

Department of Education
INDIAN EDUCATION
Fiscal Year 2024 Budget Request

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*State tables reflecting actual fiscal year 2022 allocations and fiscal years 2023 and 2024 estimates are posted on the Department's webpage at:
<https://www2.ed.gov/about/overview/budget/statetables/index.html>

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Appropriations Language

For expenses necessary to carry out, to the extent not otherwise provided, title VI, part A of the ESEA, [\$194,246,000] \$201,746,000, of which \$72,000,000 shall be for subpart 2 of part A of title VI and \$12,365,000 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 five years.⁴ (Department of Education Appropriations Act, 2023)

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.

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Analysis of Language Provisions and Changes

Language Provision	Explanation
<p>¹ ... of which \$72,000,000 shall be for subpart 2 of part A of title VI and \$12,365,000 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 <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 five years.</p>	<p>This language allows the Secretary to make State-Tribal Education Partnership and Native language immersion grants for up to 5 years.</p>

Appropriation, Adjustment, and Transfers
(dollars in thousands)

Appropriation/Adjustments/Transfers	2022	2023	2024
Discretionary:			
Appropriation	\$189,246	\$194,246	\$201,746
Total, discretionary appropriation	189,246	194,246	201,746

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Summary of Changes
(dollars in thousands)

2023		\$194,746
2024		201,746
	Net change	<u>+7,000</u>

Increases:	<u>2023 base</u>	<u>Change from base</u>
<u>Program:</u>		
Grants to Local Educational Agencies	\$110,381	+\$7,000
Subtotal, increases		7,000
Net change		+7,000

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Authorizing Legislation
(dollars in thousands)

Activity	2023 Authorized	2023 Appropriation	2024 Authorized	2024 Request
Grants to local educational agencies (ESEA VI-A-1)	0	\$110,381	To be determined ¹	\$117,381
Special programs for Indian children (ESEA VI-A-2-6121 & 6122)	0	72,000	To be determined ¹	72,000
National activities (ESEA VI-A-3-6131)	0	12,365	To be determined ¹	12,365
Total definite authorization	0		To be determined ¹	
Total annual appropriation		194,746		201,746

¹ The GEPA extension expired September 30, 2021. Reauthorization for FY 2024 is expected through appropriations action.

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Appropriations History (dollars in thousands)

Year	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
2015 ¹	\$123,939	N/A	\$123,939	\$123,939
2016 ²	173,939	\$143,939	123,939	143,939
2017 ³	174,939	174,939	143,939	164,939
2018 ⁴	143,665	164,939	165,239	180,239
2019 ⁵	164,939	180,239	180,239	180,239
2020 ⁶	180,739	186,374	180,739	180,739
2021 ⁷	180,739	181,239	180,739	181,239
2021 Mandatory Supplemental, ARP Act (P.L. 117-02) ⁸	0	0	0	20,000
2022 ⁹	186,239	187,739	189,246	189,246
2023 ¹⁰	186,239	110,381	110,381	194,746
2024	201,746			

¹ The House allowance is shown as N/A because there was no Subcommittee action. The level for the Senate allowance reflects Senate Subcommittee action only.

² 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.

³ 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.

⁴ 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).

⁵ 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).

⁶ The Senate allowance reflects the Chairman's mark; the Appropriation reflects the Further Consolidated Appropriation Act, 2020 (P.L. 116-94).

⁷ The level for the Senate Allowance reflects the Chairman's mark; the Appropriation reflects Division H of the Consolidated Appropriations Act, 2021 (P.L. 116-260).

⁸ The Appropriation reflects the American Rescue Plan Act of 2021 (P.L. 117-02).

⁹ The House allowance reflects floor action; the Senate allowance reflects the Chair's mark; and the Appropriation reflects Division H of the Consolidated Appropriations Act, 2022 (P.L. 117-103).

