

Johnson-O'Malley Indian Education Report Fiscal Year 2018

Prepared by the Arizona Department of Education
Accountability and Research Division
In collaboration with the
Office of Indian Education

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Summary

The Arizona Department of Education (ADE) did not receive its fiscal year 2017-2018 (FY18) allocation for Johnson-O'Malley (JOM) funds during the fiscal year (July 1, 2017 – June 30, 2018). Fortunately, prior year funds totaling \$525,525.58 that were not previously allocated were available. These funds were awarded to 21 local educational agencies (LEAs) during the 2017-2018 school year, which allowed JOM programs to continue. Carryover (unused) funds in the amount of \$70,751.07 from FY2017 were added to the \$525,525.58 for a total of \$596,276.65 in available FY2018 funds.

JOM allocations are used to improve academic achievement of Native American students. Descriptive analysis of academic achievement data from FY18 indicated that a higher percentage of Native American students enrolled at JOM-funded LEAs reached performance levels 3 and 4 than their Native American peers enrolled at non-JOM-funded LEAs for both English Language Arts (22% JOM districts vs. 18% non-JOM districts) and Math (25% JOM districts vs. 21% non-JOM districts). In addition, the self-reported data from Program Descriptions and FY18 Johnson-O'Malley Application Completion Report Narrative Questions demonstrated that JOM grantees incorporated a wide range of cultural competency strategies and academic support activities to strengthen student learning. Various data have been used to identify student needs and monitor their academic progress through LEA-level Needs Assessments.

Introduction and Background

Pursuant to 25 CFR 273.50 – Annual Reporting, the purpose of this report is to document the Johnson-O'Malley (JOM) Programs administered by ADE and implemented by 21 LEAs during the 2017-2018 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. As amended, this Act authorizes contracts for the education of eligible Native American students enrolled in public schools¹. JOM funds are administered by the U.S. Department of Interior, Bureau of Indian Affairs and are dedicated to the improvement of education for Native American students.

On December 31, 2018, ²Senate 943 (Johnson-O'Malley Supplemental Indian Education Program Modernization Act) became public law 115-404. It requires "the Department of the Interior to provide an updated and ongoing count of eligible Indian students for the Johnson-O'Malley Program (JOM Program) to ensure full participation of all qualified students. The JOM Program awards contracts to support the cultural and academic needs of Native American students. Interior shall consult with Native American tribes and state and local educational agencies that have not participated in the JOM Program to expand the number of eligible Native American students served. Interior shall determine whether the JOM Program funding formula and eligibility requirements should be updated to ensure the maximum number of eligible Native American students."

LEAs that have eligible Native American students, an established Local Indian Education Committee (LIEC) and an Educational Plan as prescribed by the JOM Act are qualified to contract with the ADE for JOM funding. Eligible students are from age 3 years through Grade 12 and must be 25% or more Indian blood of a federally recognized tribe (National Johnson-O'Malley Association). The LIEC must be elected and comprised of parents of eligible Native American students. Persons (except 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 a plan for providing programs to meet the unique and specialized educational needs of Native American students. It identifies needs of Native American students, the goals and objectives to be accomplished, procedures to be followed and methods by which to evaluate the program.

¹ Bureau of Indian Education: <http://www.bie.edu/JOM/>

² <https://www.congress.gov/bill/115th-congress/senate-bill/943>

LEAs receiving their JOM funds via ADE must apply by completing an application on ADE’s Grants Management System. The JOM application requires each LEA to submit evidence that they have an LIEC 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.



Local Educational Agency Allocations and Expenditures

On August 6, 2018, ADE received the JOM contract for FY18 from the U.S. Department of Interior, Bureau of Indian Affairs in the amount of \$382,529.00 – *after* the school year had ended. After a set-aside for administration, the remaining funds were uploaded into the FY2019 (2018-2019) JOM application and became eligible for use in November 2018. See the 2019 Johnson-O’Malley Indian Education Report for use of those funds.

