



Johnson-O'Malley Indian Education Report Fiscal Year 2019

Prepared by the Arizona Department of Education
Data Governance Division In collaboration with
the Office of Indian Education
April 2020



Teacher Of The Year
Lynette Stant

Table of Contents

Executive Summary.....	1
Introduction and Background	1
Local Educational Agency Allocations and Expenditures.....	3
Academic Achievement	8
English Language Arts	10
Math.....	11

Executive Summary

Of the 28 Johnson-O'Malley (JOM) Local Educational Agency (LEA) grantees, 21 received funding. During the 2018-2019 school year, the total allocation was \$496,496.58. The used funding was \$284,971.81 for the improvement of academic achievement of Native American students. Descriptive analysis of academic achievement data 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 (23% JOM districts vs. 19% non-JOM districts) and Math (24% JOM districts vs. 21% non-JOM districts). In addition, the self-reported data from Program Descriptions and FY19 Johnson-O'Malley Application Completion Report Narrative Questions demonstrated that JOM grantees incorporated a wide range of culturally competent strategies and academic support activities to strengthen student learning. Various data has 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) Program administered by the Arizona Department of Administration (ADE) and implemented by 21 LEAs during the 2018-2019 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 through the Bureau of Indian Education (BIE) and are dedicated to the improvement of education for Native American students.

¹ Bureau of Indian Education:

On December 31, 2018, ²Senate 943 (Johnson-O'Malley Supplemental Indian Education Program Modernization Act) became 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. 2019 was the first year that Bureau of Indian Education (BIE) did a current grantee student counts update. The JOM Program awards contracts to support the cultural and academic needs of Native American students. BIE 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. BIE 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 (with the exception of 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.

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

ADE received the JOM contract for fiscal year 2018-2019 (FY19) from the U.S. Department of Interior, Bureau of Indian Affairs. As shown in Table 1, the total FY19 allocation in Arizona was \$496,496.58 (including FY18 unused funds). The FY19 used funding was \$284,971.81, and the FY19 carry over was \$210,115.31. Funds that have been allocated for a given fiscal year (FY), but were not used during that FY, are considered **Unused Funds**. Unused funds will **Carry Over** into the next FY. Several circumstances contributed to FY19 funds not being used fully and therefore being carried over:

- Johnson-O'Malley funds were received late in the grants cycle for both FY18 and FY19. FY18 funds became available for use in August 2018, after the school year ended. For FY19, part of the delay was due to a Government shutdown. FY19 funds were not available until March 2019, just prior to the school year ending.
- Some grantees spent funds based on their anticipated allocation, while other grantees took a conservative approach and did not spend funds until their allocation was received.

