fiscal Year 2021 Budget Request
CONTENTS

	<u>Page</u>
Appropriations Language	F-1
Analysis of Language Provisions and Changes.....	F-2
Appropriation, Adjustment, and Transfers	F-3
Authorizing Legislation	F-4
Appropriations History.....	F-5
Significant Items in FY 2020 Appropriations Reports.....	F-6
Summary of Request	F-7
Activities:	
Grants to local educational agencies	F-9
Special programs for Indian children.....	F-16
National activities.....	F-21
State Table*	

State tables reflecting final 2019 allocations and 2020 and 2021 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, \$180,739,000, of which \$67,993,000 shall be for subpart 2 of part A of title VI and \$7,365,000 shall be for subpart 3 of part A of title VI:¹ *Provided*, That the 5 percent limitation in sections 6115(d), 6121(e), and 6133(g) of the ESEA on the use of funds for administrative purposes shall apply only to direct administrative costs:² *Provided further*, 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:³ *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.⁴ *(Department of Education Appropriations Act, 2020.)*

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 shall be for subpart 2 of part A of title VI and \$7,365,000 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 <i>Provided</i>, That the 5 percent limitation in sections 6115(d), 6121(e), and 6133(g) of the ESEA on the use of funds for administrative purposes shall apply only to direct administrative costs:</p>	<p>This language specifies that the administrative cost restrictions in sections 6115(d), 6121(e), and 6133(g) apply only to direct administrative costs, not indirect administrative costs.</p>
<p>³ <u><i>Provided further</i>, 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>⁴ <u><i>Provided further</i>, 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	2019	2020	2021
Discretionary:			
Appropriation.....	<u>\$180,239</u>	<u>\$180,739</u>	<u>\$180,739</u>
Total, discretionary appropriation....	180,239	180,739	180,739

INDIAN EDUCATION

Authorizing Legislation
(dollars in thousands)

Activity	2020 Authorized	2020 Estimate	2021 Authorized	2021 Request
Grants to local educational agencies (ESEA VI-A-1)	\$106,525	\$105,381	\$106,525 ¹	\$105,381
Special programs for Indian children (ESEA VI-A-2-6121 & 6122)	17,993	67,993	17,993 ¹	67,993
National activities (ESEA VI-A-3-6131).....	<u>5,565</u>	<u>7,365</u>	<u>5,565¹</u>	<u>7,365</u>
Total definite authorization	130,083		130,083	
Total annual appropriation		180,739		180,739

¹ The GEPA extension applies through September 30, 2021.

INDIAN EDUCATION

Appropriations History (dollars in thousands)

Year	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
2012	\$127,282	\$132,027 ¹	\$128,027 ¹	\$130,779
2013	130,779	130,997 ²	130,779 ²	123,939
2014	130,779	N/A ³	130,381 ⁴	123,939
2015	123,939	N/A ³	123,939 ⁵	123,939
2016	173,939	143,939 ⁶	123,939 ⁶	143,939
2017	174,939	174,939 ⁷	143,939 ⁷	164,939 ⁹
2018	143,665	164,939 ⁸	165,239 ⁸	180,239 ¹⁰
2019	164,939	180,239 ⁹	180,239 ⁹	180,239
2020	180,739	186,374	180,739 ¹⁰	180,739 ¹⁰
2021	180,739			

¹ The level for the House allowance reflects an introduced bill and the level for the Senate allowance reflects Senate Committee action only.

² 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.

³ The House allowance is shown as N/A because there was no Subcommittee action.

⁴ The level for the Senate allowance reflects Committee action only.

⁵ The level for the Senate allowance reflects Senate Subcommittee action only.

⁶ 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.

⁷ 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.

⁸ 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).

⁹ 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).

¹⁰ The Senate allowance reflects the Chairman's mark; the Appropriation reflects the Further Consolidated Appropriation Act, 2020 (P.L. 116-94).

