

Fiscal Year 2021

Johnson O'Malley

Indian Education Report



Stick Game @ Phoenix Union High School

Prepared by the ADE Office of Indian Education
In collaboration with the ADE Data Governance Division
September 2022



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Executive Summary

Johnson-O'Malley (JOM) funds were awarded by the Arizona Department of Education (ADE) to 28 eligible grantees for the 2020-2021 school year. Of those 28 grantees, 23 accepted the funding for a total allocation of \$854,491.99. The grantees applied most of the funding towards expenses coded as *Supplies and Salaries/Employee Benefits*, as well as *Purchased Services*.

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 continued COVID-19 pandemic.

Due to the pandemic, the State of Arizona did not administer fiscal year (FY) 2020 (FY20) statewide assessments and resumed testing in FY 2021 with reduced participation rates (85%), compared to the pre-pandemic rate of 95%. Based on FY21 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 (19% JOM districts vs. 9% non-JOM districts) and Math (13% JOM districts vs. 5% non-JOM districts). It is important to note however, that these percentages are much lower than pre-pandemic rates: FY19 English Language Arts proficiency for Native American students was 23% in JOM districts and 19% in non-JOM districts; FY19 Math proficiency for Native American students was 24% in JOM districts and 21% in non-JOM districts. This rather significant drop from FY19 to FY21 highlights the immediate need to target resources to these students in a timely and efficient manner, as the implications for negative impact on student performance will have repercussions for many years to come.

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 2020-2021 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 a 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. BIE's request for an accurate count was repeated in 2020 and in 2021 for school year 2020-2021 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 28 sub-contracted entities – 26 public school districts and two tribes. These grantees are primarily urban school districts with a concentration of Native American students eligible for JOM funds. The 28 eligible grantees are an increase from prior reports. An analysis of the BIE funding methodology identified four eligible grantees that did not receive an allocation previously. No historic references have been found as to why this occurred. However, speculation is these entities may have waived their funding allocations from year to year and therefore were discontinued at some point.

ADE JOM Grantees Recovered in FY21
Casa Grande Elementary District
Glendale Union High School District
Isaac Elementary District
Kaibab Band of Paiute Indians

All grantees must apply for the JOM funding by completing an application on ADE's Grants Management System. The 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 ADE's Office of Indian Education and approved or returned based on the merit of responses provided in their grant application.

JOM Allocations and Expenditures



As shown in Table 1, the total FY21 (school year 2020-2021) allocation distributed to ADE's grantees was \$854,491.99 with an additional \$279,060.55 carried over from the previous year. Five of the 28 eligible grantees waived their funding, and one grantee released a portion of their annual allocation. The amount of FY21 funding used (expended) for the school year was \$463,702.19. Use of JOM funding for FY21 was hampered by the extended COVID-19 pandemic. For many schools, especially tribal communities, continued restrictions were placed on in-person learning. In addition, grantees received COVID relief funding which reduced some of the need for JOM support. Funding not used in FY21 (\$650,090.13) carried over to the next school year (2021-2022) for grantee use.

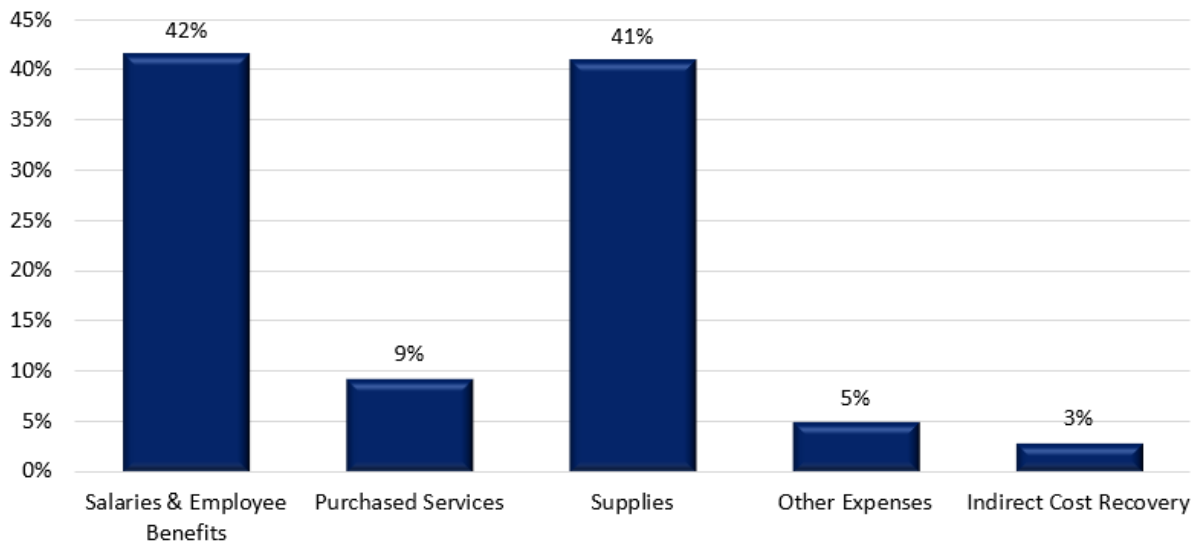
Figure 1: FY21 Johnson-O'Malley Allocations