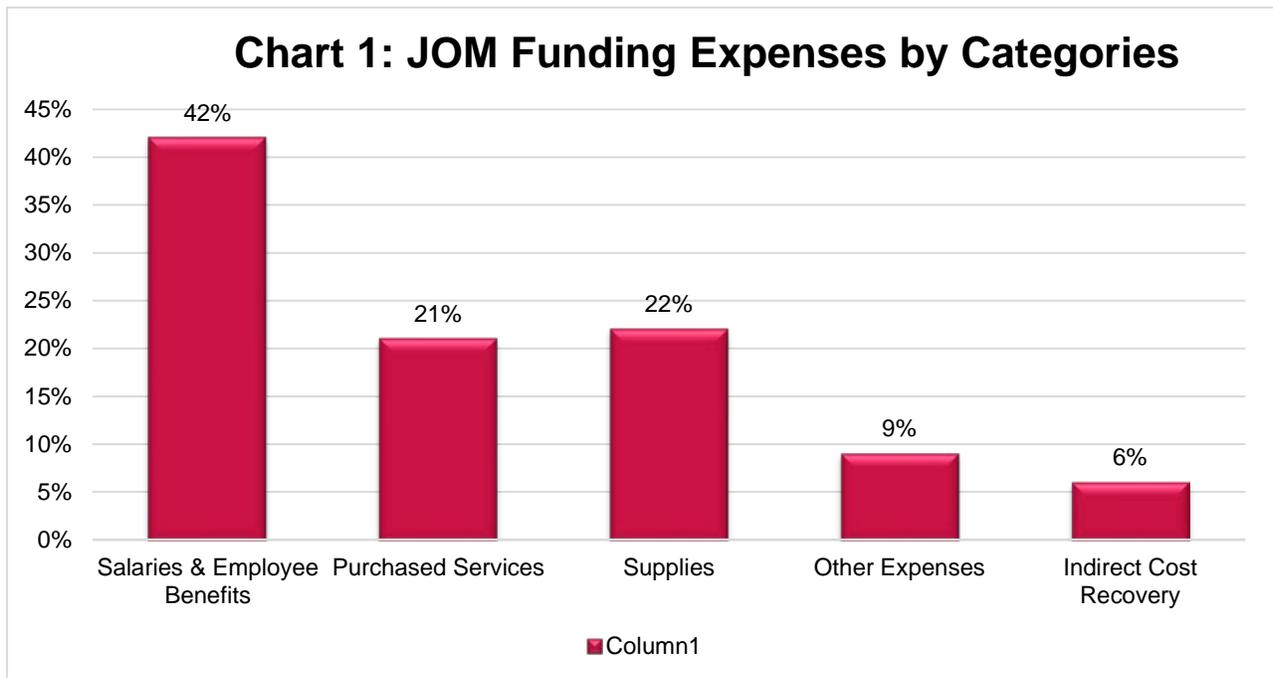
Of the 28 JOM grantees, 21 received funding. Of the seven grantees that did not receive funding, three waived their funding. The remaining four were not accounted for in the FY19 allocations, and no historical data has been identified to explain why these schools were not included. Speculation could be made that these entities either consistently waived their funding in previous years, or they may not have had the

requirements in place (i.e., a local Indian Education Committee) that allowed them to use their funding. It was in February 2020, during the recent Office of Indian Education (OIE) restructuring, when these four entities were “rediscovered”. The OIE team is working with the four schools on using their allocated JOM funding.

Table 1: FY18 and FY19 Johnson-O’Malley Allocations

FY2019 JOM Allocations					
JOM Grantee	Original	FY 18 unused funds	FY19 Total Allocation	FY19 Used fund	FY19 Carry Over
Ajo Unified District	\$ 6,559.41	\$ 14,806.61	\$ 21,366.02	\$ 4,045.57	\$ 17,320.45
Alhambra Elementary District	\$ 21,467.16	\$ 34,345.89	\$ 55,813.05	\$ 16,549.55	\$ 39,263.50
Amphitheater Unified District	\$ 12,251.46	\$ 6,994.21	\$ 19,245.67	\$ 14,767.30	\$ 4,478.37
Casa Grande Elementary District	\$ -	\$ -	\$ -	\$ -	\$ -
Chandler Unified District	\$ 3,577.86	\$ 4,766.42	\$ 8,344.28	\$ 4,381.44	\$ 3,962.84
Creighton Elementary District	\$ 9,432.54	\$ 18,145.30	\$ 27,577.84	\$ 12,544.54	\$ 15,033.30
Glendale Union High School	\$ -	\$ -	\$ -	\$ -	\$ -
Grand Canyon Unified District	\$ 4,391.01	\$ 6,607.14	\$ 10,998.15	\$ 3,382.83	\$ 7,615.32
Isaac Elementary School District	\$ -	\$ -	\$ -	\$ -	\$ -
Kaibab Band of Paiute Indians	\$ -	\$ -	\$ -	\$ -	\$ -
Madison Elementary District	\$ 11,275.68	\$ 8,149.84	\$ 19,425.52	\$ 11,758.19	\$ 7,667.33
Marana Unified District	\$ 4,011.54	\$ 5,077.10	\$ 9,088.64	\$ 1,444.17	\$ 7,644.47
Mesa Unified District	\$ 27,321.84	\$ 30,468.98	\$ 57,790.82	\$ 32,828.16	\$ 24,962.66
Murphy Elementary District	\$ 1,409.46	\$ -	\$ 1,409.46	Waived	\$ -
Osborn Elementary District	\$ 15,991.95	\$ 15,455.17	\$ 31,447.12	\$ 20,395.38	\$ 11,051.74
Phoenix Elementary District	\$ 11,980.41	\$ 11,176.19	\$ 23,156.60	\$ 12,580.54	\$ 10,576.06
Phoenix Union HS District	\$ 17,726.67	\$ 7,976.42	\$ 25,703.09	\$ 20,883.32	\$ 4,819.77
Prescott Unified District	\$ 7,047.30	\$ 4,715.34	\$ 11,762.64	\$ 11,592.86	\$ 169.78
Santa Cruz Valley UHS District	\$ -	\$ -	\$ -	Waived	\$ -
Scottsdale Unified District	\$ 7,047.30	\$ 30.59	\$ 7,077.89	\$ 6,603.13	\$ 474.76
Stanfield Elementary District	\$ 7,047.30	\$ 4,888.17	\$ 11,935.47	\$ 9,665.20	\$ 2,270.27
Sunnyside Unified District	\$ 28,460.25	\$ 48,240.03	\$ 76,700.28	\$ 36,704.00	\$ 39,996.28
Tempe School District	\$ 9,269.91	\$ 4,087.22	\$ 13,357.13	\$ 12,310.17	\$ 1,046.96
Tempe Union HS District	\$ 4,391.01	\$ 7,523.28	\$ 11,914.29	\$ 6,640.81	\$ 5,273.48
Tolleson Union HS District	\$ 3,089.97	\$ 4,167.00	\$ 7,256.97	\$ 3,914.60	\$ 3,342.37
Tucson Unified District	\$ 27,105.00	\$ 1,739.52	\$ 28,844.52	\$ 25,698.92	\$ 3,145.60
Union Elementary District	\$ -	\$ -	\$ -	Waived	\$ -
Yavapai-Apache Nation	\$ 13,877.76	\$ 2,403.37	\$ 16,281.13	\$ 16,281.13	\$ -
Total	\$ 254,732.79	\$ 241,763.79	\$ 496,496.58	\$ 284,971.81	\$ 210,115.31

