

# Archived Information

Department of Education

INDIAN EDUCATION

Fiscal Year 2008 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, \$118,683,000.

Note: A regular 2007 appropriation for this account had not been enacted at the time the budget was prepared; therefore, this account is operating under a continuing resolution (P.L. 109-289, Division B as amended). The amounts included for 2007 in this budget reflect the levels provided by the continuing resolution.

**INDIAN EDUCATION**

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

	2006	2007	2008
Discretionary appropriation:			
Appropriation	\$119,889	0	\$118,683
Across-the-board reduction	-1,999	0	0
CR annual level	<u>0</u>	<u>\$118,683</u>	<u>0</u>
Subtotal, appropriation	<u>118,690</u>	<u>118,683</u>	<u>118,683</u>
Unobligated balance, expiring	<u>-7</u>	<u>0</u>	<u>0</u>
Total, direct obligations	118,683	118,683	118,683

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

	2006	2007	2008
Contractual services and supplies:			
Peer review .....	\$147	\$194	\$194
Other services .....	<u>4,000</u>	<u>4,000</u>	<u>4,000</u>
Subtotal .....	4,147	4,194	4,194
Grants, subsidies, and contributions .....	<u>114,536</u>	<u>114,489</u>	<u>114,489</u>
Total, obligations.....	118,683	118,683	118,683

**INDIAN EDUCATION**

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

Activity	2007 Authorized	2007 Estimate	2008 Authorized	2008 Request
Grants to local educational agencies (ESEA VII-A-1)	Indefinite	\$95,331	Indefinite <sup>1</sup>	\$95,331
Special Program for Indian children (ESEA VII-A-2-7121 & 7122)	Indefinite	19,399	Indefinite <sup>1</sup>	19,399
National activities (ESEA VII-A-3-7131)	Indefinite	3,953	Indefinite <sup>1</sup>	3,953
<u>Unfunded authorizations:</u>				
In-service training for teachers (ESEA VII-A-3-7132)	Indefinite	0	Indefinite <sup>2</sup>	0
Indian fellowships program (ESEA VII-A-3-7133)	Indefinite	0	Indefinite <sup>2</sup>	0
Gifted and talented program (ESEA VII-A-3-7134)	Indefinite	0	Indefinite <sup>2</sup>	0
Grants to tribes for education administrative Planning and development (ESEA VII-A-3-7135)	Indefinite	0	Indefinite <sup>2</sup>	0
Improvement of educational opportunities for adult Indians (ESEA VII-A-3-7136)	<u>Indefinite</u>	<u>0</u>	<u>Indefinite<sup>2</sup></u>	<u>0</u>
Total definite authorization	0		0	
Total appropriation (request subject to reauthorization)		118,683		118,683

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

<sup>2</sup> The GEPA extension applies through September 30, 2008. The Administration is not seeking reauthorizing legislation.

**INDIAN EDUCATION**

**Appropriations History**  
(\$000s)

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	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
1999	\$66,000	\$66,000	\$66,000	\$66,000
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			118,683 <sup>1</sup>
2008	118,683			

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<sup>1</sup> A regular 2007 appropriation for this account had not been enacted at the time the budget was prepared; therefore, this account is operating under a continuing resolution (P.L. 109-289, Division B, as amended). The amounts included for 2007 in this budget reflect the levels provided by the continuing resolution.

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**DEPARTMENT OF EDUCATION FISCAL YEAR 2008 PRESIDENT'S REQUEST**

(in thousands of dollars)						
Account, Program, and Activity	Category Code	2006 Appropriation	2007 Current Estimate	2008 President's Request	2008 President's Request Compared to 2007 Current Level	
					Amount	Percent
<b>Indian Education (ESEA VII)</b>						
1. Grants to local educational agencies (Part A-1)	D	95,331	95,331	95,331	0	0.0%
2. Special programs for Indian children (Part A-2)	D	19,399	19,399	19,399	0	0.0%
3. National activities (Part A-3)	D	3,960	3,953	3,953	0	0.0%
<b>Total</b>	<b>D</b>	<b>118,690</b>	<b>118,683</b>	<b>118,683</b>	<b>0</b>	<b>0.0%</b>
<i>Outlays</i>	<i>D</i>	<i>120,360</i>	<i>120,874</i>	<i>117,370</i>	<i>(3,504)</i>	<i>-2.9%</i>

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2007 BASED ON CONTINUING RESOLUTION (P.L. 109-289) THROUGH 2-15-07

## 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 Bureau of Indian Affairs schools for the education of Indian children; (2) special programs, including 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 \$118.7 million in 2008 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:

- \$95.3 million for Grants to Local Educational Agencies in order to address the particular needs of Indian children enrolled in urban and rural schools.
- \$19.4 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.

