

Department of Education
INDIAN EDUCATION
Fiscal Year 2022 Budget Request

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*State tables reflecting final 2020 allocations and 2021 and 2022 estimates are posted on the Department's webpage at: <https://www2.ed.gov/about/overview/budget/statetables/index.html>

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Appropriations Language

For expenses necessary to carry out, to the extent not otherwise provided, title VI, part A of the ESEA, [\$181,239,000] \$186,239,000, of which \$67,993,000 shall be for subpart 2 of part A of title VI and \$7,865,000 shall be for subpart 3 of part A of title VI:¹ *Provided*, That the 5 percent limitation in sections 6115(d), 6121(e), and 6133(g) of the ESEA on the use of funds for administrative purposes shall apply only to direct administrative costs:² *Provided further*, That the Secretary may make awards under subpart 3 of Part A of title VI without regard to the funding limitation in section 6133(b)(1) of the ESEA:³ *Provided further*, That notwithstanding sections 6132(c)(2) and 6133(d)(1) of such Act, the Secretary may make such awards for a period of up to 5 years.⁴ (*Department of Education Appropriations Act, 2021.*)

NOTE

Each language provision that is followed by a footnote reference is explained in the Analysis of Language Provisions and Changes document which follows the appropriation language.

INDIAN EDUCATION

Analysis of Language Provisions and Changes

Language Provision	Explanation
<p>¹ ... of which \$67,993,000 shall be for subpart 2 of part A of title VI and \$7,365,000 shall be for subpart 3 of part A of title VI:</p>	<p>This language specifies the funding level for the Special Programs for Indian Children and National Activities programs and overrides the authorization level.</p>
<p>² <i>Provided</i>, That the 5 percent limitation in sections 6115(d), 6121(e), and 6133(g) of the ESEA on the use of funds for administrative purposes shall apply only to direct administrative costs:</p>	<p>This language specifies that the administrative cost restrictions in sections 6115(d), 6121(e), and 6133(g) apply only to direct administrative costs, not indirect administrative costs.</p>
<p>³ <u><i>Provided further</i>, That the Secretary may make awards under subpart 3 of Part A of title VI without regard to the funding limitation in section 6133(b)(1) of the ESEA:</u></p>	<p>This language allows the Secretary to make Native language immersion grants without regard to the funding limitation in section 6133(b)(1).</p>
<p>⁴ <u><i>Provided further</i>, That notwithstanding sections 6132(c)(2) and 6133(d)(1) of such Act, the Secretary may make such awards for a period of up to 5 years.</u></p>	<p>This language allows the Secretary to make State-Tribal Education Partnership and Native language immersion grants for up to 5 years.</p>

INDIAN EDUCATION

Appropriation, Adjustment, and Transfers
(dollars in thousands)

Appropriation/Adjustments/Transfers	2020	2021	2022
Discretionary:			
Appropriation.....	<u>\$180,739</u>	<u>\$181,239</u>	<u>\$186,239</u>
Total, discretionary appropriation....	180,739	181,239	186,239
Mandatory:			
Supplemental, ARP Act (P.L 117-02)....	0	20,000	0
Total, mandatory appropriation	<u>0</u>	<u>20,000</u>	<u>0</u>
Total, discretionary and mandatory appropriation	180,739	201,239	186,239

INDIAN EDUCATION

Summary of Changes
(dollars in thousands)

2021	\$181,239
2021 Mandatory Supplemental, ARP Act (P.L. 117-02)	20,000
2022	<u>186,239</u>
Net change	+5,000

Increases:	<u>2021 base</u>	<u>Change from base</u>
<u>Program:</u>		
Grants to Local Educational Agencies	\$105,381	+\$5,000
Subtotal, increases		5,000
Net change		+5,000

INDIAN EDUCATION

Authorizing Legislation
(dollars in thousands)

Activity	2021 Authorized	2021 Estimate	2022 Authorized	2022 Request
Grants to local educational agencies (ESEA VI-A-1). Special programs for Indian children (ESEA VI-A-2-6121 & 6122)	\$106,525	\$105,381	To be determined ¹	\$110,381
.....	17,993	67,993	To be determined ¹	67,993
National activities (ESEA VI-A-3-6131).....	<u>5,565</u>	<u>7,865</u>	To be determined ¹	<u>7,865</u>
Total definite authorization.....	130,083		To be determined ¹	
Total annual appropriation		181,239		186,239

¹ The GEPA extension expires September 30, 2021; reauthorizing legislation is sought for FY 2022.

