

Archived Information

Department of Education

INDIAN EDUCATION

Fiscal Year 2009 Budget Request

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INDIAN EDUCATION

For expenses necessary to carry out, to the extent not otherwise provided, title VII, part A of the Elementary and Secondary Education Act of 1965, [\$121,690,000] \$119,564,000.

(Department of Education Appropriations Act, 2008.)

INDIAN EDUCATION

**Amounts Available for Obligation
(\$000s)**

	2007	2008	2009
Discretionary appropriation:			
Appropriation	\$118,690	\$121,690	\$119,564
Across-the-board reduction	<u>0</u>	<u>-2,126</u>	<u>0</u>
Subtotal, appropriation	<u>118,690</u>	<u>119,564</u>	<u>119,564</u>
Total, direct obligations	118,690	119,564	119,564

**Obligations by Object Classification
(\$000s)**

	2007	2008	2009
Contractual services and supplies:			
Peer review	\$194	\$194	\$194
Other services	<u>3,960</u>	<u>3,891</u>	<u>3,891</u>
Subtotal	4,154	4,085	4,085
Grants, subsidies, and contributions	<u>114,536</u>	<u>115,479</u>	<u>115,479</u>
Total, obligations.....	118,690	119,564	119,564

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**Authorizing Legislation
(\$000s)**

Activity	2008 Authorized	2008 Appropriation	2009 Authorized	2009 Request
Grants to local educational agencies (ESEA VII-A-1)	Indefinite ¹	\$96,613	To be determined ¹	\$96,613
Special Program for Indian children (ESEA VII-A-2-7121 & 7122)	Indefinite ¹	19,060	To be determined ¹	19,060
National activities (ESEA VII-A-3-7131)	Indefinite ¹	3,891	To be determined ¹	3,891
<u>Unfunded authorizations:</u>				
In-service training for teachers (ESEA VII-A-3-7132)	Indefinite ²	0	0 ²	0
Indian fellowships program (ESEA VII-A-3-7133)	Indefinite ²	0	0 ²	0
Gifted and talented program (ESEA VII-A-3-7134)	Indefinite ²	0	0 ²	0
Grants to tribes for education administrative Planning and development (ESEA VII-A-3-7135)	Indefinite ²	0	0 ²	0
Improvement of educational opportunities for adult Indians (ESEA VII-A-3-7136)	<u>Indefinite²</u>	<u>0</u>	<u>0²</u>	<u>0</u>
Total definite authorization	0		0	
Total appropriation (request subject to reauthorization)		119,564		119,564

¹ The GEPA extension applies through September 30, 2008; however, additional authorizing legislation is sought.

² The GEPA extension applies through September 30, 2008. The Administration is not seeking legislation.

INDIAN EDUCATION

Appropriations History
(\$000s)

	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
2000	\$77,000	\$77,000	\$77,000	\$77,000
2001	115,500	107,765	115,500	115,500
2002	116,000	123,235	117,000	120,368
2003	122,368	122,368	122,368	121,573
2004	122,368	121,573	121,573	120,856
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			

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.

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Significant Items in FY 2008 Appropriations Reports

Indian Education Statement of Policy Adherence

House: In its administration of title VII funds, the Committee directs the Department to continue to adhere to the Statement of Policy set forth in section 7101 of the ESEA.

Response: The Department will abide by this directive.

DEPARTMENT OF EDUCATION FISCAL YEAR 2009 PRESIDENT'S BUDGET

(in thousands of dollars)						
<u>Office, Account, Program and Activity</u>	<u>Category Code</u>	<u>2007 Annual CR Operating Plan</u>	<u>2008 Appropriation</u>	<u>2009 President's Request</u>	<u>Change from 2008 Appropriation</u>	
					<u>Amount</u>	<u>Percent</u>
<i>Indian Education (ESEA VII)</i>						
1. Grants to local educational agencies (Part A-1)	D	95,331	96,613	96,613	0	0.0%
2. Special programs for Indian children (Part A-2)	D	19,399	19,060	19,060	0	0.0%
3. National activities (Part A-3)	D	3,960	3,891	3,891	0	0.0%
Total	D	118,690	119,564	119,564	0	0.0%
<i>Outlays</i>	D	117,992	116,720	117,659	939	0.8%

NOTES: Category Codes are as follows: D = discretionary program; M = mandatory program.
 FY 2008 detail may not add to totals due to rounding.