¹⁰ The House allowance reflects the regular annual FY 2023 appropriation, which was introduced on the floor; the Senate allowance reflects the Chair's mark; and the Appropriation reflects the Consolidated Appropriations Act, 2023 (P.L. 117-328).

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Significant Items in FY 2023 Appropriations Reports

Special Programs for Indian Children

Omnibus: The Department is directed to use no less than \$2,750,000 of funds available for the Demonstration Grants for Indian Children and Youth program for a teacher retention initiative to help address the shortage of Native American educators and expand their impact on Native American students' education. The initiative should support teacher leadership models to increase the retention of effective, experienced Native American teachers.

Response: The Department plans to award new Demonstration grants for teacher retention projects that aim to increase the retention of effective, experienced Native American teachers in fiscal year 2023.

National Activities

Omnibus: The increase for National Activities shall support new awards under the Native American Language Immersion competition and the State-Tribal Education Partnership program for up to five years.

Further, the Department is directed to provide adequate notice, consultation, and technical assistance to support applications from and grants to a diverse range of language immersion schools and programs, including those serving Native Hawaiian and Alaska Native students.

Response: The Department plans to award new grants under the Native American language immersion and State-Tribal Education Partnership programs in fiscal year 2023. Awards for Native American language immersion would be made to applicants on the fiscal year 2022 slate.

The Department will continue to provide adequate notice, consultation, and technical assistance to support applicants from and grants to a diverse range of language immersion schools and programs, including those serving Native Hawaiian and Alaska Native students.

Omnibus: Within National Activities, the agreement includes \$1,500,000 for this activity described under this heading in House Report 117-403. Further, the Office of Indian Education is directed to consult with the Office of English Language Acquisition on the development, implementation, and support for this program.

Response: The Department plans to make new awards for Native American Language Resource Centers in fiscal year 2023 and will consult with the Office of English Language Acquisition on the development, implementation and support for this program.

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House: Native American Language Immersion and the State-Tribal Education Partnership Program.—The Committee provides a \$3,000,000 increase to the Native American Language Immersion and the State-Tribal Education Partnership (STEP) programs above the fiscal year 2022 enacted levels for these programs. The Committee looks forward to a new fiscal year 2023 STEP competition and directs a portion of this increase to support new STEP awards.

Response: The Department plans to hold a new competition for State-Tribal Education Partnership grants in fiscal year 2023.

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Summary of Request

The Indian Education programs in this account are authorized by Title VI, Part A of the Elementary and Secondary Education Act, as amended (ESEA). These programs provide support for the education of Indian students, including preschool children. 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 \$186.2 million for fiscal year 2023 for Indian Education programs, \$5.0 million more than the fiscal year 2022 annualized CR based on the fiscal year 2021 appropriation. The request would provide:

- \$117.4 million for **Grants to Local Educational Agencies**, an increase of \$7 million, to help them address the particular needs of Indian children enrolled in urban and rural schools.
- \$72.0 million for **Special Programs for Indian Children** to make new and continuation awards under Demonstration Grants and new and continuation awards under the Professional Development program.
- \$12.4 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 awards for Native language immersion grants, grants to Tribal educational agencies to build their capacity by entering into agreements with SEAs and LEAs to administer education programs, and Native American Language Resource Centers.

INDIAN EDUCATION

Grants to local educational agencies

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

(dollars in thousands)

FY 2024 Authorization: To be determined¹

Budget Authority:

<u>2023 Appropriation</u>	<u>2024 Request</u>	<u>Change</u>
\$110,381	\$117,381	+\$7,000

PROGRAM DESCRIPTION

The Indian Education Grants to Local Educational Agencies 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 2022, 28 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 and youth. Each applicant must develop this plan in collaboration with a local committee comprised primarily of parents and family members of Indian children and youth 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 and youth 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.

¹ The GEPA extension expired September 30, 2021. Reauthorization for FY 2024 is expected through appropriations action.