Table 1 below shows that \$596,276.65 were allocated to 21 LEAs in FY18. Just over 59% of funds, \$354,512.86, were expended. In FY2017, \$320,783.12 of JOM funds, including carryover, were allocated to 21 LEAs. Approximately 78% of funds, \$250,094.59, were expended.

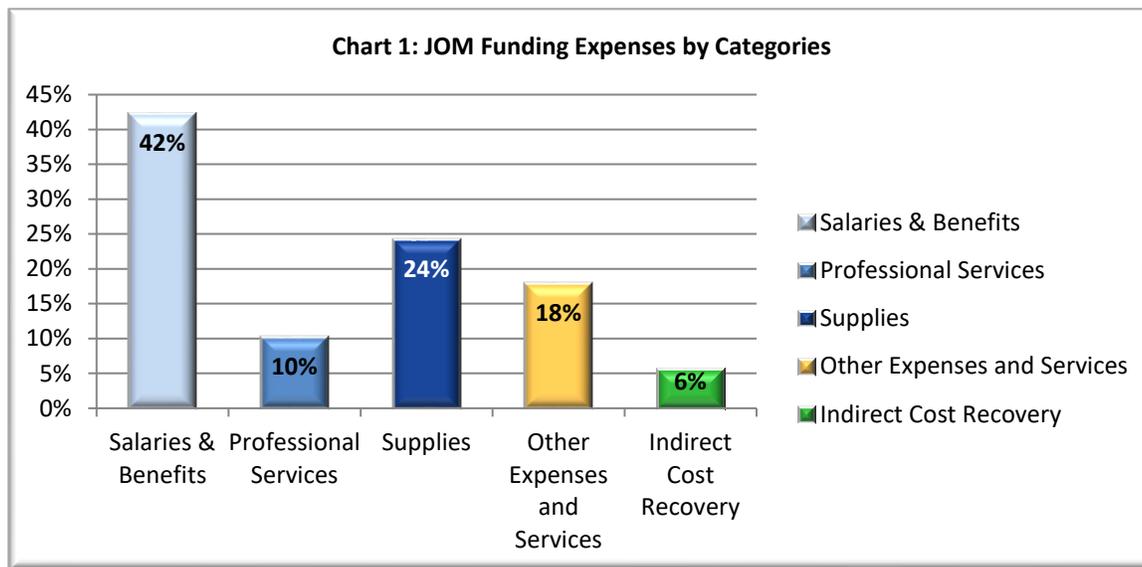
The grade span served covered Pre-K-12 in JOM LEAs. Approximately 3,877 Native Americans were served. A total of 37 objectives were set. 6 objectives were exceeded; 18 of them were met; and 13 of them were not met, but promising. The LEA level evaluation plan greatly helped LEAs identify student needs and monitor their academic progress. The top two needs met by the JOM FY18 funding were academic support (e.g., tutoring services, small group, after school, summer school and credit recovery) and cultural events.

Table 1: JOM Funding Allocations and Expenditures (FY2017 and FY2018)

