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In collaboration with the ADE Data Governance Division
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Executive Summary

Johnson-O'Malley (JOM) funds were awarded by the Arizona Department of Education (ADE) to 21 eligible grantees for the 2019-2020 school year, for a total allocation of \$580,224.71. The grantees applied most of the funding towards expenses coded as *Salaries and Employee Benefits*, as well as *Purchased Services and Supplies*.

JOM grantees incorporated a wide range of culturally competent strategies and academic support activities to strengthen student learning. These strategies were based on self-reported data from the grant application *Program Description and Budget* summary sections. Grantees also leveraged JOM funds to support remote learning services for Native American students during the COVID-19 pandemic.

Due to the pandemic, the State of Arizona did not administer fiscal year (FY) 2020 (FY20) statewide assessments. Therefore, assessment data is not available for the 2019-2020 school year. Based on FY19 assessment data, a higher percentage of Native American students reached the passing score benchmark if they were enrolled at JOM-funded schools compared to their Native American peers enrolled at non-JOM-funded schools. This higher percentage is the case for both English Language Arts (23% JOM districts vs. 19% non-JOM districts) and Math (24% JOM districts vs. 21% non-JOM districts).

In May 2020, ADE hired a Tribal Grants Specialist to facilitate grant management, including the JOM program. This position is housed within the Department's Office of Indian Education.

Introduction

Pursuant to 25 CFR 273.50 – Annual Reporting, the purpose of this report is to document the Johnson-O'Malley (JOM) Program administered by the Arizona Department of Education (ADE) during the 2019-2020 school year. The JOM Program is authorized by the Johnson-O'Malley Act of 1934; the implementing regulations are

provided in Part 273 of Title 25 of the Code of Federal Regulations, <https://www.ecfr.gov>. As amended, this Act authorizes contracts for the education of eligible Native American students enrolled in public schools.

To receive JOM funding, grantees must have eligible Native American students, an established parent Indian Education Committee (IEC) and an Educational Plan as prescribed by the JOM Act.

A student is eligible for benefits provided via JOM if the student is:

- (a) Age three (3) years through grade twelve (12);
- (b) Not enrolled in a BIE funded school; and
- (c) Is either:
 - (1) At least one-fourth ($\frac{1}{4}$) degree Indian blood descendant of a member of Federally recognized tribe;
 - or
 - (2) An enrolled member of a Federally recognized tribe.

The Indian Education Committee (IEC) must be elected and comprised of parents of eligible Native American students. Persons (except for school officials and school administrators) acting in "loco parentis" (assuming the "place of the parents," such as legal guardians or parents of adopted children) may also serve.

The Education Plan is a written document that outlines an approach for providing programs to meet the unique and specialized educational needs of Native American students. Based on these needs, the plan identifies the goals and objectives to be accomplished, procedures to be followed and methods by which to evaluate the program.

Background

JOM funds are administered by the U.S. Department of Interior through the Bureau of Indian Education (BIE) and are dedicated to the improvement of education for Native American students. Funding is allocated based on a count of eligible JOM students.



Currently grantee student counts are locked at the 1994 count. However, this will be adjusted per the JOM Modernization Act, which directs an accurate and comprehensive student count for the purposes of calculating JOM allocations.

The Johnson-O'Malley Supplemental Indian Education Program Modernization Act (JOM Modernization Act) became [Public Law 115-404](#) in 2018. This act outlines several requirements for BIE. The major requirements include:

- Update the current count of Indian students eligible for the JOM Program;
- Conduct consultation on the most applicable and accurate data examining multiple data sources from the U.S. Census Bureau, U.S. Department of Education/National Center for Education Statistics (NCES) and data from current grantees;
- Conduct consultation in the interest of expanding the JOM program, e.g., adding more contractors;
- Publish a Preliminary Report that includes the number of eligible students receiving JOM services or potentially served by each eligible entity, based on feedback from Consultation;
- Conduct Rulemaking to determine how the regulatory definition of 'eligible Indian student' may be revised, and how the funding formula may be clarified and revised;
- Publish a Final Report on the initial determination of the number of eligible Indian students served or potentially served by each eligible entity, and;

- Publish an Annual Report that includes the number of eligible students receiving JOM services, recommendations on appropriate funding levels, assessment of the contracts.