INDIAN EDUCATION

Summary of Request

The Indian Education programs in this account are authorized by Title VII, Part A of the Elementary and Secondary Education Act as amended by the No Child Left Behind Act of 2001 (NCLB). These activities support a comprehensive approach to educational 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 Administration is requesting \$119.6 million, the same as the 2008 level, for the programs in this account. The request supports the primary goals of NCLB: ensuring that all schools are held accountable for helping all children to achieve to high standards, improving teacher quality through high-quality professional development and innovative teacher recruitment and retention practices, and using high-quality data to inform teaching. The request for Indian Education will help ensure that the reforms carried out under NCLB benefit Indian students, by providing sufficient 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:

- \$96.6 million for Grants to Local Educational Agencies in order to address the particular needs of Indian children enrolled in urban and rural schools.
- \$19.1 million for Special Programs for Indian Children to make new and continuation awards under Demonstration Grants and the American Indian Teacher and Administrator Corps initiatives.
- \$3.9 million for National Activities to support research that will provide information on the educational needs and status of the Indian population and provide technical assistance and support to educators serving that population.

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 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 two and a half 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, and Indian Education funding provides vital support to such programs.

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Summary of Request (continued)

The Indian Education programs are authorized by the Elementary and Secondary Education Act of 1965 and are, therefore, subject to reauthorization this year. The budget request assumes that the program will be implemented in fiscal year 2009 under reauthorized legislation, and the request is based on the Administration's reauthorization proposal, which would make some minor improvements to the Grants to Local Educational Agencies program and repeal unfunded National Activities authorities.

INDIAN EDUCATION

Grants to local educational agencies

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

FY 2009 Authorization (\$000s): To be determined¹

Budget Authority (\$000s):

<u>2008</u>	<u>2009</u>	<u>Change</u>
\$96,613	\$96,613	0

¹ The GEPA extension applies through September 30, 2008; however, additional authorizing legislation is sought.

PROGRAM DESCRIPTION

Title VII, Part A, Subpart 1 of the Elementary and Secondary Education Act 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 challenging State performance 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 place of the LEA, in situations where the LEA does not apply for funding. In FY 2007, eight tribes received formula grants because the LEA did not apply for Indian education grant funds.

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 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 2007, no SEAs have ever chosen to provide comments.

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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 LEAs and only one BIE school have used this authority.

Funding levels for the past 5 fiscal years were:

	(\$000s)
2004	\$95,933
2005.....	95,165
2006.....	95,331
2007.....	95,331
2008.....	96,613

FY 2009 BUDGET REQUEST

In FY 2009, the Administration requests \$96.6 million for the Indian Education Grants to local educational agencies (LEAs) program, the same amount as the fiscal year 2008 level. The request will provide services to a disadvantaged population that is heavily affected by poverty and low educational attainment. The funds would be used for formula grants to LEAs and to the Secretary of the Interior for use in schools supported by the BIE. The 2009 request would provide an estimated per-pupil payment under the formula grant program of \$204, based on a count of approximately 474,000 Indian elementary and secondary students nationwide.

This program is the Department's principal vehicle for addressing the particular needs of Indian children in public schools, 90 percent of whom are enrolled in schools operated by LEAs. Grants supplement the regular school program, helping Indian children sharpen their academic skills, bolster their self-confidence, and participate in enrichment programs that would otherwise be unavailable. Funds support such activities as after-school programs, tutoring, and dropout prevention.

Academic Achievement of Indian Students

National Assessment of Education Progress (NAEP) Results

A review of data on a number of key indicators on the status of Indian students suggests that, although there are significant achievement gaps between the American Indian and Alaska Native student population and the general population, Indian students are making progress and are scoring higher than other major ethnic and racial groups on some indicators. The first report of the National Indian Education Study (NIES), released in May 2006, provides results from the Department's oversampling of American Indian students in the 2005 National Assessment of Educational Progress (NAEP). The purpose of the study was to generate adequate representation of Indian students in the NAEP, so the Department could obtain data that are more reliable for this population. Previous administrations of the NAEP did not always include a

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sufficient sample of American Indian and Alaska Native students to report confidently on the performance of this subgroup.

Data from the 2005 NAEP reading and math assessments show a consistent pattern of achievement results for American Indian and Alaska Native students: Indian students tended to score lower than students in general, but comparisons among racial/ethnic subgroups show that Indian students generally achieved at a level comparable to that of Hispanic students and somewhat above the level for African-American students. The performance of all three of these groups continues to trail that of white and Asian-American/Pacific Islander students. The Department's data also show small increases in the reading and mathematics achievement of Indian students between the 2003 and 2005 NAEP, although most of the improvements were not statistically significant.

For example, results from the NAEP 4th-grade reading assessment show that 48 percent of American Indian/Alaska Native students achieved a performance level of basic or above, compared to 76 percent for white students, 42 percent for black students, 46 percent for Hispanic students, and 73 percent for Asian/Pacific Islander students. The 8th-grade reading scores reflect a similar pattern. The percentage of students scoring at the basic level or above were 59 percent for Indian students, 82 percent for white students, 52 percent for black students, 56 percent for Hispanic students, and 80 percent for Asian/Pacific Islander students. Results for the 4th- and 8th-grade mathematics assessments showed a similar pattern.