## **INDIAN EDUCATION**

### **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 2008 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

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### Grants to local educational agencies

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

FY 2008 Authorization (\$000s): Indefinite <sup>1</sup>

Budget Authority (\$000s):

<u>2007</u>	<u>2008</u>	<u>Change</u>
\$95,331	\$95,331	0

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

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### 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), Bureau of Indian Affairs (BIA)-operated schools, and other BIA-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 2006, 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. 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 BIA 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.

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

## INDIAN EDUCATION

### Grants to local educational agencies

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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 BIA school have used this authority.

Funding levels for the past 5 fiscal years were:

	(\$000s)
2003 .....	\$96,502
2004.....	95,933
2005.....	95,165
2006.....	95,331
2007.....	95,331

### FY 2008 BUDGET REQUEST

In FY 2008, the Administration requests \$95.3 million for the Indian Education Grants to local educational agencies (LEAs) program, the same amount as the fiscal year 2007 continuing resolution 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 Bureau of Indian Affairs (BIA). The 2008 request would provide an estimated per-pupil payment under the formula grant program of \$203, based on a count of approximately 469,000 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 have not always included a sufficient sample of American Indian and Alaska Native students to report on the performance of this subgroup.

## INDIAN EDUCATION

### Grants to local educational agencies

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Data from the 2005 NAEP reading and math assessments show a consistent pattern of achievement results for American Indian and Alaska Native students: while comparisons between Indian students and all other students show that Indian students tend to score lower than students in general, 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 4<sup>th</sup>-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 8<sup>th</sup>-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 4<sup>th</sup>- and 8<sup>th</sup>-grade mathematics assessments showed a similar pattern.

The new NAEP data also allow for the measurement of Indian student achievement over time. For example, the average "scale score" for Indian students in 4<sup>th</sup>-grade reading was 202 in 2003 and 204 in 2005, and in 8<sup>th</sup>-grade reading it was 246 in 2003 and 249 in 2005. In the 2005 NAEP, 48 percent of Indian 4<sup>th</sup>-grade students achieved a performance level of basic or above in reading (compared to 47 percent in 2003), and 59 percent of Indian 8<sup>th</sup>-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 4<sup>th</sup>-graders was 223 in 2003 and 226 in 2005; for 8<sup>th</sup>-graders, it was 263 in 2003 and 264 in 2005. In the 2003 NAEP, 64 percent of Indian 4<sup>th</sup>-grade students achieved a performance level of basic or above in mathematics, and 52 percent of Indian 8<sup>th</sup>-grade students achieved at that level. The increase in 4<sup>th</sup>-grade scale scores was statistically significant, but the increase in 8<sup>th</sup>-grade scores was not.

### ***National Indian Education Study Results***

The NIES also reports additional comparisons of performance between Indian students and their non-Indian peers. The 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 are eligible for that benefit. While 40 percent of the 4<sup>th</sup>-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 4<sup>th</sup>-grade mathematics assessment showed a similar picture; 62 percent of Indian 4<sup>th</sup>-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 EDUCATION

### **Grants to local educational agencies**

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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, compared to 58 percent in urban-fringe or large-town locations, and 42 percent in rural or small-town locations. In the 8<sup>th</sup> 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 4<sup>th</sup> grade and 8<sup>th</sup> 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 BIA 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 4<sup>th</sup>-grade and 8<sup>th</sup>-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 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.

### ***Risk Factors Affecting Indian Student Achievement***

The Indian student population does continue 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

## INDIAN EDUCATION

### Grants to local educational agencies

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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. 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 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 2008 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 grants, strengthening the proof-of-eligibility requirements, and eliminating the Integration of Services authority.