2019 was the first year that BIE requested a current eligible student count from existing JOM grantees. This updated count was based on the grantee's prior year enrollment data (2018-2019 school year). BIE's request for an accurate count was repeated in 2020 for school year 2019-2020 data.

Grantees

The Arizona Department of Education (ADE) has a contract with BIE for JOM funds. As a contracted agent with BIE, ADE distributes funds to 21 sub-contracted entities--20 public school districts and one tribe. These grantees are primarily urban school districts with a concentration of Native American students eligible for JOM funds.

These grantees must apply for funding by completing an application on ADE's Grants Management System. The JOM grant application requires each grantee to submit evidence that they have a parent IEC and an Education Plan in place. They must also answer the required questions describing their proposed program and include a budget for approval. Applications are reviewed by the Office of Indian Education and approved or rejected based on the merit of responses provided in their grant application.



JOM Allocations and Expenditures

As shown in Table 1, the total FY20 (school year 2019-2020) allocation distributed to ADE's grantees was \$580,224.71. The amount of FY20 funding used for the school year (expended) was \$301,164.16. Use of JOM funding for FY20 was hampered by the COVID-19 global pandemic, which resulted

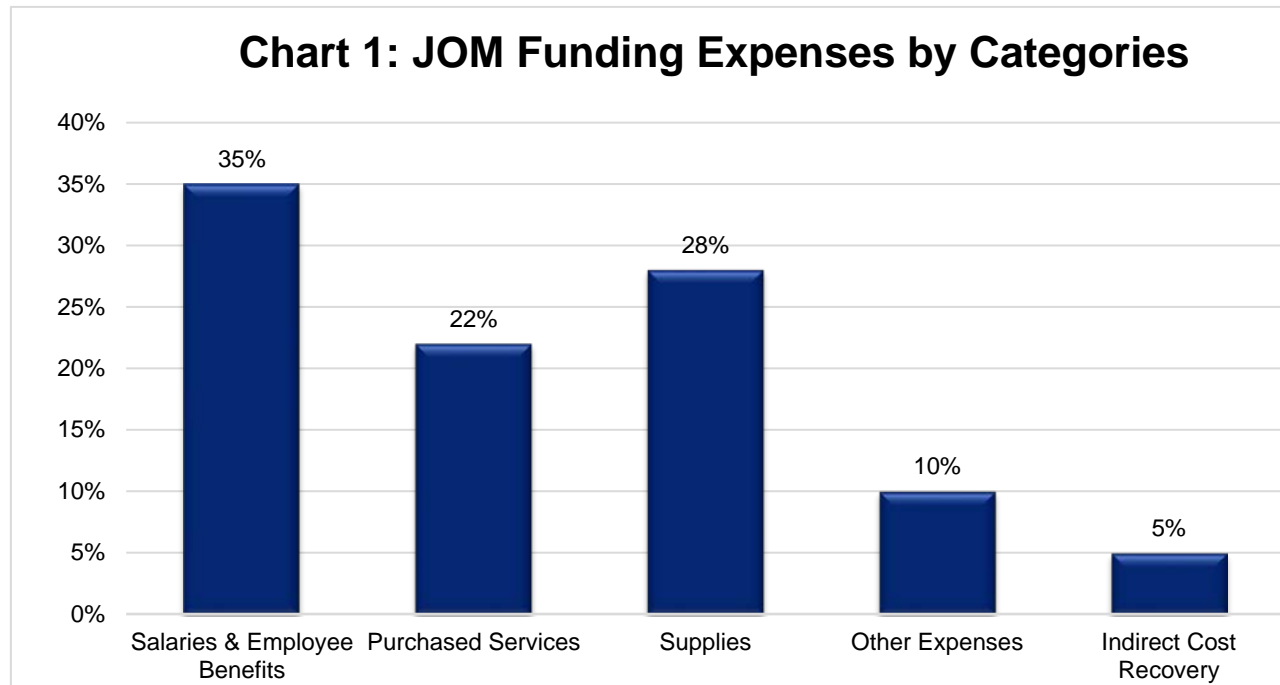
in a shut down of in-person learning near the end of the 2019-2020 school year. For instance, the cancelling of end of year cultural events, field trips, graduation, and summer school. Funding not used in FY20 (\$279,060.55) will carry over to the next school year (2020-2021) for use.