The NAEP data also allow for the measurement of Indian student achievement over time. For example, the average "scale score" for Indian students in 4th-grade reading was 202 in 2003 and 204 in 2005, and in 8th-grade reading it was 246 in 2003 and 249 in 2005. In the 2005 NAEP, 48 percent of Indian 4th-grade students achieved a performance level of basic or above in reading (compared to 47 percent in 2003), and 59 percent of Indian 8th-graders did so (versus 57 percent in 2003). While the small improvement in Indian students' reading achievement between 2003 and 2005 is encouraging, these changes were not statistically significant.

Indian students' average mathematics scale scores also increased slightly between the 2003 and 2005 assessments. The average scale score for Indian 4th-graders was 223 in 2003 and 226 in 2005; for 8th-graders, it was 263 in 2003 and 264 in 2005. Between 2003 and 2005, the percentage of Indian 4th-grade students achieving a performance level of basic or above in mathematics increased from 64 to 68 percent, and the percentage of Indian 8th-grade students achieved at that level increased from 52 to 53 percent. The increase in 4th-grade scale scores was statistically significant, but the increase in 8th-grade scores was not.

Results for Indian students from the 2007 NAEP administration will be available this spring.

National Indian Education Study (NIES) Results

The NIES also reports additional comparisons of performance between Indian students and their non-Indian peers. The 2005 reading data show that among students who were eligible for free or reduced-price lunch, Indian students scored lower on average than all other students who were eligible for that benefit. While 40 percent of the 4th-grade Indian students eligible for free or reduced price lunch scored at the basic level or above, 46 percent of all other students who were eligible scored at least at that level. Results from the 4th-grade mathematics

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assessment showed a similar picture; 62 percent of Indian 4th-graders who were eligible for free or reduced-price lunch scored at the basic level or above, compared to 67 percent of all other eligible students.

The study also compared Indian student performance in three different types of location: central-city, urban-fringe or large-town, and rural or small-town. Those data show that, at grade 4, Indian students in central-city locations and urban-fringe or large-town locations scored higher in reading, on average, than their Indian counterparts in rural or small-town locations. Fifty-one percent of Indian students scored at the basic level or above in central-city locations, and 58 percent in urban-fringe or large-town locations, compared to 42 percent in rural or small-town locations. In the 8th grade, there were no significant differences in the performance of Indian students across locations.

The location comparisons showed a different pattern for non-Indian students. Reading performance was higher in urban-fringe or large-town locations and rural or small-town locations than in central-cities for all other students in both 4th grade and 8th grade in reading and mathematics.

While NAEP does not generally report data on Indian students on the State-level assessments, the study tested a sufficient number of Indian students in public schools and BIE schools to provide data on their academic achievement in the seven States in which Indian students are at least 5 percent of the State's student population. Almost 50 percent of Indian students in the Nation reside in those seven States: Alaska, Arizona, Montana, New Mexico, North Dakota, Oklahoma, and South Dakota. These data allow comparisons across the seven States as well as comparisons against the performance of Indian students at the national level. For example, Indian students in Oklahoma had a higher average score than Indian students in the Nation in both 4th-grade and 8th-grade reading.

High School and Postsecondary Enrollment

High school graduation and dropout rates are important indicators of academic achievement at the secondary level. Although the "status" dropout rate (which represents the proportion of young people ages 16 through 24 who are out of school and who have not earned a high school credential) for Indian high school students is above the overall national average, their rate is smaller than that of Hispanic students. In 2003, 9.9 percent of all individuals aged 16 to 24 were out of school and did not have a high school diploma or an alternative credential such as a General Education Development (GED) certificate; for Indians, that figure was 15 percent and for Hispanics it was 23.5 percent.

The increase in the Indian student enrollment in postsecondary education signals progress in the academic achievement of Indian students. The number of Indian students enrolling in colleges and universities has more than doubled in the last two and a half decades. In 1976, 35,000 Indian students enrolled in 4-year colleges and universities; in 2002, that number was 84,600. However, according to the Census Bureau, as of 2005, while 1.25 percent of 18- to 24-year-olds in the U.S. were American Indian, only 0.87 percent of 4-year college enrollees were American Indian.

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Risk Factors Affecting Indian Student Achievement

The Indian student population continues to be subject to significant risk factors that threaten their ability to improve their academic achievement and their general well-being. American Indian students are more likely to receive special education services under the Individuals with Disabilities Education Act (IDEA) than students from all but one other racial/ethnic group. They also often have higher rates of absenteeism, suspension, and expulsion than their peers, and they have high rates of alcohol, tobacco, and drug use and are more likely to be involved in violent incidents on school grounds.