### PROGRAM OUTPUT MEASURES (\$000s)

	<u>2006</u>	<u>2007</u>	<u>2008</u>
Number of awards			
LEAs/Tribal	1,101	1,101	1,101
BIA- grant/contract schools	57	57	57
BIA- operated schools	<u>38</u>	<u>38</u>	<u>38</u>
Total	1,196	1,196	1,196
Distribution of funds			
LEAs/Tribal	\$89,297	\$89,297	\$89,297
BIA- grant/contract schools	3,696	3,696	3,696
BIA- operated schools	<u>2,338</u>	<u>2,338</u>	<u>2,338</u>
Total	\$95,331	\$95,331	\$95,331
Number of eligible students			
LEAs/Tribal	437,769	437,769	437,769
BIA- grant/contract schools	18,921	18,921	18,921
BIA- operated schools	<u>12,318</u>	<u>12,318</u>	<u>12,318</u>
Total	469,008	469,008	469,008
Range of awards (whole dollars)			
Highest	\$2,067,351	\$2,067,351	\$2,067,351
Lowest	\$4,000	\$4,000	\$4,000
Average payment per eligible student	\$203	\$203	\$203

## INDIAN EDUCATION

### Grants to local educational agencies

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#### PROGRAM PERFORMANCE INFORMATION

##### Performance Measures

This section presents program performance information, including GPRA goals, objectives, measures, and performance targets and data; and an assessment of the progress made toward achieving program results. Achievement of results is based on the cumulative effect of the resources provided in previous years and those requested in FY 2008 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). 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 4<sup>th</sup>- and 8<sup>th</sup>-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.*

<b>Measure:</b> 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	

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### Grants to local educational agencies

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<b>Measure:</b> 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	

<b>Measure:</b> 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	

<b>Measure:</b> 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	

**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 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 based on the 2005 data, the first year for which we will 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 4<sup>th</sup>- and 8<sup>th</sup>-graders, although the 8<sup>th</sup>-grade increase was small. The oversample of 4<sup>th</sup>- and 8<sup>th</sup>- grade American Indian and

## INDIAN EDUCATION

### Grants to local educational agencies

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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.

#### Efficiency Measure

The Department adopted an efficiency measure in response to the PART review. The measure tracks the number of eligible applications not funded on a timely basis due to administrative error. The baseline was fiscal year 2005, and the number of applications not funded on a timely basis due to administrative error was one. If the number remains low, the Department will seek a new efficiency measure that tracks an area in which greater improvement could be made.

#### Follow-up on PART Findings and Recommendations

The Indian Education Grants to local educational agencies program was 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 the program vulnerable to abuse, and its small minimum grant size may limit overall program effectiveness by spreading resources too thinly to impact Indian student achievement.

In response to the PART finding that the program lacked sufficient data to demonstrate effectiveness and accountability, the Department has established several new long-term and annual performance measures. 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 reading in 4<sup>th</sup> grade and in mathematics in 8<sup>th</sup> grade, 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 Department expects to have baseline data available in the spring of 2007, at which time performance targets will be established. The availability of new data should enable the Department to conduct a new PART review (and take the program out of the “Results Not Demonstrated” status) during 2007.

The PART review also recommended that the Department take steps to improve the management of the program. The Department is in the process of developing a web-based Performance Measures Tracking System, which will maintain 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 and will also improve the quality and timeliness of reporting student achievement data for approximately 1,200 grantees. The system is expected to be fully operational with data available by the fall of 2007.



## INDIAN EDUCATION

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### Special programs for Indian children

(Elementary and Secondary Education Act of 1965, Title VII, Part A, Subpart 2, Sections 7121 and 7122)

FY 2008 Authorization (\$000s): Indefinite <sup>1</sup>

Budget Authority (\$000s):

<u>2007</u>	<u>2008</u>	<u>Change</u>
\$19,399	\$19,399	0

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<sup>1</sup> The GEPA extension applies through September 30, 2008; reauthorizing legislation is sought.

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### 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 BIA-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

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Funding levels for the past 5 fiscal years were:

	(\$000s)
2003.....	\$19,870
2004.....	19,753
2005.....	19,595
2006.....	19,399
2007.....	19,399

### FY 2008 BUDGET REQUEST

The Administration requests \$19.4 million for Special Programs for Indian Children, the same as the fiscal year 2007 continuing resolution level. Funds would provide continued support for initiatives that address the special educational needs of American Indian children.