Table 1: FY20 Johnson-O'Malley Allocations

Organization	Original Allocation	FY19 Carryover	Additional	Total Allocation	Expended	FY20 Carryover
Ajo Unified District	\$8,160.24	\$17,320.45	\$1,423.75	\$26,904.44	\$5,833.14	\$21,071.30
Alhambra Elementary District	\$26,702.28	\$39,263.50	\$4,659.53	\$70,625.31	\$37,522.93	\$33,102.38
Amphitheater Unified District	\$15,241.44	\$4,478.37	\$2,659.23	\$22,379.04	\$17,846.24	\$4,532.80
Chandler Unified District #80	\$4,451.04	\$3,962.84	\$776.59	\$9,190.47	\$702.53	\$8,487.94
Creighton Elementary District	\$11,734.56	\$15,033.30	\$2,047.37	\$28,815.23	\$7,963.77	\$20,851.46
Grand Canyon Unified District	\$5,462.64	\$7,615.32	\$953.09	\$14,031.05	\$5,782.11	\$8,248.94
Madison Elementary District	\$14,027.52	\$7,667.33	\$2,447.43	\$24,142.28	\$8,816.47	\$15,325.81
Marana Unified District	\$4,990.56	\$7,644.47	\$870.72	\$13,505.75	\$225.41	\$13,280.34
Mesa Unified District	\$33,984.72	\$24,962.66	\$5,930.31	\$64,877.69	\$14,791.28	\$50,086.41
Osborn Elementary District	\$19,894.80	\$11,051.74	\$3,471.11	\$34,417.65	\$14,789.27	\$19,628.38
Phoenix Elementary District	\$14,904.24	\$10,576.06	\$2,600.39	\$28,080.69	\$5,759.57	\$22,321.12
Phoenix Union High School District	\$22,049.61	\$4,819.77	\$3,847.64	\$30,717.02	\$24,552.62	\$6,164.40
Prescott Unified District	\$8,767.20	\$169.78	\$1,529.64	\$10,466.62	\$7,986.62	\$2,480.00
Scottsdale Unified District	\$8,767.20	\$474.76	\$1,529.64	\$10,771.60	\$10,719.06	\$52.54
Stanfield Elementary District	\$8,767.20	\$2,270.27	\$1,529.64	\$12,567.11	\$11,964.63	\$602.48
Sunnyside Unified District	\$35,400.75	\$39,996.28	\$6,177.41	\$81,574.44	\$58,117.22	\$23,457.22
Tempe School District	\$11,532.24	\$1,046.96	\$2,012.07	\$14,591.27	\$0.00	\$14,591.27
Tempe Union High School District	\$5,462.64	\$5,273.48	\$953.09	\$11,689.21	\$6,492.77	\$5,196.44
Tolleson Union High School District	\$3,844.08	\$3,342.37	\$670.69	\$7,857.14	\$3,173.59	\$4,683.55
Tucson Unified District	\$33,715.00	\$3,145.60	\$5,883.24	\$42,743.84	\$40,749.71	\$1,994.13
Yavapai-Apache Nation	\$17,264.64	\$0.00	\$3,012.22	\$20,276.86	\$17,375.22	\$2,901.64
Total	\$315,124.60	\$210,115.31	\$54,984.80	\$580,224.71	\$301,164.16	\$279,060.55

In addition, the summary of FY20 budgeted items is displayed in Chart 1 below. Collectively, JOM grantees budgeted 35% of the funding for *Salaries and Employee Benefits*; 22% for *Purchased Services*, including *Purchased Professional Services*,

Services, and Other Purchased Services; 28% for Supplies; 10% for Other Expenses; and 5% of the funding was budgeted for Indirect Cost Recovery.