INDIAN EDUCATION

Significant Items in FY 2020 Appropriations Reports

National Activities

- Minibus:** The President's budget request includes up to \$10,000,000 to expand the ability of families to choose high-quality educational opportunities to meet the needs of Native youth. The Department shall only pursue this initiative if supported by Tribes after Tribal consultation. Accordingly, the Department is directed to include information on the planned use of funds under the Special Programs for Indian Children program in the operating plan required under section 516 of this Act, and to brief the Committees not less than 30 days prior to posting any notice inviting applications under this program.
- Senate:** The Committee directs the Department to only pursue this initiative after Tribal consultation and if supported by Tribes. Accordingly, the Committee directs the Department to include information on the planned use of funds under the Special Programs for Indian Children program in the operating plan required under section 516 of this act, and to brief the Committees on Appropriations of the House of Representatives and the Senate not less than 30 days prior to posting any notice inviting applications under this program.
- Response:** In 2019, the Department conducted Tribal consultations to determine how it can best expand access to educational opportunities and empower Tribes and parents to choose education services best suited to their students' needs. A majority of Tribal consultation participants supported expanding educational choice. During these consultations, Tribes expressed interest in making available to families services for Native language, history, or culture, tutoring, especially for students in low-performing schools, summer and after-school education programs, and apprenticeships and industry certifications. The Department will include information on the planned use of funds under the Special Programs for Indian Children program in the operating plan and will brief the Committees on Appropriations of the House of Representatives and the Senate not less than 30 days prior to posting a notice inviting applications under the Demonstration Grants program.

[Click here for accessible version](#)

DEPARTMENT OF EDUCATION FISCAL YEAR 2021 PRESIDENT'S BUDGET
(in thousands of dollars)

	Cat Code	2019 Appropriation	2020 Appropriation	2021 President's Budget	2021 President's Budget Compared to 2020 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	67,993	0	0.00%
3. National activities (Part A-3)	D	6,865	7,365	7,365	0	0.00%
Total	D	180,239	180,739	180,739	0	0.00%

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

Summary of Request

The Indian Education programs in this account are authorized by Title VI, Part A of the Elementary and Secondary Education Act, as amended (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 (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.

The Administration requests \$180.7 million for fiscal year 2021 for Indian Education programs, the same as the fiscal year 2020 level. The request would provide:

- \$105.4 million for Grants to Local Educational Agencies to help them address the particular needs of Indian children enrolled in urban and rural schools.
- \$68.0 million for Special Programs for Indian Children to make new Choice awards under Demonstration grants, continuation awards for Native Youth Community Projects under Demonstration Grants, and new and continuation awards under the Professional Development program.
- \$7.4 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 educational agencies to build their capacity by entering into agreements with SEAs and LEAs to administer education programs.

INDIAN EDUCATION

Grants to local educational agencies

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

(dollars in thousands)

FY 2021 Authorization: \$106,525¹

Budget Authority:

<u>2020</u> <u>Appropriation</u>	<u>2021</u> <u>Request</u>	<u>Change from</u> <u>2020 to 2021</u>
\$105,381	\$105,381	0

¹ The GEPA extension applies through September 30, 2021.

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 2019, 27 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)
2016.....	\$100,381
2017.....	100,381
2018.....	105,381
2019.....	105,381
2020.....	105,381

FY 2021 BUDGET REQUEST

The Administration requests \$105.4 million for the Indian Education Grants to LEAs program in fiscal year 2021, the same as the fiscal year 2020 appropriation. 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 average estimated per-pupil payment of \$232 for more than 450,000 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 204 in 2019, and the 8th grade reading scale score was 249 in 2005 and 248 in 2019, 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 youth 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>2019</u>	<u>2020</u>	<u>2021</u>
Number of awards			
LEAs	1,144	1,144	1,144
Tribes	27	27	27
BIE- grant/contract schools	94	94	94
BIE- operated schools	48	48	48
Indian community-based organizations	<u>1</u>	<u>1</u>	<u>1</u>
Total	1,314	1,314	1,314
Distribution of funds			
LEAs	\$95,914	\$95,914	\$95,914
Tribes	\$1,458	\$1,458	\$1,458
BIE- grant/contract schools	\$5,648	\$5,648	\$5,648
BIE- operated schools	\$2,283	\$2,283	\$2,283
Indian community-based organizations	<u>\$ 78</u>	<u>\$ 78</u>	<u>\$ 78</u>
Total	\$105,381	\$105,381	\$105,381

INDIAN EDUCATION

Grants to local educational agencies

<u>Output Measures</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
Number of eligible students			
LEAs	410,290	410,290	410,290
Tribes	6,055	6,055	6,055
BIE- grant/contract schools	25,861	25,861	25,861
BIE- operated schools	11,114	11,114	11,114
Indian community-based organizations	<u>314</u>	<u>314</u>	<u>314</u>
Total	453,634	453,634	453,634
Range of awards (whole dollars)			
Highest	\$2,772,768	\$2,772,768	\$2,772,768
Lowest	\$4,000	\$4,000	\$4,000
Average allocation	\$80,172	\$80,172	\$80,172
Average payment per eligible student	\$232	\$232	\$232

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 2019, it may do so in fiscal years 2020 and 2021.