As shown in Chart 1, per JOM grantees' budget summary in FY2019, 42% of the funding was expended in Salaries and Employee Benefits; 21% of the funding was expended in Purchased Services including Purchased Professional Services, Services, and Other Purchased Services; 22% of the funding was expended in Supplies; 9% of the funding was expended in Other Expenses; 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 & Employee Benefits	<ul style="list-style-type: none"> • Staff and paraprofessionals (e.g., Instructional assistants, home school liaison, and parent engagement facilitator) • Tutors/enrichment cultural teachers <ul style="list-style-type: none"> ○ Supplemental instruction (e.g., reading, math, writing) ○ Before and after school tutoring ○ After School club ○ Summer school/intersession instructional staff ○ Culturally relevant curriculum ○ Native Language Development ○ Native American and Arts Experiences • Academic student success specialists • JOM coordinators • Indian education facilitators • Native American advisors • JOM managers • Parent/teacher liaisons • Bus drivers/transportation • Employee benefits (e.g., FICA, workers compensation, health insurance, and state retirement)
Category	Programs, Activities and Practices
Purchased Professional Services	<ul style="list-style-type: none"> • Individualized tutoring for Native American students • 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 cultural awareness workshops ○ After school Native American Club/summer schools ○ Native Youth Culture Day/Native American day ○ Student and family cultural awareness events and activities ○ Hiring artists for Arts classes ○ Scientific learning sessions

	<ul style="list-style-type: none"> ○ Student Success specialists ● Trainings for Native American students <ul style="list-style-type: none"> ○ Leadership training ○ Native Language development ● Various trainings for professional staff
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 or Indian Education Committee meetings ● Graduation caps and gowns ● Graduation event relevant expenses ● 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"> ○ 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 ○ Home supplemental materials ● Parent Involvement/workshop supplies ● Printing and Postage ● White Board ● School Networking Licenses ● Guided books for AP examine
Category	Programs, Activities and Practices

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/after school classes ○ Required courses/examines ○ Extra-curricular activities (e.g., sports, clubs, music etc.) ○ Scholarship ○ Cultural awareness classes ○ Dual enrollment courses • Cultural events/ Potluck • Recreation Center Rental • Field trip expenses (e.g. entrance fees, bus)
Category	Programs, Activities and Practices
Indirect Cost Recovery	<ul style="list-style-type: none"> • Indirect costs



Academic Achievement

AzMERIT is the statewide achievement test for Arizona students. Students in Arizona from grades 3 to 8 take AzMERIT in English Language Arts (ELA) and Math at their grade level. Students in high school levels take End-of-Course assessments that test their proficiency in English Language Arts and Math. In 2019, under the new Menu of Assessment policy, ACT and SAT were administered in some high schools in Arizona.

