

Department of Education
INDIAN STUDENT EDUCATION
Fiscal Year 2014 Budget Request

CONTENTS

	<u>Page</u>
Appropriations Language.....	G-1
Appropriation Adjustment and Transfers.....	G-2
Authorizing Legislation.....	G-3
Appropriations History.....	G-5
Summary of Request	G-6
Activities:	
Grants to local educational agencies	G-9
Special programs for Indian children.....	G-22
National activities.....	G-26
State Table*	

*State tables reflecting final 2013 allocations and 2014 estimates will be posted on the Department's Web page at:
<http://www2.ed.gov/about/overview/budget/statetables/index.html#update>.

INDIAN STUDENT EDUCATION

NOTES

No appropriations language is included for this account. All programs are authorized under the expired Elementary and Secondary Education Act; when new authorizing legislation for the Elementary and Secondary Education Act is enacted, a budget request for these programs will be proposed.

INDIAN STUDENT EDUCATION

Appropriation Adjustment and Transfers
(dollars in thousands)

Appropriation/Adjustments/Transfers	2012	2013	2014
Discretionary:			
Appropriation	\$131,027	\$130,779	\$130,779
Across-the-board reduction (P.L. 112-74).....	-248	0	0
Across-the-board increase (P.L. 112-175).....	<u>0</u>	<u>+800</u>	0
Subtotal, appropriation.....	130,779	131,580	130,779
Total, adjusted discretionary appropriation.....	130,779	131,580	130,779

INDIAN STUDENT EDUCATION

Authorizing Legislation (dollars in thousands)

Activity	2013 Authorized	2013 Estimate	2014 Authorized	2014 Request
Grants to local educational agencies (ESEA VII-A-1)	0 ¹	\$105,921	To be ¹ determined	\$105,921
Special programs for Indian children (ESEA VII-A-2-7121 & 7122)	0 ¹	18,986	To be ¹ determined	18,986
National activities (ESEA VII-A-3-7131)	0 ¹	5,872	To be ¹ determined	5,872
<u>Unfunded authorizations:</u>				
In-service training for teachers (ESEA VII-A-3-7132)	0 ²	0	0 ²	0
Indian fellowships program (ESEA VII-A-3-7133)	0 ²	0	0 ²	0
Gifted and talented program (ESEA VII-A-3-7134)	0 ²	0	0 ²	0
Grants to tribes for education administrative planning and development (ESEA VII-A-3-7135)	0 ²	0	To be ³ determined	0
Improvement of educational opportunities for adult Indians (ESEA VII-A-3-7136)	<u>0²</u>	<u>0</u>	<u>0²</u>	<u>0</u>
Total definite authorization	130,779			
Total appropriation		127,282		130,779
Portion of request subject to reauthorization				130,779
Total appropriation including 0.612 percent ATB increase		131,580		

NOTE: The Administration is proposing to reauthorize the Elementary and Secondary Education Act. FY 2012 funds for affected programs are proposed for later transmittal and will be requested once the legislation is reauthorized.

INDIAN EDUCATION

¹ The GEPA extension expired September 30, 2008. The program is authorized in FY 2013 through appropriations language. Reauthorizing language is sought for FY 2014.

² The GEPA extension expired September 30, 2008. The Administration is not seeking reauthorizing legislation.

³ The GEPA extension expired September 30, 2008. Reauthorizing legislation is sought for FY 2014.

INDIAN STUDENT EDUCATION

Appropriations History (dollars in thousands)

Year	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
2005	120,856	120,856	120,856	119,889
2006	119,889	119,889	119,889	118,690
2007	118,690	N/A ¹	N/A ¹	118,690 ¹
2008	118,683	124,000	118,690	119,564
2009	119,564	125,000 ²	119,564 ²	122,282
2010	122,282	132,282	122,282 ³	127,282
2011	127,282	127,282 ⁴	129,282 ³	127,027 ⁵
2012	127,282	132,027 ⁶	128,027	130,779
2013	130,779	130,997 ⁷	130,779 ⁷	131,580 ⁸
2014	130,779			

¹ This account operated under a full-year continuing resolution (P.L. 110-5). House and Senate Allowance amounts are shown as N/A (Not Available) because neither body passed a separate appropriations bill.

² The levels for the House and Senate allowances reflect action on the regular annual 2009 appropriations bill, which proceeded in the 110th Congress only through the House Subcommittee and the Senate Committee.

³ The levels for the Senate allowance reflects Committee action only.

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

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

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

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

⁸ The amount shown includes the 0.612 percent across-the-board increase provided by P.L. 112-175, in effect through March 27, 2013.

[Click here for accessible version](#)

(in thousands of dollars)

Account, Program and Activity	Category Code	2012 Appropriation	2013 Appropriation	2014 President's Budget	2014 President's Budget Compared to 2012 Appropriation	
					Amount	Percent
Indian Student Education (ESEA VII)						
1. Grants to local educational agencies (Part A-1)	D	105,921	105,921	105,921	0	0.000%
2. Special programs for Indian children (Part A-2)	D	18,986	18,986	18,986	0	0.000%
3. National activities (Part A-3)	D	<u>5,872</u>	<u>5,872</u>	<u>5,872</u>	<u>0</u>	<u>0.000%</u>
Subtotal		130,779	130,779	130,779	0	0.000%
<i>Across-the-board 0.612% increase applied to discretionary appropriation, provided in P.L. 112-175.</i>			800			
Total	D	130,779	131,579	130,779	0	0.000%

NOTES: D = discretionary program, M = mandatory program; FY = fiscal year

- FY 2013 discretionary appropriation amounts are based on P.L. 112-175, the Continuing Appropriations Resolution, 2013, that provided appropriations through March 27, 2013. FY 2013 mandatory amounts are either specifically authorized levels, or are based on FY 2013 President's Budget Policy, updated for more recent estimates of mandatory costs, or FY 2014 President's Budget Policy, as applicable.
- Programs authorized by the Elementary and Secondary Education Act for which funds are requested or that are proposed for consolidation in FY 2014 are proposed under new authorizing legislation.
- Multiple programs affected by the proposed ESEA reauthorization have been renamed and moved among accounts, some of which also have been renamed.
- Account totals and programs shown within accounts in FY 2012 and FY 2013 have been adjusted for comparability with the FY 2014 President's Budget.