Indian students are at risk of being unprepared for life after high school as well. Taking advanced academic courses is an indicator of students' preparation for the workforce or postsecondary education. American Indian and Alaska Native students are less likely than any other racial or ethnic group to take advanced courses in high school or to attend schools offering advanced academic coursework. According to the 2005 NCES report, *Status and Trends in the Education of American Indians and Alaska Natives*, approximately 29 percent of Indian students graduating in 2000 had taken advanced mathematics courses (compared to a national average of 45 percent) and 43 percent had taken advanced science courses (compared to a national figure of 63 percent).

Elementary and Secondary Education Act Reauthorization

The Indian Education Grants to LEAs program is authorized by the Elementary and Secondary Education Act of 1965 and is, therefore, subject to reauthorization this year. The budget request assumes that the program will be implemented in fiscal year 2009 under reauthorized legislation, and the request is based on the Administration's reauthorization proposal. The Administration's proposal includes minor changes to the program, such as eliminating the authorization for very small formula grants, strengthening the proof-of-eligibility requirements, and eliminating the Integration of Services authority.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2007</u>	<u>2008</u>	<u>2009</u>
Number of awards			
LEAs/Tribal	1,112	1,112	1,112
BIE- grant/contract schools	74	74	74
BIE- operated schools	<u>51</u>	<u>51</u>	<u>51</u>
Total	1,237	1,237	1,237
Distribution of funds			
LEAs/Tribal	\$88,611	\$89,803	\$89,803
BIE- grant/contract schools	4,128	4,183	4,183
BIE- operated schools	<u>2,592</u>	<u>2,627</u>	<u>2,627</u>
Total	95,331	96,613	96,613

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PROGRAM OUTPUT MEASURES (\$000s) – continued

	<u>2007</u>	<u>2008</u>	<u>2009</u>
Number of eligible students			
LEAs/Tribal	439,007	439,007	439,007
BIE- grant/contract schools	21,545	21,545	21,545
BIE- operated schools	<u>13,893</u>	<u>13,893</u>	<u>13,893</u>
Total	474,445	474,445	474,445
Range of awards (whole dollars)			
Highest	\$2,073,333	\$2,073,333	\$2,073,333
Lowest	4,000	4,000	4,000
Average payment per eligible student	201	204	204

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 2009 and future years, and the resources and efforts invested by those served by this program.

The current performance indicators for this program are based on data from the National Assessment of Education Progress (NAEP) and State assessment data. The small sample size for the sub-population of American Indian and Alaska Native students has 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 is oversampling 4th- and 8th-grade American Indian students in the NAEP, in order to generate adequate representation of Indian students in the NAEP. This will give us reliable, national-level data on Indian students' performance in the NAEP reading and mathematics assessments.

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.*

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Measure: The percentage of American Indian and Alaska Native students in grade four who scored at or above basic level in reading on NAEP.		
Year	Target	Actual
2000		63
2002	60	51
2003	62	47
2005	53	48
2007	50	
2009	52	

Measure: The percentage of American Indian and Alaska Native students in grade eight who scored at or above basic level in reading on NAEP.		
Year	Target	Actual
2002		61
2003	66	57
2005	63	59
2007	61	
2009	63	

Measure: The percentage of American Indian and Alaska Native students in grade four who scored at or above basic level in math on NAEP.		
Year	Target	Actual
2000		40
2002	64	Not Collected
2003	66	64
2005	66	68
2007	69	
2009	72	

Measure: The percentage of American Indian and Alaska Native students in grade eight who scored at or above basic level in math on NAEP.		
Year	Target	Actual
2000		47
2002	62	Not Collected
2003	64	52
2005	54	53
2007	55	
2009	57	

Assessment of progress: The NAEP reading and mathematics national assessments are administered every 2 years; full results for Indian students from the 2007 administration will be available in the spring of 2008. Data from the 2005 assessment represent the first year that NAEP included a sufficient number of Indian students to report reliable data on the academic

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progress of this population. As discussed earlier, the small sample size assessed before the 2005 administration yielded estimates with a high “standard error” and limited possibilities for comparison to other populations. The Department revised its targets for 2007 and 2009 based on the 2005 data, the first year for which we have reliable data for Indian students.

The percentage of American Indian and Alaska Native 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. The percentage of American Indian and Alaska Native students who scored at or above basic level in math on NAEP increased for students in grades 4 and 8 between the 2003 and 2005 assessments. The percentage of these students scoring at or above the basic level in reading also increased slightly for both 4th- and 8th-graders. The oversample of 4th- and 8th- grade American Indian and Alaska Native student performance data on the 2005 NAEP in math and reading through the national study on Native American education provided reliable information about their performance, and the 2007 assessment will provide data that are comparable with the 2005 numbers.