In addition, 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, MSAA, ACT and SAT fall into one of four performance levels:

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

Note1: 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

For this report, valid test results from the School Year 2018 - 2019 administration of the AzMERIT, ACT, SAT, and the MSAA assessments 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, ACT, SAT, 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 FY2019. 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 23% compared to 19% of the students attending non-JOM-funded LEAs.

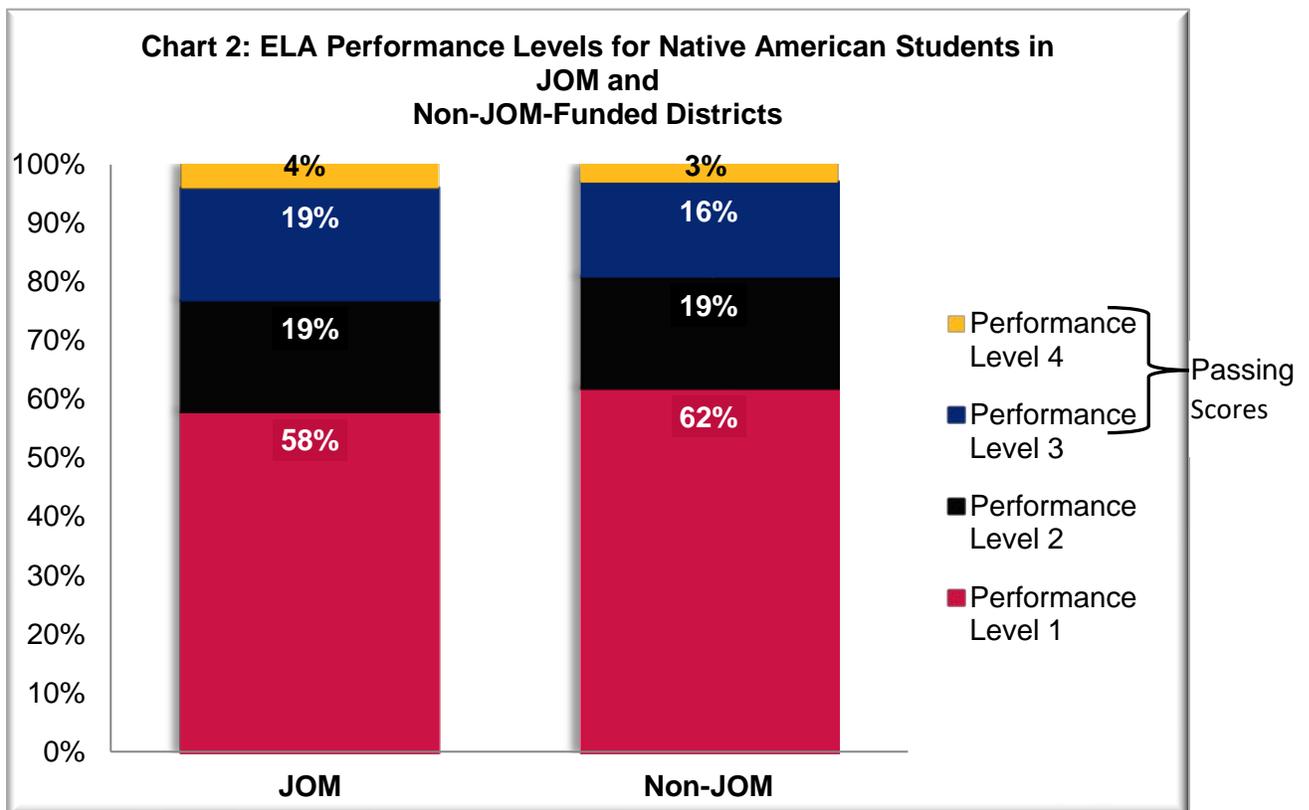
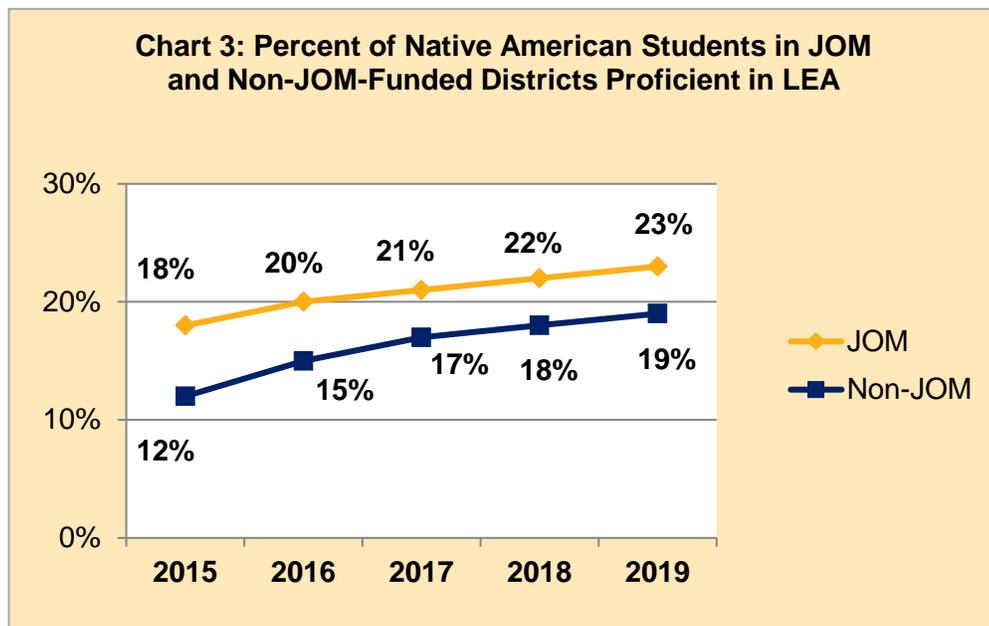
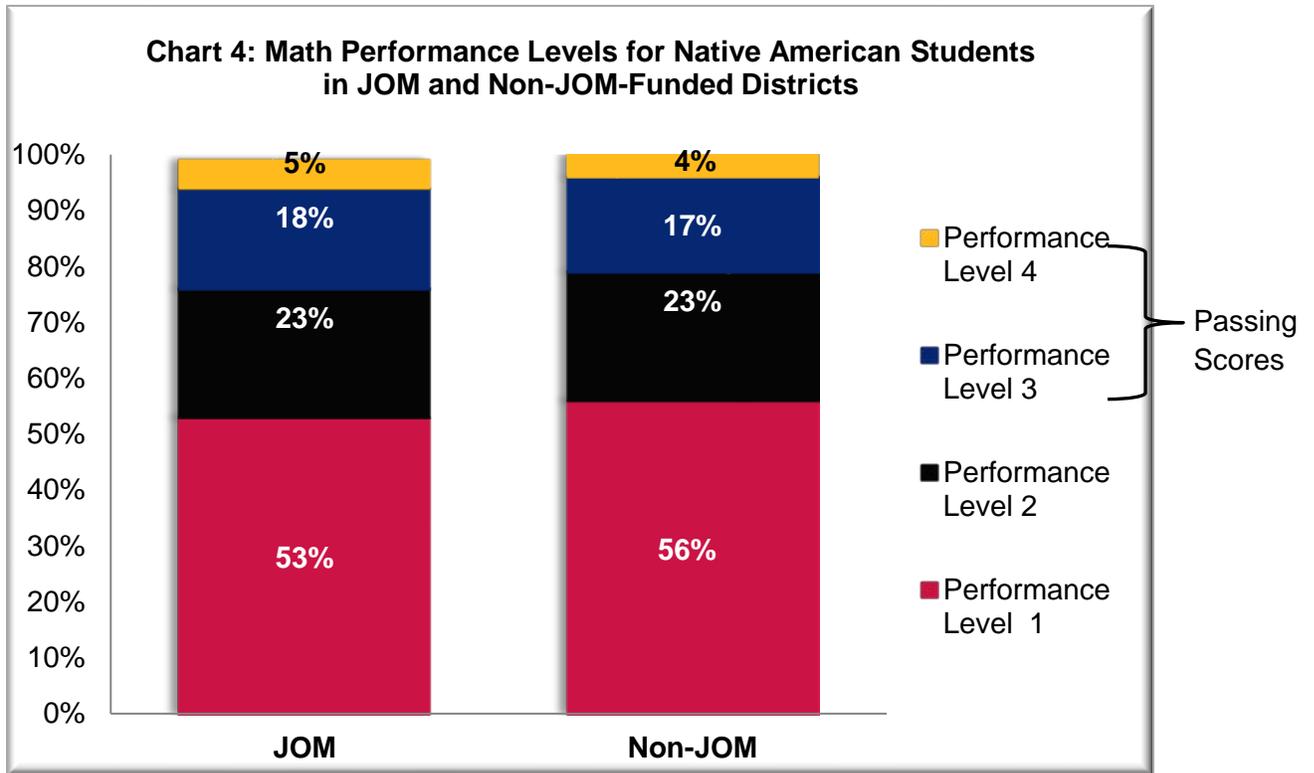