Detail may not add to totals due to rounding.

INDIAN STUDENT EDUCATION

Summary of Request

The Indian Student Education programs in this account are authorized by Title VII, Part A of the Elementary and Secondary Education Act (ESEA). These activities support a comprehensive approach to educational improvement and reform for Indian students, helping to ensure that they benefit from national education reforms and receive every opportunity to achieve to high standards. The activities include: (1) direct assistance to local educational agencies and Department of the Interior/Bureau of Indian Education schools for the education of Indian children, (2) special programs, including demonstrations and the training of Indian individuals as educators, and (3) research, evaluation, data collection, technical assistance, and other national activities. The programs promote the efforts of schools, local educational agencies, and Indian tribes and organizations to meet the unique educational and culturally related academic needs of their American Indian and Alaska Native students.

The Indian Student Education programs are authorized by the Elementary and Secondary Education Act of 1965 (ESEA) and are, therefore, subject to reauthorization this year. The budget request assumes that the program will be implemented in fiscal year 2014 under reauthorized legislation, and the request is based on the Administration's reauthorization proposal, which would specifically authorize grantees to use program funds to teach Indian languages and authorize tribes to undertake administrative responsibilities for ESEA programs pursuant to agreements they enter into with State educational agencies.

The Administration requests \$130.8 million for FY 2014, the same as the FY 2012 appropriation. For the programs in this account, the request supports the primary goals of the ESEA: ensuring that all schools are held accountable for helping all children to achieve to high standards, improving teacher and school leader effectiveness through high-quality professional development and innovative teacher recruitment and retention practices, and using high-quality data to inform teaching and school reform activities. The request for Indian Student Education will help ensure that the reforms carried out under other ESEA programs benefit Indian students by providing funding to enable school districts to implement viable Indian education programs; continuing the special programs for Indian children and teacher preparation; and providing resources to address research, data, and technical assistance needs and objectives. The request would provide:

- \$105.9 million for Grants to Local Educational Agencies in order to help them address the particular needs of Indian children enrolled in urban and rural schools.
- \$19 million for Special Programs for Indian Children to make new and continuation awards under Demonstration Grants and the American Indian Teacher Corps and Administrator Corps initiatives.
- \$5.9 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 continue the grants made in FY 2012 to tribal education agencies in support of their efforts to undertake ESEA administrative responsibilities pursuant to agreements they enter into with State educational agencies.

Although American Indian students' educational outcomes have improved in recent years, they still lag behind in a number of key areas. Indian students are making progress and scoring

INDIAN STUDENT EDUCATION

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

INDIAN STUDENT EDUCATION

Grants to local educational agencies

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

(dollars in thousands)

FY 2014 Authorization: To be determined¹

Budget Authority:

<u>2012</u>	<u>2013</u>	<u>2014 Request</u>	<u>Change from 2012</u>
\$105,921	\$105,921 ²	\$105,921	0

¹ The GEPA extension expired September 30, 2008. The program is expected to be reauthorized in FY 2013 through appropriations language. Reauthorizing legislation is sought for FY 2014.

² Excludes 0.612 percent across-the-board increase provided in P. L. 112-175.

PROGRAM DESCRIPTION

Title VII, Part A, Subpart 1 of the Elementary and Secondary Education Act (ESEA) authorizes formula grants that provide assistance to elementary and secondary schools for programs serving Indian students, including preschool children. Local educational agencies (LEAs), Department of the Interior/Bureau of Indian Education (BIE)-operated schools, and other BIE-supported schools are eligible for grants to address the unique educational and culturally related academic needs of Indian students so that those students can achieve to the same State academic content standards and student academic achievement standards expected of all students. Indian tribes whose members are 50 percent or more of the children in the schools of an LEA are authorized to receive formula grants, in lieu of the LEA, in situations where the LEA does not apply for funding. In FY 2012, 25 tribes received grants because the LEA did not apply.

Each applicant must develop a comprehensive plan for meeting the needs of Indian children. This plan must be developed with a local committee comprised primarily of parents of Indian children, and it must include student performance goals, a description of professional development activities that the applicant will carry out, and an explanation of how the LEA will assess students' progress toward meeting its goals and will provide the results of this assessment to the parent committee and community.

The amount of an LEA's grant is based on a formula that provides grants only to LEAs or BIE schools in which the number of Indian children is at least 10 or constitutes at least 25 percent of total enrollment. (However, 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

INDIAN STUDENT EDUCATION

Grants to local educational agencies

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. LEAs and tribes must submit their applications to their State educational agency (SEA) for comment. If the SEA chooses to provide comments, it must comment on all applications submitted by entities within the State. Through FY 2012, only one SEA has ever chosen to provide comments, and none has done so in recent years.

As reauthorized by the No Child Left Behind Act, the statute includes an "Integration of Services Demonstration" authorization. LEAs receiving funds under the formula program may consolidate funds they receive from Federal programs that provide education and related services specifically serving Indians. An LEA that intends to use this authority is required to submit to the Secretary for approval a plan to integrate program services into a coordinated, comprehensive program. To date, no LEA and only one BIE school has used this authority.