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
2004		49
2005	54	54
2006	59	60
2007	64	
2008	69	
2009	74	

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
2004		46
2005	51	50
2006	57	54
2007	62	
2008	67	
2009	73	

Assessment of progress: Through the PART review of the program, 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. Data were available from previous years, allowing the Department to establish a baseline and targets that are on pace to reach 100 percent proficiency by 2014. The proficiency data reveal an increase in the percentage of Indian students meeting State standards in both reading and math. In

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2006, the program met its target for reading, but not for math. Data for 2007 will be available in the spring of 2008.

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
2005		10.4
2006	9.3	13.0
2007	8.2	
2008	7.1	
2009	6.0	

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
2005		12.0
2006	10.7	16.5
2007	9.4	
2008	8.1	
2009	6.8	

Measure: Percentage of Indian students who graduate from high school.		
Year	Target	Actual
2004		73
2005	74	72
2006	75	
2007	77	
2008	79	
2009	81	

Assessment of progress: The Department has established indicators to measure the achievement gap between Indian students' performance and all students' performance on State assessments in reading and math. Between 2005 and 2006, both measures moved in the undesired direction. Data for 2007 should be available in the spring of 2008. The indicator that measures the percentage of Indian students who graduate from high school also moved in the undesired direction between 2004 and 2005, although the change was very small. Since there is no year-end progress report for these formula grants, these data are obtained from the following year's applications.

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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 no grants are not made on a timely basis), it was replaced with a measure of the percentage of funds used by grantees prior to award close-out. The baseline was fiscal year 2006, when 94 percent of funds were used by the deadline. The next data will be available in October of 2008 and will reflect the results for fiscal year 2007.

Follow-up on PART Findings and Recommendations

The Indian Education Grants to local educational agencies program was initially reviewed using the Program Assessment Rating Tool (PART) in 2006, and received a rating of "Results Not Demonstrated." While the program was found to have a number of strengths, the PART highlighted several areas in which improvements were needed, such as program management, data collection, and evaluation. Further, the PART noted that the program statute's broad student eligibility requirements may make it vulnerable to abuse, and its small minimum grant size may limit overall program effectiveness by spreading resources too thinly to improve Indian student achievement.

In response to improvements made since the initial review, the program received an updated rating of "Adequate" in summer 2007. By that time, the Department had established several new long-term and annual performance measures to help demonstrate effectiveness and accountability. These new measures complement the existing national-level data on Indian students' performance on the NAEP by examining the percentage of Indian students meeting State performance standards in grades 3 through 8 in both reading and mathematics, the achievement gap between Indian students' and all students' performance on those assessments, and the percentage of Indian students who graduate from high school.

The PART improvement plan recommendations are presented below, followed by a description of the Department's actions to address them.

- *Implement a system to collect, review, analyze and publicly report grantee-level student achievement data.* The Department continues to develop a web-based Performance Measures Tracking System called the Electronic Application System for Indian Education (EASIE), which maintains grant application and performance data within the *EDFacts* system. Through this system, the Department will be better able to assist States in obtaining and disaggregating student data to determine Indian student progress in meeting State achievement standards. EASIE will also improve the quality and timeliness of reporting student achievement data for the approximately 1,200 formula grantees. The system was used in 2007 for processing the 2007-08 school year applications; data will be available by this spring.
- *Use performance information obtained through the new performance measures tracking system to identify areas that could benefit from technical assistance, and develop options that would address these issues.* The Department plans to use the new performance

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measures tracking system in 2008 to determine areas for improvement that can be addressed through technical assistance. It will then plan for the implementation of such assistance.

- *Refine program efficiency measure to assess the cost of achieving key program outcomes.* As mentioned above, the Department adopted an efficiency measure that tracks the percentage of funds used by grantees prior to award close-out.
- *Work with Congress to address statutory requirements that have made the program vulnerable to abuse and limited its ability to significantly impact the educational outcomes of Indian students.* The Administration developed a reauthorization proposal to address these vulnerabilities and limitations.
- *Complete and post 8 web-based training sessions intended for grantees.* The Department is planning on-line training sessions on various topics, such as Adequate Yearly Progress and assessments, for Indian Education formula grantees. These will be available for downloading by grantees and will form the basis of a "library" that can be accessed on the internet.

INDIAN EDUCATION

Special programs for Indian children

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

FY 2009 Authorization (\$000s): To be determined¹

Budget Authority (\$000s):

<u>2008</u>	<u>2009</u>	<u>Change</u>
\$19,060	\$19,060	0

¹ The GEPA extension applies through September 30, 2008; however, additional authorizing legislation is sought.