INDIAN EDUCATION

Appropriations History (dollars in thousands)

Year	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
2013	\$130,779	\$130,997 ¹	\$130,779 ¹	\$123,939
2014	130,779	N/A ²	130,381 ³	123,939
2015	123,939	N/A ²	123,939 ⁴	123,939
2016	173,939	143,939 ⁵	123,939 ⁵	143,939
2017	174,939	174,939 ⁶	143,939 ⁶	164,939 ⁸
2018	143,665	164,939 ⁷	165,239 ⁷	180,239 ⁹
2019	164,939	180,239 ⁸	180,239 ⁸	180,239
2020	180,739	186,374	180,739 ⁹	180,739 ⁹
2021	180,739	181,239	180,739 ¹⁰	181,239 ¹¹
2021 Mandatory Supplemental, ARP Act (P.L. 117-02)	0	0	0	20,000 ¹²
2022	186,239			

¹ The levels for the House and Senate allowances reflect action on the regular annual 2013 appropriations bill, which proceeded in the 112th Congress only through the House Subcommittee and the Senate Committee.

² The House allowance is shown as N/A because there was no Subcommittee action.

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

⁴ The level for the Senate allowance reflects Senate Subcommittee action only.

⁵ The levels for House and Senate allowances reflect action on the regular annual 2016 appropriations bill, which proceeded in the 114th Congress only through the House Committee and the Senate Committee.

⁶ The levels for House and Senate allowances reflect Committee action on the regular annual 2017 appropriation bill; the Appropriation reflects the Consolidated Appropriations Act, 2017.

⁷ The level for the House allowance reflects floor action on an Omnibus appropriation bill; the Senate allowance reflects Committee action on the regular annual 2018 appropriations bill; the Appropriation reflects the Consolidated Appropriations Act, 2018 (P.L. 115-141).

⁸ The levels for the House and Senate allowance reflect Committee action on the regular annual 2019 appropriations bill; the Appropriation reflects enactment of the Department of Defense and Labor, Health and Human Services, and Education Appropriations Act, 2019 (P.L. 115-245).

⁹ The Senate allowance reflects the Chairman's mark; the Appropriation reflects the Further Consolidated Appropriation Act, 2020 (P.L. 116-94).

¹⁰ The level for the Senate Allowance reflects the Chairman's mark; the Appropriation reflects Division H of the Consolidated Appropriations Act, 2021 (P.L. 116-260).

¹¹ The level for the Senate Allowance reflects the Chairman's mark; the Appropriation reflects Division H of the Consolidated Appropriations Act, 2021 (P.L. 116-260).

¹² The Appropriation reflects the American Rescue Plan Act of 2021 (P.L. 117-02).

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Significant Items in FY 2021 Appropriations Reports

National Activities

- Omnibus: The agreement includes \$7,865,000 for National Activities, \$500,000 above the fiscal year 2020 enacted level. The fiscal year 2021 increase to National Activities is directed to support the Department's Native American language immersion grant program. Funds for the Native American language immersion program should continue be allocated to all types of eligible entities, including both new and existing language immersion programs and schools, to support the most extensive possible geographical distribution and language diversity. Further, the Department should continue to give the same consideration to applicants that propose to provide partial immersion schools and programs as to full immersion, as the local Tribes, schools, and other applicants know best what type of program will most effectively assist their youth to succeed.
- Senate: The Committee continues to note that there are significant cognitive, psychological, and academic benefits that result from Native American language immersion programs, and that language education programs are essential for tribal self-determination. Within the total, the Committee recommendation includes no less than \$2,811,000 for Native American language immersion programs authorized under section 6133 of ESEA. The Committee intends that these funds be allocated to all types of eligible entities, including both new and existing language immersion programs and schools, to support the most extensive possible geographical distribution and language diversity. Further, the Committee directs the Department to give the same consideration to applicants that propose to provide partial immersion schools and full immersion schools, as the local tribes, schools, and other applicants know best what type of program will most effectively assist their youth to succeed.
- Response: The Department plans to award one new Native American language immersion grant in fiscal year 2021 from the fiscal year 2020 slate. If the Department does hold a new competition for Native American language immersion grants in fiscal year 2021, we will give the same consideration to applicants that propose to provide partial immersion schools and full immersion schools.

INDIAN EDUCATION

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DEPARTMENT OF EDUCATION FISCAL YEAR 2022 PRESIDENT'S BUDGET
(in thousands of dollars)

	Cat Code	2020 Appropriation	2021 Appropriation	2022 Request	2022 Request Compared to 2021 Appropriation	
					Amount	Percent
Indian Education (ESEA VI)						
1. Grants to local educational agencies (Part A-1)	D	105,381	105,381	110,381	5,000	4.74%
2. Special programs for Indian children (Part A-2)	D	67,993	67,993	67,993	0	0.00%
3. National activities (Part A-3)	D	7,365	7,865	7,865	0	0.00%
Total	D	180,739	181,239	186,239	5,000	2.76%

NOTES: D = discretionary program; M = mandatory program
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 VI, Part A of the Elementary and Secondary Education Act, as amended (ESEA). These programs provide support for the education of Indian students, including preschool children. The activities include: (1) direct assistance to local educational agencies (LEAs) and Department of the Interior/Bureau of Indian Education schools for the education of Indian children, (2) special programs, including demonstrations and the training of Indian individuals as educators, and (3) research, evaluation, data collection, technical assistance, and other national activities. The programs promote the efforts of schools, LEAs, and Indian Tribes and organizations to meet the unique educational and culturally related academic needs of their American Indian and Alaska Native students.

