

Archived Information

INDIAN EDUCATION

(GRANTS TO LOCAL EDUCATION AGENCIES, SPECIAL PROGRAMS FOR INDIAN CHILDREN, AND NATIONAL ACTIVITIES)

<p>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 need.</p>	Funding History (\$ in millions)			
	Fiscal Year	Appropriation	Fiscal Year	Appropriation
<p>Legislation: The Formula Grants to Local Educational Agencies Program (Title IX, Part A, SubPart 1, of the Elementary and Secondary Education Act (ESEA), as amended) (20 U.S.C. 7811-7818, 7881). Special Programs and Projects to Improve Educational Opportunities for Indian child (Sections 9121, 9122, and 9123 Programs) (Title IX, Part A, SubPart 2 of the Elementary and Secondary Education Act (ESEA), as amended, (20 U.S.C. 7831-7833; 7881).</p>	1985	\$65	2000	\$77
	1990	\$71	2001	\$115
	1995	\$77	2002 (Requested)	\$116

Program Description

The purpose of the ESEA Indian Education programs is to address the special educational and culturally related academic needs of American Indian and Alaska Native children and adults.

The Formula Grants program provides grants to local educational agencies (LEAs), certain schools funded by Bureau of Indian Affairs (BIA), and Indian tribes under certain conditions. These grants serve 422,000 students in the public schools and BIA schools in 41 states through more than 1,200 projects. Activities typically include tutoring, dropout prevention strategies, early childhood and family programs emphasizing school readiness, culturally related projects, and enrichment activities that directly support the attainment of state content and performance standards.

The legislation promotes accountability for results and the integration of Indian Education services with other educational programs and with broader educational reforms under way in states and communities. Toward this end, the law requires each local education agency (LEA) to develop a comprehensive plan for its overall approach to the education of Indian students. The plan must describe how local, state, and federal funds available to the district will be used to pursue the LEA's goals for these students. LEAs must report periodically to their communities on the progress they have made toward attainment of their goals.

The Special Program for Indian Children authorizes a variety of discretionary programs designed to improve the quality of education for Indian students. These programs make competitive rewards, and applications are evaluated based in criteria specified in regulations.

Program Performance

OBJECTIVE 1: 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.

Indicator 1.1 Student achievement: Increasing percentages of American Indian and Alaska Native students will meet or exceed the performance standards established by national assessments.			Assessment of Progress	Sources and Data Quality
Targets and Performance Data			<p>Status: Reading—No statistically significant change. Math—Positive movement toward the targets.</p> <p>Explanation: Increases in the percentage of students scoring above basic in math are occurring; however, similar increases are not occurring in reading because reading is more influenced by external factors other than school.</p>	<p>Source: National Assessment of Educational Progress, 2000, 2002; Schools and Staffing Survey, 1997. <i>Frequency:</i> Biennially. <i>Next collection update:</i> 2000. <i>Date to be reported:</i> Unknown.</p> <p>Validation Procedure: Data validated by National Center for Education Statistics review procedures and National Center for Education Statistics statistical standards.</p> <p>Limitations of Data: The small sample (for the sub-population of American Indian and Alaska Native students) means there is a high degree of standard error surrounding the estimates and limits data collection and possibilities for comparison to other populations. These estimates will vary greatly until a larger population is surveyed.</p>
Percentage of American Indian and Alaska Native students in grade 4 who were at or above basic level in reading on NAEP				
Year	Actual Performance	Performance Targets		
1994:	48%			
1998:	47%			
1999:	Data Collected Biennially	Data not available		
2000:	Data Not Yet Available	Continuing increase		
2001:		Not available		
2002:		60%		
Percentage of American Indian and Alaska Native students in grade 8 who were at or above basic level in reading on NAEP				
1994:	63%			
1998:	61%			
1999:	Data Collected Biennially	Not available		
2000:	Data Not Yet Available	Continuing increase		
2001:		Not available		
2002:		70%		
Percentage of American Indian and Alaska Native students in grade 4 who scored at or above basic level in math on NAEP				
1992:	43%			
1996:	52%			
1999:	Data Collected Biennially	Not available		
2000:	Data Not Yet Available	Continuing increase		
2001:		Not available		
2002:		64%		
Percentage of American Indian and Alaska Native students in grade 8 who scored at or above basic level in math on NAEP				
Year	Actual Performance	Performance Targets		
1992:	39%			
1996:	52%			
1999:	Data Collected Biennially	Continuing increase		
2000:	Data Not Yet Available	Continuing increase		
2001:		Continuing increase		
2002:		62%		

Indicator 1.2 Increasing percentages of American Indian and Alaska Native students will meet or exceed the performance standards established by states.				
Targets and Performance Data		Assessment of Progress	Sources and Data Quality	
<i>Number of states reporting an increase in the percentage of students in schools who meet proficient and advanced performance levels in reading and math</i>		<p>Status: Unable to judge.</p> <p>Explanation: The 1994 Elementary and Secondary School Act requires, by 2000-01, disaggregation of achievement data submitted by states to reflect American Indian and Alaska Native proficiency levels on state assessments.</p>	<p>Source: Consolidated State Performance Reports, Title I Section. <i>Frequency:</i> Annually. <i>Next collection update:</i> Winter 2000. <i>Date to be reported:</i> Unknown.</p> <p>Validation Procedure: To be verified by Department attestation process and <u>Standards for Evaluating Program Performance Data</u>.</p> <p>Limitations of Data and Planned Improvements: Substantial variation across states in their definitions of proficient student performance.</p>	
Year	Actual Performance			Performance Targets
1998-1999:	No Data Available			Not applicable
1999-2000:	No Data Available			Baseline to be set
2009-2010:				Not applicable