Organization	Original Allocation	Additional Allocation	Total FY21 Allocation	FY20 Carryover	Released or Waived	Total Year Funding	Expended for FY21	FY21 Carryover
Ajo Unified District	\$9,192.73	\$10,586.12	\$19,778.85	\$21,071.30	(\$2,818.23)	\$38,031.92	\$2,109.67	\$35,922.25
Alhambra Elementary District	\$30,085.30	\$34,645.47	\$64,730.77	\$33,102.38		\$97,833.15	\$46,921.70	\$50,911.45
Amphitheater Unified District	\$18,369.89	\$19,772.42	\$38,142.31	\$4,532.80		\$42,675.11	\$19,657.56	\$23,017.55
Casa Grande Elementary District *	\$24,539.27	\$28,258.80	\$52,798.07	\$0.00		\$52,798.07	\$13,620.58	\$39,177.49
Chandler Unified District #80	\$5,014.22	\$5,774.25	\$10,788.47	\$8,487.94		\$19,276.41	\$9,490.36	\$9,786.05
Creighton Elementary District	\$14,019.30	\$15,223.01	\$29,242.31	\$20,851.46		\$50,093.77	\$25,366.80	\$24,726.97
Glendale Union High School District *	\$6,001.87	\$0.00	\$6,001.87	\$0.00	(\$6,001.87)	\$0.00	\$0.00	\$0.00
Grand Canyon Unified District	\$6,153.81	\$7,086.57	\$13,240.38	\$8,248.94		\$21,489.32	\$3,199.01	\$18,290.31
Isaac Elementary District *	\$2,203.22	\$0.00	\$2,203.22	\$0.00	(\$2,203.22)	\$0.00	\$0.00	\$0.00
Kaibab Band of Paiute Indians *	\$5,622.00	\$6,474.15	\$12,096.15	\$0.00		\$12,096.15	\$0.00	\$12,096.15
Madison Elementary District	\$16,202.38	\$18,197.62	\$34,400.00	\$15,325.81		\$49,725.81	\$16,116.74	\$33,609.07
Marana Unified District	\$5,622.00	\$6,474.15	\$12,096.15	\$13,280.34		\$25,376.49	\$3,879.96	\$21,496.53
Mesa Unified District	\$39,090.38	\$44,094.23	\$83,184.61	\$50,086.41		\$133,271.02	\$92,250.47	\$41,020.55
Murphy Elementary District	\$1,975.30	\$0.00	\$1,975.30	\$0.00	(\$1,975.30)	\$0.00	\$0.00	\$0.00
Osborn Elementary District	\$24,012.03	\$25,809.13	\$49,821.16	\$19,628.38		\$69,449.54	\$51,650.57	\$17,798.97
Phoenix Elementary District	\$17,190.03	\$19,334.97	\$36,525.00	\$22,321.12		\$58,846.12	\$12,275.42	\$46,570.70
Phoenix Union High School District	\$26,843.17	\$28,608.76	\$55,451.93	\$6,164.40		\$61,616.33	\$9,988.63	\$51,627.70
Prescott Unified District	\$10,276.49	\$11,373.51	\$21,650.00	\$2,480.00		\$24,130.00	\$10,952.05	\$13,177.95
Santa Cruz Valley Union High School District	\$1,215.57	\$0.00	\$1,215.57	\$0.00	(\$1,215.57)	\$0.00	\$0.00	\$0.00
Scottsdale Unified District	\$9,876.49	\$11,373.51	\$21,250.00	\$52.54		\$21,302.54	\$7,479.55	\$13,822.99
Stanfield Elementary District	\$9,876.49	\$11,373.51	\$21,250.00	\$602.48		\$21,852.48	\$21,087.10	\$765.38
Sunnyside Unified District	\$39,885.81	\$45,931.49	\$85,817.30	\$23,457.22		\$109,274.52	\$12,821.60	\$96,452.92
Tempe School District	\$12,991.38	\$14,960.55	\$27,951.93	\$14,591.27		\$42,543.20	\$7,273.91	\$35,269.29
Tempe Union High School District	\$6,153.81	\$7,086.57	\$13,240.38	\$5,196.44		\$18,436.82	\$3,039.29	\$15,397.53
Tolleson Union High School District	\$4,730.46	\$4,986.85	\$9,717.31	\$4,683.55		\$14,400.86	\$1,409.59	\$12,991.27
Tucson Unified District	\$37,986.49	\$43,744.28	\$81,730.77	\$1,994.13		\$83,724.90	\$47,563.84	\$36,161.06
Union Elementary District	\$5,546.03	\$0.00	\$5,546.03	\$0.00	(\$5,546.03)	\$0.00	\$0.00	\$0.00
Yavapai-Apache Nation	\$20,249.08	\$22,397.07	\$42,646.15	\$2,901.64		\$45,547.79	\$45,547.79	\$0.00
	\$410,925.00	\$443,566.99	\$854,491.99	\$279,060.55	(\$19,760.22)	\$1,113,792.32	\$463,702.19	\$650,090.13

* Four grantees added after BIE funding analysis

In addition, the summary of FY21 budgeted items is displayed in Chart 1. Collectively, JOM grantees budgeted 42% of the funding for *Salaries and Employee Benefits*; 9% for *Purchased Services*, including *Purchased Professional Services*, *Services*, and *Other Purchased Services*; 41% for *Supplies*; 5% for *Other Expenses*; and 3% of the funding was budgeted for *Indirect Cost Recovery*. Other expenses included student participation fees and conference registration.