The Administration requests \$186.2 million for fiscal year 2022 for Indian Education programs, \$5.0 million more than the fiscal year 2021 level. The request would provide:

- \$110.4 million for Grants to Local Educational Agencies, an increase of \$5 million, to help them address the particular needs of Indian children enrolled in urban and rural schools.
- \$68.0 million for Special Programs for Indian Children to make new and continuation awards under Demonstration Grants and new and continuation awards under the Professional Development program.
- \$7.9 million for National Activities to support research that will provide information on the educational needs and status of the Indian population and to provide technical assistance and support to educators serving that population. The National Activities request would also support continuation awards for Native language immersion grants, and would support new grants to Tribal educational agencies to build their capacity by entering into agreements with SEAs and LEAs to administer education programs.

INDIAN EDUCATION

Grants to local educational agencies

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

(dollars in thousands)

FY 2022 Authorization: To be determined ¹

Budget Authority:

<u>2021</u> <u>Appropriation</u>	<u>2022</u> <u>Request</u>	<u>Change from</u> <u>2021 to 2022</u>
\$105,381	\$110,381	\$5,000

¹ The GEPA extension expires September 30, 2021; reauthorizing legislation is sought for FY 2022.

PROGRAM DESCRIPTION

The program supports formula grants that provide assistance to elementary and secondary schools for programs serving Indian students, including preschool children. Grants primarily go to local educational agencies (LEAs) and schools operated or supported by the Bureau of Indian Education (BIE), which is part of the Department of the Interior, to help meet the unique cultural, language, and educational needs of such students and ensure that all students meet challenging State academic standards. The program also makes awards to Indian Tribes, Indian organizations, or Indian community-based organizations representing 50 percent or more of the children in the schools of an LEA that does not apply for funding. In fiscal year 2020, 29 Tribes received such awards.

While allocations are determined by a statutory formula, each applicant must annually develop and submit to the Department a comprehensive plan for meeting the needs of Indian children. Each applicant must develop this plan in collaboration with a local committee comprised primarily of parents and family members of Indian children and must include student performance goals, an explanation of how it will assess and report on students' progress toward meeting these goals, and a description of proposed professional development activities.

The program makes formula allocations only to LEAs, BIE schools, or other eligible entities in which the number of American Indian/Alaska Native (AI/AN) children is at least 10 or constitutes at least 25 percent of total enrollment. LEAs in California, Alaska, and Oklahoma, and those located on or near reservations are exempt from this requirement. The grant amount is determined by multiplying the number of Indian children in an LEA by the average per-pupil expenditure in the LEA's State or 80 percent of the average per-pupil expenditure in the U.S., whichever is greater. Grants are then ratably reduced to fit within the available appropriation. In addition, the statute requires that each participating LEA receive at least \$3,000.

INDIAN EDUCATION

Grants to local educational agencies

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2017	\$100,381
2018	105,381
2019	105,381
2020	105,381
2021	105,381

FY 2022 BUDGET REQUEST

The Administration requests \$110.4 million for the Indian Education Grants to LEAs program in fiscal year 2022, \$5 million more than the fiscal year 2021 appropriation. The request reflects the Department's commitment to maintaining strong support for formula grant programs supporting underserved student populations. Funds would support supplemental educational services to a student population that is heavily affected by poverty and challenges to educational attainment, providing an average estimated per-pupil payment of \$246 for nearly 450,000 eligible AI/AN elementary and secondary students nationwide.

This program is the Department's largest vehicle to support local efforts to address the unique academic and cultural needs of AI/AN children in public schools. Grants supplement the regular school program, helping AI/AN children develop their academic skills and participate in enrichment programs that would otherwise be unavailable. Approximately 90 percent of AI/AN students enrolled in public schools attend schools that receive funds from the program.

Schools serving AI/AN students need additional supports to ensure student success. For example, AI/AN students are more likely to be identified for services under the Individuals with Disabilities Education Act (IDEA) than students from any other racial/ethnic group. While IDEA, Part B served 13.2 percent of all U.S. children ages 3 to 21 in 2015-2016, it served 17.2 percent of AI/ANs of the same age. Further, absenteeism rates for AI/AN students are higher than for other students, particularly chronic absenteeism, defined as missing at least 15 days of school in an academic year. In the 2015-2016 school year, 26 percent of AI/AN students were chronically absent, compared to 16 percent of all students. Absenteeism translates into less time for classroom instruction and learning and has harmful effects on students' academic outcomes, including proficiency rates in core subjects, and contributes to the likelihood of dropping out of high school.