The budgeted program activities listed in Table 2, were compiled through a content analysis of program descriptions submitted by JOM grantees. JOM-funded grantees incorporated cultural competency programs, as well as academic activities and practices to strengthen student learning. Due to the impact of COVID-19 in FY20, remote consulting services via telephone or internet video conferencing services (i.e., Zoom) were utilized to address student learning needs.

Table 2: Programs, Activities and Practices by Category.

Category	Programs, Activities and Practices
Salaries & Employee Benefits	<ul style="list-style-type: none"> • Administration/consultation: <ul style="list-style-type: none"> ○ JOM coordinators/managers- support student attendance, and education achievement ○ Parent engagement facilitator

Category	Programs, Activities and Practices
	<ul style="list-style-type: none"> ○ Academic student success specialists ○ Parent/teacher liaisons ○ Home/school liaisons ○ Native American lead teacher for cultural and native language development ● Tutoring for academic/cultural needs: <ul style="list-style-type: none"> ○ Summer enrichment program/school **CANCELED** ○ Supplemental math, reading, science and cultural instruction ○ After school tutoring ○ After school cultural program ○ Small group instruction ● Transportation <ul style="list-style-type: none"> ○ Bus driver ● Professional development for teachers <ul style="list-style-type: none"> ○ Training ○ Conference
Purchased Professional Services/Other Purchase Services	<ul style="list-style-type: none"> ● Consulting services e.g., student success specialist in person or via telephone or internet video conferencing ● Individualized tutoring services for Native American students in reading and/or math ● Mailing hard copy work packets to special population student who do not have internet access. For example, Study Skill Backpack was sent for home learning to reduce the school closure learning loss ● Indian Education conferences/summits <ul style="list-style-type: none"> ○ Fees, registration, and travel expense ● Transportation for cultural event e.g., field trips and parent meetings ● Transportation for program coordinators/advisors ● Supplies for community events, instrument rental ● Tuition for summer class ** CANCELED **

Category	Programs, Activities and Practices
	<ul style="list-style-type: none"> • Consultants/guest speakers/keynote speaker/presenters/cultural performers/contracted services for student and family cultural awareness events and activities • Various professional development trainings for professional staff • Activity supplies • Graduation event support ** CANCELED ** • Scholarship • Student Assist Program Fee
Supplies	<ul style="list-style-type: none"> • Supplies <ul style="list-style-type: none"> ○ Cultural and educational events (e.g., paper, marker, poster boards, name tag binder, food, utensils and so forth) ○ School materials (e.g. backpacks, paper, calculators, books) for students ○ Guest speaker ○ Hands on activities for parent meetings and Native American Cultural awareness events ○ Support Annual Awards Banquet ○ Support student/parent and committee activities ○ Tutoring (e.g., books and films) ○ Supplemental student materials ○ Science projects ○ Summer enrichment or extra-curricular supplies ○ Graduation supplies (e.g., caps and gowns) and relevant expenses • Transportation fuel cost • Bookstore charges/instrument rentals/test fee/membership • Incentive awards <ul style="list-style-type: none"> ○ Certificates, trophies, medals ○ Student incentives • Printing and postage • Interactive board
Other Expenses	<ul style="list-style-type: none"> • Student tuition and fees

Category	Programs, Activities and Practices
	<ul style="list-style-type: none"> ○ Summer/after school classes ○ Required courses/exams ○ Extra-curricular activities (e.g., sports, clubs, music etc.) ○ Scholarship ○ Cultural enrichment activity fee ○ Conference ○ Field trip ○ Athletic ● Cultural events/potlucks ● Tutor fingerprint fee
Indirect Cost Recovery	<ul style="list-style-type: none"> ● Indirect costs