Figure 2: JOM Funding Expenses by Categories



JOM-funded grantees incorporated cultural competency programs, as well as academic activities and practices to strengthen student learning. Due to the continued impact of COVID-19 in FY21, virtual learning options and professional tutoring services were applied to address student learning needs.

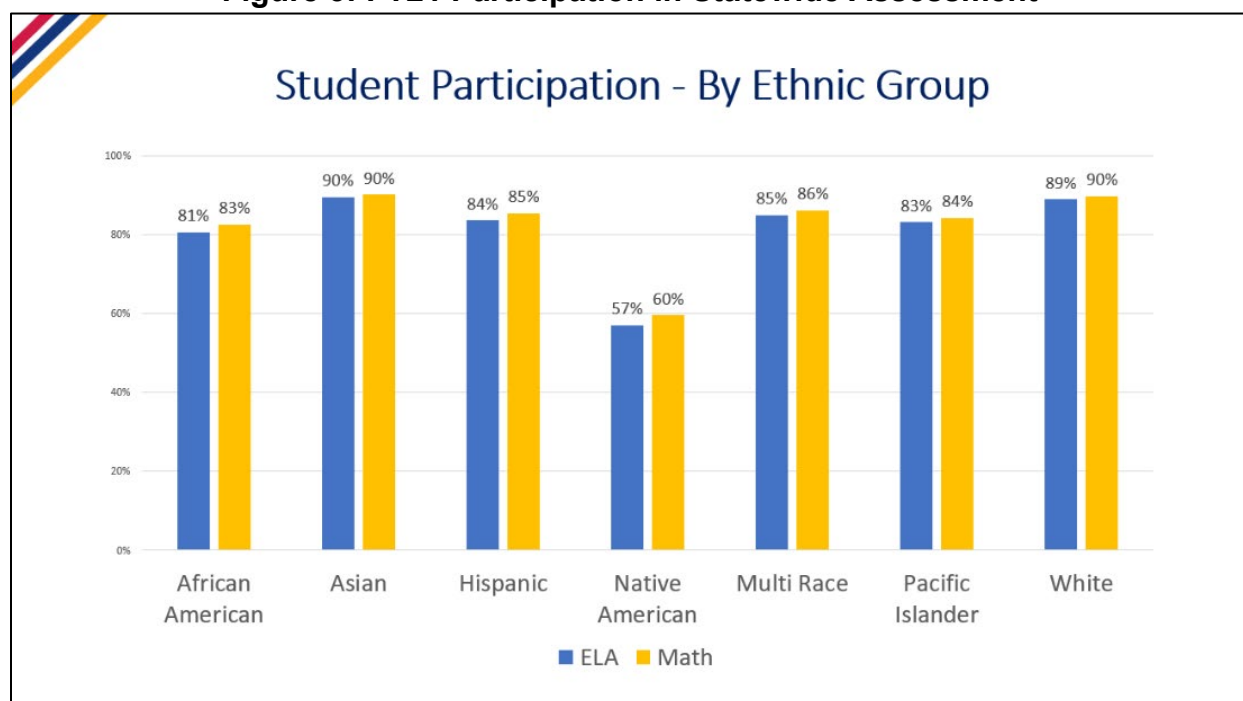
Academic Achievement



Arizona assessments were not administered in FY20 because of the COVID-19 restrictions. Statewide assessments resumed for FY21 but at lower participation rates than normal (85% vs 95%). For Native American students, the participation was 57% (ELA) and 60% (Math),

Figure 3. See the appendix at the end of this report for additional details from the *COVID Impact Proficiency Presentation*.

Figure 3: FY21 Participation in Statewide Assessment



Source: [https://www.azed.gov/sites/default/files/2021/10/COVID Impact Proficiency Presentation.pptx](https://www.azed.gov/sites/default/files/2021/10/COVID%20Impact%20Proficiency%20Presentation.pptx)

According to the FY21 assessment results, Native American students in the JOM-funded schools had higher passing rates than those in non-JOM-funded districts. For example, 19% of Native American students attending JOM-funded schools passed the statewide assessments for the subject of English Language Arts. This passing rate was 10% higher than the Native American students who attended non-JOM-funded districts (see Figure 4). However, the bigger concern is that overall, proficiency rates were significantly lower in FY21, compared to pre-pandemic FY19: FY19 English Language Arts proficiency for Native American students was 23% in JOM districts and 19% in non-JOM districts. There is an immediate need to target resources to these students, not just to bring them back

up to pre-pandemic levels, but also to bring them up to their peers in overall state-wide proficiency levels.