INDIAN EDUCATION

Grants to local educational agencies

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2019	\$105,381
2020	105,381
2021	105,381
2022	109,881
2023	110,381

FY 2024 BUDGET REQUEST

For fiscal year 2024, the Administration requests \$117.4 million for the Indian Education Grants to LEAs program, \$7.0 million more than the fiscal year 2023 appropriation. The request reflects the Department's ongoing commitment to maintaining strong support for formula grant programs supporting underserved student populations. Funds would support supplemental educational services to a student population that is heavily affected by poverty and challenges to educational opportunity and attainment, providing an average estimated per-pupil payment of \$277 for roughly 424,000 eligible AI/AN elementary and secondary school 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 and youth develop their academic skills and participate in enrichment programs that would otherwise be unavailable. More than 90 percent of AI/AN students enrolled in public schools attend schools that receive funds from the program.

Schools serving AI/AN students need additional supports to ensure student success. 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 9.9 percent of all U.S. children ages 5 to 21 in 2017-2018, it served 15.5 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 not graduating from high school.

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 4th grade reading was 204 in 2005 and 197 in 2022, and the 8th grade reading scale score was 249 in 2005 and 246 in 2022, 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 underserved student groups over the same period.

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Grants to local educational agencies

High school graduation rate data, while showing modest improvement in recent years, also demonstrate the need for additional supports for AI/AN students. While the AI/AN graduation rate increased from 65 percent in 2010-2011 to 74 percent in 2018-2019, mirroring national trends, that rate remains substantially lower than the national average (86 percent) and 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 9.6 percent in 2019, compared to the overall national average of 5.1 percent. Furthermore, while AI/AN enrollment in postsecondary education for 18- to 24-year-olds increased from 16 percent in 2000 to 41 percent in 2010, by 2017 it had fallen to 20 percent 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.

In accordance with Executive Order 13592, the Department is participating with the BIE in the Interagency Working Group on AI/AN Education.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2022	2023	2024
Number of awards			
LEAs	1,115	1,115	1,115
Tribes	28	28	28
BIE- grant/contract schools	89	89	89
BIE- operated schools	43	43	43
Indian community-based organizations	1	1	1
Total	1,276	1,276	1,276
Distribution of funds			
LEAs	\$100,652	\$101,110	\$107,523
Tribes	\$1,601	\$1,608	\$1,710
BIE- grant/contract schools	\$5,811	\$5,837	\$6,207
BIE- operated schools	\$1,724	\$1,732	\$1,842
Indian community-based organizations	\$93	\$93	\$99
Total	\$109,881	\$110,381	\$117,381

INDIAN EDUCATION

Grants to local educational agencies

Output Measures	2022	2023	2024
Number of eligible students			
LEAs	387,697	387,697	387,697
Tribes	5,880	5,880	5,880
BIE- grant/contract schools	23,089	23,089	23,089
BIE- operated schools	7,340	7,340	7,340
Indian community-based organizations	324	324	324
Total	424,330	424,330	424,330
Range of awards (whole dollars)			
Highest	\$2,653,404	\$2,825,420	\$3,004,599
Lowest	\$4,000	\$4,000	\$4,000
Average allocation	\$43,057	\$86,505	\$91,991
Average payment per eligible student	\$259	\$260	\$277

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 2022, it may do so in fiscal years 2023 and 2024.

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data. Achievement of program results is based on the cumulative effect of the resources provided in previous years, and those requested in fiscal year 2024 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 EDFacts, including State assessments, to track Indian students' educational achievement. 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 2024. Note that the 2021 NAEP assessments were postponed to 2022 due to the COVID-19 pandemic, shifting the schedule for NAEP reading and math assessments to even-numbered years beginning in 2022. The tables below are adjusted accordingly.

INDIAN EDUCATION

Grants to local educational agencies

Goal: To help American Indian and Alaska Native children achieve to the same challenging standards expected of all students by supporting access to programs that meet their unique educational and culturally related academic needs.

Objective: American Indian and Alaska Native students served by LEAs receiving Indian education formula grants will progress at rates similar to those for all students in achievement to standards, promotion, and graduation.