For fiscal year 2008, the Department plans to use about \$7.7 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 2008.

For the American Indian Teacher Corps initiative, the Department would use about \$9.5 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 do not relate well 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. Finally, 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 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 schools. In addition, the grantees receive funding to provide training to administrators who are

## INDIAN EDUCATION

### Special programs for Indian children

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working in Indian schools, in order to enhance their knowledge of effective education reforms and practices.

#### ***Elementary and Secondary Education Act Reauthorization***

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 2008 under reauthorized legislation. At this time, the Administration is planning to propose reauthorization of this program without significant changes.

#### PROGRAM OUTPUT MEASURES (\$000s)

	<u>2006</u>	<u>2007</u>	<u>2008</u>
<b>Demonstration Grants</b>			
New awards	\$2,985	\$2,081	\$1,231
Continuation awards	<u>6,400</u>	<u>4,754</u>	<u>6,432</u>
Total	9,385	6,835	7,663
Number of new awards	14	9	5
Number of continuation awards	24	21	27
<b>Professional Development</b>			
<u>Teacher Corps initiative</u>			
New awards	\$3,458	\$2,100	\$1,966
Continuation awards	<u>4,638</u>	<u>8,035</u>	<u>7,548</u>
Total	8,096	10,135	9,514
Number of new awards	11	7	7
Number of continuation awards	23	23	30
Number of individuals served	471	466	540
<u>Administrator Corps initiative</u>			
New awards	\$298	\$650	\$650
Continuation awards	<u>1,389</u>	<u>1,585</u>	<u>1,378</u>
Total	1,687	2,235	2,028
Number of new awards	1	2	2
Number of continuation awards	8	5	7
Number of individuals served	148	149	150
<b>Peer review</b>	<b>\$194</b>	<b>\$194</b>	<b>\$194</b>

## INDIAN EDUCATION

### **Special programs for Indian children**

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#### PROGRAM PERFORMANCE INFORMATION

##### **Performance Measures**

The Department established new performance measures for this program in 2005. The indicators for the Administrator and Teacher Corps measure the percentage of program participants who become school administrators and teachers in schools with high concentrations of Native American students and the percentage of program participants who receive full State licensure. For the Demonstration Grants, the indicators for early childhood programs measure the percentage of pre-school students who gain school readiness skills. Indicators for the Demonstration Grants college preparation programs measure the percentage of students completing core subjects and the percentage of participating students attaining at least the district average score in national college entrance examinations (the ACT and the SAT) and preliminary college entrance examinations (the PSAT). The Department expects to have baseline data, with which to establish performance targets, available later this winter. Baseline data will be obtained from annual grantee performance reports.

## INDIAN EDUCATION

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### National activities

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

FY 2008 Authorization (\$000s): Indefinite <sup>1</sup>

Budget Authority (\$000s):

<u>2007</u>	<u>2008</u>	<u>Change</u>
\$3,953	\$3,953	0

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

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

## INDIAN EDUCATION

### National activities

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Funding levels for the past 5 fiscal years were:

	(\$000s)
2003.....	\$5,201
2004.....	5,170
2005.....	5,129
2006.....	3,960
2007.....	3,953

### FY 2008 BUDGET REQUEST

For 2008, the Administration requests \$3.95 million for National Activities, the same amount as the fiscal year 2007 continuing resolution level. 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 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 2008 funds will be used for several studies including:

- The sixth 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. The oversampling is giving us reliable, national-level data on Indian students' performance in reading and mathematics. The 2008 appropriation will support data analyses of Indian students' performance in the 2007 NAEP administration, as well as the initial stages of oversampling Indian students in the 2009 administration of the NAEP reading and mathematics assessments.

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

## INDIAN EDUCATION

### National activities

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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 Indian component of the NCES Early Childhood Longitudinal Study-birth cohort (ECLS-B). The ECLS-B is a national study on children's health, development, care, and education during the formative years from birth through kindergarten. The Department issued its first ECLS report on Indian students in August 2005. The longitudinal study will be completed in 2008.
- The Performance Measures Tracking System, which will maintain grant application and performance management data within the ED*Facts* system. This project will incorporate a web-based system for grant applications and performance reports, and will improve the quality and timeliness of grant data while reducing burden on grantees.