The achievement of AI/AN students, as measured by the National Assessment of Education Progress (NAEP), has not improved since 2005 even as other racial/ethnic groups have shown significant gains. For example, the average scale score for AI/AN students in 4th grade reading was 204 in 2005 and 204 in 2019, and the 8th grade reading scale score was 249 in 2005 and 248 in 2019, reflecting a statistically insignificant change over a period in which all other groups had statistically significant increases. NAEP math results for AI/AN students showed a similar pattern relative to the achievement of other disadvantaged student groups over the same period.

INDIAN EDUCATION

Grants to local educational agencies

High school graduation rate data, while showing modest improvement in recent years, also demonstrate the supports needed to serve AI/AN students. While the AI/AN graduation rate increased from 65 percent in 2010-2011 to 75 percent in 2016-2017, mirroring national trends, that rate remains the lowest among all racial/ethnic groups. The “status” dropout rate (which represents the proportion of non-institutionalized young people ages 16 through 24 who are out of school and who have not earned a high school credential) for AI/AN youth was 10 percent in 2017, compared to the overall national average of 5 percent. Furthermore, while AI/AN enrollment in postsecondary education for 18- to 24-year-olds increased from 16 percent in 2000 to 41 percent 2010, it dropped to 20 percent in 2017 and remains well below the rate for all students (40 percent).

The data described above demonstrate the importance of providing continued supplemental funding to LEAs serving AI/AN students while also supporting Federal, State, and local efforts to use that funding more effectively to improve outcomes for these students.

In accordance with Executive Order 13592, the Department is participating with the BIE in the Interagency Working Group on AI/AN Education. The Working Group is in the process of developing and implementing goals, benchmarks, and key activities for improving educational outcomes for AI/AN students, in part through more effective use of Indian Education Grants to LEAs.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>
Number of awards			
LEAs	1,144	1,144	1,144
Tribes	29	29	29
BIE- grant/contract schools	84	84	84
BIE- operated schools	54	54	54
Indian community-based organizations	<u>2</u>	<u>2</u>	<u>2</u>
Total	1,313	1,313	1,313
Distribution of funds			
LEAs	\$96,349	\$96,349	\$100,921
Tribes	\$1,482	\$1,482	\$1,552
BIE- grant/contract schools	\$4,875	\$4,875	\$5,106
BIE- operated schools	\$2,423	\$2,423	\$2,538
Indian community-based organizations	<u>\$ 252</u>	<u>\$ 252</u>	<u>\$264</u>
Total	\$105,381	\$105,381	\$110,381

INDIAN EDUCATION

Grants to local educational agencies

<u>Output Measures</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>
Number of eligible students			
LEAs	408,588	408,588	408,588
Tribes	6,101	6,101	6,101
BIE- grant/contract schools	21,821	21,821	21,821
BIE- operated schools	11,335	11,335	11,335
Indian community-based organizations	<u>990</u>	<u>990</u>	<u>990</u>
Total	448,835	448,835	448,835
Range of awards (whole dollars)			
Highest	\$2,739,488	\$2,739,488	\$2,739,488
Lowest	\$4,000	\$4,000	\$4,000
Average allocation	\$80,260	\$80,260	\$84,068
Average payment per eligible student	\$235	\$235	\$246

NOTE: The Department is authorized to reserve up to 0.5 percent of funds appropriated for most ESEA programs, including Indian Education Grants to LEAs, and pool those funds to support the evaluation of any ESEA program. While the Department did not reserve funds from the Indian Education Grants to LEAs program for this purpose in fiscal year 2020, it may do so in fiscal years 2021 and 2022.

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data. Achievement of program results is based on the cumulative effect of the resources provided in previous years, and those requested in fiscal year 2022 and future years, as well as the resources and efforts invested by those served by this program. The Department will be reviewing GPRA program performance goals, objectives, and measures for Indian Education Grants to LEAs for possible revision in future years to ensure alignment with Administration policy.

The current performance indicators for this program use data from the National Assessment of Educational Progress (NAEP) and State assessments to track Indian students' educational status. Since the 2005 NAEP, the Department has oversampled AI/AN students in the biennial NAEP 4th-grade and 8th-grade reading and math assessments in order to generate reliable, national-level data on AI/AN student performance. After the 2011 assessment, the Department began oversampling AI/AN students on NAEP only every other cycle (i.e., every four years instead of every two years). AI/AN students were oversampled for the 2019 assessment and will next be oversampled in 2024.

INDIAN EDUCATION

Grants to local educational agencies

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

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

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

Year	Target	Actual – AI/AN	Actual – All Students
2013	56%	51%	68%
2015	58	52	69
2017	60	48	68
2019	62	50	66
2021	64		

Measure: The percentage of American Indian and Alaska Native students in grade 8 who score at or above the basic level in reading on NAEP.