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 2021 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 2019 assessment and will next be oversampled in 2023.

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
2013	56%	51%	68%
2015	58	52	69
2017	60	48	68
2019	62	50	66
2021	64		

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
2013	67%	62%	78%
2015	69	63	76
2017	71	63	76
2019	73	59	73
2021	75		

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
2013	76%	68%	83%
2015	78	69	82
2017	80	69	80
2019	82	67	81
2021	84		

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
2013	61%	59%	74%
2015	63	57	71
2017	65	56	70
2019	67	51	69
2021	69		

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
2016	100	38.7%	49.5%
2017	100	31.6	50.2
2018	100		
2019	100		
2020	100		
2021	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
2016	100	34.6%	45.5%
2017	100	27.4	46.2
2018	100		
2019	100		
2020	100		
2021	100		

Additional information: State assessments provide the basis for school and LEA accountability under ESEA Title I. The Department expects to have 2018 data later in 2020, 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
2016	0.0%	10.8%
2017	0.0	18.6
2018	0.0	
2019	0.0	
2020	0.0	
2021	0.0	

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
2016	0.0%	10.9%
2017	0.0	18.8
2018	0.0	
2019	0.0	
2020	0.0	
2021	0.0	

Additional information: The Department expects to have 2018 data later in 2020 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
2016	75%	72%
2017	77	
2018	79	
2019	81	
2020	83	
2021	85	

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 2017 data in spring 2020.

INDIAN EDUCATION

Special programs for Indian children

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

(dollars in thousands)

FY 2021 Authorization: \$17,993¹

Budget Authority:

	2020 <u>Appropriation</u>	2021 <u>Request</u>	Change from <u>2020 to 2021</u>
	\$67,993	\$67,993	0

¹ The GEPA extension applies through September 30, 2021.

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, programs to increase high school graduation rates for Indian children and youth, guidance and counseling, early childhood and kindergarten 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)
2016.....	\$37,993
2017.....	57,993
2018.....	67,993
2019.....	67,993
2020.....	67,993

FY 2021 BUDGET REQUEST

The Administration requests \$68.0 million for Special Programs for Indian Children in fiscal year 2021, the same as the fiscal year 2020 appropriation. The request includes appropriations language overriding the authorized funding level for this program. Funds would be used to support approximately \$15.0 million in new Demonstration grants, \$24.8 million in NYCP continuation grants, and about \$8.0 million in new and continuation awards to IHEs and other eligible entities under the Professional Development program.

In 2019, the Department conducted Tribal consultations to determine how it can best expand access to educational opportunities and empower Tribes and parents to choose education services best suited to their students' needs. A majority of Tribal consultation participants supported expanding educational choice. During these consultations, Tribes expressed interest in making available to families, services for Native language, history, or culture, tutoring, especially for students in low-performing schools, summer and after-school education programs, and apprenticeships and industry certifications. The Department will provide approximately \$10.8 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 children and youth. 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>2019</u>	<u>2020</u>	<u>2021</u>
Demonstration Grants			
Funding for Choice new awards	0	\$15,000	\$10,854
Funding for Choice continuation awards	0	0	\$15,000
Funding for NYCP continuation awards	<u>\$58,510</u>	<u>\$38,645</u>	<u>\$24,840</u>
Total	<u>\$58,510</u>	<u>\$53,645</u>	<u>\$50,734</u>
Number of Choice new awards	0	5-15	3-10

INDIAN EDUCATION

Special programs for Indian children

<u>Output Measures</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
Number of Choice continuation awards	0	0	5-15
Number of NYCP continuation awards	106	57	37
Professional Development			
Funding for new awards	0	\$6,561	\$8,000
Funding for continuation awards	<u>\$9,483</u>	<u>\$7,107</u>	<u>\$8,619</u>
Total	\$9,483	\$13,668	12,619
Number of new awards	0	23	14
Number of continuation awards	43	24	20
Peer Review of new award applications	0	\$680	680

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 2019, it may do so in fiscal years 2020 and 2021.