Funding levels for the past 5 fiscal years were:

	(dollars in thousands)
2009	\$99,331
2010	104,331
2011	104,122
2012	105,921
2013	105,921 ¹

¹ Excludes 0.612 across-the-board increase provided in P.L. 112-175.

FY 2014 BUDGET REQUEST

For FY 2014, the Administration requests \$105.9 million for the Indian Student Education Grants to Local Educational Agencies program, the same amount as requested in fiscal year 2012. This funding would provide services to a disadvantaged population that is heavily affected by poverty and low educational attainment. The request would provide an estimated per-pupil payment of \$220, based on the 2012 count of over 480,000 eligible Indian elementary and secondary students nationwide.

The Indian Student Education Grants to LEAs program is authorized by the Elementary and Secondary Education Act (ESEA) and is, therefore, subject to reauthorization this year. The budget request assumes that the program will be implemented in fiscal year 2014 under reauthorized legislation, and the request is based on the Administration's reauthorization proposal. That proposal would make minor changes to the program, such as aligning the authorized activities with current priorities, eliminating the exception to the enrollment requirements for certain States and local educational agencies (LEAs), allowing tribes that make up at least one-third of the eligible Indian children who are served by an LEA to operate the local program if the LEA does not, and strengthening the student proof-of-eligibility requirements. The proposal would also require grantees to report on Title I academic achievement measures for

INDIAN STUDENT EDUCATION

Grants to local educational agencies

the students served by their projects. Fiscal year 2014 would be the first year in which the program would operate under reauthorized legislation.

This program is the Department's principal vehicle for addressing the particular needs of Indian children in public schools. Grants supplement the regular school program, helping Indian children sharpen their academic skills and participate in enrichment programs that would otherwise be unavailable. Funds support such activities as after-school programs, tutoring, and dropout prevention. Approximately three-quarters of American Indian/Alaska Native students enrolled in public schools attend schools that receive funds from the program.

The following narrative describes the current educational status of the Indian population and provides a rationale for continuation of the program.

Academic Achievement, Outcomes, and Challenges of Indian Students

Results from the National Assessment of Education Progress (NAEP)

A review of data on a number of key indicators on the status of Indian students indicates that American Indian and Alaska Native (AI/AN) students are scoring higher than some other major ethnic and racial groups on some indicators, but there are still significant achievement gaps between AI/AN students and the general student population.

Data from the 2011 National Assessment of Education Progress (NAEP) reading and mathematics assessments show that AI/AN students tended to score lower than students in general, but achieved at a level comparable to that of Hispanic students and somewhat above the level for Black students. The performance of all three of these groups continues to trail that of white and Asian/Pacific Islander students.

For example, on the NAEP 4th-grade reading assessment, 47 percent of AI/AN students scored at the basic level or above, compared to 79 percent for white students, 49 percent for Black students, 52 percent for Hispanic students, and 80 percent for Asian/Pacific Islander students. The 8th-grade reading scores reflect a similar pattern with 63 percent of AI/AN students scoring at the basic level or above, compared to 85 percent for white students, 59 percent for Black students, 64 percent for Hispanic students, and 83 percent for Asian/Pacific Islander students. Results for the mathematics assessments again revealed similar achievement gaps, with 66 percent of AI/AN 4th-graders scoring at or above basic in mathematics, compared to 91 percent for white students, 65 percent for Black students, 72 percent for Hispanic students, and 91 percent for Asian/Pacific Islander students. In the 8th-grade assessment, 55 percent of AI/AN students performed at basic or above for mathematics, compared to 83 percent for white students, 52 percent for Black students, 61 percent for Hispanic students, and 85 percent for Asian/Pacific Islander students.

The NAEP data also consistently show that across subjects and grade levels, the achievement of AI/AN students has not improved since 2005, while the achievement of all other racial/ethnic groups has improved in all subjects and at grade levels. For example, the average "scale score" for AI/AN students in 4th-grade reading was 204 in 2005 and 202 in 2011, reflecting a statistically insignificant change over a period in which all other groups had increases. In 8th-grade reading, the AI/AN scale score was 249 in 2005 and 252 in 2011. AI/AN students' average mathematics

INDIAN STUDENT EDUCATION

Grants to local educational agencies

scale scores did not change significantly between the 2005 and 2011 assessments; the average scale score for AI/AN 4th-graders was 226 in 2005 and 225 in 2011; for 8th-graders, it was 264 in 2005 and 265 in 2011. All other racial/ethnic groups showed gains during the same period. Taken on the whole, NAEP scores since 2005 reflect the persistence of the achievement gap between AI/AN students and their white and Asian/Pacific Islander peers, and a lack of progress for AI/AN students when other racial/ethnic groups have shown improved performance.

State-Level Results

The augmented NAEP sample also permits examination of the results in twelve states (Alaska, Arizona, Minnesota, Montana, New Mexico, North Carolina, North Dakota, Oklahoma, Oregon, South Dakota, Utah, and Washington) that have the largest numbers of AI/AN students. While achievement gaps persist between AI/AN students and non-AI/AN students, some States have done better than the Nation as a whole in narrowing those gaps. For example, in 2011 Oklahoma had a smaller gap than the national average in 4th- and 8th-grade reading and math NAEP scores. Oregon had a smaller achievement gap than the national average in 4th-grade reading.