Figure 4: FY21 ELA Percent Proficient for Native American Students in JOM and Non-JOM-Funded Districts

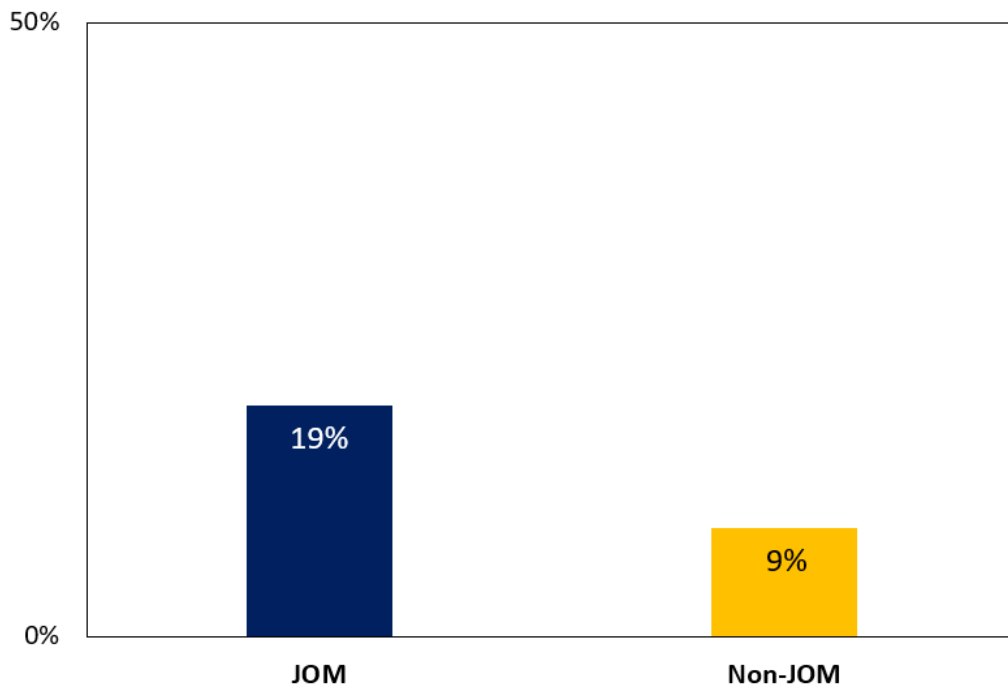


Figure 5: SY21 Assessment Performance Level List

Passing Scores	Performance Level 4 (PL4)	AzM2 score in 'Highly Proficient' MSAA & SAT scores in 'Level 4'
Passing Scores	Performance Level 3 (PL3)	AzM2 score in 'Proficient' MSAA & SAT scores in 'Level 3'
Failing Scores	Performance Level 2 (PL2)	AzM2 score in 'Partially Proficient' MSAA & SAT scores in 'Level 2'
Failing Scores	Performance Level 1 (PL1)	AzM2 score in 'Minimally Proficient' MSAA & SAT scores in 'Level 1'

Note 1: The Arizona State Board of Education determined a 'passing' score to be at Performance Level 3 or Performance Level 4.

Note 2: The 21 LEAs performance data does not include the 7 grantees who did not receive JOM funding for FY19

Figure 6: ELA Performance Levels for Native American Students in JOM and Non-JOM-Funded Districts

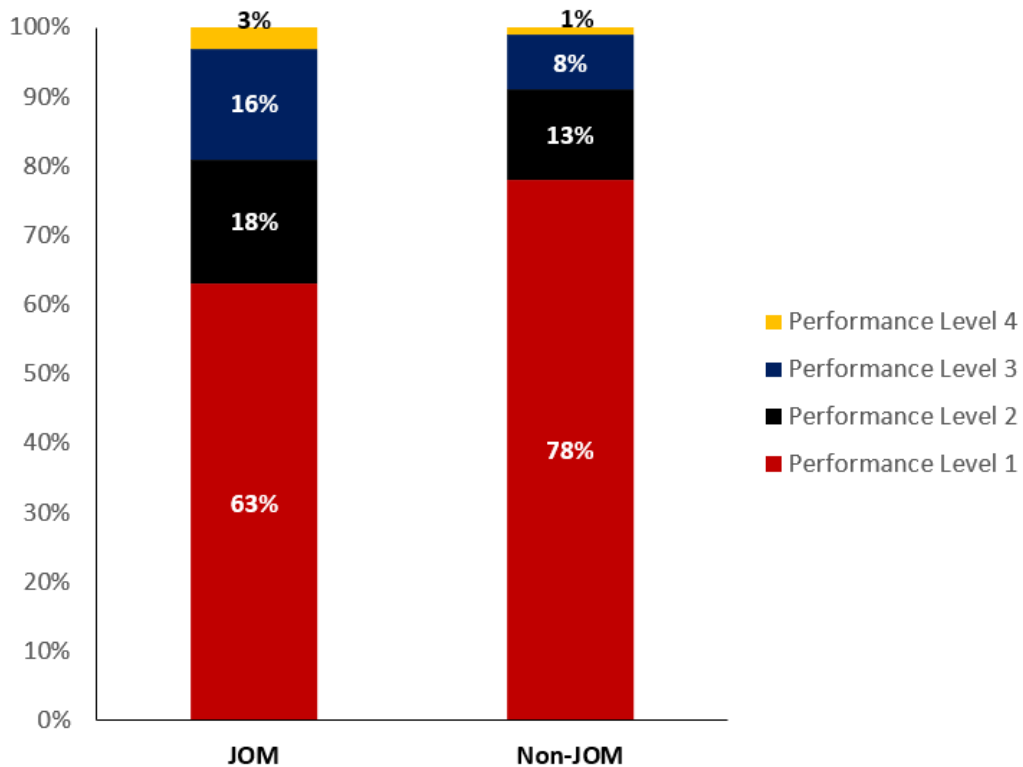
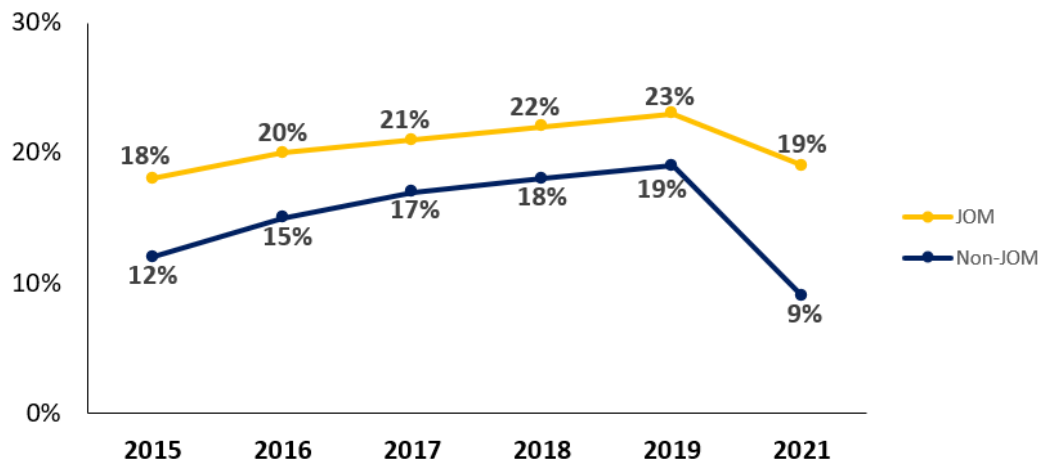