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

Year	Target	Actual – AI/AN	Actual – All Students
2013	56%	51%	68%
2015	58	52	69
2017	60	48	68
2019	62	50	66
2022	64	43	63
2024	66		

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
2022	75	55	70
2024	77		

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
2022	84	59	75
2024	86		

INDIAN EDUCATION

Grants to local educational agencies

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
2022	69	45	62
2024	71		

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
2019	100%	24.9%	31.4%
2020	100	Not applicable	Not applicable
2021	100		
2022	To be determined		
2023	To be determined		
2024	To be determined		

Additional information: State assessments provide the basis for school and LEA accountability under ESEA Title I. The Department does not expect to have 2020 data on State assessments due to the COVID-19 pandemic. The Department expects to have 2021 data in 2023 and will develop targets based in part on those data.

INDIAN EDUCATION

Grants to local educational agencies

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
2019	100%	22.0%	28.3%
2020	100	Not applicable	Not applicable
2021	100		
2022	To be determined		
2023	To be determined		
2024	To be determined		

Additional information: State assessments provide the basis for school and LEA accountability under ESEA Title I. The Department does not expect to have 2020 data on State assessments due to the COVID-19 pandemic. The Department expects to have 2021 data in 2023 and will develop targets based in part on those data.

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
2019	0.0	6.5%
2020	Not applicable	Not applicable
2021	0.0	
2022	To be determined	
2023	To be determined	
2024	To be determined	

Additional information: The Department does not expect to have 2020 data due to the COVID-19 pandemic. The Department expects to have 2021 data in 2023 and will develop targets based in part on those data.

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
2019	0.0	6.3%
2020	Not applicable	Not applicable
2021	0.0	
2022	To be determined	
2023	To be determined	
2024	To be determined	

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Grants to local educational agencies

Additional information: The Department does not expect to have 2020 data due to the COVID-19 pandemic. The Department expects to have 2021 data in 2023 and will develop targets based in part on those data.

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

Year	Target	Actual
2019	81%	79%
2020	83	75
2021	85	
2022	To be determined	
2023	To be determined	
2024	To be determined	

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 2021 data later in 2023.

INDIAN EDUCATION

Special programs for Indian children

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

(dollars in thousands)

FY 2024 Authorization: To be determined¹

Budget Authority:

<u>2023 Appropriation</u>	<u>2024 Request</u>	<u>Change</u>
\$72,000	\$72,000	0

PROGRAM DESCRIPTION

The program supports discretionary grants designed to improve the quality of education for Indian students and to prepare and develop 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 made awards for Native Youth Community Projects (NYCP) that implemented community-driven strategies to improve the college- and career-readiness of Native youth. In 2020, the Department funded projects to expand educational choice. The Department plans to make new awards for teacher retention in 2023.
- 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 preparation and development 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.

¹ The GEPA extension expired September 30, 2021. Reauthorization for FY 2024 is expected through appropriations action.

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Special programs for Indian children

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2019	\$67,993
2020	67,993
2021	67,993
2022	70,000
2023	72,000

FY 2024 BUDGET REQUEST

For fiscal year 2024, the Administration requests \$72.0 million for Special Programs for Indian Children, level with the fiscal year 2023 appropriation. The request includes appropriations language overriding the authorized funding level for this program. Funds would support approximately \$60.0 million for Demonstration continuation awards, \$1.7 million for new Professional Development grants, and \$10.0 million for Professional Development continuation awards.

