



Funding Sources to Benefit Native American Students



JOHNSON-O'MALLEY

TITLE I

Some Basics of Supplemental Educational Funding



- Educational funding that comes from the federal government is designed to be supplemental to the state funds that all public schools receive to run their schools.
- Supplemental funding is in addition to state funding and cannot be used to supplant (take the place of) state funding. It is extra funding to be used for specific purposes to benefit specific populations.

Johnson-O'Malley



Legislation

- Subpart M – Indian Self-Determination and Education Assistance Act Program
- Part 273 – Education Contracts under Johnson-O'Malley Act

Johnson-O'Malley (JOM)



- **Purpose:** The purpose of JOM is to financially assist those efforts designed to meet the specialized and unique educational needs of eligible Indian students, including programs supplemental to the regular school program.
- **Eligible Students:** Indian students from age 3 years through grade 12 shall be eligible for benefits under JOM if they are $\frac{1}{4}$ or more degree Indian blood.

Johnson-O'Malley (JOM)



- **Eligible Applicants:** Any State, school district, tribal organization, or Indian corporation is eligible to apply for contracts for supplemental or operational support programs.
- Local educational agencies (LEAs) JOM contracts are for supplemental support programs.
- LEAs are public school districts and public charter school holders.

Johnson-O'Malley (JOM)



Indian Education Committee (IEC):

- An IEC is elected from among the parents of eligible Indian students enrolled in the schools affected by JOM
- The IEC has the authority to . . .
 - ✦ Participate fully in the planning, development, implementation and evaluation of JOM programs
 - ✦ Approve and disapprove all JOM programs; all JOM programs require the approval of the appropriate IEC
 - ✦ Act on any additional powers and duties established via organizational paper and by-laws of the IEC

Johnson-O'Malley (JOM)



- Unlike most JOM recipients, 23 LEAs and one Arizona tribe receive their JOM funding through the Grants Management Enterprise system at the Arizona Department of Education (ADE) not directly from the federal government.
- ADE receives an annual allocation of JOM funds.
- A portion of this allocation goes to Administration.
- The remaining amount is divided among the 24 entities whose funding goes through ADE.

Johnson-O'Malley (JOM)



- A per pupil amount is established based on the total student count for all eligible entities.
- The per pupil amount is then multiplied by each entity's student count to get their allocation.
- The JOM student count was frozen, along with everyone else's, at the 1995 count.
- The per pupil amount in FY2017 was \$60.23.

Johnson-O'Malley (JOM)



- Some common uses of JOM funds in FY2017 were:
 - ✦ Instructional Assistants
 - ✦ Home-School liaisons
 - ✦ Elective class fees and supplies
 - ✦ Fees for field trips, extracurricular activities
 - ✦ Student uniforms for school orchestra, chorus, and band
 - ✦ Incentives
 - ✦ Parent meeting supplies
 - ✦ End-of-year acknowledgements
 - ✦ Books
 - ✦ Conference fees

Title I



Legislation

- Elementary and Secondary Education Act of 1965.
- Every Student Succeeds Act (ESSA), Public Law 114-95. Signed into law December 2015.
- Title I – Improving the Academic Achievement of the Disadvantaged – ESSA, Section 1001-1127

Title I



- **Purpose:** The purpose of Title I is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.
- **Eligible Students:** Students attending a Title I school who are academically at-risk of failing and identified for services through the Title I program.

Schoolwide Programs



A Schoolwide Program is a reform strategy designed to upgrade the entire educational program in a school.

Title I



- The emphasis in Schoolwide Program schools is on serving **all students** through integration of services, improving all structures that support student learning, and combining all resources, as allowed, to achieve a common goal.
- Schoolwide programs maximize the impact of Title I.

Title I



- The focus of a Title I Schoolwide Program is to implement comprehensive schoolwide reform to ensure the academic achievement of all students, especially those identified as most academically at-risk.
- Planning is a vital mechanism for building support for school change and should involve school staff, **parents**, and the community.
- Annual evaluation of program effectiveness is another important component of successful Title I programs.

Title I



Required Components of a Schoolwide Program:

- Comprehensive needs assessment
- Schoolwide reform strategies
- Instruction by appropriately certified teachers
- High quality and ongoing professional development
- Strategies to attract and retain high quality teachers

Title I



Required Components of a Schoolwide I Program continued:

- Strategies to increase family engagement
- Plans for assisting children transitioning from elementary school to middle school to high school.
- Data-driven decision making
- Teacher input
- Academic assistance/interventions
- Coordination and integration of federal, state, and local services (McKinney-Vento)

Title I



A variety of programs can be implemented through Title I-A programs:

- Summer school
- Pre-school
- STEM
- Transition Programs
- Academic Coaches/Mentors
- Before/After School Tutors
- Family Liaisons, Counselors
- Literacy Coordinators
- Parent Education Specialists
- Translators
- Math and Reading Interventionists
- Paraprofessionals

Title I



Supplement not Supplant – Statute 1114(a)(2)(B):

- Title I must supplement the amount of funds that would, in the absence of Title I funds, be made available from non-federal sources for that school.
- Title I funds cannot take the place of State or local funds going to the school.

Title VI



Legislation

- Elementary and Secondary Education Act of 1965.
- Every Student Succeeds Act (ESSA), Public Law 114-95. Signed into law December 2015.
- Title VI – Indian, Native Hawaiian, and Alaska Native Education, ESSA Section 6101-6306

Title VI



- **Purpose:** The purpose of Title VI, Part A is to support the efforts of local educational agencies (LEA), Indian tribes and organizations, postsecondary institutions, and other entities –
 - 1) to meet the unique educational and culturally related academic needs of Indian students, so that such students can meet the challenging State academic standards;
 - 2) to ensure that Indian students gain knowledge and understanding of Native communities, languages, tribal histories, traditions, and cultures, and
 - 3) to ensure that teachers, principals, other school leaders, and other staff who serve Indian students have the ability to provide culturally appropriate and effective instruction and supports to such students.