Year	Target	Actual – AI/AN	Actual – All Students
2013	67%	62%	78%
2015	69	63	76
2017	71	63	76
2019	73	59	73
2021	75		

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

Year	Target	Actual – AI/AN	Actual – All Students
2013	76%	68%	83%
2015	78	69	82
2017	80	69	80
2019	82	67	81
2021	84		

INDIAN EDUCATION

Grants to local educational agencies

Measure: The percentage of American Indian and Alaska Native students in grade 8 who score at or above the basic level in math on NAEP.

Year	Target	Actual – AI/AN	Actual – All Students
2013	61%	59%	74%
2015	63	57	71
2017	65	56	70
2019	67	51	69
2021	69		

Additional information: The percentage of AI/AN students meeting or exceeding performance standards established by the National Assessment of Educational Progress is an indicator of the success of efforts (including those funded by this program) to raise the population’s educational achievement.

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

Year	Target	Actual – AI/AN	Actual – All Students
2017	100%	31.6%	50.2%
2018	100	29.8	49.9
2019	100		
2020	100		
2021	100		
2022	To be determined		

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

Year	Target	Actual – AI/AN	Actual – All Students
2017	100%	27.4%	46.2%
2018	100	26.7	46.9
2019	100		
2020	100		
2021	100		
2022	To be determined		

Additional information: State assessments provide the basis for school and LEA accountability under ESEA Title I. The Department expects to have 2019 data later in 2021, and is developing targets based on the reauthorized ESEA following the final approval of ESEA consolidated plans for all States in 2018.

INDIAN EDUCATION

Grants to local educational agencies

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

Year	Target	Actual
2017	0.0	18.6%
2018	0.0	20.1
2019	0.0	
2020	0.0	
2021	0.0	
2022	To be determined	

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
2017	0.0	18.8%
2018	0.0	20.2
2019	0.0	
2020	0.0	
2021	0.0	
2022	To be determined	

Additional information: The Department expects to have 2019 data later in 2021 and is developing targets based on the reauthorized ESEA following the final approval of ESEA consolidated plans for all States in 2018.

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

Year	Target	Actual
2017	77%	73%
2018	79	74
2019	81	
2020	83	
2021	85	
2022	To be determined	

Additional information: This measure is calculated as the simple average among the States, a method that, while not statistically accurate, provides a reasonable proxy for GPRA purposes. The Department recently revised its targets for this measure to better align with results. The Department expects to have 2019 data later in 2021.

INDIAN EDUCATION

Special programs for Indian children

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

(dollars in thousands)

FY 2022 Authorization: To be determined ¹

Budget Authority:

	2021 <u>Appropriation</u>	2022 <u>Request</u>	Change from <u>2021 to 2022</u>
	\$67,993	\$67,993	0

¹ The GEPA extension expires September 30, 2021; reauthorizing legislation is sought for FY 2022.

PROGRAM DESCRIPTION

The program supports discretionary grants designed to improve the quality of education for Indian students and to prepare and develop Indian individuals to serve as teachers and school administrators. Funds are awarded competitively under the following authorities:

- Improvement of Educational Opportunities for Indian Children and Youth (Section 6121) (Demonstration Grants). Under this program, the Department makes 4-year discretionary grants to State educational agencies (SEAs), local educational agencies (LEAs), Indian Tribes and organizations, federally supported elementary or secondary schools for Indian students, and Indian institutions (including Indian institutions of higher education), or a consortium of such institutions, to improve Indian student achievement. The statute authorizes demonstration grants in such areas as innovative educational programs, remedial instruction, bilingual and bicultural programs, programs to increase high school graduation rates for Indian children and youth, guidance and counseling, early childhood and kindergarten programs, and family literacy services. From 2009 to 2015, the Department funded Demonstration Grant projects in the areas of early childhood and secondary-to-postsecondary-education transition. From 2015 to 2019, the Department used funding for Native Youth Community Projects (NYCP) to support community-driven strategies to improve the college- and career-readiness of Native youth. In 2020, the Department funded projects to expand educational choice.
- Professional Development (Section 6122). Under this program, the Department makes 5-year discretionary grants to (1) IHEs, or (2) SEAs, LEAs, Indian Tribes and organizations, and BIE-funded schools, in consortium with IHEs, to increase the number of Indian individuals qualified in teaching, school administration, and other education professions, and to improve the skills of those individuals. Individuals receiving preparation and development under this program are required to secure employment in a field related to their education and benefiting Indian individuals or to pay back the amount of the assistance. Awards focus on pre-service teacher and pre-service administrator training.

INDIAN EDUCATION

Special programs for Indian children

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2017	\$57,993
2018	67,993
2019	67,993
2020	67,993
2021	67,993

FY 2022 BUDGET REQUEST

The Administration requests \$68.0 million for Special Programs for Indian Children in fiscal year 2022, the same as the fiscal year 2021 appropriation. The request includes appropriations language overriding the authorized funding level for this program. Funds would be used to support approximately \$9.4 million in new NYCP Demonstration grants, \$38.1 million in Choice continuation grants, and about \$19.9 million in new and continuation awards to IHEs and other eligible entities under the Professional Development program.