Demonstration grant funds help address longstanding, unmet needs demonstrated in part by the educational outcome data described elsewhere in this account under Indian Education Grants to LEAs. Professional Development grant funds enable IHEs and other eligible entities to effectively prepare Indian students to be teachers and school administrators to work in schools with concentrations of Indian children and youth. Grants support teacher preparation programs at IHEs, including Tribal colleges and universities, and support efforts to recruit students that are likely to remain in teaching and administration positions in schools with a high proportion of Indian students, and provide comprehensive services, including support for tuition and living expenses for the students as well as program development and operational costs for the institutions.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2022	2023	2024
Demonstration Grants			
Funding for new awards	\$20,541	\$2,750	0
Funding for continuation awards	\$38,059	\$58,571	\$59,985
Total	\$58,600	\$61,321	\$59,985
Number of new awards	43	5	0
Number of continuation awards	40	83	89

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Special programs for Indian children

Output Measures	2022	2023	2024
Professional Development			
Funding for new awards	0	0	\$1,708
Funding for continuation awards	\$11,400	\$10,372	\$10,000
Total	\$11,400	\$10,372	\$12,011
Number of new awards	0	0	5
Number of continuation awards	48	29	29
Peer Review of new award applications	0 ¹	307	\$307

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 2022, it may do so in fiscal years 2023 and 2024.

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data. Achievement of program results is based on the cumulative effect of the resources provided in previous years, and those requested in fiscal year 2023 and future years, as well as the resources and efforts invested by those served by this program.

Demonstration Grants – Native Youth Community Projects

Measure: The percentage of the annual measurable objectives, as described in the application, that are met by grantees.

Year	Target	Actual
2019	76%	56%
2020	77	73
2021	78	67
2022	79	
2023	80	
2024	81	

Additional information: Data for 2022 will be available in winter 2023.

¹ Funding for peer review in fiscal year 2022 was provided under Indian Education National Activities.

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Special programs for Indian children

Measure: The percentage of grantees that report a significant increase in community collaborative efforts that promote college- and career-readiness of Indian children.

Year	Target	Actual
2019	80%	78%
2020	81	40
2021	82	81
2022	83	
2023	84	
2024	85	

Additional information: Data for 2022 will be available in winter 2023.

Demonstration Grants – Choice Projects

Measure: The total number of options from which participating students can choose.

Year	Target	Actual
2020	380	380
2021	385	867
2022	390	
2023	395	
2024	400	

Measure: The number of options offered from which participating students can choose education-related services that are culturally relevant, as determined by the grantee.

Year	Target	Actual
2020	322	322
2021	327	478
2022	332	
2023	337	
2024	342	

Measure: The number of grantees that meet their educational outcome objectives (e.g., decreased school suspension rates, increased graduation rates, increased school attendance, etc.), as defined by the grantee.

Year	Target	Actual
2020	5	5
2021	7	13
2022	15	
2023	18	
2024	20	

INDIAN EDUCATION

Special programs for Indian children

Measure: The total number of students served.

Year	Target	Actual
2020	2,935	2935
2021	2,945	12,190
2022	2,955	
2023	2,965	
2024	2,975	

Measure: The percentage of parents who report that the number and variety of options offered meet their children's needs.

Year	Target	Actual
2020	59%	59%
2021	60	89
2022	63	
2023	69	
2024	72	

Measure: The percentage of parents who report that the quality of options offered meet their children's needs.

Year	Target	Actual
2020	75%	81%
2021	77	89
2022	79	
2023	81	
2024	83	

Measure: The average time it took a grantee to respond to requests for specific services.

Year	Target	Actual
2020	6.5	6.5
2021	5.5	160.1
2022	4.5	
2023	3.5	
2024	2.5	

Measure: The percentage of parent requests for additional services that resulted in adding new services to the offerings.

Year	Target	Actual
2020	80%	81%
2021	81	46
2022	82	
2023	83	
2024	84	

INDIAN EDUCATION

Special programs for Indian children

Data for 2022 will be available in winter 2023.