PROGRAM DESCRIPTION

The Elementary and Secondary Education Act of 1965 authorizes, under Title VII, Part A, Subpart 2, 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. These programs make competitive awards, and applications are evaluated based on criteria specified in regulations. The programs are:

- Improvement of Educational Opportunities for Indian Children (Section 7121) (Demonstration Grants). Under this program, the Department makes discretionary grant awards to State educational agencies (SEAs), local educational agencies (LEAs), Indian tribes and organizations, and institutions of higher education to improve Indian student achievement. The statute authorizes demonstration grants in such areas as early childhood education, drop-out prevention, and school-to-work and secondary school-higher education transition.
- Professional Development (Section 7122). Under this program, the Department makes discretionary grant awards 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 qualified Indian individuals in teaching, school administration, and other education programs, 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.

INDIAN EDUCATION

Special programs for Indian children

Funding levels for the past 5 fiscal years were:

	(\$000s)
2004.....	\$19,753
2005.....	19,595
2006.....	19,399
2007.....	19,399
2008.....	19,060

FY 2009 BUDGET REQUEST

The Administration requests \$19.1 million for Special Programs for Indian Children, the same amount as appropriated for fiscal year 2008. Funds would provide continued support for activities that address the special educational needs of American Indian children.

For fiscal year 2009, the Department plans to use about \$9.7 million for new and continued 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 to improve educational opportunities and achievement of Indian children. Early childhood and college preparation would continue to be the focus for 2009.

For the American Indian Teacher Corps initiative, the Department plans to use about \$7.0 million for new and continuation awards. This program, which began in fiscal year 2000, combines several program elements in a manner designed to effectively train Indian college students 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 are typically plagued by high teacher turn-over, as many teachers who enter those schools experience a sense of isolation in the community and have difficulty relating to the students.) Third, the program is comprehensive: the appropriation supports tuition and living expenses for the students, as well as program development and operational costs for the institutions. Fourth, the initiative provides both pre-service and in-service instruction; grantees receive funding to provide training to teachers who are already working in Indian schools, particularly in such areas as effective methods for teaching reading and mathematics to the linguistically diverse Indian population.

Finally, the Department expects to use about \$2.2 million for American Indian Administrator Corps grants. This activity recruits, trains, and provides in-service professional development to American Indians to become effective school administrators in schools with high concentrations of Indian students. Similar to the Teacher Corps, it operates programs at tribal colleges and postsecondary institutions that offer education administration programs. Like the American Indian 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

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Special programs for Indian children

schools. In addition, the grantees receive funding to provide training to administrators who are working in Indian schools, in order to enhance their knowledge of effective education reforms and practices.

The Special Programs for Indian Children authority is authorized by the Elementary and Secondary Education Act of 1965 and is, therefore, subject to reauthorization this year. The budget request assumes that the program will be implemented in fiscal year 2009 under reauthorized legislation. The Administration has not proposed to revise this program in the reauthorization.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2007</u>	<u>2008</u>	<u>2009</u>
Demonstration Grants			
New awards	\$1,942	\$1,600	\$3,255
Continuation awards	<u>4,746</u>	<u>6,483</u>	<u>6,401</u>
Total	6,688	8,083	9,656
Number of new awards	8	5	11
Number of continuation awards	21	28	25
Professional Development			
<u>Teacher Corps initiative</u>			
New awards	\$2,216	\$1,651	\$2,139
Continuation awards	<u>9,051</u>	<u>7,602</u>	<u>4,837</u>
Total	11,267	9,253	6,976
Number of new awards	7	5	6
Number of continuation awards	26	28	23
Number of individuals served	466	475	348
<u>Administrator Corps initiative</u>			
New awards	\$684	\$366	\$1,141
Continuation awards	<u>567</u>	<u>1,163</u>	<u>1,092</u>
Total	1,251	1,529	2,233
Number of new awards	2	1	3
Number of continuation awards	2	4	4
Number of individuals served	58	60	70
Peer review	\$194	\$194	\$194

INDIAN EDUCATION

Special programs for Indian children

PROGRAM PERFORMANCE INFORMATION

Performance Measures

The Department established new performance measures for this program in 2007. It has been working with a contractor for the Data Quality Initiative to develop measures that will more accurately and reliably reflect the effectiveness of these programs. The indicators for the Administrator and Teacher Corps measure the percentage of program participants who become school administrators and teachers in 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. Efficiency measures were added as well, measuring the cost per individual who successfully completes the administrator or teacher preparation program. For the Demonstration Grants, the indicators for early childhood programs measure the percentage of pre-school students who gain school readiness skills as evidenced by pre- and post-test scores on an approved assessment. Indicators for the Demonstration Grants college preparation programs measure the percentage of participating 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 Native American students who graduate with their incoming 9th grade cohort. The Department will use these measures beginning with the fiscal year 2008 new grantees and will have baseline data in fall 2009.