NYCP is designed to support community-driven strategies to improve college- and career-readiness of Native youth by focusing on the unique educational needs of American Indian and Alaska Native (AI/AN) children. Funds help address longstanding, unmet needs demonstrated in part by the educational outcome data described elsewhere in this account under Indian Education Grants to LEAs. For fiscal year 2022, the Department would use about \$9.4 million for new NYCP awards under the Demonstration Grants authority to support culturally and linguistically relevant coordinated strategies that are informed by evidence and data and address the greatest in- and out-of-school challenges to student college- and career-readiness. The Department also is exploring possible changes to the program for fiscal year 2022, including the potential use of additional priorities, to strengthen new NYCP projects.

For the Professional Development program, the Department would use about \$19.9 million for new and continuation awards to IHEs and other eligible entities to effectively prepare Indian students to be teachers and school administrators to work in schools with concentrations of Indian children and youth. Grants support teacher preparation programs at IHEs, including tribal colleges and universities, and support efforts to recruit students that are likely to remain in teaching and administration positions in schools with a high proportion of Indian students, and provide comprehensive services, including support for tuition and living expenses for the students as well as program development and operational costs for the institutions.

INDIAN EDUCATION

Special programs for Indian children

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>
Demonstration Grants			
Funding for Choice new awards	\$24,127	0	0
Funding for Choice continuation awards	0	\$36,916	\$38,074
Funding for NYCP new awards			\$9,361
Funding for NYCP continuation awards	<u>\$37,866</u>	<u>\$21,073</u>	<u>0</u>
Total	\$61,993	\$57,989	\$47,435
Number of Choice new awards	40	0	0
Number of Choice continuation awards	0	40	40
Number of NYCP new awards	0	0	12
Number of NYCP continuation awards	61	37	0
Professional Development			
Funding for new awards	0	\$8,487	\$9,360
Funding for continuation awards	<u>\$5,643</u>	<u>\$1,372</u>	<u>\$10,518</u>
Total	\$5,643	\$9,859	\$19,878
Number of new awards	0	28	31
Number of continuation awards	19	19	47
Peer Review of new award applications	\$357	\$145	\$680

NOTE: The Department is authorized to reserve up to 0.5 percent of funds appropriated for most ESEA programs, including Special programs for Indian children, and pool those funds to support the evaluation of any ESEA program. While the Department did not reserve funds from the Special programs for Indian children program for this purpose in fiscal year 2020, it may do so in fiscal years 2021 and 2022.

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data. Achievement of program results is based on the cumulative effect of the resources provided in previous years, and those requested in fiscal year 2022 and future years, as well as the resources and efforts invested by those served by this program. The Department will be reviewing GPRA program performance

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goals, objectives, and measures for Special Programs for Indian Children for possible revision in future years to ensure alignment with Administration policy.

Demonstration Grants – Native Youth Community Projects

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

Year	Target	Actual
2017	Not available	Not available
2018	75%	78%
2019	76	56
2020	77	
2021	78	
2022	79	

Additional information: Due to concerns about data quality and consistency, the Department is not able to report data for 2017. Data for 2020 will be available in fall 2021.

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

Year	Target	Actual
2017	Not available	Not available
2018	Baseline	88%
2019	80%	78
2020	81	
2021	82	
2022	83	

Additional information: Due to concerns about data quality and consistency, the Department is not able to report data for 2017. Data for 2020 will be available in fall 2021.

Demonstration Grants – Choice Projects

The Department developed the following performance measures for the Choice program: (1) The total number of options from which participating students can choose; (2) The number of options offered from which participating students can choose education-related services that are culturally relevant, as determined by the grantee; (3) The number of grantees that meet their educational outcome objectives (e.g., decreased school suspension rates, increased graduation rates, increased school attendance, etc.), as defined by the grantee; (4) The total number of students served; (5) The percentage of parents who report that the number and variety of options offered meet their children's needs; (6) The percentage of parents who report that the quality of options offered meet their children's needs; (7) The average time it took a grantee to respond to requests for specific services; and (8) The percentage of parent requests for

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additional services that resulted in adding new services to the offerings. Data for 2020 will be available in fall 2021.

Professional Development

Measure: The percentage of participants in administrator preparation projects who become principals, vice principals, or other school administrators in LEAs that serve AI/AN students.

Year	Target	Actual
2017	35%	37%
2018	40	35
2019	45	41
2020	50	
2021	55	
2022	60	

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

Year	Target	Actual
2017	35%	36%
2018	40	38
2019	45	44
2020	50	
2021	55	
2022	60	

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

Year	Target	Actual
2017	35%	37%
2018	40	41
2019	45	42
2020	50	
2021	55	
2022	60	

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

Year	Target	Actual
2017	25%	23%
2018	30	24
2019	35	21
2020	40	
2021	45	
2022	50	

Measure: The cost per individual who successfully completes an administrator preparation program, takes a position in a school district that benefits American Indian/Alaska Native enrollment, and completes the service requirement in such a district.