Chart 3 shows that the percent of Native American students in JOM-funded LEAs proficient in ELA increased 2% from FY2015 to FY2016, increased 1% from FY2016 to FY2017, increased 1% from FY2017 to FY2018, and increased 1% from FY2018 to FY2019.



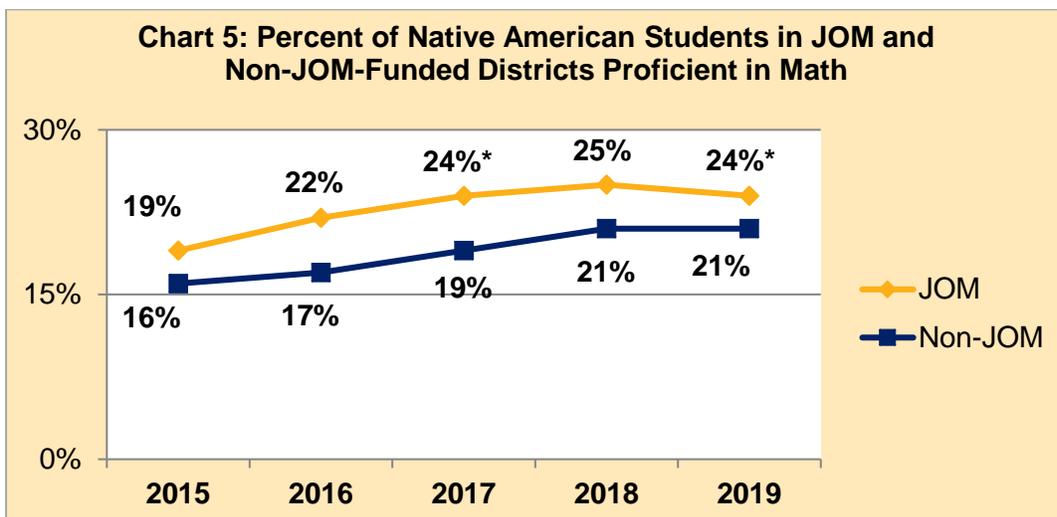
Math

Similarly, the percentage of Native American students passing AzMERIT, ACT, SAT, and MSAA 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 24%* compared to 21% of the students attending non-JOM-funded LEAs



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

As shown in Chart 5, the percent of Native American students in JOM-funded LEAs proficient in Math increased 3% from FY2015 to FY2016, increased 2% from FY2016 to FY2017, increased 1% from FY2017 to FY2018, and decreased 1% from FY2018 to FY2019.



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



Serena Denetsosie, MSW

602-542-5235

Deputy Associate Superintendent, Office of Indian Education

Arizona Department of Education

Yating Tang, Ph.D.

602-364-1977

Senior Research Scientist, Data Governance

Arizona Department of Education