INDIAN EDUCATION

National activities

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

FY 2009 Authorization (\$000s): To be determined¹

Budget Authority (\$000s):

<u>2008</u>	<u>2009</u>	<u>Change</u>
\$3,891	\$3,891	0

¹ The GEPA extension applies through September 30, 2008; however, additional authorizing legislation is sought.

PROGRAM DESCRIPTION

Title VII of the Elementary and Secondary Education Act includes a national discretionary authority for research, evaluation, and data collection to provide information on the educational status of the Indian population and on the effectiveness of Indian Education programs. This authority enables 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.

Under this authority, the Department has used funds to augment broader research and statistical activities to ensure that they include significant coverage of the Indian population, thereby ensuring the availability of data on that population over time and of data that can be used to compare the status of Indians with that of other groups. The Department has been able to gather and disseminate data on the enrollment of Indian students, graduation rates, the English-speaking ability of Indian students, characteristics of teachers and principals serving Indian students, and other areas of concern and interest. This research program also responds to Executive Order 13096, on American Indian and Alaska Native Education, which requires the Secretary of Education to develop and implement a comprehensive Federal research agenda on Indian education.

Title VII, Subpart 3 of ESEA also authorizes In-Service Training for Teachers of Indian Children, to provide professional development for teachers of Indian students, Fellowships for Indian Students, to provide grants to graduate or undergraduate Indian students; Gifted and Talented Education, to establish centers for gifted and talented Indian students at tribally controlled community colleges; Grants to Tribes for Education Administration Planning and Development, to make grants to tribes and tribal organizations for the development of tribal departments of education; and Improvement of Educational Opportunities for Adult Indians, to provide grants to improve literacy skills and educational and employment opportunities for Indian adults. The In-Service Training for teachers authority is a program authorized by the 2002 ESEA reauthorization to provide professional development to teachers in schools with substantial numbers of Indian children. The other four programs were previously authorized under Subparts 2 and 3 but were moved to National Activities by the 2002 reauthorization. Congress

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has not funded the Fellowships program or the Adult program since fiscal year 1995. The other authorities have never been funded.

Funding levels for the past 5 fiscal years were:

	(\$000s)
2004.....	\$5,170
2005.....	5,129
2006.....	3,960
2007.....	3,960
2008.....	3,891

FY 2009 BUDGET REQUEST

For 2009, the Administration requests \$3.9 million for National Activities, the same amount as appropriated for fiscal year 2008. The Department uses these funds to support research, evaluation, and data collection on the status and effectiveness of Indian Education programs, and for other activities to improve programs. The request would provide sufficient funding for continuation of these activities.

Collecting accurate data on the American Indian/Alaska Native population has been a long-term challenge for the Department. Although American Indian/Alaska Native students are a highly diverse group, both culturally and linguistically, they constitute a very small proportion of the general student population and they are not evenly spread out among the various U.S. regions. Furthermore, many Indian families reside in small towns and rural areas. For these reasons, it is difficult for any study to include a sufficient number of Indian students to yield accurate, high-quality data on this population.

The funds appropriated under the National Activities program help the Department address this information gap. The resulting data are useful to educational agencies, schools, and parents, and assist them in developing educational programs that enable American Indian and Alaska Native students to meet the same challenging academic standards as all other students.

Fiscal year 2009 funds would be used for studies, including:

- The seventh year of the National Indian Education Study (NIES). This study 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. Before 2005, NAEP did not consistently assess enough Indian students to provide reliable information about their performance. As discussed under the grants to local educational agencies program, the oversampling is giving us reliable, national-level data on Indian students' performance in reading and mathematics. The 2009 appropriation will support the oversampling of Indian students in the 2009 administration of the NAEP reading and mathematics assessments.

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In May of 2006, the Department released the first report of this study, which included analyses of Indian students' performance on the 2005 NAEP in reading and mathematics, and comparisons of their performance to that of other racial and ethnic groups. A second report, published in October of 2006, presents results from a national survey, conducted in 2005, that gathered information from Indian students and their teachers about demographic factors, school culture and climate, the use of traditional language and culture in the home, and teacher qualifications.

- The Performance Measures Tracking System, which maintains grant application and performance management data within the ED Facts system. This project incorporates a web-based system for grant applications and performance reports, improving the quality and timeliness of grant data while reducing burden on grantees. This system has already improved the Grants to local educational agencies program. Its Electronic Application System for Indian Education (EASIE) became operational in 2007 for processing of the 2007-08 school year applications. As a result, a process that normally took several months was completed in 7 weeks.