LEA	County	*FY2017 Allocation	FY2017 Expenditures	Unused FY2017 \$	*FY2018 Allocation	FY2018 Expenditures	Unused FY2018 \$
Ajo Unified District	Pima	\$14,268.68	\$11,186.17	\$3,082.51	\$16,690.17	\$1,883.56	\$14,806.61
Alhambra Elementary District	Maricopa	\$23,852.27	\$22,726.39	\$1,125.88	\$45,722.47	\$11,376.58	\$34,345.89
Amphitheater Unified District	Pima	\$14,500.70	\$11,951.24	\$2,549.46	\$27,965.42	\$20,971.21	\$6,994.21
Chandler Unified District #80	Maricopa	\$3,975.38	\$3,459.30	\$516.08	\$7,938.44	\$3,172.02	\$4,766.42
Creighton Elementary District	Maricopa	\$15,479.04	\$8,662.70	\$6,816.34	\$26,384.38	\$8,239.08	\$18,145.30
Grand Canyon Unified District	Coconino	\$5,028.96	\$2,782.35	\$2,246.61	\$11,355.87	\$4,748.73	\$6,607.14
Madison Elementary District	Maricopa	\$19,184.45	\$14,588.95	\$4,595.50	\$27,987.18	\$19,837.34	\$8,149.84
Marana Unified District	Pima	\$4,899.64	\$3,819.05	\$1,080.59	\$9,402.74	\$4,325.64	\$5,077.10
Mesa Unified District	Maricopa	\$30,359.10	\$29,920.75	\$438.35	\$57,118.19	\$26,649.21	\$30,468.98
Osborn Elementary District	Maricopa	\$17,768.74	\$17,768.74	\$0.00	\$33,175.70	\$17,720.53	\$15,455.17
Phoenix Elementary District	Maricopa	\$13,366.35	\$9,460.41	\$3,905.94	\$28,759.60	\$17,583.41	\$11,176.19
Phoenix Union HS District	Maricopa	\$26,699.52	\$16,181.51	\$10,518.01	\$47,292.43	\$39,316.01	\$7,976.42
Prescott Unified District	Yavapai	\$7,830.29	\$5,634.67	\$2,195.62	\$16,815.42	\$12,100.08	\$4,715.34
Scottsdale Unified District	Maricopa	\$8,503.25	\$6,896.92	\$1,606.33	\$16,226.13	\$16,195.54	\$30.59
Stanfield Elementary District	Pinal	\$7,995.70	\$7,285.65	\$710.05	\$15,329.85	\$10,441.68	\$4,888.17
Sunnyside Unified District	Pima	\$41,482.06	\$20,228.63	\$21,253.43	\$80,294.93	\$32,054.90	\$48,240.03
Tempe School District	Maricopa	\$11,018.38	\$9,020.29	\$1,998.09	\$21,228.75	\$17,141.53	\$4,087.22
Tempe Union HS District	Maricopa	\$4,878.87	\$0.00	\$4,878.87	\$13,988.13	\$6,464.85	\$7,523.28
Tolleson Union HS District	Maricopa	\$3,786.18	\$2,615.31	\$1,170.87	\$7,581.09	\$3,414.09	\$4,167.00
Tucson Unified District	Pima	\$30,485.91	\$30,485.91	\$0.00	\$56,230.00	\$54,490.48	\$1,739.52
Yavapai-Apache Nation	N/A	\$15,419.65	\$15,419.65	\$0.00	\$28,789.76	\$26,386.39	\$2,403.37
Total		\$320,783.12	\$250,094.59	\$70,688.53	\$596,276.65	\$354,512.86	\$241,763.79

Note: FY2017 and FY2018 allocations include any carryover (unused) funds from FY2016 and FY2017, respectively.

As indicated in Chart 1, JOM grantees' budget details for FY2018 show that 42% of the funding was expended in Salaries and Employee Benefits; 10% of the funding was expended in Professional Services; 24% of the funding was expended in Supplies; 18% of the funding was expended in Other Expenses and Services; and 6% of the funding was expended in Indirect Cost Recovery.



A content analysis of program descriptions submitted by JOM grantees was used to compile program and activity information. As shown in Table 2, JOM-funded LEAs incorporated cultural competency programs, activities and practices to strengthen student learning.

Table 2: Programs, Activities and Practices by Category.

Category	Programs, Activities and Practices
Salaries & Benefits	<ul style="list-style-type: none"> • Staff and paraprofessionals (e.g., Instructional assistants, home school liaison, and parent involvement specialist) • Tutors/enrichment cultural teachers <ul style="list-style-type: none"> ○ Supplemental instruction (e.g., reading, math, writing) ○ After school and summer school programs ○ Culturally relevant curriculum • Academic student success specialists • Instructional aides • Indian education coordinators • Native American advisors • JOM managers • Parent/teacher liaisons • Bus drivers • Student and family events • Employee benefits (e.g., FICA, workers compensation, health insurance, and state retirement)
Professional Services	<ul style="list-style-type: none"> • Indian Education conferences/summits <ul style="list-style-type: none"> ○ Fees and registration • Consultants/guest speakers/presenters/cultural performers