Fiscal year 2008 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. National Activities funds will support a symposium for State superintendents from States with the largest Indian student populations, Indian education coordinators from State departments of education, tribal leaders, and representatives from educational foundations. The Department will also explore additional areas that would benefit from evaluation and technical assistance activities.

### Elementary and Secondary Education Act Reauthorization

The Indian Education National Activities 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 2008 under reauthorized legislation, and the request is based on the Administration's reauthorization proposal. The Administration will propose the repeal of the unfunded National Activities authorizations but, otherwise, is not planning to propose any changes to this program.

## INDIAN EDUCATION

### National activities

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PROGRAM OUTPUT MEASURES (\$000s)	<u>2006</u>	<u>2007</u> <sup>1</sup>	<u>2008</u> <sup>1</sup>
Early Childhood Longitudinal Survey	0	\$400	\$400
National Study of Indian Education	\$1,425	\$2,000	\$1,875
Performance Measures Tracking System	\$774	\$649	\$649
Other Research, Analysis, and Technical Assistance Activities	\$1,761	\$904	\$1,029

<sup>1</sup> Reflects preliminary estimates pending final approval of a spending plan.

### PROGRAM PERFORMANCE INFORMATION

#### 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 later this winter.



## INDIAN EDUCATION

### Grants to Local Educational Agencies

State or Other Area	2006 Actual	2007 Estimate	2008 Estimate	Change from 2007 Estimate
Alabama	1,704,283	1,704,283	1,704,282	(1)
Alaska	9,152,258	9,152,258	9,152,252	(6)
Arizona	10,653,755	10,653,755	10,653,749	(6)
Arkansas	1,072,372	1,072,372	1,072,371	(1)
California	6,359,784	6,359,784	6,359,780	(4)
Colorado	669,970	669,970	669,970	0
Connecticut	0	0	0	0
Delaware	0	0	0	0
District of Columbia	0	0	0	0
Florida	60,570	60,570	60,570	0
Georgia	0	0	0	0
Hawaii	0	0	0	0
Idaho	444,534	444,534	444,534	0
Illinois	82,713	82,713	82,713	0
Indiana	0	0	0	0
Iowa	199,450	199,450	199,450	0
Kansas	969,616	969,616	969,615	(1)
Kentucky	0	0	0	0
Louisiana	775,698	775,698	775,698	0
Maine	125,343	125,343	125,343	0
Maryland	159,391	159,391	159,391	0
Massachusetts	41,399	41,399	41,399	0
Michigan	3,228,581	3,228,581	3,228,579	(2)
Minnesota	3,249,968	3,249,968	3,249,966	(2)
Mississippi	352,794	352,794	352,793	(1)
Missouri	105,325	105,325	105,325	0
Montana	2,968,743	2,968,743	2,968,741	(2)
Nebraska	694,698	694,698	694,698	0
Nevada	686,460	686,460	686,459	(1)
New Hampshire	0	0	0	0
New Jersey	53,679	53,679	53,679	0
New Mexico	7,918,284	7,918,284	7,918,279	(5)
New York	1,566,228	1,566,228	1,566,227	(1)
North Carolina	3,375,446	3,375,446	3,375,444	(2)
North Dakota	1,589,931	1,589,931	1,589,930	(1)
Ohio	0	0	0	0
Oklahoma	22,451,890	22,451,890	22,451,875	(15)
Oregon	2,397,481	2,397,481	2,397,480	(1)
Pennsylvania	0	0	0	0
Rhode Island	0	0	0	0
South Carolina	0	0	0	0
South Dakota	3,240,425	3,240,425	3,240,423	(2)
Tennessee	0	0	0	0
Texas	278,869	278,869	278,868	(1)
Utah	1,129,399	1,129,399	1,129,399	0
Vermont	133,889	133,889	133,889	0
Virginia	9,676	9,676	9,676	0
Washington	4,438,506	4,438,506	4,438,503	(3)
West Virginia	0	0	0	0
Wisconsin	2,467,212	2,467,212	2,467,211	(1)
Wyoming	522,440	522,440	522,439	(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 Associated S	0	0	0	0
Indian set-aside	0	0	0	0
Other (non-State all	0	0	0	0
Total	95,331,060	95,331,060	95,331,000	(60)