Indicator 1.3 Student promotion and graduation: Increasing percentages of American Indian and Alaska Native students will graduate at rates comparable to all students.				
Targets and Performance Data		Assessment of Progress	Sources and Data Quality	
<i>Percentage of American Indian and Alaska Native 20 to 24 years old who are high school graduates</i>		<p>Status: Data have been collected. Progress toward target is likely.</p> <p>Explanation: Projects are targeting services to reduce dropouts and increase the graduation rates of American Indian and Alaska Native students. Increased promotion and graduation completion are expected.</p>	<p>Source: U.S. Census 1990, 2000, and 2010. <i>Frequency:</i> 10 years (U.S. Census 2000). <i>Next collection update:</i> 2000. <i>Date to be reported:</i> Unknown.</p> <p>National Center for Education Statistics Transcript Data, 2000-01. <i>Frequency:</i> Biennially. <i>Next collection update:</i> 2002-04. <i>Date to be reported:</i> Unknown.</p> <p>Validation Procedure: Census data validated by the Census Bureau review procedures and Census standards; OIE Annual Performance Report data supplied by grantees. No formal verification procedures applied; National Center for Educational Statistics Transcript data. Validated by the National Center for Educational Statistics review procedures and National Center for Educational Statistics statistical standards.</p> <p>Limitations of Data: Participation in Census surveys varies by regions and location, resulting in undercount of population.</p>	
Year	Actual Performance			Performance Targets
1989-1990:	70%			
1998-1999:	Data Collected every 10 years			No target set
1999-2000:	Data Collected every 10 years			75%
2009-2010:		80%		

OBJECTIVE 2: HELP LOCAL EDUCATIONAL AGENCIES (LEAs) HELP THEIR STUDENTS REACH HIGH STANDARDS THROUGH THE COORDINATION AND INTEGRATION OF AMERICAN INDIAN AND ALASKA NATIVE EDUCATION PROGRAMS WITH ALL LOCAL, STATE, AND FEDERALLY FUNDED PROGRAMS.

2.1 Comprehensive planning for school improvement: Increasing percentages of local educational agencies (LEAs) that serve American Indian and Alaska Native students will coordinate culturally related services with core academic subjects (mathematics, reading, science, and social studies).			
Targets and Performance Data		Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	
1999:	No Data Available	No target set	<p>Status: Data are being collected.</p> <p>Explanation: The Office of Indian Education’s Annual Performance Report has been updated to assess the LEAs progress in implementing comprehensive planning to coordinate culturally related services to American Indian and Alaska Native students.</p> <p>Source: Office of Indian Education Annual Performance Report, 2000. <i>Frequency:</i> Annually. <i>Next collection update:</i> 2001. <i>Date to be reported:</i> Unknown.</p> <p>Validation Procedure: Office of Indian Education Annual Performance Report data supplied by grantees, no formal validation process.</p> <p>Limitations of Data: Data are self-reported by grantees.</p> <p>Planned Improvement: Identify a benchmark for performance targets. Identify a process for validating Annual Performance Report data.</p>
2000:	No Data Available	Performance targets will be determined from the 2000 data collection.	
2001:		Continuing increase	
2002:			

OBJECTIVE 3: DISCRETIONARY PROGRAMS WILL FOCUS ON IMPROVING EDUCATIONAL OPPORTUNITIES AND SERVICES FOR AMERICAN INDIAN AND ALASKA NATIVE CHILDREN AND ADULTS.

Indicator 3.1 Increasing percentages of the teacher and principal workforces serving American Indian and Alaska Native students will themselves be American Indian and Alaska Native.

Targets and Performance Data			Assessment of Progress	Sources and Data Quality	
<i>Percentage of principals and teachers in public schools with 25 percent or more American Indian and Alaska Native students</i>			<p>Status: Data are being collected. No 1999 data, but progress toward target is likely.</p> <p>Explanation: Projects to train teachers were funded in FY 1999 for the first time since FY 1994. Because the projects are just beginning, some of the targeted number of participants will take part in these programs, and the number will increase.</p>	<p>Source: Schools and Staffing Survey, 1999; National Longitudinal Survey of Schools (1998-99 and 2000-01). <i>Frequency:</i> Biennially. <i>Next collection update:</i> Schools and Staffing Survey, 2000; National Longitudinal Survey of Schools, 2000-01. <i>Date to be reported:</i> Unknown.</p> <p>Validation Procedure: Validated by National Center for Educational Statistics review procedures and National Center for Education Statistics statistical standards. Limitations of Data: Sample size is small, and it is costly to add supplemental samples to data collection programs. National sample results in an under-representation in sample count.</p> <p>Planned Improvements: Monitor the number of American Indian and Alaska Native students through LEA's reporting on program effectiveness in their Annual Performance Report.</p>	
Year	Actual Performance				Performance Targets
	Principals	Teachers			
1994:	13%	15%			
1999:	Data Collected Biennially				Continuing increase
2000:	Data Not Yet Available				Continuing increase
2001:					18% of principals and 20% of teachers in public schools with high proportions of Native Americans will be American Indian or Alaska Native.
2002:			Continuing increase		
<p>Note: 1994 data were reported in the 1997 <u>Schools and Staffing Survey</u>; additional data will be reported upon availability.</p>					