	<ul style="list-style-type: none"> ○ Parent meetings and workshops ○ Native Youth Culture Day/Native American day ○ Student and family cultural awareness events and activities ○ Tutoring ○ Arts classes ○ Scientific learning sessions ● Trainings for professional staff <ul style="list-style-type: none"> ○ Indigenous strategies ○ Early outreach forums ○ Effective models to increase student achievement ○ Native American programs
Supplies	<ul style="list-style-type: none"> ● Events and activities <ul style="list-style-type: none"> ○ Parent meetings (e.g., paper goods, refreshments) ○ Special banquets for students and families ○ Cultural events and programs ○ Cooking supplies to prepare Native/cultural food ○ Graduation (e.g., caps and gowns) ○ Transportation (e.g. field trips, college fairs) ○ Project supplies for tutoring sessions
Category	Programs, Activities and Practices
Supplies	<ul style="list-style-type: none"> ● Summer enrichment or extra-curricular supplies ● Supplies for various events and meetings ● Food such as refreshments and snack and utensils in the cultural and educational events ● Student personal needs (e.g., clothes, eye glasses) ● Graduation caps and gowns ● Bookstore charges/Instrument rentals ● Awards <ul style="list-style-type: none"> ○ Certificates, trophies, medals ○ Student incentives ○ Banquet supplies ● Supplies for students <ul style="list-style-type: none"> ○ Elective materials (e.g. film for photography) ○ School supplies (e.g. backpacks, paper, calculators, books) ● Instructional/supplemental materials for tutoring programs and summer school programs <ul style="list-style-type: none"> ○ Hands-on activities to increase reading, writing and math skills ○ Academic and cultural materials ○ Academic software programs ● Culinary class supplies ● Parent workshops on how to help NA students ● Parent Involvement supplies ● Transportation ● Printing and Postage
Other Services and Expenses	<ul style="list-style-type: none"> ● Travel <ul style="list-style-type: none"> ○ Mileage, Airfare, meal, and lodging for teachers attending conferences ○ Transportation/bus passes/car rental for students and parents attending Indian education parent meetings, Native American cultural events and clubs. ● Student tuition and fees <ul style="list-style-type: none"> ○ Summer school classes ○ Required courses ○ Extra-curricular activities (e.g., sports, clubs, music etc.) ○ Scholarship ○ Cultural awareness classes

	<ul style="list-style-type: none"> ○ Dual enrollment courses ● Cultural events ● Instrument rental for high poverty JOM students ● Parent recommended incentives ● Field trip expenses (e.g. entrance fees, bus)
Indirect Cost Recovery	<ul style="list-style-type: none"> ● Indirect costs



Academic Achievement

Student educational achievement was measured using Arizona’s Measurement of Education Readiness to Inform Teaching (AzMERIT) assessment and the Multi-State Alternative Assessment (MSAA). AzMERIT is Arizona’s statewide achievement test. Arizona public school students in Grades 3 through high school take AzMERIT. Students in Grades 3 through 8 take an assessment in English Language Arts (ELA) and Math at their grade level. Students taking high school level English and Math take End-of-Course assessments that test their proficiency in these subjects. MSAA is the Arizona Department of Education’s alternate statewide achievement test for eligible students with significant cognitive disabilities. The MSAA alternate assessment is based on alternate achievement standards for students with the most significant cognitive disabilities. Eligible Arizona public school students take the MSAA alternate assessment for ELA and Math in Grades 3 through 8 and Grade 11.