Additionally, for a number of States, the percentage of AI/AN students scoring at or above the Basic level on NAEP is larger than the percentage of all students nationally who are at that level. In Oklahoma, the percentage of AI/AN students at or above Basic was higher than the national percentage for all students in all NAEP-tested grades and subjects (4th-grade reading, 4th-grade math, 8th-grade reading, and 8th-grade math). In addition to Oklahoma, Oregon and North Dakota had a higher percentage of AI/AN students at or above Basic in 4th-grade reading than the national percentage. In 8th-grade reading, Minnesota, Oregon, and Montana had higher percentages of AI/AN students at or above Basic than the Nation. Finally, Minnesota had a higher percentage of AI/AN students at or above Basic in 4th-grade math than the Nation.

High School

Taking advanced academic courses is an indicator of students' preparation for the workforce or postsecondary education. AI/AN students are less likely than those in other racial or ethnic groups to take advanced courses in high school or to attend schools offering advanced academic coursework. According to the NCES report, *Status and Trends in the Education of American Indians and Alaska Natives: 2008*, 21 percent of AI/AN students graduating in 2004 had taken advanced English courses (compared to a national average of 33 percent), 22 percent had taken advanced mathematics courses (compared to 50 percent), and 48 percent had taken advanced science courses (compared to 68 percent).

Core academic coursework is essential to having a comprehensive education that prepares students for college and a career. While the AI/AN population has had, over the last 25 years, the lowest percentage of high school graduates completing a core academic curriculum (4 years of English, 3 years of mathematics, 3 years of science, 3 years of social studies, and 2 years of foreign language), the proportion has gone up very significantly, from 3 percent in 1982 to 36 percent in 2005. In comparison, the proportion of all public high school graduates completing a core academic curriculum was 10 percent in 1982 and 52 percent in 2005.

High school graduation and dropout rates are important indicators of academic achievement at

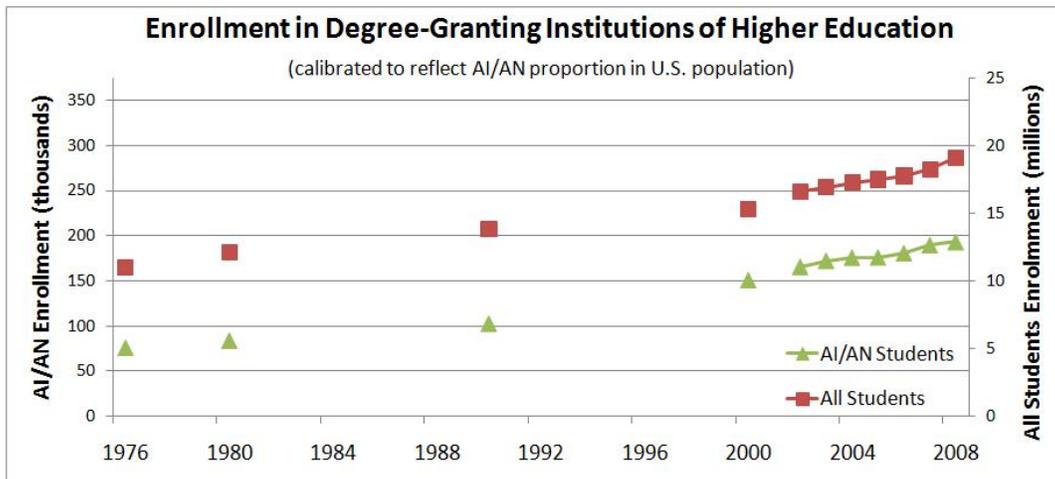
INDIAN STUDENT EDUCATION

Grants to local educational agencies

the secondary level. The “status” dropout rate (which represents the proportion of non-institutionalized young people ages 16 through 24 who are out of school and who have not earned a high school credential) for AI/AN high school students (15 percent) was above the overall national average (10 percent) in 2006. That same year, 75 percent of AI/ANs who were sophomores in spring 2002 had received a regular high school diploma, the lowest rate among all races/ethnicities. In addition, AI/AN high school seniors had the lowest proportion of those expecting to go to college (79 percent) in 2004, well below the national average (87 percent).

Postsecondary Education

Although the percentage of AI/AN high school seniors expecting to attend college is below the national average, an increase in AI/AN student enrollment in postsecondary education signals progress in the academic achievement of AI/AN students. According to the Department’s *Digest of Education Statistics, 2009*, the number of AI/AN students enrolled in colleges and universities has more than doubled in the past 30 years.



In 1976, 76,100 AI/ANs enrolled in degree-granting colleges and universities; that number was 193,300 in 2008. This represents an average annual growth rate of 3.0 percent. During the same period, the number of all students enrolled in degree-granting colleges and universities grew by an average of 1.7 percent annually. Between 2000 and 2008, this annualized growth rate averaged 3.1 percent for AI/AN students and 2.8 percent for all students. Increases in degrees conferred to AI/AN students at each level of postsecondary education also occurred. Between 1977 and 2006, AI/ANs more than doubled the number of degrees earned at every level. However, AI/AN students are still underrepresented at 4-year institutions of higher education (0.9 percent of total enrollment). In 2006, while 37 percent of all 18- to 24-year olds were enrolled in a college or university, only 26 percent of American Indians/Alaska Natives were so enrolled.

Overall, as of 2007, more AI/AN adults aged 25 and over had not finished high school or an equivalency program (20 percent) than had obtained at least a 4-year college degree (13 percent). In contrast, in the overall population the inverse was roughly true; 14 percent had not finished high school or an equivalent and 29 percent had obtained at least a 4-year college

INDIAN STUDENT EDUCATION

Grants to local educational agencies

degree.