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
2019	45%	41%
2020	50	42
2021	55	48
2022	60	
2023	65	
2024	70	

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

Year	Target	Actual
2019	45%	44%
2020	50	36
2021	55	38
2022	60	
2023	65	
2024	70	

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

Year	Target	Actual
2019	45%	42%
2020	50	40
2021	55	51
2022	60	
2023	65	
2024	70	

INDIAN EDUCATION

Special programs for Indian children

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

Year	Target	Actual
2019	35%	21%
2020	40	20
2021	45	25
2022	50	
2023	55	
2024	60	

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
2019	\$100,000	\$81,747
2020	\$98,000	\$94,435
2021	\$96,000	\$93,040
2022	\$94,000	
2023	\$92,000	
2024	\$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
2019	\$100,000	\$105,360
2020	\$98,000	\$108,164
2021	\$96,000	\$135,280
2022	\$94,000	
2023	\$92,000	
2024	\$90,000	

Additional Information: Data for 2022 will be available in winter 2023. The Department will develop performance measures for the Demonstration Grants – Teacher Retention grants in 2023.

INDIAN EDUCATION

National activities

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

(dollars in thousands)

FY 2024 Authorization: To be determined¹

Budget Authority:

<u>2023 Appropriation</u>	<u>2024 Request</u>	<u>Change</u>
\$12,365	\$12,365	0

PROGRAM DESCRIPTION

This program supports four 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; (3) grants to Tribes to build capacity for administrative planning, development, and coordination related to education systems; and (4) other activities consistent with the purpose of the program. 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; 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 multilingualism of Indian students as well as the characteristics of teachers and principals serving those students (<https://nces.ed.gov/nationsreportcard/nies/>). 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 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 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

¹ The GEPA extension expired September 30, 2021. Reauthorization for FY 2024 is expected through appropriations action.

INDIAN EDUCATION

National activities

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.

Beginning in 2023, funds have been used to support American Indian, Alaska Native and Native Hawaiian language activities for Native American Language Resource Centers.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2019	\$6,865
2020	7,365
2021	7,865
2022	9,365
2023	12,365

FY 2024 BUDGET REQUEST

For fiscal year 2024, the Administration requests \$12.4 million for Indian Education National Activities, level with the fiscal year 2023 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:

- \$2.9 million for 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.
- \$2.9 million for new and continuation awards under the 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.
- \$3.0 million for continuation awards for the Native American Language Resource Centers.
- \$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 2024 administration of the NAEP reading and mathematics assessments, as well as the educational experiences survey.

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- \$2.7 million for technical assistance and logistical support, including technical assistance for all Office of Indian Education formula and discretionary program grantees, the Electronic Applications System for Indian Education (EASIE) (<https://easie.grads360.org/#program>), the Professional Development Payback system, and Tribal consultations and forums to help inform the Department’s policies and decision-making process. Previous experience suggests that these consultations can help improve access to educational opportunities 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)

Output Measures	2022	2023	2024
Grants to Tribal education agencies			
New awards	\$445 ¹	\$2,416	0
Number of new awards	1	5	0
Continuation awards	\$1,432	\$445	\$2,861
Number of continuation awards	4	1	6
Native language immersion grants			
New awards	\$1,233	\$685 ²	0
Number of new awards	4	4	4
Continuation awards	\$2,363	\$1,212	\$2,885
Number of continuation awards	11	5	8
Native American Language Resource Centers	0	\$2,965	\$2,965
National Indian Education Study	\$970	\$970	\$970
Technical and logistical support	\$2,828	\$3,548	\$2,684
Peer review of new award applications	\$94	\$124	0

NOTE: The Department is authorized to reserve up to 0.5 percent of funds appropriated for most ESEA programs, including Indian Education National Activities, and pool those funds to support the evaluation of any ESEA program. While the Department did not reserve funds from the Indian Education National Activities program for this purpose in fiscal year 2022, it may do so in fiscal year 2023 or 2024.

¹ The Department funded one new Grants to Tribal education agencies award in fiscal year 2022 from the fiscal year 2020 slate.

² The Department may fund four new Native language immersion grants in fiscal year 2023 from the fiscal year 2022 slate.

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National activities

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data. Achievement of program results is based on the cumulative effect of the resources provided in previous years, and those requested in fiscal year 2023 and future years, as well as the resources and efforts invested by those served by this program.