Student scores on AzMERIT and MSAA fall into one of four performance levels:

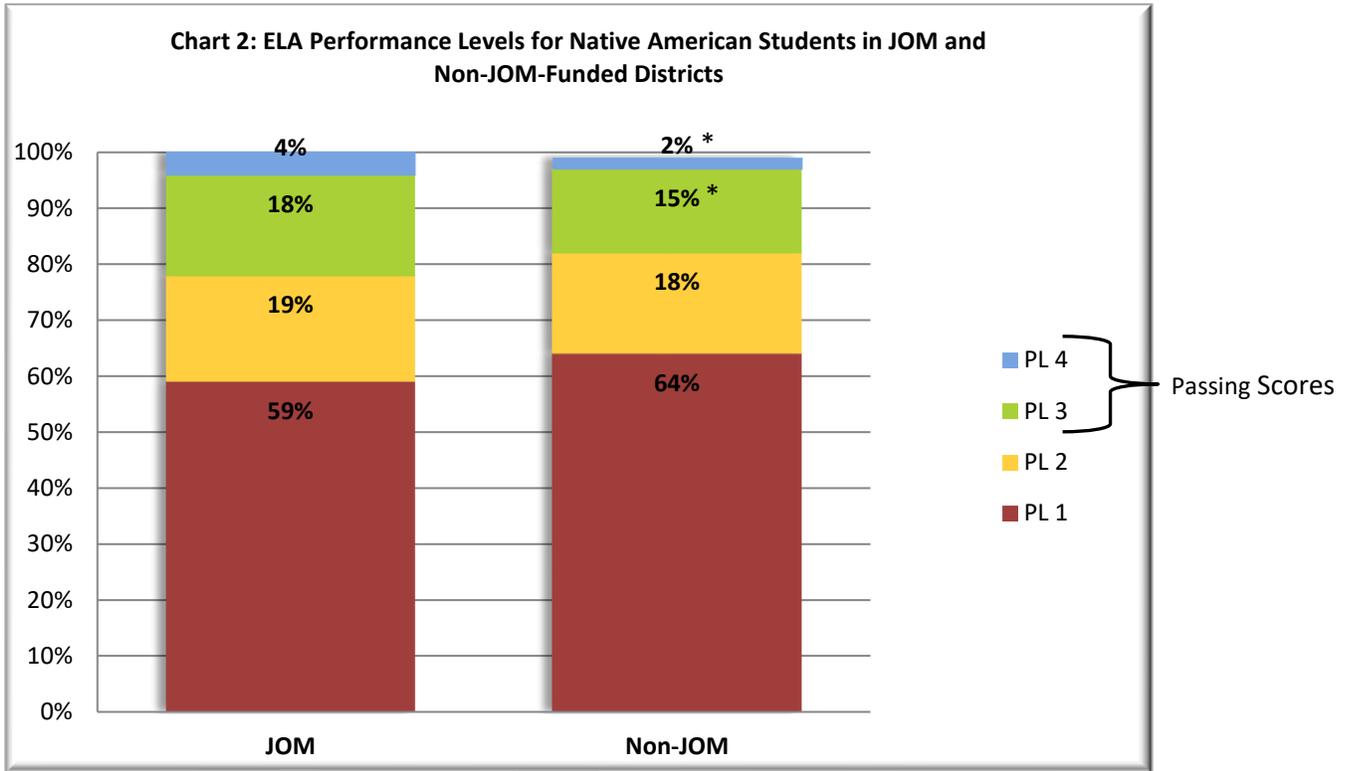
Failing Scores	Performance Level 1 (PL 1)	<ul style="list-style-type: none"> ● AzMERIT score in ‘Minimally Proficient’ ● MSAA score in ‘Level 1’
	Performance Level 2 (PL 2)	<ul style="list-style-type: none"> ● AzMERIT score in ‘Partially Proficient’ ● MSAA score in ‘Level 2’
Passing Scores	Performance Level 3 (PL 3)	<ul style="list-style-type: none"> ● AzMERIT score in ‘Proficient’ ● MSAA score in ‘Level 3’
	Performance Level 4 (PL 4)	<ul style="list-style-type: none"> ● AzMERIT score in ‘Highly Proficient’ ● MSAA score in ‘Level 4’

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

For this report, valid test results from the School Year 2017 - 2018 administration of the AzMERIT assessment and the MSAA assessment were disaggregated by performance level for Native American students in Grades 3 through high school. The percentage of students at each performance level in ELA and Math were computed and compared for Native American students enrolled at JOM-funded LEAs and non-JOM-funded LEAs.