Fiscal year 2009 funds would also support other activities to promote ongoing program improvement, such as providing technical assistance to the field to ensure that Indian students receive high-quality educational services and making data on Indian education accessible to educators and researchers. The Department would also explore additional areas that might benefit from evaluation and technical assistance activities.

The Indian Education National Activities program is authorized by the Elementary and Secondary Education Act of 1965 and is, therefore, subject to reauthorization this year. The budget request assumes that the program will be implemented in fiscal year 2009 under reauthorized legislation. The Administration has proposed the repeal of the unfunded National Activities authorizations but, otherwise, has not recommended any changes to this program.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2007</u>	<u>2008</u>	<u>2009</u> ¹
Early Childhood Longitudinal Survey	\$131	\$131	0
National Study of Indian Education	\$2,000	\$1,900	\$2,500
Performance Measures Tracking System	\$1,038	\$608	\$750
Other Research, Analysis, and Technical Assistance Activities	\$791	\$1,252	\$641

¹ Reflects preliminary estimates.

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National activities

Performance Measures

The Department established new performance measures for this program in 2005. The measures examine the timeliness of the release of NAEP data for reading and mathematics assessments that include a significant number of American Indian/Alaska Native students, as well as the timeliness of completion of projects and products funded with Indian Education National Activities funds. Baseline data for the indicators will be collected through the several studies supported by national activities funds and will be available this spring.

INDIAN EDUCATION
Grants to Local Educational Agencies

State or Other Area	2007 Actual	2008 Estimate	2009 Estimate	Change from 2008 Estimate
Alabama	1,661,514	1,683,860	1,683,857	(3)
Alaska	9,481,822	9,609,342	9,609,326	(16)
Arizona	10,470,394	10,611,209	10,611,192	(17)
Arkansas	289,041	292,928	292,928	0
California	5,786,235	5,864,053	5,864,044	(9)
Colorado	755,703	765,866	765,865	(1)
Connecticut	0	0	0	0
Delaware	0	0	0	0
District of Columbia	0	0	0	0
Florida	42,284	42,853	42,853	0
Georgia	0	0	0	0
Hawaii	0	0	0	0
Idaho	389,644	394,884	394,884	0
Illinois	101,955	103,326	103,326	0
Indiana	0	0	0	0
Iowa	210,385	213,214	213,214	0
Kansas	1,080,445	1,094,976	1,094,974	(2)
Kentucky	0	0	0	0
Louisiana	757,508	767,696	767,694	(2)
Maine	128,671	130,401	130,401	0
Maryland	73,493	74,481	74,481	0
Massachusetts	75,865	76,885	76,885	0
Michigan	3,159,195	3,201,683	3,201,677	(6)
Minnesota	3,353,680	3,398,783	3,398,778	(5)
Mississippi	340,989	345,575	345,574	(1)
Missouri	94,063	95,328	95,328	0
Montana	2,890,141	2,929,010	2,929,005	(5)
Nebraska	775,967	786,403	786,402	(1)
Nevada	683,455	692,647	692,646	(1)
New Hampshire	0	0	0	0
New Jersey	58,119	58,901	58,901	0
New Mexico	7,957,761	8,064,784	8,064,771	(13)
New York	1,716,126	1,739,206	1,739,203	(3)
North Carolina	3,348,076	3,393,104	3,393,098	(6)
North Dakota	1,652,224	1,674,445	1,674,442	(3)
Ohio	0	0	0	0
Oklahoma	23,552,954	23,869,715	23,869,677	(38)
Oregon	2,160,620	2,189,678	2,189,674	(4)
Pennsylvania	0	0	0	0
Rhode Island	0	0	0	0
South Carolina	5,130	5,199	5,199	0
South Dakota	3,507,568	3,554,741	3,554,735	(6)
Tennessee	0	0	0	0
Texas	308,543	312,693	312,692	(1)
Utah	1,201,934	1,218,099	1,218,097	(2)
Vermont	169,246	171,522	171,522	0
Virginia	11,357	11,510	11,510	0
Washington	4,274,303	4,331,788	4,331,781	(7)
West Virginia	0	0	0	0
Wisconsin	2,246,369	2,276,580	2,276,576	(4)
Wyoming	558,281	565,789	565,788	(1)
American Samoa	0	0	0	0
Guam	0	0	0	0
Northern Mariana Is.	0	0	0	0
Puerto Rico	0	0	0	0
Virgin Islands	0	0	0	0
Freely Assoc. States	0	0	0	0
Indian set-aside	0	0	0	0
Other (non-State alloc	0	0	0	0
Total	95,331,060	96,613,157	96,613,000	(157)