Year	Target	Actual
2016	Not applicable	\$108,800
2017	Not applicable	\$116,921
2018	\$108,000	\$110,265
2019	\$100,000	\$81,747
2020	\$95,000	
2021	\$90,000	

Measure: The cost per individual who successfully completes a teacher preparation program, takes a position in such a school district that benefits American Indian/Alaska Native enrollment, and completes the service requirement in such a district.

Year	Target	Actual
2016	Not applicable	\$107,397
2017	Not applicable	\$116,036
2018	\$108,000	\$104,272
2019	\$100,000	\$105,360
2020	\$95,000	
2021	\$90,000	

Additional Information: Data for 2020 will be available in early 2022.

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

(dollars in thousands)

FY 2022 Authorization: To be determined ¹

Budget Authority:

<u>2021</u> <u>Appropriation</u>	<u>2022</u> <u>Request</u>	<u>Change from</u> <u>2021 to 2022</u>
\$7,865	\$7,865	0

¹ The GEPA extension expires September 30, 2021; reauthorizing legislation is sought for FY 2022.

PROGRAM DESCRIPTION

This program supports four types of Indian Education National Activities: (1) research, evaluation, and data collection to provide information on the educational status of the Indian population and on the effectiveness of Indian Education programs; (2) grants to support Native language immersion schools and programs; (3) grants to Tribes to build capacity for administrative planning, development, and coordination related to education systems; and (4) other activities consistent with the purpose of the program. These activities help the Department to improve the knowledge base on the educational status and needs of Indians; identify and disseminate information on best practices for serving this population; help maintain, preserve, and restore Native languages and cultural traditions; and promote Tribal self-determination in education as well as coordination and cooperation between Tribes and State educational agencies (SEAs) and local educational agencies (LEAs).

Research funds are used primarily to augment broader research and statistical activities to ensure that they include significant coverage of the Indian population and provide data that can be used to track the educational progress of Indian students over time and to compare the status of Indian students with that of other groups. For example, through the National Indian Education Study (NIES), the Department gathered and disseminated data on the academic achievement, enrollment, graduation rates, and multilingualism of Indian students as well as the characteristics of teachers and principals serving those students.¹⁴ This research program also responds to Executive Order 13592, on American Indian and Alaska Native Educational Opportunities and Strengthening Tribal Colleges and Universities, which requires the Secretary of Education to study and collect information on the education of American Indian and Alaska Native students.

The reauthorization of the ESEA in late 2015 established two new authorities within National Activities. The first formally authorized a program for Tribes to create Tribal educational agencies (TEAs) and for TEAs to build their capacity in administering education programs and

¹⁴ <https://nces.ed.gov/nationsreportcard/nies/>

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promote increased collaboration with SEAs. The Department laid the groundwork for this new authority by making pilot awards to four TEAs in fiscal year 2012 to work with SEAs to assume certain SEA responsibilities for the administration of ESEA programs; the Department made a second round of awards in fiscal year 2015. In fiscal year 2019, the Department awarded one-year State-Tribal Education Partnership (STEP) Development grants to Tribes to create TEAs. The second new authority established a Native language immersion grant program to support projects that develop and maintain, or improve and expand, school-based programs using Native languages as the primary languages of instruction.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2017	\$6,565
2018	6,865
2019	6,865
2020	7,365
2021	7,865

FY 2022 BUDGET REQUEST

The Administration requests \$7.9 million for Indian Education National Activities in fiscal year 2022, the same as the fiscal year 2021 appropriation. The request includes appropriations language overriding the authorized funding level for this program and the provision limiting the length of STEP and Native language immersion grants to three years to allow grantees sufficient time to implement their projects. The request would support the following activities:

- \$1.0 million for the National Indian Education Study (NIES), which has two components: (1) oversampling AI/AN students in the National Assessment of Educational Progress (NAEP), and (2) a survey to collect information on the educational experiences of AI/AN students and the role of Indian culture in their education. The request would support the 2024 administration of the NAEP reading and mathematics assessments, as well as the educational experiences survey.
- \$2.9 million for continuation awards under the new Native American Language Immersion program to maintain and promote the use of Native languages, support Native language education and development, and provide professional development for teachers.
- \$1.4 million for continuation awards to Tribal educational agencies participating in the STEP program, which makes grants to Tribes to create a TEA and to existing TEAs to build their capacity by entering into agreements to assume certain SEA responsibilities for the administration of ESEA programs.
- \$1.3 million for technical assistance to support Demonstration, STEP, and Native language grantees.