Risk Factors Affecting Indian Student Achievement

The AI/AN student population continues to be subject to significant risk factors that threaten students' ability to improve their academic achievement and their general well-being. AI/AN students are more likely to receive special education services under the Individuals with Disabilities Education Act (IDEA) than students from any other racial/ethnic group. While IDEA served 9 percent of all U.S. children ages 3 to 21 in 2006, it served 14 percent of AI/ANs of the same age. Further, more AI/AN students have high rates of absenteeism from school than students of any other race/ethnicity. In 2007, while 55 percent of all students reported having at least one absence in the preceding month, the figure was 66 percent for AI/AN students. Absenteeism translates into less time for classroom instruction and learning. Another obstacle to learning time is suspension. In 2004, AI/AN students had the second highest rate of students who were suspended during the year, at 7 percent.

INDIAN STUDENT EDUCATION

Grants to local educational agencies

PROGRAM OUTPUT MEASURES (dollars in thousands)

<u>Output Measures:</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>
Number of awards			
LEAs	1,131	1,131	1,131
Tribes	25	25	25
BIE- grant/contract schools	92	92	92
BIE- operated schools	<u>54</u>	<u>54</u>	<u>54</u>
Total	1,302	1,302	1,302
Distribution of funds			
LEAs	\$96,312	\$96,381	\$96,381
Tribes	1,104	1,104	1,104
BIE- grant/contract schools	5,509	5,509	5,509
BIE- operated schools	<u>2,927</u>	<u>2,927</u>	<u>2,927</u>
Total	105,852	105,921	105,921
Number of eligible students			
LEAs	434,004	434,004	434,004
Tribes	5,006	5,006	5,006
BIE- grant/contract schools	27,304	27,304	27,304
BIE- operated schools	<u>14,500</u>	<u>14,500</u>	<u>14,500</u>
Total	480,814	480,814	480,814
Range of awards (whole dollars)			
Highest	\$2,880,540	\$2,880,540	\$2,880,540
Lowest	4,000	4,000	4,000
Average allocation	80,980	80,980	80,980
Average payment per eligible student	220	220	220

Note: Excludes 0.612 percent across-the-board increase provided in P. L. 112-175.

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data; and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the resources provided in previous years and those requested in FY 2014 and future years, and 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 Education Progress (NAEP) and State assessments to track Indian students' educational status.

INDIAN STUDENT EDUCATION

Grants to local educational agencies

The small sample size for the sub-population of AI/AN students historically generated a high standard error in the NAEP estimates for these students. Before 2005, the Department did not generally include sufficient numbers of Indian students in NAEP and was not always able to publish data on this group's academic achievement on the Nation's report card. Starting with the 2005 NAEP, the Department has oversampled AI/AN students in the NAEP 4th-grade and 8th-grade reading and math assessments, in order to generate reliable, national-level data on AI/AN students' performance.

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 four who score at or above the basic level in reading on NAEP.

Year	Target	Actual – AI/AN	Actual – All Students
2003	62	47	63
2005	53	48	64
2007	50	49	67
2009	52	52	67
2011	54	49	67
2013	56		

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

Year	Target	Actual – AI/AN	Actual – All Students
2003	66	57	74
2005	63	59	73
2007	61	56	74
2009	63	63	75
2011	65	64	76
2013	67		

INDIAN STUDENT EDUCATION

Grants to local educational agencies

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

Year	Target	Actual – AI/AN	Actual – All Students
2003	66	64	77
2005	66	68	80
2007	69	70	82
2009	72	68	82
2011	74	68	82
2013	76		

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

Year	Target	Actual – AI/AN	Actual – All Students
2003	64	52	68
2005	54	53	69
2007	55	53	71
2009	57	57	73
2011	59	55	73
2013	61		

Additional information: The NAEP reading and mathematics national assessments are administered every 2 years. Data from 2011 assessments represent the fourth time that NAEP included a sufficient number of AI/AN students to report reliable data on the academic progress of this population. The Department revised its targets based on the 2005 data, the first year for which we had reliable data for AI/AN students.

The percentage of AI/AN students meeting or exceeding performance standards established by the National Assessment of Educational Progress is an indicator of the success of efforts (including those funded by this program) to raise the population's educational achievement. In 2011, the percentage of AI/AN 4th-grade students scoring at or above the basic level decreased in reading and showed no change in math when compared to 2009. Over the same period, 4th-grade scores for all students in reading and math showed no increase. For the same years, there were slight increases for AI/AN 8th-graders and all students in 8th grade in reading. Over the same period, math scores for AI/AN 8th-graders decreased slightly and math scores for all students increased slightly.

After the 2011 assessment, the Department will oversample AI/AN students on NAEP only every other cycle, the next being the 2015 assessment. However, the increase in overall NAEP sampling now allows a sufficient sample of AI/AN students for the Department to report on AI/AN NAEP performance with statistical reliability. Therefore, while much of the State-level data for 2013 will not be available, national-level data for the 2013 NAEP assessment will be available for these measures.

INDIAN STUDENT EDUCATION

Grants to local educational agencies

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

Year	Target	Actual – AI/AN	Actual – All Students
2008	69	63.2	71
2009	74	64.7	73
2010	79	62.9	72
2011	84	64	72
2012	89		
2013	95		
2014	100		

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

Year	Target	Actual – AI/AN	Actual – All Students
2008	67	59.7	70
2009	73	61.4	71
2010	78	61.8	72
2011	83	59.9	71
2012	89		
2013	95		
2014	100		

Additional information: In 2006, the Department added performance indicators that focus on proficiency on State assessments. One advantage of these performance measures (over the biennial NAEP) is the ability to report annually. In addition, the State assessments provide the basis for school and LEA accountability under ESEA Title I. The Department established a baseline in 2004 and targets for reaching 100 percent proficiency by 2014, the ESEA objective. In 2008, reading and mathematics proficiency among AI/AN students were both below the respective targets. Data for 2012 will be available in spring 2013.