Student Eligibility Forms



- Each applicant shall maintain a file, with respect to each Indian child for whom the local educational agency provides a free public education, that contains **a form** that sets forth information establishing the status of the child as an Indian child eligible for assistance.

Student Eligibility Forms



- The form shall include –

- 1) Either –

- (A)(i) the name of the tribe or band of Indians with respect to which the child claims membership;

- (ii) the enrollment number establishing the membership of the child (if readily available); and

- (iii) the name and address of the organization that maintains updated and accurate membership data for such tribe or band of Indians; or

- (B) the name, the enrollment number (if readily available), and the name and address of the organization responsible for maintaining updated and accurate membership data, of any parent or grandparent of the child from whom the child claims eligibility, if the child is not a member of the tribe or band of Indians

Student Eligibility Forms



- The form shall include –
 - 2) a statement of whether the tribe or band of Indians, with respect to which the child, or parent or grandparent of the child, claims membership, is federally recognized;
 - 3) the name and address of the parent or legal guardian of the child;
 - 4) a signature of the parent or legal guardian of the child that verifies the accuracy of the information supplied; and
 - 5) any other information that the Secretary considers necessary to provide an accurate program profile.

Authorized Services and Activities may include:



1. activities that support Native American language and cultural needs of Indian students;
2. culturally related activities that support the program described in the application submitted by the local educational agency;
3. early childhood and family programs that emphasize school readiness;
4. enrichment programs that focus on problem solving and cognitive skills development and directly support the attainment of challenging State academic standards;

Authorized Services and Activities may include:



5. integrated educational services in combination with other programs that promote Indian children and their families, including programs that promote parental involvement in school activities and increase student achievement;
6. career preparation activities to enable Indian students to participate in programs such as the programs supported by the Carl D. Perkins Career and Technical Education Act of 2006, including programs for tech-prep education, mentoring, and apprenticeship;
7. activities to educate individuals so as to prevent violence, suicide, and substance abuse;

Authorized Services and Activities may include:



8. the acquisition of equipment, but only if the acquisition of the equipment is essential to achieve the purpose described in section 6111;
9. activities that promote the incorporation of culturally responsive teaching and learning strategies in to the educational program of the local educational agency;
10. family literacy services;
11. activities that recognize and support the unique cultural and educational needs of Indian children, and incorporate appropriately qualified tribal elders and seniors;

Authorized Services and Activities may include:



12. dropout prevention strategies for Indian students; and
13. Strategies to meet the educational needs of at-risk Indian students in correctional facilities, including such strategies that support Indian students who are transitioning from such facilities to schools served by local educational agencies.

Limitations on Use of Title VI Funds



- **Limitation of Administrative Costs** – Not more than 5 percent of the funds provided to a grantee under this subpart for any fiscal year may be used for administrative purposes.
- **Limitation on the Use of Funds** – Funds provided to a grantee under this subpart may not be used for long-distance travel expenses for training activities that are available locally or regionally.

Native American and Alaska Native Language Immersion Schools and Programs



- **Sec. 6133**

- (a) **Purposes** – The purposes of this section are –

- (1) to establish a grant program to support schools that use Native American and Alaska Native languages as the primary language of instruction;

- (2) to maintain, protect, and promote the rights and freedom of Native Americans and Alaska Natives to use, practice, maintain, and revitalize their languages; and

- (3) to support the Nation's First Peoples' efforts to maintain and revitalize their languages and cultures, and to improve educational opportunities and student outcomes within Native American and Alaska Native communities.

Native American and Alaska Native Language Immersion Schools and Programs



- Eligible entities:
 - An Indian tribe.
 - A tribal college or university.
 - A tribal education agency.
 - **A local educational agency**, including a public charter school that is a local educational agency under State law.
 - A school operated by the Bureau of Indian Education.
 - An Alaska Native Regional Corporation.
 - A private, tribal, or Alaska Native nonprofit organization.
 - A nontribal for-profit organization.

Tribal Consultation



Every Student Succeeds Act: Consultation



The **National Indian Education Association (NIEA)** advances comprehensive educational opportunities for all Native students. Serving as the critical link between Native communities and the diverse array of institutions that serve our students, NIEA holds all accountable for improving achievement. Through advocacy, capacity-building, and education, NIEA supports Native students and their communities to succeed. **NIEA.org**

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Tribal Consultation

Under the Every Student Succeeds Act (ESSA) of 2015, states and local education agencies must engage in meaningful consultation with tribes in the development of state plans for Title I grants and programs in Title VI.

State Plans

Meaningful tribal engagement is no longer an option, but a requirement. States that wish to receive Title I funding, must submit an educational plan to the Secretary of Education that is developed with timely and meaningful consultation with various educational stakeholders including representatives of Indian tribes located in the state.

Limitation: Consultation required under this section shall not interfere with the timely submission of the state plan required.

Local Educational Agencies

ESSA requires that local educational agencies (LEA) consult with appropriate officials from tribes or tribal organizations located in the area served by the LEA. The consultation must allow for the time and ability for tribes to meaningfully and substantively contribute to the plan. In addition, the consultation must:

- Occur prior to the LEA's submission of a required plan or application for a covered program under the ESSA.
- Occur prior to the LEA's submission for a program under Title VI, the Indian, Native Hawaiian, and Alaska Native title.

Restrictions: The LEA must have an American Indian or Alaska Native enrollment of 50 percent or receive more than \$40,000 in funding under the Indian, Native Hawaiian, and Alaska Native formula program.

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