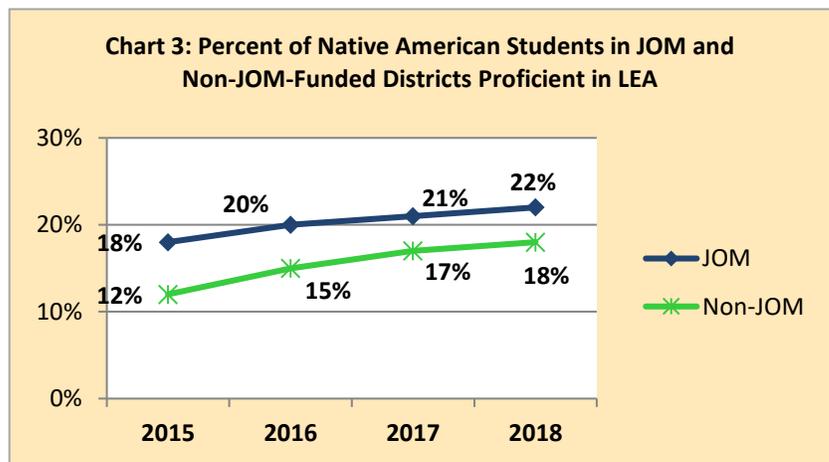
English Language Arts

The percentage of Native American students passing AzMERIT and MSAA ELA by attaining a performance level of 3 or 4 was higher in JOM-funded LEAs than in non-JOM-funded LEAs in FY2018. As shown in Chart 2, the percentage of Native American students attending JOM-funded LEAs who scored Proficient (PL 3) or Highly Proficient (PL 4) was 22% compared to 18% of the students attending non-JOM-funded LEAs.



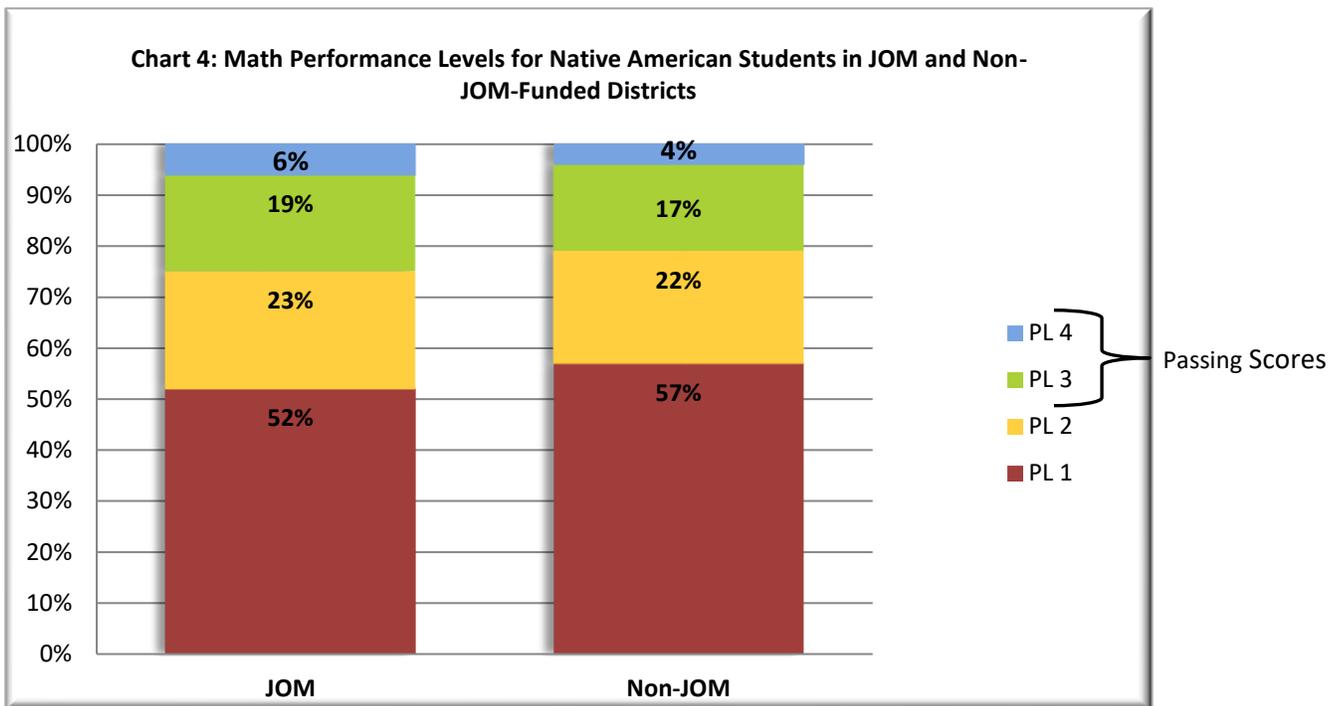
*Note: For clarity of presentation, data has been rounded to whole numbers where applicable.