INDIAN STUDENT 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 reading on State assessments and the percentage of all students scoring at those levels.

Year	Target	Actual
2008	8.0	7.7
2009	6.7	7.3
2010	5.3	8.4
2011	4.0	7.3
2012	2.7	
2013	1.3	
2014	0.0	

Measure: The difference between the percentage of Indian students in grades 3-8 scoring at the proficient or advanced levels in mathematics on State assessments and the percentage of all students scoring at those levels.

Year	Target	Actual
2008	8.7	11.2
2009	7.2	10.6
2010	5.8	9.5
2011	4.3	11.4
2012	2.9	
2013	1.4	
2014	0.0	

Additional information: The Department has established indicators to measure the achievement gap between AI/AN students' performance and all students' performance on State assessments in reading and math. The targets reflect the ESEA goal of eliminating the achievement gap between AI/AN students and all students by 2014. In 2008, AI/AN students in grades 3-8 were 10.0 percentage points lower than their peers in reading and were 12.8 percentage points lower in mathematics. Data for 2012 will be available in spring 2013.

INDIAN STUDENT EDUCATION

Grants to local educational agencies

Measure: Percentage of Indian students who graduate from high school.

Year	Target	Actual
2008	79	70
2009	80.8	69
2010	82.6	72
2011	84.4	71
2012	86.2	
2013		
2014		

Additional information: The final effectiveness measure the Department has established for this program is the percentage of Indian students who graduate from high school. This measure has been previously calculated as the simple average among the States, by dividing the sum of the State AI/AN graduation rates reported on their Consolidated State Performance Reports (CSPR) by the number of States reporting AI/AN graduation rates. Each State's rate should be reported on the CSPR as the number of students who graduate from public high school with a regular diploma (not including a GED or any other diploma not fully aligned with the State's academic standards) in the standard number of years divided by the number of students who began high school that number of years ago, or by an alternative method developed by the State and approved by the Secretary that avoids counting dropouts as transfers. However, since States report percentages rather than the number of students graduating and the size of the cohort, the Department's calculation as a simple average of the State percentages has not been an actual measure of the Indian graduation rate. Data for 2012 will be available in spring 2014.

Efficiency Measure

The Department's initial efficiency measure for this program tracked the number of eligible applicants not funded on a timely basis due to administrative error. After the Department determined that this did not provide useful information (as almost all grants are made on a timely basis), it was replaced in 2007 with a measure of the percentage of funds used by grantees prior to award close-out.

Measure: The percentage of funds used by grantees prior to award close-out.

Year	Target	Actual
2008	96.4	97.6
2009	97.6	
2010	98.9	
2011	100.0	
2012	100.0	
2013	100.0	

Additional information: The proportion of program funds used by grantees has increased in

INDIAN STUDENT EDUCATION

Grants to local educational agencies

recent years. In 2008, the proportion of funds used by grantees that were due for close-out was greater than 97 percent, which exceeded the target. Since the timing of close-out can vary even among a single fiscal year's grantees, this measure is calculated as the proportion of the program appropriation that has been paid to grantees just prior to the cancellation of the appropriation. Therefore, data for 2008 correspond to fiscal year 2003 grants. The Department will update the data and report on 2009, 2010, and 2011 in fall 2013.

INDIAN STUDENT EDUCATION

Special programs for Indian children

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

(dollars in thousands)

FY 2014 Authorization: To be determined¹

Budget Authority:

<u>2012</u>	<u>2013</u>	<u>2014</u> <u>Request</u>	<u>Change</u> <u>from 2012</u>
\$18,986	\$18,986 ²	\$18,986	0

¹ The GEPA extension expired September 30, 2008. The program is expected to be authorized in fiscal year 2013 through appropriations language. Reauthorizing legislation is sought for FY 2014.

² Excludes 0.612 percent across-the-board increase provided in P. L. 112-175.

PROGRAM DESCRIPTION

Title VII of the Elementary and Secondary Education Act of 1965 (ESEA) authorizes discretionary programs designed to improve the quality of education for Indian students and to prepare and train Indians to serve as teachers and school administrators. Funds are awarded competitively and support the following programs:

- Improvement of Educational Opportunities for Indian Children (Section 7121) (Demonstration Grants). Under this program, the Department makes discretionary 4-year grants to State educational agencies (SEAs), local educational agencies (LEAs), Indian tribes and organizations, 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 programs, remedial instruction, bilingual and bicultural programs, guidance and counseling, early childhood and kindergarten programs, secondary-to-postsecondary education transition programs, school-to-work programs, and family literacy services. Since 2009, the Department has funded only projects in the areas of early childhood and secondary-to-postsecondary-education transition.
- Professional Development (Section 7122). Under this program, the Department makes discretionary 4-year grants to (1) institutions of higher education, or (2) SEAs, LEAs, Indian tribes and organizations, and Department of the Interior-funded schools, in consortium with institutions of higher education, to increase the number of Indian individuals qualified in teaching, school administration, and other education professions, and to improve the skills of those individuals. Individuals receiving training under this program are required to secure employment in a field related to their education and benefiting Indians, or to pay back the amount of the assistance. Awards focus on pre-service teacher and pre-service administrator training.