Figure 7: Percent of Native American Students Proficient in English in JOM and Non-JOM-Funded Districts



Similarly, in FY2021, 13% of Native American students attending JOM-funded schools passed the statewide assessments for the subject of Math. This passing rate was 8% higher than the Native American students who attended non-JOM-funded districts (see Chart 3). Again, note the bigger concern that overall, proficiency rates were significantly lower in FY21, compared to pre-pandemic FY19: FY19 Math proficiency for Native American students was 24% in JOM districts and 21% in non-JOM districts. There is an immediate need to target resources to these students; not only has the gap widened, but it has widened to the point where severe repercussions will be seen for many years down the line without intervention.

Figure 8: FY21 Math Percent Proficient for Native American Students in JOM and Non-JOM-Funded Districts

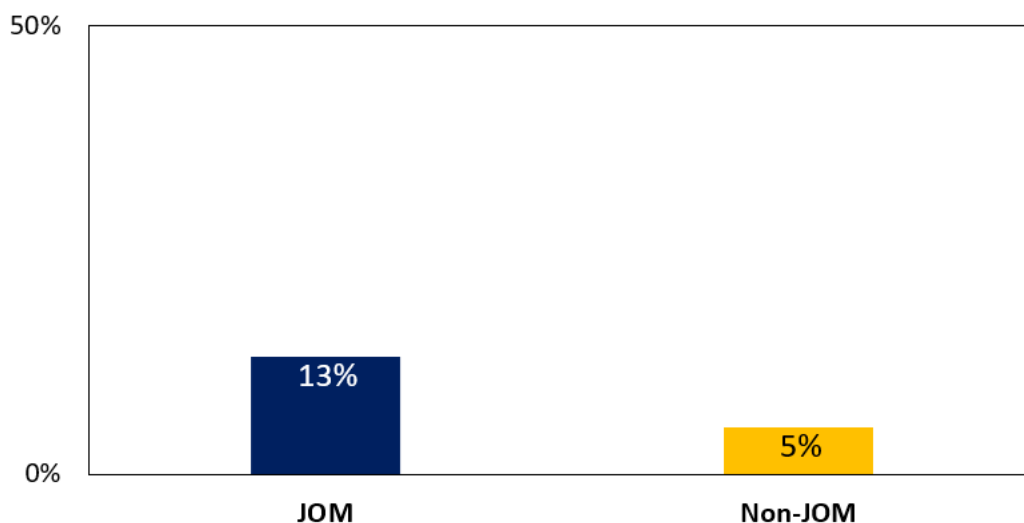


Figure 9: Math Performance Levels for Native American Students in JOM and Non-JOM-Funded Districts