As shown in Chart 3, the percent of Native American students in JOM-funded LEAs who were proficient in ELA increased 2% from FY2015 to FY2016, increased 1% from FY2016 to FY2017, and increased 1% from FY2017 to FY2018.

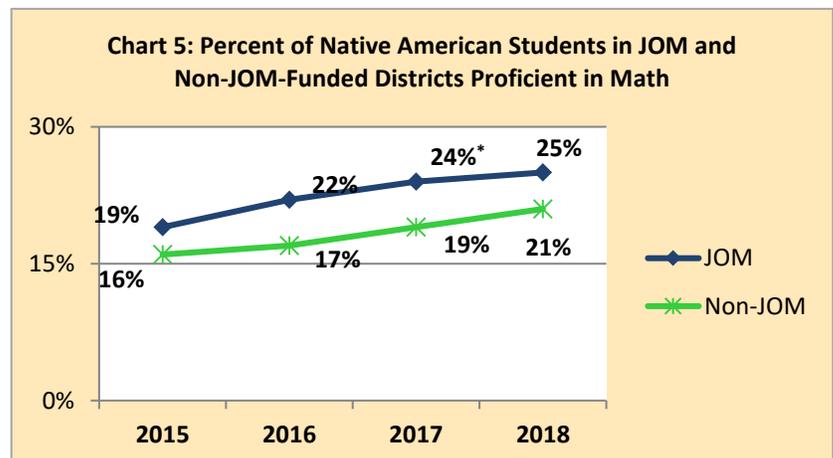


Math

Similarly, the percentage of Native American students passing AzMERIT and MSA Math by attaining a performance level of 3 or 4 was higher in JOM-funded LEAs than in non-JOM-funded LEAs in FY2018. Demonstrated in Chart 4, the percentage of Native American students attending JOM-funded LEAs who scored Proficient (PL 3) or Highly Proficient (PL 4) was 25%* compared to 21% of the students attending non-JOM-funded LEAs. *Note: Due to rounding, numbers presented may not add up precisely.



As shown in Chart 5, the percent of Native American students in JOM-funded LEAs who were proficient in Math increased 3% from FY2015 to FY2016, increased 2% from FY2016 to FY2017, and increased 1% from FY2017 to FY2018.



*Due to rounding, numbers presented may not add up precisely.

Conclusion

Although there is much work to be done for all Native American students, clearly students attending JOM-funded schools are more likely to achieve at higher levels. We are hopeful that the passing of public law 115-404 will positively impact student achievement for many more Native students; foster greater cultural knowledge and a stronger sense of Indian identity; improved professional development for teachers; and record-setting parental involvement.



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