INDIAN STUDENT EDUCATION

Special programs for Indian children

Funding levels for the past 5 fiscal years were:

	(dollars in thousands)
2009	19,060
2010	19,060
2011	19,022
2012	18,986
2013	18,986 ¹

¹ Excludes 0.612 across-the-board increase provided in P.L. 112-175.

FY 2014 BUDGET REQUEST

The Administration's 2014 request includes \$19.0 million for Special Programs for Indian Children, the same amount as for fiscal year 2012. Funds would provide continued support for activities that address the unique educational needs of American Indian children, consistent with the Administration's ESEA reauthorization proposal, which would make minor changes that would align the eligible activities under the Demonstration program with current regulatory priorities. In addition, the proposal would authorize State and tribal educational agency agreements through which tribal educational agencies could assume certain SEA responsibilities for the administration of ESEA programs.

For fiscal year 2014, the Department would use about \$10.8 million for new and continuing awards under the Demonstration Grants authority. The program makes grants to eligible entities to improve Indian student achievement by supporting projects that develop, test, and demonstrate the effectiveness of services and programs in improving educational opportunities and achievement of Indian children. Successful projects would serve as models for the wider community and as case studies for those building the research base on best practices in the education of Indian students.

For the Professional Development program, the Department would use about \$8.2 million for new and continuation awards. The American Indian Teacher Corps (AITC) combines several program elements in a manner designed to effectively train Indian college students as teachers to work in schools with concentrations of Indian children and youth. First, it supports the efforts of tribal colleges and postsecondary institutions that offer teacher training to develop and operate programs. Second, it recruits heavily among Indian paraprofessionals who are already working in Indian communities, are able to connect with the students in Indian schools, and are more likely than other students to remain in those schools. (Indian schools often experience high teacher turnover, as many non-Indian teachers who enter those schools report experiencing a sense of isolation in the community.) Third, the program is comprehensive, providing tuition and living expenses for the students as well as program development and operational costs for the institutions.

The American Indian Administrator Corps (AIAC) recruits and trains American Indians to become effective school administrators in schools with high concentrations of Indian students.

INDIAN STUDENT EDUCATION

Special programs for Indian children

Similar to the Teacher Corps, it operates programs at tribal colleges and postsecondary institutions that offer education administration programs. Also similar to the Teacher Corps, it recruits heavily among Indian teachers and professionals already working in Indian schools, as they are more likely than other individuals to remain in those schools. In addition, the grantees receive funding to provide induction services to new school administrators who are working in Indian schools, in order to enhance their knowledge of effective education reforms and practices.

PROGRAM OUTPUT MEASURES (dollars in thousands)

<u>Output Measures:</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>
Demonstration Grants			
New awards	\$3,330	\$2,348	\$1,658
Continuation awards	<u>7,649</u>	<u>7,918</u>	<u>8,999</u>
Total	10,979	10,266	10,657
Number of new awards	12	8	6
Number of continuation awards	30	30	26
Professional Development			
New awards	\$3,330	\$2,348	\$1,659
Continuation awards	<u>4,488</u>	<u>6,182</u>	<u>6,462</u>
Total	7,818	8,530	8,121
Number of new awards	10	7	5
Number of continuation awards	23	23	22
Peer Review	\$190	\$190	\$190

NOTE: 2013 excludes 0.612 across-the-board increase provided in P.L. 112-175.

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data; and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the resources provided in previous years and those requested in fiscal year 2014 and future years, as well as the resources and efforts invested by those served by this

INDIAN STUDENT EDUCATION

Special programs for Indian children

program.

In 2007, the Department established new performance measures that more accurately and reliably gauge the effectiveness of these programs than did the previous measures. The Department has been using these measures beginning with the fiscal year 2008 new grantees and expects to have baseline data available in 2013. For the Demonstration Grants, the indicators for early childhood projects will measure the percentage of preschool students who gain school readiness skills as evidenced by pre- and post-test scores on an approved assessment. Indicators for the secondary-to-postsecondary-education transition projects will measure the percentage of participating Native American students successfully completing at least 3 years of challenging core courses (English, mathematics, science, and social studies) by the end of their fourth year in high school, and the percentage of students who graduate with their incoming 9th-grade class. The Department has developed and disseminated guidance for grantees on the collection and reporting of these data. The Department expects to have baseline data in 2013.

The indicators for the Professional Development Grants will measure the percentage of program participants who become school administrators and teachers, respectively, in local educational agencies (LEAs) with 5 percent or more Native American students, the percentage of Teacher Corps participants who receive full State licensure, and the percentage of program participants who complete their service requirement on schedule. New efficiency measures will track the cost per individual who successfully completes an administrator or teacher preparation program.

INDIAN STUDENT EDUCATION

National activities

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

(dollars in thousands)

FY 2014 Authorization: To be determined¹

Budget Authority:

<u>2012</u>	<u>2013</u>	<u>2014</u> <u>Request</u>	<u>Change</u> <u>from 2012</u>
\$5,872	\$5,872 ²	\$5,872	0

¹ The GEPA extension expired September 30, 2008. The program is expected to be reauthorized in FY 2013 through appropriations language. Reauthorizing legislation is sought for FY 2014.

² Excludes 0.612 across-the-board increase provided in P. L. 112-175.

PROGRAM DESCRIPTION

Title VII of the Elementary and Secondary Education Act (ESEA) authorizes Indian Education National Activities that support research, evaluation, and data collection to provide information on the educational status of the Indian population and on the effectiveness of Indian Student Education programs. These activities help the Department to improve the national knowledge base on the educational status and needs of Indians and to identify and disseminate information on best practices for serving this population.