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 2021 and future years, as well as the resources and efforts invested by those served by this program.

Demonstration Grants – 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. Data for 2018 will be available in fall 2020.

INDIAN EDUCATION

Special programs for Indian children

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	35
2019	45	
2020	50	
2021	55	

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	38
2019	45	
2020	50	
2021	55	

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

Year	Target	Actual
2016	30%	32%
2017	35	37
2018	40	41
2019	45	
2020	50	
2021	55	

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

Year	Target	Actual
2016	20%	35%
2017	25	23
2018	30	24
2019	35	
2020	40	
2021	45	

INDIAN EDUCATION

Special programs for Indian children

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	\$110,265
2019	\$100,000	
2020	\$95,000	
2021	\$90,000	

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	\$104,272
2019	\$100,000	
2020	\$95,000	
2021	\$90,000	

Additional Information: Data for 2019 will be available in early 2021.

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

INDIAN EDUCATION

National activities

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

(dollars in thousands)

FY 2021 Authorization: \$5,565¹

Budget Authority:

<u>2020</u> <u>Appropriation</u>	<u>2021</u> <u>Request</u>	<u>Change from</u> <u>2020 to 2021</u>
\$7,365	\$7,365	0

¹ The GEPA extension applies through September 30, 2021.

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 in late 2015 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

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

INDIAN EDUCATION

Special programs for Indian children

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. In fiscal year 2019, the Department awarded one-year State-Tribal Education Partnership (STEP) Development grants to Tribes to create TEAs. 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)
2016.....	\$5,565
2017.....	6,565
2018.....	6,865
2019.....	6,865
2020.....	7,365

FY 2021 BUDGET REQUEST

The Administration requests \$7.4 million for Indian Education National Activities in fiscal year 2021, the same as the fiscal year 2020 appropriation. The request includes appropriations language overriding the authorized funding level for this program and the provision limiting the length of STEP and Native language immersion grants to three years to allow grantees sufficient time to implement their projects. The request would support the following activities:

- \$1.0 million for the 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.
- \$1.8 million for 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.
- \$2.2 million for new and continuation awards to Tribal educational 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.
- \$1.3 million for technical assistance to support Demonstration and STEP grantees.
- \$1.1 million for logistical support, including for the Department to continue tribal consultations and forums to help inform the Department's policies and decision-making

INDIAN EDUCATION

Special programs for Indian children

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.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
Grants to Tribal education agencies			
New awards	\$1,510	\$1,940	\$237
Number of new awards	5	4	1
Continuation awards	0	0	\$1,940
Number of continuation awards	0	0	4
Native language immersion grants			
New awards	0	\$1,796	\$0
Number of new awards	0	5	0
Continuation awards	\$1,647	\$249	\$1,796
Number of continuation awards	6	1	5
National Indian Education Study	\$970	\$976	\$976
Technical assistance	\$1,533	\$1,240	\$1,252
Technical and logistical support	\$1,136	\$1,090	\$1,090
Peer review of new award applications	\$69	\$74	\$74

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 2019, it may do so in fiscal years 2020 and 2021.

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 2021 and future years, as well as the resources and efforts invested by those served by this program.

INDIAN EDUCATION

Special programs for Indian children

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

STEP

The Department established one performance measure for the one-year STEP Development program for grants to Tribes to create TEAs: The number of Tribes that create a TEA by the end of the grant period. The Department also established two performance measures for the three-year STEP program for grants to TEAs 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 projects); and (2) the number of funded projects that, at the end of the project period, 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 winter 2020 due to grantees receiving a 1-year, no-cost extension.

The Department expects to have information available on the performance measure for the fiscal year 2019 STEP Development cohort in spring 2021.

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

INDIAN EDUCATION

Special programs for Indian children

Native language immersion grants

Measure: 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.

Year	Target	Actual
2017	Baseline	35.2%
2018	35%	41.4
2019		
2020		
2021		

Measure: 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.

Year	Target	Actual
2017	Baseline	21.4%
2018	21%	21.4
2019		
2020		
2021		

Measure: The number and percentage of participating students who show an improvement in academic outcomes as measured by academic assessments or other indicators.

Year	Target	Actual
2017	Baseline	9.6%
2018	10%	35.2
2019		
2020		
2021		

Measure: 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)

Year	Target	Actual
2017	Baseline	55.6%
2018	55%	57.6
2019		
2020		
2021		