The Department released the 2015 NIES in early 2017 and released the 2019 NIES in spring 2021. More information about NIES can be found at <https://nces.ed.gov/nationsreportcard/nies/>.

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.

For the fiscal year 2020 competition, the Department established new performance measures for the three-year STEP program for grants to TEAs. These measures are:

- (1) the number of capacity building activities offered by the TEA for the SEA or LEA (e.g., trainings, technical assistance in areas related to tribal history, language, or culture);
- (2) the number of capacity building activities offered by the SEA or LEA for the TEA (e.g., trainings, technical assistance in developing TEA capacity to administer and coordinate education programs);
- (3) The number of education programs grantees directly administer;
- (4) the number of teachers recruited or retained to serve students the TEA serves as a result of the STEP grant;
- (5) the number of work-based learning experience programs created as a result of the capacity built using the STEP grant;
- (6) the number of TEA actions taken to build capacity to open a charter school, such as by developing the charter school concept; writing a mission statement; defining an educational model; establishing a governance structure; developing a budget; establishing curriculum; choosing a location; developing partnerships with key stakeholders; or developing other materials related to applying for a charter from the appropriate authorizing entity; and
- (7) the number of TEA actions taken to build capacity to convert a BIE-operated school to a BIE-funded Tribally-operated school, such as by developing structures necessary to ensure smooth

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transition of instruction; ensuring necessary and appropriate facilities; developing processes and procedures for oversight of funds and compliance with statute and regulations; and preparing to hire teachers and staff.

For the fiscal year 2020 cohort, in 2021, TEAs offered 24 capacity building activities for the SEA or LEA and SEAs or LEAs offered 19 capacity building activities for the TEA. Grantees directly administered seven education programs, recruited or retained six teachers, and created six work-based learning experience programs. Additionally, TEAs took 15 actions to build capacity to open a charter school. Finally, grantees did not take any actions to build capacity to convert a BIE-operated school to a BIE-funded Tribally-operated school. In 2022, TEAs offered 61 capacity building activities for the SEA or LEA and SEAs or LEAs offered 27 capacity building activities for the TEA. Grantees directly administered seven education programs, recruited or retained 16 teachers, and created 13 work-based learning experience programs. TEAs took 33 actions to build capacity to open a charter school. Finally, grantees did not take any actions to build capacity to convert a BIE-operated school to a BIE-funded Tribally-operated school.

The Department plans to develop new performance measures for the 2023 STEP grantees.

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
2019	10%	7.7%
2020	12	12.8
2021	14	3.0
2022	16	9.3
2023	18	
2024	20	

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
2019	45%	57.7%
2020	58	63.7
2021	64	36.5
2022	70	42.0
2023	76	
2024	82	

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National activities

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
2019	56%	59.0%
2020	60	83.6
2021	84	64.4
2022	86	61.3
2023	88	
2024	90	

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
2019	1.0%	1.2%
2020	1.0	2.8
2021	2.5	4.0
2022	3.0	1.3
2023	3.5	
2024	4.0	

INDIAN EDUCATION

Account Summary Table

[Click here for the online version](#)

DEPARTMENT OF EDUCATION FISCAL YEAR 2024 PRESIDENT'S BUDGET (in thousands of dollars)

	Cat Code	2022 Appropriation	2023 Appropriation	2024 President's Budget Request	FY 2024 President's Budget Request Compared to FY 2023 Appropriation	
					Amount	Percent
Indian Education (ESEA VI)						
1. Grants to local educational agencies (Part A-1)	D	109,881	110,381	117,381	7,000	6.34%
2. Special programs for Indian children (Part A-2)	D	70,000	72,000	72,000	0	0.00%
3. National activities (Part A-3)	D	9,365	12,365	12,365	0	0.00%
Total	D	189,246	194,746	201,746	7,000	3.59%
NOTES: 1) D = discretionary program; M = mandatory programs 2) Detail may not add to totals due to rounding.						