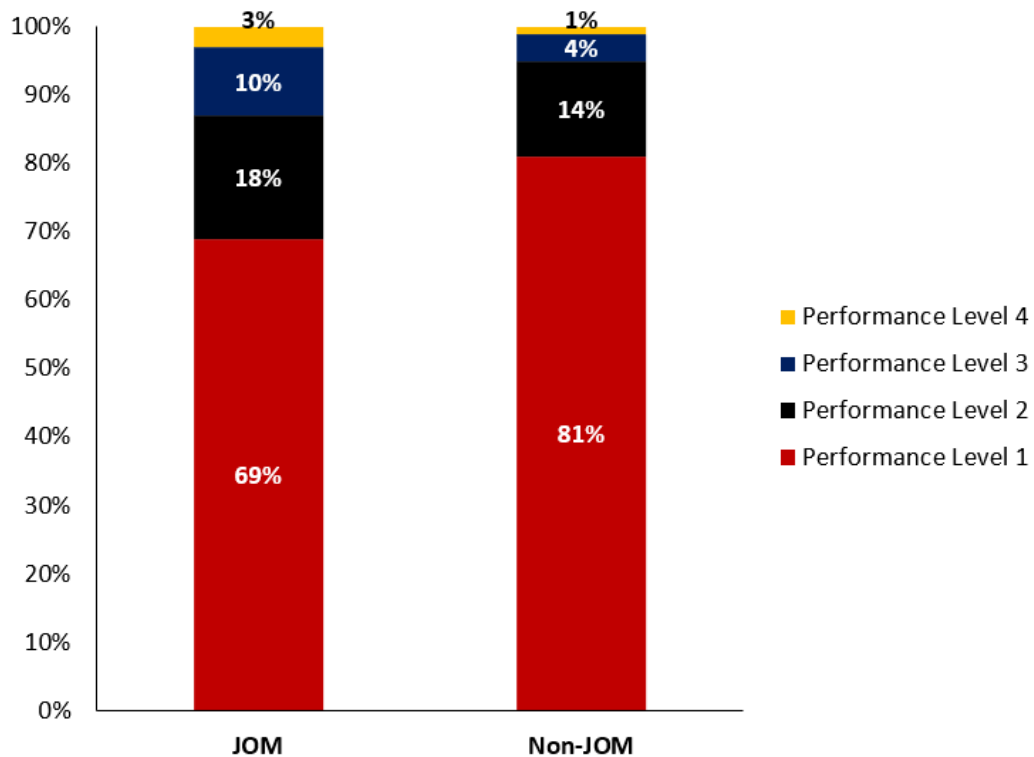
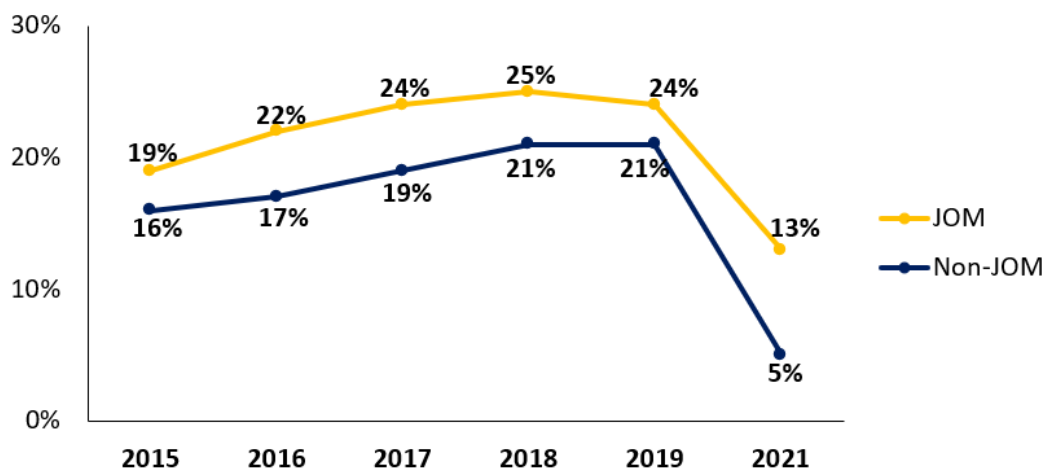


Figure 10: Percent of Native American Students Proficient in Math in JOM and Non-JOM-Funded Districts



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

Award Winner

Mesa Public School (MPS) received the **Southwest-At-Large JOM Exemplary Program of the Year** award at the September 2021 National Johnson O'Malley Association Conference in Atlantic City, New Jersey.



The MPS Native American Education Program used JOM funding to support cultural presentations, monthly cultural STEAM (Science, Technology, Engineering, the Arts, and Mathematics) events, and Indigenous language development. One of the STEAM activities was a Lego Challenge to create an Indigenous Structure or Scene.



Grandma's house with water pump, dog in the kennel, Mom and Grandma loading the hay, dirt road, clothes drying on the line and a cactus in the yard



Outside Awning with dog resting, garden with a path, outhouse, shed, and lantern

JOM funding supported home/school liaisons who worked with students to provide pathways for them to be grounded in their heritage and use that strength to increase their academic success. MPS credited parents with the success of their program. Parents were positive role models and active participants online and after-hours, as well as picking up curbside supplies.