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- \$1.3 million for logistical support, including for the Department to continue tribal consultations and forums to help inform the Department's policies and decision-making process. Previous experience suggests that these consultations can help improve access to educational opportunities for AI/AN students. The Department is committed to continuing tribal consultation and strengthening the government-to-government relationship between the United States and Indian Tribes.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>
Grants to Tribal education agencies			
New awards	\$1,336	0	0
Number of new awards	4	0	0
Continuation awards	0	\$1,417	\$1,432
Number of continuation awards	0	4	4
Native language immersion grants			
New awards	\$2,110	\$312	0
Number of new awards	10	1	0
Continuation awards	\$239	\$2,385	\$2,885
Number of continuation awards	1	10	11
National Indian Education Study	\$976	\$970	\$970
Technical assistance	\$1,471	\$1,379	\$1,283
Technical and logistical support	\$1,164	\$1,402	\$1,295
Peer review of new award applications	\$69	0 ¹	0

NOTES:

The Department is authorized to reserve up to 0.5 percent of funds appropriated for most ESEA programs, including Indian Education National Activities, and pool those funds to support the evaluation of any ESEA program. While the Department did not reserve funds from the Indian Education National Activities program for this purpose in fiscal year 2020, it may do so in fiscal years 2021 and 2022.

¹ The Department funded one new Native language immersion award in fiscal year 2021 from the fiscal year 2020 slate.

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data. Achievement of program

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results is based on the cumulative effect of the resources provided in previous years, and those requested in fiscal year 2022 and future years, as well as the resources and efforts invested by those served by this program. The Department will be reviewing GPRA program performance goals, objectives, and measures for Indian Education National Activities for possible revision in future years to ensure alignment with Administration policy.

The Department released the 2011 NIES in July 2012 and released the 2015 NIES in early 2017.¹⁵

STEP

The Department established one performance measure for the one-year STEP Development program for grants to Tribes to create TEAs: The number of Tribes that create a TEA by the end of the grant period. The Department also established two performance measures for the three-year STEP program for grants to TEAs to assess grantees' progress in implementing collaborative agreements with SEAs: (1) the number of funded projects under which the TEA assumes State-level functions by the second year of their projects; and (2) the number of funded projects that, at the end of the project period, has resulted in creation of an arrangement under which the TEA will continue to be responsible for the State-level functions delineated in its TEA-SEA agreement after Federal funding ends.

For the fiscal year 2012 cohort, all four STEP pilot grantees, the Chickasaw Nation (Oklahoma), the Navajo Nation (New Mexico), the Nez Perce Tribe (Idaho), and the Confederated Tribes of the Umatilla Indian Reservation (Oregon), had assumed at least one State-level function by the beginning of the second year of their 3-year projects), with two grantees assuming two functions, for a total of six State-level functions. At the end of the project period, all four 2012 pilot grantees met the second measure and will continue to be responsible for the State-level functions delineated in their TEA-SEA agreements after Federal funding ends.

For the fiscal year 2015 cohort, all five STEP grantees, the Confederated Salish and Kootenai Tribes (Montana), the Muscogee Creek Nation (Oklahoma), the Nez Perce Tribe (Idaho), the Coeur d'Alene Tribe (Idaho), and the Chickasaw Nation (Oklahoma) assumed SEA- or LEA-level functions, as described in their final agreements by the beginning of the second grant period. Only two grantees reported data on the second measure (whether they would continue to exercise those functions once Federal funding ends). At the end of the project period, Information on the second performance measure will be available in winter 2021 due to grantees receiving a no-cost extension.

The Department expects to have information available on the performance measure for the fiscal year 2019 STEP Development cohort in spring 2021.

¹⁵ <http://nces.ed.gov/nationsreportcard/nies/>

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Native language immersion grants

Measure: The number and percentage of participating students who attain proficiency in a Native Language as determined by each grantee through pre-and post-assessments of Native Language proficiency.

Year	Target	Actual
2017	Baseline	6.0%
2018	8%	5.9
2019	10	7.7
2020	12	12.8
2021	14	
2022		

Measure: The number and percentage of participating students who make progress in learning a Native Language, as determined by each grantee through pre- and post-assessments of Native Language proficiency.

Year	Target	Actual
2017	Baseline	0.4%
2018	2%	44.6
2019	45	57.7
2020	58	63.7
2021	64	
2022		

Measure: The number and percentage of participating students who show an improvement in academic outcomes as measured by academic assessments or other indicators.

Year	Target	Actual
2017	Baseline	9.6%
2018	10%	55.6
2019	56	59.0
2020	60	83.6
2021	84	
2022		

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Measure: The difference between the average daily attendance of participating students and the average daily attendance of all students in the comparison group (e.g., school, LEA, tribe, or other)

Year	Target	Actual
2017	Baseline	0.5%
2018	0.4%	1.2
2019	1.0	1.2
2020	1.0	2.8
2021	2.5	
2022		