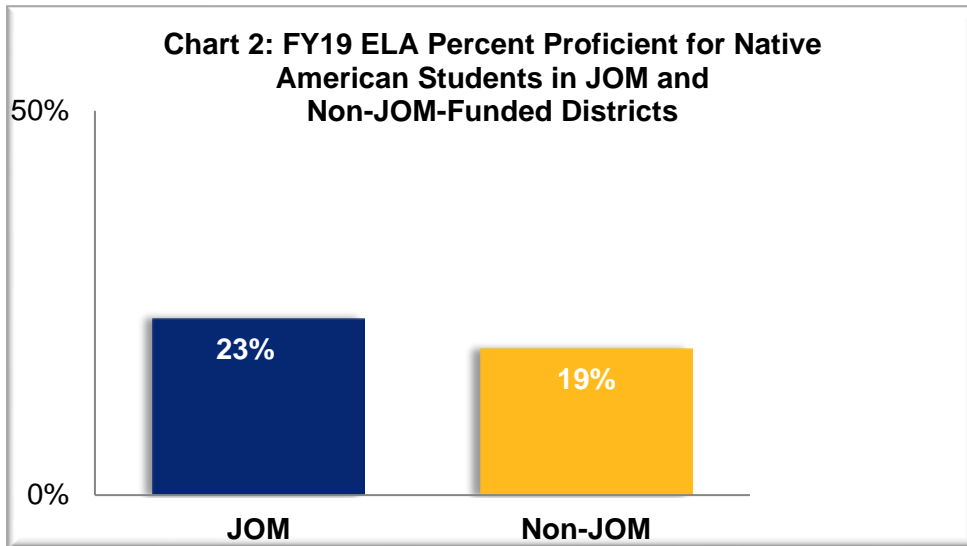


Academic Achievement

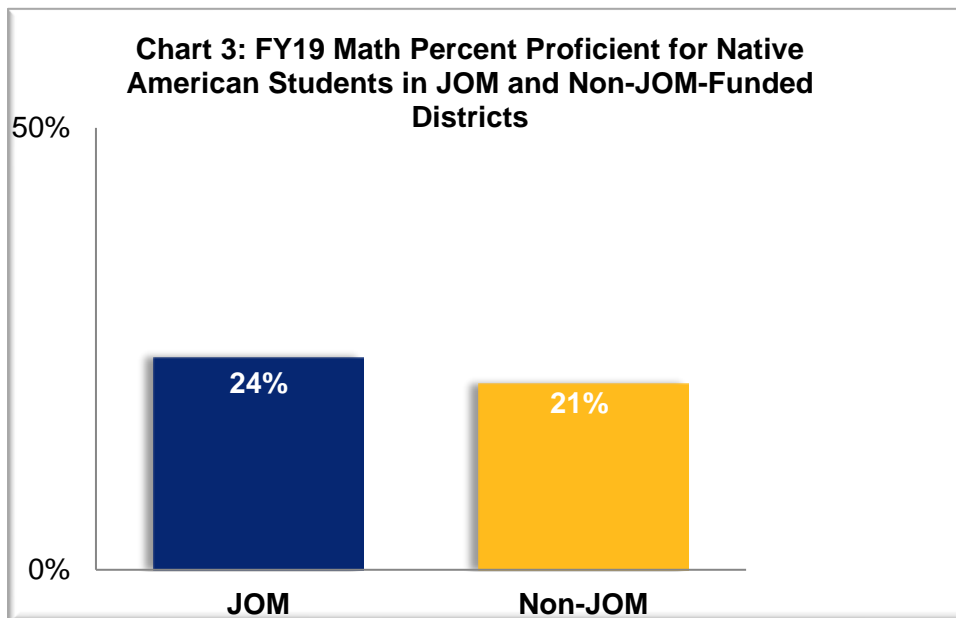
Due to the COVID-19 global pandemic, the statewide assessments were not administered in FY20 in Arizona.

According to the FY19 assessment results, Native American students in the JOM-funded schools had higher passing rates than those in non-JOM-funded districts. For example, 23% of Native American students attending JOM-funded schools passed the statewide

assessments for the subject of English Language Arts. This passing rate was 4% higher than the Native American students who attended non-JOM-funded districts (see chart 2).



Similarly, in FY2019, 24% of Native American students attending JOM-funded schools passed the statewide assessments for the subject of Math. This passing rate was 3% higher than the Native American students who attended non-JOM-funded districts (see Chart 3).



Detailed information about FY19 assessment results can be found in the FY19 JOM report (link: <https://www.azed.gov/oie/reports>).

Inquiries

For additional information regarding the ADE JOM program, please visit the Office of Indian Education website, <https://www.azed.gov/oie/johnson-omalley-jom-program>.

For specific information regarding this report, please contact:

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