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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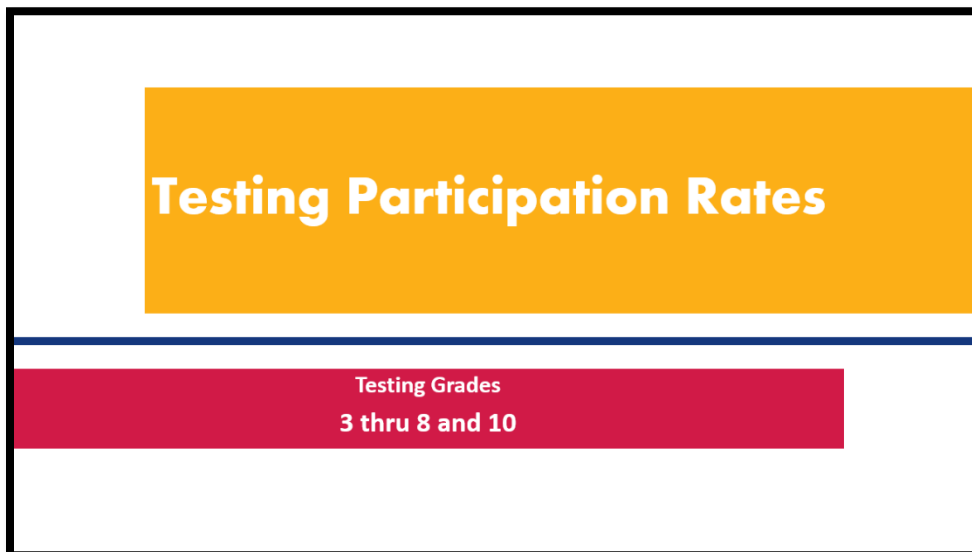
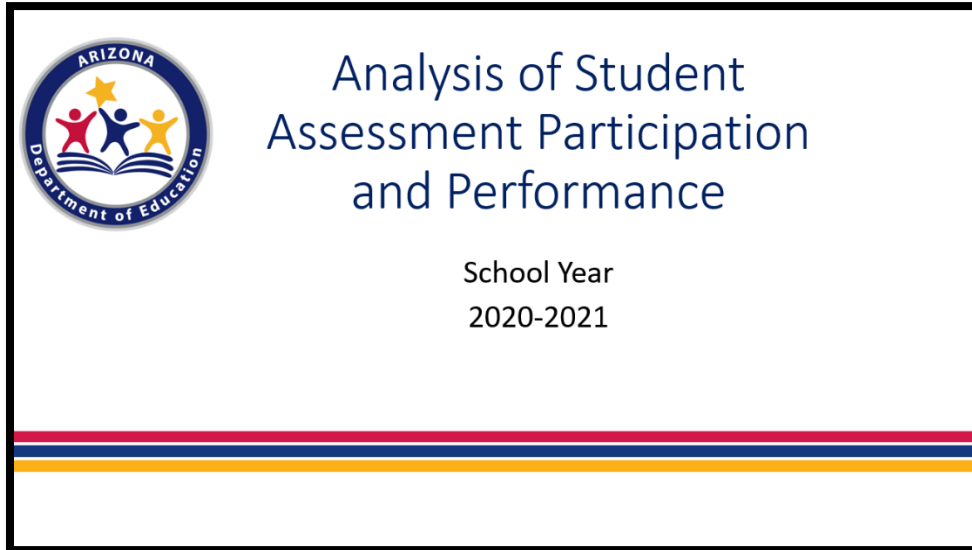
Data Governance