The Department has used program funds to augment broader research and statistical activities to ensure that they include significant coverage of the Indian population and provide data that can be used to track the educational progress of Indians over time and to compare the status of Indians with that of other groups. The Department has been able to gather and disseminate data on the academic achievement, enrollment, graduation rates, and English-speaking ability of Indian students; characteristics of teachers and principals serving those students; and other areas of concern and interest. 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.

Fiscal year 2012 appropriations act included funding for a pilot program for tribal education agencies (TEAs) to build their capacity. The Department made awards to four TEAs to work with SEAs to assume certain SEA responsibilities for the administration of ESEA programs.

INDIAN STUDENT EDUCATION

National activities

Funding levels for the past 5 fiscal years were:

	(dollars in thousands)
2009	3,891
2010	3,891
2011	3,883
2012	5,872
2013	5,872 ¹

¹ Excludes 0.612 percent across-the-board increase provided in P.L. 112-175.

FY 2014 BUDGET REQUEST

For fiscal year 2014, the Administration requests \$5.9 million for Indian Education National Activities, the same as the 2012 level. In 2014 these activities would be implemented consistent with the Administration's ESEA reauthorization proposal, which would continue a broad research, data collection, and technical assistance authority and authorize grants to tribes for education administrative planning and development.

Generally, the Department uses funds under this program in three areas in order to support efforts to improve Indian student academic achievement, including: (1) research and data collection on the educational status of the Indian population and on the effectiveness of Indian student education programs, including the identification of promising interventions in the field; (2) technical assistance to entities implementing programs for Indian students; and (3) logistical support for Department-sponsored tribal consultations and meetings and for improved implementation of Indian student education programs.

The Department would use fiscal year 2014 funds for the following activities:

- The fifth National Indian Education Study (NIES), which has two components: (1) oversampling American Indian and Alaska Native students in the National Assessment of Educational Progress (NAEP), and (2) a survey to collect information on the educational experiences of American Indian/Alaska Native students and the role of Indian culture in their education. As discussed under the Grants to local educational agencies (LEAs) program, this oversampling provides the Department and the public with comprehensive and timely national and State-level information on American Indian/Alaska Native student achievement in reading and mathematics. The 2014 appropriation would support preparation and instrument revisions for the 2015 administration of the NAEP reading and mathematics assessments, as well as the educational experiences survey. The Department plans to conduct the NIES for every other biennial NAEP cycle (rather than for each cycle), in order to devote more resources to other high-priority areas, such as research on promising practices and technical assistance.

INDIAN STUDENT EDUCATION

National activities

The Department released two reports as the culmination of the 2011 NIES in July 2012 that are summarized in the Indian Student Education Grants to LEAs request; the full report is available at <http://nces.ed.gov/nationsreportcard/nies/>.

- Research on promising practices in Indian education and making that information accessible to educators and researchers. In fiscal year 2011, the Department awarded a contract for research on educational interventions for Indian students served under the Grants to LEAs program and the Special Programs for Indian Children program as well as on effective uses of native language to improve academic achievement.
- Technical assistance for State educational agencies (SEAs), LEAs, other entities eligible for the Department's programs, and tribal educational agencies. SEAs and LEAs do not always have the experience necessary to address the needs of Indian students or incorporate Indian culture into classroom instruction. According to the 2011 NIES, one third of American Indian/Alaska Native eighth graders had reading or language arts teachers who reported that they integrated Indian culture into assignments once a month or more. Technical assistance activities might include helping SEAs and LEAs better understand the issues and challenges facing Indian students, and integrate elements of native culture into curriculum, as well as assistance on identifying and incorporating promising practices into the education of Indian students.
- Logistical support for the Department to continue tribal consultations and forums to help inform the Department's policies and decision-making process. Previous experience suggests that these consultations are critical to improving education for Native American students, and we are committed to continuing tribal consultation and strengthening the government-to-government relationship between the United States and Indian tribes.
- Grants to tribal educational agencies (TEAs). The fiscal year 2012 appropriations act included funding for TEAs to build their capacity. In 2014, the Administration's reauthorization proposal would continue the State-Tribal Education Partnership (STEP) program, which allows TEAs and SEAs to enter into agreements through which TEAs assume certain SEA responsibilities for the administration of ESEA programs.

INDIAN STUDENT EDUCATION

National activities

PROGRAM OUTPUT MEASURES (dollars in thousands)

<u>Output Measures:</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>
National Indian Education Study	\$1,285	\$1,100	\$1,700
Other research	\$779	\$853	\$290
Technical assistance	\$993	\$1,064	\$993
Technical and logistical support	\$839	\$797	\$817
Grants to tribal education agencies			
New awards	\$1,976	0	0
Continuation awards	0	\$2,058	\$2,072

NOTE: 2013 excludes 0.612 across-the-board increase provided in P.L. 112-175.

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data; and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the resources provided in previous years and those requested in FY 2014 and future years, as well as the resources and efforts invested by those served by this program.

The performance measures for this program examine the timeliness of the release of NAEP data for reading and mathematics assessments that oversample American Indian/Alaska Native students, as well as the timeliness of completion of projects and products funded with Indian Student Education National Activities funds. The Department has not yet collected baseline data for these measures. The Department expects to have baseline data in fall 2013.

The Department has established two performance measures for the STEP program to assess grantees' progress in implementing collaborative agreements with SEAs: (1) the number of funded projects for which the TEA assumes State-level functions by the beginning of the second grant period; and (2) the number of funded projects that, at the end of the project period, report that the project has resulted in creation of an arrangement under which the TEA will continue to be responsible for the State-level functions delineated in its TEA-SEA agreement after Federal funding ends. The Department expects to have baseline data for the first measure in fall 2013.