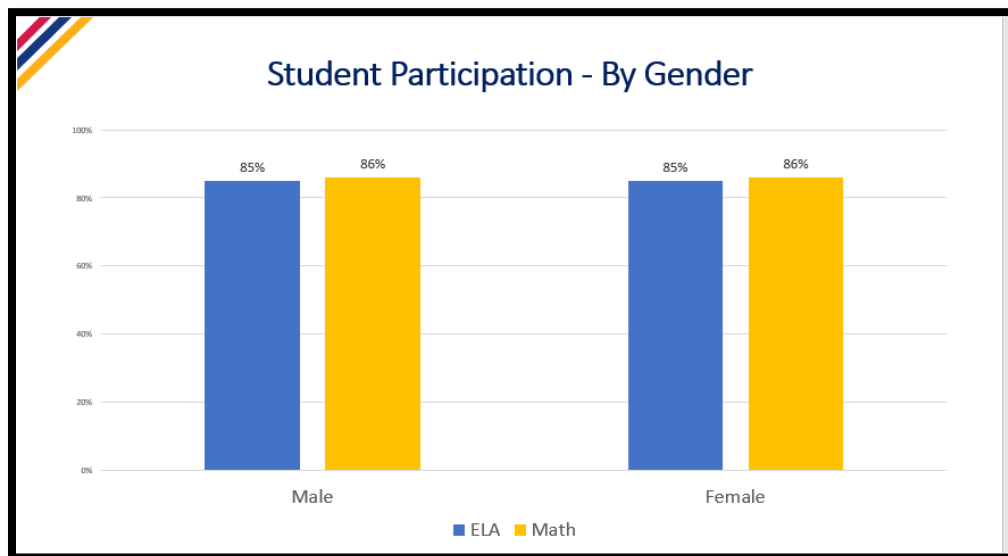
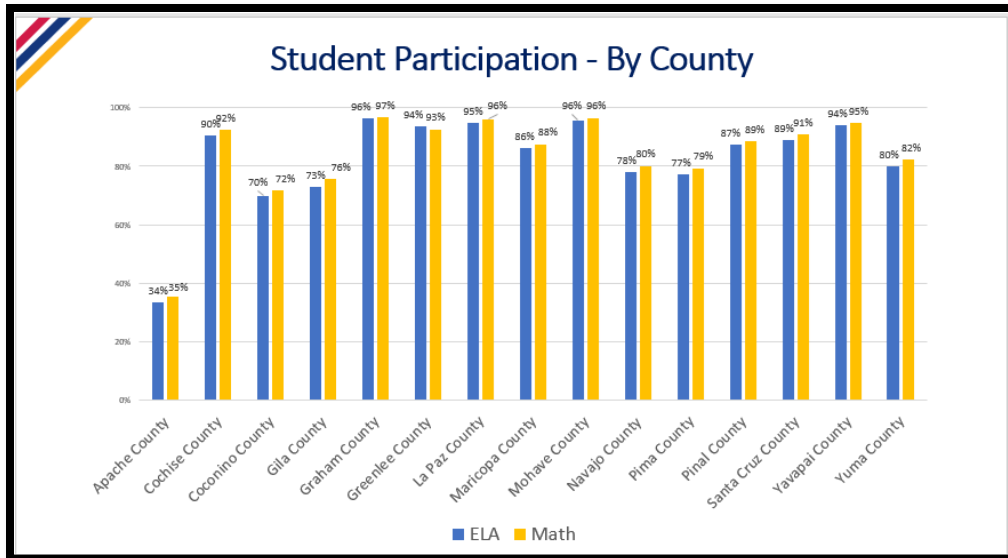
Randolph A. Ottem, Ph.D.
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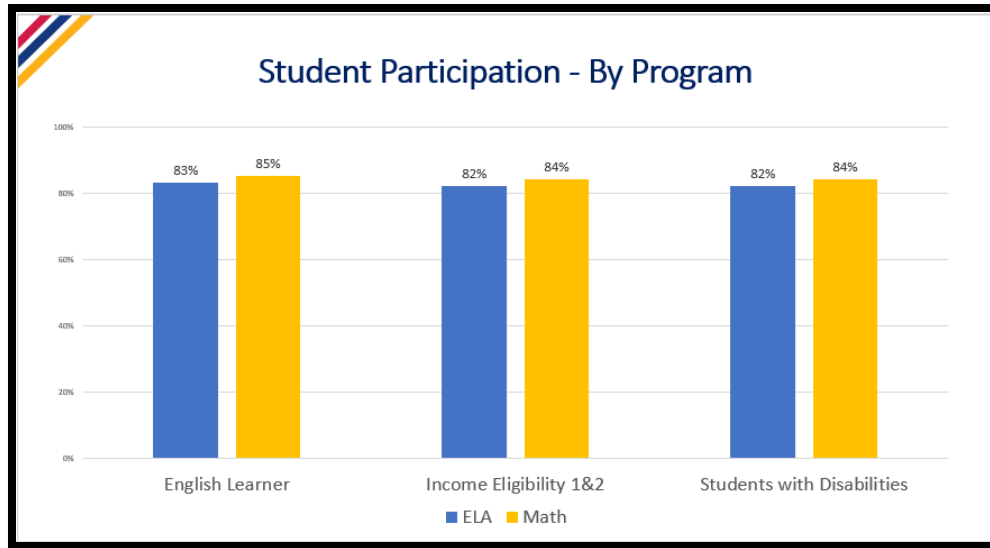
Appendix - Excerpts from Accountability & Research Oct 2021 Report

COVID Impact Proficiency Presentation

Powerpoint download: [https://www.azed.gov/sites/default/files/2021/10/COVID Impact Proficiency Presentation.pptx](https://www.azed.gov/sites/default/files/2021/10/COVID%20Impact%20Proficiency%20Presentation.pptx)





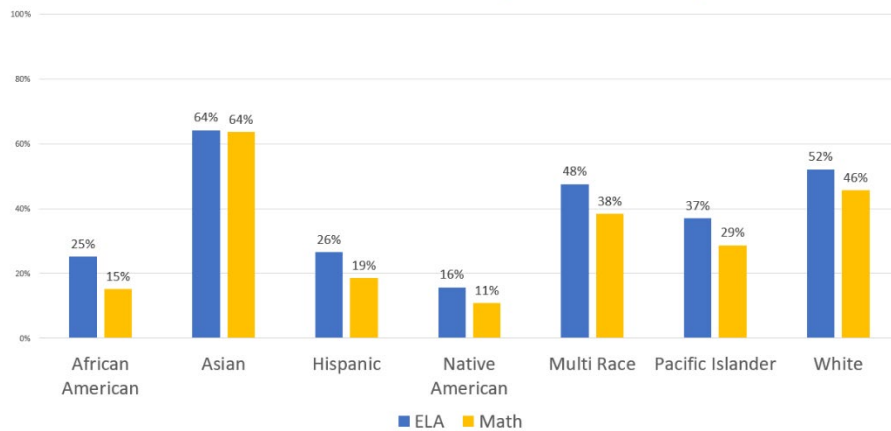


- ### Overall Findings
- Student testing rates impacted more by county and ethnicity
 - Specifically, Apache County and Native American students were tested at lower rates.
 - Testing rates similar for males and females
 - Testing rates similar for students in special programs (English Learner, Special Education, Income Eligibility)

Testing Performance Outcomes

Testing Grades
3 thru 8 and 10

Percent Proficient- By Ethnic Group





Overall Findings

- Proficiency is down across all groups, when compared to 2019.
- Math proficiency is down 11% for all tested students, ELA is down 4% for all tested students. However, the percent of students tested across the state is lower than it was in 2019, and missing data is not missing at random. Exercise caution interpreting these values.
- Gila, La Paz, and Santa Cruz counties had lower proficiency rates in math. These regions tend to be more rural.
- Native American, African American, and Hispanics have continued to have academic proficiency gaps at higher rates than other ethnic groups.
- English Learners continue to show significant gaps in achievement.